Regular Governing Board Agenda - Revised

CABRILLO UNIFIED SCHOOL DISTRICT

Public Session • Thursday, June 10, 2021 • 6:00 PM

Via Zoom: https://cabrillok12.zoom.us/j/99135905009 • Webinar ID: 991 3590 5009 • Telephone: +1 669 900 6833

Governing Board Meeting broadcast live on the CUSD YouTube Channel, on www.PacificCoast.TV, and on Xfinity Channel 27 in Half Moon Bay

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.

PUBLIC COMMENTS GUIDELINES

There are two ways in which members of the public may provide comments as part of a Cabrillo Unified School District Governing Board remote meeting:

1. Submit Comments in Advance:
Members of the public may submit comments in advance of the meeting through the following link: http://bit.ly/cusdcomments. Comments will be read out loud by the Board President or a designee during the meeting. Written comments should be limited to no more than 300 words; longer comments might not be shared publicly during the meeting. However, all comments received, whether or not they are shared publicly during the meeting, will be made available to all Board members.

2. Provide Comment in Real-Time During Remote Meeting:
Members of the public may submit a request to comment in real-time in advance of the meeting through the following link: http://bit.ly/cusdcomments. When called upon by Board president or designee, speakers will be unmuted. After the allotted time, speakers will be placed on mute.

Because of technical limitations, please submit your comments or request to address the Board in real-time in advance of the meeting. The Google Public Comment Form opens on the agenda posting date and closes one hour before the meeting start time. We ask the participants to type their full name when joining the meeting, as prompted. "Hand Raised" future will be disabled during the meeting.

Individual speakers shall be allowed three minutes to address the Board on each agenda or nonagenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. (Governing Board Bylaw 9323 - Meeting Conduct)

IMPORTANT BOARD PROTOCOLS REGARDING PUBLIC COMMENTS

The CUSD Governing Board does not act upon any matter that has not been agendized except under limited circumstances as permitted by law. It is the policy of the CUSD Governing Board to refer matters raised in this forum to staff for further examination and/or action where appropriate

Open Board meetings may be recorded and broadcast.

1. CALL TO ORDER

a. Public Session - 6:00 PM - Welcome (Please note new time)

1. Roll Call / Quorum
2. Pledge of Allegiance

2. APPROVAL OF AGENDA

3. COMMUNICATIONS

a. Public Comments

b. Employee Organizations Report

1. CUTA Representatives
2. CSEA Representatives

c. Board Members Report

d. Superintendent Report

4. CONSENT AGENDA

a. Approval of Single Plan for Student Achievement (SPSA) 2021-2022 (Consent Agenda)

4.a Board Memo Single Plan for Student Achievement.pdf (p. 7)

4.a.1 SPSA Hatch Elementary 2021-21.pdf (p. 8)

4.a.2 SPSA El Granada Elementary 2020-21.pdf (p. 73)

4.a.3 SPSA Farallone View Elementary 2020-21.pdf (p. 138)

4.a.4 SPSA Kings Mountain Elementary 2020-21.pdf (p. 203)

4.a.5 SPSA Cunha Intermediate 2020-21.pdf (p. 262)

4.a.6 SPSA Half Moon Bay High 2020-21.pdf (p. 333)

4.a.7 SPSA Pilarcitos High 2020-21.pdf (p. 396)

b. Approval of 2021-22 Agricultural Education Incentive Grant (Consent Agenda)

4.b Board Memo 2021-22 Agricultural Education Incentive Grant.pdf (p. 455)

4.b.1 2021-22 AIG Application.pdf (p. 456)

c. Approval of 2021-2022 Strengthening Career and Technical Education for the 21st Century Act (Perkins V), 131- Secondary Education, Grant Application (Consent Agenda)

4.c Board Memo 2021-22 Perkins V Application.pdf (p. 460)

4.c.1 2021-22 Perkins Application.pdf (p. 462)

d. Approval of the Half Moon Bay High School Agriculture and Natural Resources, Building and Constructions Trades, and CUSD Districtwide Advisory Committees (Consent Agenda)

4.d Board Memo CTE Advisory Committees Ag, BCT, CUSD.pdf (p. 499)

4.d.1 Ag Advisory Committee 2021-22.pdf (p. 502)

4.d.2 BCT Advisory Committee 2021-22.pdf (p. 503)

4.d.3 CUSD Districtwide CTE Advisory Committee 2021-22.pdf (p. 504)

e. Approval of Credit Recovery Curriculum: Half Moon Bay & Pilarcitos High School (Consent Agenda)

4.e Board Memo Secondary Credit Recovery.pdf (p. 505)

f. Adoption of World Language: AP Spanish Textbook (Consent Agenda)

4.f Board Memo AP Spanish Textbook.pdf (p. 507)

4.f.1 Quote Spanish Readers Abriendo Puertas 2013.pdf (p. 508)

g. Approval of the Certificated Personnel Report (Consent Agenda)

4.g Board Memo Certificated Personnel Report.pdf (p. 511)

h. Approval of the Classified Personnel Report (Consent Agenda)

4.h Board Memo Classified Personnel Report.pdf (p. 513)

i. Approval of Job Descriptions for New Student Data Systems Coordinator, System Administrator, and Systems Support Specialist (Consent Agenda)

4.i Board Memos New IT Positions for Reclassification Updated.pdf (p. 514)

4.i.1 Student Data Systems Coordinator Job Description Updated.pdf (p. 516)

4.i.2 System Administrator Job Description Updated.pdf (p. 519)

4.i.3 System Support Specialist Job Description Updated.pdf (p. 522)

j. Approval of the Future Bargaining Provisions to be Negotiated between Cabrillo Unified School District and Cabrillo Unified Teachers' Association (Consent Agenda)

4.j Board Memo CUTA-CUSD Future Bargaining Provisions.pdf (p. 525)

k. Approval of Donations to Cabrillo Unified School District (Consent Agenda)

4.k Board Memo Donations June 2021 Final.pdf (p. 526)

4.k.1 Summary Site Donations June 2021.pdf (p. 527)

l. Approval of Food Service Contract for the 2021-22 school year between Better 4 You Meals and CUSD (Consent Agenda)

4.l Board Memo Food Services Contract.pdf (p. 528)

4.l.1 Food Services Contract Better 4 You Meals.pdf (p. 529)

m. Approval of Play Structure for the Pre-K Complex (Consent Agenda)

4.n Board Memo Play Structure Pre-K.pdf (p. 559)

4.n.1 CUSD Preschool Structure Renderings Proposal.pdf (p. 560)

n. Approval to Purchase Five-Hundred Chromebooks to Replace Obsolete Devices (Consent Agenda)

4.m Board Memo Trafera Chromebook Purchase.pdf (p. 568)

o. Approval of Regular and Special Governing Board Meetings Minutes (Consent Agenda)

4.o Board Memo Minutes.pdf (p. 569)

4.o.1 2021-05-13 Regular Board Meeting Minutes.pdf (p. 570)

4.o.2 2021-05-14 Special Board Meeting Minutes.pdf (p. 577)

5. GENERAL BUSINESS

a. Recognition of Half Moon Bay High School Salutatorian Harrison Nash and Co-Valedictorians Rachael Jenar and Mia Orr

5.a Board Memo Recognition Salutatorian & Valedictorians.pdf (p. 579)

b. Adoption of New Science Curriculum for Cunha Intermediate School (Action)

5.b Board Memo Cunha Science Curriculum.pdf (p. 581)

5.b.1 Quote Amplify Science.pdf (p. 583)

c. Update on CUSD Summer School 2021 (Information)

5.c Board Memo Summer School 2021 Update.pdf (p. 590)

d. Approval of the 2021-2022 Site and District Professional Development Plan (Action)

5.d Board Memo Professional Development Plan.pdf (p. 593)

5.d.1 Elementary Collaboration & Professional Development 2021-2022.pdf (p. 595)

5.d.2 Secondary Collaboration & Professional Development 2021-2022 (Revised).pdf (p. 596)

e. 2021-22 Budget and the 2021-2024 Local Control Accountability Plan Public Hearings, 2021-24 Local Control and Accountability Plan Update, and 2020-21 Learning Continuity and Attendance Plan Annual Update (Discussion)

5.e Budget and Local Control Accountability Plan Hearings and Updates.pdf (p. 597)

5.e.1 Notice of Public Hearing 2021-22 Budget and 2021-24 LCAP .pdf (p. 600)

5.e.2 Local Control Accountability Plan LCAP Presentation.pdf (p. 601)

5.e.3 Local Control Accountability Plan 2021-24.pdf (p. 626)

5.e.4 LCAP and LCA Annual Update 2021.pdf (p. 684)

f. Information on the Expected CUSD California State Aid Participation (Information)

5.f Board Memo CUSD State Aid Presentation.pdf (p. 748)

5.f.1 State Aid Eligibility Overview Presentation.pdf (p. 749)

g. Adoption of Resolution No. 07-21, Temporary Interfund Borrowing for Fiscal Year 2020-21 (Action)

5.g Board Memo Resolution Temporary Interfund Borrowing FY 2020-21.pdf (p. 755)

5.g.1 Resolution No. 07-21 Temporary Interfund Borrowing FY 2020-21.pdf (p. 756)

h. Adoption of Resolution No. 08-21, Approving Budgetary Increases and Transfers at Year-End (Action)

5.h Board_Memo Resolution Budgetary Increases and_Transfers Year-End.pdf (p. 758)

5.h.1 Resolution No. 08-21 Budgetary Increases and Transfers at Year End FY 2020-2 .pdf (p. 759)

i. Adoption of Resolution No. 09-21, Authorizing TRAN Issuance and Maximum Amount Borrowing (Action)

5.i Board Memo TRAN Resolution 2021.pdf (p. 760)

5.i.1 Resolution No. 09-21 TRANS Issuance.pdf (p. 761)

5.i.2 Resolution No. 09-21 TRANS Issuance Certificate.pdf (p. 805)

j. Approval of Bond Funded Construction Projects (Action)

5.j Board Memo Construction Projects.pdf (p. 809)

5.j.1 CUSD Master Plan Update QKA.pdf (p. 810)

k. Ratification of the Incorporation of New Contractual Language for Transitional Kindergarten and Full Day Kindergarten as agreed upon between the Cabrillo Unified School District and the Cabrillo Unified Teachers' Association (Action)

5.k Board Memo CUTA-CUSD Extended K Schedule.pdf (p. 823)

5.k.1 Article 12 Teaching Hours Revised.pdf (p. 825)

l. Approval of Reopener Articles Within the Bargaining Agreement between the Cabrillo Unified School District and the Cabrillo Unified Teachers' Association (Action)

5.l Board Memo CUTA-CUSD Reopener.pdf (p. 834)

6. FUTURE EVENTS

a. June 11 - Special Board Meeting Closed Session, via Videoconference, 9:00 AM

b. June 16 - Visual and Performing Arts Committee Meeting, via Zoom, 3:00 PM

c. June 24 - Regular Board Meeting, via Zoom, 6:00 PM

7. ADJOURNMENT OF THE MEETING

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: June 10, 2021
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent Curriculum and Instruction
J Jesús Contreras, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Single Plan for Student Achievement (SPSA) 2021-2022

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.

REPORT/PROPOSAL

It is recommended that the Cabrillo Unified School District Governing Board 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.

RECOMMENDATION

Approve as submitted.

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	June 2, 2021	June 10, 2021

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)

McGraw Hill language arts materials are adopted for both the Two-way Bilingual Immersion (Spanish) program and the traditional English only program. The Bridges Math program was also adopted for all students. Students are provided with consumable workbooks for both adopted programs. State adopted science and social studies materials (text books and workbooks) are provided to all students.
Reading Intervention teachers use the Wilson Fundations intervention materials for students needing reading assistance in English and Esperanza intervention materials for students needing reading assistance in Spanish.

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 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.

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.

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. This inequity is being addressed during the 2020-2021 school year by offering staff targeted professional development opportunities around using technology to instruct, assess, and differentiate instruction.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0.18%	%	0	1	
African American	0%	0.18%	%	0	1	
Asian	0.89%	1.09%	1.1%	5	6	6
Filipino	1.95%	1.63%	1.2%	11	9	7
Hispanic/Latino	57.02%	56.52%	62.2%	321	312	350
Pacific Islander	0%	0.18%	0.2%	0	1	1
White	37.3%	37.14%	31.8%	210	205	179
Multiple/No Response	%	0%	3.6%		17	20
			Total Enrollment	563	552	563

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	91	96	107
Grade 1	74	80	81
Grade 2	93	83	84
Grade3	100	95	93
Grade 4	96	100	95
Grade 5	109	98	103
Total Enrollment	563	552	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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	234	233	210	41.6	42.2%	37.3%
Fluent English Proficient (FEP)	37	42	57	6.6	7.6%	10.1%
Reclassified Fluent English Proficient (RFEP)	20	24	25	8.2	10.3%	10.7%

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
552	**46.6**	**42.2**	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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	233	42.2
Homeless	13	2.4
Socioeconomically Disadvantaged	257	46.6
Students with Disabilities	38	6.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian	1	0.2
Asian	6	1.1
Filipino	9	1.6
Hispanic	312	56.5
Two or More Races	17	3.1
Pacific Islander	1	0.2
White	205	37.1

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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



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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
19.5	31.8	3.3	45.2

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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	 No Performance Color
		Less than 11 Students - Data 5	8.3
			12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue	 No Performance Color		 Orange
0	0		1.4
Declined -0.6	Maintained 0		Increased +1.4
326	18		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-3, 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.

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, BrainPop ELL, and literature circles. Targeted intervention for students will be offered in small groups. We will measure the effectiveness of the strategy through end of the year data from local benchmarks and state assessments.

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 I 1000-1999: Certificated Personnel Salaries Pay for two teachers at the hourly rate.
2605	Title I 4000-4999: Books And Supplies Supplemental Supplies
2233	Title I 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)
1000	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)

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 4

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, Istation, 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 5

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 6

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 local and state assessments.

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 Learners

Strategy/Activity

ELD will be implemented daily for 30 minutes of Explicit Direct Instruction. 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 8

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 I 1000-1999: Certificated Personnel Salaries Release time/substitute for teachers

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 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

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 grade 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 I 1000-1999: Certificated Personnel Salaries Release time/substitute for teachers
1857	Title I 4000-4999: Books And Supplies Supplementary materials & supplies
	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 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)

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.

Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to compare growth.

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

Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to compare growth and further implement actions and services.

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 the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to compare growth. We will use local data to place students who will need further interventions for Fall 2021.

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 favorable responses on the 2020-2021 Panorama Family Survey within the topic of Barriers to Engagement.
Increase families who responded favorably on the 2020-2021 Panorama Family Survey within the topic of Family Engagement by 5%.

Identified Need

Increase Family Engagement to support student academic performance and social emotional wellbeing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Family Survey	Survey will be administered in the Fall/Winter	Maintain favorable responses on the 2020-2021 Panorama Family Survey within the topic of Barriers to Engagement. Increase families who responded favorably on the 2020-2021 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)
950	Title I 2000-2999: Classified Personnel Salaries Extra time for office staff to help facilitate promotion and coordination of the strategy.
1000	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 I 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 2020-2021 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)

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.

Due to the COVID-19 Pandemic, was administered in May of 2021. CUSD had a gap in Panorama surveys due to budget cuts in 2019-2020. Therefore, we do not yet have data to compare the actual growth. Once we obtain and analyze the data during Summer/Fall 2021, we will be able to compare growth.

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

Due to the COVID-19 Pandemic, was administered in May of 2021. CUSD had a gap in Panorama surveys due to budget cuts in 2019-2020. Therefore, we do not yet have data to compare the actual growth. Once we obtain and analyze the data during Summer/Fall 2021, we will be able to compare growth.

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 the COVID-19 Pandemic, was administered in May of 2021. CUSD had a gap in Panorama surveys due to budget cuts in 2019-2020. Therefore, we do not yet have data to compare the actual growth. Once we obtain and analyze the data during Summer/Fall 2021, we will be able to compare growth.

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 2020-21 Panorama Family Survey within the topic of School Climate by 5%.
Increase the percentage of families who responded favorably on the 2020-21 Panorama Family Survey within the topic of School Safety by 5%.

Increase attendance percentage by 1% in the school year of 2020-201.

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)
	None Specified None Specified
	None Specified None Specified
2166.88	Title I 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)
666	Title I 4000-4999: Books And Supplies Supplementary office supplies to support student efforts (certificates and awards)

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.

Due to the COVID-19 Pandemic, was administered in May of 2021. CUSD had a gap in Panorama surveys due to budget cuts in 2019-2020. Therefore, we do not yet have data to compare the actual growth and our attendance was affected by remote and hybrid learning. Once we obtain and analyze the data during Summer/Fall 2021, we will be able to compare growth.

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

Due to the COVID-19 Pandemic, was administered in May of 2021. CUSD had a gap in Panorama surveys due to budget cuts in 2019-2020. Therefore, we do not yet have data to compare the actual growth and our attendance was affected by remote and hybrid learning. Once we obtain and analyze the data during Summer/Fall 2021, we will be able to compare growth.

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 the COVID-19 Pandemic, was administered in May of 2021. CUSD had a gap in Panorama surveys due to budget cuts in 2019-2020. Therefore, we do not yet have data to compare the actual growth and our attendance was affected by remote and hybrid learning. Once we obtain and analyze the data during Summer/Fall 2021, we will be able to compare growth.

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	$21,813.88

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	$21,813.88

Subtotal of additional federal funds included for this school: $21,813.88

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: $21,813.88

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	21813.88	0.00
None Specified		

Expenditures by Funding Source

Funding Source	Amount
Title I	21,813.88

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,866.88
2000-2999: Classified Personnel Salaries	1,586.00
4000-4999: Books And Supplies	8,361.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	11,866.88
2000-2999: Classified Personnel Salaries	Title I	1,586.00
4000-4999: Books And Supplies	Title I	8,361.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,868.00
Goal 2	6,527.00

Goal 3	2,586.00
Goal 4	2,832.88

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
Alyssa Jaramillo	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 June 2, 2021.

Attested:

	Principal, Alyssa Jaramillo on June 2, 2021
	SSC Chairperson, Elizabeth Murillo on June 2, 2021

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 3, 2021	June 10, 2021

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.

Due to remote learning, informal classroom observations occur by the principal joining virtual meetings. Each visit is focused on various instructional strategies and classroom management techniques to ensure engagement and quality of the instructional program during remote learning programs.

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)

For the 2021-2022 School Year: 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

Because of COVID-19, all following meetings were held virturally to consult with our school community on the planning process for the annual review and update of the SPSA:

Back To School Night (August 26th) - Presentation to school community to review purpose of School Site Plan, defined remote learning plan for daily instruction and supporting student learning.

Principal Parent Meeting (Nov. 13th) - Reviewed Positive School Climate: Safe and Supported Schools, to determine and develop effective engagement events for the current 2020-21 school year. Determined how to keep students connected to school community during remote learning.

Staff Meeting (Oct 7th, Nov. 4th, , Jan. 13th, Feb. 10th) - Reviewed plan for remote learning with social emotional learning supports for students. Staff discussed and proposed revisions of actions, activities and some budget allocations.

English Learner Advisory Committee (ELAC) (Oct. 7th and Feb. 9th) Presentation of current work on School Site Plan. The group discussed and proposed revisions of actions and activities.

Leadership Team Meeting (Jan. 6th, Jan. 25th, Feb 8th, April 26th) - Reviewed remote learning plan and created the Opening of School Plan to start in April. 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.

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.

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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.24%	0%	%	1	0	
Asian	0.98%	0.54%	0.3%	4	2	1
Filipino	0.49%	0.27%	0.3%	2	1	1
Hispanic/Latino	56.97%	60.38%	62.4%	233	224	211
Pacific Islander	0.49%	0.27%	0.3%	2	1	1
White	36.67%	34.5%	32.5%	150	128	110
Multiple/No Response	%	1.08%	4.1%		11	14
			Total Enrollment	409	371	338

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	78	72	63
Grade 1	73	63	54
Grade 2	54	65	59
Grade3	53	52	59
Grade 4	69	54	52
Grade 5	82	65	51
Total Enrollment	409	371	338

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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	142	131	105	34.7%	35.3%	31.1%
Fluent English Proficient (FEP)	39	39	37	9.5%	10.5%	10.9%
Reclassified Fluent English Proficient (RFEP)	25	11	9	14.6%	7.7%	6.9%

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
371	**51.5**	**35.3**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	131	35.3
Foster Youth	1	0.3
Homeless	3	0.8
Socioeconomically Disadvantaged	191	51.5
Students with Disabilities	53	14.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Asian	2	0.5
Filipino	1	0.3
Hispanic	224	60.4
Two or More Races	11	3.0
Pacific Islander	1	0.3
White	128	34.5

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
26.7	28.7	0.9	43.5

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 to Elementary School

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
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	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 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 provided by 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

2 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Claire Beltrami	Principal
Nicole Robinson	Classroom Teacher
Catherine Fall	Classroom Teacher
Nancy Arevalos	Other School Staff Parent or Community Member
Rosa Ruiz	Parent or Community Member
Victoria Lacerda	Parent or Community Member
Laura Butterfloss	Parent or Community Member
Breanna Lafontaine	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 April 28, 2021.

Attested:

	Principal, Ms. Claire Beltrami on May 3, 2021
	SSC Chairperson, Breanna Lafontaine on May 3, 2021

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 2021	June 10, 2021

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)

The purpose of this plan is to identify the academic needs of students, establish goals to address those needs, and outline a plan as to how our school site will spend specific funds in support of those goals.

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 last 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. This spring (2021), teachers participated in an additional survey to gauge usage of various online applications. The feedback within this survey will guide our decision-making at the district and site levels with regard to which online applications we would like to renew next school year (2021-2022).

This spring (2021), information and feedback was collected from our School Site Council (a site-based parent and staff group). These suggestions are included here as they also have shaped the development of our site plan.

STAFF AND PARENT RECOMMENDATIONS:

Our SPSA goals should be aligned with the three main themes found within our new Local Control and Accountability Plan (LCAP): Student Achievement, Equity, and Engagement.

Specific ideas and suggestions regarding increasing STUDENT ACHIEVEMENT include the following:

- Recording more asynchronous content for families to revisit with their children
- Additional translation of educational resources for Latino families
- School-wide focus on and/or celebration of basic Math facts
- Organized games/activities at recess
- Monthly announcements recognition
- Reinstitute Academic Learning Center (grant opportunity funded by SMCOE)
- Increase number of paraprofessionals for push-in support in general education classrooms

Specific ideas and suggestions regarding increasing EQUITY include the following:

- Examine curriculum, books, lessons, etc. to ensure that diverse perspectives are represented
- Provide background information on terms and concepts that students may not be familiar with (especially if students are from different countries or cultural backgrounds)
- Teach specific strategies to students and parents when they come across unknown words, concepts, etc. (possibly during family engagement nights)

Specific ideas and suggestions regarding increasing ENGAGEMENT include the following:

- Playworks (possibly at district level)
- Training for noon duty supervisors
- Reinstitute and increase the number of family engagement nights
- Teachers and school staff working with students and families on specific skills/topics/etc.
- Reinstitute Reading for Whiskers program
- Increase and improve communication with Latino families

- Utilize Zoom as a communication platform over email or School Messenger, especially with our Spanish-speaking families
- Additional conversations/communication with teachers to get/keep families involved in monitoring student learning/progress
- Establish site-wide expectations for parent-teacher communication
- Revamp monthly announcements with PBIS recognition
- Family engagement nights for Latino families specifically
- Improve soccer field for community use and school events
- Continued use of the online platform Seesaw
- Parent/community volunteers to run after-school clubs

Classroom Observations

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

Now that in-person learning has resumed, the school principal is better able to observe classroom instruction on a regular basis. Formal observations take place according to the Cabrillo Unified Teacher Association contract. This year, there will be a particular focus on engagement as well as addressing the needs of the English Learners and students with special needs in order to support equitable access to academic 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, one key instructional focus in grades K-3 will be on developing foundational literacy skills via Wilson Fundations curriculum. Another key instructional focus will be on integrated English Language Development (ELD) and deepening our implementation of the Common Core Strategies across curricular areas across all elementary grade levels.

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 as well as teacher observations and local assessments is used by teachers to provide appropriate language supports to ensure that our English Learners are able to access the curriculum. 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)

The Brigance test will be administered to all Kinder students once again within the first month of the 2021-2022 school year. This allows teachers to immediately determine the areas in which students need additional support to promote growth and progress at their individual academic level. 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 within our Multi-Tiered Systems of Support (MTSS).

Our school provides small group reading intervention and offers summer school for students who are reading below grade level. Additionally, we hope to reinstitute our after-school Academic Learning Center for "at-promise" students (pending county grant approval).

The Teachers College Writing Units of Study are used as a foundation for Reading and 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. Last year, teachers participated in seven sessions of professional development according to the plan which was approved by the school board. The professional development focus that school year involved equity and remote learning. In addition, teachers participated in a variety of other professional development opportunities based on need and interest level.

This spring (2021), our Leadership Team is engaged in conversations to determine the professional development focus for the coming school year (2021-2022).

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. All of our K-3 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. 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.

Both our site-based and district-wide professional development for the 2020-2021 school year focused on providing equitable access to curriculum for all students, especially our English Language Learners and at-promise students, within either a remote or in-person learning environment.

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, at times, 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 (CCSS) for English Language Arts and Mathematics. For several years, the district has utilized a Common Core Standards-based report card. We continue to adapt our current curriculum and instructional materials to ensure that they are in alignment with the CCSS. 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 utilizes Lucy Calkins' Units of Study for Reading and Writing Workshop. Teachers delivered structured literacy instruction to all students in grades K-3 via Wilson Fundations curriculum.

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, integrated English Language Development support, and more. We hope to reinstitute our Academic Learning Center for Grades 1-5 this year. 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 several teachers who've received 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 3rd Grade teachers utilized 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)

Prior to COVID-19, Farallone View 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). While we were able to continue providing counseling through SLS and BHRS, we hope to partner with the remaining organizations once again in the fall of 2021.

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 District English-Language Learner Advisory Committee (DELAC), 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, primarily. 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, primarily) 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.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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.65%	0.69%	%	2	2	
Asian	1.63%	0.69%	0.5%	5	2	1
Filipino	0.33%	0.35%	0.5%	1	1	1
Hispanic/Latino	40.2%	38.54%	21.0%	123	111	42
Pacific Islander	%	0%	%		0	
White	51.31%	53.13%	69.5%	157	153	139
Multiple/No Response	%	0%	8.5%		19	17
			Total Enrollment	306	288	200

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	63	48	33
Grade 1	54	51	25
Grade 2	49	51	42
Grade3	48	48	28
Grade 4	44	47	40
Grade 5	48	43	32
Total Enrollment	306	288	200

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. A local demographer's report presented to the school board corroborates this pattern of declining enrollment.

2. Due to budget cuts in the 2019-2020 school year as well as feedback from parent surveys within the Moonridge community, Cabrillo Unified School District no longer provides busing to students living in the Moonridge community. This had a significant and direct impact on our student enrollment for the 2020-2021 school year so that our enrollment is closer to 200 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	95	70	16	31.0%	24.3%	8.0%
Fluent English Proficient (FEP)	10	19	11	3.3%	6.6%	5.5%
Reclassified Fluent English Proficient (RFEP)	2	23	5	2.0%	24.2%	7.1%

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 was the steadily high percentage of 4th Grade students performing below grade-level standard in this particular category in 2018-2019 (58.49% in 2016-2017, 41.3% in 2017-2018, and 73.17%).

2. Our percentages of 3rd and 5th Grade students who exceeded overall achievement in Mathematics increased by approximately 7% in 2018-2019 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 were 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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
288	**31.9**	**24.3**	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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	70	24.3
Homeless	2	0.7
Socioeconomically Disadvantaged	92	31.9
Students with Disabilities	28	9.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.7
Asian	2	0.7
Filipino	1	0.3
Hispanic	111	38.5
Two or More Races	19	6.6
White	153	53.1

Conclusions based on this data:

1. In 2018-2019, we had a significant percentage of two specific subgroups of unduplicated pupils (34% Socioeconomically Disadvantaged and 31% English Learners).
2. Our student population in 2018-2019 was comprised of two major races/ethnicities: White (51.3%) and Hispanic (40.2%).

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 was performing in the yellow, orange, or red range (as measured by the California Dashboard) for English Language Arts in the spring of 2019. 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 was predominantly White or Hispanic, there was a glaring English Language Arts achievement gap between these two groups of students as evidenced by the 2019 data above (White students scored 28.6 points above average while Hispanic students scored 84 points below standard). While we have yet to administer the CAASPP since then, we anticipate a similar achievement gap to be revealed once we do. We hope to address said gap during the coming school year as our professional development focus district-wide was on the topic of equity in education last year and our new district LCAP contains an equity theme across its goals.
3. There was a significant decline in the English Language Arts performance of our Reclassified English Learners in the spring of 2019. 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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



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 saw 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, Bridges, and even Houghton Mifflin Math) over the course of data collection. Three years ago, our teachers piloted two different Math programs, Eureka and Bridges. Starting two years ago, most 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. Due to the constraints of remote learning, grade levels were given the opportunity to choose a Math program with adequate online programs and features to support student learning within a virtual/remote environment.
2. Given the fact that our student enrollment was predominantly White or Hispanic at the time of this data collection, there was 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). While we have yet to administer the CAASPP since then, we anticipate a similar achievement gap to be revealed once we do. We hope to address said gap during the coming school year as our professional development focus district-wide was on the topic of equity in education last year and our new district LCAP contains an equity theme across its goals.
3. There was a significant decline in both the English Language Arts and Mathematics performance of our Reclassified English Learners in 2019. 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
29.7	28.3	2.7	39.1

Conclusions based on this data:

1. Our English Learner group showed an increase in performance of 3.8% on the Spring 2019 ELPAC assessment. We attribute this progress to our school initiative on family literacy. Prior to COVID-19, our school offered family engagement nights in Spanish which focused entirely on reading skills. We hope to reinstitute our family engagement nights, especially for our Spanish-speaking families to promote English Language Development among our English Learners.
2. Our 3rd-8th English Learner (EL) scores declined on the Spring 2019 ELPAC assessment. This may be due to the fact that we have yet to decide on a district-wide ELD curriculum which would make other content curriculum more accessible to our EL students.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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) last year, we hope to see a decrease in chronic absenteeism data for the 2021-2022 school year.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 remained quite low (0.6%) in 2018-2019 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

Student Achievement (Academic and Social Emotional): Literacy

LEA/LCAP Goal

LCAP Goal 2: Based on CUSD's identification for differentiated assistance, we will engage in the development of a local system and engage in a root cause analysis to ensure we improve academic performance of ELA/ELD and mathematics and decrease the suspension rate of all students, with a particular focus on Hispanic/Latinx, English Learners, and Socio-Economically Disadvantaged students.

Goal 1

By June 2022, 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 (2018-2019) and as evidenced by our local assessment 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 September or October	One third growth increments of Fountas and Pinnell grade level reading expectations will be measured and recorded on Jan. 2022, and May 2022

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)

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. Teachers will report minutes to the principal so that we can provide recognition of students' reading efforts via the monthly 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)

Students who complete all levels of Lexia

Strategy/Activity

We will continue to fund Reading Plus to provide continued online literacy support and reinforcement to our students who complete Lexia. We will also provide the incentive of a book token (for our book vending machine) should students spend a certain amount of time on Reading Plus.

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	General Fund 0000: Unrestricted 70 Reading Plus Licenses for upper grade students who complete Lexia

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.

Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer Spring 2020 assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to compare growth.

Prior to COVID-19 school closures, teachers assessed students' reading levels through Fountas & Pinnell once per academic trimester. 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

At-Promise Students: Reclassification

LEA/LCAP Goal

LCAP Goal 4: There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged.

Goal 2

By June 2022, 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 and/or other Tier 2 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)
810.72	General Fund 1000-1999: Certificated Personnel Salaries After-school data review and collaboration meetings to address the needs of our English Language Learners. Each classroom teacher will attend one meeting per trimester with the principal in order to discuss student concerns, recommend Tier II interventions, and brainstorm recommendations for additional family supports. The expenditure covers the teacher's hourly rate outside of contract hours due to the current shortage of substitute teachers during the COVID-19 pandemic.

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)

At-promise students, especially English Learners

Strategy/Activity

Provide opportunities for authentic English Language development via after-school enrichment clubs (i.e. coding, robotics, art, games, etc.).

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)
1,836.00	General Fund 2000-2999: Classified Personnel Salaries 2 classified staff members supervising clubs twice per week for 30 weeks
337.80	General Fund 1000-1999: Certificated Personnel Salaries 10 hours of prep time for a designated teacher to prepare materials for certain enrichment clubs

Strategy/Activity 5

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

At-promise students, especially English Learners

Strategy/Activity

Provide structured opportunities to engage in practice CAASPP and ELPAC tests after 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)
337.80	General Fund 1000-1999: Certificated Personnel Salaries 1 certificated teacher leading an after-school practice test session once per week for 10 weeks prior to the state testing window.

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 professional development that meets the needs of our teachers and learning needs of our students as well as 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)

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.

Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer Spring 2020 assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to compare growth.

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

Student and Parent Engagement (Academic and Social-Emotional)

LEA/LCAP Goal

LCAP Goal 1: The metrics and actions outlined in our LCAP Maintenance of Progress Goal #1 will be implemented to ensure that the progress made within Parent Involvement and Family and Priority 3 Pupil Engagement Priority 5 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Goal 3

By June 2022, Farallone View Elementary School will increase our family engagement by 5%.

Identified Need

On the most recent Panorama Survey, only 51% of our families were identified 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.	Baseline difficult to determine given pandemic situation.	25% attendance
Panorama Survey	51% as measured by Panoramic Survey	56% as measured by Panorama 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

Increased communication with parents via Seesaw, email, text, and/or robocall (voice) with all Farallone View families. Monthly announcements will continue, 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)

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 reinstitute 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 increase the number of Family Engagement Nights hosted at Farallone View over the course of the 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)
600	General Fund 4000-4999: Books And Supplies Supplies for take-home Math and literacy activities
337.80	General Fund 1000-1999: Certificated Personnel Salaries Teachers who plan and attend these events will be paid at their hourly rate.

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 at least 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 our families with English Learners. Translation 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)

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, albeit virtually, 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 board-approved budget cuts last year, we did not administer the Panoramic Survey. However, it will be reinstated for the coming 2021-2022 school year.

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

Social-Emotional Goal: Student Wellbeing and Mental Health

LEA/LCAP Goal

LCAP Goal 3: Increase the implementation of a positive climate framework to increase student wellbeing, student academic achievement and decrease chronic absenteeism, discipline referrals, suspensions, and expulsions.

Goal 4

Increase Tier 1 social, emotional, and mental health supports and thereby decrease the number of students identified as needing targeted (Tier 2) and intensive (Tier 3) social, emotional, and mental health supports by 3% by June 2022, as measured by data from our Coordination of Services Team (COST).

Identified Need

9.4% of our student population was identified in COST meetings during the 2020-2021 school year

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
COST meeting data	9.4% of student population identified in COST meetings during the 2020-2021 school year	6.4% of student population identified in COST meetings during the 2021-2022 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)

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 with a specific focus on identifying, preventing, and responding to 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

Monthly or bi-monthly meetings with our Coordination of Services Team (COST) to determine which students need additional SEL or behavioral supports as well as evaluate any interventions or supports already in place.

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 continue to train our noon duty supervisors to lead organized games at recess as well as mediate any playground conflicts between students in a restorative manner.

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)
459	General Fund 2000-2999: Classified Personnel Salaries These trainings will take place outside of the regular supervision duty schedule on a monthly basis.
900	General Fund 4000-4999: Books And Supplies Playground equipment

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)

At-Promise Students

Strategy/Activity

We will provide counseling for our at-promise 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 the strategies in the 2019-2020 SPSA were implemented to varying degrees of success. We will continue to work with our Coordination of Services Team (COST) and other community stakeholders to promote and support students' wellbeing and mental health.

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 within the 2019-2020 SPSA did not rely heavily on funding, we were able to implement many of these strategies with fidelity. However, it is important to keep in mind the fact that school closures in March 2020 did have a significant impact on our abilities to implement our planned strategies during the 2020-2021 school year.

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 for the 2020-2021 SPSA since the Panorama Survey was not administered as a measure of school supports and safety.

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	$10,619.12

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 ($)

Subtotal of additional federal funds included for this school: $

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 ($)
General Fund	$10,619.12

Subtotal of state or local funds included for this school: $10,619.12

Total of federal, state, and/or local funds for this school: $10,619.12

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
General Fund	12,321.80	1,702.68

Expenditures by Funding Source

Funding Source	Amount
General Fund	10,619.12

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	5,000.00
1000-1999: Certificated Personnel Salaries	1,824.12
2000-2999: Classified Personnel Salaries	2,295.00
4000-4999: Books And Supplies	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	General Fund	5,000.00
1000-1999: Certificated Personnel Salaries	General Fund	1,824.12
2000-2999: Classified Personnel Salaries	General Fund	2,295.00
4000-4999: Books And Supplies	General Fund	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,000.00

Goal 2	3,322.32
Goal 3	937.80
Goal 4	1,359.00

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

3 Parent or Community Members

Name of Members	Role
Amy McVicker	Principal
Jennifer Scarpaci	Classroom Teacher
Sandra Myers	Other School Staff
Bárbara Garita	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

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 5/11/2021.

Attested:

	Principal, Ms. Amy McVicker on 5/12/2021
	SSC Chairperson, Ms. Bárbara Garita on 5/12/2021

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	March 24, 2021	June 10, 2021

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
Comprehensive Support and Improvement
Targeted Support and Improvement

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.

Kings Mountain school community will provide a safe and nurturing learning environment where each student receives an appropriate, academically challenging curriculum; develops a sense of personal responsibility; respects all others and practices good citizenship.

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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 were given the Great Minds End Assessments 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 (2-5th via Literably). 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 during onsite attendance.

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. Minutes were modified due to COVID-19 remote stay-at-home restrictions.

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.

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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	1.75%	2%	%	1	1	
Asian	3.51%	4%	3.5%	2	2	2
Filipino	1.75%	2%	%	1	1	
Hispanic/Latino	12.28%	12%	14.0%	7	6	8
Pacific Islander	%	0%	%		0	
White	68.42%	64%	71.9%	39	32	41
Multiple/No Response	%	0%	10.5%		8	6
			Total Enrollment	57	50	57

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	4	4	12
Grade 1	13	7	4
Grade 2	8	10	11
Grade3	12	12	10
Grade 4	11	11	11
Grade 5	9	6	9
Total Enrollment	57	50	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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	1	0	0	1.8%	0.0%	0.0%
Fluent English Proficient (FEP)	2	3	1	3.5%	6.0%	1.8%
Reclassified Fluent English Proficient (RFEP)	0	1	0	0.0%	100.0%	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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
50	**4.0**	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.
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.		

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
Socioeconomically Disadvantaged	2	4.0
Students with Disabilities	3	6.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	2.0
Asian	2	4.0
Filipino	1	2.0
Hispanic	6	12.0
Two or More Races	8	16.0
White	32	64.0

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 1	
Maintained 0		
60		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 No Performance Color	 No Performance Color
	Less than 11 Students - Data Not 3	Less than 11 Students - Data Not 8

2019 Fall Dashboard Suspension Rate 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 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
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 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 (Lexia & Great Minds for 2021) due to pandemic.	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.

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.

Due to pandemic and virtual teaching, analysis is compromised.

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

Kings Mountain intended to implement in-person teaching for the entire year.

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.

N/A

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.

Implementation was compromised due to the pandemic.

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

Intended implementation was for in-person teaching.

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

Monthly 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)

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.

Implementation compromised with the pandemic - monthly newsletters continued.

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

Implementation was intended for onsite school attendance.

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.

N/A

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.

The pandemic compromised implementation of 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 goal was intended for onsite activities.

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

1 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

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 March 2021

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 10, 2021	June 10, 2021

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 Academically Struggling students, and School Climate and Behavior

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.

Note: This SPSA 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 for 2021-22 are:

1. Increase ELA and math scores for At Promise students, including EL students through a robust ELD program while continuing to make progress on reclassification, as well Hispanic/Latinx students and Socio-Economic Disadvantaged students by supporting educational initiatives for struggling students not otherwise served by special education or English Learner programs.

LCAP alignment:
ELA/ELD, Mathematics, and Suspension; Priority 5: Pupil Engagement; Priority 4: Pupil Achievement
At-Promise Students; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement
Student Achievement (Academic & Social Emotional); Priority 2: Implementation of academic content and performance standards adopted by SBE

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.

LCAP alignment:
At-Promise Students; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement
Student Achievement (Academic & Social Emotional); Priority 2: Implementation of academic content and performance standards adopted by SBE

3. Increase support for at-promise students by increasing parent communication and engagement.

LCAP alignment:
ELA/ELD, Mathematics, and Suspension; Priority 5: Pupil Engagement; Priority 4: Pupil Achievement
Student & Parent Engagement (Academic & Social Emotional); Priority 3: Parental Involvement and Family Engagement; Priority 5: Pupil engagement
At-Promise Students; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement
Student Achievement (Academic & Social Emotional); Priority 2: Implementation of academic content and performance standards adopted by SBE

4. Multi-tiered Systems of Support, focused on 1. Behavior improvement and school readiness, Alternatives to Suspension, Restorative Justice, and Bullying Prevention 2. Social-emotional support for students following the year of the COVID-19 Pandemic, and as an ongoing value at Cunha.

LCAP alignment:
Student Achievement (Academic & Social Emotional); Priority 2: Implementation of academic content and performance standards adopted by SBE
Social-Emotional Goal (DRAFT); Priority 6: School Climate
ELA/ELD, Mathematics, and Suspension; Priority 5: Pupil Engagement; Priority 4: Pupil Achievement

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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 Tier II consortium 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 (Now DnA) and California School Dashboard information. New data systems are being put in place by the district, with easy access through DataZone. In 2020-21, Cunha used Delta Math and Lexia RAPID Assessment to provide performance data in place of the CAASPP.

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 (Delta Math and Lexia RAPID Assessment) 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 has also driven 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 2020-21 School year we employed four long term substitute teachers for math, science, special education, and ELA due to unfilled positions and teacher 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-Promise students, behavioral supports to improve school climate, and social-emotional support for students returning from the pandemic. 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 for 2021-22 focuses on social-emotional support, staff support and school climate. Cunha has adopted Multi-Tiered Systems of Support to improve academic, social-emotional, and behavioral outcomes.

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.

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 uses the California-approved program called College Preparatory Math (CPM); the ELD Department has aligned curriculum and classes with the ELD Master Plan.

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 can be 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 10, 2021.

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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.13%	0.27%	0.7%	1	2	5
Asian	1.57%	1.72%	1.6%	12	13	11
Filipino	0.92%	0.66%	0.7%	7	5	5
Hispanic/Latino	52.94%	52.65%	51.6%	405	397	348
Pacific Islander	0.13%	0%	%	1	0	
White	39.08%	38.99%	40.0%	299	294	270
Multiple/No Response	%	0%	5.3%		43	36
			Total Enrollment	765	754	675

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	229	256	212
Grade 7	262	235	240
Grade 8	274	263	223
Total Enrollment	765	754	675

Conclusions based on this data:

1. Cunha Intermediate was facing declining enrollment already, and with the pandemic, our p[projected enrollment for 2021-22 is 200 for grade 6, 212 for grade 7, and 239 for grade 8, for a total of 651. We anticipate that some students will return to our school from other educational options in the fall.
2. Our largest subgroup by ethnicity continues to be our Hispanic/Latino subgroup.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	137	131	126	17.9%	17.4%	18.7%
Fluent English Proficient (FEP)	206	190	152	26.9%	25.2%	22.5%
Reclassified Fluent English Proficient (RFEP)	37	26	18	23.1%	19.0%	13.7%

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: 15.9%
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.

3. The percentage of EL students is declining in the district, whether actively designated ELs or reclassified students.

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	262	254	254	261	97.7	97.3	97.8
All	771	781	753	759	764	727	759	764	726	98.4	97.8	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 6	2518.	2495.	2510.	18.97	11.76	12.80	30.04	27.06	30.33	20.55	25.10	27.01	30.43	36.08	29.86
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	15.29	33.60	31.68	29.06	25.43	22.91	28.24	27.14	27.49	27.41

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	19.14	40.08	40.78	57.42	36.90	41.18	23.44
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	21.44	48.48	43.77	53.80	29.67	28.96	24.76

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.
3. We will not have 2019-20 data, but in anticipation of learning loss for the 2020-21 pandemic school year, we will continue to support and expand reading intervention.

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.
3. We will not have 2019-20 data, but in anticipation of learning loss for the 2020-21 pandemic school year, we will build math intervention classes for each grade level.

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. We will not have 2019-20 data but will continue to support EL students following the current adopted pathway and continue reclassification efforts.
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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
754	**45.9**	**17.4**	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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	131	17.4
Homeless	15	2.0
Socioeconomically Disadvantaged	346	45.9
Students with Disabilities	104	13.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.3
Asian	13	1.7
Filipino	5	0.7
Hispanic	397	52.7
Two or More Races	43	5.7
White	294	39.0

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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



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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		11.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1		Declined Significantly -24 points	5
		12	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Yellow	No Performance Color	Yellow
109.1 points below standard	10.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	8.5 points below standard
Declined Significantly -16.1 points	Declined Significantly -27.4 points	1	Declined -10 points
391	38		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	110.5 points below standard	11.1 points below standard
Declined -5.7 points	Declined Significantly -23.4 points	Declined -13.2 points
114	166	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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
16.0	25.8	2.6	55.3

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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



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
Increased Significantly +5.4	Increased Significantly +10.4	1
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	Less than 11 Students - Data 8
		Increased +8.3	
		12	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Orange	No Performance Color	Orange
11.7	7.7	Less than 11 Students - Data 1	5.9
Increased Significantly +7.6	Increased +7.7		Increased +2.3
410	39		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) for At-Promise Students, Reclassification for EL Students

LEA/LCAP Goal

ELA/ELD, Mathematics, and Suspension; Priority 5: Pupil Engagement; Priority 4: Pupil Achievement
At-Promise Students; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement
Student Achievement (Academic & Social Emotional); Priority 2: Implementation of academic content and performance standards adopted by SBE

Goal 1

Increase ELA and math scores for At Promise students, including EL students through a robust ELD program while continuing to make progress on reclassification, as well Hispanic/Latinx students and Socio-Economic Disadvantaged students by supporting educational initiatives for struggling students not otherwise served by special education or English Learner programs.

Identified Need

English Learners, Hispanic/Latinx students, Socio-Economic Disadvantaged students: 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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification of students	53 students were reclassified in 2017 - 2018 19 in 2018 - 2019, 32 in 2019-20, 16 in 2020-21	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: 15.9% 2019-20: 21.6% 2020-21: 12.9% (unofficial) With the ELPAC 4 requirement for reclassification and COVID remote learning the expected outcome is 10% for 2021-22.
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.	There has been a general decline in scores for the last two years in ELA. Expected outcome: an increase in the next testing

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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 2.8 point decrease (maintenance) from 2018.	year of 3 points to 82.8 points below standard.
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
Increase in ELA CAASPP scores for Latino students	2019: Latino students scored 58.5 points below standard, a 6.4 point decline from the previous year.	2022: Latino student scores will not post declines.
Increase in Math CAASPP scores for Latino students	2019: Latino students scored 109.1 points below standard, a 16.1 point decline from the previous year.	2022: Latino student scores will not post declines.
Increase in ELA CAASPP scores for Socio-Economic Disadvantaged students	2019: Socio-economically disadvantaged students scored 69.3 points below standard, a 7.2 point decline from the previous year.	2022: Socio-economically disadvantaged student scores will not post declines.
Increase in Math CAASPP scores for Socio-Economic Disadvantaged students	2019: Socio-economically disadvantaged students scored 123.2 points below standard, a 20.5 point decline from the previous year.	2022: Socio-economically disadvantaged student scores will not post declines.

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 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, and current 7th and 8th graders who are not English Learners nor qualify for special education services, are identified by Reading specialists at the elementary and middle school level. Those students are placed in a Reading Intervention class that is part of the 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)
60000	Other 1000-1999: Certificated Personnel Salaries Funds from Significant Disproportionality state grant, amount and disbursement TBA

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
60000	District Funded 1000-1999: Certificated Personnel Salaries 3 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 I 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)
649	Title I 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

Strategy/Activity 5

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 math who are not English Learners nor qualify for special education services

Strategy/Activity

Math Intervention Class

Students transitioning from 5th grade, and current 7th and 8th graders who are not English Learners nor qualify for special education services, are identified by math teachers at the elementary and middle school level. Those students are placed in a Math Intervention class that is part of the elective cycle. In a small class size setting they will receive intensive math 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)
60000	Other 1000-1999: Certificated Personnel Salaries Funds from Significant Disproportionality state grant, amount and disbursement TBA

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 2020-21: 5. In 2021-22 We project 4 sections, a continued decline. The iReady curriculum for ELA was purchased and implemented and is used currently. We continue to benefit from Dean services. 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.

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. In 2020-21 16 students were reclassified for a total pf 12.9%, better than our expectations given new ELPAC overall 4 score requirement and remote learning. It is important to note for this year that many 7th and 8th graders and ZERO 6th graders took the ELPAC last year. This means that fewer students were candidates for reclassification.

There were no CAASPP scores for 2019-020 and 2020-21. We have added goal sections and strategies for supporting At-Promise students not served by ELD and SPED classes.

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

At-Promise Students; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement
Student Achievement (Academic & Social Emotional); Priority 2: Implementation of academic content and performance standards adopted by SBE

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.

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.

Mindprint was adopted, however its use was limited. ALEKS, Just Words, and Learning Ally are all in use in the SPED department

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

Due to the pandemic, we did not set up a co-taught classroom. We hope to have one or more for the 2021-22 school year.

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.

No CAASPP data was available for the 2019-20 school year due to the pandemic

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

ELA/ELD, Mathematics, and Suspension; Priority 5: Pupil Engagement; Priority 4: Pupil Achievement
Student & Parent Engagement (Academic & Social Emotional); Priority 3: Parental Involvement and Family Engagement; Priority 5: Pupil engagement
At-Promise Students; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement
Student Achievement (Academic & Social Emotional); Priority 2: Implementation of academic content and performance standards adopted by SBE

Goal 3

Increase support for at-promise students by increasing parent communication and engagement.

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	Spanish language sessions for Back to School Night and 5th Grade Parents Night, and COVID related Zooms	Continue Spanish language sessions for Back to School Night and 5th Grade Parents Night
Conferences redesigned to focus on at-risk students	Conferences were set up for at-promise students and families.	Continue conferences set up for at-promise students and families.
AVID class participation increase	AVID has only three classes, AVID 6 , 7, and 8	Maintain 3 grade level AVID classes
ELAC representation on the Parent Teacher Organization and on School Site Council	The PTO has a native Spanish speaking parent on the board, and our ELAC president is a member of the School Site Council	Continue working with PTO and ELAC to coordinate communication and keep a representative on the PTO board and on site council.
Reach families with weekly videos with Spanish translation	Videos every school week published to website, School Loop, and Messenger	Add event videos back in now that we are in-person

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 III 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-Promise Students

Strategy/Activity

At-Promise 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)

All students and EL students

Strategy/Activity

Make sure that our ELAC group is represented on the PTO and Site council

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 No funding needed

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, families/Spanish speaking households

Strategy/Activity

Production of weekly principal videos with Spanish translations in the chyron, as well as event videos, published on our Website and sent out by School Loop and Messenger

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 5800: Professional/Consulting Services And Operating Expenditures Site Title III funds for outreach to Spanish-Speaking families, with spoken English and Spanish translation
1500	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5800: Professional/Consulting Services And Operating Expenditures PTO funds for outreach to all families

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.

AVID enrollment goals met, although no AVID field trip was scheduled due to the pandemic. We held specific Spanish language meetings for parents and held at-promise conferences.

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

Due to COVID we did not use the budgeted amount for the AVID field trip.

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.

Strategies from the 2019-20 ASPSA for Reading Intervention have been moved to Goal 1.

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

Multi-tiered Systems of Support focusing on Behavior and Social Emotional Support

LEA/LCAP Goal

Student Achievement (Academic & Social Emotional); Priority 2: Implementation of academic content and performance standards adopted by SBE
Social-Emotional Goal (DRAFT); Priority 6: School Climate
ELA/ELD, Mathematics, and Suspension; Priority 5: Pupil Engagement; Priority 4: Pupil Achievement

Goal 4

Multi-tiered Systems of Support, focused on 1. Behavior improvement and school readiness, Alternatives to Suspension, Restorative Justice, and Bullying Prevention 2. Social-emotional support for students following the year of the COVID-19 Pandemic, and as an ongoing value at Cunha.

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. Students and families have reported extreme stress and grief from the COVID-19 pandemic year. Interventions began immediately on student return in 2020-21, and need to be expanded in 2021-22. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

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%. 2019-20 referrals to ACS as Alternatives to Suspension: 17	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.	The number of bullying referrals have gone up over the past three years according to Infinite Campus reports.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	32 bullying referrals in 2019-20 (3 quarters due to COVID-19 closure).	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. 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.
Referrals for School Linked Services counseling and Care Solace referrals	22 students were referred to SLS counseling in 2010-21	With the return to in-person school, we expect to see students who are processing the effects of the pandemic, and may identify more students in need of support.
Numbers of students participating in Challenge Day, measurable outcomes in terms of bullying and violence numbers	100 students participated in 2019-2020	Maintain and expand Challenge Day for the future
SEL electives and quarter curricula adopted into the master schedule	Wellness Class and 6th grade social-emotional curriculum	Adding electives as funding allows. ELO funding may provide more SEL instruction.

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 2021-22 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

Strategy/Activity 4

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

Tier 1 support for all students, as well as targeted counseling and support at the Tier 2 level, and referrals to Tier 3 interventions as needed.

Strategy/Activity

Provide in-class social-emotional support activities. Continue with our Wellness class, begun in 2020-21. Continue with our social-emotional learning quarter curriculum in 6th grade. Develop social-emotional learning electives in 7th and 8th grade

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)
60,000	District Funded 1000-1999: Certificated Personnel Salaries Salaries for existing wheel electives, no net cost increase to the district

Strategy/Activity 5

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

This is Tier 1 Support for all students.

Strategy/Activity

Connect With Kids Network https://connectwithkids.com/about/about-connect-with-kids/ . Connect With Kids provides engaging videos, evidence-based curricula, parent engagement programs, professional development resources and the communications tools that educators and youth-centered organizations need to inspire positive social action and improve community culture. This resource will be available to Cunha 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)
	Other 4000-4999: Books And Supplies Mental Health Student Service Act (MHSSA) funding

Strategy/Activity 6

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

Open to all students, recommendations from counselors for limited places

Strategy/Activity

Challenge Day: Annual event over three days. We would like to expand it to more than one session.

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	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5800: Professional/Consulting Services And Operating Expenditures PTO funds for challenge day. Other sources may be necessary if we expand the program

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.

Due to COVID, much of this was put on hold.

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

We did not spend the proposed 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.

We intend to keep this goal for the 2021-22 school year as we reopen in person, and expand it to include social-emotional supports.

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	$$26,099.44
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$363,229.00

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	$26,099.00
Title III	$1,000.00

Subtotal of additional federal funds included for this school: $27,099.00

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	$121,000.00
None Specified	$0.00
Other	$120,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$19,550.00
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: $336,130.00

Total of federal, state, and/or local funds for this school: $363,229.00

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	14,756.40
Title III	15248.00	14,248.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	121,000.00
None Specified	0.00
Other	120,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	19,550.00
Site Formula Funds	4,000.00
Special Education	2,900.00
Title I	26,099.00
Title III	1,000.00
Tobacco-Use Prevention Education	68,680.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	283,000.00
2000-2999: Classified Personnel Salaries	5,000.00
4000-4999: Books And Supplies	19,599.00
5000-5999: Services And Other Operating Expenditures	24,880.00
5800: Professional/Consulting Services And Operating Expenditures	27,700.00
None Specified	3,050.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	120,000.00
4000-4999: Books And Supplies	District Funded	1,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	120,000.00
5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	16,500.00
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	15,699.00
5000-5999: Services And Other Operating Expenditures	Title I	200.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,200.00
5000-5999: Services And Other Operating Expenditures	Title III	1,000.00
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	191,699.00
Goal 2	5,900.00
Goal 3	10,950.00
Goal 4	154,680.00

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

3 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
James Barnes	Principal
Maria Portello-Swagel	Classroom Teacher
Ben Bartel	Other School Staff
Stacy Myrick	Other School Staff
Lisa Zanette	Parent or Community Member
Dena Grover	Other School Staff
Stephanie Sardella	Parent or Community Member
Loren Szper	Parent or Community Member
Jake Curthoys	Secondary Student
Louisa Kearns	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
	English Learner Advisory Committee
	Departmental Advisory Committee
	Other: Health & Wellness 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 May 10, 2021.

Attested:

	Principal, James A. Barnes on May 10, 2021
	SSC Chairperson, Maria Portello-Swagel on May 10, 2021

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	June 2021	June 10, 2021

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)

X 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 2020-2021 school year, teachers were surveyed about our Super Tuesday Professional Development days and if the intended outcomes were met. Because of the complete change in instruction due to the COVID pandemic, many changes were made to address the issues and concerns that arose during the course of the school year. Overall, the response to the peer-conducted workshops related to social justice and instructional practices was 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-throughs, (not this year due to most instruction being conducted remotely) 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)

Met 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 are available. Professional Development will include 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 and at-promise students.

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 this year on designing and delivering lessons effectively via remote teaching/learning due to most students learning remotely because of the Pandemic.

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, LCAP money, 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 as well as starting working on creating an Ethnic Studies Course that will roll out for the 2022 - 2023 school year. The Agriculture Department has developed an entirely new CTE pathway and Industrial arts is working on a Building and Construction pathway. We are considering a computer science pathway, but that has not been determined yet.

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, Ehanced courses, ELD, credit recovery.

Evidence-based educational practices to raise student achievement

AVID Courses, AVID techniques used throughout the school, English Language Development classes (ELD). 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, partnership with the Boys and Girls Club of the Coastside, 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 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, Edgenuity 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 components in supporting academic and social emotional student achievement all aligned to the Common Core State Standards and our Local Control Accountability Plan (LCAP).

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 was 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.
* Academic Council - Consisting of the Department Chairpersons, 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.
* School Site Council - This was the group that gathered all the input of the various stakeholder groups, and was 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.

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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.2%	0%	%	2	0	
African American	0.3%	0.37%	0.4%	3	4	4
Asian	1.5%	1.3%	1.5%	15	14	16
Filipino	1.6%	1.3%	1.2%	16	14	13
Hispanic/Latino	50.75%	51.72%	51.8%	508	555	549
Pacific Islander	0.1%	0.19%	0.2%	1	2	2
White	41.76%	40.82%	39.9%	418	438	423
Multiple/No Response	%	0.09%	5.0%		45	53
			Total Enrollment	1,001	1,073	1,060

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	275	284	283
Grade 10	250	274	270
Grade 11	253	252	257
Grade 12	223	263	250
Total Enrollment	1,001	1,073	1,060

Conclusions based on this data:

1. The Hispanic/Latino subgroup has gradually increased to become our largest population at 51%.
2. The White subgroup has gradually decreased to the 2nd largest population at 40%
3. Our total enrollment numbers are stable, hovering a little above 1000 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	77	109	87	7.7%	10.2%	8.2%
Fluent English Proficient (FEP)	387	397	393	38.7%	37.0%	37.1%
Reclassified Fluent English Proficient (RFEP)	35	9	33	36.8%	11.7%	30.3%

Conclusions based on this data:

1. Our EL numbers have dropped significantly over the past three years, from 10.2% to 8.2% this year, and our numbers of reclassified students have increased from 11.7% to 30.3% 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 redesigned our ELD courses/pathways for all EL students. 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.

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. NOTE: This is 2 year old data due to COVID-19 Pandemic which led to the cancellation of CAASPP.

   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. NOTE: This is 2 year old data due to COVID-19 Pandemic which led to the cancellation of CAASPP.

   Our percentage of students taking the exam is stable and increasing slightly, with last year's percentage at 95.6%.

3. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the cancellation of CAASPP.

   We saw a slight decrease in overall achievement in ELA, with 26.89% exceeding the 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 of our messaging that this test is serious, and can help with CSU acceptance. In addition, the teachers continue to adapt and improve the 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. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the cancellation of CAASPP.

   We had an almost 18% increase in Mathematics CAASPP participation rate

2. NOTE: This is 2 year old data due to COVID-19 Pandemic which led to the cancellation of CAASPP.

We had an overall slight decrease in crease in math standards met or exceeded

3. NOTE: This is 2 year old data due to COVID-19 Pandemic which led to the cancellation of CAASPP.

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. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the cancellation of CAASPP.
2. This is only the second year ELPAC summative results are available and we saw and increase of 1% from the previous year.
3. 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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,073	**45.5**	**10.2**	**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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	109	10.2
Foster Youth	1	0.1
Homeless	9	0.8
Socioeconomically Disadvantaged	488	45.5
Students with Disabilities	118	11.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.4
Asian	14	1.3
Filipino	14	1.3
Hispanic	555	51.7
Two or More Races	45	4.2
Pacific Islander	2	0.2
White	438	40.8

Conclusions based on this data:

1. Out largest Student group by Race/Ethnicity is Hispanic who make up 51.7% of the student body. The only other statistically significant student group based on Race/Ethnicity is White which make up 40.8% 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   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 the 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. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

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 reflection 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.

NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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



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 Declined -13.6 points 19	106.2 points below standard Increased ++4.6 points 30	74 points above standard Increased ++10.7 points 115

Conclusions based on this data:

1. Does not apply: grades 3 - 8 only

2. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   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 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. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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	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
	1	2	3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Orange	No Performance Color		Green
110.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy		23.3 points above standard
Declined Significantly -21.5 points	6		Increased ++9.4 points
128			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. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   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 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. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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**

Conclusions based on this data:

1. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   Materials and training increased focus on the outcomes expected by the ELD teachers, and all staff across the board has supported growth in this area.

2. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   The summer support classes to help students prepare to reclassify has been helpful.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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



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**
Green	No Performance Color	No Performance Color
52.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +3.9	0 Students	0 Students
218		
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 Students	0 Students	0 Students

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 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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**
48.4 **Prepared**	48.4 **Prepared**	52.3 **Prepared**
16.8 **Approaching Prepared**	16.8 **Approaching Prepared**	16.1 **Approaching Prepared**
34.8 **Not Prepared**	34.8 **Not Prepared**	31.7 **Not Prepared**

Conclusions based on this data:

1. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   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. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   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. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   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. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   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. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   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 experts (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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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. NOTE: This is 2-year-old data due to the COVID-19 Pandemic which led to the suspension in our CA Dashboard Data collection measures.

   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 has 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)
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures

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 I 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)
2000	Title I 5000-5999: Services And Other Operating Expenditures

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 2021-22 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)
1500	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 past year, however due to the physical closure of the school and move to entirely remote learning 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.

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 makes the overall understanding of the achievement of these goals difficult to determine.

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.

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 makes the overall understanding of the achievement of these goals difficult to determine.

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. Maintain the percentage of students (100%) who have access to a technological device (Chromebook)

Goal 2

Increase the number of students enrolled in AVID, AP and Advanced courses by 1% by June 2021. Maintain access to technology devices (Chromebook) at 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 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.

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 makes the overall understanding of the achievement of these goals difficult to determine.

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.

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 makes the overall understanding of the achievement of these goals difficult to determine.

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 makes the overall understanding of the achievement of these goals difficult to determine.

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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 makes the overall understanding of the achievement of these goals difficult to determine.

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 primarily 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)
4000	Title I 5800: Professional/Consulting Services And Operating Expenditures 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)
4770.72	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.

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.

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.

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.

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	$40,770.72

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	$40,770.72

Subtotal of additional federal funds included for this school: $40,770.72

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: $40,770.72

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	$40,770.72	0.00
None Specified		

Expenditures by Funding Source

Funding Source	Amount
	0.00
None Specified	0.00
Title I	40,770.72

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
4000-4999: Books And Supplies	8,500.00
5000-5999: Services And Other Operating Expenditures	18,270.72
5800: Professional/Consulting Services And Operating Expenditures	14,000.00
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	8,500.00
5000-5999: Services And Other Operating Expenditures	Title I	18,270.72

5800: Professional/Consulting Services And Operating Expenditures	Title I	14,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,000.00
Goal 2	20,000.00
Goal 3	0.00
Goal 4	8,770.72

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:

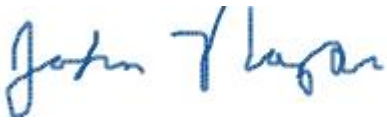
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 June 2021.

Attested:



Principal, John Nazar on 6/2/2021

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	April 26, 2021	June 10, 2021

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)

X 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 8 which includes 4 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 on a regular basis 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. increasing social and academic engagement
2. providing counseling and mental health services
3. post-secondary education and specialization

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 Mental Health and Restorative Justice practices.

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

Our staff development focuses on mental health and 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)

Pilarcitos has successfully adhered to the recommended instructional minutes during the pandemic, which is 240 minutes per day.

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, our students participate in the Keep it Safe Program offered through Success Centers - The Career Centers. This program focuses on life skills and self-empowerment, and career training.

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, teachers, parents, and a student representative were meaningfully involved with the development of the SPSA. During our School Site Council Meetings in January through March of 2021, 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.

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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	%	0%	%		0	
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	61.9%	67.57%	71.4%	26	25	20
Pacific Islander	%	0%	%		0	
White	38.1%	32.43%	25.0%	16	12	7
Multiple/No Response	%	0%	3.6%		0	1
			Total Enrollment	42	37	28

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 10	2		
Grade 11	12	13	6
Grade 12	28	24	22
Total Enrollment	42	37	28

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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	14	9	7	33.3%	24.3%	25.0%
Fluent English Proficient (FEP)	11	15	10	26.2%	40.5%	35.7%
Reclassified Fluent English Proficient (RFEP)	3	0	0	21.4%	0.0%	0.0%

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
37	**62.2**	**24.3**	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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	9	24.3
Homeless	2	5.4
Socioeconomically Disadvantaged	23	62.2
Students with Disabilities	11	29.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Hispanic	25	67.6
White	12	32.4

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 0 Students	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 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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



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	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	0 Students	0 Students
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	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

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 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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**
0 **Prepared**	0 **Prepared**	0 **Prepared**
0 **Approaching Prepared**	0 **Approaching Prepared**	3.8 **Approaching Prepared**
100 **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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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. 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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, 2021.
b. Maintain at least a 75% graduation rate for English Only (EO) students by June, 2021.

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 2020-21 English Only graduation rate: at least 70% graduate 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)

All students

Strategy/Activity

Focus on establishing stronger relationships and increasing communication with students, guardians, and school by way of restorative circles, conferences, and individualized success plans. 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.

Staff participated in virtual outreach and support to students and families due to county mandated distance learning and attempted to implement all strategies mentioned above. The nature of distance learning forced staff to focus much more on one-on-one coaching and support with individual students. This additional attention to individualized support helped some students to increase their academic resiliency.

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

Distance learning affected the staff's intended implementation of strategies, but also supported the goal of increasing college and career readiness in students, requiring them to become more computer literate and career ready.

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 be made to this goal.

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 2021.

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 2020: Students successfully complete 63% of all courses taken.	June 2021: Students will successfully complete at least 75% 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
4. San Francisco State University's College of Extended 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 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 two courses 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.

Staff was successful in registering students for multiple classes on Edgenuity, and encouraged students to engage more in distance learning.

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

Field trips and guest speaker series did not take place due to distance learning. In their place, staff provided one-on-one counseling in these areas, and toured campuses via their respective websites. Additionally, 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 objective was designed to support parent involvement:

1. Increase partnerships with families around the improvement of student attendance and academic performance by 2% by June 2021

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall Parent-Student- Teacher Restorative Circle Attendance Fall Family Orientation Night Attendance	Fall 2019 Parent-Teacher Circles = 70% attendance; Fall 2019 Family Orientation Night = 49% attendance	Fall 2020 Parent-Teacher-Liaison Conferences = at least 70% attendance; Fall 2020 Family Orientation Night = N/A
2019-20 School Site Council Membership	One parent representative	At least two 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

Implement our 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.

Staff implemented the parent-student-teacher circles on a case-by-case basis due to the nature of distance learning, and staff engaged in phone and email communication with families. Similarly, a PowerPoint presentation was sent to all families in place of the Family Night Orientation. 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.

Distance learning and COVID significantly impacted our abilities to connect with families in the ways stated above. Staff had to pivot and adapt to ever changing situations of parent availability and levels of engagement.

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 our adaptations for distance learning, it was difficult to collect attendance data for the power point presentation, which took place of the Family Orientation Night.

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 3 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%	2020-2021 attendance = at least 73.48%
2019-20 suspension data	2018-19 suspension rate = 4 students	2020-2021 suspension rate = 0
2019-20 expulsion data	2018-19 # of student expelled = 0	2020-2021 # 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.

Due to distance learning, many strategies/activities were not implemented, thus affecting the achievement of the articulated goal. Staff still participated in professional development with Pivot Learning.

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.

Staff will have to reimagine school climate as it now pertains to distance and hybrid learning. Student input will need to be gathered and analyzed, and their suggestions be taken into account for implementation.

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
Raquel Villalobos	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 5/4/2021



SSC Chairperson, John McGovern on 5/4/2021

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: June 10, 2021
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
John Nazar, Principal, Half Moon Bay High School
CATEGORY: Consent/Action
ITEM TITLE: Approval of 2021-22 Agricultural Education Incentive Grant

BACKGROUND INFORMATION

The Agricultural Education Incentive Grant (AIG) Program (California Senate Bill 813 [1983] and California Education Code, Article 7.5 Agriculture Career Technical Education Incentive Program (sections 52460-52462)) provides support for agricultural education programs to improve the quality of their agricultural career technical education programs.

This AIG will provide up to $11,776.00 to support the Agriculture Program at Half Moon Bay High School by funding instructional materials, conferences including Future Farmers of America (FFA), and improvements to the greenhouses and outdoor Ag Lab/Farm facilities. If awarded, the AIG requires a 1:1 match of general funds earmarked for CTE. In turn, this grant will be used as matching funds for the Career Technical Education (CTE) Incentive Grant (CTEIG) at a rate of 2:1 providing an additional $5,888 to support CTE. This AIG also demonstrates that CUSD is leveraging and "braiding" CTE funds, thus giving CUSD special consideration when applying for other CTE grants.

Attachment: Agricultural Education Incentive Grant 2021-22 Application for Funding

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

Eligibility Determination Sheet

IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET **ALL** THE QUALITY CRITERIA LISTED BELOW.

Please check each Quality Criteria you meet:

- [x] 1. Curriculum and Instruction
- [x] 2. Leadership and Citizenship Development
- [x] 3. Practical Application of Occupational Skills
- [x] 4. Qualified and Competent Personnel
- [x] 5. Facilities, Equipment, and Materials
- [x] 6. Community, Business, and Industry Involvement
- [x] 7. Career Guidance
- [x] 8. Program Promotion
- [x] 9. Program Accountability and Planning

IF YOU CHECKED **ALL** THE REQUIRED QUALITY CRITERIA, PLEASE CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

If you **do not** meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?

☐ Yes ☑ No

IF YOU ARE REQUESTING ONE OR MORE VARIANCES, PLEASE COMPLETE A **VARIANCE REQUEST FORM** FOR EACH AND CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

IF YOU DO NOT MEET **ALL** REQUIRED QUALITY CRITERIA LISTED ABOVE, **AND** YOU ARE **NOT** SUBMITTING A VARIANCE REQUEST FORM

STOP

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING THROUGH THE AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT.

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

Half Moon Bay High School	Cabrillo Unified School District
School Site	District

Please include the following items with your application:

- [x] Eligibility Determination Sheet
- [ ] Variance Request Form (if applicable)
- [ ] Quality Criterion 12 Form (if applicable)
- [x] Award Estimator and Budget Sheet
- [x] List of Agriculture Teachers

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

[redacted]	Superintendent - Cabrillo Unified
Signature of Authorized Agent	Authorized Agent Title
[redacted]	[redacted]
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal

Contact Phone Number: (650) 712-7200

Date of Local Agency Board Approval: 06/10/21

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

AWARD ESTIMATOR

DATES OF PROJECT DURATION: JULY 1, 2021 TO JUNE 30, 2022

Applicant Information (please fill in the underlined fields)

Number of different agriculture teachers at site (Please attach a separate list of agriculture teachers' names):	1.2
Total number of students from the prior fiscal year R-2 Report:	122
Number of teachers meeting Criterion 10 (Class size - See instructions):	1.2
Number of teachers meeting Criterion 11a (Year round employment - See instructions):	1.2
Number of teachers meeting Criterion 11b (Project supervision period - See instructions):	1
Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)?	N

Award Calculations

Part 1: Based on your number of agriculture teachers at the site: (Please attach a separate list of agriculture teachers' names):	$ 4,000.00
Part 2: Based on $8.00 per member listed on the R-2 Report:	$ 976.00
Part 3a: Based on number of teachers meeting Criterion 10:	$ 2,400.00
Part 3b: Based on number of teachers meeting Criterion 11a:	$ 2,400.00
Part 3c: Based on number of teachers meeting Criterion 11b:	$ 2,000.00
Part 4: Based on meeting all criteria on the Quality Criterion 12 Form:	$ 0.00
Total Estimated Award:	$ 11,776.00

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

Budget Sheet

Incentive grant awards must be matched for each Account Number below (4000, 5000, and 6000). Account Number 4000 requires only the subtotal be matched, but Account Numbers 5000 and 6000 must be matched by line item. A waiver of matching must be approved for any instances where matching funds do not meet or exceed Incentive Grant funds.

Amount left to Allocate: $ 0.00

4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Instructional Materials	$ 2,776.00	$ 2,776.00
Subtotal	**N/A**	$ 2,776.00	$ 2,776.00

5000 Services and Operating Expenses, including services of consultants, staff travel, conferences, rentals, leases, repairs, and bus transportation

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Conferences	$ 4,000.00	$ 4,000.00
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Subtotal	**N/A**	$ 4,000.00	$ 4,000.00

6000 Capital Outlay, including sites, buildings, improvement of buildings, and equipment

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Greenhouse/Ag Farm Facilities	$ 5,000.00	$ 5,000.00
2.			
3.			
4.			
5.			
Subtotal	**N/A**	$ 5,000.00	$ 5,000.00

Total Allocated Funds: $ 11,776.00 $ 11,776.00

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: June 10, 2021
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
John Nazar, Principal, Half Moon Bay High School
CATEGORY: Consent/Action
ITEM TITLE: Approval of 2021-2022 Strengthening Career and Technical Education for the 21st Century Act (Perkins V), 131- Secondary Education, Grant Application

BACKGROUND INFORMATION

The Strengthening Career and Technical Education (CTE) for the 21st Century Act (Perkins V), the reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006, came into effect July 1, 2020.

The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study by doing the following:

(1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or in-demand occupations in current or emerging professions;
(2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction and that link secondary education and postsecondary education for participating career and technical education students;
(3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
(4) conducting and disseminating national research and disseminating information on best services and activities;
(5) providing technical assistance that
(A) promotes leadership, initial preparation, and professional development at the State and local levels; and
(B) improves the quality of career and technical education teachers, faculty, administrators, and counselors;
(6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;
(7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and
(8) increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.

This grant supplements secondary CTE programs that have fully sequenced CTE Pathways staffed by CTE credentialed teachers. Funds do not increase when additional pathways are offered and student participation increases. In the past, this grant has supported the Half Moon Bay High School Agriscience Pathway and in 2021-

22 will, with the addition of the Advanced Carpentry, Millwork, and Woodworking (CMW) capstone course, also support the CMW Pathway.

This grant will provide $15,797 to supplement the Half Moon Bay High School Agriscience and the Carpentry, Millwork, and Woodworking Pathways by provided funding targeted for program improvement with curriculum development, stakeholder consultation, data collection and analysis, substitutes, and travel for professional development and leadership conferences (including FFA activities, instructional materials, and equipment).

The Perkins V grant does not require matching of funds but will be used as matching funds for the Career Technical Education (CTE) Incentive Grant (CTEIG) at a rate of 2:1 providing an additional $7,898 to support CTE. This grant also demonstrates that CUSD is leveraging and “braiding” CTE funds, thus giving CUSD special consideration when applying for other CTE grants.

Attachment: 2021-2022 Strengthening Career and Technical Education for the 21st Century Act (Perkins V),131 -Secondary Education, Grant Application

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

DEPARTMENT OF
EDUCATION



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2021-22 Application

2021-22 Section I - State Assurances and Certifications

Quick Facts Box

	$15,797.00
	$15,797.00
	$752.00 *
	The maximum indirect amount that can be expended cannot exceed $0.00
	Friday, May 28, 2021 11:59 PM
	Submitted For Review on May 26 2021
	GAN has not been processed or sent to LEA
	No fiscal activity
	Jennifer Marsh (Perkins Coordinator), Application Submitte

* Subject to change based on Capital Outlay and actual expenditures

Certifications Sign-off

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Strengthening Career and Technical Education Act for the 21st Century Act (Perkins V).

The following Assurances, Certifications, and Grant Conditions are requirements of applicants and grantees as a condition of receiving funds. Applicants do not need to sign and return the general assurances and certification with the application; Every year, the local educational agencies (LEA) must download them, collect the appropriate signatures (please sign & date even the ones that don't specifically have a space for it), and keep them on file to be available for compliance reviews, complaint investigations, or audits.

- California Department of Education General Assurances
- Drug Free Workplace Certification
- U.S. Department of Education Debarment and Suspension
- U.S. Department of Education Lobbying
- Perkins V Assurances and Certifications
- 2021–22 Grant Conditions

LEA Sign-off

☑ This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

CDE Review and Sign-off

CDE Comments

Section Approved

Save | Save and Continue to Section II

California Department of Education
1430 N Street
Sacramento, CA 95814

DEPARTMENT OF
EDUCATION



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2021-22 Application

2021-22 Section II - Stakeholders

Quick Facts Box

	$15,797.00
	$15,797.00
	$752.00 *
	The maximum indirect amount that can be expended cannot exceed $0.00
	Friday, May 28, 2021 11:59 PM
	Submitted For Review on May 26 2021
	GAN has not been processed or sent to LEA
	No fiscal activity
	Jennifer Marsh (Perkins Coordinator), Application Submitte

* Subject to change based on Capital Outlay and actual expenditures

Special Population Stakeholders

The Strengthening Career and Technical Education For the 21st Century Act (Perkins V) requires local educational agencies (LEAs) to implement strategies To overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.

This form confirms that the LEA coordinators or administrators responsible for each of the programs associated with special population groups listed below have contributed to the LEA's Comprehensive Local Needs Assessment for the 2020–21 Perkins V application.

Each special population category must be signed by the LEA's designated administrator or the certificated representative responsible for that program.

Download the Sign-off Form for Representatives of Special Populations, collect the appropriate signatures, and keep the form on file to be available for compliance reviews, complaint investigations, or audits.

Students with Disabilities (Special Education Coordinator/Administrator)

Name	Martha Ladd
Title	Director, Educational Support Services

Economically Disadvantaged (Title I Coordinator/Administrator)

Name	Leticia Bhatia
Title	Assistant Superintendent of Curriculum and Instruction

Students Preparing for Non-Traditional Fields (Title IX Coordinator/Administrator)

Name	Jason Owens
Title	Director of Pupil Personnel Services/Administrator for Pilarcitos High School/Administrator for La C

Single Parent or Single Pregnant Women (Title IX Coordinator/Administrator)

Name	Jason Owens
Title	Director of Pupil Personnel Services/Administrator for Pilarcitos High School/Administrator for La C

Out-Of-Workforce Individuals (Title IX Coordinator/Administrator)

Name	Jason Owens
Title	Director of Pupil Personnel Services/Administrator for Pilarcitos High School/Administrator for La C

English Language Learners (English Learner Coordinator/Administrator)

Name	Leticia Bhatia
Title	Assistant Superintendent of Curriculum and Instruction

Homeless

Name	Jason Owens
Title	Director of Pupil Personnel Services/Administrator for Pilarcitos High School/Administrator for La C

Youth who are In, or who have aged out Of, the foster care system

Name	Jason Owens
Title	Director of Pupil Personnel Services/Administrator for Pilarcitos High School/Administrator for La C

Youth with a parent who is on active duty In the military

Name	Jason Owens
Title	Director of Pupil Personnel Services/Administrator for Pilarcitos High School/Administrator for La C

Edit

CTE Teacher Matrix

For every CTE teacher in the LEA, enter the following information:

1. CTE-eligible credential
   1A) For each CTE teacher assisted w/ Perkins funds, enter the name of the teacher as it appears on the CTE-eligible credential.

   1B) Enter the document number of the CTE-eligible credential. We look up 100% of the entries on the CTC website.

   1C) Enter the document title of the CTE-eligible credential (i.e., credential type: CTE, Designated Subjects, Vocational, Single Subject, etc).

   1D) Enter the subject description of the CTE-eligible credential (i.e., subject authorization). For credentials issued 2008 or later, the subject description should match one of the 15 industry sectors. For credentials issued before 2008 ('Designated Subjects Vocational'), the subject descriptions do not conform to the 15 industry sectors and come from a nearly infinite variety of job titles—type the one from the credential into this field.

2. The subject of the credential matches the pathway assigned.
   2A) For each CTE teacher assisted w/ Perkins funds, enter the local name of the site.

   2B) Enter the name of the site of the pathway.

   2C) Enter the local name of the pathway if it's different from the name of the pathway as coded in CALPADS.

   2D) Enter the official CALPADS pathway name; i.e., the name of the CTE Model Curriculum Standards the teacher covers. If the same teacher is assigned to two or more pathways, list him/her two or more times.

1) Teacher Credential and CTE-Eligibility

1A) Teacher's Name

1B) CTE-Eligible Credential Document Number

1C) Document Title
Select Document Title

1D) Subject Description Select a subject description

2) Does the Credential Match the Assignment?

2A) Site Name Select Site

2B) Local Name of Pathway

2C) CALPADS Pathway Name
Select Pathway

Submit Teacher

Agundes, Raymond Anthony	Career Technical Education Teaching Credential -- Building & Construction Trades	Half Moon Bay High	Building and Construction Trades -- Cabinetry, Millwork, and Woodworking	Submitted By LEA		Delete Review
Camozzi, Brianna lynn	Designated Subjects Career Technical Education Teaching Credential -- Agriculture & Natural Resources	Half Moon Bay High	Agriculture and Natural Resources -- Agriscience	Submitted By LEA		Delete Review
Carney, Hannah	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Half Moon Bay High	Agriculture and Natural Resources -- Agriscience	Submitted By LEA		Delete Review

LEA Sign-off

☑ As the duly authorized representative of the local educational agency applying for the Strengthening Career and Technical Education for the 21st Century Act, 2021-22 funding, I confirm that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have contributed to the LEA's Comprehensive Local Needs Assessment for this application.

CDE Review and Sign-off

CDE Comments

Section Approved

Save Save and Continue to Section III

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

DEPARTMENT OF EDUCATION



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2021-22 Application

2021-22 Section III - State Determined Performance Levels

Quick Facts Box

	$15,797.00
	$15,797.00
	$752.00 *
	The maximum indirect amount that can be expended cannot exceed $0.00
	Friday, May 28, 2021 11:59 PM
	Submitted For Review on May 26 2021
	GAN has not been processed or sent to LEA
	No fiscal activity
	Jennifer Marsh (Perkins Coordinator), Application Submitte

* Subject to change based on Capital Outlay and actual expenditures

1S1: Four-Year Graduation Rate	88.10%	89.10%	89.10%	91.10%	91.10%
1S2: Extended Graduation Rate	N/A	N/A	N/A	N/A	N/A
2S2: Academic Proficiency in Rereading Language Arts	60.60%	62.00%	62.00%	63.40	63.40%
2S2: Academic Proficiency in Mathematics	33.00%	34.50%	34.50%	36.50%	36.50%
2S3: Academic Proficiency in Science	27.70%	28.20%	28.20	31.20%	31.20%
3S1: Post-Program Placement	67.20%	68.00%	68.00%	69.40%	69.40%

4S1: Non-traditional Program Concentration	20.80%	20.80%	20.80%	21.00%	21.00%
5S1: Program Quality – Attained Recognized Postsecondary Credential	N/A	N/A	N/A	N/A	N/A
5S2: Program Quality – Attained Postsecondary Credits	21.60%	23.90%	23.90	26.20%	26.20%
5S3: Program Quality – Participated in Work-Based Learning	N/A	N/A	N/A	N/A	N/A
5S4: Program Quality - Other	N/A	N/A	N/A	N/A	N/A

The table above lists the State Determined Performance Levels (SDPLs) (formerly State Targets) for every sub-group. Note that future targets are likely to change as actual state-wide performance levels are gathered.

The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English language learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

For reporting purposes in Perkins V, a 'completer' is defined as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

Under Perkins V, California defines a 'concentrator' as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

California's College/Career Readiness Indicator (CCI) tracks graduation cohorts who also meet one or more defined categories. For categories involving CTE completion, the student must have completed a high-quality CTE pathway of not less than 300 hours with a C- or better in the capstone class.

LEA Sign-off

☑ LEA Section Sign-off

CDE Review and Sign-off

CDE Comments

Section Approved

Save | Save and Continue to Section IV

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

DEPARTMENT OF EDUCATION



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2021-22 Application

2021-22 Section IV - Comprehensive Local Needs Assessment (CLNA) Reporting Template & Local Application Requirements

Quick Facts Box

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Introduction

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires all eligible recipients of Perkins V funds to complete a Comprehensive Local Needs Assessment (CLNA) and use that information to develop the eligible recipient's local application plan. One of the most significant changes within the Perkins V federal legislation is the introduction of the CLNA. Conducting the CLNA is described under Perkins V subsection 134(c), and developing the local application is described in Perkins V subsection 134(b). The CLNA must be completed by eligible grant recipients of Perkins V funds at the beginning of the grant period and updated at least once every two years.

Perkins V requires eligible grant recipients to use a data-driven decision-making process on local planning and spending on career technical education (CTE). The CLNA is a review of a number of elements, including student performance data, especially gaps among sub-groups of special population; labor market needs; educator development; equity and access for special populations, and program size, scope and quality. To validate the information obtained through the CLNA, an eligible Perkins V grant recipient shall involve a diverse body of stakeholders, including, at a minimum—secondary and postsecondary educators, business and industry partners, parents and students among others. More importantly, local planning, program, and funding decisions must be based on the CLNA with the primary purpose of improving overall performance and reducing performance gaps between different special population subgroups.

The goal of the CLNA is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance and decrease performance gaps. Identifying priority needs is the first in a series of closely tied steps that also include understanding root causes that contribute to the areas of need, selecting evidence based strategies that address those areas, preparing for and implementing selected strategies, and evaluating whether those strategies are addressing improvement needs and achieving desired results.

Directions

Each question below is meant to be a concise and complete1 summary of the CLNA developed by each local educational agency (LEA). The Workbook To Accompany the CLNA Reporting Template offers a more In-depth exploration Of Each question from the CLNA Reporting Template to guide and inspire LEAs as they engage their required stakeholders in the construction of their CLNA. Each section is based on a separate requirement from the Perkins V law, Section 134, (b) (1–9) and subsection c, of what must be contained in a CLNA and a local Perkins application.

The responses from the seven questions in the 'CLNA Reporting Template' and the subsequent eight questions in the 'Meeting the Perkins V Local Application Requirements' are required to be:

1. Included in the annual Perkins renewal application via the California Department of Education's (CDE) online Program Grant Management System, Section IV

2. Printed and signed by the LEA Perkins Coordinator and Stakeholder/CTE Advisory Committee Chairperson, to be kept on file and available for compliance reviews, reviews, complaint investigations, or audits, along with all other evidence of a complete CLNA process.

CLNA Reporting Template

1. **Section 134(c)(d)(e): Stakeholder Consultation on the CLNA, Dates, Content, and Membership:**

   i. **What was the date of the eligible grant recipient's most recent district-wide CTE Advisory or Stakeholder Engagement meeting that served as the source for constructing the LEA's CLNA?**

   We held our most recent district-wide CTE Advisory meeting on January 22, 2021 which was used to update the Comprehensive Local Needs Assessment (CLNA). Pertinent information is also included from the recent December 2, 2020 & February 24, 2021 Agriculture & Natural Resources (Ag) specific advisory meetings, that included a presentation & discussion on the Agriscience (Agr) Pathway (Path) Student Follow-up Study data, Perkins Performance indicators, additional informative data & the Ag Farm/Lab expansions & outdoor learning facilities project. Relevant information was also brought forward from the prior advisories held February 24, 2020 & the Foothill/DeAnza Joint Community College/High School Perkins CLNA Meeting May 8, 2020. Input has been added to the CLNA document. The next Building & Construction Trades (BCT)/ Cabinetry, Millwork and Woodworking (CMW) Advisory Committee meeting is scheduled for May 24, 2021. (Maximum 5000 Characters)

   ii. **The basis for that meeting should have included a discussion/agreement of the eligible grant recipient's Perkins V accountability indicators plus a self-evaluation, as detailed in the "Workbook to Accompany the CLNA Reporting Template." Was the eligible grant recipient's previous self-evaluation based on the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) "11 Elements of a High-Quality CTE Program" aka the "CTE Self-Review," the CTEIG Self Review Rubric, or Workbook to Accompany the CLNA Reporting Template? How will the eligible grant recipient move towards the 12 Essential Elements of a High-Quality College and Career Pathway, which are supported by the Guiding Policy Principles to Support Student-Centered K–14+ Pathways, established by the California Workforce Pathways Joint Advisory Committee (CWPJAC)? The Guiding Policy Principles to Support Student-Centered K–14+ Pathways can be found on the CWPJAC's web page at, https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp.**

The sources of the January 22, 2020 meeting were the Workbook to Accompany the CLNA Reporting Template, the CTE Self-Review:11 Elements of a High Quality CTE Program, CTEIG Self Review / Evaluation Rubric, Perkins core indicators and other disaggregated data, DataQuest, EDD staff presentation and labor market data analysis, this document from the prior application and addendum, EDD and Community College Centers for Excellence data, UCCI curriculum, student planning guide and more. We scheduled the February 24, 2020 Advisory to meet the requirements of Perkins V and the CNLA. Unfortunately, the CLNA template and Perkins webinars came out February 26, 2020 following the previously planned meeting. Due to COVID-19, we did not hold a subsequent district-wide meeting until January 22, 2021. We participated in a Joint Secondary/ Foothill/DeAnza College CLNA advisory with Perkins 232 indicators and data being the primary source. We planned to develop our CLNA further on September 29, 2020, however given the start of school needs due to COVID 19, the meeting was postponed so we could have a more effective meeting with more stakeholders present. Per state guidance, we held a follow-up meeting on January 22, 2021 at which time we completed more in-depth work on the CLNA with all key stakeholders responding to in-depth questions derived from Perkins V. This work and the work of Industry specific advisories, the Five-year Strategic Plan, and staff are assisting us in moving to the 12 Essential Elements of a High-Quality College and Career Pathway.
(Maximum 5000 Characters)

iii. **What is the date of the eligible grant recipient's next district-wide CTE Advisory or Stakeholder Engagement meeting that will review, evaluate, & identify needs per Section 134(c), Comprehensive Needs Assessment, and Section 134(e), Continued Consultation?**

The next Districtwide CTE Advisory meeting is scheduled for October 21, 2021. Our next Building and Construction Trades Advisory Meeting is scheduled for May 24, 2021 and the next Agriculture and Natural Resources Advisory, June 16, 2021. The CTEIG Self Review Evaluation and Plan and 12 Essential elements will be included in these industry specific advisory meetings.
(Maximum 5000 Characters)

iv. **For the meeting reported in question 1A, were all required categories of stakeholders present? If not, list which categories of stakeholders were missing and describe the effort in getting them there. What will be done to ensure they will be present for the next stakeholder engagement meeting to update the CLNA and to evaluate the effectiveness of previous strategies chosen?**

YES No Stakeholder categories were missing. The CTE Coordinator, district, site and community key stakeholders reviewed the stakeholder categories and recommended representatives for each. Zoom meetings and a meeting time of 5:30 to 7:00 pm were determine to be most conducive for attendance. We will continue to send an advance "save the date" notice as well as reminders and an agenda and resources will be provided prior to the CTE Advisory. All but one stakeholder participated in the most recent January 22, 2021 District-wide CTE Advisory meeting using this framework. Following an information presentation on Perkins V, key indicators and other data and an LMI presentation by EDD, District cabinet level and site administrator key stakeholders served as CLNA category breakout leads to gain and provide input and recommendations to best serve students with a focus on serving the identified underrepresented students. Appendix c and additional questions as well as links to resources and data cited in questions 1 were used to prompt deep conversations. Two Governing Board members have been added to all the CTE Advisory Committees. In the future, if positions change and if we receive additional representative recommendations, we will update the contact list and send invitations. Reminders, an agenda and related documents will also be provided prior to the next meeting. Participants responded well to the advance information and some provided written input on the google doc with the breakout questions, resource links and notetaking guide prior to the meeting. Staying on task, providing pertinent, useful and stakeholder driven information with a variety of presenters and breakout leads, as well as allowing time for discussion made the meeting interesting and productive for participants. We anticipate continued excellent participation in future meetings. We will continue to use and, when needed, improve upon this highly effective framework for meetings by making meetings worthwhile for all stakeholders.
(Maximum 5000 Characters)

2. **Section 134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated)**

Our Ag Program, which has been the only program receiving Perkins support, has the highest outcomes. It is easier to assess than other pathways given this full pathway has been offered for several years. Data indicates a full pathway has greater success in meeting needs of students. Ag graduation rates consistently outperform their cohort graduation rates. In 2018, 99% & in 2019 & 2020, 100% of our CTE seniors graduated while their cohort graduation rate was 95.9%, and 93.6% respectively. The 17-18 county graduation rate was 88.1% & in 2018-19, 87.4%. 53.33% of our 2014 freshman Ag cohort (Class of 2018) completed 3 or 4 yrs of Ag. 30% is the State average for Ag. Of those 26 seniors, 100% graduated and 85% responded to a follow-study reporting 100% placement; 5% 4-year college Ag major,18 % 4r-year college non-Ag, 27% 2-year college Ag major, 45% 2-year college non-Ag, 5% Military, 0% Employed. In 2018-19, 17 seniors completed 3 to 4 years of Ag and of those 88% responded to a follow-study resulting in 100% placement; 40% 4-year college Ag major, 20% 2-year college Ag major, 45% 2-year college no-Ag, 13% Employed. Our 2020 Ag Grad completers and 3-4 yr ag grads also report 100% placement. Of note, 100% of our 2020 Ag grad completers parents' highest level of education is "not high school grad". Of these 33.33%

EI/66.67% RFEP and 100% Hipanic Latinix and non-trad. 2018-19 was the first year our capstone course was coded properly and we have a small data group of completers. 100% of our 18-19 Ag CTE Completers graduated as compared to their 4 year Adjusted Cohort Graduation rate of 93.6%. The State graduation target for 18-19 CTE completers was 81.1%. A follow-up study (100% response) found our grad completer placement rate for 2019 and 2020 were 100%. All 2019 completers are advancing their education as Ag Majors. Of the 67% in 4 year colleges, 100% are white, 50% non-traditional, 50% socioeconomically disadvantaged,50% on 504s, and 50% working in a PT Ag related job above minimum wage. The 33% in Ag Community College are Hispanic, socio and economically disadvantaged, migrant, English learner and also working in a PT Ag related job at minimum wage. Our 3-4 yr Ag grad demographics: 15.8% disabled,68.2% Economically disadvantaged, 84.2% non-Traditional, 21.1% ELL, 5.3% homeless. 31.2% Migrant, 67.32% Hispanic/Latinx and 32.68% white. The 4-yr college students tested proficient in all the targeted academic areas while the 2-yr college student did not. Of our 2019-20 3-4 yr ag grad demographics are as follows: 100% grad, 11.76% disabled, 41.18% economically disadvantage, 70.59% Non-Traditional, 5.88% EL, 46.75% Hispanic/Latinx and 54.35% White. The 17-18 end of year concentrator and completer data shows we had 246 seniors. Of these 246; 128 (52%) graduated meeting UC/CSU requirements and 116 (47%) graduated without, 121/49% (CTE) vs 52% (Cohort) earned the Golden State Seal Merit Diploma, and 42 (17%) the Seal of Bi-literacy. In our 18-19 CTE cohort of 218, 52.3% met the CCI level of Prepared, (69) 16.1% Approaching Prepared and 31.7% Not Prepared. Of our completers, (2) 67% met Prepared as compared to 52.3% of the Cohort and were proficient or advanced in Math, ELA and Science. Of these Prepared CTE students, 100% are white, and 50% socioeconomically disadvantaged and with a disability. Of our completers, (1) 33% met the level of Approaching Prepared as compared to 16.1% of the Cohort and is Hispanic, socio and economically disadvantaged, migrant, and an English Learner. Of the 69 Cohort students who were Approaching Prepared, 47 (68.1%) are Hispanic, 20 (29%) are White, 27 (39.1%) EL, 50 (72.5%) Socioeconomically Disadvantaged and 17 (24.6%) with disabilities. 0 % of our CTE completers are Not Prepared as compared to 31.7% for the cohort. The State target for non-traditional is 20.8%. The average number of nontraditional students (females) in all CTE programs over the past 3 years is 36%, with the Ag Program, 54% nontraditional. BCT non-traditional students averaged 20% of the program enrollment over 3 years, declining to 10% in 18-19 and up to 20% in 20-21, indicating that females are underrepresented with 20.%% being the statewide ave. Small Gas Engines served the smallest number of non-traditional (F)students (12% average). Ag served 56% non-trad students in 18-19 and 59% in 20-21. Looking at our 3-4 yr Ag grad data for 17-18, 50% were non-trad, 19% economically disadvantaged, 19% disabled,4% EL, 46% Hispanic/Latinx and 54% White/For 18-19, 84% were non-trad, 59% economically disadvantaged, 16% disabled, 21% EL, 67% Hispanic/Latinx and 33% White /and for 19-20, 71% were non-trad, 47% economically disadvantaged, 12% disabled, 6% EL, 47% Hispanic/Latinx and 53% White . The largest number of non-traditional students (61%) was in the Ag Chemistry class. Similarly, the Ag program over the past 3 years averages 30% disabled while both Arts, Media and Entertainment (AME) & BCT Trades average 14%. Ag also collected data for the North Coast Ag Program Consortium and has recorded data through the CalAgEd and Ag Education Tracking (AET) systems which indicates our students are performing at or above other Ag programs. To support student performance, identify gaps and address needs, we expanded our Ag Employer representatives and initiated the first BCT Advisory committee in 19-20. We also identified and included the new stakeholders per Perkins V. Our new counselor team, completing their second year, have been very supportive of all students and CTE. They have been included in CTE information sharing and input and have been invited to Advisory meetings, CTSO functions and Ag training. Due to Covid-19 some of the planned events were cancelled. They provided insightful input during the CTE Districtwide Advisory. We aim to expand on these opportunities in the future. We learned, from COVID -19, the need to explore and better implement ways to serve the maximum number of students while providing applied learning and smaller group settings. We also need to explore and implement means to upgrade CTE facilities and provide more outdoor learning environments and activities, including but not limited to work-based learning. We need to improve access and expand on the recruitment of students which has included Agriculture program presentations to all incoming 8th graders to assure access and support to all students. We have a smaller 2020-21 enrollment of incoming 9th graders which may reflect the fact that, due to COVID 19, the onsite middle school recruitment was cancelled this year. We are looking at the effectiveness of the various medias and formats for recruitment and means to provide parent education and communication. The North Coast Ag Partners and the County CTE Advisory of CTE Coordinators with SWP grants are exploring creating CTE recruitment videos and provided recruitment information in both English and Spanish. Our Part-time Agriculture teacher receives support using CTEIG funds to complete her CTE credential classes this year including teaching English Learners. The Building and Construction Trades Program teacher is looking into the MC3 curriculum. We have improved our CTE data collection and will continue to do so beyond the Perkins V tables to better identify gaps, barriers, successes and improvement.
(Maximum 10000 Characters)

3. **Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students**

SIZE: Our 2 paths are open to all students, capacity 280. Ag is full path & CMW is developing with 1st concentrators (conc) in 20-21. PT Ag teacher added SP '19. Ag Path offers 3 intro sections (105), 1 conc (35) & 1 capstone (35). Ag Projects offered for SU SAE projects. Vet Sci is a 4th yr option. CMW Path offers 2 into BCT (72), & 1 conc CMI (10) & Adv CMI (2)to be double rostered 21-22. SCOPE: Both paths increased capacity for a larger intro cohort to build pipeline of students. Ag plans a 2nd path & internships. Given COVID 19, a SU internship pilot this was postponed to 22-23. Effective 19-20, Ag staff received a SAE period, extended yr contract & assist FFA advisor/extended yr stipend. Exploring CTE credentialing to begin a CS Path & AME Path. None of our local colleges offer classes that align; continue exploring in county articulation options such as a pending Constr Basics, design course & priority enrollment for Sm Engines with College Auto, & out of county. Looking into regaining our Vet Sci articulation that was dropped by the college this year due to a requirement a be vet tech certified teacher. The

course is still targeted to provide a 4th yr Ag option. SCOPE: Both paths increased capacity for a larger intro cohort to build pipeline of students. Ag plans a 2nd path & internships. Given COVID 19, a SU internship pilot this was postponed to 22-23. Effective 19-20, Ag staff received a SAE period, extended yr contract & assist FFA advisor/extended yr stipend. Exploring CTE credentialing to begin a CS Path & AME Path. None of our local colleges offer classes that align; continue exploring in county articulation options such as a pending Const Basics, design course & priority enrollment for Sm Engines with College Auto, & out of county. Looking into regaining our Vet Sci articulation that was dropped by the college this yr due to a requirement a be vet tech cert teacher. The course is still targeted to provide 4th yr Ag option.
(Maximum 5000 Characters)

4. **Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study**

In 2021-21 we will offer 2 full CTE Paths developed with industry & stakeholder support. The Perkins supported Sustainable Agri Sub-Path (102A) is now complete with sequenced courses: #7100 Intro to Ag class Multiple Paths #999, #7134 Inter Agr, & #7135 Adv Agr. This Path was modified & strengthened per the 5 yr Plan. All Ag courses are UC/CSU D Level Lab Sci Courses. The Ag Advisory included building a second Path, likely Ornamental Hort, in its 5-year plan, currently being updated & expanded. The previously non-Perkins supported CMW Path is on target to be offered as a full Path, offering the first capstone class in 21-22. Fortunately, our administration supports CTE, understands the import of continuity & is offering the capstone course with 3 students, requiring double rostering is planned. The course sequence to be offered includes #7300 Intro to BCT Multiple Paths (Path 999), concentration # 7311 Inter CMW & the capstone course, #7312 Adv CMW. These courses, with Adv CMW pending, are US/CSU G level elective courses. We have 2 sections of a non-CTE intro to Computer Sci filled for 2021-22 & are exploring CTE credentialing to building this into a CTE Path for Communication & Information Technologies (ICT). We are exploring beginning an AME Intro Production & Managerial Arts class in 2022-23. We also secured a CTE STEM pipeline to the Middle School rd 3 SWP grant to support building middle school coherence & feeder programs to the high school with modules that link to Ag, BCT & ICT. With the support of this grant, STEM curriculum will be integrated into all 7th & 8th grade science classes that will provide a pipeline to CTE programs at the high school. We are exploring doing the same with our middle school math curriculum. In addition to being a pipeline for our current Paths, the middle school programs will help us identify students interest for future Paths. Path courses are aligned with academic & industry standards & include the integration of CTE & academic content through a variety of strategies. Curriculum in each sequenced course includes Common Core, CTE Model Curriculum Standards, Next Generation Science Standards (Agriscience) & standards for Career Ready Practice. To assist with certification & the need for distance learning following lessons learned due to the pandemic, we are looking into the MC3 & iCEV & CTEOnline curricula for the CMW Path as NCOTI for all Paths. Ag currently use iCEV. Students have multiple points of entry & exit. The Agr program has strong support of the school administration, counseling team, & the science program. The Science program & Agr Path are aligned & a public flow chart has been developed that clearly show how students can meet their science requirements by taking courses in & between these programs. The Science & Ag department head jointly present in several recruitment activities include 8th grade parent & student orientations & back to school nights. The Ag five-year plan includes planning for fourth year options. Students often take both Ag & BCT programs concurrently or consecutively. None of our three local community colleges offer classes that align directly to our Agriculture or Building & Construction Trades Paths. To better align & articulate CTE programs across secondary & postsecondary education & to provide more linkages for our students we will explore alignments with colleges outside of our County. We had one non CTE dual enrollment class in Sculpture but the college pulled its funding. We are working with the colleges to identify possible courses for 2021-20. The singleton Veterinary Science Course, which is articulated with Foothill College, courses are D Level Courses & fulfilling the UC & CSU college admission requirements for a Laboratory Science course. All BCT Sector courses are G Level Courses fulfilling the UC & CSU college admission requirements for a college prep Elective course. Although our Small Gas Engines programs does not meet the college alignment requirements for articulation, we are working with Skyline Colleges Automotive program to enter into an agreement for priority enrollment once we have sufficient enrollment to offer the course. Although none of our 3 local community colleges offer classes that directly align our Paths, we have reached out to the College of San Mateo regarding 1 possible design related course & Skyline College regarding a developing Construction Basic module. We are continuing to explore alignments with colleges inside & outside of our county.
(Maximum 5000 Characters)

5. **Section 134(c)(2)(D): Improving recruitment, retention, and training of CTE teachers and paraprofessionals, including underrepresented groups**

Career exploration & career development coursework, WBL activities, & services are integrated into lesson plans. CTE Teachers, counselors & administrators have been trained with support of a SWP grant to utilize the CA Career Zone / Headed2 in counseling & instruction. Included are local & regional LMI, job search tools & internship opportunities. The Headed2 components that will include growing a bank of internships for students in the local region is being funded by a countywide K-12 SWP grant. Students are able to carry Headed2 services with them after high school. Ag & BCT curriculum integrates WBL & their respective CTSOs (FFA & SkillsUSA) as integral components as well as career awareness, exploration & application which include WBL activities. Ag Projects is offered for summer SAE projects. The integration of SkillsUSA will be assessed to determine feasibility during the building of the program. The fulltime Ag Teacher has a release period designated for 1 on 1 support & supervising of students and an FFA advisor stipend. The part-time ag teacher receives a stipend for extended time for student projects & activities / Assistant FFA Advisor duties. These teachers work with & supervise students WBL SAE

projects, job placement and students led enterprise projects & activities. Students also raise animals & produce agriculture goods & demonstrate their skills at competitions, fairs & shows. Mentors support students in WBL activities such as Farm Power & Tractors and equestrian teams & Ag projects & construction. Teachers & counselors bring in speakers & utilize LMI information to inform students about opportunities; included are EDD presentations designed specifically for targeted Paths, existing & emerging high-skill, high-wage, or in-demand industry sectors & occupations. These LM trends are presented at the CUSD CTE Advisory to best inform stakeholders of current LMI to guide discussions & recommendations. Teachers use this information to help guide their instruction & Career exploration & career development coursework, work-based learning activities, & services are integrated into lesson plans. CTE Teachers, counselors & administrators have been trained with support of a SWP grant & have begun utilizing the CA Career Zone / Headed2 in counseling & instruction. Included are local & regional LMI, job search tools & internship opportunities. The Headed2 components that will include growing a bank of internships for students in the local region is being funded by a countywide K-12 SWP grant. Students are able to carry Headed2 services with them after high school. Ag & BCT curriculum integrates career awareness, exploration & application which include WBL activities. Students also raise animals & produce agriculture goods & demonstrate their skills at competitions, fairs & shows. Mentors support students in WBL activities such as Farm Power & Tractors teams & Ag projects & construction. Teachers & counselors bring in speakers & utilize LMI information to inform students about opportunities; included are EDD presentations designed specifically for targeted Paths, existing & emerging high-skill, high-wage, or in-demand industry sectors & occupations. These LM trends are presented at the CUSD CTE Advisory to best inform stakeholders of current LMI to guide discussions & recommendations. Teachers use this information to help guide their instruction & Career exploration & career development coursework, work-based learning activities, & services are integrated into lesson plans. CTE Teachers, counselors & administrators have been trained with support of a SWP grant & have begun utilizing the CA Career Zone in counseling & instruction. Included are local & regional LMI, job search tools & internship opportunities. The Headed2 components were planned to include growing a bank of internships for students in the local region is being funded by a countywide K-12 SWP grant. Ag & BCT curriculum integrates WBL & their respective CTSOs (FFA & SkillsUSA) as integral components as well as career awareness, exploration & application which include WBL activities. The CTE Coordinator has researched workers compensation insurance which is provided by the District. Employers serving on the industry specific advisory committees have identified jobs within their business & agencies that can serve as WBL opportunities for students. An Agriscience WBL Program pilot was planned for 2020-21, however COVID-19 restrictions delayed plans & the pilot target is now summer 2022-23. The CTE Coordinator & Assistant Principal have been working closely with our CalPADs Coordinator and key staff in developing a system to document, record & report the new College & Career Inventory WBL data.
(Maximum 5000 Characters)

6. **Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students. In your summary of the discussion with Stakeholders, you must describe each of the following three points. Strategies to overcome barriers that result in:**

   i. **lower rates of access to, or performance gaps in, the courses and programs for special populations;**

   We are growing CTE into full Paths for greater access & options. CTE is open to all students with no structural barriers at the intro level. EL, SPED/SDC, & socio-eco disadv students access courses in progression. STEM Pipeline to Middle Schools SWP will offer CTE STEM modules to all 7th & 8th sci students that lead to H.S. Paths. An effective strategy to support spec population students include a SPED co-teacher & paras assigned to CTE classes-support needs to go beyond intro. Community Liaison translates materials, communicates with teachers, students & parents & is effective in supporting students in their CTE coursework, field trips & CTSO activities. Also effective are mentors for FFA teams, SAE period, ext 12-mo contract, & FFA Adv/ext yr stipend. The new BCT industry speaker pool, is a positive pandemic by-product. Ag serves a lg majority of non-trad students. Need to better ID barriers to access for females in BCT & employ strategies to improve participation. One barrier to completion was that students who took 3 to 4 years of Ag did not take Ag Chem (not a grad requirement). We modified the path to be interdisciplinary. This resulted in advancement to capstone. To improve recruitment, we've clarified titles & descriptions. Our 2nd year counselors embrace CTE, work closely with students to better understand Paths & career/college options, are active advisory stakeholders, trained on CACareerZone/Headed2, are exploring expanding Naviance & other career tools, & utilize CRIM training, trauma informed practices to support students. ID'd disparities in access for non-trad, disabled & EL. The State non-trad target is 20.5%. The ave number of females (non-trad) in all CTE programs over 3 years is 36%, with Ag females making up 50% in 2017-18, 84% in 18-19, 71% in 19-20 & 59% in 20-21. BCT non-trad students ave 20% of the program enrollment over 3 years, declining to 10% in 18-19 & increasing to 20% overall in 20-21, indicating that females are underrepresented but only 0.5% under the statewide average. Currently, 20-21, we have 83 students enrolled with 17 being non-trad in the BCT Path of the 83, 62 (12F/ 19%) are in Intro to BCT & 21 (5F/24%)are in Inter CMW. Sm Gas Engines served the smallest number of non-trad (F)students with a 12% average when last offered. The largest number of non-trad students in 19-20 was in the concentrator Ag Chem course with 32 students (61%F). The Agr concentrator course is now Inter Ag with 17F/20 students in 20-21,being the CTE course with highest non-traditional population (85%F). The Adv Ag class follow closely with 10/12 students (83%) being non-trad. The Intro to Ag course currently has 93 students with 51% being non-trad, which is anticipated to grow inter course enrollment in 21-22. CTSO teams & mentor supported programs show trend of motivating non-traditional participation & non-traditional skills development. We have identified need for instructional materials to support the Farm Power Team & teacher & mentor guided SAE & outdoor i projects (Construction supplies & tools). Given COVID 19 we modified our Ag five-year plan & grant

funding to support more effective outdoor learning areas including an outdoor wet lab. We are working with an architect & DSA to finalize & approve plans for which Perkins, AIG, CTEIG & district bonds funds are being braided to fund Phase 1. Additional funding is required to meet the phase 2 & 3 goals. The CTE Coordinator has been collecting data from past & current data sources & presenting it longitudinally to be able to continue to build & learn from our data. With this, we plan to improve our data collection & analysis to best identify gaps & barriers & learn what is & is not working for spec population students. We have had equity discussions & have connected with the new SMCOE CTE Coordinator who has strengths in Equity & Social Justice & is on our CTE Advisory. We will work with her, & our stakeholders to best serve all students with a lens on our special populations to ID & eliminate barriers to access & success. We collaborate with our Co (5) H.S. Districts CTE Consortium, college, Workforce Development & other stakeholder partners. We targeted Equity of Access to Dual Enrollment for a rd 3 SWP. Included in the SWP is specialized Equity PD for stakeholders focused on CTE. During the 1-22-21 CTE Advisory meeting we updated strategies to better support special populations: Building & growing a pipeline to feed into CTE Paths, support CTE credentialing, counseling support & tools to inform students of CTE/college & career opportunities, outreach to Foster & Homeless to provide greater to access CTE Paths, Add a capstone to the CMW Path, grow number of CTE completers, & explore & plan additional Paths to provide more students options(Residential & Commercial Construction, CS, Orna Hort & AME),increase sections/FTE of CTE, More CTE A-G classes, offer Cord of Distinction upon grad, Recruitment straight into infinity groups (ASAPS)
(Maximum 5000 Characters)

ii. **Providing programs that are designed to enable special populations to meet the local levels of performance;**

Our County (5) High School Districts CTE Consortium with high school, college, Workforce development & other stakeholder partners will expand our work with equity focused professional development & to more deeply into data to identify & initiate best practices to support special populations to meet performance levels. We will continue to provide co-special education teachers, paras, AVID & community liaison support as well as community mentors & grow Work Based learning opportunities. We will continue to provide standards specific professional development & monthly K-12 collaborative science meetings to assurance k-12 coherence & share best practices for helping students meet standards & achievement goals. Goals to better accommodate & support special needs & to help improve access & equity for all students include providing specialized CTE training for counselors; identifying needed data & designing a system to better collect, collect, organize & analyze data to identify gaps & barriers, & to train teachers & counselors on College & career tools such as the SWP funded Career Ladders & Headed2 software. We plan to improve upon student access to career exploration, CTSOs & teams, mentors, & other work-based learning targeted for the San Mateo County/ greater Bay Area Region. Given the need to modify teaching & learning due to COVID-19, we need to be flexible in our planning to meet unknown needs. Needs include equitable distance learning, scheduling for smaller student groups with consideration of the need for applied CTE/lab experiences, & the need to develop safe outdoor learning environments. Through the County CTE Coordinators Advisory Council (CAC), part of the professional development for distance learning was modified to support CTE teachers & students. We are developing & building greater CTE access at our middle school that will feed into CTE Paths at the high school for greater postsecondary education & career success. We participate in three K-12 SWP consortium for Ag, Career Awareness & Exploration, CTE STEM middle school pipeline, & Equity & Access in Dual Enrollment which includes developing a certification program & recruitment materials. (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.(1191/5000) Our Ag & our newer BCT Advisory, established in 2019-20, represent a variety of employers & guide the preparation of students for high-skill, high-wage &/or in demand jobs Our stakeholders have & will continue to help us identify & build Paths in high-skill, high-wage &/or in-demand industries or occupations & to identify what students need to know & be able to be competitive in these industries as well as acquire the necessary transferrable skills to adapt to emerging occupations. Strategies & activities that support student success in learning & doing continue to be identified & developed. Increasing work-based learning opportunities, with formalized Ag internships targeted for development during 2021-22 with a summer pilot, is a goal in the Board adopted Ag Five-year Plan that includes developing work- sites, activities, & systems with paid & non-paid partnership agreements, training plans, evaluation, time keeping & supervision. The pilot was planned for summer 2021 but the pandemic forced us to extend our timeline. Expand use of mentors & speakers from industry & the community. Also expand Ag lab facility to include more outdoor learning areas including a wet lab, small group areas & areas for student ownership projects that will allow special population students to gain additional hands-on learning aligned to employment needs. The CTE Coordinator & Assistant Principal have been working closely with our CalPADs Coordinator and key staff in developing a system to document, record & report the new College & Career Inventory WBL data. We are working on WBL & certifications per our Ag 5-yr Plan, & exploring certifications such as NOCTI in both sectors.
(Maximum 5000 Characters)

iii. **Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.**

Our Ag & BCT Advisory (established in 2019-20)represent a variety of employers & guide the preparation of students for high-skill, high-wage &/or in demand jobs Our stakeholders have & will continue to help us identify & build Paths in high-skill, high-wage &/or in-demand industries or occupations & to identify what students need to know & be able to be competitive in these industries as well as acquire the necessary transferrable skills to adapt to emerging occupations. Strategies & activities that support student success in learning & doing continue to be identified & developed. Increasing work-based learning opportunities, with formalized Ag internships targeted for development during 2021-22 with a summer pilot, is a goal in the Board adopted Ag Five-year Plan that includes developing work- sites, activities, & systems with paid & non-paid partnership agreements, training plans, evaluation, time keeping & supervision. The pilot was planned for summer 2021 but the pandemic forced us to extend our timeline. Expand use of mentors & speakers from industry & the community. Also expand Ag lab facility to include more outdoor learning areas including a wet lab, small group areas & areas for student ownership projects that will allow special population students to gain additional hands-on learning aligned to employment needs. The CTE Coordinator & Assistant Principal have been working closely with our CalPADs Coordinator and key staff in developing a system to document, record & report the new College & Career Inventory WBL data. We are working on WBL & certifications per our Ag 5-yr Plan, & exploring certifications such as NOCTI in both sectors.
(Maximum 5000 Characters)

7. **Section 134(c)(2)(B)(ii): Alignment to Labor Market Information**

Employer Advisories report they need skilled employees & large number of both Ag & BCT alum are thriving in related industries. Most recent LMI reports as reviewed by Advisories, show that Bay Area construction jobs grew 11.3%/3900 jobs from Sept 2018 to 2019, Crop Production grew 6.3%/2800 (135), Construction jobs in San Francisco & San Mateo grew 11.3% from 43,200 on Sept 2018 to 47,100 in Sep 2019 based on EDD LMI, Central Coast crop production jobs grew 3,800 from Aug 2018 41,600 to 2019 44,400. Ag Advisory: State Parks have natural resource management opportunities; rehab lands, environ internships & Park Aides, Interpretation, Snowy Plover Prog jobs for HS/Pomponio Ranch for 1st time is fully staffed Housing an issue- competing with non rural. Top scale & entry level stall cleaners make $28/hr plus housing/TomKat Ranch gets volunteers/employees from walk-ins & colleges; similar pay as Pomponio without housing / Foothill College Vet Tech Director informs Ag on vet techs vacancies in county & on coast. The Bay Area overall can't find people. There is a low supply & high demand. Vet med growing with 16-19 new vet assistant / vet technicians needed. The Bay Area pays well-$15-$18/hr for assistants & $15-$25 for technicians. In reference to the sad closing of Bay City Flower Company, it was shared that many of Bay City Flower Company Ag employees have gone into construction & the nursery has new owners. It was difficult to absorb the $1/hr wage may start up their nursery & grow flowers which would add jobs. Computer Science (Information & Communication Technologies) & technology skills are an identified need in Agriculture. Given the drastic change in employment due to COVID-19 LMI has changed however the EDD does not have this data. Two EDD representatives attended the Jan 22, 2021 CUSD CTE Advisory & presented an LMI report tied to our current & planned Paths as well as what jobs to look at for future growth. Our partnerships in four CTE consortia including our community colleges, assists us in identifying viable labor market driven Paths & strategies for student success. Updated LMI input was presented at the recent Jan 22, 2021 CTE Advisory: Ag & BCT sectors provide consistent needs for food & sustaining natural resources, & exterior/interior needs for housing. These are human necessities so they will always be in demand both broadly & for specific sectors. As of now our Agriculture Projects provides work based learning for our students. Industry employers report they are starved for talent & relocating to the valley to get labor- demand & skilled labor continues to diminish. Need manufacturing, sales, design. Floral (event industries) will be booming for the next 4 years as COVID restrictions are loosened. These include floral farms, marketing, arranging, event planning & land use. Eco-Tourism will have a huge demand, with the need for l& managers to know how to steward the land & use space for revenue streams. Operations Manager, flower farmer, florist, event manager, land conservation/steward, greenhouse manager, trend analysis, etc. Emerging occupations: Floral & events is emerging- collaborating with l& conservation & stewardship, Eco-tourism, Herbalism & personal wellness as impacted by food, Manufacturing - making value-added products from farming, E-commerce offerings from farming or working with plants. Hospitality has local need for prepared students/how to run a successful business & all its components- Small business management & Entrepreneurship. The Building & Construction Trades sub-Path focuses on interior wood construction such as cabinetry, counter tops, functional & ornamental furniture, signage. Contractor, carpenter, woodworker. The BCT sector will always have demand both in the local, state, & national demands. Industry partners identified as must haves: Digital-first skills for analysis, marketing, business operations/Hands-on skills for growing, production, manufacturing/Need technical drawing; drafting; designing drawing & detailing prior to when the wood hits the saw. More preparation is needed for those beginning with our Building Construction & Trades. 2019 living wage in San Mateo Co 2019 is approx: 1 person ($20.82/hour) & family of 3($38.44)
(Maximum 5000 Characters)

Local Application Requirements

Once the LEA completes their CLNA Reporting Template above, the LEA must use that information to address the nine separate required elements identified within the Perkins V legislation. The elements are provided below and must be completed by the LEA and then entered along with the CLNA Reporting Template into the CDE online Program Grant Management System, Section 4.

1. **Section 134(b)(2)(A-C) refers to information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study approved by a State under Section 124(b)(2). Indicate how the results of the CLNA:**

   i. **Informs the selection of the specific CTE programs and activities selected to be funded;**

   ii. **describes any new programs of study the eligible recipient will develop and submit to the State for approval;**

   iii. **Shows how students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study.**

i. CNLA data, SWP regional plan, industry advisors & staff inform key stakeholders who together ID CTE programs & activities to be funded. Curriculum, PD, instructional materials & equipment needs & resources are reviewed, discussed & recommended during industry advisory meetings. The full Agr path continues to be supported by Perkins & CMW is included in this Perkins grant, given the capstone class will be implemented in '21'-22. The Ag Boosters, Ag & BCT Industry Advisories, & the CUSD CTE Advisory provide input into goals, activities & timelines in the Board approved Ag 5-yr plan, & CLNA. Grant budgets & goals are reviewed at advisories & input provided, including the use of grant funds for targeted needs. ii.Site admin & advisors recommend new Paths & guide development. Included are options of future Paths such as OH, Residential & Commercial Construction, ICT-Computer Science (2 non-CTE intro sections effective 2021-22) with non-Perkins support for CTE credentialing to make this a CTE Path. An AME Path is planned once the other Paths are fully implemented & sustainable. iii.Our NCAP consortium was awarded rd 1 & rd 3 K-12 SWP grants supporting Ag. We partner in a rd 2 SWP grant-Career Awareness & Exploration & 2 rd 3 SWP grants: Equity & Access to Dual Enrollment & CTE Stem Pipeline to Middle Schools to further develop 7th grade to postsecondary & career options. Support includes funding & PD on CTE middle school modules, access & equity training, & recruitment materials to outreach to all students with adaptations such as materials in Spanish to provide equity of access to members of special populations. Students & parents receive information on clear CTE Paths in their planning guides, parent/teacher & student orientations, middle school recruitment in all science classes, middle school feeder classes, back to school nights, counselor 1 on 1 guidance sessions, recruitment straight into infinity groups (ASAPS), outreach to foster & homeless youth & to access to CTE Paths in IEPs, 504s & EL classes. Counselors hold PLPs for 9th grade students to show them how to log into Naviance & SMCOE Ca Career Zone, to complete interest profiles & explore careers, LMI, wages, necessary skills & knowledge & colleges. We work with SMCOE & partner districts to ID effective Career Awareness & Exploration tool(s) to be funded by K-12 SWP grants, including a goal to increase WBL /Internship options. Students search majors & colleges such as Cabinetry & Ag by location. We are exploring additional Naviance modules to support CTE. These resources also share national annual & local wages & identify.
(Maximum 5000 Characters)

2. **Section 134(b)(3)(A-C) refers to how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will use the information provided through the CLNA to describe the following:**

   i. **Career exploration and career development coursework, activities, or services;**

   ii. **career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations;**

   iii. **An organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.**

In addition to our advisories, that include EDD & Workforce Agency representatives, informing our CLNA by reviewing our data & gaining input on Paths, career LMI, curriculum, necessary knowledge & skills for student success, WBL opportunities, & equipment & facilities, the committees review, inform, & support our (i) career exploration & career development coursework, activities, & services , our (ii) Paths & students by providing up the most recently available career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, & review & advise on (iii) an organized system of career guidance & academic counseling to students before enrolling & while participating in a career & technical education program. Our stakeholders, through our advisories provide input on the CLNA to informs & guide our ongoing work in these areas. They also inform our decision-making on what other supports we should pursue to continue our work to support all students, with a lens on supporting our specials population students. The three SWP consortia, that include workforce development representation & other stakeholders with which we partner, & the Bay Area Regional Plan establish goals that guide us when we apply for funding opportunities are guided by our CLNA. This is demonstrated by our K-12 SWP applications & plans: Career Awareness & Exploration, Agriscience Path Development, Agriculture Paths, Equity & Access to CTE & Dual Enrollment, & CTE STEM Pipeline to Middle Schools. (i) Career exploration & career development coursework, activities, & services: are integrated into lesson plans. CTE Teachers, counselors & administrators have been trained with support of a SWP grant to utilize the CA Career Zone / Headed2 in counseling & instruction. Included are local

& regional LMI, job search tools & internship opportunities. Students are able to carry Headed2 services with them after high school. Ag & BCT integrate their respective CTSOs (FFA & SkillsUSA) as integral components as well as career awareness, exploration & application that includes WBL activities. The integration of SkillsUSA will be assessed to determine application while building the emerging CMW Path. The fulltime Ag Teacher has a release period designated for 1 on 1 support & supervising student Ag experience projects. (ii) Also see above. EDD presentations designed specifically for targeted Paths as well as existing & emerging high-skill, high-wage, or in-demand industry sectors & occupations are presented at the CUSD CTE Advisory to best inform stakeholders of current LMI to guide discussions & recommendations. Teachers use this information to help guide their instruction. (iii) also see above.
(Maximum 5000 Characters)

3. **Section 134(b)(4): describe how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965). Use the information provided through the CLNA to answer the content of this section.**

   As ID'd in the CLNA, there is a schoolwide focus on A-G that may discourage a CTE path for students in our special populations. Students from spec populations often enroll in Ag class because it is a life science. With science & math connected it can be difficult for students who are not proficient in one of those A-G paths. The high school is looking into to developing more programs that count towards A-G & exploring ways to increase CTE completers & provide students with more options. CUSD will continue to work with its industry & other stakeholders as well as with those within four consortia to improve academic & technical skills. All Ag courses are UC/CSU d Level lab sci. The BCT/CMW intro & intermediate courses are UC/CSU g elective & Adv CMW has been submitted to Open Doorways. The Ag 5-yr plan includes building a second Path, likely OH. The new BCT multi path intro & conc courses were offered in 2020-21 & capstone added for 21-22. We are exploring beginning Computer Science (ICT) & Production & Managerial Arts (AME) Paths. Our Co CTE STEM Pipeline to Middle Schools SWP will offer STEM modules to feed into Agr, Architecture & CS. Existing Path courses are aligned with academic & industry standards & include the integration of CTE & academic content through a variety of strategies. Curriculum in each sequenced course includes Common Core, CTE Model Curriculum Standards, Next Generation Science Standards (Agr) & standards for Career Ready Practice. Agr teachers participate in the CUSD K-12 Sci Collaborate that meets monthly to ensure standards based curriculum coherence across all schools & grade levels & to share best practices. To assist with certification & the need for distance learning, we utilize a standards based CTE online program, ICEV, which includes assessments & certifications. We are looking into the MC3 curriculum for the CMW Path. Students have multiple points of entry & exit including the ability to flow to & from Science Department & Agr courses. The Agr program has strong support of the school administration, new counseling team, & the science program. The Science program & Agr Path are aligned & publicized flow charts have been developed that clearly show how students can meet their science requirements by taking courses in & between these programs. The Science & Agr department heads jointly present in several recruitment activities including 8th grade parent & student orientations & back to school nights. The Ag five-year plan includes planning for fourth year options. Students often take both Ag & CMW programs concurrently or consecutively. None of our three local community colleges currently offer classes that align directly to our Ag or BCT. However, through our round 3 K-12 SWP Equity & Access to CTE Dual Enrollment grant we ID'd a possible match for a pending Constr Basics & have reached out CSM to see if we can align our BCT program with a design course. To better align & articulate CTE programs across sec & postsec ed & to provide more linkages for our students we also explore alignments with colleges outside of our County. Our HS had one non CTE dual enrollment class in Sculpture but the college pulled its funding. We are working with the colleges to ID possible courses for 2021-20. The singleton Vet Science Honors Course may be offered as 4th yr Ag option in 2022-23. Although our Small Gas Engines class is not offered every year & does not meet the college alignment requirements for articulation, we have been working with Skyline Auto program to enter into an agreement for priority enrollment. Although none of our three local colleges offer classes that directly align to the BCT we are exploring a design course at CSM, construction basics at Skyline & other alignments outside of our County. The 5 Co H.S. district consortia including 3 partner colleges will, with the support of a SWP grant- Access & Equity Toward Dual Enrollment, continue to launch, expand/redesign, develop & deliver extensive career Paths while addressing academic achievement gaps & issues of equity & diversity for all students. The outcome will increase dual enrollment & strengthen partnerships between the districts & colleges, expanding access to college & livable wage careers for disproportionately impacted students. A priority of this grant is providing equity training for all CTE teachers & related staff. Curriculum development & alignment will take part through powerful engagement & facilitation across Path teams made up of high school, college & industry partners to design rigorous curriculum & culturally relevant pedagogy all while increasing value & appeal in dual enrollment course offerings.

4. **Section 134(b)(5)(A-D): describe how the eligible recipient will:**

   i. **Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;**

   ii. **prepare CTE participants for non-traditional fields;**

iii. **Provide equal access for special populations to CTE courses, programs, and programs of study; and**

iv. **ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.**

Use the information provided through the CLNA to answer this content of this section.

(i, ii, iii & iv) We will continue to identify labor market, employer advisors & student needs to identify high-skill, high-wage, or in-demand industry sectors & occupations & knowledge & skills that are necessary for students to succeed. We will include this information in our planning of Paths & curriculum. We will continue to provide multiple entry & exit points to CTE & explore expanding postsecondary alignment for student ease in transitioning to advanced education & sustainable careers. Counselors will continue to hold 1 on 1 meetings with students to go over the Student Planning Guide. We will engage special populations students in trades introductory programs to illustrate other potential career & education Paths. We will collaborate with middle school teachers & counselors to increase awareness of CTE options & student needs. We will provide options for students to connect their career goals & passions with their community service & WBL activities. Some special populations benefit from the Introduction CTE classes being an enhanced or co-taught Special Education Resource class for the added support. Currently there are no enhanced or co-taught CTE classes past the introduction level. This may present a barrier to some special populations. We will look into offering a continuum of support into concentrator & capstone courses. We will create more project based learning areas for small & large groups, including outdoor learning areas. We plan to exp& on utilizing community mentors, speakers, & non-traditional role models to develop more adult & real life connections for students. We will develop sequential CTE middle school STEM curriculum modulus with high school & middles school teachers that will be integrated in all middles school science classes so that all students have equity of access. In general, some students who do not have protective factors at home/personally from trauma (i.e. pandemic/ACEs) whether they are in enhanced class or not- They don't have coping skills to mitigate negative effects from hardships. We will identify strategies to better support these students. Provide more equity training for staff & students. CTE teachers & CTE related staff will participate in the equity training to be offered through the new K-12 SWP Equity & Access to dual Enrolment Project.
(Maximum 5000 Characters)

5. **Section 134(b)(6): describe the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable. Use the information provided through the CLNA to answer this content of this section.**

   Career exploration & career development coursework, WBL activities, & services are integrated into lesson plans. CTE Teachers, counselors & administrators have been trained with support of a SWP grant to utilize the CA Career Zone / Headed2 in counseling & instruction. Included are local & regional LMI, job search tools & internship opportunities. The Headed2 components that will include growing a bank of internships for students in the local region is being funded by a countywide K-12 SWP grant. Students are able to carry Headed2 services with them after high school. Ag & BCT curriculum integrates WBL & their respective CTSOs (FFA & SkillsUSA) as integral components as well as career awareness, exploration & application which include WBL activities. Ag Projects is offered for summer SAE projects. The integration of SkillsUSA will be assessed to determine feasibility during the building of the program. The fulltime Ag Teacher has a release period designated for 1 on 1 support & supervising of students and an FFA advisor stipend. The part-time ag teacher receives a stipend for extended time for student projects & activities / Assistant FFA Advisor duties. These teachers work with & supervise students WBL SAE projects, job placement and students led enterprise projects & activities. Students also raise animals & produce agriculture goods & demonstrate their skills at competitions, fairs & shows. Mentors support students in WBL activities such as Farm Power & Tractors and equestrian teams & Ag projects & construction. Teachers & counselors bring in speakers & utilize LMI information to inform students about opportunities; included are EDD presentations designed specifically for targeted Paths, existing & emerging high-skill, high-wage, or in-demand industry sectors & occupations. These LM trends are presented at the CUSD CTE Advisory to best inform stakeholders of current LMI to guide discussions & recommendations. Teachers use this information to help guide their instruction & Career exploration & career development coursework, work-based learning activities, & services are integrated into lesson plans. CTE Teachers, counselors & administrators have been trained with support of a SWP grant & have begun utilizing the CA Career Zone / Headed2 in counseling & instruction. Included are local & regional LMI, job search tools & internship opportunities. The Headed2 components that will include growing a bank of internships for students in the local region is being funded by a countywide K-12 SWP grant. Students are able to carry Headed2 services with them after high school. Ag & BCT curriculum integrates career awareness, exploration & application which include WBL activities. Students also raise animals & produce agriculture goods & demonstrate their skills at competitions, fairs & shows. Mentors support students in WBL activities such as Farm Power & Tractors teams & Ag projects & construction. Teachers & counselors bring in speakers & utilize LMI information to inform students about opportunities; included are EDD presentations designed specifically for targeted Paths, existing & emerging high-skill, high-wage, or in-demand industry sectors & occupations. These LM trends are presented at the CUSD CTE Advisory to best inform stakeholders of current LMI to guide discussions & recommendations. Teachers use this information to help guide their instruction & Career exploration & career

development coursework, work-based learning activities, & services are integrated into lesson plans. CTE Teachers, counselors & administrators have been trained with support of a SWP grant & have begun utilizing the CA Career Zone in counseling & instruction. Included are local & regional LMI, job search tools & internship opportunities. The Headed2 components were planned to include growing a bank of internships for students in the local region is being funded by a countywide K-12 SWP grant. Ag & BCT curriculum integrates WBL & their respective CTSOs (FFA & SkillsUSA) as integral components as well as career awareness, exploration & application which include WBL activities. The CTE Coordinator has researched workers compensation insurance which is provided by the District. Employers serving on the industry specific advisory committees have identified jobs within their business & agencies that can serve as WBL opportunities for students. An Agriscience WBL Program pilot was planned for 2020-21, however COVID-19 restrictions delayed plans & the pilot target is now summer 2022-23. The CTE Coordinator & Assistant Principal have been working closely with our CalPADs Coordinator and key staff in developing a system to document, record & report the new College & Career Inventory WBL data.
(Maximum 5000 Characters)

6. **Section 134(b)(7): describe how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Use the information provided through the CLNA to answer this content of this section.**

   As identified in the CLNA, there is a school-wide focus on A-G requirements that may discourage a CTE path for students in our special populations. Students from special populations enroll in Ag class because it can be a replacement for life science. The high school is looking into additional ways for students to access postsecondary credits in addition to developing more programs that count towards A-G & CTE completers so students have more choices. CUSD will continue to work with its industry & other stakeholders as well as with those within three partner consortia to improve academic & technical skills & identify possible classes that align with our Paths. When building new Paths, alignment with postsecondary options will be considered. The Ag Advisory included building a second Path, likely OH, which can align with a community college in its five-year plan. The CMW Path will offer a full sequence effective 2021-22. The course sequences are #7300 Intro to BCT- Multiple Paths (Path 999), # 7311 Intermediate CMW & #7312 Adv CMW which has the potential to be aligned with a newly planned Skyline College course, Construction Basics. We are exploring beginning a Computer Science (Information & Communication Tech) & Production & Managerial Arts Paths. The emerging Computer Science Path will begin with 2 sections of a non-CTE into course without CTE funding with the hope to help the teachers get their CTE credential or recruit Cte Credentialed teachers. Both emerging Paths have potential for alignment with at least one of our local community colleges. The CTE STEM Pipeline to Middle Schools SWP grant will build middle school feeder programs in Agr & STEM as well as provide STEM modules to support Agr, architecture, & computer science. Students have multiple points of entry & exit. CTE has strong support of the school administration, new counseling team, & the science program is unique in that it fully supports Agr. The Science program & Agr Path are aligned & a publicized flow chart has been developed that shows how students can meet their science requirements by taking courses in & between these programs. The Science & Agr department head jointly present in several recruitment activities include 8th grade parent & student orientations & back to school nights. The Ag five-year plan includes planning for fourth year options. Students often take both Agr & BCT concurrently or consecutively. None of our three local community colleges currently offer classes that directly align directly to our CTE Paths. However, through our round 2 K-12 SWP Equity & Access to CTE dual enrollment grant we have identified a possible match for a newly offered by Skyline College; Construction Basics. To better align & articulate CTE programs across secondary & postsecondary education & to provide more linkages for our students, we will further explore alignments with outside colleges. We had one non CTE dual enrollment class in Sculpture but the college pulled its funding. We are working with the colleges to identify possible courses. In the process of updating our Vet Sci articulation agreement, Foothill College notified us that Vet Sci would no longer be articulated due to the requirement of a vet certified teacher. Vet Sci may still be offered as a fourth year Ag option. All Ag courses are D Level, fulfilling the UC & CSU college admission requirements for Lab Sci. CMW courses are G Level, fulfilling the UC & CSU college admission requirements for college prep Elective. Although our Small Gas Engines is not offered every year & does not meet the college alignment requirements for articulation, we are working with Skyline Colleges Automotive program to enter into an agreement for priority enrollment. Although none of our three local community colleges offer classes that directly align our Paths we will explore a possible design course, construction basics & other alignments with outside college. The five San Mateo County High School Districts (SMC) consortia including 3 partner San Mateo County Community Colleges will, with the support of a round 3 K-12 SWP grant- Access & Equity Toward Dual Enrollment, continue to launch, expand/redesign, develop & deliver extensive career Paths while addressing academic achievement gaps & issues of equity & diversity for all students. The outcome will increase dual enrollment & strengthen partnerships between the districts & the SMCCD, expanding access to college & livable wage careers for disproportionately impacted students. A priority is to provide equity training for all CTE teachers & related staff. Curriculum development & alignment will take part through powerful engagement & facilitation across Path teams made up of high school, college & industry partners to design rigorous curriculum & culturally relevant pedagogy all while increasing value & appeal in dual enrollment course offerings.
   (Maximum 5000 Characters)

7. **Section 134(b)(8): describe how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel. Use the information provided through the CLNA to answer this content of this section.**

CUSD works with local universities(Univ)& SMCOE to recruit staff. SMCOE provides our induction process with mixed teacher reviews.NCAP & CATA provide highly rated specific Ag induction. We participate in job fairs & use EdJoin & Cal Poly Ag teachers job board for job postings-that goes to all Ag Ed Univ. Principal & CTE Coordinator work with Ag Reg. Supervisor to recruit & provide teacher support. Ag 5 yr Plan includes actions to recruit & retain CTE Ag teachers. CUSD funded SAE period & CTEIG funded extended 12-mo contact & PT teacher extended yr contact/FFA Advisor stipend significantly improved recruitment & retention resulting in hiring a FT & a PT (from industry) CTE Ag teacher in 2019. With the support of CTEIG we provide PD & helped the PT teacher secure her CTE credential & complete the teaching EL students course, opening the door to build & sustain Paths & recruit & credential more teachers from industry. We partner with 3 CTE consortia & have other grant funds that support PD for CTE teachers & faculty including counselors & administrators.Our Ag teachers & CTE Coordinator work closely with NCAP & CATA which sponsors PD, industry tours, CTE credentialing cohorts, new professionals training, CTSO training, standards based curriculum development, teacher engagement activities, professional support & summer skills week at Cal Poly. Our principal is very supportive & participates in the Administrator training during the State FFA convention. Counselors are invited & we anticipate participation. Ag teachers enjoy the comradery, support & benefits from these Ag Ed specific supports as well as the Districtwide K-12 Sci Collaborative which shares best practices, relevant resources & PD such as through the Natl Sci Teachers Assoc. Our BCT teacher received training & is a technology trainer to support teachers in their remote learning.CUSD offers regular, substantive PD opportunities with "Super Tuesday" PD for all staff; 4 Tuesdays are site directed, 4 are districted directed. CUSD PD offerings most highly rated by staff are mandated reporting & restorative justice circles. District educators report many needs & preferences for PD, benefits & supports. Our certificated teacher contract does not allow for more PD than dictated by Super Tuesdays. We offer local voluntary PD.
(Maximum 5000 Characters)

8. **Section 134(b)(9): describe how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps. Use the information provided through the CLNA to answer this content of this section.**

   The Perkins funded Path, Agriscience, shows the following race breakdown for graduates participating 3 to 4 yrs: 2017-18 - Hispanic/Latinix 46% & White 54% compared to the student body with 49.4% & 44%. 2018-19- 71% Hispanic/Latinx & 29% White compared to the student body of 50.7% & 41.8%. 2019-20- Hispanic/Latinix 47% & 53% White compared to the student body of 51.7% & 40.8%. Of the 2017-19 CTE graduates participating 3-4 years in the Agriscience Path,19% were economically disadvantaged. 19% with disabilities, & 4% were English Learners (EL). In the 2018-19, the economical disadvantaged students jumped to 59% while those with disabilities dropped to 6%, & EL slightly increased to 6%. In 2019-20, 47% were economically disadvantaged, 12% with disabilities & 12% EL. We will look at more data for each cohort to learn more about the trends of special populations to identify gaps & disparities & strategies to support achievement. This CTE Path exceeds the State performance rate in all core indicators. I our most recent 2- years (2018-19 & 2019-20), completer proficiency in Reading Language Arts was 66.67% both years compared to the new state target of 62%, 66.67% & 33.33% in mathematics as compared to the new state target of 34.5, & 66.67% & 33.33% respectively in Science compared to new state target of 28.2%. All completers graduating in 2020 were nontraditional, economically disadvantaged & English learners.100% of our completers graduated & our last follow report of 2019 graduates reports a 100% placement rate with all students advancing their education & 66.67% also working part-time in the ag industry. We plan to expand our Paths to serve more students in CTE & also follow-up on CTE students who have participated in the CTE programs for three to four years. Additional Paths may change our overall results given the current Agriscience Path demonstrates above target results. We consistently serve a large percentage of non-traditional students in the Agriscience Path & have not served many nontraditional students in our emerging Cabinetry, Millwork & Woodworking Path. We plan to identify female role models in the industry & look at other strategies to increase access for non-traditional students. We will work on gathering more data by Path & all CTE that will better inform our stakeholders & our CLNA. The addition of middle school Path related classes that feed into our high school Paths should increase participation & performance. The middle school opted to integrate CTE STEM modules into all their science classes rather than offer singleton elective courses & are looking into doing the same for math classes. Plans for future CTE classes at the middle school are being discussed. The integration of modules into all classes, rather than offer singleton elective courses, was decided so as to serve all students to assure equity of access. We are exploring offering a CTE Agriscience as a science course at the middles school. Perkins funds will be used to support data analysis by & to inform key stakeholders during the CLNA process. It is unfortunate that our Perkins funding is very low (under $15K) & that this amount will not grow as we expand our Path offerings & serve more students in CTE.
   (Maximum 5000 Characters)

LEA Sign-off

☑ Progress Report Toward Implementing the Local CTE Plan section Is complete And ready For CDE review.

CDE Review and Sign-off

CDE Comments

Section Approved

Save | Save And Continue To Section V

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DEPARTMENT OF EDUCATION



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2021-22 Application

2021-22 Section V - Budget Builder

Quick Facts Box

	$15,797.00
	$15,797.00
	$752.00 *
	The maximum indirect amount that can be expended cannot exceed $0.00
	Friday, May 28, 2021 11:59 PM
	Submitted For Review on May 26 2021
	GAN has not been processed or sent to LEA
	No fiscal activity
	Jennifer Marsh (Perkins Coordinator), Application Submitte

* Subject to change based on Capital Outlay and actual expenditures

Line Item Detail

This section is used to budget expenditures for each pathway in an industry sector.

1	Cabrillo Unified / Half Moon Bay High	Agriculture and Natural Resources	Agriscience	$13,397.00	Detail
2	Cabrillo Unified / Half Moon Bay High	Building and Construction Trades	Cabinetry, Millwork, and Woodworking	$2,400.00	Detail

	Total	**$15,797.00**	

Inventory Verification

Each LEA maintains a historical inventory system, which contains the description, name, serial or other identification number, acquisition date, original cost, and percentage of federal participation in the cost, location, use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred $500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown. [CEC 35268]

Cabrillo Unified (131 - Secondary) conducts a historical inventory verification at least every 2 years for all of the following:

- Description
- Name
- Serial or other identification number
- Acquisition date
- Original cost
- Location (room)
- Use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred $500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown.

Yes No

Provide justification for not maintaining a historical inventory system that meet all of the above points.

CUSD does not have a historical inventory system, however the new (2nd yr PT CTE Coordinator) has set up an inventory log with descriptions, known acquisition dates, costs and funding sources as well as location and has done some historical research. There is a need to collect more serial numbers, estimate costs and determine condition. The plan is to staff a fulltime CTE Coordinator who can create and maintain sustainable long term inventory system.

LEA Sign-off

☑ Sequence of Courses to Be Funded section is complete.

CDE Review and Sign-off

CDE Comments

Section Approved

Save | Save and Continue to Section VI

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DEPARTMENT OF EDUCATION



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2021-22 Application

2021-22 Section V - Budget Builder

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Industry Sector: Building and Construction Trades

Pathway: Cabinetry, Millwork, and Woodworking

Add Budget Detail

Use this section to add expenditures for Cabinetry, Millwork, and Woodworking Pathway.

Object Code: Select Object Code

Program Detail

List of courses detail

	1000 Certificated Salaries
	Other - Provide Details
	(C) Curriculum Development
	$1,400.00
	Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study
	General Population (all CTE participants)
	Certificated compensation up to 40 hours for summer curriculum development of Carpentry, Millwork and Woodworking Pathway
	Edit | Delete

	1000 Certificated Salaries
	Other - Provide Details
	(F) Research Eval Data
	$200.00
	Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership
	General Population (all CTE participants)
	CTE Teacher, counselor, designated special education teacher serving on Advisory Committee
	Edit | Delete

	1000 Certificated Salaries
	Other - Provide Details
	(F) Research Eval Data
	$400.00
	Section 134(c)(2)(A): Student Performance on Required Performance Indicators
	General Population (all CTE participants)
	Support to better collect, and analyze data to identify gaps in equity and access and performance by subgroups. May include subs, hourly pay or stipends. Also support CNLA 134(c)(2)(E): Progress Towards Access to CTE Programs for All Students.
	Edit | Delete

	3000 Employee Benefits
	Other - Provide Details
	(C) Curriculum Development
	$300.00
	Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study
	General Population (all CTE participants)

	Benefits for CTE certificated teacher for Carpentry, Millwork and Woodworking summer curriculum development
	Edit | Delete

	3000 Employee Benefits
	Other - Provide Details
	(F) Research Eval Data
	$50.00
	Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership
	General Population (all CTE participants)
	Benefits for CTE Teacher, counselor, and designated special education teacher serving on Advisory Committee
	Edit | Delete

	3000 Employee Benefits
	Other - Provide Details
	(F) Research Eval Data
	$50.00
	Section 134(c)(2)(A): Student Performance on Required Performance Indicators
	General Population (all CTE participants)
	Benefits to better collect, and analyze data to identify gaps in equity and access and performance by subgroups. May include subs, hourly pay or stipends. Also support CNLA 134(c)(2)(E): Progress Towards Access to CTE Programs for All Students.
	Edit | Delete

Overall Subtotal: $2,400.00

Continue to Sequence of Courses | Continue to Budget and Expenditure Schedule

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DEPARTMENT OF EDUCATION



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2021-22 Application

2021-22 Section V - Budget Builder

Quick Facts Box

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Industry Sector: Agriculture and Natural Resources

Pathway: Agriscience

Add Budget Detail

Use this section to add expenditures for Agriscience Pathway.

Object Code: Select Object Code

Program Detail

List of courses detail

	1000 Certificated Salaries
	Other - Provide Details
	(F) Research Eval Data
	$400.00
	Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership
	General Population (all CTE participants)
	Certificated compensation for CTE Teacher, counselors, designated special education teacher serving on Advisory Committees
	Edit | Delete

	1000 Certificated Salaries
	Sub Pay - Provide Details
	(B) Professional Development
	$600.00
	Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students
	General Population (all CTE participants)
	Sub Pay to cover classes while teachers are at professional development conferences/workshops including FFA
	Edit | Delete

	3000 Employee Benefits
	Other - Provide Details
	(B) Professional Development
	$120.00
	Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study
	General Population (all CTE participants)
	Benefits for subs to cover classes for Teacher professional development conferences/workshops including FFA Activities
	Edit | Delete

	3000 Employee Benefits
	Other - Provide Details
	(F) Research Eval Data
	$80.00
	Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership
	General Population (all CTE participants)
	Benefits for CTE Teachers, counselors, designated special education teacher

	serving on Advisory Committees
	Edit | Delete

	4000 Books/Supplies
	Instructional Materials
	(A) Instruction
	$12,000.00
	Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study
	General Population (all CTE participants)
	Instructional materials and tools to enhance curriculum and instruction for classroom, Ag Farm/Lab for outdoor lab projects and SAEs and integral SAE projects, including mentored projects. These integral learning activities support recruitment and skill development and have shown success in motivating non-traditional, disabled and English Learner students. Also supports most CLNAs including 134(c)(2)(A)
	Edit | Delete

	5000 Services/Operating Expenses
	Travel & Convention
	(B) Professional Development
	$197.00
	Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study
	General Population (all CTE participants)
	Hotels for CTSO/FFA Advisors
	Edit | Delete

Overall Subtotal: $13,397.00

Continue to Sequence of Courses | Continue to Budget and Expenditure Schedule

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DEPARTMENT OF EDUCATION



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2021-22 Application

2021-22 Section VI - Budget Viewer

Quick Facts Box

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To add a site/sector/pathway or line item, go to Section V.

1000 Certificated Salaries	$0.00	$600.00	$1,400.00	$0.00	$0.00	$1,000.00	$0.00	$0.00	**$3,000.00**
2000 Classified Salaries	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$0.00**
3000 Employee Benefits	$0.00	$120.00	$300.00	$0.00	$0.00	$180.00	$0.00	$0.00	**$600.00**
4000 Books/Supplies	$12,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$12,000.00**
5000 Services/ Operating	$0.00	$197.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$197.00**

Expenses									
6000 Capital Outlay	$0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	**$0.00**
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	$0.00	**$0.00**
Total	**$12,000.00**	**$917.00**	**$1,700.00**	**$0.00**	**$0.00**	**$1,180.00**	**$0.00**	**$0.00**	**$15,797.00**

CLNA Component Grouped by Object Code

1000 Certificated Salaries	$600.00	$400.00	$600.00	$1,400.00	$.00	$.00	$.00	$3,000.00
3000 Employee Benefits	$130.00	$50.00	$.00	$420.00	$.00	$.00	$.00	$600.00
4000 Books/Supplies	$.00	$.00	$.00	$12,000.00	$.00	$.00	$.00	$12,000.00
5000 Services/Operating Expenses	$.00	$.00	$.00	$197.00	$.00	$.00	$.00	$197.00
	$730.00	**$450.00**	**$600.00**	**$14,017.00**	**$0.00**	**$0.00**	**$0.00**	**$15,797.00**

Student Categories Targeted Grouped by Object Code

1000 Certificated Salaries	$3,000.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$3,000.00
3000 Employee Benefits	$600.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$600.00
4000 Books/Supplies	$12,000.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$12,000.00
5000 Services/Operating Expenses	$197.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$.00	$197.00
	$15,797.00	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$15,797.00**

Continue to Section VII

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DEPARTMENT OF
EDUCATION



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2021-22 Application

Local CTE Program Changes Update

Quick Facts Box

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Local CTE Plan Update

Are there any major changes made to the LEA's CTE program for 2021-22, e.g.:

- New courses have been added to an existing program sequence.
- New sequences of courses have been developed for an existing industry sector.
- A new industry sector and the corresponding sequences of courses have been developed.

Yes No

The Cabinetry, Millwork and Woodworking Pathway has added the Capstone course, Advanced Cabinetry, Millwork and Woodworking which will be offered in 2021-22, thus completing the Pathway. Also, in 2021-22 we will offer (K-12 SWP funded) CTE STEM modules to all our 7th and grade science middle schools students creating a pipeline to high school pathways. Included modules are: Information and Communication Technologies; Energy/Environment/Utilities; Health Science and Medical Technologies; Manufacturing and Product Development; Engineering and Architecture; and Agriculture and Natural Resources. We will begin an intro to Computer Science course in 2021-22 with plans to gain a CTE credentialed teacher and to grow this into a CTE Information Systems and Communications Technologies sector/Software & Systems Development pathway in the future

LEA Sign-off

☑ Local CTE Plan Update section is complete and ready for CDE review.

CDE Review and Sign-off

CDE Comments

Section Approved

Save | Save and Continue to Application Status

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DEPARTMENT OF EDUCATION



Program Grant Management System (PGMS)

Cabrillo Unified (131 - Secondary)

2021-22 Application

2021-22 Status

Quick Facts Box

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	No fiscal activity
	Jennifer Marsh (Perkins Coordinator), Application Submitte

* Subject to change based on Capital Outlay and actual expenditures

Application Over All Status: Submitted For Review on 05/26/21 at 05/26/21

This application has been finalized and submitted to CDE for review. This application has not been approved by CDE.

	Submitted	Accepted	Not Submitted

	Submitted	Pending	Not Submitted
	Submitted	Pending	Not Submitted
	Submitted	Pending	Not Submitted
	Submitted	Pending	Not Submitted
	Submitted	Pending	Not Submitted
	Submitted	Accepted	Not Submitted
	Submitted	Pending	Not Submitted

PGMS/Perkins/Application tab opens	CDE	F 02/28/2021
Initial LEA submission • Sections I-VII = "LEA Sign Off" checkboxes • Status tab = "Submit" button	LEA Perkins Coordinator	F 05/14/2021
Initial CDE review • Reopens for edits, with feedback, when needed. • Revises & resubmits by re-clicking the "LEA Sign Off" checkboxes	CDE Consultant/LEA Perkins Coordinator	F 06/18/2021
CDE approval	CDE Consultant	F 06/18/2021
LEA Superintendent's approval	LEA Superintendent	W 06/30/2021
CDE sends GAN for LEA Superintendent's signature	CDE Analyst	Th 07/01/2021
LEA sends GAN signed by LEA Superintendent to CDE	LEA Perkins Coordinator	ASAP

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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: June 10, 2021
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
John Nazar, Principal, Half Moon Bay High School
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Half Moon Bay High School Agriculture and Natural Resources, Building and Constructions Trades, and CUSD Districtwide Advisory Committees

BACKGROUND INFORMATION

Career Technical Advisory Committees are mandated to guide Career Technical Education (CTE) programs pursuant to California *Education Code* Section 8070 - *The governing board of each school district participating in a career technical education program shall appoint a CTE advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers.* To meet this purpose with direct industry advisement, CUSD establishes advisory committees for each of its CTE pathways.

Additionally, the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), the reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006, came into effect July 1, 2020. To receive Perkins V funding under Section 131 (Secondary Schools) and Section 132 (ROPs and Adult Education Schools) -*districts must establish a districtwide CTE advisory committee that involves a diverse body of stakeholders, including at a minimum secondary and postsecondary educators, business and industry partners, the field office of the Department of Employment Development, and parents and students that includes representation of students with disabilities, economically disadvantaged, non-traditional, single parents, out-of-workforce, English learners, homeless, foster youth, and parents on active duty. LEAs shall determine requirements for local CTE plans, except that each local plan shall describe how parents, students, teachers, representative of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under Perkins V, and how such individuals and entities are effectively informed about and assisted in understanding the requirements of this title*.

Students must be trained for today's jobs as well as for emerging opportunities that become available. There will be an increased need for agriculturists and skilled building and construction trades workers trained in specialized technical occupations. Advisory committees help the Career Technical Education (CTE) teacher(s) stay abreast of these changing employment trends and opportunities. Increased interest in Career Technical Education programs that include internships, work-study, and other types of on-the-job training will require close coordination with industry representatives.

Advisory groups have no administrative or legislative authority. They cannot establish policy or take the place of the administration or the Board of Education. Their function is to provide understanding between the school and the community it serves. Advisory committees provide balanced judgment to local problems and help give continuity and support to programs.

Functions and Duties of Career Technical Education (CTE)
Advisory Committees

1. Help to determine what type of Career Technical Education program is offered. Review existing programs, courses of study, facilities, equipment, and data to inform planning. Propose new programs and/or courses when needed based on solid data for this community. Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs for use in building the program and planning for equipment and facilities.)

2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, job placements, partnerships) for students in agriculture, natural resources, and Building and construction trades industry and occupations.

3. Help the instructor establish a curriculum that has a standard based hands-on, technological approach.

4. Help attract and encourage qualified/capable students into the Career Technical Education program.

5. Help in recruiting and providing opportunities for special-needs students.

6. Help to evaluate the effectiveness of existing Career Technical Education programs and proposed new programs. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the California Department of Education.

7. Help gain support for legislation and appropriations.

8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.

9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom, outdoor farm, lab, and Career Technical Student Organization activities.

10. Help unify the activities of the Career Technical Education program with those of other groups and agencies interested in Career Technical Education.

11. Assist the teacher(s) in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.

12. When appropriate, serve as a resource person to instructors visiting workplace learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.

13. Study and make recommendations on problems presented to it by the school board on which further information is needed.

14. Provide the teacher with technical assistance and keep him/her aware of new developments in the Industry.

15. Provide current resources to develop and maintain an CTE program library of visual aids, magazines, and books concerning Career Technical knowledge, skills, and occupations.

16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.

17. Identify current standards for new equipment and facilities.

18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.

CTE Advisory Committees shall be approved by the Governing Board annually.

Attachment: Agriculture and Natural Resources Advisory Committee Membership list
Attachment: Building and Construction Trades Advisory Committee Membership list
Attachment: CUSD Districtwide CTE Advisory Committee Membership list

REPORT/PROPOSAL

The Agriculture and Natural Resources Advisory Committee Membership, the Building and Construction Trades Advisory Committee Membership, and the CUSD Districtwide Career Technical Education Advisory Committee Membership lists are recommended for approval.

FISCAL ANALYSIS

There is no financial impact to the General Fund. A CTE Advisory Committee is required to receive the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) federal funds and strengthens all other CTE grant applications.

RECOMMENDATION

Approve as submitted.

HALF MOON BAY HIGH SCHOOL

AGRICULTURE AND NATURAL RESOURCES ADVISORY COMMITTEE

2021-2022

INDUSTRY REPRESENTATIVES:

- Terry Andreotti, Owner, Andreotti Family Farms – Half Moon Bay
- Ken Armstrong, Owner, Ouroboros Farms - Half Moon Bay
- Nick Bavaro, President & Chief Operating Officer, Rocket Farms – Half Moon Bay
- Fiona Benjamin, Farmer, The HEAL Project Farm – Half Moon Bay
- BJ Burns, President, San Mateo County Farm Bureau, Half Moon Bay
- Amy Bono, Executive Director, The HEAL Project Farm – Half Moon Bay
- Robin Camozzi, Owner, Half Moon Bay Feed and Fuel & Ember Ridge Ranch – Half Moon Bay/Moss Beach
- Stacy Claitor, TomKat Ranch – Pescadero
- Lisa Eshman, DVM, Program Director, Veterinary Tech Program, Foothill College – Los Altos Hills
- Chris Giannini, Ranch Manager, Pomponio Ranch, LLC – San Gregorio
- Bridget Jett, Assistant Manager, Bianchi Farms, Pescadero
- Terry Kiser, Superintendent of the San Mateo Coast Sector, Santa Cruz District, CA State Parks (Remote Only)
- Jennifer Segale, Advisory President, Owner, Wildfire Farms and Garden Apothecary – Half Moon Bay
- Scott Stambaugh, Golf Course Superintendent, Peninsula Golf and Country Club – San Mateo
- Dave Lea, Owner, Cabrillo Farms Agriculture Inc. – Half Moon Bay
- Aurora Wilson / Paul Oscar Hamilton, GreenHearts Family Farm – Half Moon Bay/ San Francisco

STUDENT REPRESENTATIVES:

- TBD, FFA President, Agriculture and Natural Resources Student, Half Moon Bay High School
- TBD, Agriculture and Natural Resources Student, Half Moon Bay High School

CUSD REPRESENTATIVES:

- Lizet Cortes, Elected Official, CUSD Governing Board
- Freya McCamant, Elected Official, CUSD Governing Board
- Hannah Carney, Agriculture Instructor/Department Head/FFA Advisor, Half Moon Bay, School
- Brianna Camozzi. Agriculture Instructor/Assistant FFA Advisor, Half Moon Bay High School
- John Nazar, Principal, Half Moon Bay High School
- Andrew Boysen, Assistant Principal-Curriculum and Instruction, Half Moon Bay High School
- TBD- Counselor, Half Moon Bay High School
- TBH- CTE Coordinator, CUSD

HALF MOON BAY HIGH SCHOOL

BUILDING AND CONSTRUCTION TRADES ADVISORY COMMITTEE

2021-2022

INDUSTRY REPRESENTATIVES:

- Bryan Bodas, Owner, Bodas Construction – Half Moon Bay
- Paul Barulich, Owner, CAMCO Furnace – San Carlos
- Marty Bajda, Contractor and ROP Construction Technology Instructor (Retired)–Half Moon Bay
- Marty Phelps, Founder/Owner, The Village Collection – Belmont
- Adam SeBree, Branch Manager, Big Creek Lumber – Half Moon Bay
- Robert (Bob) C Myers Jr, Owner, Bob Myers Design – Half Moon Bay
- Chad Hooker, Owner, (Retired), Chad Hooker Property Services – Half Moon Bay
- Ken Periat, Owner, Made in Pescadero – Pescadero
- Bob Resch, Owner, Princeton Welding – Half Moon Bay
- Bryan Murphy, President, Peninsula Custom Homes, Inc. – San Carlos

STUDENT REPRESENTATIVES:

- Donovan Farnsworth, Building and Construction Trades Student, Half Moon Bay High School
- Karina Silva-Moniz, Building and Construction Trades Student, Half Moon Bay High School

CUSD REPRESENTATIVES:

- Lizet Cortes, Elected Official, CUSD Governing Board
- Freya McCamant, Elected Official, CUSD Governing Board
- Anthony Agundes, Building and Construction Trades Instructor, Cunha Intermediate School and Half Moon Bay High School
- John Nazar, Principal, Half Moon Bay High School
- Andrew Boysen, Assistant Principal-Curriculum and Instruction, Half Moon Bay High School
- TBD - Counselor, Half Moon Bay High School
- TBH - CUSD CTE Coordinator

CABRILLO UNIFIED SCHOOL DISTRICT
DISTRICTWIDE CAREER AND TECHNICAL EDUCATION (CTE) ADVISORY COMMITTEE
2021-2022

STAKEHOLDERS

- Andrew Boysen Vice Principal, Half Moon Bay High School /Parent
- Raymond Agundes Carpentry, Millwork & Woodworking Teacher, Cunha Intermediate School and Half Moon Bay High School
- Leticia Bhatia Assistant Superintendent, Curriculum & Instruction, CUSD (Economically Disadvantaged, and English Learners
- Brianna Camozzi. Agriculture Instructor/Assistant FFA Advisor, Half Moon Bay High School
- Hannah Carney Agriculture Teacher/ Department Head, Half Moon Bay High School
- Lizet Cortes, Governing Board Member, CUSD
- Lisa Eshman, DVM Program Director, Veterinary Technology, Foothill College
- Brittany Jolivette Counselor, Half Moon Bay High School
- Martha Ladd Director, Educational Support Services, CUSD (Students with Disabilities)
- Jeff Lee, Employment Program Representative, CA Employment Development Department
- Matt Linton Assistant Director, La Costa Adult School
- Rubie Macaraeg College, Career & CTE Coordinator/ K12 Pathway Coordinator SMCOE & San Mateo Community College District Joint Special Populations Advisory Committee
- Freya McCamant, Governing Board Member, CUSD
- Michael Muramoto Counselor/Department Head, Half Moon Bay High School
- TBD, Education Specialist (RSP) & Co teacher-Agriscience, Half Moon Bay High School
- John Nazar Principal, Half Moon Bay High School
- Marty Phelps Owner & Founder, The Village Collection
- Jennifer Segal Owner, Wildflower Farms Owner, Garden Apothecary President, Half Moon Bay High School Agriculture & Natural Resources Employer Advisory Committee
- Lauren Sneed Counselor, Court & Community Schools/Foster Youth, San Mateo County of Education (Youth who are In, or who have aged out of, the foster care system)
- Tom Owen, Vocational Specialist, Half Moon Bay High School
- Gabriela Lomeli Counselor, Local Scholarship Coordinator, Half Moon Bay High School
- Jason Owens Director of Pupil & Personnel Services, CUSD, Administrator of Pilarcitos High School and La Costa Adult School (Students Preparing for Non-Traditional Fields, Single Parent or Single Pregnant Women, Out-Of-Workforce Individuals, Homeless, Youth who are In, or who have aged out of, the foster care system, and Youth with a parent who is on active duty In the military)
- TBD, Agriculture and Natural Resources Student, Half Moon Bay High School
- TBD, Building and Construction Trades Student, Half Moon Bay High School
- TBH, CTE Coordinator, CUSD

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: June 10, 2021
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
John Nazar, Principal, Half Moon Bay High School
Andrew Boysen, Assistant Principal, Half Moon Bay High School
CATEGORY: Consent/Action
ITEM TITLE: Approval of Credit Recovery Curriculum: Half Moon Bay & Pilarcitos High School

BACKGROUND INFORMATION

In addition to the base site license for HMBHS and PHS, we are requesting two add-on services from Edgenuity. These add-on services will help us address academic and socio-emotional needs that are a direct result of the overall impact that COVID-19 has had on our students.

The need for credit recovery from our students has grown significantly during COVID-19. At HMBHS we will need to double our summer school staffing from two teachers to four and our 2021-2022 academic year staffing from two teachers to three. The expansion of credit recovery is a direct result of unfinished learning during the pandemic and increased volume of students needing to make up for courses they failed. At PHS the number of independent study students will continue to be well above what normal enrollment number prior to the pandemic. There will also be growth of staff to meet this need at PHS.

The My Path program will address the learning loss by offering content and activities specifically tailored to the unique learning needs for each individual student. A diagnostic test is used to create a program that will only cover the content that needs to be reviewed. This program could be utilized to recover credits as well as prepare students to access their core grade level content. This service will be of particular use for our SPED and ELD programs as well as our students who struggle progressing with math requirements.

The socio-emotional impact of COVID-19 on our youth isn't always obvious. Reaching out and asking for mental health support or emotional support can be challenging for students. The Purpose Prep program offers courses where students can become familiarized with "trauma informed strategies" and "restorative practices." The curriculum can be used as a Tier 1 strategy for addressing student socio-emotional needs. At HMBHS our counselors will begin a SEL oriented PLP program to complement the academic PLP program which is already in existence. They plan on using the Purpose Prep service.

HMBHS SPED students and all PHS and IS students will benefit from the My Path program. Purpose Prep will be offered as elective credit at Pilarcitos HS. The PHS team is focusing on trauma-informed educational strategies for staff professional development as well as restorative practices/justice for our disciplinary needs. The Purpose Prep curriculum will be a great complement to the work that all staff are engaging in because it will reinforce a common language that staff and students can use as we address challenging issues.

Including summer school 2021, 200 to 250 high school students at HMBHS and PHS will utilize these programs over the course of the school year; a high percentage of these students are the district's most at-promise students, including EL, SED, and SPED students. All grade levels will be using these services.

FISCAL ANALYSIS

There is no financial impact to the general fund. We will use the Expanded Learning Opportunities Grant (SB98), and the total cost will be $30,000.

RECOMMENDATION

We recommend the CUSD Governing Board approve a renewal of the Edgenuity site license and MyPath and Purpose Prep add-on services for implementation during the 2021 summer school and following 2021-2022 academic school year for HMBHS and PHS.

CABRILLO UNIFIED SCHOOL DISTRICT

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Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
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Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 10, 2021
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
John Nazar, Principal, Half Moon Bay High School
Andrew Boysen, Assistant Principal, Half Moon Bay High School
Vanessa Stubbs, Teacher
CATEGORY: Consent/Action
ITEM TITLE: Adoption of World Language: AP Spanish Textbook

BACKGROUND INFORMATION

The purpose of submitting *Abriendo puertas: Ampliando perspectivas* to be officially adopted by Cabrillo Unified School District is to purchase a class set of this textbook for students taking AP Spanish Literature. On average, 15-25 students in the 11th and or 12th grade at Half Moon Bay High School benefit from this advanced level literature course each school year.

REPORT/PROPOSAL

Cabrillo Unified School District has previously utilized our AP Spanish Literature book, *Abriendo Puertas*. We are bringing this to the Board of Education to formally approve this textbook for our AP Spanish courses. Approximately, 15-25 students in the 11th and 12th grade benefit from the use of these textbooks which are essential to their preparation for the AP Spanish Literature exam. Many of these students have been in the Spanish Immersion program within Cabrillo Unified School District since entrance to the Hatch Elementary School immersion program in Kindergarten. They have participated in bilingual education for up to 13 years at this point in their school career. There are also heritage speakers enrolled in AP Spanish Literature who benefit greatly from the opportunity to enhance their presentational, interpretive, and interpersonal modes of communication through completion of a rigorous advanced placement course that utilizes a clean, legible textbook.

HMBHS World Languages plans to monitor the progress and success of immersion and heritage students currently enrolled in AP Spanish Literature through continued utilization of *Abriendo puertas: Ampliando perspectivas.*

FISCAL ANALYSIS

The cost of the AP Spanish Literature textbooks is $439.18 that will be paid with LCFF Funding. Please see attached quote.

RECOMMENDATION

We recommend the CUSD Board of Trustees approve *Abriendo puertas: Ampliando perspectivas* for implementation during the 2021-22 school year for Half Moon Bay High School.

Houghton Mifflin Harcourt

Proposal

Prepared For

Cabrillo Unified School Dist

498 Kelly Ave
Half Moon Bay CA 94019

Attention:
Vanessa Stubbs
stubbsv@cabrillo.k12.ca.us

For the Purchase of:

NexText Spanish Readers Abriendo Puertas 2013 1 yr

Prepared By
Dawn Cibic
dawn.cibic@hmhco.com

Please submit this proposal with your purchase order.

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

ISBN		Title	Price	Quantity	Value of All Materials
Grade 9					
Student Resources					
1517460	9780547944951	Abriendo puertas: ampliando perspectivas Student Package (worktext + Online Student Resources) 1 Year (includes consumable worktext and online access)	$35.75	10	$357.50
Total for Student Resources					
Teacher Resources					
1506266	9780547877365	2013 Abriendo puertas: ampliando perspectivas Online Teacher Resources 1 Year Subscription	$7.60	1	$7.60
Total for Teacher Resources					
Total for Grade 9			**$ 365.10**		

Total Savings:	**$0.00**
Subtotal Purchase Amount:	**$365.10**
Shipping & Handling:	**$37.54**
Sales Tax:	**$36.54**
Total Cost of Proposal (PO Amount):	**$439.18**

Attention:
Vanessa Stubbs
stubbsv@cabrillo.k12.ca.us

Customer Experience
9400 South Park Center Loop
Orlando, FL 32819
FAX: 800-269-5232
k12orders@hmhco.com

HMH Confidential and Proprietary

Total Cost of Proposal (PO Amount): $439.18

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - Point of Contact for Print materials
  - Point of Contact for Digital materials
  - Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.

Ship to:	**Sold to:**
Cabrillo USD	Cabrillo USD
,	,

- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Destination.
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.
Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: http://www.hmhco.com/common/terms-conditions

Date of Proposal: 5/27/2021 **Proposal Expiration Date: 10/31/2021**



Attention:
Vanessa Stubbs
stubbsv@cabrillo.k12.ca.us

Customer Experience
9400 South Park Center Loop
Orlando, FL 32819
FAX: 800-269-5232
k12orders@hmhco.com

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
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GOVERNING BOARD
Mary Beth Alexander
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Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 10, 2021
TO: Members of the Governing Board
FROM: Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Certificated Personnel Report

BACKGROUND INFORMATION

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

1. OFFER OF EMPLOYMENT FOR 2021-2022

Virginia Frisch, Resource Specialist, Cunha Intermediate School, effective August 9, 2021.

Kristy Jordan, Special Day Class Teacher, El Granada Elementary School, effective August 9, 2021.

Hannah Korslund, Science Teacher, Half Moon Bay High School, effective August 9, 2021.

Sonia Myers, Science Teacher, Cunha Intermediate School, effective August 9, 2021.

2. RETIREMENT

Lisa Steinberg, Elementary Teacher, El Granada Elementary School, effective June 4, 2021. Ms. Steinberg was hired by the district on August 3, 1992.

James Ward, English Teacher, Half Moon Bay High School, effective June 4, 2021. Mr. Ward was hired by the district on August 25, 1999.

3. RESIGNATION

Holden Hix, Math Teacher, Half Moon Bay High School, effective June 4, 2021.

Bryan Long, Physics Teacher, Half Moon Bay High School, effective June 4, 2021.

Joseph Naple, Resource Specialist, Half Moon Bay High School, effective June 4, 2021.

4. LEAVE OF ABSENCE

Rachael Sage, Elementary Teacher/Teacher on Special Assignment, Farallone View Elementary School, for the 2021-2022 school year.

5. CHANGE IN ASSIGNMENT

Matt Linton, La Costa Adult Education Director, formerly La Costa Adult Education Assistant Director, effective July 1, 2021.

FISCAL ANALYSIS

Financial impact is included in the budget.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
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MEMORANDUM

MEETING DATE: June 10, 2021
TO: Members of the Governing Board
FROM: Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Classified Personnel Report

BACKGROUND INFORMATION

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

1. OFFER OF EMPLOYMENT FOR 2020-2021 SCHOOL YEAR

Jorge Acosta, Grounds Maintenance Worker, Maintenance Department, effective May 7, 2021.

Ma. Angelica Varela Gomez, Health Technician, Special Education Department, effective April 19, 2021.

2. RESIGNATION

Anne Barreto, Data Specialist, IT Department, effective May 31, 2021.

Rudy Kienast, Lead Bus Driver, Transportation Department, effective August 6, 2021.

Adan Ramos, Food Service Assistant II, Cunha Intermediate School, effective June 3, 2021.

FISCAL ANALYSIS

Financial impact is included in the budget.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: June 10, 2021
TO: Members of the Governing Board
FROM: Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Job Descriptions for New Student Data Systems Coordinator, System Administrator, and Systems Support Specialist

BACKGROUND INFORMATION

In the 10-plus years since the Data Specialist position was last updated, there have been numerous enhancements, updates and applications added to the portfolio that this position manages. From 40 + new online applications, to enhance student Information Systems, enhanced communication applications, including the addition of Health Management Systems, it is necessary to reclassify this position. Due to the amount of integration with other systems and outside entities, web portals, etc. It is necessary to increase the scope of this position to encompass the new reality of the additional requirements for supporting a vast amount of data systems that integrate with each other, and to provide the additional capabilities that are required by local, County and State entities.

Since 2006 the District Computer Technician job responsibility has greatly increased. With the addition of new technologies, new networks, new application support and a vastly increased user base, the work that is required has increased at a rapid pace. It is required to upgrade one of the district computer technician positions to a System Support Specialist. The Systems Support Specialists position is one in which the individual has significant experience beyond that of the District Computer Technician. This individual must possess more systems administration and advanced troubleshooting skills, only gained by years in the previous position, and applying these skills in support of advanced technical requirements and new systems.

Since 2006 the Lead District Computer Technician position has morphed into an overall higher-level, advanced systems administrator position offering support and advanced troubleshooting skills for the rest of the Technicians. This Systems Administration position excels the previous network administrator position which was eliminated in the budget cuts of 2019. In addition to managing servers, networks, web portals, engineering systems to integrate with each other, and also acting as the lead individual within the IT department that has the most knowledge and experience in managing and engineering systems, and also interacts with District executives and administrators.

These items are returning to the board due to slight modifications made to attach the appropriate education/experience levels to the corresponding positions.

REPORT/PROPOSAL

The approval of these new job descriptions will allow the district to place employees into positions that address and implement the IT demands of a 21st century working environment. A Memorandum of Understanding was agreed upon by Cabrillo Unified School District and Cabrillo Classified School Employees Association on April 12, 2021.

FISCAL ANALYSIS

Financial impact is included in the budget.

RECOMMENDATION

It is recommended that the Cabrillo Unified School District Governing Board approve the job descriptions for the Student Data Systems Coordinator, System Administrator, and Systems Support Specialist.

CABRILLO UNIFIED SCHOOL DISTRICT

CLASS TITLE: STUDENT DATA SYSTEMS COORDINATOR
SALARY RANGE: 47

BASIC FUNCTIONS:

Reporting to the Director of Technology, the Student Data Systems Coordinator is responsible for managing Student Data Information Systems, California Longitudinal Pupil Achievement Data System (CALPADS) and other compliance reporting, data integration projects, providing training and support to staff on student data systems, and providing guidance to administrators and users.

REPRESENTATIVE DUTIES:

- Ensure that District data systems support the everyday information needs of school sites, while also preparing accurate and timely reporting to meet state and federal data requirements, including those of CALPADS.

COMPLIANCE REPORTING:

- Submit data reports for state and federally mandated reporting
- Serve as the District's primary CALPADS Coordinator: monitor data quality and submit data to meet the requirements of the CALPADS.
- Read, interpret, and apply legal mandates, policies, rules, regulations, and operational procedures pertaining to school and district operations.
- Support District staff in collecting and reporting data for the Office of Civil Rights data collection.
- Attend relevant training to stay up-to-date on changing reporting requirements.
- Analyze, write, troubleshoot, edit, and execute SQL queries of basic to moderate complexity to manage student databases as needed.

TRAINING AND SUPPORT:

- Respond quickly and provide excellent customer service to resolve technical support requests that are elevated from the IT Help Desk system.
- Manage requests that may require design changes to the student information system.
- Directly respond to inquiries regarding state/federal data reporting, such as CALPADS, CBEDS, etc.
- Develop and distribute bulletins, reference guides, and job aides as needed to support end-user's system for state/federal reporting purposes.
- Provide excellent customer service in working with school site personnel to improve data collection procedures or fix errors associated with mandated data reporting.

- Participate in district and state audits as required.
- Support the testing staff in utilizing the State system for online testing.
- Create and set up new year calendars and roll forward students in the student information system.
- Assist with report card and progress report generation.

STAFF SUPPORT:

- Provide technical assistance to schools and supporting ad hoc data requests.
- Provide direct support for users during peak usage times on troubleshooting issues related to student information systems.
- Communicate changes in state/federal reporting requirements to appropriate user groups.

MANAGE DATA INFORMATION SYSTEMS:

- Manage, develop, and coordinate student information system security, user access methods, and recovery processes to protect the District's data.
- Monitor upcoming changes to the student information system and install system updates.
- Manage user interface applications and back-end databases in the student information system.
- Collaborate closely with end-users on requests for design changes to collect requirement specifications, develop solutions, perform acceptance testing, and release updates in a timely way.
- Oversee parent online registration process in student information system.

DATA INTEGRATION PROJECTS:

- Ensure access rights are integrated between the student information systems and other district cloud-based applications.

OTHER DUTIES:

- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- State/federal data reporting requirements for CALPADS, CBEDS, and other reporting systems related to accountability.
- Database management and data warehousing, including demonstrated proficiency in SQL.
- Microsoft Enterprise SQL 2012, Windows Server 2008-2012 database maintenance plans and backup optimization, and SQL user security. Applicant must demonstrate an ability and a willingness to learn these systems if not currently proficient.
- Cloud-based applications.
- Microsoft Office Suite, including demonstrated proficiency in MS Excel.

- Project management principles.
- Oral communication skills.
- Effective interpersonal skills.
- Telephone etiquette.
- Correct English usage, spelling, grammar, and punctuation.

ABILITY TO:

- Be effective in a cooperative team environment focused on customer service and satisfaction.
- Build and maintain data dashboards.
- Building concise state and federally mandated reports and presentations for the school community.
- Communicate well, both orally and in writing skills using tact, patience, and courtesy.
- Manage and prioritize multiple projects simultaneously with a high degree of accuracy and attention to detail, and meet deadlines and promote a team approach.
- Speak to small and medium sized groups as well as to prepare materials for and to conduct staff development workshops.
- Manage and prioritize multiple, concurrent projects.

EDUCATION AND EXPERIENCE:

- Any combination equivalent to: Associate or Bachelor's degree in Computer Science, Information
- Technology, or a closely related field, or equivalent experience required, 3-5 years of database, or system administration experience.

WORKING CONDITIONS:

ENVIRONMENT:

- Valid California driver’s license and use of personal vehicle for site visits.
- Office, classroom, and students' home environment.
- Driving a vehicle to conduct work.

PHYSICAL ABILITIES:

- Dexterity of hands and fingers to operate office equipment.
- Hearing and speaking to exchange information.
- Walking to support home visits.
- Reaching to retrieve and maintain files.
- Seeing to read and assure accuracy to records and reports.
- Ability to lift 40 pounds.

CABRILLO UNIFIED SCHOOL DISTRICT

CLASS TITLE: SYSTEM ADMINISTRATOR
SALARY RANGE: 48

BASIC FUNCTION:

Under the direction of the Director of Technology, perform maintenance and troubleshooting on networks design and implementation of new systems as needed: perform analysis for the procurement of servers, network equipment and record keeping; provide documentation and technical specifications to IT staff for planning and implementing new or upgrades of IT infrastructure; ensure that support is timely and by district approved procedure for minimal down time.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

- Establish, configure, test, and maintain operating systems, application software and system management tools.
- Installing testing and maintaining operating systems, application software and system management tools.
- Evaluate the existing systems and provide the technical direction to IT support staff.
- Oversee the development of customized software and hardware requirements.
- Plan and implement systems automation as required for better efficiency.
- Formulate and design the security system in place to maintain data safety.
- Oversee the constant availability of technical resources.
- Maintain and supervise the inventory.
- Timely reporting on the log sheet for the rapid response to any glitches.
- Lead desktop and helpdesk support efforts, making sure all desktop applications, workstations, and related equipment problems are resolved in a timely manner with limited disruptions.
- Ensuring the highest levels of systems and infrastructure availability.
- Maintain security, backup, and redundancy strategies.
- Participate in the design of information and operational support systems.
- Liaise with vendors and other IT personnel for problem resolution.
- Configure and maintains all LAN/WAN equipment.
- Assist students and staff in the proper operation and use of computers, software, and related equipment.
- Develop procedure to maintain hardware/software inventory, and assist technicians in completing annual inventories.
- Create and maintain network user groups, login scripts, groups, trustee rights and share-resource strategies.

- Track resources utilization on file servers and take appropriate action, perform daily network monitoring including backups, anti-virus, bandwidth, and connectivity.
- Confer with electrician, project managers, and architects to upgrade existing network cabling and design network cabling for new sites.
- Support configuration and access to external services.
- Maintain current knowledge concerning new developments in the field of instructional technology through in-service activities, professional reading, and conference attendance.

OTHER DUTIES:

- Meet regularly with site technicians and assists with coordinating their services and duties.
- Implement a repair timeline communication system.
- Attend regular meetings as defined by supervisor.
- Perform other related duties defined by supervisor.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Solid understanding of LAN and WAN design fundamentals, and TCP/IP protocols.
- Experience with virtualization and containerization (e.g., VMware or equal.)
- Strong knowledge of systems and networking software, hardware, and networking protocols.
- Tools, materials, equipment, and procedures used for the repair and maintenance of various types of systems.
- Networked management software, word processing spreadsheet, database, E-Mail, and communication's software, and various instructional software programs.
- Oral and written communication skills.
- Interpersonal skills including tact, patience, and courtesy.
- Laws, rules, and regulations related to assigned activities.
- Record-keeping techniques.

ABILITY TO:

- Establish and maintain cooperative working relationships with those contacted in the course of work.
- Operate electronic and personal computer equipment.
- Use networked and personal computer software effectively.
- Follow detailed oral and written instructions.
- Analyze situations accurately and take effective action.
- Assist others in computer operation, techniques, and procedures.
- Perform clerical work in connection with machine operations and in the preparation of reports.
- Prioritize competing demands to meet the needs of the district.
- Maintain confidentiality of sensitive information.

- Establish and maintain cooperative and effective working relationships with others.
- Plan and organize work.

EDUCATION AND EXPERIENCE:

- Any combination equivalent to: Associate or Bachelor's degree in Computer Science, Information Technology, System Administration, or a closely related field, or equivalent experience required, 3-5 years of database, network administration, or system administration experience.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver’s license and evidence of appropriate automobile insurance based on DMV regulations.

WORKING CONDITIONS:

ENVIRONMENT:

- Indoor environment.
- Driving a vehicle to conduct work.
- Sometimes stressful.
- Some work may need to be done under non-instructional time.

PHYSICAL ABILITIES:

- Hearing and speaking to exchange information
- Seeing to view a computer monitor
- Dexterity of hands and fingers to operate a computer keyboard
- Lifting, carrying, pushing, or pulling moderately heavy computer equipment
- Bending at the waist, kneeling, or crouching
- Sitting for extended periods of time
- Ability to lift 50 pounds

CABRILLO UNIFIED SCHOOL DISTRICT

CLASS TITLE: SYSTEM SUPPORT SPECIALIST
SALARY RANGE: 39

BASIC FUNCTION:

Under the direction of the Director of Technology, working closely with the System Administrators to determine work priorities, to set up, maintain, test, and repair equipment in the school district.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

- Set-up new computers and maintain District-wide inventory of computers and other electronic equipment; install and test operating systems, menus, clients, and authorized software.
- Unpack, connect, and test new computers, printers, drives and other peripherals; record serial numbers, locations, and other system data for inventory.
- Disconnect, move, reconnect, and test computers reassigned to new locations.
- Add users to a network, and assign and update security permissions on the network.
- Assist in setting up for in-services and special demonstrations.
- Provide maintenance for District equipment; install and test new software and operating systems.
- Install and test additional hardware including cards, drives, and smart boards.
- Coordinate with Computer Technicians to maintain equipment on a scheduled basis.
- Install, troubleshoot, and maintain operating systems, applications and networking functions on PCs, mobile devices, or other devices.
- Assist in deployment and management of mobile computing devices like iPad and Chromebook.
- Remove viruses, malware, and spyware from systems.
- Receives and resolves user ‘help desk’ tickets. Documents calls, forwarding work tickets and requests to the appropriate technology staff.
- Create and maintain documentation of systems for end users and other IT personnel
- Participate in a variety of IT-related projects and initiatives.
- Diagnose problems to determine cause of malfunction; make mechanical or software adjustments as needed; coordinate major repairs or replacements with the System Administrators.
- Handle technical issues escalated from Computer Technicians providing support at school sites.
- Track and document work tasks and issues daily in the ticket system.
- Monitor the Help Desk queue and review all service requests to ensure they are being properly handled.

- Perform routine monitoring and troubleshooting of network problems; report problems and changes.
- Assist in upgrades or changes to the site networks; configure workstations for network connectivity.
- Act as backup for the System Engineer, such as account management, network troubleshooting.
- Add new users and assist with user-network interface.
- Maintain current knowledge of technological advances in the field.
- Maintaining print server and user codes.
- Perform other services including removing viruses, installing security cameras and other special projects as requested.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Equipment repair and maintenance.
- Active Directory and GPO.
- NTFS permissions.
- Knowledge of LDAP.
- TCP/IP Networking, DHCP, DNS and routing Network concepts, function, design, and troubleshooting management.
- Computer hardware systems, software applications and languages utilized by the District
- Materials, methods, and tools used in the operation and repair of computer and network systems.
- Record-keeping techniques.
- Technical aspects of field of specialty.
- Oral and written communication skills.
- Laws, rules, and regulations related to assigned activities.
- Inventory methods and practices.
- Interpersonal skills using tact, patience, and courtesy.

ABILITY TO:

- Lift, carry, unpack, and move computers and peripherals.
- Use organizational skills related to inventory and troubleshooting.
- Perform skilled work in the repair, maintenance, and installation of a variety of computerized equipment and peripherals.
- Provide technical assistance to computer systems users.
- Troubleshoot and repair basic system malfunctions and maintain system operation
- Communicate effectively both orally and in writing.

- Establish and maintain cooperative and effective working relationships with others.
- Use networked and personal computer software effectively.
- Analyze situations accurately and adopt an effective course of action.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school supplemented college level coursework in computer science or related field and two years' experience in the installation, maintenance of school systems, peripherals, and related equipment.

LICENSES AND OTHER REQUIREMENTS:

Preferred: CompTIA. Microsoft and Google certifications or equal.
Valid California driver's license and evidence of appropriate automobile insurance based on DMV regulations.

WORK ENVIRONMENT:

- Indoor environment
- Driving a vehicle to conduct work.
- Sometimes Stressful environments.

PHYSICAL ABILITIES:

- Hearing and speaking to exchange information.
- Seeing to view a computer monitor.
- Dexterity of hands and fingers to operate a computer keyboard.
- Lifting, carrying, pushing, or pulling moderately heavy computer equipment.
- Bending at the waist, kneeling, or crouching.
- Sitting for extended periods of time.
- Ability to lift 75 pounds.

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: June 10, 2021
TO: Members of the Governing Board
FROM: Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Future Bargaining Provisions to be Negotiated between Cabrillo Unified School District and Cabrillo Unified Teachers' Association

BACKGROUND INFORMATION

The duration of the current Cabrillo Unified Teachers' Association (CUTA) contract is 2018-2019 through 2020-2021, expiring on June 30, 2021.

On April 18, 2021, a Memorandum of Understanding (MOU) was agreed upon between CUTA and the Cabrillo Unified School District (CUSD). CUTA is invoking Clause 23.2.1, *2021-22 Reopeners* to institute negotiations for a successor negotiated agreement to begin in 2021-2022. CUTA would like to open the following articles for negotiation:

- Article 2: Compensation
- Article 3: Health and Welfare Benefits
- Article 5: Transfer Procedure
- Article 12: Teaching Hours
- Article 24: Disciplinary Action

REPORT/PROPOSAL

CUTA proposes that negotiations resume between CUTA and CUSD on Tuesday, August 10, 2021 and Wednesday, August 11, 2021.

FISCAL ANALYSIS

Financial impact is included in the budget.

RECOMMENDATION

Approved as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

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Freya McCamant

MEMORANDUM

MEETING DATE: June 10, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of 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.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

June 10, 2021 Board Meeting
Summary Site Donations

Site	Items	Donor	Amount	Site Total Donations
HMBHS	Money donated to the Counseling Department Scholarship	J. Yu & J. Cochrane	$100.00	
HMBHS	Money donated to the Counseling Department Scholarship	Gabriela Lomeli & Jose Lomeli	$100.00	
HMBHS	Money donated to CoastPride Scholarship	CoastPride	$2,000.00	
HMBHS	Money donated to the David Jones Scholarship	David F. Jones & Christine K. Jones	$1,750.00	
				$3,950

$ 3,750.00

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
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Freya McCamant

MEMORANDUM

MEETING DATE: June 10, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Food Service Contract for the 2021-22 School Year Between Better 4 You Meals and CUSD

BACKGROUND INFORMATION

The Cabrillo Unified School District participates in the National School Lunch Program. The Food Services department is committed to providing every student daily access to a fresh, nutritious meal that meets State and Federal Guidelines. The district is requesting approval for a Food Services Contract for the 2021-2022 school year.

FISCAL ANALYSIS

All food services expenses are recorded in Fund 13.

RECOMMENDATION

Approve as submitted.

ADDENDUM TO AGREEMENT TO PROVIDE FOOD SERVICE

Between Better 4 You Meals, Inc. and Cabrillo Unified School District

This addendum made on ____/____/____ 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, 2021 and ending on June 30, 2022. 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
Current Renewal Year:	July 1, 2021 – June 30, 2022

3. Pricing

The adjusted renewal rates do not exceed the San Francisco Area Consumer Price Index, for Food Away From Home, which is **5% from December 2019 to December 2020**, as published by the Bureau of Labor and Statistics[1].

Meal Type	Student Price	Staff	School Principal
Regular/Standard Breakfast	$1.86	N/A	N/A
Regular/Standard Lunch	$3.07	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] https://www.bls.gov/regions/west/news-release/2020/pdf/consumerpriceindex_sanfrancisco_20200311.pdf

1. All other pricing terms from original agreement shall remain for this renewal year.

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**
Mailing Address	
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**

Cabrillo Unified School District Initials_____ Better 4 You Meals Initials _____

Certifications Regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 7 CFR, Part 3018, "New Restrictions on Lobbying," 7 CFR, Part 3017, "Government-wide Debarment and Suspension (Nonprocurement)" and 7 CFR, Part 3021, "Government-wide Requirements for Drug-Free Workplace (Grants)." The certification shall be treated as a material representation of fact upon which reliance will be placed when the SFA determines to award the covered transaction, grant, or cooperative agreement.

1. Lobbying

As required by Title 31, U.S. Code (U.S.C.) Section 1352, and implemented at 7 CFR, Part 3018, for a person entering into a grant or cooperative agreement over $100,000, as defined at 7 CFR, Section 3018.105, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;

(b) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with these instructions; and

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

Steven A. Holguin — 4/21/2021

Signature — Date

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31U.S.C.1352
(See next page for public burden disclosure)

Approved by OMB
No. 0348-0046

1. Type of Federal Action:	2. Status of Federal Action:	3. Report Type
a. Contract b. Grant c. Cooperative agreement d. Loan e. Loan guarantee f. Loan insurance **N/A**	a. Bid/Offer/Application b. Initial Award c. Post-Award **N/A**	a. Initial filing b. Material change For Material Change Only: Year___ Quarter ____ Date of last report _____ **N/A**

4. Name and Address of Reporting Entity ☐ Prime ☐ Subawardee ☐ Tier, if known Congressional District, if known:	5. 5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known:
6. Federal Department Agency	7. 7. Federal Program Name/Description: CFDA Number, if applicable:
8. 8. Federal Action Number, if known:	9. Award Amount, if known
10. A. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):	c. Individuals Performing Services (including address if different from 10A (last name, first name, MI
11. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	**Signature:** Steven A. Holguin **Print Name:** Steven Holguin **Title:** Vice President, Sales & Marketing **Telephone Number:** (323) 838-5555 **Date:** 4/21/21
FEDERAL USE ONLY	***Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)***

Certification Regarding Lobbying

The undersigned certifies, to the best of his or her knowledge and belief, that:

1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.
2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
3) The undersigned shall require that the language of this certification be included in the award documents of all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub- recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Organization: Better 4 You Meals
Address: 5743 Smithway St, Commerce, CA 90040

Certified By: Steven A. Holguin, Vice President of Sales & Marketing

Signature: Steven A. Holguin 4/21/21

Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 7 CFR Part 3017, Section 3017.510, for prospective participants in primary covered transactions, as defined at 7 CFR Part 3017.200:

A. The contractor certifies that it and its principals:

a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or Local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or Local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or Local) terminated for cause or default.

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

Better 4 You Meals
Contractor/Company Name

PR/Award Number or Project Name

Steven A. Holguin – Vice President of Sales & Marketing
Name and Title of Authorized Representative

Steven A. Holguin
Signature

4/21/21
Date

Certificate of Independent Price Determination

Both the SFA and Meal Vendor shall execute this Certificate of Independent Price Determination

Better 4 You Meals
Name of Meal Vendor

Name of School Food Authority

A. By submission of this offer, the offeror (Meal Vendor) certifies and in the case of a joint offer, each party thereto certifies as to its own organization, that in connection with this procurement:
   1. The prices in this offer have been arrived at independently, without consultation, communication or agreement, for the purpose of restricting competition, as to any matter relating to such prices with any other offeror or with any competitor;
   2. Unless otherwise required by law, the prices which have been quoted in this offer have not been knowingly disclosed by the offeror and will not knowingly be disclosed by the offeror prior to opening the case of an advertised procurement, directly or indirectly to any other offeror or to any competitor; and
   3. No attempt has been made or will be made by the offeror to induce any person or firm to submit or not to submit, an offer for the purpose of restricting competition.

B. Each person signing this offer on behalf of the offeror certifies that:
   1. He or she is the person in the offeror's organization responsible within the organization for the decision as to the prices being offered herein and has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above; or
   2. He or she is not the person in the offeror's organization responsible within the organization for the decision as to the prices being offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated and will not participate, in any action contrary to (A)(1) through (A)(3) above, and as their agent does hereby so certify; and he or she has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above.

To the best of my knowledge, this vendor and its affiliates, subsidiaries, officers, directors and employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by state or federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows (provide detail):

Steven A. Holguin	**Vice President, Sales & Marketing**	4/21/21
Signature of Vendor's Authorized Representative	Title	Date

In accepting this offer, the SFA certifies that no representative of the SFA has taken any action that may have jeopardized the independence of the offer referred to above

Signature of SFA's Authorized Representative	Title	Date

NOTE: Accepting a Respondent's offer does not constitute award of the contract.

Byrd Anti Lobbying Amendment Certification

The undersigned, Better 4 You Breakfast, dba Better 4 You Meals certifies, to the best of his or her knowledge, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

4. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31, U.S.C. § 1352 (as amended by the Lobbying Disclosure Act of 1995). Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

5. The Contractor, [Company]_____, certifies or affirms the truthfulness and accuracy of each statement of its certification and disclosure, if any. In addition, the Contractor understands and agrees that the provisions of 31 U.S.C. § 3801 *etseq.*, apply to this certification and disclosure, if any.

Steven A. Holguin

Signature of Vendor's Authorized Representative

Vice President, Sales & Marketing 4/21/21

Title | Date

Buy American Provision Compliance

BUY AMERICAN PROVISION CERTIFICATION FORM FOR FOOD PURCHASES
Not all Items are purchased for ALL SFA's Depending on Contract and School Preferences as of June 2018

SFA Name: _____

The Buy American Provision (7 CFR Part 210.21(d)) requires School Food Authorities to purchase, to the maximum extent practical, domestically grown and processed foods. "Domestic" is defined as a product that is grown in the United States, or with processed food items, the product must be processed in the United States of food that is produced and grown domestically in the United States. Any product processed by a responsive vendor must contain over 51% of the food component, by weight or volume, from U.S. origin.

VENDORS MUST CERTIFY EITHER: (CHECK NUMBER 1 OR 2)	
☐	1. I certify that all food products bid by my company are 100% produced in the U.S., or processed in the U.S. with the final processed product including over 51% of food that was grown in the U.S.
☒	2. I certify that all food products bid by my company are 100% produced in the U.S., or processed in the U.S. with the final processed product including over 51% of food that was grown in the U.S. with the EXCEPTION of the following items listed below.

NAME OF FOOD ITEM	COMPLETE BELOW AND CHECK THE APPROPRIATE REASON THE NON-DOMESTIC PRODUCT IS BID FOR EACH ITEM.
Bananas	This product includes % U.S. Content. The product is grown in ☒ The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality. OR ☐ The cost of the U.S. product is significantly higher than the non-domestic product. List prices and unit pack size below for item to be considered: $ N/A /. N/A Price of Domestic or U.S. Grown Product Per Unit $. $.25 /. each Price of Non-Domestically Grown Product Per Unit

Signature of Authorized Company Representative	Title	Date
Steven A. Holguin	**Vice President, Sales & Marketing**	**4/21/21**
Name of Company	Address	
Better 4 You Meals	**5743 Smithway Street, Commerce, CA 90040**	

AGREEMENT FOR CONSULTING SERVICES

RECITALS

This Agreement for Consulting Services ("Agreement") is entered into this 23nd day of April 2021, by and between the Cabrillo Unified School District ("District") and Total School Solutions ("Consultant").

I

District desires to retain a Consultant to perform special services and/or advice specified below. District does not employ internal staff or does not have any internal staff currently available that is able to perform said services.

II

Consultant is specially trained, experienced, and competent to perform such special services and render such advice.

TERMS

1. **Services**. The Consultant shall conduct a study of the Food Services operations of the District to develop and present recommendations for the operational and fiscal efficiencies. The scope of work is fully defined in Exhibit A.

2. **Independent Contractor Status**. Consultant shall at all times during the term of this agreement serve as an independent contractor, and shall not represent itself, or its employees or contractors, as officers, agents, or employees of the District.

3. **Compensation**. District agrees to pay Consultant for services rendered pursuant to this Agreement a fixed fee of $20,680, including expenses.

   a. All payments required by this agreement shall be made within thirty days of the submission of an invoice to the District. Partial payments for work completed shall be required and made upon receipt of an invoice as described previously. All outstanding payments shall be made within thirty (30) days of the completion of the work delivered in this agreement.

   b. Any additional services requested by the District or due to a condition existing in and/or caused by the District, rendered after prior written approval, shall be billed and reimbursed separately, in accordance with the TSS standard hourly fee schedule. Any out-of-pocket expenses will be billed at actual cost-plus 15 percent. These out-of-pocket costs include, but are not limited to, telephone, postage, travel, and mileage.

   In the event that the district cancels or postpones, a scheduled visit by the Consultant, with less than 48 hours notice, the Consultant shall be paid all expenses actually incurred as well as up to eight hours of time for each person assigned at the appropriate individual hourly rate.

4. **Term.** The Consultant shall complete the tasks in accordance with the scope defined in this agreement and submit a final report within 60 days after the award of the contract.

5. **Termination**
   a. By Consultant: Consultant may, upon thirty (30) days written notice, with or without

cause, terminate this Agreement. Upon termination, District shall only be obligated to compensate Consultant for services rendered and hours worked to the date of termination. Written notice by Consultant shall be sufficient to stop further performance of services to District.

b. By District: District may, upon thirty (30) days written notice, with or without cause, terminate this Agreement. Upon termination, District shall only be obligated to compensate Consultant for the percentage (progress billing) of services rendered (hours worked if an hourly contract), and any expenses incurred, to the date of the termination. Written notice by District shall be sufficient to stop further performance of services by Consultant.

c. Consultant shall be relieved of the obligation to perform, and District shall not recover any damages, in the event that Consultant is prevented from performing by act of God or nature, fire, union strike, lockout, or seizure of materials, products, plants, facilities, or other such condition, upon satisfactory evidence being presented to District.

6. **Indemnification**. Consultant shall indemnify and hold harmless the District, their agents, representatives, officers, consultants, employees, trustees, governing board, and volunteers from any and all demands, losses, liabilities, claims, suits, and actions of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and consultants' and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, permitted, or suffered to be done by the Consultant in conjunction with this Agreement, unless the claims are caused by the gross negligence or willful misconduct of parties wholly unconnected to the Consultant.

The District shall indemnify and hold harmless the Consultant, its officers and employees from any and all demands, losses, liabilities, claims, suits, and actions arising from the gross negligence or willful misconduct of the District, its agents, representatives, officers, consultants, employees, trustees, governing board, and volunteers.

7. **Insurance**. The Consultant shall procure and maintain at all times during the term of this agreement insurance required of an independent contractor.

8. **Notice**. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered, or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District
Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019
ATTN: Sean McPhetridge, Ed.D.
Superintendent

Consultant
Total School Solutions
4751 Mangels Boulevard
Fairfield, CA 94534
ATTN: Tahir Ahad
President

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall

be effective three (3) days after deposit in the United States mail.

9. Integration/Entire Agreement of Parties. This Agreement constitutes the entire agreement between the Parties and supersedes any and all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument signed by the party against whom enforcement is sought.

10. California Law. This Agreement shall be governed by the laws of the State of California.

11. Waiver. The waiver by either party of any breach of the terms of this agreement shall not be deemed to waive the requirement of such term, covenant, or condition in whole or in part.

12. Severability. If any term, condition or provision of this Agreement is held invalid or illegal by a court of competent jurisdiction, the remaining provisions shall continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

13. Incorporation of Recitals and Exhibits. The recitals and each exhibit attached hereto are incorporated herein by reference.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Cabrillo Unified School District	**Total School Solutions, Consultant**
By: _____	By: _____
Title: Superintendent	Title: President
Dated: _____	Dated: April 23, 2021

Exhibit A
Scope of work

For purposes of evaluating operational efficiency, reducing expenses and maximizing resources available for instructional programs and support to schools and students, Total School Solutions (TSS) will conduct an evaluation of the Cabrillo Unified School District's Food Services operations to identify efficiencies, areas needing improvement and opportunities to enhance operations.

Total School Solution's review and analysis includes the following components:

- Existing school site operations
- Staffing
- Organizational Structure

Total School Solutions (TSS) will:

- Review the staffing, job descriptions, organizational structure and workflow, to ensure cost effective delivery of services to school sites, balanced workload issues, adequate staffing and oversight, and improved accountability.

- Interview the relevant District staff responsible for coordinating and managing the food services and purchasing departments.

- Review of service delivery methods and work practices, including meals served and meals per labor hour data, free and reduced lunch program participation, food product ordering, purchase order tracking, etc.

- Efficiency review of the departments to evaluate the staffing levels and management requirements needed, including a review of the relevant sections of the current classified collective bargaining agreement.

- Review and assist with menu planning, inventory management and procurement contracts.

- Review and assist in the expansion of existing farm to fork opportunities with an emphasis of local sourcing to support small and mid-sized agricultural establishments within the local area or region.

- Review the feasibility of serving meals to grades 6-12 from the high school kitchen for the 2021/22 school year.

- Review the district's efforts to procure sustainable and environmentally friendly food service products that minimize the carbon footprint and are fully compostable.

4/22/2021

Re: NOTICE OF INTENT TO USE EMERGENCY NONCOMPETITIVE PROCUREMENT FOR THE ADMINISTRATION AND DISTRIBUTION SERVICES FOR SCHOOLS LINKED IN COMMODITIES (SLIC) COMMODITY COOPERATIVE FOR THE 2021-2022 FISCAL YEAR

Dear Gold Star Foods,

Due to extenuating circumstance as a result of the Covid-19 pandemic, Cabrillo Unified School District is electing to use the emergency noncompetitive procurement method as allowable by the United States Department of Agriculture and the California Department of Education during a Public Health Emergency Declaration.

This letter will constitute notice that, as the Lead District for the SLIC Commodity Cooperative, Cabrillo Unified School District intends to utilize emergency noncompetitive procurement to utilize the Administrative and Distribution services for the SLIC Commodity Cooperative for the 2021-2022 fiscal year; July 1, 2021 through June 20 2022.

If you accept this one year agreement, we would operate under the same specifications and conditions of SLIC and Gold Star's previous held contract (RFP No. 2017-18-01) and we ask that you please complete and submit the attached documents via email to Sandra Jonaidi at jonaidis@cabrillo.k12.ca.us by April 30, 2021.

Sincerely,

Sandra Jonaidi
Food Service Coordinator

AGREED & ACCEPTED:
Gold Star Foods

_____	April 24th, 2021
Signature	Date

By: John Cho
Print Name

Title: V.P. of Merchandising and Contracts

Gold Star Foods

Gold Star Foods

SUBMISSION CHECKLIST

Check ☒	Initials	Required Document
[X]		Submission Checklist (this form). All items are checked, initialed, and included in the complete response package. Return completed submission checklist with initials
[X]		Notice of Intent Letter Return with signature
[X]		Suspension and Debarment Certification Return completed copy with signature
[X]		Certification Regarding Lobbying Return completed copy with signature
[X]		Disclosure of Lobbying Activities Return completed copy with signature

Gold Star Foods

SUSPENSION AND DEBARMENT CERTIFICATION

U.S. DEPARTMENT OF AGRICULTURE

INSTRUCTIONS: SFA to obtain from any potential vendor or existing contractor for all contracts in excess of $100,000. This form is required each time a bid for goods/services over $100,000 is solicited or when renewing/extending an existing contract exceeding $100,000 per year. (Includes Food Service Management and Food Service Consulting Contracts.)

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 7 CFR Part 3017, Section 3017.510, Participants' responsibilities. The regulations were published as Part IV of the January 30, 1989, Federal Register (pages 4722 – 4733). Copies of the regulations may be obtained by contacting the Department of Agriculture agency with which this transaction originated.

(BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS)

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Cabrillo Unified School District
Name of School Food Authority

Agreement Number

Potential Vendor or Existing Contractor (Lower Tier Participant): Gold Star Foods

John Cho
Printed Name

V.P. of Merchandising and Contracts
Title

Signature

April 24th, 2021
Date

DO NOT SUBMIT THIS FORM TO THE CDE. RETAIN WITH THE APPLICABLE CONTRACT OR BID RESPONS

Gold Star Foods

INSTRUCTIONS FOR CERTIFICATION

1. By signing and submitting this form, the prospective lower tier participant (one whose contract for goods or services exceeds the Federal procurement small purchase threshold fixed at $100,000) is providing the certification set out in accordance with these instructions.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this form that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

&

Gold Star Foods

CERTIFICATION REGARDING LOBBYING

INSTRUCTIONS: To be completed and submitted ANNUALLY by ☐ any child nutrition entity receiving Federal reimbursement in excess of $100,000 per year and ☐ potential or existing contractors/vendors as part of an original bid, contract renewal or extension when the contract exceeds $100,000.

Applicable to Grants, Subgrants, Cooperative Agreements, and Contracts Exceeding $100,000 in Federal Funds

Submission of this certification is a prerequisite for making or entering into this transaction and is imposed by section 1352, Title 31, U.S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.
The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all covered subawards exceeding $100,000 in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

Name of School Food Authority Receiving Child Nutrition Reimbursement In Excess of $100,000:		Agreement Number:
Address of School Food Authority:		
Printed Name and Title of Submitting Official:	Signature:	Date:

OR

Name of Food Service Management or Food Service Consulting Company: Gold Star Foods		
Printed Name and Title: John Cho V.P. of Merchandising and Contracts	Signature:	Date: 4/23/2021

Gold Star Foods

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

(See public burden disclosure)

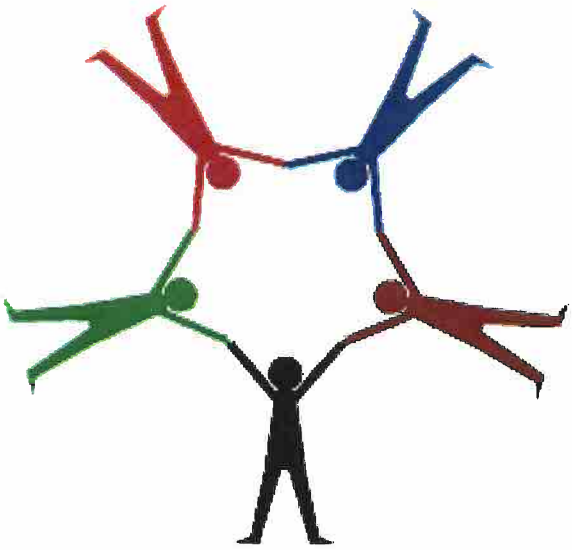
1. **Type of Federal Action:** a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. **Status of Federal Action:** a. bid/offer/application b. initial award c. post-award	3. **Report Type:** a. initial filing b. material change **For material change only:** Year _____ quarter _____ Date of last report_____

4. **Name and Address of Reporting Entity:** ____ Prime _____ Subawardee Tier_____, if Known: **Congressional District, if known:**	5. **If Reporting Entity in No. 4 is Subawardee,** Enter Name and Address of Prime: **Congressional District, if known:**
6. **Federal Department/Agency:**	7. **Federal Program Name/Description:** CFDA Number, *if applicable*: _____
7. **Federal Action Number,** *if known:*	9. **Award Amount,** *if known:* $
10. a. **Name and Address of Lobbying Registrant** *(if individual, last name, first name, MI):*	b. **Individuals Performing Services** *(including address if different from No. 10a)* *(last name, first name, MI):*
11. **Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.**	**Signature:** _____ **Print Name:** John Cho **Title:** V.P. of Merchandising and Contracts **Telephone No.:** 909-843-9600 **Date:** 4/23/2021
Federal Use Only	**Authorized for Local Reproduction** **Standard Form - LLL (Rev. 7-97)**

Gold Star Foods

Jesus,

S.L.I.C. CO-OP



Schools Linked in Commodities
Commodity Cooperative

Handbook

and

Operating Rules

www.Goldstarfoods.com

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INTRODUCTION

The United States Department of Agriculture (USDA) Foods Program provides approximately 20% of the food served in the National School Lunch Program. The USDA Foods Program began in the early 1930's as an outgrowth of federal agriculture policies designed to shore up farm prices and help American farmers suffering from the economic upheaval of the Great Depression. In current times, the program functions to support domestic nutrition programs and American agricultural producers through purchases of domestic agricultural products for use in schools and institutions.

Processing of USDA Foods allows Recipient Agencies (RAs) such as school districts to contract with commercial food processors to convert raw bulk USDA Foods into more convenient, ready-to-use end products. USDA began the processing program in 1958 to permit state distributing agencies and eligible recipient agencies to maximize the use of USDA Foods.

For more details on how the USDA Foods Program functions and for additional information on processing, please refer to the American Commodity Distribution Association (ACDA) School Recipient Agency (RA) Processing Handbook found on the SLIC Co-Op website at www.Goldstarfoods.com/SLIC.

PURPOSE

The SLIC Co-Op is a USDA Foods cooperative operating in California since 1993 and is comprised of school districts known as Recipient Agencies (RA's).

SLIC Co-Op is a group of public agencies in California who are joined together to maximize their mutual commodity availability, usage and procurement benefits.

SLIC CO-OP STRUCTURE AND GOVERNANCE

The structure of the SLIC Co-Op is as follows:

Lead District
Executive Committee
Co-Op Administrator/Distributor
Member Districts

The SLIC Co-Op is governed by a seven (7) member Executive Committee. The Executive Committee meets four times a year and recommends and makes decisions about the operation of the Co-Op. The Executive Committee members and contact information are listed on the SLIC Co-Op website, www.Goldstarfoods.com/SLIC.

Executive Committee decisions shall be reached by a majority of present Executive Committee members if a quorum is met. A quorum for Executive Committee meetings shall be one half (1/2) plus one (4) of the 6 voting members of the Executive Committee.

Executive Committee

The Executive Committee is made up of the following positions:

Lead District
Assistant Lead District
Secretary
Treasurer
Procurement Coordinator
Food Show Coordinator
Co-Op Administrator/Distributor representative (non-voting member)

The Executive Committee members will be elected by Co-Op member ballot. Members of the Executive Committee may request to be removed from the Committee with 60 days written notice or may be terminated for any cause with 30 days written notice by a majority vote of the rest of the Committee.

Terms

- The Lead District and Assistant Lead District shall serve a five (5) year term and be elected to assume duties in the years divisible by five (5).
- The Secretary shall serve a four (4) year term and be elected in the even years.
- The Treasurer shall serve a four (4) year term and be elected in the odd years.
- The Bid Coordinator shall serve a four (4) year term and be elected in the even years.
- The Food Show Coordinator shall serve a four (4) year term and be elected in the odd years.

All terms begin on July 1st and end on June 30th.

Duties

Lead District

The Lead District Representative works with the Executive Committee to promote the best interest of the Co-Op's member districts as a group. The Lead District requests all USDA Foods on behalf of the member districts and makes processing diversion decisions with the Executive Committee.

The Lead District issues the bid documents related to the Co-Op's business and all procurement documents are approved by the Lead District's Board of Trustees.

The Lead District:

- Performs the duties of assignee in the Assignment of USDA Foods agreements.
- Plan meeting dates.
- Conducts the meetings; plans agendas; facilitates effective lines of communication among members.
- Approves all commodity exchanges outside of the Co-Op.
- Is one of the (3) authorized signatories for expenditures of the Co-Op.
- Receives all correspondence for the Co-Op from the State, vendors, Administrator/ Distributor, and other contacts.
- Approves all commodity transactions.
- Manages the assigned Administrator for the Co-Op.
- Approves correspondence to members.
- Shall attend 75% of the Co-Op's scheduled Executive Committee meetings.

Assistant Lead District

The Assistant Lead District Representative works with the Executive Committee to promote the best interest of the Co-Op's member districts as a group.

- The Assistant Lead District Representative will assist the Lead in all the aforementioned Lead District duties and serve in the absence of the Lead as needed.
- Is one of the (3) authorized signatories for expenditures of the Co-Op.
- Shall attend 75% of the Co-Op's scheduled Executive Committee meetings.

Secretary

The Secretary works with the Executive Committee to promote the best interest of the Co-Op's member districts as a group.

- The Secretary will take minutes at Executive Committee and general meetings and will distribute minutes to the Committee or membership within two weeks after each meeting.
- Coordinates any necessary SLIC correspondence.
- Shall attend 75% of the Co-Op's scheduled Executive Committee meetings.

Treasurer

The Treasurer works with the Executive Committee to promote the best interest of the Co-Op's member districts as a group.

- The Treasurer will maintain the funds for the Co-Op and will account for the funds at each Executive Committee or general meeting.
- Is one of the (3) authorized signatories for expenditures of the Co-Op.
- Shall ensure that all Co-Op expenditures are approved by the Executive Committee.
- Shall attend 75% of the Co-Op's scheduled Executive Committee meetings.

Procurement Coordinator

The Procurement Coordinator works with the Executive Committee to promote the best interest of the Co-Op's member districts as a group.

- The Procurement Coordinator will prepare the request for pricing/procurement documents for approval of the Executive Committee.
- Shall open the procurement documents and turn the submittals over to the Co-Op Administrator for distribution of pricing information to member districts.
- Will prepare the procurement documents for the assignment of the Co-Op's Administrator/Distributor.
- Shall attend 75% of the Co-Op's scheduled Executive Committee meetings.

Food Show Coordinator

The Food Show Coordinator works with the Executive Committee to promote the best interest of the Co-Op's member districts as a group.

- The Food Show Coordinator will coordinate the Co-Op's food show each year or coordinate Co-Op member districts to participate in/attend another manufacturer's food show. The food show and manufacturers shall feature anticipated commodity processed products and other items available to member agencies for the following school year.
- The Food Show Coordinator may need to work with vendors and Co-Op member districts in the product evaluation process by requesting samples, coordinating a cutting or other product evaluation process and/or communicating product information to Co-Op member districts.
- Shall attend 75% of the Co-Op's scheduled Executive Committee meetings.

Co-Op Administrator/Distributor Representative

The Co-Op Administrator/Distributor Representative works with the Executive Committee to promote the best interest of the Co-Op's member districts as a group.

- The Co-Op Administrator/Distributor Representative will serve as a consultant and will provide technical, legal and procedural guidance as it pertains to commodities, their processing, distribution and record keeping, and assist with the dissemination of Co-Op information, forms and communications.
- Is a non-voting member of the SLIC Co-Op Executive Committee.
- Shall attend 75% of the Co-Op's scheduled Executive Committee meeting.

MEMBERSHIP

Agencies requesting membership in the Co-Op shall submit a membership application by November 1st of each year. The prospective new member must demonstrate a willingness to accept the Co-Op's Operating Rules. Approval of the acceptance is required from two-thirds (2/3) of the Executive Committee. Membership will commence the following July 1st.

In the event an agency determines its membership in the Co-Op is no longer desirable, the agency may submit its intention to withdraw, in writing to the Lead District. The Co-Op will expect the agency to honor its obligations with respect to any purchasing or commodity commitments made during the time of its membership in the Co-Op. Any notices of withdrawal must be submitted not later than December 1st of each year and the withdrawal will be in effect the following July 1st.

In the event that a Member Agency does not follow the Operating Rules and does not contribute to the good of the Co-Op, the agency's membership in the Co-Op may be terminated by a two-thirds (2/3) vote of the Executive Committee.

ROLES AND RESPONSIBILITIES

Executive Committee:

The roles and responsibilities of the Executive Committee are outlined in the SLIC Structure and Governance Section

Member districts:

Managing your USDA foods and entitlement is the ultimate responsibility of the member districts.

The Executive Committee operates and makes decisions on behalf of the Co-Op with the best interest of the member districts as a group in mind. But, in order for the Co-Op to work effectively, and for the Executive Committee to have the best information to make group decisions, it is imperative that member districts respond to Co-Op correspondence in a timely manner. If member districts do not respond to pre-planners or e-mail correspondence, their interests may not be represented accordingly.

Member districts shall:

- Abide by the Co-Op's Operating Rules.
- Respond to pre-planners and offerings promptly.
- Read all emails and correspondence from the SLIC Co-Op and respond accordingly.
- Attend Co-Op meetings and/or food show.
- Use your USDA Foods wisely, using all your entitlement in a timely fashion.
- Verify your Value Pass Through (VPT) using the SLIC Co-Op RFP Recap found on the SLIC Co-Op website. If discrepancies are found, address them with your processed commodity distributor directly.
- Monitor your entitlement balance using the administrative website to be sure that your processed product is reported accurately and that your entitlement draw down is reflected correctly.
- Determine what USDA Foods are the best value to your district. Please refer to Page 13 of the ACDA – RA Manual "Analyzing Costs and Value" found on the SLIC Co-Op website.
- Pay your bills promptly.

Co-Op Administrator/Distributor:

The Administrator/Distributor performs many functions including:

- Acts as advisor to the Executive Committee.
- Distributing Member district's USDA Foods entitlement.
- Coordinating the USDA Foods pre-planning.
- Notifying Member districts of USDA Foods offering(s), coordinating data collection/orders, re-capping the orders.
- Tracking incoming USDA Foods, comparing them against the original orders and informing the member districts about any discrepancies.
- Maintaining the SLIC Co-Op and Administrator website(s) to include member districts entitlement balances, Fair Market Value (FMV) of commodities used by member districts, available balances at processors, SEPDS's, procurement information and other pertinent information.
- Collecting, monitoring and validating all available balances of bulk USDA Foods stored with processors.
- Collecting State administrative fee payments from Member districts.
- Checking State invoices to actual deliveries and investigating and clearing any discrepancies prior to payment of the invoices.
- Making payments to the State for the State Administrative fees.
- Making and verifying USDA Foods balance transfers.
- Works with the Food Show Coordinator to coordinate the annual Food Show.
- Receives from USDA Foods and Processors truckload quantities of refrigerated, dry and frozen foods.
- Redistributes commodities directly to Member Agencies as they order product.
- Shall provide storage facility and distribution equipment that comply with any and all applicable State and Federal laws, rules and regulations for the storage, handling and distribution of food products, including but not limited to USDA rules and regulations and Health Department regulations pertaining to storage facilities.
- Shall, upon request by Member Agency, show proof of compliance with applicable State and Federal laws, rules and regulations.
- Shall receive all commodity deliveries at one facility location as required by USDA, redistributing to other facilities as may be required, but at no cost to the Co-Op.
- Insure against loss and/or damage of any kind occurring to the commodities, including, but not limited to, theft, fire, spoilage, infestation and destruction.
- Shall provide insurance coverage for replacement at fair market value on the open market assessed by the general public for all commodities destroyed or damaged.
- Shall carry liability insurance in a minimum amount of $1,000,000.00 against loss or injury caused by the distributor, its employees, agents and/or equipment.
- Shall name, as additional insured, the Member Agency and Lead District on all applicable insurance policies and Agency Districts shall receive copies of these insurance policies.
- Shall include in all insurance policies a ninety (90) day advance notice of cancellation of policy.
- Shall carry boiler insurance and cargo insurance.
- Shall negotiate any price increase with the Executive Committee during the duration of the contract.
- Shall give 30 days written notice to member agencies in the event of a price increase and put any price reduction into effect immediately.
- Shall arrange inter-agency exchange of USDA commodities among member districts and submit exchanges outside of the Co Op to the Lead District Representative for approval.

SLIC Co-Op Operating Rules

I. PURPOSE

The purpose of the SLIC Co-Op is to assist member districts with effective USDA Foods ordering and distribution and enable its members to attain the best possible prices for processed USDA Foods and their commercial equivalents, as well as for USDA Foods distribution.

II. MEMBERSHIP

1. All member districts must abide by the Operating Rules as presented.
2. Any California agency that is eligible to receive the USDA Foods may apply to become a member of the Co-Op.
    (a) The SLIC Co-Op Executive Committee has the right to approve or disapprove of the membership status of a Co-Op member.
3. By signing the "Assignment of USDA Donated Foods" the Agency agrees to be a member of the SLIC Co-Op and to abide by the SLIC Co-Op Governing Rules.
4. Every Member district is entitled to its "Fair Share" of all offered USDA Foods based on the previous year Total Lunches Served (TLS) and current minimum value of donated foods per lunch served as assigned by the State.
5. Member districts can resign membership at the end of any program year with written notice received by the Lead Agency by December 1st.
6. It is every member district's responsibility to inform its Board of Trustees about SLIC Co-Op business, including the status of any USDA Foods related procurements.
7. It is every member district's responsibility to actively manage its USDA Foods including distribution, processing, and inventories. Each member district must maintain internet and e-mail access and is responsible to report changes to the Lead Agency and Administrator. Each member district must use the Co-Op approved method of ordering commodities.
8. Each member district must pay invoices from the Co-Op or the assigned Administrator/Distributor within 30 days of the receipt of invoice.
9. Each Co-Op member district is responsible to monitor their entitlement balance and other reports and announcements on the Co-Op or administrator web site.
10. In the event that a dispute arises between an individual agency and a vendor, the dispute shall be handled by and between the agency and the vendor. Help in settling the dispute may be requested from the administrator or the Co-Op, but is subject to the will of the administrator and/or the Executive Committee. The Co-Op will be held harmless in such disputes.

III. GOVERNANCE

1. All of the SLIC Co-Op business and organizational decisions shall be made by the SLIC Co-Op Executive Committee.
2. The Executive Committee shall meet four times per year or as needed. The Executive Committee decisions shall be reached by a majority of present members if a quorum is met.
    (a) A quorum for Executive Committee meetings shall be one half (1/2) plus one (4) of the 6 voting members of the Executive committee.
    (b) Executive Committee members shall be reimbursed from the SLIC account for expenses incurred to attend meetings.
3. A member district will act as the Lead Agency for the SLIC Co-Op and abide by Lead Agency duties and responsibilities.
4. It is the member district's responsibility to have the specific contract(s) approved by the member's Board of Trustees (or other governing body as appropriate) and to meet the State and Federal procurement requirements.

5. Membership fees will be $250 per year and are deposited to the SLIC Co-Op bank account.
   (a) The Executive Committee members shall pay no membership fee in consideration of their service to the Co-Op.
   (b) Fees may be modified as needed with a vote of simple majority of the Executive Committee and a 30-day letter of notification to member districts.
6. The Lead District shall receive an annual stipend of $15,000 and the Assistant Lead District shall receive an annual stipend of $5,000 for the service to the Co-Op.
7. The SLIC bank account will be used for SLIC Co-Op business expenses such as, but not limited to, reimbursements for meetings and conferences attended by the Executive Committee and American Commodity Distribution Association (ACDA) memberships for the Executive Committee members. Expenditures are approved by the Executive Committee.
8. The Executive Committee shall, by competitive procurement, contract with a third party Administrator/Distributor to assist the Co-Op with offering the fair share of USDA Foods to each member; tracking each individual member district's entitlement and USDA Foods inventories; collecting State and other applicable fees. The Administrator/Distributor's specific responsibilities and service fees shall be fully outlined in a signed contract between the SLIC Co-Op and the Administrator/Distributor. The Co-Op Administrator/Distributor shall be appointed by the Executive Committee based on an official RFP issued on behalf of the Co-Op by the Lead Agency.

IV. ENTITLEMENT AND MANAGEMENT

1. USDA Foods entitlements are expected to be managed effectively and efficiently by member districts. Member districts that do not utilize their funds may have their entitlement funds redistributed to other member districts.
2. SLIC's assigned Administrator/Distributor shall bill and collect State Administrative fees from member districts on behalf of the Lead Agency at the current rate as issued by the State of California. The Co-op Administrator will pay State Fees directly to the State Agency on behalf of the Co-op Lead District. All uncollected state fees will be reconciled at the end of each year. Any states fees deemed uncollectable will be billed directly to the SLIC Co-op.
   (a) Brown box state fees shall be collected at the time of sale to the member district. Brown Box cases reaching their expiration date prior to receipt by the member district will still be subject to State fees paid by the member district.
   (b) Processed state fees will be billed monthly to member districts at a fair share rate, based on the total % of processed entitlement allocated during the annual survey process.
   (c) DOD Fresh Produce State Administrative fees shall be billed annually.
   (d) USDA Pilot Project for Procurement of Unprocessed Fruits and Vegetables are billed and collected by the State Agency.

These Operating Rules can be amended at any time by a simple majority vote of all the voting members of the Executive Committee.

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: June 10, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Play Structure for the Pre-K Complex

BACKGROUND INFORMATION

To expedite the licensing of the Pre-K Complex (former K classrooms) on the Hatch campus, an age-appropriate play structure must be secured. On May 24, 2021, pertinent CUSD staff selected and approved the attached play structure to be installed at the front of the Pre-K Complex. To secure timely delivery of the play structure, the vendor was informed of the selection.

FISCAL ANALYSIS

There is no financial impact to the General Fund. The Inclusive Early Education Expansion Program grant funds will cover the cost of the structure.

RECOMMENDATION

Staff recommends approval of the play structure as submitted.

Hatch Elementary School - Pre-School

Half Moon Bay, California

Prepared for: Cabrillo Unified School District

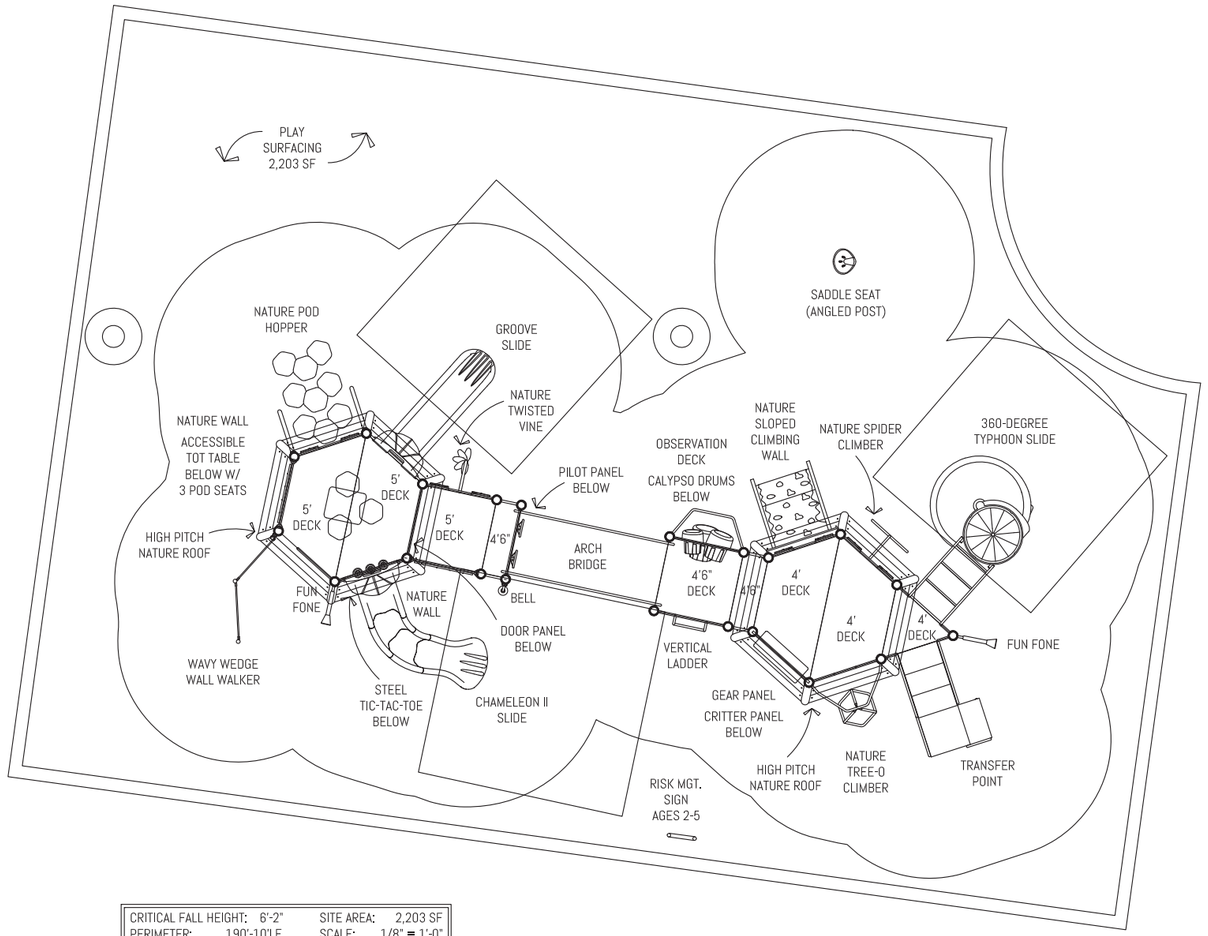


Prepared By

Jean Tyan
Sales Account Manager
Miracle Playsystems Inc
jean@miracleplaygroup.com
(650)930-0459



Creating Fun Play Environments to Enrich Communities



CRITICAL FALL HEIGHT:	6'-2"	SITE AREA:	2,203 SF
PERIMETER:	190'-10"LF	SCALE:	1/8" = 1'-0"

PLAY AREA - AGE APPROPRIATE 2-5 YEARS:	CAPACITY: 114 - 131 CHILDREN		
ELEVATED PLAY ACTIVITIES (TOTAL):	11		
ELEVATED PLAY ACTIVITIES ACCESSIBLE BY TRANSFER:	11	REQUIRED:	6
ELEVATED PLAY ACTIVITIES ACCESSIBLE BY RAMP:	0	REQUIRED:	0
GROUND LEVEL ACTIVITY TYPE:	6	REQUIRED:	3
GROUND LEVEL ACTIVITY QUANTITY:	11	REQUIRED	4

NOTES:

1. ANY TRANSFER STEPS TO BE STRIPED PER 11B-504.4.1
2. USE ZONES FINISH SURFACE OF PLAYGROUND COMPLIES W/ASTM F1292-99
3. GROUND SURFACING SHALL COMPLY WITH ASTM 1951-99
4. PLAYGROUND EQUIPMENT COMPLIES WITH ASTM F1487-98
5. THIS PLAY AREA MEETS CBC SECTION 11 B-1008

NORTH

0 4' 8' 16'
Scale: 1/8" = 1'-0"

IPEMA CERTIFIED TO ASTM F1487 — INTERNATIONAL PLAY EQUIPMENT MANUFACTURERS ASSOCIATION — PUBLIC PLAY EQUIPMENT

ASTM INTERNATIONAL

ADA Compliant

05-18-2021
21_0354_HatchPS_002



Colors Used In Rendering:

Anti-Microbial Desert Dunes

Brown-Stone

Sand

Forest Green

Green

Hunter Green Decks

*Colors shown in rendering is for illustrative purposes only. Actual color and pattern may vary slightly.

05-18-2021
21_0354_HatchPS_002

Creating Fun Play Environments to Enrich Communities

MIRACLE playsystems DESIGNING PLAY





May 19, 2021

Job: P21_0354_CCP Preschool Half Moon Bay at Hatch ES
Quote Name: 21_0354_HatchESPreSchool_002
Quote Number: 00009413

Prepared by:
Jean Tyan
jean@miracleplaygroup.com

Terms: Net 30
Remit to:
Miracle Playsystems, Inc.
1276 S Main St., Salinas, CA 93901

Sub Total $73,900.71
Freight $6,556.00
Tax $6,835.82
Total $87,292.53

Item	Qty	Rate	Total	Tax (if applicable)
Provide Miracle Recreation Playground Equipment per Drawing 21_0354_002; Discount is Applied per the Terms of CMAS contract.	1	$89,037.00	$73,900.71	$6,835.82

Sub Total $73,900.71
Total Freight $6,556.00
Total Tax $6,835.82
Grand Total $87,292.53

Company: _____
Signature: _____
Name: _____
Date: _____

MIRACLE PLAYSYTEMS, INC. • PO BOX 263, ALAMO, CA 94507 • (800) 879-7730 • (510) 893-2163 (FAX)
CSL: 981433 (Exp Date 03/23) • DIR: 1000015853

Please confirm or edit order information below	
End User Company: Cabrillo USD **End User Contact:** **End User Email:** **Delivery Contact:** **Delivery Email:** **Delivery Phone:** **Delivery Address:** **Site Address:** 494 Miramontes Ave Half Moon Bay	**Bill To Email:** **Bill To:** Cabrillo USD 498 Kelly Avenue Half Moon Bay, CA 94019 **Customer Reference #:**

INDEMNITY

Client/Owner shall defend, indemnify and hold harmless Miracle Playsystems, Inc., its officers, directors, board of trustees, agents, or employees and each of them, from any and all claims, demands, causes of action in law or in equity, damages, penalties, costs, expenses, reasonable attorneys' fees, reasonable experts' fees, reasonable consultants' fees, judgments, losses or liabilities, of every kind and nature whatsoever arising out of or in any way connected with or incidental to, the performance of the services under this Agreement or any of the obligations contained in this Agreement ("Claims"). Without limitation, "damages" include personal injury, including, but not limited to bodily injury, emotional injury, sickness or disease, or death to persons, including, but not limited to, any employees or agents of Miracle Playsystems, Inc., or any other person; or other damages of any kind to anyone including, without limitation, economic loss, property damage and loss of use thereof. It is expressly acknowledged and agreed that each of the foregoing indemnities is independent, that each shall be given effect, and that each shall apply despite any acts or omissions, misconduct or negligent conduct, whether active or passive, on the part of, or other contractor(s); provided, however, Miracle Playsystems, Inc. duty to indemnify shall be limited to the percentage or the degree Miracle Playsystems, Inc. comparative negligence caused any damages.

STANDARD NOTES

- Price quotation is good for 30 days. Accurate color selections must be made in writing prior to equipment going into production. Colors to be confirmed with your local sales representative.
- PLEASE MAKE PURCHASE ORDER TO MIRACLE PLAYSYSTEMS, INC at PO Box 263 Alamo, CA 94507
- PLEASE REMIT CHECKS TO: MIRACLE PLAYSYSTEMS INC., 1276 S MAIN ST, SALINAS, CA 93901
- Please email/fax quotation with your signature to accept this quote and place order. Fax 510-893-2163 or email Info@MiraclePlayGroup.com
- Unless otherwise specified, Miracle Playsystems, Inc **DOES NOT** include the following in this proposal:
  - Engineered drawings
  - Installation of equipment or other site amenities
  - Specialty trades, equipment, power supply required to install equipment
- Any insurance requiring in excess of $1M/$2M per occurrence, special insurance coverage or wording, Prevailing/Certified wage rates, local permitting, bid/performance bonds, temp fencing, geo tech surveys, playground safety inspection, equipment offload, and testing services.
- Inspect equipment upon delivery. Color discrepancy must be reported at time of delivery. Installation constitutes acceptance of colors.
- Warranty does not cover labor for reinstallation.

TERMS & CONDITIONS

- Purchase contract terms & conditions of sale: The client/customer's acceptance and understanding of these terms & conditions and all other supporting documentation provided as part of this package is evidenced by signing of this estimate/quote.
- Payment terms: Standard terms (on approved credit), unless otherwise noted are 50% with order and balance to ship equipment (no retention). Should any changes be required to the products after order is placed, modifications or changes will be at client/customers expense. Miracle Playsystems, Inc maintains a no return policy and asks all clients to determine feature, layout and color selection prior to ordering. Should any order be cancelled after production has started a 30% restocking fee will be charged to client. Credit card convenience fee is 3.5% which will be added to all credit card charges
- Lead times: Estimated lead times for the time the order is released into production until it is delivered will vary.
- **Lead times may currently be extended due to reasons such as supply chain issues, shipping delays, raw material shortages, and other COVID-19 related impacts.**
- Custom play feature lead times are determined on a case by case basis.

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CSL: 981433 (Exp Date 03/23) • DIR: 1000015853

CONSTRUCTION SERVICES (if applicable)

Unless otherwise noted, we exclude responsibility for material delivery & offloading equipment, removal & disposal of packaging accumulated by equipment packaging, project security, landscape & hardscape repair based on access route to site, delays or returns due to layout conflicts or delay of other trades, removal of spoils from job site, locating underground: utilities, pipes, obstructions in work area, conditions unforeseen and/or not disclosed at time of estimate, permits, engineering, material testing, soil samples, CPSI. Conditions: Grades; stable, compacted & workable with 95% compaction and less than 1% grade, adequate access to site for labor, materials, tools and equipment. Estimate good for 90 days from quote or Dec. 31 of current calendar year, whichever comes first. Terms: Upon completion.

GENERAL TERMS

- THIS QUOTE IS LIMITED TO AND GOVERNED BY THE TERMS CONTAINED HEREIN: Miracle Playsystems, Inc. objects to any other terms proposed by client, in writing or otherwise, as material alterations, and all such proposed terms shall be void. Client authorizes Miracle Playsystems, Inc. to ship equipment and agrees to pay the total specified. Shipping terms are FOB the place of shipment via common carrier.
- Client and owner/operator agree to indemnify and hold Miracle Playsystems, Inc. harmless from and against all liabilities, losses, penalties, damages and expenses, including costs and attorney fees, resulting from any and all claims, liens, damages, actions, suits, judgments or settlements, injuries arising or alleged to arise out of their failure, or failure of architect, contractors, subcontractors, installers, employees, agents and assigns to assemble, install, inspect and/or maintain the play equipment and impact absorbing surfacing in full compliance with each manufacturers installation instructions and safety requirements and their misuse and/or alteration of the play equipment.

Company: _____

Signature: _____

Name: _____

Date: _____

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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: June 10, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval to Purchase Five-Hundred Chromebooks to Replace Obsolete Devices

BACKGROUND INFORMATION

To ensure access to the district's core curriculum, post-pandemic instructional models depend highly on technology. To that end, CUSD must maintain an updated/upgraded fleet of Chromebooks. Thus, in alignment with our district-wide 1:1 instructional technology initiative, CUSD needs to purchase Chromebooks to meet the demands of our CUSD core curriculum. Additionally, the use of these Chromebooks represents an equitable way to access the curriculum needed for individual learning and growth.

This replacement of Chromebooks will last five years and is part of the CUSD technology replacement cycle.

FISCAL ANALYSIS

The replacement of these devices will be covered by bond funds.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: June 10, 2021
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Approval of Regular and Special Governing Board Meetings Minutes

BACKGROUND INFORMATION

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

REPORT/PROPOSAL

The unadopted minutes of the May 13, 2021 Regular Governing Board Meeting and the May 14, 2021 Special Governing Board Meeting are included in this Board packet for consideration.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

Governing Board Meeting Agenda

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Public Session: Thursday, May 13, 2021 • 6:00 PM • Via Zoom: https://cabrillok12.zoom.us/j/99135905009

Board Members Present:	Ms. Lizet Cortes, President Ms. Mary Beth Alexander, Vice President Ms. Freya McCamant, Clerk to the Governing Board Ms. Sophia Layne, Member Ms. Kimberly Hines, Member
Administrators Present:	Dr. Sean McPhetridge, Ed.D., Superintendent Dr. Leticia Bhatia, Ed.D., Assistant Superintendent Mr. J. Jesús Contreras, Chief Business Officer
Student Board Representative Present:	Miss Caroline Dodge, Student Board Representative (joined the meeting at 6:03 PM)

1. CALL TO ORDER

a. Public Session – 6:00 PM – Welcome

1. Roll Call / Quorum

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

2. Pledge of Allegiance

President Lizet Cortes led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Motion to approve the agenda, as presented, was made by Member Kimberly Hines and seconded by Member Sophia Layne.

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

(M-57) Passed 5-0

3. COMMUNICATIONS

a. Public Comments

Written Comments. The Board received three (3) comments via the Google Public Comment Request form related to this agenda item. To read the full public comments submitted via the Google Public Comment Request form, please follow the link provided below:

https://docs.google.com/spreadsheets/d/1wPm2a2KpSJGBa-2vtiqpkAwMNhUuntrOIxK2Bm-w5JQ/edit?usp=sharing

The following speakers provided live public comments:

Kendra Holland, CUSD parent, expressed to the Board her support for a competitive rate, accurate job descriptions, and a formal pay structure for schools' yard duty supervisors and said that it's also important to acknowledge their value.

Maria Skinner, Hatch Elementary teacher, expressed her support to Hatch yard duty supervisors and recognized their services to the students, families, and staff.

Kathleen Wall, Community Member and CUSD employee, also expressed her support for hourly unrepresented employees for fair compensation and shared that Hatch yard duties are more than supervision and include student safety and emotional support.

Heidi Mills, CUTA member, spoke to the Board about the support students need every day in the classrooms, especially after the pandemic. Ms. Mills asked the district to support teachers and students by keeping class sizes small.

b. Employee Organizations Report

1. CUTA Representatives

CUTA Co-President Claudia Lunstroth said teachers, classified staff, and site administration have been working under stressful and unpredictable conditions. Ms. Lunstroth shared that one problem teachers face is with the contract. After two years of negotiations, five months ago, CUTA and CUSD settled on a new contract, although they haven't yet seen the final version of the contract. Lastly, Ms. Lunstroth shared her concerns about the state funding to address students' learning loss.

2. CSEA Representatives

CSEA President Stig Lynne shared with the public that yard duty supervisors are now members of CSEA. Mr. Lynne also shared that job descriptions, pay schedules, and negotiations are on the way. Lastly, Mr. Lynne shared that CSEA sponsored three $500 scholarships for CUSD students.

c. Board Members Report

Member Kimberly Hines shared that it is joyful to see students back in the classrooms after a year of distanced instruction. Member Hines said she appreciates everybody for putting students' best interests at heart. To end her comment, Member Hines said she trusts that administrators are in alignment with using the state funds in the best way possible to serve all the students.

Member Sophia Layne thanked staff, families, and students for navigating through this unprecedented time. Member Layne said that this event laid a foundation for accelerating learning in the future. Member Layne said she is grateful for the county and state connections she was able to develop over the last months where colleagues share best practices, research-driven district improvement strategies, and ways that Board members can help accelerate students' learning. Lastly, Member Layne shared that along with President Cortes and the superintendent, she participates in the CSBA equity network and is working on sharing the ideas with other Board members.

Member Mary Beth Alexander clarified the restrictions of closed session meetings and reassured Board members try their best to be transparent. Member Alexander also said the Board only discusses and acts on items that are agenized. In addition, Member Alexander also spoke about the district's structure and

how important it is to have families' collaboration. To end, Member Alexander encouraged families to reach out to administrators and teachers with questions, ideas, or concerns to keep collaboration going.

Member Freya McCamant shared she continued participating in the environmental committee meetings and thanked the students that presented at the last Board meeting. Member McCamant also shared that the committee will set goals and procedures to reach those goals at their next meeting. Lastly, Member McCamant thanked teachers and staff and congratulated students on their promotions and graduations.

President Lizet Cortes, on behalf of all the Board members, congratulated Student Board Representative Caroline Dodge for her graduation and presented a certificate recognizing her services as Student Board Representative during the 2020-21 school year. Next, President Cortes said she echoed the sentiments of other Board members' comments on the importance of collaboration and reassured everybody did their best for a smooth transition on the return to school considering the best interest of the students.

d. Student Board Representative Report

Student Board Representative Caroline Dodge provided the Board and public an update on Kings Mountain Elementary, El Granada Elementary, Half Moon Bay High School, Cunha Intermediate School, Hatch Elementary, Farallone View Elementary, and La Costa Adult School events and activities.

e. Superintendent Report

Superintendent Dr. Sean McPhetridge thanked staff and students for finishing this academic year, a year like no other. Superintendent McPhetridge said that since we are now on the yellow tier, schools will be able to celebrate promotions and graduation safety following the graduation guidelines. Superintendent McPhetridge also shared that he visited most schools to deliver Progress Flags to help commemorate LGBTQ+ Pride Month. It was great to see students back on campuses and get a sense of normalcy.

Superintendent McPhetridge clarified that although the Center for Disease Control eliminated mask requirements, the district has an MOU with unions requiring masks on campuses until June 30, 2021. Superintendent McPhetridge said that it is expected everybody wears a mask unless indicated by County health authorities. Superintendent McPhetridge noted the district is pro-mask and pro-choice on vaccines, and the district will continue to provide information on opportunities for vaccination for 12 and up.

To end his comments, Superintendent McPhetridge reiterated the district's plans for a total return for next year and that he had let union leaders know that this is expected.

4. CONSENT AGENDA

a. Approval of Algebra 1 Waiver Submission to California Department of Education
b. Designation of Representatives to the California Interscholastic Federation League for the 2021-22 School Year
c. Approval of the Certificated Personnel Report
d. Approval of the Classified Personnel Report
e. Approval of Donations to Cabrillo Unified School District
f. Approval of Cunha Intermediate School Landscaping Bid and the Half Moon Bay High School Tree Mitigation Project Bid
g. Approval of the Public Agency Retirement Services (PARS) Supplementary Retirement Plan for Certificated Non-Management and Classified Non-Management Employees
h. Approval of Agreement for Professional Services with Law Firm Dannis Woliver Kelley Attorneys at Law (DWK) for 2021-22 School Year
i. Approval of Regular and Special Governing Board Meetings Minutes

Motion to approve consent items was made by Member Kimberly Hines and seconded by Member Freya McCamant.

ROLLCALL
Ms. Lizet Cortes, President – aye
Ms. Mary Beth Alexander, Vice President – aye

Ms. Freya McCamant, Clerk to the Governing Board – aye
Ms. Sophia Layne, Member – aye
Ms. Kimberly Hines, Member – aye

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

5. GENERAL BUSINESS

a. Student Recognition - Science Fair Winners: Jennifer Méndez Cortez and Louisa Kerns

James Barnes (Cunha Intermediate School Principal) and Kurt Murray (Cunha Intermediate School Science Teacher) recognized and presented certificates to Jennifer Méndez Cortez, who earned an Honorable Mention for the project of "*Get your colors straight, don't clog, keep it logged*" at the 2021 San Mateo County Science Fair and to Louisa Kerns who earned first place for the project of "*Distance Dutch: testing online teaching methods*" at the 2021 San Mateo County Science Fair and fourth place at the State Science Fair.

b. Staff Recognition - Technology Assistance Teachers at Cunha—The Binary Quintet: Rajan Bechar, Caleb Hartman-Pickens, Jared Milhous, Kurt Murray, Erin O-Connor-Brown

James Barnes (Cunha Intermediate School Principal) recognized Rajan Bechar, Caleb Hartman-Pickens, Jared Milhous, Kurt Murray, and Erin O-Connor-Brown for their work assisting staff technology troubleshooting and training during remote learning.

c. Adoption of Proclamation Recognizing June as LGBTQ+ Pride Month

Motion to adopt Proclamation Recognizing June as LGBTQ+ Pride Month was made by Member Kimberly Hines and seconded by Member Mary Beth Alexander.

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

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

d. Adoption of Proclamation Declaring May 10-14, 2021 as Student Mental Health Week

Motion to adopt Proclamation Declaring May 10-14, 2021 as Student Mental Health Week was made by Member Sophia Layne and seconded by Member Freya McCamant.

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

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

e. Presentation on School Based Mental Health: Improving the Lives of Students

Director of Educational Support Services Martha Ladd and Program Director of School Linked Services Caroline Morton provided a report on the District's School Linked Services program.

f. Approval of the Expanded Learning Opportunities (ELO) Grant Plan

Assistant Superintendent Dr. Leticia Bhatia and Chief Business Officer Jesús Contreras presented the Expanded Learning Opportunities (ELO) Grant Program to describe how the funding would be used ahead.

Motion to approve the Expanded Learning Opportunities (ELO) Grant Plan was made by Member Sophia Layne and seconded by Member Mary Beth Alexander.

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

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

g. Approval of the COVID-19 Expulsion Plan

Motion to approve the COVID-19 Expulsion Plan was made by Member Freya McCamant and seconded by Member Kimberly Hines.

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

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

h. COVID-19 Relief Funding

Chief Business Officer Jesús Contreras gave an overview of the different funding streams that provide school districts with emergency relief funds to address the impact of COVID-19.

i. Approval of Syserco Energy Solutions Energy Efficiency Project: Solar

Chief Business Officer Jesús Contreras and SYSERCO Account Executive Gabe Johnson provided an overview of the proposal to install solar PV arrays at Hatch Elementary and Cunha Intermediate while also repowering Cunha's existing arrays.

Motion to approve the Syserco Energy Solutions Energy Efficiency Project: Solar was made by Member Kimberly Hines and seconded by Member Freya McCamant.

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

(M-63) Passed 5-0 with Student Representative voting aye

At 9:25 PM, Member Freya McCamant requested a motion to continue past the 10:00 PM curfew. Member Kimberly Hines seconded the motion.

j. Review of CUSD Staffing Needs and Reinstatement of Previously Approved 2019-20 Budget Cuts

Superintendent Sean McPhetridge presented an overview of the district staffing needs and recommended reinstatement of some previously approved budget cuts.

k. Approval of Additional Amendment to CUSD-CUTA MOU on Return to School

Motion to approve the Additional Amendment to CUSD-CUTA MOU on Return to School was made by Member Freya McCamant and seconded by Member Kimberly Hines.

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

(M-64) Passed 5-0 with Student Representative voting aye

l. Approval of the Final Outstanding Bargaining Provisions Agreed Upon by Cabrillo Unified School District and Cabrillo Unified Teachers' Association

Motion to approve the Final Outstanding Bargaining Provisions Agreed Upon by Cabrillo Unified School District and Cabrillo Unified Teachers' Association was made by Member Mary Beth Alexander and seconded by Member Kimberly Hines.

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

(M-65) Passed 5-0 with Student Representative voting aye

m. Approval of Revised Governing Board Policy 5145.9 (Hate-Motivated Behavior) as Requested by the San Mateo County Civil Grand Jury

Motion to approve the revised Governing Board Policy 5145.9 (Hate-Motivated Behavior) as requested by the San Mateo County Civil Grand Jury was made by Member Sophia Layne and seconded by Member Freya McCamant.

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

(M-66) Passed 5-0 with Student Representative voting aye

8. ADJOURNMENT OF THE MEETING

Motion to adjourn was made by Member Kimberly Hines and seconded by Member Sophia Layne.

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

(M-67) Passed 5-0 with Student Representative voting aye

The meeting was adjourned at 10:40 PM

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent

Minutes presented by Sean McPhetridge, Ed.D., Secretary to the Governing Board

Certified by:

_____ _____

Freya McCamant
Clerk to the Governing Board
Cabrillo Unified School District

Date

Special Governing Board Meeting – Closed Session

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Closed Session: Friday, May 14, 2021 • 9:00 AM

Via Zoom: https://cabrillok12.zoom.us/j/99135905009 (For public comments on Closed Session items only)

Board Members Present: Ms. Kimberly Hines, President
Ms. Mary Beth Alexander, Clerk to the Governing Board
Ms. Freya McCamant, Member
Ms. Lizet Cortes, Vice President

Ms. Sophia Layne, Member (Joined at a later time for Closed Session)

Administrators Present: Dr. Sean McPhetridge, Ed.D., Superintendent

1. CALL TO ORDER – 9:00 AM

Roll Call / Quorum

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

a. Public Comments on Closed Session Topics

None.

b. Adjourn to Closed Session – 9:01 AM

c. Reconvene to Open Session – 11:19 AM

1. Closed Session Report: If Applicable

President Lizet Cortes reported no action was taken in Closed Session.

5. ADJOURNMENT OF THE MEETING

Motion to adjourn was made by Member Freya McCamant and seconded by Member Mary Beth Alexander.

ROLLCALL
Ms. Lizet Cortes, President – aye
Ms. Mary Beth Alexander, Vice President – aye
Ms. Freya McCamant, Clerk to the Governing Board – not present for the adjournment
Ms. Sophia Layne, Member – aye
Ms. Kimberly Hines, Member – aye

(M-68) Passed 4-0

The meeting was adjourned at 11:21 AM

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent

Minutes presented by Sean McPhetridge, Ed.D., Secretary to the Governing Board

Certified by:

_____ _____

Freya McCamant
Clerk to the Governing Board

Date

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: June 10, 2021
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
Jason Owens, Director of Personnel and Pupil Services
John Nazar, Principal, Half Moon Bay High School
CATEGORY: Recognition
ITEM TITLE: Student Recognition – Half Moon Bay High School Salutatorian Harrison Nash and Co-Valedictorians Rachael Jenar and Mia Orr

BACKGROUND INFORMATION

This year, Half Moon Bay High School recognizes the following Half Moon Bay High School Students for their outstanding academic achievements:

Half Moon Bay High School 2021 Salutatorian – Harrison Nash

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.

Harrison has a GPA well over 4.0 and has never earned less than an A in any class at the High School! He has been a multi-year member of the track and cross-country teams where he is considered a very hard worker and a great role model. Harrison will be attending the University of California at San Diego in the Fall, majoring in molecular and cellular biology.

Half Moon Bay High School 2021 Co-Valedictorians – Rachael Jenar and Mia Orr

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 the role of Valedictorian is not only an extremely high honor; it also comes with earning the opportunity to deliver the senior farewell or valedictory speech at graduation.

This year we had two students tied for this honor, Rachael Jenar, and Mia Orr. 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.

Rachael was completely involved in school life at Half Moon Bay High School. She was the President of the California Scholarship Federation, founder and president of the Bullet Journaling Club, and participated all four years on the school water polo team where she was varsity co-captain this current school year. She was a four-year member of the varsity swim team and volunteered for six years at UC Cooperative Extension at Elkus Ranch. Rachael will be attending Georgetown University and will focus on International History at their School of Foreign Service.

Mia has also been extremely involved in student life as an active athlete and performing artist at Half Moon Bay High School. She is a valued member of our HMBHS Jazz Band, and she has also been active on the school water polo and swim teams. She has participated in our marching band and is also fluent in Spanish. She will be attending the University of California at Los Angeles and will be majoring in Biochemistry.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Recognize Half Moon Bay High School Salutatorian Harrison Nash and Co-Valedictorians Rachael Jenar and Mia Orr.

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: June 10, 2021
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
James Barnes, Principal, Cunha Intermediate School
Kurt Murray, Cunha Intermediate Science Department Head
CATEGORY: Action
ITEM TITLE: Adoption of New Science Curriculum for Cunha Intermediate School

BACKGROUND INFORMATION

This is a request to approve the adoption of a new Science curriculum for Cunha Intermediate School beginning the 2021-2022 school year. After reviewing and piloting available California Department of Education adopted products for the Science curriculum, our middle school's Science department has chosen the newest editions offered by *Amplify. Science Curriculum,* which is a California Department of Education approved curriculum and aligned to the Common Core State Standards.

REPORT/PROPOSAL

Cunha Intermediate School is currently using the 2009 older version of *Prentice Hall Science Life Explorer: Earth, Life, and Physical,* which is outdated and not aligned to the Common Core state standards. After reviewing the CDE approved science curriculum and piloting Amplify Science materials, Amplify Science was the top choice for Science teachers at Cunha Intermediate. In addition, the older version of Prentice Hall Science Explorer is no longer available for print or adopted by the California State Board of Education.

- Hands-on, inquiry-based lessons are provided within each unit of study
- Online text can be read aloud to support all learners
- Quizzes, lessons, and activities can be accessed online including short videos, pictures and graphics, and lecture notes
- Spanish textbook and supplemental materials are available in both a textbook and online textbook version. (This option would be available should our Dual-Immersion program decide to add Science as part of their curriculum.)

This adoption is directly aligned to both the District's Local Control Accountability Plan (LCAP) goals and Cunha Intermediate's Single Plan for Student Achievement's goals:

- ***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 2 - College and Career Readiness*****:** Increase the percentage of students who are engaged in a curriculum that prepares them to be college and career ready. (State Priorities 2, 4, 7, and 8)

Amplify Science Curriculum is also aligned to Cunha Intermediate's Single Plan for Student Achievement's goal:

- ***Goal 1: Academic Achievement in Literacy and Reclassification***

Amplify Science Curriculum has integrated reading lessons and academic language lessons that will benefit

English Learners, Newcomers, students performing below grade level, and students enrolled in our Dual Immersion Pathway. It also includes resourceful online access to graphics, simulations, and video allowing students to access Science content when their reading level may not be at grade level.

Amplify Science adoption is directly aligned with California's Science standards and supports the four areas of language: Listening/Speaking/Reading/Writing.

In addition, teachers will be provided a Gizmos account. Gizmos is an online program that provides online simulations, challenging quizzes, and engaging worksheets that guide students through the simulations. Gizmos will also be used to prepare students for statewide testing.

FISCAL ANALYSIS

This eight-year Science adoption is estimated to cost $205,814.11. Details can be seen in this hyperlinked Amplify quote. The cost for Gizmo accounts for 4 teachers is a total of $2,620 per year. Due to the nature of science instruction being hands-on and having multiple experiments throughout the school year, our Science educators will receive the equivalent of $300 per full time science teacher each school year to cover the costs of the additional expenses that are incurred through experiments and science fairs throughout the school year. Each school's Science department will determine as a team how these funds will be expended to support our Science curriculum.

RECOMMENDATION

We recommend the CUSD Board of Trustees approve this eight-year Science adoption of *Amplify Science Curriculum* for implementation at Cunha Intermediate School beginning the 2020-2021 academic school year and ending the 2026-2027 academic school year.

Amplify.

Price Quote

Amplify

55 Washington Street, Suite 800
Brooklyn, NY 11201
Phone: (800) 823-1969
Fax: (646) 403-4700

Quote #: Q-71999-1
Date: 5/28/2021
Expires On: 6/27/2021

Customer Contact Information
Leticia Bhatia
CABRILLO UNIFIED SCHOOL DIST
650 712-7100
bhatial@cabrillo.k12.ca.us

Amplify Contact Information
Lisa Marinovich
Account Executive
(831) 461-4187
lmarinovich@amplify.com

Earth & Space Science

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science MS CA Digital + Print Student Edition Bundle Earth Sci	$118.12	0	199	$0.00	$23,505.88
Amplify Science MS: Earth/Space Science Grade 6 Benchmark Assessments, student license (PDF and/or QTI) - Field Test - 8yr (2021-2029)	$0.00	0	199	$0.00	$0.00
Amplify Science Middle School: Earth & Space Science Kits	$3,897.60	0	2	$0.00	$7,795.20
Amplify Science Middle School: Earth & Space Science Refill Kits -- Rock Transformations; Earth, Moon, and Sun	$893.76	0	6	$0.00	$5,362.56
Amplify Science Earth Sci CA Course Investigation Notebook (Vol 1, 2)	$89.52	0	220	$0.00	$19,694.40
Amplify Science MS CA Print Student Edition Earth Sci	$43.68	0	21	$0.00	$917.28
Amplify Science Middle School: Earth & Space Science Print Teacher Guides (1 qty per unit)	$336.00	2	0	$672.00	$0.00
TOTAL				**$672.00**	**$57,275.32**

Life Science

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science MS CA Digital + Print Student Edition Bundle Life Sci	$118.12	0	212	$0.00	$25,041.44
Amplify Science MS: Life Science Grade 7 Benchmark Assessments, student license (PDF and/or QTI) - Field Test - 8yr (2021-2029)	$0.00	0	212	$0.00	$0.00

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science Middle School: Life Science Kits	$2,485.28	0	2	$0.00	$4,970.56
Amplify Science Middle School: Life Science Refill Kits -- Metabolism; Populations and Resources	$2,116.80	0	6	$0.00	$12,700.80
Amplify Science Life Sci CA Course Investigation Notebook (Vol 1, 2)	$89.52	0	235	$0.00	$21,037.20
Amplify Science MS CA Print Student Edition Life Sci	$43.68	0	23	$0.00	$1,004.64
Amplify Science Middle School: Life Science Print Teacher Guides (1 qty per unit)	$336.00	2	0	$672.00	$0.00
TOTAL				**$672.00**	**$64,754.64**

Physical Science

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science MS CA Digital + Print Student Edition Bundle Phys Sci	$118.12	0	239	$0.00	$28,230.68
Amplify Science MS: Physical Science Grade 8 Benchmark Assessments, student license (PDF and/or QTI) - Field Test - 8yr (2021-2029)	$0.00	0	239	$0.00	$0.00
Amplify Science Middle School: Physical Science Kits	$4,485.60	0	2	$0.00	$8,971.20
Amplify Science Middle School: Physical Science Refill Kits -- Harnessing Human Energy; Force and Motion Engineering Internship; Chemical Reactions	$1,489.60	0	6	$0.00	$8,937.60
Amplify Science Phys Sci CA Course Investigation Notebook (Vol 1, 2)	$89.52	0	260	$0.00	$23,275.20
Amplify Science MS CA Print Student Edition Phys Sci	$43.68	0	21	$0.00	$917.28
Amplify Science Middle School: Physical Science Print Teacher Guides (1 qty per unit)	$336.00	2	0	$672.00	$0.00
TOTAL				**$672.00**	**$70,331.96**

Professional Development

PROFESSIONAL DEVELOPMENT	QUANTITY	PRICE	TOTAL DISCOUNT	TOTAL PRICE
Amplify Science MS: Grade Level Orientation: 1 Day Onsite	2.00	$3,200.00	$6,400.00	$0.00
TOTAL		**$3,200.00**	**$6,400.00**	**$0.00**

SUBTOTAL	$192,361.92
ESTIMATED SALES TAX (10%)	$13,451.19
TOTAL DISCOUNT	$8,416.00
GRAND TOTAL	$205,813.11

Scope and Duration

Payment Terms:

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: http://www.amplify.com/w-9.pdf

License and Services Term:

- Licenses: 07/01/2021 until 06/30/2029.
- Services: 18 months from order date. Unless otherwise stated above, all training and other services purchased must be scheduled and delivered within such term or will be forfeited.

Special Terms:

- **FOR SHIPPED MATERIALS:**
  - Expedited shipping is available at extra charge.
  - Print materials and kits are non-returnable and non-refundable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.
- **FOR SERVICES:**
  - Training and professional development sessions cancelled with less than one week notice will be deemed delivered.

Quote Special Terms

California Sales Tax
Please note that for California customers, we have included a Sales Tax Estimate calculated at 10% of the price of all print materials indicated in the price table above, to aid with budgeting. The exact sales tax amount due may vary based on county and/or municipality.

Science License FWO
Please note that the above pricing reflects the receipt of one Elementary Teacher License free-with-order in proportion to the purchase of 25 Student Licenses per grade level in K-5.

Science TG FWO
Please note that the above pricing reflects the availability of free-with-order print teacher guides in proportion to the purchase of licenses, materials kits, and print student investigation notebooks for entire classroom.

How to Order Our Products

Amplify would like to process your order as quickly as possible. We accept the following forms of payment: purchase orders, checks, and credit card payments (Visa, MasterCard, Discover and American Express). In order for us to assist you, please help us by following these instructions:

Please include these three documents with your order:

- Authorized purchase order, check or credit card authorization form
- A copy of your Price Quote
- A copy of your Tax-Exemption Certificate

If submitting a purchase order:
To expedite your order, please email a purchase order to IncomingPO@amplify.com or fax it to (646) 403-4700. Purchase Orders can also be mailed to our Order Management Department at the address below.

If submitting your order via credit card authorization form:

- Amplify accepts Visa and MasterCard payments.
- Please email all documents to Accountsreceivable@amplify.com or fax them to (347)-662-2402

- **Please do not mail credit card authorization forms.**

If submitting your order via sending a check:

- Please mail your documents directly to our Order Management Department and notify your sales representative of the check number and check amount.
- Please note that mailing a check can add up to two weeks processing time for your order. For faster processing of your order, please submit your order via Purchase Order or Credit Card Authorization Form.

The information requested above is essential to ensure smooth completion of your order with Amplify. Failure to submit documents will prevent your order from processing.

Our Order Management Department is located at 55 Washington Street, Suite 800, Brooklyn, NY 11201. Please note that mailing any documents can result in delays of up to two weeks. For faster processing of your order, we recommend you submit a purchase order via fax or email.

This Price Quote is subject to the Customer Terms & Conditions of Amplify Education, Inc. attached and available at amplify.com/customer-terms. Issuance of a purchase order or payment pursuant to this Price Quote, or usage of the products specified herein, shall be deemed acceptance of such Terms & Conditions.

Terms & Conditions

1. Scope. Amplify Education, Inc. ("Amplify") and Customer wish to enter into the agreement created by the price quote, proposal, renewal letter, or other ordering document containing the details of this purchase (the "Quote") and these Customer Terms & Conditions, including any addendums hereto (this "Agreement") pursuant to which Amplify will deliver one or more of the products or services specified on the Quote (collectively, the "Products").

2. License. Subject to the terms and conditions of this Agreement, Amplify grants to Customer a non-exclusive, non-transferable, non-sublicenseable license to access and use, and permit Authorized Users to access and use the Products solely in the U.S. during the Term for the number of Authorized Users specified in the Quote for whom Customer has paid the applicable fees to Amplify. "Authorized User" means an individual teacher or other personnel employed by Customer, or an individual student registered for instruction at Customer's school, whom Customer permits to access and use the Products subject to the terms and conditions of this Agreement, and solely while such individual is so employed or so registered. Each Authorized User's access and use of the Products shall be subject to Amplify's Terms of Use available through the Products, in addition to the terms and conditions of this Agreement, and violations of such terms may result in suspension or termination of the applicable account.

3. Restrictions. Customer shall access and use the Products solely for non-commercial instructional and administrative purposes of Customer's school. Further, Customer shall not, except as expressly authorized or directed by Amplify: (a) copy, modify, translate, distribute, disclose or create derivative works based on the contents of, or sell, the Products, or any part thereof; (b) decompile, disassemble or otherwise reverse engineer the Products or otherwise use the Products to develop functionally similar products or services; (c) modify, alter or delete any of the copyright, trademark, or other proprietary notices in or on the Products; (d) rent, lease or lend the Products or use the Products for the benefit of any third party; (e) avoid, circumvent or disable any security or digital rights management device, procedure, protocol or mechanism in the Products; or (f) permit any Authorized User or third party to do any of the foregoing. Customer also agrees that any works created in violation of this section are derivative works, and, as such, Customer agrees to assign, and hereby assigns, all right, title and interest therein to Amplify. The Products and derivatives thereof may be subject to export laws and regulations of the U.S. and other jurisdictions. Customer may not export any Product outside of the U.S. Further, Customer will not permit Authorized Users to access or use any Product in a U.S.-embargoed country or otherwise in violation of any U.S. export law or regulation. The software and associated documentation portions of the Products are "commercial items" (as defined at 48 CFR 2.101), comprising "commercial computer software" and "commercial computer software documentation," as those terms are used in 48 CFR 12.212. Accordingly, if Customer is the U.S. Government or its contractor, Customer will receive only those rights set

forth in this Agreement in accordance with 48 CFR 227.7201-227.7204 (for Department of Defense and their contractors) or 48 CFR 12.212 (for other U.S. Government licensees and their contractors).

4. Reservation of Rights. SUBSCRIPTION PRODUCTS ARE LICENSED, NOT SOLD. Subject to the limited rights expressly granted hereunder, all rights, title and interest in and to all Products, including all related IP Rights, are and shall remain the sole and exclusive property of Amplify or its third-party licensors. “IP Rights” means, collectively, rights under patent, trademark, copyright and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. Customer shall notify Amplify of any violation of Amplify’s IP Rights in the Products, and shall reasonably assist Amplify as necessary to remedy any such violation. Amplify Products are protected by patents (see http://www.amplify.com/virtual-patent-marking).

5. Payments. In consideration of the Products, Customer will pay to Amplify (or other party designated on the Quote) the fees specified in the Quote in full within 30 days of the date of invoice, except as otherwise agreed by the parties or for those amounts that are subject to a good faith dispute of which Customer has notified Amplify in writing. Customer shall be responsible for all state or local sales, use or gross receipts taxes, and federal excise taxes unless Customer provides a then-current tax exemption certificate in advance of the delivery, license, or performance of any Product, as applicable.

6. Shipments. Unless otherwise specified on the Quote, physical Products will be shipped FOB origin in the US (Incoterms 2010 EXW outside of the US) and are deemed accepted by Customer upon receipt. Upon acceptance of such Products, orders are non-refundable, non-returnable, and non-exchangeable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.

7. Account Information. For subscription Products, the authentication of Authorized Users is based in part upon information supplied by Customer or Authorized Users, as applicable. Customer will and will cause its Authorized Users to (a) provide accurate information to Amplify or a third-party authentication service as applicable, and promptly report any changes to such information, (b) not share or allow others to use their account, (c) maintain the confidentiality and security of their account information, and (d) use the Products solely via such authorized accounts. Customer agrees to notify Amplify immediately of any unauthorized use of its or its Authorized Users’ accounts or related authentication information. Amplify will not be responsible for any losses arising out of the unauthorized use of accounts created by or for Customer and its Authorized Users.

8. Confidentiality. Customer acknowledges that, in connection with this Agreement, Amplify has provided or will provide to Customer and its Authorized Users certain sensitive or proprietary information, including software, source code, assessment instruments, research, designs, methods, processes, customer lists, training materials, product documentation, know-how and trade secrets, in whatever form (“Confidential Information”). Customer agrees (a) not to use Confidential Information for any purpose other than use of the Products in accordance with this Agreement and (b) to take all steps reasonably necessary to maintain and protect the Confidential Information of Amplify in strict confidence. Confidential Information shall not include information that, as evidenced by Customer’s contemporaneous written records: (i) is or becomes publicly available through no fault of Customer; (ii) is rightfully known to Customer prior to the time of its disclosure; (iii) has been independently developed by Customer without any use of the Confidential Information; or (iv) is subsequently learned from a third party not under any confidentiality obligation.

9. Student Data. The parties acknowledge and agree that Customer is subject to federal and local laws relating to the protection of personally identifiable information of students (“PII”), including the Family Educational Rights and Privacy Act (“FERPA”), and that Amplify is obtaining such PII as a “school official” under Section 99.31 of FERPA for the purpose of providing the Products hereunder. Subject to the terms and conditions of this Agreement, Amplify will not take any action to cause Customer to be out of compliance with FERPA or applicable state laws relating to PII. Amplify’s Customer Privacy Policy at http://www.amplify.com/customer-privacy will govern collection, use, and disclosure of information collected or stored on behalf of Customer under this Agreement.

10. Customer Materials. Customer represents, warrants, and covenants that it has all the necessary rights, including consents and IP Rights, in connection with any data, information, content, and other materials provided to or collected by Amplify on behalf of Customer or its Authorized Users using the Products or otherwise in connection with this Agreement (“Customer Materials”), and that Amplify has the right to use such Customer Materials as contemplated hereunder or for any other purposes required by Customer. Customer is solely responsible for the accuracy, integrity, completeness, quality, legality, and safety of such Customer Materials. Customer is responsible for meeting hardware, software, telecommunications, and other requirements listed at http://www.amplify.com/customer-requirements.

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13. Term; Termination. This Agreement will be in effect for the duration specified in the Quote and may be renewed or extended by mutual agreement of the parties. Without prejudice to any rights either party may have under this Agreement, in law, equity or otherwise, a party shall have the right to terminate this Agreement if the other party (or in the case of Amplify, an Authorized User) materially breaches any term, provision, warranty or representation under this Agreement and fails to correct the breach within 30 days of its receipt of written notice thereof. Upon termination, Customer will: (a) cease using the Products, (b) return, purge or destroy (as directed by Amplify) all copies of any Products and, if so requested, certify to Amplify in writing that such surrender or destruction has occurred, (c) pay any fees due and owing hereunder, and (d) not be entitled to a refund of any fees previously paid, unless otherwise specified in the Quote. Customer will be responsible the cost of any continued use of Products following such termination. Upon termination, Amplify will return or destroy any PII of students provided to Amplify hereunder. Notwithstanding the foregoing, nothing shall require Amplify to return or destroy any data that does not include PII, including de-identified information or data that is derived from access to PII but which does not contain PII. Sections 3-13 shall survive the termination of this Agreement.

14. Miscellaneous. This Agreement, including all addendums, attachments and the Quote, as applicable, constitutes the entire agreement between the parties relating to the subject matter hereof. The provisions of this Agreement shall supersede any conflicting terms and conditions in any Customer purchase order, other correspondence or verbal communication, and shall supersede and cancel all prior agreements, written or oral, between the parties relating to the subject matter hereof. This Agreement may not be modified except in writing signed by both parties. All defined terms in this Agreement shall apply to their singular and plural forms, as applicable. The word "including" means "including without limitation." This Agreement shall be governed by and construed and enforced in accordance with the laws of the state of New York, without giving effect to the choice of law rules thereof. This Agreement will be binding upon and inure to the benefit of the parties and their respective successors and assigns. The parties expressly understand and agree that their relationship is that of independent contractors. Nothing in this Agreement shall constitute one party as an employee, agent, joint venture partner, or servant of another. Each party is solely responsible for all of its employees and agents and its labor costs and expenses arising in connection herewith. Neither this Agreement nor any of the rights, interests or obligations hereunder may be assigned or delegated by Customer or any Authorized User without the prior written consent of Amplify. If one or more of the provisions contained in this Agreement shall for any reason be held to be unenforceable at law, such provisions shall be construed by the appropriate judicial body to limit or reduce such provision or provisions so as to be enforceable to the maximum extent compatible with applicable law. Amplify shall have no liability to Customer or to third parties for any failure or delay in performing any obligation under this Agreement due to circumstances beyond its reasonable control, including acts of God or nature, fire, earthquake, flood, epidemic, strikes, labor stoppages or slowdowns, civil disturbances or terrorism, national or regional emergencies, supply shortages or delays, action by any governmental authority, or interruptions in power, communications, satellites, the Internet, or any other network.

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Sean McPhetridge, Ed.D.

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MEMORANDUM

MEETING DATE: June 2, 2021
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
CATEGORY: Information
ITEM TITLE: Update on CUSD Summer School 2021

BACKGROUND INFORMATION

This memo seeks to provide an overview describing goals for summer school programs for the 2020-2021 school year. The district's summer program of instructional offerings will be for the purposes of remediation and enrichment. Research has demonstrated that attendance in quality summer learning programs gain an academic and social advantage, in particular making a larger impact on students from Socioeconomically Disadvantaged families. (Summer Matters, 2020 - http://www.summermatters.net/). “Summer slide” is the tendency for students, especially those from low-income families, to lose some of the achievement gains they made during the previous school year. Most programs will run from June 14, 2021 through July 16, 2021 from 8am-3pm (no school on Monday, July 5, 2021 for observance of the July 4th Independence Day).

The Cabrillo Unified School District would like to prevent the “Summer Slide,” in particular for our “At Promise” students. Previously, we had proposed the following Summer School 2021 programs: Extended School Year, Migrant Education (Preschool), Big Lift Inspiring Summers, Elementary Intervention/Enrichment, Middle School Intervention/Enrichment, and High School Credit Recovery.

PREVIOUS RECOMMENDATION

PRESCHOOL SUMMER PROGRAMS

Migrant Education Program (4 weeks)
A preschool program will be offered to Los Listos preschool students. This program will focus on reinforcing literacy skills and math skills. Migrant Education is funded with federal migrant education funds. We estimate serving approximately 30 students.

Extended School Year (4 weeks)
The Extended School Year Program is for students who receive special education services that need continued access to their educational programs as outlined in their IEP. We estimate serving 10 students.

ELEMENTARY SUMMER PROGRAMS

Migrant Education Summer Support
Migrant Education students will participate in our Big Lift and Elementary Intervention/Enrichment programs with academic and social emotional support provided by Migrant Education Staff. We estimate serving approximately 30 students.

Extended School Year (4 weeks)
The Extended School Year Program is for students who receive special education services that need continued access to their educational programs as outlined in their IEP. We estimate serving 18 students.

Big Lift Inspiring Summers (4 weeks)
First 5 of San Mateo and Silicon Valley Community Foundation have provided grant funding to support rising Kindergarten, 1st grade, 2nd grade, and 3rd grade readiness programs. We estimate serving 204 students.

Elementary Intervention/Enrichment (4 weeks)
This program will provide both intervention and enrichment learning opportunities for rising 4th and 5th grade students with a focus on Project Based Learning (PBL) lessons, Science Technology Engineering and Math (STEM), and Visual Arts and Performing Arts (VAPA) instruction. We estimate serving 40 students.

MIDDLE SCHOOL SUMMER PROGRAMS

Migrant Education Summer Support
Migrant Education students will participate in our Middle School Intervention/Enrichment program with academic and social emotional support provided by Migrant Education Staff. We estimate serving approximately 15-20 students.

Extended School Year (4 weeks)
The Extended School Year Program is for students who receive special education services that need continued access to their educational programs as outlined in their IEP. We estimate serving 10 students.

Middle School Intervention/Enrichment (4 weeks)
This program will provide both intervention and enrichment learning opportunities for rising 6th, 7th, and 8th grade students with a focus on Project Based Learning (PBL) lessons, Science Technology Engineering and Math (STEM), and Visual Arts and Performing Arts (VAPA) instruction. We estimate serving 60 students.

HIGH SCHOOL SUMMER PROGRAMS

Migrant Education Summer Support
Migrant Education students will participate in our High School Intervention/Enrichment program with academic and social emotional support provided by Migrant Education Staff. We estimate serving approximately 10 students.

Extended School Year (4 weeks)
The Extended School Year Program is for students who receive special education services that need continued access to their educational programs as outlined in their IEP. We estimate serving 29 students.

Credit Recovery (4 weeks)
The Credit Recovery program will focus on seniors and some juniors who are at risk of retention or not graduating and are in need of making up credits in order to graduate on time. We estimate serving 60 students.

NEW PROGRAM RECOMMENDATION

At this time, due to personnel shortages, we will have to modify the services offered to our students. Instead of 2 Big Lift summer programs, we estimate serving approximately 110 Rising K through Rising 3rd at Hatch Elementary School. For our STEAM Program serving rising 4 through rising 8th, we were unable to hire staff and instead will be contracting with a secular organization, Catholic Charities, who will support us in providing a STEAM program of approximately 4-5 classes of 14 students serving a total of 56-70 students. Once Catholic Charities confirms final staffing, we will determine which grades can be served and our total enrollment in STEAM. For our Summer Skills program, we will only be able to offer one primary session.

FISCAL ANALYSIS

There will be minimal and an indirect financial impact to the General Fund. The state provides limited funding for classes for secondary students who are at risk of retention or not passing the high school exit exam. We will use these funds, as well as unrestricted general fund dollars, to fund the high school credit recovery summer programs listed above. The Big Lift Inspiring Summers will be funded by a First 5 and Silicon Valley Community Foundation grant of $99,003. The Migrant Education program will be funded with federal Migrant Education funds. ESY programs are funded through the district general fund. The Elementary and Middle School Intervention/Enrichment programs will be mainly funded through federal categorical programs (Title I and Title III) and Local Control Accountability Plan (LCAP) Supplemental and Base funds. At this time, we estimate approximately $250,000 to support the 2020 Summer Programs. Please note an approximate 80% of these funds will be coming from private, state, and federal grants. Depending on enrollment and teacher availability for summer school employment, the remaining 20% of these funds will be used from LCAP Supplemental and Base funds.

RECOMMENDATION

It is recommended that Cabrillo Unified School District Governing Board approve the 2021 Summer School Program proposal.

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: June 10, 2021
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
CATEGORY: Action
ITEM TITLE: Approval of the 2021-2022 Site and District Professional Development Plan

BACKGROUND INFORMATION

As our mission states, Cabrillo Unified School District is an exemplary learning community committed to valuing our distinct cultural identities and 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. We accomplish this by utilizing our unique natural resources and engaging the entire Coastside community and its partners in providing a rich and academically rigorous curriculum in a safe and nurturing environment."

During this unprecedented transition from Remote Learning to Full Time In-Person Learning, we continue our commitment to provide our educators with high-quality professional development opportunities. Creating and sustaining a teacher effectiveness system that enhances student achievement directly correlates on well-developed professional development opportunities focused on district goals. Professional development is one of the most significant capacity-building investments we can make in order to support the academic and social achievement of all CUSD students.

The Cabrillo Unified School District values professional development and is a fundamental piece of our Local Control Accountability Plan (LCAP). Professional development increases educators' knowledge and enhances their professional skills, deepens educators' understanding and appreciation for the varied needs of students, and enhances educators' capacity to facilitate the learning success of all students.

The 2021-2022 Staff and District Professional Development Plan is directly linked to the district Local Control Accountability Plan (LCAP) goals and site Single Plan for Student Achievement (SPSA) goals. We continue the use of our Multi-Tiered System of Support (MTSS) framework while weaving the thread of equity to make our plan a whole. This 2021-2022 Staff and District Professional Development Plan has been developed in collaboration with our site educators and principals to provide meaningful learning opportunities aligned to our district foci and also meeting the individual professional development needs at each site.

Per the CUTA/CUSD Contract:

The 2021-2022 Site and District Staff Development Plan includes one full day of professional development and six early release "Super" Tuesdays. The six early-release Super Tuesdays include three district-wide days and three site-based days. The district-wide professional development topics were planned in groups of elementary and secondary teams to target shared needs and goals. The topics for site-based professional development were determined by site teams. These professional development plans support the Strategic Education Plan (Local Control Accountability Plan – LCAP) goals of literacy and reclassification, college and career readiness, and school climate.

REPORT/PROPOSAL

It is recommended that the Cabrillo Unified School District Governing Board approve the attached 2021-2022 Site and District Professional Development Plan.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

Cabrillo Unified School District

Elementary Professional Development Plan 2021-2022

Elementary	Hatch	El Granada	Farallone View	Kings Mountain
August 11, 2021 (full day): District-wide	School Year Kick-off, MTSS and Data Driven Decision Making	School Year Kick-off, MTSS and Data Driven Decisions Making	School Year Kick-off, MTSS and Data Driven Decisions Making	School Year Kick-off, MTSS and Data Driven Decisions Making
September 14, 2021 (2 hr. 40 min.): Site-based	SST Process including tiered approaches to interventions and data collection	ELD: How to support more explicitly in the Reading and Writing workshop and across grade levels	Developing and weaving environmental themes (by grade level) into ELA and Math units/instruction	VAPA with Michele Holt
October 12, 2021 (2 hr. 40 min.): District-wide	Data Conversations with a Focus on At-Promise Students	Data Conversations with a Focus on At-Promise Students	Data Conversations with a Focus on At-Promise Students	Data Conversations with a Focus on At-Promise Students
January 18, 2022 (2 hr. 40 min.): Site-based	Writing Instruction strategies to create stronger writers	Strategies to engage and support children with learning differences	Strategies to engage and support students with specific learning needs	Makerspace with County
February 8, 2022 (2 hr. 40 min.): District-wide	Equitable Practices in MTSS - PLC (Cycles of Inquiry)	Equitable Practices in MTSS - PLC (Cycles of Inquiry)	Equitable Practices in MTSS - PLC (Cycles of Inquiry)	Equitable Practices in MTSS - PLC (Cycles of Inquiry)
March 1, 2022 (2 hr. 40 min.): Site-based	VAPA Training	Project- based learning to increase student engagement	Outdoor education	Math with Bridges or County
April 19, 2022 (2 hr. 40 min.): District-wide	Equitable Practices - EL Best Practices	Equitable Practices - EL Best Practices	Equitable Practices - EL Best Practices	Equitable Practices - EL Best Practices
District-based Year-long Theme	**MTSS: Data Based Decision Making & Tiered Intervention**	**MTSS: Data Based Decision Making & Tiered Intervention**	**MTSS: Data Based Decision Making & Tiered Intervention**	**MTSS: Data Based Decision Making & Tiered Intervention**

Cabrillo Unified School District Professional Development Plan 2020-2021

Secondary Professional Development Plan 2021-2021

SECONDARY	HMBHS	Pilarcitos	Cunha
August 11, 2021 (full day): District-wide	School Year Kick-off, MTSS and Data Driven Decisions Making	School Year Kick-off, MTSS and Data Driven Decisions Making	School Year Kick-off, MTSS and Data Driven Decisions Making
September 14, 2021 (2 hr. 40 min.): District-wide	Equity (Cultural Competence)	Equity (Cultural Competence)	Equity (Cultural Competence)
October 12, 2020 (2 hr. 40 min.): Site-based	WASC Mid-Cycle Self-Study Preparation	Trauma Informed Strategies	Restoring Cunha's Vision and Climate for Staff and Students
January 18, 2022 (2 hr. 40 min.): District-wide	Data Conversations with a Focus on At-Promise Students	Data Conversations with a Focus on At-Promise Students	Data Conversations with a Focus on At-Promise Students
February 8, 2022 (2 hr. 40 min.): Site-based	WASC Mid-Cycle Self-Study Preparation and Site-wide CCR Writing	Trauma Informed Strategies	Restoring Cunha's Vision and Climate for Staff and Students
March 1, 2022 (2 hr. 40 min.): District-wide	Equitable Practices - EL Best Practices	Equitable Practices - EL Best Practices	Equitable Practices - EL Best Practices
April 19, 2022 (2 hr. 40 min.): Site-based	Vertical Articulation with Cunha	Anti-Racism/Anti-Hate/Diversity training review and reflection	Vertical Articulation with HMBHS / 6th grade articulation with elementaries
District-based Year-long Theme	**MTSS: Data Based Decision Making & Tiered Intervention**	**MTSS: Data Based Decision Making & Tiered Intervention**	**MTSS: Data Based Decision Making & Tiered Intervention**

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Freya McCamant

MEMORANDUM

MEETING DATE: June 10, 2021
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
J Jesús Contreras, Chief Business Officer
CATEGORY: Public Hearing and Information
ITEM TITLE: 2021-22 Budget and the 2021-2024 Local Control Accountability Plan Public Hearings, 2021-24 Local Control and Accountability Plan Update, and 2020-21 Learning Continuity and Attendance Plan Annual Update

BACKGROUND INFORMATION

The Local Control Accountability Plan (LCAP) is a component of the Local Control Funding Formula (LCFF) and all Local Education Agencies (LEAs) are required to prepare an LCAP. This plan is supposed to describe how districts intend to meet annual goals for all students with specific activities to address state and local priorities. There are 8 state priorities that the LCAP Goals must address – student achievement, student engagement, student outcomes, school climate, parental involvement, basic services, implementation of common core, and course access. In addition, they must focus on what actions/services or programs we believe will best support students in their learning.

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2021-2024 LCAP year must be posted as one document assembled in the following order:

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

Today's presentation will provide you a draft of the following items:

- 2021-2022 LCAP Budget
- 2021-2024 Local Control Accountability Plan Public Hearings
- 2021-24 Local Control and Accountability Plan Update
- 2020-21 Learning Continuity and Attendance Plan Annual Update

For the 2021-2024 LCAP, the goals for CUSD are as follows:

LCAP GOALS 2021-2024

Maintenance of Progress Goals

1. **Student & Parent Engagement (Academic & Social Emotional) Goal**
    - Priority 3: Parental Involvement and Family Engagement
    - Priority 5: Pupil engagement

    The metrics and actions in this goal will be implemented to ensure that the progress made within Parent Involvement and Family and Priority 3 Pupil Engagement Priority 5 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Focus Goals

2. **ELA/ELD, Mathematics, and Suspension Goal**
    - Priority 5: Pupil Engagement
    - Priority 4: Pupil Achievement

    Based on CUSD's identification for differentiated assistance, we will engage in the development of a local system and engage in a root cause analysis to ensure we improve academic performance of ELA/ELD and mathematics and decrease the suspension rate of all students, with a particular focus on Hispanic/Latinx, English Learners, and Socio-Economically Disadvantaged students.

3. **Social-Emotional Goal**
    - Priority 6: School Climate
    - Priority 8: Other Pupil Outcomes

    Increase the implementation of a positive climate framework to increase student wellbeing, student academic achievement and decrease chronic absenteeism, discipline referrals, suspensions, and expulsions.

Broad Goals

4. **At-Promise Student Goal**
    - Priority 4: Pupil Achievement
    - Priority 5: Pupil Engagement

    There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged.

5. **Student Achievement (Academic & Social Emotional) Goal**
    - Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
    - Priority 2: Implementation of academic content and performance standards adopted by SBE

    The metrics and actions in this goal will be implemented to ensure that the progress made within Priority 1 and the implementation of academic content and performance standards in Priority 2 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

As of this June 10th, 2021 LCAP Public Hearing and LCAP Information board item, the LCAP will remain in draft form and revision and refinement will occur before the June 24th final plan is approved. In addition, our San Mateo

County Office of Education partners will provide CUSD leadership with additional input between now and the summer months. Should there be significant changes, CUSD leadership will report to our CUSD governing board in a future board meeting.

FISCAL ANALYSIS

The calculated LCFF supplemental dollars for the LCAP is $2,339,221 dollars.

RECOMMENDATION

For public hearing and information, and discussion only.

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NOTICE OF PUBLIC HEARING

Pursuant to Education Code section 52062 the Governing Board of the Cabrillo Unified School District (CUSD) will hold public hearings on the 2021-22 Budget and the 2021-2024 Local Control Accountability Plan (LCAP).

The Cabrillo Unified School District will hold two separate public hearings, one for the proposed Local Control Accountability Plan (LCAP) and one for the proposed budget for fiscal year 2021-2022 on Thursday, June 10, 2021 at 6:00 p.m. The meeting will be held via zoom link at: https://cabrillok12.zoom.us/j/99135905009. A copy of the LCAP and the proposed budget will be available for public examination following the link: eConvene from June 10, 2021 to June 24, 2021 between the hours of 8:00 a.m. to 3:30 p.m. Any stakeholder affected by the LCAP or the Cabrillo Unified School District budget may appear before the Cabrillo Unified School District Board of Trustees and speak to the LCAP or the proposed budget for fiscal year 2021-2022 or any item therein.

The LCAP will be presented for adoption at the Regular Governing Board meeting, Thursday, June 24, 2021, 6:00 p.m.

Thursday, June 10, 2021 at 6:00 PM
Cabrillo Unified School District
Governing Board Zoom Meeting at:
https://cabrillok12.zoom.us/j/99135905009

Posted Friday May 28, 2021

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Local Control Accountability Plan

2021/22 →2022/23→2023/24

Governing Board Meeting

June 10, 2021

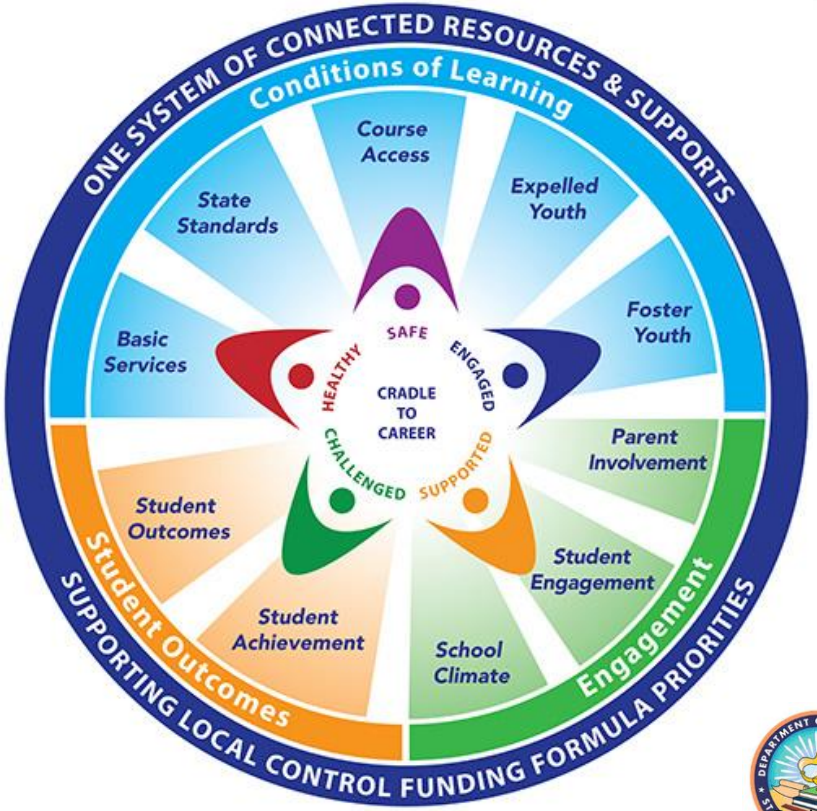
AGENDA

1. Local Control Accountability Plan General Overview
2. CUSD New LCAP Goals: 2021-2024
    a. Highlights of Actions and Services
3. Financial Overview
4. Questions/Comments

LCAP Overview

Local Control Accountability Plan LCAP & A Cycle of Continuous Improvement

- LCFF Priority 1: Basic Services (Conditions of Learning)
- LCFF Priority 2: Implementation of State Standards (Conditions of Learning)
- LCFF Priority 3: Parent Involvement (Engagement)
- LCFF Priority 4: Student Achievement (Pupil Outcomes)
- LCFF Priority 5: Student Engagement (Engagement)
- LCFF Priority 6: School Climate (Engagement)
- LCFF Priority 7: Course Access (Conditions of Learning)
- LCFF Priority 8: Student Outcomes (Pupil Outcomes)
- LCFF Priority 9: Expelled Youth (Conditions of Learning)
- LCFF Priority 10: Foster Youth (Conditions of Learning)



5 Local Indicators

Datos colectados & entrados por el distrito
Data collected & submitted by District

1- Condiciones Basicas (Basic Conditions)
2- Implementación de estándares estatales (Implementation of State Standards)
3- Compromiso de los padres (Parent Engagement)
4- Clima escolar (School Climate)
5- Acceso a un curso amplio de estudio (Access to a Broad Course of Study)

6 State Indicators

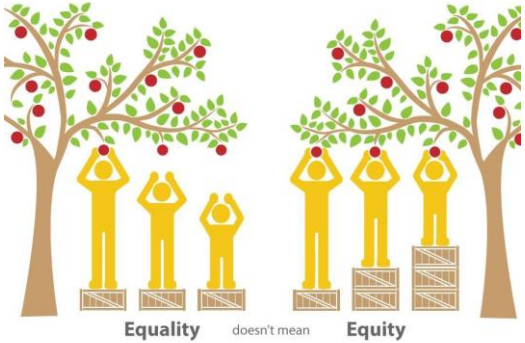
Datos colectados con CALPADS o CDE.
(Data collected through CALPADS or CDE)

1- Académicos (Academics)
2- Progreso del estudiante aprendiendo de inglés (English Learner Progress)
3- Tasa de graduación (Graduation Rate)
4- Absentismo crónico (Chronic Absenteeism)
5- Suspensión (Suspencion)
6- Indicador de universidad y carrera (College and Career Indicator)

LCAP THEMES

Student Achievement Academic & Social Emotional	Equity	Engagement







CUSD New LCAP Goals

2021/22 →2022/23→2023/24

CDE: Three New Types of Goals

FOCUS GOAL

A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

1, 2, or 3-year Goal

BROAD GOAL

A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

3-year Goal

MAINTENANCE OF PROGRESS GOAL

A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

3-year Goal

Broad Goals


BROAD GOAL
A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
3-year Goal

1. Student Achievement (Academic & Social Emotional)

Broad Goal Goal (LCAP Priority 1,2, 7, & 8)

GOAL

The metrics and actions will be implemented to ensure that the progress made within **Priority 1** and the implementation of academic content and performance standards in **Priority 2** will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

EXPLANATION

The metrics described in the plan were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators, and school site councils.

- LCFF Priority **1**: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
- LCFF Priority **2**: Implementation of academic content and performance standards adopted by SBE
- LCFF Priority **7**: Course Access
- LCFF Priority **8**: Other Pupil Outcomes

2. At-Promise Students

Broad Goal (Priorities 4 & 5)

GOAL

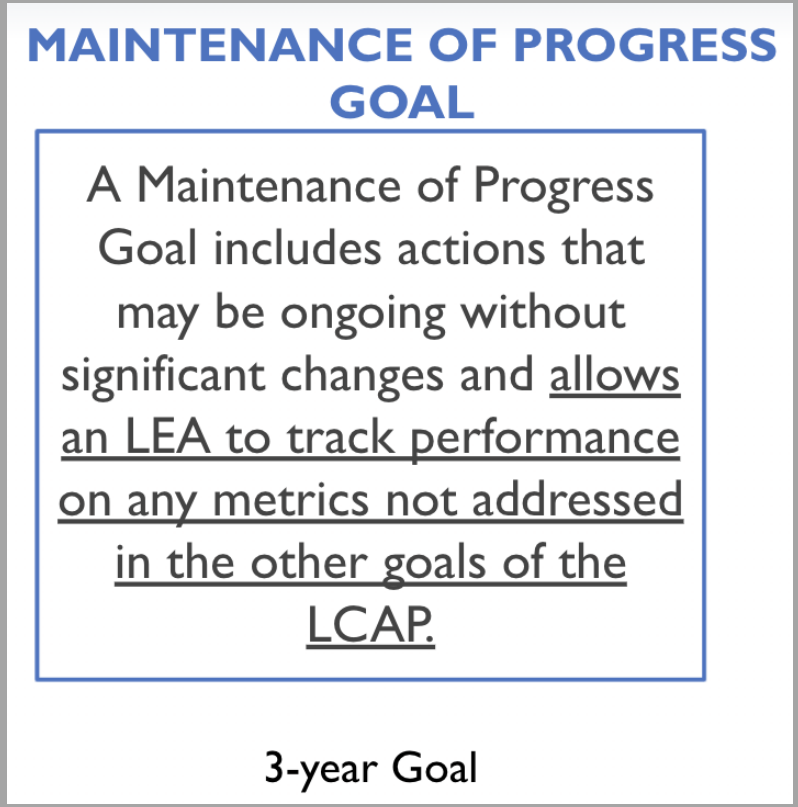
There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged.

EXPLANATION

Analysis of of state and local assessments, engagement tracking, survey data of students, parents, teachers, and staff to increase the performance of our at-promise groups of students. We will use data collected as part of student academic monitoring.

- Priority **4**: Pupil Achievement
- Priority **5**: Pupil Engagement

Maintenance of Progress Goals



3. Student & Parent Engagement (Academic & Social-Emotional)

Maintenance of Progress Goal (Priority 3 & 5)

GOAL

The metrics and actions in this goal will be implemented to ensure that the progress made within Parent and Family Involvement and Family Engagement-Priority 3 and Pupil Engagement Priority 5 will be maintained and improved over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

EXPLANATION

Parent Involvement and Family Engagement are a priority in our district. The metrics described in this goal were selected to ensure that the progress made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators, DELACs, and school site councils.

- LCFF Priority **3**: Parental Involvement and Family Engagement
- LCFF Priority **5**: Pupil engagement

Focus Goals

FOCUS GOAL

A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

1, 2, or 3-year Goal

4. Social-Emotional Goal

Maintenance of Progress OR BROAD Goal (Priority 5 and 6)

GOAL

Increase the implementation of a positive climate framework to increase student wellbeing, student academic achievement and decrease chronic absenteeism, discipline referrals, and suspensions/expulsions.

DESCRIPTION

Analysis of different domains of referral data, survey data of students, parents, and teachers to measure social emotional well-being and mental health. We will use engagement tracking, behavioral data, survey data of students, parents, teachers, and staff and data collected as part of wellness checks as metrics to monitor the social emotional well-being and mental health of students and staff are supported and to ensure the number of students and staff in need of Tier 2 and Tier 3 supports are decreasing.

- LCFF Priority **6**: School Climate
- LCFF Priority **8**: Other Pupil Outcomes

5. ELA/ELD, Mathematics, and Suspension

Focus Goal (Priorities 4 & 5)

GOAL

Based on CUSD's identification for differentiated assistance, we will engage in the development of a local system and engage in a root cause analysis to ensure we improve academic performance of ELA/ELD and mathematics and decrease the suspension rate of all students, with a particular focus on Hispanic/Latinx, English Learners, and Socio-Economically Disadvantaged students.

DESCRIPTION

Analysis of of state and local assessments, engagement tracking, survey data of students, parents, teachers, and staff to increase the performance of our at-promise groups of students. We will use data collected as part of student academic monitoring.

- LCFF Priority **5**: Pupil Engagement
- LCFF Priority **4**: Pupil Achievement

LCAP HIGHLIGHTS

2021/22 → 2022/23 → 2023/24

Actions and Services Overview

GOAL 1

Increased Support for At-Promise Students

- Academic Intervention
- SEL Services
- Enrichment (VAPA, STEAM, SEL)

GOAL 2

District Wide formative and summative assessments

Increased Support for English Learners

- Teachers on Special Assignment
- Teacher Specialist

Actions and Services Overview

GOAL 3

Increased Interventions

- Summer School
- After School Interventions and Enrichment

GOAL 4

Multi Tiered System of Support Implementation

- Increased SEL Services
- Increased PD & Curriculum

Actions and Services Overview

GOAL 5

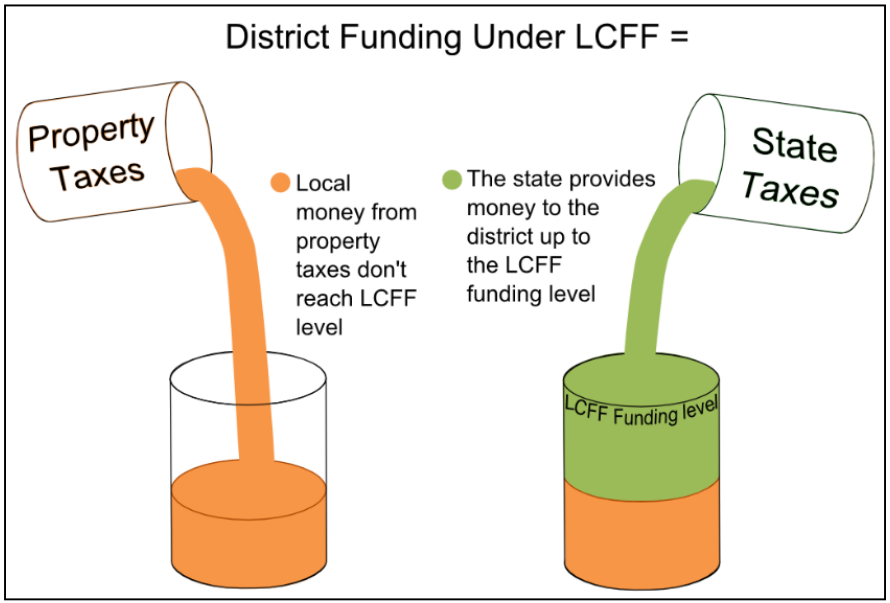
Increased During School Interventions

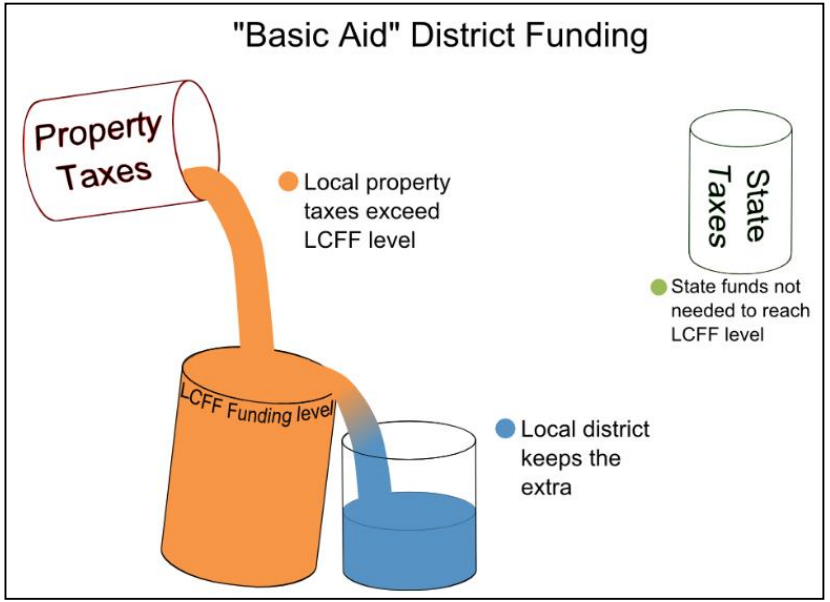
- Intervention Specialists
- VAPA/STEAM Specialists

LCAP FISCAL OVERVIEW

2021/22 →2022/23→2023/24

CUSD Funding: LCFF vs. Basic Aid





LCFF Supplemental Funding Allotment

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-2021	2021-2022
Total ADA*	3218	3192	3153	3095	3027	2933	Enrollment (TBD) vs. ADA
LCFF Supplemental**	**$2,272,757**	**$2,270,002**	**$2,300,239**	**$2,283,196**	**$2,308,985**	**$2,152,731**	**$2,339,221**

APPENDIX

LCFF Priorities

https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp

LCAP Metric Overview

https://docs.google.com/spreadsheets/d/1CxwTq0l0EapVs6zHO1BJc6SRhW-OTrte/edit?rtpof=true

Questions?

Thank you!

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cabrillo Unified School District	Sean McPhetridge Superintendent	mcphetridges@cabrillo.k12.ca.us (650) 240-3146

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Cabrillo Unified School District (CUSD) is located just south of San Francisco on the coast of San Mateo County and encompasses an area of approximately 135 square miles. During the 2020-2021 school year, our student population is a total of 2,934 Students (Source: CDE DataQuest).

Below are the demographics of our student subgroups: (Source: CDE DataQuest)

English Learners: 554 (19%)

Our subgroups over 10 students are:
Hispanic/Latino: 1,533 (52.2%)
White: 1,177 (40.1%)
Two or More Races: 147 (5%)
Asian: 37 (1.3%)
Filipino: 27 (.09%)
Other: 13 (0.4%)

CUSD serves students in preschool through adult school. We operate two preschool programs, four elementary schools, one intermediate school, one comprehensive high school and an alternative high school/ continuation school, and an adult education program. We provide programs and services as detailed in this plan organized in a Multi-tiered System of Support (MTSS), including:

* Professional Development for Certificated and Classified Staff
* English Language Development Support
* Advancement Via Individual Determination

* Advanced Placement, Early College, and Career Technical Pathways
* Positive Behavior Interventions and Supports
* Wellness Services
* Community Liaisons and Parent Outreach
* Individualized Education Programs

To meet our goals in supporting student success, we continue to strengthen our partnerships with local organizations including the Big Lift Learning Initiative, the Boys and Girls Club, the Chamber of Commerce, Half Moon Bay Rotary, the HEAL Project, Ayudando Latinos A Sonar (ALAS), the San Mateo Sheriff's Activities League, the Cabrillo Education Foundation, and the many school-based Parent Teacher Organizations within our District.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. Due to this unforeseen circumstance, Cabrillo Unified School District (CUSD) transitioned from full-time in-person instruction to 100% remote learning beginning March 2019. Along with the suspension of the 2020 Dashboard, the CDE waived the 2019 California Assessment of Student Performance and Progress (CAASPP) requirement and the entire state of California public schools were not able to complete the Spring 2019 CAASPP battery of assessments which focused mainly on English Language Arts, English Language Development, Mathematics, Science, and Spanish. Following the direction of CDE, CUSD did not assess our students and instead will be using the 2019 baseline data to determine growth once we return to full-time in-person instruction. CUSD will be using local benchmark data to further develop our actions and services for the students and families of CUSD. Due to this pandemic, the majority of the data that will be used is quantitative and has been obtained either through conversations, observations, or surveys.

As Cabrillo Unified School District (CUSD) reflects on our 2019 LCAP, we have seen many successes/progress using mainly our local qualitative and quantitative data. For the 2020-2021 school year, we utilized Lexia Assessment data to measure the growth of our 3rd-12th grade students in the area of English-Language Arts. For Mathematics, our 6th-12th grade students engaged in Delta Math Assessments to measure academic growth and for 3rd-5th we used local benchmarks to measure mathematics growth. This data will be used locally to determine additional services for students who have demonstrated a gap in either academic or social-emotional needs.

Using the CA Dashboard 2019 data, which we will use as our baseline data, we had great successes in various indicators.

For "All Students", we demonstrated the following gains/successes:
College and Career: Green
Chronic Abseenteism: Yellow

For "English Learners":

Chronic Absenteeism: Yellow

For "Socioeconomically Disadvantaged":
Chronic Absenteeism: Yellow

For "Asian":
Suspension Rate: Yellow

For "Hispanic":
College and Career: Yellow
Chronic Absenteeism: Green

For "White":
College and Career: Green
English Language Arts: Green
Mathematics: Green

For " Two or More Races"
Chronic Absenteeism: Green
English Language Arts: Green
Mathematics: Green

This progress is due to the successful implementation of various actions and services as defined in our 2019 Local Control Accountability Plan (LCAP). However, due to the COVID-19 Pandemic, we did not administer the CAASPP and will be unable to compare growth until 2021-2022. In lieu of CAASPP, we were able to assess our students with local data, Lexia Rapid Assessment, Delta Math, and Local Math/ELA/ELD assessments. This data has supported us in providing learning pod supports during our remote learning instruction as well as supports for K-12 students for Summer 2021. We served about 100 students in our learning pods K-12 and also anticipate serving approximately 500 at-promise students through our summer programs.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard has identified four subgroups that fall two or more performance levels below the “all student” performance. These subgroups are:

1) Students with Disabilities
2) English Learners

3) Students with Disabilities
4) Hispanic

After close analysis of the CA Dashboard data, we had 4 red indicators for English Learners, 3 for Hispanic, 2 for socioeconomically disadvantaged, and 1 for Students with Disabilities.

In the area of Student Achievement for both English Language Arts (ELA) and Mathematics, All Students scored in the “Yellow” performance category while the Students with Disabilities subgroup scored in the “Red” performance category for both of these areas. We are addressing these performance gaps through improving our monitoring metrics as well as implementing targeted actions.

The improved metrics for the Students with Disabilities subgroup include:

* the percentage proficient in the CAASPP assessment in ELA and Math
* the percentage of participation in the CAASPP assessment in ELA and Math
* the percentage of students assessed for Dyslexia
* the percentage of students place in Non-Public School settings for Special Education services
* the graduation rate

The improved actions for the Students with Disabilities subgroup include:
* targeted curriculum for dyslexia and Students with Disabilities
(Draft 6.20.2019) CUSD Section 1: Plan Summary page 5
* improving collaboration, professional development, and coordination of services
between General Education teachers and Education Specialists
* increasing inclusive program options
* continued work with the Coastside Advisory Committee for improved supports to our Families and Students with Disabilities
* continue the implementation of a Multi-Tiered System of Support.

In the area of our Graduation Rate, All Students scored in the “Green” performance category while English Learners scored in the “Orange” performance category. We will continue to look at metrics for the English Learner subgroup including:
* the percentage proficient in the CAASPP assessment in ELA and Math
* the percentage proficient on our local reading benchmark
* the reclassification rate
* the percentage of reclassified students
* the percentage of students who complete A-G requirements
* the high school graduation rate.

The actions to support the graduation rate of the English Learner subgroup include:
* continuing the adoption process for the Common Core-aligned English Language Development curriculum.

* providing professional development on making core academic curriculum accessible for English Learners between General Education teachers and Education Specialists
* providing literacy intervention across grade levels
* “Summer Bridge” programs for elementary to intermediate and intermediate to high school
* mandatory communication with families for students receiving Ds and Fs in secondary schools
* student-specific communication with parents regarding their child’s progress toward reclassification.

In the area of School Climate, as measured on the California School Dashboard by Suspensions, All Students scored in the “Green” performance category while our Homeless student subgroup was placed in the “Orange” performance category. As this is a small subgroup of 48 students out of 3297 (1.5%) (Source: California School Dashboard), the actions that we have are aimed at measuring and implementing actions to support school-wide improvements for all students in School Climate. Measures include:
*Suspension Rate
* Expulsion Rate
* Panorama - Student Survey

The actions to support School Climate include:
* continuing wellness services with parent outreach that include at least one event on drugs, alcohol, and vaping
* implementing Positive Behavior Interventions and Supports (PBIS)
* safety plans that address major health, safety protocols, and bullying
* social-emotional curriculum
* cultural competency and inclusivity training for all employees
* professional development on behavioral intervention strategies

We need to aim for BLUE in all areas of the CA Dashboard since there are no subgroups at this level of performance. The actions and services described for each of our 5 LCAP goals will support us in our goals towards closing the academic and social achievement gap for our students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our 2021-2024 3-year LCAP is focused on three main themes:

1) STUDENT ACHIEVEMENT (Academic & Social-Emotional)
2) EQUITY
3) ENGAGEMENT

CUSD will have five total Goals with specific actions and services, which will be described in our Goals and Actions section, which will support meeting the academic and social needs of all of our students.

GOAL 1 (MAINTENANCE OF PROGRESS GOAL)
Focus: Student & Parent Engagement (Academic & Social-Emotional)
The metrics and actions below will be implemented to ensure that the progress made within Priority 1 and the implementation of academic content and performance standards in Priority 2 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

*Priority 3: Parental Involvement and Family Engagement
*Priority 5: Pupil engagement

GOAL 2 (FOCUS GOAL)
Focus: ELA/ELD, Mathematics, and Suspension Goal
Based on CUSD's identification for differentiated assistance, we will engage in the development of a local system and engage in a root cause analysis to ensure we improve the academic performance of ELA/ELD and mathematics and decrease the suspension rate of all students, with a particular focus on Hispanic/Latinx, English Learners, and Socio-Economically Disadvantaged students.

LCAP Priority Connection
Priority 5: Pupil Engagement
Priority 4: Pupil Achievement

GOAL 3 (FOCUS GOAL)
Focus: Social-Emotional Goal
Increase the implementation of a positive climate framework to increase student wellbeing, student academic achievement and decrease chronic absenteeism, discipline referrals, suspensions, and expulsions.

LCAP Priority Connection
Priority 6: School Climate
Priority 8: Other Pupil Outcomes

GOAL 4 (BROAD GOAL)
Focus: At-Promise Student Goal
There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged.

LCAP Priority Connection
Priority 4: Pupil Achievement

Priority 5: Pupil Engagement

GOAL 5 (BROAD GOAL)
Focus: Student Achievement (Academic & Social Emotional) Goal
The metrics and actions below will be implemented to ensure that the progress made within Priority 1 and the implementation of academic content and performance standards in Priority 2 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

LCAP Priority Connection
Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
Priority 2: Implementation of academic content and performance standards adopted by SBE

Comprehensive Support and Improvement

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

Schools Identified

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

NOT APPLICABLE. Cabrillo Unified School District (CUSD) does not have any school eligible for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

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

NOT APPLICABLE. Cabrillo Unified School District (CUSD) does not have any school eligible for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

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

NOT APPLICABLE. Cabrillo Unified School District (CUSD) does not have any school eligible for Comprehensive Support and Improvement (CSI).

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

At Cabrillo Unified School District (CUSD), we have set up an amazing group of stakeholders to support the input of various initiatives. This group is comprised of site parent leaders, parent leaders of children learning English, classified union leaders and staff, certificated union leaders and staff, and site/district administrators. We have set up the following meetings to obtain input from this group and other pertinent stakeholder groups:

April 14, 2021 - Opening of Schools Steering Committee ELO Grant Plan Input Meeting
April 14, 2021 - Site Leadership Meeting
April 27, 2021 - District English Learner Advisory Committee (DELAC)

LCAP INPUT MEETINGS 2020-2021

Opening of Schools Steering Committee (OSSC) Meetings
Weekly or Bimonthly for the entire 2020-2021 school year

Tuesday, January 26, 2021
CUSD Administrator Leadership Team
12:00-1:30pm

Tuesday, February 9
District English Learner Advisory Committee (DELAC)
5:00 - 6:00 pm

Monday, March 22
LCAP Parent/Community Group
(English & Spanish)
4:30 - 5:30 pm

Monday, March 29
LCAP Parent/Community Group
(English & Spanish)
4:30 - 5:30 pm

Monday, April 5
Parent-Teacher Organization (PTO)

3:30 - 4:30 pm

Thursday, April 14
California School Employees Association (CSEA)
3:30 - 4:30 pm

Tuesday, April 19
Cabrillo Unified Teachers Association (CUTA)
3:30 - 4:30 pm

We have obtained qualitative data from both zoom meetings and various surveys pertinent to our district goals and services. The information we obtained feel under the following categories.

Yearly needs assessments are provided to at-promise groups to determine the need for extended services.

1) Student Academic and Social Achievement

2) Equity

3) Engagement (Student, Staff, and Community)

A summary of the feedback provided by specific stakeholder groups.

The feedback provided by our various stakeholder groups could be categorized into our three Local Control Accountability Plan themes:

1) STUDENT ACHIEVEMENT (Academic & Social-Emotional)
2) EQUITY
4) ENGAGEMENT

Below you will find specific input from our various stakeholder groups:

1) Parent Advisory Meetings/Opening of Schools Steering Committee

MAIN THEMES
*Longer class times
*Social-emotional well-being support
*Smaller class sizes or having an aide to help with larger class sizes
*Increased Paraprofessional Support

2) CUSD Administrator Leadership Team

MAIN THEMES
*Mathematics Intervention and Support (Math TOSAs and Interventions)
*English Learner Support (EL TOSAs, Interventions, Parent Training)
*Academic Interventions (after-school and Saturday)
*Social-emotional well-being professional development and support
*Project-Based Learning Opportunities

3) District English Learner Advisory Committee (DELAC)

MAIN THEMES

*Social-emotional well-being support
*After school tutoring
*Intervention (Push-in, afterschool, summer school)
*Support teachers
*Increase English Learner Supports (tutoring, interventions, curriculum, professional development)
*Support and Increase student engagement with mentorship and positive reinforcement by building on their assests
*Reclassification support to students and parents to ensure students are RFEPd on time (Saturday RFEP classes, RFEP intervention, Summer Camp)
*Increase parent communication regarding student status in their classes
*Increase EL PArent Engagement
*Increase small group and 1 to 1 support for academic and social counseling for our English Learners and at-promise students

4) LCAP Parent/Community Group

MAIN THEMES

*Social-emotional well-being support

5) Parent-Teacher Organization (PTO)

MAIN THEMES

*Social-emotional well-being support (Increased Counseling, Wellness Coordinator, *Curriculum, Professional Development)
*Mathematics Intervention and Professional Development
*Curriculum alignment at all elementary schools
*Family Engagement: Hispanic/Latino and At-Promise & Elementary/Middle/High School Articulation

*Is transportation an option?
*Intervention & Additional support for At-Promise (Push In)
*Increased outreach to at-promise communities (Pilar Ridge and MidPen)
Communication
*Full-Day Kindergarten Implementation (Review pros/cons)
*Dismissal should be at the same time as TK-5
*Equal access to enrichment and elective courses

6) California School Employees Association (CSEA)

MAIN THEMES

*Add e-books to our library resources
*Consider having an e-book system for our students to access and reach out to our SMC libraries for access to e-book programs
*Mathematics support to obtain math curriculum adopted - Bridges Program in Elementary. Can we increase staff to support math intervention and small group instruction - Math Paraprofessional
*Small Groups in Mathematics
*Manipulatives
*Intervention in Math
*Resume extracurricular activities to connect students with adult mentors to support SEL and Academics
*Classified staff can have an important role in this area through extracurricular activities to help students thrive and grow

7) Cabrillo Unified Teachers Association (CUTA)

MAIN THEMES
*Summer School (Remedial & Enrichment)
*Theatre Programs to support oral language and SEL support
*Physical Education and Art during the school year to support SEL to support student success.
*More enrichment activities and PE in all grades
*Hands-on Science
*Improve Equity across schools, class size is different across schools
*Smaller Class sizes
*Mathematics Interventions to improve student access to Algebra I
*1 to 1 support for students who need extra support
*Roving Substitutes
*Teacher on Special Assignments (TOSA) to support push in and meeting 1 to 1 with students during and after-school
*Compensation for teachers to provide tutoring/homework club
*Explore Teacher Pay: Daily Rate vs Hourly Rate
*Peer Tutoring for credit (example: an AVID program where students obtain credit for AVID Tutoring)

*Offer Teachers to ask if they can teach 2-3 week elective during the summer (Example: CTE Wheel)
*Allow for Job Sharing for Summer School
*Increase SEL Support Systems (Ex: Advisory Period, increase counselors, Professional Development, Add Behavior Specialist)

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The majority of the actions and services in our plan, particularly those funded by LCFF supplemental, were influenced by stakeholder input, particularly the recurring themes brought up throughout our stakeholder groups. We implemented actions and services that were research-based and proven to be effective, fiscally feasible, and easily implemented.

The themes that were consistent with all stakeholder groups were:

1) STUDENT ACHIEVEMENT (Academic & Social-Emotional)
2) EQUITY
4) ENGAGEMENT

Our LCAP goals succinctly align to the various feedback provided from stakeholder groups:

*Intervention Supports for our at-promise students
*Increased English Learner Services
*Increased Social-Emotional Services for students and families
*Increased Enrichment Supports
*After school and summer school services
*Curriculum alignment
*Increase supports via district specialists (curriculum, ELA, ELD, Math, Science, STEAM, VAPA)
*Increased family engagement

Goals and Actions

Goal

Goal #	Description
1	Student Achievement (Academic & Social-Emotional) BROAD GOAL The metrics and actions below will be implemented to ensure that the progress made within Priority 1 and the implementation of academic content and performance standards in Priority 2 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal. LCAP Priorities: Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair Priority 2: Implementation of academic content and performance standards adopted by SBE Priority 7: Course Access Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

The metrics described below were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators, and school site councils.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students proficient in English Language Arts on the CAASPP - All Students	Grade 3: 48% Grade 5: 61% Grade 8: 58% Grade 11: 65%				Grade 3: 58% Grade 5: 71% Grade 8: 68% Grade 11: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CAASPP - CDE 2019					
Percent of students proficient in English Language Arts on the CAASPP - English Learners Source: CAASPP - CDE 2019	Grade 3: 6% Grade 5: 11% Grade 8: 0% Grade 11: 3%				Grade 3: 16% Grade 5: 21% Grade 8: 10% Grade 11: 13%
Percent of students proficient in English Language Arts on the CAASPP - Socioeconomically Disadvantaged Students Source: CAASPP - CDE 2019	Grade 3: 14% Grade 5: 29% Grade 8: 27% Grade 11: 26%				Grade 3: 24% Grade 5: 39% Grade 8: 37% Grade 11: 36%
Reclassification Rate Source: CAASPP - CDE 2019	8.9%				15%
Percent of Ever-ELs who have been reclassified in grades 5, 8, and 11. Note: Ever-ELs are students who have	Grade 5: 23.8 % Grade 8: 59.2% Grade 11: 54.2%				Grade 5: 13.8 % Grade 8: 49.2% Grade 11:44.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
been identified as English Learners at any time during their education. Source: CAASPP - CDE 2019					
Percent of students proficient in English Language Arts on the CAASPP - Students with Disabilities. Source: CAASPP - CDE 2019	15%				25%
% of students proficient in English Language Arts - Lexia Assessment (NOTE: This assessment was used in lieu of CAASPP due to COVID-19 Pandemic)	ALL STUDENTS 3rd - 56% 4th - 50% 5th - 54% 6th - 62% 7th - 65% 8th - 74% 11th - 87% ENGLISH ONLY 3rd - 51% 4th - 49% 5th - 50% 6th - 57% 7th - 65% 8th - 74% 11th - 87%				ALL STUDENTS 3rd - 66% 4th - 60% 5th - 64% 6th - 72% 7th - 75% 8th - 84% 11th - 97% ENGLISH ONLY 3rd - 61% 4th - 59% 5th - 60% 6th - 67% 7th - 75% 8th - 84% 11th - 97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ENGLISH LEARNERS 3rd - 6% 4th - 2% 5th - 24% 6th - 41% 7th - 0% 8th - 0% 9th - 0% SPECIAL EDUCATION 3rd - 4% 4th 1% 5th - 14% 6th - 10% 7th - 4% 8th - 1% 11th - 4% WHITE 3rd - 19% 4th - 17% 5th - 11% 6th - 25% 7th - 25% 8th - 36% 11th - 33% HISPANIC LATINO 3rd - 6% 4th - 4% 5th - 4% 6th - 6% 7th - 12% 8th - 7%				ENGLISH LEARNERS 3rd - 16% 4th - 12% 5th - 34% 6th - 51% 7th - 10% 8th - 10% 9th - 10% SPECIAL EDUCATION 3rd - 14% 4th 11% 5th - 24% 6th - 20% 7th - 14% 8th - 11% 11th - 14% WHITE 3rd - 29% 4th - 27% 5th - 21% 6th - 35% 7th - 35% 8th - 46% 11th - 43% HISPANIC LATINO 3rd - 16% 4th - 14% 5th - 14% 6th - 16% 7th - 22% 8th - 17%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	9th - 25% SOCIOECONOMICALLY DISADVANTAGED 3rd - 23% 4th - 8% 5th - 10% 6th - 24% 7th - 24% 8th - 15% 11th - 50%				9th - 35% SOCIOECONOMICALLY DISADVANTAGED 3rd - 43% 4th - 18% 5th - 20% 6th - 34% 7th - 34% 8th - 25% 11th - 60%
% of students proficient in English Language Arts - 3rd - 5th (Local Math Benchmark) • 6th-8th & 11th (Delta Math)	ALL STUDENTS 3rd - 74% 4th - 64% 5th - 72% 6th - 38% 7th - 43% 8th - 71% 11th - 57% ENGLISH ONLY 3rd - 54% 4th - 51% 5th - 49% 6th - 28% 7th - 40% 8th - 64% 11th - 76% ENGLISH LEARNERS 3rd - 8% 4th - 1% 5th - 11%				ALL STUDENTS 3rd - 84% 4th - 74% 5th - 82% 6th - 48% 7th - 53% 8th - 81% 11th - 67% ENGLISH ONLY 3rd - 64% 4th - 61% 5th - 59% 6th - 38% 7th - 50% 8th - 74% 11th - 86% ENGLISH LEARNERS 3rd - 18% 4th - 11% 5th - 11%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6th - 3% 7th - 0% 8th - 0% 9th - 0% SPECIAL EDUCATION 3rd - 0% 4th - 0% 5th - 0% 6th - 0% 7th - 0% 8th - 0% 11th - 1% WHITE 3rd - 41% 4th - 38% 5th - 41% 6th - 22% 7th - 30% 8th - 57% 11th - 40% HISPANIC-LATINO 3rd - 28% 4th - 21% 5th - 21% 6th - 12% 7th - 9% 8th - 8% 9th - 70% SOCIOECONOMICALLY DISADVANTAGED				6th - 13% 7th - 10% 8th - 10% 9th - 10% SPECIAL EDUCATION 3rd - 10% 4th - 10% 5th - 10% 6th - 10% 7th - 10% 8th - 10% 11th - 11% WHITE 3rd - 51% 4th - 48% 5th - 51% 6th - 32% 7th - 40% 8th - 67% 11th - 50% HISPANIC-LATINO 3rd - 38% 4th - 31% 5th - 31% 6th - 22% 7th - 19% 8th - 18% 9th - 80% SOCIOECONOMICALLY DISADVANTAGED

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3rd - 12% 4th - 27% 5th - 14% 6th - 52% 7th - 6% 8th - 6% 11th - 14%				3rd - 22% 4th - 37% 5th - 24% 6th - 62% 7th - 16% 8th - 16% 11th - 24%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Highly Qualified Staff	Instruction from appropriately qualified and certificated teachers and classified staff. Retention of highly qualified district and school site administration. Ensure that salaries are competitive with neighboring districts to attract and retain certificated staff and ensure assignments are appropriate to certification.	$20,974,150.00	No
2	New Teacher Induction Program	New teachers will receive support through the New Teacher Induction program.	$65,000.00	No
3	Increased Professional Development (All Students)	Professional development will be provided to faculty: *Multi-Tiered System of Support *Social-Emotional Learning *Cultural Proficiency *Comprehension Across Content Areas Universal Design for Learning *Mathematics Professional Development (TK-12) *English Language Arts / ELD Standards and instructional strategies *VAPA Professional Development *K-12 Science teachers K-12 focused on Next Generation Science Standards *Integration of technology into the curriculum *Gathering and analyzing student performance data, including formative and summative assessment.	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Increased Professional Development (At-Promise Students)	Professional development will be provided to faculty: *Multi-Tiered System of Support *Social-Emotional Learning *Cultural Proficiency *Comprehension Across Content Areas Universal Design for Learning *Mathematics Professional Development (TK-12) *English Language Arts / ELD Standards and instructional strategies *VAPA Professional Development *K-12 Science teachers K-12 focused on Next Generation Science Standards *Integration of technology into the curriculum *Gathering and analyzing student performance data, including formative and summative assessment.	$10,000.00	Yes
5	NGSS Instruction - Elementary	Maintain Fifth Grade District Science teacher.	$103,000.00	No
6	NGSS Support	Provide cross-district collaboration time for Next Generation Science Standards.	$10,100.00	No
7	AVID Program	Provide our AVID Program in grades 6th-12th for the purpose of developing a pipeline to support college readiness (AVID Sections, AVID Professional Development, AVID Tutoring)	$150,000.00	Yes
8	Career Technical Education Program	Continue developing CTE pathways in agriculture, construction, and broadcasting.	$109,000.00	No
9	Credit Recovery	Provide technology-enhanced Credit Recovery and A-G course requirements.	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	Early College Access (At-Promise Students)	Continue with Early College course development.	$10,000.00	Yes
11	Special Education Services	Students with disabilities who receive Special Education services will be taught by highly qualified teachers, in the Least Restrictive Environment, using the grade-level curriculum with appropriate accommodations according to their Individualized Education Programs (IEPs). *Students with IEPs will have academic goals aligned with state standards *Students' IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs. Baselines will be quantifiable and goals will be aligned with the Common Core standards. *General Education teachers and Education Specialists will collaborate to plan and develop instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the Least Restrictive Environment. *General Education teachers and Education Specialists will participate in professional learning together to develop the capacity to ensure students with IEPs have access to grade-level instructional curriculum, data-based decision making, standard aligned goals, and ongoing progress monitoring for students with IEPs. *Professional learning will be provided to teachers and paraprofessionals in co-teaching/collaborative instructional models and specialized instruction in order to provide access for students with IEPs to the curriculum in the General Education classroom. *Increase inclusive program options for students with disabilities with Autism Spectrum Disorder and mental health disabilities by developing	$7,863,905.00	No

Action #	Title	Description	Total Funds	Contributing
		a comprehensive continuum of services and supports to effectively serve students in the school district.		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	At-Promise Students BROAD GOAL There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged. LCAP Priorities: Priority 4: Pupil Achievement Priority 5: Pupil Engagement

An explanation of why the LEA has developed this goal.

Analysis of of state and local assessments, engagement tracking, survey data of students, parents, teachers, and staff to increase the performance of our at-promise groups of students. We will data collected as part of student academic monitoring.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent Completion of A-G Course Requirements - All Students Source: CDE DataQuest 2019	HMBHS: 57.4% CUSD: 53.9%				HMBHS: 67.4% CUSD: 63.9%
Percent Completion of A-G Course Requirements - English Learners	CUSD: 12.5%				CUSD: 32.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CDE DataQuest 2019					
Percent Completion of A-G Course Requirements - Socioeconomically Disadvantaged Students Source: CDE DataQuest 2019	CUSD: 38.9%				CUSD: 48.9%
Number of Early College course credits available to students Source: Infinite Campus Student Information System 2019	6.0 course credits				9.0 course credits
Percentage of AVID students who apply to post-secondary Source: Local Reports	95%				99%
Percent of students proficient in Mathematics on the CAASPP - All Students	Grade 3: 41.0% Grade 5: 36.2% Grade 8: 31.8% Grade 11: 39.0%				Grade 3: 51.0% Grade 5: 46.2% Grade 8: 41.8% Grade 11: 49.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CAASPP CDE 2019					
Percent of students proficient in Mathematics on the CAASPP - English Learners Source: CAASPP CDE	Grade 3: 6% Grade 5: 11% Grade 8: 0% Grade 11: 3%				Grade 3: 7% Grade 5: 21% Grade 8: 10% Grade 11: 13%
Percent of students proficient in Mathematics on the CAASPP - Socioeconomically Disadvantaged Source: CAASPP CDE 2019	Grade 3: 17% Grade 5: 10% Grade 8: 8% Grade 11: 13%				Grade 3: 27% Grade 5: 20% Grade 8: 18% Grade 11: 23%
Percent of students who have passed an AP exam with score of 3 or higher Source: College Board	74%				84%

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Language Arts district-wide aligned curriculum	English Language Arts district-wide aligned curriculum and instructional materials.	$300,000.00	No
2	English Language Development district-wide aligned curriculum	English Language Development aligned curriculum and instructional materials.	$60,000.00	Yes
3	MTSS Implementation: District Wide formative and summative assessments	Assessment with district adopted formative reading, writing, and mathematics assessment to be administered three times a year. Frequent formative assessments will be given and results will be analyzed to determine instructional strategies for student learning and interventions, as needed.	$100,000.00	No
4	Universal TK-2 Literacy Screener	District will universally screen TK-2 students at least three times per year for identification of at-risk literacy factors for early intervention	$50,000.00	Yes
5	Grades TK-3 reduced ratio of 24-to-1	Continuing class sizes in Grades TK-3 at a reduced ratio of 24-to-1 as opposed to the district norm of 34-to-1 allowing for intensive small group instruction in English Language Development and literacy.	$4,500,000.00	No
6	Spanish Courses	Spanish classes offered in Intermediate and High School to enhance language acquisition and literacy for English Language Learners.	$500,000.00	No
7	Dual Immersion Preschool	Provide dual language preschool for eligible Migrant and at-risk students.	$200,000.00	No
8	Big Lift (Early Literacy Initiative) Collaborative	Facilitate Big Lift Collaborative to continue to align Preschool through Grade 3 literacy, improve family engagement strategies, and develop community partnerships.	$7,000.00	

Action #	Title	Description	Total Funds	Contributing
9	English Language Development Interventions & Curriculum	English Language Development Interventions & Curriculum Supports	$250,000.00	
10	Technology Enhanced Curriculum	Technology-enhanced reading intervention curriculum will be available to students from Transitional Kindergarten through High School.	$50,000.00	
11	Dyslexia Intervention and Common Core Aligned Materials	Intervention and Common Core-aligned materials will be provided to support students with dyslexia.	$15,000.00	No
12	English Language Development Secondary Sections	Cunha and Half Moon Bay High School will have dedicated sections of English Language Development	$250,000.00	
13	English Language Development Specialists		$300,000.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Student & Parent Engagement (Academic & Social-Emotional) MAINTENANCE OF PROGRESS GOAL The metrics and actions below will be implemented to ensure that the progress made within Parent Involvement and Family and Priority 3 Pupil Engagement Priority 5 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal. LCFF Priorities: Priority 3: Parental Involvement and Family Engagement Priority 5: Pupil engagement

An explanation of why the LEA has developed this goal.

Parent Involvement and Family Engagement are a priority in our district. The metrics described below were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators, DELACs, and school site councils.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Survey Results	Results will be entered for baseline in May/June 2021				
Parent Participation (Site Based Events??					
Other Suggestions					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Summer School Interventions	Summer intervention programs for target students to support elementary, middle, credit recovery, and A-G course requirements.	$300,000.00	Yes
2	Interventions and Tutoring	Interventions and Tutoring (After school, before school, and Saturdays/extended breaks)	$300,000.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Social-Emotional Goal FOCUS GOAL Increase the implementation of a positive climate framework to increase student wellbeing, student academic achievement and decrease chronic absenteeism, discipline referrals, and suspensions/expulsions. LCAP Priorities: Priority 6: School Climate Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Analysis of different domains of referral data, survey data of students, parents, and teachers to measure social emotional well-being and mental health. We will use engagement tracking, behavioral data, survey data of students, parents, teachers, and staff and data collected as part of wellness checks as metrics to monitor the social emotional well-being and mental health of students and staff are supported and to ensure the number of students and staff in need of Tier 2 and Tier 3 supports are decreasing.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling Supports	Increased Counseling supports for students and their families	$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Family Engagement Supports	Increased Family Engagement Supports *English Learner Family Engagement outreach *Title I Site Community Liaison *District Community Liaison *Sites will implement at least 4 parent engagement events to discuss tailored to site-identified parent needs. *Implementing District-wide protocols and procedures to communicate with families in a timely manner regarding student progress, ways to support student learning at home, and critical information about the school. *Provide training for liaisons to improve targeted outreach to families to increase parent engagement and to improve interpretation and translation skills, especially for meetings with specific education-related vocabulary.	$375,000.00	Yes
3	Translation Services	Provide oral interpretation and written translation services.	$75,000.00	Yes
4	Improved School Facilities	School facilities are maintained and in good repair.	$1,905,046.00	No
5	Secondary Counseling Services	Provide academic counseling to high school students to ensure completion of graduation requirements for at-risk students. Provide credit recovery curriculum to at-risk students. On-going mandatory student/parent conferences with site administration for at-risk students and families transitioning from elementary to middle school (5-6) and middle school to high school (8-9).	$559,000.00	Yes
6	Multi Tiered Systems of Supports	Further develop areas of support for the Social-Emotional Development of our students *Classroom workshops for students (mindfulness, relational aggression, empowerment groups etc) *Teacher/staff climate consultation	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
		*Teacher wellness groups *Teacher wellness PD for administrators *COST Meetings *SST framework and handbook (CCEIS) *SST coaching and PD (CCEIS) *Wellness Fairs *Family engagement seminars *PBIS PD - Framework implementation T1, T2 and T3 *PSW framework implemented (T3) (CCEIS)		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	ELA/ELD, Mathematics, and Suspension FOCUS GOAL Based on CUSD's identification for differentiated assistance, we will engage in the development of a local system and engage in a root cause analysis to ensure we improve the academic performance of ELA/ELD and mathematics and decrease the suspension rate of all students, with a particular focus on Hispanic/Latinx, English Learners, and Socio-Economically Disadvantaged students. LCAP Priorities Priority 5: Pupil Engagement Priority 4: Pupil Achievement

An explanation of why the LEA has developed this goal.

Analysis of of state and local assessments, engagement tracking, survey data of students, parents, teachers, and staff to increase the performance of our at-promise groups of students. We will data collected as part of student academic monitoring.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue Implementation of our Multi Tiered Systems of Support (MTSS) to	Develop and Provide defined Tier 2 and Tier 3 Interventions	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	support our at-promise groups of students			
2	Elementary Reading Intervention Teachers	Elementary students reading below grade level will receive targeted, small group, pull-out reading intervention instruction by certificated reading teachers. (4.6 Full-Time Equivalent)	$550,000.00	Yes
3	Increased during school and after school enrichment services	Increased Enrichment Services for our at-promise students *Visual Arts and Performing Arts Specialists *Science Technology Engineering Art Mathematics Specialists	$250,000.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.78%	$2,339,221

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

LCAP Goal 1

Highly Qualified Staff (Action 1)
New Teacher Induction Program (Action 2)
Increased Professional Development: All Students (Action 3)
NGSS Instruction - Elementary (Action 5)
NGSS Support (Action 6)
Career Technical Education Program (Action 8)

LCAP Goal 2

English Language Arts district-wide aligned curriculum (Action 1)
MTSS Implementation: District Wide formative and summative assessments (Action 3)
Grades TK-3 reduced ratio of 24-to-1 (Action 5)
Spanish Courses (Action 6)
Dual Immersion Preschool (Action 7)

LCAP Goal 4

Improved School Facilities (Action 4)

Multi-Tiered Systems of Supports (Action 6)

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders.

These contributing actions are principally directed toward our unduplicated student population to help Cabrillo Unified School District be effective in meeting our LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of district. Our intention is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness of our programs.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, CUSD has calculated that it will receive $2,339,221, in Supplemental funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 8.78%. CUSD has will meet the 8.78% proportionality percentage by planning to expend all the supplemental funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$30,507,150.00	$7,873,905.00	$2,018,146.00	$92,000.00	$40,491,201.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$28,833,250.00	$11,657,951.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Highly Qualified Staff	$20,974,150.00				$20,974,150.00
1	2	All	New Teacher Induction Program				$65,000.00	$65,000.00
1	3	All Students with Disabilities	Increased Professional Development (All Students)				$20,000.00	$20,000.00
1	4	English Learners Foster Youth Low Income	Increased Professional Development (At-Promise Students)		$10,000.00			$10,000.00
1	5	All	NGSS Instruction - Elementary			$103,000.00		$103,000.00
1	6	All	NGSS Support			$10,100.00		$10,100.00
1	7	English Learners Foster Youth Low Income	AVID Program	$150,000.00				$150,000.00
1	8	All	Career Technical Education Program	$109,000.00				$109,000.00
1	9	English Learners Foster Youth Low Income	Credit Recovery	$35,000.00				$35,000.00
1	10	English Learners Foster Youth Low Income	Early College Access (At-Promise Students)	$10,000.00				$10,000.00
1	11	Students with Disabilities	Special Education Services		$7,863,905.00			$7,863,905.00
2	1	All	English Language Arts district-wide aligned curriculum	$300,000.00				$300,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners	English Language Development district-wide aligned curriculum	$60,000.00				$60,000.00
2	3	All	MTSS Implementation: District Wide formative and summative assessments	$100,000.00				$100,000.00
2	4	English Learners Foster Youth Low Income	Universal TK-2 Literacy Screener	$50,000.00				$50,000.00
2	5	All	Grades TK-3 reduced ratio of 24-to-1	$4,500,000.00				$4,500,000.00
2	6	All	Spanish Courses	$500,000.00				$500,000.00
2	7	All	Dual Immersion Preschool	$200,000.00				$200,000.00
2	8	English Learners Foster Youth Low Income	Big Lift (Early Literacy Initiative) Collaborative				$7,000.00	$7,000.00
2	9	English Learners	English Language Development Interventions & Curriculum	$250,000.00				$250,000.00
2	10	English Learners Foster Youth Low Income	Technology Enhanced Curriculum	$50,000.00				$50,000.00
2	11	Students with Disabilities	Dyslexia Intervention and Common Core Aligned Materials	$15,000.00				$15,000.00
2	12	English Learners	English Language Development Secondary Sections	$250,000.00				$250,000.00
2	13	English Learners	English Language Development Specialists	$300,000.00				$300,000.00
3	1	English Learners Foster Youth Low Income	Summer School Interventions	$300,000.00				$300,000.00
3	2	English Learners Foster Youth Low Income	Interventions and Tutoring	$300,000.00				$300,000.00
4	1	English Learners Foster Youth Low Income	Counseling Supports	$70,000.00				$70,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	2	English Learners Foster Youth Low Income	Family Engagement Supports	$375,000.00				$375,000.00
4	3	English Learners	Translation Services	$75,000.00				$75,000.00
4	4	All	Improved School Facilities			$1,905,046.00		$1,905,046.00
4	5	English Learners Foster Youth Low Income	Secondary Counseling Services	$559,000.00				$559,000.00
4	6	All	Multi Tiered Systems of Supports	$75,000.00				$75,000.00
5	1	English Learners Foster Youth Low Income	Continue Implementation of our Multi Tiered Systems of Support (MTSS) to support our at-promise groups of students	$100,000.00				$100,000.00
5	2	English Learners Foster Youth Low Income	Elementary Reading Intervention Teachers	$550,000.00				$550,000.00
5	3	English Learners Foster Youth Low Income	Increased during school and after school enrichment services	$250,000.00				$250,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,184,000.00	$3,194,000.00
LEA-wide Total:	$1,520,000.00	$1,520,000.00
Limited Total:	$1,155,000.00	$1,165,000.00
Schoolwide Total:	$809,000.00	$809,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Increased Professional Development (At-Promise Students)	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$10,000.00
1	7	AVID Program	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Cunha Intermediate & Half Moon Bay High School 6th-12th grade	$150,000.00	$150,000.00
1	9	Credit Recovery	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Pilarcitos & Half Moon Bay High Schools	$35,000.00	$35,000.00
1	10	Early College Access (At-Promise Students)	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$10,000.00	$10,000.00
2	2	English Language Development district-wide aligned curriculum	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$60,000.00	$60,000.00
2	4	Universal TK-2 Literacy Screener	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
2	8	Big Lift (Early Literacy Initiative) Collaborative		English Learners Foster Youth	Specific Schools: Elementary Schools		$7,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	9	English Language Development Interventions & Curriculum		English Learners	Specific Schools: Elementary Schools	$250,000.00	$250,000.00
2	10	Technology Enhanced Curriculum		English Learners Foster Youth Low Income	Specific Schools: Elementary School	$50,000.00	$50,000.00
2	12	English Language Development Secondary Sections		English Learners	Specific Schools: Elementary Schools	$250,000.00	$250,000.00
2	13	English Language Development Specialists	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hatch, El Granada, Cunha, and Half Moon Bay High School	$300,000.00	$300,000.00
3	1	Summer School Interventions	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$300,000.00	$300,000.00
3	2	Interventions and Tutoring	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$300,000.00	$300,000.00
4	1	Counseling Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	$70,000.00
4	2	Family Engagement Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$375,000.00	$375,000.00
4	3	Translation Services	LEA-wide	English Learners	All Schools	$75,000.00	$75,000.00
4	5	Secondary Counseling Services	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cunha Intermediate and Half Moon Bay High School 6th-8th grade	$559,000.00	$559,000.00
5	1	Continue Implementation of our	LEA-wide	English Learners Foster Youth		$100,000.00	$100,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Multi Tiered Systems of Support (MTSS) to support our at-promise groups of students		Low Income			
5	**2**	Elementary Reading Intervention Teachers	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$550,000.00	$550,000.00
5	**3**	Increased during school and after school enrichment services	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$250,000.00	$250,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

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

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

Introduction and Instructions

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Cabrillo Unified School District	Sean McPhetridge Superintendent	mcphetridges@cabrillo.k12.ca.us (650) 240-3146

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of students proficient in English Language Arts on the CAASPP - All Students Source: CAASPP - CDE **19-20** Grade 3: 48% Grade 5: 61% Grade 8: 58% Grade 11: 65% **Baseline** Grade 3: 42% Grade 5: 55% Grade 8: 52% Grade 11: 59%	Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to compare growth.

Expected	Actual
Metric/Indicator Percent of students proficient in English Language Arts on the CAASPP - English Learners Source: CAASPP - CDE **19-20** Baseline + 6% **Baseline** Grade 3: 6% Grade 5: 11% Grade 8: 0% Grade 11: 3%	Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to compare growth.
Metric/Indicator Percent of students proficient in English Language Arts on the CAASPP - Socioeconomically Disadvantaged Students Source: CAASPP - CDE **19-20** Baseline + 6% **Baseline** Grade 3: 14% Grade 5: 29% Grade 8: 27% Grade 11: 26%	Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to compare growth.
Metric/Indicator	Due to the COVID-19 Pandemic, Cabrillo Unified Unified School District was not able to administer assessments. Therefore, we do

Expected	Actual
Percent of students reading on grade level on the Fountas and Pinnell Reading Assessment for Grades 3 and 5 - All Students Source: IO Data System **19-20** Baseline + 9% **Baseline** Grade 3: 66% 57% Grade 5: 61% 46% (Percentages were corrected for consistency and accuracy.)	not yet have data to compare the actual growth. Once we administer the Fountas and Pinnell battery of assessments during the 2021-2022 school year, we will be able to compare growth.
Metric/Indicator Percent of students reading on grade level on the Fountas and Pinnell Reading Assessment for Grades 3 and 5 - English Learners Source: IO Data System **19-20** Baseline + 15% **Baseline** Grade 3: 25% 9% Grade 5: 13% 1% (Percentages were corrected for consistency and accuracy.)	Due to the COVID-19 Pandemic, Cabrillo Unified Unified School District was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the Fountas and Pinnell battery of assessments during the 2021-2022 school year, we will be able to compare growth.
Metric/Indicator Percent of students reading on grade level on the Fountas and Pinnell Reading Assessment for Grades 3 and 5 - Socioeconomically Disadvantaged Students	Due to the COVID-19 Pandemic, Cabrillo Unified Unified School District was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we

Expected	Actual
Source: IO Data System **19-20** Baseline + 12% **Baseline** Grade 3: 40% 29% Grade 37% 15% (Percentages were corrected for consistency and accuracy.)	administer the Fountas and Pinnell battery of assessments during the 2021-2022 school year, we will be able to compare growth.
Metric/Indicator Percent of students who increase by one CELDT level or maintain overall CELDT 4 or 5 or ELPAC level 3 (Moderately Developed) & 4 (Well Developed). Source: CDE **19-20** Target based on 2018-2019 baseline. Revised Target: To create a baseline for the percent of students who increase one ELPAC level or maintain at a level 3 or 4. **Baseline** 63.5%	Due to the COVID-19 Pandemic, Cabrillo Unified Unified School District was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the Fountas and Pinnell battery of assessments during the 2021-2022 school year, we will be able to compare growth.

Expected	Actual
Metric/Indicator Reclassification Rate Source: CDE DataQuest **19-20** Baseline + 6% **Baseline** 8.9%	In 2020-2021, Cabrillo Unified School District reclassified a total of 90 students, which is 13.1% of our English Learner Population (554 ELs). This is an increase of 4.2% students reclassified in comparison to our baseline of 8.9%. Although we did not meet our goal to increase 6% of reclassified students, this year was our COVID19 pandemic year and a 4.2% increase is significant growth.
Metric/Indicator Percent of Ever-ELs who have been reclassified in grades 5, 8, and 11. Note: Ever-ELs are students who have been identified as English Learners at any time during their education. Source: CDE DataQuest **19-20** Grade 5: Baseline + 15% Grade 8: Baseline + 6% Grade 11: Baseline + 6% **Baseline** Grade 5: 23.8 % 21.4% Grade 8: 59.2% Grade 11: 54.2% (Grade 5 percentage was corrected for consistency and accuracy.)	Due to the COVID-19 Pandemic, California Department of Education (CDE) will be updating the 2020-2021 school year Long Term EL Data later this year. Therefore, we do not yet have data to compare the actual growth. Once CDE updates the 2020-2021 Ever-EL data in CDE DataQuest, we will be able to determine growth.

Expected	Actual
Metric/Indicator English Language Development Sections Source: Infinite Campus **19-20** Baseline less 2 Sections **Baseline** 2017-18 baseline: 12 Sections	5 ELD sections in Middle School 6 ELD sections in High School Total of 11 ELD sections in Secondary
Metric/Indicator Percent of students proficient in English Language Arts on the CAASPP - Students with Disabilities Source: CAASPP - CDE **19-20** Baseline + 3% **Baseline** 2017-18 baseline: 15%	Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to compare growth.
Metric/Indicator Percent of Participation in the CAASPP English Language Arts - Students with Disabilities Source: CAASPP - CDE	Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to compare growth.

Expected	Actual
19-20 Baseline + 4.4% **Baseline** 2018-19 Baseline: 90.6% from Spring 2018 CAASPP	
Metric/Indicator Percentage of Students in Grades TK-2 Screened for Dyslexia. **19-20** Baseline + 95% **Baseline** 2018-19 baseline: 0% Currently, no students in Grades TK-2 participate in universal screening for dyslexia.	Due to the COVID-19 Pandemic, Cabrillo Unified Unified School District was not able to administer this particular Dyslexia assessment. Therefore, we do not yet have data to compare the actual growth. Once we administer the Dyslexia battery of assessments during the 2021-2022 school year, we will be able to compare growth.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Direct instruction in English Language Arts with district adopted instructional materials. 1.2 Assessment with district adopted formative reading and writing assessment in elementary three times a year. Frequent formative assessments will be given and results will be analyzed to determine instructional strategies for student learning and interventions, as needed. 1.3 District will universally screen TK-2 students at least three times per year for identification of at-risk literacy factors for early intervention. (New Action)	4000-4999: Books And Supplies Lottery Materials $164,000 Object code: 1000,2000,3000 and materials 4000 Base $50,000 Object code: 1000,2000,3000 and materials 4000 Base $50,000 Low Performing Student Block Grant $25,000	4000-4999: Books And Supplies Lottery Materials $164,000 Object code: 1000,2000,3000 and materials 4000 Base $50,000 Object code: 1000,2000,3000 and materials 4000 Base $50,000 Low Performing Student Block Grant $25,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Continuing class sizes in Grades TK-3 at a reduced ratio of 24-to-1 as opposed to the district norm of 34-to-1 allowing for intensive small group instruction in English Language Development and literacy. 2.2 Spanish classes offered in Intermediate and High School to enhance language acquisition and literacy for English Language Learners. 2.3 Provide dual language preschool for eligible Migrant and at-risk students. (New Action) 2.4 Facilitate Big Lift Collaborative to continue to align Preschool through Grade 3 literacy, improve family engagement strategies, and develop community partnerships. (New Action)	Object code: 1000, 3000 Base $4,200,000 Object code: 1000, 3000 Supplemental $405,000	Object code: 1000, 3000 Base $4,200,000 Object code: 1000, 3000 Supplemental $305,000
3.1 Elementary students reading below grade level will receive targeted, small group, pull-out reading intervention instruction by certificated reading teachers. (3.6 Full-Time Equivalent) 3.2 Technology-enhanced reading intervention will be available to students from Transitional Kindergarten through High School. 3.3 Interventions will be coordinated, monitored, and evaluated for efficacy and impact on student achievement. 3.4 Intervention and Common Core-aligned materials will be provided to support students with dyslexia. (New Action)	Object code: 1000, 3000 Supplemental $408,000 4000-4999: Books And Supplies Supplemental $50,000 Included in Goal 2, Action 1.1 Object code: 1000, 3000 Base 4000-4999: Books And Supplies Low Performing Student Block Grant $10,000	Object code: 1000, 3000 Supplemental $408,000 4000-4999: Books And Supplies Supplemental $50,000 Included in Goal 2, Action 1.1 Object code: 1000, 3000 Base 4000-4999: Books And Supplies Low Performing Student Block Grant $10,000
4.1 District will continue the piloting and adoption of English Language Development materials aligned with the new English Language Development standards. [Note: the piloting and adoption was not completed during the 2018-19 school year.]	No cost same as Goal 2, Action 1.1. same as Goal 2, Action 1.1. Object code: 1000, 3000 Supplemental $224,400	No cost same as Goal 2, Action 1.1. same as Goal 2, Action 1.1. Object code: 1000, 3000 Supplemental $239,400

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.2 English Learners will receive both integrated and designated English Language Development on a daily basis to ensure they make the required progress toward state English Language Development assessments 4.3 Cunha and Half Moon Bay High School will have dedicated sections of English Language Development (10 sections). 4.4 Communicate plan for parents stating criteria for reclassification. 4.5 The ELPAC will be used during initial assessments in the Fall and summative assessments in the Spring.	Included in Goal 2, Action 1.1. Object code: 1000, 3000 Supplemental $15,000	Included in Goal 2, Action 1.1. Object code: 1000, 3000 Supplemental $15,000
5.1 Teachers receive direct professional development on making core academic curriculum accessible for English Learner students 5.2 Parents will receive guidance in language of correspondence on best strategies they can use to help their children become literate and reclassified, a minimum of three times a year.	Object code: 1000, 3000 Supplemental $130,000 cost included in 5.1 3000-3999: Employee Benefits	Object code: 1000, 3000 Supplemental $25,000 cost included in 5.1 3000-3999: Employee Benefits
6.1 Summer intervention programs for target students to support elementary literacy, credit recovery, and A-G course requirements. 6.2 As necessary, the “Jump Start Reclassification” program will provide summer intensive interventions and reclassification opportunities to students entering Grades 6-12. 6.3 Students reading below grade level will receive after-school intervention. 6.4 Expand the “Summer Bridge” program to provide summer intensive intervention and smooth transitions for at-risk students from middle to high school and from elementary and to middle school. [Note: The	Big Lift (15k), LCFF Supplemental (35k) Object code: 1000, 3000 $50,000 Object code: 1000, 3000 Supplemental $12,000 ASCS/Dolphin Club Object code: 1000, 3000 $128,000 Object code: 1000, 3000 Supplemental $12,000	Big Lift (15k), LCFF Supplemental (35k) Object code: 1000, 3000 $50,000 Object code: 1000, 3000 Supplemental $12,000 ASCS/Dolphin Club Object code: 1000, 3000 $128,000 Object code: 1000, 3000 Supplemental $12,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
elementary to middle school program was not started during the 2018-19 school year.]		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

During the 2020-2021 academic school year and due to the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in two months of a hybrid learning model (in-person and remote learning). Due to these unprecedented shifts in our instructional program, the following actions and services were not implemented because there was limited in-person instruction:

1) LCAP Goal 1 Action 2.3 Provide dual language preschool for eligible Migrant and at-risk students. (New Action)
2) LCAP Goal 1 Action 5.1 Teachers receive direct professional development on making core academic curriculum accessible for English Learner students
3) LCAP Goal 1 Action 6.4 Expand the “Summer Bridge” program to provide summer intensive intervention and smooth transitions for at-risk students from middle to high school and from elementary and to middle school

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

The main challenges that presented in the implementation of our actions/services in achieving our LCAP Goal 1 (All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Learner students), were the following:

1) Implementation of in-person intervention, after-school, and summer intervention. Due to CDPH, SMCH, and SMCOE guidelines, we were unable to provide in-person interventions to support our at-promise students.
2) Due to limitations in construction, this year, we were not able to expand our preschool to add a dual-immersion preschool.
3) Professional Development in English Language Development was limited due to remote learning training that was a priority in providing our staff with the tools necessary to transition from in-person to remote learning instruction.

The COVID-19 Pandemic also brought many successes in the implementation of our actions/services in achieving our LCAP Goal 1, as described below:

1) Our amazing educators engaged in education technology applications and support instruction using these tools. Educators engaged in innovative teaching methods to connect with our students and their families. This included the creation of many synchronous and asynchronous videos, online websites, and engagement with students in Google Suite.
2) We added 1 more ELD section in secondary to support our ELD levels 1 and 2 and to provide direct instruction/intervention to our students needing extra support in designated and integrated ELD.
3) Interventions continued in a remote learning manner and an intervention website was created for all elementary staff to access intervention videos and resources
4) Learning Pods were created to serve our at-promise students during remote learning

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Alternative Education

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of students proficient on Early Assessment Program - Math Source: CAASPP CDE **19-20** Baseline + 15% **Baseline** 38.9%	Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to compare growth.
Metric/Indicator Percent Completion of A-G Course Requirements - All Students Source: CDE DataQuest **19-20** Baseline + 6%	Due to the COVID-19 Pandemic, the California Department of Education (CDE) has not yet updated the A-G Course Requirements. Therefore, we do not yet have data to compare the actual growth. Once CDE updates the A-G data in DataQuest for the 2021-2022 school year, we will be able to compare growth for All Students.

Expected	Actual
Baseline HMBHS: 57.4% CUSD: 53.9%	
Metric/Indicator Percent Completion of A-G Course Requirements - English Learners Source: CDE DataQuest **19-20** Baseline + 6% **Baseline** CUSD: 12.5%	Due to the COVID-19 Pandemic, the California Department of Education (CDE) has not yet updated the A-G Course Requirements. Therefore, we do not yet have data to compare the actual growth. Once CDE updates the A-G data in DataQuest for the 2021-2022 school year, we will be able to compare growth for English Learners.
Metric/Indicator Percent Completion of A-G Course Requirements - Socioeconomically Disadvantaged Students Source: CDE DataQuest **19-20** Baseline + 6% **Baseline** CUSD: 38.9%	Due to the COVID-19 Pandemic, the California Department of Education (CDE) has not yet updated the A-G Course Requirements. Therefore, we do not yet have data to compare the actual growth. Once CDE updates the A-G data in DataQuest for the 2021-2022 school year, we will be able to compare growth for Socioeconomically Disadvantaged Students.
Metric/Indicator Percent of students participating in College Credit Courses (Early College or Advanced Placement) Source: Infinite Campus Student Information System	Due to ending our agreement with the College of San Mateo (CSM) and the elimination of our Middle College Program, CUSD has not offered College Credit Courses. However, Half Moon Bay High School continues to offer Advanced Placement courses which represent 39.7% of our total courses.

Expected	Actual
19-20 Baseline + 6% **Baseline** 44.6%	
Metric/Indicator Number of Early College course credits available to students Source: Infinite Campus Student Information System **19-20** Baseline + 9.0 course credits **Baseline** 6.0 course credits	Due to ending our agreement with the College of San Mateo (CSM) and the elimination of our Middle College Program, CUSD has not offered College Credit Courses.
Metric/Indicator Participation in Advancement Via Individual Determination Source: Infinite Campus Student Information System **19-20** HMBHS: Baseline + 15% Cunha: Baseline + 15% **Baseline** 95 students at HMBHS 87 students at Cunha	Due to continued declining enrollment and the COVID-19 Pandemic, our AVID program had a significant decline in participation. HMBHS: Decline of 42% Cunha Intermediate: Decline of 30% 55 students at HMBHS 61 students at Cunha Intermediate We estimated to offer 10.25 AVID sections but were only able to offer 7 AVID sections in both middle and high school.
Metric/Indicator	

Expected	Actual
Metric/Indicator Percentage of AVID students who apply to post-secondary Source: Local Reports **19-20** Maintain = 95% **Baseline** 95%	A total of 19 AVID students out of 55 AVID students applied to a post-secondary school. We attribute this decline to our COVID-19 Pandemic.
Metric/Indicator Percent of students proficient in Mathematics on the CAASPP - All Students Source: CAASPP CDE **19-20** Baseline + 3% **Baseline** Grade 3: 41.0% Grade 5: 36.2% Grade 8: 31.8% Grade 11: 39.0%	Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to compare the growth for all students.
Metric/Indicator Percent of students proficient in Mathematics on the CAASPP - English Learners Source: CAASPP CDE	Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the CAASPP battery of assessments for the

Expected	Actual
19-20 Baseline + 3% **Baseline** Grade 3: 6% 10% Grade 5: 11% 2% Grade 8: 0% Grade 11: 3% 0% (Percentages were corrected to be consistent and accurate with published data.)	2021-2022 school year, we will be able to compare the growth of our English Learners.
Metric/Indicator Percent of students proficient in Mathematics on the CAASPP - Socioeconomically Disadvantaged Source: CAASPP CDE **19-20** Baseline + 9% **Baseline** Grade 3: 17% Grade 5: 10% Grade 8: 8% Grade 11: 13%	Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to compare the growth of our Socioeconomically Disadvantaged students.
Metric/Indicator Percent of students who have passed an AP exam with a score of 3 or higher Source: College Board	66% of students passed the AP exam with a score of 3 or higher during the 2020-2021 school year. We attribute this decline of 8% mainly to the COVID-19 Pandemic.

Expected	Actual
19-20 Baseline + 6% **Baseline** 74% 68% 66.0% (Percentage was updated in 2019-20 LCAP and again in 2020-21 LCAP to be consistent and accurate with published data.)	
Metric/Indicator State Priority 2 - Implementation of Academic Standards: Reflection Tool Average District Score Source: CA Dashboard **19-20** Baseline +1.5 **Baseline** 2.4 out of 5	2.6 out of 5
Metric/Indicator Percent of students proficient in Math on the CAASPP - Students with Disabilities Source: CAASPP - CDE **19-20** Baseline + 3% **Baseline**	Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to compare the growth of our Students with Disabilities.

Expected	Actual
2017-18 baseline: 24% 8% (Percentage was updated to be consistent and accurate with published data.)	
Metric/Indicator Percent of Participation in the CAASPP Math - Students with Disabilities **19-20** Baseline + 2.8% **Baseline** 2018-19 Baseline: 92.2% from Spring 2018 CAASPP - Math	Due to the COVID-19 Pandemic, the California Department of Education (CDE) was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the CAASPP battery of assessments for the 2021-2022 school year, we will be able to compare the growth of our Students with Disabilities.
Metric/Indicator Percent of Students with Disabilities placed in Non-Public School settings for Special Education services **19-20** Baseline - 0.1% **Baseline** 2018-19 baseline: 4.1%	For the 2020-2021 School year, a total of 5 students were place in a Non-Public School setting for Special Education Services out of a total of 405 Special Education Students. This equals to 1% of our total Special Education students in a Non-Public School setting.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Instruction from appropriately qualified and certificated teachers and classified staff. Retention of highly qualified district and school site administration. Ensure that salaries are competitive with neighboring districts to attract and retain certificated staff and ensure assignments are appropriate to certification.	Object code: 1000, 2000, 3000 Base $17,582,720 Object code: 1000, 3000 Base $60,000	Object code: 1000, 2000, 3000 Base $17,582,720 Object code: 1000, 3000 Base $60,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.2 New teachers will receive support through the Beginning Teacher Support and Assessment (BTSA) program. 1.3 Professional development will be provided to faculty: Multi-Tiered System of Support Social-Emotional Learning Cultural Proficiency Comprehension Across Content Areas Universal Design for Learning Math teachers K-12 English Language Arts K-12 ELD Standards and instructional strategies in K-12 Science teachers K-12 focused on Next Generation Science Standards Integration of technology into the curriculum Gathering and analyzing student performance data, including formative and summative assessment 1.4 Provide site-based stipended Common Core lead teachers: (2) Pilarcitos High School (7) Half Moon Bay High School 1.5 Continue to implement newly adopted math curriculum and assess the effectiveness of math instruction and curricular adoptions district-wide. 1.6 Maintain Fifth Grade District Science teacher. 1.7 Provide cross-district collaboration time for Next Generation Science Standards. 1.8 Implementation of Extended Day Programming 2019-2020.	Object code: 1000, 3000 Low Performing Student Block Grant $20,000 No cost No cost Object code: 1000, 2000, 3000 Cabrillo Education Foundation $60,000 4000-4999: Books And Supplies Cabrillo Education Foundation $5,000 Object code: 1000, 2000, 3000 Base $10,000	Object code: 1000, 3000 Low Performing Student Block Grant $20,000 No cost No cost Object code: 1000, 2000, 3000 Cabrillo Education Foundation $60,000 4000-4999: Books And Supplies Cabrillo Education Foundation $10,100 Object code: 1000, 2000, 3000 Base $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Provide AVID courses in grades 6th-12th for the purpose of developing a pipeline to support college readiness (10.25 sections). 2.2 Continue professional development for AVID teachers and administrators. 2.3 Continue evaluating opportunities for expanding AVID supplemental programs.	Object code: 1000, 3000 Supplemental $205,000 Object code: 1000, 3000 Supplemental $25,000 LCFF Supplemental Grant Cabrillo Education Foundation Object code: 1000, 3000 $129,000	Object code: 1000, 3000 Supplemental $165,000 Object code: 1000, 3000 Supplemental $25,000 LCFF Supplemental Grant Cabrillo Education Foundation Object code: 1000, 3000 $25,000
3.1 Continue with Early College course development. 3.2 Continue participation in the Middle College Program. 3.3 Continue developing CTE pathways in agriculture, construction, and broadcasting. 3.4 Provide technology-enhanced Credit Recovery and A-G course requirements. 3.5 Develop at least one Career Technical Education pathway aligned with San Mateo Community College District certification programs.	Object code: 1000, 3000 Supplemental $80,000 5000-5999: Services And Other Operating Expenditures Base $40,000 Object code: 1000, 3000 Base $100,000 5000-5999: Services And Other Operating Expenditures Supplemental $83,100 Object code: 1000, 3000 Base $25,000	Object code: 1000, 3000 Supplemental $80,000 5000-5999: Services And Other Operating Expenditures Base $0 Object code: 1000, 3000 Base $100,000 5000-5999: Services And Other Operating Expenditures Supplemental $83,100 Object code: 1000, 3000 Base $0
4.1 Students with disabilities who receive Special Education services will be taught by highly qualified teachers, in the Least Restrictive Environment, using grade level curriculum with appropriate accommodations according to their Individualized Education Programs (IEPs). 4.2 Students with IEPs will have academic goals aligned with state standards	LCFF Base Grant Restricted Special Education funding Object code: ($4,405,589) 1000, 2000, 3000 Object code: ($2,628,200) 4000, 5000, 7000 $7,033,789 No cost	LCFF Base Grant Restricted Special Education funding Object code: ($4,405,589) 1000, 2000, 3000 Object code: ($2,628,200) 4000, 5000, 7000 $7,033,789 No cost

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.3 Students' IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs. Baselines will be quantifiable and goals will be aligned with the Common Core standards.	No cost	No cost
4.4 General Education teachers and Education Specialists will collaborate to plan and develop instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the Least Restrictive Environment.	No cost	No cost
4.5 General Education teachers and Education Specialists will participate in professional learning together to develop capacity to ensure students with IEPs have access to grade level instructional curriculum, data based decision making, standard aligned goals, and ongoing progress monitoring for students with IEPs.	No cost	No cost
4.6 Professional learning will be provided to teachers and paraprofessionals in co-teaching/collaborative instructional models and specialized instruction in order to provide access for students with IEPs to curriculum in the General Education classroom.	No cost	No cost
4.7 Increase inclusive program options for students with disabilities with Autism Spectrum Disorder and mental health disabilities by developing a comprehensive continuum of services and supports to effectively serve students in the school district. (New Action)	No cost	No cost

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

During the 2020-2021 academic school year and due to the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in two months of a hybrid learning model (in-person and remote learning). Due to these unprecedented shifts in our instructional program, the following actions and services were not implemented because there was limited in-person instruction:

1) LCAP Goal 2 Action 1.4 Provide site-based stipended Common Core lead teachers: (2) Pilarcitos High School and (7) Half Moon bay High School. The Common Core lead teacher positions have been elimated. Instead, remote learning teachers were paid out of our COVID-19 funding to support staff with the shift to remote learning.
2) LCAP Goal 2 Action 2.1 Provide AVID courses in grades 6th-12th for the purpose of developing a pipeline to support college readiness (10.25 sections).
3) LCAP Goal 2 Action 2.3 Continue evaluating opportunities for expanding AVID supplemental programs. Due to a shift in funding allocations through CEF, we received $104,000 less than anticipated. However, due to the COVID-19 Pandemic, enrollment significantly declined and would not have been able to offer sections due to low enrollment. This decrease in CEF funding did not impact our AVID programs in our secondary schools.
4) LCAP Goal 2 Action 3.2 Continue participation in the Middle College Program. During the 2019-2020 school year, we are no longer offering Middle College to our students.
5) LCAP Goal 2 Action 3.5 Develop at least one Career Technical Education pathway aligned with San Mateo Community College District certification programs. Due to the COVID19 Pandemic, we were unable to develop an additional CTE pathway. However, we did maintain our current CTE pathways and added two additional CTE/A-G courses: Positive Psychology and Computer Science.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

The main challenges that presented in the implementation of our actions/services in achieving our LCAP Goal 2 (Increase the percentage of students who are engaged in a curriculum that prepares them to be college or career ready), were the following:

1) LCAP Goal 2 Action 1.8 Implementation of Extended Day Programming 2019-2020. Due to remote learning, instruction shifted and we were not able to extend our instructional day.
2) LCAP Goal 2 1.7 Provide cross-district collaboration time for Next Generation Science Standards. Due to the generous donation of our CEF partners, we increased the cost of our NGSS Collaboration by $5,100 dollars for a total of $10,100

The COVID-19 Pandemic also brought many successes in the implementation of our actions/services in achieving our LCAP Goal 2, as described below:

1) LCAP Goal Action 3.4 Provide technology-enhanced Credit Recovery and A-G course requirements. Due to our COVID-19 Pandemic, many students are in need of credit recovery. We have increased our ability to provide additional supports for our students in need of credit recovery through additional summer school sections and course offerings via Edgenuity.
2) LCAP Goal 3 Action 4.1 Students with disabilities who receive Special Education services will be taught by highly qualified teachers, in the Least Restrictive Environment, using a grade-level curriculum with appropriate accommodations according to their Individualized Education Programs (IEPs). Although all of CUSD shifted from in-person instruction to remote learning.

3) LCAP Goal 3 Action 1.1 Instruction from appropriately qualified and certificated teachers and classified staff. Retention of highly qualified district and school site administration. Ensure that salaries are competitive with neighboring districts to attract and retain certificated staff and ensure assignments are appropriate to certification. Our highly qualified staff has gone above and beyond and during this COVID-19 pandemic instructional environment. In addition, we have provided all staff a 6% increase in salary scale to both retain our highly qualified staff and attract new staff to CUSD.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent participation of parents of Unduplicated Pupils* as representatives on School Site Council and the Superintendent Parent Advisory Committee (PAC) Note: Unduplicated Pupils include English Learners, Socio-economic Disadvantaged, and Foster Youth. Source: Local Reports **19-20** Baseline +9% **Baseline** School Site Council District Average: 35% Superintendent PAC: 50%	Due to the COVID-19 Pandemic, we shifted SSC meetings to remote meetings. In addition, we replaced the Superintendent Parent Advisory Committee (PAC) meeting with the Opening of Schools Steering Committee (OSSC). For SSC, we had an average of 60% attendance and for our OSSC, we had an average of 75% attendance.
Metric/Indicator Parent Participation on Panorama Survey Data Source: Panorama Survey	Due to budget cuts, did not collect Panorama survey results for the 2019-2020 school year. We have recently reengaged with our Panorama Survey Data. Due to the 2020-2021 Panorama surveys currently being live, we will not be able to publish our survey results until after the approval of the LCAP in June 2021. Due to the pause in Panorama surveys during the 2019-2020 school year,

Expected	Actual
19-20 Baseline + 9% **Baseline** 25% 21.2% participation (2016-17 Baseline percentage was updated for accuracy using exact number of families as the total population.)	we will utilize the 2020-2021 Panorama Survey results as our baseline for our new 2021-2024 LCAP.
Metric/Indicator Panorama Survey - Parent Survey Source: Panorama Survey **19-20** Barriers to Engagement: Maintain > 4.0 Family Engagement: Baseline + 0.9 **Baseline** Barriers to Engagement: 4.27 4.3 Family Engagement: 3.04 3.0 (2016-17 scores were rounded to the accuracy of the 2017-18 scores.)	Due to budget cuts, did not collect Panorama survey results for the 2019-2020 school year. We have recently reengaged with our Panorama Survey Data. Due to the 2020-2021 Panorama surveys currently being live, we will not be able to publish our survey results until after the approval of the LCAP in June 2021. Due to the pause in Panorama surveys during the 2019-2020 school year, we will utilize the 2020-2021 Panorama Survey results as our baseline for our new 2021-2024 LCAP.
Metric/Indicator Average Number of Parent Engagement Events per Site	Due to the COVID-19 Pandemic, our schools didn't host in-person Parent Engagement Events. However, we did offer SEL

Expected	Actual
Source: Local Reports **19-20** 3 Parent Engagement Events **Baseline** 1 Parent Engagement Event	workshops and DELAC meetings for families and staff throughout the school year remotely via Zoom with an average of 30 parent participants per event. In addition, sites engaged in zoom PTO, ELAC, Back-To-School, and other site events. The number of events was a minimum of 5 per site.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 District will continue to implement identified common methods of preferred communication strategies across the school sites.	5000-5999: Services And Other Operating Expenditures Base $20,000	5000-5999: Services And Other Operating Expenditures Base $20,000
1.2 Schools will continue to utilize practices from the Family Engagement Institute to create and implement current plans for schools to support family engagement around student learning.	No Cost No Cost	No Cost No Cost
1.3 Sites will implement at least 4 parent engagement events to discuss tailored to site-identified parent needs.	4000-4999: Books And Supplies Base $5,000	4000-4999: Books And Supplies Base $5,000
1.4 Continue wellness services with parent outreach that include at least one event on drugs, alcohol, and vaping.	5000-5999: Services And Other Operating Expenditures Base $13,500 No Cost	5000-5999: Services And Other Operating Expenditures Base $35,000 No Cost
1.5 Continue to provide a District-wide Panorama Climate Survey to ensure that our schools are serving the needs of all families.	No Cost No Cost	No Cost No Cost
1.6 Sites to work closely with School Site Councils on School Site Safety Plans and the School Plans for Student Achievement with the purpose of improving safety, communication, and learning.	Object code: 1000, 3000 Low Performing Student Block Grant $1,000	Object code: 1000, 3000 Low Performing Student Block Grant $1,000
1.7 Continue the Coastside Advisory Committee for access and inclusion to build a network of families, resources, communication, and		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
ongoing parent education events. Increase connections and understand of the processes in place supporting students with disabilities. 1.8 Implementing District-wide protocols and procedures to communicate with families in a timely manner regarding student progress, ways to support student learning at home, and critical information about school. 1.9 Mandatory communication with parents of students with Ds and Fs at Secondary Schools for notification and to provide targeted strategies for improvement. (New Action)		
2.1 Bilingual community liaison will be available at all sites to support interpretation and translation as well as parent engagement. 2.2 Provide training for liaisons to improve targeted outreach to families to increase parent engagement and to improve interpretation and translation skills, especially for meetings with specific education-related vocabulary. 2.3 Provide oral interpretation and written translation services. 2.4 Provide conferences at least once a year to inform parents about where their child is on the continuum of English Language Development and what parents can do to support students. (New Action)	Object code: 2000, 3000 Supplemental $230,000 Object code: 2000, 3000 Supplemental $20,000 Object code: ($75,000) 2000, 3000 Object code: ($52,000) 5000 Supplemental $127,000 Object code: 2000, 3000 Title III $5,000	Object code: 2000, 3000 Supplemental $230,000 Object code: 2000, 3000 Supplemental $20,000 Object code: ($75,000) 2000, 3000 Object code: ($52,000) 5000 Supplemental $127,000 Object code: 2000, 3000 Title III $5,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

During the 2020-2021 academic school year and due to the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in two months of a hybrid learning model (in-person and

remote learning). Due to these unprecedented shifts in our instructional program, the following actions and services were not implemented because there was limited in-person instruction:

1) LCAP Goal 3 Action 1.5 Continue to provide a District-wide Panorama Climate Survey to ensure that our schools are serving the needs of all families. Due to budget cuts, the Panorama Survey Services contract was not renewed in 2019-2020. However, we have recently re-engaged in Panorama and we are currently administering a survey and will use the data as baseline data for the 2021-2022 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

The main challenges that presented in the implementation of our actions/services in achieving our LCAP Goal 3 (Implement a stakeholder communication plan to support parental involvement and regular updates), were the following:

1) LCAP Goal 3 Action 2.3 Provide oral interpretation and written translation services. Although we did provide interpretation via zoom, the engagement with our at-promise via zoom was a challenge due to our at-promise families' technology limitations.

The COVID-19 Pandemic also brought many successes in the implementation of our actions/services in achieving our LCAP Goal 3, as described below:

1) LCAP Goal 3 Actions 2.1 Bilingual community liaisons will be available at all sites to support interpretation and translation as well as parent engagement. Our Bilingual community liaisons were instrumental as we transitioned to remote learning by reaching out to families via phone calls, training families on new digital technologies, interpreting and translating changes during this uncertain time. Our liaisons were able to do home visits and provide internal and external services to our families which included wifi access, technology, and health and welfare services.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Compliance with the Williams Act: Facilities Source: Local Reports **19-20** Maintain 100% compliance. **Baseline** Maintain 100% compliance with Williams Act	We have maintained local compliance with our Williams Act - Facilities: 100% compliance.
Metric/Indicator Compliance with the Williams Act: Teacher Authorizations Source: Local Reports **19-20** Maintain 100% compliance. **Baseline** Maintain 100% compliance with Williams Act	We met 99.5% compliance (1 teacher) with our Williams Act - Teacher Authorizations and have corrected the authorization leaving us at 100% compliance.

Expected	Actual
Metric/Indicator Compliance with the Williams Act: Instructional Materials Source: Local Reports **19-20** Maintain 100% compliance. **Baseline** Maintain 100% compliance with Williams Act	We have maintained local compliance with our Williams Act - Instructional Materials: 100% compliance.
Metric/Indicator Attendance Rate Source: Infinite Campus Student Information System **19-20** Maintain > 96% **Baseline** 96.2%	PENDING ATTENDANCE DATA. THIS WILL BE UPDATED AFTER THE LAST DAY OF SCHOOL.
Metric/Indicator Chronic Absence Source: Student Absence Summary **19-20** Baseline - 0.3% **Baseline** 7.4% 8.6%	PENDING CHRONIC ABSENCE DATA. THIS WILL BE UPDATED AFTER THE LAST DAY OF SCHOOL.

Expected	Actual
Metric/Indicator (STAS) reported to CALPADS **Baseline** (Percentage was corrected for consistency and accuracy with the 2016-17 metric, which was pulled from the Student Absence Summary (STAS) reported to CALPADS.)	PENDING STAS REPORT DATA. THIS WILL BE UPDATED AFTER THE LAST DAY OF SCHOOL.
Metric/Indicator Truancy Rate Source: Local Reporting **19-20** Baseline - 0.3% **Baseline** 22.4% 22.2% (Percentage was adjusted for consistency and accuracy with the 2016-17 percentage.)	PENDING TRUANCY DATA. THIS WILL BE UPDATED AFTER THE LAST DAY OF SCHOOL.
Metric/Indicator Suspension Rate Source: CDE DataQuest **19-20** Maintain < 3.0% **Baseline** 3.0% 3.6%	PENDING SUSPENSION DATA. THIS WILL BE UPDATED AFTER THE LAST DAY OF SCHOOL.

Expected	Actual
(Percentage was adjusted to be consistent and accurate with published data.)	
Metric/Indicator Expulsion Rate Source: CDE DataQuest **19-20** Maintain < 0.2% **Baseline** <0.2% 0.00 % (Percentage was adjusted to be consistent and accurate with published data.)	PENDING EXPULSION DATA. THIS WILL BE UPDATED AFTER THE LAST DAY OF SCHOOL.
Metric/Indicator High School Dropout Rate* **19-20** HMBHS: Maintain < 1% CUSD: Maintain < 4% **Baseline** HMBHS (2015-16): 0.4% 0.3% CUSD (2015-16): 3.6% 1.1%	PENDING HIGH SCHOOL DROPOUT RATE DATA. THIS WILL BE UPDATED AFTER THE LAST DAY OF SCHOOL.

Expected	Actual
Metric/Indicator Maintain the Half Moon Bay High School Graduation Rate above 96%. **19-20** Increase the Cabrillo Unified School District (CUSD) Graduation Rate by 2% from the baseline year. Increase the Graduation Rate of CUSD subgroups: English Learners by 6%. Socioeconomically Disadvantaged Students (SED) by 4%. Hispanic Students by 2%. Source: CDE Cohort Outcome Reports **Baseline** CUSD sub-groups: English Learners (EL): 10.2% 2.7% Socio-economic Disadvantaged (SED): 6.2% Not published. Hispanic: 5.0% Not published. (Percentages have been corrected to be consistent and accurate with published data. In order to maintain consistency and accuracy, we are only updating published data.)	PENDING GRADUATION DATA. THIS WILL BE UPDATED AFTER THE LAST DAY OF SCHOOL.
Metric/Indicator Middle (Intermediate) School Dropout Rate Source: CDE DataQuest **19-20** Maintain < 0.2%	PENDING MIDDLE SCHOOL DROP OUT DATA. THIS WILL BE UPDATED AFTER THE LAST DAY OF SCHOOL.

Expected	Actual
Baseline <0.1% 0.0%	
Metric/Indicator High School Graduation Rate Source: DataQuest Four-Year Adjusted Cohort Outcome **19-20** HMBHS: Maintain > 96% CUSD: Baseline + 3% CUSD sub-groups EL: Baseline + 9% SED: Baseline +6% Hispanic: Baseline + 3% **Baseline** HMBHS: 97.2% CUSD 89.8% CUSD sub-groups English Learners (EL): 76.3% Socio-economically Disadvantaged (SED): 80.6% Hispanic: 82.5%	PENDING HIGH SCHOOL GRADUATION RATE. THIS DATA WILL BE UPDATED AFTER THE LAST DAY OF SCHOOL.

Expected	Actual
Metric/Indicator Panorama Survey - Student Survey Source: Panorama Survey **19-20** School Climate Baseline + 0.3 Safety Maintain > 4.0 Baseline + 0.3 **Baseline** School Climate: Grades 5-12: 3.7 points (Grade 5-12) Grade 5: 3.8 points Grade 6-12: 3.4 points School Safety: Grade 5-12: 4.07 points Grade 5: 3.6 points Grade 6-12: 3.7 points (Note that the 2016-17 scores were corrected for consistency and accuracy with the 2017-18 score.)	Due to budget cuts, did not collect Panorama survey results for the 2019-2020 school year. We have recently reengaged with our Panorama Survey Data. Due to the 2020-2021 Panorama surveys currently being live, we will not be able to publish our survey results until after the approval of the LCAP in June 2021. Due to the pause in Panorama surveys during the 2019-2020 school year, we will utilize the 2020-2021 Panorama Survey results as our baseline for our new 2021-2024 LCAP.
Metric/Indicator High School Graduation Rate - Students with Disabilities	PENDING HIGH SCHOOL GRADUATION RATE. THIS DATA WILL BE UPDATED AFTER THE LAST DAY OF SCHOOL.

Expected	Actual
Source: CA School Dashboard **19-20** Baseline + 4% **Baseline** Baseline set in 2017-18: 77.3% 83.4% 2018 Dashboard adjustment using new business rules for calculating graduation rate.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 School facilities are maintained and in good repair. 1.2 All schools shall use Positive Behavior Intervention and Supports (PBIS) as a tool to enhance school safety and climate through the implementation of school-wide behavioral expectations, positive behavior recognition, and explicit instruction on appropriate behaviors. 1.3 Site-based intervention teams will analyze data to identify at-risk students and target them for support. 1.4 Continue ongoing monitoring by District Office administration of school site adherence to interventions to reducing truancy: daily parental contact, parent conferences with teachers, assigning appropriate disciplinary consequences, counseling referrals, attendance letters, referrals to Student Study Teams, and site/district SARB meetings.	Object code: ($1,257,096) 2000, 3000, Object code: ($647,950) 4000, 5000 LCFF Base Grant/Restricted resource $1,905,046 5000-5999: Services And Other Operating Expenditures Base $5,000 No cost 5000-5999: Services And Other Operating Expenditures Object code: 1000, 3000 Base $200,000 Cost included in 1.4 Object code: 1000, 3000 Base	Object code: ($1,257,096) 2000, 3000, Object code: ($647,950) 4000, 5000 LCFF Base Grant/Restricted resource $1,905,046 5000-5999: Services And Other Operating Expenditures Base $5,000 No cost 5000-5999: Services And Other Operating Expenditures Object code: 1000, 3000 Base $200,000 Cost included in 1.4 Object code: 1000, 3000 Base

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.5 Continue with home visits of truant student/families by site/district administration and the Sheriff/ School Resource Officer (SRO). 1.6 Provide positive recognition programs for students with good and/or improved attendance. 1.7 Continue to survey all stakeholders to better understand engagement and improve school climate. 1.8 Update safety plans to include site-based plans for major health and safety protocols as well as anti-bullying processes. 1.9 Evaluate the effectiveness of current district Social-Emotional curriculum programs and provide recommendations to address any areas of need 1.10 Provide cultural competency and inclusivity training for all employees. (New Action) 1.11 Provide school sites with behavioral intervention strategies and tools at Tier 1 to reinforce and monitor positive behaviors and the universal identification of the ABC's (Antecedent, Behavior, Consequence) of behavior. (New Action)	4000-4999: Books And Supplies Base $5,000 4000-4999: Books And Supplies Base $5,000 No cost No cost Object code: 1000, 3000 Low Performing Student Block Grant $5,000	4000-4999: Books And Supplies Base $5,000 4000-4999: Books And Supplies Base $5,000 No cost No Cost Object code: 1000, 3000 Low Performing Student Block Grant $5,000
2.1 Monitor and evaluate wellness services for at-risk students and their families through site-based support. 2.2 Provide transportation for at-risk students.	Object code: 2000, 3000 Supplemental $300,000 Object code: 2000, 3000 Supplemental $607,000	Object code: 2000, 3000 Supplemental $300,000 Object code: 2000, 3000 Supplemental $0
3.1 Provide academic counseling to high school students to ensure completion of graduation requirements for at-risk students. Provide credit recovery curriculum to at-risk students. On-going mandatory student/parent conferences with site administration for at-risk students	Object code: 1000, 3000 Base $459,000	Object code: 1000, 3000 Base $459,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
and families transitioning from elementary to middle school (5-6) and middle school to high school (8-9).		
4.1 With a planning team, comprised of District and Site administrators, General and Special Education teachers, the District will continue planning the implementation of the districtwide Multi-Tiered System of Support (MTSS) structure. This team will attend San Mateo County Office of Education (SMCOE) training and other local professional development opportunities to assess and “scale up” current practices for MTSS to further expand and develop systems of tiered interventions for academic, behavioral, mental health at all grade levels and sites. 4.2 Provide parent information/education quarterly in the form of presentations, newsletters, or through principal's meetings at the site level to ensure parents are informed and can provide input to the MTSS development process. 4.3 Provide release time for site-level data conferences and data teams to identify and track the progress of at-risk students, the effectiveness of interventions and supports, and communication with parents regarding student progress. (New Action) 4.4 Begin implementation of the database system and benchmarks across academics, attendance, and behavior for faster identification, supports, and progress analysis for at-risk students. (New Action)	No cost Low Performing Student Block Grant No cost Low Performing Student Block Grant Object code: 1000, 2000, 3000 Low Performing Student Block Grant $10,000 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant $30,000	No cost Low Performing Student Block Grant No Cost Low Performing Student Block Grant Object code: 1000, 2000, 3000 Low Performing Student Block Grant $10,000 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant $30,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

During the 2020-2021 academic school year and due to the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in two months of a hybrid learning model (in-person and remote learning). Due to these unprecedented shifts in our instructional program, the following actions and services were not implemented because there was limited in-person instruction:

1) LCAP Goal 4 Action 2.2 Provide transportation for at-risk students. Due to significant budget cuts in 2019-2020, CUSD will no longer offer transportation for our at-risk students and only offer transportation to those students who have a transportation need as detailed in their IEP.
2) LCAP Goal 4 Action 4.4 Begin implementation of the database system and benchmarks across academics, attendance, and behavior for faster identification, supports, and progress analysis for at-risk students. We are currently working with SMCOE to support us with the collection of data through DataZone and the collection of multiple data points within our internal system. COVID-19 made this data collection process a challenge due to the limited resources within our county and school district.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

The main challenges that presented in the implementation of our actions/services in achieving our LCAP Goal 4 (Create a positive school climate where students feel safe and supported), were the following:

1) LCAP Goal 4 Action 1.11 Provide school sites with behavioral intervention strategies and tools at Tier 1 to reinforce and monitor positive behaviors and the universal identification of the ABC's (Antecedent, Behavior, Consequence) of behavior. Unfortunately, due to COVID-19, we were not able to engage in PBIS strategies because students were not in person.

The COVID-19 Pandemic also brought many successes in the implementation of our actions/services in achieving our LCAP Goal 3, as described below:

1) LCAP Goal 4 Action 1.1 School facilities are maintained and in good repair. Due to COVID-19 and our remote learning where students and teachers were at home, our schools were improved and maintained in good repair.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal protective equipment not limited to plexiglass shields, thermometers, hand sanitizer, cleaning equipment, portable sinks, and other equipment to promote social distancing, mask wearing, and hand cleanliness will be provided to all staff and in key locations to ensure safety.	$300,000	$300,000	No
Extra custodial staff will be hired to assist in the regular cleaning of classroom areas between sessions.	$200,000	$200,000	No
Ongoing Professional Development, training, and support for the implementation of the Hybrid Learning Model.	$100,000	$100,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

During the 2020-2021 academic school year and due to the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in two months of a hybrid learning model (in-person and remote learning). Due to these unprecedented shifts in our instructional program, the following are details of the substantive differences between the planned actions and/or budgeted expenditures:

Personal Protective Equipment: We purchased these items and our actual expenditures exceeded our budgeted expenditures.

The extra custodial staff has not applied for our posted positions and instead our district had to pay our custodial staff overtime. The estimated and budgeted expenditures are on target.

Our ongoing Professional Development Plan through the support of our site technology leaders was underestimated.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

After analysis of both quantitative and qualitative data obtained through meetings and online surveys, we determined the following challenges and success in our In-Person Instructional Offerings.

The main challenges that presented in the implementation of our actions/services in 2020-21 Learning Continuity & Attendance Plan (LCA Plan) were as follows:

1) Technology and wifi access were a challenge for our at-promise students and families
2) Assessments were a challenge and made it difficult to measure student growth and determining tiered interventions
3) Facilities were a challenge, particularly drop-off and pick-up times during our hybrid learning model

The COVID-19 Pandemic also brought many successes in the implementation of our LCA Plan, as described below:

1) Exposure to new technology tools supported and enhanced our current adopted materials
2) Additional staff were hired to support Learning Pods and serve our at-promise students
3) Increased technology was provided to our staff and students to support the remote portion of instruction

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A team of teacher trainers to support teacher professional development, data analysis, and lesson planning and delivery	$400,000	$400,000	Yes
Remote Learning Curriculum and Instruction Materials/Technology Platforms	$350,000	$350,000	Yes
Remote Learning technology support for Remote Learning and website continuous updates to support student and family communication	$300,000	$300,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

During the 2020-2021 academic school year and due to the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in eight months of a remote learning model (synchronous and asynchronous).

The only substantive difference between our budgeted funds and actual funds is not the funding but the description of the 1st related action to our Distance Learning Program. In addition to "A team of teacher trainers to support teacher professional development, data analysis, and lesson planning and delivery" we have also included the instrumental roles of our Learning Pod Supervisors to support our at-promise students in receiving a safe space to learn. In addition, the Distance Learning Program also added additional FTE to support approximately 800 students who decided to stay in our Remote Learning/Independent Study/Home Study Program.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faced many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

After analysis of both quantitative and qualitative data obtained through meetings and online surveys, we determined the following challenges and success in our Distance Learning Program.

The main challenges that presented in the implementation of our actions/services in 2020-21 Learning Continuity & Attendance Plan (LCA Plan) were as follows:

1) Pupil Participation and Progress was a challenge and time-consuming for all of our staff. We had to monitor synchronous, asynchronous, and hybrid instruction on top of understanding and defining a remote and hybrid learning model.
2) Distance Learning Programs were a challenge to a large percentage of our elementary students due to the number of hours a student was on the screen.
3) Assessments were a challenge and made it difficult to measure student growth and determining tiered interventions
3) Staff roles and responsibilities shifted to accommodate distance learning.
4) Access to Devices was a challenge during the Fall

The COVID-19 Pandemic also brought many successes in the implementation of our LCA Plan, as described below:

1) Exposure to new technology tools supported and enhanced our current adopted materials
2) Additional staff were hired to support Learning Pods and serve our at-promise students
3) Increased technology was provided to our staff and students to support the remote portion of instruction

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional supports to At-Promise students (Including English Learners, Students with Disabilities, Homeless, Foster Youth, Socioeconomically Disadvantaged, and students most affected by COVID19)	$300,000	$300,000	Yes
Services to support increased family engagement outreach and communication, not limited to training for families, professional development for staff, and community partnerships	$25,000	$25,000	Yes
Staff Training and implementation and follow up of new SB 98 Attendance Policies and Practices	$50,000	$50,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

During the 2020-2021 academic school year and due to the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in eight months of a remote learning model (synchronous and asynchronous).

There was no substantive difference between our budgeted funds and actual funds in the LCA Plan - Pupil Learning Loss. In the summer, we will be offering an extensive summer program to support our at-promise students. We paid staff overtime to support our SB 98 Attendance Policies and Practices, we increased tools and training for our site staff to support family engagement.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

After analysis of both quantitative and qualitative data obtained through meetings and online surveys, we determined the following challenges and success in our Distance Learning Program.

The main challenges that presented in the implementation of our actions/services in 2020-21 Learning Continuity & Attendance Plan (LCA Plan) were as follows:

1) Hiring highly qualified staff for summer school interventions
2) SB 98 Attendance Policies were a new practice and time consuming for all of our staff

The COVID-19 Pandemic also brought many successes in the implementation of our LCA Plan, as described below:

1) Our community partnerships were instrumental in serving our students, Boys and Girls Club, ALAS, and Cabrillo Education Foundation.
2) Summer Services will support the acceleration of our students TK-12 and will serve approximately 20% of our student population

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faced many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

After analysis of both quantitative and qualitative data obtained through meetings and online surveys, we determined the following challenges and success in our Distance Learning Program.

The main challenges that presented in the implementation of our actions/services in 2020-21 Learning Continuity & Attendance Plan (LCA Plan) were as follows:

1) The need for additional counselors and counseling services to increase mental health supports for our students, staff, and families
2) The need for culturally relevant counseling services for our families and students

The COVID-19 Pandemic also brought many successes in the implementation of our LCA Plan, as described below:

1) School Linked Services program was contracted and staffed with a licensed clinical therapist.
2) Counseling services provided by clinical interns supervised by School Link Services clinical supervisor.
3) Partnership with ALAS and Soy (of Star Vista) to provide direct mental health services to students and their families.
4) Small group social-emotional support was provided as needed.
5) Digital tools to support the mental health of students, families, and staff.
6) School Linked Services weekly staff wellness programs were delivered and open to all staff on a drop-in basis.
7) Monthly Wellness Program for families and caregivers provided virtually in English and Spanish.
8) Regular meeting of the Coordination of Services Team (COST) to review referrals regarding student wellness, safety, and access to education as well as family and caregiver safety and well-being.
9) Coordination between Mental Health Team and Behavior Team to support families during remote learning to foster engagement for students in the remote learning environment.
10) Mental Health professional development was provided to our staff to support classroom instruction and mental health student supports

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faced many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

After analysis of both quantitative and qualitative data obtained through meetings and online surveys, we determined the following challenges and success in our Distance Learning Program.

The main challenges that presented in the implementation of our actions/services in 2020-21 Learning Continuity & Attendance Plan (LCA Plan) were as follows:

1) The need for additional staff to provide in-person supports
2) The need for additional community liaisons and translators to provide an increased outreach to our families
3) Training for families students around remote learning and training around the tech tools needed for instruction

The COVID-19 Pandemic also brought many successes in the implementation of our LCA Plan, as described below:

1) A tiered system will be utilized that determines the level of student need that is aligned with developed re-engagement strategies.
2) Close collaboration with the teacher, administrators, and support staff (Family Engagement Team) will provide regular monitoring using a weekly list that highlights these students and others who also are absent.
3) School sites will use the Family Engagement team to monitor and make connections with students.
4) Bilingual support staff, district translators, and designated staff will ensure staff is able to communicate with families in their primary language to assist and intervene in support of student engagement and achievement.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

After analysis of both quantitative and qualitative data obtained through meetings and online surveys, we determined the following challenges and success in our Distance Learning Program.

The main challenges that presented in the implementation of our actions/services in 2020-21 Learning Continuity & Attendance Plan (LCA Plan) were as follows:

1) Hiring highly qualified staff for nutrition services

The COVID-19 Pandemic also brought many successes in the implementation of our LCA Plan, as described below:

1) For cleaning and sanitation, we continuously updated standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens.
2) The Director trained all food services employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing. 3) 3) Work Stations were reorganized for proper physical distancing during meal preparation and meal service.
4) Staff adjusted their shifts to minimize the number of staff in the kitchen. In addition, there was a suspension of the use of shared tables and self-service buffets for food and condiments, ensures that staff wear masks and gloves while serving students, and has made sure to have hand sanitizer available.
5) To serve students who are unable to access school meal distribution sites, the Director has increased the access points for providing meal service which includes offsite locations, curbside pick-up, and drive-through delivery throughout the community.
6) Buses were used for food distribution
7) There was continuous communication with students and families about the CUSD food services using the CUSD and schools email, phone texts, and fliers. She often sends communications to all stakeholders via School Messenger.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Cabrillo Unified School District utilized some or all of the budgeted funds for each planned action/service.CUSD will spend about $607,000 less than budgeted is mainly due to being unable to provide transportation to our at-promise families due to budget cuts in 2019-2020.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

During this COVID-19 Pandemic, CUSD learned many lessons from implementing in-person and distance learning programs in 2020-2021. CUSD pivoted from in-person learning to distance learning to a hybrid model of instruction. During these transitions, the district continued to offer a high-quality educational program for students that included academic support, technology, mental health services, meals, social-emotional support, and supports for students with special circumstances. This also included serving approximately 100 students in learning pods which provided a safe learning space with supervision, wi-fi, and meals within a space that is being supervised by staff. CUSD also learned the importance of piloting planned programs and strategies with a smaller group before expanding to a larger scale.
For example, we began with reopening in TK, K, 1st, and 6th grade and learned how to adjust before we welcomed the next cohort of students. As we have progressed through the 20-21 school year, we have continued to pilot different strategies and techniques, analyzing data along the way, and then rolling larger-scale efforts out school or districtwide.

Another lesson learned was that we needed some staff members to shift focus in terms of their daily responsibilities. For example, some of our campus security personnel, joined our learning pod supervisor team and assisted students with accessing technology, classes, and curriculum. It was important for us to reach out to every student that didn't engage in online learning, every day, to maintain a strong presence in their lives, and to encourage them with their academic goals.

As we wrote the 2021-24, we kept these lessons in mind in the development of our LCAP goals. All of our goals are centered around three major themes: (1) Academic & Social Achievement (2) Equity and (3) Community Engagement. We have built LCAP goals that will support the growth of all of our students and also will provide resources to our parents and staff in meeting the social and academic needs of our students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

CUSD continues to measure pupil learning loss through the following efforts. CUSD utilizes site task force and leadership teams to enact a systematic cycle of assessment, data analysis, and creating meaningful plans of action to measure and address pupil learning loss. Our goal for 2021-2024 is to fully implement Carnegie Melon's Improvement Science practices to have structured collaboration time on a weekly basis to engage in these improvement cycles. Site-level teams will work together to select appropriate initial diagnostic assessments and common formative assessments to measure status, learning gains, and losses. Assessments will be grade-level appropriate and district approved including, but not limited to:

For English language arts: Lexia Rapid Assessment, Literably, ESGI, and Local ELA Benchmarks

For Mathematics: Local Math Assessments, Delta MAth, Grade-level Math IABs, and local Mathematics Benchmarks

For English Language Development (ELD): ELD Local Assessments, iReady. We are also exploring the pilot of other ELD-aligned assessments.

Those students who have demonstrated a learning loss are assigned to appropriate academic interventions based on our MTSS Tiered Intervention model for academic supports.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The actions/services are principally directed toward our English learners, low-income, and foster students (also known as unduplicated students) and were designed to help Cabrillo Unified School District balance the COVID-19 pandemic-related educational needs of identified students. These actions/services were developed using various inputs from stakeholders, including educators, parents, students, and community members to be effective in meeting the pandemic-related needs of unduplicated students.

These actions/services are designed to increase or improve services and are principally directed toward unduplicated students. The percentage to increase or

improve services has been calculated at 8.7% using the dollar amount of $2,266,715. By directing all the supplemental funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students.

Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending $2,266,715 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans such as the Local Control Accountability Plan (LCAP). In addition to the actions and services described in the plan as "contributing," the following actions contribute towards meeting the increased or improved services requirement:

*Parent education
*Professional Development
*Curriculum Supports
*Student Intervention Supports
*Online supplemental academic support programs, supplies, activities, and services
*Summer School & Regular School Year Interventions
*Electives and CTE pathways
*Student Activities to promote engagement
*MTSS and SEL Supports

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The Cabrillo Unified School District has taken an analytical approach in the development of the 21-24 LCAP. We have analyzed district and site level achievement data using the California School Dashboard, Dataquest, our student information system, and quantitative/qualitative survey data. Through various committees including our Opening of Schools Steering Committee, DELAC, PTOs, ELACs, and community meetings, we have presented that data to stakeholders including staff, students, parents, and community members in an effort to gain honest feedback about the needs of our students and families and to evaluate whether the plans we have in place are truly meeting the needs of the students we serve. In reviewing both the quantitative and qualitative data and through an evaluation of our current programs, CUSD believes that we have developed a comprehensive plan to ensure that we accomplish our mission of being a district of academic excellence provided through supportive leadership, systems, and an inclusive and equitable environment to ensure that all students graduate college and/or career ready while making sure we lead through actions and services that will support a plan which is equitable for all students.

As we continue to address the ever changing landscape of COVID-19, we have learned that we need to continue to implement health and safety measures to help prevent the spread of illness including COVID-19. PPE such as face masks, gloves, hand sanitizer, sanitization equipment, etc. needs to continue to be provided for staff and students to safely participate in learning.

In addition, CUSD must continue to focus on the academic of achievement of at-promise students, including those in underperforming subgroups such as English Learners, Socio-Economically Disadvantaged, Special Education, Hispanic/Latino, Homeless students, and Foster Youth. While some progress has been made towards closing the achievement gap, the district recognizes that a continued effort that includes support from the San Mateo County Office of Education in our journey towards addressing the gaps identified by our Differentiated Assistance team is necessary to continue to make gains. Specifically, efforts towards supporting our MTSS structure, particularly Tier 1 and Tier 2 instruction for underserved subgroups with targeted professional development will aid in the progress of these students.

We have also learned that we need to continue to provide mental health resources and to provide ways for students to be identified or to self-identify if they have a social-emotional need. During distance learning, this required re-directing staff duties to ensure that this critical component was not missed. This included the use of various supplemental online programs to support student/parent/teacher/staff communication. By expanding our methods of communication, we have been able to reach more students and families.

Lastly, we have learned that we need to support our teachers, staff, students, and families in learning to use technology for learning. This requires a sustained effort to provide devices, connectivity, and technical support to both staff, students, and families in our district.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	35,344,555.00	34,355,155.00
	9,245,835.00	9,141,835.00
Base	22,830,220.00	22,776,720.00
Cabrillo Education Foundation	65,000.00	70,100.00
Lottery Materials	164,000.00	164,000.00
Low Performing Student Block Grant	101,000.00	101,000.00
Supplemental	2,933,500.00	2,096,500.00
Title III	5,000.00	5,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	35,344,555.00	34,355,155.00
	9,090,835.00	9,090,835.00
4000-4999: Books And Supplies	244,000.00	249,100.00
5000-5999: Services And Other Operating Expenditures	191,600.00	173,100.00
Object code: 1000, 2000, 3000	17,662,720.00	17,652,720.00
Object code: 1000, 3000	6,893,400.00	6,534,400.00
Object code: 1000,2000,3000 and materials 4000	100,000.00	100,000.00
Object code: 2000, 3000	1,162,000.00	555,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	35,344,555.00	34,355,155.00
		8,938,835.00	8,938,835.00
	Low Performing Student Block Grant	25,000.00	25,000.00
	Supplemental	127,000.00	127,000.00
4000-4999: Books And Supplies	Base	15,000.00	15,000.00
4000-4999: Books And Supplies	Cabrillo Education Foundation	5,000.00	10,100.00
4000-4999: Books And Supplies	Lottery Materials	164,000.00	164,000.00
4000-4999: Books And Supplies	Low Performing Student Block Grant	10,000.00	10,000.00
4000-4999: Books And Supplies	Supplemental	50,000.00	50,000.00
5000-5999: Services And Other Operating Expenditures	Base	78,500.00	60,000.00
5000-5999: Services And Other Operating Expenditures	Low Performing Student Block Grant	30,000.00	30,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	83,100.00	83,100.00
Object code: 1000, 2000, 3000	Base	17,592,720.00	17,582,720.00
Object code: 1000, 2000, 3000	Cabrillo Education Foundation	60,000.00	60,000.00
Object code: 1000, 2000, 3000	Low Performing Student Block Grant	10,000.00	10,000.00
Object code: 1000, 3000		307,000.00	203,000.00
Object code: 1000, 3000	Base	5,044,000.00	5,019,000.00
Object code: 1000, 3000	Low Performing Student Block Grant	26,000.00	26,000.00
Object code: 1000, 3000	Supplemental	1,516,400.00	1,286,400.00
Object code: 1000,2000,3000 and materials 4000	Base	100,000.00	100,000.00
Object code: 2000, 3000	Supplemental	1,157,000.00	550,000.00
Object code: 2000, 3000	Title III	5,000.00	5,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	5,933,400.00	5,743,400.00
Goal 2	25,458,609.00	25,244,709.00
Goal 3	421,500.00	443,000.00
Goal 4	3,531,046.00	2,924,046.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$600,000.00	$600,000.00
Distance Learning Program	$1,050,000.00	$1,050,000.00
Pupil Learning Loss	$375,000.00	$375,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$2,025,000.00	$2,025,000.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$500,000.00	$500,000.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$500,000.00	$500,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$100,000.00	$100,000.00
Distance Learning Program	$1,050,000.00	$1,050,000.00
Pupil Learning Loss	$375,000.00	$375,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$1,525,000.00	$1,525,000.00

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: June 10, 2021
TO: Members of the Governing Board
FROM: J Jesus Contreras, Chief Business Official
CATEGORY: Information/Presentation
ITEM TITLE: Information on the Expected CUSD California State Aid Participation

BACKGROUND INFORMATION

School modernization projects were funded through the State's School Facilities Program in the late 1990's and will be eligible for modernization in the next 2-5 years. Consultants from the Caldwell, Flores and Winters Inc. firm will update the CUSD Governing Board on the potential benefits derived from CUSD participation in the California State Aid program.

FISCAL ANALYSIS

No financial impact to the General Fund.

RECOMMENDATION

Receive updated information regarding CUSD State Aid participation.

Cabrillo Unified School District

San Mateo County

Overview of State Funding Eligibility

June 10, 2021

6425 CHRISTIE AVENUE
SUITE 270
EMERYVILLE, CA 94608
(510) 596-8170

815 COLORADO BLVD
SUITE 201
LOS ANGELES, CA 90041
(323) 202-2550

1901 S. VICTORIA AVENUE
SUITE 106
OXNARD, CA 93035
(805) 201-1989

180 PROMANADE CIRCLE
SUITE 300
SACRAMENTO, CA 95834
(916) 634-7784

CFW INC.

Overview of Site Visits

- On March 15, CFW visited each of the District's seven school sites to gather information relevant to determining eligibility under the School Facility Program and related programs
- Our approach differs from architects in that we look at facilities from an educational program perspective to see how being used and whether meet standard for 21st Century learning
- Beginning at Hatch Elementary, the new kindergarten complex and recently renovated classrooms have set bar with sliding markerboards, mobile furniture, and digital monitors
- Classrooms at El Granada and Farallone View would benefit from similar upgrades, along with older permanent facilities at Cunha and Half Moon Bay HS
- Multiple sites have old computer labs that are vacant or used to store laptop carts; these could be repurposed into modern Maker's Spaces or to provide CTE programs
- Permanent HS classrooms in Buildings A and C do not meet current State standards and may be small enough to be removed from the District's inventory with the State
- If enrollment grows in the future, portable classrooms installed during construction at Hatch and Cunha may negatively impact District's funding eligibility for new construction
- We gathered relevant Title 5 data for each TK/K classroom, including size and whether contains built-in restrooms, in anticipation of a new funding round for Full-Day Kindergarten Facilities Grant Program

CFW INC

Current State Funding Eligibility

- Due to recent declines in enrollment, the District is not eligible for additional New Construction grant funding at this time
- As the District's last modernization program occurred in 1999/2000 and the State criteria for funding eligibility requires 25 years since the last modernization of permanent classrooms, most schools are not eligible at this time
- Although portable classrooms are eligible for State modernization funds after 20 years, current enrollment is not sufficient to qualify for modernization grants at these classrooms
- However, the District is eligible to apply for 125 pupil grants for the modernization of five classrooms at Hatch Elementary School, which can be pursued on a reimbursement basis for recent projects
- In 2024/2025 the District will once again become eligible to seek modernization funding at the remaining schools based on student enrollment at that time

	Current Permanent Classroom Modernization Eligibility (2021)								60%	40%	100%
School	CRs 25 yr+	FY 20-21 Enroll	Elig Pupils	Prior Pupils	Last Mod. Grant	Elig. Less Prior	Elig. CRs	Pupil Grant	Est. Grant	Required Match	Total
1 Hatch ES	22	563	550	425	1999	125	5	$ 4,808	$ 601,000	$ 400,667	$ 1,001,667
2 Half Moon Bay HS	34	1,060	918	944	1999	(26)	0	$ 6,658	$ -	$ -	$ -
3 Cunha MS	23	675	621	891	2000	(270)	0	$ 5,085	$ -	$ -	$ -
4 El Granada ES	12	338	300	551	1999	(251)	0	$ 4,808	$ -	$ -	$ -
5 Farallone View ES	15	200	200	488	1999	(288)	0	$ 4,808	$ -	$ -	$ -
6 Kings Mountain ES	2	56	50	63	1999	(13)	0	$ 4,808	$ -	$ -	$ -
7 Pilarcitos HS	0	28	0	0	N/A	0	0	$ 6,658	$ -	$ -	$ -
Total	**108**	**2,920**	**2,639**	**3,362**			**5**		**$ 601,000**	**$ 400,667**	**$ 1,001,667**

CFW INC

Potential Future State Funding Eligibility

- Applying the current eligibility criteria under State law, the District's school sites may be eligible for the following modernization grants beginning in 2024/25
- Modernization funding will depend on the School Facility Program (SFP) criteria in effect at the time and actual student enrollment when applications are reviewed by the State
- The numbers below include the projected enrollment for each school in 2023, a projection conducted by a third party

	Future Classroom Modernization Eligibility (2024/25)					60%	40%	100%
	School	Projected Enrollment (2023)	Eligible CRs	Eligible Pupils	2021 Pupil Grant	Est. Grant	Required Match	Total
1	Hatch ES	388	22	388	$4,808	$1,865,504	$1,243,669	$3,109,173
2	Half Moon Bay HS	973	38	973	$6,658	$6,478,234	$4,318,823	$10,797,057
3	Cunha MS	565	25	565	$5,085	$2,873,025	$1,915,350	$4,788,375
4	El Granada ES	438	21	438	$4,808	$2,105,904	$1,403,936	$3,509,840
5	Farallone View ES	267	21	267	$4,808	$1,283,736	$855,824	$2,139,560
6	Kings Mountain ES	13	5	13	$4,808	$0	$0	$0
	Total	**2644**	**132**	**2644**		**$14,606,403**	**$9,737,602**	**$24,344,005**

Timing of Funding and Project Implementation

- **Program Implementation**
  - The design process for a facilities project can take approximately twelve months from concept to being shovel-ready
  - Design and procurement of design team (architect, contractor, land surveyor, Geotech engineer, CEQA and DTSC compliance consultants, etc.) usually takes approximately six months
  - The District will need to define the scope of improvements at each school site as well as assign schools or projects to architects
  - State review of projects can take approximately six months
- **Funding**
  - Prior to submitting for funding, the project must receive approval from the Division of the State Architect (DSA) and the California Department of Education (CDE)
  - The District will need to submit an application for funding (SAB 50-04)
  - <u>Contingencies</u>
    - Successful passage of a Statewide general obligation bond
    - Submit eligibility determination form (SAB 50-03)
    - Receive unfunded approval for each project by SAB
    - Participate in a priority funding round

CFW INC

Next Steps and Funding Availability

- **Hatch Elementary Modernization Application**
  - Identify costs from recently completed projects eligible for reimbursement (minimum $1 million)
  - Confirm all required agency approval letters are on file prior to submitting application
    - DSA – Division of State Architect
    - CDE – California Department of Education
    - CEQA – California Environmental Quality Act
- The $7 billion of funding authorized for the School Facility Program in 2016 has been exhausted by State aid applications received by the Office of Public School Construction (OPSC)
- However, the proposed **Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022 (AB 75)** would replenish funding for the State's School Facility Program, similar to the Statewide bond measure in March 2020 (Prop. 13) that failed
- In the meantime, the State will still accept funding applications; received applications are put on the "Applications Received Beyond Bond Authority" workload list for future review

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GOVERNING BOARD
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Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 10, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Adoption of Resolution No. 07-21, Temporary Interfund Borrowing for Fiscal Year 2020-21

BACKGROUND INFORMATION

Every year, the Governing Board may direct the monies held in any fund or account to be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603. The transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account. The amounts transferred shall be repaid either in the same fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year.

REPORT/PROPOSAL

In accordance with the provisions of Education Code section 42603, approve the Resolution No. 07-21 for fiscal year 2020-2021 to temporarily transfer funds between any allowable funds provided that all transfers are approved by the Superintendent or his designee.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

RESOLUTION NO. 07-21
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

FOR TEMPORARY INTERFUND TRANSFER (LOAN) AT YEAR END

CABRILLO UNIFIED SCHOOL DISTRICT **FISCAL YEAR: 2020-21**

01: GENERAL FUND **TO** 13: CAFETERIA FUND

WHEREAS, the San Mateo County Controller requires that all funds end the year with a positive cash balance; and

WHEREAS, the Board of Education has determined that the FUND 13: CAFETERIA will require $ 400,000 to end the year with a positive cash balance; and

WHEREAS, Education Code Section 42603 provides that the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations; and

WHEREAS, Education Code Section 42603 requires that such a transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account, that such a transfer shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred, that no more than 75% of the maximum of moneys held in any fund or account during a current fiscal year may be transferred pursuant to the provisions of this section during that fiscal year, and that the amount transferred shall be repaid either in the same fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board, pursuant to Education Code 42603, does hereby authorize the San Mateo County Superintendent of Schools and the Controller of San Mateo County to transfer funds in the amount of $ 400,000 from the 01: GENERAL Fund to the 13: CAFETERIA Fund; and

BE IT FURTHER RESOLVED that two copies of this resolution be forwarded to the San Mateo County Superintendent of Schools for approval.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 10th day of June, 2021, 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:

_____
Freya McCamant
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____
Sean McPhetridge, Ed.D.
Secretary to the Governing Board
Cabrillo Unified School District

_____ _____
Nancy Magee, County Superintendent of Schools Date Approved/Filed

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MEMORANDUM

MEETING DATE: June 10, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Adoption of Resolution No. 08-21, Approving Budgetary Increases and Transfers at Year-End

BACKGROUND INFORMATION

Fiscal year-end posting of warrants, liabilities or both may cause overages in expenditure accounts that will need budget transfers between major objects or reserve accounts. District governing board approves budget revisions and transfers to any over-extended major object of expenditure. This Resolution authorizes the Chief Business Official to implement any necessary changes on behalf of the Governing Board.

Every year, the Governing Board is presented with the following resolution allowing the Business Office to perform the accounting necessary to close the previous fiscal year books.

a) Resolution No. 08-21, Approving Budgetary Increases and Transfers at Year-End

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Fiscal Year-End Resolution is presented to the Members of the Governing Board for approval.

RESOLUTION NO. 08-21
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

APPROVING BUDGETARY INCREASES AND TRANSFERS AT YEAR-END

WHEREAS, Education Code Section 42600 limits school district expenditures in each major expenditure classification to the total budgeted amount, as approved by the Board of Trustees of the school district;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees, in accordance with Education Code Sections 42601 and 85201, does hereby authorize the San Mateo County Superintendent of Schools to make transfers between the unappropriated fund balance and expenditure classifications, and to transfer budgeted amounts between expenditure classifications, as necessary to permit payment of obligations of the district for fiscal year 2020-2021; and

BE IT FURTHER RESOLVED that the Secretary of the Board of Trustees be instructed to prepare two copies of this resolution and present them to the County Superintendent of Schools for approval.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 10th day of June, 2021, 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:

_____
Freya McCamant
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____
Sean McPhetridge, Ed.D.
Secretary to the Governing Board
Cabrillo Unified School District

_____ _____
Nancy Magee, County Superintendent of Schools Date Approved/Filed

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: June 10, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Adoption of Resolution No. 09-21, Authorizing TRAN Issuance and Maximum Amount of Borrowing

BACKGROUND INFORMATION

The Cabrillo Unified School District is anticipating a drop-in cash availability starting around November/December 2021. As a district in Basic Aid status, the local property tax revenue is only received twice a year in December/January and April/May. For December 2021, the cash flow analysis indicates low cash availability to meet the district's fiscal obligations. To ensure solvency and to offset this drop-in cash flow, the district can borrow temporary cash from the California School Board Association Tax and Revenue Anticipation Notes (TRAN's) program.

FISCAL ANALYSIS

Projected cash balance on the first of the month for the 2021-22 school year:

July	**6,861,077.11**	January	**11,752,436.86**
August	**7,562,238.32**	February	**11,501,946.04**
September	**5,810,622.48**	March	**9,001,973.50**
October	**4,318,885.17**	April	**7,472,378.35**
November	**1,724,547.41**	May	**11,250,406.17**
December	**369,461.23**	June	**10,374,567.08**

The resolution has set the TRAN's limit at $5 million, but we anticipate to need a lesser amount. Approving the resolution and signing the certificate does not obligate the district to issue a TRAN. If a TRAN becomes necessary and is issued, the notes would be issued in July/August 2021 and repaid in June 2022.

RECOMMENDATION

Approve Resolution No. 09-21, TRAN to temporarily borrow cash (if needed) to ensure solvency during November/December 2021.

THIS RESOLUTION MUST BE DISCUSSED, CONSIDERED AND DELIBERATED BY THE GOVERNING BOARD AS A SEPARATE ITEM OF BUSINESS ON THE GOVERNING BOARD'S AGENDA IN ACCORDANCE WITH CALIFORNIA GOVERNMENT CODE SECTION 53635.7.

DISTRICT RESOLUTION

NAME OF DISTRICT: CABRILLO UNIFIED SCHOOL DISTRICT[*]

LOCATED IN: COUNTY OF SAN MATEO

MAXIMUM AMOUNT OF BORROWING: $5,000,000

RESOLUTION OF THE GOVERNING BOARD AUTHORIZING THE BORROWING OF FUNDS FOR FISCAL YEAR 2021-2022 AND THE ISSUANCE AND SALE OF ONE OR MORE SERIES OF 2021-2022 TAX AND REVENUE ANTICIPATION NOTES THEREFOR AND PARTICIPATION IN THE CALIFORNIA SCHOOL CASH RESERVE PROGRAM AND REQUESTING THE BOARD OF SUPERVISORS OF THE COUNTY TO ISSUE AND SELL SAID SERIES OF NOTES

WHEREAS, school districts, community college districts and county boards of education are authorized by Sections 53850 to 53858, both inclusive, of the California Government Code (the "Act") (being Article 7.6, Chapter 4, Part 1, Division 2, Title 5 of the Government Code) to borrow money by the issuance of temporary notes; and

WHEREAS, the governing board (the "Board") has determined that, in order to satisfy certain obligations and requirements of the school district, community college district or county board of education specified above (the "District"), a public body corporate and politic located in the County designated above (the "County"), it is desirable that a sum (the "Principal Amount"), not to exceed the Maximum Amount of Borrowing designated above, be borrowed for such purpose during its fiscal year ending June 30, 2022 ("Fiscal Year 2021-2022") by the issuance of its 2021-2022 Tax and Revenue Anticipation Notes (the first series of which shall be referred to herein as the "Series A Notes" and any subsequent series of which shall be referred to herein as "Additional Notes," and collectively with the Series A Notes, the "Notes"), in one or more series (each a "Series"), therefor in anticipation of the receipt by or accrual to the District during Fiscal

[*]* If the Name of the District indicated on the face hereof is not the correct legal name of the District which adopted this Resolution, it shall nevertheless be deemed to refer to the District which adopted this Resolution, and the Name of the District indicated on the face hereof shall be treated as the correct legal name of said District for all purposes in connection with the Program (as hereinafter defined).

Year 2021-2022 of taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for such fiscal year for the general fund and, if so indicated in a Pricing Confirmation (as defined in Section 4 hereof), capital fund and/or special revenue fund (or similarly named fund or funds as indicated in such Pricing Confirmation) of the District; and

WHEREAS, the Principal Amount may, as determined by the Authorized Officer (as hereinafter defined), be divided into two or more portions evidenced by two or more Series of Notes, which Principal Amount is to be confirmed and set forth in the Pricing Confirmation if one Series of Notes is issued, or if more than one Series of Notes are issued, such Principal Amount will be equal to the sum of the Series Principal Amounts (as defined in Section 2 hereof) as confirmed and set forth in the Pricing Confirmation applicable to each Series of Notes; and

WHEREAS, the District hereby determines to borrow, for the purposes set forth above, the Principal Amount by the issuance, in one or more Series, of the Notes;** and

WHEREAS, because the District does not have fiscal accountability status pursuant to Section 1080, Section 42647, Section 42650 or Section 85266 of the California Education Code, it requests the Board of Supervisors of the County to borrow, on the District's behalf, the Principal Amount by the issuance of the Notes in one or more Series; and

WHEREAS, pursuant to Section 53853 of the Act, if the Board of Supervisors of the County fails or refuses to authorize the issuance of the Notes within the time period specified in said Section 53853, following receipt of this Resolution, and the Notes, in one or more series, are issued in conjunction with tax and revenue anticipation notes, in one or more series, of other Issuers (as hereinafter defined), the District may issue the Notes, in one or more series, in its name pursuant to the terms stated herein; and

WHEREAS, it appears, and this Board hereby finds and determines, that the Principal Amount, when added to the interest payable thereon, does not exceed eighty-five percent (85%) of the estimated amount of the uncollected taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for Fiscal Year 2021-2022 which will be received by or which will accrue to the District during such fiscal year for the general fund and, if so indicated in a Pricing Confirmation, capital fund and/or special revenue fund (or similarly named fund or funds as indicated in such Pricing Confirmation) of the District and which will be available for the payment of the principal of each Series of Notes and the interest thereon; and

WHEREAS, no money has heretofore been borrowed by or on behalf of the District through the issuance of tax anticipation notes or temporary notes in anticipation of the receipt of, or payable from or secured by, taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for Fiscal Year 2021-2022 which will be received by or will accrue to the District during such fiscal year

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*** Unless the context specifically requires otherwise, all references to "Series of Notes" herein shall be deemed to refer, to (i) the Note, if issued in one series by the County (or the District, as applicable) hereunder, or (ii) each individual Series of Notes severally, if issued in two or more series by the County (or the District, as applicable) hereunder.

for the general fund and, if so indicated in a Pricing Confirmation, capital fund and/or special revenue fund (or similarly named fund or funds as indicated in such Pricing Confirmation) of the District; and

WHEREAS, pursuant to Section 53856 of the Act, certain taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys which will be received by or accrue to the District during Fiscal Year 2021-2022 are authorized to be pledged for the payment of the principal of each Series of Notes (as applicable) and the interest thereon (as hereinafter provided); and

WHEREAS, the District has determined that it is in the best interests of the District to participate in the California School Cash Reserve Program (the "Program"), whereby participating school districts, community college districts and county boards of education (collectively, the "Issuers") will simultaneously issue tax and revenue anticipation notes; and

WHEREAS, the Program has been designed with alternative structures, each of which the District desires to approve; and

WHEREAS, under the first structure (the "Certificate Structure"), the District would issue one or more Series of Notes, each Series of Notes to be marketed with some or all of the notes issued simultaneously by other Issuers participating in the Program, and Piper Sandler & Co., as underwriter for the Program (the "Underwriter"), and Dale Scott & Company, as financial advisor for the Program (the "Financial Advisor"), would form one or more pools of notes or series of certificates (the "Certificates") of participation (the "Series of Certificates") distinguished by (i) whether and what type(s) of Credit Instrument (as hereinafter defined) secures notes comprising each Series of Certificates, and (ii) possibly other features, all of which the District hereby authorizes the Underwriter and the Financial Advisor to determine; and

WHEREAS, the Certificate Structure requires the Issuers participating in any particular Series of Certificates to deposit their applicable series of tax and revenue anticipation notes with U.S. Bank National Association, as trustee (the "Trustee"), pursuant to a trust agreement between such Issuers and the Trustee (the trust agreement applicable to each Series of Certificates, in the form presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein collectively as, the "Trust Agreement"), and requires the Trustee, pursuant to the Trust Agreement, to execute and deliver the Certificates evidencing and representing proportionate undivided interests in the payments of principal of and interest on the tax and revenue anticipation notes issued by the Issuers comprising such Series of Certificates; and

WHEREAS, if the Certificate Structure is implemented, the District desires to have the Trustee execute and deliver a Series of Certificates which evidences and represents interests of the owners thereof in each Series of Notes issued by the District and the notes issued simultaneously by other Issuers participating in such Series of Certificates; and

WHEREAS, as additional security for the owners of each Series of Certificates, all or a portion of the payments by all of the Issuers of their respective series of notes comprising such Series of Certificates may or may not be secured by an irrevocable letter (or letters) of credit or

policy (or policies) of insurance or other credit instrument (or instruments) (collectively, the "Credit Instrument") issued by the credit provider (or credit providers) (collectively, the "Credit Provider") designated in the applicable Trust Agreement, as finally executed, pursuant to a credit agreement (or agreements) or commitment letter (or letters) (such credit agreement (or agreements) or commitment letter (or letters), if any, in the forms presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein collectively as, the "Credit Agreement") identified in the applicable Trust Agreement, as finally executed, between, in the case of an irrevocable letter (or letters) of credit or policy (or policies) of insurance or other credit instrument (or instruments), the Issuers and the corresponding Credit Provider; and

WHEREAS, pursuant to the Certificate Structure, the Underwriter will submit an offer to purchase each Series of Notes issued by the District and the notes issued by other Issuers participating in the same Series of Certificates all as evidenced and represented by such Series of Certificates (which offer will specify, as designated in the Pricing Confirmation applicable to the sale of such Series of Notes to be sold by the District, the principal amount, interest rate and Credit Instrument (if any)), and has submitted a form of certificate purchase agreement (such certificate purchase agreement, in the form presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein as, the "Certificate Purchase Agreement") to the Board; and

WHEREAS, pursuant to the Certificate Structure each participating Issuer will be responsible for its share of (i) the fees of the Trustee and the costs of issuing the applicable Series of Certificates, (ii) if applicable, the fees of the Credit Provider(s), and (iii) if applicable, the Issuer's allocable share of all Predefault Obligations and the Issuer's Reimbursement Obligations, if any (each as defined in the Trust Agreement); and

WHEREAS, the Certificate Structure requires that each participating Issuer approve the Trust Agreement, the alternative Credit Instruments and Credit Agreements, if any, and the Certificate Purchase Agreement in substantially the forms presented to the Board, with the final type of Credit Instrument and corresponding Credit Agreement determined in the Pricing Confirmation applicable to the sale of each Series of Notes to be sold by the District; and

WHEREAS, under the second structure (the "Bond Pool Structure"), participating Issuers would be required to sell each series of their tax and revenue anticipation notes to the California School Cash Reserve Program Authority (the "Authority") pursuant to note purchase agreements (such note purchase agreements, in the form presented to this meeting, with such changes, insertions and omissions as are made pursuant to this Resolution, being referred to herein as, the "Note Purchase Agreements"), each between such individual Issuer and the Authority, and dated as of the date of the Pricing Confirmation applicable to the sale of the individual Issuer's series of notes to be sold, a form of which has been submitted to the Board; and

WHEREAS, the Authority, pursuant to advice of the Underwriter and the Financial Advisor, will form one or more pools of notes of each participating Issuer (the "Pooled Notes") and assign each respective series of notes to a particular pool (the "Pool") and sell a series of senior bonds (each a "Series of Senior Bonds") and, if desirable, a corresponding series of

subordinate bonds (each a "Series of Subordinate Bonds" and collectively with a Series of Senior Bonds, a "Series of Pool Bonds") secured by each Pool pursuant to an indenture and/or a supplement thereto (the original indenture and each supplement thereto applicable to a Series of Pool Bonds to which the Note shall be assigned is hereinafter collectively referred to as the "Indenture") between the Authority and the Trustee, each Series of Pool Bonds distinguished by (i) whether or what type(s) of Credit Instrument(s) secure(s) such Series of Pool Bonds, (ii) the principal amounts or portions of principal amounts of the notes of such respective series assigned to the Pool, or (iii) other factors, and the District hereby acknowledges and approves the discretion of the Authority, acting upon the advice of the Underwriter and the Financial Advisor, to assign the District's Notes of such respective Series to such Pool and such Indenture as the Authority may determine; and

WHEREAS, at the time of execution of the Pricing Confirmation applicable to the sale of each Series of Notes to be sold by the District, the District will (in such Pricing Confirmation) request the Authority to issue a Series of Pool Bonds pursuant to an Indenture to which such Series of Notes identified in such Pricing Confirmation will be assigned by the Authority in its discretion, acting upon the advice of the Underwriter, which Series of Pool Bonds will be payable from payments of all or a portion of principal of and interest on such Series of Notes and the other respective series of notes of other participating Issuers assigned to the same Pool and assigned to the same Indenture to which the District's Series of Notes is assigned; and

WHEREAS, as additional security for the owners of each Series of Pool Bonds, all or a portion of the payments by all of the Issuers of the respective series of notes assigned to such Series of Pool Bonds may or may not be secured (by virtue or in form of the Series of Pool Bonds, as indicated in the Pricing Confirmation applicable to such Series of Pool Bonds, being secured in whole or in part) by one or more Credit Instruments issued by one or more Credit Providers designated in the applicable Indenture, as finally executed, pursuant to a Credit Agreement, if any, identified in the applicable Indenture, as finally executed, between, in the case of an irrevocable letter (or letters) of credit or policy (or policies) of insurance or other credit instrument (or instruments), the Issuers and the corresponding Credit Provider; and

WHEREAS, pursuant to the Bond Pool Structure each Issuer, whose series of notes is assigned to a Pool as security for a Series of Pool Bonds, will be responsible for its share of (i) the fees of the Trustee and the costs of issuing the applicable Series of Pool Bonds, (ii), if applicable, the fees of the Credit Provider(s), and (iii) if applicable, the Issuer's allocable share of all Predefault Obligations and the Issuer's Reimbursement Obligations, if any (each as defined in the Indenture) applicable to such Series of Pool Bonds; and

WHEREAS, the Bond Pool Structure requires that each participating Issuer approve the Indenture, the alternative Credit Instruments and Credit Agreements, if any, and the Note Purchase Agreement in substantially the forms presented to the Board, with the final type of Credit Instrument and corresponding Credit Agreement, if any, to be determined in the Pricing Confirmation applicable to the sale of each Series of Notes to be sold by the District; and

WHEREAS, pursuant to the Bond Pool Structure, the Underwriter will submit an offer to the Authority to purchase, in the case of each Pool of notes, the Series of Pool Bonds which will be secured by the Indenture to which such Pool will be assigned; and

WHEREAS, all or portions of the net proceeds of each Series of Notes issued by the District, may be invested in one or more Permitted Investments (as defined in the Trust Agreement or the Indenture, as applicable), including under one or more investment agreements with one or more investment providers (if any), the initial investment of which is to be determined in the Pricing Confirmation related to such Series of Notes; and

WHEREAS, it is necessary to engage the services of certain professionals to assist the District in its participation in the Program;

NOW, THEREFORE, the Board hereby finds, determines, declares and resolves as follows:

Section 1. Recitals. All the above recitals are true and correct and this Board so finds and determines.

Section 2. Issuance of Notes.

(A) Initial Issuance of Notes. This Board hereby determines to borrow, and hereby requests the Board of Supervisors of the County to borrow for the District, in anticipation of the receipt by or accrual to the District during Fiscal Year 2021-2022 of taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for such fiscal year for the general fund and, if so indicated in the applicable Pricing Confirmation, the capital fund and/or special revenue fund (or similarly named fund or funds as indicated in such Pricing Confirmation)[*] of the District, and not pursuant to any common plan of financing of the District, by the issuance by the Board of Supervisors of the County, in the name of the District, of Notes under Sections 53850 *et seq.* of the Act, designated generally as the District's "2021-2022 [Subordinate][**] Tax and Revenue Anticipation Notes, Series __" in one or more of the following Series, in order of priority of payment as described herein:

(1) the Series A Notes, being the initial Series of Notes issued under this Resolution, together with one or more Series of Additional Notes issued in accordance with the provisions of Section 2(B) hereof and payable on a parity with the Series A Notes (collectively, the "Senior Notes"); and

(2) one or more Series of Additional Notes issued in accordance with the provisions of Section 2(B) hereof and payable on a subordinate basis to (i) any Senior Notes, and (ii) any previously issued Subordinate Notes if so specified in the related Pricing Confirmation (collectively, the "Subordinate Notes"), which Subordinate Notes shall be identified as such.

Each such Series of Notes shall be issued in the form of one registered note at the principal amount thereof (the "Series Principal Amount") as set forth in the applicable Pricing Confirmation and all such Series Principal Amounts aggregating to the Principal Amount set forth in such Pricing Confirmations, in each case, to bear a series designation, to be dated the

[*] * For purposes of this Resolution, such funds shall be referred to as the "capital fund" and "special revenue fund."
[**] ** A Series of Notes shall bear the "Subordinate" designation if it is a Series of Subordinate Notes.

date of its respective delivery to the respective initial purchaser thereof, to mature (without option of prior redemption) not more than thirteen (13) months thereafter on a date indicated on the face thereof and determined in the Pricing Confirmation applicable to such Series of Notes (collectively, the "Maturity Date"), and to bear interest, payable at the applicable maturity (and, if the maturity is longer than twelve (12) months, an additional interest payment shall be payable within twelve (12) months of the issue date, as determined in the applicable Pricing Confirmation) and computed upon the basis of a 360-day year consisting of twelve 30-day months, at a rate not to exceed twelve percent (12%) per annum as determined in the Pricing Confirmation applicable to such Series of Notes and indicated on the face of such Series of Notes (collectively, the "Note Rate").

With respect to the Certificate Structure, if a Series of Notes as evidenced and represented by the corresponding Series of Certificates is secured in whole or in part by a Credit Instrument and is not paid at maturity or is paid (in whole or in part) by a draw under, payment by or claim upon a Credit Instrument which draw, payment or claim is not fully reimbursed on such date, such Series of Notes shall become a Defaulted Note (as defined in the Trust Agreement), and the unpaid portion thereof with respect to which a Credit Instrument applies for which reimbursement on a draw, payment or claim has not been fully made shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate (as defined in the Trust Agreement). If a Series of Notes as evidenced and represented by the corresponding Series of Certificates is unsecured in whole or in part and is not fully paid at the Maturity Date, the unpaid portion thereof (or the portion thereof to which no Credit Instrument applies which is unpaid) shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate.

With respect to the Bond Pool Structure, if a Series of Pool Bonds issued in connection with a Series of Notes is secured in whole or in part by a Credit Instrument or such Credit Instrument secures the Series of Notes in whole or in part and all principal of and interest on such Series of Notes is not paid in full at maturity or payment of principal of and interest on such Series of Notes is paid (in whole or in part) by a draw under, payment by or claim upon a Credit Instrument which draw, payment or claim is not fully reimbursed on such date, such Series of Notes shall become a Defaulted Note (as defined in the Indenture), and the unpaid portion thereof with respect to which a Credit Instrument applies for which reimbursement on a draw, payment or claim has not been fully made shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate (as defined in the Indenture). If a Series of Notes or the Series of Pool Bonds issued in connection therewith is not so secured in whole or in part and such Series of Notes is not fully paid at the Maturity Date, the unpaid portion thereof (or the portion thereof to which no Credit Instrument applies which is unpaid) shall be deemed outstanding and shall continue to bear interest thereafter until paid at the Default Rate.

In each case set forth in the preceding two paragraphs, the obligation of the District with respect to such Defaulted Note or unpaid Series of Notes shall not be a debt or liability of the District prohibited by Article XVI, Section 18 of the California Constitution and the District shall not be liable thereon except to the extent of the income and revenue provided for Fiscal Year 2021-2022 within the meaning of Article XVI, Section 18 of the California Constitution, as provided in Section 8 hereof.

Both the principal of and interest on each Series of Notes shall be payable in lawful money of the United States of America, but only upon surrender thereof, at the corporate trust office of U.S. Bank National Association in Los Angeles, California, or as otherwise indicated in the Trust Agreement or the Indenture, as applicable. The Principal Amount may, prior to the issuance of any Series of Notes, be reduced from the Maximum Amount of Borrowing specified above, in the discretion of the Underwriter upon consultation with the Authorized Officer. The Principal Amount shall, prior to the issuance of the last Series of Notes, be reduced from the Maximum Amount of Borrowing specified above if and to the extent necessary to obtain an approving legal opinion of Orrick, Herrington & Sutcliffe LLP ("Bond Counsel") as to the legality thereof or, if applicable, the exclusion from gross income for federal tax purposes of interest thereon (or on any Series of Pool Bonds related thereto). The Principal Amount shall, prior to the issuance of the last Series of Notes, also be reduced from the Maximum Amount of Borrowing specified above, and other conditions shall be met by the District prior to the issuance of each Series of Notes, if and to the extent necessary to obtain from the Credit Provider that issues the Credit Instrument securing the corresponding Series of Certificates evidencing and representing such Series of Notes or the related Series of Pool Bonds to which such Series of Notes is assigned its agreement to issue the Credit Instrument securing such Series of Certificates or Series of Pool Bonds, as the case may be. Notwithstanding anything to the contrary contained herein, if applicable, the approval of the corresponding Credit Provider of the issuance of such Series of Notes and the decision of the Credit Provider to deliver the Credit Instrument shall be in the sole discretion of the Credit Provider, and nothing herein shall be construed to require the Credit Provider to issue a Credit Instrument or to approve the issuance of such Series of Notes.

In the event the Board of Supervisors of the County fails or refuses to authorize the issuance of the Notes within the time period specified in Section 53853 of the Act, following receipt of this Resolution, this Board hereby authorizes issuance of such Notes, in the District's name, in one or more series, pursuant to the terms stated in this Section 2 and the terms stated hereafter. The Notes, in one or more series, shall be issued in conjunction with the note or notes (in each case, in one or more series) of one or more other Issuers as part of the Program and within the meaning of Section 53853 of the Act.

(B) Issuance of Additional Notes. The District (or the County on its behalf, as applicable) may at any time issue pursuant to this Resolution, one or more Series of Additional Notes consisting of Senior Notes or Subordinate Notes (including Subordinate Notes that are further subordinated to previously issued Subordinate Notes, as provided in the applicable Pricing Confirmation), subject in each case to the following specific conditions, which are hereby made conditions precedent to the issuance of any such Series of Additional Notes:

(1) The District shall not have issued any tax and revenue anticipation notes relating to the 2021-2022 fiscal year except (a) in connection with the Program under this Resolution, or (b) notes secured by a pledge of its Unrestricted Revenues (as defined in Section 8) that is subordinate in all respects to the pledge of its Unrestricted Revenues hereunder; the District shall be in compliance with all agreements and covenants contained herein; and no Event of Default shall have occurred and be continuing with respect to any such outstanding previously issued notes or Series of Notes.

(2) The aggregate Principal Amount of Notes issued and at any time outstanding hereunder shall not exceed any limit imposed by law, by this Resolution or by any resolution of the Board amending or supplementing this Resolution (each a "Supplemental Resolution").

(3) Whenever the District shall determine to issue, execute and deliver any Additional Notes pursuant to this Section 2(B), the Series Principal Amount of which, when added to the Series Principal Amounts of all Series of Notes previously issued by the District, would exceed the Maximum Amount of Borrowing authorized by this Resolution, the District shall adopt a Supplemental Resolution amending this Resolution to increase the Maximum Amount of Borrowing as appropriate and shall submit such Supplemental Resolution to the Board of Supervisors of the County as provided in Section 53850 *et seq.* of the Act with a request that the County issue such Series of Additional Notes in the name of the District as provided in Sections 2(A) and 9 hereof. The Supplemental Resolution may contain any other provision authorized or not prohibited by this Resolution relating to such Series of Additional Notes.

(4) The District may issue a Series of Additional Notes that are Senior Notes payable on a parity with all other Series of Senior Notes of the District or that are Subordinate Notes payable on a parity with one or more Series of outstanding Subordinate Notes, only if it obtains (a) the consent of each Credit Provider relating to each previously issued Series of Notes that will be on a parity with such Series of Additional Notes, and (b) evidence that no rating then in effect with respect to any outstanding Series of Certificates or Series of Bonds, as applicable, from a Rating Agency will be withdrawn, reduced, or suspended solely as a result of the issuance of such Series of Additional Notes (a "Rating Confirmation"). Except as provided in Section 8, the District may issue one or more Series of Additional Notes that are subordinate to all previously issued Series of Notes of the District without Credit Provider consent or a Rating Confirmation. The District may issue tax and revenue anticipation notes other than in connection with the Program under this Resolution only if such notes are secured by a pledge of its Unrestricted Revenues that is subordinate in all respects to the pledge of its Unrestricted Revenues hereunder.

(5) Before such Additional Notes shall be issued, the District shall file or cause to be filed the following documents with the Trustee:

(a) An Opinion of Counsel to the District to the effect that (A) such Additional Notes constitute the valid and binding obligations of the District, (B) such Additional Notes are special obligations of the District and are payable from the moneys pledged to the payment thereof in this Resolution, and (C) the applicable Supplemental Resolution, if any, has been duly adopted by the District.

(b) A certificate of the District certifying as to the incumbency of its officers and stating that the requirements of this Section 2(B) have been met.

(c) A certified copy of this Resolution and any applicable Supplemental Resolution.

(d) If this Resolution was amended by a Supplemental Resolution to increase the Maximum Amount of Borrowing, the resolution of the County Board of Supervisors approving such increase in the Maximum Amount of Borrowing and the issuance of such Additional Notes, or evidence that the County Board of Supervisors has elected to not issue such Additional Notes.

(e) An executed counterpart or duly authenticated copy of the applicable Certificate Purchase Agreement or Note Purchase Agreement.

(f) A Pricing Confirmation relating to the Series of Additional Notes duly executed by an Authorized Officer (as defined in Section 4).

(g) The Series of Additional Notes duly executed by the applicable County representatives as provided in Section 9 hereof, or executed by the applicable Authorized Officers of the District if the County shall have declined to issue the Series of Additional Notes in the name of the District, either in connection with the initial issuance of the Series A Notes or in connection with any Supplemental Resolution increasing the Maximum Amount of Borrowing.

(h) If the Additional Notes are to be parity Senior Notes or parity Subordinate Notes, the Credit Provider consent(s) and Rating Confirmation(s) required pursuant to paragraph (4) above.

Upon the delivery to the Trustee of the foregoing instruments and, if the Bond Pool Structure is implemented, satisfaction of the provisions of Section 2.12 of the Indenture with regard to the issuance of a corresponding Series of Additional Bonds (as defined therein), the Trustee shall authenticate and deliver said Additional Notes to, or upon the written request of, the District. Upon execution and delivery by the District and authentication by the Trustee, said Additional Notes shall be valid and binding obligations of the District notwithstanding any defects in satisfying any of the foregoing requirements.

(C) Debt Management Policy With Respect to Notes. Notwithstanding any other debt management policy of the District heretofore or hereafter adopted, the debt management policy of the District pertaining to each Series of Notes shall be consistent with, and the Board hereby approves, the following: (i) the proceeds of each Series of Notes may be used and expended by the District for any purpose for which the District is authorized to use and expend moneys, including but not limited to current expenses, capital expenditures, investment and reinvestment, and the discharge of any obligation or indebtedness of the District, as provided by Section 53852 of the Act; (ii) the debt that may be issued pursuant to this debt management policy is limited to each Series of Notes authorized under this Resolution; (iii) each Series of Notes shall be issued to manage the cash flow requirements of the District based on the District's budgetary needs and consistent with the limitations provided for in this Resolution; (iv) the objective of this debt management policy is to implement cost effective cash flow borrowing under the Program for Fiscal Year 2021-2022, whereby participating school districts, community college districts and county boards of education throughout the State of California will simultaneously issue tax and revenue anticipation notes; and (v) to ensure the proceeds of each Series of Notes will be directed to their intended use, moneys allocable to each Series of Notes from the sale of the

corresponding Series of Certificates or Pool Bonds, as applicable, net of the District's share of the costs of issuance, shall be deposited in the District's Proceeds Subaccount (as hereinafter defined) attributed to such Series of Notes and held and invested by the Trustee under the Trust Agreement or the Indenture, as applicable, for the District and said moneys may be used and expended by the District for such use upon requisition from such Proceeds Subaccount as specified in the Trust Agreement or the Indenture, as applicable. Any debt management policy adopted by the Board hereafter in contravention of the foregoing shall be deemed to modify the authorization contained herein only if it shall specifically reference this Resolution and Section. With the passage of this Resolution, the Board hereby certifies that the District has adopted local debt policies with respect to each Series of Notes issued pursuant to this Resolution that comply with California Government Code Section 8855(i), and that the Notes authorized to be issued pursuant to this Resolution are consistent with such policies, and instructs Bond Counsel (as hereinafter defined) to check on behalf of the District the "Yes" box relating thereto in the Report of Proposed Debt Issuance filed pursuant to California Government Code Section 8855 with respect to each Series of Notes issued pursuant to this Resolution.

Section 3. Form of Notes. Each Series of the Notes shall be issued in fully registered form without coupons and shall be substantially in the form and substance set forth in Exhibit A, attached hereto and by reference incorporated herein, the blanks in said form to be filled in with appropriate words and figures.

Section 4. Sale of Notes; Delegation. Any one of the President or Chairperson of the Board, the Superintendent, the Assistant Superintendent for Business, the Assistant Superintendent for Administrative Services, the business manager, director of business or fiscal services or chief financial/business officer of the District, as the case may be, or, in the absence of said officer, his or her duly appointed assistant (each an "Authorized Officer"), is hereby authorized and directed to negotiate, with the Underwriter (if the Certificate Structure is implemented) or the Authority (if the Bond Pool Structure is implemented), an interest rate or rates on each Series of the Notes to the stated maturity or maturities thereof, which shall not, in any individual case, exceed twelve percent (12%) per annum (per Series of Notes), and the purchase price to be paid by the Underwriter or the Authority, as applicable, for the respective Series of the Notes, which purchase price shall be at a discount which when added to the District's share of the costs of issuance shall not be more than the greater of (a) one percent (1%) of (i) the Principal Amount of the Note, if only one Series of Notes is issued or (ii) the Series Principal Amount of each individual Series of Notes, if more than one series is issued, or (b) five thousand dollars ($5,000). If such interest rate and price and other terms of the sale of the Series of Notes set out in the Pricing Confirmation applicable to such Series of Notes are acceptable to said Authorized Officer, said Authorized Officer is hereby further authorized and directed to execute and deliver the pricing confirmation supplement applicable to such Series of Notes to be delivered by the Underwriter (on behalf of itself, if the Certificate Structure is implemented and on behalf of the Authority, if the Bond Pool Structure is implemented) to the District on a date within five (5) days, or such longer period of time as agreed by the Underwriter or the Authority, as applicable, of said negotiation of interest rates and purchase price during the period from May 1, 2020 (or the date of adoption of this Resolution if after May 1, 2020) through June 15, 2021 (the "Pricing Confirmation"), substantially in the form presented to this meeting as Schedule I to the Certificate Purchase Agreement or the Note Purchase Agreement, as applicable, with such changes therein as said Authorized Officer shall require or approve, and

such other documents or certificates required to be executed and delivered thereunder or to consummate the transactions contemplated hereby or thereby, for and in the name and on behalf of the District, such approval by this Board and such officer to be conclusively evidenced by such execution and delivery. In the event more than one Series of Notes are issued, a separate Pricing Confirmation shall be executed and delivered corresponding to each Series of Notes. Any Authorized Officer is hereby further authorized to execute and deliver, prior to the execution and delivery of the Pricing Confirmation applicable to a Series of Notes, the Certificate Purchase Agreement or the Note Purchase Agreement applicable to such Series of Notes, substantially in the forms presented to this meeting, which forms are hereby approved, with such changes therein as said officer shall require or approve, such approval to be conclusively evidenced by such execution and delivery; provided, however, that any such Certificate Purchase Agreement or Note Purchase Agreement shall not be effective and binding on the District until the execution and delivery of the corresponding Pricing Confirmation. Delivery of a Pricing Confirmation by fax or telecopy of an executed copy shall be deemed effective execution and delivery for all purposes. If requested by said Authorized Officer at his or her option, any duly authorized deputy or assistant of such Authorized Officer may approve said interest rate or rates and price by execution of the Certificate Purchase Agreement or the Note Purchase Agreement(s), as applicable, and/or the corresponding Pricing Confirmation(s).

Section 5. Program Approval. The District hereby delegates to the Authority the authority to select which structure (*i.e.,* the Certificate Structure or the Bond Pool Structure) shall be implemented, with the Authorized Officer of the District accepting and approving such selection by execution of the applicable Pricing Confirmation.

(A) Certificate Structure. If the Certificate Structure is implemented, each Series of Notes of the District shall be combined with notes of other Issuers into a Series of Certificates as set forth in general terms in the Pricing Confirmation (which need not include specific information about such other notes or Issuers) applicable to such Series of Notes, and shall be marketed and sold simultaneously with such other notes of that Series with such credit support (if any) referred to in the Pricing Confirmation, and shall be evidenced and represented by the Certificates which shall evidence and represent proportionate, undivided interests in such Series of Notes in the proportion that the face amount of such Series of Notes bears to the total aggregate face amount of such Series of Notes and the notes issued by other Issuers which the Series of Certificates represent. Such Certificates may be delivered in book-entry form.

The District hereby delegates to the Authority the authority to select the Credit Instrument(s), Credit Provider(s) and Credit Agreement(s), if any, for each Series of Certificates which evidences and represents interests of the owners thereof in the related Series of Notes of the District and the notes issued by other Issuers evidenced and represented by such Series of Certificates, all of which shall be identified in, and approved by the Authorized Officer of the District executing, the Pricing Confirmation for such Series of Notes, the Trust Agreement and the Credit Agreement(s) (if any), for and in the name and on behalf of the District, such approval of such officer to be conclusively evidenced by the execution of the Pricing Confirmation, the Trust Agreement and the Credit Agreement(s) (if any).

The form of Trust Agreement, alternative general types of Credit Instruments and forms of Credit Agreements, if any, presented to this meeting are hereby approved, and each

Authorized Officer is hereby authorized and directed to execute and deliver the Trust Agreement and the Credit Agreement(s), if applicable, which shall be identified in the Pricing Confirmation for the related Series of Notes, in substantially one or more of said forms (a substantially final form of Credit Agreement to be delivered to such Authorized Officer concurrent with the Pricing Confirmation), with such changes therein as said officer shall require or approve, such approval of this Board and such officer to be conclusively evidenced by the execution of the Trust Agreement, Credit Agreement(s) and Pricing Confirmation, respectively.

The form of the Preliminary Official Statement presented to this meeting is hereby approved, and the Underwriter is hereby authorized to distribute the Preliminary Official Statement in connection with the offering and sale of each Series of Certificates. Each Authorized Officer is hereby authorized and directed to provide the Underwriter with such information relating to the District as the Underwriter shall reasonably request for inclusion in the Preliminary Official Statement for each Series of Certificates. Upon inclusion of the information relating to the District therein, the Preliminary Official Statement for the applicable Series of Certificates shall be, except for certain omissions permitted by Rule 15c2-12 of the Securities Exchange Act of 1934, as amended (the "Rule"), deemed final within the meaning of the Rule; provided that no representation is made as to the information contained in a Preliminary Official Statement relating to the other Issuers or any Credit Provider, and the Authority is hereby authorized to certify on behalf of the District that each Preliminary Official Statement is, as of its date, deemed final within the meaning of the Rule. If, at any time prior to the execution of a Pricing Confirmation, any event occurs as a result of which the information contained in the related Preliminary Official Statement relating to the District might include an untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading, the District shall promptly notify the Underwriter. The Authority is hereby authorized and directed, at or after the time of the sale of any Series of Certificates, for and in the name and on behalf of the District, to execute a final Official Statement in substantially the form of the Preliminary Official Statement presented to this meeting, with such additions thereto or changes therein as the Authority may approve, such approval to be conclusively evidenced by the execution and delivery thereof.

The Trustee is authorized and directed to execute each Series of Certificates on behalf of the District pursuant to the terms and conditions set forth in the related Trust Agreement, in the aggregate principal amount specified in the Trust Agreement, and substantially in the form and otherwise containing the provisions set forth in the form of the Certificate contained in the Trust Agreement. When so executed, each Series of Certificates shall be delivered by the Trustee to the Underwriter upon payment of the purchase price thereof, pursuant to the terms of the Trust Agreement and the applicable Certificate Purchase Agreement.

Subject to Section 8 hereof, the District hereby agrees that if a Series of Notes as evidenced and represented by a Series of Certificates shall become a Defaulted Note, the unpaid portion thereof or the portion to which a Credit Instrument applies for which full reimbursement on a draw, payment or claim has not been made by the Maturity Date shall be deemed outstanding and shall not be deemed to be paid until (i) the Credit Provider providing a Credit Instrument with respect to such Series of Certificates, and therefore, if applicable, all or a portion of such Series of Notes, if any, has been reimbursed for any drawings, payments or claims made

under the Credit Instrument with respect to such Series of Notes, including interest accrued thereon, as provided therein and in the applicable Credit Agreement, and (ii) the holders of the Series of Certificates which evidence and represent such Series of Notes are paid the full principal amount represented by the unsecured portion of such Series of Notes plus interest accrued thereon (calculated at the Default Rate) to the date of deposit of such aggregate required amount with the Trustee. For purposes of clause (ii) of the preceding sentence, holders of the applicable Series of Certificates will be deemed to have received such principal amount and such accrued interest upon deposit of such moneys with the Trustee.

The District agrees to pay or cause to be paid, in addition to the amounts payable under each Series of Notes, any fees or expenses of the Trustee and, to the extent permitted by law, if such Series of Notes as evidenced and represented by the related Series of Certificates is secured in whole or in part by a Credit Instrument, any Predefault Obligations and Reimbursement Obligations (to the extent not payable under such Series of Notes), (i) arising out of an "Event of Default" hereunder or (ii) arising out of any other event (other than an event arising solely as a result of or otherwise attributable to a default by any other Issuer). In the case described in (ii) above with respect to Predefault Obligations, the District shall owe only the percentage of such fees, expenses and Predefault Obligations equal to the ratio of the Principal Amount (or Series Principal Amount as applicable) of its Series of Notes over the aggregate Principal Amounts (or Series Principal Amounts, as applicable) of all series of notes, including such Series of Notes, of the Series of Certificates of which such Series of Notes is a part, at the time of original issuance of such Series of Certificates. Such additional amounts will be paid by the District within twenty-five (25) days of receipt by the District of a bill therefor from the Trustee.

If the Certificate Structure is implemented, any Authorized Officer is hereby authorized to execute and deliver any Information Return for Tax-Exempt Governmental Obligations, Form 8038-G of the Internal Revenue Service ("Form 8038-G"), in connection with the issuance of a Tax-Exempt (as defined in Section 7) Series of Notes and the related Series of Certificates. To the extent permitted by law, the Authority, the Trustee, the Underwriter, the Financial Advisor and Bond Counsel are each hereby authorized to execute and deliver any Form 8038-G for and on behalf of the District in connection with the issuance of a Tax-Exempt Series of Notes and the related Series of Certificates, as directed by an Authorized Officer of the District.

(B) Bond Pool Structure. If the Bond Pool Structure is implemented, the Pricing Confirmation for a Series of Notes may, but shall not be required to, specify the Series of Pool Bonds to which such Series of Notes will be assigned (but need not include information about other series of notes assigned to the same pool or their Issuers).

The District hereby delegates to the Authority the authority to select the Credit Instrument(s), Credit Provider(s) and Credit Agreement(s), if any, for each Series of Senior Bonds and corresponding Series of Subordinate Bonds, if any, to which each Series of Notes issued by the District will be assigned, all of which shall be identified in, and approved by the Authorized Officer of the District executing, the Pricing Confirmation for such Series of Notes and the Credit Agreement(s) (if any), for and in the name and on behalf of the District, such approval of such officer to be conclusively evidenced by the execution of the Pricing Confirmation and the Credit Agreement(s) (if any).

The alternative general types of Credit Instruments and the forms of Credit Agreements, if any, presented to this meeting are hereby approved, and each Authorized Officer is hereby authorized and directed to execute and deliver a Credit Agreement(s), if any, which shall be identified in the Pricing Confirmation for the related Series of Notes, in substantially one or more of said forms (a substantially final form of Credit Agreement to be delivered to such Authorized Officer concurrent with the Pricing Confirmation), with such changes therein as said officer shall require or approve, such approval of this Board and such officer to be conclusively evidenced by the execution of the Credit Agreement and Pricing Confirmation, respectively.

The form of Indenture presented to this meeting is hereby acknowledged and approved, and it is acknowledged that the Authority will execute and deliver the Indenture and one or more Supplemental Indentures, which shall be identified in the Pricing Confirmation applicable to the Series of Notes to be issued, in substantially one or more of said forms with such changes therein as the Authorized Officer who executes such Pricing Confirmation shall require or approve (substantially final forms of the Indenture and the Supplemental Indenture (if applicable) to be delivered to the Authorized Officer concurrently with the Pricing Confirmation applicable to the Series of Notes to be issued), such approval of such Authorized Officer and this Board to be conclusively evidenced by the execution of the Pricing Confirmation applicable to such Series of Notes. It is acknowledged that the Authority is authorized and requested to issue one or more Series of Pool Bonds (consisting of a Series of Senior Bonds and, if desirable, a corresponding Series of Subordinate Bonds) pursuant to and as provided in the Indenture as finally executed and, if applicable, each Supplemental Indenture as finally executed.

Each Authorized Officer is hereby authorized and directed to provide the Underwriter with such information relating to the District as the Underwriter shall reasonably request for inclusion in the Preliminary Official Statement(s) and Official Statement(s) of the Authority relating to a Series of Pool Bonds. If, at any time prior to the execution of a Pricing Confirmation, any event occurs as a result of which the information contained in the corresponding Preliminary Official Statement or other offering document relating to the District might include an untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in light of the circumstances under which they were made, not misleading, the District shall promptly notify the Underwriter.

Subject to Section 8 hereof, the District hereby agrees that if a Series of Notes shall become a Defaulted Note, the unpaid portion thereof or the portion to which a Credit Instrument applies for which full reimbursement on a draw, payment or claim has not been made by the Maturity Date shall be deemed outstanding and shall not be deemed to be paid until (i) any Credit Provider providing a Credit Instrument with respect to such Series of Notes or the Series of Pool Bonds issued in connection with such Series of Notes, has been reimbursed for any drawings, payments or claims made under the Credit Instrument with respect to such Series of Notes, including interest accrued thereon, as provided therein and in the applicable Credit Agreement, and (ii) the holders of such Series of Notes or the Series of the Pool Bonds issued in connection with such Series of Notes are paid the full principal amount represented by the unsecured portion of such Series of Notes plus interest accrued thereon (calculated at the Default Rate) to the date of deposit of such aggregate required amount with the Trustee. For purposes of clause (ii) of the preceding sentence, holders of such Series of Pool Bonds will be deemed to

have received such principal amount and such accrued interest upon deposit of such moneys with the Trustee.

The District agrees to pay or cause to be paid, in addition to the amounts payable under each Series of Notes, any fees or expenses of the Trustee and, to the extent permitted by law, if such Series of Notes is secured in whole or in part by a Credit Instrument (by virtue of the fact that the corresponding Series of Pool Bonds is secured by a Credit Instrument), any Predefault Obligations and Reimbursement Obligations (to the extent not payable under such Series of Notes), (i) arising out of an "Event of Default" hereunder or (ii) arising out of any other event (other than an event arising solely as a result of or otherwise attributable to a default by any other Issuer). In the case described in (ii) above with respect to Predefault Obligations, the District shall owe only the percentage of such fees, expenses and Predefault Obligations equal to the ratio of the Principal Amount (or Series Principal Amount as applicable) of its Series of Notes over the aggregate Principal Amounts (or Series Principal Amounts, as applicable) of all series of notes, including such Series of Notes, assigned to the Series of Pool Bonds issued in connection with such Series of Notes, at the time of original issuance of such Series of Pool Bonds. Such additional amounts will be paid by the District within twenty-five (25) days of receipt by the District of a bill therefor from the Trustee.

(C) Appointment of Professionals. Dale Scott & Company (and/or such other firm or firms as shall be selected by the Authority as designated in the applicable Pricing Confirmation and approved and accepted by an Authorized Officer by the execution of such Pricing Confirmation) is hereby appointed and/or approved as financial advisor for the Program, the law firm of Orrick, Herrington & Sutcliffe LLP (and/or such other firm or firms as shall be selected by the Authority as designated in the applicable Pricing Confirmation and approved and accepted by an Authorized Officer by the execution of such Pricing Confirmation) is hereby appointed and/or approved as bond counsel for the Program, Piper Sandler & Co. (and/or such other firm or firms as shall be selected by the Authority as designated in the applicable Pricing Confirmation and approved and accepted by an Authorized Officer by the execution of such Pricing Confirmation) is hereby appointed and/or approved as underwriter for the Program and the law firm of Kutak Rock LLP (and/or such other firm or firms as shall be selected by the Authority as designated in the applicable Pricing Confirmation and approved and accepted by an Authorized Officer by the execution of such Pricing Confirmation) is hereby appointed and/or approved as special counsel to the District in connection with the Program.

Section 6. No Joint Obligation.

(A) Certificate Structure. If the Certificate Structure is implemented, each Series of Notes of the District shall be marketed and sold simultaneously with the notes of other Issuers and shall be aggregated and combined with such notes of other Issuers participating in the Program into a Series of Certificates evidencing and representing an interest in several, and not joint, obligations of each Issuer. The obligation of the District to owners of a Series of Certificates is a several and not a joint obligation and is strictly limited to the District's repayment obligation under this Resolution, the resolution of the County providing for the issuance of the Note, if applicable, and the applicable Series of Notes as evidenced and represented by such Series of Certificates. Owners of Certificates, to the extent of their interest in a Series of Notes, shall be treated as owners of such Series of Notes and shall be entitled to all

the rights and security thereof; including the right to enforce the obligations and covenants contained in this Resolution and such Series of Notes. The District hereby recognizes the right of the owners of a Series of Certificates acting directly or through the Trustee to enforce the obligations and covenants contained in the Series of Notes evidenced and represented thereby, this Resolution and the Trust Agreement. The District shall be directly obligated to each owner of a Series of Certificates for the principal and interest payments on the Series of Notes evidenced and represented by such Certificates without any right of counterclaim or offset arising out of any act or failure to act on the part of the Trustee.

(B) Bond Pool Structure. If the Bond Pool Structure is implemented, each Series of Notes will be issued in conjunction with a series of notes of one or more other Issuers and will be assigned to a Pool in order to secure a corresponding Series of Pool Bonds. In all cases, the obligation of the District to make payments on or in respect to each Series of its Notes is a several and not a joint obligation and is strictly limited to the District's repayment obligation under this Resolution, the resolution of the County providing for the issuance of the Note, if applicable, and such Series of Notes.

Section 7. Disposition of Proceeds of Notes. The moneys received from the sale of each Series of Notes evidenced and represented by a Series of Certificates or each Series of Pool Bonds issued in connection with a Series of Notes, as the case may be, allocable to the District's share of the costs of issuance (which shall include any fees and expenses in connection with the related Credit Instrument(s) applicable to such Series of Notes or Series of Pool Bonds) shall be deposited in an account in the Costs of Issuance Fund established for such Series of Notes or such Series of Pool Bonds, as applicable, and held and invested by the Trustee under the Trust Agreement or the Indenture, as applicable, and expended as directed by the Financial Advisor (if the Certificate Structure is implemented) or the Authority (if the Bond Pool Structure is implemented) on Costs of Issuance as provided in the Trust Agreement or the Indenture, as applicable. The moneys allocable to each Series of Notes from the sale of the corresponding Series of Certificates or Pool Bonds, as applicable, net of the District's share of the costs of issuance, is hereby designated the "Deposit to Proceeds Subaccount" and shall be deposited in the District's Proceeds Subaccount attributed to such Series of Notes hereby authorized to be created pursuant to, and held and invested by the Trustee under, the Trust Agreement or the Indenture, as applicable, for the District and said moneys may be used and expended by the District for any purpose for which it is authorized to use and expend moneys, upon requisition from such Proceeds Subaccount as specified in the Trust Agreement or the Indenture, as applicable. The Pricing Confirmation applicable to each Series of Notes shall set forth such amount of the Deposit to Proceeds Subaccount. Each Authorized Officer is hereby authorized to approve the amount of such Deposit to Proceeds Subaccount. Subject to Section 8 hereof, the District hereby covenants and agrees to replenish amounts on deposit in each Proceeds Subaccount attributed to a Series of its Note to the extent practicable from any source of available funds up to an amount equal to the unreplenished withdrawals from such Proceeds Subaccount.

The Trustee shall transfer to each Payment Account (hereinafter defined) relating to a Series of Notes from amounts on deposit in the related Proceeds Subaccount attributed to such Series of Notes on the first day of each Repayment Period (as defined hereinafter) (or such other day of each Repayment Period designated in the Pricing Confirmation applicable to a Series of

Notes), amounts which, taking into consideration anticipated earnings thereon to be received by the Maturity Date, are equal to the percentages of the principal and interest due with respect to such Series of Notes at maturity for the corresponding Repayment Period set forth in such Pricing Confirmation; provided, however, that on the twentieth day of the next to last Repayment Period designated in such Pricing Confirmation (or such other day designated in the Pricing Confirmation applicable to a Series of Notes), or, if only one Repayment Period is applicable to a Series of Notes, on the twentieth day of the month preceding the Repayment Period designated in such Pricing Confirmation (or such other day designated in the Pricing Confirmation applicable to a Series of Notes), the Trustee shall transfer all remaining amounts in the Proceeds Subaccount attributed to the Series of Notes to the related Payment Account all as and to the extent provided in the Trust Agreement or the Indenture, as applicable; provided, however, that with respect to the transfer in or prior to any such Repayment Period, as applicable, if said amount in the Proceeds Subaccount attributed to a Series of Notes is less than the corresponding percentage set forth in the Pricing Confirmation applicable to the related Series of Notes of the principal and interest due with respect to such Series of Notes at maturity, the Trustee shall transfer to the related Payment Account attributed to such Series of Notes of the District all amounts on deposit in the Proceeds Subaccount attributed to such Series of Notes on the day designated for such Repayment Period.

For Notes issued in calendar year 2021 and issued as Tax-Exempt (or the related Series of Pool Bonds are issued as Tax-Exempt), in the event either (A) the Series Principal Amount of such Notes, together with the aggregate amount of all tax-exempt obligations (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2021, will, at the time of the issuance of such Notes (as indicated in the certificate of the District executed as of the date of issuance of such Notes (each "District Certificate")) exceed fifteen million dollars ($15,000,000), or (B) the Series Principal Amount of such Notes, together with the aggregate amount of all tax-exempt obligations not used to finance school construction (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2021, will, at the time of the issuance of such Notes (as indicated in the related District Certificate), exceed five million dollars ($5,000,000), the second following paragraph will apply. In such case, the District shall be deemed a "Safe Harbor Issuer" with respect to such Notes.

For Notes issued in calendar year 2022 and issued as Tax-Exempt (or the related Series of Pool Bonds are issued as Tax-Exempt), in the event either (A) the Series Principal Amount of such Notes, together with the aggregate amount of all tax-exempt obligations (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2022, will, at the time of the issuance of such Notes (as indicated in the certificate of the District executed as of the date of issuance of such Notes (each "District Certificate")) exceed fifteen million dollars ($15,000,000), or (B) the Series Principal Amount of such Notes, together with the aggregate amount of all tax-exempt obligations not used to finance school construction (including any tax-exempt leases, but excluding private activity bonds), issued and reasonably expected to be issued by the District (and all subordinate entities of the District) during calendar year 2022, will, at the time of the issuance of such Notes (as indicated in the related District Certificate), exceed five

million dollars ($5,000,000), the following paragraph will apply. In such case, the District shall be deemed a "Safe Harbor Issuer" with respect to such Notes.

Amounts in any Proceeds Subaccount relating to a Tax-Exempt Series of Notes of the District (or any Tax-Exempt Series of Pool Bonds related thereto) and attributable to cash flow borrowing shall be withdrawn and expended by the District for any purpose for which the District is authorized to expend funds from the general fund of the District, but, with respect to general fund expenditures, only to the extent that on the date of any withdrawal no other funds are available for such purposes without legislation or judicial action or without a legislative, judicial or contractual requirement that such funds be reimbursed. If on no date that is within six months from the date of issuance of each Tax-Exempt Series of Notes (or any Tax-Exempt Series of Pool Bonds related thereto), the balance in the related Proceeds Subaccount attributable to cash flow borrowing and treated for federal tax purposes as proceeds of such Tax-Exempt Series of Notes (or such Tax-Exempt Series of Pool Bonds) is low enough so that the amounts in the Proceeds Subaccount attributable to such Tax-Exempt Series of Notes (or such Tax-Exempt Series of Pool Bonds) qualify for an exception from the rebate requirements (the "Rebate Requirements") of Section 148 of the Internal Revenue Code of 1986 (the "Code"), the District shall promptly notify the Trustee in writing and, to the extent of its power and authority, comply with instructions from Orrick, Herrington & Sutcliffe LLP, Bond Counsel, supplied to it by the Trustee as the means of satisfying the Rebate Requirements.

The term "Tax-Exempt" shall mean, with respect to interest on any obligations of a state or local government, that such interest is excluded from the gross income of the holders thereof for federal income tax purposes pursuant to Section 103 of the Code, whether or not such interest is includable as an item of tax preference or otherwise includable directly or indirectly for purposes of calculating other tax liabilities, including any alternative minimum tax or environmental tax under the Code. Each Series of Notes issued hereunder (or any Series of Pool Bonds related thereto) may be issued as a Tax-Exempt Series of Notes (or Tax-Exempt Series of Pool Bonds) or such that the interest on such Series of Notes (or such Series of Pool Bonds) is not Tax-Exempt.

Section 8. Source of Payment.

(A) Pledge. The term "Unrestricted Revenues" shall mean the taxes, income, revenue (including, but not limited to, revenue from the state and federal governments), cash receipts and other moneys provided for Fiscal Year 2021-2022 which will be received by or will accrue to the District during such fiscal year for the general fund and, if so indicated in a Pricing Confirmation, capital fund and/or special revenue fund (or similarly named fund or funds as indicated in such Pricing Confirmation) of the District and which are lawfully available for the payment of current expenses and other obligations of the District. As security for the payment of the principal of and interest on all Series of Notes issued hereunder, subject to the payment priority provisions of Section 17 hereof and this Section 8, the District hereby pledges the first Unrestricted Revenues to be received by the District in the periods specified in each Pricing Confirmation as Repayment Periods (each individual period a "Repayment Period" and collectively "Repayment Periods"), in an amount equal to the percentages of the principal and interest due with respect to each Series of Notes at maturity for the corresponding Repayment Period specified in such Pricing Confirmations (the "Pledged Revenues").

(B) Lien and Charge. As provided in Section 53856 of the Act, all Series of Notes issued hereunder and the interest thereon, subject to the payment priority provisions of Section 17 hereof and this Section 8, shall be a first lien and charge against, and shall be payable from the first moneys received by the District from, the Pledged Revenues.

(C) General Obligation. As provided in Section 53857 of the Act, notwithstanding the provisions of Section 53856 of the Act and of subsection (B) of this Section, all Series of Notes issued hereunder shall be general obligations of the District and, in the event that on the tenth Business Day (as defined in the Trust Agreement or the Indenture, as applicable) of each such Repayment Period (or such other day of each Repayment Period designated in the Pricing Confirmation applicable to a Series of Notes) the District has not received sufficient Unrestricted Revenues to permit the deposit into each Payment Account of the full amount of Pledged Revenues to be deposited therein from said Unrestricted Revenues in such Repayment Period, then the amount of any deficiency shall be satisfied and made up from any other moneys of the District lawfully available for the payment of the principal of all Series of Notes and the interest thereon, as and when such other moneys are received or are otherwise legally available, in the following order of priority: first, to satisfy pro-rata any deficiencies attributable to any Series of Senior Notes; second, to satisfy pro-rata any deficiencies attributable to any Series of Subordinate Notes (except for any Series of Subordinate Notes described in the next clause); and thereafter, to satisfy any deficiencies attributable to any other Series of Subordinate Notes that shall have been further subordinated to previously issued Series of Subordinate Notes in the applicable Pricing Confirmation, in such order of priority.

(D) Payment Accounts. In order to effect, in part, the pledge provided for in subsection (A) of this Section, the District agrees to the establishment and maintenance as a special fund of the District of a separate Payment Account for each Series of Notes issued hereunder (each a "Payment Account") by the Trustee under the Trust Agreement or the Indenture, as applicable, and the Trustee is hereby appointed as the responsible agent to maintain such fund until the payment of the principal of the corresponding Series of Notes and the interest thereon, and the District hereby covenants and agrees to cause to be deposited directly in each Payment Account (and shall request specific amounts from the District's funds on deposit with the County Treasurer for such purpose) a pro-rata share (as provided below) of the first Unrestricted Revenues received in each Repayment Period specified in the Pricing Confirmation(s) and any Unrestricted Revenues received thereafter until the amount on deposit in each Payment Account, taking into consideration anticipated investment earnings thereon to be received by the Maturity Date applicable to the respective Series of Notes (as set forth in a certificate from the Financial Advisor to the Trustee), is equal in the respective Repayment Periods identified in the Pricing Confirmation applicable to such Series of Notes to the percentages of the principal of and interest due with respect to such Series of Notes at maturity specified in the Pricing Confirmation applicable to such Series of Notes; provided that such deposits shall be made in the following order of priority: first, pro-rata to the Payment Account(s) attributable to any applicable Series of Senior Notes; second, pro-rata to the Payment Account(s) attributable to any applicable Series of Subordinate Notes (except for any Series of Subordinate Notes described in the next clause); and thereafter, to the Payment Account(s) attributable to any other applicable Series of Subordinate Notes that shall have been further subordinated to previously issued Series of Subordinate Notes in the applicable Pricing Confirmation, in such order of priority.

Subject to the payment priority provisions of Section 17 hereof and this Section 8, any moneys placed in the Payment Account attributed to a Series of Notes shall be for the benefit of (i) the owners of the applicable Series of Certificates if the Certificate Structure is implemented and the holders of the Series of Pool Bonds issued in connection with the Pool of which such Series of Notes is a part if the Bond Pool Structure is implemented, and (ii) (to the extent provided in the Trust Agreement or the Indenture, as applicable) the Credit Provider(s), if any. Subject to the payment priority provisions of Section 17 hereof and this Section 8, the moneys in the Payment Account attributed to the Series of Notes shall be applied only for the purposes for which the Payment Account is created until the principal of such Series of Notes and all interest thereon are paid or until provision has been made for the payment of the principal of such Series of Notes at maturity of such Series of Notes with interest to maturity (in accordance with the requirements for defeasance of the related Series of Certificates or Series of Bonds, as applicable, as set forth in the Trust Agreement or the Indenture, as applicable) and, if applicable (to the extent provided in the Trust Agreement or the Indenture, as applicable, and, if applicable, the corresponding Credit Agreement), the payment of all Predefault Obligations and Reimbursement Obligations owing to the corresponding Credit Provider.

(E) Determination of Repayment Periods. With respect to each Series of Notes, the length of any individual Repayment Period determined in the related Pricing Confirmation shall not exceed the greater of three (3) consecutive calendar months or ninety (90) days and the number of Repayment Periods determined in the related Pricing Confirmation shall not exceed six (6); provided, however, that (1) the first Repayment Period of any Series of Subordinate Notes shall not occur prior to the end of the last Repayment Period of any outstanding Series of Notes of a higher priority without the consent of each Credit Provider for such outstanding Notes; and (2) if the first Repayment Period of any Series of Subordinate Notes overlaps the last Repayment Period of any outstanding Series of Notes of a higher priority, no deposits shall be made in the Payment Account of such Subordinate Notes until all required amounts shall have been deposited into the Payment Account(s) of all outstanding Series of Notes of a higher priority without the consent of each Credit Provider for such outstanding Notes. Any Authorized Officer is hereby authorized to approve the determination of the Repayment Periods and percentages of the principal and interest due with respect to each Series of Notes at maturity required to be on deposit in the related Payment Account in each Repayment Period, all as specified in the Pricing Confirmation applicable to such Series of Notes, by executing and delivering the Pricing Confirmation applicable to such Series of Notes, such execution and delivery to be conclusive evidence of approval by this Board and such Authorized Officer.

(F) Application of Moneys in Payment Accounts. On any interest payment date (if different from the Maturity Date) and on the Maturity Date of a Series of Notes, the moneys in the Payment Account attributed to such Series of Notes shall be transferred by the Trustee, to the extent necessary, to pay, in the case of an interest payment date, the interest, and in the case of the Maturity Date, the principal of and interest with respect to such Series of Notes or to reimburse the Credit Provider(s) for payments made under or pursuant to the Credit Instrument(s), subject to the payment priority provisions of Section 17 hereof and this Section 8. In the event that moneys in the Payment Account attributed to any Series of Notes are insufficient to pay the principal of and/or interest with respect to such Series of Notes in full on an interest payment date and/or the Maturity Date, moneys in such Payment Account together

with moneys in the Payment Accounts of all other outstanding Series of Notes issued by the District shall be applied in the following priority:

(1) with respect to all Series of Senior Notes:

a. first, to pay interest with respect to all Series of Senior Notes pro-rata;

b. second, (if on the Maturity Date) to pay principal of all Series of Senior Notes pro-rata;

c. third, to reimburse each Credit Provider for payment, if any, of interest with respect to all Series of Senior Notes pro-rata (or on such other basis as set for in the Trust Agreement or the Indenture, as applicable);

d. fourth, to reimburse each Credit Provider for payment, if any, of principal with respect to all Series of Senior Notes pro-rata (or on such other basis as set for in the Trust Agreement or the Indenture, as applicable);

e. fifth, to pay pro-rata (or on such other basis as set for in the Trust Agreement or the Indenture, as applicable) any Reimbursement Obligations of the District and any of the District's pro rata share of Predefault Obligations owing to each Credit Provider relating to all Series of Senior Notes, as applicable;

(2) then, with respect to all Series of Subordinate Notes (except for any Series of Subordinate Notes described in paragraph (3) below), to make the pro-rata payments corresponding to each such Series of Subordinate Notes equivalent to the payments described above in paragraphs (1)(a) through (e), in such order;

(3) then, with respect to all other Series of Subordinate Notes that have been further subordinated to previously issued Series of Subordinate Notes in the applicable Pricing Confirmation, to make the pro-rata payments corresponding to each such Series of Subordinate Notes equivalent to the payments described above in paragraphs (1)(a) through (e), in such order; and

(4) lastly, to pay any other Costs of Issuance not previously disbursed.

Any moneys remaining in or accruing to the Payment Account attributed to each such Series of Notes after the principal of all the Series of Notes and the interest thereon and any Predefault Obligations and Reimbursement Obligations, if applicable, and obligation, if any, to pay any rebate amounts in accordance with the provisions of the Trust Agreement or the Indenture, as applicable, have been paid, or provision for such payment has been made, if any, shall be transferred by the Trustee to the District, subject to any other disposition required by the Trust Agreement, the Indenture or the related Credit Agreement(s), as applicable.

Nothing herein shall be deemed to relieve the District from its obligation to pay its Note of any Series in full on the applicable Maturity Date(s).

(G) Investment of Moneys in Proceeds Subaccounts and Payment Accounts. Moneys in the Proceeds Subaccount attributed to each Series of Notes and the Payment Account attributed to such Series of Notes shall be invested by the Trustee pursuant to the Trust Agreement or the Indenture, as applicable, in an investment agreement or agreements and/or other Permitted Investments as described in and under the terms of the Trust Agreement or the Indenture, as applicable, and as designated in the Pricing Confirmation applicable to such Series of Notes. The type of initial investments to be applicable to the proceeds of the Series of Notes shall be determined by the District as designated in the Pricing Confirmation applicable to such Series of Notes. In the event the District designates an investment agreement or investment agreements as the investments, the District hereby appoints the bidding agent designated in the Pricing Confirmation (the "Bidding Agent") as its designee as a party authorized to solicit bids on or negotiate the terms of the investment agreement or investment agreements and hereby authorizes and directs the Trustee to invest such funds pursuant to such investment agreement or investment agreements (which (i) shall be with a provider or providers, or with a provider or providers whose obligations are guaranteed or insured by a financial entity, the senior debt or investment contracts or obligations under its investment contracts of which are rated in one of the two highest long-term rating categories by the rating agency or agencies then rating the applicable Series of Certificates or Series of Pool Bonds (each, a "Rating Agency"), or whose commercial paper rating is in the highest rating category (with regard to any modifiers) of each such Rating Agencies, or (ii) shall be fully collateralized by investments listed in subsection (1) of the definition of Permitted Investments set forth in the Trust Agreement or the Indenture, as applicable, as required by such Rating Agencies to be rated in one of the two highest rating categories, and shall be acceptable to the corresponding Credit Provider, if any, and the particulars of which pertaining to interest rate or rates and investment provider or providers will be set forth in the Pricing Confirmation applicable to such Series of Notes) and authorizes the Trustee to enter into such investment agreement or agreements on behalf of the District. The Bidding Agent, on behalf of itself and any investment broker retained by it, is authorized to accept a fee from the investment provider in an amount not in excess of 0.2% of the amount reasonably expected, as of the date of acquisition of the investment contract, to be invested under the investment contract over its term. Each Authorized Officer is hereby authorized and directed to execute and deliver such side letter or letters as are reasonably required by an investment agreement provider, acknowledging such investment and making reasonable representations and covenants with respect thereto. The District's funds in the Proceeds Subaccount attributed to each Series of Notes and the Payment Account attributed to such Series of Notes shall be accounted for separately. Any such investment by the Trustee shall be for the account and risk of the District, and the District shall not be deemed to be relieved of any of its obligations with respect to any Series of Notes, the Predefault Obligations or Reimbursement Obligations, if any, by reason of such investment of the moneys in its Proceeds Subaccount applicable to such Series of Notes or the Payment Account applicable to such Series of Notes.

Notwithstanding any other investment policy of the District heretofore or hereafter adopted, the investment policy of the District pertaining to each Series of Notes and all funds and accounts established in connection therewith shall be consistent with, and the Board hereby authorizes investment in, the Permitted Investments. Any investment policy adopted by the

Board hereafter in contravention of the foregoing shall be deemed to modify the authorization contained herein only if it shall specifically reference this Resolution and Section.

Section 9. Execution of Note. Any one of the Treasurer of the County, or, in the absence of said officer, his or her duly appointed assistant, the Chairperson of the Board of Supervisors of the County or the Auditor (or comparable financial officer) of the County shall be authorized to execute each Note of any Series issued hereunder by manual or facsimile signature and the Clerk of the Board of Supervisors of the County or any Deputy Clerk shall be authorized to countersign each such Note by manual or facsimile signature and to affix the seal of the County to each such Note either manually or by facsimile impression thereof. In the event the Board of Supervisors of the County fails or refuses to authorize issuance of the Series of Notes as referenced in Section 2 hereof, any one of the President or Chairperson of the governing board of the District or any other member of such board shall be authorized to execute the Note by manual or facsimile signature and the Secretary or Clerk of the governing board of the District, the Superintendent of the District, the Assistant Superintendent for Business, the Assistant Superintendent for Administrative Services, the business manager, director of business or fiscal services or chief financial/business officer of the District, as the case may be, or any duly appointed assistant thereto, shall be authorized to countersign each such Note by manual or facsimile signature. Said officers of the County or the District, as applicable, are hereby authorized to cause the blank spaces of each such Note to be filled in as may be appropriate pursuant to the applicable Pricing Confirmation. Said officers are hereby authorized and directed to cause the Trustee, as registrar and authenticating agent, to authenticate and accept delivery of each such Note pursuant to the terms and conditions of the corresponding Certificate Purchase Agreement or Note Purchase Agreement, as applicable, this Resolution and the Trust Agreement or Indenture, as applicable. In case any officer whose signature shall appear on any Series of Notes shall cease to be such officer before the delivery of such Series of Notes, such signature shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery. Each Series of the Notes shall have thereon a certificate of authentication substantially in the form hereinafter set forth duly executed by the Trustee and showing the date of authentication. Each Series of the Notes shall not be valid or obligatory for any purpose or be entitled to any security or benefit under this Resolution unless and until such certificate of authentication shall have been duly executed by the Trustee by manual signature, and such certificate of authentication upon any such Series of Notes shall be conclusive evidence that such has been authenticated and delivered under this Resolution. The certificate of authentication on a Series of Notes shall be deemed to have been executed by the Trustee if signed by an authorized officer of the Trustee. The Notes need not bear the seal of the District, if any.

Section 10. Note Registration and Transfer. As long as any Series of the Notes remains outstanding, the District shall maintain and keep, at the principal corporate trust office of the Trustee, books for the registration and transfer of each Series of the Notes. Each Series of the Notes shall initially be registered in the name of the Trustee under the Trust Agreement or Indenture, as applicable, to which such Series of the Notes is assigned. Upon surrender of a Note of a Series for transfer at the office of the Trustee with a written instrument of transfer satisfactory to the Trustee, duly executed by the registered owner or its duly authorized attorney, and upon payment of any tax, fee or other governmental charge required to be paid with respect to such transfer, the County or the District, as applicable, shall execute and the Trustee shall

authenticate and deliver, in the name of the designated transferee, a fully registered Note of the same Series. For every transfer of a Note of a Series, the District, the County or the Trustee may make a charge sufficient to reimburse it for any tax, fee or other governmental charge required to be paid with respect to the transfer, which sum or sums shall be paid by the person requesting such transfer as a condition precedent to the exercise of the privilege of making such transfer.

(A) Subject to Section 6 hereof, the County, the District and the Trustee and their respective successors may deem and treat the person in whose name a Note of a Series is registered as the absolute owner thereof for all purposes, and the County, the District and the Trustee and their respective successors shall not be affected by any notice to the contrary, and payment of or on account of the principal of such Note shall be made only to or upon the order of the registered owner thereof. All such payments shall be valid and effectual to satisfy and discharge the liability upon such Note to the extent of the sum or sums so paid.

(B) Any Note of a Series may, in accordance with its terms, be transferred upon the books required to be kept by the Trustee, pursuant to the provisions hereof by the person in whose name it is registered, in person or by his duly authorized attorney, upon surrender of such Note for cancellation, accompanied by delivery of a written instrument of transfer, duly executed in form approved by the Trustee.

(C) The Trustee or the Authorized Officer of the District, acting separately or together, are authorized to sign any letter or letters of representations which may be required in connection with the delivery of any Series of Certificates or Series of Pool Bonds (in each case, to which such Series of Notes is assigned), if such Series of Certificates and Series of Pool Bonds are delivered in book-entry form.

(D) The Trustee will keep or cause to be kept, at its principal corporate trust office, sufficient books for the registration and transfer of each Note of a Series issued, which shall be open to inspection by the County and the District during regular business hours. Upon presentation for such purpose, the Trustee shall, under such reasonable regulations as it may prescribe, register or transfer or cause to be registered or transferred, on such books, the Notes of a Series presented as hereinbefore provided.

(E) If any Note of a Series shall become mutilated, the County or the District, as applicable, at the expense of the registered owner of such Note of a Series, shall execute, and the Trustee shall thereupon authenticate and deliver a new Note of like tenor, series and number in exchange and substitution for the Note so mutilated, but only upon surrender to the Trustee of the Note so mutilated. Every mutilated Note so surrendered to the Trustee shall be cancelled by it and delivered to, or upon the order of, the County or the District, as applicable. If any Note of a Series shall be lost, destroyed or stolen, evidence of such loss, destruction or theft may be submitted to the County, the District and the Trustee and, if such evidence be satisfactory to them and indemnity satisfactory to them shall be given, the County or the District, as applicable, at the expense of the registered owner, shall execute, and the Trustee shall thereupon authenticate and deliver a new Note of like tenor, series and number in lieu of and in substitution for the Note so lost, destroyed or stolen (or if any such Note of a Series shall have matured (as of the latest maturity date indicated on the face thereof) or shall be about to mature (as of the latest maturity date indicated on the face thereof), instead of issuing a substitute Note, the Trustee may pay the

same without surrender thereof). The Trustee may require payment of a sum not exceeding the actual cost of preparing each new Note issued pursuant to this paragraph and of the expenses which may be incurred by the County or the District, as applicable, and the Trustee in such preparation. Any Note of a Series issued under these provisions in lieu of any Note of a Series alleged to be lost, destroyed or stolen shall constitute an original additional contractual obligation on the part of the County (on behalf of the District) or on the part of the District, as applicable, whether or not the Note of a Series so alleged to be lost, destroyed or stolen be at any time enforceable by anyone, and shall be entitled to the benefits of this Resolution with all other Notes of the same Series secured by this Resolution.

Section 11. Covenants Regarding Transfer of Funds. It is hereby covenanted and warranted by the District that it will not request the County Treasurer to make temporary transfers of funds in the custody of the County Treasurer to meet any obligations of the District during Fiscal Year 2021-2022 pursuant to Article XVI, Section 6 of the Constitution of the State of California; provided, however, that the District may request the County Treasurer to make such temporary transfers of funds if all amounts required to be deposited into the Payment Account(s) of all outstanding Series of Notes (regardless of when due and payable) shall have been deposited into such Payment Account(s).

Section 12. Representations and Covenants.

(A) The District is a political subdivision duly organized and existing under and by virtue of the laws of the State of California and has all necessary power and authority to (i) adopt this Resolution and any supplement hereto, and enter into and perform its obligations under the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable, the Trust Agreement(s), if applicable, and the Credit Agreement(s), if applicable, and (ii) authorize the County to issue one or more Series of Notes on its behalf or, if applicable, issue one or more Series of Notes.

(B) (i) Upon the issuance of each Series of Notes, the District will have taken all action required to be taken by it to authorize the issuance and delivery of such Series of Notes and the performance of its obligations thereunder, (ii) the District has full legal right, power and authority to request the County to issue and deliver such Series of Notes on behalf of the District and to perform its obligations as provided herein and therein, and (iii) if applicable, the District has full legal right, power and authority to issue and deliver each Series of Notes.

(C) The issuance of each Series of Notes, the adoption of this Resolution and the execution and delivery of the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable, the Trust Agreement(s), if applicable, and the Credit Agreement(s), if applicable, and compliance with the provisions hereof and thereof will not conflict with, breach or violate any law, administrative regulation, court decree, resolution, charter, by-laws or other agreement to which the District is subject or by which it is bound.

(D) Except as may be required under blue sky or other securities law of any state or Section 3(a)(2) of the Securities Act of 1933, there is no consent, approval, authorization or other order of, or filing with, or certification by, any regulatory authority having jurisdiction over the District required for the issuance and sale of each Series of Notes or the consummation by the

District of the other transactions contemplated by this Resolution except those the District shall obtain or perform prior to or upon the issuance of each Series of Notes.

(E) The District has (or will have prior to the issuance of the first Series of Notes) duly, regularly and properly adopted a budget for Fiscal Year 2021-2022 setting forth expected revenues and expenditures and has (or will have prior to the issuance of the first Series of Notes) complied with all statutory and regulatory requirements with respect to the adoption of such budget. The District hereby covenants that it will (i) duly, regularly and properly prepare and adopt its revised or final budget for Fiscal Year 2021-2022, (ii) provide to the Trustee, the Credit Provider(s), if any, the Underwriter and the Financial Advisor, promptly upon adoption, copies of such revised or final budget and of any subsequent revisions, modifications or amendments thereto and (iii) comply with all applicable law pertaining to its budget.

(F) The County has experienced an *ad valorem* property tax collection rate of not less than eighty-five percent (85%) of the average aggregate amount of *ad valorem* property taxes levied within the District in each of the five fiscal years from Fiscal Year 2015-2016 through Fiscal Year 2019-2020, and the District, as of the date of adoption of this Resolution and on the date of issuance of each Series of Notes, reasonably expects the County to have collected and to collect at least eighty-five percent (85%) of such amount for Fiscal Years 2020-2021 and 2021-2022, respectively.

(G) The District (i) is not currently in default on any debt obligation, (ii) to the best knowledge of the District, has never defaulted on any debt obligation, and (iii) has never filed a petition in bankruptcy.

(H) The District's most recent audited financial statements present fairly the financial condition of the District as of the date thereof and the results of operation for the period covered thereby. Except as has been disclosed to the Underwriter and the Credit Provider(s), if any, there has been no change in the financial condition of the District since the date of such audited financial statements that will in the reasonable opinion of the District materially impair its ability to perform its obligations under this Resolution and each Series of Notes. The District agrees to furnish to the Underwriter, the Financial Advisor, the Trustee and the Credit Provider(s), if any, promptly, from time to time, such information regarding the operations, financial condition and property of the District as such party may reasonably request.

(I) There is no action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court, arbitrator, governmental or other board, body or official, pending or, to the best knowledge of the District, threatened against or affecting the District questioning the validity of any proceeding taken or to be taken by the District in connection with each Series of Notes, the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable, the Trust Agreement or the Indenture, as applicable, the Credit Agreement(s), if any, or this Resolution, or seeking to prohibit, restrain or enjoin the execution, delivery or performance by the District of any of the foregoing, or wherein an unfavorable decision, ruling or finding would have a materially adverse effect on the District's financial condition or results of operations or on the ability of the District to conduct its activities as presently conducted or as proposed or contemplated to be conducted, or would materially adversely affect the validity or enforceability of, or the authority or ability of the District to perform its obligations under, each Series of

Notes, the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable, the Trust Agreement or the Indenture, as applicable, the Credit Agreement(s), if any, or this Resolution.

(J) The District will not directly or indirectly amend, supplement, repeal, or waive any portion of this Resolution (i) without the consents of the Credit Provider(s), if any, or (ii) in any way that would materially adversely affect the interests of any holder or owner of any Series of the Notes, Certificates or Pool Bonds, as applicable, issued in connection with any Series of the Notes; provided, however that, if the Program is implemented, the District may adopt one or more Supplemental Resolutions without any such consents in order to increase the Maximum Amount of Borrowing in connection with the issuance of one or more Series of Additional Notes as provided in Section 2(B)(4) hereof.

(K) Upon issuance of a Series of Notes, such Series of Notes, this Resolution and the corresponding Credit Agreement will constitute legal, valid and binding agreements of the District, enforceable in accordance with their respective terms, except as such enforceability may be limited by bankruptcy or other laws affecting creditors' rights generally, the application of equitable principles if equitable remedies are sought, the exercise of judicial discretion in appropriate cases and the limitations on legal remedies against school districts, community college districts and county boards of education, as applicable, in the State of California.

(L) It is hereby covenanted and warranted by the District that all representations and recitals contained in this Resolution are true and correct, and that the District and its appropriate officials have duly taken, or will take, all proceedings necessary to be taken by them, if any, for the levy, receipt, collection and enforcement of the Pledged Revenues in accordance with law for carrying out the provisions of this Resolution and each Series of Notes.

(M) The District shall not incur any indebtedness that is not issued in connection with the Program under this Resolution and that is secured by a pledge of its Unrestricted Revenues unless such pledge is subordinate in all respects to the pledge of Unrestricted Revenues hereunder.

(N) So long as any Credit Provider is not in default under the corresponding Credit Instrument, the District hereby agrees to pay its pro rata share of all Predefault Obligations and all Reimbursement Obligations attributable to the District in accordance with provisions of the applicable Credit Agreement, if any, and/or the Trust Agreement or Indenture, as applicable. Prior to the Maturity Date of a Series of Notes, moneys in the District's Payment Account attributed to such Series of Notes shall not be used to make such payments. The District shall pay such amounts promptly upon receipt of notice from the Credit Provider that such amounts are due to it by instructing the Trustee to pay such amounts to the Credit Provider on the District's behalf by remitting to the Credit Provider moneys held by the Trustee for the District and then available for such purpose under the Trust Agreement or the Indenture, as applicable. If such moneys held by the Trustee are insufficient to pay the District's pro rata share of such Predefault Obligations and all Reimbursement Obligations attributable to the District (if any), the District shall pay the amount of the deficiency to the Trustee for remittance to the Credit Provider.

(O) So long as any Series of Certificates or Pool Bonds executed or issued in connection with a Series of Notes are Outstanding, or any Predefault Obligation or Reimbursement Obligation is outstanding, the District will not create or suffer to be created any pledge of or lien on such Series of Notes other than the pledge and lien of the Trust Agreement or the Indenture, as applicable.

(P) As of the date of adoption of this Resolution, based on the most recent report prepared by the Superintendent of Public Instruction of the State of California, the District does not have a negative certification (or except as disclosed in writing to the Underwriter and the Credit Provider(s), if any, a qualified certification) applicable to the fiscal year ending June 30, 2020 (the "Fiscal Year 2019-2020") within the meaning of Section 42133 of the California Education Code. The District covenants that it will immediately deliver a written notice to the Authority, the Underwriter, the Financial Advisor, the Credit Provider(s), if any, and Bond Counsel if it (or, in the case of County Boards of Education, the County Superintendent of Schools) files with the County Superintendent of Schools, the County Board of Education or the State Superintendent of Public Instruction or receives from the County Superintendent of Schools or the State Superintendent of Public Instruction a qualified or negative certification applicable to Fiscal Year 2019-2020 or Fiscal Year 2021-2022 prior to the respective Closing Date referenced in each Pricing Confirmation or the Maturity Date of each Series of Notes.

(Q) The District will maintain a positive general fund balance in Fiscal Year 2021-2022.

(R) The District will maintain an investment policy consistent with the policy set forth in Section 8(G) hereof.

(S) The District covenants that it will immediately deliver a written notice to the Authority, the Underwriter, the Financial Advisor, the Credit Provider(s), if any, and Bond Counsel upon the occurrence of any event which constitutes an Event of Default hereunder or would constitute an Event of Default but for the requirement that notice be given, or time elapse, or both.

Section 13. Tax Covenants. The District will not take any action or fail to take any action if such action or failure to take such action would adversely affect the exclusion from gross income of the interest payable on each Tax-Exempt Series of Notes (or on any Tax-Exempt Series of Pool Bonds related thereto) under Section 103 of the Code. Without limiting the generality of the foregoing, the District will not make any use of the proceeds of any Tax-Exempt Series of the Notes or any other funds of the District which would cause any Tax-Exempt Series of the Notes (or on any Tax-Exempt Series of Pool Bonds related thereto) to be an "arbitrage bond" within the meaning of Section 148 of the Code, a "private activity bond" within the meaning of Section 141(a) of the Code, or an obligation the interest on which is subject to federal income taxation because it is "federally guaranteed" as provided in Section 149(b) of the Code. The District, with respect to the proceeds of each Tax-Exempt Series of the Notes (or on any Tax-Exempt Series of Pool Bonds related thereto), will comply with all requirements of such sections of the Code and all regulations of the United States Department of the Treasury issued or applicable thereunder to the extent that such requirements are, at the time, applicable and in effect.

(A) In the event the District is deemed a Safe Harbor Issuer (as defined in Section 7) with respect to a Tax-Exempt Series of Notes (or any Tax-Exempt Series of Pool Bonds related thereto), this subsection (B) shall apply. The District covenants that it shall make all calculations in a reasonable and prudent fashion relating to any rebate of excess investment earnings on the proceeds of each such Tax-Exempt Series of Notes (or such Tax-Exempt Series of Pool Bonds related thereto) due to the United States Treasury, shall segregate and set aside from lawfully available sources the amount such calculations may indicate may be required to be paid to the United States Treasury, and shall otherwise at all times do and perform all acts and things necessary and within its power and authority, including complying with the instructions of Orrick, Herrington & Sutcliffe LLP, Bond Counsel referred to in Section 7 hereof to assure compliance with the Rebate Requirements. If the balance in the Proceeds Subaccount attributed to cash flow borrowing and treated for federal tax purposes as proceeds of the Tax-Exempt Series of Notes (or any Tax-Exempt Series of Pool Bonds related thereto) is not low enough to qualify amounts in the Proceeds Subaccount attributed to cash flow borrowing for an exception to the Rebate Requirements on at least one date within the six-month period following the date of issuance of the Tax-Exempt Series of Notes (or Tax-Exempt Series of Pool Bonds related thereto) (calculated in accordance with Section 7), the District will reasonably and prudently calculate the amount, if any, of investment profits which must be rebated to the United States and will immediately set aside, from revenues attributable to the Fiscal Year 2021-2022 or, to the extent not available from such revenues, from any other moneys lawfully available, the amount of any such rebate in the Rebate Fund referred to in this Section 13(B). In addition, in such event, the District shall establish and maintain with the Trustee a fund (with separate subaccounts therein for each such Tax-Exempt Series of Notes (or such Tax-Exempt Series of Pool Bonds related thereto) if more than one series is issued) separate from any other fund established and maintained hereunder and under the Indenture or Trust Agreement, as applicable, designated as the "2021-2022 Tax and Revenue Anticipation Note Rebate Fund" or such other name as the Trust Agreement or the Indenture, as applicable, may designate. There shall be deposited in such Rebate Fund such amounts as are required to be deposited therein in accordance with the written instructions from Bond Counsel pursuant to Section 7 hereof.

(B) Notwithstanding any other provision of this Resolution to the contrary, upon the District's failure to observe, or refusal to comply with, the covenants contained in this Section 13, no one other than the holders or former holders of each Tax-Exempt Series of Notes (or any Tax-Exempt Series of Pool Bonds related thereto), the Certificate or the Bond owners, as applicable, the Credit Provider(s), if any, or the Trustee on their behalf shall be entitled to exercise any right or remedy under this Resolution on the basis of the District's failure to observe, or refusal to comply with, such covenants.

(C) The covenants contained in this Section 13 shall survive the payment of all Series of the Notes.

Section 14. Events of Default and Remedies.

If any of the following events occurs, it is hereby defined as and declared to be and to constitute an "Event of Default":

(A) Failure by the District to make or cause to be made the deposits to any Payment Account required to be made hereunder on or before the fifteenth (15th) day after the date on which such deposit is due and payable, or failure by the District to make or cause to be made any other payment required to be paid hereunder on or before the date on which such payment is due and payable;

(B) Failure by the District to observe and perform any covenant, condition or agreement on its part to be observed or performed under this Resolution, for a period of fifteen (15) days after written notice, specifying such failure and requesting that it be remedied, is given to the District by the Trustee or any Credit Provider, unless the Trustee and such Credit Provider shall all agree in writing to an extension of such time prior to its expiration;

(C) Any warranty, representation or other statement by or on behalf of the District contained in this Resolution or the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable (including the Pricing Confirmation(s)), or the Credit Agreement(s) or in any requisition delivered by the District or in any instrument furnished in compliance with or in reference to this Resolution or the Certificate Purchase Agreement(s) or the Note Purchase Agreement(s), as applicable, or the Credit Agreement(s) or in connection with any Series of the Notes, is false or misleading in any material respect;

(D) Any event of default constituting a payment default occurs in connection with any other bonds, notes or other outstanding debt of the District;

(E) A petition is filed against the District under any bankruptcy, reorganization, arrangement, insolvency, readjustment of debt, dissolution or liquidation law of any jurisdiction, whether now or hereafter in effect and is not dismissed within 30 days after such filing, but the Trustee shall have the right to intervene in the proceedings prior to the expiration of such 30 days to protect its and the Certificate or the Bond owners' (or Noteholders') interests;

(F) The District files a petition in voluntary bankruptcy or seeking relief under any provision of any bankruptcy, reorganization, arrangement, insolvency, readjustment of debt, dissolution or liquidation law of any jurisdiction, whether now or hereafter in effect, or consents to the filing of any petition against it under such law;

(G) The District admits insolvency or bankruptcy or is generally not paying its debts as such debts become due, or becomes insolvent or bankrupt or makes an assignment for the benefit of creditors, or a custodian (including without limitation a receiver, liquidator or trustee) of the District or any of its property is appointed by court order or appointed by the State Superintendent of Public Instruction or takes possession thereof and such order remains in effect or such possession continues for more than 30 days, but the Trustee shall have the right to intervene in the proceedings prior to the expiration of such 30 days to protect its and the Certificate or the Bond owners' or Noteholders' interests; and

(H) An "Event of Default" under the terms of the resolution, if any, of the County providing for the issuance of the Notes (and any Series thereof).

Whenever any Event of Default referred to in this Section 14 shall have happened and be continuing, subject to the provisions of Section 17 hereof, the Trustee shall, in addition to any other remedies provided herein or by law or under the Trust Agreement or the Indenture, as applicable, have the right, at its option without any further demand or notice, to take one or any combination of the following remedial steps:

(1) Without declaring any Series of Notes to be immediately due and payable, require the District to pay to the Trustee, for deposit into the applicable Payment Account(s) of the District under the Trust Agreement or the Indenture, as applicable, an amount equal to all of the principal of all Series of Notes and interest thereon to the respective final maturity(ies) of such Series of Notes, plus all other amounts due hereunder, and upon notice to the District the same shall become immediately due and payable by the District without further notice or demand; and

(2) Take whatever other action at law or in equity (except for acceleration of payment on any Series of Notes) which may appear necessary or desirable to collect the amounts then due and thereafter to become due hereunder or to enforce any other of its rights hereunder.

Notwithstanding the foregoing, and subject to the provisions of Section 17 hereof and to the terms of the Trust Agreement or the Indenture, as applicable, concerning exercise of remedies which shall control if inconsistent with the following, if any Series of Notes is secured in whole or in part by a Credit Instrument or if a Credit Provider is subrogated to rights under any Series of Notes, as long as each such Credit Provider has not failed to comply with its payment obligations under the corresponding Credit Instrument, each such Credit Provider shall have the right to direct the remedies upon any Event of Default hereunder, and as applicable, prior consent shall be required to any remedial action proposed to be taken by the Trustee hereunder, except that nothing contained herein shall affect or impair the right of action of any owner of a Certificate to institute suit directly against the District to enforce payment of the obligations evidenced and represented by such owner's Certificate.

If any Credit Provider is not reimbursed on any interest payment date applicable to the corresponding Series of Notes for the drawing, payment or claim, as applicable, used to pay principal of and interest on such Series of Notes due to a default in payment on such Series of Notes by the District, as provided in the Trust Agreement or in the Indenture, as applicable, or if any principal of or interest on such Series of Notes remains unpaid after the Maturity Date of such Series of Notes, such Series of Notes shall be a Defaulted Note, the unpaid portion thereof or the portion (including the interest component, if applicable) to which a Credit Instrument applies for which reimbursement on a draw, payment or claim has not been made shall be deemed outstanding and shall bear interest at the Default Rate until the District's obligation on the Defaulted Note is paid in full or payment is duly provided for, all subject to Section 8 hereof.

Section 15. Trustee. The Trustee is hereby appointed as paying agent, registrar and authenticating agent for any and all Series of Notes. The District hereby directs and authorizes

the payment by the Trustee of the interest on and principal of any and all Series of Notes when such become due and payable from the corresponding Payment Account held by the Trustee in the name of the District in the manner set forth herein. The District hereby covenants to deposit funds in each such Payment Account at the times and in the amounts specified herein to provide sufficient moneys to pay the principal of and interest on any and all Series of Notes on the day or days on which each such Series matures. Payment of any and all Series of Notes shall be in accordance with the terms of the applicable Series of Notes and this Resolution and any applicable Supplemental Resolution.

The District hereby agrees to maintain the Trustee under the Trust Agreement or the Indenture, as applicable, as paying agent, registrar and authenticating agent of any and all Series of Notes.

The District further agrees to indemnify, to the extent permitted by law and without making any representation as to the enforceability of this covenant, and save the Trustee, its directors, officers, employees and agents harmless against any liabilities which it may incur in the exercise and performance of its powers and duties under the Trust Agreement or the Indenture, as applicable, including but not limited to costs and expenses incurred in defending against any claim or liability, which are not due to its negligence or default.

Section 16. Sale of Notes. If the Certificate Structure is implemented, each Series of Notes as evidenced and represented by the applicable Series of Certificates shall be sold to the Underwriter, in accordance with the terms of the Certificate Purchase Agreement applicable to such Series of Notes, in each case as hereinbefore approved. If the Bond Pool Structure is implemented, each Series of Notes shall be sold to the Authority in accordance with the terms of the Note Purchase Agreement applicable to such Series of Notes, in each case as hereinbefore approved.

Section 17. Subordination. (a) Anything in this Resolution to the contrary notwithstanding, the indebtedness evidenced by each Series of Subordinate Notes shall be subordinated and junior in right of payment, to the extent and in the manner hereinafter set forth, to all principal of, premium, if any, and interest on each Series of Senior Notes and any refinancings, refundings, deferrals, renewals, modifications or extensions thereof.

In the event of (1) any insolvency, bankruptcy, receivership, liquidation, reorganization, readjustment, composition or other similar proceeding relating to the District or its property, (2) any proceeding for the liquidation, dissolution or other winding-up of the District, voluntary or involuntary, and whether or not involving insolvency or bankruptcy proceedings, (3) any assignment for the benefit of creditors, or (4) any distribution, division, marshalling or application of any of the properties or assets of the District or the proceeds thereof to creditors, voluntary or involuntary, and whether or not involving legal proceedings, then and in any such event, payment shall be made to the parties and in the priority set forth in Section 8(F) hereof, and each party of a higher priority shall first be paid in full before any payment or distribution of any character, whether in cash, securities or other property shall be made in respect of any party of a lower priority.

The subordination provisions of this Section have been entered into for the benefit of the holders of the Series of Senior Notes and any Credit Provider(s) that issues a Credit Instrument with respect to such Series of Senior Notes and, notwithstanding any provision of this Resolution, may not be supplemented, amended or otherwise modified without the written consent of all such holders and Credit Provider(s).

Notwithstanding any other provision of this Resolution, the terms of this Section shall continue to be effective or be reinstated, as the case may be, if at any time any payment of any Series of Senior Notes is rescinded, annulled or must otherwise be returned by any holder of Series of Senior Notes or such holder's representative, upon the insolvency, bankruptcy or reorganization of the District or otherwise, all as though such payment has not been made.

In no event may any holder of all or any part of the Series of Subordinate Notes, or the corresponding Credit Provider(s), exercise any right or remedy available to it on account of any Event of Default on the Series of Subordinate Notes, (1) at any time at which payments with respect thereto may not be made by the District on account of the terms of this Section, or (2) prior to the expiration of forty-five (45) days after the holders of the Series of Subordinate Notes, or the corresponding Credit Provider(s), shall have given notice to the District and to the holders of the Series of Senior Notes and the corresponding Credit Provider(s), of their intention to take such action.

The terms of this Section, the subordination effected hereby and the rights of the holders of the Series of Senior Notes shall not be affected by (a) any amendment of or addition or supplement to any Series of Senior Notes or any instrument or agreement relating thereto, including without limitation, this Resolution, (b) any exercise or non-exercise of any right, power or remedy under or in respect of any Series of Senior Notes or any instrument or agreement relating thereto, or (c) any waiver, consent, release, indulgence, extension, renewal, modification, delay or other action, inaction or omission, in respect of any Series of Senior Notes or any instrument or agreement relating thereto or any security therefor or guaranty thereof, whether or not any holder of any Series of Subordinate Notes shall have had notice or knowledge of any of the foregoing.

In the event that a Series of Additional Subordinate Notes is further subordinated in the applicable Pricing Confirmation, at the time of issuance thereof, to all previously issued Series of Subordinate Notes of the District, the provisions of this Section 17 relating to Series of Senior Notes shall be applicable to such previously issued Series of Subordinate Notes and the provisions of this Section 17 relating to Series of Subordinate Notes shall be applicable to such Series of Additional Subordinate Notes.

Section 18. Continuing Disclosure Undertaking. The provisions of this Section 18 shall be applicable only if the Certificate Structure is implemented; provided, however, in the event the Bond Pool Structure is implemented, the District covenants to report to the Authority and the Trustee the occurrences of the events described in paragraphs (A)(1)j and (A)(2)h, below, within five business days of such occurrence.

(A) The District covenants, for the sole benefit of the owners of each Series of Certificates which evidence and represent the applicable Series of Notes (and, to the extent specified in this Section 18, the beneficial owners thereof), that the District shall:

(1) Provide in a timely manner not later than ten business days after the occurrence of the event, through the Trustee acting as dissemination agent (the "Dissemination Agent"), to the Municipal Securities Rulemaking Board, notice of any of the following events with respect to an outstanding Series of Notes of the District:

a. Principal and interest payment delinquencies on such Series of Notes and the related Series of Certificates;

b. Unscheduled draws on debt service reserves reflecting financial difficulties;

c. Unscheduled draws on credit enhancements reflecting financial difficulties;

d. Substitution of credit or liquidity providers, or their failure to perform;

e. Adverse tax opinions or issuance by the Internal Revenue Service of proposed or final determination of taxability or of a Notice of Proposed Issue (IRS Form 5701 TEB);

f. Tender offers;

g. Defeasances;

h. Rating changes; or

i. Bankruptcy, insolvency, receivership or similar event of the obligated person.

For the purposes of the event identified in subsection i., the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for the District in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governmental body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District.

j. Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a financial obligation of the District, any of which reflect financial difficulties.

(2) Provide in a timely manner not later than ten business days after the occurrence of the event, through the Dissemination Agent, to the Municipal Securities Rulemaking Board, notice of any of the following events with respect to an outstanding Series of Notes of the District, if material:

a. Unless described in subsection (A)(1)e., other material notices or determinations by the Internal Revenue Service with respect to the tax status of such Series of Notes and the related Series of Certificates or other material events affecting the tax status of such Series of Notes and the related Series of Certificates;

b. Modifications to rights of owners and beneficial owners of the Series of Certificates which evidence and represent such Series of Notes;

c. Optional, contingent or unscheduled bond calls;

d. Release, substitution or sale of property securing repayment of such Series of Notes;

e. Non-payment related defaults;

f. The consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms;

g. Appointment of a successor or additional Trustee or the change of name of a Trustee; or

h. Incurrence of a financial obligation of the District, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a financial obligation of the District, any of which affect security holders.

For the purposes of the events listed as (1)j. and (2)h., the term "financial obligation" means a (i) debt obligation; (ii) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (iii) guarantee of (i) or (ii). The term financial obligation shall not include municipal securities as to which a final official statement has been provided to the Municipal Securities Rulemaking Board consistent with the Rule.

Whenever the District obtains knowledge of the occurrence of an event described in subsection (A)(2) of this Section, the District shall determine if such event would be material under applicable federal securities laws. The Authority and the Dissemination Agent shall have no responsibility for such determination and shall be entitled to conclusively rely upon the District's determination.

If the District learns of the occurrence of an event described in subsection (A)(1) of this Section, or determines that the occurrence of an event described in subsection (A)(2) of this Section would be material under applicable federal securities laws, the District shall within ten business days of occurrence, through the Dissemination Agent, file a notice of such occurrence with the Municipal Securities Rulemaking Board. The District shall promptly provide the Authority and the Dissemination Agent with a notice of such occurrence which the Dissemination Agent agrees to file with the Municipal Securities Rulemaking Board.

All documents provided to the Municipal Securities Rulemaking Board shall be provided in an electronic format, as prescribed by the Municipal Securities Rulemaking Board, and shall be accompanied by identifying information, as prescribed by the Municipal Securities Rulemaking Board.

(B) In the event of a failure of the District to comply with any provision of this Section, any owner or beneficial owner of the related Series of Certificates may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section. A default under this Section shall not be deemed an Event of Default under Section 14 hereof, and the sole remedy under this Section in the event of any failure of the District to comply with this Section shall be an action to compel performance.

(C) For the purposes of this Section, a "beneficial owner" shall mean any person which has the power, directly or indirectly, to make investment decisions concerning ownership of any Certificates of the Series which evidences and represents such Series of Notes (including persons holding Certificates through nominees, depositories or other intermediaries and any Credit Provider as a subrogee).

(D) The District's obligations under this Section shall terminate upon the legal defeasance, prior redemption or payment in full of its Note. If such termination occurs prior to the final maturity of the related Series of Certificates, the District shall give notice of such termination in the same manner as for a listed event under subsection (A)(1) of this Section.

(E) The Dissemination Agent shall not be responsible in any manner for the content of any notice or report prepared by the District pursuant to this Section. In no event shall the Dissemination Agent be responsible for preparing any notice or report or for filing any notice or report which it has not received in a timely manner and in a format suitable for reporting. Nothing in this Section shall be deemed to prevent the District from disseminating any other information, using the means of dissemination set forth in this Section or any other means of communication, or including any other notice of occurrence of a listed event under subsection (A)(1) or (A)(2) of this Section (each, a "Listed Event"), in addition to that which is required by this Section. If the District chooses to include any information in any notice of occurrence of a Listed Event in addition to that which is specifically required by this Section, the District shall have no obligation under this Section to update such information or include it in any future notice of occurrence of a Listed Event.

(F) Notwithstanding any other provision of this Resolution, the District with the consent of the Dissemination Agent and notice to the Authority may amend this Section, and any provision of this Section may be waived, provided that the following conditions are satisfied:

(1) If the amendment or waiver relates to the provisions of subsection (A) of this Section, it may only be made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature or status of an obligated person with respect to the applicable Series of Notes and the related Series of Certificates, or the type of business conducted;

(2) The undertaking, as amended or taking into account such waiver, would in the opinion of nationally recognized bond counsel, have complied with the requirements of the Rule at the time of the original issuance of the applicable Series of Notes and the related Series of Certificates, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances; and

(3) The amendment or waiver does not, in the opinion of nationally recognized bond counsel, materially impair the interests of the owners or beneficial owners of the related Certificates. In the event of any amendment or waiver of a provision of this Section, notice of such change shall be given in the same manner as for an event listed under subsection (A)(1) of this Section, and shall include, as applicable, a narrative explanation of the reason for the amendment or waiver; provided, however, the District shall be responsible for preparing such narrative explanation.

(G) The Dissemination Agent shall have only such duties as are specifically set forth in this Section. The Dissemination Agent shall not be liable for the exercise of any of its rights hereunder or for the performance of any of its obligations hereunder or for anything whatsoever hereunder, except only for its own willful misconduct or gross negligence. Absent gross negligence or willful misconduct, the Dissemination Agent shall not be liable for an error of judgment. No provision hereof shall require the Dissemination Agent to expend or risk its own funds or otherwise incur any financial or other liability or risk in the performance of any of its obligations hereunder, or in the exercise of any of its rights hereunder, if such funds or adequate indemnity against such risk or liability is not reasonably assured to it. The District hereby agrees to compensate the Dissemination Agent for its reasonable fees in connection with its services hereunder, but only from the District's share of the costs of issuance deposited in the Costs of Issuance Fund held and invested by the Trustee under the Trust Agreement.

(H) This section shall inure solely to the benefit of the District, the Dissemination Agent, the Underwriter, any Credit Provider and owners and beneficial owners from time to time of the Certificates, and shall create no rights in any other person or entity.

Section 19. Approval of Actions. The aforementioned officers of the County or the District, as applicable, are hereby authorized and directed to execute each Series of Notes and to cause the Trustee to authenticate and accept delivery of each Series of Notes pursuant to the terms and conditions of the applicable Certificate Purchase Agreement and Trust Agreement or the applicable Note Purchase Agreement and the Indenture, as applicable. All actions heretofore taken by the officers and agents of the County, the District or this Board with respect to the sale

and issuance of the Notes and participation in the Program are hereby approved, confirmed and ratified and the officers and agents of the County and the officers of the District are hereby authorized and directed, for and in the name and on behalf of the District, to do any and all things and take any and all actions and execute any and all certificates, requisitions, agreements, notices, consents, and other documents, including tax certificates, letters of representations to the securities depository, investment contracts (or side letters or agreements thereto), other or additional municipal insurance policies or credit enhancements or credit agreements (including mutual insurance agreements) or insurance commitment letters, if any, and closing certificates, which they, or any of them, may deem necessary or advisable in order to consummate the lawful issuance and delivery of each Series of Notes, execution or issuance and delivery of the corresponding Series of Certificates or Series of Pool Bonds, as applicable, and investment of the proceeds thereof, in accordance with, and related transactions contemplated by, this Resolution. The officers of the District referred to above in Section 4 hereof, and the officers of the County referred to above in Section 9 hereof, are hereby designated as "Authorized District Representatives" under the Trust Agreement or the Indenture, as applicable.

In the event that any Series of Notes or a portion thereof is secured by a Credit Instrument, the Authorized Officer is hereby authorized and directed to provide the applicable Credit Provider with any and all information relating to the District as such Credit Provider may reasonably request.

Section 20. Proceedings Constitute Contract. The provisions of each Series of Notes and of this Resolution shall constitute a contract between the District and the registered owner of such Series of Notes, the registered owners of the Series of Certificates or Bonds to which such Series of Notes is assigned, and the corresponding Credit Provider(s), if any, and such provisions shall be enforceable by mandamus or any other appropriate suit, action or proceeding at law or in equity in any court of competent jurisdiction, and shall be irrepealable.

Section 21. Limited Liability. Notwithstanding anything to the contrary contained herein or in any Series of Notes or in any other document mentioned herein or related to any Series of Notes or to any Series of Certificates or Series of Pool Bonds to which such Series of Notes may be assigned, the District shall not have any liability hereunder or by reason hereof or in connection with the transactions contemplated hereby except to the extent payable from moneys available therefor as set forth in Section 8 hereof, and the County is not liable for payment of any Note or any other obligation of the District hereunder.

Section 22. Severability. In the event any provision of this Resolution shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

Section 23. Submittal of Resolution to County. The Secretary or Clerk of the Board of the District is hereby directed to submit one certified copy each of this Resolution to the Clerk of the Board of Supervisors of the County, to the Treasurer of the County and to the County Superintendent of Schools.

Section 24. Electronic Signatures; DocuSign. The Board hereby approves the execution and delivery of all agreements, documents, certificates and instruments referred to

herein with electronic signatures as may be permitted under the California Uniform Electronic Transactions Act and digital signatures as may be permitted under Section 16.5 of the California Government Code using DocuSign.

EXHIBIT A
FORM OF NOTE

R-1 $_____

_____ DISTRICT/_____ BOARD OF EDUCATION

COUNTY OF _____, CALIFORNIA

2021-2022 [SUBORDINATE]* TAX AND REVENUE ANTICIPATION NOTE, SERIES __

Date of
Original Issue

REGISTERED OWNER: U.S. BANK NATIONAL ASSOCIATION, AS TRUSTEE

SERIES PRINCIPAL AMOUNT: _____ DOLLARS

Interest Rate	Maturity Date
___%	_____, 20__

First Repayment Period	Second Repayment Period	Third Repayment Period	Fourth Repayment Period	Fifth Repayment Period
__% of the total of [principal] [interest] [principal and interest] due at maturity	__% of the total of [principal] [interest] [principal and interest] due at maturity	__% of the total of [principal] [interest] [principal and interest] due at maturity	__% of the total of [principal] [interest] [principal and interest] due at maturity	100% of the total of principal and interest due at maturity**

FOR VALUE RECEIVED, the District/Board of Education designated above (the "District"), located in the County designated above (the "County"), acknowledges itself indebted to and promises to pay on the maturity date specified above to the registered owner identified above, or registered assigns, the principal amount specified above, together with interest thereon from the date hereof until the principal amount shall have been paid, payable [on _____ 1, 20__ and] on the maturity date specified above in lawful money of the United States of America, at the rate of interest specified above (the "Note Rate"). Principal of and interest on this Note are payable in such coin or currency of the United States as at the time of payment is legal tender for payment of private and public debts, such principal and interest to be paid upon surrender hereof at the principal corporate trust office of U.S. Bank National Association in Los Angeles, California, or its successor in trust (the "Trustee"). Interest shall be calculated on the basis of a 360-day year, consisting of twelve 30-day months, in like lawful money from the date hereof until the maturity date specified above and, if funds are not provided for payment at the maturity, thereafter on the basis of a 360-day year for actual days elapsed until payment in full of said principal sum. Both the principal of and interest on this Note shall be payable only to the registered owner hereof upon surrender of this Note as the same shall fall due; provided, however, no interest shall be payable for any period after maturity during which the holder hereof fails to properly present this Note for payment. If the District fails to pay interest on this Note on any interest payment date or to pay the principal of or interest on this Note on the

* TAX AND REVENUE ANTICIPATION NOTE, SERIES __* To bear this designation if this Note is a Series of Subordinate Notes.

** ** Length and number of Repayment Periods and percentages and amount of principal of Note shall be determined in Pricing Confirmation (as defined in the Resolution).

maturity date or the [Credit Provider(s)] (as defined in the Resolution hereinafter described), if any, is not reimbursed in full for the amount drawn on or paid pursuant to the [Credit Instrument(s)] (as defined in the Resolution) to pay all or a portion of the principal of and interest on this Note on the date of such payment, this Note shall become a Defaulted Note (as defined and with the consequences set forth in the Resolution).

[It is hereby certified, recited and declared that this Note (the "Note") represents an authorized issue of the Note in the aggregate principal amount authorized, executed and delivered pursuant to and by authority of a resolution of the governing board of the District duly passed and adopted heretofore, under and by authority of Article 7.6 (commencing with Section 53850) of Chapter 4, Part 1, Division 2, Title 5 of the California Government Code (the "Resolution"), to all of the provisions and limitations of which the owner of this Note, by acceptance hereof, assents and agrees. Pursuant to and as more particularly provided in the Resolution, additional notes may be issued by the District secured by a lien on a parity with the lien securing this Note.][*]

[It is hereby certified, recited and declared that this Note (the "Note") represents an authorized issue of the Note in the aggregate principal amount authorized, executed and delivered pursuant to and by authority of certain resolutions of the governing boards of the District and the County duly passed and adopted heretofore, under and by authority of Article 7.6 (commencing with Section 53850) of Chapter 4, Part 1, Division 2, Title 5 of the California Government Code (collectively, the "Resolution"), to all of the provisions and limitations of which the owner of this Note, by acceptance hereof, assents and agrees. Pursuant to and as more particularly provided in the Resolution, additional notes may be issued by the District secured by a lien on a parity with the lien securing this Note.][**]

The term "Unrestricted Revenues" means the taxes, income, revenue, cash receipts and other moneys provided for Fiscal Year 2021-2022 which will be received by or will accrue to the District during such fiscal year for the general fund [and capital fund and/or special revenue fund] of the District and which are lawfully available for the payment of current expenses and other obligations of the District. As security for the payment of the principal of and interest on the Note, subject to the payment priority provisions contained in the Resolution, the District has pledged the first Unrestricted Revenues of the District received in the Repayment Periods set forth on the face hereof in an amount equal to the corresponding percentages of principal of, and [in the final Repayment Period,] interest due on, the Note at maturity set forth on the face hereof (such pledged amounts being hereinafter called the "Pledged Revenues"). As provided in Section 53856 of the California Government Code, subject to the payment priority provisions contained in the Resolution, the Note and the interest thereon shall be a first lien and charge against, and shall be payable from the first moneys received by the District from, the Pledged Revenues. As provided in Section 53857 of the California Government Code, notwithstanding the provisions of Section 53856 of the California Government Code and the foregoing, the Note shall be a general obligation of the District and, in the event that on [the tenth business day of each such Repayment Period], the District has not received sufficient Unrestricted Revenues to permit the deposit into the payment account established for the Note of the full amount of Pledged

[*]* This paragraph is applicable only if the Note is issued by the District.
[*]** This paragraph is applicable only if the Note is issued by the County.

Revenues to be deposited therein from said Unrestricted Revenues in such Repayment Period as provided in the Resolution, then the amount of any deficiency shall be satisfied and made up from any other moneys of the District lawfully available for the payment of the principal of the Note and the interest thereon, as and when such other moneys are received or are otherwise legally available, as set forth in the Resolution and subject to the payment priority provisions contained therein. The full faith and credit of the District is not pledged to the payment of the principal of or interest on this Note. The County is not liable for payment of this Note.

This Note is transferable, as provided by the Resolution, only upon the books of the District kept at the office of the Trustee, by the registered owner hereof in person or by its duly authorized attorney, upon surrender of this Note for transfer at the office of the Trustee, duly endorsed or accompanied by a written instrument of transfer in form satisfactory to the Trustee duly executed by the registered owner hereof or its duly authorized attorney, and upon payment of any tax, fee or other governmental charge required to be paid with respect to such transfer, a fully registered Note will be issued to the designated transferee or transferees.

The [County, the][*] District and the Trustee may deem and treat the registered owner hereof as the absolute owner hereof for the purpose of receiving payment of or on account of principal hereof and interest due hereon and for all other purposes, and [the County,][*] the District and the Trustee shall not be affected by any notice to the contrary.

This Note shall not be valid or become obligatory for any purpose until the Certificate of Authentication and Registration hereon shall have been signed by the Trustee.

It is hereby certified that all of the conditions, things and acts required to exist, to have happened and to have been performed precedent to and in the issuance of this Note do exist, have happened and have been performed in due time, form and manner as required by the Constitution and statutes of the State of California and that the amount of this Note, together with all other indebtedness of the District, does not exceed any limit prescribed by the Constitution or statutes of the State of California.

[IN WITNESS WHEREOF, the Board of Supervisors of the County has caused this Note to be executed by the manual or facsimile signature of a duly authorized officer of the County and countersigned by the manual or facsimile signature of its duly authorized officer and caused its official seal to be affixed hereto either manually or by facsimile impression hereon as of the date of authentication set forth below.][*]

[*]* Applicable only if the Note is issued by the County.

RESOLUTION CERTIFICATE

I, Sean McPhetridge, Secretary of the Governing Board of Cabrillo Unified School District, hereby certify as follows:

The foregoing is a full, true and correct copy of a resolution duly adopted at a regular meeting of the Governing Board of the Cabrillo Unified School District duly and regularly held at the regular meeting place thereof on the __ day of _____, 2021, in accordance with law, including in accordance with Executive Order N-29-20, signed by the Governor of the State of California on March 17, 2020, and entered in the minutes thereof, of which meeting all of the members of the Governing Board had due notice and at which a quorum thereof was acknowledged, and that at said meeting the resolution was adopted by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

An agenda of said meeting was posted at least 72 hours before said meeting at 498 Kelly Avenue, Half Moon Bay, California, a location freely accessible to members of the public and the District's website, and a brief general description of said resolution appeared on said agenda.

I have carefully compared the same with the original minutes of said meeting on file and of record in the District administrative office; the foregoing resolution is a full, true and correct copy of the original resolution adopted at said meeting and entered in said minutes; and said resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect. The Maximum Amount of Borrowing specified in the foregoing resolution is $5,000,000.

Dated:_____ ____, 2021

_____

Sean McPhetridge
Secretary of the Governing Board
of Cabrillo Unified School District

IN WITNESS WHEREOF, the governing board of the District has caused this Note to be executed by the manual or facsimile signature of a duly authorized officer of the District and countersigned by the manual or facsimile signature of its duly authorized officer as of the date of authentication set forth below.

Cabrillo Unified School District

By_____
Lizet Cortes
Title: Board President

[(SEAL)]

Countersigned

By_____
Sean McPhetridge
Title: Superintendent

4.5 The following named persons are duly elected (or appointed), qualified and acting officers of the District presently holding the offices set forth opposite their respective names below and by execution hereof each certifies that the signatures of the other officers hereto are the genuine signatures of such officers (signatures of the officers executing the Note, the other Documents (as defined herein), Internal Revenue Service Form 8038-G and the Secretary's Certificate attached to the Resolution must appear below):

NAME	OFFICE	SIGNATURE
Lizet Cortes	Board President	
Sean McPhetridge	Superintendent / Board Secretary	
Jesus Contreras	Chief Business Officer	

District: Cabrillo Unified School District

Address: 498 Kelly Avenue

Half Moon Bay, CA 94019

County: San Mateo

Executed and entered into on the Purchase Date set forth in Schedule I attached hereto and incorporated herein.

Cabrillo Unified School District

By _____

Name: Jesus Contreras
Title: Chief Business Officer

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: June 10, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Approval of Bond Funded Construction Projects

BACKGROUND INFORMATION

The Board asked the district staff and QKA Architects to refine ideas for Bond-funded construction projects. QKA Architects will present the updated recommendations for these projects and its estimated cost.

FISCAL ANALYSIS

There is no financial impact to the General Fund. Funding for the projects will come from Bond funds.

RECOMMENDATION

It is recommended that the Governing Board approves construction projects.

Cabrillo Master Plan

Board Meeting Update

Cabrillo Unified School District

10 June 2021

QUATTROCCHI KWOK ARCHITECTS

QUATTROCCHI KWOK ARCHITECTS

Agenda + Goals

- Introduction
- Reduced Scope Option at Farallone View
- Probable Costs
- Next Steps



FARALLONE VIEW

Existing Site Plan

Farallone View



QUATTROCCHI KWOK ARCHITECTS

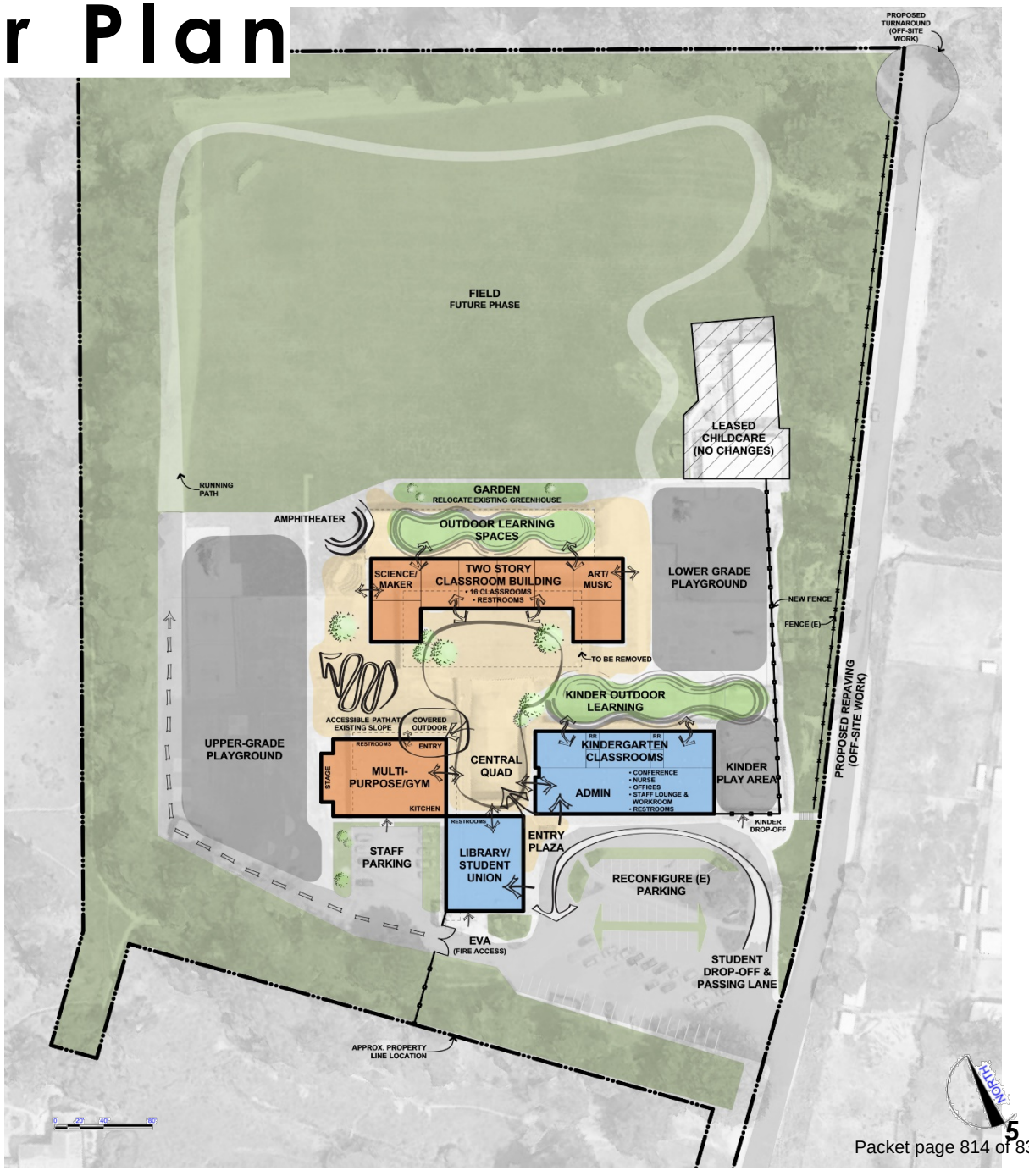
Original Draft Master Plan

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



Presented June 2020
$56,038,318

QUATTROCCHI KWOK ARCHITECTS

Draft Master Plan: Revised Demographics

Farallone View

Capacity: 238 Students, based on November 2020 Demographer's Report

LEGEND

- NEW SINGLE STORY BUILDING
- RECONFIGURATION/-MODERNIZED BUILDING
- NEW TWO-STORY BUILDING
- NEW PLAYGROUND W/ EQUIPMENT
- NEW PAVED OUTDOOR
- LANDSCAPE AREA
- LEASED AREA
- COVERED WALKWAY

RR RESTROOMS

(E) EXISTING

K KINDERGARTEN

CLASSROOM COUNT

KINDERGARTEN:	3
1ST-5TH GRADE	8
SCIENCE/MAKER:	1
MUSIC:	1
TOTAL =	13

Presented November 2020

$43,038,318



QUATTROCCHI KWOK ARCHITECTS

Draft Master Plan: Revised Demographics/ Reduced Costs

Farallone View

Capacity: 238 Students, based on November 2020 Demographer's Report

LEGEND

- NEW SINGLE STORY BUILDING
- RECONFIGURATION/-MODERNIZED BUILDING
- NEW TWO-STORY BUILDING
- NEW PLAYGROUND W/ EQUIPMENT
- NEW PAVED OUTDOOR
- LANDSCAPE AREA
- LEASED AREA
- COVERED WALKWAY

RR RESTROOMS

(E) EXISTING

K KINDERGARTEN

CLASSROOM COUNT

KINDERGARTEN:	3
1ST-5TH GRADE	8
SCIENCE/MAKER:	1
MUSIC:	1
TOTAL =	13

Presented November 2020

$37,604,229



QUATTROCCHI KWOK ARCHITECTS

Draft Master Plan: Revised Project Scope

Farallone View

Capacity: 238 Students,
25 Students per Classroom

CLASSROOM COUNT

TOTAL CLASSROOMS = 10

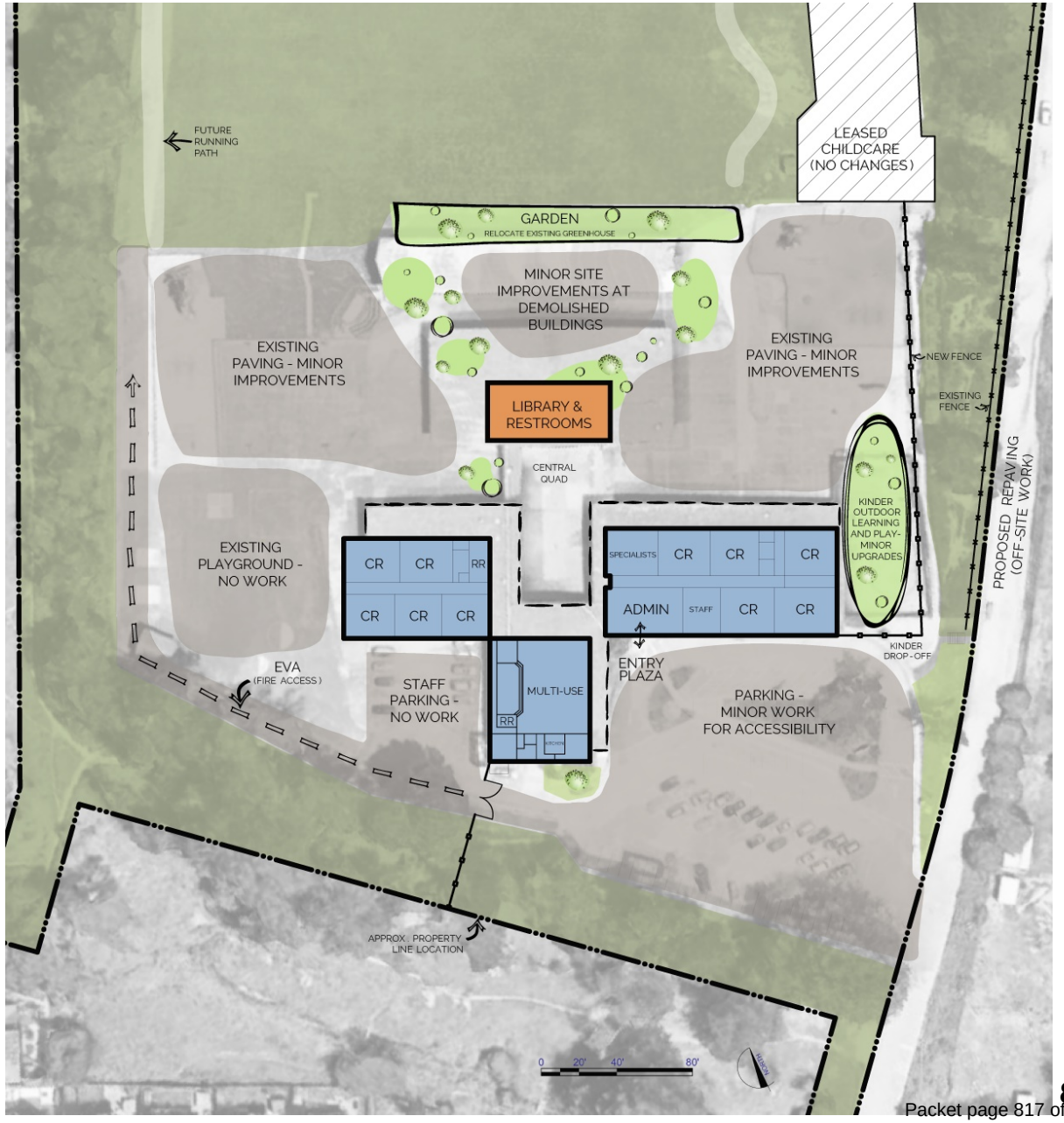
NO SPECIALIZED CLASSROOMS

NOTES

MODERNIZATION CONSISTS OF NEW MECHANICAL EQUIPMENT, NEW ELECTRICAL EQUIPMENT, REQUIRED ACCESSIBILITY UPGRADES, & RESTORED OR REPLACED FINISHES

LEGEND

- NEW SINGLE STORY BUILDING
- MODERNIZED BUILDING
- LANDSCAPE AREA
- LEASED AREA
- COVERED WALKWAY
- RR — RESTROOMS



June 2021
$ 20,372,745

QUATTROCCHI KWOK ARCHITECTS

Preliminary Costs

Probable Costs

SITE	PROJECT	COST
El Granada	Master Plan Revised Demographics w/cost savings	$45,934,520
Farallone View	Moderate Modernization plus New Library/ Restroom Building	$20,372,745
High School	Phase One Projects	$10,154,463
TOTAL		$76,461,728

Funds for First Phase $77,000,000

QUATTROCCHI KWOK ARCHITECTS

Project Costs & District Available Funds:

	Farallone View	El Granada	High School	High School w/Cost Savings	High School Phase 1	$ Total
June 2020 Master Plan w/ High School	$56,038,318	$51,749,305	$34,919,380			$142,707,003
June 2020 Master Plan w/ High School	$56,038,318	$51,749,305		$25,274,668		$133,062,291
November revised Demographics	$43,038,318	$49,799,305		$25,274,668		$118,112,291
November revised Demographics w/Cost savings	$37,604,229	$45,934,520		$25,274,668		$108,813,417
November revised Demographics w/Cost savings w/o High School	$37,604,229	$45,934,520				$83,538,749
Consolidated Campus	$62,538,318			$25,274,668		$87,812,986
Consolidated Campus		$60,524,305		$25,274,668		$85,798,973
June 2021 revised scope at Farallone View and Phase 1 at HMBS	$20,372,745	$45,934,520			$10,154,463	$76,461,728

QUATTROCCHI KWOK ARCHITECTS

QUATTROCCHI KWOK ARCHITECTS

Next Steps

- Work with Schools & Board to Finalize Implementation Plan



Questions/ Thoughts?

Thank You!



QUATTROCCHI KWOK ARCHITECTS

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: June 10, 2021
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Action
ITEM TITLE: Ratification of the Incorporation of New Contractual Language for Transitional Kindergarten and Full Day Kindergarten as agreed upon between the Cabrillo Unified School District and the Cabrillo Unified Teachers' Association

BACKGROUND INFORMATION

After a year of remote learning and concerns about learning loss because of the Covid-19 pandemic's disruption to school operations, now CUSD needs to explicitly name our goal ahead of maximizing instructional time and extending learning opportunities. Indeed, our specialized funding this year from the state is meant for that specific goal. But there are other ways we can structure our work in schools ahead to help us reach this goal.

We thank Cabrillo Teachers Association for working with CUSD management to negotiate an agreement to extend the time that kindergarten students will now spend on campus each day. Previously some kindergarteners spent partial days at school, but now all these students will spend the same number of hours in school as students in grades 1-3. Moreover, CUSD students in kindergarten classes will no longer have staggered schedules where half the class leaves earlier in the day several times a week.

Our goal is to maximize the number of hours spent by all students on campus, and to this end we plan to work with kindergarten teachers to provide additional staff so that these teachers can continue to work with small groups without needing to excuse some students earlier several times a week to accomplish this goal of providing smaller group time. We know the logistics will be a change of practice, but we know the Board and families have voiced an interest in maximizing time and extending kindergarten hours on campus for our youngest learners, and that is what we will work to accomplish.

Tonight, we present the agreement made by CUSD management and Cabrillo Unified Teachers Association for ratification by CUSD's Governing Board. The plan is to start implementation of full days for kindergarten students after teacher-parent conferences in the fall to provide students and teachers with an adjustment period so students can grow accustomed to longer classroom hours and school routines. Meanwhile, this new contract language explicitly documents our new agreement that Transitional Kindergarten teachers will push into Kindergarten classes to help provide support for small group instruction, and we will also work on other staffing arrangements to support those campuses where there are no transitional kindergarten classes currently.

We thank Cabrillo Unified Teachers Association for working with us to codify this new contractual language to help provide more instructional time to our kindergarten students, and we know this is one first step to providing our families with more consistent and regular school schedules to accommodate the needs of parents and guardians. Finally, please know that CUSD hopes to continue making progress toward our overarching goals of maximizing instructional hours for students and improving school conditions for the Coastside families we serve.

FISCAL ANALYSIS

Financial impact will be included in the budget. There will be some additional costs incurred in hiring additional support staff to achieve the goal of providing Kindergarten teachers with the ability to work with small groups, but the new CUSD-CUTA agreement explicitly stating that Transitional Kindergarten teachers will help provide that additional support will help minimize costs associated with that work ahead.

RECOMMENDATION

Ratify the incorporation of new contractual language for Transitional Kindergarten and Full-Day Kindergarten as agreed upon between the Cabrillo Unified School District and the Cabrillo Unified Teachers' Association.

ARTICLE 12: TEACHING HOURS

12.1 Hours of Duty

12.1.1 Normal Workday

While the varying nature of a unit member's day-to-day professional responsibilities does not lend itself to rigidly established times, the District and the Association agree that the normal workday should be eight (8) hours on average, inclusive of a daily, duty-free lunch period of at least thirty (30) minutes. The unit member may return to school to complete his/her professional responsibilities.

This section shall neither be construed as requiring a minimum eight (8) hour average work day nor as allowing unit members to self-direct an average workday in excess of eight (8) hours.

12.1.2 Professional Responsibilities

During normal workdays, bargaining unit members' primary duties shall include student instruction and instructional preparation (both on and off campus). Additional duties include district inservices, school site inservices, faculty meetings, parent conferences, SIP-related activities, back-to-school night, open house, participation in committees required by state or federal law (for example, IEPs and SSTs) and grade level specific duties described below:

Elementary School (K-5)
- grade level meetings
- supervisory duties (see 12.4.2)

Middle School (6-8)
- social and recreational duties (see 12.4.1)
- supervisory duties (see 12.4.2)
- department meetings
- staffings

High School (9-12)
- social and recreational duties (see 12.4.1)
- department meetings
- staffings

12.1.3 Committees

Participation in committees not required by law is voluntary. "Voluntary" means the decision to participate on any committee is entirely at the initiative and discretion of the teacher.

12.1.4 Beginning Workday

The regular school day shall commence thirty (30) minutes prior to the student day.

12.2 Lunch Period

12.2.1 Regular Schedule

The District shall fully support campus logistics so that the K-5 grade bargaining unit members at all sites receive a minimum forty-five (45) minute duty free lunch and a ten (10) minute relief period every three (3) hours.

6-12 grade bargaining unit members shall have a duty free lunch period equivalent to the student lunch period, but in no event shall this be less than thirty (30) minutes. 6-12 grade bargaining unit members shall not be assigned more than three (3) consecutive classes without a ten (10) minute break unless otherwise agreed to in writing by the bargaining unit member and the site administrator.

Bargaining unit members who travel from one school to another shall be allowed a lunch period of forty-five (45) minutes plus travel time.

12.2.2 Minimum or Rainy Day Schedule

On days when the regular schedule is modified (minimum or rainy day) lunch periods may be shorter than stipulated in article 12.2.1. Bargaining unit members shall be entitled to a minimum of a thirty (30) minute duty free lunch period. In the event of a minimum or a rainy day schedule, the fifteen (15) minute preparation at the fourth-fifth (4-5) grade level may be modified or reduced in keeping with current practice. (See Appendix D.)

12.2.3 Activity Days

An individual school, however, is not precluded from scheduling activity days which may affect the lunch period. The school administration will consult with staff on the scheduling of these activity days.

12.3 Transitional Kindergarten (TK) Commencing With the 2021-2022 School Year

12.3.1 Daily instructional time provided by unit members to TK students within the contractual workday (section 12.1.1) shall not exceed 240 minutes, consistent with current Education Code requirements. This instructional time is subject to change according to statutory changes, if any.

12.3.2 At the conclusion of the TK student instructional day, TK teachers will be assigned to support the kindergarten extended day program before other grade levels. If not supporting the kindergarten extended day program at the

12.3.3 conclusion of the TK student instructional day TK teachers may be assigned to assist and support instruction in the other primary grades (1-3), in accordance with Education Code section 46118 (c), provided however, that they shall receive preparation time (within the professional day per section 12.1.1) at least equal to that accorded to grades 1-3 teachers.

12.4 Full Day Kindergarten Commencing With the 2021-2022 School Year

12.4.1 Daily instructional time provided by unit members to kindergarten students within the contractual workday (section 12.1.1) shall be as follows:

12.4.1.1 From the first student day through completion of the parent/teacher goal-setting conferences according to a schedule established by the District, a reduced instructional day compared to that provided to students in grades 1-3.

12.4.1.2 From the first student day following completion of the parent/teacher goal-setting conferences to the end of the instructional year, the same amount of instructional time provided to students in grades 1-3.

12.4.1.3 The Association acknowledges and agrees the duration of a transitional period if any (see II.a.i. above), is an educational decision within the District's sole discretion to establish and/or change. If the District decides to reduce or eliminate this transition period in the future, it will notify the Association and, upon request, bargain over negotiable impacts as defined by law.

12.4.2 At the conclusion of the kindergarten student instructional day kindergarten teachers may be assigned to assist and support instruction in the other primary grades (1-3), in accordance with Education Code section 46118 (c), provided however, that they shall receive preparation time (within the professional day per section 12.1.1) at least equal to that accorded to grades 1-3 teachers.

12.5 Preparation Time

12.5.1 High School

Bargaining unit members at the high school level shall be entitled to one (1) preparation period in addition to the regularly-scheduled five (5) instructional periods.

12.5.2 Intermediate

Bargaining unit members at the intermediate level shall be entitled to one

(1) preparation period in addition to the regularly-scheduled six (6) instructional periods.

12.5.3 Grades 4 and 5

Bargaining unit members at the fourth and fifth (4th and 5th) grade levels shall be entitled to a fifteen (15) minute preparation period within the instructional day. Beginning with the 1997-98 school year, such unit members shall also be entitled to an additional ninety (90) minutes of preparation time per week as follows:

12.5.3.1 It is the express intent of the parties that the additional ninety (90) minutes of preparation time will be utilized by unit members in three (3), thirty (30) minute blocks per week. However, the parties acknowledge that the needs of individual sites and their schedules may dictate a different distribution of this time.

12.5.3.2 The parties acknowledge that, due to the vagaries of the annual student teacher calendar (i.e., holidays, minimum days and inservice days), there may be occasions in which unit members do not receive exactly an additional ninety (90) minutes of preparation every week.

(NOTE: Please refer to the Memorandum of Understanding C dated March 7, 1997, attached to the Agreement, for information regarding the intent of the ninety (90) minute 4/5 preparation time.)

12.5.4 Resource Specialists

Full-time resource specialists shall be given, upon request; three (3) days release time during each school year to be scheduled by mutual agreement between each resource specialist and the Superintendent's designee. Part-time resource specialists shall be given upon request and mutual agreement in scheduling with the Superintendent's designee, release time in direct proportion to the full-time equivalent worked during the school year. The release time shall be authorized for the preparation of individual education plans and for the scheduling of IEP conferences.

12.6 Social/Recreational/Supervisory Activity

12.6.1 Social and Recreational Activities

The supervision of student social and recreational activities shall be filled first from volunteers. In the event volunteers are not available, it shall be the responsibility of the principal to distribute such supervision in a fair and equitable manner. Involuntary supervision assignments shall be limited to three (3) per year per bargaining unit member.

12.6.2 Bus and/or General Supervisory Duties

Bargaining unit members at the high school level shall not be assigned bus and/or general supervisory duties before or immediately after the standard student school day. Bargaining unit members at the intermediate level shall not be assigned bus and/or general supervisory duties in excess of 780 aggregate hours per year and the assignments covered in 12.4.1. Bargaining unit members at the K-5 level shall not be assigned bus and/or general supervisory duties in excess of 750 aggregate hours per year per school site and the assignments covered in 12.4.1.

12.6.3 Rainy Day Supervision

The aggregate hours set forth in 12.4.2 for K-5 shall not be affected by or included in rainy day supervision.

12.6.4 Dance Supervisor and Music Coordinator

Dance supervisors at the high school and the music coordinator position at the intermediate level shall be funded by the student body/student organization in accordance with their position on the cocurricular schedule as long as dances continue to be held by the respective schools.

12.6.5 Detention or Tutorial Supervisors

Supervisors for detention or tutorial programs established by the District shall be compensated at the District's hourly rate which is comparable to the Adult Education's hourly rate. The compensation shall remain in effect as long as detention or tutorial programs are in operation at the respective school sites.

12.6.6 District Curriculum Committees

In order to allow teachers to participate in the development of curriculum for the district, curriculum committees are established on a districtwide basis.

Participation on district curriculum committees is voluntary. (see Article 12.1.3.)

Teachers must attend at least 80% of all scheduled meetings in order to receive the stipend provided on the cocurricular schedule. Attendance records will be maintained. Teachers have equal opportunity to be elected, and are encouraged to chair these committees, as voted by the committee members.

The President and Bargaining Chair will receive a description of the composition, role, purpose, and scope of each committee and proposed

number of meetings. This information will be communicated by the district to all bargaining unit members.

12.6.7 Emergency Situations

Bargaining unit members are legally responsible for the supervision of students and may be called upon to provide in emergency situations supervision beyond that set forth in 12.4.2.

12.7 Work Year

The work year shall consist of one hundred eighty five (185) paid work days for all bargaining unit members covered by the terms of this Agreement. The annual school calendar shall be negotiated between the Association and the District (see Appendix C). The school year shall consist of one hundred eighty (180) school days, one (1) inservice days, and four (4) workdays, one of which shall be a nondirected teacher workday at the end of the first semester.

A flexible calendar for librarians and counselors will be mutually-agreed upon between the bargaining unit member and the site administrator.

12.8 Collaboration Time

12.8.1 The impetus for establishing collaboration time includes complying with legal mandates such as those for schools in Program Improvement ("PI") status to implement "Improvement Plans" and schools undergoing WASC accreditation review. Improvement Plans and WASC recommendations may include a recommendation calling for collaboration time. In addition, schools not in PI status or undergoing WASC review may wish to establish or increase such time/activity.

12.8.2 The process set forth in this section 12.6 shall be utilized to modify daily schedules for the purpose of establishing or modifying collaboration time. In any event, the parties agree their mutual interest underlying this section 12.6 is for the District to meet all legal mandates.

12.8.3 Collaboration Time

12.8.3.1 What has been referred to informally as "preparation time" (not the formal preparation times set forth in section 12.3 of the negotiated Agreement) includes the following actives.

12.8.3.2 For Half Moon Bay High School, such undesignated collaboration time occurs four (4) or five (5) times per month and shall be utilized as follows:

12.8.3.2.1 Collaboration activities and undesignated time shall be balanced over the course of the school year.

12.8.3.2.2 If there is a fifth collaboration day, it shall be used for a staff meeting which shall be in lieu of other staff meetings for that month.

12.8.3.3 For all other sites, designated collaboration time occurs four (4) or five (5) times per month and shall be utilized as voted upon at Cunha by the Department Chair Committee and at all other sites (except HMBHS) by the site Leadership Team.

12.8.3.3.1 Designated collaboration time is used for teachers to work together on school-based initiatives such as, but not limited to, curriculum implementation, instructional strategy implementation, review of assessment data, and school-wide climate initiatives.

12.8.3.3.2 If a site Department Chair Committee or Leadership Team votes to incorporate professional development into their designated collaboration time, this use shall not exceed ten (10) collaboration days over the course of a school year unless a waiver is approved by the District and CUTA. In any event, professional development shall be offered on the first contractual day, on Super Tuesdays, during the regular contractual day, and on other non-work days.

12.8.3.3.3 Designated collaboration time shall not be utilized as undesignated time.

12.8.3.3.4 The Cunha Department Chair Committee and site Leadership Teams set the schedule for how designated collaboration time shall be used on an annual basis. Sites must revisit the plan once each quarter (once each trimester for elementary sites) to make any needed adjustments.

12.8.3.3.5 Sections 12.6.3.3 through 12.6.3.3.4 shall become effective January 1, 2016.

12.8.3.4 Process for Adoption and Implementation, or Modification of Collaboration Time Plan:The process to be used by a site to determine whether and how to establish or modify a Plan shall be as follows. This process does not apply to, and sites shall not re-vote on, renewal of the current Plan for the subsequent school year.

12.8.3.4.1 Development of Proposed Plan: Anyone at the site - e.g., teacher(s), administrator(s) etc. - may initiate and develop a proposed Plan which may or may not

be in response to the legal mandates set forth in this section 12.6.

12.8.3.4.2 The site Leadership Team, CUTA site representative(s) and site administration shall participate in the development of the Plan. The site Leadership Team selection process shall be consistent with the principles set forth in the Site Leadership Team By-Laws (Appendix M).

12.8.3.4.3 If the three foregoing groups reach consensus on the proposed Plan, the CUSD/CUTA review process set forth in section 12.6.4 below shall occur. If consensus is not reached, the matter shall be referred to the Superintendent and CUTA President for resolution. Upon resolution, the process set forth in section 12.6.4 shall occur. If there is no resolution, the process is concluded and the status quo regarding collaboration time will remain in place.

12.8.3.4.4 If a school is in PI status and the Improvement Plan requires collaboration time, a proposed Plan, whether for the first time or as part of a modification, shall not contain an option of no collaboration time.

12.8.4 Timeline and Approval Process: the timeline and approval process for establishing/modifying/discontinuing a Plan is as follows. The parties agree these timelines are "goals" which the parties will endeavor to accomplish.

12.8.4.1 By March 1: The site has evaluated the Plan for the current school year and has developed a proposed Plan for the following school year.

12.8.4.2 March 1 - 15: The proposed Plan is reviewed by CUSD and CUTA for technical or contract issues (i.e., if a contract "waiver" is required).

12.8.4.3 By March 15: If there are technical issues, or a contract waiver is required, CUSD or CUTA can refer the Plan back to the site with recommendations, or the parties can agree to grant necessary waivers.

12.8.4.4 By April 15: If the proposed Plan is not referred back to the site and/or a waiver is granted, the school site demission by vote (see below) shall be completed.

12.8.4.5 If the proposed Plan is referred back to the site and/or a waiver is not granted, CUSD and CUTA shall agree on a timeline for completion of the process.

12.8.5 Site Decision-Making Process: Upon preliminary approval by CUSD and CUTA as set forth in section 12.6.4 above, approval and implementation of the Plan shall be subject to the following process:

12.8.5.1 There shall be a secret ballot vote to approve or reject the proposed Plan.

12.8.5.2 The vote shall be held over several days.

12.8.5.3 The Principal and CUTA site representatives shall jointly conduct the election over several days and shall jointly count ballots.

12.8.5.4 In order for a Plan to be implemented, at least 60% of those voting must vote to approve the Plan.

12.8.5.5 If the 60% requirement is met, the Plan shall be implemented that following school year.

12.8.6 Disapproval of Proposed Plan for Subsequent School Year: If a site disapproves the proposed Plan, the site will return to the daily schedule that was in effect at the beginning of the current school year.

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: June 10, 2021
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Action
ITEM TITLE Approval of Reopener Articles Within the Bargaining Agreement between the Cabrillo Unified School District and the Cabrillo Unified Teachers' Association

BACKGROUND INFORMATION

While the contract between Cabrillo Unified School District (CUSD) and Cabrillo Unified Teachers' Association (CUTA) does not expire until June 30, 2021, CUSD is invoking, under Article XXIII (Reopeners), to reopen Article IX (Evaluations) and Article XXII (Teaching Hours).

REPORT/PROPOSAL

The procedure is for the Governing Board to receive the reopeners at the Governing Board meeting.

FISCAL ANALYSIS

Financial impact is included in the budget.

RECOMMENDATION

Approve CUSD to reopen articles within the Bargaining Agreement between the Cabrillo Unified School District and the Cabrillo Unified Teachers' Association.