Governing Board Work Study Session

CABRILLO UNIFIED SCHOOL DISTRICT

Published on September 24, 2024

Date and Time

Thursday, September 26, 2024, at 6:30 PM PDT

Location

Cabrillo Unified School District Boardroom, 498 Kelly Avenue, Half Moon Bay, CA 94019

In compliance with the Americans with Disabilities Act, individuals who require special accommodations (accessible seating, documentation in an accessible format, etc.) should contact the Administrative Assistant to the Superintendent at acostar@cabrillo.k12.ca.us or (650) 240-3146. Please notify the district at least 48 hours before the meeting to facilitate reasonable arrangements for accessibility and necessary accommodations, auxiliary aids, or services.

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Documents provided to a majority of the Governing Board regarding an open session item on the agenda will be made available for public inspection in the District Office located at 498 Kelly Avenue, Half Moon Bay, California, during regular business hours. Additionally, these documents are accessible on the district's website, cabrillo.k12.ca.us.

PUBLIC COMMENTS GUIDELINES

Members of the public are encouraged to participate in Board meetings and express their views on agenda items or matters within the Board's jurisdiction. To facilitate this, there are two methods available for providing comments:

Submission of Written Comments in Advance: Written comments can be submitted using the Google Public Comments form at cusd.info/comments. Comments are accepted from the posting of the agenda until 3:00 p.m. on the day of the meeting. Comments should not exceed 300 words; longer comments may not be shared publicly during the meeting. However, all comments

received by the deadlines described above, whether or not they are shared publicly during the meeting, will be made available to all Board members and included in the minutes.

Provision of In-Person Comments During the Meeting: To address the Board during the meeting, members of the public should submit a "Request to Address the Board" slip, available on the handout table, to the Administrative Assistant to the Superintendent before the item is introduced. It is recommended to submit the slip as early as possible. When recognized by the Board President, speakers should proceed to the podium and keep their comments brief.

The Board limits total public input to 20 minutes per item, with equitable adjustments to time limits to accommodate diverse viewpoints. In exceptional circumstances requiring full public input, the Board President, with Board consent, may adjust the time allowed per speaker or for public input as needed. The Board President may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint. The Administrative Assistant will monitor time and notify speakers when there are 30 seconds remaining and when the time is up. Please adhere to these time limits.

- **Agenda items** may be addressed after the staff presentation.
- **Closed session items** may be addressed under "Public Comment on Closed Session Topics."
- Note that during **special meetings, workshops, study sessions, or retreats**, there is no provision for discussing nonagenda topics. Any matters not on the agenda can be addressed at regular meetings during "Public Comments" under the Communication section.

IMPORTANT BOARD PROTOCOLS REGARDING PUBLIC COMMENTS

The CUSD Governing Board does not act upon matters non-agendized except under limited circumstances as permitted by law. Matters raised will be referred to staff for further examination and action where appropriate.

1. OPENING ITEMS

a. Call Public Session to Order

b. Roll Call / Quorum

c. Pledge of Allegiance

d. Approval of the Agenda

2. WORK STUDY SESSION

a. Differentiated Assistance Study Session: Addressing Chronic Absenteeism and Academic Achievement (Work Session)

Note: Attachment 2.a.1 was made available to Board members and the public simultaneously during the meeting. The file was uploaded on September 27, 2024.

2.a Board Memo Differentiated Assistance_Study_Session_09.26.2024.pdf (p. 4)

2.a.1 Differentiated Assistance Study Session_File uploaed on 09.27.2024.pdf (p. 6)

3. CLOSED SESSION

a. Identification of Closed Session Topics of Discussion (Please refer to the list of items identified in Agenda Section 3c, below.)

b. Public Comments on Closed Session Topics

c. Adjourn to Closed Session

Board Members will meet privately for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

1. **Conference with Labor Negotiators (Government Code §54957.6)**

   - **District-designated representatives:** Amber Lee-Alva, Superintendent
   - **Employee organizations:** Cabrillo Unified Teachers Association

2. **Public Employee Performance Evaluation (Government Code §54957)**

   Title: Superintendent

d. Adjourn Closed Session and Reconvene Open Session

4. OPEN SESSION

a. Closed Session Action Report

5. CLOSING ITEMS

a. Adjourn Meeting (Action)

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Amber Lee-Alva

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: September 26, 2024
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services
James Barnes, Director of Student Services
CATEGORY: Study Session
ITEM TITLE: Differentiated Assistance Study Session: Addressing Chronic Absenteeism and Academic Achievement

BACKGROUND INFORMATION

The overarching goal of California's System of Support is to help LEAs and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes.

At its heart, California's System of Support is focused on improving the outcomes of California's students. The purpose of California's System of Support, articulated in California *Education Code* (*EC*) Section 52095.5(b), is to build the capacity of LEAs in each of the following areas:

1. Based on the results of the California School Dashboard (Dashboard),support the continuous improvement of student performance in each of the eight state priority areas described in *EC* sections 52060(d) and 52066(d).
2. Address the gaps in achievement between student groups identified in *EC* Section 52052.
3. Improve outreach and collaboration with stakeholders to ensure that goals, actions, and services described in the school district and county office of education (COE) Local Control and Accountability Plans (LCAPs) reflect the needs of students and the community, especially for historically underrepresented or low-achieving groups.

California's System of Support provides three levels of support to LEAs and schools. The first level, general assistance, is made up of resources and assistance that are available to all LEAs and schools. The second level of assistance, known as Differentiated Assistance (DA), is targeted support that is available to LEAs who meet the eligibility requirements set by the State Board of Education (SBE). The third level of support, Intensive Intervention, may be provided to LEAs who are identified as having persistent performance issues and a lack of improvement over four consecutive years. A description of the supports available to LEAs at each level is highlighted in the table below.

Level of Support	Description of Supports Available
Support for All LEAs and Schools (Level 1)	Various state and local agencies provide an array of support resources, tools, and technical assistance that all LEAs may use to improve student performance at the LEA and school level and to narrow disparities among student groups across the Local Control Funding Formula (LCFF) priorities, including recognition for success and the ability to share promising practices.

Differentiated Assistance (Level 2)	County superintendents, charter authorizers, the California Department of Education (CDE), and the California Collaborative for Educational Excellence (CCEE) provide differentiated assistance for eligible LEAs, in the form of individually designed assistance, to address identified performance issues, including significant disparities in performance among student groups.
Intensive Intervention (Level 3)	The State Superintendent of Public Instruction may require more intensive interventions for LEAs with persistent performance issues and a lack of improvement over a four-year period.

The purpose of this Special Governing Board Study Session is to provide an overview of Differentiated Assistance (DA), DA Eligibility requirements, and CUSD Priorities and Services that will help address our DA status. This study session will focus on two main CUSD DA priorities: Chronic Absenteeism and Academic Performance in English Language Arts and Mathematics. Priority student subgroups demonstrating a minimum of 3 red DA indicators will also be a focus of this session.

FISCAL ANALYSIS

The financial impact is unknown at this time.

RECOMMENDATION

The information presented is only for discussion purposes.

CABRILLO UNIFIED SCHOOL DISTRICT

A place where all children dream and achieve!

Differentiated Assistance Study Session

Special Governing Board Meeting

Thursday, September 26, 2024

AGENDA

The outcomes of today's CUSD Governing Board Study Session are as follows:

1. Understand why CUSD is eligible for DA
2. CUSD Priorities to address DA status
    a. Academic Performance | ELA and Mathematics
    b. Chronic Absenteeism
    c. Student Groups with 3 or more Red Indicators| Homeless, English Learners, and Hispanic
3. Address questions related to DA
4. Provide DA Goals for 2024-2025
5. Share next steps

Differentiated Assistance (DA) State Eligibility

DA PROCESS

DA Eligibility

Understand why we have Differentiated Assistance

Understand the 2023 Dashboard criteria used to determine DA eligible districts

Understand the districts eligibility

Review and learn LCAP and DA alignment

Supports

SMCOE's support framework

SMCOE's levels of support

SMCOE's suggested timelines of support

SMCOE's led discussions to support DA Synthesis, Reflection, and Action Plan

DA Teams

Learn some components for establishing a culture of improvement

Review district DA team members

Next Steps

Continue implementation of DA plan

Data Analysis

2023 Eligibility Criteria by Method

Method 1: State Indicators Only	Method 2: Local Indicators Only	Method 3: A Combination of State and Local Indicators
One student group meets the criteria in at least two priority areas Ex: Hispanic student group is red for chronic absenteeism and suspension (priorities 5 & 6)	"Not Met for Two or More Years" in at least two priority areas Ex: priority areas 1 & 2	One or more student group(s) meets the criteria in one priority area, and the LEA or COE meets the "Not Met for Two or More Years" on only one local indicators in a different priority area Ex: Students with disabilities receives a red for graduation rate and the parent engagement (priority 3) is "Not Met for Two or More Years"

2023 Eligibility Criteria by Priority Areas

Priority 1 - Basics Not Met for Two or More Years on **Local Performance**	Priority 6: School Climate - Red on Suspension Rate indicator, or - Not Met for Two or More Years on **Local Performance**
Priority 2: Implementation of State Academic Standards Not Met for Two or More Years on **Local Performance**	Priority 7: Access to a Broad Course of Study Not Met for Two or More Years on **Local Performance**
Priority 3: Parent and Family Engagement Not Met for Two or More Years on **Local Performance**	Priority 8: Outcomes to a Broad Course of Study Very Low Status on College and Career Indicator (Status only)
Priority 4: Pupil Achievement - Red on both ELA and Math indicators, or - Red on ELA or Math indicators and Orange on the other academic indicator, or - Red on the English Learner Progress Indicator (ELPI) (English learner student group only)	Priority 9: Coordination of Services for Expelled Pupils - COEs Only Not Met for Two or More Years on **Local Performance**
Priority 5: Pupil Engagement - Red or Graduation rate indicator, or - Red on Chronic Absenteeism Indicator	Priority 10: Coordination of Services for Foster Youth - COEs only Not Met for Two or More Years on **Local Performance**

Cabrillo Unified School District Eligibility

Method	Student Group	Criteria
Method 1	English Learners	Priority 4: Pupil Achievement Priority 8: Outcomes to a Broad Course of Study
Method 1	Hispanic Students	Priority 4: Pupil Achievement Priority 5: Pupil Engagement
Method 1	Homeless Students	Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 6: School Climate
Method 1	Socioeconomically Disadvantaged	Priority 4: Pupil Achievement Priority 5: Pupil Engagement
Method 1	Students with Disabilities	Priority 6: School Climate Priority 8: Outcomes to a Broad Course of Study

Continuous Improvement and SMCOE Supports

SMCOE's DA Support Framework

Our approach is rooted in continuous improvement. We utilize a case management approach to guide the process including, but not limited to:

- Understanding DA Eligibility
- Supporting a Culture of Improvement
- Completing a Needs Assessment
- Completing a Root Cause Analysis
- Developing a Theory of Action
- Planning for Implementation
- Monitoring and Measuring Implementation
- Reflecting on Progress and Adjusting

Level 1	Level 2	Level 3
Support for Districts Eligible for DA that are successfully implementing their own cycle of continuous improvement. • Monthly check-in meetings • DA-related workshops	Support for Districts Eligible for DA that are implementing their own cycle of continuous improvement and in need of external support. • Monthly check-in meetings • DA-related workshops • Support with components of Continuous Improvement Cycle	Support for Districts Eligible for DA that need guidance through a complete cycle of continuous improvement (Recommended for LEAs with new DA eligibilities) • Monthly check-in meetings • DA-related workshops • Support with complete Continuous Improvement Cycle

SMCOE Levels of Support

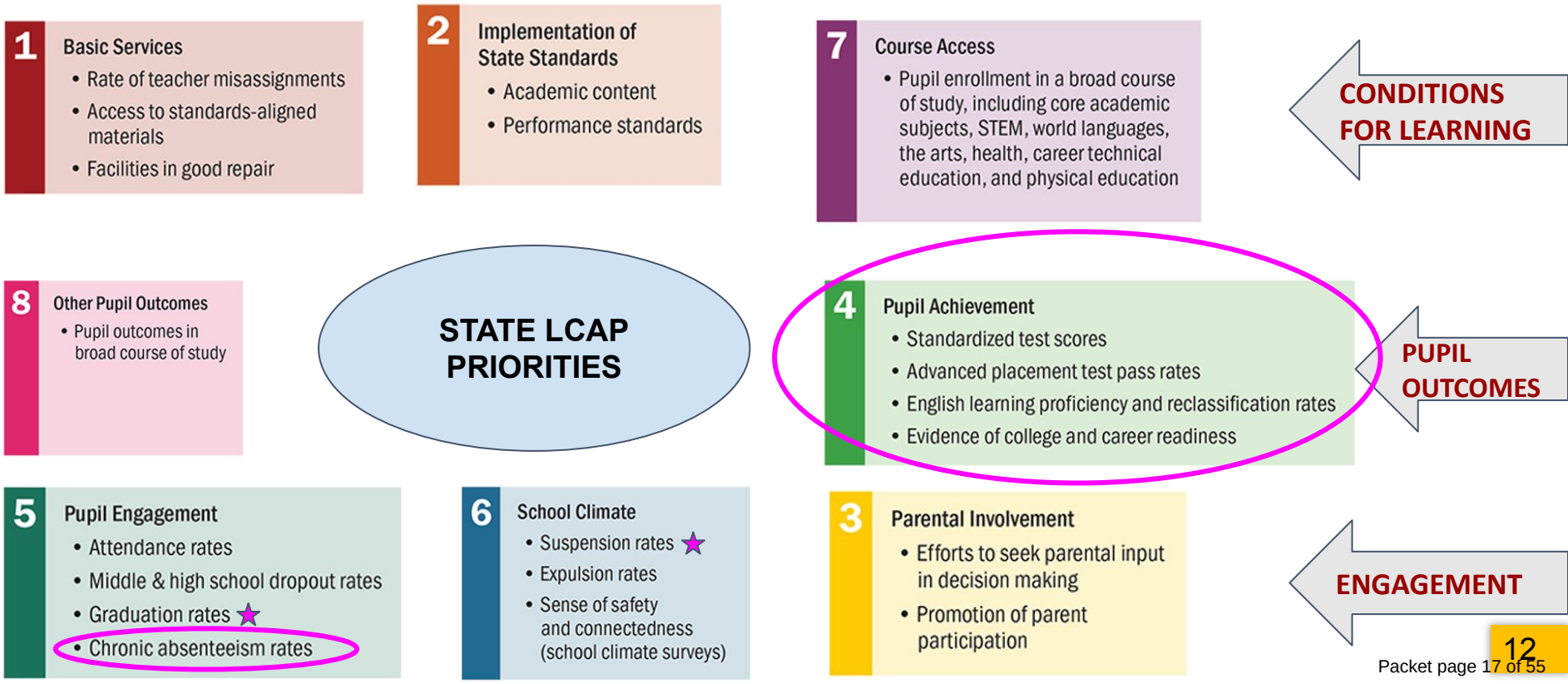
LCAP and DA Required Alignment

Plan Summary Instructions: Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

Goals and Actions Instructions: LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

California School Dashboard

The state considers these factors in the 8 State Priorities for schools. The California School Dashboard is designed to report on many of these measures for the community and for federal and state accountability.



Changes in DA

Starting with the 2023 Dashboard, DA support will be provided to districts for a minimum of two years following identification of eligibility; charter schools are eligible for one year of support

LEAs (charters, districts and COEs) eligible for DA must provide a plan summary of the DA work underway as part of their LCAP

The support provided for charter schools will be the COE for the county in which the school is located (previously the charter authorizer)

LEAs that do not certify their CALPADS data will become eligible for DA; this will not begin until the release of the 2024 Dashboard.

This applies to the CALPADS submission in the 2023-24 Fall 1, Fall 2 and End of Year.

Timelines of SMCOE Supports

One-Year Rapid Cycle of Improvement

Winter (Dec - Feb)
- Notification of DA Eligibility
- Initial DA Consultation
- Understanding DA Eligibility
- Supporting a Culture of Improvement

Spring (Mar - May)
- Complete a Needs Assessment
- LEA-led Internal Improvement Work
- Root Cause Support

Summer (Jun - Aug)
- Root Cause Support
- LEA-led Internal Improvement Work
- Theory of Action Identification

Fall (Sep - Nov)
- Implementation Planning
- LEA-led Internal Improvement Work
- Implement Plan/Monitor and Measure
- End-of-Cycle Meeting

Two-Year Cycle of Improvement

Year 1

Winter (Dec - Feb)
- Notification of DA Eligibility
- Initial DA Consultation
- Understanding DA Eligibility

Spring (Mar - May)
- Supporting a Culture of Improvement
- Complete a Needs Assessment
- LEA-led Internal Improvement Work

Summer (Jun - Aug)
- Root Cause Support
- LEA-led Internal Improvement Work

Fall (Sep - Nov)
- Root Cause Support
- LEA-led Internal Improvement Work
- End-of-Year 1 Feedback Meeting

Year 2

Winter (Dec - Feb)
- Calibration of Improvement Work
- Theory of Action Identification
- LEA-led Internal Improvement Work

Spring (Mar - May)
- Theory of Action Development
- Implementation Planning
- LEA-led Improvement Work

Summer (Jun - Aug)
- Implementation Planning
- LEA-led Internal Improvement Work

Fall (Sep - Nov)
- Implement Plan
- Monitor and Measure
- LEA-led Internal Improvement Work
- End-of-Year 2 Feedback Meeting

CA Dashboard Overview

Student Group Report for 2023

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Red	Orange	Orange	Orange	Yellow	Low
English Learners	Red	Orange	Orange	--	Red	Red	Very Low
Homeless	N/A	Red	Red	--	Red	Red	--
Socioeconomically Disadvantaged	N/A	Red	Orange	Orange	Red	Orange	Low
Students with Disabilities	N/A	Orange	Red	Orange	Orange	Orange	Very Low
African American	N/A	--	--	--	--	--	--
Asian	N/A	--	Blue	--	--	--	--
Filipino	N/A	--	--	--	--	--	--
Hispanic	N/A	Red	Orange	Orange	Red	Red	Low
Native Hawaiian or Pacific Islander	N/A	--	--	--	--	--	--
White	N/A	Red	Blue	Orange	Green	Green	Medium
Two or More Races	N/A	Orange	Green	--	Blue	Green	--

https://www6.cde.ca.gov/californiamodel/studentgroupsreport?&year=2023&cdcode=4168890&scode=&reporttype=schools

CUSD Student Population



2023-24 CUSD Student Population decreased by 2%

2022-23 Student Population

Status Level Chart Color Codes



Schools and districts with high school graduates will receive a Status Level (as shown in the image below), ranging from Very Low to Very High, for College/Career Readiness, which is reflective of what students achieved in high school up until the 2022–23 school year and does not compare against prior year data.



Mathematics (LCAP Priority 4)

2022-23 CUSD Data

All Students

All Students | State



Yellow

62 points below standard

Increased 3.8 Points

Number of Students: 1,314

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red	Orange	Yellow
English Learners	Socioeconomically Disadvantaged	No Student Groups
Hispanic	Students with Disabilities	
Homeless		

Green	Blue	No Performance Color
Two or More Races	No Student Groups	African American
White		Asian
		Filipino
		Pacific Islander

Mathematics (LCAP Priority 4)

2022-23 CUSD Data per School Site

Name	Color	Status Level	Change Level from 2021-22 Data
Cabrillo Unified	Yellow	Low	Increased
Pilarcitos HS	None	*	*
HMBHS	Yellow	Low	Increased Significantly
Hatch Elementary	Yellow	Low	Increased
El Granada Elementary	Yellow	Low	Increased
Farallone View Elementary	Green	High	Increased
Kings Mountain Elementary	None	Very High	Maintained
Cunha Intermediate	Orange	Low	Maintained

Farallone View and Kings Mountain Elementary Schools continue to perform at High or Very High levels. All other schools are performing at the Low status level.

English Language Arts (LCAP Priority 4)

2022-23 CUSD Data

All Students

All Students | State



Orange

31.9 points below standard

Declined 10.2 Points

Number of Students: 1,320

All Student Groups by Performance Level

11 Total Student Groups



Red

English Learners
Hispanic
Homeless
Socioeconomically Disadvantaged



Orange

Students with Disabilities



Yellow

No Student Groups



Green

White



Blue

Two or More Races



No Performance Color

African American
Asian
Filipino
Pacific Islander

English Language Arts (LCAP Priority 4)

2022-23 CUSD Data per School Site

Name	Color	Status Level	Change Level
Cabrillo Unified	Orange	Low	Declined
Pilarcitos HS	None	*	*
HMBHS	Orange	Low	Declined Significantly
Hatch Elementary	Orange	Low	Maintained
El Granada Elementary	Orange	Low	Declined
Farallone View Elementary		High	Increased Significantly
Kings Mountain Elementary	None	Very High	Increased
Cunha Intermediate	Orange	Low	Declined

Farallone View and Kings Mountain Elementary Schools are performing at High or Very High levels. All other schools are performing at the Low status level and declined.

English Learner Progress (LCAP Priority 4)

2022-23 CUSD Data

Name	Color	Status Level	Change Level	EL Students Progressing a Level Based on the Summative ELPAC	EL Students Maintaining a Level Other than 4 Based on the Summative ELPAC
Cabrillo Unified		Low	Declined Significantly	137	123
Pilarcitos HS	None	*	*	*	*
HMBHS		Very Low	Decline	17	26
Hatch Elementary		Very Low	Declined Significantly	50	50
El Granada Elementary		Low	Declined Significantly	20	24
Farallone View Elementary	None	*	*	*	*
Kings Mountain Elementary	None	*	*	*	*
Cunha Intermediate		High	Increased	43	21

We have declined in 3 Title I Elementary schools schools and increased at Cunha Middle School. Districtwide we had 137 (27%) students progressing a level based on Summative ELPAC.

Graduation (LCAP Priority 5)

2022-23 CUSD Data

All Students

All Students | State

Orange

86.2% graduated

Declined 1.4%

Number of Students: 275

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red
No Student Groups

Orange
Hispanic
Socioeconomically Disadvantaged
Students with Disabilities
White

Yellow
No Student Groups

Green
No Student Groups

Blue
No Student Groups

No Performance Color
African American
Asian
English Learners
Filipino
Homeless

Our overall graduation rate for Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White students are at the (Orange) low status level.

Suspension (LCAP Priority 6)

2022-23 CUSD Data

All Students

All Students | State



Orange

2.7% suspended at least one day

Increased 0.7%

Number of Students: 2,808

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



Red

Homeless

Students with Disabilities



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

No Student Groups



Green

Two or More Races



Blue

Asian

White



No Performance Color

African American

Filipino

Pacific Islander

Current Suspensions and Alternative Initiatives

2023-24 Total: 94 (3.4%) **2022-23 Total: 76 (2.7%)**

- HMBHS: 58
- Cunha: 33
- Elementary: 3

2024-25 YTD Total: 9

- HMBHS: 3
- Cunha: 6
- Elementary: 0

2023-24 Equivalent YTD Total: 8

- HMBHS: 4
- Cunha: 1
- Elementary: 0

CYBHI-funded District Restorative Justice Initiative:
Building out restorative alternatives to suspension at all schools
(See appendix)

Chronic Absenteeism (LCAP Priority 5)

2022-23 CUSD Data

All Students

All Students | State



Red

23.7% chronically absent

Increased 1.3%

Number of Students: 1,689

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



Red

Hispanic
Homeless
Socioeconomically Disadvantaged
White



Orange

English Learners
Two or More Races
Students with Disabilities



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

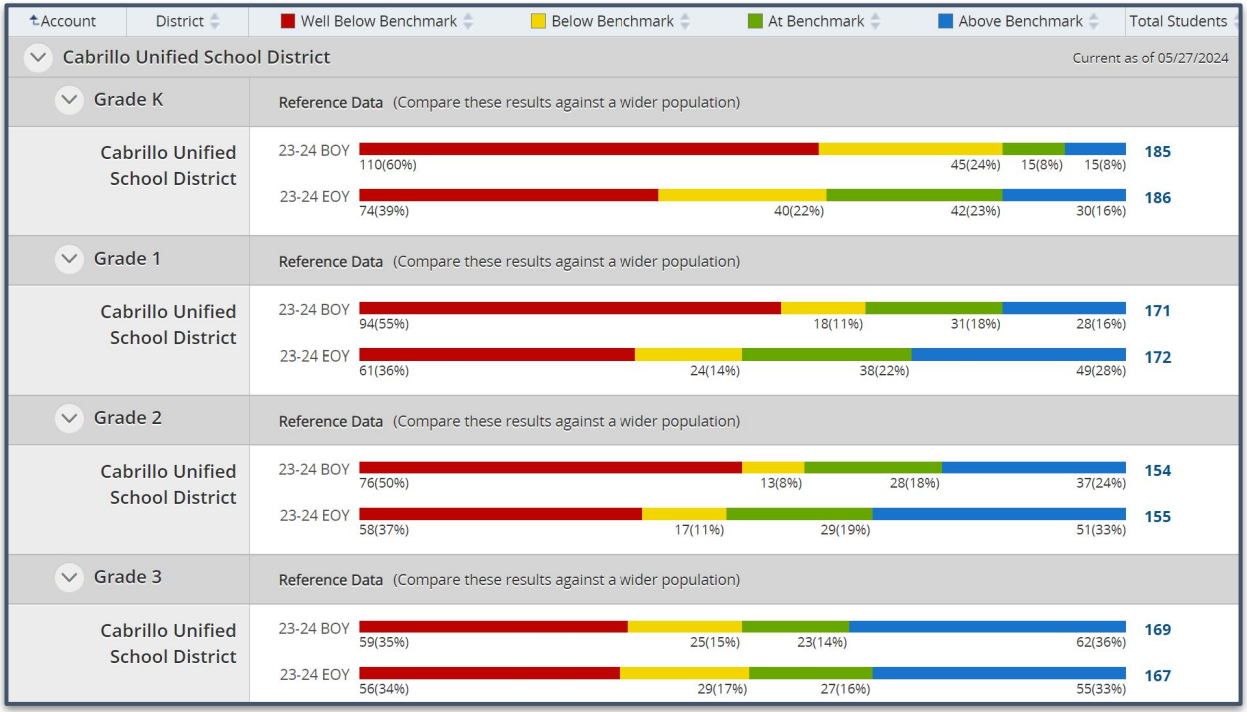
African American
Asian
Filipino
Pacific Islander

DIBELS 8th Results

2023-2024 Data

DIBELS 8th Results by grade level

Beginning to End of Year (BOY to EOY)



Account	District	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Students
Cabrillo Unified School District						Current as of 05/27/2024
Grade K	Reference Data (Compare these results against a wider population)					
	Cabrillo Unified School District	110(60%)	45(24%)	15(8%)	15(8%)	185
		74(39%)	40(22%)	42(23%)	30(16%)	186
Grade 1	Reference Data (Compare these results against a wider population)					
	Cabrillo Unified School District	94(55%)	18(11%)	31(18%)	28(16%)	171
		61(36%)	24(14%)	38(22%)	49(28%)	172
Grade 2	Reference Data (Compare these results against a wider population)					
	Cabrillo Unified School District	76(50%)	13(8%)	28(18%)	37(24%)	154
		58(37%)	17(11%)	29(19%)	51(33%)	155
Grade 3	Reference Data (Compare these results against a wider population)					
	Cabrillo Unified School District	59(35%)	25(15%)	23(14%)	62(36%)	169
		56(34%)	29(17%)	27(16%)	55(33%)	167

DIBELS 8th Results by grade level

Beginning to End of Year (BOY to EOY)

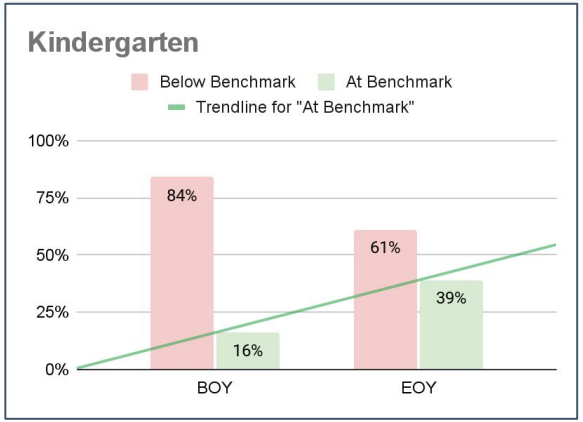
Grade	Period	Below Benchmark	At Benchmark	% change in "At Benchmark" students
Kindergarten	BOY	84%	16%	23%
	EOY	61%	39%	
1st Grade	BOY	66%	34%	16%
	EOY	50%	50%	
2nd Grade	BOY	58%	42%	11%
	EOY	47%	53%	
3rd Grade	BOY	50%	50%	-1%
	EOY	51%	49%	

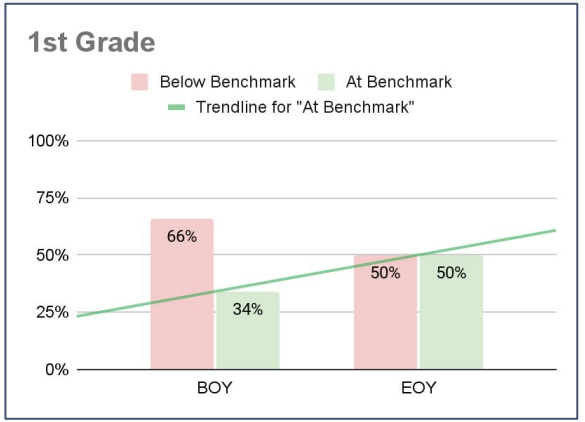
DIBELS 8th Results by grade level

Beginning to End of Year (BOY to EOY)

Arrows indicate % change in "At Benchmark" students.

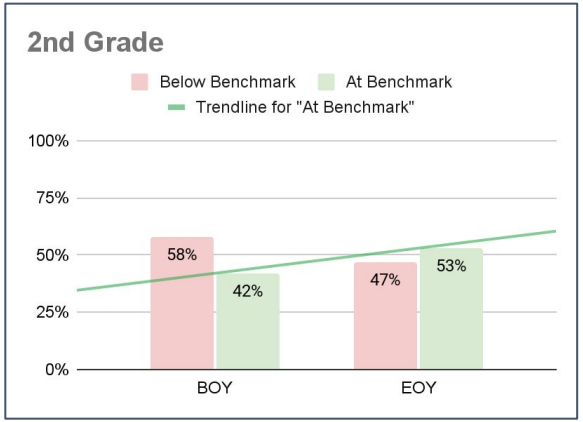
23% increase!

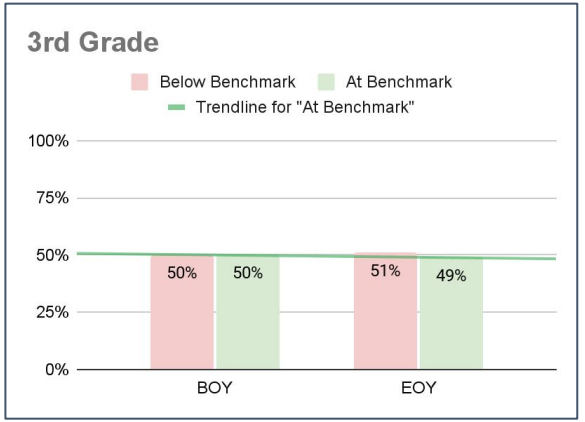




16% increase!

11% increase!



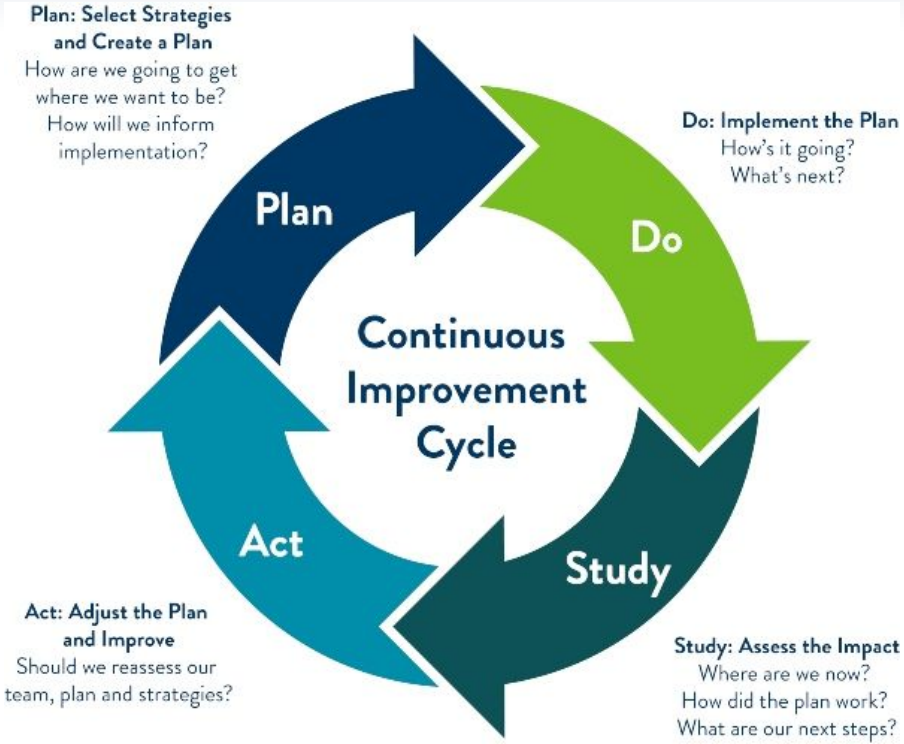


1% decrease

Plan to address
DA | Academic Improvement

Improvement Takes Collective Action

By asking difficult and valuable questions, school communities can work to find root causes and embark on improving the school experience for all students.



Next Steps

- ★ Integrate Strategic Plan into our LCAP
- ★ Prioritize areas of GROWTH
  - Who will lead the work? (based on prioritization)
  - Who else will be part of the work?
  - Who will connect this work with the LCAP?
  - Can we create a community of practice to spearhead this work?
- ★ Fill all available TOSA positions at elementary Title I sites to support interventions
- ★ Cycles of Inquiry using Dibels 8 Data
- ★ Professional Development on the Science of Reading
- ★ Analyze local data and benchmarks by school site
- ★ Support Cabrillo Literacy Initiative
- ★ Continue with SMCOE DA Support
- ★ Summer School
- ★ Refine and Expand Math Benchmarks
- ★ Engage in Cycles of Inquiry both at the district and at school sites
- ★ Analyze and Redefine Intervention Programs to support areas of need
- ★ Engage in site-based data chats
- ★ LCAP Presentation January (Mid Year) and June (Final)
- ★ Ongoing professional development focused on CORE Curriculum Adoptions
- ★ Establish Culture of Improvement
  - ELA/ELD/MATH Academic Interventions
  - English Learners
  - Socio-Economically Disadvantaged
  - Hispanic/Latino/Latinx
  - Students with Special Needs

CUSD plan to Address Chronic Absenteeism

The Data: Comparison of 2023-23 to 2023-24 Full year

Chronic absenteeism is improving at Cabrillo schools, but is still high at 22.75% for the whole district

Site Name	2022-23 Enrollment	2023-24 Enrollment	Chronic Rate		
			2022-23	2023-24	% Change* (Y2-Y1) / Y1
Cunha Intermediate School	571	548	27.67%	18.80%	-32.07%
El Granada Elementary	321	340	21.81%	16.18%	-25.82%
Farallone View Elementary	162	155	17.90%	10.32%	-42.34%
Half Moon Bay High School	993	960	22.16%	31.46%	41.99%
Hatch Elementary	525	550	26.67%	16.18%	-39.32%
King's Mountain Elementary	48	44	31.25%	13.64%	-56.36%
Pilarcitos High School	34	40	91.18%	72.50%	-20.48%
Total	**2,654**	**2,637**	**24.98%**	**22.75%**	-8.92%

District Chronic Absence Baseline: 2018: 7.7% 2019: 7.6%

The Data: Comparison of 2023-24 to 2024-25 as of 9/5/2024

Most schools are showing better rates than at the equivalent period last school year. HMBHS continues to be an outlier.

Site Name	2023-24 Enrollment	2024-25 Enrollment	Chronic Rate		
			2023-24	2024-25	% Change* (Y2-Y1) / Y1
Cunha Intermediate School	545	524	13.03%	9.92%	-23.83%
El Granada Elementary	336	329	12.80%	13.37%	4.50%
Farallone View Elementary	155	170	9.68%	9.41%	-2.75%
Half Moon Bay High School	970	897	12.89%	17.50%	35.82%
Hatch Elementary	547	557	15.54%	11.85%	-23.75%
King's Mountain Elementary	42	46	16.67%	8.70%	-47.83%
Pilarcitos High School	53	35	37.74%	34.29%	-9.14%
Total	**2,648**	**2,558**	**13.82%**	**13.72%**	-0.72%

The Data: Addressing Priority Subgroups for Chronic Absences

While as a whole, the subgroups DA is focusing on are **English Learners, Homeless and Hispanic**, English Learners declined by 1.4%, sufficient to move them out of RED status

The RED status groups for 2022-23 were:

- Hispanic: 26.6%, decreased .3%
- Homeless: 45%, increased 7.5%*
- Socioeconomically Disadvantaged: 26.9%, decreased .2%
- White: 20.7%, increased 2.6%

*This is out of a population of 20

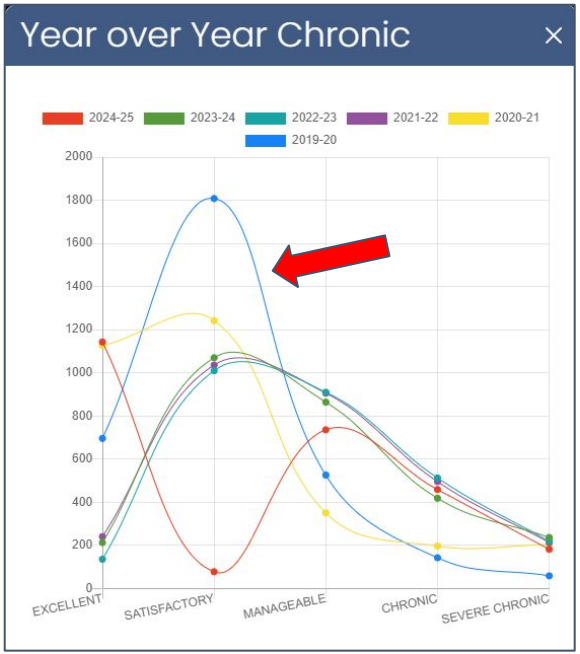


Current chronic absence counts per DA-focused subgroup to 9/6/24

Hispanic:	High: 12%	Middle: 6%	Elementary: 8%
English Learners:	High: 11%	Middle: 6%	Elementary: 9%
Homeless:	No Data		
SED*:	High: 64%	Middle: 72%	Elementary: 70%
*Total student #:	45	6	28
White:	High: 7%	Middle: 8%	Elementary: 8%

Data from PowerSchool Compliance Student Absenteeism Report

SchoolStatus Attend (Formerly A2A)



Chronic Absenteeism Analysis Report

Interactive graph of chronic absenteeism rates over time
Filter options for presentation level and absence types

Attendance Analysis Report

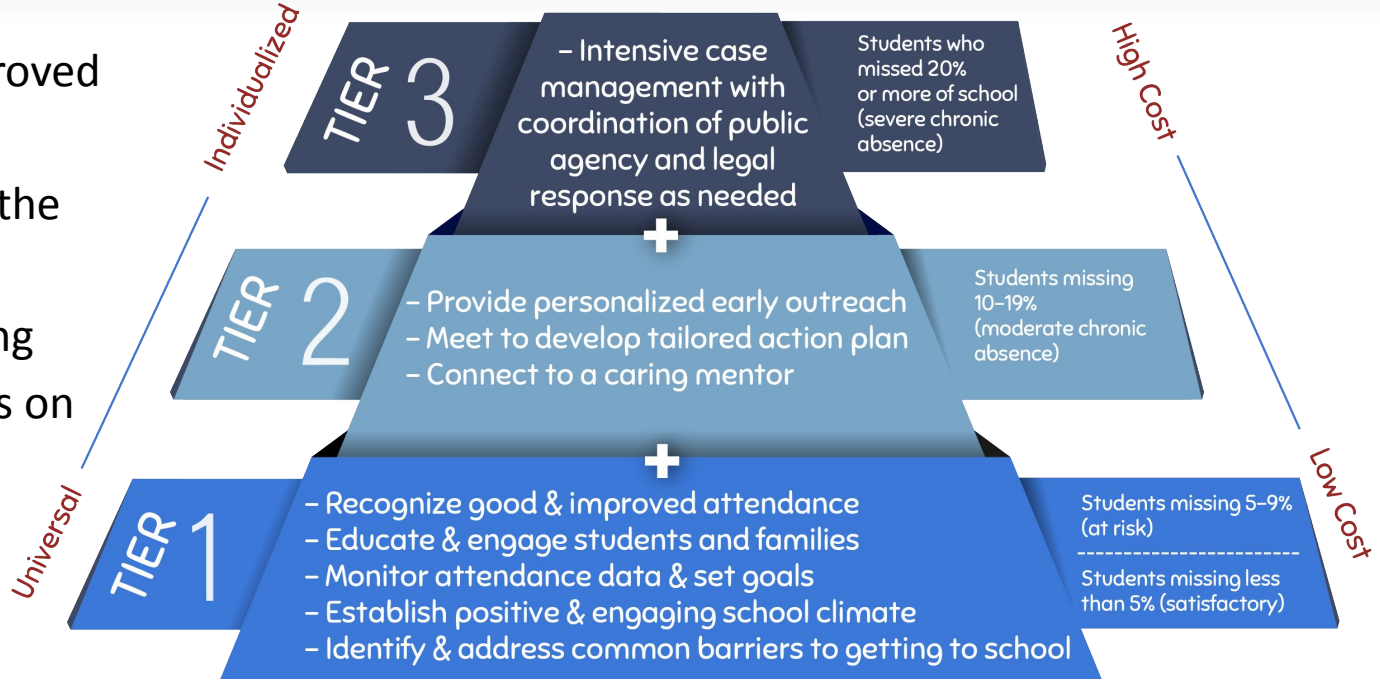
Interactive graph of absence rates over time
Filter options for presentation level and absence types

Attendance Through: 09/05/2024 | **Review Period:** 09/13/2024 - 09/16/2024

TO BE SENT	SENT	NOT SENT	SUPPRESSED
(0)	(108)	(0)	(17)

Chronic Absence Tiers

For most students, improved Tier 1 policies and procedures can reduce the over-high numbers of chronic absences, leaving staff bandwidth to focus on Tier 2 and 3 students



Tier 1 Strategies

Family Event Messaging

- Orientations (Cunha and HMBHS)
- Back to School Night
- Parent nights (5th and 8th)
- PTO/ELAC/Site Council meetings etc.

Handouts to parents:

Elementary: *Build the Habit of Good Attendance Early* English Spanish

Secondary: *Keep your Child on Track in Middle and High School* English Spanish

Attendance Messaging Agenda

- Principal address: Explain school policies on attendance
- Attendance slides to be shown at events with principal address
- Videos in English and Spanish for parents from Attendance Works
- Handouts to parents from Attendance Works
- Teachers to be given material, sample slides, and talking points

Tier 2 Strategies

Site Attendance as part of MTSS team referrals for Tier 1 and 2 Intervention:

The MTSS (Multi-Tiered Systems of Support) Team (Replacing COST) is a site based multidisciplinary team that is coordinated to systematically identify at-risk students, develop comprehensive multi-tiered intervention plans, and regularly monitor student progress.

- Administrators, Attendance Clerk, Counselors, District Student Services (and as needed: Psychologist, Behaviorist)
- Students with Chronic Attendance issues identified and referred by admin with assistance from attendance clerk
- Team reviews cases, assigns students to Root Cause Buckets, and personnel tasks to address: medical, mental health, drug abuse, family issues, transportation barriers, gang affiliation, disengagement/disconnection etc.
- Actions: Home Visits, meetings with parents, information/education, SARB referral, resources, assessment, referral to mental health counseling

MTSS and Attendance Intervention Spreadsheets

From HMBHS MTSS spreadsheet

Tier 2 Interventions				Tier 3 Interventions										
Attendance	Mental/SE Health	Academics	Behavioral	Family Attendance Meeting	District SARB	SST	IEP	SPT	Therapy services	Home Visit	Behaviorist	Restorative Practices	Placement Change	Exited

From HMBHS Attendance Team spreadsheet

Notes/Updates/Interventions	Barriers (Medical/ Mental Health, Disabilities, Housing, transportation etc.)	Family/Community (Family challenges/ Parent v. Student, gangs, drugs etc.)	Aversion/ Disengagement (Lacking connection to school culture, adults and peers, welcoming climate, engaging curriculum/ activities etc.)

Did You Know?

- Good attendance is the # 1 factor for your child being successful in school
- Children who are absent two or more days each school month achieve 25 percent less than their fellow students
- Regardless of your child's past attendance history, it is never too late to establish good attendance

What You Can Do (ELEM)

Make good attendance a top priority!

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Develop backup plans for getting to school if something comes up.
- Call on a family member, a neighbor or another parent.
- Try to schedule medical appointments and extended trips when school isn't in session.
- If your child seems anxious about going to school, talk to teachers, school counselors and other parents for advice on how to make your child feel comfortable and excited about learning.
- If your child must stay home due to illness or quarantine, ask the teacher for resources and ideas to continue learning at home.

Your student will thank you for this later!

District Actions/Support

A2A (*Attend*) oversight
- Data monitoring and alignment with SARB/site teams

SIS Messaging:
- Nudge letters/Comparison letters
- Positive letters through PowerSchool/Kinvo
- Continued absentee postcards through PowerSchool/Kinvo

Assistance with Site Event Messaging
- Slides and materials for display in events/hand-outs
- Teacher talking points/slides
- Videos

Streamlined SARB process
- Revamp documentation process and place on Informed K12 for referral to District
- Take referrals at site attendance/MTSS meetings to process
- Close relationship with upgraded county SARB services
- Work with site on Parent Conference strategies

Assistance to site disciplinary process
- Support and partner with sites to build out their truancy related discipline process (secondary)
- Organize admin/counseling/wellness training in RJ/RP
- Identify alternatives to exclusionary discipline and help sites implement


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Questions?

Thank you!

APPENDIX

HMBHS MTSS Spreadsheet

HMBHS Attendance Spreadsheet

Cabrillo USD Plan to Address Chronic Absences

Student Success at Cabrillo Schools and the importance of regular attendance

Streamlined District SARB Form (Informed K12 draft doc)

2024-2025 Elementary Benchmark Assessment Calendar

Adopted CORE Curriculum

2024-2025 Collaboration and Professional Development Calendar

CA School Dashboard

CYBHI Restorative Justice Grant Agreement