Regular Governing Board Meeting

CABRILLO UNIFIED SCHOOL DISTRICT

Published on Friday, January 17, 2025 | Revised on Friday, January 24, 2025

Date and Time

Thursday, January 23, 2025 at 6:00 PM

Location

Cunha Intermediate School Library, 600 Church Street, Half Moon Bay, California 94019

Broadcast Live on PacificCoast.TV

Recordings will be made accessible to the public on the days following the meeting on YouTube at: https://www.youtube.com/playlist?list=PLFUunuheJ0ZVRqCNQQy7IC-5fv3KEKlPr

Spanish Translation: https://drive.google.com/file/d/1gP4Or5jmGFIEFvC2XluYayAovWYxgoAu/view

In compliance with the Americans with Disabilities Act, individuals requiring special accommodations, such as accessible seating or documentation in an accessible format, 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 arrange reasonable accommodations, auxiliary aids, or services.

The District provides Spanish interpretation upon request. To request this service, please contact the Administrative Assistant to the Superintendent at acostar@cabrillo.k12.ca.us or (650) 240-3146.

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

PUBLIC COMMENTS GUIDELINES

Members of the public are encouraged to participate in Board meetings and share their views on agenda items or matters within the Board’s jurisdiction. Public comments can be provided in two ways:

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. While longer comments may not be shared publicly during the meeting, all comments received by the deadline will be made available to Board members and included in the meeting minutes.

Provision of In-Person Comments During the Meeting: To address the Board during the meeting, members of the public must submit a “Request to Address the Board” slip to the Administrative Assistant to the Superintendent **before the agenda item is introduced**. Slips are available on the handout table. 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**. The Board President may adjust time limits as necessary to accommodate diverse viewpoints. In exceptional cases requiring extended public input, the Board President, with Board consent, may adjust the time allotted per speaker or for overall public input. Members of the public with similar viewpoints may be asked to designate representatives to speak on their behalf. The Administrative Assistant will monitor time and notify speakers when 30 seconds remain and when time is up.

- **Nonagenda and Consent Items** may be addressed under "Public Comments on Nonagenda or Consent Items."
- **Agenda Items** may be addressed after the staff presentation.
- **Closed Session Items** may be addressed under "Public Comments on Closed Session Topics."

IMPORTANT BOARD PROTOCOLS REGARDING PUBLIC COMMENTS

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

Page

1. OPENING ITEMS

a. Call Public Session to Order

b. Roll Call / Quorum

c. Pledge of Allegiance

d. Approval of the Agenda

2. SPOTLIGHT THE COASTSIDE WAY!

a. Celebrating Our Success

1. **Community Engagement**
    a. Honoring Board Members on School Board Recognition Month
    b. Honoring Holly Lynne, Former CSEA President, and John Carey, CUTA President
2. **Cunha Intermediate School**
    a. Celebrating the 2024 Girls Cross Country League Champions

b. Cunha Intermediate School Presentation (Presentation) 8 - 38

Cunha Intermediate Slide Presentation.pdf

c. Student Board Members Report

1. Jamie Bikle, Student Board Member, Half Moon Bay High School
2. Martin Juarez, Student Board Member, Pilarcitos High School

3. GENERAL BUSINESS

a. 2024- 25 Fiscal Stabilization Plan Presentation 39 - 52
(Presentation)

3.a.1 2025-26 Fiscal Stabilization Plan Presentation_Revised_v3.pdf

Update: *The slide presentation was revised on January 23, 2025. The updated version was simultaneously made available to Board members and the public during the meeting and uploaded on January 24, 2025.*

b. Proposal for Half Moon Bay High School Facilities Master Planning (Presentation/Possible Action) 53 - 77

QKA HMBHS Facility Master Plan Slide Presentation.pdf
QKA HMBHS Master Planning-Facility Assessment Proposal 2025.pdf

c. Bond Program Update: Construction Progress, Lease of Portable Classrooms, and Parking Lot Lighting for El Granada School (Presentation/Action) 78 - 100

Bond Program Construction Update Slide Presentation.pdf
Mobile Modular Quote and Agreement Lease.pdf

d. Approval of Resolution 02-2025 Authorizing CUSD to Participate in ZESBI Incentive Project (Action) 101 - 103

Resolution 02-2025 Authorizing CUSD to Participate in ZESBI Incentive Project.pdf

e. Approval of Interim Superintendent Contract (Action) 104 - 109

2025 Interim Superintendent Contract Miramontes.pdf

f. Approval of Resolution 01-2025 Authorizing Signatories Effective January 23, 2025 (Action) 110 - 111

Board Resolution 01-2025 Signatories.pdf

4. COMMUNICATIONS

a. Public Comments on Nonagenda or Consent Items

b. Employee Organizations Report

1. Cabrillo Unified Teachers Association (CUTA) Representatives
2. California School Employee Association (CSEA) Representatives

5. CONSENT AGENDA

Items listed under the Consent Agenda are of a routine nature and are not anticipated for Board discussion. The Superintendent recommends their approval. If any Board member requests the removal of an item from the consent agenda, it shall be taken off and individually considered as a regular agenda item. The Consent Agenda requires a motion, a second, and approval by a roll call vote. Each item approved by the Governing Board on the Consent Agenda is considered in full and adopted as recommended.

a. Adoption of Proclamation Declaring February 2025 as African American History Month — 112 - 114
Proclamation_African_American_History_Month_2025.pdf

b. Approval of Half Moon Bay High Future Farmers of America to Fresno City College Welding Camp, Fresno, California, January 15-17, 2025 — 115

c. Approval of Half Moon Bay High Future Farmers of America to Tulare, California, February 10-12, 2025 — 116

d. Approval of School Accountability Report Cards Grades K-12 — 117 - 273
2023-24 Alvin S. Hatch Elementary School SARC.pdf
2023-24 El Granada Elementary School SARC.pdf
2023-24 Farallone View Elementary School SARC.pdf
2023-24 Kings Mountain Elementary School SARC.pdf
2023-24 Manuel F. Cunha Intermediate School SARC.pdf
2023-24 Half Moon Bay High School SARC.pdf
2023-24 Pilarcitos High School SARC.pdf

e. Approval of Course Proposal for Half Moon Bay High School, CTE Work Experience Education — 274 - 283
CTWEE Work 670 Outline.pdf

f. Approval of Round 7 K12 Strong Workforce Grant Memorandum of Understanding — 284 - 295
Bay Area Community College Consortium K12 SWP Agreement 2025.pdf

g. Approval of Courses for the Adult Education High School Diploma Program — 296 - 631
LCAS Course Descriptions_2024_25.pdf

h. Approval of Certificated Personnel Report — 632

i. Approval of Classified Personnel Report — 633

j. Approval of Pupil Personnel Credential Waiver — 634

k. Approval of Certificated and Classified Seniority Lists 635 - 653

Certificated Seniority List 2024-25.pdf

Classified Seniority List 2024-25.pdf

l. Approval of Short-Term, Leadership & Mentoring Coach at Hatch Elementary School 654 - 657

Short-term, Leadership & Mentoring Coach Contract Mike Andrews.pdf

m. Enrollment Report 658 - 659

2024-25 Enrollment Report Period 5.pdf

n. Approval of Donations to Cabrillo Unified School District 660 - 661

Summary Site Donations 01.23.2025.pdf

o. Approval of Warrant Register Report Processed 662 - 683

120124-123124 Warrant Register.pdf

p. Approval of Intercom and Clock System Purchase for Upgrading Hatch and Pilarcitos School Sites 684 - 687

Hatch ES Nyquist Quote.pdf

Pilarcitos HS Nyquist Quote.pdf

q. Approval of School Facility Consultants Agreement 688 - 696

School Facilities Consultants Services Proposal.pdf

r. Approval of Quarterly Report on Williams Uniform Complaints 697 - 698

Williams UCP Report Q2 2024-25.pdf

6. GOVERNING BOARD REPORTS

a. Board Members

b. Superintendent

7. CLOSED SESSION

a. Identification of Closed Session Topics of Discussion

b. Public Comments on Closed Session Items

c. Adjourn to Closed Session

Board Members will meet privately for a Closed Session. Any action taken during this session will be reported in the "Closed Session Action Report."

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

- **District-designated representatives:** Dr. Ramon Miramontes, Interim Superintendent
- **Employee organizations:** Cabrillo Unified Teachers Association, California School Employees Association Chapter 485, and Unrepresented

e. Adjourn Closed Session and Reconvene Open Session

f. Report Action Taken in Closed Session

8. CLOSING ITEMS

a. Adjourn Meeting

CABRILLO UNIFIED SCHOOL DISTRICT

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

INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: 01/23/2025
TO: Members of the Governing Board
FROM: Dr. Leticia Bhatia, Deputy Superintendent Educational Services, Jeff Clinton, Cunha Intermediate School Principal
CATEGORY: Presentation
ITEM TITLE: Cunha Intermediate School Presentation

BACKGROUND INFORMATION

Pilarcitos High School principal, James Barnes, will provide an overview of the school's unique site-based programs.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

This item is presented for information only.

Prepared by: *Josefina Infanzon*

CABRILLO UNIFIED SCHOOL DISTRICT

A place where all children dream and achieve!

Manuel F. Cunha Intermediate School

Jeff Clinton - Principal

Victor Guzman - Assistant Principal

CUSD Governing Board Meeting

January 23, 2025

AGENDA

1. School Overview
2. Data Overview by Subgroup (EL, SPED, Low-Socioeconomic, Ethnicity, etc.)
   a. Overview - Mission, Staff, Ethnicity
   b. 2024-25 Initiatives
   c. California Dashboard and CAASPP
   d. Courses and Electives
3. SPSA Overview
   a. 3 Glows
   b. 1 Grow

MISSION STATEMENT

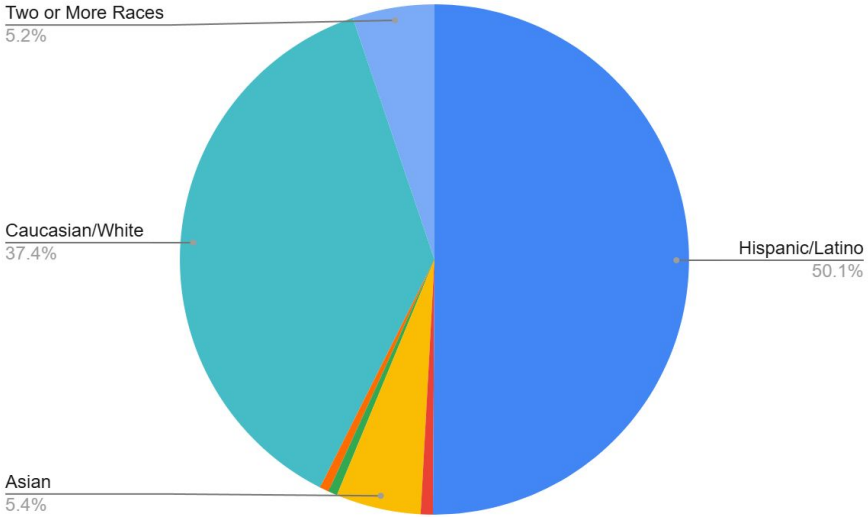
Cunha Intermediate School provides a safe, nurturing environment where all students, parents/guardians, and staff strive to meet high academic standards and promote lifelong learning. Cunha Intermediate School is committed to a student-centered learning environment where each and every student is encouraged to seek and achieve their maximum potential. Scholarship, ability to reason, and civic and social consciousness are cornerstones of our mission. Cunha Intermediate School will inspire all students to reach high academic expectations, think critically and creatively, become responsible citizens, value diversity and individual self-worth, and pursue continuous growth.

Staff & Students

STAFF	
Administrators	2
Certified Staff	28
Classified Staff	19
Total	49

STUDENTS						
Grade	Total	Free or Reduced Lunch	Special Education	English Learners	Migrant	Homeless
6th	172	NA	29	16	11	NA
7th	159	NA	22	24	5	NA
8th	188	NA	30	11	3	NA
Total	519	143	81	51	19	0
Percent		27.60%	15.60%	9.8%	3.66%	0%

Student Ethnicities



Ethnicity	Students	Percent
Hispanic/Latino	260	50.10%
American Indian/Alaskan Native	4	0.77%
Asian	28	5.39%
African-American/Black	3	0.58%
Native Hawaiian/Pacific Islander	3	0.58%
Caucasian/White	194	37.38%
Two or More Races	27	5.20%

2024-2025 Initiatives

1. Building a positive school culture

2. Using data to improve student performance



Building a Positive School Culture



Challenge Day

- 6th Grade Orientation
- Community/Restorative Circles
- Challenge Day (7th & 8th Grade)

BE RESPECTFUL
BE RESPONSIBLE
BE POSITIVE
BE SAFE

Building a Positive School Culture

- Leadership Program (Homeroom, Spirit Activities, Staff vs. Students, Philanthropy, Dances)







Building a Positive School Culture

- Reviewing expectations daily during announcements
- Clear expectations
- “Chill Room”
- Restorative conversations
- Recycling and keeping the campus clean
- “Cub Compliments”
- Honor Roll
- Clubs
- Assemblies



Charcuterie Club

California Dashboard - Academics

English Language Arts

All Students | State



Yellow

25.9 points below standard

Increased 9 Points ⓘ

Mathematics

All Students | State



Yellow

69.8 points below standard

Increased 9 Points ⓘ

English Learner Progress

All Students | State



Blue

71.6% making progress

Increased 13.5% ⓘ

Using Data to Improve Student Performance

ELA OVERALL	Grade 6		Grade 7		Grade 8		All Grades	
Criteria/School Year	**2022-23**	**2023-24**	**2022-23**	**2023-24**	**2022-23**	**2023-24**	**2022-23**	**2023-24**
Enrolled	192	160	180	188	200	195	572	543
Tested	190	158	178	185	197	184	565	527
Standard Exceeded	11.05%	13.29%	11.60%	16.22%	7.61%	8.15%	10.09%	12.52%
Standard Met	21.05%	24.68%	28.65%	24.86%	34.01%	33.15%	27.96%	27.70%
MET OR EXCEEDED	32.10%	37.97%	40.25%	41.08%	41.62%	41.30%	38.05%	40.22%
Standard Nearly Met	32.11%	31.01%	16.85%	25.95%	32.49%	26.09%	27.42%	27.51%
Standard Not Met	35.79%	31.01%	42.70%	32.97%	25.89%	32.61%	34.51%	32.26%
MATH OVERALL	Grade 6		Grade 7		Grade 8		All Grades	
Criteria/School Year	**2022-23**	**2023-24**	**2022-23**	**2023-24**	**2022-23**	**2023-24**	**2022-23**	**2023-24**
Enrolled	192	160	180	188	200	195	572	543
Tested	190	159	179	185	198	190	567	534
Standard Exceeded	11.06%	14.47%	10.61%	15.14%	6.06%	5.38%	9.17%	11.61%
Standard Met	16.32%	16.35%	20.67%	13.51%	13.64%	13.16%	16.75%	14.23%
MET OR EXCEEDED	27.38%	30.82%	31.28%	28.65%	19.70%	18.54%	25.92%	25.84%
Standard Nearly Met	37.89%	27.04%	18.44%	31.89%	20.20%	18.42%	22.22%	25.66%
Standard Not Met	44.74%	42.14%	50.28%	39.35%	60.10%	62.63%	51.85%	48.50%

Using Data to Improve Student Performance

- After school tutoring in the Cunha Library (2 days per week)
- Lunchtime Math Tutoring (3 days per week)
- ELPAC after school tutoring
- Quarterly benchmark testing in ELA and Math
- Making teachers aware of student academic data
- Comparing student data from 2022-23 to 2023-24
- Providing interventions using grade level team meetings
- Counselor program explaining high school/college expectations

Using Data to Improve Student Performance

Core Courses	Electives
English Language 6, 7, & 8 Math 6, 7, & 8 Algebra 1 Science 6, 7, & 8 Social Studies 6, 7, & 8 Physical Education 6, 7, & 8 English Language Development Spanish Immersion 6, 7, & 8	Band - Beginning & Symphonic Ensemble Music Appreciation 6 & 7 Drama 6 Visual/Performing Arts 6, 7, & 8 AG Science 6, 7, & 8 STEAM 6, 7, & 8 Current Events 8 Leadership 8 Media Arts 7

Music Electives







- Beginning Instruments
- Symphonic Ensemble
- Music Appreciation (Intro to Guitar)

Visual and Performing Arts











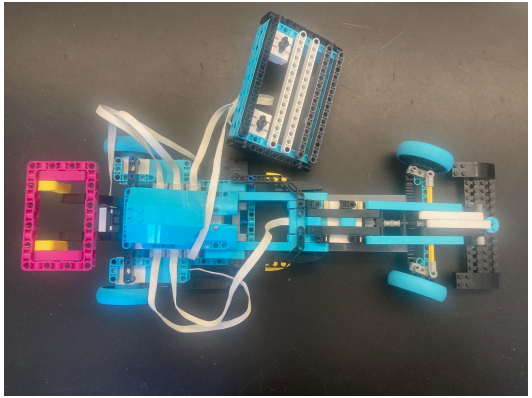
- Drama
- Media Arts
- Stagecraft

STEAM Elective

Science - Technology - Engineering - Art - Math



- STEAM 6, 7, & 8
  *Grants from the Ciotti Family





Agricultural Sciences Elective

- AG Science
  - Planting Beds
  - Hydroponic Growing Beds
  - Composting
  - Recycling
  - Chicken Coop
  - Green House







SPSA Overview - Glow 1 (Goal 1)

English Learner Progress

- Continue to Reclassify English Learner Students at a high rate **2020-21**: 10.3%, **2021-22**: 23.0%, **2022-23**: 45.5%, **2023-24**: 31.0%
- Dedicated ELD Team: Ms. Au, Ms. Portello-Swagel, Ms. Ron, and Ms. Higaki
- Progressed from Green to Blue performance on the 23-24 Dashboard
- 71.6% of English Learners are making progress based the English Learner Progress Indicator.

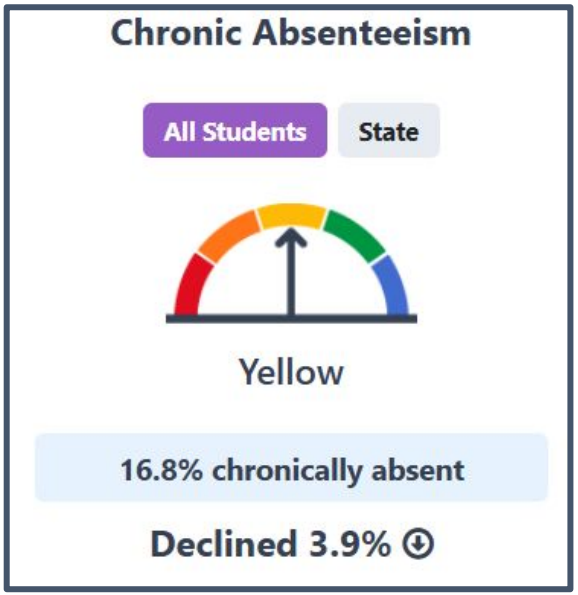
SPSA Overview - Glow 2 (Goal 3)

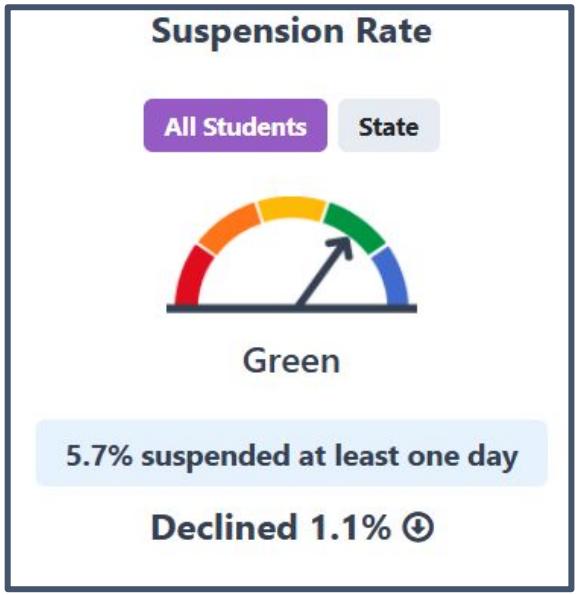
Increase support for at-promise students by increasing parent communication and engagement

- Weekly communication in both English and Spanish - School Messenger and Weekly Videos
- Increased attendance at ELAC Meetings due to topics of interest

SPSA Overview - Glow 3 (Goal 5)

Decrease in Chronic Absenteeism and Suspension Rate





SPSA Overview - Grow (Goal 1)

Improve CAASPP Math Scores by 10% over the next two years

- Piloting an advanced Math program for 6th Graders to advance to 8th grade math during 7th Grade.
- Tutoring opportunities for students in Math during lunch.
- Increasing access to Algebra 1 in 8th grade.

Questions?

Thank you!

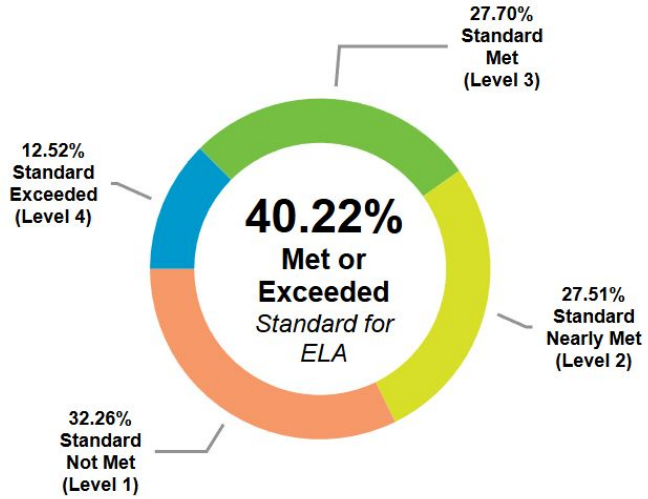
Appendix - CAASPP Graphs

Using Data to Improve Student Performance

CAASPP Overall Test Scores 2023-24

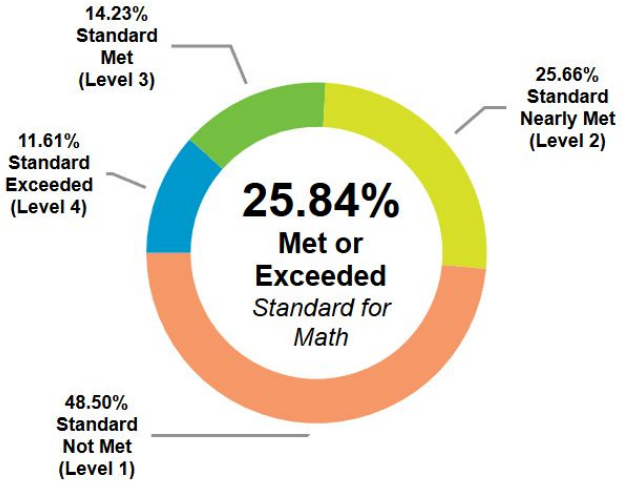
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level

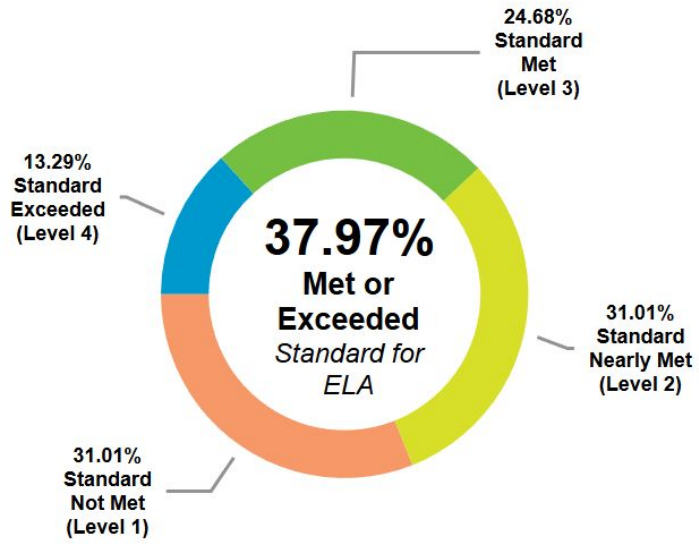


Using Data to Improve Student Performance

Grade 6 CAASPP Scores

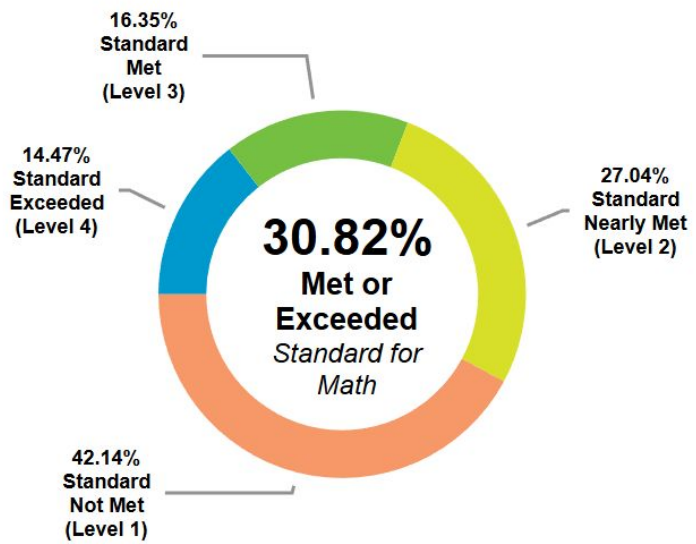
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level

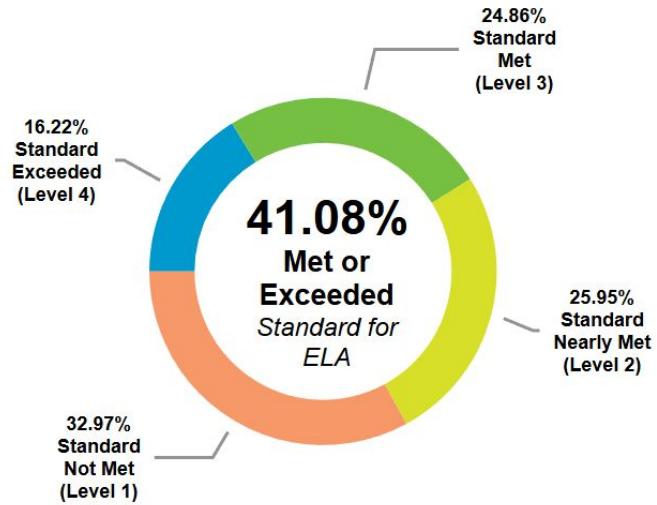


Using Data to Improve Student Performance

Grade 7 CAASPP Scores

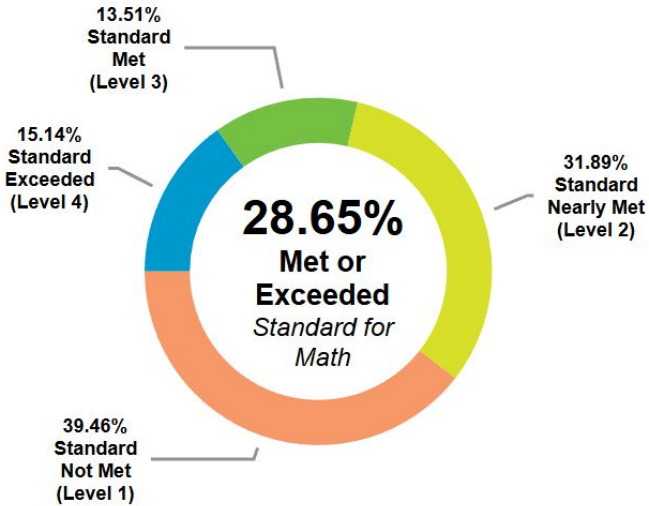
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level

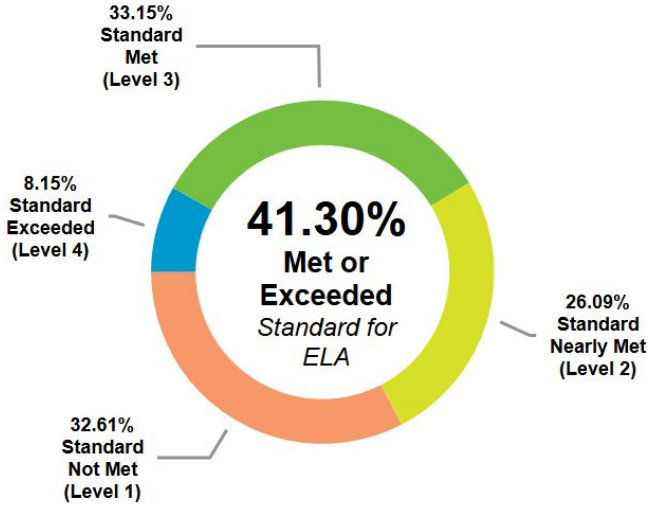


Using Data to Improve Student Performance

Grade 8 CAASPP Scores

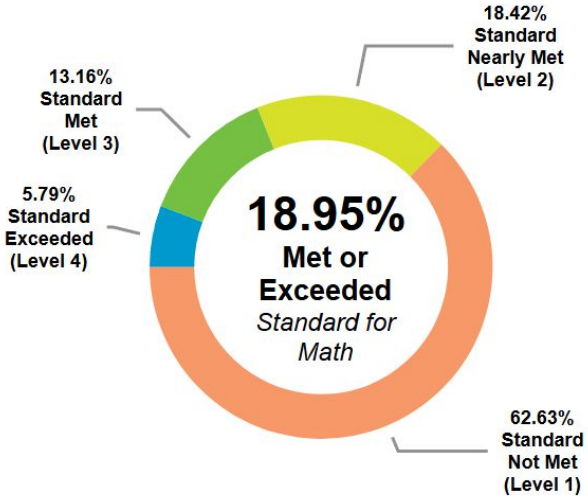
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level

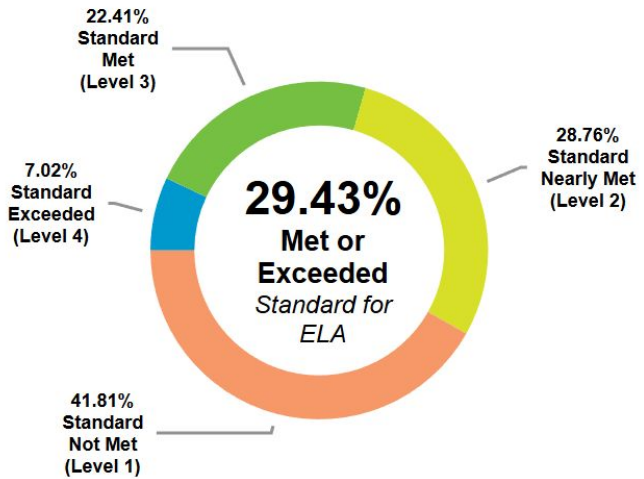


Using Data to Improve Student Performance

CAASPP Scores for Socioeconomically Disadvantaged Students

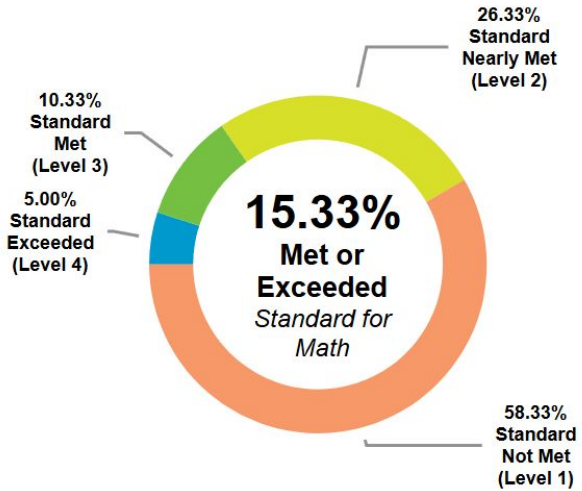
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level

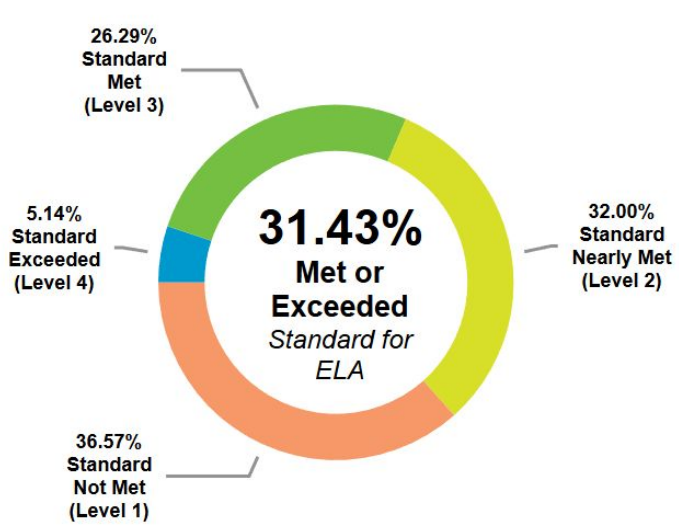


Using Data to Improve Student Performance

CAASPP Scores for Reclassified Students

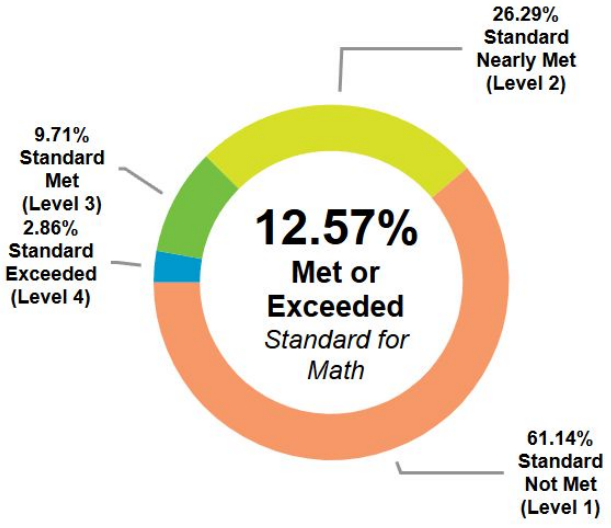
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level

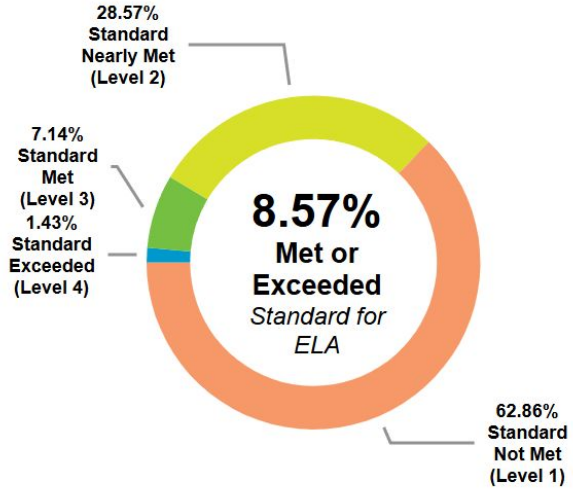


Using Data to Improve Student Performance

CAASPP Scores for Students with Disabilities

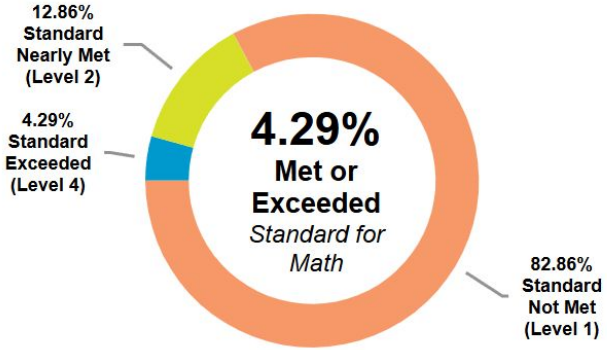
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



CABRILLO UNIFIED SCHOOL DISTRICT

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INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Presentation
ITEM TITLE: 2024-2025 Fiscal Stabilization Plan Presentation

BACKGROUND INFORMATION

At the start of the 2024-25 fiscal year, Cabrillo Unified School District faced the possibility of a "negative" budget certification due to significant fiscal challenges. In response, district staff initiated a series of stabilization efforts aimed at improving the district's multi-year fiscal outlook. These efforts resulted in the submission and approval of a "positive" budget certification with the San Mateo County Office of Education as part of the 2024-25 First Interim Budget Report in December.

While these measures have improved the district's current fiscal condition, projections for the three-year multi-year fiscal outlook indicate the potential for continued fiscal challenges.

Next Steps:

- Presentation of the Plan: Staff will provide an informational overview of the proposed Fiscal Stabilization Plan during the Board meeting.
- Board Input: The Board will have an opportunity to review and provide feedback on the plan's direction.
- Plan Refinement: Staff will incorporate the Board's input to refine the plan further.
- Future Adoption: The finalized Fiscal Stabilization Plan will be presented for potential adoption as part of the 2025-26 Budget and LCAP process.

REPORT/PROPOSAL

2024-2025 Fiscal Stabilization Plan Presentation

FISCAL ANALYSIS

The Fiscal Stabilization Plan aims to proactively address out-year fiscal challenges and position the district on a path toward long-term financial stability. By adopting and implementing a structured plan, the district can ensure it meets its financial obligations while maintaining the high-quality educational programs and services it provides to students.

RECOMMENDATION

Therefore, it is recommended that the District adopt a Fiscal Stabilization for the Fiscal Year 2025-26 to address out-year fiscal challenges and put the District on the right track fiscally. Staff will present an outline of a fiscal stabilization plan and seek the Board's review and input. Staff will then further refine and develop the plan for possible Board adoption as part of the District's 2025-26 Budget and Local Control Accountability Plan.

Prepared by: *Holly Lynne*

CABRILLO UNIFIED SCHOOL DISTRICT

A place where all children dream and achieve!

Overview:
2024-25 Fiscal Stabilization Plan

Jennifer Marsh, Chief Business Officer

January 23, 2025

What we will cover this evening



- How we got here - Review of previous actions
- District's Fiscal Status/Condition
- Overview of 2025-26 Fiscal Stabilization Plan
- Next steps/Questions from the Board

Fiscal stabilization efforts - How we got here

October

- Approved CUTA/CSEA TAs
- Updated MYPs and CASH flow projection
- Held first Budget Advisory Comm meeting
- Board approval of Fund 40 interfund transfer

November

- Developed First Interim
- Trained staff
- Updated SACS and developed fiscal processes
- Reported Fund 40 transfers to Board
- Rec'd projected property tax
- Held BAC meeting

December

- Adopted 1st Interim to Board - positive certification
- Input from SMCOE
- Further input from BAC
- Presented 23-24 Audit to board

Jan. 2025

- Board review of 25-26 MY Fiscal Stabilization Plan Overview
- Governor's 25-26 Budget Proposal
- Adopt prelim staffing resolutions for 25-26

District's Multiyear Outlook

(24-25 First Interim Budget Report - December)

Unrestricted General Fund			
	2024-2025 First Interim	2025-2026 Projected Budget	2026-2027 Projected Budget
Beginning Balance	2,664,010	3,867,095	2,773,305
Revenues	36,552,663	37,386,736	38,249,585
Expenditures	29,324,161	28,737,140	29,436,354
Increase/Decrease rev. to expend. (Deficit)	1,203,085	(1,093,790)	(1,233,175)
Ending Balance	3,867,095	2,773,305	1,540,130
Revolving Cash	25,000	25,000	25,000
3% Reserve	1,496,331	1,551,610	1,474,513
Unappropriated funding balance	**2,345,764**	**1,196,695**	**40,617**

History of fiscal challenges

Fiscal Year	Adopted Budget	First Interim	Second Interim	Third Interim
24/25	Positive	Positive		
23/24	Negative	Qualified	Positive	N/A
22/23	Positive	Qualified	Qualified	Negative
21/22	Positive	Positive	Positive	N/A
20/21	Positive	Positive	Positive	N/A

- **Positive Certification**: The District will meet its financial obligations for the current fiscal year and subsequent two years.
- **Qualified Certification**: The District may not meet its financial obligations for the current fiscal year or subsequent two years.
- **Negative Declaration**: The District will not meet its financial obligations for the remainder of the fiscal year or for the subsequent fiscal years.

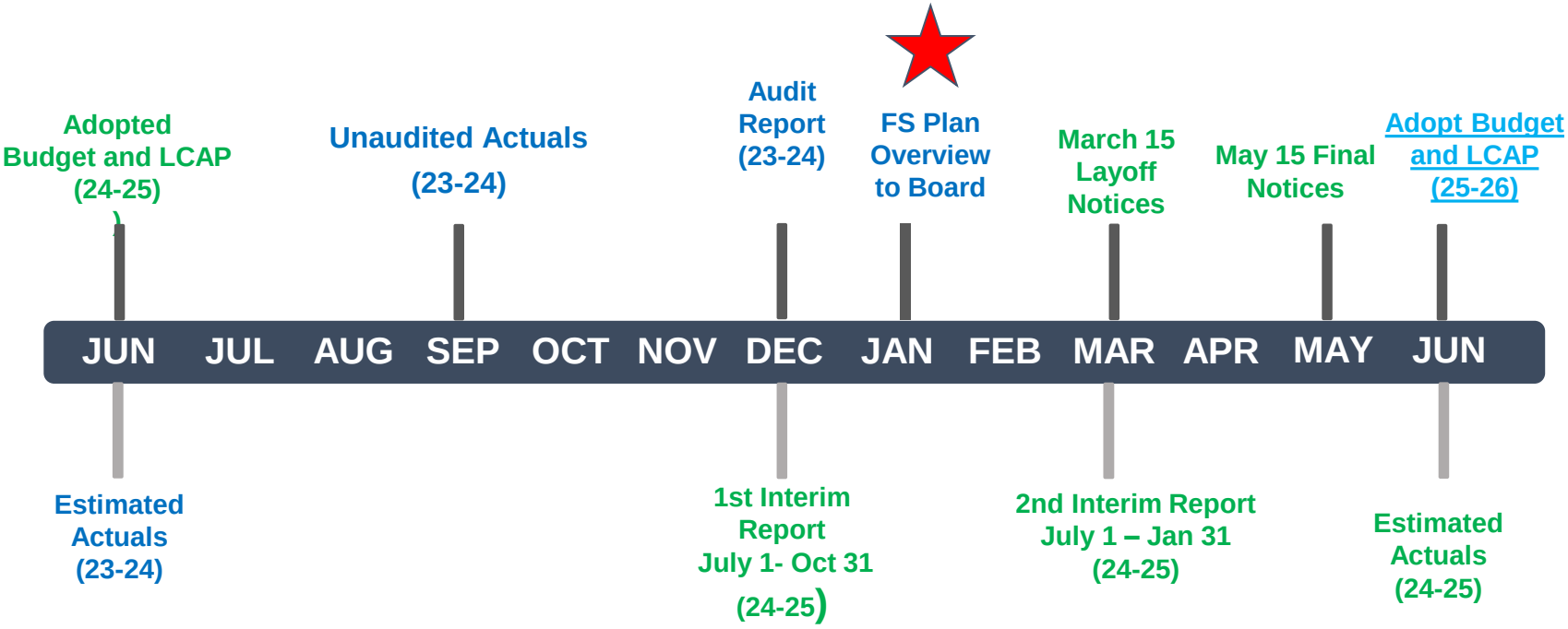
Fiscal challenges facing the District



- Ongoing structural deficit projected in the General Fund
- Employee Salary and Benefit Needs
- Need to increase GF reserves - Long term fiscal protection for the District
- Out-year instructional and programmatic needs

2025-26 Budget Development

Where we are now

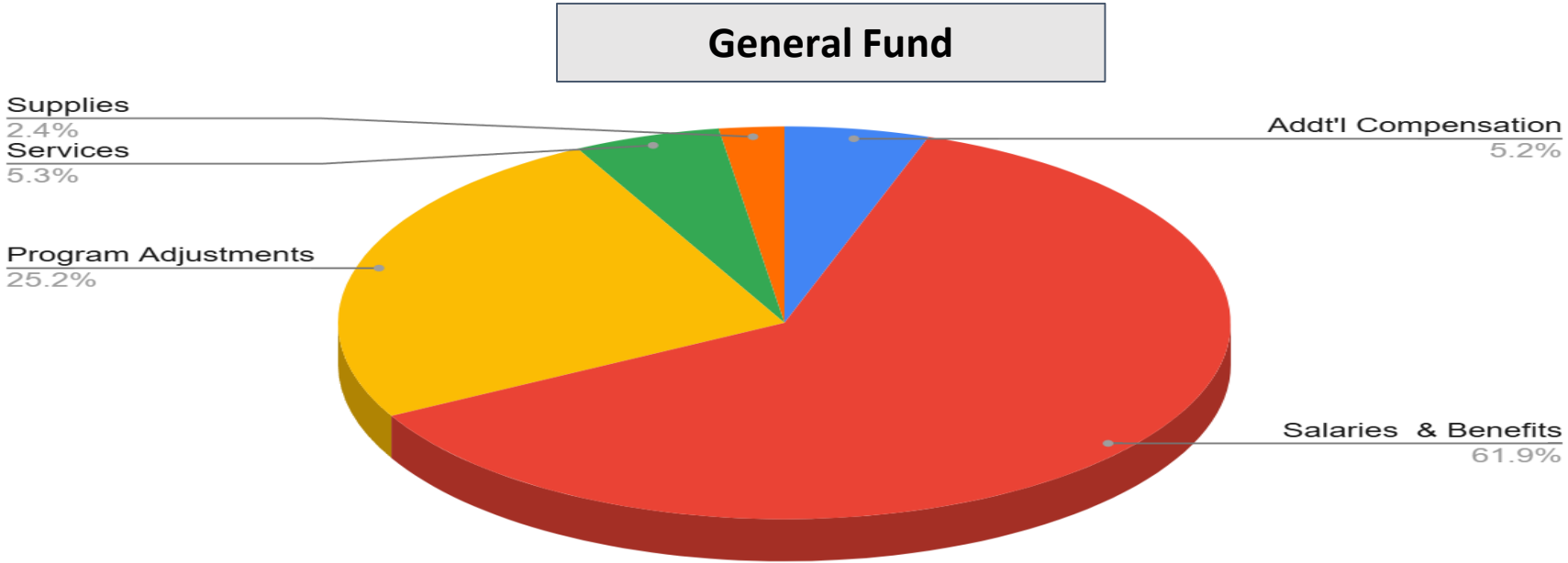


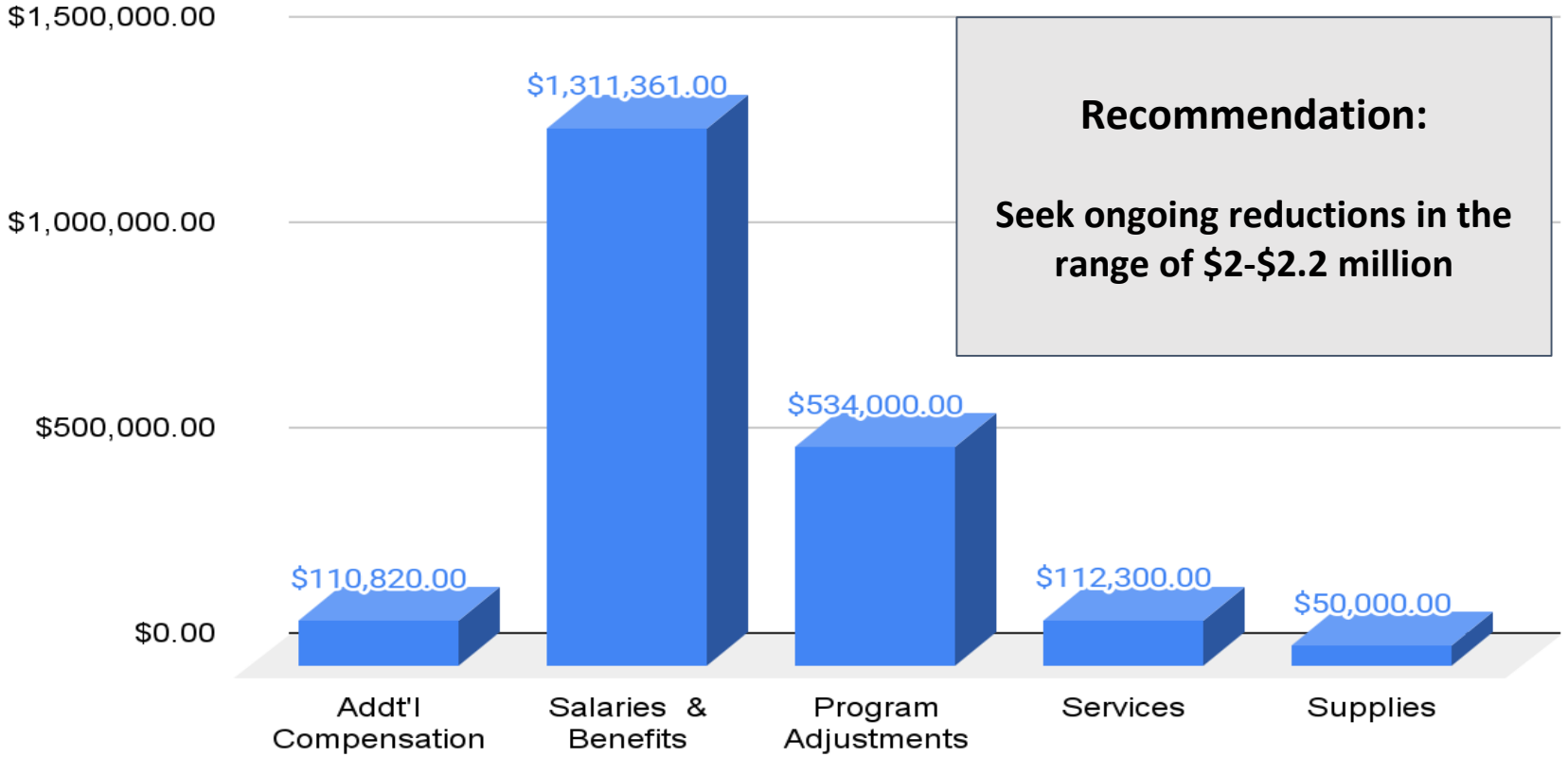
Fiscal Stabilization Plan:
Overview

In light of the District's fiscal challenges and needs, Staff recommends developing a 2025-26 Fiscal Stabilization Plan with four parts:

1. Targeted program/staffing reductions
2. Right sizing district programs/staff
3. Utilizing Fund 40
4. Student instructional investments

Fiscal Stabilization Plan:
Components of Targeted 2025-26 Reductions





Recommendation:

Seek ongoing reductions in the range of $2-$2.2 million

Fiscal Stabilization Plan:
Maximize opportunities Through Fund 40

Putting Fund 40 to long term use now can address many of the District current fiscal challenges and needs:

1. Increase District GF reserves from 3% to 10%
2. Matching funds for Cunha and HMBHS field turf replacement
3. Establish instructional technology stabilization account
4. Set aside for possible employee salary/benefit increases

Next steps for plan adoption

February

- Identify and analyze targeted 25-26 reductions
- Initiate development of 24-25 Second Interim Budget Report
- Prep possible March 15 notices
- Meet with BAC to seek input/review
- Review District Assets

March

- Complete and adopt 24-25 Second Interim Budget Report
- Issue targeted March 15 initial notices
- Finalize targeted reductions list
- BAC final review and input on 25-25 Budget/LCAP
- Coordinate development of 25-26 LCAP and Budget

April / May

- Receive final property tax revenues
- Update MYPs
- Review Governor's May Budget Revision
- Issue final May 15 RIF notices
- Present final targeted reductions and FSP for Board approval
- Provide update on district assets

June

- Adopt 25-26 LCAP
- Adopt 25-26 District Budget (with reductions and FSP actions)
- Review updated MYPs and Cash projections
- Initiate FY closing

For additional information:

Jennifer Marsh
Chief Business Officer
marshj@cabrillo.k12.ca.us

Thank you!

CUSD CABRILLO UNIFIED SCHOOL DISTRICT
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CABRILLO UNIFIED SCHOOL DISTRICT

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

INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Dr, Miramontes, Interim Superintendent
CATEGORY: Presentation/Possible Action
ITEM TITLE: Proposal for Half Moon Bay High School Facilities Master Planning

BACKGROUND INFORMATION

Quattrocchi Kwok Architects (QKA) has submitted a proposal to develop a Facilities Master Plan for Half Moon Bay High School. QKA has a long-standing partnership with the district, having provided design and construction services for various campuses, including successful master planning for El Granada and Farallone View Elementary Schools.

The Facilities Master Plan aims to align facility improvements with educational programs and community needs, ensuring long-term sustainability and operational efficiency. Key components include stakeholder engagement, a thorough needs assessment, and prioritization of facility improvements.

REPORT/PROPOSAL

QKA proposes to work collaboratively with the district to develop a comprehensive Facilities Master Plan for Half Moon Bay High School. The plan will include data gathering and analysis to assess existing facilities, determine eligibility for state funding, and evaluate facility conditions, including compliance with accessibility standards. Additionally, the Master Plan will focus on community and stakeholder engagement, incorporating feedback to prioritize facility improvements and develop an implementation plan. Optional services such as energy and sustainability assessments and roofing inspections can also be included as needed. This comprehensive approach aims to ensure that the Facilities Master Plan meets the district's goals and supports the long-term educational and operational needs of the high school.

FISCAL ANALYSIS

The total cost for these services should not exceed $180,000 and will be covered by Bond dollars.

RECOMMENDATION

Staff recommend that the Governing Board discuss and consider approving the proposal from Quattrocchi Kwok Architects to develop a Facilities Master Plan for Half Moon Bay High School.

Prepared by: *Rosibel Acosta*

Half Moon Bay HS Facilities Assessment and Master Plan Updates

January 23, 2025



Participation. Enthusiasm. Success.



make a DIFFERENCE

About QKA

- 39-Year History
- More than 2,200 projects and $2.5 billion in school facilities in Northern California
- 99% of our projects are K-12
- 72 employees in two office locations, including LEED AP and ALEP on staff
- Employee-Owned Firm

QUATTROCCHI KWOK ARCHITECTS

Agenda + Goals

- Introduction: Hello from our team
- Work to date completed and in Process
- Project Approach and Plan
  - Facilities Assessment
  - Facilities Master Plan
- Next Steps



QUATTROCCHI KWOK ARCHITECTS

Projects we have worked together on:



Hatch Elementary School New Kindergarten Classrooms and Outdoor Play

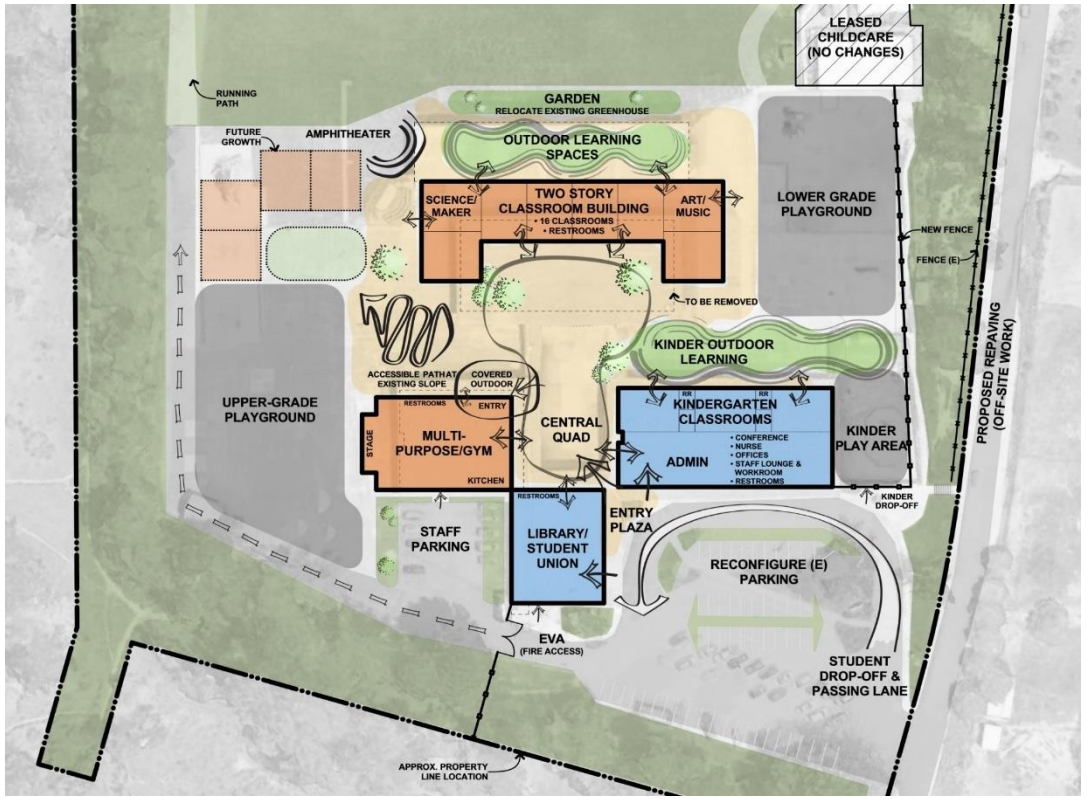




Hatch Elementary School Preschool Play area and Education Complex

QUATTROCCHI KWOK ARCHITECTS

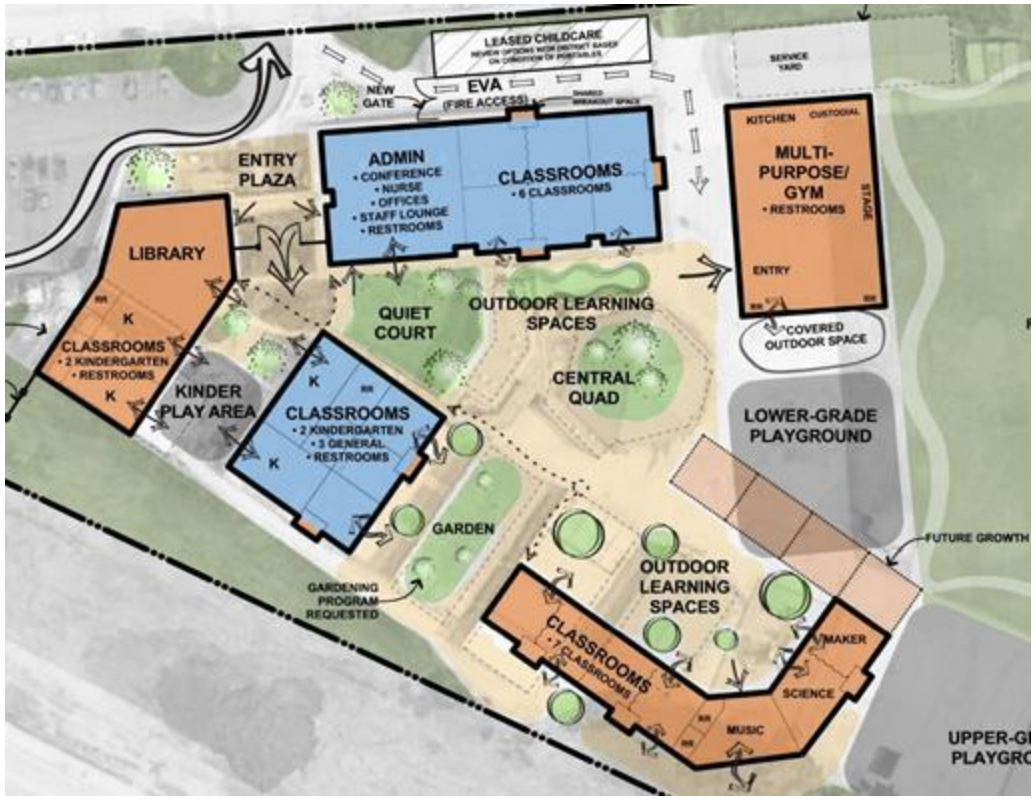
Projects we have worked together on:



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

Farallone View Master Plan



El Granada Master Plan

Assessment and Master Planning at
Farallone View ES and El Granada View ES

QUATTROCCHI KWOK ARCHITECTS

Projects we have worked together on:





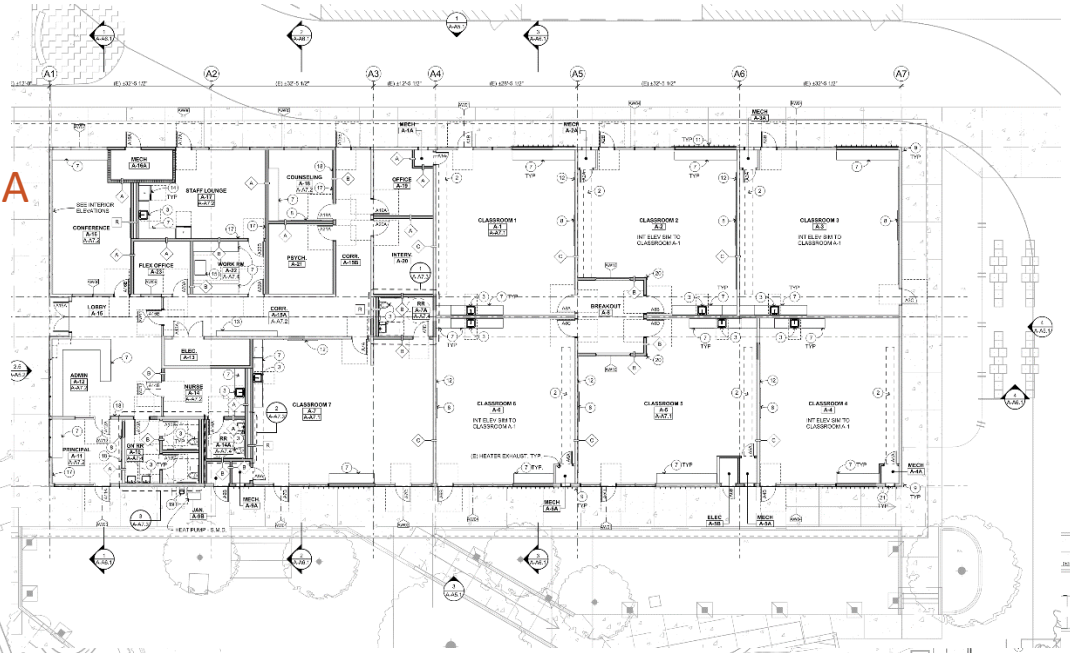
El Granada Elementary School
Phase 1

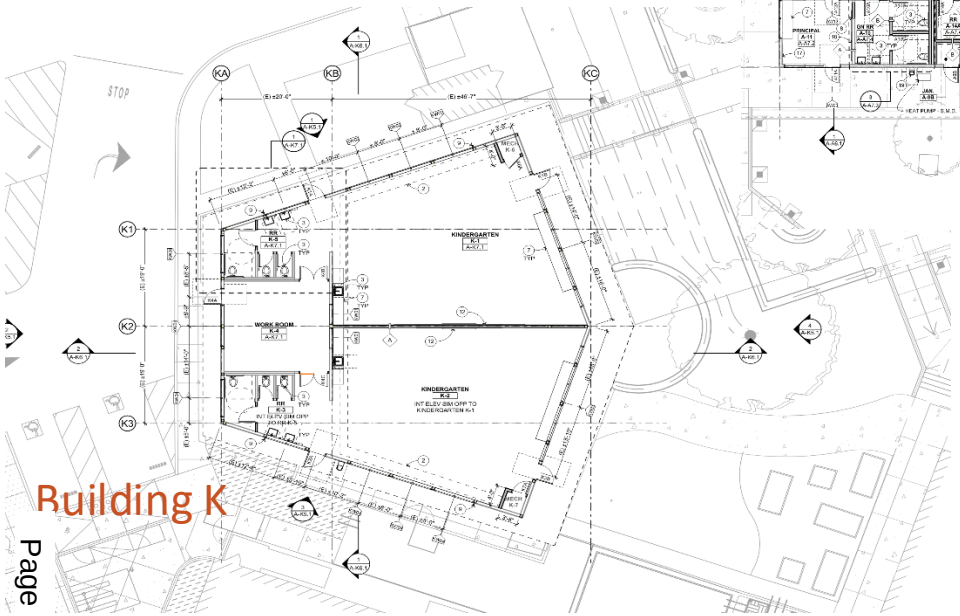


QUATTROCCHI KWOK ARCHITECTS

Projects we have worked together on:

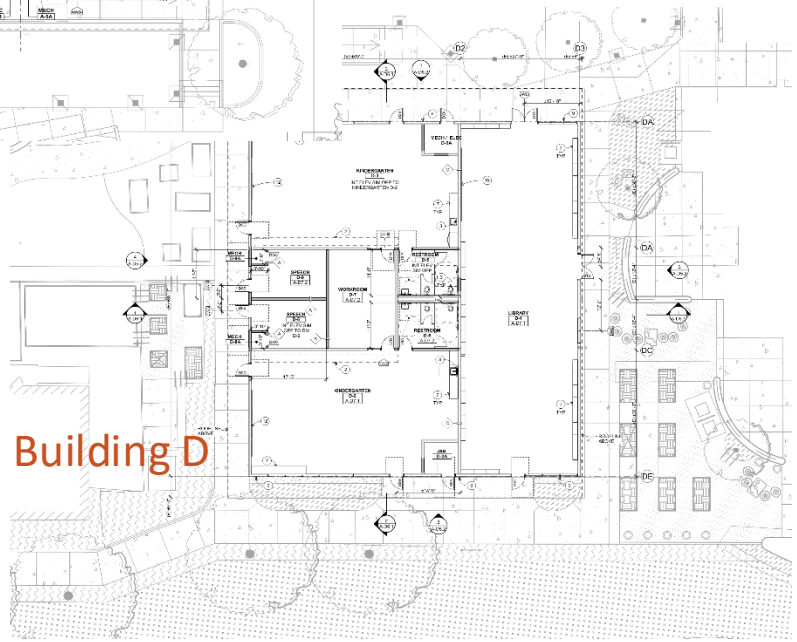
Building A





Building K

Building D



l Granada Elementary School

hase 2

QUATTROCCHI KWOK ARCHITECTS

PROJECT DEVELOPMENT PROCESS

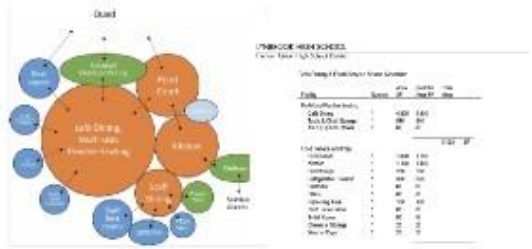
CONTINUOUS STAKEHOLDER ENGAGEMENT

MASTER PLANNING



- General scope of projects
- Big picture budget
- Prioritization

PROGRAMMING



- Specific needs for each program
- Relationships between spaces

DESIGN



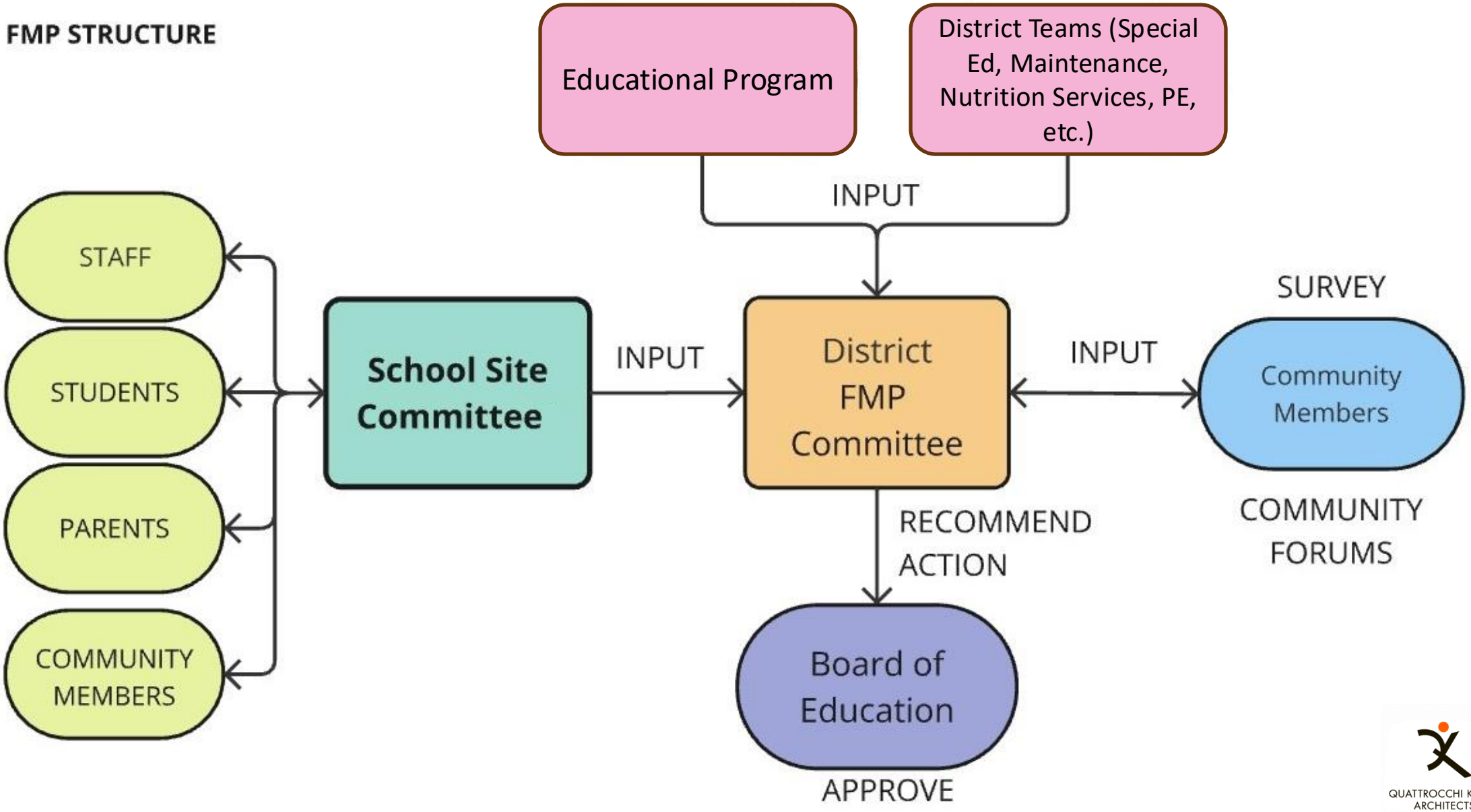
- Design and layout of buildings
- Landscape design
- Architecture and materials

LEVEL OF DETAIL

QUATTROCCHI KWOK ARCHITECTS

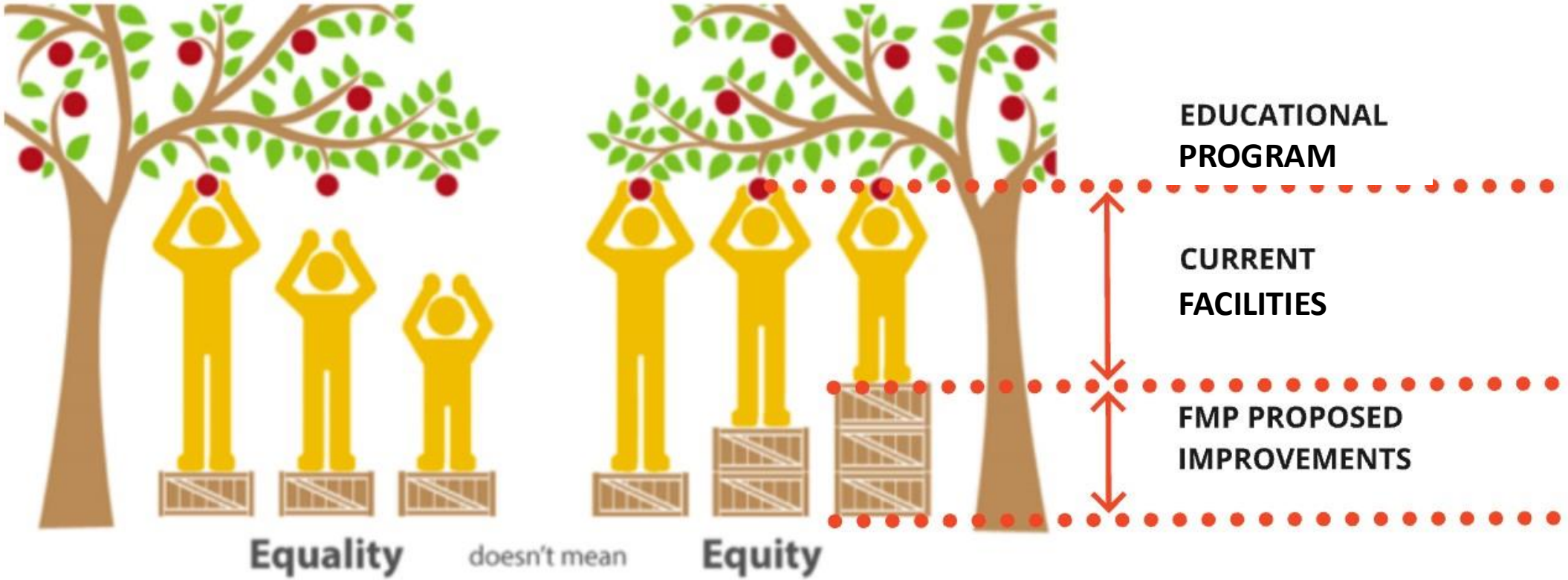
FACILITIES MASTER PLANNING PROCESS ORGANIZATION

FMP STRUCTURE



QUATTROCCHI KWOK ARCHITECTS

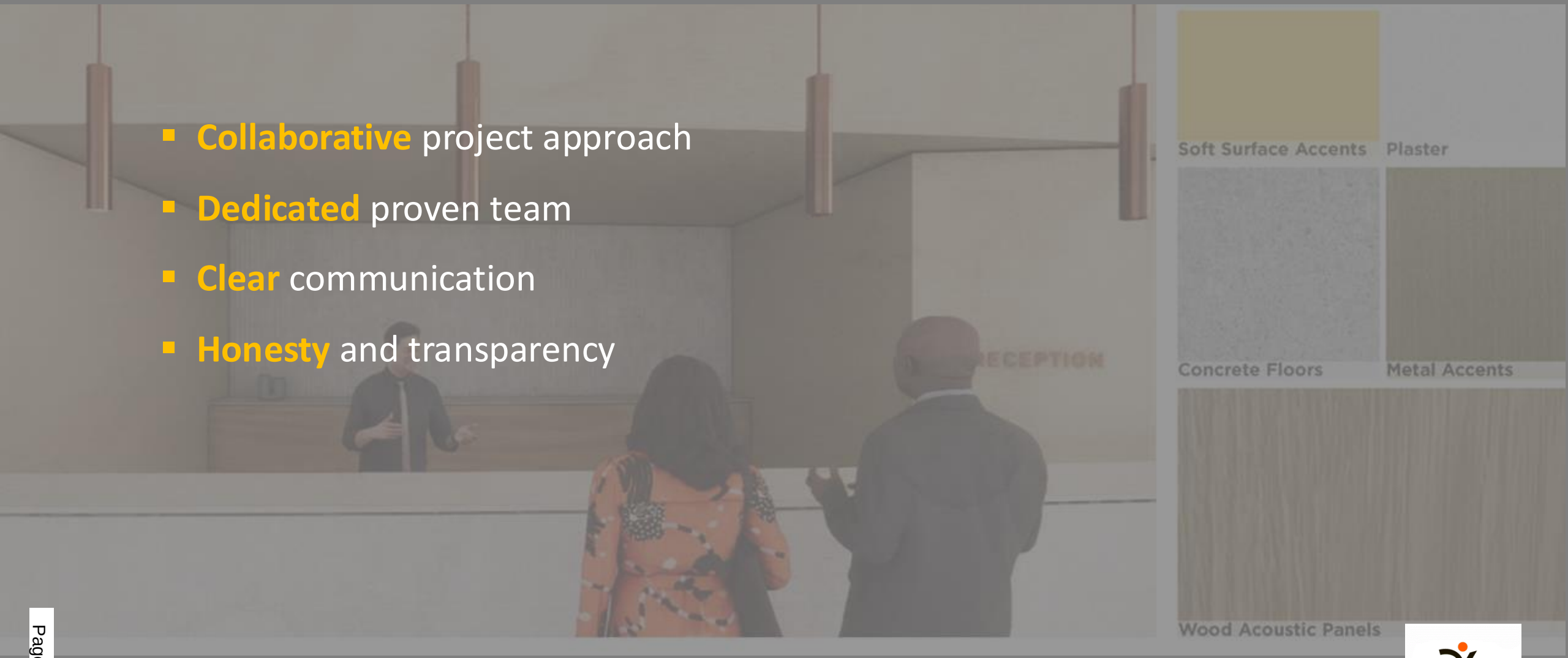
APPROACH TO EQUITY



QUATTROCCHI KWOK
ARCHITECTS

Approach

- **Collaborative** project approach
- **Dedicated** proven team
- **Clear** communication
- **Honesty** and transparency



QUATTROCCHI KWOK ARCHITECTS

Community Engagement



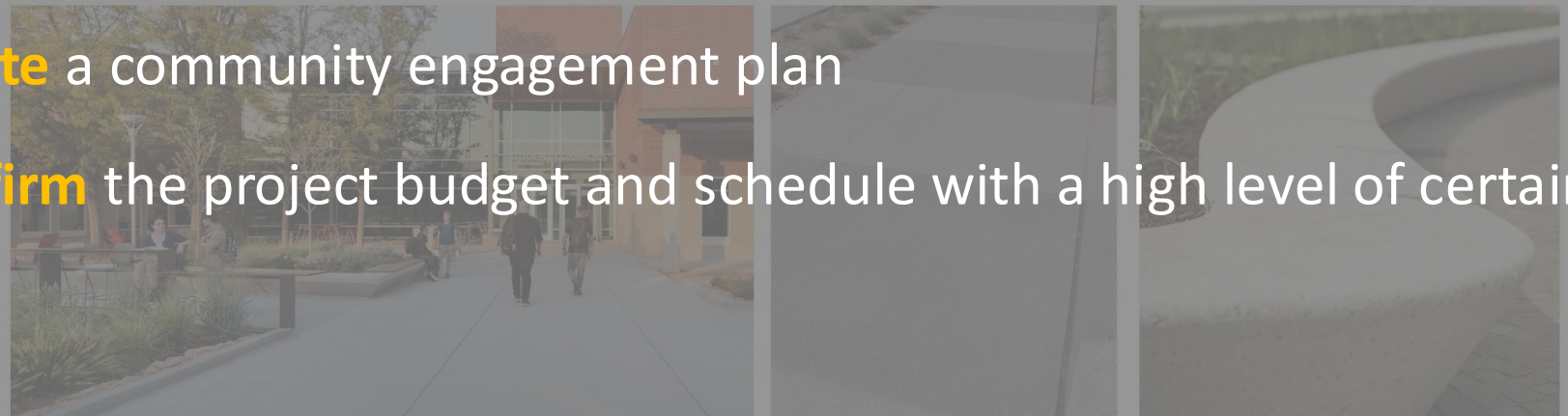
- **Community Engagement Plan**
- Site Committee
- Individual Staff Meetings
- **Community Forums**
- Direct Communications
- Student Programs



QUATTROCCHI KWOK ARCHITECTS

Planned Schedule

- **Complete** the investigations, reports, and **conduct** additional investigation where appropriate
- **Verify** the facilities needs
- **Develop** options
- **Validate** and **finalize** proposed update to the Half Moon Bay High School Master Plan
- **Create** a community engagement plan
- **Confirm** the project budget and schedule with a high level of certainty



QUATTROCCHI KWOK ARCHITECTS

Questions/ Thoughts?



QUATTROCCHI KWOK
ARCHITECTS

13 January 2025

Dr. Ramon Miramontes
Superintendent
Cabrillo Unified School District
498 Kelly Ave.
Half Moon Bay, CA 94019

RE: Half Moon Bay High School Facilities Master Planning
Project No.: 2438.00

Dear Dr. Miramontes,

I am pleased to respond to a request by the Cabrillo Unified School District for Facility Master Planning services for the Half Moon Bay High School. Quattrocchi Kwok Architects (QKA) has enjoyed over a decade of providing design and construction services for the District on each of your campuses including extensive Facility Master Planning. We are delighted at the opportunity to provide these services for your high school.

As seen in our Facility Master Planning services for the El Granada and Farallone View Elementary Schools, QKA encourages community and school site engagement in our planning work. Similarly for the Half Moon Bay High School Facility Master Planning work, we will seek to understand *your* education program and community needs for the high school, and how the facilities can better support your goals.

Below I provided a description of the Facility Master Planning process, and a fee proposal to provide these services for the Half Moon Bay High School. I look forward to discussing this with you and the Board of Trustees during the January 23 board meeting.

Facility Master Planning Process

The development of a Facilities Master Plan is a complex process in which there are many options. Every District is unique and QKA takes a hands-on approach to customizing our Master Planning Scope of work to meet the needs of each District efficiently and effectively. There are many factors that affect the scope of the Master Plan including the level of Community Engagement, desired level of detail in assessments and estimates, time available and budget for the process. With our experience and expertise, we can develop a Facility Master Planning approach that meets your needs including schedule and budget constraints.

Main: 636 Fifth Street, Santa Rosa, CA 95404
East Bay: 55 Harrison Street, Suite 525, Oakland, CA 94607
707.576.0829 | www.qka.com

Our first step in working with the Cabrillo Unified School District will be to meet with your leadership team and discuss your goals and needs for the Facilities Master Plan and decide together on the best approach for you. At QKA we have several methodologies and approaches that we have developed over many years and would suggest for the development of your Master Plan. Those approaches are described below. The final scope of the Facilities Master Plan is determined by working with you to decide which of these options is a best fit to create the most efficient and effective plan for Cabrillo USD.

We use several principles to guide our work on Facilities Master Planning, including:

- SCHOOL & COMMUNITY INVOLVEMENT: It is important the school and community's voice are heard, and their interests considered. Community input and support of a Master Plan is critical to its success. This involvement includes, when appropriate, *student participation*.
- TRANSPARENCY: The entire process must be open and straight forward, so the staff and community are confident the District has considered their interests and those of any special interest groups.
- CREATIVITY: By thinking creatively QKA can provide dynamic and unexpected solutions that address a wide array of complex issues.
- COLLABORATION: Through close collaboration founded on mutual respect and communication, QKA will work with the community, the District, and our consultants to arrive at the best solution.

A critical component of any Facilities Master Plan process is to create a clear plan and schedule at the beginning of the process. Master Planning is a complex process, and it is important to establish the necessary steps early and schedule the process to respect the commitments of teachers, community members, staff, and students while meeting the overall schedule goals. A description of our proposed methodology for addressing each area of the scope of work is described in the following sections:

Project Management Plan

As the first step in the process QKA will work with the District leadership team to develop a detailed Project Management Plan to guide the development of the Facilities Master Plan. The purpose of the Project Management Plan is to clearly define how the project shall be managed and organized. The development of a Facilities Master Plan is a complex process with numerous interconnected activities, stakeholders, and outcomes. We find it important to develop a clear Project Management Plan so we can effectively and efficiently complete the project and balance the need to move quickly with the need to have a clear and deliberate process to uphold the District's tradition of transparent and collegial governance. The Project Management Plan will be developed during the initial start-up phase of the project and include the following components:

- **Project Responsibilities:** This will describe each member of the project team, including QKA team members, District team members and stakeholders, and what their project responsibilities are. It will also include a responsibility matrix to clearly delineate responsibility for specific project tasks.

- **Project Schedule:** This will be a schedule of activities and meetings to coordinate all the tasks and activities of the project. The schedule will be developed with the District and maintained throughout the project to ensure deadlines are met.

- **Community Engagement Plan:** This will include a clear plan for how and when and to what level members of the community, community groups, and students, will be engaged in the development of the Facilities Master Plan at each stage.

- **Communication Plan:** This section will describe requirements and procedures for communication within the project team and with the community at large. Clear, effective, and consistent communication is critical to the success of the Facilities Master Plan and its effectiveness as a planning tool.

Data Gathering and Analysis

QKA will gather a data on the Half Moon Bay High School to create a comprehensive accounting of all the facility needs. As part of the evaluation, we examine each of the following areas:

1. **Review of Existing Data:** As one of the first steps QKA and our team will review and analyze all the District's existing data regarding the high school campus. This will include a review of previous Facilities Master Plan documents and existing bond planning documents and project lists. We will also review the District's Technology plan as a basis for evaluating existing facilities.

2. **Capacity and Utilization Study/ Determination of Eligibility for State Funding:** Utilizing data from the District's demographics study we will develop a capacity analysis of the high school campus according to California Department of Education and District loading standards. This will inform long term planning as well as help determine eligibility for state funding for improvements.

3. **Needs Assessment:** The High School is evaluated for how well the facilities serve the programs and student population in place on that campus. Each school program has unique needs, and it is important we identify those needs not met by the High School's current facilities. We will also evaluate the educational appropriateness of each campus compared to the goals of the District's Educational Program.

4. **Facility Conditions Assessment:** Our evaluation will address the overall condition of each aspect of the facilities. We will evaluate the paving, windows, doors, hardware, exterior finishes, interior finishes, lighting systems, mechanical systems, fire alarm, data, and plumbing systems to determine the expected lifespan of each system and identify what improvements need to be made over the next 10 years.

   An important part of the Facility Conditions Assessment is a review of maintenance records,

construction drawings and meetings with District facilities staff. We will evaluate building components and systems (such as HVAC, roofing, windows, doors, and restrooms) and site infrastructure (such as landscaping, drainage, paving and utilities). We will also review the facilities for compliance with accessibility standards and identify any required upgrades to facilities such as restrooms, playgrounds, and grounds. Through these strategies we will develop a complete, high-level analysis of the condition of the entire High School campus.

5. **Cost Estimates:** Based on the information gathered, our consulting cost estimator will provide construction cost estimates for the recommended improvements in sufficient detail to aid in prioritization. These estimates will include contingencies, escalation, and non-construction costs such as fees and inspections.

6. **Optional Services for Half Moon Bay High School:**

   - Energy and Sustainability Assessment: QKA and our consultant team can evaluate the campus for energy saving opportunities and improvement of the environmental quality of the facilities. This is an important step to generate long term operational savings, reduce the District's environmental impact and improve the quality of the learning environments which has a direct impact on learning.

   - Roofing Inspections: QKA can work with the District's Facility Staff or their roofing consultant to assess the condition of all building roofs by on-site investigation and if needed, testing. With assistance by Facilities staff, the roof inspection will identify the expected lifespan of each roof and replacement and re-surfacing options.

   - Facilities Standards: One of our tasks can be to review and update the District's Facilities Standards. As part of the evaluation, we can apply these standards and identify any areas on each campus that do not comply.

For the Half Moon Bay High School, we will review the facilities and existing data noted above as a team including QKA and our civil, structural, mechanical, electrical, and plumbing consultants. We will meet with District and site maintenance staff to hear first-hand about the problems that have occurred in the past to ensure those areas are addressed. The campus site visit is closely coordinated with District staff to minimize disruption, usually by taking place during breaks from school. The detailed team site visit is a critical component of the process as it allows us to develop a comprehensive picture of each facility and identify strategies for addressing these needs. By collaborating as a team, we make sure all areas are addressed and we often have ideas that address multiple problems at once.

Facilities Needs Assessment

After collecting all the data, QKA will compile all this information into a report that provides both a high-level analysis of the site's condition and a detailed accounting of what improvements are needed. This data becomes the Facilities Needs Assessment and becomes the basis for the development of the District Facilities Master Plan. It is critical to identify all the necessary data, compile it and present it in ways that are easy to understand and relate to the community.

Stakeholder Engagement

Schools are community facilities, and it is critical to involve the community in the Facilities Master Plan. It is equally important to ensure community involvement is focused, organized, inclusive and productive so that it can be effective. By creating a clear plan for engaging the community in the process and a communications plan for informing the entire community, our goal is to strengthen both the final Plan and the District's connection with the community.

Community Engagement

QKA has extensive experience collaborating with communities as a valuable partner in the facilities planning process. In numerous schools and communities, we have successfully involved diverse community groups, faculty, trustees, parents, students, project committees and district staff in resolving complicated issues and ultimately creating a plan that everyone can support. QKA views our role not only as a listener, but also as a facilitator, providing a cooperative environment in which everyone concerned with a school can feel included in the decisions made. We have facilitated a wide variety of community engagement meetings, including large town-hall style community presentations and meetings. For the Cabrillo Unified School District, we recommend three key methods of School and Community Engagement for the development of the Facilities Master Plan:

1. **School Committees:** Community input is critical at the High School and to facilitate that, QKA recommends we work collaboratively with a Design Committee that represents the school community and provides input throughout the process. Such a committee should represent a school's makeup and ideally includes a Trustee, District facilities staff, faculty members, administrators, school staff, parents, concerned neighbors, and when appropriate, students. We propose that a Design Committee be formed and that we meet with this committee ***four times*** to gather input on what Facilities and Program issues and possible master plan solutions need to be addressed.

2. **Individual Staff Meetings:** Additionally, the architects and engineers may hold small group meetings on specialized topics. Examples include meeting with individual school staff such as a teacher or librarian, meetings with the mechanical engineer and District maintenance staff, and many others. Each meeting is scheduled and approved with District representatives to ensure we are receiving the correct information. The need for these individual meetings will be determined during initial school site committee meetings and the District Planning meeting.

3. **Optional Service - Community Forums:** As an integral part of communities, schools serve as places of civic pride and activity. Community members, neighborhood associations, parents and neighbors will play a significant role in creating new and renovated facilities. QKA has conducted a variety of large community forum meetings and has specific methodologies to make them an effective source of information and engagement with the community. We have several successful strategies to engage attendees in a meaningful dialogue and give them a tangible way to contribute to the process in an effective way. We have also in some cases conducted bi-lingual meetings. The goal of these meetings is to inform community members about the Planning process and the preliminary results of the Facilities Master Plan as well as seek their feedback and input.

If desired by the District, a Community Forum can be provided for the Half Moon Bay High School as part of our hourly services if desired by the District.

Communications Plan: In addition to these formal means of community engagement it is important to create and implement a clear communications plan. The entire community, even those who are not engaged with the schools, must have clear information about the Facilities Master Plan. By working closely with local media, the District's website team, and targeted communications such as newsletters and social media, a broader cross section of the community can be reached. QKA will work with your staff to develop a Communications Plan that best works for your community.

Bi-Lingual Communications: The QKA team will coordinate closely with CUSD staff to provide when needed, all public materials in Spanish and English and to conduct Committee Meetings and Community forums bi-lingually. This is essential for creating an inclusive process and engaging all stakeholders equitably. We recommend utilizing the same communications and translation methodology that CUSD already uses for parent and community communication and would rely on District translators and interpreters. QKA can also provide translation of written materials as needed.

Documentation

The final stage of the Facility Needs Assessment and Facilities Master Plan (FMP) process is to combine all the data and information collected into a comprehensive plan for the facilities of Half Moon Bay High School. The main product of the FMP is a thorough proposal for renovations and/or additions to be made at the High School campus. It is our task to take all the information on the facilities, the needs and desires of faculty, staff and the community paired with projections about future District needs and create a comprehensive plan for the High School campus that addresses these issues. QKA will then develop a comprehensive Facilities Master Plan document. The final document provides a clear narrative and graphic summary of the proposed facilities improvements for the campus and provides the detailed information necessary to successfully plan and implement the improvements. Our goals for the Facilities Master Plan document are as follows:

- Provide a concise summary of the existing conditions at the High School.
- Create a long-term vision for the facilities of the campus that supports the Educational Program and protects the long-term health of the infrastructure.
- Produce a prioritized list of facilities needs for the High School with preliminary cost information.
- Identify opportunities for improving energy and water efficiency resulting in cost savings.
- Provide a clear Implementation Plan that details how the identified improvements could be funded and constructed.
- Provide documentation of the Facilities Master Plan and the process of developing it.

One of the key challenges in creating the final Facilities Master Plan document is clearly organizing the information about the campus and presenting a clear picture of the vision for the facilities. In our experience QKA has learned it is important to present both summary and detailed information clearly and concisely. To do this, QKA proposes the following components of the final Facilities Master Plan:

1. **Facilities Condition Summary:** For the Half Moon Bay High School, QKA will develop a concise summary of the existing conditions of the campus. This will be a summary of the information collected during the Data Gathering and Analysis stage. It will include a qualitative review of the facility including photos of the existing school and a brief description of the condition of the facilities. It will also include a quantitative analysis of the school's capacity, current enrollment, and projected enrollment, in the future (if known by the District).

2. **Site Master Plan:** QKA will work collaboratively to develop and evaluate multiple facility options which address the educational program for the High School campus, the needs of the community, sustainability goals, student safety, and long-term maintenance needs. With input from each School Committee, we will form a Site Master Plan for the High School campus that provides a long-term vision for that campus. We document that plan using Building Information Modeling (BIM), with a series of site plan, floor plan and simple three-dimensional graphics to clearly convey the design to our team, Committees, the Governing Board, and the community.

3. **List of Proposed Facility Improvements & Costs:** Based on the data we collected and the direction of the High School's Site Master Plan, QKA will develop a list of proposed improvement projects for the school. Each proposed project will include a description of the scope of work and a preliminary project budget, including both hard and soft costs as well as allowances for escalation. The list of projects will be prioritized according to the criteria developed with the input of the District and community.

4. **Implementation Plan:** This is a detailed plan which identifies all potential funding sources for facility improvements including local bond funds, state funding, joint use partnerships and any other District loan and grant programs. QKA will work collaboratively with the District to match the prioritized facility improvements and funding sources to identify phases of the Implementation Plan and a clear plan for funding and constructing each phase. QKA has extensive experience conducting cost estimates and assisting school districts in identifying multiple funding sources for school construction projects. These include local bond measures, state facilities funding through the Office of Public-School Construction (OPSC) and joint use partnerships. Our experience with public school projects also helps us to effectively develop achievable schedules for the projects that anticipate required steps and approvals.

5. **Summary:** QKA provides summary information for the High School and for the District as a whole. This summary information is presented using charts and graphs in addition to spreadsheets and narrative elements. It includes graphics that provide a high-level understanding that supports the communication plan to promote the Facilities Master Plan and communicate the information to the community.

Facility Master Planning Team and Proposed Fee

Project Team:

For the Half Moon Bay Facility Master Plan project, Quattrocchi Kwok Architects proposes to utilize the project team that previously provided design services for the Cabrillo Unified School District including recent projects such as the *El Granada New Construction and Modernization* project.

Quattrocchi Kwok Architects

Lyanne Schuster, Principal & Studio Leader	Partner in Charge & Day-To-Day Contact
Aaron Jobson, President/CEO	Learning Environment Planner

Consultant Team

Pieter Colenbrander, Principal	O'Mahony & Myer Electrical Engineers
Chris Del Core, Principal	Costa Engineers, Mechanical Engineers
Paul Bartholow, Principal	Brelje & Race Civil Engineers
Chris Warner, Principal	ZFA Structural Engineers
Tom Veitch, Regional Manager	TBD Consulting Cost Estimators

Fee Proposal

The following provides a fee proposal based on the services described in this letter. The actual scope and fees will be determined after discussion with the Board of Trustees during an upcoming Board meeting and after conversations with District staff. The final scope of services and fees will be revised as needed after this input.

The fee proposal provides the complete integrated Facility Master Plan services described above, and is divided as follows:

1. Data Gathering and Analysis Servies that evaluate the existing conditions of the buildings and grounds as described in Data Gathering and Analysis listed above. Because this is a finite and definable service, the fee is presented as a Fixed Fee.

2. Master Plan Services that include the Stakeholder Engagement, Planning and Documentation Services listed above. As an iterative and open-ended process, the fee is presented as an Hourly service with an initial assumption of hours to complete these services.

Fee for Data Gathering and Analysis Servies

Including the services of our consulting engineers, QKA proposes to complete these services for a fixed fee of $66,700. This fee is exclusive of the Optional Data Gathering services of Energy and Sustainability Assessment, Roofing Inspection, and Facilities Standards. These can be provided as an additional service if requested.

Fee for Master Planning Services

As an iterative and open-ended service, QKA proposes to provide the Master Planning services as an hourly expense with an Initial Authorization based on the assumed meetings listed below.

- One In-Person Initial FMP Planning Meeting with District Staff to Create the *Project Management Plan*
- Four Virtual School & Community Design Committee Meetings. Some or all of these can be in-person sessions with minor adjustment to the Initial Authorization.
- Two days for Individual School Staff, Maintenance & District staff meetings on specific topics (e.g., science teachers, maintenance staff, etc.)
- A Board of Trustee Meeting
- Several *Virtual* District Leadership Update meetings

These services will be provided as an Hourly basis using the hourly rates attached. Using the services described in this proposal and the number of Master Plan meetings listed above, we will provide these Hourly services with an Initial Authorization of $85,000. QKA will communicate with the District if we exceed the Initial Authorization and seek approval for a fee increase.

Optional Services for this phase can be determined after discussions with the District and can include such services such as facilitating one or more Community Forums.

Reimbursable Expenses

In addition to the fees listed above, QKA will invoice for reimbursable expenses such as postage, plotting, mileage, and copying at direct cost plus 10% with an initial authorization of $10,000.

I hope this proposal meets with your approval. We look forward to discussing this with you and the Board of Trustees for the January 23 meeting.

Thank you again for this opportunity to continue our work with the Cabrillo Unified School District. Please let me know if you have any comments or questions.

Sincerely,

Mark Quattrocchi, FAIA
Principal

encl. QKA Hourly Rates

Hourly Rate Schedule
for Calendar Year 2025

Principal	$270/hr.
Project Manager/Associate/Director	$250/hr.
Project Architect/Designer	$235/hr.
Job Captain	$210/hr.
Construction Admin Project Manager	$220/hr.
Assistant Construction Admin Project Manager	$200/hr.
Interior Designer	$220/hr.
Junior Designer	$195/hr.
Construction Admin Project Coordinator	$185/hr.
Administrative	$135/hr.

Consultants: 1.10 times the consultants' standard hourly rates.

The above rates are effective January 1, 2025, and are in effect for the calendar year 2024. On January 1 of each of the subsequent years, the above rates shall be adjusted at the rate of the Consumers Price Index as published by the Bureau of Labor Statistics.

CABRILLO UNIFIED SCHOOL DISTRICT

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

INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Presentation/Action
ITEM TITLE: Bond Program Construction Update: Construction Progress, Lease of Portable Classrooms, and Parking Lot Lighting for El Granada School

BACKGROUND INFORMATION

The Cabrillo Unified School District (CUSD) Bond Program currently funds modernization projects at El Granada and Farallone View Elementary Schools, which are progressing as scheduled. Staff will continue to update the CUSD Governing Board on the Bond Program projects.

REPORT/PROPOSAL

Staff would like to discuss the lease agreement for three portables at El Granada. These portables will be utilized across multiple construction phases to support ongoing modernization efforts. Furthermore, the need for adequate parking lot lighting at El Granada will be addressed to ensure safety and operational efficiency for school district activities

FISCAL ANALYSIS

The CUSD Bond Program is financed with Bond funds in Fund 21. Costs associated with the lease agreement for the three portables and any necessary improvements to the parking lot lighting will be included in the bond expenditures and managed within the project's budget.

RECOMMENDATION

Receive the CUSD Bond Program Construction Update Presentation, Leasing of Portable Classrooms for El Granada & Parking Lot Lighting Approval.

Prepared by: *Holly Lynne*

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

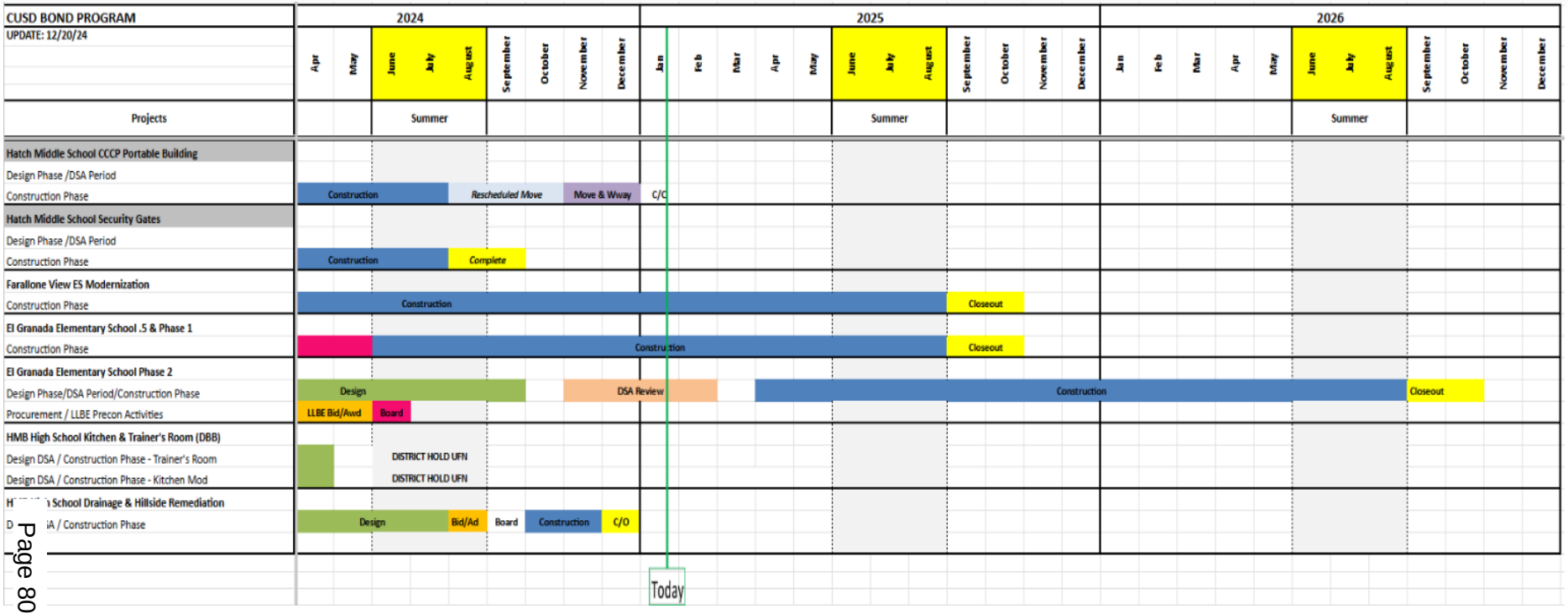
Bond Program
Construction Update

Roger Anchartechahar

Senior Project Manager, Vanir Construction Management

January 22, 2025

Measure M&S Bond Program Schedule

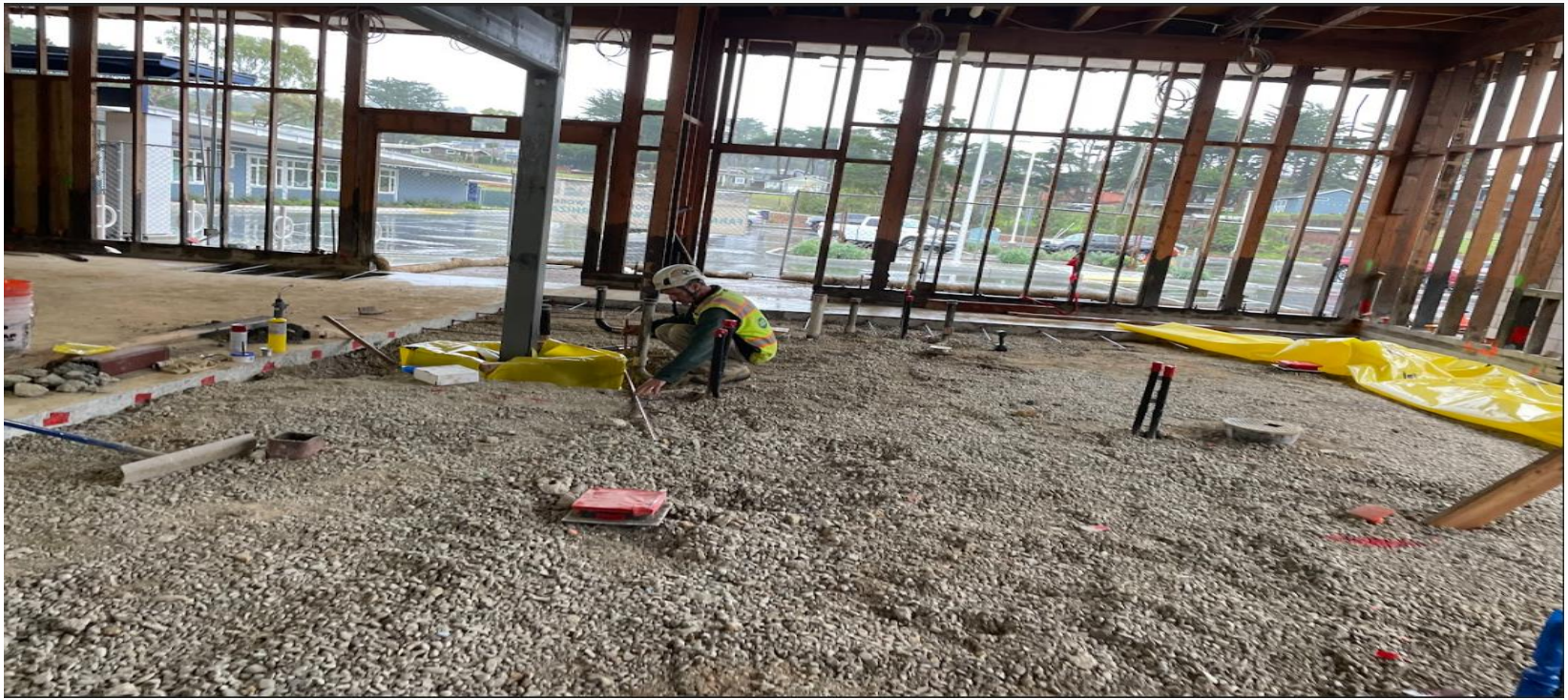


CUSD CABRILLO UNIFIED SCHOOL DISTRICT
Every Student, Every Day!

Farallone View Elementary School

- Construction Company: CORE Construction Inc.
- Architects: Studio W Architects
- Total Project Budget: $28,151,503
- Schedule: 8/1/2023 – 8/1/2025
- Status: Construction Started:
    - > Building A Modernization Completed 8/2/2024
    - > Building B and MU Modernization 8/31/2025
- > Excellent Progress With Construction

Farallone View Construction Progress Photos









El Granada Elementary School

- Construction Company:– Rodan Builders
- Architects: Quattrocchi Kwok Architects Firm (QKA)
- Budget/Schedule: $22,803,287 **/** 6/5/2024 – 8/31/2025
- Status: **DSA Approved of Phase 1 (1 and 2 below)**:

1. Building 0.5 Complex – Completed 8/9/2024

2. Playground and Play Structure – Completed 9/10/2024

3. New Building C Construction – In Progress

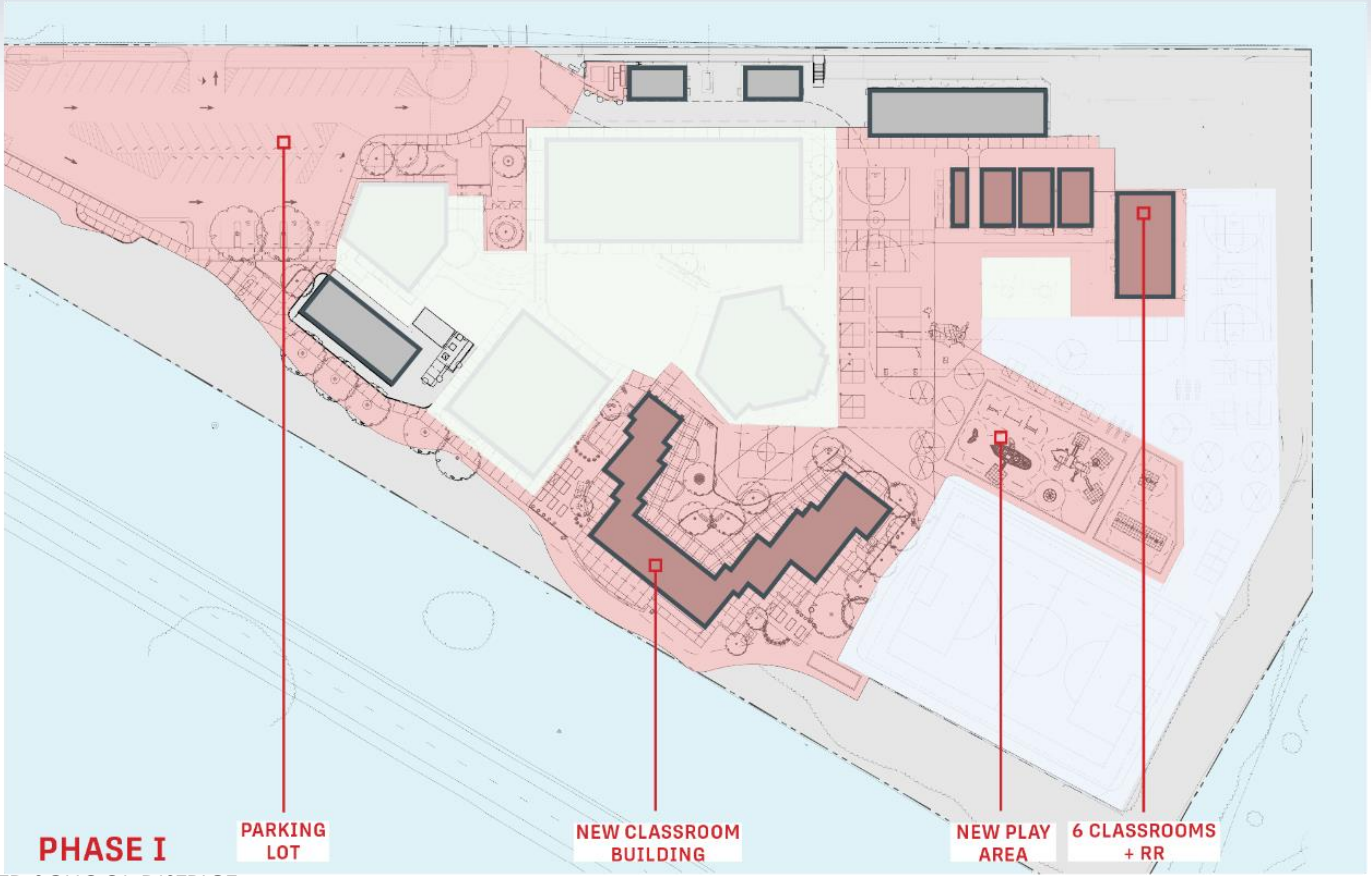
4. Modernizing Buildings A,D, K, M – Design in Process

- Coastal Development Permit for Parking Lot Lighting: **Aug 2024–Feb 2025**

CAMPUS SITE PLAN - PHASE I

EL GRANADA ELEMENTARY SCHOOL | PHASES I, II & FUTURE

QUATTROCCHI KWOK ARCHITECTS




TOLKO




TOLKO
TOLKO



Questions?

Thank you!

Mobile Modular Management Corporation
5700 Las Positas Rd
Livermore, CA 94551
925-606-9000
www.mgrc.com

Lease Quotation and Agreement

Quote #	Q-492107
Date of Quote	01/14/2025
Quote Expiration Date:	02/13/2025
Lease Term:	12 Months
Lessee PO#:	**TBD**

Lessee Name and Billing Address	Site Information	Lessor Name
Cabrillo USD (“Lessee”) 498 Kelly Ave. Half Moon Bay, CA 94019 Roger Anchartechahar Phone: 1 (650) 712-7100 anchartechaharr@cabrillo.k12.ca.us	Roger Anchartechahar 400 Santiago Avenue, El Granada Elementary Half Moon Bay, CA 94019 Cell: 1 (650) 712-7100 anchartechaharr@cabrillo.k12.ca.us	Mobile Modular Management Corporation a Division of McGrath RentCorp ("Lessor") **Questions?** Contact: Kevin Gibson Direct Phone: (925) 453-3143 kevin.gibson@mobilemodular.com

Equipment and Accessories	Qty	Monthly Rent	Extended Rent	Taxable
Classroom, 24x40 DSA III (Item2401) (Right Hand Door Configuration)	3	$2,205.00	$6,615.00	N
		Equipment and Accessories Monthly Subtotal:		$6,615.00

Charges Upon Delivery	Qty	Charge Each	Total One Time	Taxable
Classroom, 24x40 DSA III (Item2401) (Right Hand Door Configuration)				
Delivery	6	$1,232.00	$7,392.00	N
Delivery Pilot	6	$486.00	$2,916.00	N
Delivery Permit	6	$133.00	$798.00	N
Block and Level Building	3	$6,313.00	$18,939.00	N
Essential Material Handling Fee (6" DSA Wood Foundation and Close Up Material.)	6	$1,244.00	$7,464.00	N
Service, Travel & Food (Blvl)	3	$800.00	$2,400.00	N
Service, Forklift On Delivery	3	$720.00	$2,160.00	N
Modification (In House Labor) (Install (1) Single Occupancy ADA Restroom.)	3	$11,695.00	$35,085.00	N
Installation, Closure Panel	6	$210.00	$1,260.00	N
Installation, Ramp Skirting	108	$22.00	$2,376.00	N
Modifications			$0.00	
		Charges Upon Delivery Subtotal:		$80,790.00

Charges Upon Return	Qty	Charge Each	Total One Time	Taxable
Classroom, 24x40 DSA III (Item2401) (Right Hand Door Configuration)				
Return	6	$1,232.00	$7,392.00	N
Return Pilot	6	$486.00	$2,916.00	N
Return Permit	6	$133.00	$798.00	N
Prepare Equipment For Removal	3	$4,461.00	$13,383.00	N
Cleaning Fee	6	$250.00	$1,500.00	N
Service, Travel & Food (Dism)	3	$800.00	$2,400.00	N
Service, Forklift On Return	3	$720.00	$2,160.00	N

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Removal, Closure Panel	6	$84.00	$504.00	N
Removal, Ramp Skirting	108	$18.00	$1,944.00	N

Estimated Charges Upon Return Subtotal: $32,997.00

Total Estimated Charges

Subtotal of Monthly Rent	$6,615.00
Personal Property Expense	$0.00
Taxes on Monthly Charges	$0.00
Total Charges per Month (including tax)	$6,615.00
Charges Upon Delivery (including tax)	$80,790.00
Estimated Charges Upon Return (including tax)*	$32,997.00
Estimated Initial Invoice*	$87,405.00

***Charges upon return will be charged at Lessor's then-current rates for lease terms greater than 12 months.**

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Special Notes

This is a rental quote for (3) New 24x40 DSA Classroom Units that were part of our 2024 stockpile order. A# drawings have option for a single occupancy restroom. Modification is included to add (1) single occupancy restroom in each classroom. Classroom will come with carpet square flooring except vinyl flooring in restroom. Quote assumes a level and accessible site by normal truck delivery.

DSA Classrooms include: (2) 8040 marker boards, (1) fire extinguisher at each exit, empty back box with conduit stubbed to ceiling for future pull station & horn, skirting for perimeter of building only, standard factory ramp, and wood sill foundation for level site.

Budgetary Quote: Pricing provided is for budgetary purposes only. A revised quotation will be provided once project details are clarified. If you are new to modular buildings and wondering what you need to know about them, please visit www.mobilemodularrents.com and view our FAQ worksheet "Considering Modular Buildings for Your Space Needs?". *Delivery pricing is estimated based on delivery within 50 miles of branch location. Pilots and permits not included and may be required. We look forward to working with you to refine your requirements.

Yes - Prevailing Wage: Pricing includes prevailing wage and certified payroll for installation work performed on site.

Buildings containing a restroom(s): Restrooms are not self-contained. Where applicable, manifolds are shipped loose and assembled and connected by others. Water & sewer stub-out locations may vary. Paper & soap dispensers, sanitary and trash receptacles are not provided.

Ramps: Site conditions may affect ramp configuration and cost. Customer is responsible for transition from end of ramp to grade and for extended or custom rails, if needed. Ramp skirting is available for an additional charge. Mobile Modular provides used/refurbished ramps - new ramps are available for purchase only.

Site Installation Requirements: Prior to delivery, Customer shall mark the four corners where the building is to be placed on the site/pad location, and shall also mark the locations of door(s) and ramp(s). Should special handling be required to position, install, or remove the modular building on Customer's site due to site conditions/constraints and/or obstructions, Customer will be responsible for additional charges. Additional rolling charges may be applicable as site conditions necessitate.

Site Plan Review: Mobile Modular is not responsible for review and verification of Customer's site plans, civil plans, soils tests/survey's, etc. It is the responsibility of the Customer to ensure the site plans and site conditions meet applicable codes and governing body approvals. This includes, but is not limited to, ensuring the building pad/site allows for standard delivery and installation based on the minimum foundation design tolerances as per applicable approved stockpile drawings/foundation design.

Additional Information

- Quote is valid for 30 days.
- Lessee's site must be dry, compacted, level and accessible by normal truck delivery. Costs to dolly, crane, forklift, etc. will be paid by Lessee. Unless noted, prices do not include permits, ramp removal, stairs, foundation systems, foundation system removal, temporary power, skirting, skirting removal, engineering, taxes or utility hookups.
- Subject to equipment availability. Unless noted, equipment and related furnishings, finishes, accessories and appliances provided are previously leased and materials, dimensions, and specifications vary. Detailed specifications may be available upon request.
- For lease transactions, Lessor reserves the right to substitute equal or better equipment prior to delivery without notice.
- This transaction is subject to prior credit approval. Security deposit and payment in advance may be required.
- **Sales Tax will be calculated based on the tax rate at the time of invoicing.**
- **Unless otherwise noted, prices do not include prevailing wages, Davis-Bacon wages, or other special or certified wages.**

Estimated Equipment Value

The Estimated Equipment Value is listed below. Lessee is solely responsible for complying with all insurance requirements set forth in the Lease Terms and Conditions attached hereto.

Mobile Modular Management Corporation
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Lessee PO#:	**TBD**

Equipment Description	Qty	Estimated Equipment Value (each)
Classroom, 24x40 DSA III (Item2401)	3	$434,430.00

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Lease Term:	12 Months
Lessee PO#:	**TBD**

This Lease Quotation and Agreement is entered into by and between Lessor and Lessee effective as of the date signed by Lessee. This Lease Quotation and Agreement includes the terms and conditions set forth in the following two documents (collectively, the "Agreement"), each of which is incorporated herein by this reference:

1. **Lease Terms and Conditions** attached hereto; and
2. **Supplemental Lease Terms and Conditions** located at (https://www.mobilemodular.com/contractterms), as the same may be updated from time to time in the sole and absolute discretion of Lessor.

IN THE EVENT THE LESSOR AND LESSEE HAVE ENTERED INTO A MASTER LEASE AGREEMENT, THE TERMS OF SUCH MASTER LEASE AGREEMENT ARE INCORPORATED HEREIN BY THIS REFERENCE, ARE DEEMED A PART OF THIS AGREEMENT, AND TAKE PRECEDENCE OVER ANY CONFLICTING TERMS IN THIS AGREEMENT.

By signing below, Lessee: (1) acknowledges and agrees that it has received, read and understands the terms of this Agreement and agrees to be bound by the terms of this Agreement, including prices and specifications, and (2) instructs Lessor to make appropriate arrangements for the preparation and delivery of the Equipment identified herein. This Agreement may be executed in one or more counterparts (including through the use of electronic signatures), each of which shall be deemed an original and all of which shall constitute one and the same Agreement. Upon execution of this Agreement, Lessor shall generate a Lease Agreement Number, which shall be referenced on all Lessor invoices.

No document provided by Lessee, including, without limitation, Lessee's purchase orders, work orders, bills of lading, or forms for receipt or acknowledgment or authorization ("**Lessee Forms**"), nor the terms and conditions associated with such Lessee Forms, shall amend, modify, supplement, waive, or release any term or condition of this Agreement (or the Master Lease Agreement, as applicable) even if such Lessee Forms are signed by an agent or representative of Lessor. The terms and conditions of this Agreement (or the Master Lease Agreement, as applicable) shall prevail over any Lessee Forms, and any inconsistent or additional terms and conditions in Lessee Forms shall be deemed void *ab initio* and of no force or effect.

The individuals signing this Agreement affirm that they are duly authorized to execute this Agreement by and on behalf of the parties hereto.

LESSOR:	**LESSEE:**
Mobile Modular Management Corporation a Division of McGrath RentCorp	**Cabrillo USD**
Signature: _____	Signature: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

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LEASE TERMS AND CONDITIONS

1. **LEASE**. Lessor agrees to lease to Lessee, and Lessee agrees to lease from Lessor, the Equipment (as defined below). The lease of any Equipment is governed by the terms of this Agreement. The Equipment is and shall remain the personal property of Seller.

2. **TERMS**. All capitalized terms used and not otherwise defined herein, will have the meanings set forth in this Agreement. As used in this Agreement, the following definitions shall apply: "**Accessories**" shall mean any additions, attachments, or accessories to the modular buildings, or ancillary services, provided by Lessor to Lessee and identified in this Agreement; "**Equipment**" shall mean the modular buildings, Accessories, and/or Services identified in this Agreement, together with any replacements, repairs, additions, attachments or accessories hereafter rented to Lessee under this Agreement.

3. **PAYMENTS AND PRICE ADJUSTMENTS**. Lessee agrees to pay to Lessor each payment specified herein on a net invoice basis. Payment terms are net due upon receipt unless otherwise agreed upon in writing. All payments due from Lessee pursuant to this Agreement shall be made by Lessee without any abatement or setoff of any kind whatsoever arising from any cause whatsoever. Prices will be increased by Lessor for unknown circumstances or conditions, including, but not limited to, driver waiting time, special transport permits, difficult site conditions and/or increases in fuel prices.

4. **LEASE TERM; EARLY TERMINATION**. The Lease Term and Monthly Rent, each of which are specified in this Agreement, shall commence on the date the Equipment is delivered to the Site (the "Start Rent Date"), unless a different date is mutually agreed upon in writing, and shall continue thereafter for the number of months specified in this Agreement as the Lease Term. Lessee agrees to pay the Total Charges per Month specified in this Agreement (as may be adjusted pursuant to Section 5 below) for each month during the Lease Term and any extensions thereof. A month is defined as thirty (30) calendar days; rent will be billed monthly unless otherwise specified in this Agreement (but rent shall be due and owing even in the absence of actual receipt by Lessee of an invoice or bill). In the event that Lessee terminates this Agreement prior to the expiration of the Lease Term, Lessor shall be entitled to charge an early termination fee, even if such termination occurs prior to delivery of the Equipment. Such fee shall be determined by Lessor, in its sole discretion, following the receipt of the termination request. Such early termination fee may include, but shall not be limited to, charges related to the preparation of the Equipment for delivery and/or the rental value of this Agreement. In no event shall any such early termination fee exceed the total value of this Agreement. Lessor shall not be liable to Lessee for any failure or delay in obtaining, delivering or setting up the Equipment. If Lessee delays delivery of the Equipment for any reason for thirty (30) days or longer from the original delivery date mutually agreed upon between both parties, Lessor may, in Lessor's sole discretion, charge Lessee a monthly storage fee equal to the Monthly Rent starting on the original delivery date, and/or terminate this Agreement, subject to the early termination provisions set forth above.

5. **EXTENSION OF LEASE TERM**. Upon expiration of the initial Lease Term set forth in this Agreement, the lease of the Equipment shall automatically be extended on a month-to-month basis until the Equipment is returned to Lessor. This Agreement does not expire and the terms and conditions hereof shall remain in full force and effect for any extension of the Lease Term, unless otherwise agreed upon by Lessor and Lessee in writing. Lessor may periodically revise the Total Charges per Month from those reflected in this Agreement if the lease of the Equipment is extended beyond the initial Lease Term. If the lease of the Equipment is extended beyond the initial Lease Term, Lessor may revise the charges for the Charges Upon Return from those specified in this Agreement to reflect Lessor's then-current market rates for such services.

6. **PREPARATION FOR REMOVAL OF THE EQUIPMENT**. Prior to the scheduled removal of the Equipment, Lessee shall, at a minimum: (a) provide clear access to the Equipment for Lessor to dismantle and remove the Equipment from the Site by industry-standard trucking methods; (b) disconnect all utilities; (c) remove all personal property of Lessee's from the Equipment; and (d) in the case of Equipment that includes plumbing, flush the plumbing lines clean and ensure that no foreign matter remains in any fixtures. Plumbing must be properly disconnected by Lessee at its sole cost and expense. Lessee will be responsible for costs of repair required by improper plumbing disconnection to the extent that the Equipment is damaged. Any components, parts or accessories supplied by Lessor must be returned with the Equipment. In the event that Lessee fails to meet the requirements herein, additional charges may be incurred by Lessee for additional labor, waiting time, or dry-runs in the event that Lessor is unable to return the Equipment as scheduled.

7. **RETURN OF EQUIPMENT**. Lessee must provide a minimum of thirty (30) days prior, written notice to Lessor when requesting to return the Equipment. Lessee is responsible for complying with the requirements set forth in the "Preparation for Removal of the Equipment" section of these Lease Terms and Conditions. Unless otherwise agreed upon by Lessor in writing, Lessee shall continue to be responsible for payment of the Total Charges per Month set forth in this Agreement (as may be adjusted pursuant to Section 5 hereto) until return of the Equipment to Lessor is completed. The Total Charges per Month will be prorated in one-half (1/2) month increments only. If the Equipment is returned within the first fifteen (15) days of the billing period, Lessee shall be responsible for paying half of the Total Charges per Month; if Equipment is returned between the sixteenth (16th) and thirtieth (30th) days of the billing period, Lessee shall be responsible for paying the entire amount of the Total Charges per Month. The charges reflected in this Agreement for Charges Upon Return will be adjusted for any Lease Term longer than twelve (12) months or if the Lease is extended beyond the initial Lease Term, pursuant to Section 5.

8. **WARRANTIES; DISCLAIMER**. Lessor warrants to Lessee that the Equipment, when delivered and set up and under normal use and regular service and maintenance by Lessee, shall be free from major defects in materials and workmanship that prevent any normal use and operation. Accessories supplied by Lessor pursuant to this Agreement but not owned by Lessor shall not be subject to the foregoing warranty, but shall carry the applicable warranty of the Accessory owner, which Lessor hereby assigns to Lessee to the extent transferable. Lessor's liability under this warranty shall be limited to the replacement or repair of the defective Equipment (during Lessor's normal working hours), at Lessor's option; provided, however, that Lessee shall provide written notice of any failure or defect to Lessor within four (4) days after discovery, and within the applicable warranty period, and failure to provide such notice in a timely manner may result in a limitation of this warranty at Lessor's sole option. If Lessee does not grant clear, unobstructed access for any such repairs between 8:00 a.m. and 5:00 p.m., Monday through Friday, Lessee shall bear the cost of repair rates for labor at the applicable overtime rates. This warranty does not

extend to any Equipment subjected to improper application, damaged by accident or abuse, or repaired or altered outside of Lessor's facilities without prior written authorization from Lessor. **THE EXPRESS WARRANTIES CONTAINED IN THIS AGREEMENT ARE LESSOR'S SOLE AND EXCLUSIVE WARRANTIES WITH RESPECT TO THE EQUIPMENT AND SERVICES, AND ARE IN LIEU OF AND EXCLUDE ALL OTHER WARRANTIES, GUARANTEES, PROMISES, AFFIRMATION OR REPRESENTATIONS OF ANY KIND, EXPRESSED OR IMPLIED, WHICH MAY BE DEEMED APPLICABLE TO THE EQUIPMENT OR SERVICES, INCLUDING WITHOUT LIMITATION, THE CONDITION OF THE EQUIPMENT, ITS MERCHANTABILITY OR ITS FITNESS FOR ANY PARTICULAR PURPOSE, ANY WARRANTY AGAINST INFRINGEMENT OR AS TO TITLE, WARRANTIES ARISING FROM COURSE OF DEALING OR USAGE OR TRADE OR ANY OTHER MATTER. EXCEPT AS EXPRESSLY SET FORTH IN THIS SECTION, ALL EQUIPMENT AND SERVICES ARE BEING PROVIDED "AS IS", "WHERE IS, WITH ALL FAULTS". LESSOR SPECIFICALLY DISCLAIMS ANY WARRANTY, GUARANTY OR REPRESENTATION, ORAL OR WRITTEN, PAST OR PRESENT, THERETO. LESSEE HAS SELECTED ALL EQUIPMENT FOR LESSEE'S INTENDED USE AND RECOGNIZES THAT LESSOR IS NOT A DESIGNER OR MANUFACTURER OF ANY EQUIPMENT.**

9. **TAXES**. Lessee agrees to be responsible for all charges, fees and taxes (local, state and federal) levied or assessed upon Lessee or Lessor relating to the ownership, leasing, rental, sale, possession, use or operation of the Equipment (including, without limitation, sales, use and personal property taxes); provided, however, that the foregoing obligation shall not apply to any local, state or federal income tax assessed against the Lessor as a result of this Agreement which shall continue to be the obligation of Lessor. Lessee shall pay all such taxes for which it is responsible to the appropriate taxing authorities or, if directed or invoiced by Lessor, pay such amounts to Lessor for remittance by Lessor to the appropriate taxing authorities.

10. **LOSS OR DAMAGE**. Upon delivery and until the Equipment is removed from the Site by Lessor or its authorized agent, Lessee assumes all risk of loss or damage to the Equipment. Should any Equipment damaged be capable of repair, the Equipment shall be repaired and restored to its condition existing prior to such damage, at Lessee's sole cost and expense. In the event any of the Equipment is damaged beyond repair or is lost, stolen or wholly destroyed, this Agreement shall cease and terminate as to such Equipment as of the date of the event, accident or occurrence causing such loss or destruction, and Lessee shall pay Lessor within forty-five (45) days thereafter, an amount equal to the full replacement value of the Equipment, which payment obligation shall survive the termination of this Agreement.

11. **INSURANCE**. Lessee shall procure and maintain, at its sole expense (including all premiums, deductibles and self-insured retentions), (i) property insurance covering the loss, theft, destruction, or damage to the Equipment in an amount not less than the full replacement value thereof (and with a deductible no higher than $25,000), naming Lessor as loss payee of the proceeds, and (ii) commercial general liability insurance (minimum of $1,000,000 per occurrence and $2,000,000 in the aggregate) (and with a deductible no higher than $25,000), naming Lessor and its designees as additional named insureds. Lessee's insurance shall be primary and non-contributory to any insurance maintained by Lessor or any other additional insureds or additional named insureds. The liability insurance policy shall contain coverage for all contractual indemnity obligations of Lessee set forth in this Agreement, cross-liability and waiver of subrogation provisions in favor of Lessor and any other additional insureds. All evidence of all required insurance shall be in a form reasonably acceptable to Lessor and with a company having an A.M. Best rating of A- (VII) or better, and shall not be subject to cancellation without thirty (30) days' prior written notice to Lessor. Lessee shall provide to Lessor insurance certificates and endorsements (including without limitation, additional insured and loss payee endorsements) evidencing compliance with the insurance requirements of this Agreement (including without limitation, the deductible amounts and waiver of subrogation) prior to delivery of the Equipment and shall maintain all required insurance coverage until the Equipment is returned to Lessee. Lessor will not and does not provide insurance for any of Lessee's personal property that may be in or on any Equipment.

12. **INDEMNIFICATION AND LIMITATION OF LIABILITY**.

(a) **LESSEE ON BEHALF OF ITSELF, ITS SUCCESSORS, ASSIGNS, PARENTS, SUBSIDIARIES, VENDORS, SUBCONTRACTORS, AND AFFILIATES, AND THEIR RESPECTIVE REPRESENTATIVES, DIRECTORS, OFFICERS, MANAGERS, VENDORS, MEMBERS, SHAREHOLDERS, PARTNERS, CONTRACTORS, EMPLOYEES, AGENTS, AND ASSIGNS (EACH, A "LESSEE PARTY," AND COLLECTIVELY, THE "LESSEE PARTIES") SHALL INDEMNIFY, DEFEND, RELEASE, AND HOLD HARMLESS LESSOR, ITS SUCCESSORS, ASSIGNS, PARENTS, SUBSIDIARIES, VENDORS, CONTRACTORS, AND AFFILIATES, AND THEIR RESPECTIVE REPRESENTATIVES, DIRECTORS, OFFICERS, MANAGERS, VENDORS, MEMBERS, SHAREHOLDERS, PARTNERS, CONTRACTORS, EMPLOYEES, AGENTS, AND ASSIGNS (EACH A "LESSOR INDEMNIFIED PARTY," AND COLLECTIVELY, THE "LESSOR INDEMNIFIED PARTIES") FROM AND AGAINST ANY AND ALL LOSSES, FEES, COSTS, EXPENSES, CLAIMS, LIABILITIES, DAMAGES, PENALTIES, FINES, FORFEITURES, AND SUITS (INCLUDING COSTS OF DEFENSE, SETTLEMENT AND REASONABLE ATTORNEYS' FEES, ENVIRONMENTAL CONSULTANTS AND EXPERT WITNESS FEES AT TRIAL AND ON APPEAL) (COLLECTIVELY, "LOSSES") RELATING TO, ARISING OUT OF OR IN CONNECTION WITH: (1) ANY BREACH OR NON-FULFILLMENT OF ANY COVENANT, AGREEMENT, OR OBLIGATION TO BE PERFORMED BY LESSEE PURSUANT TO THIS AGREEMENT, OR ANY INACCURACY IN OR BREACH OF ANY OF THE REPRESENTATIONS OF LESSEE SET FORTH IN THIS AGREEMENT; (2) THE OCCURRENCE OF ANY EVENT SET FORTH IN SECTION 13; (3) THE SELECTION, USE, POSSESSION, DELIVERY, RENTING, LEASING, SUBLEASING, OPERATION, TRANSPORT, MAINTENANCE, CONDITION, REPAIR, REPLACEMENT, REPOSSESSION, RETURN OR STORAGE OF ANY EQUIPMENT OR ANY SERVICES; (4) ANY FAILURE BY ANY LESSEE PARTY TO COMPLY WITH ANY APPLICABLE LAW IN CONNECTION WITH ANY EQUIPMENT OR THE SERVICES OR THIS AGREEMENT; (5) ANY DEATH OR BODILY INJURY TO ANY PERSON OR DESTRUCTION OR DAMAGE TO ANY PROPERTY TO WHICH THE ACTS OR OMISSIONS OF A LESSEE PARTY CONTRIBUTED; OR (6) ANY NEGLIGENT OR INTENTIONAL ACT OR OMISSION OF ANY LESSEE PARTY FOR ANY ACTION RELATED TO OR ANY USE OF ANY EQUIPMENT. THIS INDEMNITY SHALL APPLY EVEN IF SAID LOSSES ARE OCCASIONED, BROUGHT ABOUT OR CAUSED BY THE CONCURRENT NEGLIGENCE OF ANY LESSOR INDEMNIFIED PARTY, UNLESS A COURT OF COMPETENT JURISDICTION SHOULD DETERMINE THAT THE LOSSES WERE PROXIMATELY CAUSED BY THE SOLE NEGLIGENCE OR WILLFUL ACTS OR OMISSIONS OF A LESSOR INDEMNIFIED PARTY. IF THE FOREGOING**

OBLIGATIONS ARE NOT ENFORCEABLE AGAINST LESSEE UNDER APPLICABLE LAW, LESSEE AGREES TO INDEMNIFY, DEFEND, RELEASE AND HOLD HARMLESS LESSOR INDEMNIFIED PARTIES FROM AND AGAINST ANY AND ALL LOSSES TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW, INCLUDING, WITHOUT LIMITATION, TO THE EXTENT OF THE ACTS OR OMISSIONS OF THE LESSEE PARTIES' NEGLIGENT OR WORSE CONDUCT. THIS INDEMNIFICATION SHALL SURVIVE THE EXPIRATION OR EARLIER TERMINATION OF THIS AGREEMENT.

(b) TO THE FULLEST EXTENT NOT PROHIBITED BY LAW, LESSOR'S LIABILITY, IF ANY, SHALL BE LIMITED TO THE VALUE OF RENTAL FEES AND ALL OTHER AMOUNTS PAID BY LESSEE AND RECEIVED BY LESSOR UNDER THIS AGREEMENT FOR THE EQUIPMENT AND/OR SERVICES, AND LESSOR SHALL HAVE NO LIABILITY TO LESSEE OR ANY THIRD-PARTY FOR ANY INDIRECT, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES WHETHER BASED ON CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY OR OTHERWISE.

13. **EVENTS OF DEFAULT; REMEDIES**. Each of the following shall constitute an "Event of Default": (1) failure by Lessee to make any payment within ten (10) days after its due date; (2) failure by Lessee to perform any other obligation under this Agreement, and the continuance of such default for ten (10) days after written notice thereof by Lessor to Lessee; (3) any material misrepresentation or false statement of fact by Lessee; (4) the loss, theft, damage, destruction or the attempted sale or encumbrance by Lessee of any of the Equipment; or (5) Lessee's dissolution, termination of existence, discontinuance of business, insolvency, or the commencement of any bankruptcy proceedings by or against, Lessee. Lessee acknowledges that any Event of Default will substantially impair the lease value of the Equipment hereof. Upon the occurrence of any Event of Default, Lessor may, without notice, exercise one or more of the following remedies: (1) declare all unpaid payments under this Agreement to be immediately due and payable; (2) terminate this Agreement as to any or all items of the Equipment; (3) take possession of the Equipment wherever found, and for this purpose enter upon any premises of Lessee and remove the Equipment, without any liability to Lessee; (4) direct Lessee at its expense to promptly prepare the Equipment for pickup by Lessor; (5) proceed by appropriate action either in law or in equity to enforce performance by Lessee of the terms of this Agreement or to recover damages for the breach hereof, including attorneys' fees and any other expenses paid or incurred by Lessor in connection with the repossession of the Equipment; (6) apply the security deposit specified in this Agreement ("Security Deposit") to payment of Lessor's costs, expenses and attorney fees in enforcing the terms of this Agreement and to indemnify Lessor against any damages sustained by Lessor; and/or (7) recover the replacement cost of any Equipment which Lessor is unable to repossess.. Lessor's waiver of any Event of Default shall not constitute a waiver of any other Event of Default or of any term or condition of this Agreement. No right or remedy referred to herein is intended to be exclusive and each may be exercised concurrently or separately and from time to time. In the event of repossession, Lessee waives any bond posting requirement.

Lease Terms and Conditions, Rev. 07/01/2022

CABRILLO UNIFIED SCHOOL DISTRICT

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

INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Action/Resolution
ITEM TITLE: Approval of Resolution 02-2025 Authorizing CUSD to Participate in ZESBI Incentive Project

BACKGROUND INFORMATION

The Zero Emission School Bus and Infrastructure (ZESBI) Incentive Project was established using Proposition 98 funds, as allocated through Senate Bill 114. These funds are managed by the California Air Resources Board (CARB) and the California Energy Commission (CEC) to support local educational agencies in transitioning to zero-emission school buses and necessary infrastructure. CALSTART has been selected as the administrator of ZESBI and is responsible for the grant application and funding process.

REPORT/PROPOSAL

Participation in this program requires Cabrillo Unified School District to submit application materials to CALSTART to establish eligibility and project priority. If approved for funding, the district will enter into a grant agreement with CALSTART, committing to fulfill specific terms and conditions in order to receive the grant. This grant application will be brought to the Board at a later date.

FISCAL ANALYSIS

Participation in ZESBI aligns with the district's commitment to sustainability, reducing environmental impact, and improving student transportation infrastructure. By leveraging available state funds, the district can transition its fleet to zero-emission buses, reducing greenhouse gas emissions and fostering long-term cost savings. Enter financial impact.

RECOMMENDATION

Adopt Resolution 02- 2025 as presented.

Prepared by: *Holly Lynne*

RESOLUTION NO. 02-2025
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

AUTHORIZING PARTICIPATION IN THE
ZERO EMISSION SCHOOL BUS AND INFRASTRUCTURE (ZESBI) INCENTIVE PROJECT

WHEREAS, the Board of Directors of the Cabrillo Unified School District met in regular session; and

WHEREAS, Proposition 98 provides funding for K-12 education and community colleges; and

WHEREAS, Senate Bill 114 allocates Proposition 98 funds to the California Air Resources Board (CARB) and the California Energy Commission (CEC) to fund grants to local educational agencies for zero-emission school buses and supporting infrastructure and

WHEREAS, with these funds, CARB and CEC created the ZESBI incentive project and

WHEREAS, CALSTART has been selected to administer ZESBI on behalf of CARB and CEC, and

WHEREAS, CALSTART requires the submission of information on standardized forms (application forms), to determine eligibility and to prioritize projects; and

WHEREAS; if selected to receive funding, in order to participate in ZESBI, the grantee is required to enter into a grant agreement with CALSTART wherein the fulfillment of terms and conditions is required in order to receive the funding.

NOW THEREFORE, BE IT RESOLVED; that the Board of Directors of Cabrillo Unified School District authorizes the submission of applications for ZESBI; and

BE IT FURTHER RESOLVED that if selected for funding, the Chief Business Officer or Designee is authorized to enter into a binding grant agreement on behalf of the school district and to act, as needed, to ensure the terms are satisfied.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 23rd day of January 2025 by the following vote:

Mary Beth Alexander:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Peter Cerneka:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Lizet Cortes:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Carmen Daniel:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Breanna Lafontaine:	_____	Aye	_____	No	_____	Abstain	_____ Absent

Certified by:

_____
Carmen Daniels
President to the Governing Board
Cabrillo Unified School District

Attest by:

_____

Peter Cerneka
Clerk to the Governing Board
Cabrillo Unified School District

CABRILLO UNIFIED SCHOOL DISTRICT

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INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent, Human Resources & Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Interim Superintendent Contract

BACKGROUND INFORMATION

To ensure continuity of programs and services for students, staff, and families while maintaining a focus on instruction and student achievement, the Governing Board is pleased to appoint seasoned educational leader Dr. Ramon Miramontes to serve as Interim Superintendent from January 6 to June 30, 2025.

FISCAL ANALYSIS

The financial impact is included in the budget.

RECOMMENDATION

Staff recommends approval of the Interim Superintendent Contract as submitted.

Prepared by: *Bianca Forrester*

EMPLOYMENT AGREEMENT
BETWEEN

RAMON MIRAMONTES, Ed.D.
AND
THE CABRILLO UNIFIED SCHOOL DISTRICT

This Employment Agreement made and entered into this 19th day of December, 2024**,** by and between the Board of Trustees of the Cabrillo Unified School District, hereinafter referred to as DISTRICT, and RAMON MIRAMONTES, hereinafter referred to as INTERIM SUPERINTENDENT. This Employment Agreement supersedes and replaces any prior employment agreements made between the DISTRICT and the INTERIM SUPERINTENDENT.

WHEREAS, DISTRICT and INTERIM SUPERINTENDENT believe that a written employment agreement is necessary to describe specifically their relationship and to serve as the basis of effective communication between them as they fulfill their governance and administrative functions in the operation of the education program of the schools; and,

NOW, THEREFORE, DISTRICT and INTERIM SUPERINTENDENT, for the consideration herein specified, agree as follows:

TERM

DISTRICT, in consideration of the promises, herein contained, of INTERIM SUPERINTENDENT, hereby employs, and INTERIM SUPERINTENDENT hereby accepts employment, as Superintendent of Schools for a term commencing January 6, 2025, and ending June 30, 2025**.**

Nothing in this Agreement shall prevent, limit or otherwise interfere with the right of DISTRICT or INTERIM SUPERINTENDENT to terminate this Agreement at any time subject only to the provisions herein relating to termination. This contract is only for the time specified above and it shall not be otherwise extended or renewed by any "automatic" provision.

This Agreement shall automatically expire at the end of the stated term. At any time prior to the end of the stated term, both parties may discuss their interest in extending this Agreement for a mutually agreed upon term. Nothing in this Agreement shall prohibit the parties from mutually agreeing to change one or more of the terms of this Agreement in the future, to be recorded in writing and signed.

PROFESSIONAL CREDENTIALS AND RESPONSIBILITIES

Credentials: INTERIM SUPERINTENDENT shall hold a valid Administrative Service Credential issued by the State of California during the effective dates of this agreement.

Duties: INTERIM SUPERINTENDENT shall have charge of the administration of the schools under the direction of the BOARD. INTERIM SUPERINTENDENT shall be the chief executive officer of the DISTRICT; shall direct and assign teachers and other employees of the schools under INTERIM SUPERINTENDENT'S supervision; shall organize, reorganize and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the DISTRICT; shall select all personnel subject to the approval of the BOARD; shall from time to time suggest regulations, rules and procedures deemed necessary for the well ordering of the school DISTRICT; and in general perform all duties as described in the position description, incident to the office of INTERIM SUPERINTENDENT and such other duties as listed in the superintendent job description and as may be prescribed by the BOARD from time to time. The INTERIM SUPERINTENDENT shall have the opportunity to work from a remote location at his discretion, not to exceed one day per paid week of service.

The BOARD, individually and collectively, shall promptly refer all criticisms, complaints and suggestions called to its attention to INTERIM SUPERINTENDENT for study and recommendation. INTERIM SUPERINTENDENT shall attend all Board meetings, unless excused with mutual agreement between the BOARD and INTERIM SUPERINTENDENT, except executive sessions held to discuss INTERIM SUPERINTENDENT's employment status.

Outside Activities: INTERIM SUPERINTENDENT shall devote his time, attention and energy to the business of the DISTRICT. However, INTERIM SUPERINTENDENT may serve as a consultant to other districts or educational agencies or engage in other professional activities that are of a short-term duration at INTERIM SUPERINTENDENT's discretion and with the approval of the Board, except on Superintendent's non-District work days. In no case will the district be responsible for any expenses attending to the performance of such outside activities. Any activities that the INTERIM SUPERINTENDENT engages in will not be on the District's teacher work days without prior communication and approval by the Board President.

COMPENSATION:

Salary: DISTRICT shall pay INTERIM SUPERINTENDENT a base salary that is consistent with the 2024/25 Board-approved CUSD Management Salary Schedule, Superintendent at Year 7. The prorated daily rate of $1206.47 shall be paid for each day of service occurring during the certificated work year of 225 workdays.

The INTERIM SUPERINTENDENT shall remain in the capacity of chief

executive officer with all duties and responsibilities as described in this Agreement during weekends, vacation days, holidays and any other certificated non-workdays. The INTERIM SUPERINTENDENT shall be compensated on a prorated hourly basis of $150.81 for necessary work completed during these days. The INTERIM SUPERINTENDENT shall submit a monthly timecard with days and hours worked for approval by the Board President. This salary shall be paid to INTERIM SUPERINTENDENT in such a way as is mutually agreed to by both parties.

Retirement Benefits: It is understood that the DISTRICT shall contribute retirement benefit costs to the State Teachers Retirement System (STRS) in the amount typical for other certificated employees.

Sick Leave: The INTERIM SUPERINTENDENT, during the term of this Agreement, is an interim employee and not entitled to earn or accrue sick leave.

Earned Vacation: The INTERIM SUPERINTENDENT is employed as an interim employee and is not entitled to earn or accrue vacation days. .

Master's and Doctoral Stipend: The INTERIM SUPERINTENDENT shall be paid an amount equal to the prorated Masters stipend paid to eligible certificated staff plus the prorated amount for a Doctoral stipend paid to eligible certificated staff ($23.47/ workday; $2.93/hour) for each workday/work hour during the term of the contract.

EVALUATION AND SUPERVISION

The INTERIM SUPERINTENDENT reports directly to the Board of Trustees. Due to the interim nature of this employment agreement, both parties agree that no formal evaluation of the INTERIM SUPERINTENDENT shall be completed.

EXPENSES

DISTRICT shall pay or reimburse INTERIM SUPERINTENDENT for reasonable expenses approved by DISTRICT and incurred by INTERIM SUPERINTENDENT in the continuing performance of duties under this Employment Agreement. In order that the INTERIM SUPERINTENDENT maintain a principal residence outside the attendance area of the district but can best serve the Cabrillo USD, the District shall reimburse the INTERIM SUPERINTENDENT for actual expenses for hotel, meals and other related expenses incurred during the term of this Employment Agreement. Reimbursable expenses incurred for lodging and meals shall not exceed $900.00 per week.

TRANSPORTATION

DISTRICT shall pay INTERIM SUPERINTENDENT for travel expenses from his home residence to the District, not to exceed one round trip per week, and other incidental travel required in the performance of his duties as INTERIM

SUPERINTENDENT at the Federal Rate of Mileage reimbursement (currently .67/mile), regardless of the mode of transportation.

PROFESSIONAL LIABILITY

A. DISTRICT agrees that it shall defend, hold harmless and indemnify INTERIM SUPERINTENDENT from any and all demands, claims, suits, actions and legal proceedings brought against INTERIM SUPERINTENDENT in INTERIM SUPERINTENDENT's individual capacity, or in the official capacity as agent and employee of the DISTRICT, provided the incident arose when INTERIM SUPERINTENDENT was acting within the scope of employment and excluding criminal litigation, as such liability coverage is within the authority of the school board to provide under state law. Except that, in no case, will individual Board members be considered personally liable for indemnifying INTERIM SUPERINTENDENT against such demands, claims, suits, actions and legal proceedings when acting in an official capacity as agent and employee of DISTRICT, in accordance with applicable state law.

B. If, in the good faith opinion of INTERIM SUPERINTENDENT, conflict exists as regards the defense to such claim between the legal position of INTERIM SUPERINTENDENT and the legal position of DISTRICT, INTERIM SUPERINTENDENT may engage counsel in which event DISTRICT shall indemnify INTERIM SUPERINTENDENT for the costs of legal defense as permitted by state law.

C. The DISTRICT shall not, however, be required to pay any costs of any legal proceedings in the event DISTRICT and INTERIM SUPERINTENDENT have adverse interest in such litigation, except as stated above.

D. The obligation under paragraph A. survives termination of this contract.

TERMINATION OF EMPLOYMENT AGREEMENT

Either party may terminate this Agreement without cause. Parties agree to provide written notice of at least ten (10) workdays prior to terminating this contract.

_____	_____
Ramon Miramontes, Ed.D.	CUSD Board President

ACCEPTANCE OF OFFER

I accept the above offer of employment and the terms and conditions thereof and will report for duty as directed above.

I have not entered into a contract of employment with the governing board of another school district or any other employer that will in any way conflict with the terms of this employment agreement.

I hold legal and valid administrative and teaching credentials which can be verified by the District.

_____ _____

Date Dr. Ramon Miramontes , Interim Superintendent

CABRILLO UNIFIED SCHOOL DISTRICT

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INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Approval of Resolution 01-2025 Authorizing Signatories

BACKGROUND INFORMATION

The Governing Board of the Cabrillo Unified School District, under the authority of the Education Code 42632, shall designate authorized representatives as signatories as specified in the attached Resolution.

FISCAL ANALYSIS

There is no financial impact on the General Fund.

RECOMMENDATION

Approve the updated list of authorized signatories.

Prepared by: *Holly Lynne*

RESOLUTION NO. 01-2025
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

DESIGNATING AUTHORIZED REPRESENTATIVES OF
CABRILLO UNIFIED SCHOOL DISTRICT AS SIGNATORIES

WHEREAS, Education Section 42632 states, "each order drawn on the funds of a school district shall be signed by at least a majority of the members of the Governing Board of the district, or by a person or persons authorized by the Governing Board to sign orders in its name. No person other than an officer or employee of the district shall be authorized to sign orders"; and

WHEREAS, Education Section 42632 requires that the signatures authorized under Education Code Section 42632 shall be filed with the County Superintendent of Schools; and

WHEREAS, the Governing Board of the Cabrillo Unified School District has authorized any two of the following six officers' or employees' signatures on district orders:

Name	Title
Ramon Miramontes	Interim Superintendent
Jennifer Marsh	Chief Business Officer
Leticia Bhatia	Deputy Superintendent of Educational Services
Bianca Forrester	Associate Superintendent of Human Resources and Student Services

IT IS HEREBY RESOLVED that the County Superintendent be notified of this action on the Authorized Signature Form issued by said County Superintendent.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 23rd day of January 2025 by the following vote:

Mary Beth Alexander:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Peter Cerneka:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Lizet Cortes:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Carmen Daniel:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Breanna Lafontaine:	_____	Aye	_____	No	_____	Abstain	_____	Absent

Certified by:

_____
Carmen Daniel
President to the Governing Board
Cabrillo Unified School District

Attest by:

_____
Peter Cernecka
Clerk to the Governing Board
Cabrillo Unified School District

_____
Nancy Magee
County Superintendent
San Mateo County Office of Education

CABRILLO UNIFIED SCHOOL DISTRICT

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INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Dr. Ramon Miramontes, Interim Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Adoption of Proclamation Declaring February 2025 as African American History Month

BACKGROUND INFORMATION

In 2013, President Obama proclaimed February as National African American History Month. In doing so, he called upon public officials, educators, librarians, and all the people of the United States to observe this month with appropriate programs, ceremonies, and activities.

This year, the Cabrillo Unified School District Governing Board once again formally recognizes the countless contributions that African Americans have made and proclaims February as African American History Month. This annual observance calls our attention to the extraordinary contribution that African Americans have made to the rich cultural history of our nation.

FISCAL ANALYSIS

There is no financial impact to the General Fund by passing this proclamation.

RECOMMENDATION

Adopt the Proclamation Declaring February 2025 as African American History Month.

Prepared by: *Rosibel Acosta*

CABRILLO UNIFIED SCHOOL DISTRICT
HALF MOON BAY, CALIFORNIA

PROCLAMATION

African American History Month
February 2025

WHEREAS, each year during the month of February, the citizens of the United States celebrate African American History Month and the actions, words, and achievements of so many African Americans who have contributed to the success and prosperity of the United States; and

WHEREAS, African Americans have enriched our society through their commitment to promoting fairness, equality, and justice for all; and

WHEREAS, August 2019 marked 400 years since the first arrival of Africans to present-day America, and the United States Congress established the 400 Years of African American History Commission to commemorate the historical heritage and active contributions that Americans of African descent have made to help shape the cultural, academic, social, economic, and moral attributes of this nation; and

WHEREAS, in spite of the African slave trade that created an institution of white supremacy in this nation, Africans and African Americans have nonetheless continued to persevere and move forward in society, fighting for their freedom and also for the freedom of all Americans over time; and

WHEREAS, in 2008, the first African American President of the United States was elected; and

WHEREAS, in 2012, President Barack H. Obama was elected to serve a second term; and

WHEREAS, in 2012, California historically elected the most African Americans to serve in the Legislature, totaling 12 members; and

WHEREAS, 2018 marked the highest number of African American members serving in the United States Congress, totaling 55 members; and

WHEREAS, Africans and African Americans have been great inventors, inventing and improving on innovations such as the air-conditioning unit, almanac, automatic gearshift, blood plasma bag, clothes dryer, doorknob, doorstop, electric lamp bulb, elevator, fire escape ladder, fountain pen, gas mask, golf tee, horseshoe, lantern, lawnmower, lawn sprinkler, lock, lubricating cup, refrigerating apparatus, spark plug, stethoscope, telephone transmitter, thermostat control, traffic signal, and typewriter; and

WHEREAS, African American History Month commemorates and celebrates the many different achievements of African Americans, whether that be in academic pursuits, business, fine arts, political action, and science;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Cabrillo Unified School District that the District takes great pleasure in recognizing February 2025 as African American History Month, urges all Coastside citizens to join in celebrating the accomplishments of African Americans during African American History Month, and encourages the staff and students of CUSD to recognize not only the many different talents of African Americans but also the great achievements, contributions, and sacrifices they have made to help create equity and equality for all.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 23rd day of January 2025 by the following vote:

Mary Beth Alexander:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Peter Cerneka	_____	Aye	_____	No	_____	Abstain	_____	Absent
Lizet Cortes:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Carmen Daniel:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Breanna Lafontaine	_____	Aye	_____	No	_____	Abstain	_____	Absent

Certified by:

_____
Carmen Daniel
President of the Governing
Cabrillo Unified School District

Attest by:

_____
Peter Cerneka
Clerk to the Governing Board
Cabrillo Unified School District

CABRILLO UNIFIED SCHOOL DISTRICT

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

INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, Associate Superintendent, Human Resources & Student Services
James Barnes, Director of Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Half Moon Bay High Future Farmers of America to Fresno City College Welding Camp, Fresno, California, January 15-17, 2025

BACKGROUND INFORMATION

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

REPORT/PROPOSAL

Hana Lani Hanson, teacher and advisor of the Half Moon Bay High School Future Farmers of America (FFA), requests approval for a field trip to Fresno, California, on January 15-17, 2025, to attend the Fresno City College Welding Camp.

Approximately four students will attend the conference, chaperoned by at least one certificated staff member and one additional adult chaperone. Transportation will be provided using Agricultural Department vehicles. The group will stay at the La Quinta Inn & Suites by Wyndham Clovis, located at 1508 Clovis Ave, Clovis, California 93612.

FISCAL ANALYSIS

This field trip is funded by an agricultural grant.

RECOMMENDATION

Approve as submitted.

Prepared by: *Suzanne Pendergast*

CABRILLO UNIFIED SCHOOL DISTRICT

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INTERIM SUPERINTENDENT
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GOVERNING BOARD
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MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, Associate Superintendent, Human Resources & Student Services
James Barnes, Director of Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Half Moon Bay High Future Farmers of America to Tulare, California, February 10-12, 2025

BACKGROUND INFORMATION

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

REPORT/PROPOSAL

Hana Lani Hanson, teacher and advisor of the Half Moon Bay High School Future Farmers of America (FFA), requests approval for a field trip to Tulare, California, on February 10-12, 2025, to attend the World Ag Expo. Fresno State University, & Reedly College Tour.

Approximately fifteen students will attend the expo, chaperoned by at least two certificated staff members and three additional adult chaperones. Transportation will be provided using Agricultural Department vehicles. The group will stay at the La Quinta Inn & Suites by Wyndham Clovis, located at 1508 Clovis Ave, Clovis, California 93612.

FISCAL ANALYSIS

This field trip is funded by an agricultural grant.

RECOMMENDATION

Approve as submitted.

Prepared by: *Suzanne Pendergast*

CABRILLO UNIFIED SCHOOL DISTRICT

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INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Official,
Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services,
Drew Gamet, Director of Alternative Projects
CATEGORY: Consent/Action
ITEM TITLE: Approval of School Accountability Report Cards Grades K-12

BACKGROUND INFORMATION

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF), all districts are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

The SARC includes the following type of information:

1. Demographic data
2. School safety and climate for learning information
3. Academic data
4. School completion rates
5. Class sizes
6. Teacher and staff information
7. Curriculum and instruction descriptions
8. Postsecondary preparation information
9. Fiscal and expenditure data

The SARCs for all Cabrillo Unified School District schools are made available to parents in English and Spanish on our CUSD website under Curriculum and Instruction, Federal Reports, and are accessible at the school site upon request. Site SARC copies will be available by February 1, 2025.

Please note data presented in the SARCs reflect what is currently available through CDE, Dataquest, and the California Dashboard.

CDE is gradually releasing some of the identified data files, and data will be imported to SARC files as soon as it becomes available. The 2024 California School Dashboard (Dashboard) reflects a full return of California's accountability system with the reporting of Status (last year's data), Change (the difference from prior year data), and Performance Levels (colors) for most state indicators.

FISCAL ANALYSIS

There is no financial impact on the General Fund.

RECOMMENDATION

Approve as submitted.

Prepared by: *Josefina Infanzon*

Alvin S. Hatch Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Alvin S. Hatch Elementary School
Street	490 Miramontes
City, State, Zip	Half Moon Bay, CA 94019
Phone Number	(650) 653-7775
Principal	Paige Richards
Email Address	richardsp@cabrillo.k12.ca.us
School Website	https://hatch.cabrillo.k12.ca.us/
Grade Span	K-5
County-District-School (CDS) Code	41 68890 6043616

2024-25 District Contact Information

District Name	Cabrillo Unified School District
Phone Number	(650) 712-7100
Superintendent	Dr. Ramon Miramontes
Email Address	miramontesr@cabrillo.k12.ca.us
District Website	www.cabrillo.k12.ca.us

2024-25 School Description and Mission Statement

Hatch Elementary School, part of the Cabrillo Unified School District, is located in the historic coastal town of Half Moon Bay. The school is one of four elementary schools in the district, serving approximately 550 students in transitional kindergarten class (TK) through 5th grade. The school's attendance area extends from San Gregorio in the south to Wave Avenue and Terrace Avenue in the north. Hatch Elementary houses two programs, a structured English instruction program and a district school of choice program, a Two-Way Bilingual Immersion (Spanish) program.

The district provides various summer programs. There are two early childhood programs in the community including an on-site

2024-25 School Description and Mission Statement

Coastside Children's Program which provides before/after school enrichment, full-time summer activities, a preschool readiness program, and extended learning for K-5th grade students. In addition, students are recommended for a district summer school program in conjunction with The Big Lift, Boys and Girls Club, and Eagle Club.

Hatch Elementary uses curriculum for English Language Arts (Benchmark Advance) and Spanish Language Arts (Benchmark Adelante), a Common Core State Standards-based program addressing all four domains of language: reading, writing, listening, and speaking. The mission of the curriculum is to help young people become avid and skilled readers, writers, and inquirers. The model and its strategies promote English language acquisition, academic achievement, and cross-cultural skills. It is our goal for all children to read and write at standard or above.

Every student shall be empowered to achieve the highest skills academically, linguistically, and socially while developing self-esteem and creativity.

At Hatch Elementary School parents play many vital and important roles through active participation, involvement, and leadership in the Parent Teacher Organization (PTO), School Site Council (SSC), English Learner Advisory Committee (ELAC), Spanish Immersion Parent Association (SIPA), and by volunteering in the classroom. Parents and community members have been exceedingly generous to our school, freely donating countless hours of time, resources, and funds that directly support various programs.

The Hatch PTO gives generous support toward Kinder Movement for TK-3rd grade physical education, the Amity Institute intern program, student assemblies. In addition, parents and other volunteers contribute thousands of additional hours directly to Hatch classrooms. Parent volunteers assist on field trips, share their knowledge in the classroom, assist with special projects such as our Young Author's Week, SF Opera, Ocean's Week, and the Book Fair. Hundreds of additional volunteer hours are dedicated to supporting PTO and district fundraising events.

The Hatch School Site Council is a committee composed of school personnel (both certificated and classified), parents, and other community members. It provides a forum for the school community to come together to identify common goals and to establish, evaluate, revise, and allocate funds appropriately to reach the goals set in the School Plan for Student Achievement (SPSA).

The Spanish Immersion Parent Association (SIPA) is a nonprofit parent-teacher organization created to enhance the Cabrillo Unified School District's Two-Way Bilingual Immersion program. SIPA's mission is to serve as the primary support and advocacy group for the families of this program and inspire the continuation of bilingual education. This group raises funds to host Amity Interns from Spanish speaking countries to share their language and culture in the Two-Way Bilingual Immersion (Spanish) Program, as well as the traditional English program. They also celebrate the culture by hosting a yearly fiesta and other fundraising events.

Cabrillo Unified School District helps fund other enriching opportunities such as a comprehensive K-5 music program and Art in Action program.

Hatch parents are kept informed through the use of parent conferences, pupil progress reports, and parent education meetings, as well as through a school-wide principal newsletter, classroom newsletters, calendars, web pages, and parent group meetings.

Vision Statement
Hatch Elementary is committed to helping children become lifelong learners in an environment that values academic excellence and global understanding. The school is unique in the district because two pathways are provided for students. The first is a traditional English program. The second is a Two-Way Bilingual Immersion Spanish-English program. Another key identifying characteristic includes participation in the international Amity Institute Intern Program. This program provides future educators from other countries the opportunity to gain teaching skills under the direct supervision of a certified teacher in an American classroom. In addition, interns often serve as living role models of language and culture. They offer a native perspective on their language, culture and country, enabling Hatch students to better understand and appreciate the languages they study.

Parents are active members of the Hatch community and support the school in many wonderful ways.

Mission Statement
Every student shall be empowered to achieve the highest skills academically, linguistically, and socially while developing self-esteem and creativity. We believe education is the shared responsibility among parents, students, and the community in partnership with the school.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	96
Grade 2	81
Grade 3	84
Grade 4	79
Grade 5	81
Total Enrollment	541

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
Asian	1.1
Black or African American	0.2
Filipino	0.7
Hispanic or Latino	64.5
Two or More Races	3.9
White	29
English Learners	36.6
Migrant	7
Socioeconomically Disadvantaged	47.5
Students with Disabilities	11.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	67.87	103.50	82.49	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	18.10	8.00	6.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.45	1.70	1.39	12115.80	4.41
Unknown/Incomplete/NA	3.00	13.57	12.20	9.74	18854.30	6.86
Total Teaching Positions	22.10	100.00	125.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.10	72.90	103.10	81.62	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	9.03	8.40	6.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	9.03	3.10	2.47	11953.10	4.28
Unknown/Incomplete/NA	2.00	9.03	11.60	9.20	15831.90	5.67
Total Teaching Positions	22.10	100.00	126.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.00	73.47	108.20	82.99	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.50	22.45	11.30	8.66	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.70	2.14	11746.90	4.23
Unknown/Incomplete/NA	1.00	4.08	7.00	5.43	14303.80	5.15
Total Teaching Positions	24.50	100.00	130.40	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	4.00	2.00	5.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	4.00	2.00	5.5

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	2.00	0
Local Assignment Options	0.10	0.00	0
Total Out-of-Field Teachers	0.10	2.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.00	12	23
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	7.6	3.8

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) TK-5: Benchmark Advance Edition 2022	Yes	0
Mathematics	Bridges in Mathematics TK- 5 Program, 2017 Edition The Math Learning Center	Yes	0
Science	Grade(s) K-5: FOSS California Edition, 2022	Yes	0
History-Social Science	Grade(s) K-5: Scott Foresman - History-Social Science for California, 2006	Yes	0
Foreign Language	Grade(s) TK-5: Benchmark Adelante Edition 2022	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	8/10/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			: OK LIBRARY: Carpets are very dirty need to be cleaned or replaced.

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			C-BOYS BATHROOM: Door vent rusty C-GIRLS BATHROOM: Door vent rusty
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	32	29	41	42	46	47
Mathematics (grades 3-8 and 11)	32	29	32	32	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	254	248	97.64	2.36	28.74
Female	127	125	98.43	1.57	35.20
Male	127	123	96.85	3.15	22.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	154	148	96.10	3.90	11.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	63.64

White	82	82	100.00	0.00	52.44
English Learners	82	78	95.12	4.88	5.19
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	130	126	96.92	3.08	16.80
Students Receiving Migrant Education Services	23	23	100.00	0.00	13.04
Students with Disabilities	37	37	100.00	0.00	10.81

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	254	252	99.21	0.79	28.57
Female	127	126	99.21	0.79	27.78
Male	127	126	99.21	0.79	29.37
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	154	152	98.70	1.30	15.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	45.45
White	82	82	100.00	0.00	50.00
English Learners	82	82	100.00	0.00	4.88
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	130	129	99.23	0.77	14.73
Students Receiving Migrant Education Services	23	23	100.00	0.00	21.74
Students with Disabilities	37	37	100.00	0.00	16.22

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	14.46	24.10	23.95	27.83	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	83	98.81	1.19	24.10
Female	39	38	97.44	2.56	34.21
Male	45	45	100.00	0.00	15.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	44	43	97.73	2.27	4.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	43.75
English Learners	18	18	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100.00	0.00	13.51
Students Receiving Migrant Education Services	11	11	100.00	0.00	9.09
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.3	96.3	96.3	96.3	96.3

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

At Hatch Elementary School parents play many vital and important roles through their active participation and involvement in the Parent Teacher Organization (PTO), School Site Council, English Learner Advisory Committee (ELAC), Spanish Immersion Parent Association (SIPA), and by volunteering in the classroom. Parents and community members have been exceedingly generous to our school, freely donating countless hours of time, resources, and funds that directly support various programs.

The Hatch PTO supplements available funds from the district, state, and federal level, by supporting Kinder Movement, Art in Action coordination and volunteers, Amity Institute intern program, our library program, student assemblies, and so much more. In addition, parents and other volunteers contributed thousands of hours directly to Hatch classrooms. Parent volunteers assist on field trips, share their knowledge in the classroom, and assist with special projects such as our Read-a-thon Week, Ocean's Weeks, and Book Fair. Hundreds of additional volunteer hours were given for PTO and district fundraising events.

The Hatch School Site Council is a committee composed of school personnel, both certificated and classified, parents, and other community members. It provides a forum for the school community to come together to identify common goals and to establish a plan to achieve these goals.

The Spanish Immersion Parent Association (SIPA) is a nonprofit parent-teacher organization created to enhance the Cabrillo Unified School District Two-Way Bilingual Immersion Spanish-English program. SIPA's mission is to serve as the primary support and advocacy group for the families of this program and inspire the continuation of bilingual education. This group raises funds to host Amity Scholars from Spanish speaking countries to share their language and culture in the Two-Way Bilingual Immersion Spanish-English program as well as the traditional English program. They also celebrate the culture by hosting cultural events for families and the community throughout the year.

Hatch parents are kept informed through parent conferences, pupil progress reports, and parent education meetings, as well as through principal newsletters, classroom newsletters, calendars, web pages, and parent group meetings.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	567	557	81	14.5
Female	282	279	45	16.1
Male	285	278	36	12.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	367	360	62	17.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	21	1	4.8
White	163	161	15	9.3
English Learners	213	209	35	16.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	284	278	45	16.2
Students Receiving Migrant Education Services	43	43	3	7.0
Students with Disabilities	76	75	18	24.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.9	0	0.53	1.98	2.74	2.59	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0.11	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.53	0.00
Female	0.00	0.00
Male	1.05	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.84	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Our Comprehensive Safety Plan provides guidance and direction to the principal, faculty and staff to create a vision for the school where students are safe to learn.

2024-25 School Safety Plan

Our Safety Plan is reviewed by the School Site Council. Based on their feedback, safety goals are set for the upcoming school year. The annual review and evaluation of the school comprehensive safety plan is certified by the School Site Council and the school Principal before being presented to the Governing Board for final review and adoption. The plan includes the development of all of the following: (Education Code 32282) (AR 0450)

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages, a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare, and adaptations for students with disabilities in accordance with the Americans with Disabilities Act
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Procedures for safe ingress and egress
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Hate Crime reporting procedures

Staff receives training from ICS for incident command procedures in emergency situations. Administration and staff are also trained in the San Mateo County Big 5 Safety Protocol for emergency response. During each school year, we hold monthly Evacuation drills, at least two Drop, Cover and Hold On Drills and two Lockdown/Barricade Drills for staff.

Our site specific safety plan can be found by visiting our main website.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	3	2	
1	23		4	
2	20	2	2	
3	16	4	1	
4	22	3	1	
5	30		3	
Other	8	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	
1	22	1	3	
2	22		4	
3	20	1	3	
4	20	3	1	
5	22	2	2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	24		4	
2	20	1	3	
3	21	1	3	
4	20	1	3	
5	27	1	1	1

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.8

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,994	$2,207	$6,787	$79,861
District	N/A	N/A	$7,419	$83,295
Percent Difference - School Site and District	N/A	N/A	-8.9	-4.2
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	-45.4	-9.3

Fiscal Year 2023-24 Types of Services Funded

Music Program (District)
PE (District/PTO)
Art Program (District)
HEAL Program (Grant Funded)
Library (District/PTO)
Identified students also receive support from the Migrant Education Program

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,045	$54,930
Mid-Range Teacher Salary	$81,868	$85,386
Highest Teacher Salary	$111,090	$111,172
Average Principal Salary (Elementary)	$134,708	$136,564
Average Principal Salary (Middle)	$141,120	$141,339
Average Principal Salary (High)	$161,232	$153,241
Superintendent Salary	$241,036	$224,537
Percent of Budget for Teacher Salaries	28%	29%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Calendar of Staff Development created by teachers and reflects the needs of the school. Staff Development is provided in two ways. The district schedules six early dismissal Tuesdays per year. In addition, the staff has early dismissal each Wednesday to allow time for our upper elementary educators to review student data and plan collaboratively. Finally, the district sponsors extended staff development throughout the year for adopted curriculum and state standards.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6		

El Granada Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	El Granada Elementary School
Street	400 Santiago Ave.
City, State, Zip	Half Moon Bay, CA 94019
Phone Number	(650) 712-7150
Principal	Ms. Erin O'Connor-Brown
Email Address	oconnor-browne@cabrillo.k12.ca.us
School Website	https://elgranada.cabrillo.k12.ca.us/
Grade Span	K-5
County-District-School (CDS) Code	41 68890 6043624

2024-25 District Contact Information

District Name	Cabrillo Unified School District
Phone Number	(650) 712-7100
Superintendent	Dr. Ramon Miramontes
Email Address	miramontesr@cabrillo.k12.ca.us
District Website	www.cabrillo.k12.ca.us

2024-25 School Description and Mission Statement

The mission of the Cabrillo Unified School District, an exemplary learning community committed to valuing our distinct cultural identities, is to develop critical thinkers and socially responsible citizens who actively participate in their individual learning and development and are fully prepared to embrace their next challenge. 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.

El Granada Elementary School is a diverse school community that fosters the academic and social development of each

2024-25 School Description and Mission Statement

student. Among the academic highlights are a school-wide commitment to the Benchmark language arts curriculum, a robust implementation of hands-on science including a functional lab for 5th-grade students, and full implementation of Bridges Math program that focuses on concepts, skills, and numerical fluency highlighted in the common core mathematical practices. El Granada utilizes computers and technology across content areas and has an over 50-year tradition of celebrating Arts and Science Day/Week. El Granada has a full day Kindergarten and Transitional Kindergarten program. The El Granada parent community is highly involved as evidenced by the PTO's commitment and support of enrichment programs and school resources and materials including classroom supplies and playground equipment. In addition to funding our Transitional Kindergarten through third grade PE the PTO also supports the various needs of the school. El Granada classrooms utilize the Art of Education resources and participate in the Art in Action program that teaches art technique and art history through the examination of great and world-recognized masters. Teachers and parents partner to make this a valuable learning experience.

El Granada is a Positive Behavior Intervention and Supports (PBIS) school. At El Granada we SWIM with the dolphins: we are Safe, we Work hard, we are Inclusive and we Make good choices. Staff and students have developed school-wide expectations for positive behavior in the classroom and in our outdoor spaces. We celebrate all of our progress in learning to be a kind, caring, empathetic campus that can persevere through problems with resiliency and determination. We also have a variety of therapeutic supports to enhance our social/emotional learning.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	45
Grade 2	42
Grade 3	52
Grade 4	49
Grade 5	51
Total Enrollment	335

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1
Male	54.9
Asian	2.1
Filipino	0.9
Hispanic or Latino	51
Two or More Races	5.1
White	40.9
English Learners	20.9
Migrant	1.8
Socioeconomically Disadvantaged	38.2
Students with Disabilities	17

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.60	100.00	103.50	82.49	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.00	6.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.70	1.39	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	12.20	9.74	18854.30	6.86
Total Teaching Positions	16.60	100.00	125.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.10	93.40	103.10	81.62	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	6.60	8.40	6.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.10	2.47	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	11.60	9.20	15831.90	5.67
Total Teaching Positions	15.10	100.00	126.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.50	88.57	108.20	82.99	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	11.43	11.30	8.66	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.70	2.14	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	7.00	5.43	14303.80	5.15
Total Teaching Positions	17.50	100.00	130.40	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.00	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	2

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	6.2	11.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

CURRENT TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Reading/English Language Arts: Benchmark Advance is a comprehensive core literacy program that provides a cohesive structure for the development of literacy skills and content knowledge. Board adopted on June 9th, 2022 for all our elementary schools. The schedule displaying the topics/skills and outcomes to be covered during the school year can view in the Pacing Guides. Teachers can access the online portion through their Clever Portal.

Mathematics: Bridges in Mathematics is a clearly articulated PK-5 curriculum offering a blend of problem solving and skill building for our students. Teachers can access the Bridges Educator Site Support for educators 24/7 with online access and always up-to-date content. The list of the concepts, topics, and material that is covered in the course can be viewed in the Scope and Sequence.

Science: Foss (Full Option Science System) is a research-based science curriculum that bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds. Board adopted in 2023.

History/Social Sciences: Teacher-selected materials and Studies Weekly, a standards-based K-6 core curriculum for Social Studies, Science and Social Emotional Learning in a periodical format with online access.

CURRENT SUPPLEMENTARY MATERIALS

Phonics: Fundations is a multi-sensory and systematic phonics, spelling, and handwriting program from Wilson Language Training that benefits all Pre-K-3 students. It systematically and comprehensively instructs students in phonemic awareness and word study (both phonetic and high frequency/sight words) and contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text. TK-2 teachers also use Heggerty Phonemic Awareness as a suppliment.

Scholastic Magazines: Classroom Magazines that cover the latest topics to enhance instruction in math, science, reading, social studies that fuel students' curiosity with fresh, high-interest texts, videos and activities.

Second Step: A Social Emotional Learning Program that helps students build social and emotional skills so that they can thrive in school and in life. Teachers can access the curriculum through the online portal.

Changing Perspectives is used as a supplimentaly Social Emotional Learning curriculum funded through a grant from the San Mateo County Office of Education

CURRENT ONLINE PROGRAMS

Reading/Phonics: Lexia is a structured literacy program that helps students read, write and speak with confidence.

Reading (Fluency and Comprehension): Learning A-Z offers Literacy and Science Learning to build students' reading skills at school, at home, or on the go.

Art: Art in Action and Art of Education University

Brainpop: Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology.

Science: Mystery Science offers open-and-go lessons that inspire kids to love science.

Math: Reflex math- Adaptive and individualized system for mastering basic facts in addition, subtraction, multiplication and division for grades 2+.

Year and month in which the data were collected	November/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) TK-5: Benchmark Advanced, 2017 Grade(s) K-3: Wilson Fundations phonics	No	0
Mathematics	Bridges in Mathematics TK- 5 Program, 2017 Edition The Math Learning Center Reflex Math	Yes	0
Science	Grade(s) TK-5 FOSS California Edition, 2020	Yes	0
History-Social Science	Grade(s) TK-5 Scott Foresman - History-Social Science for California, 2006 Scholastic News Magazine	Yes	0
Foreign Language			
Visual and Performing Arts	CSMA (community school of music and art-music instruction), Art in Action and Art of Education University		

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	7/24/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A-9: BLOCKED AIR VENT NEXT TO HVAC UNIT M.U ROOM: mech room very over packed needs to be cleared out.
Interior: Interior Surfaces	X			: A-6: FLOORIING IN DOOR WAY COMING UP Over hang has many cracks that leaks when it rains.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			D-1: roof has leaks/roof showing age/ exit signs need to be Illuminated D-2: Exit signs need to be Illuminated.window shows signs of cracking due to old plexi glass D-3: south facing windows leak. Exit signs need to be Illuminated

School Facility Conditions and Planned Improvements

				K-1: Exit signs need to be Illuminated K-2: exit signs need to be Illuminated LIBRARY: Exit signs need to be Illuminated.
Structural: Structural Damage, Roofs		X		A-2: Over hang has many cracks that leaks water when raining A-4: Over hang has many cracks that leaks water when raining A-6: FLOORIING IN DOOR WAY COMING UP Over hang has many cracks that leaks when it rains. A-7: Over hang has many cracks that leaks water when raining A-8: Over hang has many cracks that leaks water when raining D-1: roof has leaks/roof showing age/ exit signs need to be Illuminated D-2: Exit signs need to be Illuminated.window shows signs of cracking due to old plexi glass D-3: south facing windows leak. Exit signs need to be Illuminated OFFICE: Over hang has many cracks that leaks water when raining
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			D-2: Exit signs need to be Illuminated.window shows signs of cracking due to old plexi glass D-3: south facing windows leak. Exit signs need to be Illuminated

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	39	44	41	42	46	47
Mathematics (grades 3-8 and 11)	34	35	32	32	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	150	149	99.33	0.67	44.30
Female	70	69	98.57	1.43	43.48
Male	80	80	100.00	0.00	45.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	86	85	98.84	1.16	30.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	53	100.00	0.00	58.49
English Learners	29	29	100.00	0.00	13.79
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	75	100.00	0.00	28.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	37	97.37	2.63	13.51

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	150	149	99.33	0.67	34.90
Female	70	69	98.57	1.43	33.33
Male	80	80	100.00	0.00	36.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	86	85	98.84	1.16	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	53	100.00	0.00	52.83
English Learners	29	29	100.00	0.00	3.45
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	75	100.00	0.00	17.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	37	97.37	2.63	8.11

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	23.53	25.53	23.95	27.83	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	49	98.00	2.00	24.49
Female	22	21	95.45	4.55	14.29
Male	28	28	100.00	0.00	32.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	30	29	96.67	3.33	10.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	19	19	100.00	0.00	47.37
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.00	0.00	12.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94	94	94	94	94

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

El Granada Elementary School actively seeks and welcomes parent and community involvement. The school climate is developed through a cooperative effort of the school staff, Parent-Teacher Organization (PTO), School Site Council (SSC), English Learner Advisory Committee (ELAC), and parent volunteers.

Parents are involved in many different capacities. The parent community at El Granada Elementary School participates inside the classrooms and/or directly assists in the school's educational programs. They volunteer in classrooms, provide transportation for educational field trips, raise funds for enrichment programs, supply educational materials, provide technical assistance, serve on committees, and take various leadership roles.The PTO contributes significantly to educational enrichment activities on campus.

To enhance our Positive Behavioral Interventions and Support framework we have initiated regular meetings with families to discuss school safety and climate. In order to maximize parental involvement, there is an on-site bilingual liaison who organizes various parental involvement and educational activities throughout the school year.

The appropriate contacts are as follows:

- Community Liaison: Hilda Flores de Leon
- Parent-Teacher Organization President: Molly Stone
- School Site Council President: David Ron
- ELAC President: Cesilia Linares

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	353	348	57	16.4
Female	163	160	19	11.9
Male	190	188	38	20.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	183	179	33	18.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	2	10.5
White	139	138	20	14.5
English Learners	78	77	15	19.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	145	143	30	21.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	73	73	16	21.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.31	0.91	0.28	1.98	2.74	2.59	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0.11	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.28	0.00
Female	0.00	0.00
Male	0.53	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.72	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Our Comprehensive Safety Plan provides guidance and direction to the principal, faculty and staff to create a vision for the school where students are safe to learn.

2024-25 School Safety Plan

Our Safety plan is assessed by the School Site Council. Based on this assessment, safety goals will be set for the upcoming school year. The annual review and evaluation of the school comprehensive safety plan is certified by the School Site Council and the school Principal before being presented to the Governing Board for final review and adoption. The plan includes the development of all of the following: (Education Code 32282) (AR 0450)

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages, a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare, and adaptations for students with disabilities in accordance with the Americans with Disabilities Act
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Dress Code
- Procedures for safe ingress and egress
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Hate Crime reporting procedures

Staff receives training for incident command procedures in emergency situations. Administration and staff are also trained in the San Mateo County Big 5 Safety Protocol for emergency response. During each school year, we hold monthly Evacuation drills, 4 Drop, Cover and Hold On Drills and 2 Lockdown/Barricade practices following best practices.

Our site specific safety plan can be found by visiting our main website.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3		
1	16	3		
2	16	3		
3	17	3		
4	29		2	
5	26		2	
Other	3	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	2	
1	19	2		
2	17	1	2	
3	16	3		
4	26		2	
5	27		2	
Other	15	2	1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4		
1	23		2	
2	21	1	1	
3	17	1	2	
4	25		2	
5	26		2	
Other	17	1	1	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,497	$3,358	$9,138	$88,897
District	N/A	N/A	$7,419	$83,295
Percent Difference - School Site and District	N/A	N/A	20.8	6.5
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	-16.4	1.4

Fiscal Year 2023-24 Types of Services Funded

El Granada is a Title I school and receives Title I funds which are allocated through the School Site Council. The School Site Council reviews site data for target student groups and develops goals and plans associated expenditures for activities, tasks and resources needed to support and assist students academically, socially and emotionally. El Granada also allocates Title I funds for specific student populations mainly in the area of parent engagement and professional development as well as supplementary resources for English Language Development and supplimental learning support.

In addition, El Granada Elementary School receives services in speech and language therapy, special education, and counseling. School-Linked Services provides support for families in regard to social and emotional health services as well as parent education. Centralized Services are also provided to support the school's needs in business, personnel, and curriculum development.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,045	$54,930
Mid-Range Teacher Salary	$81,868	$85,386
Highest Teacher Salary	$111,090	$111,172
Average Principal Salary (Elementary)	$134,708	$136,564
Average Principal Salary (Middle)	$141,120	$141,339
Average Principal Salary (High)	$161,232	$153,241
Superintendent Salary	$241,036	$224,537
Percent of Budget for Teacher Salaries	28%	29%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

At El Granada Elementary teachers work in collaborative grade level groups and across grade level groups to develop units of study in Reading, Writing, Math and ELD. This provides our students with a coherent, consistent academic program throughout their attendance at El Granada. Teachers also examine student work to determine learning goals, develop units of study, and analyze effective teaching practice. This collaborative approach to teaching and learning also ensures that students' full range of academic, social and emotional needs are met.

El Granada's Leadership Team's primary focus areas are student achievement, curriculum, instruction, school climate and developing teacher leadership. This team sets our collaboration calendar, determines area of need with respect to professional development, and schedules supplemental professional development opportunities for teachers and staff. The professional development plan, collaboration calendar, and supplemental training are based on the site specific, job embedded needs of our staff. El Granada has implemented several different structures to provide teachers with opportunities to collaborate and learn from one another. The El Granada staff partners with their elementary colleagues at other sites to articulate the implementation of Multi-Tiered Systems of Support (MTSS).

El Granada's School Site Council provides opportunities for teachers to engage in professional development to enhance their individual needs and interests in the areas of literacy and math.

Early Release Days for Collaboration and Professional Development:
Cabrillo Unified School District has dedicated a block of time every week for an afternoon of teacher collaboration. At El Granada Elementary School every Tuesday is an early release day. Students are dismissed at 1:15 p.m. Teachers meet in grade level groups around topics determined by the Leadership Team. Topics could include unit planning, examination of student work, or examination of teacher practice and strategies. Teachers may also engage activities such as goal setting for student learning, reviewing student work and assessment results using protocols, and aligning best teaching practices to support our curricular programs. This is an invaluable part of our professional development as reflective adult learners. Collaboration time is built into the teacher work day, which helps drive our instruction and meet student needs.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Farallone View Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Farallone View Elementary School
Street	1100 LeConte Ave.
City, State, Zip	Montara, CA, 94037
Phone Number	6507127170
Principal	Amy McVicker
Email Address	mcvickera@cabrillo.k12.ca.us
School Website	https://faralloneview.cabrillo.k12.ca.us/
Grade Span	K-5
County-District-School (CDS) Code	41 68890 6043632

2024-25 District Contact Information

District Name	Cabrillo Unified School District
Phone Number	(650) 712-7100
Superintendent	Dr. Ramon Miramontes
Email Address	miramontesr@cabrillo.k12.ca.us
District Website	www.cabrillo.k12.ca.us

2024-25 School Description and Mission Statement

Farallone View Elementary School is located in Montara, CA, a small community with access to San Francisco and the Silicon Valley. We provide approximately 170 students in Transitional Kindergarten through fifth grade a holistic education that prepares them for college and careers in the 21st-century. Student enrollment by ethnic group is as follows: 70.7% White, 18.3% Hispanic, 11% Two or More Races.

Our mission is to ensure that all students acquire the knowledge and skills to excel in their next educational challenge, and develop a love of learning as well as a respect for others and the environment. Together, in partnership with our families and

2024-25 School Description and Mission Statement

caring community, we strive to provide all students with a rich, academically challenging, and well-rounded educational program centered in environmental literacy and sustainability.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	25
Grade 1	25
Grade 2	23
Grade 3	30
Grade 4	23
Grade 5	30
Total Enrollment	156

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
Asian	0.6
Hispanic or Latino	15.4
Two or More Races	11.5
White	72.4
English Learners	5.1
Socioeconomically Disadvantaged	10.9
Students with Disabilities	8.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.50	100.00	103.50	82.49	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.00	6.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.70	1.39	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	12.20	9.74	18854.30	6.86
Total Teaching Positions	8.50	100.00	125.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.50	88.36	103.10	81.62	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	11.64	8.40	6.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.10	2.47	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	11.60	9.20	15831.90	5.67
Total Teaching Positions	8.50	100.00	126.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.50	100.00	108.20	82.99	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	11.30	8.66	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.70	2.14	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	7.00	5.43	14303.80	5.15
Total Teaching Positions	6.50	100.00	130.40	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	12.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

CURRENT TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Reading/English Language Arts: Benchmark Advance is a comprehensive core literacy program that provides a cohesive structure for the development of literacy skills and content knowledge. Board adopted on June 9th, 2022 for all our elementary schools. The schedule displaying the topics/skills and outcomes to be covered during the school year can view in the Pacing Guides. Teachers can access the online portion through their Clever Portal.

Mathematics: Bridges in Mathematics is a clearly articulated PK-5 curriculum offering a unique blend of problem solving and skill building for our students. Teachers can access the Bridges Educator Site Support for educators 24/7 with online access and always up-to-date content. The list of the concepts, topics, and material that is covered in the course can be viewed in the Scope and Sequence.

Science: Foss (Full Option Science System) is a research-based science curriculum that bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds. Adopted and implemented during the 2023-2024 school year.

History/Social Sciences: Teacher-selected materials and Studies Weekly, a standards-based K-6 core curriculum for Social Studies, Science and Social Emotional Learning in a periodical format with online access.

CURRENT SUPPLEMENTARY MATERIALS

Phonics: Fundations is a multi-sensory and systematic phonics, spelling, and handwriting program from Wilson Language Training that benefits all Pre-K-3 students. It systematically and comprehensively instructs students in phonemic awareness and word study (both phonetic and high frequency/sight words) and contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text.

Scholastic Magazines: Classroom magazines that cover the latest topics to enhance instruction in math, science, reading, social studies that fuel students' curiosity with fresh, high-interest texts, videos and activities.

Science Spin: Science Spin provides a full year of engaging, on-level lessons featuring simple, fun nonfiction; and step-by-step lesson plans that correlate to Next Generation Science Standards (NGSS).

CURRENT ONLINE PROGRAMS

Reading/Phonics: Lexia is a structured literacy program that helps students read, write and speak with confidence.

Reading (Fluency and Comprehension): Raz Kids offers Literacy and Science Learning to build students' reading skills at school, at home, or on the go.

Math: Reflex Math is an online system that helps students in grades 2-5 master basic math facts in addition, subtraction, multiplication, and division.

Art: Art in Action and Art of Education University

Brainpop: Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology.

Science: Mystery Science offers standards-aligned science lessons for grades K-5.

Year and month in which the data were collected	November 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) K-5: Benchmark Advance (Adopted 2022)	Yes	0
Mathematics	Grade(s) K-5: Bridges in Mathematics TK- 5 Program, 2017 Edition The Math Learning Center	Yes	0
Science	Grade(s) K-5: Full Option Science System (FOSS) Third Edition	Yes	0
History-Social Science	Grade(s) K-5: Studies Weekly OR teacher-created instructional materials	Yes	0
Foreign Language			
Visual and Performing Arts	Art in Action, Art of Education University, Community School of Music & Arts, and teacher-created instructional materials.		N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Farallone View Elementary School is undergoing modernization of its facilities in partnership with Studio W Architects, CORE Construction, and Vanir Construction. School staff and community members have engaged in numerous hours of planning meetings in preparation to ensure that the modernization will meet the instructional needs of students as well as provide a safe and nurturing learning environment in alignment with our environmental education focus.

Year and month of the most recent FIT report	8/8/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		: C-6: BEING USED AS STORAGE ROOM roof replacement needed D-2: BEING USED AS STORAGE ROOM D-STAFF RESTROOM 1: HOLES IN DRY WALL,DOOR LOCK HAS BEEN GETTING STUCK AND KEYS ARE HARD TO REMOVE D-STAFF RESTROOM 2: BATHROOM BEING USED AS STORAGE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			C-1: roof needs replacment C-6: BEING USED AS STORAGE ROOM roof replacement needed D-2: BEING USED AS STORAGE ROOM D-STAFF RESTROOM 2: BATHROOM BEING USED AS STORAGE
Electrical	X			
Restrooms/Fountains:	X			

School Facility Conditions and Planned Improvements

Restrooms, Sinks/ Fountains				C-3 M/U: roof needs replacment/ faucet needs replacing
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	C-1: roof needs replacment C-2: roof needs replacment C-3 M/U: roof needs replacment/ faucet needs replacing C-4 M/U: roof needs replacment C-5: roof needs replacment C-6: BEING USED AS STORAGE ROOM roof replacement needed C-7: roof needs replacment C-BOYS BATHROOM: C-GIRLS BATHROOM: OUTSIDE DOOR NEEDS TO BE REPLACED has a hole in it. D-1: D-2: BEING USED AS STORAGE ROOM D-3: D-4: D-5: D-STAFF RESTROOM 1: HOLES IN DRY WALL,DOOR LOCK HAS BEEN GETTING STUCK AND KEYS ARE HARD TO REMOVE D-STAFF RESTROOM 2: BATHROOM BEING USED AS STORAGE LIBRARY: roof needs replacment
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			C-GIRLS BATHROOM: OUTSIDE DOOR NEEDS TO BE REPLACED has a hole in it. D-STAFF RESTROOM 1: HOLES IN DRY WALL,DOOR LOCK HAS BEEN GETTING STUCK AND KEYS ARE HARD TO REMOVE PLAYGROUND LOWER GRADES: PLAYGROUND HAS SOME RUST PLAYGROUND UPPER: PLAYGROUND HAS SOME Rust Broken boards around play ground that need to be replaced.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	75	64	41	42	46	47
Mathematics (grades 3-8 and 11)	67	67	32	32	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	83	83	100.00	0.00	63.86
Female	43	43	100.00	0.00	69.77
Male	40	40	100.00	0.00	57.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	11	100.00	0.00	54.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	63	63	100.00	0.00	63.49
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	13	100.00	0.00	69.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	83	83	100.00	0.00	67.47
Female	43	43	100.00	0.00	69.77
Male	40	40	100.00	0.00	65.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	11	100.00	0.00	45.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	63	63	100.00	0.00	69.84
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	13	100.00	0.00	53.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	55.17	48.28	23.95	27.83	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	30	29	96.67	3.33	48.28
Female	18	18	100.00	0.00	50.00
Male	12	11	91.67	8.33	45.45
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	73.3	73.3	73.3	73.3	73.3

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents and members of our caring community donate hundreds of hours and generate thousands of dollars to ensure we provide our students with many outstanding programs over and above the basic curriculum provided by the state. Physical education and Science teacher programs are not fully funded by the district, state, or federal government, but cost the school over $100,000 a year. This community considers these programs and staff a priority invaluable to our students and continues to fund them each year. Parent and community donations of time and money allow these programs and staff to exist. Additionally, Farallone View's very dedicated staff continues to actively seek out increased opportunities for parents to be highly involved in their students' education through the Parent Teacher Organization (PTO), which depends upon our families and communities in order to increase our capacity to serve our students. There are a number of events that bring parents, community members, and staff together and create a sense of community, such as Continent Day, Oceans Week, Holiday Bazaar, and Talent Show.

There are many opportunities for parents to get involved. Please visit the "Friends of Farallone PTO" link on our website: https://faralloneview.cabrillo.k12.ca.us/ or contact our school office.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	156	156	18	11.5
Female	76	76	4	5.3
Male	80	80	14	17.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	24	6	25.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	18	2	11.1
White	113	113	10	8.8
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	18	18	3	16.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	14	14	1	7.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.58	0	1.28	1.98	2.74	2.59	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0.11	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.28	0.00
Female	0.00	0.00
Male	2.50	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.77	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.14	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Our Comprehensive Safety Plan provides guidance and direction to the principal, faculty and staff to create a vision for the school where students are safe to learn.

2024-25 School Safety Plan

Our Safety plan is assessed by the School Site Council each year. Based on this assessment, safety goals will be set for the upcoming school year. The annual review and evaluation of the school comprehensive safety plan is certified by the School Site Council and the school Principal before being presented to the Governing Board for final review and adoption. The plan includes the development of all of the following: (Education Code 32282) (AR 0450)

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages, a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare, and adaptations for students with disabilities in accordance with the Americans with Disabilities Act
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Dress Code
- Procedures for safe ingress and egress
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Hate Crime reporting procedures

Staff receives training from ICS4Schools for Incident Command System procedures in emergency situations. Administration and staff are also trained in the San Mateo County Big 5 Safety Protocol for emergency response. During each school year, we hold 2 Evacuation drills, 2 Drop, Cover and Hold On Drills and 2 Lockdown/Barricade Drills (Lockdown/Barricade drills are for staff only as of 2021-2022 school year).

Our site-specific safety plan can be found by visiting our main website.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		1	
1	14	2		
2	20	1		
3	18	2		
4	28		1	
5	16	2		
Other	2	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		1	
1	23		1	
2	16	2		
3	23		1	
4	17	1	1	
5	29		1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		1	
1	25		1	
2	23		1	
3	15	1	1	
4	12	2		
5	30		1	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,794	$2,968	$8,826	$82,524
District	N/A	N/A	$7,419	$83,295
Percent Difference - School Site and District	N/A	N/A	17.3	-0.9
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	-19.8	-6.0

Fiscal Year 2023-24 Types of Services Funded

Farallone View is not a Title I school at this time. Therefore, our site funds are limited to unrestricted funds which are allocated through the School Site Council. The School Site Council reviews site data for target student groups and develops goals and plans associated expenditures for activities, tasks and resources needed to support and assist students academically, socially and emotionally. For the current and previous school year, Farallone View also receives funding through an Educator Effectiveness Grant which allocates funds for professional development and instructional materials, among other items. In addition, Farallone View receives services in Speech and Language Therapy, Occupational Therapy, Special Education, and Counseling. Identified students may receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education. This year, based on data review and input from our School Site Council (SSC), Farallone View will expand its after-school enrichment Art and Science program for select groups of at-promise students including our English Learners, students performing below grade level, and students in need of additional social-emotional supports.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,045	$54,930
Mid-Range Teacher Salary	$81,868	$85,386
Highest Teacher Salary	$111,090	$111,172
Average Principal Salary (Elementary)	$134,708	$136,564
Average Principal Salary (Middle)	$141,120	$141,339
Average Principal Salary (High)	$161,232	$153,241
Superintendent Salary	$241,036	$224,537
Percent of Budget for Teacher Salaries	28%	29%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

At Farallone View Elementary School, teachers work to develop units of study in English Language Arts, Math, Social Studies, and Science. This provides our students with a coherent, consistent academic program throughout their attendance at Farallone View. Teachers also examine student work to determine learning goals, develop units of study, and analyze effective teaching practice. This helps ensure that students' full range of academic, social and emotional needs are met. Farallone View's Leadership Team's primary focus areas are student achievement, curriculum, instruction, school climate and developing teacher leadership. This team sets our collaboration calendar, determines area of need with respect to campus initiatives, and works with the site principal to address said areas of need.

Early Release Days for Collaboration, Preparation, and Professional Development:
Farallone View Elementary School has dedicated a block of time every week for an afternoon of teacher collaboration and/or prep time. Every Tuesday is an early release day and all students are dismissed at 1:05 p.m. Teachers meet in grade level groups/bands to work on unit planning, examination of student work, examination of teacher practice/strategies, and more. Teachers may also engage in activities such as goal setting for student learning, reviewing student work and assessment results, and aligning best teaching practices to support our curricular programs. This is an invaluable part of our professional development as lifelong adult learners. Collaboration time is built into the teacher work day, which helps drive our instruction and meet student needs.

The major areas of focus for dedicated professional development days outside of our weekly collaboration days were selected by the school's Leadership Team to support site-specific curricular goals that are aligned with our district's Local Control Accountability Plan (LCAP) and our school's School Plan for Student Achievement (SPSA). These areas include training on dyslexia as well as continued professional development in outdoor/environmental education.

During the 2023-2024 school year, our district provided eight hours of professional development on Super Fridays to all elementary school teachers. District-wide elementary topics included our new Student Information System (PowerSchool) and Learning Management System (Schoology) as well as Literacy, Designated ELD, Integrated ELD, and Multi-Tiered Systems of Support (MTSS). At Farallone View, teachers participated in six hours of professional development centered on such topics as environmental education, outdoor education, and our recently adopted FOSS Science curriculum. During the 2024-2025 school year, our district is providing eight hours of professional development on Super Fridays to all elementary school teachers focused on Science of Reading instructional practices, Benchmark assessments, and phonics/morphology.

At Farallone View, we are committed to increasing student achievement, social-emotional supports, and family engagement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	7	6	7

Kings Mountain Elementary School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Kings Mountain Elementary School
Street	211 Swett Road
City, State, Zip	Woodside, CA 94062
Phone Number	(650) 712-7180
Principal	Debbie Silveria/Site Coordinator
Email Address	silveriad@cabrillo.k12.ca.us
School Website	https://kingsmountain.cabrillo.k12.ca.us/home
Grade Span	K-5
County-District-School (CDS) Code	41 68890 6043657

2024-25 District Contact Information

District Name	Cabrillo Unified School District
Phone Number	(650) 712-7100
Superintendent	Dr. Ramon Miramontes
Email Address	miramontesr@cabrillo.k12.ca.us
District Website	www.cabrillo.k12.ca.us

2024-25 School Description and Mission Statement

For over fifty-eight years, Kings Mountain Elementary School has provided quality education in an intimate setting. It serves approximately fifty children in kindergarten through 5th grade from the Kings Mountain and Coastside communities. Its small size allows teachers and staff to know each child and respond to their diverse educational needs. Teachers and staff remain connected and involved in all students' education as they progress through Kings Mountain School. Multi-aged groups are taught in all classrooms. In addition, para professionals and parent volunteers partner with teachers to focus on different academic subjects and grade levels. Library time is integrated into the weekly schedule, as well as art, science and physical education, which are taught by some specialists through a combination of district and parent funding. On the playground,

2024-25 School Description and Mission Statement

children of all ages play together, supervised and partnering with staff to create an inclusive and responsive social experience.

Mission Statement:

We are here to foster the development of creative, courageous, compassionate human beings who are committed to realizing their full potential, while supporting others to do the same.

We 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.

We will promote a powerful cohesive partnership that actively involves students, parents, teachers, other school personnel, and the community in accomplishing our mission.

Student Outcomes:

Students will acquire and develop the basic skills and knowledge necessary to function independently and to pursue individual learning and interests.

Students will develop a sense of self-worth, will learn to value and respect others, and will be able to communicate effectively with adults and with one another.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	10
Grade 1	8
Grade 2	8
Grade 3	4
Grade 4	3
Grade 5	9
Total Enrollment	42

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.8
Male	45.2
Black or African American	2.4
Filipino	2.4
Hispanic or Latino	19
Two or More Races	2.4
White	73.8
English Learners	2.4
Socioeconomically Disadvantaged	23.8
Students with Disabilities	11.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.00	100.00	103.50	82.49	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.00	6.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.70	1.39	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	12.20	9.74	18854.30	6.86
Total Teaching Positions	3.00	100.00	125.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.00	100.00	103.10	81.62	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.40	6.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.10	2.47	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	11.60	9.20	15831.90	5.67
Total Teaching Positions	3.00	100.00	126.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.00	100.00	108.20	82.99	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	11.30	8.66	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.70	2.14	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	7.00	5.43	14303.80	5.15
Total Teaching Positions	3.00	100.00	130.40	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) K-5: Benchmark Advanced, 2022 Grade(s) K-2: Wilson Fundations phonics Grade(s) K-5: The Fountas and Pinnell System 1 (Grades K-2) System 2 (Grades 3-5) Benchmark Reading Assessment and other supplemental materials	Yes	0
Mathematics	Bridges in Mathematics K- 5 Program, 2017 The Math Learning Center and other supplemental materials	Yes	0
Science	Grade(s) K-5 Mystery Science FOSS California Edition, 2023 and other supplemental materials	Yes	0
History-Social Science	Grade(s) K-5 Studies Weekly	Yes	0
Foreign Language			
Visual and Performing Arts	VAPA by Young Audiences of Northern California		

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		: k boys bathroom: Paint peeling off of the wall in large chunks. k-girls bathroom: Paint peeling off of the wall in large chunks.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			tk/k1: faucts are lose and need to be tighed
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		2/3 grade classroom: Gutters need replacing,Roof showing age afterschool room: unhang showing dry rot and bees made a nest Lions den boys bathroom: lions den girls bathroom: Lions den: Roof leaks,gutters need to be replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	81	93	41	42	46	47
Mathematics (grades 3-8 and 11)	67	80	32	32	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	16	15	93.75	6.25	93.33
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	91.67
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	16	15	93.75	6.25	80.00
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	75.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	--	--	23.95	27.83	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	-- --	-- --			

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Kings Mountain School benefits immensely from its supportive family community.

Our family volunteers participate in classroom activities, chaperone field trips, support our school library, and a host of other opportunities through participation in our Parent Organization. KMES has two highly collaborative organizations: 1) The School Site Council (SSC): sets the school's curriculum goals and learning standards; and 2) Kings Mountain Associated Parents (KMAP): provides money for improvements that cannot be supported by statewide education budget. Currently, KMAP funds more than 25% of the school budget as well as 50% of the 2/3 teacher salary.

- Site Council-curriculum and school site plan development Contact Krystal Grady, nzexchangegal@yahoo.com
- KMAP fundraising and school operations support Contact Dawn Freeland and Julie Carpenter, kmappresident@gmail.com (co-presidents)
- Classroom and school day activities (K-3-Science, supplies and field trips)

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	44	44	6	13.6
Female	24	24	1	4.2
Male	20	20	5	25.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	33	33	4	12.1
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	12	12	2	16.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	1.98	2.74	2.59	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0.11	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Our Comprehensive Safety Plan provides guidance and direction to the principal, faculty and staff to create a vision for the school where students are safe to learn.

2024-25 School Safety Plan

Our Safety plan is assessed by the School Site Council. Based on this assessment, safety goals will be set for the upcoming school year. The annual review and evaluation of the school comprehensive safety plan is certified by the School Site Council and the school Principal before being presented to the Governing Board for final review and adoption. The plan includes the development of all of the following: (Education Code 32282) (AR 0450)

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages, a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare, and adaptations for students with disabilities in accordance with the Americans with Disabilities Act
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Dress Code
- Procedures for safe ingress and egress
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Hate Crime reporting procedures

Staff receives training from ICS for incident command procedures in emergency situations. Administration and staff are also trained in the San Mateo County Big 5 Safety Protocol for emergency response. During each school year, we hold 2 Evacuation drills, 2 Drop, Cover and Hold On Drills and 2 Lockdown/Barricade Drills.

Our site specific safety plan can be found by visiting our main website.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	2		
1	6	1		
2	3	1		
3	11	1		
4	12	1		
5	10	1		
Other	3	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	1		
1	11	1		
2	5	1		
3	5	1		
4	10	1		
5	12	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	1		
1	8	1		
2	8	1		
3	4	1		
4	3	1		
5	9	1		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,050	$11,964	$2,086	$81,077
District	N/A	N/A	$7,419	$83,295
Percent Difference - School Site and District	N/A	N/A	-112.2	-2.7
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	-135.1	-7.8

Fiscal Year 2023-24 Types of Services Funded

SIP School Improvement Program:

In addition, Kings Mountain receives services in Speech and Language Therapy and Special Education. Centralized Services are also provided to support the school's needs in business, personnel, and curriculum development. Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education. Finally, students can also be recommended for School-Link Services.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,045	$54,930
Mid-Range Teacher Salary	$81,868	$85,386
Highest Teacher Salary	$111,090	$111,172
Average Principal Salary (Elementary)	$134,708	$136,564
Average Principal Salary (Middle)	$141,120	$141,339
Average Principal Salary (High)	$161,232	$153,241
Superintendent Salary	$241,036	$224,537
Percent of Budget for Teacher Salaries	28%	29%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Kings Mountain Elementary School is dedicated to professional growth and development in support of our students' academic, social, and emotional success as 21st-century learners. All classroom teachers participate in district staff development. Staff members build teaching skills and concepts by participating in district, county, and state workshops throughout the year. In turn, they share their experiences and knowledge with their colleagues in regularly scheduled site meetings. Focus areas are aligned with the District Local Control Accountability Plan and the site's School Plan for Student Achievement. The focus of site staff training/development this year is Positive Behavioral Interventions and Supports, and Social-Emotional Learning. Credentialed staff received training on Multitiered systems of support, PBIS, and continue to work with a PBIS coach developing Tier 1, classroom supports.

All teachers are members of KMES Leadership Team that meets monthly for an hour to reflect on student learning data, share new and best teachers' practices in classrooms, and troubleshoot areas of weakness. Monthly data meetings are used to reflect and target student needs and work on classroom practices that support student engagement and progress for all. Student achievement data in conjunction with classroom assessments direct focus of professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6+	6+	

Manuel F. Cunha Intermediate School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Manuel F. Cunha Intermediate School
Street	498 Kelly Ave.
City, State, Zip	Half Moon Bay, CA 94019
Phone Number	(650) 712-7190
Principal	Jeffrey Clinton
Email Address	clintonj@cabrillo.k12.ca.us
School Website	https://cunha.cabrillo.k12.ca.us/
Grade Span	6-8
County-District-School (CDS) Code	41 68890 6043665

2024-25 District Contact Information

District Name	Cabrillo Unified School District
Phone Number	(650) 712-7100
Superintendent	Dr. Ramon Miramontes
Email Address	miramontesr@cabrillo.k12.ca.us
District Website	www.cabrillo.k12.ca.us

2024-25 School Description and Mission Statement

Cunha Intermediate School is part of the Cabrillo Unified School District and is located in Half Moon Bay, California, a city of approximately 13,000. We are 25 miles south of San Francisco, 40 miles east of San Jose, and 48 miles north of Santa Cruz. Our school has an enrollment of approximately 522 students, and 26 teachers instruct grades six, seven, and eight.

Most of our students come from the following elementary schools: Alvin S. Hatch, Farallone View, El Granada, and Kings Mountain. We are also proud to open our doors to the many newcomers to our school community and are happy to welcome anyone who seeks an education at Cunha Intermediate.

2024-25 School Description and Mission Statement

Mission Statement:
Our mission is to meet the individual academic needs of each student and prepare them academically and socially for the transition into high school. We strive to create an atmosphere where our students are safe, responsible, positive, and respectful. We accomplish this through modeling behavior that showcases our kindness and intellectual abilities. As a school, we strive to make Cunha Intermediate a place where all of our students feel safe and want to attend on a daily basis.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	163
Grade 7	193
Grade 8	186
Total Enrollment	542

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.6
Male	47.4
Asian	1.3
Filipino	0.9
Hispanic or Latino	56.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	4.1
White	36.7
English Learners	13.8
Migrant	4.1
Socioeconomically Disadvantaged	47
Students with Disabilities	15.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.60	68.01	103.50	82.49	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	13.86	8.00	6.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	3.08	1.70	1.39	12115.80	4.41
Unknown/Incomplete/NA	4.30	15.01	12.20	9.74	18854.30	6.86
Total Teaching Positions	28.80	100.00	125.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	72.79	103.10	81.62	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	8.67	8.40	6.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	1.53	3.10	2.47	11953.10	4.28
Unknown/Incomplete/NA	4.90	16.98	11.60	9.20	15831.90	5.67
Total Teaching Positions	28.80	100.00	126.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.90	78.22	108.20	82.99	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	3.57	1.00	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	4.14	11.30	8.66	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.57	2.70	2.14	11746.90	4.23
Unknown/Incomplete/NA	2.90	10.46	7.00	5.43	14303.80	5.15
Total Teaching Positions	28.00	100.00	130.40	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	4.00	2.50	1.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	4.00	2.50	1.1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1
Local Assignment Options	0.80	0.40	0
Total Out-of-Field Teachers	0.80	0.40	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.80	12.5	4.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.10	3	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Mirrors & Windows ELA program 6-8 grades, 2016 Edition EMC Publishing, LLC	Yes	0
Mathematics	Grade 6: McGraw-Hill Education (2020): Reveal Math Course 1, Volume 1 & 2 Grade 7: McGraw-Hill Education (2020): Reveal Math Course 1, Volume 1 & 2 Grade 8: McGraw-Hill Education (2020): Reveal Math Course 3, Volume 1 & 2, McGraw-Hill Education (2020): Reveal Algebra 1, Volume 1 & 2	Yes	0
Science	Grade 6: Amplify Science (Earth Science), 2018 edition Grade 7: Amplify Science (Life Science), 2018 edition Grade 8: Amplify Science (Physical Science), 2018 edition	Yes	0
History-Social Science	Grade(s) 6-8: Teachers Curriculum Institute - History Alive! 2016 edition	Yes	0
Foreign Language	Grade 6: Galería de lengua y cultura : Español para hispanohablantes A, 2020 edition Grade 7: Galería de lengua y cultura : Español para hisplanohablantes A/B, 2020 edition Grade 8: Galería de lengua y cultura : Español para hisplanohablantes C, 2020 edition	Yes	0
Health	Teen Talk Middle School (2010) First Edition (Online)	Yes	0
Visual and Performing Arts	IPads, Guitars, Art Supplies	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Planning to repair electrical access in A building.

Year and month of the most recent FIT report	8/1/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			E-9: Heater not working due to vent pipe not attched after new roof install. M.U ROOM: Bathrooms have no ventaltion.The sewer alwas clogs,bathrooms smell due to no air turn over
Interior: Interior Surfaces	X			:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			D-10: rat issue due to food and cooking classes D-11: rat issue due to food and cooking classes FITNESS ROOM: storage room needs to be cleand with a clear walk way M.U ROOM: Bathrooms have no ventaltion.The sewer alwas clogs,bathrooms smell due to no air turn over
Electrical	X			LIBRAY: lights do not turn off with switch
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			M.U ROOM: Bathrooms have no ventaltion.The sewer alwas clogs,bathrooms smell due to no air turn over
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			GIRLS LOCKER ROOM: storage room needs to have a clear walk way Door frame is cracked

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	38	40	41	42	46	47
Mathematics (grades 3-8 and 11)	26	26	32	32	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	548	531	96.90	3.10	40.49
Female	285	281	98.60	1.40	43.42
Male	263	250	95.06	4.94	37.20
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	311	297	95.50	4.50	23.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	68.18
White	201	199	99.00	1.00	59.80
English Learners	78	68	87.18	12.82	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	257	248	96.50	3.50	27.42
Students Receiving Migrant Education Services	12	12	100.00	0.00	8.33
Students with Disabilities	80	74	92.50	7.50	12.16

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	548	538	98.18	1.82	26.21
Female	285	282	98.95	1.05	24.47
Male	263	256	97.34	2.66	28.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	311	304	97.75	2.25	10.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	54.55
White	201	199	99.00	1.00	45.73
English Learners	78	75	96.15	3.85	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	257	250	97.28	2.72	11.60
Students Receiving Migrant Education Services	12	12	100.00	0.00	0.00
Students with Disabilities	80	74	92.50	7.50	8.11

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	23.74	28.57	23.95	27.83	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	196	190	96.94	3.06	28.95
Female	102	100	98.04	1.96	28.00
Male	94	90	95.74	4.26	30.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	117	111	94.87	5.13	12.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	70	70	100.00	0.00	52.86
English Learners	23	21	91.30	8.70	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	91	86	94.51	5.49	17.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	28	87.50	12.50	10.71

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	82.7	82.7	82.7	82.7	82.7

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Cunha Intermediate School offers many opportunities for parents and guardians to become involved in the school. The support for our students and programs is tremendous, and we encourage all parents to get involved in their child's school. Please contact the principal, Mr. Jeff Clinton, at clintonj@cabrillo.k12.ca.us, call Cunha Intermediate School at 650-712-7190, or connect via our website: https://cunha.cabrillo.k12.ca.us/

Some of our parent organizations and events include:
•Parent/Student Orientations
•Music Boosters
•Band Concerts and Parades
•Athletic Boosters
•Parent Teacher Organization
•English Learner Advisory Council
•Spanish Immersion Parent Association
•School Site Council
•Cabrillo Education Foundation
•Back to School Night
•Parent Information Nights
•5th Grade Parent Night
•Parent-Teacher Conferences
•Challenge Day
•Admanced Math Parent Night
•Science Fair Project Parent Night

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	558	553	93	16.8
Female	290	288	45	15.6
Male	268	265	48	18.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	320	316	60	19.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	22	2	9.1
White	203	202	31	15.3
English Learners	108	106	23	21.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	265	263	54	20.5
Students Receiving Migrant Education Services	23	23	1	4.3
Students with Disabilities	89	89	31	34.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.57	6.88	5.73	1.98	2.74	2.59	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0.18	0	0	0.11	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.73	0.18
Female	4.14	0.00
Male	7.46	0.37
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.50	0.31
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.09	0.00
White	2.96	0.00
English Learners	9.26	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.55	0.38
Students Receiving Migrant Education Services	8.70	0.00
Students with Disabilities	11.24	1.12

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Our Comprehensive Safety Plan provides guidance and direction to the principal, faculty, and staff to create a vision for the school where students are safe to learn.

2024-25 School Safety Plan

Our Safety plan is assessed by the School Site Council. Based on this assessment, safety goals will be set for the upcoming school year. The annual review and evaluation of the school's comprehensive safety plan is certified by the School Site Council and the school Principal before being presented to the Governing Board for final review and adoption. The plan includes the development of all of the following: (Education Code 32282) (AR 0450)

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, human-created disasters, or power outages, a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare, and adaptations for students with disabilities in accordance with the Americans with Disabilities Act
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Dress Code
- Procedures for safe ingress and egress
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Hate Crime reporting procedures

Staff receives training from ICS for incident command procedures in emergency situations. Administration and staff are also trained in the San Mateo County Big 5 Safety Protocol for emergency response. During each school year, we hold a monthly fire drill, 2 Evacuation drills, 2 Drop, Cover, and Hold On Drills, and 2 Lockdown/Barricade Drills.

Our site-specific safety plan can be found by visiting our main website.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	12	23	2
Mathematics	22	6	14	1
Science	25	3	15	
Social Science	28	1	14	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	8	13	
Mathematics	23	4	13	
Science	26	3	13	
Social Science	27		14	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	7	13	
Mathematics	24	5	9	2
Science	27	2	13	
Social Science	29	1	12	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	246.36

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,411	$2,786	$7,625	$86,259
District	N/A	N/A	$7,419	$83,295
Percent Difference - School Site and District	N/A	N/A	2.7	3.5
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	-34.2	-1.6

Fiscal Year 2023-24 Types of Services Funded

Cunha Intermediate School funds several schoolwide initiatives to improve and enhance student academic performance. Currently, the programs funded at the school include:

- Schoology/PowerSchool
- Homework Club/Intervention Center
- Boys and Girls Club After School Tutoring
- School/Community Liaison
- School Linked Services
- Google Apps for Education
- Brain Pop
- i-Ready
- Desmos
- Rosetta Stone
- Gizmos
- Delta Math

Fiscal Year 2023-24 Types of Services Funded

- Flocabulary
- Identified students also receive support from the Migrant Education Program, which provides additional educational support, health services, and parent education.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,045	$54,930
Mid-Range Teacher Salary	$81,868	$85,386
Highest Teacher Salary	$111,090	$111,172
Average Principal Salary (Elementary)	$134,708	$136,564
Average Principal Salary (Middle)	$141,120	$141,339
Average Principal Salary (High)	$161,232	$153,241
Superintendent Salary	$241,036	$224,537
Percent of Budget for Teacher Salaries	28%	29%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

We believe that Administrative and staff participation in professional growth activities are essential for professional excellence and student success in achieving standards. Cunha is committed to routine individual and collective professional growth. Representatives from Cunha staff sit on the district staff development committee, which meets regularly to determine professional development for staff in-services. Assessment data, school improvement plans, teacher surveys, curriculum, and student needs determine yearly activities.

Teachers participate in professional development throughout the school, district, county, and state. Numerous teachers, administrators, and counselors have attended the AVID Summer Institute the past three years. Our Math Department has participated in the annual Asilomar Conference of the California Math Council North Section, Agile Mind training, as well as participating in the Silicon Valley Math Initiative. Language Arts teachers have participated in the Young Adult Literature Conference, Common Core State Standards (CCSS) workshops, and the Teacher's College Writer's Workshop.

For the 2021-22 school year, district-sponsored professional development has promoted equity, and Cunha also focused on this during remote learning in terms of grading equity, which we have brought forward in the return to in-person schooling. Cunha's professional development days have concentrated on PBIS behavioral data analysis and area expectations.

During the 2022-23 school year, professional development at Cunha has continued to focus on refining and implementing the PBIS framework. Additionally, staff has been analyzing data from SBAC scores to better serve at-promise students. At the district level, professional development continues to focus on equity relating to grading and instruction.

Currently, the 2023-24 initiatives are a continuation of the initiatives started in 22-23. Due to a new PBIS grant, our PBIS cohort has been working to improve staff implementation of PBIS school-wide strategies.

Cunha also offers numerous opportunities for all teachers to collaborate with other teachers, through our weekly collaboration time. Each year our staff develops professional consensus on curriculum, instruction, discipline, and school operation via our Leadership Team, Department Chairs, and staff meetings. All members of our staff are essential components in fostering

Professional Development

student achievement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	7+	7+	7+

Half Moon Bay High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Half Moon Bay High School
Street	498 Kelly Ave., Half Moon Bay, CA 94019
City, State, Zip	Half Moon Bay, CA 94019
Phone Number	(650) 638-8674
Principal	Andrew Boysen
Email Address	boysena@cabrillo.k12.ca.us
School Website	https://hmbhs.cabrillo.k12.ca.us/
Grade Span	9-12
County-District-School (CDS) Code	41 68890 4132817

2024-25 District Contact Information

District Name	Cabrillo Unified School District
Phone Number	(650) 712-7100
Superintendent	Dr. Ramon Miramontes
Email Address	miramontesr@cabrillo.k12.ca.us
District Website	www.cabrillo.k12.ca.us

2024-25 School Description and Mission Statement

Half Moon Bay High School (HMBHS) is the only comprehensive high school in the Cabrillo Unified School District (CUSD), educating grades 9–12 with a total enrollment of 895 students. Founded in 1909, the school is located on the San Mateo County Coast and serves students from Pescadero to Montara (30 miles) and the surrounding rural area (135 square miles).HMBHS is fully accredited by the Western Association of Schools & Colleges (WASC). In May of 2019, after an extensive self-study was completed, WASC granted a six-year accreditation effective through June 30, 2025.

Our vision at HMBHS is to provide a strong, comprehensive education for all of our students in order to prepare for and value

2024-25 School Description and Mission Statement

citizenship, employment, and further education.

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

Advanced Placement courses:
Art Studio Drawing
Art Studio 2-D Design
Art Studio 3-D Design
Biology
Calculus AB
English Language and Composition
English Literature and Composition
Environmental Science
French Language
Psychology
AP Statistics
US Government
US History
World History

Honors or Advanced courses:
Advanced Agriscience Honors
Advanced Algebra II
Honors Pre-Calculus
Honors Marine Ecology
Honors Physics

Other CDE and CUSD graduation requirements:
4 years of English and/or ELD (1,2,&3)
4 years of Social Studies
3 years of math
1 year of fine art or a world language
2 years of physical education
14 semesters of electives
35 hours of community service

Elective courses:
Agriculture Communication and Leadership
Art II/III
Art Spectrum
AVID I/II/III/IV/Tutor
Broadcasting
Digital Illustration
Introduction to Computer Science
Jazz Ensemble
Leadership
Marching Band
Metal Sculpture (Beg./Adv.)
Positive Psychology
Power & Strength
Yearbook
Four-year Spanish language program
Spanish for Spanish Speakers
Four-year French language program
Two-year CDE required Physical Education courses

2024-25 School Description and Mission Statement

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	216
Grade 10	259
Grade 11	240
Grade 12	272
Total Enrollment	987

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.8
Non-Binary	0.1
Asian	2.1
Black or African American	0.6
Filipino	0.4
Hispanic or Latino	50.3
Two or More Races	5.3
White	41.3
English Learners	9.1
Homeless	0.2
Migrant	2.5
Socioeconomically Disadvantaged	38.9
Students with Disabilities	15.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.00	88.44	103.50	82.49	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.00	6.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	0.82	1.70	1.39	12115.80	4.41
Unknown/Incomplete/NA	4.80	10.70	12.20	9.74	18854.30	6.86
Total Teaching Positions	45.30	100.00	125.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.40	85.15	103.10	81.62	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.90	4.12	8.40	6.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	0.80	3.10	2.47	11953.10	4.28
Unknown/Incomplete/NA	4.70	9.89	11.60	9.20	15831.90	5.67
Total Teaching Positions	47.50	100.00	126.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.30	87.02	108.20	82.99	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.60	5.40	11.30	8.66	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.21	2.70	2.14	11746.90	4.23
Unknown/Incomplete/NA	3.00	6.32	7.00	5.43	14303.80	5.15
Total Teaching Positions	48.70	100.00	130.40	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.90	2.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.90	2.6

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.5
Local Assignment Options	0.30	0.30	0
Total Out-of-Field Teachers	0.30	0.30	0.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	7.4	4.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.7	3.4

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Grade(s) 9-12: Permabound, Everbind - Core full-length reading materials (novels, plays, and poems) Grade(s) 9 -12: Prentice Hall - Literature (Platinum, The American Experience, World Masterpieces) Grade(s) 9 - 12: Prentice Hall - Writing and Grammar, Communication in Action (Freshmen, Sophomore, Junior Level) AP Language and Composition Grade 11: Advanced Placement English Language and Composition, Writing for the AP Exam: English Language and Composition AP Literature and Composition Grade 12: Houghton Mifflin - Perrine's Sound & Sense, AP English Language and Composition Premium Prep English Language Development Grade(s) 9-12: National Geographic--Impact (Foundation, 1, 2, 3) Grade(s) 9-12: English 3D--Course B and C	No	0
Mathematics	Strategic Algrebra Support, Strategic Algebra I, Algebra1, Strategic Geometry, Geometry, Algebra II, and Advanced Algebra 2 Grade(s) 9-12 Reveal Mathematics- McGraw Hill. Ed. 2023 Finite Math & Statistics, Honors Pre-Calculus and Pre-Calculus Grade(s) 9-12: Cengage Learning - Larson, Hostetler and Edwards -	Yes	0

	Precalculus with Limits: A Graphing Approach 7th. Ed., 2016 AP Statistics Grade(s) 11-12: Bedford, Freeman, & Worth - The Practice of Statistics, 6th, 2022 AP Calculus AB Grade(s) 11-12: Cengage Learning - Calculus for AP, Larson and Battaglia, 2017		
Science	AP Biology Grade(s) 11-12: Pearson. Campbell Biology - 12th edition, Urry et al, 2021 Marine Ecology Grade(s) 9-12: McGraw-Hill - Marine Science. Castro and Huber, 2019 Biology Grade(s) 9-12: Pearson/Savvas - Biology. Miller & Levine 2020 Chemistry Grade(s) 9-12: Pearson – Chemistry. Wilbraham, Staley, Matta, Waterman, 2012 Earth Science Grade(s) 9-12: Biozone - Earth and Space Science for NGSS, 2nd edition, 2022 Physics Grade(s) 9-12: Holt - Physics. Holt California Edition, 2007 AP Physics Grade(s) 9-12: Pearson – Physics, Principles with Applications – 6th edition. Giancoli, 2009 AP Environmental Science Grade(s) 9 -12: Environment: The Science Behind the Stories 7th edition, Withgott and Brennan, 2021 Agriculture Earth Science Grade(s) 9-12: Savvas Learning Company - Conceptual Integrated Science 3rd Edition 2020, Hewitt, Lyons, Suchocki, Yeh Agri-Biology Grade(s) 10-12: Pearson - Conceptual Integrated Science 3rd Edition 2020, Hewitt, Lyons, Suchocki, Yeh Agri-Chemistry Grade(s) 11-12: Pearson - Conceptual Integrated Science 3rd Edition 2020, Hewitt, Lyons, Suchocki, Yeh Agriculture Communication and Leadership Grade (s) 10-12: Cengage - Ag Communications: A Hands-On Approach	Yes	0

	Animal Science Grade(s) 11-12: Goodheart Wilcox - Animal Science: Principles of Production, Management, and Selection. 2025		
History-Social Science	Ethnic Studies Grade 9: A Different Mirror For Young People (A History of Multicultural America). Author: Ronald Takaki World History Grade 10: Cengage - World History: Voyages of Exploration, 2023 AP World History Grade 10 Prentice-Hall - Documents in World History, 3rd-6th Eds. 2003-2012. (AP World History) Grade 10 McGraw-Hill - Traditions & Encounters, 5th Ed. 2011. (AP World History) United States History Grade 11: Houghton Mifflin - The Americans - Reconstruction to the 20th Century, 2003 AP United States History Grade 11: Cengage - The American Pageant: A History of the American People (AP Edition), 2020 Grade 11: Give Me Liberty - Eric Foner - Early College United States History American Government/Economics Grade 12: Glencoe McGraw-Hill - US Government - Democracy in Action (Ag. Govt) Richard C. Remy, PhD Grade 12: EMC Publishing: Roger Arnold: Economics:New Ways of Thinking 2007 AP Government Grade 12: BFW Publishers: Abernathy and Waples - American Government: Stories of a Nation 2021 Included with a reader: Foundational Documents and Court Cases Reader for Stories of a Nation AP Psychology Psychology - Myers, David G. - 8th edition - 2018	Yes	0
Foreign Language	Spanish I, II, III, & Grade(s) 9-12: Vista Higher Learning: Descubre: Lengua y Cultura del Mundo Hispano (Spanish 1,2 and 3), 2017 Grade(s) 9-12: Houghton Mifflin: Sanmaniego, Mundo 21, 3rd edition (Inmersion) 2003 Spanish for Spanish Speakers I and II Grade(s) 9-12: Pearson: Encuentros Maravillosos:Gramática a través de la Literatura (Spanish for Spanish Speakers) 2011 Grade(s) 9-12: Vista Higher Learning: Galeria 1 Grade(s) 9-12: Vista Higher Learning: Galeria 2	No	0

	AP Spanish Language Grade(s) 11-12: Vista Higher Learning TEMAS: AP Spanish Language and Culture 2014 French I, II, II, AP French Language Grade(s): 9-12: French 1 - Discovering French 1 Bleu - 2001, Houghton Mifflin Harcourt Grade(s): 9-12: French 2 - Discovering French 2 Blanc - 2001, Houghton Mifflin Harcourt Grade(s): 9-12: French 3 - Discovering French 3 - 2001,Houghton Mifflin Harcourt Grade(s): 11-12: AP French Language - Themes - 2016, Vista Higher Learning		
Visual and Performing Arts	Metal Sculpture and Advanced Metal Sculpture Modern Metalworking- Gerhart-Wilcox - John Walker & Kenneth W Stier 2018	No	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

HVAC mechanical systems need attention and repairs.

Year and month of the most recent FIT report	8/16/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			A-11: K-7: Room is very messy and used as a storage room need a clear walking path in room.celing tites stained due to old roof leak
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			A-11: F-4 MUSIC ROOM: STAINED CELING TILES K-15: storage room very messy K-7: Room is very messy and used as a storage room need a clear walking path in room.celing tites stained due to old roof leak
Electrical	X			A-1:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			D-4: Wall paper needs to be removed falling off the walls

School Facility Conditions and Planned Improvements

				D-5: Wall paper needs to be removed its falling off the walls K-4: Blocked breaker panel in storage closet
Structural: Structural Damage, Roofs	X			H-MAT ROOM: H-WEIGHT ROOM: Gutters in replacing full of rot and holes K-10: K-11: K-12: K-13: K-14: K-15: storage room very messy K-8: K-9: P-1: roof leaks stained tiles gutters have rot and holes P-2: Gutters in replacing full of rot and holes
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			C-7: DOOR CLOSER NEEDS REPLACING K-7: Room is very messy and used as a storage room need a clear walking path in room.celing tites stained due to old roof leak

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	41	48	41	42	46	47
Mathematics (grades 3-8 and 11)	28	31	32	32	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	236	220	93.22	6.78	47.73
Female	119	113	94.96	5.04	59.29
Male	116	106	91.38	8.62	34.91
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	113	103	91.15	8.85	23.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	14	93.33	6.67	57.14
White	104	99	95.19	4.81	73.74
English Learners	21	16	76.19	23.81	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	78	91.76	8.24	19.23
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	33	84.62	15.38	9.09

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	236	214	90.68	9.32	30.66
Female	119	111	93.28	6.72	30.91
Male	116	102	87.93	12.07	29.70
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	113	97	85.84	14.16	9.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	14	93.33	6.67	57.14
White	104	99	95.19	4.81	48.98
English Learners	21	16	76.19	23.81	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	74	87.06	12.94	9.59
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	33	84.62	15.38	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	20.83	27.44	23.95	27.83	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	484	430	88.84	11.16	27.44
Female	240	214	89.17	10.83	30.37
Male	243	215	88.48	11.52	24.19
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	238	204	85.71	14.29	6.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	27	93.10	6.90	48.15
White	205	188	91.71	8.29	46.81
English Learners	35	30	85.71	14.29	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	187	162	86.63	13.37	9.26
Students Receiving Migrant Education Services	16	15	93.75	6.25	6.67
Students with Disabilities	73	56	76.71	23.29	1.79

2023-24 Career Technical Education Programs

CTE, Career and Technical Education: a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. Courses and industries include:

*Agriculture: Agriculture Earth Science, Agri-Biology, Agri-Chemistry, and Advanced Agriscience Honors
*Building and Construction Trades: Essentials of Building I and Advanced Building and Construction
*Digital Illustration and Design: Digital Ilustration and Digital Design & Marketing

All CTE programs are either approved UC/CSU and meet the A-G eligibility. Agriculture Earth Science, Agri-Biology, Agri-Chemistry, and Advanced Agriscience Honors are approved 'D' (Laboratory Science) courses. The other CTE courses are 'G' electives for graduation and A-G readiness. The Assistant Principal for Curriculum and Instruction, Deanna Tower, and CUSD CTE Coordinator, Lisa Longaker, serve on the district CTE advisory committees for both Agriculture and Building and Construction Trades.

We are currently working on establishing a CTE Pathway for Media Arts and Welding and Materials Joining

Community Partnerships include: advisory committees attended by professionals; HMB Chamber and Rotary sponsor annual

2023-24 Career Technical Education Programs

senior seminars in career preparation; and AG boosters arrange use of farms and ranches in the community for student projects.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	248
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	35.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.58
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	41.46

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	99.1	99.1	99.1	99.1	99.1

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Half Moon Bay High School offers many opportunities for parents and guardians to become involved in the school. The support for our students and programs is tremendous, and we encourage all parents to get involved in their child's school. Parents are encouraged to communicate with teachers, counselors, administration, and other staff to ensure that open lines of communication exist. Ongoing communication is also provided by a weekly newsletter, Messenger, YouTube videos, and at our website at: https://hmbhs.cabrillo.k12.ca.us/home

Some of our parent organizations include:
School Site Council - Elected positions and to all parents, guardians, community members, and students
Half Moon Bay High School PTO - Open to all parents and guardians
Boosters Athletic Corporation (BAC) - Open to all parents and guardians
Agriculture Boosters (Future Farmers of America) - Open to all parents and guardians and community members
Friends of Cougars in Concert (Band/Chorale) - Open to all parents and guardians
English Language Advisory Committee (ELAC) - Elected positions and open to all parents, guardians, community members and students
District English Learner Advisory Committee (DELAC) - Elected position and and open to all parents, guardians, community members and students
Cougar Community on Campus - Open to all parents and guardians

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	6.8	6.9	7.3	7.4	10.0	7.8	7.8	8.2	8.9
Graduation Rate	90.0	90.6	91.9	87.0	86.6	89.1	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	260	239	91.9
Female	122	117	95.9
Male	138	122	88.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	129	114	88.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	16	15	93.8
White	106	101	95.3
English Learners	28	23	82.1
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	127	114	89.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	39	36	92.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1004	997	247	24.8
Female	502	500	112	22.4
Male	501	496	135	27.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	4	18.2
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	507	503	150	29.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	52	52	11	21.2
White	413	410	79	19.3
English Learners	97	96	36	37.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	399	397	116	29.2
Students Receiving Migrant Education Services	27	27	4	14.8
Students with Disabilities	163	161	68	42.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.86	3.06	3.29	1.98	2.74	2.59	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0.2	0	0	0.11	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.29	0.20
Female	1.20	0.20
Male	5.39	0.20
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.54	0.39
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.92	0.00
White	1.94	0.00
English Learners	6.19	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.76	0.25
Students Receiving Migrant Education Services	3.70	0.00
Students with Disabilities	6.75	0.61

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Our Comprehensive Safety Plan provides guidance and direction to the principal, faculty and staff to create a vision for the school where students are safe to learn.

2024-25 School Safety Plan

Our Safety plan is assessed by the School Site Council. Based on this assessment, safety goals will be set for the upcoming school year. The annual review and evaluation of the school comprehensive safety plan is certified by the School Site Council and the school Principal before being presented to the Governing Board for final review and adoption. The plan includes the development of all of the following: (Education Code 32282) (AR 0450)

- Mandated Reporter protocols
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages, a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare, and adaptations for students with disabilities in accordance with the Americans with Disabilities Act
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Dress Code
- Procedures for safe ingress and egress
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Hate Crime reporting procedures

Staff has received training from ICS for incident command procedures. Administration and staff are also trained in the San Mateo County Big 5 Safety Protocol for emergency response. During each school year, we hold Two Evacuation Drills, one Drop Cover and Hold On drill, and one Secure Campus drill.

Our site specific safety plan can be found by visiting our main website.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	27	21	5
Mathematics	20	27	19	5
Science	22	16	16	5
Social Science	18	25	23	7

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	25	20	4
Mathematics	22	17	23	4
Science	24	8	18	5
Social Science	26	8	23	4

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	21	17	8
Mathematics	21	19	18	5
Science	25	11	9	5
Social Science	24	9	17	10

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	548.33

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,558	$2,415	$7,143	$80,262
District	N/A	N/A	$7,419	$83,262
Percent Difference - School Site and District	N/A	N/A	-3.8	-3.7
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	-40.5	-8.8

Fiscal Year 2023-24 Types of Services Funded

The goal at Half Moon Bay is to use data to drive our instruction and through the data analysis, we will provide the necessary services to support the needs of our students. The types of services funded at Half Moon Bay High School are the following:

1-to-1 Chromebook program
Bilingual Community Relations Assistant
TUPE Tobacco Education
Advanced Placement Testing
Staff Development
After school tutoring
AVID program
Safe Space
PBIS
Wellness program
Social-Emotional Personal Learning Plans

Fiscal Year 2023-24 Types of Services Funded

Academic Personal Learning Plans
Restorative practices
Alternate to Suspension Program for controlled substance use
Post suspension counseling
CTE program: Agriculture and Natural Resources, Building and Construction Trades, Digital Illustration pathways
Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,045	$54,930
Mid-Range Teacher Salary	$81,868	$85,386
Highest Teacher Salary	$111,090	$111,172
Average Principal Salary (Elementary)	$134,708	$136,564
Average Principal Salary (Middle)	$141,120	$141,339
Average Principal Salary (High)	$161,232	$153,241
Superintendent Salary	$241,036	$224,537
Percent of Budget for Teacher Salaries	28%	29%
Percent of Budget for Administrative Salaries	7%	6%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	32.3

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	2
Foreign Language	2
Mathematics	3
Science	2
Social Science	10
Total AP Courses Offered Where there are student course enrollments of at least one student.	24

Professional Development

Half Moon Bay has had the opportunity to participate in many professional developments aligned to the needs of our students. We use student data and survey responses to better meet the needs of our students and develope a cohesive professional development plan. Here are some examples of the professional development that the Half moon Bay has engaged in.
Record of PD (District and Site Based)

2022-2023
8/8/2022 - District led PD: "Equity; MTSS; Restorative Practices - Staff Meeting: Welcome Back; Introductions; school climate; grading policies; family communication; SLS Referrals; 504/IEP compliance.
8/12/2022 - Design/Plan and schedule initial assessment to gauge student learning level
9/2/2022 - Housekeeping; Compliance Packet
9/16/2022 - Equity; MTSS; PBIS
9/23/2022 - Debrief initial assessment to gauge student learning level
10/7/2022 - Safety/ICS4 School (safety consultant)
10/14/2022 - TUPE; whole site literacy; integrated ELD; differentiation; project based learning
11/4/2022 - Collaborate and plan implementation of Integrated ELD and differentiation instructional strategies
12/9/2022 - Share out and debrief about Integrated ELD and differentiation instructional strategies
1/6/2023 - Review Student Planning Guide; Complete teaching schedule requests; plan course informational meetings
1/13/2023 - Equity; MTSS; PBIS
1/27/2023 - PBIS; School Climate; housekeeping
2/10/2023 - School Climate (PBIS strategies; SLS referral process; restorative practices in the classroom)
3/3/2023 - Collaborate and plan implementation of Integrated ELD and differentiation instructional strategies
3/17/2023 - Equity; MTSS; PBIS
3/31/2023 - Prepare for Cunha and HMBHS Articulation: Vertical articulation & share your lesson/unit design (Integrated ELD; Differentiation, PBL, and/or AVID strategies)
4/21/2023 - Cunha IS and HMBHS Articulation: Share your lesson/unit design (Integrated ELD; Differentiation, PBL, and/or AVID strategies)
4/28/2023 - Debrief Super Friday; housekeeping

2023-2024
8/14/2023 - Training with the use of PowerSchool and Schoology
8/24/2023 - Departmental meetings about 8/14/2023 Schoology training
9/6/2024 - CUSD Compliance training & Presentation HMBHS Educator Norms I
9/15/2023 - Site Let Super Friday (Powerschool & Schoology Training)
9/21/2023 - IEP/504 refresher & Schoology Training
10/5/2023 - Departmental meetings to establish bi-annual benchmarks aligned to CCR Standards
10/12/2023 - Training about Schoology gradebook settings
10/20/2023 - District Led Super Friday (Literacy: Designated and Integrated ELD & MTSS)
10/25/2023 - Departmental debrief of results from 1st benchmarks
11/8/2023 - Wellness Program presentation & Presentation HMBHS Educator Norms II
11/30/2023 - Department meeting to discuss 1st quarter benchmark results aligned to CCR Standards
1/26/2024 - Site led Super Friday (PBIS & Reunification Drill)
2/9/2024 - District Led Super Friday (Literacy: Designated and Integrated ELD & MTSS)
2/9/2024 - Ed Specialist PD: Managing IEP support and services
3/22/2024 - Site Led Super Friday (Secondary Level Articulation: curriculum and instruction in the content area)
3/27/2024 - Departments compile data from Q3 benchmark aligned to CCR Standards and discuss areas of focus
4/26/2024 - Workplace Violence Prevention Training required under SB 553

2024-2025
8/12/2024 - District Staff Development: Mandated training, PowerSchool & Schoology PD
8/22/2024 - Discuss bi-annual benchmarks that align content area and CCR standards
9/13/2024 - Site Led Super Friday (WASC Preparation)
9/19/2024 - WASC Home Group Work
10/3/2024 - WASC Home Group Work
10/9/2024 - WASC Home Group Work
10/18/2024 - Site Led Super Friday (WASC Focus Group Work)
1/31/2025 - District Led Super Friday (Student Engagement: (i.e. Chronic Absenteeism/Attendance)
2/5/2025 - Prepare Q4 benchmarks aligned to CCR Standards
2/28/2025 - District Led Super Friday (Student Engagement: (Academic Improvement)

Professional Development

3/13/2024 - Staff meeting: Preparation for WASC Visiting Committee
3/28/2025 - Site Led Super Friday (Secondary Level Articulation: vertical and horizontal alignment)
4/25/2025 - District Led Super Friday (Student Engagement: TBD)

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	18	14	13

Pilarcitos High School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Pilarcitos High School
Street	498 Kelly Ave.
City, State, Zip	Half Moon Bay, CA 94019
Phone Number	(650) 712-7224
Principal	James Barnes
Email Address	barnesj@cabrillo.k12.ca.us
School Website	https://pilarcitos.cabrillo.k12.ca.us/
Grade Span	9-12
County-District-School (CDS) Code	41 68890 4130027

2024-25 District Contact Information

District Name	Cabrillo Unified School District
Phone Number	(650) 712-7100
Superintendent	Jeffrey Harding
Email Address	hardingj@cabrillo.k12.ca.us
District Website	www.cabrillo.k12.ca.us

2024-25 School Description and Mission Statement

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

- complete the required academic course of instruction to graduate from high school.
- participate in a program designed to meet the educational needs of each pupil, including but not limited to, Independent Study, Work Experience and Career Technical Education as a supplement to classroom instruction.
- receive holistic support for their physical, emotional and mental health.

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

2024-25 School Description and Mission Statement

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

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

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	13
Grade 12	28
Total Enrollment	41

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.7
Black or African American	2.4
Filipino	2.4
Hispanic or Latino	65.9
Two or More Races	4.9
White	24.4
English Learners	17.1
Migrant	2.4
Socioeconomically Disadvantaged	58.5
Students with Disabilities	36.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.50	54.84	103.50	82.49	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.00	6.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	39.78	1.70	1.39	12115.80	4.41
Unknown/Incomplete/NA	0.00	4.30	12.20	9.74	18854.30	6.86
Total Teaching Positions	0.90	100.00	125.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.60	66.67	103.10	81.62	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.40	6.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	30.11	3.10	2.47	11953.10	4.28
Unknown/Incomplete/NA	0.00	1.08	11.60	9.20	15831.90	5.67
Total Teaching Positions	0.90	100.00	126.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.60	48.80	108.20	82.99	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	11.30	8.66	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	46.40	2.70	2.14	11746.90	4.23
Unknown/Incomplete/NA	0.00	4.00	7.00	5.43	14303.80	5.15
Total Teaching Positions	1.20	100.00	130.40	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.30	0.20	0.5
Total Out-of-Field Teachers	0.30	0.20	0.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) 9-12: Permabound; Everbind - Core full-length reading materials (novels, plays, and poems) Grade(s) 9 -12: Prentice Hall - Literature (Platinum, The American Experience, World Masterpieces) Grade(s) 9 - 12: Prentice Hall - Writing and Grammar, Communication in Action (Freshmen, Sophomore, Junior Level) Grade(s) 12: Houghton Mifflin - Perrine's Sound & Sense (AP) Adult Education: Paxen - TABE Tutor Reading and Language Levels E, M, D, A Grade 9-12: McGraw Hill - HSE Reading Grade 9-12: McGraw Hill - HSE Writing English Language Development Grade(s) 9-12: National Geographic--Impact (Foundation, 1, 2, 3) Grade(s) 9-12: English 3D--Course B and C	Yes	0
Mathematics	Algebra1, Geometry and Algebra 2 Grade(s) 9-12: College Preparatory Mathematics (CPM): Course 1,2, and 3. Core Connections. 2013 Second Edition, Version 5.0 Algebra 1 Grade 9-12: Pearson - Common Core Algebra 1 Basic Math Grade 9-12: McGraw Hill - HSE Math Adult Education: Paxen - TABE Tutor Math Levels E, M, D, A	Yes	0

Science	Biology Grade(s) 9-12: Pearson/Savvas - Biology. Miller & Levine 2020 Earth Science Grade(s) 9-12: Prentice Hall - Prentice Hall Earth Science California Edition. Tarbuck and Lutgens, 2006 Grade 9-12: McGraw Hill - HSE Science	Yes	0
History-Social Science	Freshmen Social Studies Grade 9: Prentice Hall - World Geography Grade 9: Pearson - The Cultural Landscape, 11th edition AP Human Geography Grade 9: Prentice Hall: The Cultural Landscape: An Introduction to Human Geography (AP Human Geography) by Rubenstein, James M. 2011, 10th edition World History Grade 10: McDougall-Littell - Modern World History: Patterns of Interaction Grade 10 Prentice-Hall - Documents in World History, 3rd-6th Eds. 2003-2012. (AP World History) Grade 10: World Studies - World Geography: Pearson. Building a Global Perspective. 2009 Grade 10 McGraw-Hill - Traditions & Encounters, 5th Ed. 2011. (AP World History) United States History Grade 11: Houghton Mifflin - The Americans - Reconstruction to the 20th Century, 2003 Grade 11: Houghton Mifflin - The American Pageant 2002 (AP) Grade 11: Give Me Liberty - Eric Foner - Early College United States History American Government/Economics Grade 12: Glencoe McGraw-Hill - US Government - Democracy in Action (Ag. Govt) Richard C. Remy, PhD Grade 12 EMC Publishing- Economics New Ways of Thinking Arnold 2007 (need new book) Grade 9-12: McGraw Hill - HSE Social Studies	Yes	0
Foreign Language	Spanish Grade(s) 9-12: Vista Higher Learning: Descubre: Lengua y Cultura del Mundo Hispano (Spanish 1,2 and 3), 2017	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The Pilarcitos campus is new, having been opened in 2017. It is a facility in excellent repair and provides modern accommodations and infrastructure for teaching and learning.

Year and month of the most recent FIT report	8/12/2024

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Classroom 1: m.u room: Office: dact line fault for fire system.
Structural: Structural Damage, Roofs	X			Kitchen: roof leaks stained celing tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	--	0	41	42	46	47
Mathematics (grades 3-8 and 11)	--	0	32	32	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	17	9	52.94	47.06	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	6	46.15	53.85	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	17	8	47.06	52.94	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	5	38.46	61.54	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	--	6.25	23.95	27.83	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	16	45.71	54.29	6.25
Female	18	6	33.33	66.67	--
Male	17	10	58.82	41.18	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	11	42.31	57.69	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	7	36.84	63.16	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

Pilarcitos currently has no CTE offerings. However, we are looking at how to expand our aligned existing Farm-to-Desk program into a true CTE Culinary Arts class.

For 2023-24, Wednesdays are Farm-to-Desk day; part of the week's farm harvest is cooked by students and for students, emphasizing the importance of eating healthy, fresh, local food. Great satisfaction is taken knowing that the students not only cooked the dish but actually carried its contents from seed, to harvest, to the plate. Students participate in the Coyote Farms Project to grow and market local produce, which why use in Farm-to-Table.

Coyote Farms Project
Every week, Pilarcitos High School students leave their traditional classroom behind and head down to nearby Potrero Nuevo Farm, where they contribute to the many activities of running a diversified organic farm. The Coyote Farms Project empowers at-risk students to give back to the local Half Moon Bay community while gaining valuable skills for the future.

MARKETING: Students hone their business skills and learn what it takes to run and operate a small business. From marketing veggie boxes to creating specialty items like herbal lip balm and dried flower wreaths, Pilarcitos students learn to balance their creativity and innovative ideas with business strategies for success. Throughout the process, students research markets, develop marketing plans, advertise products, manage a budget, and engage with their community to earn trust and loyalty.

2023-24 Career Technical Education Programs

HANDS-ON SCIENCE & SUSTAINABLE AGRICULTURE: Coyote Farms utilizes science activities that link classroom coursework in biology, chemistry, and nutrition to time spent on the farm, starting seeds in the greenhouse, and tending vegetables in the field.

REAL FOOD EDUCATION: Throughout the year, cooking workshops teach students how to create nutritious dishes such as veggie quesadillas, salads, wood-fired pizza, bean chili and more.

THE IMPACT: In the Coyote Farms Project, students who never knew that a potato comes from the ground, take potatoes from seed to field, to harvest, and eventually into the kitchen. They see for themselves that greens are the first veggies of the season, that berries ripen in summer, and apples and pumpkins mature in the fall. Encouraged to try new vegetables as they tend the fields and taught how to harvest a wide variety of produce, Coyote Farms students gain an understanding of local food systems and the confidence to positively influence these systems.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Our frontline of communication depends on our Administrative Assistant. They provide invaluable support in making connections with parents and guardians. Office staff contacts parents and guardians when their students are either tardy or absent and also works with families in an effort to make them integral participants of Student Attendance Review Board Meetings, Individual Education Plan Meetings, and conferences regarding academics and behavior. Other opportunities for parent involvement in school activities include Coyote Fest, Parent-Teacher Conferences, WASC visits, or becoming a member of the School Site Council. Our teaching staff, including counselors and special education teachers, are in regular contact with parents.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	15.8	50.0	18.2	7.4	10.0	7.8	7.8	8.2	8.9
Graduation Rate	52.6	35.0	63.6	87.0	86.6	89.1	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	22	14	63.6
Female	11	8	72.7
Male	11	6	54.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	16	10	62.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	19	12	63.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	57	54	32	59.3
Female	27	26	18	69.2
Male	30	28	14	50.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	40	24	60.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	11	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	34	32	20	62.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	21	19	12	63.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	1.98	2.74	2.59	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0.11	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Our Comprehensive Safety Plan provides guidance and direction to the principal, faculty and staff to create a vision for the school where students are safe to learn. The Plan was last updated and approved on November 14, 2024

2024-25 School Safety Plan

Our Safety plan is assessed by the School Site Council. Based on this assessment, safety goals will be set for the upcoming school year. The annual review and evaluation of the school comprehensive safety plan is certified by the School Site Council and the school Principal before being presented to the Governing Board for final review and adoption. The plan includes the development of all of the following: (Education Code 32282) (AR 0450)

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages, a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare, and adaptations for students with disabilities in accordance with the Americans with Disabilities Act
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Dress Code
- Procedures for safe ingress and egress
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Hate Crime reporting procedures

Staff receives training from San Mateo County for incident command procedures in emergency situations. Administration and staff are also trained in the San Mateo County Big 5 Safety Protocol for emergency response. During each school year, we hold 2 Evacuation drills, 2 Drop, Cover & Hold On Drills, and 2 Lockdown/Barricade Drills.

Our site-specific safety plan can be found by visiting our main website.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	11		
Mathematics	3	7		
Science	3	8		
Social Science	7	10		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	5		
Mathematics	6	4		
Science	7	5		
Social Science	9	5		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	410

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,457	$2,937	$6,520	$86,189
District	N/A	N/A	$7,419	$83,295
Percent Difference - School Site and District	N/A	N/A	-12.9	3.4
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	-49.2	-1.7

Fiscal Year 2023-24 Types of Services Funded

Pilarcitos receives Speech and Language and Special Education services

Pilarcitos' Agriculture program at Elkus Ranch is funded through LCAP

PHS was approved for 3 year grant from the Mental Health Student Services Act that will provide a .2 counselor position, exclusively for PHS students

The Equine Education class is grant funded in part by grants and San Mateo County for transportation, and involves a weekly field trip

Mural class is funded by Prop 28 VAPA funds to pay for the artist guiding the creation of student murals on our MU

PHS pays per hour a Spanish-speaking administrative assistant from La Costa Adult School, with which we share our facility, to assist us in communications with Spanish-speaking families.

Fiscal Year 2023-24 Types of Services Funded

Edgenuity is the primary online course program that PHS uses for our students for classes that we do not teach live, and for our Independent Study students, funded by the district

Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$58,045	$54,930
Mid-Range Teacher Salary	$81,868	$85,386
Highest Teacher Salary	$111,090	$111,172
Average Principal Salary (Elementary)	$134,708	$136,564
Average Principal Salary (Middle)	$141,120	$141,339
Average Principal Salary (High)	$161,232	$153,241
Superintendent Salary	$241,036	$224,537
Percent of Budget for Teacher Salaries	28%	29%
Percent of Budget for Administrative Salaries	7%	6%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Pilarcitos has 6 Super Fridays per year dedicated to staff development. For the 2023-2024 school year, staff worked on concepts like self regulation, student identity, and power dynamics in the classroom in relation to student emotional well-being. The staff analyzed data from a Social-Emotional Learning survey for staff, students, and families. For the 2024-2025 school year, staff will work to facilitate restorative circles throughout the district in conjunction with Student Services efforts to address Chronic absenteeism at the sites.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6+	6+	6+

CABRILLO UNIFIED SCHOOL DISTRICT

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

INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent Educational Services
Andrew Boysen, Principal, Half Moon Bay High School
Lisa Longaker, Career Technical Education Coordinator
CATEGORY: Consent/Action
ITEM TITLE: Approval of Course Proposal for Half Moon Bay High School, Career Technical Education Work Experience Education

BACKGROUND INFORMATION

Work Experience Education is a course that empowers Career Technical Education (CTE) professional literacy for high school students through a combination of paid/unpaid service-based learning or supervised paid employment aligned to their CTE pathway standards and skills, combined with classroom and/or hybrid instruction. Students attend their own jobs and/or internships in addition to completing required work experience education coursework.

This course will be open to students from all CTE pathways in grades 10, 11, and 12 by teacher recommendation and prior approval. To qualify for the course, students must have paid/unpaid service-based learning or supervised paid employment aligned to their CTE pathway standards in place. As written, this course is approved for dual enrollment credit through Skyline College, covered by Cabrillo Unified School District's current College and Career Access Pathway (CCAP) agreement with the San Mateo County College District (SMCCD), and will provide students with "G" elective credit to meet high school graduation requirements.

Course grades, "G" elective credit, and/or dual enrollment credit via Skyline College are earned by completion of the course requirements including both worksite and classroom attendance, daily/weekly journal prompts, paystub and timesheet submission, class assignment completion, submission of required forms, and maintaining employment. Enrolled students must have a worksite placement or employment that is related to a previously or concurrently enrolled CTE course of study.

Work Experience Education is designed to help students develop positive work habits and attitudes, self-confidence, job skills, time management and organizational skills. Throughout the course, students will develop a portfolio that includes important work experience artifacts that will help them thrive in the professional world.

REPORT/PROPOSAL

Student Impact:

Students in grades 10, 11 and 12 from all subgroups who have a worksite placement or employment that is related to a previously or concurrently enrolled CTE pathway would be eligible to take this course. Students can earn between 1.0 and 16.0 units of community college credit for this course in addition to "G" elective credit toward high school graduation requirements. It is a semester-long course, but students can opt to take additional semesters, continuing to submit updated required assessments and log their work experience for additional units until they reach the maximum of 16.0 units. The course will be offered during the last period of the school day (6th or 7th period in current bell schedule), so if students do not opt to continue for multiple semesters, or reach their maximum allowable units, there will not be an impact on the rest of their schedule.

SPSA/LCAP Goal Alignment

- 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.
- This course will serve all students without barriers from CTE pathways in becoming college and career ready by providing workplace ready skills, career exploration and preparation, real world experience in the workplace, a professional portfolio, and community college credit opportunities.
- Increase the percentage of students who are engaged in a curriculum that prepares them to be college or career ready.
- Chronic absenteeism is an ongoing concern in CUSD, particularly at HMBHS. We have students who go on independent study contracts so they can work more. This course gives them not only a high school credit opportunity, but a community college credit opportunity. The course content portion can be offered either in person or in a hybrid format, giving us more options to serve students in becoming both college and career ready.
- Create a positive school climate where students feel safe and supported.
- Many students who must prioritize work, sometimes over academics, do not feel supported by the traditional school system. This course values students in the workforce, better prepares them for future work and careers, gives them a jump start on community college credit, and connects their work to their CTE pathway learning while providing additional support via an internship coach and a Skyline instructor. The dual enrollment credit for this course is Pass/Fail only through Skyline College, removing some grade associated stress for students.

Monitor Progress and Success

Primary metrics for success will include student enrollment data, both for HMBHS credit and dual enrollment credit via Skyline College. Other metrics will include CTE enrollment and student subgroup data.

The course description includes a detailed scope and sequence.

FISCAL ANALYSIS

Through a consortium Strong Workforce (SWP) Grant, HMBHS will receive funds from SMCOE to stipend an internship coach/supervisor for this course for the 25-26 school year. In addition, HMBHS has a CCAP grant that can be used to fund dual enrollment courses. The teacher of record will be provided by Skyline College. The internship coach/ “G” credit teacher will be provided by HMBHS. Once the SWP and CCAP grants expire, fiscal impact will need to be revisited if the course is going to continue to be offered and either district support will be needed to maintain the internship coach, or further grant funds will need to be sourced. There is no required text, but the resources listed below may be used during the course. The HMBHS CCAP grant can pay for materials.

Textbooks

Title	Authors	Publisher	Edition	Website	Is Primary Y.N
What Color Is Your Parachute? for Teens, Third Edition: Discover Yourself, Design Your Future, and Plan for Your Dream Job	Richard N. Bolles, Katharine Bro	Ten Speed Press	Third Edition		N

Websites

Title	Authors	Organization	Website URL
Career Onestop	Various	Department of Labor	https://www.careeronestop.org/
Indeed.com			https://www.indeed.com/hire/c/info/10-exit-interview-questions-that-you-should-ask?kw=DSAhiretcpa&sid=us_googsrchhajdsa-re&aceid=&gclid=CjwKCAjwt8uGBhBAEiwAayu_9VpRwElf9Uavx8wUqbGsobE3dDVyqe-TI-bjmk_sAJKHXCzBKosQRoClAAQAvD_BwE
Supplementary materials	Various	CAWEE Young Workers Education Project CDE	*https://cawee.org/labor-laws* , *https://theyoungworkerseducationproject.org/about* , *https://www.cde.ca.gov/ci/ct/we/workpermitsforstudents.* ***https://labor.ucla.edu/***

RECOMMENDATION

It is recommended to the CUSD Curriculum Council that we approve CTWEE/Work 670 for implementation during the 2025-2026 school year for Half Moon Bay High School.

Prepared by: *Josefina Infanzon*

Course Title	CTE Internship & Work Experience (CTWEE 9502, Skyline College Work 670)
Prerequisite	Teacher approval required for aligned unpaid or qualifying paid employment that matches the student's CTE pathway.
Grades	10th,11th, and 12th Grade (Semester or year)
Environment	Classroom-Based/Hybrid
Honors	No honors, CCAP Dual Enrollment
Subject:	College-Preparatory Elective (G)
Discipline	Interdisciplinary

Course Overview

The CTE Internship and Work Experience 1 course empowers CTE professional literacy among high school students through a combination of paid/unpaid service-based learning or supervised paid employment aligned to their CTE pathway standards and skills, combined with classroom instruction.

Students will engage in work that is related to their major, field of study or industry specific CTE experiences outside of the classroom with local businesses and organizations. The goal of CTEWorks CTE Internship and Work Experience 1 is to develop and refine occupational competencies necessary to gain future, above entry level paid employment or higher paid placements, to adapt to the employment environment and to advance in an occupation. Students enrolled in CTWEE must have a worksite placement or employment that is related to a previous or concurrently enrolled Career Technical Education course of study. CTWEE corresponds to the Career Training portion of the Work-based Learning Continuum and requires a work permit.

At the completion of this course, students will successfully apply concepts regarding collaboration, communication, creativity, and critical thinking vital for industry aligned skills in a 21st century global environment. Students will complete an internship as part of the course, providing an opportunity to apply the career and academic skills gained in the pathway in a practical setting.

The internship experience is aligned with local policy and program expectations for internships. Students enrolled in CTE Internship and Work Experience 1 must have a worksite placement or employment that is related to a previously or concurrently enrolled Career Technical Education course of study, submitting journal entries and time sheets as verification (Required).
Upon successful completion of this course, a student will be able to

A. Create achievable and measurable, job-related learning skills and performance objectives at the student's worksite. Constructing 3-5 measurable job-related learning outcomes connected to the students academic major, CTE field or future career goals.
B. Identify and demonstrate new job-related tasks, skills , or behaviors on the job

C. Evaluation and reflect on job-related responsibilities, performance and growth
D. Employ time-management and organizational skills
E. Discuss and record work-related experiences that demonstrate new skills, or improvement of existing skills.

Unit 1 Professional Communication & Character

Unit 1 Description	This unit will cover the fundamentals of professional communication to acquire employment, including creating a resume and letter of introduction. Students will further explore the tools used for identifying and researching career possibilities, and describe the practical aspects of planning a career. Students will begin preparing a portfolio that will integrate their understanding of professional communications and business expectations. Students will explore their work experience opportunities to provide context for why communication matters and how it applies to industry.
Unit 1 Major Assignments	Professional Portfolio: Create a portfolio complete with resume, references, letter of introduction, and CTE/industry projects completed. This portfolio should be of professional quality and used in interviews and outreach opportunities with post-secondary and industry professionals. Resume: Students build and refine a professional resume to work in a next step career within your CTE pathway of choice. Students will take a variety of skills, learning and interest assessments for personal and career path insight. Generic and Targeted Cover Letter to work experience supervisor: a. Students write a letter of introduction. ● Students in CTWEE will customize a targeted CTE focused industry sector specific letter, outlining their skills and successes in the specific pathway of study. ● This letter should speak to an actual position that students hope to apply for in the future. Instructors provide direct feedback and students revise as needed. Career Action Plan: Students will develop a career action plan, including skills, learning and interest assessments for personal and career path insight. Students will summarize the information gained in their self-assessments; this will help them communicate their strengths, interests, preferences, and values, as well as their skill development areas of growth. Unit 1 Assessments: Work Experience Journal Reflection: How does the company/organization I am interning/working for, and the variety of tasks required, relate to the CTE courses I have taken? What useful CTE specific skills or traits do I think I will use at my worksite? Work Permit : Students will receive or learn about child labor laws,and understand, apply for their CA work permit and understand their rights in the workplace (AB 800) WE Coach/ Instructor Site Visit 1 Monthly PayStubs and/or Timesheet Submission

	For Dual Enrollment credit: DE Paperwork and Registration (WE 670 Req) Includes: ● Employment information form

Unit 2 Company Research & Social Responsibility	
Unit 2 Description	Students will explore the basic functions of businesses with a focus on their work experience site. Students will describe the three major functions of business: production, marketing, and management. Students will explore the social responsibilities of business and society regarding the environment, consumers, and ethics.

Unit 2 Major Assignments	Company Research: Students will choose a company of interest and research pertinent information including value statement, business operation, company leadership, financial health, community interaction, employee benefits, etc. Students will create a 5-10 minute presentation on their findings recommending whether or not this company would be good to work for and why. Sustainability Green Businesses: Students will research and present on a variety of socially responsible business efforts regarding the environment. Students will discern carbon footprint efforts, green marketing, packaging, and other eco-friendly measures taken by an individual business/company of choice. Unit 2 Assessments: Work Experience Placement Reflection: How is the company/ organization I am working/interning for socially responsible? What community service or good works does the company support or donate to? What is the company's environmental policy or sustainability protocols? PayStubs and/or Timesheet Submitted
Unit 3 Financial Literacy	
Unit 3 Description	Students will investigate and describe the financial planning required in business operations. Students will discuss how potential business owners create a business plan to give an overall picture of a proposed business to potential investors and lenders. Students will identify capital needs for business and develop a financial plan that will meet those needs. Students will then assess personal financial systems such as checking and saving accounts, loans, banks, and credit cards.

Unit 3 Major Assignments	W-2 Analysis: Students will show evidence that they know how to analyze a W-2 form. Seeking a better understanding of state and federal taxes, medical, and social security withholdings, students will calculate net and gross income, and annual salary. Personal Finance by the Numbers: Students will use math skills to engage in various scenarios, such as buying a car on a loan vs cash, and comparing credit cards, savings accounts, college planning, and retirement plans. Students will create a budget to show evidence of financial literacy PayStubs and/or Timesheet Submission

Unit 4 Management & Leadership

Unit 4 Description	This unit will challenge students to understand and incorporate effective management and leadership characteristics. Students develop creative problem-solving skills, set short-term and long-term goals, and learn to motivate future employees to accomplish the organization's objectives and goals. In this unit, students analyze the four management functions: planning, organizing, directing (staffing), and controlling. In addition, students compare and contrast the productive leadership styles and characteristics while investigating their preferred leadership style.
Unit 4 Major Assignments	Business Leader Research: Students read and analyze the traits of successful professional business leaders, then critique the main leadership theories, autocratic, democratic, and laissez-faire, connecting their preferred leadership style with one of these three theories. Students also investigate, compare and contrast leadership styles and characteristics using text and internet sources as reference material. GOALS: Students incorporate SMART goals to set strategic, measureable, attainable, relevant and timely goals Students will set personal and professional 1, 3 and 5 year goals. Unit 4 Assessments: Work Experience Placement Journal Reflection How is my internship company supporting my growth as a leader and, someday, an effective manager? What techniques motivate me as an employee? PayStubs and/or Timesheet Submission

Unit 5 Human Resources and Interviews	
Unit 5 Description	In this unit, students will take part in and learn about employee selection, training, and evaluation. Students will use this knowledge to support successful navigation of their work/ internship site. This unit will include an overview of the general on-boarding process and employee training requirements. Guest speakers from the community will present to students about what they look for in potential employee candidates.
Unit 5 Major Assignments	Job Description/ Job Posting: Students will research job postings and job descriptions, or write one of their own, to be the focus of their MOC™ interview. Job should be something students are genuinely interested in and they should focus their interview responses around this job description/posting. MOCK Interview: Students will prepare by answering specific interview questions. Students will record a 15 minute or more mock interview for a job posting of choice, with instructor, school admin, or industry professionals for a job of interest, and reflect on interview feedback. PayStubs and/or Timesheet Submission
Unit 6 Work Experience Company Presentation	
Unit 6 Description	Using previous Work Experience Placement Reflections and course Major Assignments, students complete a comprehensive analysis about the company where they are placed. The analysis will contain the students' narrative from the on-boarding process to the conclusion, and exit interview, if possible. Students are asked to take videos (with permission), employee

	interviews, photographs, and other artifacts and create a promotional presentation for future work experience placements.
Unit 6 Major Assignments	Company Showcase Project: Students will choose to make a video, present a slideshow or write a report. Each Showcase Project should promote the industry aligned Work Experience opportunity to future students, asking “Why should YOU apply for this internship/job?” Include: 1. Work experience site and company description 2. Onsite operations documentation (with company permission) 3. Job descriptions at the site 4. Work experience responsibilities 5. Why should YOU apply for this internship/job? WE Coach/ Instructor Site Visit 2 Student Synopsis Paper: Students will write a 2 page reflection on their experience based on the company or organization that they have completed the work experience with/for. PayStubs and/or Timesheet Submission

Textbooks

Title	Authors	Publisher	Edition	Website	Is Primary Y.N
What Color Is Your Parachute? for Teens, Third Edition: Discover Yourself, Design Your Future, and Plan for Your Dream Job	Richard N. Bolles, Katharine Bro	Ten Speed Press	Third Edition		N

Websites

Title	Authors	Organization	Website URL
Career Onestop	Various	Department of Labor	https://www.careeronestop.org/
Indeed.com			https://www.indeed.com/hire/c/info/10-exit-interview-questions-that-you-should-ask?kw=DSAhiretcpa&sid=us_googsrchhajdsa-hire&aceid=&gclid=CjwKCAjwt8uGBhBAEiwAayu_9VpRwElf9Ua

			vx8wUqbGsobE3dDVyqe-TI-bjmk_sAJKHXCzBKosQRoClAAQAvD_BwE
Supplementary materials	Various	CAWEE Young Workers Education Project CDE	*https://cawee.org/labor-laws* , *https://theyoungworkerseducationproject.org/about* , *https://www.cde.ca.gov/ci/ct/we/workpermitsforstudents.* ***https://labor.ucla.edu/***

CABRILLO UNIFIED SCHOOL DISTRICT

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

INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent Educational Services,
Andrew Boysen, Principal, Half Moon Bay High School,
Lisa Longaker, Career Technical Education Coordinator
CATEGORY: Consent/Action
ITEM TITLE: Round 7 K12 Strong Workforce Grant Memorandum of Understanding

BACKGROUND INFORMATION

The Cabrillo Unified School District (CUSD) has been awarded a Round 7 Strong Workforce Program (SWP) Grant in partnership with South San Francisco Unified School District (SSFUSD), Collaborative Education Advisors (CEdAd), a vendor approved and endorsed by the San Mateo County Office of Education, and Skyline College. Cabrillo College is the fiscal agent for the Bay Area Community College Consortium. This Memorandum of Understanding (MOU) allows Cabrillo College to disperse funds to CUSD. Once the funds are dispersed to CUSD, CUSD will act as the fiscal agent for this grant, dispersing funds to SSFUSD and CEdAd.

This grant will provide funds for curriculum development for Career Technical Education (CTE) exploratory electives at Cunha Intermediate School that will provide introductory exposure to the Half Moon Bay High School (HMBHS) CTE pathways. The grant will also provide STEM focused CTE field trips for Cunha 7th and 8th grade students, an 8th grade CTE expo day, transportation for field trips, substitute costs for teachers attending field trips, a summer bridge master class for rising 9th graders at risk for credit deficiency in high school, a field trip to Skyline College for special population students from HMBHS targeted to student supports available and a field trip to Skyline College for Pilarcitos High School students. These activities are intended to increase college and career readiness, exposure to community colleges, and increase opportunities for CUSD students, particularly those at risk of not continuing on to postsecondary education.

SWP requires matching funds at a rate of 2:1 to support CTE. The local match may include funding from school district LCFF apportionments pursuant to EC Section 88820-88833, the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 (now Perkins V), the Agricultural Incentive grant, the SSP grant, the Golden State Pathways grants, or any other source except from the California Career Pathways Trust established pursuant to EC Section 53010. This grant also demonstrates that CUSD is leveraging and “braiding” CTE funds thus giving CUSD special consideration when applying for other CTE grants. Skyline College has also contributed a significant amount of matching funds for this grant.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

The total grant award is $945,917. Funds will be dispersed to CUSD, SSFUSD, and to CEdAd for services including planning and materials for middle school and high school field trips, training and workshops, support, coordination, and organization of annual industry CTE off site experiences, 8th grade CTE Expo Days (planning, materials, training and staffing), AI and STEAM innovation challenges at Skyline college on College Expo Days, organization of annual industry CTE aligned community college field trips with workshops for students and teacher PD on AI and STEAM project based learning as needed; course design/ strategic planning with Skyline College and business partners, and CTE credentialing support. CUSD will receive the indirect costs of the entire grant award (4% maximum allowable by SWP) $37,737, for providing fiscal agency for the grant cycle.

RECOMMENDATION

Approve as submitted.

Prepared by: *Josefina Infanzon*

BAY AREA COMMUNITY COLLEGE CONSORTIUM
K12 STRONG WORKFORCE PROGRAM AGREEMENT
BETWEEN
CABRILLO COMMUNITY COLLEGE DISTRICT
and
CABRILLO UNIFIED SCHOOL DISTRICT

This agreement is entered into between Cabrillo Community College District (hereinafter referred to as "Fiscal Agent") and Cabrillo Unified School District (hereinafter referred to as "Grantee"), collectively referred to as "Parties" and individually as "Party."

1. RECITALS

WHEREAS, the Cabrillo Community College District has been designated as the fiscal agent for the K12 Strong Workforce Program (hereinafter referred to as "K12 SWP") for the Bay Area Community College Consortium (hereinafter referred to as "Regional Consortium") and is responsible for distributing funds to each grantee within the region, following certification in NOVA by the Regional Signing Authority.

WHEREAS, the Fiscal Agent is authorized to receive funding from the California Community Colleges Chancellor's Office (hereinafter referred to as "Chancellor's Office"), in partnership with the California Department of Education (CDE) and as appropriated under Education Code[1] §88827, for the K12 SWP to create, support, and/or expand high-quality career technical education programs at the K12 level that are aligned with the workforce development efforts occurring through the Strong Workforce Program.

WHEREAS, the Grantee is entering into this agreement to set the terms and conditions for their agency's award of the K12 Strong Workforce Program, and to be accountable for all deliverables identified in Exhibit B: K12 SWP CTE Pathway/Program Work Plan.

NOW, THEREFORE, in consideration of these mutual promises, the Parties agree as follows:

2. AWARD AMOUNT

The total amount for this Agreement is **$945,917** for the project titled Building Bridges:Equity-Centered STEM CTE Journey from Mid School 2 HS & Special Pops 2 Com. College **(29355)** and payment to Grantee shall be made in accordance with the terms and conditions of this Agreement and as determined by the amount approved by the region's K12 SWP Selection Committee and entered into the California Community Colleges' NOVA system (hereinafter referred to as NOVA).

Grantee certifies that grant funds received and the matching funds contributed by the Grantee and its partners shall be used solely for the purpose of supporting the program or programs for which the grant is awarded.

Whereas the region is collectively responsible for fully expending the regional allocation within the

[1] Unless otherwise noted, all statutory references herein shall be to the California Education Code.

specified timeline, and whereas failure to do so can result in the return of the funds to the State, it is imperative to have a process for reallocating funds when Grantees are unable to fully spend their allocation. In order to ensure the region is able to fully expend its allocation, Grantee should regularly monitor its rate of expenditures and contact BACCC to discuss reallocation of funds as soon as possible if it becomes evident that Grantee may be unable to fully expend Award. BACCC may initiate a discussion about possible reallocation if the expenditures reported at the end of fiscal year 2024-25 indicate that full and timely expenditure may be difficult to achieve.

3. PERIOD OF PERFORMANCE

The period of performance for this Agreement shall commence on January 1, 2025 and shall expire on June 30, 2027, unless terminated earlier in accordance with the termination provisions of this Agreement.

4. SCOPE OF WORK

Grantee shall carry out the activities and achieve the performance outcomes as presented in the Grantee's certified plan in NOVA.

5. MODIFICATIONS

Grantee may request modifications to the work to be performed. All such requests must be submitted in writing to the Fiscal Agent prior to the modification being made. The Fiscal Agent may require that a Grant Amendment be processed if the Fiscal Agent determines that a change would materially affect the project outcomes as described in the Pathway/Program Work Plan of the certified plan in NOVA, the terms of this Agreement, or the terms included in the K12 Strong Workforce Program RFA - Appendix A: Program-Specific Legal Terms and Conditions available at k12swpRFAr7.baccc.net

Grantee may make changes to any budget category amounts up to 10% of the total award amount per object code as listed in the Summary Budget in Exhibit A without the approval of the Fiscal Agent so long as budget categories are not added or deleted, the total dollar amount of the Agreement is not affected, and the outcomes of the Agreement will not be materially affected. Grantee may add or delete budget categories subject to the prior approval of the Fiscal Agent. Amendments are required for budget changes when there are changes in the total dollar amount of the Agreement.

The process for requesting and approving amendments is determined by the Fiscal Agent. Budget changes or amendments are subject to applicable program limitations and require approval of the Fiscal Agent. No extensions to the performance period will be granted.

The process for requesting and approving changes to grant budget categories and/or amounts as well as grant amendments are posted on the Regional Consortium's K12 SWP website at k12swp.baccc.net.

6. INVOICING AND PAYMENT

Advance payment of 70% of the total amount of this Agreement will be paid to Grantee within 45 days following full execution of the Agreement.

Grantee may request payment for reimbursable expenditures for the remaining 30% of the total amount of this Agreement when actual expenditures and NOVA reported expenditures exceed the 70% advance payment. Payment(s) will be made upon receipt of an invoice. Invoices shall be submitted on a form provided by Fiscal Agent and must be supported by financial detail reports that itemize costs. Fiscal Agent may request back-up documentation for expenditures if required to adhere to compliance terms and standards. Payment of invoices is contingent upon completion and approval by Fiscal Agent of any reports due on or before the date of the submitted invoice. Final invoices for all performance under this Agreement are due no later than August 30, 2025.

The Grantee is obligated to provide proportional dollar match according to the terms set forth in the K12 Strong Workforce Program RFA (k12swpRFAr7.baccc.net), and as indicated in the Grantee's certified plan in NOVA. Grantees will be required to submit documentation of the match in the fiscal reports submitted through NOVA.

7. REPORTING

K12 SWP funding is project-based with project submissions and reporting of expenditures and match taking place in NOVA. The Grantee agrees to adhere to the reporting schedule as posted on the BACCC K12 SWP website, k12swp.baccc.net. Grantee will be provided 30 days notice of report due dates and any changes to the reporting schedule. Fiscal and narrative reports of project progress may be requested by the Fiscal Agent at other times. It is the responsibility of the lead LEA to ensure that all required Progress, Fiscal and Cal-PASS Plus reports are submitted by or on behalf of all K–12 Partner Agencies.

Grantee shall prepare and submit outcomes data as required by California Education Code §88828 (d) (8) (D). Grantee and partnering local educational agencies shall enter into and maintain a data sharing MOU with Cal-PASS Plus until an MOU is executed between CDE and CCCCO for information sharing on K12 data. It is the responsibility of Grantee to ensure that all participating K–12 Partner Agencies with data required to be reported have an MOU with Cal-PASS Plus. By November 1 immediately following the fiscal year for which data are being reported, Grantee and partnering local educational agencies shall provide student-level data necessary to evaluate K12 SWP to CDE; beginning in 2021-22, submit all end-of-year data files, as applicable and required by K12SWP legislation, into the Cal-PASS Plus system; and notify their K-14 Technical Assistance Provider that data has been reported. As per the legislation, failure to provide this data may result in termination of the grant.

8. SUBGRANTING AND SUBCONTRACTING

The Grantee is responsible for distributing funds to partnering agencies identified in the application as subgrantees. The Grantee is responsible for the performance of any services provided using funds awarded under this grant by partners, consultants, or other organizations. The Grantee must have an invoice process for all K-12 Partner Agencies (subgrantees) that enables the Grantee to provide the necessary backup documentation for all invoices submitted to the Fiscal Agent for expenses made by subgrantees. The Grantee is responsible for sharing relevant communication and information with all partners.

The Grantee shall obtain approval from the Fiscal Agent for additions or deletions to the subgrantees named in Exhibit A: Objective and Financials or for changes in the amount of funds awarded each subgrantee greater than 10% of the total grant.

The Grantee is to be fully responsible to the Fiscal Agent for the acts and omissions of its partnering subgrantees, subcontractors, and of persons either directly or indirectly employed by them, as it is for the acts and omissions of persons directly employed by the Grantee. Grantee's obligation to pay its subgrantees and subcontractors is independent from the obligation of the Fiscal Agent to make payment to the Grantee. As a result, the Fiscal Agent shall have no obligation to pay or enforce the payment of any money to a subgrantee or subcontractor.

9. RECORDS AND AUDITS

A. The State Controller will include the audit instructions necessary to enforce the requirements pertaining to the K12 component of the Strong Workforce Program in the audit guide required by Ed Code Section 14502.1.

B. Grantee must maintain records regarding use of program funds and progress made towards completing the performance outcomes listed in the certified project plan and budget in NOVA .

C. Grantee shall maintain and make available expenditure data for the purposes of verifying that the matching funds requirements as specified in the K12 Strong Workforce Program RFA (k12swpRFAr7.baccc.net) have been met.

D. Parties agree that the Fiscal Agent, the Chancellor's Office, the Bureau of State Audits, and any other appropriate state or federal oversight agency, or their designated representative(s), shall have the right to review and copy any records and supporting documentation pertaining to the performance of this Agreement. Grantee agrees to maintain such records for possible audit for a minimum of three (3) years after the final payment or until any audit findings have been resolved, unless a longer period of records retention is stipulated. Grantee agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, Grantee agrees to include a similar right of the Fiscal Agent, the Chancellor's Office, the Bureau of State Audits, any other appropriate state or federal oversight agency, or their designated representative(s) to audit records and interview staff in any subcontract related to performance of this Agreement.

10. TERMINATION

Either Party may terminate this Agreement, with or without cause upon thirty (30) days written notice served upon the other Party. Notice shall be deemed served on the date of mailing. Upon termination, or notice thereof, the Parties agree to cooperate with one another in the orderly transfer of contract responsibilities, records, and pertinent documents.

11. DISPUTES

All claims, disputes, and other matters in question between the Parties arising out of or relating to this Agreement or the breach thereof shall be addressed in the following manner. The Parties shall enter into

good faith negotiations to reach an equitable settlement. Except as otherwise provided in this Agreement, any dispute concerning any question arising under this Agreement shall be decided by the Fiscal Agent or the Chancellor's Office, based on prior written mutual agreement as to which of these two entities will resolve the dispute. If the Parties do not agree as to the dispute resolution entity, the Fiscal Agent will solely select the final arbiter and such selection will be binding on the Grantee. The final arbiter's decision shall be reduced to writing and a copy thereof shall be mailed or otherwise furnished to the Grantee. The decision shall be final and conclusive unless within thirty (30) calendar days from the mailing or delivery of such copy, the final arbiter receives from Grantee a written request to appeal said decision. Pending the final decision of the appeal, Grantee shall act in accordance with the written decision of the Fiscal Agent or the Chancellor's Office, whichever is the final arbiter of the dispute. The handling of non-criminal complaints, including discrimination complaints, and complaints and reports of criminal fraud, waste and abuse shall be as prescribed by the State of California, and/or the Prime Sponsor, whichever is applicable, in accordance with applicable provisions of the Code of Federal Regulations.

12. INDEMNIFICATION

Each Party to this Agreement agrees to defend, indemnify, and hold harmless the other Parties, their officers, agents, employees and volunteers, from and against all loss, cost, and expense arising out of any liability or claim of liability, sustained or claimed to have been sustained, arising out of activities, or its performance or nonperformance of obligations under this Agreement, of the indemnifying authority, or those of any of its officers, agents, employees, or volunteers. The provisions of this Article do not apply to any damage or losses caused solely by the negligence or willful misconduct of the Parties seeking indemnification or any of its agents or employees.

13. INSURANCE

Acceptance of this Agreement constitutes that Grantee is not covered under Fiscal Agent's general liability insurance and that Grantee agrees, during the term of this Agreement, to maintain, at the Grantee's sole expense, all necessary insurance for its officers, agents, and employees, including but not limited to worker's compensation (if required by law), liability, disability, and unemployment insurance. Certificates of insurance shall be provided to Fiscal Agent. Specifically, during the term of this agreement, Grantee shall maintain in full force and effect the kinds of insurance, containing the limits of liability set forth below:

A. Workers' Compensation: Grantee shall comply with the workers' compensation law of the state wherein the services are to be rendered. Such policy shall provide coverage for all persons engaged in the activities described in this Agreement under the employ, supervision or control of the Grantee, and is exempt from the requirement of naming the Fiscal Agent as Additionally Insured.

B. General Liability: The policy shall contain a combined single limit of liability of not less than $2,000,000 per occurrence and not less than $5,000,000 in the aggregate.

C. Automobile Liability: If automotive vehicles are operated by Grantee in Grantee's performance of Grantee's obligations under this agreement, Grantee shall maintain an automobile liability policy

which shall include coverage on all owned, non-owned and hired vehicles and shall have a minimum limit of liability of not less than $1,000,000 per occurrence.

Coverage shall be placed with an insurer having a Best's Key Rating of "A-" or better, unless Grantee is self-insured or insured under a Joint Powers Authority, in which case Fiscal Agent will review coverage and indicate in writing if coverage is acceptable. Grantee shall furnish Fiscal Agent with Certificates of Insurance evidencing such coverage. Such Certificate shall name Fiscal Agent as additional insureds, and provide that it can be canceled only with thirty (30) days prior written notice to Fiscal Agent. If any of the foregoing coverages expire, change, or are canceled, Grantee shall notify Fiscal Agent within thirty (30) days prior to the effective date of such expiration, change or cancellation.

The following sentence shall be included in the additional insured endorsements:

"Cabrillo Community College District, its Governing Board, as individuals and as an entity, its officers, directors, employees, and volunteers, are hereby named as additional insured, with respect to all work performed by or on behalf of the named insured under its contract with the Certificate Holder."

14. INDEPENDENT CONTRACTORS

For the purpose of this Agreement and all work and services specified herein, the parties shall be, and shall be deemed to be independent contractors and not agents or employees of the other party.

Grantee, in the performance of this Agreement, shall be and act as an independent contractor and not as an employee of the Fiscal Agent. The Grantee understands and agrees that it and all of its employees shall not be considered officers, employees or agents of the Fiscal Agent, and are not entitled to benefits of any kind or nature normally provided to employees of the Fiscal Agent and/or to which Fiscal Agent's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. The Grantee assumes full responsibility for its acts and/or liabilities including those of its employees or agents as they relate to the services provided under this Agreement. The Grantee shall assume full responsibility for withholding and payment of all: Federal, State, Local and applicable income taxes; workers' compensation; contributions, including but not limited to, unemployment insurance and social security with respect to the Grantee's employees. The Fiscal Agent will not withhold taxes, unemployment insurance or social security for the Grantee's employees or independent subcontractors. The Grantee agrees to indemnify and hold the Fiscal Agent harmless from and against any and all liability arising from any failure of the Grantee to withhold or pay any applicable tax, unemployment insurance or social security when due.

15. ASSURANCES

By signing this Agreement the Parties certify they will comply with the terms and conditions outlined in the Strong Workforce Program established by Education Code §§88827-88833, and with the guidance documents provided by the California Community College Chancellor's Office, K12 Strong Workforce Program RFA (k12swpRFAr7.baccc.net), and other guidance published by the California Community College Chancellor's Office, currently posted on Strong Workforce Program websites and the Regional Consortium's website:

https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/K12-Strong-Workforce.

K12swp.baccc.net

By signing this Agreement the Grantee certifies that it complies with state and federal requirements for standards of conduct, workers' compensation insurance, participation in grant-funded activities, non-discrimination, accessibility for persons with disabilities, drug-free workplace certification, intellectual property, and debarment and suspension, and will adhere to these legal standards and requirements in the performance of work related to this Agreement.

16. FEDERAL, STATE, AND LOCAL TAXES

Except as may be otherwise provided in this Agreement, the Grantee's award amount includes all applicable Federal, State, and local taxes and duties, and therefore, Grantee shall be responsible for paying all such costs.

17. EQUAL OPPORTUNITY/NON-DISCRIMINATION

A. During the performance of this Agreement, Grantee shall not unlawfully discriminate, harass or allow harassment, against any employee or applicant for employment because of sex, race, color, ancestry, religion, creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition (cancer and genetic characteristics), age (over 40), marital status, denial of family care leave, sexual orientation, gender, gender expression, political affiliation, position in a labor dispute, or any characteristic listed or defined in §11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of §422.6 of the California Penal Code, or any other status protected by law is strictly prohibited. Grantee shall ensure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment.

B. Grantee shall comply with the provisions of the Fair Employment and Housing Act (Gov. Code, §§12900 et seq.) and the applicable regulations promulgated thereunder (Cal. Code Regs., tit. 2, §§7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code §12990 (a-f), set forth in chapter 5 of division 4 of title 2 of the California Code of Regulations are incorporated into this Agreement by reference and made a part hereof as if set forth in full.

C. Grantee shall also comply with the provisions of Government Code §§11135- 11139.8 regarding discrimination, and the regulations promulgated thereunder by the Board of Governors of the California Community Colleges (Cal. Code of Regulations, title 5, §§59300 et seq.)

18. UNENFORCEABLE PROVISION

In the event that any provision of this Agreement is unenforceable or held to be unenforceable, then the parties agree that all other provisions of this Agreement remain in full force and effect and shall not be affected thereby.

19. WAIVER

Any waiver by Fiscal Agent of any breach of any one or more of the terms of this Agreement shall not be construed to be a waiver of any subsequent or other breach of the same or of any other term. Failure on the part of the Fiscal Agent to require full, exact, and complete compliance with any terms of this Agreement shall not be construed as in any manner changing the terms of this Agreement, or stopping the Fiscal Agent from enforcing the terms of this Agreement.

20. COMPLIANCE WITH APPLICABLE LAWS

It is understood and agreed that this Agreement shall be governed by the laws of the State of California both as to the interpretation and performance; venue of any action brought with regard to this Agreement shall be in Santa Cruz County, State of California.

Grantee shall be subject to and shall comply with all Federal, State and local laws and regulations applicable with respect to its performance of services under this Agreement.

21. INTELLECTUAL PROPERTY

Any work product resulting from this Agreement falls under the Chancellor's Office Creative Commons Attribution license, which gives permission to the public to reproduce, distribute, perform, display or adapt the licensed materials for any purpose, so long as the user gives attribution to the author.

22. ORDER OF PRECEDENCE

Any inconsistency or conflict between provisions in this Agreement shall be resolved by giving precedence in the following order:

1) Process for requesting/approving budget/contract changes as posted on k12swp.baccc.net website
2) The Agreement,
3) K12 Strong Workforce Program RFA (k12swpRFAr7.baccc.net),
4) Certified project plan and budget in NOVA

23. NOTICES/CONTACTS

All notices required or permitted under this Agreement shall be in writing and may be delivered in the following ways with preference given to email. A Party to this Agreement may give notice to the other Party by sending an email and receiving explicit acknowledgement of its receipt from the other party. Notice may also be sent by certified mail, return receipt requested; by reputable overnight courier services, with package tracking capability to the other party's address as specified below. Such notice shall be effective when received, as indicated by courier or post office.

Each Party has the responsibility of keeping notice contact information accurate and current.

For Fiscal Agent:

Name of CCD: BACCC % Cabrillo Community College District
Address: 6500 Soquel Drive
City, State, Zip: Aptos, CA, 95003

Attention Name: Rock Pfotenhauer
Title: BACCC Chair
E-mail: rock@baccc.net
Telephone: 831-479-6482

For Grantee:

Name of Lead LEA: Cabrillo Unified School District
Address: 498 Kelly Ave.
City, State, Zip: Half Moon Bay, CA 94019

For project/program related matters:
Attention Name: Lisa Longaker
Title: CTE Coordinator
E-mail: longakerl@cabrillo.k12.ca.us
Telephone: (650) 276-4513

For fiscal related matters:
Attention Name: Jennifer Marsh
Title: Chief Business Officer
E-mail: marshj@cabrillo.k12.ca.us
Telephone: (650) 376-4429

Each Party agrees to notify the other, in writing, within 30 days of changes to project contacts.

24. SIGNATURES

By signing below, the Parties agree to the terms and conditions set forth in this Agreement, which terms and conditions, upon such signatures, shall be incorporated into and become a part of the Agreement between Cabrillo Community College District and Cabrillo Unified School District, and are binding upon the Parties without any further action by the Parties.

FISCAL AGENT
Cabrillo Community College District
Alex Strudley
Director, Procurement and General Services

_____
(signature)

_____
(date)

GRANTEE
Cabrillo Unified School District
Leticia Bhatia
Deputy Superintendent

_____
(signature)

_____
(date)

CABRILLO UNIFIED SCHOOL DISTRICT

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

INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services
Drew Gamet, Director of Alternative Projects
CATEGORY: Consent/Action
ITEM TITLE: Approval of Courses for the Adult Education High School Diploma Program

BACKGROUND INFORMATION

The State Superintendent of Public Instruction is required to establish procedures for K–12 and County Office of Education adult schools to secure course and program approval (California Education Code Section 52506). A course of study for each adult school shall be prepared under the Governing Board of the district maintaining the adult school and shall be subject to approval of the CDE if those classes are offered for state apportionment (EC51056). State funds shall not be apportioned to a school district unless the courses have been approved by the department pursuant to Section 41976 (EC 52515).

The approval of these courses shall be an ongoing action that the Board will need to approve on an annual basis. These course outlines are brought back for approval. This item was previously presented to the Board for discussion at the December Governing Board Meeting.

FISCAL ANALYSIS

There is no financial impact on the General Fund.

RECOMMENDATION

Approve as submitted.

Prepared by: *Josefina Infanzon*

Content Area	Course	Description	*Time*	*Number of Units*
Elective	Art History A	Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, Art History I offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this full-year course will cover topics including early Medieval and Romanesque art through modern art in Europe and the Americas.	23:00:00	31
	Art History B	Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, Art History I offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this full-year course will cover topics including early Medieval and Romanesque art through modern art in Europe and the Americas.	22:00:00	30
	Strategies for Academic Success	Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages high school students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques	29:40:00	48
	Contemporary Health	In this one semester course, students cover topics related to: Nutrition and Physical Activty, Personal and Community Health, Skills for a Healthy Realtionships, and Mental and Emotional Health; Alcohol, Tabacco and Other Drugs.	45:06:00	46

Content Area	Course	Description	*Time*	*Number of Units*
Language Arts	Intro to Communication and Speech I	In this one semester course, students cover topics related to: Foundations of communication, Understanding verbal and nonverbal communiation, Exploring media and functional texts, Listening and responding, Interpersonal, small group and Organizational communication and Literature Circles.	49:56:00	48
	Intro to Communication and Speech II	In this one semester course, students cover topics related to: The importance of public speaking, Speaking and listening:Planning multimedia presentations, Creating multimedia presentations, Communicating in writing: Composing an academic paper, Research Workshop: Writing and prestenting an argumentative essay,and Formal debate.	42:53:00	40
	Business English A	In this full-year course, students will use technology to develop research, organization, and written and oral communication skills as they relate to a business setting. Students will learn how to communicate appropriately by investigating nonverbal and verbal communication as it applies in the workplace. These skills will help prepare students for careers or employment within Business Administration and Management career pathways such as business management, administrative services, medical administration, and office management	35:31:00	32
	Business English B	In this one semester course, students cover topics related to: Researching and managing effective projects, Developing a portfolio, Crafting a resume and cover letter, and Effective interview skills.	39:56:00	36
	English 10 A	This sophomore English course is organized thematically, allowing students to trace ideas across multiple fiction and nonfiction texts. As students engage with what they read, they use textual evidence to support arguments and to make inferences about the author's purpose and choice of language. In this course students speak, listen, read, and write—developing and applying a range of critical thinking and literary analysis skills they will need to tackle more complex texts in upper grades, college, and careers	48:36:00	31
	English 10 B	This sophomore English course is organized thematically, allowing students to trace ideas across multiple fiction and nonfiction texts. As students engage with what they read, they use textual evidence to support arguments and to make inferences about the author's purpose and choice of language. In this course students speak, listen, read, and write—developing and applying a range of critical thinking and literary analysis skills they will need to tackle more complex texts in upper grades, college, and careers	53:15:00	31

Content Area	Course	Description	*Time*	*Number of Units*
Math	Pre Algebra A	This full-year course is designed for students who have completed a middle school mathematics sequence but are not yet Algebra-ready. This course reviews key algebra readiness skills from the middle grades and introduces basic Algebra I work with appropriate support. Students revisit concepts in number and operations, expressions and equations, ratio and proportion, and basic functions. By the end of the course, students are ready to begin a more formal high school Algebra I study.	28:47:00	55
	Pre Algebra B	This full-year course is designed for students who have completed a middle school mathematics sequence but are not yet Algebra-ready. This course reviews key algebra readiness skills from the middle grades and introduces basic Algebra I work with appropriate support. Students revisit concepts in number and operations, expressions and equations, ratio and proportion, and basic functions. By the end of the course, students are ready to begin a more formal high school Algebra I study.	28:35:00	28
	Algebra I A	This course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.	38:22:00	24

Content Area	Course	Description	*Time*	*Number of Units*
	Algebra I B	This course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.	42:43:00	29
	Geometry A	This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines and cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.	39:45:00	36

Content Area	Course	Description	*Time*	*Number of Units*
	Geometry B	This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines and cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.	44:36:00	39
	Financial Math (1 year)	Connecting practical mathematical concepts to personal and business settings, Financial math offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions.	77:03:00	100

Content Area	Course	Description	*Time*	*Number of Units*
Social Studies	Modern World History A	This year-long course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives.	56:48:00	53
	Modern World History B	This year-long course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives.	54:23:00	50
	US History A	This course presents a cohesive and comprehensive overview of the major events and turning points of U.S. history from the establishment of government through the modern age. The course leads students toward a clearer understanding of the patterns, processes, and people that have shaped U.S. history. As students progress through each era of modern U.S. history, they will study the impact of dynamic leadership and economic and political change on the United States' rise to global prominence, the influence of social and political movements on societal change, and the importance of modern cultural and political developments. Recurring themes lead students to draw connections between the past and the present, between cultures, and between multiple perspectives. Rigorous reading and writing activities incorporate Common Core literacy standards to help students develop critical thinking and communication skills that will prepare them for the future.	38:10:00	33

Content Area	Course	Description	*Time*	*Number of Units*
	US History B	This course presents a cohesive and comprehensive overview of the major events and turning points of U.S. history from the establishment of government through the modern age. The course leads students toward a clearer understanding of the patterns, processes, and people that have shaped U.S. history. As students progress through each era of modern U.S. history, they will study the impact of dynamic leadership and economic and political change on the United States' rise to global prominence, the influence of social and political movements on societal change, and the importance of modern cultural and political developments. Recurring themes lead students to draw connections between the past and the present, between cultures, and between multiple perspectives. Rigorous reading and writing activities incorporate Common Core literacy standards to help students develop critical thinking and communication skills that will prepare them for the future.	46:59:00	39
	US Government	In this one semester course, students cover topics related to: Fundamental principals of American democracy, Founding documents, Citizens and civil society, Branches of government: Legistlative and Executive, Judicial interpretation of the constitution, Electoral process and the media, Federalism: Different levels of government, Comparative governments, The challenges of democracy, Compelling questions and contemporary issues.	47:55:00	60
	Economics	In this one semester course, students cover topics related to: Personal finance, Fundamental economic concepts: Basic Principles, The American market economy, Government influence and labor markets, Aggregate economic behavior and the global economy.	37:47:00	46

Content Area	Course	Description	*Time*	*Number of Units*
Science	Biology A	In this one semester course, students cover topics related to: Introduction to life, Cellular structure and function, Cellular reproduction and energy, DNA and Protien synthesis, and Genetics and Heriditity.	35:43:00	41
	Biology B	In this one semester course, students cover topics related to: Natural selection, Understanding organisms, Body systems and Ecology.	44:19:00	47
	Physical Science A	In this one semester course, students cover topics related to: Matter, Atoms, elements and the Periodic Table, Bonding, Chemical reactions, Solutions and mixtures, and Motion and Forces.	46:35:00	45
	Physcical Science B	In this one semester course, students cover topics related to: Work and energy, Temperature and heat, Waves and sound , Light and Electricty and magnetism.	36:56:00	38

LCAS Art History I - EL4002 A		Scope and Sequence
Unit	**Lesson**	**Objectives**
Art History: Middle Ages - Early Europe		
	Early Medieval Art I	
		Analyze the Viking era.
		Recognize the Oseberg Ship.
		Compare the different types of Scandinavian timber architecture.
		Recognize Ottonian architecture and sculpture.
	Early Medieval Art II	
		Understand the roles of monks and nuns in the production of illuminated manuscripts and gospels.
		Recognize an illuminated manuscript such as the Chi Rho Iota page from the Book of Kells.
		Recognize the gospels of Charlemagne, the Ebbo Gospels and Utrecht Psalter.
		Compare Carolingian manuscripts with Ottonian manuscripts.
	Romanesque Art I	
		List the characteristics of Romanesque art and architecture.
		Discuss experimental vaulting in Romanesque cathedrals.
		Discuss the functional design of the pilgrimage church.
		Recognize the Cathedral of Saint James in Santiago de Compostela as a pilgrimage church.
	Romanesque Art II	
		Recognize Romanesque metalwork.
		Recognize the Bayeux Tapestry and recount the story it tells.
		Recognize artistic styles used in illustrated books.
	Gothic Art I	

LCAS Art History I - EL4002 A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe the emergence of the Gothic style.
		Describe the job of a master builder of the Gothic period.
		Describe the technique of creating stained glass windows.
	Gothic Art II	
		Discuss the building of Saint-Denis under the direction of Abbot Suger.
		Recognize the Cathedral of Notre-Dame, Paris.
		Recognize the Amiens Cathedral as the archetypical Gothic cathedral.
		Discuss the Salisbury Cathedral as an interpretation of the Gothic style in England.
	14th Century I	
		Evaluate Florence's key role in the beginning of the Renaissance.
		Identify the importance of guilds in the formation of the Renaissance and in defining the concept of a masterpiece.
		Discuss fresco and painting techniques.
	14th Century II	
		Examine the impact of the Black Death on culture and art.
		Appraise Giotto di Bondone’s accomplishments in painting.
	Unit Test	
Art History: Renaissance Period		
	15th Century: Northern Europe and the Iberian Peninsula I	
		Analyze the extensive use of hidden symbolism in the painting of Flanders.
		Appraise the significance of Flemish altarpieces.
		Discuss the increasing use of realism in the arts.

LCAS Art History I - EL4002 A		Scope and Sequence
Unit	**Lesson**	**Objectives**
	15th Century: Northern Europe and the Iberian Peninsula II	
		Understand the techniques of woodcuts and engraving on metal.
		Explain the significance of printmaking in the art of the period.
		Discuss the significance of England’s first publishing house.
	15th Century: Italy I	
		Understand the roles of the powerful families as patrons in the different Italian city-states.
		Identify the ways Italian Renaissance artists and scholars began looking to ancient art for prototypes.
		Understand the significance of the Foundling Hospital.
	15th Century: Italy II	
		Analyze the ways Italian artists used perspective in painting.
		Assess the significance of the contributions of Brunelleschi and Alberti to the Renaissance perspective.
	15th Century: Italy III	
		Evaluate the importance of the Gates of Paradise.
		Discuss Donatello's contributions to sculpture of the period.
		Consider the importance of Masaccio's art.
	Introduction to the Masters	
		Understand the characteristics and style of the High Renaissance.
		Identify the evolution of papal influence on art of the period.
		Recognize the major figures of 16th century Italian art.
	The Masters I: Leonardo da Vinci	
		Interpret the importance of Leonardo's technical achievements

LCAS Art History I - EL4002 A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		List the characteristics of the Mona Lisa.
		Recognize the significance of the Vitruvian man.
		Understand how Leonardo’s depiction of The Last Supper breaks with traditional representations.
	The Masters II: Raphael	
		Analyze the composition and figures of Raphael’s paintings in the Vatican.
		Recognize the style of The Small Cowper Madonna.
		Analyze Raphael’s painting School of Athens.
		Recognize the painting Pope Leo X with Cardinals.
	The Masters III: Michelangelo	
		Recognize sculptures created by Michelangelo.
		Appraise the importance and overall theme of Michelangelo's Sistine Chapel ceiling frescoes.
		Recognize The Creation of Adam as a Sistine Chapel fresco.
	Unit Test	
Art History: High Renaissance and Baroque		
	The Movement I: Renaissance Architecture	
		Examine the role of the grotto in Renaissance gardens.
		Discuss the accomplishments in architecture made by Bramante.
		Evaluate the changes to Saint Peter's Basilica.
	The Movement II: People	
		Examine the Parma Cathedral dome painted by Correggio.
		Discuss the work of Giorgione and his contribution to pastoral themes.
		Evaluate the paintings of Titian.

LCAS Art History I - EL4002 A		Scope and Sequence
Unit	**Lesson**	**Objectives**
	The Movement III: Painting	
		Discuss the 16th century period of Mannerism.
		Analyze technical aspects and changes of oil painting in Italy during the 16th century.
	16th Century Northern Europe I: Germany and France	
		Understand the impact the Reformation had on the arts in 16th century Europe.
		Identify 16th century German artists and their works in sculpture, metalwork, and painting.
		Learn about the patrons that influenced Renaissance art in France.
	16th Century Northern Europe II: Spain, Portugal, and the Netherlands	
		Describe how the political power of Spain during the Renaissance impacted the art in the regions it ruled.
		Analyze and describe the art of El Greco.
		Explain the role Antwerp played in the artwork that was created in the Netherlands.
		Analyze and describe work by the artists Bosch and Bruegel.
	16th Century Northern Europe III: England	
		Examine the role of artists and royal portraiture.
		Appraise the contributions of Hans Holbein the Younger and Levina Bening Teerlinc to English art.
		Recognize Hardwick Hall and its architectural features.
	Baroque Art I: Characteristics of Art and Architecture	
		Examine the characteristics of Baroque art.
		Evaluate the new painting techniques used by artists in the Baroque period.
		Analyze Baroque sculpture by Bernini.
		Recognize Baroque architecture.

LCAS Art History I - EL4002 A		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Baroque Art II: Italy and Spain	
		Analyze the achievements of Bernini.
		Appraise the style of Caravaggio.
		Examine Baroque paintings of Italy and Spain.
		Evaluate the Spanish Baroque.
	Baroque Art III: The Dutch Republic	
		Analyze the achievements of Peter Paul Rubens.
		Appraise the art of Anthony van Dyck.
		Examine Flemish and Dutch still life paintings.
		Evaluate the achievements of Rembrandt.
	Baroque Art IV: France and England	
		Analyze the Palace of Versailles.
		Appraise the style of French Baroque painting, including landscape painting.
		Discuss Baroque painting in England.
		Evaluate the architecture of Christopher Wren.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS Art History I - EL4002 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Art History: Middle Ages - Early Europe		
	Early Medieval Art I	
		Analyze the Viking era.
		Recognize the Oseberg Ship.
		Compare the different types of Scandinavian timber architecture.
		Recognize Ottonian architecture and sculpture.
	Early Medieval Art II	
		Understand the roles of monks and nuns in the production of illuminated manuscripts and gospels.
		Recognize an illuminated manuscript such as the Chi Rho Iota page from the Book of Kells.
		Recognize the gospels of Charlemagne, the Ebbo Gospels and Utrecht Psalter.
		Compare Carolingian manuscripts with Ottonian manuscripts.
	Romanesque Art I	
		List the characteristics of Romanesque art and architecture.
		Discuss experimental vaulting in Romanesque cathedrals.
		Discuss the functional design of the pilgrimage church.
		Recognize the Cathedral of Saint James in Santiago de Compostela as a pilgrimage church.
	Romanesque Art II	
		Recognize Romanesque metalwork.
		Recognize the Bayeux Tapestry and recount the story it tells.
		Recognize artistic styles used in illustrated books.
	Gothic Art I	

LCAS Art History I - EL4002 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe the emergence of the Gothic style.
		Describe the job of a master builder of the Gothic period.
		Describe the technique of creating stained glass windows.
	Gothic Art II	
		Discuss the building of Saint-Denis under the direction of Abbot Suger.
		Recognize the Cathedral of Notre-Dame, Paris.
		Recognize the Amiens Cathedral as the archetypical Gothic cathedral.
		Discuss the Salisbury Cathedral as an interpretation of the Gothic style in England.
	14th Century I	
		Evaluate Florence's key role in the beginning of the Renaissance.
		Identify the importance of guilds in the formation of the Renaissance and in defining the concept of a masterpiece.
		Discuss fresco and painting techniques.
	14th Century II	
		Examine the impact of the Black Death on culture and art.
		Appraise Giotto di Bondone’s accomplishments in painting.
	Unit Test	
Art History: Renaissance Period		
	15th Century: Northern Europe and the Iberian Peninsula I	
		Analyze the extensive use of hidden symbolism in the painting of Flanders.
		Appraise the significance of Flemish altarpieces.
		Discuss the increasing use of realism in the arts.

LCAS Art History I - EL4002 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	15th Century: Northern Europe and the Iberian Peninsula II	
		Understand the techniques of woodcuts and engraving on metal.
		Explain the significance of printmaking in the art of the period.
		Discuss the significance of England’s first publishing house.
	15th Century: Italy I	
		Understand the roles of the powerful families as patrons in the different Italian city-states.
		Identify the ways Italian Renaissance artists and scholars began looking to ancient art for prototypes.
		Understand the significance of the Foundling Hospital.
	15th Century: Italy II	
		Analyze the ways Italian artists used perspective in painting.
		Assess the significance of the contributions of Brunelleschi and Alberti to the Renaissance perspective.
	15th Century: Italy III	
		Evaluate the importance of the Gates of Paradise.
		Discuss Donatello's contributions to sculpture of the period.
		Consider the importance of Masaccio's art.
	Introduction to the Masters	
		Understand the characteristics and style of the High Renaissance.
		Identify the evolution of papal influence on art of the period.
		Recognize the major figures of 16th century Italian art.
	The Masters I: Leonardo da Vinci	
		Interpret the importance of Leonardo's technical achievements

LCAS Art History I - EL4002 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		List the characteristics of the Mona Lisa.
		Recognize the significance of the Vitruvian man.
		Understand how Leonardo’s depiction of The Last Supper breaks with traditional representations.
	The Masters II: Raphael	
		Analyze the composition and figures of Raphael’s paintings in the Vatican.
		Recognize the style of The Small Cowper Madonna.
		Analyze Raphael’s painting School of Athens.
		Recognize the painting Pope Leo X with Cardinals.
	The Masters III: Michelangelo	
		Recognize sculptures created by Michelangelo.
		Appraise the importance and overall theme of Michelangelo's Sistine Chapel ceiling frescoes.
		Recognize The Creation of Adam as a Sistine Chapel fresco.
	Unit Test	
Art History: High Renaissance and Baroque		
	The Movement I: Renaissance Architecture	
		Examine the role of the grotto in Renaissance gardens.
		Discuss the accomplishments in architecture made by Bramante.
		Evaluate the changes to Saint Peter's Basilica.
	The Movement II: People	
		Examine the Parma Cathedral dome painted by Correggio.
		Discuss the work of Giorgione and his contribution to pastoral themes.
		Evaluate the paintings of Titian.

LCAS Art History I - EL4002 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	The Movement III: Painting	
		Discuss the 16th century period of Mannerism.
		Analyze technical aspects and changes of oil painting in Italy during the 16th century.
	16th Century Northern Europe I: Germany and France	
		Understand the impact the Reformation had on the arts in 16th century Europe.
		Identify 16th century German artists and their works in sculpture, metalwork, and painting.
		Learn about the patrons that influenced Renaissance art in France.
	16th Century Northern Europe II: Spain, Portugal, and the Netherlands	
		Describe how the political power of Spain during the Renaissance impacted the art in the regions it ruled.
		Analyze and describe the art of El Greco.
		Explain the role Antwerp played in the artwork that was created in the Netherlands.
		Analyze and describe work by the artists Bosch and Bruegel.
	16th Century Northern Europe III: England	
		Examine the role of artists and royal portraiture.
		Appraise the contributions of Hans Holbein the Younger and Levina Bening Teerlinc to English art.
		Recognize Hardwick Hall and its architectural features.
	Baroque Art I: Characteristics of Art and Architecture	
		Examine the characteristics of Baroque art.
		Evaluate the new painting techniques used by artists in the Baroque period.
		Analyze Baroque sculpture by Bernini.
		Recognize Baroque architecture.

LCAS Art History I - EL4002 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Baroque Art II: Italy and Spain	
		Analyze the achievements of Bernini.
		Appraise the style of Caravaggio.
		Examine Baroque paintings of Italy and Spain.
		Evaluate the Spanish Baroque.
	Baroque Art III: The Dutch Republic	
		Analyze the achievements of Peter Paul Rubens.
		Appraise the art of Anthony van Dyck.
		Examine Flemish and Dutch still life paintings.
		Evaluate the achievements of Rembrandt.
	Baroque Art IV: France and England	
		Analyze the Palace of Versailles.
		Appraise the style of French Baroque painting, including landscape painting.
		Discuss Baroque painting in England.
		Evaluate the architecture of Christopher Wren.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS Art History I - EL4002 B		Scope and Sequence
Unit	**Lesson**	**Objectives**
Art History: World Art After 1200		
	Asian Art: India, Nepal, and Tibet	
		Examine religious symbolism in Buddhist and Hindu art.
		Appraise the differences in art of different regions.
		Discuss modern art in India.
	Asian Art: China and Korea	
		Examine the literati paintings of China.
		Appraise the characteristics of Chinese arts.
		Discuss the arts of Korea.
	Asian Art: Japan	
		Evaluate the technique of Japanese ink painting.
		Examine art in different periods of Japanese history.
		Discuss characteristics of Japanese Zen gardens.
	African Art	
		Analyze the relationship between status, art, and ancestry in Africa.
		Examine the representations of the spirit world in African art.
		Analyze the portrayal of Western culture in African art.
		Discuss features of contemporary art in Africa.
	Aztec and Inca Empires	
		Discuss the history of the Aztec and Inca empires.
		Examine the importance of symbolism in Aztec art.
		Analyze Inca textiles.

LCAS Art History I - EL4002 B		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Appraise Inca metalwork.
	Native American Art in North America	
		Examine Native American art in various regions of North America.
		Discuss buffalo hide painting.
		Analyze animal imagery of the Northwest coast.
		Evaluate the art of basketry.
	Polynesia, The Pacific, and Australia	
		Examine the significance of Easter Island .
		Discuss the art of New Zealand.
		Appraise the characteristics of Maori facial tattoos and woodcarvings.
		Evaluate the art of Australia.
	Unit Test	
Art History: 18th and 19th Century Art in Europe and the Americas		
	Rococo Style	
		Examine French Rococo salons.
		Discuss the Rococo style in France.
		Appraise the work of Fragonard in French Rococo painting.
		Evaluate the Rococo art of Germany.
	18th Century Art in Europe	
		Discuss portraiture in 18th century art.
		Appraise the characteristics of Italian Revival sculpture.
		Examine British Revival architecture.

LCAS Art History I - EL4002 B		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Neoclassical	
		Discuss Neoclassical painting.
		Appraise the role of the Enlightenment on Neoclassical art.
		Examine Neoclassical architecture in the United States.
	Romanticism	
		Examine the French Revolution and its impact on Romantic art.
		Discuss the characteristics of French Romantic art.
		Appraise Goya’s contributions to the Spanish Romantic movement.
		Evaluate the Romantic landscape.
	Impressionism	
		Evaluate French Impressionism.
		Examine the techniques of Monet, including natural light.
		Appraise Impressionist subject matter.
	Realism	
		Evaluate Courbet’s contribution to Realism.
		Discuss rural Realism.
		Appraise Realism in America.
	Unit Test	
Art History: Modern Art - Part One		
	Modern Art in Context	
		Explore the political and social history in the world when the modern art era began.
		Examine the impact World War I, science, and psychology had on the creation of modern art.

LCAS Art History I - EL4002 B		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Discuss the “Modernist” in society and how this affected the art produced in this era.
	Fauvism and Primitivism	
		Understand the characteristics of Fauvism.
		Understand the characteristics of Primitivism.
		Learn how different cultures influenced Primitive artists.
	Cubism	
		Explore the characteristics of Cubism.
		Analyze works by major Cubist artists.
		Examine the two phases of Cubism: Analytic and Synthetic.
	Dada	
		Understand how historical context influenced Dada.
		Analyze the importance of the Dada movement in modern art.
		Consider how Dada redefined what is art.
	Surrealism	
		Appraise the contribution of Freud to the Surrealist movement.
		Analyze the different variations of Surrealism.
	Unit Test	
Art History: Modern Art - Part Two		
	Characteristics of Modern Art in America	
		Explore the beginnings of Modernism in the United States.
		Assess modernist tendencies in America.
	Modern Art in Latin America	

LCAS Art History I - EL4002 B		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Analyze the ways modernism impacted Latin American art.
		Understand the importance of murals in modern Mexican art.
	Harlem Renaissance	
		Examine the main attributes of Harlem Renaissance art.
		Appraise the New Negro movement.
		Discuss the contributions of Jacob Lawrence to the Harlem Renaissance.
	Early American Modern Architecture	
		Analyze the characteristics of early modern architecture found in prairie style and skyscrapers.
		Evaluate the work of Frank Lloyd Wright and his impact on American modern architecture.
	Pop Art	
		Examine the Pop Art movement.
		Appraise the art of Andy Warhol.
		Evaluate the art of Roy Lichtenstein.
	Photography	
		Discuss documentary photography.
		Evaluate photography as an art form.
		Examine different types of photography such as modernist.
	New Media in Art	
		Appraise the use of new media in art.
		Examine earthwork art.
		Discuss the works of Christo and Jeanne-Claude.
	Unit Test	

LCAS Art History I - EL4002 B		Scope and Sequence
Unit	**Lesson**	**Objectives**
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS Art History I - EL4002 B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Art History: World Art After 1200		
	Asian Art: India, Nepal, and Tibet	
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		Discuss modern art in India.
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		Examine the literati paintings of China.
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		Discuss the history of the Aztec and Inca empires.
		Examine the importance of symbolism in Aztec art.
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	Unit Test	
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		Examine French Rococo salons.
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		Discuss portraiture in 18th century art.
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		Discuss Neoclassical painting.
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	Realism	
		Evaluate Courbet’s contribution to Realism.
		Discuss rural Realism.
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	Unit Test	
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		Examine the impact World War I, science, and psychology had on the creation of modern art.

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		Learn how different cultures influenced Primitive artists.
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		Analyze works by major Cubist artists.
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	Unit Test	
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		Discuss documentary photography.
		Evaluate photography as an art form.
		Examine different types of photography such as modernist.
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		Appraise the use of new media in art.
		Examine earthwork art.
		Discuss the works of Christo and Jeanne-Claude.
	Unit Test	

LCAS Art History I - EL4002 B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS Business English-A	Scope and Sequence
Unit Lesson	**Objectives**
Foundations of Communication	
What is Human Communication?	
	Explain the benefits of the study of communication.
	Define and explain the term communication.
	Identify the major forms and purposes of communication.
Elements and Characteristics of Human Communication	
	Identify and explain the elements of human communication.
	Define and explain the 6 characteristics of human communication.
Principles of Communication	
	Explain the 5 principles of effective communication.
	Apply the 5 principles of effective communication to a variety of situations.
Ethics and Diversity: Culture and Communication	
	Recognize ethical communication.
	Describe the influence of culture on communication.
	Begin to develop culturally sensitive and ethical communication skills.
Ethics and Diversity: Confronting Bias in Language	
	Define and explain bias.
	Identify examples of biased language.
	Learn ways to avoid biased language.
The Characteristics of Nonverbal Communication	
	Explain how verbal and nonverbal messages are integrated.
	Explain the essential characteristics of non-verbal communication.

LCAS Business English-A		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Nonverbal Communication: Appearance, Gestures, and Expressions	
		Recall how your appearance communicates nonverbal messages.
		Understand how your gestures, posture and movement communicate nonverbal messages.
		Understand how eye contact and facial expressions communicate nonverbal messages.
	Nonverbal Communication: Touch, Voice, and Environment	
		Understand the role of touch in nonverbal communication.
		Understand how changes in voice affect nonverbal communication.
		Understand how the physical environment affects nonverbal communication.
	Unit Test	
Group Communication and Workplace Skills		
	Dynamics of Groups and Teams	
		Identify the different roles filled by group or team members.
		Describe the importance of rules and norms in groups and teams.
		Identify the types of power found in groups and teams.
	Effective Group Work	
		Identify and explain the characteristics of effective group members.
		Identify and explain the steps of effective group work.
	Technology Basics	
		Summarize how technology is transforming the workplace.
		Identify the skills needed to work in a technological environment.
	Computer Technology and Applications	

LCAS Business English-A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Name types of computer programs commonly used in business and explain their uses.
		Describe business uses of the Internet.
		Describe copyright and other laws that affect how we use technology.
	Organizational Communication	
		Define the term organization.
		Identify and explain the characteristics of organizations.
		Understand the various types of organizational messages.
	Career and Technical Student Organizations	
		Describe the importance of extracurricular activities in preparing for careers.
		Identify and describe Career and Technical Student Organizations and their leadership opportunities.
		Describe the role of professional organizations in career fields.
	Ethical Behavior	
		Explain the importance of ethics in the workplace.
		Identify ethical principles and ways to apply them in a work setting.
		Describe strategies for handling unethical practices.
	Using Your Time Effectively	
		Explain how to prioritize your work.
		Create a schedule that will help you accomplish tasks on time.
		Identify strategies for managing your time effectively.
	Building Vocabulary: Word Roots, Affixes, and Reference Materials	
		Recognize word roots and affixes.

LCAS Business English-A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Analyze word parts to determine meaning, spelling, and usage.
		Use reference materials to determine the correct spelling and usage of a word.
	Speaking and Listening: Effective Group Discussions	
		Use strategies to prepare for a group discussion.
		Recognize and apply techniques for effectively presenting during a group discussion.
		Demonstrate the ability to listen and respond to information in a discussion.
	Unit Test	
Real World Reading: Exploring Everyday Texts		
	Evaluating News Reporting	
		Describe ethics of journalism.
		Analyze how an author uses language to advance a purpose.
		Evaluate and compare objectivity of news reporting.
	Analyzing and Evaluating Arguments	
		Identify a claim and supporting evidence.
		Distinguish among different types of evidence used to support a claim.
		Evaluate the effectiveness of an argument based on the evidence provided.
	Analyzing Career Information from the Bureau of Labor Statistics Website	
		Interpret information in charts and graphs.
		Evaluate the effectiveness of a text’s structure.
		Determine an author’s purpose.
	Comparing Arguments from Diverse Perspectives	
		Evaluate an argument

Unit	Lesson	Objectives
		Identify rhetorical devices and fallacies.
		Compare contemporary debatable arguments.
	Writing a Persuasive E-mail	
		Establish a claim and support it with evidence and rebuttals.
		Structure a persuasive letter.
		Maintain formality when writing in a digital platform.
	Evaluating Different Media about Food Safety	
		Evaluate information in a video
		Compare how a video and text present similar information
		Identify main ideas and key details through listening and reading
	Evaluating The Power of Mass Media and Social Media	
		Identify purpose and audience in a public service campaign.
		Evaluate the persuasive techniques used in different mass media.
		Analyze the changing role of media over time.
	Complex Instructions	
		Describe procedural writing.
		Explain how to give instructions.
		Recognize listening and speaking skills.
	Connecting Sentences and Clauses	
		Identify different types of clauses.
		Recognize compound and complex sentences.
		Correctly use coordinating conjunctions, subordinating conjunctions, and conjunctive adverbs.

LCAS Business English-A		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Using Punctuation	
		Use punctuation (commas, dashes, or parentheses) to set off nonrestrictive elements.
		Punctuate lists and series correctly.
		Use hyphens correctly.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS Business English-B		Scope and Sequence
Unit	**Lesson**	**Objectives**
Researching and Managing Effective Projects		
	Managing Projects Effectively	
		Recognize good project management practices and common pitfalls.
		Identify effective time-management techniques.
		Analyze how to manage projects effectively in groups.
	Developing a Research Plan	
		Identify the components of a research plan.
		Analyze the steps for developing a research plan.
	Capitalization, Punctuation, and Spelling	
		Correctly capitalize when using quotations
		Use ellipses before, in the middle of, and after a quotation to indicate an omission
		Place commas correctly
		Recognize and distinguish between common spelling errors
	Using Reference Resources	
		Use a dictionary to define and use vocabulary precisely.
		Identify synonyms and antonyms using a thesaurus.
		Choose the correct homophone for a given context.
	Research Workshop: Writing and Presenting the Argumentative Essay, Part 1	
		Construct an argumentative essay that supports a specific claim.

LCAS Business English-B		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Conduct appropriate research using relevant print and digital sources, with standard source citation.
		Organize and write a clear, coherent argumentative essay based on reason and evidence using an appropriate style.
		Revise for the writing traits of ideas and organization.
		Edit and rewrite for word choice and sentence fluency.
	Using Organizational Aids	
		Identify text structures for writing a paper.
		Explain when and how to use different organizational aids.
		Analyze information in an organizational aid.
	Using Visual Aids	
		Identify how visual aids in text are used to communicate ideas and information.
		Evaluate how to select visual aids when preparing text for your projects.
	Research Workshop: Writing and Presenting the Argumentative Essay, Part 2	
		Write an argumentative speech that demonstrates a clear command of formal English.
		Create a presentation that makes strategic use of a variety of digital media.
		Present information clearly for the targeted audience, with supporting evidence.
	Unit Test	
Developing a Portfolio: Self Assessments		

LCAS Business English-B		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Exploring Your Interests	
		Evaluate ways in which personal and work values can guide career choice.
		Assess personal interests.
		Identify aptitudes and abilities and determine how to develop new abilities.
	Portfolio Activity: Self-Assessment Profile	
		Identify the purpose of creating a career portfolio.
		Complete a self assessment profile.
		Evaluate performance through the use of a rubric.
	Making Employment Decisions	
		Explain important factors to consider when choosing a career.
		Explore the costs of a postsecondary education.
		Analyze factors to consider when choosing a job.
	Completing a Job Search	
		Identify and use printed, human, Internet, and organizational sources for job information.
		Demonstrate an understanding of how to effectively and safely use the Internet during a job search.
		Utilize tools to effectively organize and conduct your job search.
	Job Applications and References	
		Explain how to display proper preparation when applying for jobs.
		List components of a job application and explain how to complete an application properly.
		Identify people who will give helpful references and explain how to manage references effectively.
	Portfolio Activity: Personal Fact Sheet	

Unit	Lesson	Objectives
		Identify the purpose of creating a career portfolio.
		Complete a personal fact sheet.
		Evaluate performance through the use of a rubric.
	Unit Test	
Crafting a Resume and a Cover Letter		
	Introduction to Résumé Writing	
		Identify the purpose of writing a résumé.
		Differentiate between print, scannable, electronic, and Web résumés.
	Parts of a Résumé	
		Identify essential elements of an effective résumé.
		Recognize qualifications and experiences that support a job objective.
		Differentiate between chronological, skills, and combination résumés.
	Writing an Effective Résumé	
		Describe accomplishments using numbers, percentages, and action verbs.
		Identify appropriate keywords to be used in a résumé.
		Tailor a résumé to fit a specific job opening.
	Résumé Formatting and Distribution	
		Design a résumé with an appealing format.
		List steps to prepare and format an electronic résumé.
		Recognize how the Internet is used to distribute résumés.
	Portfolio Activity: Writing a Résumé	
		Identify the purpose of creating a career portfolio.

Unit	Lesson	Objectives
		Write a résumé which can be used to apply for a job.
		Evaluate performance through the use of a rubric.
	Introduction to Cover Letters	
		Identify the purpose of writing a cover letter.
		List the parts of an effective cover letter.
		Describe qualifications and accomplishments in an effective cover letter format.
	Sending a Cover Letter	
		Differentiate between networking, application, and prospecting cover letters.
		Describe how to appropriately format an electronic cover letter.
	Portfolio Activity: Writing a Cover Letter	
		Identify the purpose of creating a career portfolio.
		Write a cover letter which can be sent to a potential employer.
		Evaluate performance through the use of a rubric.
	Unit Test	
Effective Interview Skills		
	Interviewing Basics	
		List strategies to use for obtaining an interview.
		Describe interview styles and identify ways to be successful in each type.
		Identify employment testing procedures.
	Preparing for the Interview	
		List techniques for researching prospective employers.
		Classify types of interview questions and develop appropriate responses.

LCAS Business English-B		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe how to properly conduct a practice interview.
	Succeeding in the Interview	
		Summarize the importance of attitude during an interview and select appropriate interview attire.
		Identify verbal and nonverbal communication behaviors that will enhance interview performance.
		Describe how to communicate work qualifications effectively and conclude an interview.
	Follow Up After the Interview	
		Describe how to follow up after a job interview including performance evaluations and thank-you letters.
		Summarize the best methods for accepting and rejecting employment offers and handling rejection.
	Portfolio Activity: Writing a Thank-you Letter	
		Identify the purpose of creating a career portfolio.
		Write a thank-you letter which could be used to follow up with a potential employer.
		Evaluate performance through the use of a rubric.
	Punctuating Restrictive and Nonrestrictive Elements	
		Differentiate between restrictive and nonrestrictive phrases (appositives) and clauses.
		Correctly punctuate restrictive and nonrestrictive phrases and clauses.
		Use commas correctly.
	Writing a Narrative about Overcoming a Challenge	
		Plan a narrative with a logical sequence of events.
		Develop the point of view in an essay through dialogue.
		Revise writing to add description.

LCAS Business English-B		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Write a narrative essay about overcoming a challenge.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-Algebra I A		Scope and Sequence
Unit	**Lesson**	**Objectives**
Representing Relationships		
	Operations on Rational and Irrational Numbers	
		Explain why the sum and product of two rational numbers are rational.
		Explain why the sum of a rational number and an irrational number is irrational.
		Explain why the product of a nonzero rational number and an irrational number is irrational.
	Quantitative Reasoning	
		Describe a quantitative relationship shown in a table or graph, including graphs without scales.
		Interpret a graph given with or without a scale to determine the quantitative relationship it describes.
	Dimensional Analysis	
		Use dimensional analysis to convert units and compare quantities, attending to limitations on the unit of measurement.
	Introduction to Functions	
		Determine the domain and range of a functional relationship given in a mapping diagram, table, graph, or scenario.
		Analyze a mapping diagram, table, graph, or scenario to recognize functional relationships.
	Function Notation	
		Interpret function notation that models a real-world situation.
		Identify the input and output of a functional relationship, pointing out constraints on the domain and range.
		Use function notation to represent a functional relationship.
	Evaluating Functions	
		Analyze a function represented by an equation, table, or graph to determine the output when given the input, and vice versa.

LCAS CA-Algebra I A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Find input and output values of two functions graphed in the same coordinate plane.
		Write the inverse of a given linear function.
	Recognizing Patterns	
		Analyze a sequence of numbers to determine the pattern, and identify whether it is arithmetic or geometric.
		Use a recursive rule to calculate a term of a sequence.
		Write a recursive rule for a sequence.
	Unit Test	
Linear Functions		
	Introduction to Linear Functions	
		Calculate the rate of change of a function and, if constant, the initial value of the function.
		Determine if a relationship is linear by analyzing the rate of change.
		Calculate the rate of change of a function and, if constant, the initial value of the function.
	Slope of a Line	
		Identify if the slope of a linear relationship is zero, positive, negative, or undefined.
		Determine the slope of a line from a graph, table of values, or ordered pairs.
		Interpret slope in the context of real-world scenarios.
	Slope-Intercept Form of a Line	
		Identify the slope and y-intercept of a linear function, and use them to graph the function.
		Write a linear function, in slope-intercept form, for a given relationship.
		Analyze how a change in a parameter of a linear function affects its graph or the scenario it represents.

LCAS CA-Algebra I A		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Point-Slope Form of a Line	
		Write the equation of a line given its slope and a point on the line in point-slope form, and express the relationship as a function.
		Graph a line given its equation in point-slope form, identifying the slope and intercepts.
	Writing Linear Equations	
		Write two-variable linear equations in different forms using varying pieces of information about the relationships.
		Use linear models to solve problems.
		Write two-variable linear equations in different forms using varying pieces of information about the relationships.
	Special Linear Relationships	
		Determine if a relationship is a direct variation.
		Find the constant of variation in a direct variation.
		Write an equation for a direct variation.
		Write recursive and explicit rules for arithmetic sequences using function notation.
	Unit Test	
Linear Equations and Inequalities		
	Solving Linear Equations: Variable on One Side	
		Determine the input value that produces the same output value for two functions from a table or graph.
		Explain the steps used to solve a one-variable linear equation having the variable on one side only.
		Solve one-variable linear equations having the variable on one side only, pointing out solutions that are viable or not viable in a modeling context.
		Create one-variable linear equations, having the variable on one side only, to model and solve problems.
	Solving Linear Equations: Variables on Both Sides	

LCAS CA-Algebra I A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain the steps used to solve a one-variable linear equation having the variable on both sides.
		Solve one-variable linear equations having the variable on both sides using tables, graphs, or algebra, pointing out solutions that are viable or not viable in a modeling context.
		Create one-variable linear equations, having the variable on both sides, to model and solve problems.
	Solving Linear Equations: Distributive Property	
		Solve one-variable linear equations involving the distributive property.
		Determine if a one-variable linear equation has zero, one, or infinite solutions.
		Create one-variable linear equations involving the distributive property to model and solve problems.
	Literal Equations	
		Rearrange a literal equation to highlight a quantity of interest and use it to solve problems.
	Solving Absolute Value Equations	
		Solve absolute value equations using tables or algebra, pointing out solutions that are viable or not viable in a modeling context.
		Create absolute value equations to model and solve problems.
	Solving One-Variable Inequalities	
		Explain the steps used to solve a multistep one-variable linear inequality.
		Solve multistep one-variable linear inequalities.
		Graph the solution sets of one-variable linear inequalities.
	Unit Test	
Systems of Equations and Inequalities		
	Solving Systems of Linear Equations: Graphing	

Unit	Lesson	Objectives
		Use technology to find or approximate the solution of a system of linear equations graphically.
		Analyze a system of linear equations to determine if it has one solution, no solution, or infinitely many solutions.
	Solving Systems of Linear Equations: Substitution	
		Solve a system of linear equations using substitution.
		Interpret the solution of a system of linear equations in a modeling context.
	Solving Systems: Introduction to Linear Combinations	
		Solve systems of linear equations using linear combinations, limiting the systems to those that do not require multiples of both equations.
		Interpret the solution of a system of linear equations in a modeling context.
		Verify that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
	Solving Systems of Linear Equations: Linear Combinations	
		Solve a system of linear equations using linear combinations.
		Interpret the solution of a system of linear equations in a modeling context.
	Modeling with Systems of Linear Equations	
		Create a system of linear equations to model a problem.
		Interpret the solution of a system of linear equations in a modeling context.
	Graphing Two-Variable Linear Inequalities	

LCAS CA-Algebra I A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Relate the graph of a two-variable linear inequality to its algebraic representation.
	Modeling with Two-Variable Linear Inequalities	
		Create a two-variable linear inequality to model a problem.
		Graph the solutions to a two-variable linear inequality.
		Interpret the solutions of a two-variable linear inequality in a modeling context.
	Solving Systems of Linear Inequalities	
		Identify solutions of a system of two-variable linear inequalities.
		Graph a system of two-variable linear inequalities.
		Determine a system of two-variable linear inequalities given a solution set.
	Modeling with Systems of Linear Inequalities	
		Create a system of two-variable linear inequalities to model a problem.
		Graph the solutions to a system of two-variable linear inequalities.
		Interpret the solutions to a system of two-variable linear inequalities in a modeling context.
	Unit Test	
Exponential Functions		
	Exponential Growth Functions	
		Identify an exponential growth function given tables, graphs, and function rules, determining the rate of change.
		Graph an exponential growth function, and state the domain and range.
		State the domain and range of an exponential growth function.
		Write an exponential growth function to model a real-world problem, pointing out constraints in the modeling context.

LCAS CA-Algebra I A		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Exponential Decay Functions	
		Identify an exponential decay function given tables, graphs, and function rules, determining the rate of change.
		Graph an exponential decay function, and state the domain and range.
		Write an exponential decay function to model a real-world problem, pointing out constraints in the modeling context.
		Relate exponential growth and decay functions using laws of exponents and reflections over the y-axis.
	Linear Growth vs. Exponential Growth	
		Use tables and graphs to compare the growth of an exponential function vs. a linear function over equal intervals.
		Use tables and graphs to show that exponential functions grow by equal factors over equal intervals.
	Vertical Stretches and Shrinks of Exponential Functions	
		Graph a vertically dilated exponential growth or decay function given a table, equation, or scenario.
		Determine the parameters and create an equation for a vertically dilated exponential growth or decay function given a table, equation, or scenario.
	Reflections of Exponential Functions	
		Graph reflections of exponential functions.
		Analyze key aspects of exponential functions that have been reflected across an axis.
	Translations of Exponential Functions	
		Graph translations of exponential functions.
		Analyze key aspects of exponential functions that have been translated.
	Exponential Functions with Radical Bases	
		Simplify and evaluate exponential expressions having whole number bases and fractional exponents.

LCAS CA-Algebra I A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Transform expressions in radical form to exponential form and vice versa.
		Determine the key aspects of an exponential function having a radical base by rewriting it using the properties of exponents.
	Geometric Sequences	
		Write recursive and explicit rules for geometric sequences using function notation.
		Graph and analyze geometric sequences as a special case of exponential functions with the domain restricted to natural numbers.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-Algebra I A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Representing Relationships		
	Operations on Rational and Irrational Numbers	
		Explain why the sum and product of two rational numbers are rational.
		Explain why the sum of a rational number and an irrational number is irrational.
		Explain why the product of a nonzero rational number and an irrational number is irrational.
	Quantitative Reasoning	
		Describe a quantitative relationship shown in a table or graph, including graphs without scales.
		Interpret a graph given with or without a scale to determine the quantitative relationship it describes.
	Dimensional Analysis	
		Use dimensional analysis to convert units and compare quantities, attending to limitations on the unit of measurement.
	Introduction to Functions	
		Determine the domain and range of a functional relationship given in a mapping diagram, table, graph, or scenario.
		Analyze a mapping diagram, table, graph, or scenario to recognize functional relationships.
	Evaluating Functions	
		Analyze a function represented by an equation, table, or graph to determine the output when given the input, and vice versa.
		Find input and output values of two functions graphed in the same coordinate plane.
		Write the inverse of a given linear function.
	Unit Test	

LCAS CA-Algebra I A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Linear Functions		
	Slope-Intercept Form of a Line	
		Identify the slope and y-intercept of a linear function, and use them to graph the function.
		Write a linear function, in slope-intercept form, for a given relationship.
		Analyze how a change in a parameter of a linear function affects its graph or the scenario it represents.
	Writing Linear Equations	
		Write two-variable linear equations in different forms using varying pieces of information about the relationships.
		Use linear models to solve problems.
		Write two-variable linear equations in different forms using varying pieces of information about the relationships.
	Special Linear Relationships	
		Determine if a relationship is a direct variation.
		Find the constant of variation in a direct variation.
		Write an equation for a direct variation.
		Write recursive and explicit rules for arithmetic sequences using function notation.
	Unit Test	
Linear Equations and Inequalities		
	Solving Linear Equations: Variable on One Side	
		Determine the input value that produces the same output value for two functions from a table or graph.
		Explain the steps used to solve a one-variable linear equation having the variable on one side only.
		Solve one-variable linear equations having the variable on one side only, pointing out solutions that are viable or not viable in a modeling context.
		Create one-variable linear equations, having the variable on one side only, to model and solve problems.

LCAS CA-Algebra I A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Solving Linear Equations: Distributive Property	
		Solve one-variable linear equations involving the distributive property.
		Determine if a one-variable linear equation has zero, one, or infinite solutions.
		Create one-variable linear equations involving the distributive property to model and solve problems.
	Literal Equations	
		Rearrange a literal equation to highlight a quantity of interest and use it to solve problems.
	Solving Absolute Value Equations	
		Solve absolute value equations using tables or algebra, pointing out solutions that are viable or not viable in a modeling context.
		Create absolute value equations to model and solve problems.
	Solving One-Variable Inequalities	
		Explain the steps used to solve a multistep one-variable linear inequality.
		Solve multistep one-variable linear inequalities.
		Graph the solution sets of one-variable linear inequalities.
	Unit Test	
Systems of Equations and Inequalities		
	Solving Systems of Linear Equations: Graphing	
		Use technology to find or approximate the solution of a system of linear equations graphically.
		Analyze a system of linear equations to determine if it has one solution, no solution, or infinitely many solutions.
	Solving Systems of Linear Equations: Substitution	

LCAS CA-Algebra I A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Solve a system of linear equations using substitution.
		Interpret the solution of a system of linear equations in a modeling context.
	Solving Systems: Introduction to Linear Combinations	
		Solve systems of linear equations using linear combinations, limiting the systems to those that do not require multiples of both equations.
		Interpret the solution of a system of linear equations in a modeling context.
		Verify that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
	Modeling with Systems of Linear Equations	
		Create a system of linear equations to model a problem.
		Interpret the solution of a system of linear equations in a modeling context.
	Graphing Two-Variable Linear Inequalities	
		Relate the graph of a two-variable linear inequality to its algebraic representation.
	Solving Systems of Linear Inequalities	
		Identify solutions of a system of two-variable linear inequalities.
		Graph a system of two-variable linear inequalities.
		Determine a system of two-variable linear inequalities given a solution set.
	Unit Test	

LCAS CA-Algebra I A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Exponential Functions		
	Exponential Growth Functions	
		Identify an exponential growth function given tables, graphs, and function rules, determining the rate of change.
		Graph an exponential growth function, and state the domain and range.
		State the domain and range of an exponential growth function.
		Write an exponential growth function to model a real-world problem, pointing out constraints in the modeling context.
	Exponential Decay Functions	
		Identify an exponential decay function given tables, graphs, and function rules, determining the rate of change.
		Graph an exponential decay function, and state the domain and range.
		Write an exponential decay function to model a real-world problem, pointing out constraints in the modeling context.
		Relate exponential growth and decay functions using laws of exponents and reflections over the y-axis.
	Linear Growth vs. Exponential Growth	
		Use tables and graphs to compare the growth of an exponential function vs. a linear function over equal intervals.
		Use tables and graphs to show that exponential functions grow by equal factors over equal intervals.
	Translations of Exponential Functions	
		Graph translations of exponential functions.
		Analyze key aspects of exponential functions that have been translated.
	Exponential Functions with Radical Bases	
		Simplify and evaluate exponential expressions having whole number bases and fractional exponents.
		Transform expressions in radical form to exponential form and vice versa.
		Determine the key aspects of an exponential function having a radical base by rewriting it using the properties of

LCAS CA-Algebra I A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		exponents.
	Geometric Sequences	
		Write recursive and explicit rules for geometric sequences using function notation.
		Graph and analyze geometric sequences as a special case of exponential functions with the domain restricted to natural numbers.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-Algebra I B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Nonlinear Functions		
	Linear Piecewise Defined Functions	
		Relate the graph of a piecewise-defined function to its algebraic representation, limiting it to linear functions over its domain.
		Evaluate a piecewise-defined function that is defined by linear functions over all intervals of its domain.
		Graph a piecewise-defined function that is defined by linear functions over all intervals of its domain.
		State the domain and range of linear piecewise-defined functions.
	Step Functions	
		Interpret a step function in terms of the problem it models.
		Evaluate a step function.
		Graph a step function.
		State the domain and range of step functions.
	Absolute Value Functions and Translations	
		Graph the absolute value function and its translations.
		Analyze key features of the absolute value function and its translations.
	Unit Test	
Polynomial Expressions		
	Adding and Subtracting Polynomials	
		Add and subtract polynomials, determining the degree and number of terms of the sum or difference.
		Find and evaluate polynomial sums or differences that model real-world situations.
	Multiplying Polynomials and	

LCAS CA-Algebra I B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Simplifying Expressions	
		Multiply a binomial by a trinomial algebraically and by using geometric models.
		Interpret the structure of an expression involving addition, subtraction, and multiplication of polynomials in order to write it as a single polynomial in standard form.
	Factoring Polynomials: GCF	
		Determine the greatest common monomial factor of two or more terms.
		Write a polynomial as the product of a monomial and polynomial having the same number of terms.
		Determine an appropriate way to factor a polynomial for a given context.
	Factoring Trinomials: a = 1	
		Determine if a trinomial with a leading coefficient of 1 and a positive constant is factorable and, if so, write it in factored form.
		Relate the factorization of a trinomial with a leading coefficient of 1 and a positive constant to a geometric model.
	Factoring Trinomials: a > 1	
		Determine if a trinomial with a leading coefficient greater than 1 is factorable and, if so, write it in factored form.
		Relate the factorization of a trinomial with a leading coefficient greater than 1 to a geometric model.
	Unit Test	
Quadratic Functions		
	Quadratic Functions: Standard Form	
		Graph a quadratic function given in standard form, identifying the key features of the graph.
	Quadratic Functions: Vertex Form	
		Graph a quadratic function given in vertex form, identifying the key features of the graph.
		Relate the parameters of a quadratic function in vertex form to transformations of the graph y = x2.
	Completing the Square	

Unit	Lesson	Objectives
		Relate the geometric model of completing the square to the algebraic process.
		Write quadratic functions given in standard form and with a = 1 into vertex form by completing the square.
		Determine key aspects of the graph of a quadratic function given in standard form and with a = 1 by writing it in vertex form.
		Relate the parameters of a quadratic function in vertex form to transformations of the graph y = x2.
	Comparing Exponential, Linear, and Quadratic Growth	
		Use tables and graphs to compare the growth of an exponential function to the growth of a linear function over equal intervals.
		Use tables and graphs to compare the growth of an exponential function to the growth of a quadratic or a polynomial function over equal intervals.
		Use tables and graphs to show that exponential functions grow by equal factors over equal intervals.
	Combining Functions	
		Construct a function that represents the combination of linear, exponential, or quadratic functions through addition or subtraction.
		Construct a function that represents the combination of two linear functions through multiplication.
	Analyzing Functional Relationships	
		Interpret key features of a function represented graphically in terms of a real-world context.
		Interpret key features of a function represented tabularly in terms of a real-world context.
		Graph a function given a verbal description of a relationship.
	Unit Test	
Quadratic Equations		
	Solving Quadratic Equations: Zero Product Property	
		Solve problems by factoring quadratic equations given in standard form.

LCAS CA-Algebra I B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Write quadratic equations given rational solutions.
	Solving Quadratic Equations: Factoring	
		Write a quadratic equation that models a scenario.
		Solve problems by rewriting quadratic equations in standard form and factoring, pointing out the solutions that are viable or not viable in a modeling context.
	Solving Quadratic Equations: Square Root Property	
		Use the square root property to solve quadratic equations.
	Solving Quadratic Equations: Completing the Square	
		Solve a quadratic equation whose leading coefficient is 1 by completing the square.
	Introduction to the Quadratic Formula	
		Justify the steps used to derive the quadratic formula by completing the square.
		Determine the values of a, b, and c from a given quadratic equation in standard form.
		Recognize an expression that uses the quadratic formula to find the solutions of a quadratic equation.
		Relate the discriminant in the quadratic formula to the types of solutions of a quadratic equation.
	Modeling with Quadratic Equations	
		Write and solve quadratic equations to model real-world scenarios, estimating where appropriate and identifying solutions that are not viable in terms of the context.
	Solving Linear-Quadratic Systems	
		Solve a system of equations consisting of a line and a parabola algebraically and graphically, using technology where appropriate.
	Unit Test	

LCAS CA-Algebra I B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Data Analysis		
	Two-Way Tables	
		Display data in a two-way frequency table given a scenario or Venn diagram, and identify joint and marginal frequencies.
		Calculate relative frequencies and display them in a two-way relative frequency table.
		Interpret joint and marginal relative frequencies in the context of the data.
	Relative Frequencies and Association	
		Create conditional relative frequency tables, by row and by column.
		Interpret conditional relative frequencies in the context of the data.
		Determine whether there is an association between two variables by analyzing conditional relative frequencies.
	Measures of Center	
		Calculate the mean and median for a set of data using technology when appropriate.
		Compare the mean and median of a set of data that is symmetrical and for a set of data that is not symmetrical, determining which is a better measure of center for a given data set.
		Create a dot plot or histogram for a set of data.
		Discuss the effect of outliers on measures of center.
	Box Plots	
		Create and interpret box plots.

LCAS CA-Algebra I B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Analyze box plots for symmetry and outliers.
		Compare box plots.
	Standard Deviation	
		Calculate variance and standard deviation for a given data set.
		Analyze histograms for skewness and symmetry.
		Analyze a normal distribution curve to determine statistical measures.
	Line of Best Fit	
		Determine if a data set shows a correlation and, if so, the type of correlation.
		Use technology to determine the line of best fit for a data set, and interpret the parameters of the model in context.
		Use a line of best fit to make a prediction.
		Determine if a given linear function is a reasonable model for a set of data arising from a real-world situation
	Analyzing Residuals	
		Compute the residuals for a set of data and a line of best fit.
		Determine the residual plot for a given scatterplot and line of best fit.
		Analyze the residual plot to determine whether the function is an appropriate fit for a linear model.
	Strength of Correlation	
		Calculate the correlation coefficient for a linear model using technology.
		Interpret the strength of a linear model based on the correlation coefficient.
		Analyze data to draw conclusions about correlation and causation.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	

LCAS CA-Algebra I B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Cumulative Exam	

LCAS CA-Biology A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Introduction to Life		
	Characteristics of Life	
	Macromolecules	
	Lab: Identifying Nutrients	
	Unit Test	
Cellular Structure and Function		
	Prokaryotic and Eukaryotic Cells	
	The Function of Organelles	
	Lab: Using a Compound Microscope	
	Animal and Plant Cells	
		Differentiate prokaryotic and eukaryotic cells.
		Compare and contrast animal and plant cells.
		Identify the levels of organization in animals and plants.
	Cell Homeostasis	
	Lab: Diffusion Across a Semi-permeable Membrane	
	Unit Test	
Cellular Reproduction and Energy		
	Mitosis	
	Meiosis	
	The Process of Photosynthesis	
	Cellular Respiration	
	Unit Test	

LCAS CA-Biology A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
DNA and Protein Synthesis		
	Genetic Code	
	DNA and RNA Structure	
	Protein Synthesis	
		Describe the role of transcription in protein synthesis.
		Explain the functions of proteins within organisms.
	Lab: Building Proteins from RNA	
	DNA Mutations	
	Unit Test	
Genetics and Heredity		
	Introduction to Genetics	
	Laws of Inheritance	
	Probability of Inheritance	
	Lab: Mouse Genetics (One Trait)	
	Non-Mendelian Inheritance	
	Sex-linked Inheritance	
	Lab: Mouse Genetics (Two Traits)	
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-Biology B-CR	Scope and Sequence
Unit Lesson	**Objectives**
Natural Selection	
Darwin's Theory	
Lab: Natural Selection	
Factors Affecting Genetic Variation	
Factors Affecting Biological Diversity	
Biogeographic Isolation	
Biological Evidence and the Fossil Record	
Evolutionary Relationships	
Unit Test	
Understanding Organisms	
Methods of Classification	
Lab: Using a Dichotomous Key	
The Kingdoms	
Types of Plants	
Protists and Fungi	
Bacteria	
Unit Test	
Body Systems: Part 1	
Body Organization	
	Identify the levels of organization in the body.

LCAS CA-Biology B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Analyze how organ systems function together to maintain homeostasis.
	The Nervous System	
		Identify the structures and functions of the central nervous system.
		Differentiate the divisions of the peripheral nervous system.
		Explain how types of neurons interact to produce a response to a stimulus.
	The Human Skeleton	
	Muscle Structure and Function	
	Unit Test	
Body Systems: Part 2		
	The Circulatory and Respiratory Systems	
		Identify the major structures and functions of the circulatory system.
		Analyze the components of blood.
		Examine the major structures and functions of the respiratory system.
		Describe how breathing and gas exchange occur.
		Develop a model to illustrate the interaction of the circulatory and respiratory systems.
		Use the model to show how the circulatory and respiratory systems work together to promote gas exchange.
	The Digestive and Excretory Systems	
		Identify the major structures and functions of the digestive system.
		Examine how food is physically and chemically broken down by the digestive system.
		Identify the major structures and functions of the excretory system.
		Analyze how the kidneys work.

LCAS CA-Biology B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Construct and revise an explanation of how macromolecules are used in the body.
	The Endocrine and Exocrine Systems	
	The Reproductive System	
	The Immune System	
	Unit Test	
Ecology		
	Relationships Among Organisms	
	Lab: Interdependence of Organisms	
	Energy Flow in Ecosystems	
		Distinguish between producers, consumers, and decomposers.
		Explain the flow of energy through an ecosystem using food chains and food webs.
		Analyze energy pyramids and biomass pyramids.
	Social Behavior	
		Examine social behavior and its benefits.
		Describe examples of social behavior.
		Identify evidence to provide specific examples to explain the cause-and-effect relationship between particular group behaviors and an individual’s survival.
	Populations and the Environment	
	Cycles of Matter	
		Examine how carbon cycles through an ecosystem.
		Analyze the importance of the nitrogen cycle.

LCAS CA-Biology B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify the processes involved in the water cycle.
	Succession and Extinction	
	Lab: Ecological Succession	
		Explore the process of ecological succession in a microhabitat.
		Conduct a controlled experiment to test a hypothesis.
		Recognize sampling methods commonly used in ecology.
	Human Impact on the Environment	
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-Contemporary Health CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Nutrition and Physical Activity		
	Guidelines for Healthy Eating	
		Describe the characteristics of a nutritionally balanced diet.
		Describe how nutritional needs change over time.
		Identify health-related social concerns related to unhealthy eating.
		Distinguish between facts and myths about nutrition.
	Nutrition and Health	
		Explain how nutrition impacts health.
		Explain how diet can be used to prevent and treat chronic disease.
		Describe steps individuals can take to improve their diet.
		Use evidence from current scientific research to analyze the accuracy of health claims.
	Nutrition and Physical Fitness in Your Community	
		Describe ways that communities promote good nutrition and physical fitness.
		Explain how individuals can advocate for good nutrition and physical fitness.
	Choosing and Preparing Healthy Foods	
		Describe how to use a decision-making process to select healthy food and beverages.
		Explain proper food purchasing, preparation, and storage procedures.
		Use nutrition information on food labels to compare and select products.
	Maintaining a Healthy Body Composition and Body Image	
		Describe why maintaining a healthy weight and body composition is important.
		Explain strategies an individual could use to maintain a healthy weight and body composition.

LCAS CA-Contemporary Health CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe the causes, symptoms, and harmful effects of eating disorders.
		Analyze how the media influences perceptions about body image and attractiveness.
	Physical Fitness and Health	
		Explain how physical activity contributes to overall health.
		Describe barriers to maintaining good physical health.
		Describe the risks and negative effects of performance-enhancing drugs.
		Explain the characteristics of a safe physical fitness plan.
	Unit Test	
Personal and Community Health		
	Communicable Diseases	
		Identify the causes, symptoms, and risk factors related to communicable diseases.
		Identify laws, policies, and regulations that promote health and prevent disease.
		Identify strategies to detect, treat, and prevent communicable diseases.
		Describe the impact of global health issues on local communities.
	Non-communicable Diseases	
		Identify the causes and symptoms of noncommunicable diseases.
		Identify factors that influence noncommunicable diseases.
		Identify strategies for prevention, detection, and treatment of noncommunicable diseases.
	Preventative Medical and Dental Care	
		Identify the importance of regular medical and dental checkups, vaccinations, and examinations.
		Evaluate symptoms that may indicate the need for a medical or dental examination.
		Examine the role of communication in enhancing health.

LCAS CA-Contemporary Health CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Personal Hygiene and Health	
		Identify good personal hygiene practices.
		Explain how adequate amounts of sleep relate to overall health.
		Describe the possible consequences of health behaviors and fads.
		Describe the role of media and social influences on personal healthcare choices.
	Environmental Health and Safety	
		Identify global environmental concerns and how they affect personal health.
		Explain the dangers of sun exposure and how to protect oneself from them.
		Identify public policies, programs, and regulations that promote health and prevent disease.
		Identify strategies to improve societal and environmental conditions that contribute to health.
	Making Informed Healthcare Decisions	
		Explain the importance of making informed healthcare decisions
		Identify ways to be a responsible consumer of health products and services.
		Identify strategies to evaluate information related to health products and services.
	Health Care in the Community	
		Identify school and community health services.
		Identify how to locate health-related services in a community.
		Describe ways to support community health and wellness.
	Safety and Injury Prevention	
		Describe ways to reduce the risk of injury at home, at school, and in social situations.
		Explain how to respond responsibly when an injury occurs.
		Explain the long-term consequences of serious injuries.

LCAS CA-Contemporary Health CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe actions taken by businesses and government to prevent injury.
	First Aid	
		Identify the necessary steps to perform CPR on adults, children, and infants.
		Explain how to use an AED.
		Explain how to respond when someone is choking.
		Describe basic first-aid skills used to respond to an emergency.
	Safe Driving Habits	
		Describe rules and laws intended to prevent injuries while traveling in a motor vehicle.
		Analyze the risks and responsibilities associated with teen driving.
		Explain outside influences on driving behavior.
	Disaster Preparedness	
		Identify ways to stay safe during natural disasters and emergency situations.
		Analyze community resources for disaster preparedness.
		Identify key components of an emergency response or disaster preparedness plan.
	Unit Test	
Growth, Development, and Sexual Health		
	Puberty, Gender Identity, and Sexual Orientation	
		Explain the role of the endocrine system in adolescent development.
		Describe factors that influence sexual development, relationships, and behaviors.
		Identify individual differences in gender identity.
		Identify individual differences in sexual orientation.
	Abstinence, Safe Sex, and Making Informed	

LCAS CA-Contemporary Health CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Decisions	
		Describe the benefits of abstinence.
		Compare and contrast a variety of FDA-approved contraceptives.
		Identify factors that influence one’s perceptions about sexual activity.
		Identify ways to maintain sexual or reproductive health.
	Conception, Pregnancy, and Birth	
		Explain how conception occurs and the stages of pregnancy.
		Describe practices that are important for the health of a pregnant woman and her fetus.
		Evaluate the physical, social, emotional, legal, and economic effects of teen pregnancy and parenting.
	Sexually Transmitted Infections, HIV, and AIDS	
		Identify the effects of sexually transmitted infections.
		Identify methods to avoid or reduce the risk of a sexually transmitted infection.
		Describe medical care for sexually transmitted infections.
		Analyze reliable sources of information regarding sexual health.
	Unit Test	
Skills for Healthy and Safe Relationships		
	Skills for Healthy Relationships	
		Identify character traits that promote healthy relationships.
		Describe strategies for communicating in healthy ways.
		Explain the role of empathy in building and maintaining healthy relationships.
	Healthy Family Relationships	
		Explain how family relationships affect well-being.

LCAS CA-Contemporary Health CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify common causes of conflict between family members.
		Describe the characteristics of healthy family relationships.
	Understanding Relationships with Peers	
		Describe the characteristics of healthy peer relationships.
		Explain how peer relationships affect well-being.
		Describe the positive and negative effects of social networking on peer relationships.
		Identify common causes of conflict between peers.
	Healthy Relationships: Dating and Marriage	
		Explain the characteristics of a healthy romantic relationship.
		Describe how to communicate effectively with a romantic partner.
		Describe the effects of being in an unhealthy romantic relationship.
		Describe strategies to prevent and respond to incidents of domestic violence.
	Parenting	
		Explain the responsibilities of parenting.
		Describe the benefits of waiting to become a parent until adulthood.
		Describe the positive and negative effects of parenting choices on a child.
	Conflict Resolution and Decision-Making Skills	
		Explain healthy communication and conflict resolution skills.
		Describe how to apply a thoughtful decision-making process to a dangerous, risky, or emotionally charged situation.
		Explain how to effectively respond to peer pressure.
		Identify options that exist when communication fails or breaks down.
	Gang Violence	

LCAS CA-Contemporary Health CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe the characteristics of gangs and factors that affect gang involvement.
		Explain why it is risky and dangerous to belong to a gang.
		Identify the effects of gang violence on individuals, families, and communities.
		Describe ways to avoid dangerous situations related to gangs.
	Sexual Harassment and Sexual Assault	
		Define sexual assault and sexual harassment.
		Explain the effects of sexual assault, sexual harassment, and molestation.
		Identify resources that provide information, counseling, testing, and other information related to sexual violence and harassment.
	Human Trafficking in the US	
		Describe the scope of human trafficking in the US.
		Explain methods traffickers use to identify and recruit targets.
		Explain how to reduce the risk of human trafficking.
		Describe how to safely seek assistance if human trafficking is suspected.
	Unit Test	
Mental and Emotional Health; Alcohol, Tobacco, and other Drugs		
	The Importance of Mental and Emotional Health	
		Describe characteristics of good mental and emotional health.
		Describe how social environments and relationships affect mental and emotional health.
		Identify lifestyle practices that contribute to positive mental and emotional health.
	Mental and Emotional Problems	
		Describe signs of common mental health conditions.

LCAS CA-Contemporary Health CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify factors that can influence mental health.
		Describe strategies for coping with mental health problems.
		Explain when it is appropriate to seek help with a mental health disorder.
	Stress and Stress Management	
		Identify signs, symptoms, and sources of stress.
		Describe the relationship between stress and physical and social health.
		Describe strategies for coping with stress.
	Grief, Loss, Depression, and Suicide	
		Identify the warning signs and risk factors for depression and suicide.
		Explain how grief and loss may affect physical and social health.
		Describe strategies for coping with loss, depression, and suicidal thoughts.
	Bullying	
		Describe the effects of bullying and harassment on individuals and the community.
		Explain factors that influence bullying and harassment.
		Describe strategies for avoiding or dealing with bullying and harassment.
	Seeking Help in Your Community	
		Identify school and community mental health resources.
		Identify the benefits of professional mental health resources.
		Identify when it is necessary to seek professional mental health services.
	Alcohol Use and Its Dangers	
		Describe the effects of alcohol use on the human body.
		Analyze internal and external pressures to use alcohol.

LCAS CA-Contemporary Health CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain the legal and social consequences of alcohol use.
		Explain when services are required for alcohol-related health issues.
	Nicotine, Tobacco, and their Dangers	
		Explain the impacts of nicotine and tobacco on the human body.
		Analyze the internal and external pressures to use nicotine and tobacco.
		Explain the legal and social consequences associated with nicotine and tobacco use.
	Prescription, Nonprescription, and Illegal Drugs	
		Identify the different types of illegal and legal drugs.
		Describe the impact of drugs on the human body.
		Explain the social and legal implications of using drugs.
		Analyze the internal and external pressures to use drugs.
	A Substance-Free Lifestyle	
		Explain health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.
		Identify strategies for preventing the use of tobacco, alcohol, and other addictive substances.
		Identify healthy alternatives to alcohol, tobacco, and other drug use.
		Identify treatment options for those suffering from alcoholism nicotine dependency, and drug addiction.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-Contemporary Health	Scope and Sequence
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	Explain how nutrition impacts health.
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	Describe ways that communities promote good nutrition and physical fitness.
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	Describe why maintaining a healthy weight and body composition is important.
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	Unit Test	
Skills for Healthy Relationships		
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	Gang Violence	

LCAS CA-Contemporary Health		Scope and Sequence
Unit	**Lesson**	**Objectives**
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		Explain why it is risky and dangerous to belong to a gang.
		Identify the effects of gang violence on individuals, families, and communities.
		Describe ways to avoid dangerous situations related to gangs.
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		Define sexual assault and sexual harassment.
		Explain the effects of sexual assault, sexual harassment, and molestation.
		Identify resources that provide information, counseling, testing, and other information related to sexual violence and harassment.
	Human Trafficking in the US	
		Describe the scope of human trafficking in the US.
		Explain methods traffickers use to identify and recruit targets.
		Explain how to reduce the risk of human trafficking.
		Describe how to safely seek assistance if human trafficking is suspected.
	Unit Test	
Mental and Emotional Health; Alcohol, Tobacco, and other Drugs		
	The Importance of Mental and Emotional Health	
		Describe characteristics of good mental and emotional health.
		Describe how social environments and relationships affect mental and emotional health.
		Identify lifestyle practices that contribute to positive mental and emotional health.
	Mental and Emotional Problems	
		Describe signs of common mental health conditions.

LCAS CA-Contemporary Health		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify factors that can influence mental health.
		Describe strategies for coping with mental health problems.
		Explain when it is appropriate to seek help with a mental health disorder.
	Stress and Stress Management	
		Identify signs, symptoms, and sources of stress.
		Describe the relationship between stress and physical and social health.
		Describe strategies for coping with stress.
	Grief, Loss, Depression, and Suicide	
		Identify the warning signs and risk factors for depression and suicide.
		Explain how grief and loss may affect physical and social health.
		Describe strategies for coping with loss, depression, and suicidal thoughts.
	Bullying	
		Describe the effects of bullying and harassment on individuals and the community.
		Explain factors that influence bullying and harassment.
		Describe strategies for avoiding or dealing with bullying and harassment.
	Seeking Help in Your Community	
		Identify school and community mental health resources.
		Identify the benefits of professional mental health resources.
		Identify when it is necessary to seek professional mental health services.
	Alcohol Use and Its Dangers	
		Describe the effects of alcohol use on the human body.
		Analyze internal and external pressures to use alcohol.

LCAS CA-Contemporary Health		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain the legal and social consequences of alcohol use.
		Explain when services are required for alcohol-related health issues.
	Nicotine, Tobacco, and their Dangers	
		Explain the impacts of nicotine and tobacco on the human body.
		Analyze the internal and external pressures to use nicotine and tobacco.
		Explain the legal and social consequences associated with nicotine and tobacco use.
	Prescription, Nonprescription, and Illegal Drugs	
		Identify the different types of illegal and legal drugs.
		Describe the impact of drugs on the human body.
		Explain the social and legal implications of using drugs.
		Analyze the internal and external pressures to use drugs.
	A Substance-Free Lifestyle	
		Explain health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.
		Identify strategies for preventing the use of tobacco, alcohol, and other addictive substances.
		Identify healthy alternatives to alcohol, tobacco, and other drug use.
		Identify treatment options for those suffering from alcoholism nicotine dependency, and drug addiction.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-Economics CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Fundamental Economic Concepts: Personal Finance		
	Budgeting	
		Identify the difference between net and gross income.
		Analyze fundamental budgeting principles.
		Describe the process involved in creating a budget.
	Spending	
		Explain strategies consumers can use to make good spending choices.
		Compare the advantages of leasing and buying homes and automobiles.
	Taxes	
		Describe the types of income taxes that citizens pay.
		Analyze important tax documents that are required to pay taxes.
		Explain how taxes on purchases can be calculated.
	Banking: How to Manage Your Money	
		Define the purpose of a bank and the various types of banking institutions.
		Compare checking and savings accounts and the benefits of each.
		Apply record keeping strategies to manage a bank account.
	Credit and Loans	
		Describe the types of credit that are available to borrowers.
		Explain how simple and compound interest accumulate over time.
		Analyze the importance of using credit wisely.
	Principles of Investment	
		Recognize factors that affect the risk and return of an investment.

LCAS CA-Economics CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify how interest and inflation affect investments.
		Analyze how changes in the market can affect investments.
	Investment Strategies	
		Identify common investment types.
		Describe how to avoid common investment errors.
		Analyze how to access investment information.
	Unit Test	
Fundamental Economic Concepts: Basic Principles		
	Resources and Scarcity	
		Explain the difference between exhaustible and renewable resources.
		Analyze the role of scarcity in determining how resources are allocated.
	The Three Questions of Economics	
		Define the three questions of economics.
		Analyze the role of the factors of production in answering the three economic questions.
	Opportunity Cost	
		Define opportunity cost and its role within the market.
		Analyze production possibility schedules and production possibility curves.
	Economic Systems	
		Describe major types of economic markets.
		Compare types of governments and the economic markets that thrive within them.
		Explain the role that economic markets play in citizens' daily lives.
	Economic Systems and Daily Life	

LCAS CA-Economics CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Define ownership, property rights, income, wealth, and employment in the lives of citizens.
		Explain the challenges that various markets face, including unemployment and the wealth gap.
	Competition and Free Enterprise	
		Define the concept of free enterprise.
		Explain how free enterprise and competition work together.
		Analyze the regulations that are placed on free enterprise.
	Technology and Economics	
		Describe how changing technology has influenced production and consumption.
		Analyze how technology has changed economic problem solving and planning.
	Unit Test	
The American Market Economy		
	The Law of Supply and Demand	
		Explain the Law of Supply and Demand.
		Describe how supply and demand influence price and the quantity of products supplied.
		Analyze the factors within markets that impact supply and demand curves.
	Determining Market Price	
		Explain how market equilibrium is achieved.
		Analyze how excess supply and excess demand can be caused by disequilibrium.
	Elasticity and Incentives	
		Define elasticity and its influence on consumer behavior.
		Identify incentives for consumers and producers within the market.
		Analyze how price floors and price ceilings are determined.

LCAS CA-Economics CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Profit	
		Explain the difference between profit and revenue.
		Compare marginal cost and marginal revenue.
		Analyze how profits can be maximized.
	Market Structures and Competition	
		Define monopolies and their impact on the market.
		Explain how oligopolies function.
		Analyze the impact of monopolistic and pure competition within the market.
	Banking	
		Explain the role of banks within the market.
		Analyze the effects of interest rates on profits and economic growth.
		Identify the functions of banks, including central banks.
	Investing and Financial Markets	
		Explain the risks and returns involved in making investments.
		Describe common types of investments.
		Understand how financial markets reflect economic growth.
	Unit Test	
Government Influence and Labor Markets		
	Economic Policy	
		Describe the economic goals of governments.
		Explain how policies are formed and created.
		Identify the types of economic policies that are created by governments.

LCAS CA-Economics CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Fiscal Policy: Spending	
		Identify the goals of government spending.
		Describe the categories of spending in the federal budget.
		Analyze how government budgets influence the economy.
	Fiscal Policy: Taxes	
		Differentiate between approaches to taxation.
		Identify the types of taxes collected by federal, state, and local governments.
		Analyze the effects of differing levels of taxation on the economy.
	Monetary Policy: The Federal Reserve	
		Identify the goals of monetary policy.
		Explain the role of the Federal Reserve in the economy.
		Describe the tools used by the Federal Reserve to influence the money supply.
	Regulatory Policy	
		Explain why government regulation is necessary in a mixed-market economy.
		Describe how regulatory agencies institute safety.
		Explain how regulatory agencies uphold fair business practices.
	Economic Policy: Influential Theories	
		Explain the contributions of Adam Smith to classical economic theory.
		Describe the fundamental policy principles of Keynesian economics.
		Examine the theories of Friedrich Hayek and Milton Friedman.
	Labor	
		Describe the development of labor unions after the Industrial Revolution.

LCAS CA-Economics CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain the development of labor regulations in the United States.
		Analyze the labor market today.
	Entrepreneurship	
		Identify the characteristics of an entrepreneur.
		Describe the role of entrepreneurs in various markets.
		Examine the benefits and risks of entrepreneurship.
	Making Employment Decisions	
		Explain important factors to consider when choosing a career.
		Explore the costs of a postsecondary education.
		Analyze factors to consider when choosing a job.
	Unit Test	
Aggregate Economic Behavior and the Global Economy		
	Economic Growth	
		Explain how gross domestic product can be used to analyze economic growth.
		Describe unemployment rates and types of unemployment.
		Analyze ways to influence economic growth.
	The Business Cycle	
		Compare the four stages of the business cycle.
		Examine factors that influence the business cycle.
		Analyze the role of the business cycle within the market.
	Inflation and Stagflation	
		Compare and contrast inflation and stagflation.

LCAS CA-Economics CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain the causes and effects of inflation and stagflation.
		Analyze historical examples of inflation and stagflation.
		Describe the effects of inflation on the economy.
	Inflation and Stagflation (continued)	
		Compare and contrast two historical accounts about inflation.
	International Trade	
		Describe the concept of international trade.
		Identify reasons that countries specialize in the production of specific goods.
		Explain the differences and connections between absolute and comparative advantage.
	Currencies and Exchange Rates	
		Describe why nations use different currencies.
		Explain how exchange rates work.
		Analyze how exchange rates influence the global economy.
	Globalization	
		Define the concept of globalization.
		Analyze the effects of globalization on countries, companies, and consumers.
		Explain how the growth of the global economy can be measured.
	Trade Barriers	
		Explain how trade barriers create financial incentives for countries to invest domestically.
		Explain how trade barriers create limitations on imports through embargoes, standards, and quotas.
	Trade Agreements	
		Identify the purposes of creating trade agreements.

LCAS CA-Economics CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe influential trade agreements and organizations, including the WTO and the USMCA.
		Analyze the economic and social consequences of free trade.
	Economic Development	
		Identify measurements that indicate the level of development in an economy.
		Describe the changes taking place in developing economies.
		Analyze the issues facing developed economies.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-Economics		Scope and Sequence
Unit	**Lesson**	**Objectives**
Fundamental Economic Concepts: Personal Finance		
	Budgeting	
		Identify the difference between net and gross income.
		Analyze fundamental budgeting principles.
		Describe the process involved in creating a budget.
	Spending	
		Explain strategies consumers can use to make good spending choices.
		Compare the advantages of leasing and buying homes and automobiles.
	Taxes	
		Describe the types of income taxes that citizens pay.
		Analyze important tax documents that are required to pay taxes.
		Explain how taxes on purchases can be calculated.
	Banking: How to Manage Your Money	
		Define the purpose of a bank and the various types of banking institutions.
		Compare checking and savings accounts and the benefits of each.
		Apply record keeping strategies to manage a bank account.
	Credit and Loans	
		Describe the types of credit that are available to borrowers.
		Explain how simple and compound interest accumulate over time.
		Analyze the importance of using credit wisely.
	Principles of Investment	
		Recognize factors that affect the risk and return of an investment.

Unit	Lesson	Objectives
		Identify how interest and inflation affect investments.
		Analyze how changes in the market can affect investments.
	Investment Strategies	
		Identify common investment types.
		Describe how to avoid common investment errors.
		Analyze how to access investment information.
	Unit Test	
Fundamental Economic Concepts: Basic Principles		
	Resources and Scarcity	
		Explain the difference between exhaustible and renewable resources.
		Analyze the role of scarcity in determining how resources are allocated.
	The Three Questions of Economics	
		Define the three questions of economics.
		Analyze the role of the factors of production in answering the three economic questions.
	Opportunity Cost	
		Define opportunity cost and its role within the market.
		Analyze production possibility schedules and production possibility curves.
	Economic Systems	
		Describe major types of economic markets.
		Compare types of governments and the economic markets that thrive within them.
		Explain the role that economic markets play in citizens' daily lives.
	Economic Systems and Daily Life	

LCAS CA-Economics		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Define ownership, property rights, income, wealth, and employment in the lives of citizens.
		Explain the challenges that various markets face, including unemployment and the wealth gap.
	Competition and Free Enterprise	
		Define the concept of free enterprise.
		Explain how free enterprise and competition work together.
		Analyze the regulations that are placed on free enterprise.
	Technology and Economics	
		Describe how changing technology has influenced production and consumption.
		Analyze how technology has changed economic problem solving and planning.
	Writing Workshop: The Importance of Free Enterprise	
		Create an outline in response to an argumentative essay prompt.
		Write a draft of an argumentative essay about the importance of free enterprise.
		Revise and finalize an argumentative essay.
	Unit Test	
The American Market Economy		
	The Law of Supply and Demand	
		Explain the Law of Supply and Demand.
		Describe how supply and demand influence price and the quantity of products supplied.
		Analyze the factors within markets that impact supply and demand curves.
	Determining Market Price	
		Explain how market equilibrium is achieved.
		Analyze how excess supply and excess demand can be caused by disequilibrium.

LCAS CA-Economics		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Elasticity and Incentives	
		Define elasticity and its influence on consumer behavior.
		Identify incentives for consumers and producers within the market.
		Analyze how price floors and price ceilings are determined.
	Profit	
		Explain the difference between profit and revenue.
		Compare marginal cost and marginal revenue.
		Analyze how profits can be maximized.
	Market Structures and Competition	
		Define monopolies and their impact on the market.
		Explain how oligopolies function.
		Analyze the impact of monopolistic and pure competition within the market.
	Banking	
		Explain the role of banks within the market.
		Analyze the effects of interest rates on profits and economic growth.
		Identify the functions of banks, including central banks.
	Investing and Financial Markets	
		Explain the risks and returns involved in making investments.
		Describe common types of investments.
		Understand how financial markets reflect economic growth.
	Unit Test	
Government Influence and Labor Markets		

LCAS CA-Economics		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Economic Policy	
		Describe the economic goals of governments.
		Explain how policies are formed and created.
		Identify the types of economic policies that are created by governments.
	Fiscal Policy: Spending	
		Identify the goals of government spending.
		Describe the categories of spending in the federal budget.
		Analyze how government budgets influence the economy.
	Fiscal Policy: Taxes	
		Differentiate between approaches to taxation.
		Identify the types of taxes collected by federal, state, and local governments.
		Analyze the effects of differing levels of taxation on the economy.
	Monetary Policy: The Federal Reserve	
		Identify the goals of monetary policy.
		Explain the role of the Federal Reserve in the economy.
		Describe the tools used by the Federal Reserve to influence the money supply.
	Regulatory Policy	
		Explain why government regulation is necessary in a mixed-market economy.
		Describe how regulatory agencies institute safety.
		Explain how regulatory agencies uphold fair business practices.
	Economic Policy: Influential Theories	
		Explain the contributions of Adam Smith to classical economic theory.

Unit	Lesson	Objectives
		Describe the fundamental policy principles of Keynesian economics.
		Examine the theories of Friedrich Hayek and Milton Friedman.
	Labor	
		Describe the development of labor unions after the Industrial Revolution.
		Explain the development of labor regulations in the United States.
		Analyze the labor market today.
	Entrepreneurship	
		Identify the characteristics of an entrepreneur.
		Describe the role of entrepreneurs in various markets.
		Examine the benefits and risks of entrepreneurship.
	Making Employment Decisions	
		Explain important factors to consider when choosing a career.
		Explore the costs of a postsecondary education.
		Analyze factors to consider when choosing a job.
	Creating and Delivering a Presentation in Social Studies	
		Explain how to develop a research question.
		Describe ways to conduct effective research.
		Analyze methods for creating presentations.
		Describe best practices for delivering a presentation.
	Unit Test	
Aggregate Economic Behavior and the Global Economy		
	Economic Growth	

Unit	Lesson	Objectives
		Explain how gross domestic product can be used to analyze economic growth.
		Describe unemployment rates and types of unemployment.
		Analyze ways to influence economic growth.
	The Business Cycle	
		Compare the four stages of the business cycle.
		Examine factors that influence the business cycle.
		Analyze the role of the business cycle within the market.
	Inflation and Stagflation	
		Compare and contrast inflation and stagflation.
		Explain the causes and effects of inflation and stagflation.
		Analyze historical examples of inflation and stagflation.
		Describe the effects of inflation on the economy.
	Inflation and Stagflation (continued)	
		Compare and contrast two historical accounts about inflation.
	International Trade	
		Describe the concept of international trade.
		Identify reasons that countries specialize in the production of specific goods.
		Explain the differences and connections between absolute and comparative advantage.
	Currencies and Exchange Rates	
		Describe why nations use different currencies.
		Explain how exchange rates work.
		Analyze how exchange rates influence the global economy.

LCAS CA-Economics		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Globalization	
		Define the concept of globalization.
		Analyze the effects of globalization on countries, companies, and consumers.
		Explain how the growth of the global economy can be measured.
	Trade Barriers	
		Explain how trade barriers create financial incentives for countries to invest domestically.
		Explain how trade barriers create limitations on imports through embargoes, standards, and quotas.
	Trade Agreements	
		Identify the purposes of creating trade agreements.
		Describe influential trade agreements and organizations, including the WTO and the USMCA.
		Analyze the economic and social consequences of free trade.
	Economic Development	
		Identify measurements that indicate the level of development in an economy.
		Describe the changes taking place in developing economies.
		Analyze the issues facing developed economies.
	Writing Workshop: The Effects of Globalization	
		Create an outline in response to an informative essay prompt. Cite your sources.
		Write a draft of an informative essay about globalization in China.
		Revise and finalize an informative essay.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	

LCAS CA-Economics		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Cumulative Exam	

LCAS CA-English Language Arts 10 A		Scope and Sequence
Unit	**Lesson**	**Objectives**
Stories from around the World		
	Analyzing Word Choice and Author's Purpose in Short Stories	
		Analyze the impact of word choice on meaning and tone.
		Draw a conclusion about an author's purpose.
		Cite evidence to support a conclusion.
	Analyzing Character, Theme, and Plot in Short Stories	
		Make inferences about character motivation.
		Analyze plot structure.
		Analyze thematic development.
	Determine Meaning: Words and Phrases	
		Determine word meaning by using context.
		Interpret figurative language to determine the meanings of words and phrases.
		Analyze nuance and connotation to determine word meaning.
	Comparing Archetypes in Literature	
		Recognize characteristics of archetypes.
		Explain how archetypes reveal universal themes.
		Compare and contrast archetypes and themes between culturally diverse texts.
	Analyzing Idea Development in an Essay	
		Determine the central idea and purpose of a text.
		Analyze how the author unfolds a series of ideas.
		Evaluate the effectiveness of an essay.
	Expanding Vocabulary: Word Parts and Reference Resources	

LCAS CA-English Language Arts 10 A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify patterns of word changes that indicate different meanings or parts of speech.
		Infer meaning and spelling by analyzing word parts and context.
		Use reference materials to determine the correct spelling and usage of a word.
	Writing a Narrative Essay about Being Judged	
		Write a narrative essay.
		Explain how to plan a narrative with a logical sequence of events.
		Use narrative techniques to develop characters.
		Revise writing to include vivid imagery.
	Unit Test	
Life-Changing Journeys		
	Analyzing Author's Purpose and Perspective in a Travelogue	
		Explain the purpose of a travelogue.
		Analyze how language reveals an author’s purpose and perspective.
		Use reading strategies to improve comprehension.
	Analyzing a Memoir	
		Analyze the effect of word choice on atmosphere and tone.
		Analyze viewpoint and purpose in a memoir.
		Describe how genre supports an author’s purpose.
	Comparing Genres: Biography and Editorial	
		Explain how genre supports author’s purpose.
		Analyze the use of language to support author’s purpose.
		Compare and contrast how language supports an author’s purpose in two different

LCAS CA-English Language Arts 10 A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		genres.
	Unit Test	
Sugar Changed the World		
	Sugar Changed the World, Part 1: Author’s Purpose	
		Analyze the purpose of a section of text.
		Analyze text structure and text features.
		Use details to draw conclusions about the authors’ purpose.
	Sugar Changed the World, Part 2: Central Ideas	
		Analyze the development of a central idea.
		Use text-based evidence to make inferences.
		Objectively summarize a nonfiction text.
	Sugar Changed the World, Part 3: Word Choice and Multimedia	
		Analyze how word choice develops an author’s claim and purpose.
		Cite textual evidence to support an analysis.
		Analyze the use of multimedia in a text.
	Sugar Changed the World, Part 4: Building Claims	
		Identify an author’s claim.
		Analyze how an author uses historical events to build a claim.
		Make connections across sections of text to explore how an author develops a claim.
	Sugar Changed the World, Part 5: Developing and Refining Ideas	
		Determine an author's claim and purpose.
		Analyze evidence used to develop central ideas.

Unit	Lesson	Objectives
		Evaluate how effectively a text achieves a purpose.
	Unit Test	
The Power of Humor		
	Analyzing Satire in Fiction	
		Explain the use of situational irony as a satirical device.
		Analyze the relationship between characters and satire.
		Cite evidence to support conclusions about theme.
	Comparing Ideas across Genres	
		Analyze how central ideas are developed in a graphic novel.
		Analyze how tone reveals perspective in realistic fiction.
		Compare and contrast perspectives of different characters.
	Analyzing Different Interpretations of a Sonnet	
		Recognize the structure of a sonnet.
		Use context and paraphrasing to aid comprehension.
		Cite evidence to support multiple interpretations of a sonnet.
	Analyzing Satire in Editorial Cartoons	
		Analyze the use of literary devices to create meaning in an editorial cartoon.
		Determine purpose and perspective in an editorial cartoon.
		Evaluate the effectiveness of an editorial cartoon.
	Refining Discussion Techniques	
		Identify strategies to prepare for a group discussion.
		Recognize and apply techniques for effectively presenting in a group discussion.

LCAS CA-English Language Arts 10 A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Demonstrate the ability to listen and respond to information in a discussion.
		Explain how to participate effectively in a group discussion.
	Parts of Speech and Types of Phrases	
		Recognize various types of phrases.
		Identify the functions of phrases in writing.
		Use phrases correctly to convey ideas precisely.
	Writing a Research-Based Informative Essay about the Benefits of Humor	
		Write a research-based informative essay.
		Develop a topic using evidence from research.
		Organize paragraphs to integrate properly cited research.
		Revise for readability.
	Unit Test	
Animal Farm		
	Animal Farm, Part 1: Satire	
		Explain the influence of historical context on the author's stylistic choices.
		Cite evidence to support analysis of characters.
		Explain how characters develop satire.
	Animal Farm, Part 2: Allegory	
		Explain the author's use of allegory.
		Analyze allusion, imagery, and symbolism.
		Make predictions based on an examination of foreshadowing.
	Animal Farm, Part 3: Central Idea Development	

LCAS CA-English Language Arts 10 A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify central ideas.
		Cite details that develop central ideas.
		Explain the cultural and social functions of literature.
	Animal Farm, Part 4: Conflict	
		Explain the effect of causal relationships.
		Analyze how conflict advances plot.
		Explain the historical significance of an allegory.
	Animal Farm, Part 5: Motivation and Values	
		Infer character motivation.
		Analyze the effect of pacing.
		Explain how characters reveal cultural values.
	Animal Farm, Part 6: Author’s Purpose	
		Explain an author’s purpose.
		Explain how an author uses characters to support a purpose.
		Support conclusions about the influence of historical context on an author’s stylistic choices.
	Animal Farm, Part 7: Rhetoric	
		Recognize instances of propaganda in the text.
		Summarize theme.
		Explain how propaganda reveals theme.
	Animal Farm, Part 8: Satire and Irony	
		Analyze the author’s use of satire.
		Analyze the author’s use of irony.

LCAS CA-English Language Arts 10 A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain how satire and irony reveal theme.
	Evaluating Propaganda Techniques	
		Explain the purpose and elements of propaganda.
		Analyze persuasive techniques to promote ideas and support purpose.
		Evaluate the appeal of multimedia elements.
		Create a persuasive propaganda poster.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-English Language Arts 11 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
American Roots: From Native Traditions to the American Revolution		
	The Iroquois Creation Myth: "The World on Turtle's Back"	
		Examine the tradition and purpose of a creation myth.
		Based on a text, make logical inferences about cultural value.
		Draw conclusions about a text and support them with textual evidence.
	Jonathan Edwards's "Sinners in the Hands of an Angry God"	
		Examine the societal significance of an early American text.
		Interpret how connotative and denotative meanings of words affect word choice in a text.
		Evaluate rhetorical devices in a seminal US text.
	Female Colonial Poets	
		Analyze the author's choice of words and how they are used in context.
		Analyze the rhyme scheme in a poem.
		Compare and contrast themes of two texts.
	The Declaration of Independence	
		Examine the historical significance of a primary-source document.
		Analyze how the structure of a text contributes to its purpose.
		Evaluate the effectiveness of reasoning in a seminal US text.
	Media Literacy	
		Recognize the purpose of media.
		Analyze and interpret techniques used in media messages.

LCAS CA-English Language Arts 11 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Evaluate the impact of media on society.
	Writing Workshop: Summary	
		Write an informative paragraph that summarizes the central ideas of a passage clearly and accurately.
		Relate the central ideas of a text to your reader in an objective and clear manner.
		Vary sentence patterns to enhance the style of a text.
	Unit Test	
Bright Romanticism: American Individualism		
	Fireside Poets	
		Interpret a poet’s word choice and use of sensory language.
		Analyze the structure of a poem.
		Compare and contrast two nineteenth-century poems.
	Ralph Waldo Emerson	
		Assess the author’s argument in a text, using evidence from the text.
		Summarize the central ideas in a text.
		Compare the central ideas expressed in two essays.
	Henry David Thoreau - "Civil Disobedience"	
		Analyze the sequence of events in a nonfiction text.
		Apply prior knowledge to generate ideas about a nonfiction text.
		Evaluate the significance of an early American text and its influence on future philosophies.
	Walt Whitman’s "Song of Myself"	
		Analyze the effect of free verse structure.

LCAS CA-English Language Arts 11 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Analyze how word choice and tone contribute to the voice of a poem.
		Make inferences about the themes of a poem.
	Emily Dickinson's Poetry	
		Analyze how word choice is used to create imagery in minimalist verse.
		Critically read a poem to analyze its language and structure.
		Compare and contrast two poems by the same author.
	Spelling Correctly	
		Apply common spelling rules and exceptions.
		Apply spelling rules related to suffix usage.
		Apply common spelling rules and exceptions.
	Unit Test	
Dark Romanticism: American Gothic		
	Suspense and Horror: Gothic Writing across Time	
		Analyze how an author’s use of suspense is developed throughout a text.
		Cite evidence of the author’s tone and its effect on the reader.
		Critique an American gothic text and recognize its influence on contemporary horror writing.
	The Scarlet Letter	
		Analyze an author’s choice of words in conveying setting, time, and mood.
		Describe the plot and sequence of events in the beginning of a novel.
		Monitor comprehension to understand and interpret a complex text.
	Symbols in Moby-Dick	
		Analyze symbols in a text and infer their meaning.

LCAS CA-English Language Arts 11 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Draw conclusions from a text excerpt about the theme of a novel.
		Analyze an author’s choice of how to begin a chapter of a novel.
	Choosing Vocabulary	
		Choose academic vocabulary for task, purpose, and audience.
		Use vocabulary to develop style and tone.
		Apply skills to increase personal vocabulary.
	Unit Test	
A Nation Dividing and Expanding: Civil War, Regionalism, and Realism		
	Abolition and Women’s Rights Movements, Part 1	
		Evaluate how an author structures reasoning within an argument.
		Analyze repetition and questioning as rhetorical devices in a speech.
		Examine the historical significance of a speech.
	Abolition and Women’s Rights Movements, Part 2	
		Evaluate how a speech appeals to logic, reason, and emotion.
		Relate the central ideas in a speech to its historical and cultural context.
		Apply understanding of language to make meaning of a text.
	The Mississippi River Runaways	
		Analyze an author’s use of dialogue and dialect to portray characters and establish setting.
		Cite examples of satire, irony, and sarcasm in a realist text.
		Critique the author’s use of humor to convey intent and viewpoint.
	Analyzing Meaning in Speeches	
		Assess the impact of tone on the meaning of a text.

LCAS CA-English Language Arts 11 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Determine the central ideas in a speech.
		Summarize a speech and analyze how its message reflects cultural views.
	Reality and Cynicism in Poetry	
		Analyze how an author uses irony to emphasize an idea and convey a message.
		Make inferences about the theme of a naturalist poem.
		Compare and contrast themes in poems by different authors.
	Nonrestrictive Elements and Parallel Structure	
		Apply proper punctuation for emphasis and to set off elements.
		Choose punctuation for effect.
		Identify parallel structure and revise sentences for correct parallelism.
	Research Workshop: Generating Research Questions and Evaluating Sources	
		Apply strategies for gathering, organizing, and evaluating sources for research writing.
		Use MLA citation correctly.
		Generate effective research questions to direct study.
		Compose a speech to prepare for classroom discussion or debate.
	Unit Test	
Make It New!: Early Modernism		
	Dramatic Monologue and Stream of Consciousness in Poetry	
		Examine how dramatic monologue is used as a technique in a poem.
		Analyze how an author uses stream of consciousness to develop the style of a speaker.
		Cite examples of allusions in a poem.

LCAS CA-English Language Arts 11 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Early Stream of Consciousness and Feminism in Fiction	
		Examine the use of gothic elements in a short story to convey social attitudes.
		Analyze the viewpoint in a work of fiction and examine how it relates to the social context.
		Evaluate the role of the narrator and the effect of an unreliable narrator on the reader.
	Meta Poetry: Poetry about Poetry	
		Determine and reflect on themes expressed in a modernist poem.
		Analyze different forms of poetry.
		Clarify word meanings using a variety of strategies.
	Robert Frost's Poetry	
		Assess form, rhythm, and content in a blank verse poem.
		Distinguish between a poem's speaker and the author's point of view.
		Contrast a poet's views on poetry with those of his contemporaries.
	Reflecting on World War I	
		Analyze the central ideas in a text.
		Explain how the structure of a text supports an author's viewpoint.
		Analyze how an author uses key terms to influence the audience.
	Choosing Language for Context and Purpose	
		Apply strategies to determine how language functions in different contexts.
		Recognize and correctly make meaning out of words and phrases.
		Use consistent style and tone when writing.
	Writing Workshop: Argumentative Essay	
		Construct an argumentative essay that supports a specific claim or idea.

LCAS CA-English Language Arts 11 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Conduct appropriate research using multiple relevant print and digital sources and use a standard form of source citation.
		Organize and write a clear and coherent argumentative essay based on reason and evidence using a style that is appropriate to the purpose and audience.
		Revise, edit, and rewrite for ideas, organization, and voice.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-English Language Arts 11 B-CR	Scope and Sequence
Unit Lesson	**Objectives**
Modern Drama Study	
Trifles: The Rise of Modern Feminism on the Stage, Part 1	
	Recognize and analyze stage directions in a play.
	Analyze the nuances of author's word choice.
	Assess how an author develops characters' traits and motivations over the course of a play.
Trifles: The Rise of Modern Feminism on the Stage, Part 2	
	Make inferences about symbols and their impact on the themes of a play.
	Cite textual evidence of the themes and elements in a modern drama.
	Cite examples of irony in drama.
Interpreting a Source Text: A Production of Trifles	
	Analyze multiple interpretations of a drama.
	Compare and contrast the text of a drama to an audio production.
	Evaluate how a recording interprets the source text of a drama.
The True Story behind Trifles	
	Determine the style of a drama.
	Relate the ideas found in a literary work to primary source documents from its time.
	Distinguish fact and opinion after reading multiple sources.
Unit Test	
Victory and Despair: The Roaring Twenties, Modernism, and Postwar Outlooks	
Hemingway's World War I	
	Examine how an author's style affects a text.

LCAS CA-English Language Arts 11 B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Interpret characterization in a fictional text.
		Analyze an author’s use of diction and its impact in a fictional text.
	Fitzgerald and the Roaring Twenties	
		Examine the role of setting and cite evidence of its impact on a story.
		Make inferences from a story’s setting.
		Describe the plot in the first chapter of a novel.
	Remembering and Reflecting on the Holocaust	
		Determine an author’s point of view in literature about the Holocaust.
		Analyze an author's choice of genre for reflecting on events of the past.
		Compare and contrast two texts that focus on similar themes.
	Southern Gothic	
		Analyze the characterization in a Southern gothic text.
		Cite examples of irony in a story.
		Interpret figures of speech in a story.
	Writing Workshop: Comparing Texts	
		Compare the development of theme in two literary works from the same period.
		Compose a five-paragraph literary analysis essay.
		Apply academic vocabulary terms to formal writing.
	Unit Test	
Twentieth Century Voices		
	Poetry of Langston Hughes	
		Analyze the rhythm and repetition in a poem.

LCAS CA-English Language Arts 11 B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Make observations about the role of the speaker in a poem.
		Compare and contrast the imagery, sensory details, and themes in two poems by the same author.
	James Baldwin's Take on the Effects of Prejudice	
		Examine the historical context of racial prejudice in early twentieth-century America through text.
		Demonstrate an understanding of language to make meaning of a text.
		Analyze text structure that presents problems and solutions.
	Brown v. Board of Education	
		Apply background knowledge of the US Constitution and segregation policies in twentieth-century America to a text.
		Analyze reasoning in a Supreme Court opinion.
		Evaluate the premises, purposes, and arguments in a seminal US text.
	Martin Luther King Jr. and Civil Disobedience	
		Summarize the author’s purpose of a letter.
		Analyze the effectiveness of the structure an author uses in an argument.
		Examine and evaluate the use of allusions in a text.
	Individualism, Modern Capitalism, and Dystopian Visions	
		Analyze how an author uses fictional elements to develop a theme.
		Make inferences about themes of a fictional text and cite evidence to support analysis.
		Identify a text’s philosophical concepts.
	Critiques of American Society in Science Fiction	
		Examine the impact of character development in a story.
		Analyze how an author uses irony and satire in science fiction.

LCAS CA-English Language Arts 11 B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Generate questions to interpret societal messages in science fiction.
	Using Resources and Reference Materials for Editing	
		Apply understanding of language usage and conventions.
		Use references to resolve issues of word usage and syntax.
		Use resources to distinguish between commonly confused words.
	Unit Test	
Heritage and Multicultural American Identities: Contemporary Voices		
	Contemporary Indigenous American Voices	
		Determine figurative and symbolic meanings.
		Examine character traits and motivations through dialogue.
		Analyze the central ideas in a text in relation to cultural context.
	Anticipating the Future through Texts: Visions	
		Determine the meaning of key terms in a text.
		Analyze how an author’s ideas are developed over a series of texts.
		Summarize an author’s arguments and purpose.
	Choosing Language	
		Analyze word choice to determine the author’s purpose.
		Revise a passage by selecting words and phrases appropriate for audience and purpose.
		Determine the impact of word choice on topic and theme in seminal works of American literature.
	Pronoun Agreement and Reference	
		Use subject, object, possessive, and intensive pronouns properly.

LCAS CA-English Language Arts 11 B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Recognize and correct subject-verb agreement errors.
		Recognize and correct pronoun usage errors.
	Unit Test	
Globalization and the Information Age: Postmodernism into the Twenty-First Century		
	A Look at the Fast-Food Industry by Eric Schlosser	
		Use academic language to make meaning of a text.
		Analyze how the author develops central ideas.
		Critique the author's use of reasoning to support an argument.
	Ordering the Chaos of the Contemporary World: An Introduction to Freakonomics	
		Summarize central ideas in a text and analyze their development.
		Analyze an argument for structure and logic.
		Evaluate evidence in an argument.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-English Language Arts 9 A		Scope and Sequence
Unit	**Lesson**	**Objectives**
Mythology		
	Introduction to Mythology	
		Identify the features of a myth.
		Summarize a story using a basic plot: beginning, middle, and end.
		Identify the purpose of a myth.
	Compare and Contrast: Myths and Cultures	
		Make inferences about the lives of people from their stories.
		Identify the values shown in a myth.
		Compare and contrast two myths from different cultures.
	Heroic Characteristics in "Perseus"	
		Identify characteristics of a Greek hero.
		Identify aspects of Greek life that are reflected in a myth.
		Analyze how a myth shows Greek values.
	Unit Test	
Writer's Workshop: Writing a Narrative about Overcoming a Challenge		
	Improving Vocabulary with Word Parts and Context Clues	
		Use context clues to understand word meanings.
		Recognize Greek and Latin roots and affixes.
		Determine word meaning based on word structure.
	Writing a Narrative about Overcoming a Challenge	
		Plan a narrative with a logical sequence of events.
		Develop the point of view in an essay through dialogue.

LCAS CA-English Language Arts 9 A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Revise writing to add description.
		Write a narrative essay about overcoming a challenge.
The Epic Hero's Quest: The Odyssey - Part One		
	The Odyssey and Epic Poetry: An Introduction, Part 1	
		Connect the poem to its historical context.
		Paraphrase to aid in comprehension.
		Recognize the elements of epic poetry.
	The Odyssey: Central Ideas and Character Motivation, Part 2	
		Make inferences about characters.
		Examine character motivations.
		Interpret epic similes.
	The Odyssey: Writing a Character Analysis, Part 3	
		Form a conclusion about a character.
		Include direct quotations to support a conclusion.
		Use MLA in-text citations.
	Unit Test	
The Epic Hero's Quest: The Odyssey - Part Two		
	The Odyssey: Conflict and Theme, Part 4	
		Identify conflicts and themes.
		Make connections between conflict and theme.

LCAS CA-English Language Arts 9 A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Analyze the use of figurative language.
	The Odyssey: Symbolism and Making Predictions, Part 5	
		Interpret symbols.
		Connect literature to its societal context.
		Use prior knowledge to make predictions.
	The Odyssey: Theme Development, Part 6	
		Compare characters to understand how they change.
		Organize the events of a character's quest.
		Summarize themes of a text.
	Unit Test	
Writer's Workshop: Researching and Writing about a Mythical Character		
	Using Reference Resources	
		Use a dictionary to define and use vocabulary precisely.
		Identify synonyms and antonyms using a thesaurus.
		Choose the correct homophone for a given context.
	Researching and Writing about a Mythical Character	
		Write a research-based informative essay.
		Incorporate external research effectively.

LCAS CA-English Language Arts 9 A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Develop a topic using evidence from research.
		Revise essay to include formal tone and style.
Individuality and Conformity		
	Introduction to Individuality and Conformity: "Initiation"	
		Analyze characterization in a short story.
		Interpret different types of conflict in a story.
		Examine elements of plot structure in order to interpret an implied resolution.
	Imagery and Symbolism in "The Scarlet Ibis"	
		Identify the literal and symbolic meaning of symbols in a text.
		Analyze the effect of imagery.
		Identify examples of foreshadowing and its purpose.
	Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez	
		Examine the role of language in literature.
		Use context to interpret idioms.
		Analyze characters based on interactions and conflict.
	Unit Test	
I Know Why the Caged Bird Sings		
	Word Choice and Extended Metaphor in a Poem by Maya Angelou	
		Interpret the use of literal, figurative, and connotative meaning in poetry.
		Interpret the use of extended metaphor.

Unit	Lesson	Objectives
		Analyze the tone of a poem.
	Viewpoint in I Know Why the Caged Bird Sings	
		Make inferences about people based on their thoughts, words or actions.
		Analyze an author's purpose and viewpoint based on details about people.
		Make connections between a poem and an autobiographical text.
	Parts of Speech: Words and Basic Phrases	
		Distinguish between and manipulate parts of speech.
		Identify phrases that work as parts of speech.
		Use prepositions correctly in phrases and with verbs.
	Creating a Blog	
		Explore the purposes for blogging.
		Develop a claim using evidence from research.
		Evaluate the effectiveness of multimedia to enhance an argument.
		Create a blog using multimedia tools.
	Unit Test	
Nature and the Environment		
	Comparing Poetry: Poetic Devices	
		Examine poetic structure.
		Compare and contrast the use of sound devices in poetry.
		Analyze how a poet creates mood.
	Summarizing Central Ideas and Purpose: The Hot Zone	

Unit	Lesson	Objectives
		Summarize the central idea of an informational text.
		Recognize the author’s purpose in an informational text.
		Define and understand the purpose of technical language in an informational text.
	Comparing Argumentative Texts: Silent Spring and "A Case for Waawaatesi"	
		Analyze the impact of word choice on tone and purpose.
		Analyze the structure of an argument.
		Compare and contrast arguments.
	Unit Test	
Writer's Workshop: Writing an Argumentative Essay about Fire Prevention		
	Simple Sentences: Sentence Parts, Verb Tense, and Verb Voice	
		Identify the parts of simple sentences.
		Recognize when to use past, present, and future verb tenses.
		Distinguish between active and passive voice.
	Writing an Argumentative Essay about Fire Prevention	
		Write an argumentative essay.
		Use evidence to support a claim and address a counterclaim.
		Make connections between ideas and evidence.

LCAS CA-English Language Arts 9 A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Revise an essay to include transitions.
Making a Difference		
	Introduction to Making a Difference: It's Our World, Too!	
		Determine the author's purpose in a text.
		Identify how an author develops conflict in a real-life story.
		Analyze how individuals are affected and shaped by conflict.
	Descriptive Language and Character: Clara Barton	
		Draw conclusions about setting based on descriptive language.
		Analyze an author’s use of indirect character development.
		Analyze how an author transforms story elements from source material.
	Comparing Accounts of Clara Barton’s Story	
		Identify the purpose for relating events in different forms.
		Analyze the method used to achieve a purpose.
		Compare different methods of and purposes for presenting events.
	Writing an E-mail about an Important Issue	
		Determine the audience, purpose, and tone for formal letter writing.
		Organize an argument to communicate a viewpoint.
		Structure a letter using conventions of formal letter writing.
	Word Choice and Author’s Purpose in Warriors Don’t Cry	
		Identify the central ideas of a text.
		Analyze how a writer’s word choice affects mood.
		Make connections between central ideas and author’s purpose.

LCAS CA-English Language Arts 9 A		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Speaking and Listening: Effective Group Discussions	
		Use strategies to prepare for a group discussion.
		Recognize and apply techniques for effectively presenting during a group discussion.
		Demonstrate the ability to listen and respond to information in a discussion.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-English Language Arts 9 B	Scope and Sequence
Unit Lesson	**Objectives**
Caring	
Characterization, Theme, and Irony in "The Gift of the Magi"	
	Use text evidence to make inferences about characters.
	Determine a story's theme.
	Analyze the use of irony in a story.
Rhyme Scheme and Rhythm in a Sonnet by William Shakespeare	
	Explore the history and structure of a Shakespearean sonnet.
	Analyze the rhyme scheme of a sonnet.
	Identify the meter of a sonnet.
Narrative Elements in "Pyramus and Thisbe", from Ovid's Metamorphoses	
	Identify the characteristics of narrative poetry.
	Analyze how an author creates tension through pacing and order of events.
	Determine how one text is influenced by another.
Unit Test	
Writer's Workshop: Writing an Informative Essay about Making Sacrifices	
Compound and Complex Sentences	
	Distinguish between independent and dependent clauses.
	Identify the parts of compound and complex sentences.
	Correctly punctuate compound and complex sentences.
Writing an Informative Essay about Compromise	
	Use prior knowledge when organizing ideas.

LCAS CA-English Language Arts 9 B		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Effectively organize an essay into cohesive segments.
		Revise writing to include transitions and sharpen focus.
		Write an informative essay on the topic of compromise.
Tragedy and Drama: Romeo and Juliet - Part One		
	An Introduction to Shakespeare and Romeo and Juliet, Part 1	
		Paraphrase a text to understand its meaning.
		Identify the characters, conflict, and setting of a play.
		Draw conclusions about the purpose of a prologue.
	Setting the Scene of Romeo and Juliet, Part 2	
		Monitor comprehension through paraphrasing and rereading.
		Identify cause-and-effect relationships.
		Make inferences about characters based on dialogue.
	Characters and Conflict in Romeo and Juliet, Part 3	
		Draw conclusions about a character based on dialogue.
		Cite evidence that supports analysis of characters.
		Analyze Shakespeare’s use of structure to develop characters.
	Soliloquy and Figures of Speech in Romeo and Juliet, Part 4	
		Examine the use and purpose of soliloquy in a drama.
		Draw conclusions about mood in a play.
		Evaluate the effect of figures of speech (including puns).
	Unit Test	
Tragedy and Drama: Romeo and Juliet - Part Two		

LCAS CA-English Language Arts 9 B		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Literary Devices in Romeo and Juliet, Part 5	
		Make inferences about what motivates a character.
		Recognize and analyze instances of foreshadowing.
		Explore the purpose of oxymoron and paradox as literary devices.
	Conflict Development in Romeo and Juliet, Part 6	
		Determine the effects of complications on the central conflict.
		Analyze characters' responses to conflict.
		Relate Shakespeare's motifs of light and dark to the mood of the play.
	Suspense in Romeo and Juliet, Part 7	
		Classify characters as their respective types (protagonist and antagonist).
		Analyze dramatic irony.
		Analyze the use of humor in a tragedy.
	Themes and Resolution in Romeo and Juliet, Part 8	
		Identify the tragic elements of the play.
		Determine the cause of the catastrophe using evidence from the text.
		Analyze how theme is developed through conflict resolution.
	Unit Test	
Mystery and Suspense		
	Introduction to Mystery and Suspense: "The Raven"	
		Identify imagery in a poem.
		Analyze the impact of word choice and sound devices on mood.
		Analyze the creation of suspense.

LCAS CA-English Language Arts 9 B		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Character and Point of View in “The Most Dangerous Game,” Part 1	
		Analyze how dialogue reveals character.
		Draw conclusions about a character based on narrative point of view.
		Examine the role of a character foil.
	Making Predictions and Visualizing with “The Most Dangerous Game,” Part 2	
		Make and revise predictions.
		Visualize details of a story from descriptive language.
		Compare interpretations of the same story in different media.
	Mood and Narrative Techniques in "Lather and Nothing Else”	
		Analyze a protagonist’s internal conflict.
		Evaluate how word choice sets the scene and creates mood.
		Analyze how the pace of narration can create suspense.
	The Art of Creating Suspense: Central Ideas of Two Authors	
		Analyze the development of a central idea.
		Take notes to identify central ideas.
		Compare central ideas about the same topic.
	Unit Test	
Writer's Workshop: Writing a Literary Analysis Through the Lens of a Quotation		
	Punctuating Restrictive and Nonrestrictive Elements	
		Differentiate between restrictive and nonrestrictive phrases (appositives) and clauses.
		Correctly punctuate restrictive and nonrestrictive phrases and clauses.

Unit	Lesson	Objectives
		Use commas correctly.
	Writing a Literary Analysis through the Lens of a Quotation	
		Write a literary analysis that draws evidence from a work of literature.
		Choose evidence to support an interpretation.
		Use appropriate and relevant terminology when discussing a work of literature.
		Revise writing to include transitions and expand on ideas.
Espionage and Intrigue		
	Summarizing Central Ideas in The Dark Game, Part 1	
		Identify central ideas in an informational text.
		Analyze how an idea is developed over the course of a text.
		Summarize ideas in an informational text.
	Supporting Conclusions with Evidence in The Dark Game, Part 2	
		Make inferences about the meaning of a text.
		Cite textual evidence to support inferences.
		Analyze how an author structures ideas to enhance meaning.
	Author’s Purpose and Viewpoint in The Dark Game, Part 3	
		Recognize the controlling idea in an informational text.
		Analyze the impact of word choice on tone.
		Determine the author’s purpose and viewpoint.
	Using Strategies and Word Patterns: The Code Book	
		Use patterns of word changes to understand meaning.
		Identify the purpose and central idea of an informational text.

LCAS CA-English Language Arts 9 B		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Use context to improve comprehension.
	Analyzing Functional Workplace Documents	
		Identify text features in functional workplace documents.
		Identify the purpose of different features in functional workplace documents.
		Analyze how the text features help achieve different purposes in functional workplace documents.
	Unit Test	
Fighting for Equality		
	Historical Context and Conflict in Lizzie Bright and the Buckminster Boy, Part 1	
		Make connections between the conflicts, setting, and historical context.
		Analyze the author’s development of conflict.
		Make connections between characters and conflict.
	Narration and Point of View in Lizzie Bright and the Buckminster Boy, Part 2	
		Analyze the narrative point of view.
		Draw conclusions about characters.
		Evaluate the effect of a narrative that focuses on a child’s perspective.
	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech	
		Connect word connotation to author’s purpose.
		Analyze an author’s use of repetition.
		Analyze the impact of allusion and metaphor.
	Structure and Narrative: Rosa Parks' Memoir, My Story	

LCAS CA-English Language Arts 9 B		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify text structures, including causes and effects and chronology.
		Analyze how narration affects storytelling.
		Compare and contrast a memoir and a poem about the same event.
	Writing Coherent Sentences	
		Apply rules for agreement and parallelism of grammatical structures.
		Vary sentence structure.
		Choose words and phrases for effect and purpose.
	Writing a Research-Based Argumentative Essay about Technology	
		Form a claim for an argumentative essay.
		Research facts, quotations, and evidence to support a claim.
		Respond to a counterclaim.
		Revise writing to eliminate conflicting information, misconceptions, or bias.
	Unit Test	
Unity and Division		
	Tracing the Central Idea in "A Quilt of a Country"	
		Differentiate between connotation and denotation.
		Trace the central idea in an op-ed.
		Analyze how context affects the meaning of a text.
	Analyzing the Series of Events in Outcasts United	
		Identify and draw conclusions based on point of view.

LCAS CA-English Language Arts 9 B		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Analyze how an author unfolds a series of events.
		Determine themes in a text.
	Rhetoric in Reagan's Address at Moscow State University	
		Differentiate between facts, substantiated opinions, and unsubstantiated opinions.
		Analyze the effect of different rhetorical devices.
		Identify the different purposes a speech has for different audiences.
	Unit Test	
Writer's Workshop: Planning a Multimedia Presentation		
	Writing a Works Cited Page	
		Understand the purpose of a works cited page.
		Format MLA citations for a variety of sources correctly.
		Create a works cited page.
	Speaking and Listening: Planning a Multimedia Presentation	
		Convey ideas clearly and effectively.
		Use multimedia to present ideas in an engaging and persuasive way.
		Plan a presentation that is appropriate for the topic, audience, and purpose.
	Creating a Multimedia Presentation	
		Conduct research and evaluate sources to support a topic.
		Organize information collected during research to present logical support for a topic.
		Choose text and multimedia elements that support the topic in a multimedia presentation.
		Plan an oral presentation to accompany a multimedia presentation.

LCAS CA-English Language Arts 9 B		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-Geometry A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Foundations of Euclidean Geometry		
	Defining Terms	
		Use undefined terms to precisely define parallel lines, perpendicular lines, ray, angle, arc, circle, and line segment.
		Identify and name a pair of parallel lines, a pair of perpendicular lines, a ray, an angle, an arc, a circle, and a line segment.
	Measuring Length and Angles	
		Identify a midpoint or bisector of a line segment or angles.
		Apply the ruler postulate and segment addition postulate to calculate the lengths of line segments.
		Apply the protractor postulate and angle addition postulate to calculate angle measures.
	Linear Pairs and Vertical Angles	
		Calculate angle measures by using definitions and theorems about linear pairs and vertical angles.
		Identify linear pairs and vertical angles from given diagrams.
		Complete the steps to prove statements using linear pairs and vertical angles.
	Unit Test	
Geometric Transformations		
	Reflections	
		Develop the definition of a reflection using constructions.
		Describe the properties of and write rules for reflections.
		Determine the image or pre-image of a figure after a given reflection.
	Translations	
		Develop the definition of a translation using constructions.
		Write the rule that describes a given translation.

LCAS CA-Geometry A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Determine the image or pre-image of a figure after a given translation.
	Rotations	
		Develop the definition of a rotation using constructions.
		Describe the properties of and write rules for rotations.
		Determine the image or pre-image of a figure after a given rotation.
	Compositions	
		Determine the rule that describes a given composition of transformations.
		Determine the image of a figure after a given composition of transformations.
	Symmetry	
		Identify reflectional symmetry in geometric figures and the number of lines of symmetry.
		Identify rotational symmetry and its order in geometric figures.
	Unit Test	
Angles, Lines, and Triangles		
	Parallel and Perpendicular Lines	
		Construct parallel and perpendicular lines.
		Identify parallel, perpendicular, and skew lines from three-dimensional figures.
		Solve problems involving the distance from a point on the perpendicular bisector to both endpoints of the line segment.
	Lines Cut by a Transversal	
		Solve for angle measures when parallel lines are cut by a transversal.
		Complete the steps to prove angle relationships given parallel lines cut by a transversal.
	Slopes of Parallel and Perpendicular Lines	

LCAS CA-Geometry A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Complete the steps to prove the slope criteria for parallel and perpendicular lines using coordinate geometry.
		Determine if two lines are parallel or perpendicular.
		Use slope criteria to find additional points on a line parallel or perpendicular to a given line.
		Prove the slope criteria for perpendicular lines.
	Triangle Angle Theorems	
		Complete the steps to prove that the sum of the measures of the interior angles of a triangle is 180 degrees.
		Identify and relate the interior and exterior angles of a triangle.
		Calculate the measures of interior and exterior angles of a triangle.
	Triangles and Their Side Lengths	
		Construct or justify the construction of isosceles and equilateral triangles.
		Analyze the relationships between the angles of acute, right, and obtuse triangles.
		Determine if three given segments will satisfy the triangle inequality.
		Determine the length or parameters for a third side of a triangle given the other two sides.
	Triangle Inequalities	
		Identify angle and side relationships in a triangle.
		Identify angle and side relationships between two triangles.
		Solve real world problems involving relationships between angle measures and side lengths of one or two triangles.
	Isosceles Triangles	
		Complete the steps to prove the isosceles triangle theorem and its converse.
		Identify characteristics of an isosceles triangle.
		Solve for unknown measures of isosceles triangles.
	Centroid and Orthocenter	

LCAS CA-Geometry A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Complete the steps to prove that the medians of a triangle meet at a point.
		Identify the characteristics of the centroid or orthocenter of a triangle.
		Solve for unknown measures created by medians in a triangle.
	Incenter and Circumcenter	
		Construct inscribed and circumscribed circles of a triangle.
		Identify the characteristics of the incenter or circumcenter of a triangle.
		Solve for unknown measures created by perpendicular or angle bisectors in a triangle.
	Unit Test	
Triangle Congruence		
	Triangle Congruence: SAS	
		Determine the isometric transformations that would map one triangle onto another triangle given that two corresponding sides and the included angle are congruent.
		Identify the sides and angle that can be used to prove triangle congruency using SAS.
		Complete the steps to prove triangles are congruent using SAS.
	Triangle Congruence: ASA and AAS	
		Identify the side and angles that can be used to prove triangle congruency using ASA or AAS.
		Complete the steps to prove triangles are congruent using ASA or AAS.
		Determine the isometric transformations that would map one triangle onto another triangle given that two pairs of corresponding angles and one pair of corresponding sides are congruent.
	Triangle Congruence: SSS and HL	
		Identify the parts that can be used to prove triangle congruency using SSS or HL.
		Complete the steps to prove triangles are congruent using SSS or HL.

LCAS CA-Geometry A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Determine the isometric transformations that would map one triangle onto another triangle given that three corresponding sides are congruent.
	Unit Test	
Similarity Transformations		
	Similar Figures	
		Verify the properties of dilations, including the scale factor and slopes of corresponding line segments.
		Determine if two polygons are similar using dilations.
		Find the coordinates of the vertices of an image or pre-image of a dilated polygon given the scale factor.
	Triangle Similarity: AA	
		Identify the composition of similarity transformations in a mapping of two triangles.
		Complete the steps to prove triangles are similar using the AA similarity theorem.
	Triangle Similarity: SSS and SAS	
		Identify the sides and angle that can be used to prove triangle similarity using SSS similarity theorem and SAS similarity theorem.
		Complete the steps to prove triangles are similar using SAS similarity theorem.
		Complete the steps to prove triangles are similar using SSS similarity theorem.
	Using Triangle Similarity Theorems	
		Complete the steps to prove theorems involving similar triangles.
		Solve for unknown measures of similar triangles using the side-splitter theorem and its converse.
		Solve for unknown measures of similar triangles using the triangle midsegment theorem.
	Right Triangle Similarity	
		Complete the steps to prove the Pythagorean theorem using similar triangles.

LCAS CA-Geometry A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify similar right triangles formed by an altitude and write a similarity statement.
		Apply theorems to solve problems involving geometric means.
		Apply the Pythagorean theorem to find side lengths of a right triangle.
	Directed Line Segments and Modeling	
		Find the coordinates of a point on a directed line segment that partitions the segment into a given ratio.
		Model and solve real-world problems involving directed line segments.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-Geometry B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Right Triangle Relationships and Trigonometry		
	Trigonometric Ratios	
		Given an acute angle of a right triangle, label the hypotenuse, opposite, and adjacent sides.
		Given an acute angle of a right triangle, write ratios for sine, cosine, and tangent.
		Relate trigonometric ratios of similar triangles and the acute angles of a right triangle.
	Solving for Side Lengths of Right Triangles	
		Write equations using trigonometric ratios that can be used to solve for unknown side lengths of right triangles.
		Solve for unknown side lengths of right triangles using trigonometric ratios.
		Apply trigonometric ratios to solve real-world problems.
	Solving for Angle Measures of Right Triangles	
		Write equations that can be used to solve for unknown angles in right triangles.
		Solve for unknown angles of right triangles using inverse trigonometric functions.
		Apply inverse trigonometric functions to solve real-world problems.
	Law of Sines	
		Complete the steps to prove the law of sines.
		Solve mathematical problems using the law of sines.
		Apply the law of sines to solve real-world problems.
	Law of Cosines	
		Complete the steps to prove the law of cosines.
		Solve mathematical problems using the law of cosines.
		Apply the law of cosines to solve real-world problems.

LCAS CA-Geometry B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Area and Perimeter of Triangles	
		Derive the area formula A = 1/2absinC.
		Solve area and perimeter problems using A = 1/2absinC.
		Solve area and perimeter problems using Heron's formula.
	Unit Test	
Quadrilaterals and Coordinate Algebra		
	Parallelograms	
		Complete the steps to prove theorems about properties of parallelograms.
		Apply properties of parallelograms to solve problems.
	Proving a Quadrilateral Is a Parallelogram	
		Complete the steps to prove that a quadrilateral is a parallelogram.
		Apply properties of parallelograms to solve for unknown values.
		Analyze a figure to determine if it is a parallelogram.
	Special Parallelograms	
		Complete the steps to prove theorems about properties of parallelograms.
		Apply properties of rhombi to solve mathematical and real-world problems.
		Apply properties of rectangles to solve mathematical and real-world problems.
		Apply properties of squares to solve mathematical and real-world problems.
	Figures in the Coordinate Plane	
		Apply coordinate algebra proofs to triangles and quadrilaterals.
		Calculate the perimeter of a triangle or quadrilateral given the coordinates of the vertices.

LCAS CA-Geometry B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Unit Test	
Circles		
	Inscribed Angles	
		Complete the steps to prove theorems involving inscribed angles and their intercepted arcs.
		Apply theorems about inscribed angles and angles formed by a tangent and a chord.
	Special Segments	
		Solve problems involving segments formed by two intersecting chords.
		Solve problems involving segments formed by two secants which intersect outside a circle.
		Solve problems involving segments formed by two intersecting tangents.
		Solve problems involving segments formed by a secant and a tangent which intersect outside a circle.
	Circumference and Arc Length	
		Solve problems involving circumference of a circle.
		Determine the radian measure of a central angle.
		Solve problems involving arc length with central angles measured in degrees.
		Solve problems involving arc length with central angles measured in radians.
	Area of a Circle and a Sector	
		Solve problems involving area of a circle.
		Solve problems involving area of a sector with central angles measured in radians.
		Solve problems involving area of a sector with central angles measured in degrees.
	Construct Regular Polygons	
		Construct regular polygons inscribed in a circle.
		Prove that all circles are similar.

LCAS CA-Geometry B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Equation of a Circle	
		Identify the center and radius from the equation of a circle, including equations given in general form.
		Determine the equation of a circle.
		Determine if a given point lies on a circle.
	Parabolas	
		Describe key features of a parabola.
		Determine the equation of a parabola given the focus and directrix.
	Unit Test	
Geometric Modeling		
	Area of Triangles and Parallelograms	
		Solve problems involving areas of triangles and parallelograms.
	Density and Design Problems	
		Solve problems involving density of an area.
		Use geometric concepts to solve design problems.
	Three-Dimensional Figures and Cross Sections	
		Classify a 3-D figure and identify the characteristics (base, edge, etc.).
		Determine the horizontal and vertical cross-sections of 3-D figures.
		Determine the 3-D figure generated by a rotation of a 2-D figure.
	Volume of Pyramids	
		Write expressions to represent the volumes or unknown measures of right and oblique pyramids.
		Calculate the volume or an unknown measure of a right pyramid based on a mathematical or real-world model.

LCAS CA-Geometry B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Calculate the volume or an unknown measure of an oblique pyramid based on a mathematical or real-world model.
	Volume of Cylinders, Cones, and Spheres	
		Write expressions to represent the volumes or unknown measures of cylinders and cones.
		Solve mathematical and real-world problems involving the volume of right and oblique cylinders.
		Solve mathematical and real-world problems involving the volume of right and oblique cones.
		Solve mathematical and real-world problems involving the volume of spheres.
	Changing Dimensions of 3-D Figures	
		Identify similar solids and determine their scale factors.
		Determine and describe how proportional or nonproportional changes in linear dimensions of a shape affect other measurements such as perimeter, area, surface area, or volume.
		Solve problems about length, area, and volume measures using scale factors.
	Unit Test	
Applications of Probability		
	Sets and Venn Diagrams	
		Identify and represent elements of sets and subsets, including the empty and universal sets.
		Represent and interpret the union and intersection of sets using set notation and Venn diagrams.
	Independent and Mutually Exclusive Events	
		Identify mutually exclusive and independent events.
		Calculate probabilities using the addition rule.
		Calculate probabilities using the multiplication rule of independent events.
	Conditional Probability	

LCAS CA-Geometry B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Use calculations to determine if two events are independent.
		Calculate conditional probabilities using formulas and Venn diagrams.
		Calculate probabilities of compound events.
	Probability and Two-Way Tables	
		Construct a two-way table.
		Use a two-way table to determine if two events are independent.
		Compute conditional probabilities from data displayed in a two-way table.
	Probability with Combinations and Permutations	
		Identify expressions that represent probabilities of compound events.
		Use combinations to compute probabilities of compound events.
		Use permutations to compute probabilities of compound events.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-Intro to Communications and Speech I		Scope and Sequence
Unit	**Lesson**	**Objectives**
Communications: Foundations of Communication		
	What is Human Communication?	
		Explain the benefits of the study of communication.
		Define and explain the term communication.
		Identify the major forms and purposes of communication.
	Elements and Characteristics of Human Communication	
		Identify and explain the elements of human communication.
		Define and explain the 6 characteristics of human communication.
	Principles of Communication	
		Explain the 5 principles of effective communication.
		Apply the 5 principles of effective communication to a variety of situations.
	Ethics and Diversity: Culture and Communication	
		Recognize ethical communication.
		Describe the influence of culture on communication.
		Begin to develop culturally sensitive and ethical communication skills.
	Self-Concept and Self-Esteem	
		Understand self-concept and self-esteem.
		Understand the importance of self-concept and self-esteem to effective communication.
		Learn how to begin to develop self-awareness and healthy self-esteem.
	Self-Disclosure	
		Understand self-disclosure.

LCAS CA-Intro to Communications and Speech I		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify factors influencing self-disclosure, including its rewards and dangers.
		Learn guidelines for self-disclosure and communication.
	Perception	
		Identify and explain the stages of perception.
		Learn ways to increase perceptual accuracy.
		Understand the links between perception and communication.
	Unit Test	
Communications: Understanding Verbal and Nonverbal Messages		
	The Principles of Language	
		Define and explain language.
		Explain the 4 meanings humans give language.
		Identify cultural principles that guide interpersonal, verbal communication.
	The Power of Words	
		Identify the ways words have power.
		Understand the effects of positive and negative verbal communication.
	Using Verbal Messages Effectively	
		Identify the 5 steps for effective verbal communication.
		Use verbal communication to establish positive relationships.
	Ethics and Diversity: Confronting Bias in Language	
		Define and explain bias.
		Identify examples of biased language.
		Learn ways to avoid biased language.

LCAS CA-Intro to Communications and Speech I		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Communication and Technology: Etiquette on the Web	
		Use guidelines for appropriate online, verbal communication.
		Apply web etiquette guidelines to online communication.
	The Characteristics of Nonverbal Communication	
		Explain how verbal and nonverbal messages are integrated.
		Explain the essential characteristics of non-verbal communication.
	Nonverbal Communication: Appearance, Gestures, and Expressions	
		Recall how your appearance communicates nonverbal messages.
		Understand how your gestures, posture and movement communicate nonverbal messages.
		Understand how eye contact and facial expressions communicate nonverbal messages.
	Nonverbal Communication: Touch, Voice, and Environment	
		Understand the role of touch in nonverbal communication.
		Understand how changes in voice affect nonverbal communication.
		Understand how the physical environment affects nonverbal communication.
	Formal Presentation	
		Use language appropriate for the purpose, topic, occasion, and audience, including formal, informal, and technical language.
		Explain how to use effective verbal and nonverbal presentation strategies.
		Plan a presentation appropriate to purpose, topic, occasion, and audience.
		Convey ideas clearly and effectively.
	Unit Test	

LCAS CA-Intro to Communications and Speech I		Scope and Sequence
Unit	**Lesson**	**Objectives**
Mass Communication: Exploring Media and Functional Texts		
	Media Literacy	
		Recognize the purpose of media.
		Analyze and interpret techniques used in media messages.
		Evaluate the impact of media on society.
	Evaluating The Power of Mass Media and Social Media	
		Identify purpose and audience in a public service campaign.
		Evaluate the persuasive techniques used in different mass media.
		Analyze the changing role of media over time.
	Evaluating Propaganda Techniques	
		Explain the purpose and elements of propaganda.
		Analyze persuasive techniques to promote ideas and support purpose.
		Evaluate the appeal of multimedia elements.
		Create a persuasive propaganda poster.
	Analyzing Functional Workplace Documents	
		Identify text features in functional workplace documents.
		Identify the purpose of different features in functional workplace documents.
		Analyze how the text features help achieve different purposes in functional workplace documents.
	Creating a PSA	
		Identify the purpose and elements of a public service advertisement.

LCAS CA-Intro to Communications and Speech I		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Support a viewpoint with reasons and evidence.
		Choose multimedia to support a message.
		Create a public service advertisement that establishes and supports a message.
	Unit Test	
Communications: Listening and Responding		
	The Listening Process	
		Describe the difference between hearing and listening.
		Identify and explain the 5 steps of the listening process.
	Listening Styles and Effective Listening	
		Describe the various listening styles.
		Identify strategies for effective listening.
	Improving Responding Skills	
		Identify characteristics of effective responses.
		Understand and apply the principles of active listening.
	Cultural Contexts and Values in Communication	
		Describe the importance of studying other cultures.
		Identify and explain the cultural contexts and values that influence communication.
	Gender and Communication	
		Describe the different reasons men and women communicate.
		Explain the differences in how and what men and women communicate.
	Bridging Differences	

LCAS CA-Intro to Communications and Speech I		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify and explain the barriers encountered in intercultural communication.
		Understand how to overcome barriers in intercultural communication.
	Creating a Blog	
		Explore the purpose of a blog
		Research a topic
		Develop a claim with research and evidence
		Create a blog using multimedia tools that enhance the argument and engage the readers
	Unit Test	
Communications: Interpersonal, Small Group, and Organizational Communication		
	Interpersonal Communication	
		Recognize the difference between interpersonal and impersonal communication.
		Identify and explain the 5 stages of interpersonal conversation.
		Use conversational management strategies.
	Stages of Relationship Development	
		Define the term relationship and identify different types of relationships.
		Identify and explain the stages of relationship development.
	The Importance of Relationships	
		Restate the importance of friendships, family connections, and relationships with colleagues.
		Discuss methods of enhancing different relationships.
	Ethics and Communication: Ethical Conflict	
		Describe the role of conflict in communication and relationships.
		Describe the 3 styles of conflict management.

LCAS CA-Intro to Communications and Speech I		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify and explain the steps to effective conflict management.
	Dynamics of Groups and Teams	
		Identify the different roles filled by group or team members.
		Describe the importance of rules and norms in groups and teams.
		Identify the types of power found in groups and teams.
	Effective Group Work	
		Identify and explain the characteristics of effective group members.
		Identify and explain the steps of effective group work.
	Organizational Communication	
		Define the term organization.
		Identify and explain the characteristics of organizations.
		Understand the various types of organizational messages.
	Writing an E-mail about an Important Issue	
		Determine the audience, purpose, and tone for formal letter writing.
		Organize an argument to communicate a viewpoint.
		Structure a letter using conventions of formal letter writing.
	Unit Test	
Literature Circles		
	Introduction to Making a Difference: It's Our World, Too!	
		Determine the author's purpose in a text.
		Identify how an author develops conflict in a real-life story.
		Analyze how individuals are affected and shaped by conflict.

LCAS CA-Intro to Communications and Speech I		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Descriptive Language and Character: Clara Barton	
		Draw conclusions about setting based on descriptive language.
		Analyze an author's use of indirect character development.
		Analyze how an author transforms story elements from source material.
	Comparing Accounts of Clara Barton's Story	
		Identify the purpose for relating events in different forms.
		Analyze the method used to achieve a purpose.
		Compare different methods of and purposes for presenting events.
	Word Choice and Author's Purpose in Warriors Don't Cry	
		Identify the central ideas of a text.
		Analyze how a writer's word choice affects mood.
		Make connections between central ideas and author's purpose.
	Speaking and Listening: Effective Group Discussions	
		Use strategies to prepare for a group discussion.
		Recognize and apply techniques for effectively presenting during a group discussion.
		Demonstrate the ability to listen and respond to information in a discussion.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-Introduction to Communications and Speech II		Scope and Sequence
Unit	**Lesson**	**Objectives**
The Importance of Public Speaking		
	The Importance of Public Speaking	
		Understand the benefits of studying public speaking.
		Identify the essential characteristics of public speaking.
	Listening to and Critiquing Public Speeches	
		Explain the guidelines for effective listening.
		Define and explain the term criticism.
		Explain the guidelines for effective critiques of speeches.
	Managing Apprehension	
		Define and explain the term apprehension.
		Review the causes of apprehension.
		Learn ways to address the causes of apprehension.
	Identify Your Topic and Purpose	
		Identify general standards for deciding on a speech topic.
		Understand the methods of choosing and limiting a topic.
		Identify the various public speaking purposes.
	Develop a Thesis	
		Define and explain the term thesis.
		Understand the characteristics of an effective thesis statement.
		Understand the uses of the thesis.
	Analyze and Adapt to Your Audience	
		Recall the basic characteristics of audiences.

LCAS CA-Introduction to Communications and Speech II		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Discuss how to learn about your audience.
		Identify steps to adapt your speech to the audience.
	Unit Test	
Speaking and Listening: Planning a Multimedia Presentation		
	Managing Projects Effectively	
		Recognize good project management practices and common pitfalls.
		Identify effective time-management techniques.
		Analyze how to manage projects effectively in groups.
	Using Organizational Aids	
		Identify text structures for writing a paper.
		Explain when and how to use different organizational aids.
		Analyze information in an organizational aid.
	Using Visual Aids	
		Identify how visual aids in text are used to communicate ideas and information.
		Evaluate how to select visual aids when preparing text for your projects.
	Effective Vocal Delivery and Bodily Actions	
		Identify and explain the important characteristics of effective vocal delivery.

LCAS CA-Introduction to Communications and Speech II		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Discuss effective movements, gestures, and expressions.
	Delivering Effective Presentations	
		Identify effective presentation skills.
		Examine how a presentation is organized.
		Analyze techniques for delivering an effective presentation.
	Incorporating Data Sources	
		Identify forms of data and types of data sources.
		Recognize how data can be used.
		Analyze how to search for data in spreadsheets and databases.
	Speaking and Listening: Planning a Multimedia Presentation	
		Convey ideas clearly and effectively.
		Use multimedia to present ideas in an engaging and persuasive way.
		Plan a presentation that is appropriate for the topic, audience, and purpose.
	Unit Test	
Speaking and Listening: Creating a Multimedia Presentation		
	Tips for Clear and Interesting Presentations	
		Identify the strategies for making your presentation interesting.
		Explain how to make your presentation clear.
	Working with Online Text Sources	
		Analyze types of online text sources and how they can be used.
		Identify websites that contain online text sources.
		Describe how to use online text sources responsibly.

LCAS CA-Introduction to Communications and Speech II		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Working with Online Media Sources	
		Analyze the ways online media sources can be used.
		Examine how to navigate various online media sources.
	Developing a Research Plan	
		Identify the components of a research plan.
		Analyze the steps for developing a research plan.
	Conducting an Online Search	
		Describe how online searches are performed.
		Differentiate between primary, secondary, and tertiary sources.
		Assess the relevance of sources.
	Citing Sources	
		Identify how to use sources.
		Recognize how to create citations for various sources.
		Analyze options for listing sources.
		Describe plagiarism and its consequences.
	Writing a Works Cited Page	
		Understand the purpose of a works cited page.
		Format MLA citations for a variety of sources correctly.
		Create a works cited page.
	Creating a Multimedia Presentation	
		Conduct research and evaluate sources to support a topic.
		Organize information collected during research to present logical support for a topic.

LCAS CA-Introduction to Communications and Speech II		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Choose text and multimedia elements that support the topic in a multimedia presentation.
		Plan an oral presentation to accompany a multimedia presentation.
	Unit Test	
Communicating in Writing: Composing an Academic Paper		
	Preparing to Write	
		Describe the prewriting process.
		Recognize the importance of considering the audience of a paper.
		Identify the components of a strong thesis statement.
	Writing an Academic Paper	
		Recognize the structure of traditional academic papers.
		Describe the six traits of academic writing.
		Analyze how to write with an academic voice.
	Writing Strong Paragraphs	
		Recognize the characteristics of a topic sentence.
		Identify how to organize ideas to create a strong paragraph.
	Research Workshop: Writing and Presenting the Argumentative Essay, Part 1	
		Construct an argumentative essay that supports a specific claim.
		Conduct appropriate research using relevant print and digital sources, with standard source citation.
		Organize and write a clear, coherent argumentative essay based on reason and evidence using an appropriate style.
		Revise for the writing traits of ideas and organization.
		Edit and rewrite for word choice and sentence fluency.

LCAS CA-Introduction to Communications and Speech II		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Unit Test	
Speaking and Listening: Presenting an Argumentative Essay		
	Goals of Persuasive Speaking	
		Define persuasion.
		Identify and explain the three general goals of persuasive speaking.
	Persuasion Techniques	
		Identify the 3 general principles of effective persuasion.
		Understand how to use logical, emotional, and credibility appeals to persuade.
	Developing Persuasive Speeches	
		Describe the 3 types of persuasive speeches.
		Understand how to develop each of the 3 types of persuasive speeches.
	Research Workshop: Writing and Presenting the Argumentative Essay, Part 2	
		Write an argumentative speech that demonstrates a clear command of formal English.
		Create a presentation that makes strategic use of a variety of digital media.
		Present information clearly for the targeted audience, with supporting evidence.
	Unit Test	
Speaking and Listening: Formal Debate		
	Setting Goals: Evaluating a Speech by Randy Pausch	
		Evaluate the structure of a speech.
		Draw conclusions about an author's purpose.
		Connect details to a central idea.
		Read "The Last Lecture" by Randy Pausch.

LCAS CA-Introduction to Communications and Speech II		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Freedom Fighters: Viewpoint in an Article about Malala Yousafzai	
		Identify an author's viewpoint
		Recognize the impact of setting in a text
		Investigate ideas presented in a digital format
	Analyzing Career Information from the Bureau of Labor Statistics Website	
		Interpret information in charts and graphs.
		Evaluate the effectiveness of a text’s structure.
		Determine an author’s purpose.
	Speaking and Listening: Formal Debate	
		Identify the elements and types of a formal debate.
		Recognize strategies for presenting arguments effectively, including the use of evidence and persuasive techniques.
		Apply rules for effective speaking and listening.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-Physical Science A-CR	Scope and Sequence
Unit Lesson	**Objectives**
Matter: Part 1	
Introduction to Matter	
	Explain what makes up matter.
	Describe how to measure mass and volume.
	Differentiate between mass and weight.
Physical Properties	
	Describe and give examples of physical properties of matter.
	Explain what happens during a physical change.
	Identify examples of physical changes.
	Explain how and why matter is conserved during a physical change.
Density	
	Explain density and state the SI units used to measure it.
	Calculate the mass, volume, or density of an object given the other two measurements.
	Determine whether an object will sink or float relative to the density of the surrounding liquid.
Lab: Density of Solids	
	Measure the mass and volume of various solid objects.
	Calculate the density of several solid objects.
	Use density to identify an unknown substance.
Unit Test	
Matter: Part 2	
States of Matter	
	Describe the arrangement and motion of atoms in the different states of matter.

LCAS CA-Physical Science A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Discriminate the characteristics of solids, liquids, and gases.
	Changes of State	
		Describe what happens during the different changes of state.
		Explain how energy is related to changes of state.
	Chemical Properties	
		Describe and give examples of chemical properties of matter.
		Explain what happens during a chemical change.
		Identify examples of chemical changes.
		Differentiate between physical and chemical changes
Atoms, Elements, and the Periodic Table: Part 1		
	Atomic Theory	
		Describe the development of the modern model of the atom.
		Compare the models of the atom put forth by Dalton, Thomson, Rutherford, and Bohr.
	Atoms	
		Describe the parts of an atom.
		Identify the masses, locations, and charges of protons, neutrons, and electrons.
	Elements	
		Examine the properties of an element.
		Describe what an isotope is and explain how isotopes of the same element are different.
		Explain how ions form.
Atoms, Elements, and the Periodic Table: Part 2		
	Periodic Table	

Unit	Lesson	Objectives
		Examine the history of the periodic table.
		Describe the organization of the periodic table.
		Determine an element's symbol, atomic number, and mass number from the periodic table.
	Metals	
		Describe the characteristic properties of metals.
		Identify the location of metals in the periodic table.
		Explain how and why the reactivity of metals changes in the periodic table.
	Nonmetals	
		Describe the characteristic properties of nonmetals.
		Identify the location of nonmetals in the periodic table.
		Explain how and why the reactivity of nonmetals changes in the periodic table.
	Metalloids	
		Describe the characteristic properties of metalloids.
		Identify the location of metalloids in the periodic table.
		Explain why most metalloids are used as semiconductors.
	Unit Test	
Bonding		
	Compounds	
		Describe the defining characteristics of a compound.
		Explain how chemical formulas represent compounds.
		Determine the number of atoms of each element in a chemical formula.

LCAS CA-Physical Science A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Use models to visualize the chemical structure of a compound.
	Chemical Bonding	
		Explain why atoms bond.
		Identify the three types of bonds.
		Complete electron dot diagrams.
	Ionic Bonds	
		Describe characteristics of ionic bonds.
		Explain how ionic bonds form.
		Identify the properties of ionic compounds.
		Give examples of ionic compounds.
	Covalent Bonds	
		Describe characteristics of covalent bonds.
		Explain how covalent bonds form.
		Identify the properties of covalent compounds.
		Give examples of covalent compounds.
	Polymers	
		Explain the formation of polymers.
		Describe the uses of natural and synthetic polymers.

LCAS CA-Physical Science A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Examine the benefits and limitations of using synthetic polymers.
	Unit Test	
Chemical Reactions		
	Introduction to Chemical Reactions	
		Recognize that a chemical reaction is a chemical change.
		Describe the evidence that shows that a chemical reaction has occurred.
		Explain the difference between an endothermic and an exothermic reaction.
	Describing Chemical Reactions	
		Identify the parts of a chemical equation.
		Describe the law of conservation of mass.
		Explain how mass is conserved in chemical equations.
	Balancing Chemical Equations	
		Explain what it means for a chemical equation to be balanced.
		Demonstrate how to balance a chemical equation.
		Relate balanced chemical equations to the law of conservation of mass.
	Types of Chemical Reactions	
		Distinguish among the types of chemical reactions.
		Predict the product of each type of chemical reaction.
	Lab: Rate of Chemical Reactions	
		Describe the signs of a chemical reaction.

LCAS CA-Physical Science A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify how temperature and surface area affect the rate of a chemical reaction.
		Science Practice: Conduct several controlled tests of multiple variables using repeated trials during an investigation about chemical reaction rate.
	Unit Test	
Solutions and Other Mixtures: Part 1		
	Mixtures	
		Distinguish between substances and mixtures.
		Identify the properties of a mixture.
		Compare and contrast types of mixtures.
	Solubility	
		Define solubility and recognize that substances have different solubilities.
		Describe types of solutions.
		Identify factors that affect the solubility of a substance.
		Describe factors that affect the rate of dissolving.
Solutions and Other Mixtures: Part 2		
	Properties of Acids and Bases	
		Compare the properties of acids and bases.
		Describe common uses for acids and bases.
	Acids and Bases in Solution	
		Describe what happens when acids and bases are put in water.
		Classify acids and bases based on strength.
		Explain how pH can be used to identify an acid or base.

Unit	Lesson	Objectives
		Summarize what happens during a neutralization reaction.
	Lab: Acids and Bases	
		Show how pH is based on the concentration of H+ and OH- in solution.
		Determine the pH of various solutions using a multi-use indicator.
Motion and Forces: Part 1		
	Introduction to Motion	
		Describe the position of an object.
		Explain how an object's motion is relative to a reference point or frame.
		Distinguish between distance and displacement.
	Speed and Velocity	
		Differentiate between speed and velocity.
		Solve problems involving distance, time, speed, and/or velocity.
		Interpret graphs of distance versus time.
	Acceleration	
		Describe the concept of acceleration.
		Solve problems involving velocity, time, and acceleration.
		Interpret graphs of velocity versus time.
	Lab: Motion	
		Measure distance and time to determine speed.
		Graph changes in motion.
		Interpret data to determine acceleration.
	Unit Test	

LCAS CA-Physical Science A-CR	Scope and Sequence
Unit Lesson	**Objectives**
Motion and Forces: Part 2	
Introduction to Forces	
	Describe the concept of force.
	Explain how to determine the net force on an object.
	Distinguish between balanced and unbalanced forces and their effect on motion.
Gravity	
	Describe Newton's law of universal gravitation.
	Identify and describe the factors that affect the gravitational force between two objects.
	Explain the concept of free fall.
	Describe how gravity affects projectile motion.
Newton's Laws of Motion	
	Describe Newton's first law of motion and how it relates to inertia.
	Use Newton's second law of motion to calculate force, mass, and acceleration.
	Explain Newton's third law of motion and how it relates to action and reaction forces.
	Identify applications of Newton's three laws of motion.
Momentum	
	Define and calculate momentum.
	Explain how momentum is conserved.
	Apply Newton's third law of motion to understand what happens to momentum when two objects collide.
	Use mathematical representations to show that the total momentum of a system of objects is conserved when there is no net force on the system.
Lab: Newton's Laws of Motion	

LCAS CA-Physical Science A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Demonstrate Newton's first law.
		Verify Newton's second law by changing the variables F, m, or a.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-Physical Science B-CR	Scope and Sequence
Unit Lesson	**Objectives**
Work and Energy: Part 1	
Work and Power	
	Identify when work is done.
	Calculate the work done on an object.
	Explain how force, work, and power are related.
	Calculate power.
Introduction to Machines	
	Define a machine and explain its purpose.
	Calculate the mechanical advantage of a machine.
	Calculate the efficiency of a machine.
Technological Design	
	Describe the four stages of technological design.
	Evaluate a technological design or product to determine if it meets designated criteria.
	Compare and contrast technological design and scientific investigation.
Simple Machines	
	Describe the six different types of simple machines.
	Calculate the mechanical advantage of each type of simple machine.
	Identify simple machines found in the human body.
	Distinguish compound machines from simple machines.
Unit Test	
Work and Energy: Part 2	
Introduction to Energy	

Unit	Lesson	Objectives
		Define energy.
		Explain how energy and work are related.
		Identify and describe the different forms of energy.
	Potential and Kinetic Energy	
		Distinguish between potential and kinetic energy.
		Calculate the potential energy in a system.
		Calculate the kinetic energy in a system.
		Explain how energy is transferred in a moving system.
	Energy Transformations	
		Explain how energy changes form.
		Identify examples of energy transformations.
		Summarize the law of conservation of energy.
	Lab: Kinetic Energy	
		Calculate the kinetic energy of objects of different mass.
		Determine the kinetic energy of objects at different speeds.
		Graph data to illustrate changes in kinetic energy.
	Unit Test	
Temperature and Heat: Part 1		
	Temperature and Thermal Energy	
		Explain how temperature relates to kinetic energy.

LCAS CA-Physical Science B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe how temperature is measured.
		Convert temperature readings between different temperature scales.
		Descibe how thermal energy relates to temperature.
	Heat	
		Distinguish between heat and thermal energy.
		Predict how thermal energy flows between objects at different temperatures.
		Explain why some substances change temperature more easily than others.
Temperature and Heat: Part 2		
	Conduction	
		Explain how molecular movement transfers thermal energy by conduction.
		Distinguish between insulators and conductors.
		Identify situations in which conduction occurs.
	Convection	
		Explain how fluid movement transfers thermal energy by convection.
		Describe the motion of liquids and gases due to convection.
		Identify situations in which convection occurs.
	Radiation	
		Explain how electromagnetic waves transfer energy by radiation.
		Describe the role of color and texture in absorbers and reflectors.
		Identify situations in which radiation occurs.
	Lab: Thermal Energy Transfer	

LCAS CA-Physical Science B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Investigate how different materials transfer thermal energy.
		Determine how mass affects the amount of thermal energy transferred.
		Observe and compare the specific heat of water with the specific heat of other substances.
	Unit Test	
Waves and Sound: Part 1		
	Introduction to Waves	
		Define waves and explain how they carry energy.
		Distinguish between mechanical waves and electromagnetic waves.
		Compare and contrast transverse waves and longitudinal waves.
	Properties of Waves	
		Describe how a wave's amplitude is related to the energy the wave carries.
		Describe the relationship between the frequency and wavelength of a wave.
		Calculate the speed of a transverse wave.
		Explain why waves travel at different speeds.
		Use mathematical representations to show relationships among the frequency, wavelength, and speed of waves traveling in various media.
	Wave Interactions	
		Explain what happens when waves interact.
		Describe how a wave's direction is changed by reflection, refraction, and diffraction.
		Differentiate between constructive and destructive interference.
Waves and Sound: Part 2		
	Sound Waves	
		Describe how sound waves are produced and how they travel.

LCAS CA-Physical Science B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify the features of a sound wave.
		Explain how different materials and different temperatures affect the speed of sound waves.
	Using Sound	
		Explain how and why animals use echolocation.
		Describe the uses of ultrasound technology.
		Summarize the ways in which sound waves are used for communication.
Light: Part 1		
	The Electromagnetic Spectrum	
		Describe the different parts of the electromagnetic spectrum.
		Distinguish how electromagnetic waves differ from one another.
		Identify how different types of electromagnetic waves are used.
	Properties of Light	
		Describe the wave and particle models of light.
		Explain what happens when light interacts with objects.
		Recognize what determines the color of an object.
Light: Part 2		
	Reflection and Mirrors	
		Explain how light is reflected from a surface.
		Describe the law of reflection.
		Describe how a mirror forms an image.

Unit	Lesson	Objectives
		Identify the types of images formed by different kinds of mirrors.
	Refraction and Lenses	
		Explain how light is refracted when it passes from one medium to another.
		Describe how a lens forms an image.
		Analyze ray diagrams for a lens.
		Identify the types of images formed by different kinds of lenses.
	Using Light	
		Describe how magnifying glasses, microscopes, telescopes, and cameras work.
		Differentiate laser light from regular light and identify uses of lasers.
		Identify uses of fiber optics.
Electricity and Magnetism: Part 1		
	Electric Charge	
		Determine how electric charges interact.
		Explain how electrons cause objects to become electrically charged.
		Analyze the factors that affect the strength of an electric force.
		Describe the electric field due to a charge.
	Electric Current	
		Explain how an electric current is produced.
		Explain the relationship between voltage and an electric current.
		Describe resistance and how it affects current.
		Distinguish between conductors, superconductors, semiconductors, and insulators.
	Ohm's Law	

LCAS CA-Physical Science B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain the relationship between current, voltage, and resistance (Ohm's law).
		Calculate the voltage, current, or resistance given the other two quantities.
	Electric Circuits	
		Explain how a circuit functions.
		Interpret the electric symbols for the parts of a circuit.
		Identify open and closed circuits.
		Contrast series and parallel circuits.
	Unit Test	
Electricity and Magnetism: Part 2		
	Magnets and Magnetism	
		Describe the properties of magnets.
		Determine how magnetic poles interact with each other.
		Illustrate the magnetic field around a magnet.
		Describe Earth's magnetic field.
	Electromagnetism	
		Indicate how magnetism is produced by electric currents.
		Explain how an electric current is produced by a magnet.
		Describe the characteristics of solenoids and electromagnets.
	Applications of Electromagnetism	
		Identify uses of electromagnets.
		Explain how an electric motor uses a magnetic force to cause motion.
		Describe how a generator works.

LCAS CA-Physical Science B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Contrast direct current with alternating current.
	Lab: Magnetic and Electric Fields	
		Demonstrate and describe magnetic fields.
		Demonstrate and describe electric fields.
		Show how magnetic and electric fields are related.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-Principles of American Democracy CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Fundamental Principles of American Democracy		
	The Origins of Democracy	
		Explore the influence of the structure of the Athenian democracy and the Roman republic.
		Explain the effect of Judeo-Christian laws and ideals on principles of government.
	English Influences on Government	
		Explain how English governing documents have limited government powers.
		Identify examples of how English governing documents have provided rights for citizens.
		Understand how English documents have influenced our understanding of the law.
	The Enlightenment	
		Describe the goals of the Enlightenment.
		Identify Enlightenment ideas that created a new understanding of the role of government and the rights of citizens.
	Foundations of American Democracy	
		Analyze the influence of Enlightenment ideals on the foundations of American government.
		Examine the important contributions of the nation's founders to American government and politics.
		Describe the political and social characteristics Alexis de Tocqueville found to be uniquely American.
	Unit Test	
Fundamental Principles: Founding Documents		
	Drafting the Constitution	
		Describe the key differences between states that led to debate during the Constitutional Convention.
		Explain how the Great Compromise negotiated a plan for representation in Congress.
		Analyze the effects of the Three-Fifths Compromise in ending the ratification debates over slavery.

LCAS CA-Principles of American Democracy CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Federalists and Anti-Federalists	
		Identify Anti-Federalist objections to the Constitution.
		Explain the reasons for Federalist support of ratification.
	Principles and the Preamble	
		Analyze the purposes and functions of the government as stated in the Preamble.
		Explain what the Constitution specifies about the role and structure of government.
	Unit Test	
Citizens and Civil Society		
	A Citizen's Responsibilities	
		Define citizen and the different types of citizenship status.
		List the qualities of a model citizen.
		Describe the requirements and responsibilities of citizens.
	The Bill of Rights	
		Explain how the Bill of Rights establishes civil liberties.
		Describe the purpose of each of the ten amendments in the Bill of Rights.
	The Fourteenth Amendment	
		Describe the civil rights protections created by the Fourteenth Amendment.
		Analyze the importance of the Fourteenth Amendment in incorporating the Bill of Rights.
	The Supreme Court and Civil Rights	
		Describe major Supreme Court cases involving Fourteenth Amendment Rights.

LCAS CA-Principles of American Democracy CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain how the Supreme Court has reinterpreted civil rights over time.
		Analyze the ways the Constitution protects and limits the rights and powers of both government and individuals.
	Extending Voting Rights	
		Explain how the Fifteenth Amendment extended voting rights to African Americans.
		Examine the effects of the Civil Rights Act and Voting Rights Act of the 1960s.
		Summarize the contents of the Nineteenth and Twenty-Sixth Amendments.
	Religious Liberty in America	
		Analyze the cause and effects of major religious movements in US history.
		Describe the history of religious intolerance in US history.
		Examine how recent trends in immigration have affected religious diversity in the US.
	Unit Test	
Branches of Government: Legislative and Executive		
	Article I: Congress	
		Describe the structure of Congress as organized by Article I of the Constitution.
		Identify the expressed powers of Congress.
		Analyze the role of the Necessary and Proper Clause in establishing implied powers for Congress.
	The House of Representatives	
		Describe the structure of the House of Representatives.
		Explain the function of the House of Representatives and what its members do.
		List the powers granted to the House of Representatives and the limits to those powers.
	The Senate	

LCAS CA-Principles of American Democracy CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe the structure of the Senate.
		Explain the function of the Senate and what its members do.
		List the powers granted to the Senate and the limits to those powers.
	Article II: The Presidency	
		Describe the structure of the executive branch as outlined by Article II of the Constitution.
		Analyze the powers and duties of the President.
	The Presidency and Its Powers	
		Identify the structure and purpose of the office of president.
		Describe the president's duties and roles.
		Discuss the president's powers and how they have been challenged or changed over time.
	Creating Public Policy	
		Define public policy.
		Identify the ways public policy is made.
		Describe influences on the creation of public policy.
	Unit Test	
Branches of Government: Judicial Interpretation of the Constitution		
	Article III: The Courts	
		Identify the structure of the judicial branch created by Article III of the Constitution.
		Analyze the powers given to the judicial branch.
	The Judicial Branch	
		Explain the basics of the legal process.

LCAS CA-Principles of American Democracy CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe the organization of the federal and state court systems.
	The Supreme Court and the Role of Government	
		Explain how Marbury v. Madison established the principle of judicial review.
		Describe how McCulloch v. Maryland affected the powers of the federal government.
		Analyze how Gibbons v. Ogden expanded the idea of federal supremacy.
	Your Rights: Freedom of Religion	
		Describe the purpose and language of the First Amendment.
		Analyze Supreme Court decisions concerning the First Amendment's Establishment Clause and Free-Exercise Clause.
	Your Rights: Freedom of Expression	
		Define the political rights of freedom of speech, press, and assembly.
		Explain the limits placed on First Amendment rights and the reasons why these limits are in place.
	Your Rights: Due Process	
		Describe the rights of the accused as found in the Fourth and Fifth Amendments.
		Analyze Supreme Court interpretations of the Fourth and Fifth Amendments.
	Your Rights: Trials and Punishments	
		Identify the rights of the accused as defined by the Sixth and Eighth Amendments.
		Analyze how Supreme Court decisions created new interpretations of the Sixth and Eighth Amendments.
	Your Rights: Personal Privacy	
		Define an individual's right to privacy and the limits to that right.
		Explain how the Ninth Amendment guarantees the unenumerated rights of the people.
		Analyze the effects of major Supreme Court cases related to privacy rights.

LCAS CA-Principles of American Democracy CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Unit Test	
The Electoral Process and the Media		
	Political Parties	
		Explain how political parties are organized.
		Analyze how political parties govern.
		Describe the rise and transformation of political parties.
	Campaigns and Elections	
		Describe how campaigns are structured, held, and funded.
		Explain the primary and election process.
	Voting	
		Describe the process of voting.
		Explain issues surrounding the creation of voting districts.
		Analyze voter turnout trends.
	Interest Groups and Lobbying	
		Describe the purpose and influence of interest groups and public action committees.
		Examine the function and influence of lobbyists.
	The Media and Politics	
		Describe the ways media sources influence elections and the creation of policy.

LCAS CA-Principles of American Democracy CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Examine the ways politicians use the media to communicate a message.
	Unit Test	
Federalism: Different Levels of Government		
	Federalism in the Constitution	
		Define the role and purpose of federalism.
		Differentiate between types of state and federal powers.
	Article IV-VII: The Role of the Constitution	
		Identify the powers and requirements given to the states by Article IV.
		Describe the process of amending the Constitution.
		Examine the meaning of the Supremacy Clause.
		Describe the process of ratification.
	State Government	
		Describe how state governments can be structured.
		List the functions and duties of state governments.
	Local Government	
		Describe how local governments can be structured.
		Analyze the function and roles of local governments.
	Unit Test	
Comparative Governments		

LCAS CA-Principles of American Democracy CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Types of Governments	
		Identify the differences between federal, confederal, and unitary systems of government.
		Describe the features of autocracies, oligarchies, theocracies, and communism.
		Explore the advantages and disadvantages of different types of democracy.
	Authoritarianism, Fascism, and Dictators	
		Explain the characteristics of totalitarian government.
		Explain how Mussolini established a totalitarian government.
		Describe the effects of Japan's shift to military rule.
		Describe how Spain shifted to a dictatorship.
	Revolution in Russia	
		Describe life in Russia under the tsars
		Analyze the causes and effects of the Russian Revolution
		Explain the economic, political, and social changes made by the Communists after gaining power.
	Stalin and the Soviet Union	
		Describe the characteristics and effects of Stalin's police state.
		Explain the effects of Stalin's plan for modernization in industry and agriculture.
		Identify changes to Soviet society under Stalin’s rule.
	Collapse of Communism	
		Describe how eastern Europe began to shift from communist forms of government.
		Explain the effects of the reunification of Germany.
		Explain the effects of the breakup of Yugoslavia.
	Unit Test	

LCAS CA-Principles of American Democracy CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
The Challenges of Democracy		
	Challenges of Independence in Asia	
		Describe how the Philippines gained its independence from the United States.
		Explain how European colonies in southeast Asia gained independence.
		Explain success and challenges facing former colonies in Southeast Asia.
	Decolonization in Africa	
		Identify the motives of African colonies' fight for independence.
		Evaluate the formation of new governments.
		Identify the challenges of decolonization in Africa.
	Latin American Reform	
		Explain the causes and effects of the Mexican Revolution.
		Describe how Mexico instituted a democratic government.
		Examine how Latin America experimented with different forms of government.
	Challenges in South America	
		Identify events in Brazil's transition to democracy.
		Analyze factors that led to the end of military rule in Argentina.
		Examine events in Chile's transition toward democracy.
	Unit Test	
Compelling Questions and Contemporary Issues		
	The Contemporary Global Economy	
		Explain how globalization has affected people around the world.
		Describe the effects of global trade on the American economy.

LCAS CA-Principles of American Democracy CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain how the economy of a country is measured.
	Terrorism and Its Challenges	
		Describe terrorism.
		Describe the events of 9/11 and the US response to those events.
		Explain how terrorism has affected the lives of Americans.
	Americans and Their Environment	
		Identify ways that human activity has impacted the environment.
		Describe ways Americans are working to solve environmental challenges.
		Explain how the environment influences human behavior.
	Population and Immigration	
		Describe how the American population has changed over time.
		Explain how immigration patterns have changed over time.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-Principles of American Democracy		Scope and Sequence
Unit	**Lesson**	**Objectives**
Fundamental Principles of American Democracy		
	The Origins of Democracy	
		Explore the influence of the structure of the Athenian democracy and the Roman republic.
		Explain the effect of Judeo-Christian laws and ideals on principles of government.
	English Influences on Government	
		Explain how English governing documents have limited government powers.
		Identify examples of how English governing documents have provided rights for citizens.
		Understand how English documents have influenced our understanding of the law.
	The Enlightenment	
		Describe the goals of the Enlightenment.
		Identify Enlightenment ideas that created a new understanding of the role of government and the rights of citizens.
	Foundations of American Democracy	
		Analyze the influence of Enlightenment ideals on the foundations of American government.
		Examine the important contributions of the nation's founders to American government and politics.
		Describe the political and social characteristics Alexis de Tocqueville found to be uniquely American.
	Unit Test	
Fundamental Principles: Founding Documents		
	Drafting the Constitution	
		Describe the key differences between states that led to debate during the Constitutional Convention.
		Explain how the Great Compromise negotiated a plan for representation in Congress.
		Analyze the effects of the Three-Fifths Compromise in ending the ratification debates over slavery.

LCAS CA-Principles of American Democracy		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Federalists and Anti-Federalists	
		Identify Anti-Federalist objections to the Constitution.
		Explain the reasons for Federalist support of ratification.
	Principles and the Preamble	
		Analyze the purposes and functions of the government as stated in the Preamble.
		Explain what the Constitution specifies about the role and structure of government.
	Writing Workshop: The Purpose of Government	
		Develop a claim about the purpose of government.
		Create a draft of an argumentative essay.
		Revise and finalize an argumentative essay.
	Unit Test	
Citizens and Civil Society		
	A Citizen's Responsibilities	
		Define citizen and the different types of citizenship status.
		List the qualities of a model citizen.
		Describe the requirements and responsibilities of citizens.
	The Bill of Rights	
		Explain how the Bill of Rights establishes civil liberties.
		Describe the purpose of each of the ten amendments in the Bill of Rights.
	The Fourteenth Amendment	
		Describe the civil rights protections created by the Fourteenth Amendment.

LCAS CA-Principles of American Democracy		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Analyze the importance of the Fourteenth Amendment in incorporating the Bill of Rights.
	The Supreme Court and Civil Rights	
		Describe major Supreme Court cases involving Fourteenth Amendment Rights.
		Explain how the Supreme Court has reinterpreted civil rights over time.
		Analyze the ways the Constitution protects and limits the rights and powers of both government and individuals.
	Extending Voting Rights	
		Explain how the Fifteenth Amendment extended voting rights to African Americans.
		Examine the effects of the Civil Rights Act and Voting Rights Act of the 1960s.
		Summarize the contents of the Nineteenth and Twenty-Sixth Amendments.
	The Warren Court	
		Identify the role of the Supreme Court in American law.
		Analyze the impact of the Warren Court's decisions on First Amendment rights.
		Describe the positions taken by the Warren Court in regard to the right to privacy.
		Explain how the Warren Court clarified the rights of the accused.
	Religious Liberty in America	
		Analyze the cause and effects of major religious movements in US history.
		Describe the history of religious intolerance in US history.
		Examine how recent trends in immigration have affected religious diversity in the US.
	Unit Test	
Branches of Government: Legislative and Executive		
	Article I: Congress	
		Describe the structure of Congress as organized by Article I of the Constitution.

LCAS CA-Principles of American Democracy		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify the expressed powers of Congress.
		Analyze the role of the Necessary and Proper Clause in establishing implied powers for Congress.
	The House of Representatives	
		Describe the structure of the House of Representatives.
		Explain the function of the House of Representatives and what its members do.
		List the powers granted to the House of Representatives and the limits to those powers.
	The Senate	
		Describe the structure of the Senate.
		Explain the function of the Senate and what its members do.
		List the powers granted to the Senate and the limits to those powers.
	Article II: The Presidency	
		Describe the structure of the executive branch as outlined by Article II of the Constitution.
		Analyze the powers and duties of the President.
	The Presidency and Its Powers	
		Identify the structure and purpose of the office of president.
		Describe the president's duties and roles.
		Discuss the president's powers and how they have been challenged or changed over time.
	Creating Public Policy	
		Define public policy.
		Identify the ways public policy is made.
		Describe influences on the creation of public policy.
	Regulatory Policy	

LCAS CA-Principles of American Democracy		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain why governments establish regulatory policy.
		Distinguish between regulatory policy actions that establish financial and safety regulations.
		Identify government agencies that create regulatory policy.
	Writing Workshop: Researching an Agency	
		Create an outline in response to an informative essay prompt.
		Write a draft of an informative essay about a federal agency.
		Revise and finalize an informative essay.
	Unit Test	
Branches of Government: Judicial Interpretation of the Constitution		
	Article III: The Courts	
		Identify the structure of the judicial branch created by Article III of the Constitution.
		Analyze the powers given to the judicial branch.
	The Judicial Branch	
		Explain the basics of the legal process.
		Describe the organization of the federal and state court systems.
	The Supreme Court and the Role of Government	
		Explain how Marbury v. Madison established the principle of judicial review.
		Describe how McCulloch v. Maryland affected the powers of the federal government.
		Analyze how Gibbons v. Ogden expanded the idea of federal supremacy.
	Your Rights: Freedom of Religion	
		Describe the purpose and language of the First Amendment.
		Analyze Supreme Court decisions concerning the First Amendment's Establishment Clause and

LCAS CA-Principles of American Democracy		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Free-Exercise Clause.
	Your Rights: Freedom of Expression	
		Define the political rights of freedom of speech, press, and assembly.
		Explain the limits placed on First Amendment rights and the reasons why these limits are in place.
	Your Rights: Due Process	
		Describe the rights of the accused as found in the Fourth and Fifth Amendments.
		Analyze Supreme Court interpretations of the Fourth and Fifth Amendments.
	Your Rights: Trials and Punishments	
		Identify the rights of the accused as defined by the Sixth and Eighth Amendments.
		Analyze how Supreme Court decisions created new interpretations of the Sixth and Eighth Amendments.
	Your Rights: Personal Privacy	
		Define an individual's right to privacy and the limits to that right.
		Explain how the Ninth Amendment guarantees the unenumerated rights of the people.
		Analyze the effects of major Supreme Court cases related to privacy rights.
	Unit Test	
The Electoral Process and the Media		
	Political Parties	
		Explain how political parties are organized.
		Analyze how political parties govern.
		Describe the rise and transformation of political parties.
	Campaigns and Elections	
		Describe how campaigns are structured, held, and funded.

LCAS CA-Principles of American Democracy		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain the primary and election process.
	Voting	
		Describe the process of voting.
		Explain issues surrounding the creation of voting districts.
		Analyze voter turnout trends.
	Interest Groups and Lobbying	
		Describe the purpose and influence of interest groups and public action committees.
		Examine the function and influence of lobbyists.
	The Media and Politics	
		Describe the ways media sources influence elections and the creation of policy.
		Examine the ways politicians use the media to communicate a message.
	Unit Test	
Federalism: Different Levels of Government		
	Federalism in the Constitution	
		Define the role and purpose of federalism.
		Differentiate between types of state and federal powers.
	Article IV-VII: The Role of the Constitution	
		Identify the powers and requirements given to the states by Article IV.

LCAS CA-Principles of American Democracy		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe the process of amending the Constitution.
		Examine the meaning of the Supremacy Clause.
		Describe the process of ratification.
	State Government	
		Describe how state governments can be structured.
		List the functions and duties of state governments.
	Local Government	
		Describe how local governments can be structured.
		Analyze the function and roles of local governments.
	Reforming Government	
		Describe the reforms proposed by Robert LaFollette.
		Explain the development of initiatives, referendums, and recalls as methods to increase citizen involvement.
		Identify the constitutional changes created by the 17th Amendment.
		Describe the new forms of city government introduced during the Progressive Era.
	Unit Test	
Comparative Governments		
	Types of Governments	
		Identify the differences between federal, confederal, and unitary systems of government.
		Describe the features of autocracies, oligarchies, theocracies, and communism.
		Explore the advantages and disadvantages of different types of democracy.

LCAS CA-Principles of American Democracy		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Authoritarianism, Fascism, and Dictators	
		Explain the characteristics of totalitarian government.
		Explain how Mussolini established a totalitarian government.
		Describe the effects of Japan's shift to military rule.
		Describe how Spain shifted to a dictatorship.
	Revolution in Russia	
		Describe life in Russia under the tsars
		Analyze the causes and effects of the Russian Revolution
		Explain the economic, political, and social changes made by the Communists after gaining power.
	Stalin and the Soviet Union	
		Describe the characteristics and effects of Stalin's police state.
		Explain the effects of Stalin's plan for modernization in industry and agriculture.
		Identify changes to Soviet society under Stalin’s rule.
	Collapse of Communism	
		Describe how eastern Europe began to shift from communist forms of government.
		Explain the effects of the reunification of Germany.
		Explain the effects of the breakup of Yugoslavia.
	Unit Test	
The Challenges of Democracy		
	Challenges of Independence in Asia	
		Describe how the Philippines gained its independence from the United States.
		Explain how European colonies in southeast Asia gained independence.

LCAS CA-Principles of American Democracy		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain success and challenges facing former colonies in Southeast Asia.
	Decolonization in Africa	
		Identify the motives of African colonies' fight for independence.
		Evaluate the formation of new governments.
		Identify the challenges of decolonization in Africa.
	Latin American Reform	
		Explain the causes and effects of the Mexican Revolution.
		Describe how Mexico instituted a democratic government.
		Examine how Latin America experimented with different forms of government.
	Challenges in South America	
		Identify events in Brazil's transition to democracy.
		Analyze factors that led to the end of military rule in Argentina.
		Examine events in Chile's transition toward democracy.
	Unit Test	
Compelling Questions and Contemporary Issues		
	The Contemporary Global Economy	
		Explain how globalization has affected people around the world.
		Describe the effects of global trade on the American economy.
		Explain how the economy of a country is measured.
	Terrorism and Its Challenges	
		Describe terrorism.
		Describe the events of 9/11 and the US response to those events.

LCAS CA-Principles of American Democracy		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain how terrorism has affected the lives of Americans.
	Americans and Their Environment	
		Identify ways that human activity has impacted the environment.
		Describe ways Americans are working to solve environmental challenges.
		Explain how the environment influences human behavior.
	Population and Immigration	
		Describe how the American population has changed over time.
		Explain how immigration patterns have changed over time.
	Creating and Delivering a Presentation in Social Studies	
		Explain how to develop a research question.
		Describe ways to conduct effective research.
		Analyze methods for creating presentations.
		Describe best practices for delivering a presentation.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-United States History and Geography A	Scope and Sequence
Unit Lesson	**Objectives**
Connecting with Past Studies	
Road to Revolution	
	Explain the contributions of Enlightenment thinkers.
	Describe the effects of the French and Indian War.
	Explain American colonial reaction to British policy from 1763 to 1774.
War of Independence	
	Analyze the nature of the grievances outlined in the Declaration of Independence.
	Explain how key battles helped bring an end to the Revolutionary War.
	Discuss the failures of the Articles of Confederation.
	Explain the arguments for and against the ratification of the Constitution.
	Identify the freedoms provided to all citizens by the Bill of Rights.
A New Nation	
	Describe the foreign and domestic challenges facing the nation's first presidents.
	Explain why the first political parties formed.
	Identify the causes of the War of 1812, and explain its effects.
	Describe the acquisition of new territories that occurred in the early 1800s.
Jacksonian Democracy	
	Describe the major challenges and accomplishments of the Jackson presidency.
	Explain how transportation innovations and infrastructure improvements affected the US economy.
	Analyze the causes and effects of the Second Great Awakening.
Sectionalism in the United States	
	Describe sectionalism in the United States.

Unit	Lesson	Objectives
		Explain the growth of sectionalism.
		Examine the rise of the abolitionist movement.
	Effects of the Civil War and Reconstruction	
		Identify the reasons for the growing division between the North and the South in the 1800s.
		Describe the major events, significant battles, and important figures of the Civil War.
		Analyze the successes and failures of Reconstruction.
	Unit Test	
Effects of Industrialization		
	A New Revolution	
		Describe the reasons the US became more industrialized after the Civil War.
		Identify the effects of the growth of America's railroads on business and settlement.
		Explain the demographic changes that resulted from industrialization.
	New American Industries	
		Identify examples of advancements and inventions that increased the safety, reliability, and effectiveness of railroads.
		Explain how the expansion of rail networks led to the growth of other industries, such as steel, coal, and meatpacking.
	Monopolies and Trusts	
		Explain Carnegie’s vertical integration practices.
		Describe Rockefeller’s horizontal integration practices.
		Explain how monopolies and trusts reduced competition in the Gilded Age.
	Effects of Technology on 1800s Society	
		Describe the influence of Thomas Edison’s inventions on culture and society.

Unit	Lesson	Objectives
		Describe the advancements made in communications and transportation during the Industrial Age.
		Analyze how new inventions changed life during the Industrial Age.
	Workers in the Industrial Era	
		Generalize the working conditions typically found in American factories during the Industrial Era.
		Explain the effect of industrialization with respect to women, children, and families.
		Explain the principles of mass production.
		Describe the excesses of the Gilded Age and the growing economic divide between the wealthy industrialists and the average American worker.
	Cost Benefit Analysis	
		Learn how a cost benefit analysis is calculated.
		Examine how governments use cost-benefit analysis for planning and spending.
		Conduct a cost-benefit analysis of a government policy.
	Labor Unions	
		Trace the development of the early labor movement in America.
		Compare and contrast the Knights of Labor and the American Federation of Labor with respect to their founders, membership, goals, and ideologies.
		Examine the reasons for the rapid growth of labor unions in the late 1800s.
	Strikes and Unrest	
		Explain the causes of the Great Railroad Strike of 1877, and describe the government’s reaction to it.
		Assess the effectiveness of company management strategies that were used to suppress strikes.
		Analyze the impact of the 1894 Pullman Strike.
	New Immigration	
		Explain what push and pull factors are and how they affect migration.

LCAS CA-United States History and Geography A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe the immigration experience, including the challenges immigrants faced after arrival.
		Compare and contrast the “new” immigrants of the 1880s with the “old” immigrants who had dominated migration prior to that time.
	The Immigrant Experience	
		Describe the strategies used by new immigrants to assimilate into American life
		Explain the effect of immigration on urban growth
		Analyze the reasons for the rise of nativism in response to immigration
		Identify the provisions of the Chinese Exclusion Act and motivations behind its passage
	Urbanization in America	
		Explain why urbanization occurred in the US during the industrial era.
		Describe the problems of poverty and overcrowding that were faced by cities in the industrial era.
		Explain the differences in the standard of living between classes in urban societies, and the problems created by these differences.
	Unit Test	
Progressivism and Reform		
	The Populist Party	
		Describe the factors leading to the rise of Populism in the West, and explain the effects of the movement in America.
		Describe reforms or changes desired by members of the Populist Party.
		Identify William Jennings Bryan, and explain his impact on American politics.
	Urban and Social Reforms	
		Explain the goals of the temperance movement and the Women’s Christian Temperance Union.
		Explain the principles behind the social gospel movement.
		Analyze the reasons for the popularity of acculturation and Americanization programs.

LCAS CA-United States History and Geography A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe the roles of Jane Addams, Jacob Riis, and Lincoln Steffens during the reform movements of the late 1800s and early 1900s.
	Philanthropy and the Gospel of Wealth	
		Identify the influence of Carnegie’s gospel of wealth on philanthropy in America.
		Compare and contrast the competing views of the social gospel and social Darwinism.
		Describe the influence of the social gospel and social Darwinism on reform movements.
	Political Machines	
		Explain how political machines controlled government.
		Describe the spoils system.
		Analyze the connection between the assassination of James Garfield and the rise of civil service reform.
	Reforming Business and Government	
		Describe the impact of legislation introduced to reform business during the Industrial Era.
		Explain how corruption negatively impacted business and government during the Gilded Age.
		Explain the provisions of the initiative, referendum, and recall.
	Women's Rights and Suffrage	
		Explain the role of women reformers in the early 1800s.
		Identify and describe influential people and events in the women's suffrage movement from the early 1800s to the passage of the 19th amendment.
		Examine the methods used by suffragists to win voting rights for women.
		Explain the goals of women progressives to improve women's position in society, including those of Margaret Sanger.
	Segregation and Accommodation	
		Explain the purpose for the passage of Jim Crow laws and describe the effects of these laws in the South.

Unit	Lesson	Objectives
		Analyze the Plessy v. Ferguson case and describe the ruling's effects on segregation.
		Identify Booker T. Washington and examine his approach to the issue of segregation.
	Early Civil Rights Movements	
		Explain the purpose of the NAACP and describe this organization's strategies for improving civil rights in the US.
		Identify W. E. B. Du Bois and explain his position with regard to civil rights.
		Compare and contrast the positions of Booker T. Washington and W. E. B. Du Bois with regard to civil rights.
		Identify Marcus Garvey and examine his position on civil rights, including the "Back to Africa" movement.
	Roosevelt's Square Deal	
		Identify Theodore Roosevelt and describe his achievements.
		Explain the goals of Theodore Roosevelt's Square Deal.
		Describe the effects of the Square Deal on labor, corporations, and consumers.
		Explain how the Roosevelt administration increased efforts to conserve and protect the environment.
	Taft's Reforms	
		Explain how progressive ideals split Republicans into separate factions.
		Identify William Howard Taft, and describe the progressive and conservative policies he advocated as president.
		Describe the factors leading to the formation of the Progressive Party, and explain the party's goals.
		Analyze the factors that allowed Woodrow Wilson to win the election of 1912.
	Wilson's New Freedom	
		Explain the provisions of Wilson's New Freedom, and identify his positions on banks, trusts, and tariffs.
		Identify and describe progressive reforms supported by Wilson during his presidency.

Unit	Lesson	Objectives
		Describe steps taken by the federal government to reform its monetary policies in the Progressive Era.
		Explain the impact of WWI on the progressive movement, and evaluate the successes and limits of progressive reform.
	Unit Test	
The US as a World Power		
	Expanding Borders	
		Identify the contributions of Commodore Matthew Perry, and explain how he influenced US foreign policy.
		Describe how Japan grew into a world power.
		Explain the factors behind the US acquisition of Alaska and Hawaii, and describe how these acquisitions occurred.
		Analyze the causes and effects of the Open Door policy in China.
	The Spanish-American War	
		List and describe at least two factors which led to the US decision to declare war on Spain.
		Explain the principles of "yellow journalism," and evaluate its impact on US entry into the war.
		Locate territories won by the United States following the Treaty of Paris (1898) on a world map.
		Explain how the Spanish-American War increased American influence around the world.
	Historical Research and Study: The USS Maine	
		Describe the processes involved in historical study and research.
		Identify the role of error in history and the ways new information can change historical interpretations of an event, era, place, person, or group.
		Analyze evidence to uncover changing interpretations of the sinking of the USS Maine.

Unit	Lesson	Objectives
	Panama and Latin America	
		Describe the events surrounding the construction of the Panama Canal and identify challenges faced during construction.
		Describe Theodore Roosevelt's "Big Stick" foreign policy.
		Explain Taft's "Dollar Diplomacy" and Wilson's "Moral Diplomacy" and compare these to Roosevelt's approach to foreign involvement.
	World War I: From Isolation to Involvement	
		Identify the factors that led to the start of the war.
		Explain the reasons for US involvement in the war.
		Describe the consequences of the war.
	Freedom of Speech and the War	
		Explain how the Espionage and Sedition Acts were used to censor free speech and to detain American citizens.
		Evaluate the reasons for the development of anti-immigrant, anti-socialist, and anti-anarchist sentiments after World War I.
		Describe the effects of the Palmer Raids.
	Prohibition	
		Explain the reasons for the passage of the Eighteenth Amendment and the Volstead Act.
		Identify the effects of Prohibition on American society.
		Describe the effects of the Scopes Trial on American culture and education.
	Society in the 1920s	
		Explain the influence of Jazz Age culture.
		Describe the growing importance of mass media and the entertainment industry, and identify examples of prominent actors, athletes, or musicians of the era.
		Explain how the works of prominent authors of the 1920s reflected changing American culture.

Unit	Lesson	Objectives
		Analyze the changing role of women in American society.
	The Great Migration	
		Identify the causes of the Great Migration and its effects on Northern cities.
		Explain the importance of the Harlem Renaissance to American music.
		Analyze the contributions of African American authors to the Harlem Renaissance.
	Unit Test	
The Great Depression and the New Deal		
	A Roaring Economy	
		Explain the effects of new economic policies during the Harding and Coolidge presidencies.
		Describe the impact of the Teapot Dome Scandal on the Harding presidency and on American opinion.
		Analyze the importance of consumerism in the economic growth of the 1920s.
		Explain the effects of the extension of credit and debt on the growth of the economy.
	Boom and Bust	
		Understand the problem of overproduction and its role in slowing American economic growth.
		Examine the effects of speculation and the extension of credit on the American economy.
		Identify the economic factors that contributed to the stock market crash of 1929.
	Effects of the Great Depression	
		Identify the economic and human consequences of the Great Depression.
		Examine Hoover’s response to the beginning of the Great Depression.
		Describe how the Great Depression impacted American culture and media.
	The Dust Bowl and the American Farmer	
		Identify the agricultural practices that led to ecological disaster on the Great Plains.

Unit	Lesson	Objectives
		Describe the economic consequences of the Great Depression for America's farmers.
		Analyze the factors that encouraged widespread migration from the Dust Bowl to California.
	Roosevelt's Hundred Days	
		Examine the candidacy of Franklin Roosevelt and describe the contents of his campaign platform.
		Describe the legislation and programs instituted by President Roosevelt during his first Hundred Days in office.
		Analyze the changing role of government caused by Roosevelt’s New Deal reforms.
	The Second New Deal	
		Identify the role of New Deal legislation in reforming American labor practices.
		Examine the accomplishments of the WPA in promoting art and building public infrastructure.
		Describe the reasons for the creation and passage of the Social Security Act.
	Opposition to the New Deal	
		Explain the reasons for conservative leaders’ opposition to the New Deal.
		Identify proposals made by liberal leaders that built on and expanded the New Deal.
		Analyze the effects of the Supreme Court's decision to declare several New Deal programs unconstitutional.
	Utilizing Sources in Social Studies	
		Describe best practices for researching to find sources.
		Explain how to analyze a source closely.
		Describe ways to use sources effectively in an argument.
	Writing Workshop: Conducting Research to Write an Informative Essay	
		Research to gather relevant information.
		Support main ideas using concrete details, quotations, and other examples.

LCAS CA-United States History and Geography A		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Use MLA citations correctly.
		Write a clear and well-organized informative essay.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-United States History and Geography A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Connecting with Past Studies		
	Road to Revolution	
		Explain the contributions of Enlightenment thinkers.
		Describe the effects of the French and Indian War.
		Explain American colonial reaction to British policy from 1763 to 1774.
	War of Independence	
		Analyze the nature of the grievances outlined in the Declaration of Independence.
		Explain how key battles helped bring an end to the Revolutionary War.
		Discuss the failures of the Articles of Confederation.
		Explain the arguments for and against the ratification of the Constitution.
		Identify the freedoms provided to all citizens by the Bill of Rights.
	Sectionalism in the United States	
		Describe sectionalism in the United States.
		Explain the growth of sectionalism.
		Examine the rise of the abolitionist movement.
	Effects of the Civil War and Reconstruction	
		Identify the reasons for the growing division between the North and the South in the 1800s.
		Describe the major events, significant battles, and important figures of the Civil War.
		Analyze the successes and failures of Reconstruction.
	Unit Test	
Effects of Industrialization		

LCAS CA-United States History and Geography A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	A New Revolution	
		Describe the reasons the US became more industrialized after the Civil War.
		Identify the effects of the growth of America's railroads on business and settlement.
		Explain the demographic changes that resulted from industrialization.
	New American Industries	
		Identify examples of advancements and inventions that increased the safety, reliability, and effectiveness of railroads.
		Explain how the expansion of rail networks led to the growth of other industries, such as steel, coal, and meatpacking.
	Monopolies and Trusts	
		Explain Carnegie’s vertical integration practices.
		Describe Rockefeller’s horizontal integration practices.
		Explain how monopolies and trusts reduced competition in the Gilded Age.
	Workers in the Industrial Era	
		Generalize the working conditions typically found in American factories during the Industrial Era.
		Explain the effect of industrialization with respect to women, children, and families.
		Explain the principles of mass production.
		Describe the excesses of the Gilded Age and the growing economic divide between the wealthy industrialists and the average American worker.
	Cost Benefit Analysis	
		Learn how a cost benefit analysis is calculated.
		Examine how governments use cost-benefit analysis for planning and spending.
		Conduct a cost-benefit analysis of a government policy.

LCAS CA-United States History and Geography A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Labor Unions	
		Trace the development of the early labor movement in America.
		Compare and contrast the Knights of Labor and the American Federation of Labor with respect to their founders, membership, goals, and ideologies.
		Examine the reasons for the rapid growth of labor unions in the late 1800s.
	Strikes and Unrest	
		Explain the causes of the Great Railroad Strike of 1877, and describe the government's reaction to it.
		Assess the effectiveness of company management strategies that were used to suppress strikes.
		Analyze the impact of the 1894 Pullman Strike.
	New Immigration	
		Explain what push and pull factors are and how they affect migration.
		Describe the immigration experience, including the challenges immigrants faced after arrival.
		Compare and contrast the "new" immigrants of the 1880s with the "old" immigrants who had dominated migration prior to that time.
	The Immigrant Experience	
		Describe the strategies used by new immigrants to assimilate into American life
		Explain the effect of immigration on urban growth
		Analyze the reasons for the rise of nativism in response to immigration
		Identify the provisions of the Chinese Exclusion Act and motivations behind its passage
	Urbanization in America	
		Explain why urbanization occurred in the US during the industrial era.
		Describe the problems of poverty and overcrowding that were faced by cities in the industrial era.
		Explain the differences in the standard of living between classes in urban societies, and the problems created by

LCAS CA-United States History and Geography A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		these differences.
	Unit Test	
Progressivism and Reform		
	The Populist Party	
		Describe the factors leading to the rise of Populism in the West, and explain the effects of the movement in America.
		Describe reforms or changes desired by members of the Populist Party.
		Identify William Jennings Bryan, and explain his impact on American politics.
	Urban and Social Reforms	
		Explain the goals of the temperance movement and the Women's Christian Temperance Union.
		Explain the principles behind the social gospel movement.
		Analyze the reasons for the popularity of acculturation and Americanization programs.
		Describe the roles of Jane Addams, Jacob Riis, and Lincoln Steffens during the reform movements of the late 1800s and early 1900s.
	Philanthropy and the Gospel of Wealth	
		Identify the influence of Carnegie's gospel of wealth on philanthropy in America.
		Compare and contrast the competing views of the social gospel and social Darwinism.
		Describe the influence of the social gospel and social Darwinism on reform movements.
	Reforming Business and Government	
		Describe the impact of legislation introduced to reform business during the Industrial Era.
		Explain how corruption negatively impacted business and government during the Gilded Age.
		Explain the provisions of the initiative, referendum, and recall.

LCAS CA-United States History and Geography A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Women's Rights and Suffrage	
		Explain the role of women reformers in the early 1800s.
		Identify and describe influential people and events in the women's suffrage movement from the early 1800s to the passage of the 19th amendment.
		Examine the methods used by suffragists to win voting rights for women.
		Explain the goals of women progressives to improve women's position in society, including those of Margaret Sanger.
	Segregation and Accommodation	
		Explain the purpose for the passage of Jim Crow laws and describe the effects of these laws in the South.
		Analyze the Plessy v. Ferguson case and describe the ruling's effects on segregation.
		Identify Booker T. Washington and examine his approach to the issue of segregation.
	Early Civil Rights Movements	
		Explain the purpose of the NAACP and describe this organization's strategies for improving civil rights in the US.
		Identify W. E. B. Du Bois and explain his position with regard to civil rights.
		Compare and contrast the positions of Booker T. Washington and W. E. B. Du Bois with regard to civil rights.
		Identify Marcus Garvey and examine his position on civil rights, including the "Back to Africa" movement.
	Roosevelt's Square Deal	
		Identify Theodore Roosevelt and describe his achievements.
		Explain the goals of Theodore Roosevelt's Square Deal.
		Describe the effects of the Square Deal on labor, corporations, and consumers.
		Explain how the Roosevelt administration increased efforts to conserve and protect the environment.
	Taft's Reforms	
		Explain how progressive ideals split Republicans into separate factions.

LCAS CA-United States History and Geography A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify William Howard Taft, and describe the progressive and conservative policies he advocated as president.
		Describe the factors leading to the formation of the Progressive Party, and explain the party's goals.
		Analyze the factors that allowed Woodrow Wilson to win the election of 1912.
	Wilson's New Freedom	
		Explain the provisions of Wilson's New Freedom, and identify his positions on banks, trusts, and tariffs.
		Identify and describe progressive reforms supported by Wilson during his presidency.
		Describe steps taken by the federal government to reform its monetary policies in the Progressive Era.
		Explain the impact of WWI on the progressive movement, and evaluate the successes and limits of progressive reform.
	Unit Test	
The US as a World Power		
	Expanding Borders	
		Identify the contributions of Commodore Matthew Perry, and explain how he influenced US foreign policy.
		Describe how Japan grew into a world power.
		Explain the factors behind the US acquisition of Alaska and Hawaii, and describe how these acquisitions occurred.
		Analyze the causes and effects of the Open Door policy in China.
	The Spanish-American War	
		List and describe at least two factors which led to the US decision to declare war on Spain.
		Explain the principles of "yellow journalism," and evaluate its impact on US entry into the war.
		Locate territories won by the United States following the Treaty of Paris (1898) on a world map.
		Explain how the Spanish-American War increased American influence around the world.
	Historical Research and Study: The USS Maine	

LCAS CA-United States History and Geography A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe the processes involved in historical study and research.
		Identify the role of error in history and the ways new information can change historical interpretations of an event, era, place, person, or group.
		Analyze evidence to uncover changing interpretations of the sinking of the USS Maine.
	Panama and Latin America	
		Describe the events surrounding the construction of the Panama Canal and identify challenges faced during construction.
		Describe Theodore Roosevelt's "Big Stick" foreign policy.
		Explain Taft's "Dollar Diplomacy" and Wilson's "Moral Diplomacy" and compare these to Roosevelt's approach to foreign involvement.
	World War I: From Isolation to Involvement	
		Identify the factors that led to the start of the war.
		Explain the reasons for US involvement in the war.
		Describe the consequences of the war.
	Freedom of Speech and the War	
		Explain how the Espionage and Sedition Acts were used to censor free speech and to detain American citizens.
		Evaluate the reasons for the development of anti-immigrant, anti-socialist, and anti-anarchist sentiments after World War I.
		Describe the effects of the Palmer Raids.
	Prohibition	
		Explain the reasons for the passage of the Eighteenth Amendment and the Volstead Act.

LCAS CA-United States History and Geography A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify the effects of Prohibition on American society.
		Describe the effects of the Scopes Trial on American culture and education.
	Society in the 1920s	
		Explain the influence of Jazz Age culture.
		Describe the growing importance of mass media and the entertainment industry, and identify examples of prominent actors, athletes, or musicians of the era.
		Explain how the works of prominent authors of the 1920s reflected changing American culture.
		Analyze the changing role of women in American society.
	The Great Migration	
		Identify the causes of the Great Migration and its effects on Northern cities.
		Explain the importance of the Harlem Renaissance to American music.
		Analyze the contributions of African American authors to the Harlem Renaissance.
	Unit Test	
The Great Depression and the New Deal		
	A Roaring Economy	
		Explain the effects of new economic policies during the Harding and Coolidge presidencies.
		Describe the impact of the Teapot Dome Scandal on the Harding presidency and on American opinion.
		Analyze the importance of consumerism in the economic growth of the 1920s.
		Explain the effects of the extension of credit and debt on the growth of the economy.
	Boom and Bust	
		Understand the problem of overproduction and its role in slowing American economic growth.
		Examine the effects of speculation and the extension of credit on the American economy.

LCAS CA-United States History and Geography A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify the economic factors that contributed to the stock market crash of 1929.
	American Life in the Great Depression	
		Identify at least two causes of the Dust Bowl and explain why it led to widespread migration.
		Describe at least three effects of the Great Depression on American society.
		Examine President Hoover’s response to the Great Depression.
	Roosevelt's Hundred Days	
		Examine the candidacy of Franklin Roosevelt and describe the contents of his campaign platform.
		Describe the legislation and programs instituted by President Roosevelt during his first Hundred Days in office.
		Analyze the changing role of government caused by Roosevelt’s New Deal reforms.
	The New Deal	
		Identify the provisions passed during the Second New Deal, and describe their impact on American business and society.
		Analyze the conflict between Roosevelt and those who opposed New Deal programs.
		Evaluate the long-term effects of New Deal programs, and how they impact American's expectations of government today.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-United States History and Geography B		Scope and Sequence
Unit	**Lesson**	**Objectives**
American Participation in World War II		
	Fascism and Aggression	
		Explain the challenges facing Germany following World War I, and evaluate the effects of Hitler’s rise to power.
		Describe individual liberties under fascism, and explain the differences between democratic and totalitarian forms of government.
		Describe acts of aggression committed by Germany and Japan during the 1930s.
		Analyze the reaction in Europe and the US toward Hitler’s actions.
	America’s Entry into the War	
		Trace the early course of the war from the invasion of Poland through the end of 1941.
		Analyze how the US moved from isolationism to active involvement as the war progressed.
		Describe the events surrounding the bombing of Pearl Harbor and Americans' reactions to the attack.
	Mobilization on the Home Front	
		Describe how the US government and private industries worked together to mobilize for war.
		Evaluate how war production helped to end the Great Depression.
		Explain how American war production gave the Allies an advantage over the Axis powers.
		Identify the new technologies or advancements that were introduced as a result of the war.
	Americans at War	
		Explain how the government used propaganda during the war, and analyze propaganda posters by identifying their messages and approaches.
		Describe the sacrifices made by ordinary Americans on the home front to the war effort, such as conserving materials needed for war, planting victory gardens, or collecting scrap metal.
		Evaluate how the role of women and minorities changed during the war, and explain the contributions of women to the war effort.

LCAS CA-United States History and Geography B		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Internment and the Constitution	
		Explain the effects of Executive Order 9066 and internment on Japanese Americans and other minority groups during the war.
		Describe the provisions of Korematsu v. US and explain why the Supreme Court upheld the legality of Japanese internment.
		Identify the achievements of all-minority military units, including the Tuskegee Airmen, the Navajo Code Talkers, and Nisei regiments.
	The War in Europe	
		Identify the members of the Axis Powers and the Allied forces.
		Analyze the challenges of fighting a two-front war, and explain why the Allies decided to pursue a “Europe-first” strategy.
		Describe the turning points in the European theater, including Stalingrad, the Normandy Invasion, and the Battle of the Bulge.
	Turning Points in the Pacific	
		Describe the Allied "island-hopping” strategy in the Pacific, and identify significant battle locations.
		Evaluate why the Battle of Midway was a turning point in the Pacific.
		Describe Japanese resistance to American attacks as the war progressed and how this affected the American decision to use the atomic bomb.
		Explain the contributions of Americans in the Pacific theater, including those of Douglas MacArthur and Chester Nimitz.
	War Crimes and the Holocaust	
		Trace the development of Nazi anti-Semitic policies.
		Describe the effects of the Holocaust, and identify the diverse groups of people targeted by Nazi Germany.
		Analyze the global community's response to the Holocaust.
	End of the War in the Pacific	

LCAS CA-United States History and Geography B		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe the major events of the Manhattan Project and explain how it led to the development of the first nuclear weapon.
		Evaluate the Truman administration’s decision to drop atomic weapons in Japan by describing arguments for and against the decision.
		Explain postwar measures instituted in Japan following the end of the war.
	Writing Workshop: Creating an Argumentative Essay	
		Construct an argumentative essay that supports a specific claim or idea.
		Organize and write a clear, coherent argumentative essay that is based on reason and evidence and uses a style appropriate to the purpose and audience.
		Revise, edit, and rewrite an essay for ideas, organization, and voice.
	Unit Test	
Postwar America and Cold War Struggles		
	An Iron Curtain	
		Identify the purpose and postwar role of the United Nations.
		Explain the opposing postwar goals of the US and the USSR that led to the Cold War.
		Explain how the Soviets expanded their control over Eastern Europe.
		Describe the purpose of the Truman Doctrine, and explain its connection to the policy of containment.
	Treaties and Blocs	
		Describe the reasons for and effect of the Marshall Plan.
		Explain how the US and its allies responded to the Berlin blockade.
		Analyze the reasons for the creation of NATO and the Warsaw Pact.
	Truman's Fair Deal	
		Describe the components of Truman’s domestic policies, including the Fair Deal.

LCAS CA-United States History and Geography B		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain the conflict between the Truman administration and Congress over post-war labor policy.
		Analyze the impact of changes to the military and government structure during the Truman presidency.
		Describe Truman’s surprise reelection in 1948.
	The Korean War	
		Explain how the expansion of communism in Asia led to the Korean War.
		Describe the course of the Korean War and the reasons for the war's outcome.
		Analyze the effects of the Korean War on the geography and politics of East Asia.
	The Baby Boom	
		Explain how a growing postwar economy led to a “baby boom.”
		Describe the connections between car culture, new migration, and the growth of suburbs in American cities.
		Analyze the societal changes that occurred during the 1950s, including the influence of new technologies.
	McCarthyism	
		Describe how Cold War fears led to increased suspicion of communist infiltration and spying in American society, and explain how these fears impacted views on civil liberties.
		Identify actions taken by the Truman administration to combat disloyalty in the federal government.
		Explain how the House Un-American Activities Committee (HUAC) impacted the American entertainment industry.
		Analyze the impact of McCarthyism on American society.
	Brinkmanship in the Cold War	
		Identify and describe at least two effects of the arms race between the United States and the USSR.
		Identify and explain at least two effects of the Sputnik launch in the United States.
		Describe how the policy of containment led to increased American involvement in Vietnam.
	Kennedy and the Cold War	

LCAS CA-United States History and Geography B		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain how the Cold War influenced Kennedy's foreign policy.
		Examine the effects of Kennedy's commitment to space programs during the space race.
		Describe Kennedy's domestic policy with respect to education, civil rights, social issues, the economy, and the environment.
		Identify the impact of Kennedy's assassination on the nation.
	The Vietnam War	
		Examine the reasons for increased US military involvement in Vietnam.
		Analyze the challenges facing American soldiers fighting the war in Vietnam.
		Describe the impact of the counterculture and the division in American society over support for the war.
	End of the War in Vietnam	
		Examine the idea that 1968 was a turning point in American history.
		Analyze the decision to pull US troops out of Vietnam.
		Summarize the effects of the Vietnam War on American society.
	Unit Test	
Movements for Equality		
	Early Civil Rights Efforts	
		Explain the impact of the desegregation of America's armed forces.
		Examine the influence that ending the color barrier in baseball had on American culture.
		Describe the role of the NAACP in pursuing legal strategies to end segregation.
	Equal Education	
		Explain the factors that led to the Brown v. Board of Education decision.
		Describe the provisions of Brown v. Board of Education and its immediate effect on schools.

LCAS CA-United States History and Geography B		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Examine the opposition to the integration of Southern public schools.
	Organizing to Demand Rights	
		Examine the importance of the Montgomery Bus Boycott in creating support for nonviolent resistance.
		Analyze how civil rights advocacy groups used nonviolent resistance techniques to achieve their goals.
		Identify the role of the Nation of Islam and Malcolm X in the civil rights movement.
	Nonviolent Protest	
		Describe the impact of the violent resistance faced by protestors in Birmingham.
		Examine the resistance to federal desegregation and integration of universities in the South.
		Explain the challenges faced by voter registration campaigns in the southern United States.
	Civil Rights and Voting Rights	
		Examine the role of the March on Washington in promoting and securing civil rights for African Americans.
		Analyze the effects of the 1964 Civil Rights Act.
		Describe the importance of the Selma voting rights marches.
		Examine the impact of the Voting Rights Act of 1965.
	Other Perspectives on Civil Rights	
		Explain the shift in focus within the civil rights movement in the late 1960s.
		Analyze the impact of violent race riots on US society.
		Describe the emergence of Cesar Chavez as a leader for farmworkers' rights and the Chicano movement.
		Summarize the efforts made by other minority groups to achieve civil rights.
	Johnson's Great Society	
		Describe the steps taken by Johnson to help the country transition after the Kennedy assassination.
		Identify the main components of Johnson's Great Society plan for America.

Unit	Lesson	Objectives
		Evaluate the successes and controversies created by Great Society programs.
	Changing Immigration	
		Identify the effects of the passage of the Immigration Act of 1965.
		Describe the reasons for a rise in Asian immigration to the United States.
		Identify changes to Latin American immigration to the United States.
		Describe the effects of modern immigration trends on American society.
	The Supreme Court and the Schools	
		Analyze Supreme Court decisions related to due process and privacy rights for students.
		Describe the Court’s interpretation of affirmative action in Regents v. Bakke.
	Women's Rights Movement	
		Describe the reasons for a growing women’s rights movement in the 1960s and 1970s.
		Examine the history and impact of the National Organization for Women.
		Analyze the impact of Roe v. Wade on American society.
	Unit Test	
Contemporary American Society: The Late 20th Century		
	Nixon and Watergate	
		Evaluate Nixon’s foreign and domestic policies.
		Analyze the constitutional issues that arose from the Watergate scandal.
		Describe the presidency of Gerald Ford.
	The Economy in the 1970s	
		Describe the economic climate of the late 1970s.

Unit	Lesson	Objectives
		Analyze Carter’s response to the economic crisis of the late 1970s.
		Examine the effects of the second oil shock of 1979 on the United States and the Carter administration.
	Carter and the Middle East	
		Identify the effects of President Carter’s efforts to promote détente and create peace agreements in the Middle East.
		Explain President Carter's response to foreign crises in Afghanistan and Iran.
	Reagan and the 1980s	
		Describe the reasons for Reagan’s victory in the election of 1980.
		Analyze the effects of Reagan’s conservative policies on domestic events.
		Examine Reagan’s economic policy and its effect on the US economy.
	Reagan and the Evil Empire	
		Describe Reagan’s approach to direct dealings with the USSR.
		Evaluate Reagan’s foreign policy in Latin America.
		Identify the growing effect of terrorism on American foreign policy in the Middle East.
	The End of the Cold War	
		Examine the role of the Bush administration and Gorbachev’s reforms in the collapse of the Soviet Union.
		Describe the significance of the fall of the Berlin Wall.
		Explain the ongoing role of communism in China and Cuba.
	The Bush Presidency	
		Describe the environmental and social issues facing the Bush administration.
		Examine Bush’s foreign policy with respect to Latin America and the Middle East.
		Analyze the effects of economic challenges, including taxes and the savings and loan scandal, on Bush’s presidency.

LCAS CA-United States History and Geography B		Scope and Sequence
Unit	**Lesson**	**Objectives**
	The Clinton Administration	
		Identify Clinton’s economic plans and policies.
		Describe the impact of social legislation and initiatives during the Clinton administration.
		Explain Clinton’s approach to foreign policy crises in the Caribbean, Africa, and Eastern Europe.
	Partisan Conflict in Government	
		Identify the importance of the 1994 midterm election on the Clinton presidency.
		Analyze the impact of the debates over domestic policies on the relationship between President Clinton and Congress.
		Describe the reasons for Clinton’s impeachment and the failure of his impeachment charges.
	Unit Test	
Contemporary American Society: A New Millennium		
	America in the Bush Years	
		Summarize the events and the controversy surrounding the 2000 presidential election.
		Evaluate the impact of the Bush administration’s domestic policy with respect to education, the economy, and immigration.
		Describe the Bush administration’s response to domestic crises, such as Hurricane Katrina and the recession of 2008.
	The Obama Presidency	
		Discuss the historical significance of the 2008 presidential election.
		Examine the domestic policies of the Obama administration, and explain the effects of the recession on his presidency.
		Analyze the foreign policy challenges of the Obama presidency.
	Terrorism and Its Challenges	
		Describe terrorism.

LCAS CA-United States History and Geography B		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe the events of 9/11 and the US response to those events.
		Explain how terrorism has affected the lives of Americans.
	Immigration and Demographic Change	
		Identify the effects of the aging baby boom generation.
		Analyze the effects of continuing immigration to the United States from the 1960s to today.
		Describe major migration trends within the United States.
		Analyze the effects of demographic change on American society.
	America and the Global Economy	
		Describe the key features of the global economy.
		Identify the major global economic institutions that influence trade and monitor the world economy.
		Analyze the relationship between the United States economy and the global economy through a study of the financial crisis of 2008.
	Into the Information Age	
		Describe modern advancements in technology.
		Explain the effects of new technology on the economy.
		Evaluate how new technology affects politics.
		Identify the social impacts of new technology.
	Environmental Issues	
		Examine the causes and effects of air pollution and the strategies used to control it.
		Identify the causes and effects of water pollution.
		Analyze the efforts to control pollution on land and to conserve natural resources.
	Religious Liberty in America	

LCAS CA-United States History and Geography B		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Analyze the cause and effects of major religious movements in US history.
		Describe the history of religious intolerance in US history.
		Examine how recent trends in immigration have affected religious diversity in the US.
	Your Rights: Freedom of Religion	
		Describe the purpose and language of the First Amendment.
		Analyze Supreme Court decisions concerning the First Amendment's Establishment Clause and Free-Exercise Clause.
	Creating and Delivering a Presentation in Social Studies	
		Explain how to develop a research question.
		Describe ways to conduct effective research.
		Analyze methods for creating presentations.
		Describe best practices for delivering a presentation.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-United States History and Geography B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
American Participation in World War II		
	America’s Entry into the War	
		Trace the early course of the war from the invasion of Poland through the end of 1941.
		Analyze how the US moved from isolationism to active involvement as the war progressed.
		Describe the events surrounding the bombing of Pearl Harbor and Americans' reactions to the attack.
	Mobilization on the Home Front	
		Describe how the US government and private industries worked together to mobilize for war.
		Evaluate how war production helped to end the Great Depression.
		Explain how American war production gave the Allies an advantage over the Axis powers.
		Identify the new technologies or advancements that were introduced as a result of the war.
	Americans at War	
		Explain how the government used propaganda during the war, and analyze propaganda posters by identifying their messages and approaches.
		Describe the sacrifices made by ordinary Americans on the home front to the war effort, such as conserving materials needed for war, planting victory gardens, or collecting scrap metal.
		Evaluate how the role of women and minorities changed during the war, and explain the contributions of women to the war effort.
	Internment and the Constitution	
		Explain the effects of Executive Order 9066 and internment on Japanese Americans and other minority groups during the war.
		Describe the provisions of Korematsu v. US and explain why the Supreme Court upheld the legality of Japanese internment.

LCAS CA-United States History and Geography B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify the achievements of all-minority military units, including the Tuskegee Airmen, the Navajo Code Talkers, and Nisei regiments.
	The War in Europe	
		Identify the members of the Axis Powers and the Allied forces.
		Analyze the challenges of fighting a two-front war, and explain why the Allies decided to pursue a “Europe-first” strategy.
		Describe the turning points in the European theater, including Stalingrad, the Normandy Invasion, and the Battle of the Bulge.
	Turning Points in the Pacific	
		Describe the Allied "island-hopping” strategy in the Pacific, and identify significant battle locations.
		Evaluate why the Battle of Midway was a turning point in the Pacific.
		Describe Japanese resistance to American attacks as the war progressed and how this affected the American decision to use the atomic bomb.
		Explain the contributions of Americans in the Pacific theater, including those of Douglas MacArthur and Chester Nimitz.
	End of the War in the Pacific	
		Describe the major events of the Manhattan Project and explain how it led to the development of the first nuclear weapon.
		Evaluate the Truman administration’s decision to drop atomic weapons in Japan by describing arguments for and against the decision.
		Explain postwar measures instituted in Japan following the end of the war.
	Unit Test	
Postwar America and Cold War Struggles		
	The Cold War	
		Explain how decisions made at the end of the war, and the post-war goals of the United States and USSR, contributed to the Cold War.
		Identify and describe actions taken by the United States to contain communism in Europe.

LCAS CA-United States History and Geography B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe the origins of the United Nations.
	Truman's Fair Deal	
		Describe the components of Truman’s domestic policies, including the Fair Deal.
		Explain the conflict between the Truman administration and Congress over post-war labor policy.
		Analyze the impact of changes to the military and government structure during the Truman presidency.
		Describe Truman’s surprise reelection in 1948.
	The Korean War	
		Explain how the expansion of communism in Asia led to the Korean War.
		Describe the course of the Korean War and the reasons for the war's outcome.
		Analyze the effects of the Korean War on the geography and politics of East Asia.
	The Baby Boom	
		Explain how a growing postwar economy led to a “baby boom.”
		Describe the connections between car culture, new migration, and the growth of suburbs in American cities.
		Analyze the societal changes that occurred during the 1950s, including the influence of new technologies.
	McCarthyism	
		Describe how Cold War fears led to increased suspicion of communist infiltration and spying in American society, and explain how these fears impacted views on civil liberties.
		Identify actions taken by the Truman administration to combat disloyalty in the federal government.
		Explain how the House Un-American Activities Committee (HUAC) impacted the American entertainment industry.
		Analyze the impact of McCarthyism on American society.
	Brinkmanship in the Cold War	
		Identify and describe at least two effects of the arms race between the United States and the USSR.

LCAS CA-United States History and Geography B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify and explain at least two effects of the Sputnik launch in the United States.
		Describe how the policy of containment led to increased American involvement in Vietnam.
	Kennedy and the Cold War	
		Explain how the Cold War influenced Kennedy's foreign policy.
		Examine the effects of Kennedy's commitment to space programs during the space race.
		Describe Kennedy's domestic policy with respect to education, civil rights, social issues, the economy, and the environment.
		Identify the impact of Kennedy's assassination on the nation.
	The Vietnam War	
		Examine the reasons for increased US military involvement in Vietnam.
		Analyze the challenges facing American soldiers fighting the war in Vietnam.
		Describe the impact of the counterculture and the division in American society over support for the war.
	End of the War in Vietnam	
		Examine the idea that 1968 was a turning point in American history.
		Analyze the decision to pull US troops out of Vietnam.
		Summarize the effects of the Vietnam War on American society.
	Unit Test	
Movements for Equality		
	Early Civil Rights Efforts	
		Explain the impact of the desegregation of America's armed forces.
		Examine the influence that ending the color barrier in baseball had on American culture.
		Describe the role of the NAACP in pursuing legal strategies to end segregation.

LCAS CA-United States History and Geography B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Equal Education	
		Explain the factors that led to the Brown v. Board of Education decision.
		Describe the provisions of Brown v. Board of Education and its immediate effect on schools.
		Examine the opposition to the integration of Southern public schools.
	Organizing to Demand Rights	
		Examine the importance of the Montgomery Bus Boycott in creating support for nonviolent resistance.
		Analyze how civil rights advocacy groups used nonviolent resistance techniques to achieve their goals.
		Identify the role of the Nation of Islam and Malcolm X in the civil rights movement.
	Nonviolent Protest	
		Describe the impact of the violent resistance faced by protestors in Birmingham.
		Examine the resistance to federal desegregation and integration of universities in the South.
		Explain the challenges faced by voter registration campaigns in the southern United States.
	Civil Rights and Voting Rights	
		Examine the role of the March on Washington in promoting and securing civil rights for African Americans.
		Analyze the effects of the 1964 Civil Rights Act.
		Describe the importance of the Selma voting rights marches.
		Examine the impact of the Voting Rights Act of 1965.
	Other Perspectives on Civil Rights	
		Explain the shift in focus within the civil rights movement in the late 1960s.
		Analyze the impact of violent race riots on US society.
		Describe the emergence of Cesar Chavez as a leader for farmworkers' rights and the Chicano movement.

LCAS CA-United States History and Geography B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Summarize the efforts made by other minority groups to achieve civil rights.
	Johnson's Great Society	
		Describe the steps taken by Johnson to help the country transition after the Kennedy assassination.
		Identify the main components of Johnson’s Great Society plan for America.
		Evaluate the successes and controversies created by Great Society programs.
	Changing Immigration	
		Identify the effects of the passage of the Immigration Act of 1965.
		Describe the reasons for a rise in Asian immigration to the United States.
		Identify changes to Latin American immigration to the United States.
		Describe the effects of modern immigration trends on American society.
	The Supreme Court and the Schools	
		Analyze Supreme Court decisions related to due process and privacy rights for students.
		Describe the Court’s interpretation of affirmative action in Regents v. Bakke.
	Women's Rights Movement	
		Describe the reasons for a growing women’s rights movement in the 1960s and 1970s.
		Examine the history and impact of the National Organization for Women.
		Analyze the impact of Roe v. Wade on American society.
	Unit Test	
Contemporary American Society: The Late 20th Century		
	Nixon and Watergate	
		Evaluate Nixon’s foreign and domestic policies.

LCAS CA-United States History and Geography B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Analyze the constitutional issues that arose from the Watergate scandal.
		Describe the presidency of Gerald Ford.
	The Economy in the 1970s	
		Describe the economic climate of the late 1970s.
		Analyze Carter’s response to the economic crisis of the late 1970s.
		Examine the effects of the second oil shock of 1979 on the United States and the Carter administration.
	Reagan and the 1980s	
		Describe the reasons for Reagan’s victory in the election of 1980.
		Analyze the effects of Reagan’s conservative policies on domestic events.
		Examine Reagan’s economic policy and its effect on the US economy.
	Reagan and the Evil Empire	
		Describe Reagan’s approach to direct dealings with the USSR.
		Evaluate Reagan’s foreign policy in Latin America.
		Identify the growing effect of terrorism on American foreign policy in the Middle East.
	The End of the Cold War	
		Examine the role of the Bush administration and Gorbachev’s reforms in the collapse of the Soviet Union.
		Describe the significance of the fall of the Berlin Wall.
		Explain the ongoing role of communism in China and Cuba.
	The Bush Presidency	
		Describe the environmental and social issues facing the Bush administration.
		Examine Bush’s foreign policy with respect to Latin America and the Middle East.
		Analyze the effects of economic challenges, including taxes and the savings and loan scandal, on Bush’s presidency.

LCAS CA-United States History and Geography B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	The Clinton Administration	
		Identify Clinton’s economic plans and policies.
		Describe the impact of social legislation and initiatives during the Clinton administration.
		Explain Clinton’s approach to foreign policy crises in the Caribbean, Africa, and Eastern Europe.
	Partisan Conflict in Government	
		Identify the importance of the 1994 midterm election on the Clinton presidency.
		Analyze the impact of the debates over domestic policies on the relationship between President Clinton and Congress.
		Describe the reasons for Clinton’s impeachment and the failure of his impeachment charges.
	Unit Test	
Contemporary American Society: A New Millennium		
	America in the Bush Years	
		Summarize the events and the controversy surrounding the 2000 presidential election.
		Evaluate the impact of the Bush administration’s domestic policy with respect to education, the economy, and immigration.
		Describe the Bush administration’s response to domestic crises, such as Hurricane Katrina and the recession of 2008.
	The Obama Presidency	
		Discuss the historical significance of the 2008 presidential election.
		Examine the domestic policies of the Obama administration, and explain the effects of the recession on his presidency.
		Analyze the foreign policy challenges of the Obama presidency.
	Terrorism and Its Challenges	
		Describe terrorism.
		Describe the events of 9/11 and the US response to those events.

LCAS CA-United States History and Geography B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain how terrorism has affected the lives of Americans.
	Immigration and Demographic Change	
		Identify the effects of the aging baby boom generation.
		Analyze the effects of continuing immigration to the United States from the 1960s to today.
		Describe major migration trends within the United States.
		Analyze the effects of demographic change on American society.
	America and the Global Economy	
		Describe the key features of the global economy.
		Identify the major global economic institutions that influence trade and monitor the world economy.
		Analyze the relationship between the United States economy and the global economy through a study of the financial crisis of 2008.
	Technology and its Effects on Modern America	
		Describe the influence of the development of computers and the Internet on the United States.
		Explain how new technology has affected various sectors of the American economy and the American way of life.
	Environmental Issues	
		Examine the causes and effects of air pollution and the strategies used to control it.
		Identify the causes and effects of water pollution.
		Analyze the efforts to control pollution on land and to conserve natural resources.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	

LCAS CA-United States History and Geography B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Cumulative Exam	

LCAS CA-World History, Culture, and Geography A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
The World at 1750		
	Ottoman and Mughal Empires	
		Explain the achievements of the Ottoman Empire and its rulers.
		Explain the achievements of the Mughal Empire and its rulers.
		Describe how Ottoman and Mughal rulers promoted religious tolerance and respect for diversity.
	Absolute Monarchy in Europe	
		Explain the characteristics of absolute rule.
		Describe the development of absolute rule in Spain, France, and Russia.
		Explain how absolutism changed European government.
	Growing Democracy in England	
		Explain the role of the Magna Carta in creating a representative government.
		Analyze the importance of the Petition of Right in limiting the power of the monarchy.
		Describe the impact of the Restoration and the Glorious Revolution on government power.
	The Struggle for North America	
		Identify what made North America so appealing to European countries.
		Explain how different countries ruled their colonies in North America.
		Explain what led to conflict between European countries.
	Unit Test	
Democratic Revolutions		
	Influence of Greek and Roman Government	
		Describe how Athenian philosophers and leaders developed new political ideals.

Unit	Lesson	Objectives
		Examine the structure of the government of the Roman Republic.
	The Influence of Judaism and Christianity	
		Analyze how the moral and ethical principles of Judaism established the rule of law.
		Examine the role of citizens and individuals as established by early Christian writings.
	The Enlightenment	
		Analyze the factors that led to the Enlightenment.
		Analyze the ideas and philosophies of Enlightenment thinkers.
		Describe the impact of the Enlightenment on government and society, including its effect on the rights of women.
	The American Revolution	
		Explain how the Age of Enlightenment contributed to the American Revolution.
		Analyze primary source documents important to the American Revolution.
		Determine the global impact of the American Revolution.
	The French Revolution Begins	
		Describe the social and economic inequalities that existed in France under the Old Regime.
		Describe the causes of the French Revolution.
		Analyze the events that occurred in the early days of the Revolution.
	The Reign of Terror	
		Describe the events of the French Revolution following the storming of the Bastille.
		Analyze the European reaction to the events of the French Revolution.

LCAS CA-World History, Culture, and Geography A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain the events and effects of the Reign of Terror.
	Compare and Contrast Revolutions	
		Identify the causes of the Glorious, American, and French Revolutions.
		Define the goals of the Glorious, American, and French Revolutions.
		Analyze the outcomes of the Glorious, American, and French Revolutions.
	Napoleon's Rise and Fall	
		Analyze how Napoleon used a coup d'etat to establish absolute rule.
		Describe how Napoleon's rules reflected the ideals of the Enlightenment.
		Explain the factors that led to the fall of Napoleon's empire.
	Age of Revolutions in Europe	
		Analyze the impact of the Congress of Vienna.
		Explain the effects of the spread of nationalism and liberal ideologies.
		Describe how revolutionary movements affected Europe.
	Rise of the Nation-State	
		Describe the concept of nationalism.
		Describe the impact of nationalism on the unification of Italy.
		Describe the impact of nationalism on the unification of Germany.
	Revolutions in Latin America and the Caribbean	

LCAS CA-World History, Culture, and Geography A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe the causes and effects of the Revolution in Haiti.
		Explain how Latin American countries gained independence.
		Explain how the challenges facing Latin American countries following their independence led to political instability.
	Unit Test	
Industrial Revolutions		
	The Industrial Age	
		Explain the impact of the agricultural and industrial revolutions on society.
		Analyze why the Industrial Revolution began in England.
		Examine how the Industrial Revolution led to improvements in transportation.
	Spread of Industrialization	
		Describe how industrialization spread to Europe and the United States.
		Explain the factors that contributed to industrialization in Europe and the United States.
	The Factory System	
		Identify the characteristics of the factory system.
		Describe the positive effects of the factory system on consumers.
		Explain how the factory system negatively affected workers and the environment.
	Inventions and Inventors	
		Describe new advancements and developments that transformed science.
		Explain how developments in technology changed society and culture.
	Effects of Industrialization	

LCAS CA-World History, Culture, and Geography A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain why urbanization occurred during the Industrial Era.
		Describe the reasons for the rise of immigration in the Industrial Era.
		Analyze the effects of population growth on cities and their residents.
	Age of Reform	
		Describe the reform movements of the 1800s.
		Explain steps taken by workers and unions to improve working conditions.
	Cultural Change in the Industrial Age	
		Describe the rise of romanticism and social criticism in the Industrial Age.
		Explain how industrialization changed cultural values and social roles.
	Capitalism	
		Explain how capitalism replaced the system of mercantilism.
		Describe the fundamental characteristics of capitalism.
		Analyze Adam Smith's description of the characteristics of capitalism.
	Socialism and Communism	
		Analyze the fundamental principles of socialism.
		Describe the utopian socialist theories of Robert Owen.
		Explain how Karl Marx and Friedrich Engels developed the theory of communism.
	Unit Test	
The Rise of Imperialism and Colonialism		
	The New Imperialism	
		Explain the economic, political, and cultural factors leading to the new imperialism.

Unit	Lesson	Objectives
		Compare and contrast styles of imperial rule.
		Examine the effects of imperialism on colonized nations.
	India under British Rule	
		Explain how the East India Company colonized and ruled territory in India.
		Explain the causes and effects of the creation of the British Raj.
		Describe the effects of British Imperialism on the population of India.
	Imperialism in East Asia	
		Identify the causes and effects of the Opium Wars.
		Explain how European powers increased their influence in China.
		Analyze the reasons for the fall of the Chinese imperial government.
	The Rise of Modern Japan	
		Explain how the Meiji restoration transformed Japan.
		Analyze the shift of Japan from isolation to an imperialistic nation.
		Explain how Japan was able to win the Sino-Japanese and Russo-Japanese Wars
	Imperialism in Africa	
		Describe the motivations for imperialism in Africa.
		Describe how Europeans took control of Africa through colonization.
		Explain the political, social, and economic effects of imperialism.
	American Imperialism	
		Explain the reasons for the United States' global expansion in the 1800s and 1900s.
		Analyze the effects of American intervention on other regions and cultures.
	Latin America after Independence	

LCAS CA-World History, Culture, and Geography A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Examine the political challenges faced by Latin American governments after gaining independence.
		Analyze the effects of the instability faced by newly independent countries in Latin America.
	Unit Test	
Causes, Course, and Effects of World War I		
	Europe on the Eve of War	
		Describe the effects of rising nationalism and ethnic conflict in Eastern Europe.
		Explain political and economic conflicts between imperial powers.
		Analyze the effects of growing militarism in Europe.
	World War I Begins	
		Describe the military and political alliances created between European powers.
		Analyze the events that finally led to the declaration of war.
	The Great War	
		Describe the initial fronts and sites of conflict at the beginning of the war.
		Analyze the reasons for the development of a stalemate on the Western Front.
		Examine the effects of new weapons on the war.
	Russian and American Involvement in the War	
		Explain the effects of the Russian Revolution on the course of the war.
		Analyze the reasons for American neutrality at the beginning of the war.
		Identify the events that served as a catalyst for American involvement in World War I.
	Total War	
		Examine the efforts made by governments to involve civilians in a total war effort.

Unit	Lesson	Objectives
		Interpret examples of propaganda used to encourage civilian participation during the war.
	The War Ends	
		Describe the battles and events that led to the signing of an armistice in 1918.
		Analyze the war's economic and human impact.
	Plans for Peace	
		Describe the provisions of Wilson's Fourteen Points
		Compare and contrast the positions of the United States, France, and Britain at the peace conference.
	The Treaty of Versailles	
		Explain the provisions of the Treaty of Versailles.
		Describe how the Treaty affected Germany.
	The League of Nations	
		Explain how the League was formed.
		Identify the achievements of the League.
		Analyze the reasons why the League failed.
	Cultural and Intellectual Trends	
		Describe new scientific advancements of the early 1900s.
		Explain how World War I influenced literature.
		Identify social and cultural changes that occurred in the early 1900s.
	Global Economic Crisis	
		Identify the economic changes that occurred in the United States and Europe after World War I.

LCAS CA-World History, Culture, and Geography A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Analyze the global effects of the Great Depression.
		Explain how countries around the world responded to the Great Depression.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS CA-World History, Culture, and Geography B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Rise of Totalitarian Governments after World War I		
	Totalitarianism	
		Describe the characteristics of totalitarian governments.
		Analyze the factors that contribute to the rise of totalitarian governments.
	Russian Revolution	
		Identify the problems Russia faced under the rule of the tsars.
		Explain the causes and effects of the Russian Revolution.
	Russia after the Revolution	
		Analyze how Russia changed under the leadership of Lenin.
		Describe how Stalin came to power.
	Stalin and the Soviet Union	
		Describe the characteristics and effects of Stalin's police state.
		Explain the effects of Stalin's plan for modernization in industry and agriculture.
		Identify changes to Soviet society under Stalin’s rule.
	Fascism and Military Rule	
		Describe the effects of the rise of Mussolini’s fascist government in Italy.
		Explain the effects of Japan’s shift to military rule.
		Describe the effects of the Spanish Civil War and the rise of Franco's government.

LCAS CA-World History, Culture, and Geography B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Nazi Germany	
		Explain the economic problems facing the Weimar Republic.
		Trace how Hitler and the Nazi Party came to power.
		Describe the effects of Nazi rule on the people of Germany.
	Anti-Semitism	
		Explain how anti-Semitic laws affected Jewish people and others in Nazi Germany.
		Identify the global response to German anti-Semitism.
	Unit Test	
Causes and Consequences of World War II		
	Appeasement	
		Describe German expansion and aggression during the 1930s.
		Analyze the foreign policies of other countries in response to German aggression.
	WWII Begins	
		Identify how German aggression led to war in Europe.
		Explain Hitler's strategy for fighting France and Britain.
		Describe the events surrounding Hitler's invasion of Russia.
	The War in Europe	
		Identify the Allies' strategy in Europe.
		Analyze the events of the North African Campaign and the invasion of Italy.
		Examine the significance of the Battle of Stalingrad.

LCAS CA-World History, Culture, and Geography B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Japan in the Pacific	
		Explain how Pearl Harbor resulted in US entry to WWII.
		Analyze the US response to Japan's continued aggression and expansion.
		Identify the significance of the Battles of the Coral Sea and Midway.
	Victory in Europe	
		Compare the results of Allied conferences with the goals of the participants.
		Identify the battles and events that led to the end of the war in Europe.
	Victory in the Pacific	
		Identify the importance of the Guadalcanal campaign.
		Examine the effects of the Allies' island-hopping efforts in the Pacific.
		Analyze the strategies used by the Allies to bring a final end to the war in 1945.
	The Holocaust	
		Examine the events surrounding the Holocaust.
		Analyze how the Nazis committed genocide.
		Identify ways that Jewish people resisted Nazi persecution.
	War Crimes	
		Analyze how international courts prosecuted German war criminals following World War II.

LCAS CA-World History, Culture, and Geography B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify the goals behind the organization of the United Nations.
		Explain the effects of accords and agreements that protect human rights.
	Unit Test	
International Developments in the Post-War World		
	Start of the Cold War in Europe	
		Analyze how the ideological differences between the United States and USSR led to a Cold War.
		Identify the divisions that were created in Europe after World War II.
		Examine how the United States created programs and plans to establish containment.
	Reconstruction in Japan	
		Examine how the United States reformed the Japanese government.
		Identify how the United States restructured the Japanese economy.
		Describe the lasting effects of US occupation in Japan.
	The Cold War Escalates	
		Identify the reasons for growing tensions in Berlin.
		Analyze the reasons for the creation of NATO and the Warsaw Pact.
		Examine the causes and effects of the arms race.
	Cold War at Its Height	
		Explain why there was a race for arms and space between the United States and the Soviet Union.

LCAS CA-World History, Culture, and Geography B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify the effects of the Cold War on Korea.
		Identify the effects of the Cold War on Vietnam.
	The Cold War around the World	
		Describe strategies used by the US and USSR and their allies to fight the Cold War.
		Explain how the Cold War led to conflict in the Middle East.
		Explain how the Cold War led to conflict in Latin America.
	Communism in China	
		Explain the causes of the 1911 revolution in China.
		Describe the causes and effects of China's civil war.
		Explain how the People's Republic of China was created.
	China under Mao	
		Describe how Mao Zedong tried to modernize China through the Five-Year Plan and the Great Leap Forward.
		Identify the effects of the Cultural Revolution.
	China in the Modern World	
		Describe the reforms established by Deng Xiaoping.
		Analyze changes in China’s cultural policies.
		Explain the effects of reforms on China’s politics and economy.
	Khrushchev and the Cold War	
		Describe the successes and failures of Khrushchev's social, political, and economic reforms.
		Analyze the causes and effects of revolutions in Eastern Europe in the 1950s and 1960s.

LCAS CA-World History, Culture, and Geography B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	The Cold War under Brezhnev	
		Examine the effects of Brezhnev's domestic policies in the USSR.
		Identify changes to US and Soviet foreign policy during the era of détente.
		Analyze the changing nature of the Cold War after Brezhnev's death and Reagan's election.
	Collapse of Communism	
		Describe how eastern Europe began to shift from communist forms of government.
		Explain the effects of the reunification of Germany.
		Explain the effects of the breakup of Yugoslavia.
	The Fall of the USSR	
		Describe Gorbachev's reforms and their effects.
		Trace the events that led to the breakup of the Soviet Union.
		Examine the effects of the end of the Soviet era.
	Unit Test	
Nation-Building in the Contemporary World		
	Indian Independence	
		Explain Gandhi's strategy for winning independence.
		Compare and contrast views on the partition of India.
		Identify the challenges facing India following independence.
	Decolonization in Africa	
		Identify the motives of African colonies' fight for independence.

Unit	Lesson	Objectives
		Evaluate the formation of new governments.
		Identify the challenges of decolonization in Africa.
	South Africa and Apartheid	
		Identify how racial conflict was a result of colonial rule.
		Identify the effects of apartheid.
		Analyze how democracy evolved in South Africa.
	Israel	
		Analyze the factors that led to increased turmoil between Jews and Arabs.
		Examine various conflicts between Israel and Arab states.
		Identify reasons for Palestinian independence.
	Nationalism in the Middle East	
		Explain the effects of the growth of Arab nationalism.
		Describe the events surrounding the Iranian Revolution.
		Analyze how fundamentalism and the Arab Spring have affected the region.
	Challenges in South America	
		Identify events in Brazil's transition to democracy.
		Analyze factors that led to the end of military rule in Argentina.
		Examine events in Chile's transition toward democracy.
	Democratic Reform in Mexico	
		Identify challenges facing Mexico after the Revolution.
		Analyze economic and political development in Mexico during the twentieth century.
		Describe the challenges facing Mexico in the twenty-first century.

LCAS CA-World History, Culture, and Geography B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Unit Test	
Economic Integration and Contemporary Revolutions		
	Economic Globalization	
		Explain how globalization creates new opportunities for businesses and corporations.
		Analyze the effects of the rise of international economic organizations.
		Identify the impact of globalization on the challenges faced by developed and developing nations.
	Impact of Science and Technology	
		Identify how the space race has changed since the Cold War.
		Analyze the impact of mass communication and medical technology on the global world.
		Examine the increasing influence of renewable energy sources.
	Population and Migration	
		Analyze the world's basic population demographics.
		Examine how the balance of birth rates, death rates, and life expectancy affects population.
		Describe the effects of migration on population.
	Environmental Issues	
		Explain how globalization can contribute to environmental problems.
		Identify common environmental problems caused by human activity.
		Analyze ways the international community is working together to solve environmental problems.
	Genocide	

LCAS CA-World History, Culture, and Geography B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain the meaning of genocide.
		Identify acts of genocide in the twentieth century.
	Terrorism	
		Define terrorism and examine its history.
		Analyze factors that contribute to the growth of terrorist organizations.
		Identify the role of counterterrorist organizations.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS Financial Math 1 YEAR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Personal Financial Planning		
	The Financial Plan	
		Describe components of a financial plan.
		Summarize various responsibilities for personal financial decisions.
		Analyze data, including spreadsheets, as it relates to financial planning.
	Career Planning	
		Analyze criteria for selecting a career.
		Identify the impact of career choices on both income and financial stability.
		Correlate the relationship between career choices and financial stability.
	Trends in the Marketplace	
		Identify trends in the labor market that affect career planning.
		Evaluate career options using data.
	Net Worth	
		Determine the difference between an asset and a liability.
		Calculate net worth.
	Financial Goals	
		Demonstrate how income and personal goals affect financial planning and decisions.
		Modify an existing financial plan based on changes in income or personal goals.
	Making Connections: Selecting a Career	
		Complete two student career interest inventories.
		Investigate the eight components of the two selected careers of interest.
	Topic Test	

LCAS Financial Math 1 YEAR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Income		
	Sources of Income	
		List various sources of income.
		Calculate hourly and salary wages.
		Analyze the benefits of different types of income.
	Variable Earnings	
		Calculate variable earnings.
		Compare earnings by interpreting data.
	Gross Pay vs. Net Pay	
		Recognize the difference between gross and net pay.
		Compute deductions based on gross pay.
		Analyze how payroll deductions modify an employee's disposable income.
	Employee Benefits	
		Explain the impact of benefits and expenses on total employment compensation.
		Compare total job benefits in relation to prospective employment.
	Topic Test	
Budgeting and Wise Spending		
	Personal Budget	
		Prepare a budget for a given income on a weekly, monthly, and annual basis.
		Decide how income affects decisions to purchase and spend.
	Financial Reserves	
		Identify essential and nonessential monthly expenses.

LCAS Financial Math 1 YEAR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Develop a plan for discretionary spending and emergencies.
	Keeping Financial Records	
		Develop a system for keeping and using financial records.
		Apply a financial record-keeping system to track debits and credits.
	Tax and Gratuities	
		Compute sales tax and total purchase price.
		Calculate total price including a gratuity.
	Discounts	
		Calculate discounts, successive discounts and sales price of an item.
	Unit Prices	
		Compute unit rate.
		Apply unit pricing to make shopping comparisons.
	Smart Shopper	
		Evaluate the various means used to sell products and services.
		Calculate the total cost of online shopping purchases.
		Analyze a receipt for possible errors.
	Making Connections: Purchasing a Laptop Computer	
		Investigate laptop options based on given criteria using Internet resources.
	Topic Test	
Banking		
	Selecting a Bank	
		Compare financial institutions in terms of personal banking needs.

LCAS Financial Math 1 YEAR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Select a financial institution using given data.
	Checking Accounts	
		Summarize the process of opening a checking account and making transactions.
		Reconcile a checking account given a sample bank statement.
	Using a Debit Card	
		Apply cash management strategies when using a debit card.
		Analyze how overdraft and withdrawal fees affect account balances.
	Savings Accounts	
		Summarize the process of opening a savings account and making transactions.
		Make inferences into how saving money contributes to financial well-being.
	Simple Interest	
		Explain simple interest and how it relates to saving money.
		Calculate simple interest.
		Integrate concepts of simple interest into a money saving plan.
	Compound Interest	
		Explain compound interest as it relates to saving money.
		Calculate compound interest.
		Integrate concepts of compound interest into a money saving plan.
	Other Bank Accounts	
		Compare various savings accounts.
		Identify the benefits of online banking.
		Solve problems related to bank account transactions.

LCAS Financial Math 1 YEAR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Government Agencies	
		Explain how government agencies regulate financial markets.
		Investigate how agencies that regulate financial markets protect investors.
	Topic Test	
Paying Taxes		
	Tax Basics	
		Identify different types of taxes.
		Use given data to solve problems related to taxes.
	Social Security and Medicare	
		Explain the overall purposes and structure of the Social Security and Medicare programs.
		Analyze the impact of Social Security and Medicare taxes on income.
	Personal Income and Property Taxes	
		Use given data to determine how taxes modify income.
		Recognize how revenue from property taxes is used by state and local governments.
	Tax Returns	
		Describe different methods used to file taxes.
		Complete a yearly federal income tax return.
	Topic Test	
The Importance of Insurance		
	Life Insurance	
		Calculate life insurance premiums.
		Analyze different life insurance plans.

LCAS Financial Math 1 YEAR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Auto Insurance	
		Calculate auto insurance premiums.
		Analyze different auto insurance plans.
	Health Insurance	
		Calculate health insurance premiums.
		Analyze different health insurance plans.
	Homeowners Insurance	
		Calculate homeowners insurance premiums.
		Analyze different homeowners insurance plans.
	Warranties	
		Compare the advantages and disadvantages of extended warranties.
		Analyze the potential cost savings by purchasing an extended warranty.
	Topic Test	
Long-Term Investing		
	Investing in Stocks	
		Demonstrate how to evaluate advisors' credentials.
		Compare professional advisors and their services.
		Calculate annual stock dividends.
	Buying and Selling Stock	
		Determine the cost of purchasing stock.
		Calculate the proceeds from the sale of stock.
		Track and analyze changes in stock prices.

LCAS Financial Math 1 YEAR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Buying Bonds	
		Identify the different types of bonds.
		Calculate the market price of bonds.
		Determine and evaluate the total investment in bonds.
	Stocks vs. Bonds	
		Compare the risk, return and liquidity of stocks and bonds.
	Mutual Funds	
		Calculate profit or loss from mutual fund investments.
	Annuities	
		Distinguish between an ordinary annuity and an annuity due.
		Determine the future value of an ordinary annuity using a formula.
		Determine the present value of an ordinary annuity.
	Retirement Savings Options	
		Compare and contrast different types of retirement plans.
		Calculate the future value of retirement plans.
		Interpret data to determine an effective retirement plan.
	Real Estate Investments	
		Provide examples of real estate revenue.
		Analyze the potential profit in the value of real estate investments over time.
	Topic Test	
Buying a House		
	Qualifying for a Home Loan	

LCAS Financial Math 1 YEAR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		List requirements for qualifying for a home loan.
		Compute the amount of down payment required to purchase a home.
	Other Costs of Buying a Home	
		Estimate the closing costs associated with buying a house.
	Mortgages	
		Identify the components of the mortgage payment.
		Calculate a monthly mortgage payment.
	Buying vs. Renting a Home	
		Identify advantages and disadvantages of property ownership.
		Investigate costs associated with renting.
	Home Ownership	
		Compare services and costs related to homeownership.
		Compute utility costs.
	Making Connections: Going Green	
		Examine energy efficient and environment-friendly options for the home.
	Topic Test	
Cumulative Exam		
	Cumulative Test Review	
	Cumulative Exam	
Consumer Loans		
	Interest Rates	
		Identify the factors for determining an interest rate.

LCAS Financial Math 1 YEAR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Calculate the effective annual percentage rate based on the nominal interest rate.
	Borrowing Money	
		Compute interest and service charges on loans.
		Select a financial lending institution using given data.
	Personal Loans	
		Compute the finance charge and monthly payment on a personal loan.
		Relate the role of collateral to a secured loan.
	Student Loans	
		Identify the features of different student loans.
		Compute the finance charge and monthly payment on a student loan.
	Financing a Car	
		Use amortization models to investigate automobile financing.
		Calculate costs related to buying a car.
	Leasing vs. Buying a Car	
		Calculate costs of leasing a vehicle.
		Compare buying and leasing a vehicle.
	Applying for a Loan	
		Prepare a loan application.
		Identify the factors lenders use to make loan decisions.
		Compute debt-to-income ratio.
	Simple Contracts	
		Examine sample written contracts for essential components and meaning.

LCAS Financial Math 1 YEAR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Analyze the purposes of a contract and the legal responsibilities incurred when signing a contract.
	Topic Test	
Consumer Credit		
	Using Credit	
		Identify types of credit plans.
		Compare credit plans.
		Evaluate the terms and conditions of credit cards.
	Credit vs. Cash	
		Compare the advantages and disadvantages of using cash versus a credit card.
		Analyze the impact of using a credit card as it relates to money management.
	Long Term Purchases	
		Compare the advantages and disadvantages of using a credit card to make long-term purchases.
		Calculate total cost of purchasing consumer durable goods over time.
	Credit Scores and Reports	
		Explain how credit rating is established.
		Show how credit rating affects the ability to obtain a loan.
		Rank sample credit scores and reports.
	Finance Charges	
		Compute the finance charges for a credit card by different methods.
		Compare credit card finance charge calculations.
	Topic Test	
Consumer Debt		

LCAS Financial Math 1 YEAR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Paying Off Debt	
		Analyze debt payment plans.
		Create a plan to pay off consumer debt.
	Debt Management	
		Identify the warning signs of debt problems.
		Evaluate and use the strategies for resolving debt issues.
	Bankruptcy	
		Identify the implications of bankruptcy.
		Analyze the impact of filing for bankruptcy.
	Consumer Responsibilities	
		Recognize ways to maintain consumer vigilance.
		Solve problems related to predatory lending practices.
	Identity Theft	
		Identify ways of keeping credit information safe.
		Create a plan to control personal information and prevent identity theft.
	Topic Test	
Economic Principles		
	The Economy and You	
		Identify fundamental principles of the U.S. economy.
		Analyze how economic conditions affect income and goal attainment.
	Consumer Rights	
		Explain the rights of the consumer under consumer protection laws.

LCAS Financial Math 1 YEAR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify agencies that deal with concerns of the consumer.
		Assess the impact of consumer movements.
	Inflation and Purchasing Power	
		Interpret consumer price index data.
		Calculate purchasing power based on inflation.
	World Economics	
		Identify economic systems of the world.
		Compare average salaries in various countries.
		Assess the impact of global economic events.
	Topic Test	
Traveling Abroad		
	Travel Expenses	
		Compare transportation and lodging costs in travel planning.
		Calculate travel costs.
	Converting Currency	
		Convert from one form of currency to another.
		Calculate travel expenses using various currencies.
	International Time and Temperature	
		Convert between Fahrenheit and Celsius using a formula.
		Calculate international travel times.
	International Measures of Length and Weight	
		Convert units of measurement within and between systems.

LCAS Financial Math 1 YEAR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Apply measurement conversions.
	Topic Test	
Starting a Business		
	The Business Plan	
		Identify components of a business plan.
		Analyze the components of a business plan.
	Business Income Statements	
		Tabulate business income statements.
		Use data to analyze business income.
	Break-Even Analysis	
		Graphically determine the break-even point in producing items.
		Solve real-world problems involving break-even point analysis.
	Markup and Markdown	
		Calculate markup and markdown.
		Solve word problems involving percent markup and markdown.
	Topic Test	
Analyzing Business Data		
	Using Graphs to Advertise	
		Read and interpret data presented in various formats.
		Suggest data formatting to meet business needs.
	Data-Based Business Decisions	
		Read and interpret data presented in various formats.

LCAS Financial Math 1 YEAR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Use data to make business decisions.
	Business Summary Statistics	
		Calculate measures of central tendency.
		Determine the effects of variability on measures of central tendency.
	Probability in the Business Setting	
		Determine the probability of an event.
		Apply probability concepts to make informed decisions.
	Topic Test	
Cumulative Exam		
	Cumulative Test Review	
	Cumulative Exam	

LCAS Modern World History - SS3316 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Influencing the Modern World		
	Influence of Greek and Roman Government	
		Describe how Athenian philosophers and leaders developed new political ideals.
		Examine the structure of the government of the Roman Republic.
	The Influence of Judaism and Christianity	
		Analyze how the moral and ethical principles of Judaism established the rule of law.
		Examine the role of citizens and individuals as established by early Christian writings.
	The Influence of Cultural Revolutions	
		Explain how European society changed as a result of the Renaissance.
		Describe how the Reformation created changes in religion and culture.
		Explain how the Scientific Revolution created a new emphasis on critical thinking and problem solving.
	Growing Democracy in England	
		Explain the role of the Magna Carta in creating a representative government.
		Analyze the importance of the Petition of Right in limiting the power of the monarchy.
		Describe the impact of the Restoration and the Glorious Revolution on government power.
	Unit Test	
Enlightenment and Revolution		
	The Enlightenment	
		Explain Hobbes‘s beliefs about the responsibilities of government.
		Describe Locke's theories about the rights of citizens.
		Identify Montesquieu's ideas about the best way to structure government.

LCAS Modern World History - SS3316 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	The Spread of the Enlightenment	
		Describe the growth of the Enlightenment in France.
		Analyze the effects of the Enlightenment on religion, education, culture, and the role of women.
	The American Revolution	
		Explain how the Age of Enlightenment contributed to the American Revolution.
		Analyze primary source documents important to the American Revolution.
		Determine the global impact of the American Revolution.
	The French Revolution Begins	
		Describe the social and economic inequalities that existed in France under the Old Regime.
		Describe the causes of the French Revolution.
		Analyze the events that occurred in the early days of the Revolution.
	The Reign of Terror	
		Describe the events of the French Revolution following the storming of the Bastille.
		Analyze the European reaction to the events of the French Revolution.
		Explain the events and effects of the Reign of Terror.
	Compare and Contrast Revolutions	
		Identify the causes of the Glorious, American, and French Revolutions.
		Define the goals of the Glorious, American, and French Revolutions.
		Analyze the outcomes of the Glorious, American, and French Revolutions.

LCAS Modern World History - SS3316 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Unit Test	
Nationalism and the Growth of Nation-States		
	Napoleon Comes to Power	
		Describe how Napoleon came to power.
		Examine ways Napoleon reformed the government and society of France.
	Napoleon's Empire	
		Explain how Napoleon expanded the French Empire.
		Identify the events and issues that led to Napoleon’s fall from power.
	Age of Revolutions in Europe	
		Analyze the impact of the Congress of Vienna.
		Explain the effects of the spread of nationalism and liberal ideologies.
		Describe how revolutionary movements affected Europe.
	Rise of the Nation-State	
		Describe the concept of nationalism.
		Describe the impact of nationalism on the unification of Italy.
		Describe the impact of nationalism on the unification of Germany.
	Revolutions in Latin America and the Caribbean	
		Describe the causes and effects of the Revolution in Haiti.
		Explain how Latin American countries gained independence.
		Explain how the challenges facing Latin American countries following their independence led to political

LCAS Modern World History - SS3316 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		instability.
	Latin America after Independence	
		Examine the political challenges faced by Latin American governments after gaining independence.
		Analyze the effects of the instability faced by newly independent countries in Latin America.
	Unit Test	
Industrialization		
	The Industrial Age	
		Explain the impact of the agricultural and industrial revolutions on society.
		Analyze why the Industrial Revolution began in England.
		Examine how the Industrial Revolution led to improvements in transportation.
	Spread of Industrialization	
		Describe how industrialization spread to Europe and the United States.
		Explain the factors that contributed to industrialization in Europe and the United States.
	The Factory System	
		Identify the characteristics of the factory system.
		Describe the positive effects of the factory system on consumers.
		Explain how the factory system negatively affected workers and the environment.
	Inventions and Inventors	
		Describe new advancements and developments that transformed science.
		Explain how developments in technology changed society and culture.
	Effects of Industrialization	

LCAS Modern World History - SS3316 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain why urbanization occurred during the Industrial Era.
		Describe the reasons for the rise of immigration in the Industrial Era.
		Analyze the effects of population growth on cities and their residents.
	Unit Test	
Economic and Social Change		
	Capitalism	
		Explain how capitalism replaced the system of mercantilism.
		Describe the fundamental characteristics of capitalism.
		Analyze Adam Smith's description of the characteristics of capitalism.
	Socialism and Communism	
		Analyze the fundamental principles of socialism.
		Describe the utopian socialist theories of Robert Owen.
		Explain how Karl Marx and Friedrich Engels developed the theory of communism.
	Labor Reform	
		Describe ways reformers tried to improve working conditions.
		Explain how industrialization led to democratic reforms.
	Slavery and Abolition	
		Explain how the institution of slavery changed over time.
		Describe the effects of the growth of the transatlantic trade of enslaved persons.
		Describe how slavery was abolished in Britain and the United States.
	Cultural Change in the Industrial Age	
		Describe the rise of romanticism and social criticism in the Industrial Age.

LCAS Modern World History - SS3316 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain how industrialization changed cultural values and social roles.
	Unit Test	
The New Imperialism		
	The New Imperialism	
		Explain the economic, political, and cultural factors leading to the new imperialism.
		Compare and contrast styles of imperial rule.
		Examine the effects of imperialism on colonized nations.
	India under British Rule	
		Explain how the East India Company colonized and ruled territory in India.
		Explain the causes and effects of the creation of the British Raj.
		Describe the effects of British Imperialism on the population of India.
	Imperialism in East Asia	
		Identify the causes and effects of the Opium Wars.
		Explain how European powers increased their influence in China.
		Analyze the reasons for the fall of the Chinese imperial government.
	The Rise of Modern Japan	
		Explain how the Meiji restoration transformed Japan.
		Analyze the shift of Japan from isolation to an imperialistic nation.
		Explain how Japan was able to win the Sino-Japanese and Russo-Japanese Wars
	Imperialism in Africa	
		Describe the motivations for imperialism in Africa.
		Describe how Europeans took control of Africa through colonization.

LCAS Modern World History - SS3316 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain the political, social, and economic effects of imperialism.
	Imperialism in Southeast Asia	
		Examine French policies of imperialism in Southeast Asia.
		Analyze the imperialist policies of the United Kingdom, France, and Japan.
	American Imperialism	
		Explain the reasons for the United States' global expansion in the 1800s and 1900s.
		Analyze the effects of American intervention on other regions and cultures.
	Unit Test	
World War I		
	Europe on the Eve of War	
		Describe the effects of rising nationalism and ethnic conflict in Eastern Europe.
		Explain political and economic conflicts between imperial powers.
		Analyze the effects of growing militarism in Europe.
	World War I Begins	
		Describe the military and political alliances created between European powers.
		Analyze the events that finally led to the declaration of war.
	The Great War	
		Describe the initial fronts and sites of conflict at the beginning of the war.
		Analyze the reasons for the development of a stalemate on the Western Front.
		Examine the effects of new weapons on the war.
	Russian and American Involvement in the War	
		Explain the effects of the Russian Revolution on the course of the war.

LCAS Modern World History - SS3316 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Analyze the reasons for American neutrality at the beginning of the war.
		Identify the events that served as a catalyst for American involvement in World War I.
	Total War	
		Examine the efforts made by governments to involve civilians in a total war effort.
		Interpret examples of propaganda used to encourage civilian participation during the war.
	The War Ends	
		Describe the battles and events that led to the signing of an armistice in 1918.
		Analyze the war's economic and human impact.
	Unit Test	
Effects of World War I		
	Plans for Peace	
		Describe the provisions of Wilson's Fourteen Points
		Compare and contrast the positions of the United States, France, and Britain at the peace conference.
	The Treaty of Versailles	
		Explain the provisions of the Treaty of Versailles.
		Describe how the Treaty affected Germany.
	The League of Nations	
		Explain how the League was formed.
		Identify the achievements of the League.
		Analyze the reasons why the League failed.
	Cultural and Intellectual Trends	

LCAS Modern World History - SS3316 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe new scientific advancements of the early 1900s.
		Explain how World War I influenced literature.
		Identify social and cultural changes that occurred in the early 1900s.
	Global Economic Crisis	
		Identify the economic changes that occurred in the United States and Europe after World War I.
		Analyze the global effects of the Great Depression.
		Explain how countries around the world responded to the Great Depression.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS Modern World History - SS3316 B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Totalitarianism		
	Totalitarianism	
		Describe the characteristics of totalitarian governments.
		Analyze the factors that contribute to the rise of totalitarian governments.
	Russian Revolution	
		Identify the problems Russia faced under the rule of the tsars.
		Explain the causes and effects of the Russian Revolution.
	Russia after the Revolution	
		Analyze how Russia changed under the leadership of Lenin.
		Describe how Stalin came to power.
	Stalin and the Soviet Union	
		Describe the characteristics and effects of Stalin's police state.
		Explain the effects of Stalin's plan for modernization in industry and agriculture.
		Identify changes to Soviet society under Stalin’s rule.
	Fascism and Military Rule	
		Describe the effects of the rise of Mussolini’s fascist government in Italy.
		Explain the effects of Japan’s shift to military rule.
		Describe the effects of the Spanish Civil War and the rise of Franco's government.

LCAS Modern World History - SS3316 B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Nazi Germany	
		Explain the economic problems facing the Weimar Republic.
		Trace how Hitler and the Nazi Party came to power.
		Describe the effects of Nazi rule on the people of Germany.
	Anti-Semitism	
		Explain how anti-Semitic laws affected Jewish people and others in Nazi Germany.
		Identify the global response to German anti-Semitism.
	Unit Test	
World War II		
	Appeasement	
		Describe German expansion and aggression during the 1930s.
		Analyze the foreign policies of other countries in response to German aggression.
	WWII Begins	
		Identify how German aggression led to war in Europe.
		Explain Hitler's strategy for fighting France and Britain.
		Describe the events surrounding Hitler's invasion of Russia.
	The War in Europe	
		Identify the Allies' strategy in Europe.
		Analyze the events of the North African Campaign and the invasion of Italy.
		Examine the significance of the Battle of Stalingrad.

LCAS Modern World History - SS3316 B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Japan in the Pacific	
		Explain how Pearl Harbor resulted in US entry to WWII.
		Analyze the US response to Japan’s continued aggression and expansion.
		Identify the significance of the Battles of the Coral Sea and Midway.
	Victory in Europe	
		Compare the results of Allied conferences with the goals of the participants.
		Identify the battles and events that led to the end of the war in Europe.
	Victory in the Pacific	
		Identify the importance of the Guadalcanal campaign.
		Examine the effects of the Allies’ island-hopping efforts in the Pacific.
		Analyze the strategies used by the Allies to bring a final end to the war in 1945.
	The Holocaust	
		Examine the events surrounding the Holocaust.
		Analyze how the Nazis committed genocide.
		Identify ways that Jewish people resisted Nazi persecution.
	Unit Test	
The Post-War World		

LCAS Modern World History - SS3316 B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	War Crimes	
		Analyze how international courts prosecuted German war criminals following World War II.
		Identify the goals behind the organization of the United Nations.
		Explain the effects of accords and agreements that protect human rights.
	Genocide	
		Explain the meaning of genocide.
		Identify acts of genocide in the twentieth century.
	Israeli-Palestinian Conflict	
		Describe the history of Israel and Palestine.
		Identify how the nation of Israel was founded.
		Describe the conflicts after Israel’s establishment.
	Start of the Cold War in Europe	
		Analyze how the ideological differences between the United States and USSR led to a Cold War.
		Identify the divisions that were created in Europe after World War II.
		Examine how the United States created programs and plans to establish containment.
	Reconstruction in Japan	
		Examine how the United States reformed the Japanese government.
		Identify how the United States restructured the Japanese economy.
		Describe the lasting effects of US occupation in Japan.

LCAS Modern World History - SS3316 B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	The Cold War Escalates	
		Identify the reasons for growing tensions in Berlin.
		Analyze the reasons for the creation of NATO and the Warsaw Pact.
		Examine the causes and effects of the arms race.
	Communism in China	
		Explain the causes of the 1911 revolution in China.
		Describe the causes and effects of China's civil war.
		Explain how the People's Republic of China was created.
	China under Mao	
		Describe how Mao Zedong tried to modernize China through the Five-Year Plan and the Great Leap Forward.
		Identify the effects of the Cultural Revolution.
	Unit Test	
The Cold War		
	Korea	
		Describe the causes of the Korean War.
		Describe the causes of the Korean War.
		Analyze the effects of the Korean War on the relationship between the Koreas and other participants.
	Vietnam	
		Describe the causes of the Vietnam War.
		Explain why the United States escalated its involvement in the war.
		Analyze the effects of the end of the war.
	Khrushchev and the Cold War	

LCAS Modern World History - SS3316 B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Describe the successes and failures of Khrushchev's social, political, and economic reforms.
		Analyze the causes and effects of revolutions in Eastern Europe in the 1950s and 1960s.
	China in the Modern World	
		Describe the reforms established by Deng Xiaoping.
		Analyze changes in China’s cultural policies.
		Explain the effects of reforms on China’s politics and economy.
	The Cold War under Brezhnev	
		Examine the effects of Brezhnev’s domestic policies in the USSR.
		Identify changes to US and Soviet foreign policy during the era of détente.
		Analyze the changing nature of the Cold War after Brezhnev’s death and Reagan’s election.
	Collapse of Communism	
		Describe how eastern Europe began to shift from communist forms of government.
		Explain the effects of the reunification of Germany.
		Explain the effects of the breakup of Yugoslavia.
	The Fall of the USSR	
		Describe Gorbachev’s reforms and their effects.
		Trace the events that led to the breakup of the Soviet Union.
		Examine the effects of the end of the Soviet era.

LCAS Modern World History - SS3316 B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Unit Test	
Nation Building in the Modern World		
	Legacy of Imperialism	
		Identify reasons for decolonization after World War II.
		Explain the decolonization strategies used by colonial powers.
		Identify challenges facing former colonies after gaining independence.
	Indian Independence	
		Explain Gandhi's strategy for winning independence.
		Compare and contrast views on the partition of India.
		Identify the challenges facing India following independence.
	Independence in Southeast Asia	
		Describe post-colonial challenges in Cambodia.
		Identify post-colonial challenges in Burma.
	Decolonization in Africa	
		Identify the motives of African colonies' fight for independence.
		Evaluate the formation of new governments.
		Identify the challenges of decolonization in Africa.
	Democratic Reform in Mexico	
		Identify challenges facing Mexico after the Revolution.
		Analyze economic and political development in Mexico during the twentieth century.
		Describe the challenges facing Mexico in the twenty-first century.
	Nationalism in the Middle East	

LCAS Modern World History - SS3316 B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain the effects of the growth of Arab nationalism.
		Describe the events surrounding the Iranian Revolution.
		Analyze how fundamentalism and the Arab Spring have affected the region.
	The Middle East: Arab-Israeli Conflict	
		Identify the causes and effects of the Six-Day and Yom Kippur Wars.
		Explain how the Palestinians tried to achieve their goals.
		Describe the challenges facing the peace process.
	Unit Test	
Challenges of the Modern World		
	Economic Globalization	
		Explain how globalization creates new opportunities for businesses and corporations.
		Analyze the effects of the rise of international economic organizations.
		Identify the impact of globalization on the challenges faced by developed and developing nations.
	Development	
		Identify the ways the Human Development Index can be used to rate development.
		Analyze data that can be used to measure standard of living.
		Analyze challenges to social and economic development.
	Impact of Science and Technology	
		Identify how the space race has changed since the Cold War.
		Analyze the impact of mass communication and medical technology on the global world.
		Examine the increasing influence of renewable energy sources.

LCAS Modern World History - SS3316 B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Poverty and Disease	
		Examine causes and effects of poverty.
		Identify the causes and effects of endemic and epidemic diseases.
		Examine how the international community is working to combat poverty and disease.
	Cultural Challenges	
		Describe the effect of modern technology on cultural diffusion.
		Analyze the effects of the spread of Western culture on other cultures.
	Population and Migration	
		Analyze the world's basic population demographics.
		Examine how the balance of birth rates, death rates, and life expectancy affects population.
		Describe the effects of migration on population.
	Environmental Issues	
		Explain how globalization can contribute to environmental problems.
		Identify common environmental problems caused by human activity.
		Analyze ways the international community is working together to solve environmental problems.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS Modern World History - SS3316 B-IC		Scope and Sequence
Unit	**Lesson**	**Objectives**
Totalitarianism		
	Totalitarianism	
		Describe the characteristics of totalitarian governments.
		Analyze the factors that contribute to the rise of totalitarian governments.
	Russian Revolution	
		Identify the problems Russia faced under the rule of the tsars.
		Explain the causes and effects of the Russian Revolution.
	Russia after the Revolution	
		Analyze how Russia changed under the leadership of Lenin.
		Describe how Stalin came to power.
	Stalin and the Soviet Union	
		Describe the characteristics and effects of Stalin's police state.
		Explain the effects of Stalin's plan for modernization in industry and agriculture.
		Identify changes to Soviet society under Stalin’s rule.
	Fascism and Military Rule	
		Describe the effects of the rise of Mussolini’s fascist government in Italy.
		Explain the effects of Japan’s shift to military rule.
		Describe the effects of the Spanish Civil War and the rise of Franco's government.

LCAS Modern World History - SS3316 B-IC		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Nazi Germany	
		Explain the economic problems facing the Weimar Republic.
		Trace how Hitler and the Nazi Party came to power.
		Describe the effects of Nazi rule on the people of Germany.
	Anti-Semitism	
		Explain how anti-Semitic laws affected Jewish people and others in Nazi Germany.
		Identify the global response to German anti-Semitism.
	Writing Workshop: A Document Based Essay about Totalitarianism in Nazi Germany	
		Analyze primary and secondary source documents.
		Organize concepts and ideas.
		Revise to include relevant facts and details.
	Unit Test	
World War II		
	Appeasement	
		Describe German expansion and aggression during the 1930s.
		Analyze the foreign policies of other countries in response to German aggression.
	WWII Begins	
		Identify how German aggression led to war in Europe.
		Explain Hitler's strategy for fighting France and Britain.
		Describe the events surrounding Hitler's invasion of Russia.
	The War in Europe	

Unit	Lesson	Objectives
		Identify the Allies' strategy in Europe.
		Analyze the events of the North African Campaign and the invasion of Italy.
		Examine the significance of the Battle of Stalingrad.
	Japan in the Pacific	
		Explain how Pearl Harbor resulted in US entry to WWII.
		Analyze the US response to Japan's continued aggression and expansion.
		Identify the significance of the Battles of the Coral Sea and Midway.
	Victory in Europe	
		Compare the results of Allied conferences with the goals of the participants.
		Identify the battles and events that led to the end of the war in Europe.
	Victory in the Pacific	
		Identify the importance of the Guadalcanal campaign.
		Examine the effects of the Allies' island-hopping efforts in the Pacific.
		Analyze the strategies used by the Allies to bring a final end to the war in 1945.
	The Holocaust	
		Examine the events surrounding the Holocaust.

LCAS Modern World History - SS3316 B-IC		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Analyze how the Nazis committed genocide.
		Identify ways that Jewish people resisted Nazi persecution.
	Unit Test	
The Post-War World		
	War Crimes	
		Analyze how international courts prosecuted German war criminals following World War II.
		Identify the goals behind the organization of the United Nations.
		Explain the effects of accords and agreements that protect human rights.
	Genocide	
		Explain the meaning of genocide.
		Identify acts of genocide in the twentieth century.
	Israeli-Palestinian Conflict	
		Describe the history of Israel and Palestine.
		Identify how the nation of Israel was founded.
		Describe the conflicts after Israel’s establishment.
	Start of the Cold War in Europe	
		Analyze how the ideological differences between the United States and USSR led to a Cold War.
		Identify the divisions that were created in Europe after World War II.

LCAS Modern World History - SS3316 B-IC		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Examine how the United States created programs and plans to establish containment.
	Reconstruction in Japan	
		Examine how the United States reformed the Japanese government.
		Identify how the United States restructured the Japanese economy.
		Describe the lasting effects of US occupation in Japan.
	The Cold War Escalates	
		Identify the reasons for growing tensions in Berlin.
		Analyze the reasons for the creation of NATO and the Warsaw Pact.
		Examine the causes and effects of the arms race.
	Communism in China	
		Explain the causes of the 1911 revolution in China.
		Describe the causes and effects of China's civil war.
		Explain how the People's Republic of China was created.
	China under Mao	
		Describe how Mao Zedong tried to modernize China through the Five-Year Plan and the Great Leap Forward.
		Identify the effects of the Cultural Revolution.
	Unit Test	
The Cold War		
	Korea	
		Describe the causes of the Korean War.
		Describe the causes of the Korean War.

LCAS Modern World History - SS3316 B-IC		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Analyze the effects of the Korean War on the relationship between the Koreas and other participants.
	Vietnam	
		Describe the causes of the Vietnam War.
		Explain why the United States escalated its involvement in the war.
		Analyze the effects of the end of the war.
	Khrushchev and the Cold War	
		Describe the successes and failures of Khrushchev's social, political, and economic reforms.
		Analyze the causes and effects of revolutions in Eastern Europe in the 1950s and 1960s.
	China in the Modern World	
		Describe the reforms established by Deng Xiaoping.
		Analyze changes in China’s cultural policies.
		Explain the effects of reforms on China’s politics and economy.
	The Cold War under Brezhnev	
		Examine the effects of Brezhnev’s domestic policies in the USSR.
		Identify changes to US and Soviet foreign policy during the era of détente.
		Analyze the changing nature of the Cold War after Brezhnev’s death and Reagan’s election.
	Collapse of Communism	
		Describe how eastern Europe began to shift from communist forms of government.
		Explain the effects of the reunification of Germany.

LCAS Modern World History - SS3316 B-IC		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Explain the effects of the breakup of Yugoslavia.
	The Fall of the USSR	
		Describe Gorbachev’s reforms and their effects.
		Trace the events that led to the breakup of the Soviet Union.
		Examine the effects of the end of the Soviet era.
	Unit Test	
Nation Building in the Modern World		
	Legacy of Imperialism	
		Identify reasons for decolonization after World War II.
		Explain the decolonization strategies used by colonial powers.
		Identify challenges facing former colonies after gaining independence.
	Indian Independence	
		Explain Gandhi's strategy for winning independence.
		Compare and contrast views on the partition of India.
		Identify the challenges facing India following independence.
	Independence in Southeast Asia	
		Describe post-colonial challenges in Cambodia.
		Identify post-colonial challenges in Burma.
	Decolonization in Africa	
		Identify the motives of African colonies' fight for independence.

LCAS Modern World History - SS3316 B-IC		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Evaluate the formation of new governments.
		Identify the challenges of decolonization in Africa.
	Democratic Reform in Mexico	
		Identify challenges facing Mexico after the Revolution.
		Analyze economic and political development in Mexico during the twentieth century.
		Describe the challenges facing Mexico in the twenty-first century.
	Nationalism in the Middle East	
		Explain the effects of the growth of Arab nationalism.
		Describe the events surrounding the Iranian Revolution.
		Analyze how fundamentalism and the Arab Spring have affected the region.
	The Middle East: Arab-Israeli Conflict	
		Identify the causes and effects of the Six-Day and Yom Kippur Wars.
		Explain how the Palestinians tried to achieve their goals.
		Describe the challenges facing the peace process.
	Unit Test	
Challenges of the Modern World		
	Economic Globalization	
		Explain how globalization creates new opportunities for businesses and corporations.
		Analyze the effects of the rise of international economic organizations.
		Identify the impact of globalization on the challenges faced by developed and developing nations.
	Development	
		Identify the ways the Human Development Index can be used to rate development.

LCAS Modern World History - SS3316 B-IC		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Analyze data that can be used to measure standard of living.
		Analyze challenges to social and economic development.
	Impact of Science and Technology	
		Identify how the space race has changed since the Cold War.
		Analyze the impact of mass communication and medical technology on the global world.
		Examine the increasing influence of renewable energy sources.
	Poverty and Disease	
		Examine causes and effects of poverty.
		Identify the causes and effects of endemic and epidemic diseases.
		Examine how the international community is working to combat poverty and disease.
	Cultural Challenges	
		Describe the effect of modern technology on cultural diffusion.
		Analyze the effects of the spread of Western culture on other cultures.
	Population and Migration	
		Analyze the world's basic population demographics.
		Examine how the balance of birth rates, death rates, and life expectancy affects population.
		Describe the effects of migration on population.
	Environmental Issues	
		Explain how globalization can contribute to environmental problems.

LCAS Modern World History - SS3316 B-IC		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify common environmental problems caused by human activity.
		Analyze ways the international community is working together to solve environmental problems.
	Case Study: Expanding Democracy	
		Describe the steps in the problem-solving process.
		Identify challenges with democratic elections.
		Explore research methods to learn about a problem.
		Explain how to draft a proposal.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS Pre-Algebra - MA3119 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Number Sense		
	Adding Integers	
		Use visual representations to add integers.
		Apply properties of operations to add integers.
		Describe real-world contexts for adding integers.
	Subtracting Integers	
		Use visual representations to subtract integers.
		Use additive inverse and properties of operations to subtract integers.
		Describe real-world contexts for subtracting integers.
	Dividing Integers	
		Use visual representations to divide integers.
		Apply properties of operations and rules of signed numbers to divide integers.
		Describe real-world contexts for dividing integers.
	Adding and Subtracting Decimals	
		Use visual representations to add and subtract decimals.
		Apply properties of operations to add and subtract decimals.
		Estimate sums and differences of decimals.
		Describe real-world contexts for adding and subtracting decimals.
	Estimating and Finding Decimal Products	
		Find decimal products and use estimation to place the decimal point in a product.
	Multiplying Fractions	

LCAS Pre-Algebra - MA3119 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Use the rules of signed numbers and visuals to multiply fractions.
		Apply properties of operations to multiply fractions.
		Estimate products of fractions.
		Describe real-world contexts for multiplying fractions.
	Dividing Fractions	
		Use the rules of signed numbers to divide fractions.
		Apply properties of operations to divide fractions.
		Estimate quotients of fractions.
		Describe real-world contexts for dividing fractions.
	Unit Test	
Expressions, Equations, and Inequalities		
	Writing and Evaluating Expressions	
		Write algebraic expressions containing one operation.
		Evaluate algebraic expressions containing one operation.
	Expressions with and without Parentheses	
		Write algebraic expressions containing more than one operation, with and without parentheses.
		Use the order of operations to evaluate algebraic expressions containing more than one operation, with and without parentheses.
	Equivalent Expressions	
		Generate equivalent expressions using the commutative and associative properties.
		Use substitution to determine if two expressions are equivalent.
	Using the Distributive	

LCAS Pre-Algebra - MA3119 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Property	
		Use the distributive property to simplify expressions.
		Identify and justify distributed expressions.
	Absolute Value	
		Define absolute value.
		Find the absolute value of an integer.
		Compare and order magnitudes using absolute value.
		Represent and compare real-world quantities using absolute value.
	Solving Two-Step Equations	
		Solve two-step equations.
		Solve two-step equations in the real world and interpret the results.
	Solving Two-Step Inequalities	
		Solve two-step inequalities.
		Solve two-step inequalities in the real world and interpret the results.
	Unit Test	
Ratios, Proportional Relationships, and Percents		
	Equivalent Ratios	
		Analyze patterns in a table of equivalent ratios.
		Find missing values in a table using ratio reasoning.
	Unit Rates	
		Use appropriate language to describe ratios and unit rates.
		Use a given unit rate and proportional reasoning to complete a table.

LCAS Pre-Algebra - MA3119 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Use a given unit rate and proportional reasoning to solve problems.
	Proportions	
		Write a proportion to represent a given relationship.
		Solve proportion problems by using equivalent fractions.
		Solve proportion problems involving complex fractions.
	Solving Scale Problems Using Proportions	
		Use proportional relationships to solve problems involving scale drawings.
	Finding a Percent of a Number	
		Solve problems by finding the percent of a number, including amounts of gratuity and tax, by using diagrams and expressions.
		Find the percent of a number when the percent is more than 100.
	Finding a Total Amount	
		Solve for the total amount in gratuity, tax, or commission problems by using diagrams and expressions, understanding that it is a process of adding to the original amount.
		Find the total amount, including discounts, understanding that it is a process of subtracting from the original amount.
	Unit Test	
Number Properties and Analytic Geometry		
	Prime Numbers and Prime Factorization	
		List the factors of a number.
		Identify a number as prime or composite.
		Represent a number as the product of its prime factors, using exponents to show repeated factors.
	Factors and Multiples	

LCAS Pre-Algebra - MA3119 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Determine the greatest common factor of two numbers.
		Determine the least common multiple of two numbers.
		Apply greatest common factors and least common multiples to solve real-world problems.
	Zero and Negative Exponents	
		Determine patterns of exponent values from a table.
		Evaluate powers of zero and negative exponents.
		Simplify expressions of zero and negative exponents.
	Introduction to Functions	
		Identify functions from tables, graphs, and equations.
		Determine if a real-world situation describes a functional relationship.
	Constructing Linear Functions	
		Analyze linear functions to find the rate of change and initial value.
		Interpret the rate of change and initial value of a linear function in terms of the situation it models.
	Exploring Slope	
		Recognize the difference between positive slope, negative slope, no slope, and zero slope.
		Determine the value of the slope of a line from a table or a graph.
	Proportional Relationships	
		Determine whether a linear function is a direct variation.
		Solve problems involving direct variation.
		Compare proportional and nonproportional linear functions in the form of a table, graph, and equation.
	Slope-Intercept Form	
		Analyze a graph to determine slope and y-intercept.

LCAS Pre-Algebra - MA3119 A-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Graph a linear function using the slope and y-intercept.
		Write a linear equation in slope-intercept form given the slope and y-intercept.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS Pre-Algebra - MA3119 A-IC		Scope and Sequence
Unit	**Lesson**	**Objectives**
Number Sense		
	Adding Integers	
		Use visual representations to add integers.
		Apply properties of operations to add integers.
		Describe real-world contexts for adding integers.
	Subtracting Integers	
		Use visual representations to subtract integers.
		Use additive inverse and properties of operations to subtract integers.
		Describe real-world contexts for subtracting integers.
	Multiplying Integers	
		Use visual representations to multiply integers.
		Apply properties of operations and rules of signed numbers to multiply integers.
		Describe real-world contexts for multiplying integers.
	Dividing Integers	
		Use visual representations to divide integers.
		Apply properties of operations and rules of signed numbers to divide integers.
		Describe real-world contexts for dividing integers.
	Adding and Subtracting Decimals	
		Use visual representations to add and subtract decimals.
		Apply properties of operations to add and subtract decimals.
		Estimate sums and differences of decimals.

Unit	Lesson	Objectives
		Describe real-world contexts for adding and subtracting decimals.
	Estimating and Finding Decimal Products	
		Find decimal products and use estimation to place the decimal point in a product.
	Multiplying Fractions	
		Use the rules of signed numbers and visuals to multiply fractions.
		Apply properties of operations to multiply fractions.
		Estimate products of fractions.
		Describe real-world contexts for multiplying fractions.
	Dividing Fractions	
		Use the rules of signed numbers to divide fractions.
		Apply properties of operations to divide fractions.
		Estimate quotients of fractions.
		Describe real-world contexts for dividing fractions.
	Unit Test	
Expressions, Equations, and Inequalities		
	Writing and Evaluating Expressions	
		Write algebraic expressions containing one operation.
		Evaluate algebraic expressions containing one operation.
	Expressions with and without Parentheses	
		Write algebraic expressions containing more than one operation, with and without parentheses.
		Use the order of operations to evaluate algebraic expressions containing more than one operation, with and without

Unit	Lesson	Objectives
		parentheses.
	Equivalent Expressions	
		Generate equivalent expressions using the commutative and associative properties.
		Use substitution to determine if two expressions are equivalent.
	Using the Distributive Property	
		Use the distributive property to simplify expressions.
		Identify and justify distributed expressions.
	Absolute Value	
		Define absolute value.
		Find the absolute value of an integer.
		Compare and order magnitudes using absolute value.
		Represent and compare real-world quantities using absolute value.
	Addition and Subtraction Equations	
		Solve one-step addition and subtraction equations.
		Solve one-step addition and subtraction equations in the real world and interpret the results.
	Multiplication and Division Equations	
		Solve one-step multiplication and division equations.
		Write and solve one-step multiplication and division equations in the real world and interpret the results.
	Solving Two-Step Equations	
		Solve two-step equations.
		Solve two-step equations in the real world and interpret the results.

LCAS Pre-Algebra - MA3119 A-IC		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Combining Like Terms to Solve Equations	
		Identify and combine like terms to solve one-variable linear equations.
		Determine and apply properties of equality when solving an equation.
	Solving Two-Step Inequalities	
		Solve two-step inequalities.
		Solve two-step inequalities in the real world and interpret the results.
	Unit Test	
Ratios, Proportional Relationships, and Percents		
	Equivalent Ratios	
		Analyze patterns in a table of equivalent ratios.
		Find missing values in a table using ratio reasoning.
	Ratios in Real-World Situations	
		Compare ratios in real-world contexts.
	Unit Rates	
		Use appropriate language to describe ratios and unit rates.
		Use a given unit rate and proportional reasoning to complete a table.
		Use a given unit rate and proportional reasoning to solve problems.
	Proportions	
		Write a proportion to represent a given relationship.
		Solve proportion problems by using equivalent fractions.
		Solve proportion problems involving complex fractions.

Unit	Lesson	Objectives
	Determining a Scale Factor	
		Identify a scale factor from given dimensions and use it to calculate unknown dimensions.
	Solving Scale Problems Using Proportions	
		Use proportional relationships to solve problems involving scale drawings.
	Finding a Percent of a Number	
		Solve problems by finding the percent of a number, including amounts of gratuity and tax, by using diagrams and expressions.
		Find the percent of a number when the percent is more than 100.
	Finding a Total Amount	
		Solve for the total amount in gratuity, tax, or commission problems by using diagrams and expressions, understanding that it is a process of adding to the original amount.
		Find the total amount, including discounts, understanding that it is a process of subtracting from the original amount.
	Percent Increase and Decrease	
		Find the percent change by using the ratio of the change in quantity to the original amount.
		Use percent increase and decrease to solve real-world problems.
	Unit Test	
Number Properties		
	Prime Numbers and Prime Factorization	
		List the factors of a number.
		Identify a number as prime or composite.
		Represent a number as the product of its prime factors, using exponents to show repeated factors.

LCAS Pre-Algebra - MA3119 A-IC		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Factors and Multiples	
		Determine the greatest common factor of two numbers.
		Determine the least common multiple of two numbers.
		Apply greatest common factors and least common multiples to solve real-world problems.
	Powers and Exponents	
		Express a power of a positive integer base in expanded form.
		Express expanded form in exponential form.
		Evaluate powers using fractional and negative bases.
	Zero and Negative Exponents	
		Determine patterns of exponent values from a table.
		Evaluate powers of zero and negative exponents.
		Simplify expressions of zero and negative exponents.
	Introduction to Scientific Notation	
		Convert very small or very large numbers between scientific notation and standard notation.
		Order and estimate products and quotients of numbers written in scientific notation.
	Unit Test	
Analytic Geometry		
	Tables, Graphs, and Equations	
		Translate tables and graphs into equations.
		Generate different representations of the same two-variable data.
		Recognize that tabular and graphical representations may be partial representations.

LCAS Pre-Algebra - MA3119 A-IC		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Introduction to Functions	
		Identify functions from tables, graphs, and equations.
		Determine if a real-world situation describes a functional relationship.
	Constructing Linear Functions	
		Analyze linear functions to find the rate of change and initial value.
		Interpret the rate of change and initial value of a linear function in terms of the situation it models.
	Exploring Slope	
		Recognize the difference between positive slope, negative slope, no slope, and zero slope.
		Determine the value of the slope of a line from a table or a graph.
	Proportional Relationships	
		Determine whether a linear function is a direct variation.
		Solve problems involving direct variation.
		Compare proportional and nonproportional linear functions in the form of a table, graph, and equation.
	Slope-Intercept Form	
		Analyze a graph to determine slope and y-intercept.
		Graph a linear function using the slope and y-intercept.
		Write a linear equation in slope-intercept form given the slope and y-intercept.
	Comparing Functions in the Real World	
		Analyze real-world linear relationships in order to make comparisons.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	

LCAS Pre-Algebra - MA3119 A-IC	Scope and Sequence	
Unit	**Lesson**	**Objectives**
	Cumulative Exam	

LCAS Pre-Algebra - MA3119 B-CR	Scope and Sequence
Unit Lesson	**Objectives**
Geometry Basics	
Parallel Lines Cut by a Transversal	
	Identify interior angles, exterior angles, alternate interior angles, and alternate exterior angles when a transversal crosses parallel lines.
	Find missing measurements using angle relationships in a diagram of a transversal crossing parallel lines.
	Determine if two lines cut by a transversal are parallel.
Translations	
	Identify and describe a translation on the coordinate plane.
	Translate figures on the coordinate plane given as an ordered pair and verbal expression.
	Describe a translation using coordinates.
Reflections	
	Identify and describe a reflection on the coordinate plane.
	Reflect figures on the coordinate plane given the line of reflection.
	Describe a reflected figure using the line of reflection and coordinates.
Rotations in the Coordinate Plane	
	Rotate figures on the coordinate plane given the degree and direction.
	Describe the rotation of a figure using coordinates.
Congruence and Transformations	
	Describe a sequence of transformations that shows that a given pre-image is congruent to a transformed figure.
Unit Test	
Counting, Probability, and Statistics	
Experimental vs. Theoretical Probability	

Unit	Lesson	Objectives
		Compare experimental results to theoretical probabilities and make conjectures about the results.
		Explain possible sources of discrepancy between the theoretical and experimental probability of an event.
	Probability of Compound Events	
		Find probabilities of independent compound events using organized lists, tables, or tree diagrams.
		Find probabilities of dependent compound events using organized lists, tables, or tree diagrams.
	Combinations	
		Find possible outcomes.
		Solve or identify solutions to problems involving combinations.
	Inferences and Predictions	
		Make an inference about the whole population based on a sample by using proportional reasoning.
		Examine sample size and the effect on a prediction using the results of a simulation.
	Summarizing Data Sets with Statistics	
		Find the mean, median, range, and interquartile range of a data set.
		Compare two data sets with the same measure of center but different measures of spread.
	Box Plots	
		Interpret a box plot.
		Create a box plot to represent a set of data, given the summary statistics.
	Comparing Measures of Center and Variability	
		Analyze two numerical data distributions with similar variation by calculating and comparing the measures of center to the measure of variability.
		Compare the measures of center of two sets of data using a multiple of the measure of variability, expressed as a ratio.

LCAS Pre-Algebra - MA3119 B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Draw an informal comparative inference about two sets of data.
	Constructing Scatterplots	
		Create a scatterplot using a table of values.
		Analyze a scatterplot.
		Classify dependent and independent variables.
	Using Equations to Represent Trend Lines	
		Find and interpret the slope of a trend line.
		Create the linear equation of the trend line.
	Unit Test	
Square Roots and Right Triangles		
	Exploring the Pythagorean Theorem	
		Recognize perfect squares.
		Identify sets of Pythagorean triples.
		Apply the Pythagorean theorem using Pythagorean triples as the side lengths.
		Use Pythagorean triples to determine if a triangle is a right triangle.
	Estimating and Comparing Square Roots	
		Estimate square roots without using technology.
		Plot the estimated values of square roots on a number line.
		Make comparative statements involving square roots.
	Unknown Leg Lengths in Right Triangles	
		Given the length of one leg and the hypotenuse of a right triangle, use the Pythagorean theorem to find the length

LCAS Pre-Algebra - MA3119 B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		of the other leg.
		Approximate the length of a leg of a right triangle to solve real-world problems.
	Finding Distance in the Coordinate Plane	
		Apply the Pythagorean theorem to find the distance between two points on the coordinate plane.
		Generate and use the distance formula to find the distance between two points on the coordinate plane.
	Exploring Real Numbers	
		Classify numbers as rational or irrational numbers, and decimals as terminating or repeating.
		Express a repeating decimal with bar notation, and convert it to a fraction.
		Determine sums and products of rational and irrational numbers.
	Unit Test	
Two- and Three-Dimensional Geometry		
	Finding Area on a Coordinate Plane	
		Find lengths of sides for rectangles drawn in the coordinate plane.
		Calculate the area of a rectangle drawn in the coordinate plane.
	Area of Special Quadrilaterals	
		Find the area of special quadrilaterals.
		Solve real-world problems involving the area of special quadrilaterals.
	Constructing Triangles	
		Construct triangles from given parameters.
		Identify whether given parameters create a unique triangle, more than one triangle, or no triangle.
	Surface Area of Composite Figures	
		Calculate surface areas of composite figures.

LCAS Pre-Algebra - MA3119 B-CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
	Volume of Composite Figures	
		Calculate volumes of composite figures.
	Surface Area and Volume of Cylinders	
		Solve mathematical and real-world problems involving the volume and surface area of cylinders.
	Introduction to the Volume of a Cone	
		Recognize and identify parts of a cone.
		Connect the volume of a cone to the volume of a cylinder.
		Apply the formula to find the volume of a cone.
	Introduction to the Volume of a Sphere	
		Identify the parts of a sphere.
		Connect the volume of a sphere to the volume of a cylinder.
		Apply the formula to find the volume of a sphere.
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

LCAS Strategies for Academic Success - EL1087 CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
Taking Control of Your Learning Experience and Academic Success		
	Understanding Motivation	
		Compare different types of motivation
		Explain how motivation affects academics
	Evaluating My Study Habits	
		Define personal study habits
		Explore ways to create personal study routines
		Identify characteristics of appropriate study space
	Understanding My Learning Style	
		Define learning style
		Explore different types of learning styles and multiple intelligences
		Identify personal learning style
	Taking Proactive Steps to Succeed	
		Summarize importance of communication to academic success
		Identify organizational strategies for academic success
		Discuss the importance of attendance
	Setting Academic Goals	
		Define goal
		Identify types of academic goals
		Explain steps for set academic goals
	When to Seek a Tutor	

LCAS Strategies for Academic Success - EL1087 CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Identify reasons to seek tutor assistance
		Identify resources to locate tutor assistance
	Preparing for Online Learning	
		Identify technology skills needed for online classes
		Describe responsibility as it relates to online education
	Using the Internet Responsibly	
		Compare characteristics of safe and unsafe sites
		Locate school rules on visiting Websites, downloading information and using programs from the Internet
	Academic Integrity on the Internet	
		Understand the concept of academic integrity
		Contrast global knowledge and personal ideas
		Define cheating as it relates to online learning
	Unit Test	
Reading Techniques and Note Taking		
	Prereading Strategies	
		Define critical reading
		Explore prereading strategies for successful reading comprehension
	Reading for Content	
		Describe strategies for reading subject content
	Reading Difficult Material	
		Examine strategies to complete a difficult reading passage successfully
	Increase Your Reading Speed	

LCAS Strategies for Academic Success - EL1087 CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Examine reading techniques which increase speed of reading
		Assess reading speed
	Note Taking 101	
		Explain strategies for quality note taking
		Identify key points to include and exclude in notes
	Notes From a Lecture	
		Apply note taking skills to a lecture format
		Practice outlining to take quality notes
	Notes From a Text	
		Explain the steps for SQRW
		Apply outlining techniques to notes from a text
	Compare and Contrast Graphic Organizers	
		Describe purposes of compare and contrast organizers
		Demonstrate use of compare and contrast organizers
	Cause and Effect Graphic Organizers	
		Identify types of cause and effect organizers
		Describe purposes of cause and effect organizers
		Demonstrate use of cause and effect organizers
	Unit Test	
Memorization Techniques		
	Remembering Through Repetition	

LCAS Strategies for Academic Success - EL1087 CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Define repetition as a strategy for remembering information
		Describe the steps for using repetition
		Demonstrate the use of flashcards to memorize information
	Using Acronyms	
		Describe acronyms as a strategy for remembering information
		Describe the steps for using acronyms
		Demonstrate the use of acronyms to memorize information
	Rhyming and Keywords	
		Describe rhyming and using keywords as a strategy for remembering information
		Demonstrate the use of rhyming and using keywords to memorize information
	Visualization and Categorization	
		Describe visualization and categorization as a strategy for remembering information
		Describe the steps for using visualization and categorization
		Demonstrate the use of visualizing and categorizing to memorize information
	Unit Test	
5 Steps to Test Preparation		
	Step 1 - Determine What to Study	
		Explore study preparation strategies
		Define and create a study activity checklist
	Step 2 - Organize Notes	
		Describe procedures for organizing notes

LCAS Strategies for Academic Success - EL1087 CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Create a graphic organizer to synthesize notes
	Step 3 - Compile Study Materials	
		Identify materials for efficient studying
		Practice creating potential questions for tests
	Step 4 - Apply Memorization Techniques	
		Select from applicable memorization techniques to use in test preparation
	Step 5 - The Day of the Test	
		Identify test preparation strategies and their importance on test day
		Identify strategies to overcome test anxiety
	Unit Test	
Test Taking Strategies		
	Testing Tactics	
		Explore test taking strategies that apply to all types of tests
	Best Answer Tests	
		Examine characteristics of best answer tests
		Apply best answer test taking strategies to correctly answer questions
	Response Tests	
		Examine characteristics of response type questions
		Apply response test taking strategies to correctly answer questions
	Open Book Tests	
		Examine the characteristics of open book tests

Unit	Lesson	Objectives
		Describe open book test taking strategies
	Preparing for Essay Tests	
		Explore essay test pre-planning strategies
	Answering Essay Questions	
		Explore strategies for successful essay writing
	Unit Test	
Using References to Write Quality Papers		
	Major Types of Reference Sources	
		Identify the five major types of reference sources
		Explain the differences between reference source formats
	Using a Dictionary	
		Discuss the purpose of a dictionary
		Identify the types of information found on a page in the dictionary
	Using a Thesaurus	
		Understand the purpose of a thesaurus
		Utilize a thesaurus to increase the quality of written work
	Selecting Sources	
		Define source
		List characteristics of credible text and Internet sources
		Create a bibliography citation
	Developing Your Topic	
		Evaluate topic ideas for clarity and appropriateness

LCAS Strategies for Academic Success - EL1087 CR		Scope and Sequence
Unit	**Lesson**	**Objectives**
		Initiate efficient research processes based on a chosen topic
	Writing Quality Papers	
		Describe writing elements of high quality papers
		Analyze sample paper for possible improvements
	Giving Quality Presentations	
		Describe elements of strong speaking skills
		Describe ways to use visual aids in quality presentations
	Using Rubrics	
		Define rubric
		Explain importance of following rubrics
	Unit Test	
Cumulative Exam		
	Cumulative Exam Review	
	Cumulative Exam	

CABRILLO UNIFIED SCHOOL DISTRICT

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INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent, Human Resources & Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Certificated Personnel Report

BACKGROUND INFORMATION

1. **CHANGE IN ASSIGNMENT**

Brianna (Paige) Richards, Interim Elementary Principal, Hatch Elementary School, formerly Assistant Elementary Principal, Hatch School, effective January 6, 2025

Brooke O'Brien, Interim Lead Teacher, Hatch Elementary School, formerly Teacher on Special Assignment, Hatch Elementary School, effective January 6, 2025

2. **RESIGNATION**

Kayla Picard-Martinez, TK Teacher, Hatch Elementary School, effective January 10, 2025

FISCAL ANALYSIS

The financial impact is included in the budget.

RECOMMENDATION

Staff recommends approval of the January 23, 2025, Certificated Personnel Report as submitted.

Prepared by: *Jackie Sullivan*

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MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent, Human Resources & Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Classified Personnel Report

BACKGROUND INFORMATION

1. OFFER OF EMPLOYMENT

Cristian Chavez Jimenez, Custodian II, Cunha School, effective December 16, 2024

Jonathan Ortiz Torres, Custodian II, Half Moon Bay High School, effective January 3, 2025

Joceline Perez Guevara, Paraprofessional, El Granada School, effective January 7, 2025

2. RESIGNATION

Carlos Vaz, Custodian II, Half Moon Bay High School, effective December 10, 2024

Cristian Chavez Jimenez, Custodian II, Cunha School, effective December 17, 2024

Tatiana Marabel, Student Data Systems Coordinator, effective January 2, 2025

3. RETIREMENT

Elizabeth Cosgrave, Paraprofessional SPED II, Cunha School, effective January 21, 2025

FISCAL ANALYSIS

The financial impact is included in the budget.

RECOMMENDATION

Staff recommends approval of the January 23, 2025, Classified Personnel Report as submitted.

Prepared by: *Jackie Sullivan*

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MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent, Human Resources & Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Pupil Personnel Credential Waiver, Half Moon Bay High School

BACKGROUND INFORMATION

Following the resignation of a Half Moon Bay High School (HMBHS) counselor in summer 2024, the District conducted extensive recruitment efforts to fill the position with a fully credentialed candidate. When these efforts were unsuccessful, the HMBHS administrative team selected a candidate who is currently enrolled in a California Commission on Teacher Credentialing approved program. To formalize this appointment as High School Counselor, a waiver from the California Commission on Teacher Credentialing is required. Since joining HMBHS in August 2024, the candidate has demonstrated exemplary performance. Both the candidate and the HMBHS administrative team plan for her continued employment through the 2025-26 school year and beyond."

FISCAL ANALYSIS

There is no financial impact to the budget.

RECOMMENDATION

Staff recommend the Governing Board of Cabrillo Unified School District approve the credential waiver as submitted.

Prepared by: *Bianca Forrester*

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INTERIM SUPERINTENDENT
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MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent, Human Resources & Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Certificated and Classified Seniority Lists

BACKGROUND INFORMATION

On December 3, 2024, the Human Resources department notified all certificated and classified staff of their right to review updated seniority lists and report any discrepancies between District and personal records. Following District practices, complete Classified and Certificated Seniority lists were made available at all school sites and program offices. Additionally, using the Informed K12 system, Human Resources staff emailed each staff member their position-specific (classified or certificated) seniority list along with the notification memo.

FISCAL ANALYSIS

There is no financial impact.

RECOMMENDATION

Staff recommends approval of seniority lists as submitted.

Prepared by: *Bianca Forrester*

1st Date of Paid Probationary Service		Employee	FTE	Status	Credentials Held	Site	2024-2025 Leave FTE	YRS of SVC Through June 2024
09/01/1988		Cox, Tom	1.00	Permanent	Single Subject Social Science, Certificate of Completion of Staff Development	C		36
08/30/1993		Wall, Kathleen	1.00	Permanent	Multiple Subject, Single Subject History, Social Science, CLAD	H		31
09/10/1993		Halucka-Shue, Pauline	1.00	Permanent	Multiple Subject, CLAD	EG		31
08/28/1995		Dehnad, Yajaira	1.00	Permanent	Multiple Subject,Bilingual, Crosscultural, Language and Academic Development Certificate	H		29
08/28/1995		Longaker, Lisa	1.00	Permanent	Single Subject Community/Family Health, Intro to Health Science, Home Economics, Multiple Subject, Admin Services Cert of Eligibility, CLAD	HS		29
08/26/1996	*	Ryckebusch, Anne	1.00	Permanent	Single Subject French/Spanish, Multiple Subject, BCLAD	HS		28
08/25/1997		Aguilar, Silvio	1.00	Permanent	Single Subject P.E., CLAD	Multi Site		27
08/25/1997		Hughes, Dudley	1.00	Permanent	Single Subject Social Science, CLAD	PHS		27
08/25/1997		Rippberger, Mathew	1.00	Permanent	Single Subject Social Science w/CLAD	C		27
08/25/1997		Robinson, Nicole	1.00	Permanent	Multiple Subject, ELA	EG		27
08/25/1997	*	Veloso, Misty	1.00	Permanent	Multiple Subject, ELA	H		27
08/31/1998		Carey, John	1.00	Permanent	Single Subject English, ELA	HS		26
08/25/1999		Riordan, Sean	1.00	Permanent	Single Subject Art, CLAD	HS		25
08/25/1999		Smith, Tatiana	1.00	Permanent	Multiple Subject w/BCLAD Spanish Authorization	EG		25
08/23/2000		Boysen, Andrew	1.00	Permanent	Single Subject English, CLAD	HS		24
	* **Tacked (When a teacher is in temporary status for more than one year and then is reclassified to probationary status, the law states that the temporary teacher shall have one year of temporary service "tacked on" to the new probationary status)**							
08/23/2000	*	Portello-Swagel, Maria	1.00	Permanent	Single Subject Music, CLAD	Multi Site		24
08/23/2000	*	Tower, Deanna	1.00	Permanent	Prelim Administrative Services, Single Subject English, suppl Intro Math, with CLAD emphasis	HS		24
09/01/2000	*	Lunstroth, Claudia	1.00	Permanent	Single Subject English, CLAD	HS		24
08/22/2001	*	Barnes, James	1.00	Permanent	Administrative Services, Single Subject Social Sciences, CLAD	DO		23
08/22/2001		Denault, Eric	1.00	Permanent	Multiple Subject, ELA	FV		23
08/22/2001		Farnsworth, Paul	1.00	Permanent	Multiple Subject, Supplemental P. E., Ed Specialist Mild/Mod, ELA	HS		23
08/22/2001		Paar, Kelly	1.00	Permanent	Multiple Subject, ELA	FV		23
08/22/2001	*	Yeakley, Christina	1.00	Permanent	Single Subject Social Science/PE/English, ELA	HS		23
08/27/2002		Bruno, Maria Angelica	1.00	Permanent	Multiple Subject, ELA	EG		22
08/27/2002	*	Holden, Keith	1.00	Permanent	Level II Education Specialist Instruction: Mild/Moderate Disabilities, CLAD	HS		22
08/27/2002	*	Silveria, Debbie	1.00	Permanent	Multiple Subject, Admin Svcs Cert of Eligibility, CLAD	KM		22
08/29/2002		Hoskins, Andrew	1.00	Permanent	Single Subject Social Science, CLAD	HS		22
08/19/2003		O'Connor-Brown, Erin	1.00	Permanent	Multiple Subject, Single Subject Social Sciences w/BCLAD Spanish Authorization	EG		21
08/19/2003		Walsh, Stacey	1.00	Permanent	Multiple Subject, ELA	EG		21
08/24/2004		Garcia Clavero, Diana	1.00	Permanent	Multiple Subject w/BCLAD Spanish Authorization	H		20
08/24/2004		Olson, Patrick	1.00	Permanent	Single Subject Social Science, Prelim CTE credential, ELA	HS		20

08/24/2005	*	Angeles-Hagarty, Annette	1.00	Permanent	Multiple Subject, CLAD	EG		19
08/24/2005		Bechar, Rajan	1.00	Permanent	Single Subject Foundational Math (SB2042),Administrative Services credential, ELA	C		19
08/24/2005		Games, Patrick	1.00	Permanent	Single Subject Spanish, ELA	HS		19
08/24/2005		Lynes, Rosabelle	1.00	Permanent	Single Subject English/Health Science/Physical Education, ELA	C		19
08/24/2005		McCartney, Shawna	1.00	Permanent	Single Subject English, Admin Services Cert of Eligibility, ELA	C		19
08/24/2005		Murray, Kurt	1.00	Permanent	Single Subject Life Science, Multiple Subject, ELA	C		19
08/24/2005	*	Scarpaci, Jennifer	1.00	Permanent	Multiple Subject, Suppl Auth: English, CLAD	FV		19
08/24/2005	*	Treanor, Amy	1.00	Permanent	Single Subject Math, CLAD	HS		19
08/23/2006		DeMartini, Kerra	1.00	Permanent	Level I1 Education Specialist: Mild/Moderate, ELA	HS	0.20	18
08/23/2006		Lynes, Michael	1.00	Permanent	Education Specialist Instruction Mild/Moderate	C		18
08/23/2006	*	Murray, Shannon	0.80	Permanent	Multiple Subject, Reading Certificate, CLAD	H		18
08/23/2006		Papp, David	1.00	Permanent	Single Subject Social Science, CLAD	C		18
08/23/2006	*	Wolk, RuthAnne	1.00	Permanent	Single Subject Math/Psychology/Sociology, CLAD	C		18
08/22/2007		De Mers, Carrye	1.00	Permanent	Single Subject English w/R159 (CLAD)	C		17
08/22/2007		Higaki, Nicole	1.00	Permanent	Multiple Subject, ELA	C		17
08/20/2008	*	Lugo, Timothy	1.00	Permanent	Single Subject Social Science, ELA	C		16
08/20/2008		Rippberger, Mayumi (Kathy)	1.00	Permanent	Multiple Subject, Supplemental Auth. Japanese, ELA	FV		16
08/20/2008		Springer, Maile	1.00	Permanent	Multiple Subject, Computer Science Authorization, ELA	KM		16
08/20/2008		Stalder-Mills, Heidi	1.00	Permanent	Multiple Subject, Reading Certificate, ELA	EG		16
08/19/2009		Jones, David	1.00	Permanent	Single Subject Math, ELA	HS		15
09/22/2009		Benson, Marianne	1.00	Permanent	Multiple Subject, CLAD	H		15
02/01/2010		Centoni, Joseph	1.00	Permanent	Single Subject Science: Biological Science: ELA	HS		14
08/23/2010		Brown, Andrew	1.00	Permanent	Single Subject Chemistry/Geoscience/Geography, ELA	HS		14
08/23/2010		Handelman, Kathleen	1.00	Permanent	Ed Specialist Mod/Severe,Level I Education Specialist Early Childhood Spec Ed, Multiple Subject Credential, Supplemental: English, ELA	H		14
04/26/2012		Dobie, Christine	1.00	Permanent	Specialist Instruction in Special Education, Standard Early Childhood Education, Resource Specialist Added Authorization, CLAD	H		12
08/22/2012		Anderson, Brian	1.00	Permanent	Single Subject Physical Education, ELA	HS		12
08/22/2012	*	Krein, Erica	1.00	Permanent	Multiple Subject, ELA	EG		12
08/21/2013		Au, Yulanda	1.00	Permanent	Single Subject English, Sociology, ELA	C		11
08/21/2013		Hall, Sherri	1.00	Permanent	Multiple Subject, ELA	FV		11
08/21/2013	*	Monica, Peter	1.00	Permanent	Ed Specialist Mild/Mod, Single Subject Social Sciences, ELA	C		11
09/04/2013		Angst, Diane	1.00	Permanent	Single Subject English, ELA, CLAD	C		11
8/20/2014		Bendana, Lizeth	1.00	Permanent	Single Subject Foundational Level Science, Multiple Subject, ELA	PHS		10
8/20/2014		Calhoun, Avis	1.00	Permanent	Multiple Subject, ELA	EG		10
8/20/2014		Jeffs, Rebecca	1.00	Permanent	Multiple Subject,ELA	FV		10
8/20/2014		Lee, Janice	1.00	Permanent	Pupil Personnel Services (School Counseling)	C		10
8/20/2014		Van Wyngaarden, Richard	1.00	Permanent	Single Subject Social Sciences, ELA	HS		10
9/22/2014		Westwood, Graeme	1.00	Permanent	Single Subject English, ELA	HS		10

12/1/2014		Morford, Lisa	1.00	Permanent	Ed Specialist Mod/Severe, ELA	HS		9
1/5/2015		Felts, Bryan	1.00	Permanent	Multiple Subject, ELA	Multi Site		9
8/17/2015		Anderson, Walter	1.00	Permanent	Single Subject Music, ELA	HS		9
8/17/2015		Fulwiler, Celeste	1.00	Permanent	Multiple Subject, ELA	H		9
8/17/2015		Gray, Kenneth	1.00	Permanent	Ed Specialist Mod/Severe, CLAD	HS		9
8/17/2015		Hart, Sebastian	1.00	Permanent	Single Subject Social Science, ELA	HS		9
8/17/2015		Maggiora, Andrew	1.00	Permanent	Single Subject Social Science, ELA	HS		9
8/19/2015		Lindberg, Kaia	0.50	Permanent	Clear Multiple Subject, ELA	FV		9
8/17/2016		Hooker, Brittany	1.00	Permanent	Multiple Subject, Single Subject Art, ELA	EG		8
8/17/2016		McVicker, Amy	1.00	Permanent	Single Subject Spanish, Intro English, English Comp, Literature, ELA	FV		8
8/17/2016		Roth, Brendan	0.80	Permanent	Single Subject Social Sciences, ELA	HS	0.20	8
10/19/2016		Taylor, Dustin	1.00	Permanent	Single Subject Physical Education, ELA	HS		8
1/30/2017		Sanchez, Celia	1.00	Permanent	Single Subject English, Multiple Subject, CLAD, Bilingual Spanish Authorization	H		7
08/16/2017		Andersen, Nina	0.80	Permanent	Single Subject Art/PE, Clear CTE Arts/Media/Entertainment, CLAD	HS		7
8/16/2017		Barragan, Michael	1.00	Permanent	Ed Specialist Mild/Mod, ELA	HS		7
8/16/2017		Gould, Claire	1.00	Permanent	Single Subject Art, ELA	HS		7
8/16/2017		Yerby, Traci	1.00	Permanent	Single Subject Biological Sciences (Specialized), ELA	HS	0.20	7
8/17/2017		Ogarrio Silva, Jesus	1.00	Permanent	Clear Single Subject English,Clear Multiple Subject, CLAD	H		7
8/17/2017		Work, Angela	1.00	Permanent	Multiple Subject, ELA	EG		7
9/6/2017		Reiss, Martina	0.80	Permanent	Level I Ed Specialist Mild/Mod, Clear Single Subject Art, ELA	Multi Site		7
11/1/2017		Ciccarelli-Vana, Susan	1.00	Permanent	Prelim School Nurse Services	DO		7
1/8/2018		Clinton, Jeffery	1.00	Permanent	Ed Specialitst Mild/Mod, Admin Services, ELA	C		6
08/15/2018		Butterfoss, Laura	1.00	Permanent	Ed Specialitst Mild/Mod, Admin Services Cert of Eligibility, ELA	C		6
8/15/2018		Schauer, Molly	1.00	Permanent	Single Subject English, ELA	PHS		6
8/15/2018		Simrock, Rosalie	1.00	Permanent	Multiple Subject, Specialist/Bilingual Spanish Authorization	EG		6
8/12/2019		Baker, Christina	0.80	Permanent	Single Subject Foundational Math, ELA	HS		5
8/12/2019		Berkowitz, Katherine	1.00	Permanent	Multiple Subject, ELA	KM		5
8/12/2019		Bigelow, Laurel	1.00	Permanent	Multiple Subject, Single Subject Social Sciences/English, ELA	EG		5
8/12/2019		Janzen, Theresa	0.80	Permanent	Single Subject English, CLAD	HS		5
08/12/2019		Moran-Ramirez, Marlena	1.00	Permanent	Multiple Subject, Child Development Program Director Permit,	H		5
8/10/2020		Bunkin, Sarah	0.80	Permanent	Single Subject Social Sciences, ELA	HS		4
8/10/2020		Monestie, Pamela	1.00	Permanent	Multiple Subject, ELA	H	1 yr	4
08/10/2020		Galvin, Thomas	1.00	Permanent	Single Subject Social Sciences/Multiple Subject, ELA	HS		4
08/10/2020		DeJesus, Brenda	1.00	Permanent	Prelim Multiple Subject, BCLAD	H		4
8/9/2021		Badet, David	1.00	Permanent	Clear Single Subject Mathematics, ELA	HS		3
8/9/2021		Ballard, Mary	1.00	Permanent	Prelim Multiple Subject, ELA (pending)	EG		3

8/9/2021		Bracamontes, Janelle	1.00	Permanent	Prelim Single Subject Art, ELA	HS		3
8/9/2021		Damon, Kennan	1.00	Permanent	Ed Specialist Mild/Mod, Autism, ELA	HS		3
8/9/2021		Manning, Rose	1.00	Permanent	Clear Single Subject Mathematics	C		3
8/9/2021		Myers, Sonia	1.00	Permanent	Prelim Multiple Subject, ELA	HS		3
8/9/2021		Walera, Katherine	1.00	Permanent	Prelim Single Subject Biology/Geosciences, ELA	HS		3
8/9/2021		Williamson, Lauren	1.00	Permanent	Prelim Multiple Subject	EG		3
8/16/2021		Borowski, Matthew	1.00	Permanent	Single Subject English, ELA	HS		3
9/15/2021		Ron, Juliana	1.00	Permanent	Single Subject Geosciences, ELA	C		3
2/28/2022		Castro, Meagan	1.00	Permanent	Education Specialist Mild/Moderate, Autism English Language Authorization	EG		2
3/18/2022		Ellis-Wallach, Rebecca	1.00	Permanent	Multiple Subject Credential, English Language Authorization	H		2
8/8/2022		McHugh, Robert	1.00	Permanent	Preliminary Single Subject Foundational Mathematics , ELA	HS		2
8/8/2022		Wecksler, Candice	0.50	Permanent	Education Specialist Mild/Moderate, Autism added authorization, ELA	FV		2
8/8/2022		Gopinath, Latha	1.00	Permanent	Preliminary Single Subject Math credential, English Language Authorization	HS		2
8/8/2022		Hanson, Hana Lani	1.00	Permanent	Clear Single Subject Agriculture, Clear Specialist Instruction credential (Agriculture), ELA exp. 01/01/2027	HS		2
8/8/2022		O'Brien, Brooke	1.00	Permanent	Multiple Subject credential , ELA exp.	H		2
8/8/2022		Owen, Casey	1.00	Permanent	Single Subject Biological Science , ELA	C		2
8/8/2022		Nieman, John	1.00	Permanent	Pupil Personnel Services credential	HS		2
8/8/2022		Jue, Justin	1.00	Permanent	Prelim Single Subject Physical Education	C		2
8/8/2022		Elsbree, Hope	1.00	Permanent	Preliminary Chemistry/Earth Sciences/Social Sciences credential, ELA	HS		2
8/8/2022		Bravo, Andrea	1.00	Permanent	Pupil Personnel Services (School Counseling)	C		2
8/8/2022		Bickford, Andrew	1.00	Permanent	Preliminary Single Subject Physical Education/Social Studies, ELA	C		2
8/8/2022		Moreno Garcia, Silvia	1.00	Permanent	Multiple Subject credential , ELA	H		2
8/26/2022		Daines, Matthew	1.00	Permanent	Clear Multiple Subject credential, ELA	H		2
8/8/2022		Patino, Vicente	1.00	Prob 2	Clear Single Subject Math, Physics	HS		1
8/14/2023		Baker, Emily	1.00	Prob 2	Single Subject Spanish, ELA	HS		1
8/14/2023		Gonzalez Fernandez, Nerea	1.00	Prob 2	Prelim Multiple Subject, ELA	H		1
8/14/2023		Hirst, Hope	1.00	Prob 2	Single Subject English, ELA	HS		1
8/14/2023		Moreno, Hector	1.00	Prob 2	Single Subject Math, Math	HS		1
8/14/2023		Mulligan, Rebecca	1.00	Prob 2	Single Subject English, ELA	HS		1
8/14/2023		Ramos-Vernon, Shamayah	1.00	Prob 2	Ed Specialist Mild/Moderate, ELA	C		1
8/14/2023		Villegas Huerta, Maritza	1.00	Prob 2	Single Subject Math, ELA	HS		1
8/14/2023		Sage, Rachael	1.00	Prob 2	Multiple Subject credential, ELA	Multi Site		1
8/14/2023		Sotoca Sotoca, Irene	1.00	Prob 2	Prelim Multiple Subject, ELA	H		1
9/1/2023		Jantunen, Olivia	1.00	Prob 2	Prelim Multiple Subject, ELA	H		1
1/4/2024		Waechtler, Melanie	1.00	Prob 2	Prelim Multiple Subject	E		1

11/16/2023		Luengo Redondo, Francisco	1.00	Prob 2	Prelim Multiple Subject	H		1
8/12/2024		Wilson, Sheryl	1.00	Prob 1	Multiple Subject	E		0
8/12/2024		Tighe, Hillary	1.00	Prob 1	Prelim Multiple Subject	H		0
8/26/2024		Griffiths, Robert	0.50	Prob 1	Single Subject, Social Science	E		0
8/12/2024		McGibbon, Debra	1.00	Prob 1	Multiple Subject	FV		0
8/12/2024		Palma-Vasquez, Ignacio	1.00	Prob 1	Prelim Single Subject	HS		0
8/12/2024		Fernandez Gonzalez, Estefania	1.00	Prob 1	Multiple Subject	H		0
8/12/2024		McGee, Michaela	1.00	Prob 1	Prelim Multiple Subject, Ed Specialist	E		0
8/12/2024		Snyder III, William	1.00	Prob 1	Career Technical Education	C		0
8/12/2024		Sorensen, Alison	1.00	Prob 1	Single Subject	E		
8/12/2024		Buslon, Vanessa June	1.00	Prob 1	Prelim Ed Specialist Mild-Moderate	E		0
8/12/2024		Michelotti, Allie	1.00	Prob 1	Prelim Single Subject	HS		0
8/12/2024		Quirk, Devon	1.00	Prob 1	Pupil Personnel Services credential, Single Subject Teaching	HS		
10/1/2024		Newstein, Sara	1.00	Prob 1	Multiple Subject, Single Subject French	H		0
10/15/2024		Cox, Carrie	1.00	Prob 1	Single Subject, English, German, CLAD	H		0

PROBATIONARY 0 (INTERNSHIP CREDENTIAL)

8/12/2024		Benoit, Christopher	1.00	Prob 0	Intern Single Subject, Pending	C		0
8/12/2024		Picard-Martinez, Kayla	1.00	Prob 0	STSP	H		0
8/12/2024		White (Plock), Stacy	1.00	Prob 0	Intern Single Subject	HS		0
8/12/2024		Heaslet, Tyler	1.00	Prob 0	Intern Ed Specialist	HS		0
8/12/2024		Buide Lopez, Paula	1.00	Prob 0	Preliminary Multiple Subject	H		0
8/12/2024		Maestu Gallego, Juan	1.00	Prob 0	Preliminary Multiple Subject	H		0
9/20/2024		Canals Roig, Mireia	1.00	Prob 0	Preliminary Multiple Subject	C		0
10/2/2024		Perez Jambrina, Maria Jose	1.00	Prob 0	Preliminary Multiple Subject	H		0

2024-25 CLASSIFIED SENIORITY LIST

ACCOUNTS TECH I

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
MARSH, JENNIFER*	5	04/24/2006	04/24/2006
PAOLI, DIANE*	6	01/06/2014	02/11/2004

ACCOUNTS TECH II

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
MARSH, JENNIFER*	8	07/01/2011	04/24/2006
PAOLI, DIANE	8	01/01/2016	02/11/2004
LYNNE, HOLLY*	8	08/10/2020	07/01/2006
ALVAREZ, ESTEFANIA*	8	12/07/2020	10/27/2014
MARTINEZ-GOMEZ, ANA	8	07/15/2024	07/15/2024

ADMINISTRATIVE ASSISTANT I (formerly School Secretary Elementary)

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
PERRICK, PATRICIA*	8	05/01/2006	05/01/2006
INFANZON, JOSEFINA*	8	01/02/2012	09/03/2002
MYERS, SANDRA	8	01/02/2012	11/28/1994
SCHMUTZ, LESLI	8	08/23/2016	08/23/2016
AREVALOS, NANCY	8	11/01/2019	12/01/2016
CARRILLO, NATALI	8	12/08/2022	12/08/2022

ADMINISTRATIVE ASSISTANT II (formerly School Secretary Intermediate)

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
PENDERGAST, SUZANNE*	8	11/20/2017	8/21/2017
PERRICK, PATRICIA	8	10/01/2019	05/01/2006

ADMINISTRATIVE ASSISTANT III (formerly School Secretary High School)

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE

SULLIVAN, JACKIE*	8	11/05/1996	11/05/1996
NAVARRO, LUZ*	8	03/02/2019	12/01/2014
PENDERGAST, SUZANNE*	8	07/01/2019	8/21/2017
CARRILLO, MAGDAELENA*	6	10/31/2022	08/13/2021
PEREZ, ERICK	8	07/29/2024	07/29/2024

ADMINISTRATIVE ASSISTANT IV

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
ACOSTA, ROSIBEL*	8	07/01/2012	04/14/2008
INFANZON, JOSEFINA*	8	10/10/2016	09/03/2002
JERONIMO, VANESSA	8	11/01/2017	04/20/2015
SULLIVAN, JACKIE*	8	03/01/2019	11/05/1996
CASTRO, CENDI	8	10/01/2022	09/11/2015
PENDERGAST, SUZANNE	8	10/01/2022	8/21/2017
ACOSTA VIRGEN, VERONICA	8	04/11/2023	04/11/2023

ADMINISTRATIVE ASSISTANT V

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
ACOSTA, ROSIBEL*	8	10/14/2016	04/14/2008
INFANZON, JOSEFINA	8	10/14/2016	09/03/2002
SULLIVAN, JACKIE	8	07/02/2019	11/05/1996
LYNNE, HOLLY	8	10/05/2020	07/01/2006

ADMINISTRATIVE ASSISTANT MIGRANT

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
GUTIERREZ-GAYTAN, CESILIA	8	02/28/2022	02/28/2022

ASB ACCOUNT TECHNICIAN (FORMERLY ACCOUNT ASSISTANT)

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
PAOLI, DIANE*	8	10/09/2006	02/11/2004
ACOSTA, YADIRA	8	01/07/2014	11/23/2010

BEHAVIOR AIDE

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
WHALEN, MICHELLE	6.5	12/17/2018	11/29/2018
SHAFIQ, SARA	6.5	08/26/2021	08/26/2021
GORTNER, CHRISTINA	6.5	08/11/2022	02/05/2018
GALLE, NICOLE	6.5	09/23/2024	10/17/2022

BUS DRIVER

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
VARGAS, CAROLINA	6	08/22/2008	03/27/2000
WAGERMAN, RANDY*	8	09/12/2018	09/12/2018
VANA, THOMAS	6	04/21/2023	04/21/2023

CAMPUS SECURITY ASSISTANT

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
STEPHENS, MICHELLE*	7	07/01/2006	08/20/2018
VARGAS, CAROLINA*	6	03/27/2000	03/27/2000
TRACY-PERRAULT, HEIDI	8	07/01/2006	04/18/2001
O'DONNELL, JANET*	3	11/18/2015	11/18/2015
CARY, BRENDAN	8	10/29/2018	10/29/2018
VIDRIO, JULIO*	5	08/22/2016	08/22/2016
PENDERGAST, JAMES	8	10/14/2015	10/14/2015
VALENCIA, JONATHAN	8	02/28/2022	04/12/2021
CRAVEN, JASON	8	03/20/2023	03/20/2023
JUAREZ-VALENCIA, LESLY	8	10/04/2023	04/10/2023

CLERICAL ASSISTANT I

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
ACOSTA, YADIRA*	4	08/26/2013	11/23/2010
NAVARRO, LUZ	6.6	12/01/2014	12/01/2014
CASTRO, CENDI*	4	09/11/2015	09/11/2015

CLERICAL ASSISTANT II

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
MYERS, SANDRA*	3	11/28/1994	11/28/1994

COSGRAVE, ELIZABETH*	6	12/8/2014	12/8/2014
BOEWER, ANDREA*	8	3/11/2015	8/26/2013
NAVARRO, LUZ	6.6	8/17/2015	12/1/2014
SMITH, JILL*	8	2/22/2016	2/22/2016
CASTRO, CENDI*	8	11/14/2016	9/11/2015
CORONA, GRISELDA*	8	1/10/2018	8/28/2017
POLITO-THOMAS, INDIALYN	7	8/1/2018	2/26/2018
WOODBRIDGE, CHRISTINE	8	9/3/2019	9/3/2019
FLORES, JULIE	6	8/14/2023	8/14/2023

CLERICAL ASSISTANT III

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
JERONIMO, VANESSA*	8	4/20/2015	11/7/2007
CASTRO, CENDI*	8	4/1/2018	9/11/2015
VALENCIA-BESERRA, FABIOLA	8	3/1/2022	3/1/2022

CUSTODIAN I

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
RODRIGUES, AUSTIN	1.5	08/31/2018	12/01/2016

CUSTODIAN II

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
BARBOSA, CARLOS*	8	06/24/1996	06/24/1996
RAMIREZ, OSCAR*	8	09/12/1997	09/12/1997
ACOSTA-MATA, JOSE*	8	01/05/1998	01/05/1998
DONOVAN, TRAVIS	8	05/30/2001	05/30/2001
HARO, NARCISO*	8	10/05/2001	10/05/2001
PRECIADO, JOSE*	8	03/01/2002	03/01/2002
RICO, JAIME*	8	03/04/2004	03/04/2004
ACOSTA, SILVESTRE*	8	04/03/2006	04/03/2006
CIFUNETES, REGINO	4	03/09/2009	03/09/2009
CASTRO, MIGUEL	8	08/12/2014	08/12/2014
MATA, FRANCISCO*	8	08/22/2014	08/22/2014
VAZ, CARLOS	8	03/11/2015	03/11/2015

MODENA, SHANE*	8	03/28/2017	03/28/2017
ARELLANO, ALFONSO*	8	12/14/2017	12/14/2017
CIFUENTES, YELWINDS*	8	05/13/2019	05/13/2019
RAMIREZ, DAVID	8	12/01/2021	12/01/2021
DIAZ, FLORENTINO*	8	03/21/2022	03/21/2022
VALDEZ JIMENEZ, OSCAR	8	08/15/2022	08/15/2022
RANGEL CASTRO, MONICA	8	08/26/2022	08/26/2022
RAMIREZ, RAMON	8	12/05/2022	12/05/2022
ARELLANO, MIGUEL	8	02/13/2023	02/13/2023

DISTRICT COMPUTER TECHNICIAN

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
LYNNE, STIG*	8	08/19/2009	08/19/2009
ANTONIO, ERIC*	8	08/12/2013	08/12/2013
CARY, NICHOLAS	8	11/29/2021	11/29/2021
ALMEDA, MICHAEL	8	08/21/2023	08/21/2023

DISTRICT LEAD COMPUTER TECHNICIAN

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
LYNNE, STIG*	8	06/21/2013	08/19/2009

EARLY CHILDHOOD EDUCATION ASSISTANT

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
KATOUT, CHRISTINE*	6	08/08/2022	08/08/2022

EARLY CHILDHOOD EDUCATION ASSOCIATE

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
RAMIREZ OROZCO, KARINA*	8	08/01/2022	01/14/2020
VARELA GOMEZ, MA	8	08/08/2022	04/19/2021
MULDERICK, HALEY	8	10/31/2022	08/27/2018

EXPANDED LEARNING PROFESSIONAL

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
SHICK, LISA	4	08/11/2022	12/08/2017

RUIZ, LAURA	8	08/11/2022	08/11/2022
PAREDES AGUAYO, ALONDRA	8	08/11/2022	08/11/2022
VALLE, MARIA	5	08/11/2022	08/11/2022
MARQUEZ GONZALEZ, BERTA	8	08/16/2022	08/16/2022
SOLTERO, ELVIA	5	10/02/2023	10/02/2023

FAMILY SERVICES SPECIALIST

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
CARRILLO, MAGDAELENA*	8	03/26/2021	03/26/2021
FLORES-CARRASCO, NORA	6	10/04/2022	10/04/2022
PENALOZA, DULCE	4.6	01/17/2023	01/17/2023
RAMOS CARLONI, JEANNETTE	3	08/17/2023	08/30/2016

FOOD SERVICE ACCOUNTING TECHNICIAN

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
MODENA, STEPHANIE*	8	09/14/2020	09/08/2015

FOOD SERVICE ASSISTANT I

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
JUAREZ, ADRIANA*	4	03/06/2003	03/06/2003
GALVAN, MARGIE*	3.5	02/07/2005	02/07/2005
RAMOS CARLONI, JEANNETTE*	1.33	08/30/2016	08/30/2016
ACEVEDO-COVARRUVIAS, ELISABETH*	3.5	08/20/2018	08/20/2018
RODRIGUES, AUSTIN	4	02/01/2019	02/01/2019

FOOD SERVICE ASSISTANT II

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
PAOLI, DIANE*	8	09/08/2015	02/11/2004
JUAREZ, ADRIANA*	6.5	05/01/2007	03/06/2003
RODRIGUES, KAREN	6.5	08/25/2008	08/25/2008
GALVAN, MARGIE	6	11/18/2011	02/07/2005
MODENA, STEPHANIE*	8	09/08/2015	09/08/2015
ACEVEDO COVARRUBIAS, ELISABETH	6	08/20/2018	08/20/2018

VALENCIA, JONATHAN*	8	08/12/2021	08/12/2021
JUAREZ, MARIELA	4	09/21/2021	09/21/2021
GARCIA, TERESA	6	02/28/2022	02/28/2022
JUAREZ-VALENCIA, YAJAIRA	5.8	02/08/2024	02/08/2024

FOOD SERVICE ASSISTANT III

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
JUAREZ, ADRIANA	6.5	11/18/2011	03/06/2003

FOOD SERVICE DELIVERY DRIVER

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
MODENA, STEPHANIE*	8	09/04/2018	09/11/2015

GROUNDS MAINTENANCE WORKER

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
RICO, JAIME*	8	02/05/2013	03/04/2004
PRECIADO, JOSE	8	04/16/2013	03/01/2002
ACOSTA, ROGER	8	09/26/2016	09/26/2016
RUIZ SERRANO GILBERTO	8	09/30/2024	09/30/2024

HEALTH AIDE

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
WAGNER, LORI*	6.5	10/15/2014	07/01/2006
ALVAREZ, ESTEFANIA*	6.5	10/27/2014	10/27/2014
DARROW, KIM*	6.5	09/19/2016	09/19/2016
STRECKER, THERESA*	6	02/01/2018	12/09/2014
RODRIGUEZ RUIZ, ELIANA*	8	08/13/2020	08/13/2020
CORTES, YOLANDA*	6.5	09/20/2020	08/21/2017

HEALTH TECHNICIAN

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
WAGNER, LORI	6.5	02/01/2021	07/01/2006
STRECKER, THERESA	8	02/01/2021	12/09/2014

CORTES, YOLANDA	6.5	02/01/2021	08/21/2017
RODRIGUEZ RUIZ, ELIANA	6.5	02/01/2021	08/13/2020
VARELA GOMEZ, MA*	6.5	04/19/2021	04/19/2021
VIRGEN RUIZ, NANCY	6.5	08/12/2021	08/12/2021

LEAD BUS DRIVER

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
WAGERMAN, RANDY	8	01/01/2022	09/12/2018

LEAD CUSTODIAN

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
BARBOSA, CARLOS*	8	07/01/2006	01/12/1996
HARO, NARCISO*	8	11/18/2013	10/05/2001
MODENA, SHANE*	8	07/01/2017	03/28/2017
CIFUENTES, YELWINDS	8	06/17/2022	05/13/2019

LIBRARY TECHNICIAN

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
CARLTON, LYNNE	8	05/26/2009	05/26/2009
GROVER, DENA	8	01/07/2013	01/07/2013
SMITH, JILL	8	10/23/2017	02/22/2016
BAKER, ANNEMIEKE	4	10/14/2019	10/14/2019
WALKER, CHRISTINE	4	08/11/2022	08/11/2022

MAINTENANCE CUSTODIAN

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
ACOSTA-MATA, JOSE	8	07/01/2006	01/05/1998
RAMIREZ, OSCAR*	8	06/01/2013	09/12/1997
ACOSTA, SILVESTRE	8	08/05/2014	04/03/2006
HARO, NARCISO	8	01/31/2015	10/05/2001
ARELLANO, ALFONSO	8	11/28/2018	12/14/2017
MATA, FRANCISCO	8	08/11/2022	08/22/2014
DIAZ, FLORENTINO	8	10/17/2022	03/21/2022

MAINTENANCE WORKER

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
BARBOSA, CARLOS	8	11/18/2013	06/24/1996
RICO, JAIME*	8	11/01/2014	03/04/2004
MODENA, SHANE	8	04/23/2018	03/28/2017
RAMIREZ, OSCAR	8	06/16/2022	09/12/1997

OFFICE TECHNICIAN

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
ACOSTA, YADIRA*	8	07/01/2014	11/23/2010
GOLDBERG, STEVE	8	10/10/2014	10/10/2014

PARAPROFESSIONAL

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
AGUILAR, RAQUEL	6	09/18/1997	09/18/1997
PEDERSEN, JULIE*	3	09/06/2017	09/06/2017
VIDRIO, JULIO*	7	10/18/2021	01/19/2021
RAMIREZ OROZCO, KARINA*	6	03/01/2022	03/01/2022
SCHMIDT, SUSAN*	4	09/22/2022	09/22/2022
HARO, MARIA	7.5	03/20/2023	03/20/2023
MATHENY, CRISTINE	7	01/09/2024	01/09/2024
JUAREZ-VALENCIA, MARIELA	4	02/08/2024	09/21/2021
HILVERT, TESS	4	09/27/2024	09/27/2024

PARAPROFESSIONAL MIGRANT ED

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
JIMENEZ, VERONICA*	3	10/23/2006	10/13/2000
HARO, YUDI*	4	07/01/2018	09/23/2016
MULDERICK, HALEY*	6	08/27/2018	08/27/2018
ROBINSON, EDITH	4	08/01/2022	08/20/2018
FLORES-CARRASCO, NORA*	6	08/27/2023	10/04/2022

PARAPROFESSIONAL SPED I			
NAME	**WORK HOURS**	**CLASSIFICATION HIRE DATE**	**ORIGINAL HIRE DATE**
JIMENEZ, VERONICA*	3	2/12/2007	10/13/2000
HALL, SHERRI	4.5	07/01/2007	07/01/2007
PARAPROFESSIONAL SPED II			
NAME	**WORK HOURS**	**CLASSIFICATION HIRE DATE**	**ORIGINAL HIRE DATE**
AGUILAR, RAQUEL	6	10/13/2004	09/18/1997
LYNNE, HOLLY	6	07/01/2006	07/01/2006
WAGNER, LORI*	6	07/01/2006	01/24/2000
HAMADA, JULIE	6	03/09/2007	03/09/2007
BUCK, MARIE	6	08/27/2007	08/27/2007
JIMENEZ, VERONICA	6	07/01/2009	10/23/2006
WOODBRIDGE, CHRISTINE*	6	08/27/2009	08/27/2009
HARO, YADIRA	6	02/24/2014	02/24/2014
FLORES DE LEON, HILDA*	6	07/01/2014	09/24/2013
STRECKER, THERESA*	6	12/09/2014	12/09/2014
COSGRAVE, ELIZABETH	6	11/30/2015	12/08/2014
NAZAR, KAREN	6	09/06/2016	09/06/2016
PEREZ, JENNIFER	6	09/06/2016	09/06/2016
CORUCCINI, CHERYL	6	09/30/2016	09/30/2016
BOGGS, SARAH	6	11/14/2016	11/14/2016
O'DONNELL, JANET	6	03/29/2017	11/18/2015
AREVALOS, NANCY*	6	04/17/2017	04/17/2017
CORTES, YOLANDA*	6	07/01/2017	8/21/2017
PENDERGAST, SUZANNE*	6	08/21/2017	08/21/2017
SIMANEK, MARY	6	08/28/2017	08/28/2017
GORTNER, CHRISTINA*	6	02/05/2018	02/05/2018
VILLALOBOS, ESTEFANIA	6	03/05/2018	03/05/2018
STEPHENS, MICHELLE	6	08/20/2018	08/30/1999
DARROW, KIM	6	09/06/2018	09/19/2016
WHALEN, MICHELLE	6	03/25/2019	11/29/2018
MOCTEZUMA, NICOLE	6	09/30/2019	09/30/2019
FREITAS, ISILDA	6	01/01/2019	01/01/2019

VIDRIO-VASQUEZ, JJULIO	6	08/11/2022	08/22/2016
JERSAK, CAROL	6	08/11/2022	08/11/2022
FLORES-CARRASCO, NORA*	6	10/04/2022	10/04/2022
GALLE, NICOLE*	6	10/17/2022	10/17/2022
RUTHERFORD, CADY	4	11/14/2022	11/14/2022
HARRISON, PAUL	6	03/03/2023	08/25/2014
LOVETTE, JENNIFER	6	08/17/2023	08/17/2023
PEDERSEN, JULIE	4	08/17/2023	09/06/2017
DUNDAS,MORGAN	6	12/11/2023	12/11/2023
SCHMIDT, SUSAN	6	02/08/2024	09/22/2022
MARTINEZ MOLINA ALEJANDRA	6	08/15/2024	08/17/2023
CASTRO-CORONA, KARLA	6	08/16/2024	08/16/2024
ACOSTA, ADOLFO	6	09/11/2024	09/11/2024
VIDRIO, ARIANA	6	09/23/2024	09/23/2024

PAYROLL TECHNICIAN

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
BOEWER, ANDREA	8	08/18/2023	08/26/2013

PREKINDERGARTEN EDUCATOR

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
KRABBENSCHMIDT, GRACIELA*	8	07/01/2006	09/28/2001
HARO, YUDI	8	09/23/2016	09/23/2016
MULDERICK, HALEY	8	08/14/2023	08/27/2018
RAMIREZ-OROZCO, KARINA	8	08/14/2023	03/01/2022
KATOUT, CHRISTINE	6	03/20/2024	08/08/2022
FLORES-CARRASCO, NORA	8	08/01/2024	10/22/2022

REGISTRAR, HIGH SCHOOL

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
ALVAREZ, MARIANNE	8	08/01/2017	08/01/2017

REGISTRAR, MIDDLE SCHOOL

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
BOEWER, ANDREA*	8	03/21/2018	08/26/2013
CORONA, GRISELDA	8	08/18/2023	08/28/2017

SCHOOL COMMUNITY RELATIONS ASSISTANT

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
SEGURA, ROSALVA*	6	08/06/1999	08/06/1999
INFANZON, JOSEFINA*	6	09/03/2002	09/03/2002
JERONIMO, VANESSA*	4	11/07/2007	11/07/2007
ACOSTA, ROSIBEL*	6	04/14/2008	04/14/2008
ACOSTA, YADIRA*	4	01/03/2014	11/23/2010
JUAREZ, ADRIANA*	6.5	08/25/2014	03/06/2003
CARRILLO-CARDENAS, ANA	8	08/24/2015	08/24/2015
MURILLO, ELIZABETH	8	04/25/2016	04/25/2016
RAMOS CARLONI, JEANNETTE*	3	08/30/2016	08/30/2016
FLORES DE LEON, HILDA	8	08/11/2022	08/25/2014
NEGRETE RAMIREZ, JAZMIN	8	02/13/2023	02/13/2023

STUDENT DATA SYSTEMS COORDINATOR

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
OURANITSAS, YIANNIS*	8	08/05/2021	08/05/2021
MARABEL, TATIANA	8	10/12/2021	10/12/2021

SYSTEM ADMINISTRATOR

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
LYNNE, STIG*	8	05/05/2021	08/19/2009
OURANITSAS, YIANNIS	8	09/01/2022	08/05/2021

SYSTEM SUPPORT SPECIALIST

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
ANTONIO, ERIC	8	05/05/2021	08/12/2013

VAN DRIVER

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
VANA, THOMAS	6	04/28/2022	04/28/2022

YARD DUTY SUPERVISOR

NAME	WORK HOURS	CLASSIFICATION HIRE DATE	ORIGINAL HIRE DATE
MYERS, SANDY*	6	09/06/1990	09/06/1990
WAGNER, LORI	6	08/15/1997	08/15/1997
PAOLI, DIANE*	6	09/22/2000	09/22/2000
BOEWER, ANDREA*	6	08/26/2013	08/26/2013
MONROY, LILIAN	6	10/15/2013	10/23/2001
GUTIERREZ, AURORA	6	03/24/2014	03/24/2014
HARRISON, PAUL*	6	08/25/2014	08/25/2014
GUTIERREZ GUEVARA, MARIA	6	02/05/2015	02/05/2015
SHICK, LISA*	6	12/08/2017	12/08/2017
HARO AHUMADA, BERENA	6	03/06/2019	03/06/2019
MARSH, JAMES	3	04/05/2021	04/05/2021
PEDERSEN, JULIE	2	02/01/2022	08/13/2021
PACHECO LOPEZ, SARITZA	6	09/08/2022	09/08/2022
PANIAGUA LUNA, PAULA	6	10/19/2022	10/19/2022
GUERRERO PADILLA, DANIA	6	03/02/2023	03/02/2023
CORTES MUNOZ, APOLONIA	6	08/17/2023	08/17/2023
MARTINEZ MOLINA, ALEJANDRA	6	08/17/2023	08/17/2023
FLORES, MAYTE	6	08/21/2023	08/21/2023
MENDOZA DE ARIAS, JHINEZKA	6	10/10/2023	10/10/2023
SANCHEZ SALAZAR, DULCE	6	08/15/2024	03/21/2024
** no longer in that position*			

CABRILLO UNIFIED SCHOOL DISTRICT

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INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A.Ed., Associate Superintendent, Human Resources & Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Short-term Leadership & Mentoring Coach Contract at Hatch Elementary School

BACKGROUND INFORMATION

Ashley Waggle, Principal of Hatch Elementary School, resigned effective January 3, 2025. Following this transition, several leadership changes were implemented effective January 6, 2025, by Interim Superintendent Dr. Jeff Harding:

- Paige Richards, previously Assistant Principal, was appointed as Interim Principal
- Brooke O'Brien, Teacher on Special Assignment, was appointed as Interim Lead Teacher

To ensure continuity and support during this transition, retired administrator Mike Andrews will mentor and coach the Hatch Elementary School leadership team through the remainder of the 2024-25 school year. This mentorship aims to maintain stability and provide additional support to the school community.

FISCAL ANALYSIS

The financial impact is included in the budget.

RECOMMENDATION

Staff recommends approval of the Short-term Leadership & Mentoring Coach contract at Hatch Elementary School as submitted.

Prepared by: *Jackie Sullivan*

CABRILLO UNIFIED SCHOOL DISTRICT

CONTRACT OF EMPLOYMENT

Short-term, Leadership & Mentoring Coach at Hatch Elementary School

THIS AGREEMENT is made and entered into this 23rd day of January, 2025, by and between the Governing Board of Cabrillo Unified School District, (hereinafter referred to as "District") and Mike Andrews, (hereinafter referred to as Leadership & Mentoring Coach). The Leadership & Mentoring Coach will serve as a mentor and coach for the new administrative team, and can perform other similar duties typical for leaders serving in this job classification.

1. Term. District hereby employs the Leadership & Mentoring Coach for a period beginning the 6th day of January 2025 and terminating on the 30th day of June 2025, subject to the terms and conditions set forth below.

2. Hourly Payment. The Leadership & Mentoring Coach's hourly pay shall be equal to prorated hourly salary for an elementary school principal at the highest step on the District's Board approved salary schedule: $99.43/hour. Payment to the Leadership & Mentoring Coach shall be made monthly.

3. Hours. The total number of hours under this employment agreement shall be determined by the Leadership & Mentoring Coach but shall not exceed an average of 15 hours per week over the term of the agreement.

4. Health Benefits. The Leadership & Mentoring Coach has waived all rights to access health benefits that might be provided to other District employees.

5. Credentials. The Leadership & Mentoring Coach represents that he possesses current credentials required for the job of principal including an Administrative Services Credential.

6. Sick Leave. The Leadership & Mentoring Coach, during the term of this Agreement is an interim, hourly employee and is not entitled to earn or accrue sick leave.

7. Earned Vacation. The Leadership & Mentoring Coach is employed as an interim, hourly employee and is not entitled to earn or accrue vacation days.

8. Retirement Benefits. It is understood that the Leadership & Mentoring Coach currently receives retirement benefits from the State Teachers Retirement System (STRS). As such, the District shall not contribute to STRS for the creditable earnings of the Leadership & Mentoring Coach.

9. Evaluation and Supervision. The Leadership & Mentoring Coach reports directly to the Superintendent but shall not be formally evaluated in the role due to the limited nature of the assignment.

10. Termination of Contract.

    a. Mutual Consent. This Agreement may be terminated at any time by mutual consent of the Board and the Leadership & Mentoring Coach .

    b. Termination as Leadership & Mentoring Coach for Cause. The Leadership & Mentoring Coach 's status as Leadership & Mentoring Coach and all rights under this Agreement may be terminated by the Board at any time for, but not limited to, breach of contract, any ground enumerated in in the Education Code, or the Leadership & Mentoring Coach's failure to perform his responsibilities as set forth in this Agreement, as defined by law, or as specified in the Leadership & Mentoring Coach's job description, if any. The Board shall not terminate this Agreement pursuant to this paragraph 10.b until a written statement of the grounds for termination has first been served upon the Leadership & Mentoring Coach. The Leadership & Mentoring Coach shall then be entitled to a conference with the Board at which time, the Leadership & Mentoring Coach shall be given a reasonable opportunity to address the Board's concerns. The conference with the Board shall be the Leadership & Mentoring Coach's exclusive right to any hearing otherwise required by law.

11. Expense Reimbursement. The District shall reimburse the Leadership & Mentoring Coach for actual and necessary expenses incurred by the Leadership & Mentoring Coach within the scope of his employment for so long as such expenses are permitted by District policy or incurred with prior approval of the Superintendent. For reimbursement, the Leadership & Mentoring Coach shall submit an expense claim to the Superintendent in writing for the Leadership & Mentoring Coach's reimbursable expenses for the prior month. The Leadership & Mentoring Coach's expense claim shall be supported by appropriate written documentation verifying the contents of the report prior to the Superintendent's authorization of reimbursement.

12. General Provisions.

    a. Governing Law. This Agreement, and the rights and obligations of the parties, shall be construed and enforced in accordance with the laws of the State of California.
    b. Entire Agreement. The Agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement.
    c. No Assignment. The Leadership & Mentoring Coach may not assign or transfer any rights granted or obligations assumed under this Agreement.
    d. Modification. This Agreement cannot be changed or supplemented orally. It may be modified or superseded only by a written instrument executed by both of the parties.

_____	_____
Mike Andrews, Leadership & Mentoring Coach	Dr. Ramon Miramontes, CUSD Interim Supt.

ACCEPTANCE OF OFFER

I accept the above offer of employment and the terms and conditions thereof and will report for duty as directed above.

I have not entered into a contract of employment with the governing board of another school district or any other employer that will in any way conflict with the terms of this employment agreement.

I hold legal and valid administrative and teaching credentials which can be verified by the District.

_____ _____

Date Mike Andrews, Leadership & Mentoring Coach

CABRILLO UNIFIED SCHOOL DISTRICT

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INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Consent/Information
ITEM TITLE: CUSD Enrollment Report

BACKGROUND INFORMATION

School district funding is directly related to the number and type of students each district serves. Under the Local Control Funding Formula (LCFF) funding mechanism, funding targets are based on student characteristics and overall enrollment. The LCFF funding targets consist of grade span-specific base grants plus supplemental and concentration grants calculated based on student demographic factors. The chart presented depicts the CUSD enrollment and is provided for information purposes only.

FISCAL ANALYSIS

Enrollment data is entered into the LCFF calculator for funding purposes

RECOMMENDATION

Receive the CUSD Enrollment Report as submitted.

Prepared by: *Holly Lynne*

CABRILLO UNIFIED SCHOOL DISTRICT
2024-2025 SCHOOL YEAR
ENROLLMENT REPORT

School Month No. **5** **Date:** **12/27/2024**

Grade	El Granada	Farallone View	Hatch	Kings Mountain	Cunha	Half Moon Bay High	Pilarcitos	Home & Independent Study	TOTALS
TK	33	24	48	7	-	-	-	0	112
K	48	22	65	6	-	-	-	0	141
1	57	25	92	11	-	-	-	0	185
2	49	25	96	8	-	-	-	0	178
3	41	25	87	9	-	-	-	0	162
4	52	30	85	2	-	-	-	0	169
5	47	22	76	3	-	-	-	0	148
6	-		-	-	172	-	-	1	173
7	-	-	-	-	157	-	-	0	157
8	-	-	-	-	189	-	-	0	189
9	-	-	-	-	-	217	0	1	218
10	-	-	-	-	-	203	4	2	209
11	-	-	-	-	-	240	12	7	259
12	-	-	-	-	-	228	18	7	253
TOTAL ENROLLMENT	**327**	**173**	**549**	**46**	**518**	**888**	**34**	**18**	**2553**
Total Enrollment as of 12/29/23	340	156	545	43	540	979	37	14	2654
Difference between 12/29/23 Total Enrollment and 12/27/24 Total Enrollment	**-13**	**17**	**4**	**3**	**-22**	**-91**	**-3**	**4**	**-101**
Total Enrollment as of 11/29/24	327	170	553	46	522	890	39	19	2566
Difference between 11/29/24 Total Enrollment and 12/27/24 Total Enrollment	**0**	**3**	**-4**	**0**	**-4**	**-2**	**-5**	**-1**	**-13**

CABRILLO UNIFIED SCHOOL DISTRICT

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

INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, 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

Summary Site Donations 1/23/2025

FISCAL ANALYSIS

There is no financial impact on the General Fund.

RECOMMENDATION

Approve as submitted.

Prepared by: *Holly Lynne*

January 23, 2025 Board Meeting
Summary Site Donations

Site	Items	Donor	Amount	Site Total Donations
HMBHS	Laptop donated to the Yearbook Class	Jennifer Lockhart	$539	
HMBHS	Money for the FFA Club	The Kampe Family Foundation	$5,000	
Cunha	Trumpet for the Music Department	Laura Dolores-Miller	$1,000	
				$6,539

CABRILLO UNIFIED SCHOOL DISTRICT

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Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Warrant Register Processed

BACKGROUND INFORMATION

In alignment with Education Code 52631, Cabrillo USD presents all payments from the CUSD funds on forms prescribed by the San Mateo County Superintendent of Schools (Financial 2000). Staff hereby presents to the CUSD Board the warrants processed from December 1, 2024, to December 31, 2024.

REPORT/PROPOSAL

120124-123124 Warrant Register

FISCAL ANALYSIS

The register of warrants processed by CUSD indicates all CUSD financial activity.

RECOMMENDATION

Approve as submitted

Prepared by: *Holly Lynne*

ACCOUNTS PAYABLE WARRANT/EFT REPORT

Report Cover Sheet

General Settings

Report Name	ACCOUNTS PAYABLE WARRANT/EFT REPORT
Printed	1/6/2025 1:32:38 PM
District	41
Logon	MarshJ
Fiscal Year	2025

Options

Report Title	DECEMBER 2024 WARRANT REGISTER

Sorting

Sort By	Warrant/EFT#

Filters

Payment Type	District
Form of Payment	ALL
From Date Paid	12/01/2024
To Date Paid	12/31/2024
Year	2025
District	41

DECEMBER 2024 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-990194	000550-01 PACIFIC GAS AND	12/03/2024	27,165.97	PO250078-008	1,189.49	01-0000-0-0000-8205-5502-720	0130358105-0_111
			27,165.97	PO250078-008	6,747.27	01-0000-0-0000-8205-5502-101	0130358105-0_111
			27,165.97	PO250078-008	4,156.04	01-0000-0-0000-8205-5502-103	0130358105-0_111
			27,165.97	PO250078-008	510.68	01-0000-0-0000-8205-5502-105	0130358105-0_111
			27,165.97	PO250078-008	1,653.25	01-0000-0-0000-8205-5502-107	0130358105-0_111
			27,165.97	PO250078-008	1,187.07	01-0000-0-0000-8205-5502-211	0130358105-0_111
			27,165.97	PO250078-008	11,722.17	01-0000-0-0000-8205-5502-331	0130358105-0_111
W-990833	008938-02 AMAZON CAPITAL S	12/05/2024	17,177.45	PO250558-002	49.66	01-4201-0-1110-1000-4300-740	11JG-LXGH-4NV1
			17,177.45	PO250561-001	36.63	01-3010-0-4760-2495-4300-740	166D-L6YR-4YTN
			17,177.45	PV250421-001	7,533.76	01-0000-0-0000-7300-4300-720	1JYL-1397-4VTT
			17,177.45	PO250044-008	26.47	01-8150-0-0000-8110-4300-780	1Q46-CTPF-4HVQ
			17,177.45	CM250013-001	(45.49)	01-6770-0-1110-1000-4300-105	1RGD-YVQX-419J
			17,177.45	CM250014-001	(152.03)	01-6770-0-1110-1000-4300-105	1TX3-VVLW-471H
			17,177.45	CM250015-001	(155.72)	01-6770-0-1110-1000-4300-105	1DHM-TDMQ-4PPC
			17,177.45	CM250016-001	(125.86)	01-6770-0-1110-1000-4300-105	14XC-M7FT-4PK4
			17,177.45	CM250017-001	(163.46)	01-0000-0-0000-2421-4300-790	14FY-1YF4-6XYJ
			17,177.45	PO250504-002	56.04	01-6770-0-1110-2490-4300-105	1DHM-TDMQ-3TKL
			17,177.45	PO250544-001	37.16	01-0103-0-1310-1000-4300-103	1JDD-36FQ-3WL1
			17,177.45	PO250546-001	88.72	01-0331-0-1302-1000-4300-331	1PGM-K1H9-46YP
			17,177.45	PO250540-001	76.75	01-0331-0-1210-1000-4300-331	1TK6-6KGG-3Y4Y
			17,177.45	PO250457-001	1,430.62	01-9354-0-0001-2490-4300-100	1VMD-11TK-4P4L
			17,177.45	PO250619-001	133.31	01-3010-0-1110-1000-4300-211	1WQX-Y3VR-417T

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			17,177.45	PO250630-001	703.00	01-0105-0-1310-1000-4300-105	1YW1-XN17-43YH
			17,177.45	PO250554-001	1,400.00	01-9354-0-0001-2490-4300-100	14GN-LTTC-4QPK
			17,177.45	PO250658-001	517.10	01-0107-0-1210-2700-4300-107	14QM-1Q1F-4V6M
			17,177.45	PO250596-001	203.78	01-0105-0-1310-1000-4300-105	166D-L6YR-4LNG
			17,177.45	PO250541-001	164.30	01-9542-0-1110-1000-4300-103	1DHY-WQY6-4F4P
			17,177.45	PO250515-001	104.98	01-0211-0-1310-1000-4300-211	1MFH-N9V9-4DWP
			17,177.45	PO250563-001	1,210.00	01-6300-0-1110-1000-4100-740	1TK6-6KGG-44W6
			17,177.45	PO250598-001	132.02	01-0331-0-1210-1000-4300-331	166D-L6YR-4YCR
			17,177.45	PO250044-007	1,214.83	01-8150-0-0000-8110-4300-780	1431-GQWJ-47G3
			17,177.45	PO250048-004	349.81	01-6010-0-1110-4000-4300-101	1LCP-T9D4-3PGD
			17,177.45	PO250368-003	499.08	01-6500-0-5750-2100-4300-730	1RGD-YVQX-3XH9
			17,177.45	PO250368-004	104.99	01-6500-0-5750-2100-4300-730	1MMF-6RQ7-47X3
			17,177.45	PO250047-008	754.67	01-2600-0-0000-2490-4300-000	19DM-FQJ6-4PWM
			17,177.45	PO250047-009	219.49	12-6105-0-0001-1000-4300-100	1N7V-TQVM-4DRM
			17,177.45	PO250080-009	98.88	01-0000-0-0000-7300-4300-720	1Q46-CTPF-4HVQ
			17,177.45	PO250249-002	105.58	01-6500-0-5001-2100-4300-730	1WY7-QJMQ-4K6C
			17,177.45	PO250089-005	408.84	01-0000-0-0000-2421-4300-790	1MFH-N9V9-614K
			17,177.45	PO250343-003	29.71	01-6387-0-1110-1000-4300-331	1XL7-L7F6-677Y
			17,177.45	PO250517-002	15.26	11-6391-0-4110-2700-4300-561	1YW1-XN17-3YQ4
			17,177.45	PO250489-002	26.01	01-0211-0-1310-1000-4300-211	1GHK-R4TT-4XNW
			17,177.45	PO250631-001	88.56	01-0331-0-1210-1000-4300-331	19QR-LPPG-3XFG
W-990834	009405-01 ANTONIO, ERIC	12/05/2024	113.77	TC250045-001	113.77	01-0000-0-0000-2140-5200-790	MILEAGE_NOV24

DECEMBER 2024 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-990835	007419-03 CLARK PEST CONTR	12/05/2024	240.00	PO250268-004	240.00	01-8150-0-0000-8110-5800-780	36319337
W-990836	007339-01 HALF MOON BAY FE	12/05/2024	102.24	PO250318-001	102.24	01-6387-0-3800-1000-4300-331	HMBHS AG DEOT-08
W-990837	012223-01 MAGDAELENA CARRI	12/05/2024	45.16	TC250047-001	26.26	11-6391-0-4110-2700-5200-561	MILEAGE_REIMB_OC
			45.16	PV250430-001	18.90	11-6391-0-4110-2700-5200-561	REIMB_112124
W-990838	012224-01 MARIA JOSE PEREZ	12/05/2024	1,290.03	PV250432-001	1,290.03	01-0000-0-0000-7400-5800-750	REIMB_11142024
W-990839	001352-01 RICE TRUCKING-SO	12/05/2024	262.50	PO250105-006	52.50	01-0000-0-0000-8220-4300-785	61519
			262.50	PO250105-008	78.75	01-0000-0-0000-8220-4300-785	61508
			262.50	PO250105-009	78.75	01-0000-0-0000-8220-4300-785	61500
			262.50	PO250105-010	52.50	01-0000-0-0000-8220-4300-785	61543
W-990840	011604-01 RING CENTRAL INC	12/05/2024	432.27	PV250429-001	432.27	01-0000-0-0000-8205-5901-720	CD_000966482
W-990841	011358-01 TAFT, ERINN	12/05/2024	57.49	TC250046-001	57.49	01-6500-0-5750-1190-5200-730	MILEAGE_OCTNOV24
W-990842	011589-01 A+ LIVESCAN SERV	12/05/2024	763.00	PO250665-001	763.00	12-6105-0-0001-1000-4300-100	19859
W-990843	008758-01 AMERICAN PORTABL	12/05/2024	264.68	PO250139-004	132.34	01-8150-0-0000-8110-5603-780	119490
			264.68	PO250139-005	132.34	01-8150-0-0000-8110-5603-780	126722
W-990844	011835-01 AVALON TRANSPORT	12/05/2024	2,196.00	PO250498-001	2,196.00	01-6388-0-1110-1000-5200-331	38973
W-990845	012069-01 AYA HEALTHCARE I	12/05/2024	24,300.00	PO250530-008	4,500.00	01-6500-0-5750-1180-5867-730	4626274
			24,300.00	PO250530-009	4,500.00	01-6500-0-5750-1180-5867-730	4648585
			24,300.00	PO250530-010	4,500.00	01-6500-0-5750-1180-5867-730	4661453
			24,300.00	PO250530-011	3,600.00	01-6500-0-5750-1180-5867-730	4683806
			24,300.00	PO250530-012	4,500.00	01-6500-0-5750-1180-5867-730	4695666
			24,300.00	PO250530-013	2,700.00	01-6500-0-5750-1180-5867-730	4716397
W-990846	007419-03 CLARK PEST CONTR	12/05/2024	720.00	PO250268-003	720.00	01-8150-0-0000-8110-5800-780	36126466

DECEMBER 2024 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-990847	011562-01 HOPSKIPDRIVE INC	12/05/2024	7,892.10	PO250420-001	4,726.20	01-6500-0-5750-1180-5863-730	23713
			7,892.10	PO250420-002	3,165.90	01-6500-0-5750-1180-5863-730	23121
W-990848	011597-01 MARIA EUGENIA YO	12/05/2024	368.63	TC250049-001	368.63	01-0700-0-1460-3140-5200-000	MILEAGE_REIMBOCT
W-990849	009537-01 MURRAY, LEAH	12/05/2024	45.00	PV250431-001	45.00	01-0000-0-0000-7400-5800-750	REIMB_10232024
W-990850	011766-01 NELLES, JANET	12/05/2024	300.00	PO250647-001	300.00	01-6500-0-5001-3161-5800-730	16
W-990851	007457-01 PACIFIC AUTISM L	12/05/2024	23,981.45	PO250254-003	11,327.15	01-6500-0-5750-1180-5861-730	8938857
			23,981.45	PO250254-004	12,654.30	01-6500-0-5750-1180-5861-730	9185153
W-990852	009675-01 READY REFRESH BY	12/05/2024	269.36	PO250062-011	202.02	01-2600-0-0000-2490-4300-000	04K0034251553
			269.36	PO250062-011	67.34	12-6105-0-0001-1000-4300-100	04K0034251553
W-990853	001352-01 RICE TRUCKING-SO	12/05/2024	258.67	PO250105-007	258.67	01-0000-0-0000-8220-4300-785	61647
W-990854	011989-01 SHRED WORKS INC.	12/05/2024	45.00	PO250279-005	45.00	01-0000-0-0000-7300-5800-720	64546
W-990855	012029-01 TAYLOR TAFT	12/05/2024	107.74	TC250048-001	107.74	01-6520-0-5770-1190-5200-331	MILEAGE_NOV24
W-990856	012019-01 VANIR CONSTRUCTI	12/05/2024	151,564.00	PO250010-004	151,564.00	21-9711-0-9006-8520-5800-000	179547
W-990857	009623-01 STEVEN MELO INC	12/05/2024	8,000.00	PO250668-001	8,000.00	01-8150-0-0000-8110-5603-780	608708
W-991820	010760-01 THE LUNCH MASTER	12/10/2024	37,278.30	PO250259-018	4,831.85	13-5310-0-0000-3700-4710-103	CUFV112924
			37,278.30	PO250259-019	2,232.95	13-5310-0-0000-3700-4710-107	CUKM112924
			37,278.30	PO250259-020	7,726.00	13-5310-0-0000-3700-4710-211	CUMC112924
			37,278.30	PO250259-016	17,508.00	13-5310-0-0000-3700-4710-105	CUHA112924
			37,278.30	PO250259-017	4,979.50	13-5310-0-0000-3700-4710-101	CUEG112924
W-991821	008911-01 DAVID'S BAGELS	12/10/2024	55.00	PO250212-026	55.00	13-5310-0-0000-3700-4712-331	40776
W-991822	009571-01 GOLD STAR FOODS	12/10/2024	368.08	PO250244-045	67.50	13-5310-0-0000-3700-4790-331	8178777
			368.08	PO250244-046	5.48	13-5310-0-0000-3700-4711-331	8097670

DECEMBER 2024 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			368.08	PO250244-046	175.96	13-5310-0-0000-3700-4710-331	8097670
			368.08	CM250018-001	(2.74)	13-5310-0-0000-3700-4711-331	8097670
			368.08	PO250244-047	27.40	13-5310-0-0000-3700-4711-331	8147346
			368.08	PO250244-047	94.48	13-5310-0-0000-3700-4710-331	8147346
W-991823	011033-01 OLIVER PACKAGING	12/10/2024	1,834.71	PV250433-001	1,834.71	13-5310-0-0000-3700-4300-331	229749
W-991824	004981-01 STRAW HAT PIZZA	12/10/2024	569.62	PO250228-022	59.96	13-5310-0-0000-3700-4710-335	14974
			569.62	PO250228-023	509.66	13-5310-0-0000-3700-4710-331	14975
W-991825	012159-01 AMERICAN FIDELIT	12/10/2024	4,677.00	PV250446-001	4,268.00	01-0000-0-0000-7300-5800-720	71843
			4,677.00	PV250447-001	409.00	01-0000-0-0000-7300-5800-720	72388
W-991826	009346-01 U S BANK CORP PA	12/10/2024	1,638.00	PV250436-001	1,638.00	21-9711-0-9205-8520-5800-105	4246_0470_0103_6
W-991827	009346-01 U S BANK CORP PA	12/10/2024	3,828.60	PV250437-001	300.51	01-8150-0-0000-8110-4300-780	4246_0470_0103_6
			3,828.60	PV250438-001	126.85	01-8150-0-0000-8110-4300-780	4246_0470_0103_6
			3,828.60	PV250439-001	65.00	01-0000-0-0000-7300-4300-720	4246_0470_0103_6
			3,828.60	PV250440-001	69.97	01-6500-0-5001-2100-4300-730	4246_0470_0103_6
			3,828.60	PV250441-001	14.16	01-8150-0-0000-8110-4300-780	4246_0470_0103_6
			3,828.60	PV250442-001	149.99	01-6500-0-5750-2100-4300-730	4246_0470_0103_6
			3,828.60	PV250443-001	299.98	01-6500-0-5750-2100-4300-730	4246_0470_0103_6
			3,828.60	PV250444-001	99.00	01-0000-0-0000-7300-4300-720	4246_0470_0103_6
			3,828.60	PV250445-001	49.06	01-8150-0-0000-8110-4300-780	4246_0470_0103_6
			3,828.60	PO250646-001	71.57	01-6266-0-1110-1000-4300-740	4246_0470_0103_6
			3,828.60	PO250338-003	83.29	01-6010-0-1110-4000-4300-101	4246_0470_0103_6
			3,828.60	PO250338-004	63.01	01-6010-0-1110-4000-4300-101	4246_0470_0103_6

DECEMBER 2024 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			3,828.60	PO250338-005	124.10	01-6010-0-1110-4000-4300-101	4246_0470_0103_6
			3,828.60	PO250549-001	209.20	01-0101-0-1310-1000-4300-101	4246_0470_0103_6
			3,828.60	PO250580-001	1,491.72	01-6010-0-1110-4000-5200-101	4246_0470_0103_6
			3,828.60	PO250392-003	36.20	01-0420-0-3350-1000-4300-420	4246_0470_0103_6
			3,828.60	PO250392-003	36.21	11-6391-0-4110-1000-4300-561	4246_0470_0103_6
			3,828.60	PO250061-003	376.58	01-2600-0-0000-2490-4300-000	4246_0470_0103_6
			3,828.60	PV250434-001	97.20	01-2600-0-0000-2490-4300-000	4246_0470_0103_6
			3,828.60	PV250435-001	65.00	01-0000-0-0000-7300-4300-720	4246_0470_0103_6
W-991828	011909-01 ARCADIO'S PRODUC	12/10/2024	268.80	PO250193-016	268.80	13-5466-0-0000-3700-4710-331	346448
W-991829	008911-01 DAVID'S BAGELS	12/10/2024	77.00	PO250212-027	77.00	13-5310-0-0000-3700-4712-331	40787
W-991830	011178-01 PAULO'S AUTO CAR	12/10/2024	173.16	PV250455-001	173.16	13-5310-0-0000-3700-5800-770	74898
W-991831	005163-01 SYSCO FOOD SERVI	12/10/2024	398.96	PO250245-026	398.96	13-5310-0-0000-3700-4712-211	750008847
W-991832	009571-01 GOLD STAR FOODS	12/10/2024	1,558.26	PO250244-048	1,121.62	13-5310-0-0000-3700-4712-211	7984488
			1,558.26	PO250244-049	436.64	13-5310-0-0000-3700-4712-211	8127194
W-991833	005163-01 SYSCO FOOD SERVI	12/10/2024	1,358.70	PO250245-027	877.74	13-5310-0-0000-3700-4712-331	750008846
			1,358.70	PO250245-027	360.30	13-5310-0-0000-3700-4710-331	750008846
			1,358.70	PO250245-027	120.66	13-5310-0-0000-3700-4300-331	750008846
W-992422	005010-02 SMCSIG	12/12/2024	1,500.00	PV250424-001	1,500.00	01-0000-0-0000-7300-5400-720	CLAIM #: 2024-01
W-992423	011871-01 ABBOTT'S PRO-POW	12/12/2024	178.53	PO250670-001	178.53	01-8150-0-0000-8110-6500-780	196978
W-992424	011802-01 BUS SAFETY TRAIN	12/12/2024	2,625.00	PO250104-001	2,625.00	01-9723-0-0000-3600-5800-788	JULY-SEPT24
W-992425	012083-01 GUZMAN, VICTOR	12/12/2024	49.95	PO250664-001	49.95	01-0111-0-1110-1000-4300-211-0303	REIMB_11262024
W-992426	011821-01 HARRIS STRIPING	12/12/2024	2,225.00	PO250669-001	2,225.00	01-8150-0-0000-8110-5603-780	04356

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W-992427	010903-01 ILOBBY CORP.	12/12/2024	3,100.00	PO250569-001	3,100.00	01-0000-0-0000-2421-4300-790	INV22462
W-992428	005398-01 MOBILE MODULAR M	12/12/2024	1,045.00	PO250033-005	1,045.00	25-9010-0-9100-8700-5600-331	2645557
W-992429	011492-01 PENINSULA TRUCK	12/12/2024	1,531.84	PO250199-020	382.96	01-9723-0-0000-3600-5603-788	11657
			1,531.84	PO250199-021	382.96	01-9723-0-0000-3600-5603-788	11658
			1,531.84	PO250199-022	382.96	01-9723-0-0000-3600-5603-788	11659
			1,531.84	PO250199-023	382.96	01-9723-0-0000-3600-5603-788	11660
W-992430	007442-01 SAN JOAQUIN C.O.	12/12/2024	142.00	PO250424-003	103.00	01-6500-0-5760-1180-5800-730	ARD25-01732
			142.00	PO250424-004	39.00	01-6500-0-5760-1180-5800-730	ARD25-01213
W-992431	006966-02 SEQUOIA UNION HI	12/12/2024	228.84	PV250453-001	228.84	01-9723-0-0000-3600-5800-788	18832
W-992432	011089-01 SF FIRE PREVENTI	12/12/2024	1,638.00	PO250112-001	1,638.00	01-8150-0-0000-8110-5603-780	10203
W-992433	012227-01 TOMALES FFA	12/12/2024	260.00	PO250474-001	260.00	01-6387-0-1110-1000-5210-331	TOMALES_09232024
W-992434	009346-01 U S BANK CORP PA	12/12/2024	2,493.88	PV250454-001	30.05	01-9400-0-1110-1000-4300-331	4246-0446-6404-9
			2,493.88	PV250452-001	1.77	01-7010-0-3800-1000-4300-331	4246-0446-6404-9
			2,493.88	PO250607-001	109.41	01-7010-0-3800-1000-4300-331	4246-0446-6404-9
			2,493.88	PO250607-002	1,416.52	01-7010-0-3800-1000-4300-331	4246-0446-6404-9
			2,493.88	PO250607-003	262.46	01-7010-0-3800-1000-4300-331	4246-0446-6404-9
			2,493.88	PV250451-001	87.00	11-6391-0-4110-2700-4300-561	4246-0470-0103-6
			2,493.88	PV250450-001	87.00	11-6391-0-4110-2700-4300-561	4246-0470-0103-6
			2,493.88	PO250061-004	499.67	01-2600-0-0000-2490-4300-000	4246_0470_0103_6
W-992435	011478-01 UNITED BEHAVIORA	12/12/2024	447.56	PV250448-001	447.56	01-0000-0-0000-0000-9564-000	DEC-24
W-992436	011153-01 CONSOLIDATED ENG	12/12/2024	17,614.78	PO250559-004	1,915.92	21-9711-0-9645-8520-6240-103	222990
			17,614.78	PO250559-005	10,536.76	21-9711-0-9645-8520-6240-103	223252

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			17,614.78	PO250559-006	2,353.97	21-9711-0-9645-8520-6240-103	223865
			17,614.78	PO250559-007	2,808.13	21-9711-0-9645-8520-6240-103	224287
W-992437	012054-01 CORE WEST INC	12/12/2024	623,921.59	PO250150-004	623,921.59	21-9711-0-9645-8520-6200-103	16
W-992438	000061-01 DANNIS WOLIVER K	12/12/2024	28,946.42	PV250422-001	748.50	01-0000-0-0000-7400-5810-750	#1675-JULY 2024
			28,946.42	PV250422-001	8,539.92	01-0000-0-0000-7111-5810-750	#1675-JULY 2024
			28,946.42	PV250422-001	776.00	01-0000-0-0000-7112-5810-750	#1675-JULY 2024
			28,946.42	PV250422-001	280.00	01-0000-0-0000-7300-5810-720	#1675-JULY 2024
			28,946.42	PV250422-001	6,337.00	21-9711-0-9006-8500-5810-000	#1675-JULY 2024
			28,946.42	PV250423-001	867.00	01-0000-0-0000-7110-5810-710	#1675-OCTOBER 20
			28,946.42	PV250423-001	9,681.00	01-0000-0-0000-7400-5810-750	#1675-OCTOBER 20
			28,946.42	PV250423-001	1,345.00	01-0000-0-0000-7300-5810-720	#1675-OCTOBER 20
			28,946.42	PV250423-001	279.00	01-0000-0-0000-7111-5810-750	#1675-OCTOBER 20
			28,946.42	PV250423-001	93.00	01-0000-0-0000-7112-5810-750	#1675-OCTOBER 20
W-992439	011715-01 EARTH SYSTEMS	12/12/2024	19,855.00	PO250679-001	8,234.50	21-9711-0-9640-8520-6290-101	850437
			19,855.00	PO250679-002	11,620.50	21-9711-0-9640-8520-6290-101	849814
W-992440	012225-01 MID PACIFIC ENGI	12/12/2024	35,959.07	PV250425-001	13,229.42	21-9711-0-9006-8520-5800-000	20241403
			35,959.07	PV250426-001	6,532.40	21-9711-0-9006-8520-5800-000	20241835
			35,959.07	PV250427-001	13,519.65	21-9711-0-9006-8520-5800-000	20242001
			35,959.07	PV250428-001	2,677.60	21-9711-0-9006-8520-5800-000	20242368
W-992441	011744-01 STUDIO W ARCHITE	12/12/2024	33,074.80	PO250503-005	16,537.40	21-9711-0-9645-8520-6210-103	47913
			33,074.80	PO250503-006	16,537.40	21-9711-0-9645-8520-6210-103	47826
W-992442	011898-01 APPROACH LLC	12/12/2024	4,216.00	PO250076-006	4,216.00	11-6391-0-4110-2700-5100-561	4639

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W-992443	012069-01 AYA HEALTHCARE I	12/12/2024	3,600.00	PO250530-014	3,600.00	01-6500-0-5750-1180-5867-730	4726162
W-992444	008439-02 CHAVAN & ASSOCIA	12/12/2024	19,117.00	PO250675-001	19,117.00	01-0000-0-0000-7190-5820-710	C&A-18458
W-992445	011982-01 COUNTY OF SAN MA	12/12/2024	5,600.00	PO250427-002	5,600.00	01-3327-0-5760-3140-5800-730	CABRILLO0824
W-992446	011976-01 EDTHEORY LLC	12/12/2024	44,064.00	PO250644-001	9,792.00	01-6500-0-5760-1180-5867-730	7837
			44,064.00	PO250644-002	16,320.00	01-6500-0-5760-1180-5867-730	8201
			44,064.00	PO250644-003	17,952.00	01-6500-0-5760-1180-5867-730	8202
W-992447	008861-01 ELLEN SILVA CREA	12/12/2024	4,000.00	PO250685-001	4,000.00	01-9567-0-1110-1000-4300-101	7224
W-992448	006959-01 EWING	12/12/2024	138.15	PO250234-002	138.15	01-0000-0-0000-8220-4300-785	24216700
W-992449	011562-01 HOPSKIPDRIVE INC	12/12/2024	4,970.09	PO250420-003	4,970.09	01-6500-0-5750-1180-5863-730	24392
W-992450	010927-02 METLIFE SMALL MA	12/12/2024	420.53	PV250449-001	420.53	01-0000-0-0000-0000-9564-000	05372885_DEC2024
W-992451	011492-01 PENINSULA TRUCK	12/12/2024	382.96	PO250199-019	382.96	01-9723-0-0000-3600-5603-788	11655
W-992452	000105-05 REPUBLIC SERVICE	12/12/2024	2,982.46	PO250265-019	1,558.57	01-0000-0-0000-8205-5504-107	0925-001693216
			2,982.46	PO250194-009	474.63	01-0000-0-0000-8205-5504-331	0925-001693213
			2,982.46	PO250194-010	474.63	01-0000-0-0000-8205-5504-105	0925001693375
			2,982.46	PO250194-011	474.63	01-0000-0-0000-8205-5504-211	0925-001693242
W-992453	008523-01 THE SPEECH PATHO	12/12/2024	81,911.21	PO250428-005	18,890.30	01-6500-0-5760-1180-5867-730	INV030102
			81,911.21	PO250428-006	63,020.91	01-6500-0-5760-1180-5867-730	INV030011
W-992454	008938-02 AMAZON CAPITAL S	12/12/2024	28.29	PO250686-001	28.29	11-6391-0-4110-2700-4300-561	1JDD-36FQ-4X9M
W-992455	005765-01 BENCHMARK EDUCAT	12/12/2024	2,056.25	PO250653-001	2,056.25	01-6300-0-1110-1000-4100-740	554844
W-992456	000194-01 COASTSIDE COUNTY	12/12/2024	10,649.19	PO250079-005	1,004.38	01-0000-0-0000-8205-5503-720	NOVEMBER_2024
			10,649.19	PO250079-005	2,022.17	01-0000-0-0000-8205-5503-211	NOVEMBER_2024
			10,649.19	PO250079-005	3,965.72	01-0000-0-0000-8205-5503-331	NOVEMBER_2024

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			10,649.19	PO250079-005	1,618.44	01-0000-0-0000-8205-5503-101	NOVEMBER_2024
			10,649.19	PO250079-005	2,038.48	01-0000-0-0000-8205-5503-105	NOVEMBER_2024
W-992457	008861-01 ELLEN SILVA CREA	12/12/2024	400.00	PO250472-004	400.00	01-6770-0-1110-1000-5800-335	7229
W-992458	000748-01 FEDEX	12/12/2024	3.20	PO250031-003	3.20	01-0000-0-0000-7300-5903-720	9-684-62777
W-992459	007339-01 HALF MOON BAY FE	12/12/2024	72.16	PO250318-003	49.19	01-6387-0-3800-1000-4300-331	HMBHS AG DEPT-10
			72.16	PO250318-004	22.97	01-6387-0-3800-1000-4300-331	HMBHS AG DEPT-10
W-992460	000380-01 ODP BUSINESS SOL	12/12/2024	199.72	PO250310-007	116.70	01-0000-0-0000-7150-4300-710	394176782001
			199.72	PO250081-007	83.02	01-0000-0-0000-7300-4300-720	392970345001
W-992461	000550-01 PACIFIC GAS AND	12/12/2024	3,098.32	PO250078-009	3,098.32	01-0000-0-0000-8205-5502-601	5189451218-8_120
W-992462	008443-01 RECOLOGY OF THE	12/12/2024	4,592.93	PO250032-008	4,592.93	01-0000-0-0000-8205-5504-103	8757
W-992463	012108-02 RELIAS LLC	12/12/2024	115.04	PO250294-006	115.04	11-3926-0-4110-1000-4300-561	SI-403998
W-992464	012228-01 SERRA YELLOW CAB	12/12/2024	7,830.00	PV250459-001	7,830.00	01-6500-0-5750-1180-5863-730	1004
W-992465	009413-02 SOUTHERN COUNTIE	12/12/2024	1,783.06	PO250086-011	1,783.06	01-9723-0-0000-3600-4300-788	339245
W-992466	005163-01 SYSCO FOOD SERVI	12/12/2024	638.08	PO250465-006	638.08	01-2600-0-0000-2490-4300-000	7500088492
W-992467	009206-01 TRADE CREDIT SER	12/12/2024	1,926.74	PO250140-008	530.93	01-0000-0-0000-8220-4300-785	1659509204
			1,926.74	PO250140-008	1,395.81	01-8150-0-0000-8110-4300-780	1659509204
W-992468	009346-01 U S BANK CORP PA	12/12/2024	228.25	PO250696-001	115.54	01-6387-0-1110-1000-4300-331	4246-0446-6404-9
			228.25	PV250456-001	37.71	01-6266-0-1110-2140-4300-740	4246-0446-2279-1
			228.25	PV250457-001	75.00	01-0000-0-0000-7150-5200-710	4246-0446-7430-0
W-992469	007426-01 BOYS & GIRLS CLU	12/12/2024	1,800.00	PO250334-003	1,800.00	01-2600-0-0000-2490-5800-000	BGCC2024211
W-992470	008304-01 CALIFORNIA WATER	12/12/2024	444.68	PO250263-005	444.68	01-0000-0-0000-8205-5503-107	2188039386_11262
W-992471	009750-01 CINTAS	12/12/2024	134.18	PO250114-021	67.09	01-8150-0-0000-8110-5603-780	4211761756

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			134.18	PO250114-022	67.09	01-8150-0-0000-8110-5603-780	4212598315
W-992472	011323-01 DOOLEY CORPORATI	12/12/2024	4,422.00	PO250681-001	2,010.00	01-6500-0-5760-1180-5800-730	9527
			4,422.00	PO250681-002	1,072.00	01-6500-0-5760-1180-5800-730	9448
			4,422.00	PO250681-003	1,340.00	01-6500-0-5760-1180-5800-730	9488
W-992473	000128-01 FOLLETT CONTENT	12/12/2024	118.65	PO250655-001	118.65	01-0111-0-1110-1000-4200-211-0201	482785
W-992474	007339-01 HALF MOON BAY FE	12/12/2024	34.98	PO250318-002	34.98	01-6387-0-3800-1000-4300-331	HMBHS AG DEPT-11
W-992475	010935-02 KRUEGER INTERNAT	12/12/2024	567.84	PO250423-001	567.84	01-6500-0-5001-2100-4300-730	14682946
W-992476	011597-01 MARIA EUGENIA YO	12/12/2024	263.31	TC250050-001	263.31	01-0700-0-1460-3140-5200-000	MILEAGE_REIMBNOV
W-992477	008883-01 PACIFICA COMMUNI	12/12/2024	400.00	PO250330-005	400.00	01-0000-0-0000-7150-5800-710	PCTCUSD1124
W-992478	010723-01 PALO ALTO PREP	12/12/2024	32,174.00	PO250680-001	7,060.00	01-6500-0-5750-1180-5100-730	111224ED
			32,174.00	PO250680-001	1,160.00	01-6500-0-5750-1180-5861-730	111224ED
			32,174.00	PO250680-002	6,354.00	01-6500-0-5750-1180-5100-730	102224ED
			32,174.00	PO250680-002	1,160.00	01-6500-0-5750-1180-5861-730	102224ED
			32,174.00	PO250687-001	7,060.00	01-6500-0-5750-1180-5100-730	102224ED
			32,174.00	PO250687-001	1,160.00	01-6500-0-5750-1180-5861-730	102224ED
			32,174.00	PO250687-002	7,060.00	01-6500-0-5750-1180-5100-730	111224ED
			32,174.00	PO250687-002	1,160.00	01-6500-0-5750-1180-5861-730	111224ED
W-992479	011960-01 SAN MATEO YELLOW	12/12/2024	12,240.00	PO250682-001	3,600.00	01-6500-0-5750-1180-5863-730	12627
			12,240.00	PO250682-002	4,320.00	01-6500-0-5750-1180-5863-730	12625
			12,240.00	PO250682-003	4,320.00	01-6500-0-5750-1180-5863-730	12623
W-992480	000749-01 SEGURA, ROSALVA	12/12/2024	131.21	PV250458-001	131.21	01-2600-0-0000-2490-4300-000	REIMB_1202024
W-992481	009346-01 U S BANK CORP PA	12/12/2024	141.51	PV250460-001	141.51	01-9400-0-1110-1000-4300-331	4246-0446-6404-9

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W-994403	011589-01 A+ LIVESCAN SERV	12/17/2024	2,394.00	PO250186-005	84.00	01-0000-0-0000-7400-5800-750	19631A
			2,394.00	PO250186-006	2,310.00	01-0000-0-0000-7400-5800-750	19815A
W-994404	000105-05 REPUBLIC SERVICE	12/17/2024	1,174.32	PO250265-020	510.14	01-0000-0-0000-8205-5504-720	0925-001693391
			1,174.32	PO250265-020	86.06	01-0000-0-0000-8205-5504-105	0925-001693391
			1,174.32	PO250265-020	578.12	01-0000-0-0000-8205-5504-331	0925-001693391
W-994405	001352-01 RICE TRUCKING-SO	12/17/2024	213.28	PO250105-011	213.28	01-0000-0-0000-8220-4300-785	61657
W-994406	012193-02 SIMPLEWINS LLC /	12/17/2024	1,500.00	PV250462-001	1,500.00	01-0000-0-0000-7150-5800-710	18984962
W-994407	000295-01 ALBERTSONS | SAF	12/17/2024	331.26	PV250478-001	44.40	01-0111-0-4760-2495-4300-740-0103	431335-120524-03
			331.26	PO250060-013	89.79	01-2600-0-0000-2490-4300-000	438041-111824-03
			331.26	PO250060-014	120.63	01-2600-0-0000-2490-4300-000	809452-111724-03
			331.26	PO250060-015	30.91	01-2600-0-0000-2490-4300-000	802572-112524-03
			331.26	PO250060-016	33.94	01-2600-0-0000-2490-4300-000	805608-120424-03
			331.26	PO250060-017	11.59	01-2600-0-0000-2490-4300-000	667513-111424-03
W-994408	008938-01 AMAZON CAPITAL S	12/17/2024	1,170.70	PO250714-001	1,170.70	01-3060-0-7110-2490-4300-745	1X9C-VKN1-4979
W-994409	006007-02 CA. ASSOCIATION	12/17/2024	2,470.00	PO250697-001	2,470.00	01-6387-0-1110-1000-4300-331	117957
W-994410	005664-02 CDW GOVERNMENT	12/17/2024	2,500.00	PO250661-001	2,500.00	01-6387-0-1110-1000-4300-331	AB7V82S
W-994411	012219-01 DILIGENT CORPORA	12/17/2024	3,812.33	PO250639-001	3,812.33	01-0000-0-0000-7150-5800-710	INV462155
W-994412	000128-02 FOLLETT SCHOOL S	12/17/2024	773.55	PO250708-001	773.55	01-0331-0-1210-1000-4300-331	1558531
W-994413	006076-01 GAMES, PATRICK	12/17/2024	243.75	PO250704-001	243.75	01-0331-0-1332-1000-4300-331	REIMB_12122024
W-994414	006717-01 GIANNINI, RICH	12/17/2024	316.08	PO250695-001	316.08	01-6387-0-1110-1000-4300-331	REIMB_12092024_
W-994415	011947-01 HANA L. HANSON	12/17/2024	224.88	PO250698-001	79.79	01-0331-0-1302-1000-4300-331	REIMB_HANA_12092
			224.88	PO250691-001	145.09	01-0331-0-1302-1000-4300-331	HANA_REIMB120920

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W-994416	008337-01 JONES, DAVID	12/17/2024	279.79	PO250702-001	279.79	01-0331-0-1210-1000-4300-331	REIMB._12092024
W-994417	011886-02 LITERARY RESOURC	12/17/2024	4,183.00	PO250690-001	4,183.00	01-9354-0-1110-1000-4300-740	384153
W-994418	011547-01 LONGAKER, LISA	12/17/2024	439.20	PO250688-001	439.20	01-6387-0-1110-1000-5200-331	REIMB_12042024
W-994419	006797-01 MONTARA SANITARY	12/17/2024	1,226.72	PO250084-005	1,187.46	01-0000-0-0000-8205-5503-103	84-0347-0-120320
			1,226.72	PO250084-006	39.26	01-0000-0-0000-8205-5503-103	84-4080A-0120320
W-994420	004143-02 RICOH USA INC	12/17/2024	56.74	PO250257-011	56.74	01-0000-0-0000-7300-4300-720	5070621349
W-994421	007965-01 ROCHA, DEANNA	12/17/2024	581.98	PO250700-001	581.98	01-0331-0-1210-1000-4300-331	REIMB__12092024
W-994422	010725-01 SVSOA	12/17/2024	148.00	PO250707-001	148.00	01-9335-0-1110-4200-5800-331	VB-24184
W-994423	000295-01 ALBERTSONS | SAF	12/17/2024	29.47	PV250469-001	14.25	13-5310-0-0000-3700-4710-331	430707-120324-03
			29.47	PV250472-001	15.22	13-5310-0-0000-3700-4710-331	808277-111424-03
W-994424	008911-01 DAVID'S BAGELS	12/17/2024	132.00	PO250212-028	55.00	13-5310-0-0000-3700-4712-331	40810
			132.00	PO250212-029	77.00	13-5310-0-0000-3700-4712-331	40816
W-994425	009571-01 GOLD STAR FOODS	12/17/2024	1,124.21	PO250244-050	143.64	13-5310-0-0000-3700-4710-331	8127174
			1,124.21	PO250244-051	820.11	13-5310-0-0000-3700-4710-331	8127633
			1,124.21	PO250244-053	102.92	13-5310-0-0000-3700-4710-331	8142358
			1,124.21	PO250244-054	57.54	13-5310-0-0000-3700-4711-331	8192012
W-994426	006946-01 JUAREZ, ADRIANA	12/17/2024	7.04	PV250477-001	7.04	13-5310-0-0000-3700-4710-331	12/10/24
W-994427	004891-01 ORKIN EXTERMINAT	12/17/2024	155.99	PO250215-006	155.99	13-5310-0-0000-8205-5504-331	272280633
W-994428	004981-01 STRAW HAT PIZZA	12/17/2024	59.96	PO250228-024	59.96	13-5310-0-0000-3700-4710-335	14976
W-994429	011589-01 A+ LIVESCAN SERV	12/17/2024	105.00	PO250186-007	105.00	01-0000-0-0000-7400-5800-750	19829A
W-994430	005664-02 CDW GOVERNMENT	12/17/2024	1,975.75	PV250461-001	1,975.75	01-0000-0-0000-2421-4300-790	QZ12512
W-994431	009206-01 TRADE CREDIT SER	12/17/2024	182.28	PO250321-004	10.00	01-6387-0-1110-1000-4300-331	1659390635

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			182.28	PO250322-004	172.28	01-6387-0-3800-1000-4300-331	1659617416
W-994432	011438-02 ACSIG	12/17/2024	2,151.21	PV250473-001	2,151.21	01-0000-0-0000-0000-9572-000	30083486-0390, N
W-994433	011438-01 ACSIG DENTAL	12/17/2024	32,374.01	PV250474-001	32,374.01	01-0000-0-0000-0000-9571-000	20441-NOV24
W-994434	008428-01 THE HEAL PROJECT	12/17/2024	24,860.00	PV250475-001	24,860.00	21-9711-0-9659-8520-5800-000	1473
W-994435	010929-01 THE HEAL PROJECT	12/17/2024	82,000.00	PO250029-001	70,000.00	01-0111-0-1110-1000-5800-740-0201	1477
			82,000.00	PO250030-001	12,000.00	01-0111-0-1110-1000-5800-740-0201	1528
W-994436	008412-01 TOTAL SCHOOL SOL	12/17/2024	12,156.54	PV250476-001	12,156.54	01-0000-0-0000-7300-5800-720	18-4720
W-994437	009571-01 GOLD STAR FOODS	12/17/2024	3,879.43	PO250244-055	1,236.86	13-5310-0-0000-3700-4712-211	7984492
			3,879.43	PO250244-056	10.96	13-5310-0-0000-3700-4711-331	8178547
			3,879.43	PO250244-056	2,338.41	13-5310-0-0000-3700-4710-331	8178547
			3,879.43	PO250244-056	263.42	13-5310-0-0000-3700-4712-331	8178547
			3,879.43	PO250244-052	29.78	13-5310-0-0000-3700-4710-331	8174665
W-994438	004981-01 STRAW HAT PIZZA	12/17/2024	509.66	PO250228-025	509.66	13-5310-0-0000-3700-4710-331	14977
W-994439	005163-01 SYSCO FOOD SERVI	12/17/2024	2,924.04	PO250245-028	831.67	13-5310-0-0000-3700-4712-211	750024108
			2,924.04	PO250245-029	828.90	13-5310-0-0000-3700-4712-331	750024107
			2,924.04	PO250245-029	336.97	13-5310-0-0000-3700-4710-331	750024107
			2,924.04	PO250245-029	926.50	13-5310-0-0000-3700-4790-331	750024107
W-994440	000295-01 ALBERTSONS | SAF	12/17/2024	43.70	PO250347-011	43.70	01-6010-0-1110-4000-4300-101	8062421205240304
W-994441	005779-01 HD SUPPLY	12/17/2024	892.50	PO250660-001	567.66	01-6387-0-1110-1000-4300-331	838570059
			892.50	PO250660-002	324.84	01-6387-0-1110-1000-4300-331	838592285
W-994442	005224-02 OPENING TECHNOLO	12/17/2024	1,578.43	PO250409-001	1,578.43	21-9711-0-9661-8520-4300-000	2212656
W-994443	009346-01 U S BANK CORP PA	12/17/2024	1,146.97	PV250480-001	235.00	01-0000-0-0000-7300-4300-720	4246-0470-0103-6

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			1,146.97	PO250712-001	50.00	01-6266-0-1110-1000-5200-331	4246-0470-0103-6
			1,146.97	PV250468-001	11.00	01-9723-0-0000-3600-4300-788	4246-0470-0103-6
			1,146.97	PV250468-001	14.00	01-7010-0-3800-1000-4300-331	4246-0470-0103-6
			1,146.97	PV250463-001	234.48	01-0111-0-1110-2140-5200-740-0401	4246-0446-2279-1
			1,146.97	PV250464-001	203.10	01-0111-0-1110-2140-5200-740-0401	4246-0446-2279-1
			1,146.97	PV250465-001	48.00	01-0111-0-1420-2495-4300-740-0302	4246-0446-2279-1
			1,146.97	PV250466-001	221.39	01-0111-0-1431-2495-4300-740-0303	4246-0446-2279-1
			1,146.97	PV250467-001	130.00	01-0111-0-1110-2140-5200-740-0201	4246-0446-2279-1
W-994444	001216-01 LINDE GAS & EQUI	12/17/2024	69.73	PO250535-005	69.73	01-0331-0-1337-1000-4300-331	46447891
W-994445	012019-01 VANIR CONSTRUCTI	12/17/2024	15,980.00	PO250277-003	15,980.00	21-9711-0-9006-8520-5800-000	179208
W-994446	011722-01 HOFFMAN, KAREN	12/17/2024	7,000.00	PO250537-002	7,000.00	01-9538-0-1110-1000-5800-740	2024-05
W-994447	006911-01 O'CONNOR-BROWN,	12/17/2024	114.00	PV250479-001	114.00	01-0111-0-1110-2140-4300-740-0201	REIMB_12092024
W-994448	008938-02 AMAZON CAPITAL S	12/17/2024	118.48	PO250713-001	118.48	01-0331-0-1455-1000-4300-331	1KKY-DVGJ-4XG3
W-994449	009353-01 COASTSIDE PRINTE	12/17/2024	1,864.83	PO250711-001	464.83	01-0331-0-1210-1000-4300-331	33738
			1,864.83	PO250710-001	1,400.00	01-0331-0-1210-1000-4300-331	33739
W-994450	011171-01 ON POINT LANGUAG	12/17/2024	1,712.40	PO250706-001	1,712.40	01-6331-0-0000-2495-4300-105	11-2024
W-994451	007546-01 BOYSEN, ANDREW	12/17/2024	207.81	PO250703-001	207.81	01-0331-0-1210-1000-4300-331	REIMB_12092024
W-994452	008193-01 COMCAST	12/17/2024	17,048.32	PO250261-007	11,759.44	01-0000-0-0000-2421-5902-790	225426213
			17,048.32	PO250261-008	5,288.88	01-0000-0-0000-2421-5902-790	226077023
W-994453	007627-01 AT&T MOBILITY	12/17/2024	249.39	PO250274-004	249.39	01-0000-0-0000-8205-5901-720	287298525082X121
W-994454	008337-02 JONES, DAVID	12/17/2024	280.00	PO250692-001	280.00	01-0331-0-1210-1000-4300-331	REIMBURSE_120924
W-994455	007794-01 FARNSWORTH, PAUL	12/17/2024	87.00	PO250694-001	87.00	01-0000-0-1210-1000-4400-331	REIMB_BOOK120924

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W-994456	012083-01 GUZMAN, VICTOR	12/17/2024	111.31	PO250693-001	111.31	01-3010-0-1110-1000-4300-211	REIMB_12122024
W-994457	004789-01 EL CAMINO REFRIG	12/17/2024	3,874.23	PO250213-001	3,874.23	13-5310-0-0000-3700-5603-770	22034
W-994458	005224-02 OPENING TECHNOLO	12/17/2024	1,494.02	PO250408-001	1,494.02	21-9711-0-9640-8520-4300-101	2212706
W-994459	002671-01 ANDREINI BROS IN	12/17/2024	245,469.45	PO250603-002	245,469.45	21-9711-0-9660-8520-5603-331	6744
W-994460	012076-01 CIS INC	12/17/2024	32,970.00	PO250146-005	10,290.00	21-9711-0-9645-8520-6290-103	FV MOD - 14
			32,970.00	PO250147-005	21,000.00	21-9711-0-9640-8520-6290-101	EG - 007
			32,970.00	PO250399-002	1,680.00	21-9711-0-9660-8520-6290-331	HMBHS - 002
W-994461	011153-01 CONSOLIDATED ENG	12/17/2024	10,320.10	PO250524-003	10,320.10	21-9711-0-9665-8520-6240-101	225907
W-994462	011715-01 EARTH SYSTEMS	12/17/2024	29,399.50	PO250679-003	10,033.00	21-9711-0-9640-8520-6290-101	851068
			29,399.50	PO250396-001	19,366.50	21-9711-0-9664-8520-5800-331	851117
W-994463	012132-01 RODAN BUILDERS I	12/17/2024	831,508.02	PO250164-005	831,508.02	21-9711-0-9640-8520-6200-101	23-1292 08 NOV
W-994464	012011-01 SMCSIG-HEALTH CA	12/17/2024	377,406.71	PV250489-001	352,585.39	01-0000-0-0000-0000-9564-000	DEC 2024
			377,406.71	PV250489-001	24,821.32	01-0000-0-0000-0000-9553-000	DEC 2024
W-994465	012222-01 PROMPTER PEOPLE	12/17/2024	1,743.92	PO250663-001	1,743.92	01-6387-0-1110-1000-4300-331	2412105
W-995528	005837-03 BIG CREEK LUMBER	12/19/2024	34.63	PO250134-015	34.63	01-8150-0-0000-8110-4300-780	2318736
W-995529	000128-01 FOLLETT CONTENT	12/19/2024	41.46	PO250655-002	41.46	01-0111-0-1110-1000-4200-211-0201	482785F
W-995530	011601-01 HMB SMOG	12/19/2024	380.00	PO250198-001	250.00	01-9723-0-0000-3600-5603-788	9736
			380.00	PV250481-001	65.00	01-7010-0-0000-3600-5603-331	9777
			380.00	PV250482-001	65.00	01-7010-0-0000-3600-5603-331	9773
W-995531	012233-01 HOPE C. ELSBREE	12/19/2024	146.00	PV250499-001	146.00	01-9580-0-1352-1000-5200-331	REIMB_1120224
W-995532	011171-01 ON POINT LANGUAG	12/19/2024	538.50	PV250503-001	538.50	01-6500-0-5001-2100-5800-730	SPED/08-2024
W-995533	000550-01 PACIFIC GAS AND	12/19/2024	287.68	PO250078-010	287.68	01-0000-0-0000-8205-5502-101	0130358105-0_120

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W-995534	011312-01 RB PETROLEUM SVC	12/19/2024	810.00	PO250202-001	810.00	01-8150-0-0000-8110-5603-780	5493
W-995535	009508-01 RESOURCE SOLUTIO	12/19/2024	11,078.70	PO250130-012	11,078.70	01-8150-0-0000-8110-4300-780	32183
W-995536	001352-01 RICE TRUCKING-SO	12/19/2024	141.09	PO250105-012	94.06	01-0000-0-0000-8220-4300-785	61751
			141.09	PO250105-013	47.03	01-0000-0-0000-8220-4300-785	61771
W-995537	000139-01 SCHOOL SERVICES	12/19/2024	800.00	PV250493-001	450.00	01-0000-0-0000-7300-5800-720	P032568-IN
			800.00	PV250494-001	350.00	01-0000-0-0000-7300-5800-720	P032317-IN
W-995538	012232-01 TONI THOMPSON	12/19/2024	505.18	PO250721-002	505.18	01-6500-0-5750-1190-5200-730	MILEAGE_REIMBU24
W-995539	009346-01 U S BANK CORP PA	12/19/2024	681.07	PV250492-001	500.00	01-8150-0-0000-8110-6400-780	4246-0470-0103-6
			681.07	PV250488-001	51.07	01-0000-0-0000-2100-4300-740	4246-0446-2279-1
			681.07	PV250483-001	130.00	01-0000-0-0000-7300-4300-720	4246-0470-0103-6
W-995540	009175-01 UPS STORE #1604	12/19/2024	385.00	PV250486-001	306.25	21-9711-0-9006-8520-5800-000	9
			385.00	PV250487-001	78.75	21-9711-0-9006-8520-5800-000	35
W-995541	011909-01 ARCADIO'S PRODUC	12/19/2024	159.60	PO250193-018	159.60	13-5466-0-0000-3700-4710-331	349934
W-995542	008911-01 DAVID'S BAGELS	12/19/2024	55.00	PO250212-030	55.00	13-5310-0-0000-3700-4712-331	40838
W-995543	009571-01 GOLD STAR FOODS	12/19/2024	351.92	PO250244-057	351.92	13-5310-0-0000-3700-4710-331	8170160
W-995544	009680-01 MODENA, STEPHANI	12/19/2024	24.47	PV250490-001	16.98	13-5310-0-0000-3700-4710-331	12/11/24
			24.47	PV250491-001	7.49	13-5310-0-0000-3700-4710-331	12/11/24
W-995545	009571-01 GOLD STAR FOODS	12/19/2024	291.72	PO250244-058	2.74	13-5310-0-0000-3700-4711-331	8230913
			291.72	PO250244-058	288.98	13-5310-0-0000-3700-4710-331	8230913
W-995546	004981-01 STRAW HAT PIZZA	12/19/2024	569.62	PO250228-026	59.96	13-5310-0-0000-3700-4710-335	14978
			569.62	PO250228-027	509.66	13-5310-0-0000-3700-4710-331	14979
W-995547	008058-01 AT&T	12/19/2024	7,457.06	PV250496-001	707.22	01-0000-0-0000-8205-5901-211	BAN#: 9391006866

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			7,457.06	PV250497-001	3,370.76	01-0000-0-0000-8205-5901-720	BAN#: 9391000531
			7,457.06	PV250505-001	3,379.08	01-0000-0-0000-8205-5901-720	BAN#: 9391000531
W-995548	012226-01 JEFF HARDING	12/19/2024	2,644.08	PO250671-001	544.90	01-0000-0-0000-7150-4300-710	MILEAGE REIMB_10
			2,644.08	PO250671-002	302.79	01-0000-0-0000-7150-4300-710	REIMB, WEEK-1
			2,644.08	PO250671-003	600.00	01-0000-0-0000-7150-4300-710	REIMB, WEEK-2
			2,644.08	PO250671-004	600.00	01-0000-0-0000-7150-4300-710	REIMB, WEEK-3
			2,644.08	PO250671-005	596.39	01-0000-0-0000-7150-4300-710	REIMB, WEEK-4
W-995549	000295-01 ALBERTSONS | SAF	12/19/2024	52.96	PV250484-001	36.97	01-0000-0-0000-7111-4300-750	800218-111924-03
			52.96	PV250485-001	15.99	01-0000-0-0000-7111-4300-750	660759-120324-03
W-995550	008058-05 AT&T	12/19/2024	2,793.40	PO250272-005	2,793.40	01-0000-0-0000-8205-5901-720	4079626904
W-995551	009660-01 CARRILLO CARDENA	12/19/2024	51.62	PV250495-001	51.62	01-0111-0-1110-1000-4300-331-0303	REIMBURSEMENT_12
W-995552	005779-01 HD SUPPLY	12/19/2024	1,243.94	PO250136-013	1,156.34	01-8150-0-0000-8110-4300-780	839067519
			1,243.94	PO250136-014	76.67	01-8150-0-0000-8110-4300-780	839067618
			1,243.94	PO250136-015	10.93	01-8150-0-0000-8110-4300-780	839067055
W-995553	011886-02 LITERARY RESOURC	12/19/2024	1,700.00	PO250324-001	1,700.00	01-0111-0-1420-2140-5800-740-0102	370790
W-995554	009675-01 READY REFRESH BY	12/19/2024	89.93	PO250062-012	67.45	01-2600-0-0000-2490-4300-000	04L0034251553
			89.93	PO250062-012	22.48	12-6105-0-0001-1000-4300-100	04L0034251553
W-995555	012232-01 TONI THOMPSON	12/19/2024	296.14	PO250721-001	296.14	01-6500-0-5750-1190-5200-730	MILEAGE_REIMB24
W-995556	011806-01 YOUMAN, MARTHA	12/19/2024	28,000.00	PV250501-001	24,500.00	01-6500-0-5001-3161-5800-730	1341
			28,000.00	PV250502-001	3,500.00	01-6500-0-5001-3161-5800-730	1346
W-995557	008058-04 AT&T	12/19/2024	8,193.32	PV250504-001	30.82	01-0000-0-0000-2100-5901-740	OCTOBER 2024
			8,193.32	PV250504-001	155.55	01-0000-0-0000-2421-5902-790	OCTOBER 2024

DECEMBER 2024 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			8,193.32	PV250504-001	30.82	01-0000-0-0000-8205-5901-101	OCTOBER 2024
			8,193.32	PV250504-001	60.61	01-0000-0-0000-8205-5901-103	OCTOBER 2024
			8,193.32	PV250504-001	92.46	01-0000-0-0000-8205-5901-105	OCTOBER 2024
			8,193.32	PV250504-001	1,013.21	01-0000-0-0000-8205-5901-211	OCTOBER 2024
			8,193.32	PV250504-001	29.26	01-0000-0-0000-8205-5901-331	OCTOBER 2024
			8,193.32	PV250504-001	481.34	01-0000-0-0000-8205-5901-720	OCTOBER 2024
			8,193.32	PV250504-001	30.82	01-3315-0-5730-1110-5901-730	OCTOBER 2024
			8,193.32	PV250504-001	30.65	13-5310-0-0000-3700-5901-103	OCTOBER 2024
			8,193.32	PV250500-001	146.96	01-0000-0-0000-2100-5901-740	SEPTEMBER 2024
			8,193.32	PV250500-001	777.75	01-0000-0-0000-2421-5902-790	SEPTEMBER 2024
			8,193.32	PV250500-001	146.96	01-0000-0-0000-8205-5901-101	SEPTEMBER 2024
			8,193.32	PV250500-001	288.77	01-0000-0-0000-8205-5901-103	SEPTEMBER 2024
			8,193.32	PV250500-001	440.88	01-0000-0-0000-8205-5901-105	SEPTEMBER 2024
			8,193.32	PV250500-001	1,582.66	01-0000-0-0000-8205-5901-211	SEPTEMBER 2024
			8,193.32	PV250500-001	139.16	01-0000-0-0000-8205-5901-331	SEPTEMBER 2024
			8,193.32	PV250500-001	2,316.95	01-0000-0-0000-8205-5901-720	SEPTEMBER 2024
			8,193.32	PV250500-001	177.78	01-0000-0-1455-2420-5901-331	SEPTEMBER 2024
			8,193.32	PV250500-001	146.96	01-3315-0-5730-1110-5901-730	SEPTEMBER 2024
			8,193.32	PV250500-001	72.95	13-5310-0-0000-3700-5901-103	SEPTEMBER 2024
W-995558	012003-01 REBARTS INTERIOR	12/19/2024	150.00	PV250498-001	150.00	01-8150-0-0000-8110-5603-780	3911545
W-995559	009206-01 TRADE CREDIT SER	12/19/2024	327.85	PO250140-009	327.85	01-8150-0-0000-8110-4300-780	1659390657
W-995560	012162-01 REBECCA S. TOWER	12/19/2024	12,576.58	PV250507-001	12,576.58	01-6770-0-1110-3900-5800-105	HATCH MURAL

DECEMBER 2024 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2025**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-995561	011744-01 STUDIO W ARCHITE	12/19/2024	539.70	PO250503-007	269.85	21-9711-0-9645-8520-6210-103	47827
			539.70	PO250503-008	269.85	21-9711-0-9645-8520-6210-103	47914
W-995562	006312-03 COUNTY OF SAN MA	12/19/2024	11,102.50	PV250506-001	11,102.50	01-0000-0-0000-7400-5810-750	4604

Warrant/EFT Count: 198 **Total Warrant/EFT Amount:** 3,222,637.66

CABRILLO UNIFIED SCHOOL DISTRICT

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

INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Intercom and Clock System Purchase for Upgrading Hatch and Pilarcitos School Sites

BACKGROUND INFORMATION

To maintain a districtwide standard and ensure consistency across all school sites, the Cabrillo Unified School District (CUSD) is committed to upgrading essential infrastructure, including Public Announcement (PA), speaker, and clock systems. This proposal represents the final step in completing upgrades across all district school sites, ensuring that all schools meet the same standards.

REPORT/PROPOSAL

Hatch Elementary Quote
Pilarcitos High School Quote

FISCAL ANALYSIS

The total cost for the required intercom and clock system upgrades is as follows:

- Hatch Elementary: $52,400.00
- Pilarcitos High School: $42,848.00

These upgrades will be funded using proceeds from Bond Funds. These upgrades align with our district's ongoing commitment to utilizing bond funds responsibly and equitably to enhance school facilities.

RECOMMENDATION

Approve the proposal for the intercom, speaker, and clock system upgrades as presented.

Prepared by: *Holly Lynne*

Sound & Signal Inc.

Quotation Letter

January 3, 2025

To: Jaime Rico

Reference: Hatch Elementary School Intercom System Replacement

From: John Kirk

Sound and Signal, Inc. is pleased to provide this quotation to replace the existing Paging and Bell system at Hatch Elementary School. The existing Rauland system is failing and unreliable at this point.

Sound and Signal Shall:

1. Provide and install a new Bogen Nyquist VoIP Intercom and Bell Headend.
2. Provide and install a new Bogen Server (NQ-SYSCTRL).
3. Install Nyquist software on Provided Bogen Server (NQ-SYSCTRL).
4. Remove the existing Rauland rack and equipment.
5. Provide owners with manuals and in-service training.
6. Provide programming and testing of the system.

Items provided and installed by others:

1. All Twelve (12) network ports will be provided by the district IT Department
2. Only admin phones and Clock Controller will need to be POE

Basic Equipment Provided by Sound and Signal:

1. One (1) Nyquist E7000 NQ-SYSCTRL System Controller (Bogen Server).
2. One (1) Nyquist E7000 NQ-E7010 I/O Controller.
3. One (1) Nyquist E7000 NQ-P0100 Matrix Mixer.
4. Two (2) Nyquist T1100 Administrative Phone.
5. Four (4) Nyquist E7030 Analog Bridges.
6. Install (1) Nyquist T1100 Administration Phone
7. Install (1) Nyquist ZPMS Paging Phone
8. Install (1) Lockdown Button with Programming and Connect to Intrusion System

Bogen Nyquist Total Price:	**$52,400.00**

Exclusions:

- The existing speakers shall be reused.
- Remote access to the Nyquist is required.
- Existing speakers found not working during testing shall be brought to the school's attention.

All prices include materials and labor as indicated, test, tax, freight and a one-year warranty on all labor and materials provided by Sound and Signal, Inc.

Should you wish us to proceed with this installation, please have an appropriate purchase order issued and we can acquire all materials for a timely installation.

If you have any questions, please feel free to call.

Sincerely,

John Kirk
Service Manager
john@soundandsignal.com

Sound & Signal Inc.

Updated Quotation Letter

January 3, 2025,

To: Jaime Rico

Reference: Pilarcitos High School Intercom System Replacement From:

Sound and Signal, Inc. is pleased to provide this quotation to replace the existing Paging and Bell system at Pilarcitos High School.

Sound and Signal Shall:

1. Provide and install a new Bogen Nyquist VoIP Intercom and Bell System into existing wall mounted rack.
2. Provide and install a new Bogen Nyquist E7000 System
3. Install Nyquist software on Provided Bogen Server (NQ-SYSCTRL).
4. Remove the existing Rauland Telecenter 21 rack and equipment.
5. Provide owners' manuals and in-service training.
6. Provide programming and testing of the system.

Items provided and installed by others:

1. All PoE network switches. (Each VoIP module requires a PoE Connection.)
2. All required Data Network cabinets, Network switches, Network Switch Configuration, and associated equipment.

Basic Equipment Provided by Sound and Signal:

1. One (1) Nyquist E7000 NQ-SYSCTRL System Controller (Bogen Server).
2. One (1) Nyquist E7000 NQ-E7010 I/O Controller.
3. One (1) Nyquist E7000 NQ-P0100 Matrix Mixer.
4. One (1) Nyquist T1100 Administrative Phone.
5. One (1) Nyquist E7030 Analog Bridge.

Labor	**$11,173.00**
Material	**$30,427.00**
P&P Bond	**$1,248.00**
Total Price:	**$42,848.00**

277 Rickenbacker Circle ☐ Livermore ☐ CA 94551 ☐ (925) 455-1778 ☐ FAX (925) 455-6153
California Contractors License # C10-494676
California DIR Public Works Reg #1000000276

Exclusions:

- The existing speakers shall be reused.
- Remote access to the Nyquist is required.
- Existing speakers found not working during testing shall be brought to the school's attention.
- Network Ports used by Bogen Nyquist System shall be programmed by the District IT Department.

All prices include materials and labor as indicated, tests, tax, freight and a one-year warranty on all labor and materials provided by Sound and Signal, Inc.

Should you wish us to proceed with this installation, please have an appropriate purchase order issued and we can acquire all materials for a timely installation.

If you have any questions, please feel free to call.

Sincerely,

John Kirk
Service Manager
john@soundandsignal.com

CABRILLO UNIFIED SCHOOL DISTRICT

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

INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of School Facility Consultants Agreement

BACKGROUND INFORMATION

The Cabrillo Unified School District (CUSD) is committed to maximizing funding opportunities for new construction and modernization projects through the State School Facility Program. To achieve this, the district requires professional services to review, prepare, and submit the necessary documentation to establish and update funding eligibility. These services ensure that CUSD remains competitive and prepared to secure available state funding for critical infrastructure projects. The key services this contract includes are defining eligibility services, funding services, and ongoing support throughout the process.
These services ensure CUSD's eligibility and readiness to secure funding for current and future projects, supporting the district's long-term facilities improvement goals.

REPORT/PROPOSAL

School Facilities Consultants Agreement

FISCAL ANALYSIS

The contract will be funded through Bond Funds, ensuring no impact on the general fund. The professional services provided under this agreement will maximize the district's access to state funding, delivering significant value for planned modernization and new construction projects. The cost to the Bond funds is estimated to be at $20,000.

RECOMMENDATION

Approve the School Facility Consultant Agreement as presented.

Prepared by: *Holly Lynne*

SCHOOL FACILITY CONSULTANTS

Professional Consulting Services Proposal

Prepared for:

Cabrillo Unified School District

Attention:
Dr. Jeff Harding
Interim Superintendent
hardingj@cabrillo.k12.ca.us
(650) 240-3146

Primary Contact:
Matthew A. Pettler
Vice President
Email: matt@s-f-c.org
Phone: (916) 441-5063

Letter of Transmittal

December 10, 2024

Dr. Jeff Harding
Interim Superintendent
Cabrillo Unified School District
498 Kelly Ave
Half Moon Bay, CA 94019

Subject: Proposal for Consulting Services

Dear Dr. Harding:

School Facility Consultants (SFC) is pleased to present the Cabrillo Unified District (Client) with this Proposal for Consulting Services. We believe SFC can assist the District with maximizing its facility funding.

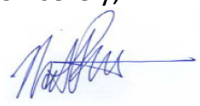
SFC is a full service company which has been assisting its clients in all aspects of school facility planning since 1986. SFC offers a wide variety of services, including the preparation of State funding applications, California Department of Education plan approval applications, Facility Master Plan reports, and School Facility Needs Analysis/Developer Fee reports. SFC also works with Districts to garner Federal funding and various one-time program funding when available. We have worked with clients to realize over five billion dollars in school facility funding including new construction, modernization, and renovation projects. The team is also active in the implementation, analysis and monitoring of State programs and regulations, and has developed strong working relationships with state agency staff members. With decades of combined experience and diverse backgrounds, our team members work collaboratively, providing a comprehensive knowledge base to address the unique needs of our clients.

School Facility Consultants (SFC) is very experienced in providing creative solutions for districts:

- ✓ We work to obtain multiple funding sources for single projects.
- ✓ We assist clients to determine the optimal project prioritization based on funding availability.
- ✓ We work to maximize project savings allowing quicker access to State funding and more flexibility with State funding to match local needs.
- ✓ We track local and Federal funding opportunities to ensure the District is first in line for funding.

We very much appreciate your consideration of our firm and are happy to discuss in detail any of the services outlined above. Please do not hesitate to contact us at your earliest convenience with any questions.

Sincerely,



Matthew A. Pettler
Vice President

FIRM INFORMATION

School Facility Consultants (SFC) has assisted its clients in all aspects of school facility funding and planning since 1986. We have worked with clients to realize over five billion dollars in school facility funding including new construction, modernization, and renovation projects. Our knowledgeable staff understands the intricacies of the planning and funding process in California, including the procedures and requirements of the California Department of Education (CDE), Office of Public School Construction (OPSC), Division of the State Architect (DSA) California Energy Commission (CEC) and Department of Toxic Substances Control (DTSC).

With decades of combined experience in a wide range of school facility issues, we at School Facility Consultants are committed to integrity, professionalism and excellence in all that we do. We are comprised of a diverse group of motivated individuals guided by the shared endeavor of applying analysis and strategy to achieve concrete results for our clients.

At SFC, we offer a full-range of comprehensive services and work closely with clients to become a seamless extension of facility teams. Based in Sacramento, our consulting teams are active in the implementation, analysis, and monitoring of State programs and regulations. We have developed strong working relationships with state agency staff members and bring a deep understanding of facility planning to each of our client's projects.

SFC's team structure provides its clients with reliability, accessibility and a broad knowledge base. The SFC partners maintain direct involvement with clients through regular communications with the consulting teams maintain strong connections between consultants and clients. A Senior Consultant serves as the primary client liaison and manager of each client's project issues. Additional consulting staff is available on the team to provide additional support, research, and production of work product. Team Leaders manage workload and troubleshoot potential issues for the team. The team approach ensures that a consultant is always available to provide immediate assistance to clients. By working collaboratively, our consulting team members contribute their individual expertise toward an extensive and comprehensive knowledge base that addresses the unique needs of individual clients.

SFC was built upon its strong values, culture, and work ethic. These qualities make for a highly effective and successful work environment for its staff, promoting teamwork and providing valuable opportunities for individual employee growth potential. This positive environment encourages productivity, and allows for the highest level of service for its clients.

Experience and Qualifications

STATE FUNDING ELIGIBILITY AND APPLICATION

California school districts and County offices of education have the potential to realize significant State funding contributions through individualized analysis of funding eligibility under the State's School Facility Program (SFP). SFC consulting staff is trained to analyze complex data sets to determine eligibility and access funding available through the Office of Public School Construction (OPSC) and other State agencies. SFC assists districts in navigating the multi-step requirements and coordinating with these agencies through the entire funding process.

FUNDING STRATEGY

By synthesizing our various areas of technical expertise, SFC consulting staff is equipped to develop complex and effective long and short term funding strategies that provide proven results in facilities funding. As a full-service consulting firm, SFC has the ability to take school districts facilities projects from start to finish, applying methodology that garners the greatest funding gains while addressing specific and individual project needs which may evolve during the life of the project. SFC assists clients in providing a long term strategy which results in maximizing outside funding sources to expand the life of their local funding availability. These efforts ultimately afford our clients with the ability to provide additional and enhanced learning environments for students.

PROJECT CLOSEOUT AND AUDIT SUPPORT

As part of participation in the SFP, school districts and county offices of education are required by statute and regulation to conform to a number of certifications, as well as to ensure that funds received are expended appropriately. As part of the project closeout process SFC assists clients in compiling the documentation necessary to demonstrate conformance with expenditure requirements and the numerous certifications in order for clients to retain their awarded project funding amounts.

MASTER PLANNING

Clients utilize Master Plans to forecast their facility needs into the future. SFC produces comprehensive Master Plans for clients, which assess potential impacts associated with outside area developments such as new residential development, shifts in demographic trends, and fluctuating district boundaries. Unification studies, territory transfer and school site placement are interpreted as the physical needs of clients' facilities are also assessed and addressed through use of Master Plans.

DEVELOPER FEE STUDIES

School districts are authorized to collect impact fees on new residential and commercial/industrial development pursuant to California law. The preparation of developer fee studies in accordance with statute is required in order for districts to collect these fees. These studies utilize local district data, including new residential development, historical statistical information, and school construction costs to determine the dollar amount that can be justified for collection by the school district. SFC's Planning Division prepares Justification Studies (Level 1) and School Facility Needs Analysis Studies (Level 2 and 3) according to the State Allocation Board's (SAB) provisions.

DEVELOPMENT MITIGATION SERVICES

SFC assists clients with development mitigation services. Services include Student Generation Rate Studies, Mitigation Impact Reports and Fair Share Studies. SFC consulting staff is available to provide comments on the potential impact of planned developments including general plans, specific plans and environmental impact reports. SFC consultants provide Geographic Information System (GIS) mapping services to inform student generation rates on a district-wide basis, by attendance area and for specific development projects. Should a district experience a fee challenge, staff are available to provide expert witness testimony and/or a professional review of developer fee justification reports or mitigation agreements.

SCHOOL FACILITY CONSULTANTS



Alexander R. Murdoch

School Facility Consultants, President/Partner

PROFESSIONAL QUALIFICATIONS

Alex Murdoch has worked in the school facility industry for over 30 years providing consulting services for clients in all areas of school facility planning and funding. As President and Partner of School Facility Consultants, Alex applies sophisticated methodologies to the facility funding and planning process resulting in the successful, timely delivery of innovative and complex projects.

As an industry leader, Alex is credited with a number of significant accomplishments including innovative planning that resulted in funding for a school district's reuse of commercial property for educational and economic revitalization purposes, being first to secure a lease/lease-back funding guarantee from the Office of Public School Construction for a school district and being first to receive special, legislated funding for a school district's multi-story replacement project.

Alex applies a nuanced approach to the political intricacies of the allocation of school facilities funding. He works to increase the Federal commitment to California school facilities. Alex specializes in identifying statewide policy trends, which are beneficial to the firm's clients. As an appointed member of statewide committees, Office of Public School Construction's Ad Hoc Committee in 2007 and the Coalition for Adequate School Housing's Grant Adequacy Committee in 1999, Alex has been instrumental in contributing to changes in regulations and legislation that benefit schools in California today.

Alex has crafted dozens of successful appeals to the State Allocation Board, brought numerous special items before the State Allocation Board and has crafted successful statewide bond provisions. His expert understanding of California Ed code and School Facility Program regulations has resulted in millions of dollars of funding for California school districts.

Education:

Bachelor of Arts - Political Science and Economics, University of California, Davis

Years with Firm:

30+

Professional Affiliations:

C.A.S.H. – Coalition for Adequate School Housing

C.A.S.B.O – California Association of School Business Officials

School Energy Coalition

Californians for School Facilities

Small School Districts Association

County School Facilities Consortium



Matthew A. Pettler

School Facility Consultants, Vice President/Partner

PROFESSIONAL QUALIFICATIONS

Matt Pettler has been with School Facility Consultants (SFC) for over 25 years. Matt became a Principal and Partner in the Firm in January of 2007. Matt currently serves as Vice President and has assisted over 100 Districts receive billions of dollars in capital outlay funds for public school facilities in California. Matt specializes in managing client projects in all areas of the State School Facility Program as well as leading developer fee mitigation and District Facility Master Planning efforts.

During his time with SFC, Matt has played a key role in multiple successful school district appeals before the State Allocation Board gaining over $507 million dollars in Financial Hardship, Overcrowding Relief Grant, and Facility Hardship funding. Matt has also assisted many school districts with complex audit/closeout issues to reach successful outcomes and avoid Material Inaccuracy penalties.

Additionally, Matt has prepared developer fee justification documents and successfully worked with the Building Industry Association (BIA) to secure millions of dollars needed to offset the impact of new residential development. He has led master planning teams in several school districts, allowing those districts to plan and execute successful bond elections to construct needed facilities for students.

Through these successes Matt has established relationships with State Allocation Board members, their staff, and State Agency leadership.

Education:

Bachelor of Arts - Political Science and Public Policy, University of California, Los Angeles

Years with Firm:

25+

Professional Affiliations:

C.A.S.H. – Coalition for Adequate School Housing

C.A.S.B.O – California Association of School Business Officials

School Energy Coalition

Californians for School Facilities

Small School Districts Association

County School Facilities Consortium

Awards:

Matt is a 2011 Coalition of Adequate School Housing Service Award Recipient

Services and Fees

SFC (Contractor) proposes the following services to the Cabrillo Unified School District (Client):

Funding Eligibility Services

1) Review, prepare and submit documentation required to establish/update the Client's current New Construction eligibility under the State School Facility Program:
   a) Ten-Year Enrollment Projections
   b) Five-Year Enrollment Projections
   c) Modified Weighting Mechanism Review (AB 1014)
   d) Birth Attendance Rate Adjustment Review (County & Zip Code)
   e) Dwelling Unit Augmentation Review (including contact with local planning agency)
   f) Student Yield Factor Review
   g) Prepare and Submit SAB 50-01, Enrollment Certification/Projection form

2) Review, prepare and submit documentation required to establish/update and maximize the Client's current modernization eligibility under the State School Facility Program:
   a) Review site diagrams for square footage, classroom counts and age of facilities
   b) Review current CBEDS enrollment data
   c) Prepare and submit SAB 50-03, Eligibility Determination forms

Funding Services

3) Assist with the preparation and submittal of California Department of Education plan approval requests

4) Prepare, submit and monitor State Allocation Board New Construction applications projects as determined by the funding opportunities identified:
   a) Work with project team to maximize the amount of the funding request for the New Construction project
   b) SAB 50-04, Application for Funding and justification documents
   c) SAB 50-05, Fund Release Authorization and justification documents

5) Prepare, submit and monitor State Allocation Board Modernization applications projects as determined by the funding opportunities identified:
   a) Work with project team to maximize the amount of the funding request for the Modernization Construction project
   b) SAB 50-04, Application for Funding and justification documents
   c) SAB 50-05, Fund Release Authorization and justification documents

6) Prepare subsequent updates to the client's New Construction and Modernization eligibility under the State School Facility Program

7) Assist Client with planning services, as requested by the Client, and as accepted by SFC.

Services and Fees

For Services 1 and 2, the Client shall pay the Contractor according to the hourly rate schedule below estimated at $20,000. For Services 3 – 7, the Client shall pay the Contractor according to the hourly rate schedule below based on the opportunities identified in Services 1 and 2. The fees shall cover all expenses incurred in Sacramento by SFC on behalf of the Client. If it becomes necessary for a Consultant from SFC to visit the project area, the Client will pay for travel time at the rate schedule below plus actual expenses incurred. The Contractor will bill the Client in increments of 15 minutes and invoice on a monthly basis.

Hourly Rate Schedule

Principal	$280 per hour
Director	$250 per hour
Senior Consultant	$245 per hour
Consultant	$215 per hour
Research Analyst	$180 per hour
Administrative Support	$115 per hour

The Client shall be responsible for reviewing and verifying all data included in documents, forms and reports prepared by the Contractor on behalf of the Client. The Client shall be responsible for meeting any certification requirements and shall be responsible for consulting legal counsel related to the preparation and submittal of documents, forms and reports.

It is understood that the Contractor shall function as an independent contractor without authority to obligate the Client for any indebtedness or other commitments. The Contractor will accurately and fairly represent the Client's position.

During the term of this agreement, the status of those individuals performing the work stipulated in this contract may change. Changes to an individual's status may affect billing rates. The Client agrees to accept these changes. The Contractor agrees that any such changes in status will be reflected on the bill.

The terms of the agreement shall remain in force unless mutually amended. This agreement may be terminated by either party upon 30 days written notice.

SUBMITTED BY:	**ACCEPTED BY:**
School Facility Consultants	Cabrillo Unified School District
	_____
	Authorized Signature
Date: December 10, 2024	Date:_____

CABRILLO UNIFIED SCHOOL DISTRICT

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

INTERIM SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
Peter Cerneka
Lizet Cortes
Carmen Daniel
Breanna Lafontaine

MEMORANDUM

MEETING DATE: January 23, 2025
TO: Members of the Governing Board
FROM: Dr. Ramon Miramontes, Interim Superintendent
James Barnes, Director of Student Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Quarterly Report on Williams Uniform Complaints (Education Code §35186)

BACKGROUND INFORMATION

In accordance with Education Code §35186, Williams complaints must be filed and resolved through the Uniform Complaint Procedures (UCP). These complaints address deficiencies in instructional materials, emergency or urgent facility conditions posing a threat to the health and safety of students or staff, and teacher vacancies or misassignments.

Complaints can be filed anonymously, and complainants who provide their identity are entitled to a response if requested. Schools are required to make complaint forms available for these purposes. However, complaints submitted in writing must still be accepted, even if not on the official form. Complaints should be filed with the principal or their designee.

Local governing boards are required to report quarterly to the San Mateo County Office of Education on the nature and number of Williams complaints received. These reports are publicly presented during regular board meetings

REPORT/PROPOSAL

For the second quarter of the 2024-25 school year, the CUSD received zero (0) Williams complaints related to instructional materials, facilities conditions, or teacher vacancies/misassignments.

FISCAL ANALYSIS

There is no financial impact on the General Fund.

RECOMMENDATION

Staff recommend the Governing Board receive and approve the second-quarter report on Williams Uniform Complaints, as required by Education Code §35186.

Prepared by: *Rosibel Acosta*

SAN MATEO COUNTY OFFICE OF EDUCATION

Excellence and Equity in Education

Quarterly Report –*Williams* Uniform Complaints
[Education Code § 35186]

District: Cabrillo Unified School District

Name & Title of Preparer: Rosibel Acosta, Administrative Assistant to the Superintendent

Quarter Reported: (check one)

- ☐ 1st Quarter: July 2024 through September 2024 – Due October 2024
- ☑ 2nd Quarter: October 2024 through December 2024 – Due January 2025
- ☐ 3rd Quarter: January 2025 through March 2025 – Due April 2025
- ☐ 4th Quarter: April 2025 through June 2025 – Due July 2025

Date for information to be reported publicly at governing board meeting: 01/23/2025

Please check the box that applies:

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

☑ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints. **Copies of the complaint and the district's written response will be submitted along with this report.**

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

Dr. Ramon Miramontes

Name & Signature of Superintendent

Date: _____

Sign and date the report ***after*** it is presented at your board meeting. Please submit the executed report to Systems for District Improvement via email at sdi@smcoe.org.