

CABRILLO UNIFIED SCHOOL DISTRICT



Governing Board Agenda

**Regular Governing Board Meeting
April 15, 2010
498 Kelly Avenue, Half Moon Bay
7:00 P.M.**

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue • Half Moon Bay, California

GOVERNING BOARD MEETING

District Office Conference Room

Thursday, April 15, 2010

A G E N D A

1. CALL TO ORDER- 6:00 P.M.

2. ROLL CALL/QUORUM ESTABLISHED

___ Mr. Dwight Wilson, President

___ Dr. Jolanda Schreurs, Vice President

___ Mr. John Moseley, Clerk

___ Mr. Charles Gardner, Member

___ Dr. Kirk Riemer, Member

3. RECESS TO CLOSED SESSION – 6:01 P.M.

a. Conference with Legal Counsel – Anticipated Litigation (Government Code 54956.9). Conference regarding anticipated litigation pursuant to Government Code, significant Exposure to litigation pursuant to Subdivision (b) of Section 54956.9. Number of potential cases: One

b. Pupil Personnel/Student Matters (Education Code 35146). The Board may hear expulsion cases and consider the requests from students for re-admittance following expulsion in closed session. Also, the board may review student disciplinary reports, exemptions requests and other student related matters that are regarded to be confidential according to Education Code. The Education Code requires closed session in these cases to prevent disclosure of confidential student record information.

c. Conference regarding labor negotiations with district designated representative: Dannis Woliver Kelley/Robert Gaskill/John Corry (Government Code 54957.6).

4. **RECONVENE OPEN SESSION – 7:00 P.M.**
Report Action from Closed Session
5. **PLEDGE OF ALLEGIANCE**
6. **ADOPTION OF AGENDA AS PRESENTED/AMENDED**
7. **STUDENT/STAFF/COMMUNITY RECOGNITION**

Seven El Granada Elementary school students who have earned Fluent English Proficient Speaker status will be presented with certificates by Principal Carrie Betti. The 5th grade students are: Melissa Acosta, Gilberto Aguilar, Alondra Mejia Garcia, Jose Ramirez, Ariana Santana, Armando Santos-Landa and a 3rd grade student, Fredy Garcia.

8. **COMMENTS FROM THE PUBLIC ON ITEMS NOT ON AGENDA**

NOTICE TO THE PUBLIC

Members of the audience will be given an opportunity to address the board. The President will recognize those members of the audience who wish to speak. Each person wishing to speak will be asked to identify himself or herself prior to speaking. Each individual speaker will need to fill out a request card. The card will allow the administration to respond to the person on an individual basis. The Board reserves the right to limit the time of presentations by individuals (three minutes) as well as cumulative time (twenty minutes) for any one issue. This will allow the board to complete the business at hand in a timely manner. Matters not listed on the agenda will be referred to administration for review. No action may be taken at this time on matters not listed on the agenda. Board members usually will not comment regarding matters not listed on the agenda until the information is reviewed by the administration. Matters listed on the agenda will be addressed in order unless the President determines that the order listed should be revised. As this is a public meeting of the Governing Board, the President will generally request board members to comment before recognizing requests from the audience to speak. Please remember that the board can take no action on items that are not listed on the agenda for action. A sound and/or video recording is made of all regular meetings except closed session and those designated as special and/or workshops. Thank you for your support and understanding of this procedure.

9. **REPORTS/INFORMATION**
 - a. Student Representative
 - b. Association Representatives
 - c.

10. CONSENT ITEMS

NOTICE

Consent items are routine in nature. The items are in agreement with current board policies and procedures and are presented for formal action, information, or adoption of routine resolutions. Any item in this section may be considered individually, if requested by a board member or the Superintendent. Consent items will be approved by a roll call vote of the Governing Board.

- a. Approve Certificated Personnel Report
- b. Approve Classified Personnel Report
- c. Approve Minutes of the January 21, 2010, Special Governing Board Meeting
- d. Approve Minutes of the January 25, 2010, Special Governing Board Meeting
- e. Approve Minutes of March 10, 2010, Regular Governing Board Meeting
- f. Approve Minutes of March 18, 2010, Special Governing Board Meeting
- g. Accept Quarterly Report on Williams Uniform Complaints (Education Code 35186)
- h. Approve Gifts to the District
- i. Approve overnight trip for Half Moon Bay High School FFA students to attend a State Leadership Conference in Fresno, California, April 17-20, 2010

11. ACTION ITEMS

- a. Approve revisions to CUSD Board Policy and Administrative Regulation 5117 Interdistrict Attendance
- b. Approve 2010-2011 Student/Teacher Calendar
- c. Approve Addendum to the District Local Educational Agency Plan (LEAP)
- d. Approve the Local Educational Agency, Title I, Part A Waiver application and Plan

12. DISCUSSION

- a. Discuss with consideration of action potential modifications to the Adopted Program Reductions List, 2010-2011
- b. Discuss Formation of a Citizens' Measure E Oversight Committee and Related Bylaws

13. COMMUNICATIONS

- a. Board Members
- b. Superintendent

14. FUTURE BOARD AGENDA ITEMS

- a. Receive and discuss report of the district Ad Hoc Solar Energy Committee.
- b. Receive and discuss report of the district Ad Hoc Advisory Capital Assets Committee
- c.

15. FUTURE EVENTS/DATES/REQUESTS

- a. May 1, 2010, Goal-Setting and Self-Review Retreat
- b. May 12, Los Listos Graduation Ceremony (6:00 p.m. Hatch Elementary)
- c.

16. RETURN TO CLOSED SESSION (IF NECESSARY)

17. ADJOURNMENT OF THE MEETING

SPECIAL FOOTNOTE

Board Bylaw 9323, requires that the meeting of the board shall end at 10:00 p.m. The board, at its discretion, may extend the meeting for a defined time to finish the business at hand.

In compliance with the Americans with Disabilities Act, should assistance be required to participate in this meeting, please contact the Superintendent's office at (650) 712-7112. Notification 48 hours prior to the Board meeting will enable the District to make reasonable arrangements to assure accessibility to this meeting.

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: April 15, 2010

ACTION
 CONSENT
 DISCUSSION
 INFORMATION

BOARD AGENDA NUMBER: 10.a.

BOARD AGENDA ITEM: Approve Certificated Personnel Report

DEPARTMENT: Personnel

CONTACT PERSON John Corry

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

1. OFFERS OF EMPLOYMENT OF SUBSTITUTE TEACHERS

<i>Employee</i>
Dobson, Kristi
Garcia, Edwin
Reiss, Rebecca

2. REQUEST FOR LEAVE OF ABSENCE 2009-10

Rebecca Goodell, Teacher, Farallone View Elementary, beginning April 7, 2010 through June 11, 2010.

3. REQUEST FOR LEAVE OF ABSENCE OR REDUCED CONTRACT FOR 2010-11

Employee	Assignment	Request	Site
Evans, John	Music Teacher (from 1.0 FTE to 0.80 FTE)	Reduced contract	HMBHS
Friest-Williams, Fern	Language Arts (from 1.0 FTE to 0.67 FTE)	Reduced contract	Cunha
Mote, Nora	Math (from 1.0 FTE to 0.50 FTE)	Reduced contract	Cunha

FINANCIAL IMPACT: Financial impact is included in the budget.

RECOMMENDATION: Approve the Certificated Personnel Report.

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: April 15, 2010

ACTION
 CONSENT
 DISCUSSION
 INFORMATION

BOARD AGENDA NUMBER: 10.b.

BOARD AGENDA ITEM: Approve Classified Personnel Report

DEPARTMENT: Personnel

CONTACT PERSON: John Corry

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

1. OFFERS OF EMPLOYMENT

<i>Employee</i>	<i>Position</i>	<i>Site</i>	<i>Date</i>	<i>Replace/New</i>
Herrera, Adalberto	Workability Student	HMBHS	03/23/10	New
Hofmann, Lori	Food Service Assistant II	Multi	03/29/10	Replace

2. RESIGNATION

Anahita Modaresi, Youth Development Coordinator, Cunha Intermediate, effective April 9, 2010.

3. OFFERS OF SHORT TERM EMPLOYMENT 2009-10

Lillia Gregory, Intensive Intervention Teacher, Hatch Elementary, for the period beginning March 22, 2010 through June 2010.

FINANCIAL IMPACT: Financial impact is included in the budget.

RECOMMENDATION: Approve the Classified Personnel Report.

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

Minutes (Adopted) of Special Governing Board Meeting

Date and Place: January 21, 2010, Farallone View Elementary School

Board Members Present: Mr. Dwight Wilson, President
Dr. Jolanda Schreurs, Vice President
Mr. Charles Gardner, Member
Mr. John Moseley, Clerk
Dr. Kirk Riemer, Member

Administrators Present: Mr. Robert Gaskill, Superintendent
Dr. Elizabeth Schuck, Assistant Superintendent
Mr. John Corry, Director Personnel & Pupil Services
Mrs. Diane Stupi, Director Fiscal Services

CALL TO ORDER/QUORUM ESTABLISHED

President Wilson called the meeting to order at 6:12 p.m.

COMMENTS FROM THE PUBLIC ON ITEMS NOT ON AGENDA

None

PUBLIC HEARING ON POTENTIAL BOARD ACTION TO PLACE A PARCEL TAX MEASURE ON THE JUNE 8 BALLOT

Mr. Wilson opened the Public Hearing.

Mr. Shore, parent from Half Moon Bay High School, spoke in support of a Parcel Tax.

Mr. Dobbrow, community group co-chairman addressed the different monetary options for consideration of the board. The community group supports \$125 - \$150 per parcel tax for the June election.

Mr. Aldrich, representing CSEA, feels his members would be supportive of a parcel tax if the amount were kept in lower range.

Mr. Wilson closed the Public Hearing.

Mr. Moseley commented after reading the minutes of the last board meeting, the district has a lot of work to do to place a parcel tax on the June ballot. He would like to see the district rely on the expertise of the research of the community group.

Superintendent Gaskill stated for the next Budget Workshop a proposed resolution ballot will be brought to the board for consideration of approval. Mr. Gaskill noted the budget crisis is playing out not only within the State of California but across the country as well. He commented we have a great group of teachers, principals and classified who will continue to deliver positive education and support regardless of the outcome of a parcel tax measure.

PUBLIC HEARING ON STRATEGIES FOR ADDRESSING THE PROJECTED 2010-2011 DISTRICT BUDGET DEFICIT

Superintendent Gaskill introduced Diane Stupi, Director of Fiscal Services who reviewed the level 1, level 2 and level 3 potential budget solutions for 2010-2011. Handouts were available for the public to review.

President Wilson opened the Public Hearing.

Mrs. Diana Purucker, teacher from Farallone View Elementary School made several suggestions regarding elimination of class size reduction and a staggered teacher work day.

Alan Hu, parent of Kings Mountain Elementary noted he has met with Superintendent Gaskill and Mr. John Corry regarding his concerns for closing the school. He brought up these concerns with the District's analysis of cost-savings related to the potential closing of Kings Mountain.

Christina Bechtoel, Robert Bikle, Heather Huddleston, all parents of Kings Mountain Elementary, spoke in support of their passion for Kings Mountain Elementary School and staff. They have a very committed, organized group of parents who are in support of the parcel tax.

Gary Aldrich, CSEA Chapter President, wanted the public to know their members are here in support of the students and teachers and ask that the administration come up with solutions that don't result in taking away classified positions.

Larissa Schwabe, parent of Farallone View Elementary School, asked the board if there was support for parents who choose to home school. President Wilson asked Ms. Schwabe to contact the District Office to discuss that subject.

Sarah Bunkin, parent of a kindergartener spoke against class size reduction, but, in support of a 25/1 ratio. She addressed the fact many stay at home moms are very supportive in volunteering, coming up with alternatives for educating and in support of the parcel tax.

Erika Moncada, parent of Farallone View Elementary noted her frustration with transportation costs and commented that the buses on the road are often times empty or half full.

Carolyn Mendez, public school teacher supported staggered schedule and also suggested early bird/late bird schedules.

President Wilson closed Public Hearing at 6:58 p.m.

President Wilson then opened the meeting for comments from the board.

Dr. Riemer noted to get a parcel tax passed most of the votes needed will be from non-parents and that a number needs to be selected that will pass. He appreciated the passion and care the attendees voiced for our public schools and noted his appreciation for their suggestions on possible cuts.

Mr. Moseley appreciated the pro-active group from Kings Mountain who supported keeping the school open and who were prepared to move forward with a parcel tax.

Dr. Schreurs thanked the administrators for the working list and wanted the audience to know the administrators are not immune to the hardship of these cuts. Dr. Schreurs noted it would not be feasible to cut the counseling staff. She also remembers the class sizes transitioning from 35 to 20 and what a world of difference this has made.

President Wilson also noted these are difficult cuts. He hopes with the next four hearings we will hear more ideas and continue working together. There are no magic answers.

Katie Berger and staff were thanked for hosting the meeting at Farallone View Elementary.

President Wilson closed the Public Hearing.

ADJOURNMENT OF THE MEETING

The meeting was adjourned at 7:16 p.m.

Minutes prepared by Janice Olson, Administrative Assistant to the Superintendent
Minutes presented by Robert Gaskill, Secretary to the Board

Certified by the Clerk of the Board

Date

Cabrillo Unified School District

498 Kelly Avenue, Half Moon Bay, CA 94019

Minutes (UnAdopted) of Special Governing Board Meeting

Date and Place: January 25, 2010, El Granada Elementary School

Board Members Present: Dwight Wilson, President

Jolanda Schreurs, Vice President

Charles Gardner, Member

John Moseley, Clerk

Kirk Riemer, Member

Administrators Present: Robert Gaskill, Superintendent

Elizabeth Schuck, Assistant Superintendent

John Corry, Director Personnel & Pupil Services

Diane Stupi, Director Fiscal Services

CALL TO ORDER/QUORUM ESTABLISHED

President Wilson called the meeting to order at 6:12 p.m.

COMMENTS FROM THE PUBLIC ON ITEMS NOT ON AGENDA

There were no comments.

PUBLIC HEARING ON POTENTIAL BOARD ACTION TO PLACE A PARCEL TAX MEASURE ON THE JUNE 8 BALLOT.

President Wilson opened the hearing.

Abbey Foster, teacher at Hatch Elementary School, expressed her support for the parcel tax with the highest amount to cover some of the deficit. Mike Clardy who lives on the coast and teaches in San Mateo also voiced his support for a \$250 parcel tax along with Michelle Hogg, Lynette Curthoys and other Hatch Elementary parents.

A Kings Mountain parent, voiced support for the parcel tax and hoped this may increase scores and motivate people to see where their money is going.

Chris Dobbrow and Nadia Bledsoe, Chairs for the Parcel Tax Community Committee, appreciated the support shown and sent around a sign up sheet for anyone who would like to get involved.

Rick Southern, parent of a Hatch Elementary student, asked if it is possible to have a third category, where those who may not be able to afford this even if they agree with the measure could pay a reduced tax.

President Wilson responded everything has to be the same. You cannot specify except for the exemption of seniors. The discussion was brought back to the board.

Mr. Gardner noted this is an example of what makes the Governing Board's jobs so tough. There is a great committee in place to approach groups who do not or no longer have children in the school district. He encouraged people to get involved, every little bit will help.

Dr. Schreurs feels we have a strong group of individuals that are at a negative place regarding a parcel tax and others that are in-between votes. Individuals are persuaded by the dollar amount, nature of language, and budget cuts. With the budget cuts, we need to show good data that proves we can perform even better.

Mr. Moseley thanked the community for coming out on a miserable, rainy night and for Carrie hosting the meeting. He appreciated the enthusiasm of the crowd and noted "Success is what we are looking for". Many neighborhoods feel if they do not have kids in the school system and vote for a parcel tax that their property taxes would increase. He asked for people to talk to their neighbors, ask questions like "what do you know about our schools" and be prepared to explain the value this proposition has.

Dr. Riemer thanked the community and noted he feels everyone does believe in our public schools because either they work in public schools or have kids in the system. This is a tax that will stay here in our community to help solve our local problems.

President Wilson closed the public hearing.

Superintendent Gaskill noted that at the next regular Governing Board Meeting to be held on February 11, 2010, the Governing Board will be asked to consider taking formal action on a parcel tax measure. There will be two Special Budget Workshop sessions on February 23, 2010 at Hatch Elementary School and February 25, 2010 in the Cunha Library starting at 6:00 p.m.

Superintendent Gaskill noted that on February 25, staff will bring a recommendation for potential program cuts. There were two handouts available for the audience 2010-2011 Potential Budget Solutions and an addendum (in blue) added 1-23-10. He introduced Mrs. Diane Stupi, Director of Fiscal Services, who made a slide presentation on cuts that have been proposed.

Dr. Schreurs and Mr. Gardner asked for clarification on the PE policy and BTSA (Beginning Teacher Support and Assessment).

PUBLIC HEARING ON STRATEGIES FOR ADDRESSING THE PROJECTED 2010-2011 DISTRICT BUDGET DEFICIT

President Wilson opened the Public Hearing

A parent of a Kings Mountain student noted he has been very pleased with support from faculty and parents. It is working for his son and he hopes the school will remain open. A second parent, Armando Ayala Jr., truly believes with the passion and dedication the educators have, the students consistently excel. He hopes the Board can come up with other ways to cut costs and knows the parents at Kings Mountain will do whatever it takes for the school to remain open

Joan Fulp, PE teacher, spoke about how great and proud she is of our school system and the entire district. She also spoke about the importance of PE in our district and highlighted points about exercise.

Ken Jones spoke about importance of education and passing a parcel tax.

President Wilson offered the comment that there is nothing on the list here that any Board member wants to do.

Wendy Kennedy, parent and teacher at El Granada, spoke about job share possibilities. She noted there are a many teachers who would like to take a 50% job cut and participate in a shared position that would save money and teachers.

Peggy Macres, another parent, spoke in favor of class-size reduction. She felt larger class size place more students at risk.

Noelle Lane, an El Granada parent, spoke in support of maintaining class size reduction. She has seen students become proficient in reading due to a wonderful writers workshop program and feels if you put thirty (30) students in one class progress will not be made. She also feels the levels that the students are expected to achieve by first grade will not be met. She urged the board to take this item off the chopping block.

Another El Granada parent works in her child's first grade classroom and could not imagine a class with thirty (30) students and being able to accomplish what is expected daily.

The owner of Coastside Books and the parent of a preschooler who will attend Kings Mountain in the fall have been looking at ways to save. She asked for details of positions that could be eliminated and how this savings is calculated. President Wilson stated the Business Office will be compiling this information for the next Special Governing Board Meeting.

Another Kings Mountain parent noted how everyone donates their time and talents for the good of the whole community. She proposed a budget task force committee so the community could effectively participate in the process.

Carolyn Martin, teacher at El Granada and parent of two graduates, has spent a great amount of time in our district. She is very concerned about taking away class size reduction. She feels the students learn more, their scores are higher in a small setting, and they learn better from each other with friendships lasting all through their lives. She supports the \$250 parcel tax which is less than a dollar a day.

Two other El Granada parents expressed the importance of keeping the teacher-to-student ratio small. Many students are second language learners who must be taught reading and comprehension.

Chris Dobbrow, parent of two Half Moon Bay High School students, appreciated all of the hard work and efforts the teachers put forth and noted they are grossly underpaid. He hoped to hear other kinds of cuts so programs, counselors, librarians, custodians and class size reduction would be the “path of least resistance”.

A Hatch parent asked how parents could help regardless of what happens with the parcel tax election.

Gary Aldrich, CSEA President, spoke about how the cuts will affect all classified personnel and, put more work on the teachers. He also hoped the public views school employees as an asset to this community.

Mr. Wilson closed the public hearing and brought the discussion back to the board.

Dr. Riemer appreciated everyone coming forth with suggestions. He noted the board does not want to cut anything and the best answer is for a parcel tax to pass.

Mr. Moseley also thanked the audience; there were some good points and he was very pleased to see our school families coming together as a community willing to get involved and help. He stated this is a very stressful situation, not one of the board members wants to make these decisions. There is a timeline to be met by February 25 and a March 10th register date for a parcel tax. Get involved where you can.

Dr. Schreurs noted all the board members understand the process. There are pros and cons. However, if a parcel tax is passed it may be possible to go back and fill positions. For example the Education Foundation could backfill librarians; there are many scenarios but no simple answers. She agrees with all the comments made regarding teachers, counselors, class size reduction etc. and would like to have some discussion on how to best prioritize these potential cuts.

Mr. Gardner summarized what he heard and commented on some great job sharing ideas, our athletics programs and several comments on class size reduction. He would like to see administrators come up with two scenarios, one if a parcel tax passes and one if it does not. He

feels either scenario should consider not closing Kings Mountain and keeping class size reduction in place. When he adds up the numbers, they are leaning towards a \$150 parcel tax.

President Wilson thanked the audience for coming out and noted there will be two more Special Work Sessions: February 23 and February 25. He noted all suggestions are welcome; discussions will be taking place to begin the process of making cuts.

Discussion was led by the board to define a process of ranking and taking things off the list with final decisions to be made by February 25. Each board member is to select their list of priorities and rank 1-5, with 1 being least desirable, 5 being most desirable.

President Wilson concluded a process has been established, thanked Carrie Betti and staff, and adjourned the meeting at 8:01.

Certified by the Clerk of the Board

Date

Cabrillo Unified School District

498 Kelly Avenue, Half Moon Bay, CA 94019

Minutes (Unadopted) of Regular Governing Board Meeting

Date and Place: March 10, 2010 – Cunha Intermediate School Library

Board Members present: Dwight Wilson, President
Jolanda Schreurs, Vice President
John Moseley, clerk
Charles Gardner, Member

Board members Absent: Kirk Riemer, Member

Administrators at the Table: Robert Gaskill, superintendent
Elizabeth Schuck, Assistant Superintendent
John Corry, director, Personnel & Pupil Services
Diane Stupi, Director, Fiscal Services

CALL TO ORDER/QUAORUM ESTABLISHED

President Wilson called the meeting to order at 6:00 p.m.

RECESS TO CLOSED SESSION

The Governing Board recessed to closed session at 6:01 p.m.

RECONVENE OPEN SESSION

President Wilson reconvened open session at 7:07 p.m. He reported that the Governing Board met in closed Session from 6:01 – 7:01 p.m. and took the following action: Under Public Employee Matters, the Governing Board voted 4 to 0 to non re-elect: Four (4) Probationary Zero certificated employees for the 2010-2011 school year, one (1) Probationary one (1) certificated employee for the 2010-2011 school year, and one (1) Probationary Two employee for the 2010-2011 school year. The Governing Board also voted 4 to 0 to reassign an administrator to a classroom teaching position. Under “Student Matters”: the Governing Board voted 4 to 0 to expel Students A and B from Cunha Intermediate School for the remainder of the spring 2010 semester and the fall 2010 semester with admission to Half Moon Bay High School on a behavioral contract effective the first day of school of the spring 2011 semester. The Governing Board also voted 4 to 0 to expel Student C from Cunha Intermediate School for the remainder for the spring 2010 semester and the fall 2010 semester with readmission to Cunha Intermediate School on a behavioral contract effective the first day of school for the spring 2011 semester.

PLEDGE LED BY: Chris Probert, Student Representative

ADOPTION OF AGENDA

A motion was made to amend and include two additional items under consent. Add items:

12. f. Approve out of state travel for Maria King, Hatch Elementary School to attend Minority Leadership Training Seminar March 17 – 19, 2010, Reno, Nevada.
- g. Approve overnight trip for Half Moon Bay High School FFA students to attend the North Coast Regional meeting and Speaking Competition in Ukiah, California, March 26 – 27, 2010.

Mr. Gardner made the motion to approve and amend the agenda, Dr. Schreurs made the second.

Passed: 4 – 0 (M-)

STUDENT STAFF/COMMUNITY RECOGNITION

Mr. John Corry, Personnel and Student Services Director, introduced Mr. Dudley Hughes, lead teacher at CUSD's Alternative Education Program, and Ms. Melissa Moriarity, teacher at Alvin S. Hatch Elementary School, to share how students engaged in a community service project for the children of Haiti after the devastating earthquake.

Mr. Hughes thanked his students with certificates for their unselfish efforts in coordinating a clothing drive. The following students were recognized: Elizabeth Hernandez, Hilaria Carrillo, Julie Flores, Darren Loreto, Alexa Oliva, Gabriela Ornelas, Sesar Partida, Zenaida Patino, Kala Queen-Walls, Luis Ruiz-Haro, Rocio Valle.

Ms. Melissa Moriarity's students held bake sales and crafted collection containers to raise money. With the help and generosity of other students and parents of Hatch community, they raised \$1,554. Students present for recognition were: Erika Gallagher, Grace Garcia, Lillah Ferriera, John Howell, Christopher Vana, and Keyana Ronquillo.

COMMENTS FROM THE PUBLIC ON ITEMS NOT ON THE AGENDA

President Wilson stated that comments related to staff or program reductions will be addressed under 13.d. of the agenda. No other public comments were made.

REPORTS/INFORMATION

Chris Probert, student representative from Half Moon Bay High School reported results from the "Battle of the Sexes" assembly and a "Power Puff", gender reversal football game. He also attended a WASC presentation and participated on a student panel. Friday, March 12, has been declared "Pink Friday" to raise awareness of the pink slips that are being distributed to many staff members. This will be held before school. The Musical, The Unsinkable Molly Brown hits the stage March 19-21 and March 26 – 28, 2010.

Tom Cox, representative for CUTA, spoke of the difficult times for members and the community. CUTA union leadership is working hard and in good faith to keep the morale of the members up. CUTA wanted it publicly known they support all of their teachers and will not represent one group over another.

Barb Mulcahy, CSEA Vice President, stated "We know you're trying but we're all very concerned".

Mr. Corry reviewed the list of Certificated Employees as listed in the Governing Board Packet. He did meet with CSEA President Tom Cox to review this list.

President Wilson opened this item for public discussion.

Several parents spoke about their concern over losing the counselors. (Art Hofmayer, Lourdes Patino, Lena King)

Ethan Hofmayer and several students also voiced support for counselors at Half Moon Bay High School. He pointed out several ways the counselors work to assist the students: administering AP tests, creating letters of recommendation, assisting with college requirements and keeping the school safe. He read off a list of areas that could be cut from the list of Ranking of 2010-2011 Budget Reduction Items, February 23, 2010 as a way to keep the basic core of counselors.

Eileen Bragman, Counselor at Cunha, spoke about the counselors' various roles.

Half Moon Bay High School Students Maria Toxqui Jimarez, Rose Zilber and Giselle Mendoza spoke about the importance of having counselors. They also spoke in support of maintaining Mr. Gerber's position at the library.

Arvin Lynes, Special Education teacher at Cunha, is concerned due to the fact counselors are always present at IEP meetings. His other concerns are the money is not being distributed properly for special education services. If counselors are cut, students will be under-served which could place the school district in jeopardy of possible litigation.

Chris Drost-Hansen a parent of Half Moon Bay High School compared the school district to a business. When you are growing a business, you want to emphasize the importance of customer care she commented.

James Barnes, Social Studies teacher at HMBHS was the WASC (Western Association of Schools and Colleges) Coordinator this year. He worked very hard through this process to prove we are the best school and to allow us re-accreditation. We were recommended in 2007. This process required a lot of work which would not have been possible without the counselors. He noted all counselors worked together as a resource team in support of ELAC, Renaissance, financial aid for students, credit recovery program, academic support classes, students who need extra help, cultural awareness and, serving different communities and populations. Over the next three years and with no counselors, he felt it would be extremely difficult for WASC to accredit Half Moon Bay High School. Shari Baldock, Social Studies teacher at Half Moon Bay High School spoke about how counselors are the glue that holds the school together.

Kate Livingston, teacher at Farallone View Elementary, applauded the young people who came out for the meeting and spoke in support of the counselors and, suggested cutting an administrator instead.

Anne Rykenbush, French teacher at Half Moon Bay High School felt the counselors are a crucial part to a successful high school. She also felt Mr. Gerber provides a comfortable and guided environment for the students. Holly at Repo Depo goes way beyond her job to welcome students with a safe and supportive place for students.

Silvia Valle, community relations employee, asked to share the pain by closing the school for a month since there will not be summer school. The savings could be used toward the counselors.

Mr. Corry stated the District must develop a system for ranking employees with the same date of hire. He presented a proposed criteria to the Board.

Passes: 4-0 (M-) Roll call: Jolanda Schreurs - yes
Charlie Gardner - yes
John Moseley - yes
Dwight Wilson – yes

Item 13.f. Approve revisions to CUSD Board Policy and Administrative Regulation 5117 Interdistrict Attendance. Dr. Schreurs made the motion, Mr. Gardner made the second.

Mr. Corry presented the proposed revision based on CUSD’s new status as a Basic Aid school district.

Failed: 2-2 (M-)

Dr. Schreurs asked how many students come in and out of our district on interdistrict transfers. Mr. Corry replied approximately 30 students come into the district with approximately 15 to 18 going out. Most students coming into our district come from the south with a large number going into Cunha Intermediate School this year. Dr. Schreurs stated she would not vote in support of this policy. She likes students to have the opportunity to attend our schools with their unique programs.

Item 13.g. approve proposed new course adoption of AP Art History at Half Moon Bay High School – *second reading*. Mr. Gardner made the motion, Dr. Schreurs made the second.

Dr. Schreurs asked how the course will be implemented. Ms. Silvestri, Assistant Principal, Half Moon Bay High School noted the course will run independently as a single course if enough requests justify it and, will be taught by Pati Kowalczyk. There were no other questions or comments.

Passed: 4-0 (M-)

Item 13.h. Cast District ballot for Sub region 5-B Representatives to the California School Boards’ Association’s Delegate Assembly. Dr. Schreurs made the motion to nominate Peter H. Hanley and Shelly Mesur, Mr. Gardner made the second.

Passed: 4-0 (M-)

Item 13.i. Determine date to complete the annual Board Self-Evaluation Process

Board members reached informal consensus to hold their annual self-evaluation meeting on May 1, 2010. The Superintendent will check with Dr. Riemer to make sure he is available on this date.

COMMUNICATIONS

Mr. Moseley applauded the students for suggesting budget cuts and supporting the parcel tax.

Dr. Schreurs noted her interest in finding solutions, perhaps working with other districts to solve some of the personnel problems. She invited her colleagues to join her at the County School Board Association meetings and become active in areas over the hill.

President Wilson stated he received a call from Jerry Hill's office with an invitation to the Foster City Chambers meeting on March 19, 2010 from 2:00 – 4:00 and wondered if any one could attend along with Superintendent Gaskill. Dr. Schreurs and Mr. Gardner offered to attend.

Superintendent Gaskill noted Friday is Pink Slip Friday across the state. He encouraged everyone to support the protest being held before school at Half Moon Bay High School. The WASC Report was presented with significant amount of positive feedback. Principal for a Day was held today. The attendees were invited to start their morning at the Principals/Management meeting. The next board meeting will be held on April 15, 2010, the third Thursday of the month.

FUTURE BOARD AGENDA ITEMS

Receive and discuss report of the District Ad Hoc Solar Energy Advisory Committee. Mr. Moseley expects a report will be presented in the fall of 2010.

Receive and discuss report of the District Ad Hoc Capital Assets Advisory Committee. Dr. Schreurs noted the group was waiting to see how current deliberations on land and water use will turn out at the county level before considering possible next steps.

FUTURE EVENTS/DATES/REQUESTS

Dr. Schreurs requested an agenda item for April to discuss bringing back one or more counseling positions and to hear staff thoughts on finding related solutions. President Wilson would like to have a free flowing discussion including counseling positions at both schools. Mr. Gardner would like to save a minimum of two counselors and also would like to have comments on how that can be accomplished.

RECESS TO CLOSED SESSION

President Wilson adjourned to open session at 9:23 p.m. and announced that the Board would be returning to closed session.

RECONVENE OPEN SESSION

President Wilson reconvened to open session at 10:36 pm. He announced that the board took no action

ADJOURNMENT OF THE MEETING

President Wilson adjourned the meeting at 10:37 p.m.

Minutes prepared by Janice Olson, Administrative Assistant to the Superintendent

Minutes presented by Mr. Gaskill, Secretary to the board

Certified by the Clerk of the Board

Date

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

Minutes (Unadopted) of Special Governing Board Meeting

Date and Place: March 18, 2010, District Office

Board Members Present: Mr. Dwight Wilson, President
Dr. Jolanda Schreurs, Vice President
Mr. Charles Gardner, Member
Dr. Kirk Riemer, Member

Board Members Absent: Mr. John Moseley, Clerk

Administrators Present: Mr. Robert Gaskill, Superintendent
Jim Tjogas, Director Facilities, Operations, Maintenance
Ed Watkins, Construction Manager

Others Present: John Diffenderfer, Aedis Architecture

CALL TO ORDER/QUORUM ESTABLISHED

President Wilson called the meeting to order at 6:05 p.m.

COMMENTS FROM THE PUBLIC ON ITEMS NOT ON AGENDA

None

ACTION ITEMS

**a. Award contract to successful Bid Package #01, Cunha Intermediate School
Courtyard Renovation DSA File # 41-32.**

Staff presented an overview of the scope of this project and reviewed the bid opening process that had been completed earlier in the day. A total of seven bids were received for this project. Staff reported that there were several issues associated with this bidding process and that the lowest two bids appeared to be non-responsive. In addition, a written challenge had been submitted by one of the firms. Discussion followed and Trustee Gardner requested an opportunity to review the bid application packet.

Mr. Gardner reviewed the documents and concluded that bidder #1 and #2 either did not meet the licensing requirements or complete Bid Alternate #1. After some discussion, Mr. Gardner made a motion to reject all bids, re-advertise and post again. Dr. Schreurs made the second.

Passed 4-0 (M-)

b. Award contract to successful Bid Package #02, Cunha Intermediate School Building Locker Room Construction DSA File # 41-37.

Staff presented an overview of the scope of this project and reviewed the bid opening process that had been completed earlier in the day. A total of eleven bids were received for this project. Staff noted that the bids were all fully compliant and that the low bids were significantly lower than the architect's estimated costs for this project.

Mr. Gardner made the motion to award the contract to DRP Builders for Bid Package #02 for a base bid of \$1,200,000. In the event the low bidder does not meet the qualifying conditions, grant staff ability to award project to second lowest bidder (Rodan) with the same qualifying conditions. Dr. Riemer made the second.

Passed 4-0 (M-)

ADJOURNMENT OF THE MEETING

The meeting was adjourned at 6:40 p.m.

Minutes prepared by Janice Olson, Administrative Assistant to the Superintendent
Minutes presented by Robert Gaskill, Secretary to the Board

Certified by the Clerk of the Board

Date

**CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM**

BOARD MEETING DATE: April 15, 2010

ACTION
 CONSENT
 DISCUSSION
 INFORMATION

BOARD AGENDA NUMBER: 10.g.

BOARD AGENDA ITEM: Accept Quarterly Report on Williams Uniform Complaints (Education Code 35186)

DEPARTMENT: Superintendent

CONTACT PERSON: Robert Gaskill



BACKGROUND: In May 2000, the American Civil Liberties Union (ACLU) and other public interest groups filed a lawsuit against the State of California alleging the state had failed to provide poor and underprivileged students with equal educational opportunities by providing these students with inadequate facilities, insufficient educational materials, and with teachers who were not fully credentialed. This requirement only refers to the types of complaints listed above.

On August 13, 2004, Governor Schwarzenegger and the State of California settled the lawsuit. As part of the lawsuit, the State of California agreed to enact legislation and provide funding to address the issues in the lawsuit. On September 29, 2004, Governor Schwarzenegger signed five bills to implement the settlement as urgency measures. Assembly Bill 2727 and Education Code 35186 requires school districts to submit quarterly reports on Williams Uniform Complaints to their Governing Boards.

REPORT/PROPOSAL: There have been no complaints received by the Cabrillo Unified School District according to the Williams Uniform Complaints (Education Code 35186).



RECOMMENDATION: Accept Quarterly Report on Williams Uniform Complaint as presented.

Valenzuela/CAHSEE Lawsuit Settlement
Quarterly Report on Williams Uniform Complaints
 [Education Code § 35186(d)]

District: CABRILLO UNIFIED SCHOOL DISTRICT

Person completing this form: Robert Gaskill Title: Superintendent

Quarterly Report Submission Date:

(check one)

- October 2008 (Covers 7/1/09 – 9/30/09)
- January 2010 (Covers 10/1/09 – 12/31/09)
- April 2010 (Covers 1/1/10 – 3/31/10)**
- July 2010 (Covers 4/1/10 – 6/30/10)

Date for information to be reported publicly at governing board meeting: April 15, 2010

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.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
CAHSEE Intensive Instruction and Services	0	0	0
TOTALS	0	0	0

ROBERT GASKILL
 Print Name of District Superintendent

 Signature of District Superintendent

 Date

Return by Pony or fax (802-5363) to Mefula Fairley at San Mateo County Office of Education.

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: April 15, 2010

ACTION
 CONSENT
 DISCUSSION
 INFORMATION

BOARD AGENDA NUMBER: 10.h.

BOARD AGENDA ITEM: Approve Gifts to the District

DEPARTMENT: Business Department

CONTACT PERSON: Diane Stupi, Director, Fiscal Services

REPORT/PROPOSAL: Pursuant to Governing Board Policy 3290, the Governing Board is to accept gifts on behalf of the district or any school in the district.

Half Moon Bay High School **\$ 12,557.88**

Yearbook

Mr. & Mrs. David Neapolitan

Coastside Running Team Scholarship

Mr. & Mrs. Kenneth N. Hitchner
Mr. & Mrs. S. A. Smith
Ms. Margaret Branick-Abilla
Mr. Ronald P. Little II & Ms. Jennifer Hubbart
Ms. Cynthia Anne Kruger
Ms. Jennifer L. Wilcox
Ms. Peggy F. Ruse

Cardiac Club

Mr. Conor A. Meyers & Ms. Bridget M. Lake

Library

Ms. Jennifer J. Long

The Lori O'Connell Memorial Scholarship

Mr. Martin J. O'Connell

Woodlake Scholarship

Ms. Marta Drury

Art Club

Mr. & Mrs. Jon Miller

Athletic Fees

Mr. & Mrs. Jon Miller

Mr. & Mrs. Arthur McGaw

Peninsula Grant

Mr. Alan Olivero

RECOMMENDATION:

The administration recommends that the Governing board accept with appreciation the above listed donations to our district.

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: April 15, 2010

ACTION
 CONSENT
 DISCUSSION
 INFORMATION

BOARD AGENDA NUMBER: 10.i.

BOARD AGENDA ITEM: Approve overnight trip for Half Moon Bay High School FFA students to attend a State Leadership Conference in Fresno, California, April 17 - 20, 2010

DEPARTMENT: Pupil Services

CONTACT PERSON: John Corry

BACKGROUND INFORMATION: Board Policy 6153 allows the Governing Board to permit students to participate in overnight field trips.

REPORT/PROPOSAL: Alissa Sarvinski, teacher/advisor of the Half Moon Bay High School FFA program, is requesting that the Governing Board approve a field trip to Fresno, California, on April 17 - 20, 2010 for students to attend the State Leadership Conference. There will be 12 students attending, and they will be chaperoned by one certificated staff member and two other adults. The students and chaperones will be staying at the Radisson Hotel, 2233 Ventura Street, Fresno, CA 93721. The cost for each student, which includes hotel and conference fees, is \$207. Each student will pay \$107 and the remaining \$100 per student will be paid by FFA. The drivers will be reimbursed for gasoline by FFA or through the Agriculture Grant.

The students will develop leadership skills by attending sessions, meetings and activities.

FINANCIAL IMPACT:

There is no financial impact on the district for this trip.

RECOMMENDATION: Approve the field trip request from Alissa Sarvinski who will take the Half Moon Bay High School FFA students to Fresno, California, to attend the State Leadership Conference on April 17 - 20, 2010.

FINANCIAL IMPACT: As a basic aid district there is a cost to the district for every student we accept from outside our boundaries. Although the actual expenses can vary depending on the student needs, grade level, site placement, etc., the single best measure for estimating financial impact is to take the State's statutory revenue limit district of \$6,367 per year per student. Each student ADA is normally funded by the State to ensure revenue limit income of approximately \$6,367 per year. However, as a basic aid district, the State no longer provides that funding. The cost of that additional student must be absorbed by the remaining students.

There is a potential savings to the District as CUSD will adopt a revised Board Policy and Administrative Regulation 5117 that addresses our status a Basic Aid district and the potential cost factor of educating students who live inside and outside of our District that may enable us to deny subsequent transfer requests.



RECOMMENDATION: Approve the proposed revisions to CUSD School Board Policy and Administrative Regulation 5117 Interdistrict Attendance as presented.

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: April 15, 2010 **ACTION**
 CONSENT
 DISCUSSION
 INFORMATION

BOARD AGENDA NUMBER: 11.b.

BOARD AGENDA ITEM: Approve 2010-2011 Student/Teacher Calendar

DEPARTMENT: Pupil Services

CONTACT PERSON: John Corry

BACKGROUND INFORMATION: The Cabrillo Unified Teachers' Association (CUTA) in conjunction with the California School Employees' Association (CSEA) have jointly negotiated the 2010-2011 Student/Teacher calendar. The associations have tentatively agreed on the enclosed calendar.

The proposed calendar is presented to the Governing Board for provisional approval as the District is currently in negotiations with both CUTA and CSEA regarding potential Furlough Days for the 2010-2011 school year. Any furlough agreements will result in a final 2010-2011 calendar being presented to the Governing Board for final approval.

RECOMMENDATION:

The recommendation is to provisionally approve the 2010-2011 student/teacher calendar.

CABRILLO UNIFIED SCHOOL DISTRICT

2010 – 2011 STUDENT / TEACHER CALENDAR

JULY 2010						
S	M	T	W	T	F	S
				1	2	3
4	5 H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

> First Day for Students.....Aug. 23
Secondary Quarters
 < End of First Quarter (44 days).....Oct. 22
 <> End of First Semester (37 days).....Dec. 17
 <> End of Third Quarter (49 days).....March 18
 < Last Day for Students (50 days).....June 8

* Elementary Trimesters:
 Nov. 19 (63 days) March 11 (62 days)
 June 8 (55 days)

Total Student Days.....180 days
 Total Teacher Days.....185 days

AUGUST 2010 7 days						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18 SD	19 W	20 W	21
22	23 >	24	25	26	27	28
29	30	31				

H - LEGAL HOLIDAYS: (Actual – no school)
 Labor Day.....Sept. 6
 Veteran's Day.....Nov. 11
 Thanksgiving Day.....Nov. 25
 Christmas Day.....Dec. 25
 New Year's Day.....Jan. 1
 Martin Luther King, Jr. Day.....Jan 17
 President Day Holidays (observed).Feb. 21/Feb. 25
 Memorial Day.....May 30

SEPTEMBER 2010 21 days						
S	M	T	W	T	F	S
			1	2	3	4
5	6 H	7	8	9	10	11
12	13	14 M	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

X – BOARD ADOPTED HOLIDAYS: No School
 Day after Thanksgiving.....Nov. 26
 Winter Recess.....Dec. 20 to Dec. 31
 President's Week.....Feb. 21 to Feb. 25
 Spring Recess.....April 18 to April 22
 Non-Work Day.....April 25

OCTOBER 2010 21 days						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22 <	23
24	25	26	27	28	29	30
31						

PARENT CONFERENCE / REPORT CARDS:
Elementary Schools:
 Oct. 4 to Oct. 8.....Goal Setting - Minimum Days
 Dec. 3.....Elementary Report Cards
 March 14 to March 18.....Minimum Days

Cunha Intermediate: Sept. 27 to Oct. 1

NOVEMBER 2010 19 days						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11 H	12	13
14	15	16 M	17	18	19 *	20
21	22	23	24	25 H	26 X	27
28	29	30				

M - MINIMUM DAY / STAFF DEVELOPMENT:
 Sept. 14 Nov. 16 Jan. 11
 Feb. 8 March 22 April 12

W - TEACHER WORK DAYS: no school for students:
 Aug. 19 & 20 Jan. 3 June 9
SD - Staff Development Day: Aug. 18, 2010

DECEMBER 2010 13 days						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17 <>	18
19	20 X	21 X	22 X	23 X	24 H	25
26	27 X	28 X	29 X	30 X	31 H	

JANUARY 2011 19 days						
S	M	T	W	T	F	S
						1
2	3 W	4	5	6	7	8
9	10	11 M	12	13	14	15
16	17 H	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2011 15 days						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8 M	9	10	11	12
13	14	15	16	17	18	19
20	21 H	22 X	23 X	24 X	25 H	26
27	28					

MARCH 2011 23 days						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11 *	12
13	14	15	16	17	18 <>	19
20	21	22 M	23	24	25	26
27	28	29	30	31		

APRIL 2011 15 days						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12 M	13	14	15	16
17	18 X	19 X	20 X	21 X	22 H	23
24	25 X	26	27	28	29	30


MAY 2011 21 days						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30 H	31				

JUNE 2011 6 days						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8 <	9 W	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.
5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.
6. Title III and Title I Program Improvement (PI) Status: LEAs in Title III Year 4 are required to complete the online Action Plan and need not address Item 6 (plan is included as an appendix).
7. Incorporate, as appropriate, activities before school, after school, during the summer, and during and extension of the school year.
8. Include strategies to promote effective parental involvement in the schools.

The deadline for submitting this Addendum has been extended the April 19, 2010.

FINANCIAL IMPACT: Costs associated with implementation of activities included in this addendum have already been included in the 2009-2010 District Budget.



RECOMMENDATION: Approve Addendum to the District Local Educational Agency Plan (LEAP) as presented.

District Name: Cabrillo Unified

CD Code: 41-68890

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov and indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (i.e., ZZZ Unified School District; PI Year 1; LEA Plan Addendum). If your LEA is also identified for Title III Year 2, please also note this in the subject line.

The Plan Addendum, which must be submitted to the California Department of Education (CDE) **no later than April 19, 2010**, is required to:

- 1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.**

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. (First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
As the ELL subgroup continues to be our target group, the ELSSA was completed in January, 2010. The District has contracted with Ragar Consulting to address the items identified as focus areas for improvement in the ELSSA (see Appendix I)	All staff Ragar Consultants	consulting contract	\$75,000	Categorical programs-varies by site; Title I ARRA

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/ac/ay/aypreports.asp .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>CUSD 2009-2010 SMART goals:</p> <p>1) To increase by seven percent the number of CUSD students who achieve at the proficient level or higher on the California Standards Test in Mathematics;</p> <p>2) To increase by seven percent the number of CUSD students who achieve at the proficient level or higher on the California Standards Test in English-Language Arts;</p> <p>3) To convene an English-Language Arts Cycle Task Force that will be charged with completing a comprehensive review of the District ELA program and presenting a comprehensive report that includes recommendations relating to programs and instructional materials no later than February, 2010;</p> <p>4) To develop and implement an academic progress monitoring system for individual CUSD English Language Learner students in order to inform future decision-making relating to the achievement gap that exists between EL students and their English-speaking peers;</p> <p>5) To re-convene the District Technology Committee that</p>	<p>1) District administrators, Asst. Supt. C&I, principals, teachers</p> <p>2) District administrators, Asst. Supt. C&I, principals, teachers</p> <p>3) Asst. Supt. C&I, principals & teachers K-12, BTSA advisor</p> <p>4) Asst. Supt. C&I, principals & teachers K-12</p> <p>5) Director of</p>	<p>1) Varies by site</p> <p>2) Varies by site</p> <p>3) Teacher release time</p> <p>4) N/A</p> <p>5) N/A</p>	<p>1) Varies by site</p> <p>2) Varies by site</p> <p>3) \$6000</p> <p>4) N/A</p> <p>5) N/A</p>	<p>1) Varies by site</p> <p>2) Varies by site</p> <p>3) C & I</p> <p>4) N/A</p> <p>5) N/A</p>

will be charged with completing a review and revision of the CUSD Technology Plan;	Technology, principals & teachers K-12			
6) To develop and implement a modified duty, early return-to-work program for injured employees;	6) Director of Personnel/Student Services, District administrators principals, teachers, classified staff	6) TBD	6) TBD	6) TBD
7) To complete a comprehensive review and updating of CUSD job descriptions and related position testing requirements; and	7) Director of Personnel/Student Services, District Administrators, CSEA, CUTA	7) TBD	7) TBD	7) TBD
8) To develop and implement a plan for achieving 100% compliance with the No Child Left Behind (NCLB) Highly Qualified Teacher requirement.	8) Director of Personnel/Student Services, principals & teachers K-12	8) N/A	8) N/A	8) N/A
9) Adopted “Every child...every day” as a strategic focus statement	9) All district staff	9) N/A	9) N/A	9) N/A
10) Adopted “Professional Learning Communities” as the model organizational structure for the District during the course of the day	10) All district staff; District administrators, principals, teachers, classified staff K-12	10) N/A	10) N/A	10) N/A
11) Additionally, each site identified SMART goals for: ELA, Math and English Learners. These goals and accompanying action plans are included in each site’s SPSA (single plan for student achievement)	11) Site staffs	11) Varies by site	11) Varies by site	11) Varies by site

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Use of State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intervention materials. (See Appendix II)	1. District/Site administrators/ Teachers K-12	1. Textbook adoption	1. N/A (suspended by state)	1. N/A
2. Instructional time (adherence to instructional minutes for English/reading/language arts and mathematics (K-8) and high school access to standards-aligned core courses).	2. District/Site administrators/ Teachers K-12	2. N/A	2. N/A	2. N/A
3. School Administrator Training Program- Assembly Bill (AB) 430 (Chapter 364, Statutes 2005) on SBE-adopted instructional materials.	3. Asst. Supt/District/Site administrators	3. N/A	3. N/A	3. N/A
4. Fully credentialed, highly qualified teachers and AB 466 (Chapter 737, Statutes of 2001) (Senate Bill [SB] 472, pending) Professional Development Program on SBE-adopted instructional materials.	4. Asst. Supt/Director of Personnel	4. Training costs	4. TBD	4. TBD
5. Student achievement monitoring system (use of data to monitor student progress on curriculum-embedded assessments and modify instruction).	5. Asst. Supt/District/Site administrators	5. Purchase data analysis/management system	5. TBD	5. TBD
6. Ongoing instructional assistance and support for teachers (use of content experts and instructional coaches).	6. Asst. Supt/ Literacy Coaches/BTSA advisor/District/Site administrators	6. Salaries	6. Varies by site	6. Categorical funds
7. Monthly teacher collaboration by grade level (K-8) and department (9-12) facilitated by the principal.	7. District/Site administrators/	7. N/A	7. N/A	7. N/A

<p>8. Lesson and course pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (9-12).</p> <p>9. Fiscal support.</p>	<p>Teachers K-12</p> <p>8. District/Site administrators/ Teachers K-12</p> <p>9. District/Site administrators</p>	<p>8. Varies by site</p> <p>9. Varies by site</p>	<p>8. Varies by site</p> <p>9. Varies by site</p>	<p>8. Varies by site</p> <p>9. Varies by site</p>
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4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The following recommendations were made by our external entity/DAIT provider, Pivot Learning Partners:</p> <ol style="list-style-type: none"> 1. Adopt district academic SMART (Specific, measurable, attainable, results oriented and time bound) goals for district and school sites in ELA and Math 2. Monitor and support full implementation of district adopted ELA and Math programs and methodologies 3. Identify essential K-12 standards in ELA and Math and align essential standards with district pacing guides and common assessments 4. Created a K-12 Math committee to review/revise district math programs; adopted new math series 5. Create a K-12 ELA committee to review/revise district ELA programs 6. Identified common assessments for ELA and Math K-12; established timetable to administer; set cut points for proficiency 	<ol style="list-style-type: none"> 1. District administrators, principals, teachers 2. District administrators, principals, teachers 3. Asst. Supt. C&I, principals, teachers 4. Asst. Supt. C&I, principals & teachers from each site/level (K-12) 5. Asst. Supt. C&I, principals & teachers from each site/level (K-12) 6. Asst. Supt. C&I, principals & teachers K-12 	<ol style="list-style-type: none"> 1. N/A 2. Material purchases 3. Sub release time 4. Sub release time 5. Sub release time 6. Sub release time 	<ol style="list-style-type: none"> 1. N/A 2. Varies by site 3. Varies by site 4. \$15,000 5. \$15,000 6. Varies by site 	<ol style="list-style-type: none"> 1. N/A 2. Varies by site 3. Varies by site 4. C&I 5. C&I 6. Varies by site

7. Established district wide triennial data review process to monitor progress toward school and district SMART goals	7. Asst. Supt. C&I, principals, teachers	7. Sub release time	7. Varies by site	7. Varies by site
8. Schedule regular collaboration time to look at student work and data, and make instructional decisions based on the data	8. Principals & teachers from each site	8. N/A	8. N/A	8. N/A
9. Developed and implement formative assessments for ELD K-12	9. Ragar Consultants, literacy coaches, teachers K-12	9. consultant fees	9. \$75,000 (only a portion of total)	9. Categorical funds by site
10. Provide district support for teachers in the use and interpretation of data	10. Director of Technology, Asst. Supt, C&I, principals & teachers from each site	10. N/A	10. N/A	10. N/A
11. Develop and implement ELA, Math, ELD intervention plans at all levels	11. Asst. Supt. C&I, principals, teachers from each site	11. Teacher costs	11. Varies by site	11. Varies by site
12. Purchase/implement district wide data analysis/management system to support common assessments	12. Asst. Supt. C&I, Director of Technology, Pivot Learning Partners consultants, principals, teachers	12. Cost of program/system	12. TBD	12. TBD
13. Ongoing training for staff on the use of Cruncher, interpreting data and using data for inform classroom instruction	13. Asst. Supt. C&I, Director of Technology, principals, teachers	13. N/A	13. N/A	13. N/A
14. Training and support for administrators and leadership	14. Asst. Supt. C&I,	14. consultant	14. \$130,000	14. Site

teams to facilitate data meetings	Director of Technology, Pivot Learning Partners consultants, Ragar consultants, BTSA advisor	fees	(only a portion of two contracts)	categorical funds; PI \$
15. Maintain a district system to ensure that all principals attend AB75/430 training	15. Asst. Supt. C&I	15. costs to attend	15. TBD	15. TBD
16. Maintain a district system to ensure all ELA and Math teachers attend SB472 training	16. Asst. Supt. C&I	16. costs to attend	16. TBD	16. TBD
17. Provide professional development on research based practices (teaching methods, intervention strategies) to help close the achievement gap-site based staff development	17. Asst. Supt. C&I, principals, teachers	17. Varies by site/ consultant fees	17. Varies by site	17. Varies by site
18. Provide training for special education paraprofessionals	18. Director of Special Education	18. N/A	18. N/A	18. N/A
19. Train School Site Councils annually on their role in ensuring school improvement	19. Asst. Supt. C&I, principals	19. N/A	19. N/A	19. N/A
20. Implement and monitor all Essential Program Components (EPC)	20. District administrators, Asst. Supt. C&I, principals, teachers	20. TBD	20. TBD	20. TBD
21. Implement and monitor Program Audit recommendations, Correction Action plan, Alternative Governance Board plans for Program Improvement schools	21. Asst. Supt. C&I, Pivot Learning Partners Ragar consultants, principals & teachers at PI sites	21. Contract costs	21. Total for two: \$130,000	21. Site categorical; PI \$

<p>22. Target the instructional needs of students not meeting proficiency targets, especially English learners, students with disabilities, and any high-priority students not meeting standards</p>	<p>22. All district staff, Pivot Learning Partners consultants, Ragar consultants</p>	<p>22. Varies by site</p>	<p>22. Varies by site</p>	<p>22. Varies by site</p>
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5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. <i>(See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Conducted a needs assessment of site administrators and identified the following areas for their professional growth:</p> <ul style="list-style-type: none"> -Establishing Professional Learning Communities -Cycle Of Inquiry/Analysis of data to improve student learning -Supporting English Language Learners -Improving the teacher evaluation process -Student engagement/cultural proficiency <p>The meeting structure for management meetings as reconfigured to provide 3 ½ hours per month of professional growth focused on above identified needs.</p> <p>2. Each site conducted a needs assessment of the teaching staff and identified areas for their professional growth. These areas are included in their individual site professional development plans for this year. <i>These plans are attached for reference(See Appendix III).</i> There are six ½ days throughout the year for teaching staff. For the 2010-2011 school year, school site staff development plans will be focused on strategies for working with English Language Learners (Six strategies from New Teacher Center, UC Santa Cruz)</p>	<p>1. District administrators, Asst. Supt. C&I, Director of Personnel/Student Services, principals, assistant principals, BTSA advisor, Pivot Learning Partners consultants, Ragar consultants</p> <p>2. Principals & teachers K-12</p>	<p>1. Pivot Learning Partners contract</p> <p>Ragar Consulting contract</p> <p>2. Varies by site</p>	<p>1. \$130,000 (only a portion of total is for this purpose)</p> <p>2. Varies by site</p>	<p>1. Categorical funds</p> <p>2. Varies by site</p>

<p>3. In addition, each site has a designated collaboration schedule wherein additional time is allocated for teacher professional growth and articulation based on needs identified in each site's SPSA (single plan for student achievement).</p>	<p>3. Principals & Teachers K-12</p>	<p>3. N/A</p>	<p>3. N/A</p>	<p>3. N/A</p>
<p>4. Provide instructional coaching for teachers K-12</p>	<p>4. Principals & Teachers K-12</p>	<p>4. Literacy coach salaries; Bilingual resource teacher salary</p>	<p>4. Varies by site</p>	<p>4. Varies by site</p>

6. English Learners

- a. **Title III Status and Title I Program Improvement (PI) Status:** An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the expandable space below. LEAs in Title III Year 4 are required to complete the online Action Plan and need not address Item 6.

Cabrillo is designated as Title III Year 4/Completed action plan was submitted to CDE. *For reference the action plan is attached-see Appendix III.*

- b. **Title I Program Improvement Status Only:** *Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Technical Assistance Web page at <http://www.cde.ca.gov/sp/el/t3/acct.asp>).*

Please describe those goals and targets.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
N/A (see action plan-Appendix IV)				

7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Elementary:</p> <ul style="list-style-type: none"> • Summer pre-k program for students entering Kindergarten. Priority given to students who did not attend pre-school. • Homework Club will provide .5 hours of homework support and .5 hours of academic support 3 days a week for up to 40 1st-3rd grade students below benchmark in reading and/or math. • Summer School for identified at risk students, K-5 • Extended day kindergarten during second and third trimesters of the school year • Kinder teachers provide additional literacy support to grade one (or other grade level) during first trimester • After school Literacy Club (Gr. 3-5) <p>Middle:</p> <ul style="list-style-type: none"> • Students requiring assistance will be referred to the Homework Club, Boys and Girls Club and given the opportunity to meet with teachers outside of class time by appointment. • Science teachers will assist 8th grade students with the expository writing that is a required component of the science fair project. • All ELL students who score 4 or 5 on their CSTs and CELDT test will be assigned a 0 period ELD class in addition to their mainstream Language Arts classes. 	Principals/Teachers	Varies by program/site	Varies by program/site	Varies by program/site

<ul style="list-style-type: none"> • Community Schools will offer supplemental academic and recreational programs to increase student participation time in school. • Summer School was offered in 2009 for identified students. • Selected students participated in Read 180, a reading intervention program during summer school. • After school Homework Club with bilingual tutors will be available for homework assistance • Extended instructional time outside the school day will be provided to students on the brink of math proficiency through grants like Silicon Valley, and Title I funds. <p>High School:</p> <ul style="list-style-type: none"> • Strategic Academic Support (SAS) for EL's in the mainstream content areas – zero period • After school Math Department tutoring • Summer school for identified at risk students 9-12 <p>In addition, the Alternative Governance Boards for our two PI schools, Hatch & Cunha, have been working on establishing formalized intervention pyramids at both sites.</p>				

8. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Staffs share annual CST results with parent groups (SSC, PTO, ELAC)</p> <p>2. Staffs discuss expected standards at Back-to-School Night, parent conferences PTA, ELAC and Site Council meetings.</p> <p>3. ELAC officers are elected annually. Quarterly ELAC meetings are held discuss school goals, funding as well as school support, interventions and progress with our English- learner population</p> <p>4. Parents (as well as teachers and classified staff) and are elected to the School Site Council each year. The School Site Council works with staff to oversee the Single Plan for Student Achievement and the plan's categorical funding items</p> <p>5. School Community Relations Assistants act as a liaison between our Spanish- speaking parents and the school sites</p> <p>6. Communication to parents includes; monthly school newsletters, teacher newsletters to parents, e-mails and automated calls</p> <p>7. The district website informs parents and the community about school programs, events and resources</p> <p>8. Translation is provided for all parent meetings</p>	<p>Principals, teachers K-12; Parents/ELAC representatives; School Community Relations Assistants; webmaster</p>	<p>School Community Relations Assistants salaries, translation costs</p>	<p>Varies by site</p>	<p>Varies by site</p>

APPENDIX I: ENGLISH LEARNER SUBGROUP SELF ASSESSMENT RESULTS/FEBRUARY 2010
SURVEY RESULTS BY CATEGORY

Rationale:

The purpose of using survey items in the ELSSA is to assist LEA staff to rate and discuss the programs and practices that impact EL achievement. It is strongly recommended that the Academic Program Survey (APS) and the District Assistance Survey (DAS) be completed prior to the administration of the ELSSA. The ELSSA survey items build on the APS and DAS and require LEA staff to review their ELs' linguistic and academic outcomes and reflect on how their instructional programs and systems impact these outcomes for ELs. The goal of this analytic process is to guide staff to create an improvement plan that identifies evidence-based solutions to the specific challenges and underlying root causes each LEA identifies that are inhibiting achievement for ELs.

Each survey item is grouped near the data table to which it is most closely related. The corresponding APS objectives are indicated for each item. The survey items move from more general elements of the LEA's instructional programs and services to more specific elements. The data tables progress from a focus on the EL population as a whole to focus on specific subgroups of ELs. These subgroups include ELs at the Intermediate level where many stagnate ; ELs who have reached the English proficient level on CELDT but have not yet mastered grade-level proficiency on the CST or CAHSEE; and those former EL students who have been reclassified (RFEPs).

Each individual survey item has been categorized into one or more of the categories in the table below. Each item is listed and the rating it was given is displayed. The items are then averaged by category. This summary allows LEA staff to examine the broad categories of their instructional program and pinpoint those that present the greatest challenges to EL achievement. Once these are identified, LEA staff can also refer to the corresponding EPC(s) and specific APS objectives for further review and corroboration when writing their improvement plan.

Cabrillo Unified School District

CATEGORY	RATING
1. English Language Development (ELD) Aligns to EPCs 1, 2, 5, 7	2.7
4.1 The LEA ensures that teachers utilize SBE adopted/approved materials for English language development. (1.1, 1.2, 1.3)	3
4.2 The criteria for grouping ELs for ELD instruction in a self-contained classroom are clearly defined, implemented and monitored. (2.3, 2.4, 4.1)	3
4.3 In secondary departmentalized settings, criteria for placing ELs in separate ELD classes are clearly defined, implemented and monitored. (2.3, 2.4, 4.1)	3
4.4 The criteria for providing ELD in a mainstream English class are clearly defined, implemented and monitored. (2.3, 2.4, 4.1)	2
4.5 Formative assessments are used on an ongoing basis to monitor the progress of ELs in ELD. (4.1)	2
4.6 Summative assessments are used periodically to monitor the progress of ELs in ELD. (4.1)	2
4.7 All teachers providing instruction to ELs in ELD are appropriately authorized to deliver ELD instruction. (3.1, 6.1)	4
4.8 The LEA ensures that teachers utilize the SBE adopted or approved basic core and Universal Access materials to support English learners in R/LA. (1.1, 1.2, 1.3)	3
5.a.2 The LEA ensures that teachers employ research-based instructional strategies within the context of the SBE adopted/approved materials in R/LA and ELD to help ELs progress through proficiency levels on the CELDT. (5.1)	2
5.a.3 The LEA monitors staff use of the research-based instructional strategies in R/LA and ELD designed to help ELs progress through proficiency levels on the CELDT. (8.1, 8.3)	2
6.a.3 The R/LA and ELD instruction for ELs is aligned with the EPCs, the Reading/Language Arts Framework and the CA English Language Arts Standards. (1.2)	3
6.a.4 The R/LA and ELD program for English learners utilizes SBE adopted materials at grades K-8 including all ancillary materials and SBE approved, standards aligned materials at grades 9-12. (1.1)	3
6.a.5 The SBE-adopted instructional materials and other standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs.	3
6.a.6 English learners at the Intermediate level on CELDT are provided strategic and intensive interventions as needed in addition to ELD, utilizing SBE adopted and approved materials. (2.4, 2.2)	3

CATEGORY	RATING
2. Access to the Core and Opportunity to Learn a. English Language Arts (ELA) Aligns to EPCs 1, 2, 5, 7	2.5
4.8 The LEA ensures that teachers utilize the SBE adopted or approved basic core and Universal Access materials to support English learners in R/LA. (1.1, 1.2, 1.3)	3
4.9 The LEA ensures that school schedules allocate the appropriate number of minutes for basic core/strategic intervention, ELD and intensive intervention as identified. (2.1, 2.2, 2.3, 2.6)	2
4.10 Formative assessments are used on an ongoing basis to monitor the progress of ELs in R/LA. (4.1)	3
4.11 Summative assessments are used periodically to monitor the progress of ELs in R/LA. (4.1)	3
5.a.2 The LEA ensures that teachers employ research-based instructional strategies within the context of the SBE adopted/approved materials in R/LA and ELD to help ELs progress through proficiency levels on the CELDT. (5.1)	2
5.a.3 The LEA monitors staff use of the research-based instructional strategies in R/LA and ELD designed to help ELs progress through proficiency levels on the CELDT. (8.1, 8.3)	2
6.a.1 Teachers implement Specially Designed Academic Instruction in English (SDAIE) strategies for ELs in R/LA to ensure that ELs have meaningful access to grade appropriate core curriculum.	2
6.a.3 The R/LA and ELD instruction for ELs is aligned with the EPCs, the Reading/Language Arts Framework and the CA English Language Arts Standards. (1.2)	3
6.a.4 The R/LA and ELD program for English learners utilizes SBE adopted materials at grades K-8 including all ancillary materials and SBE approved, standards aligned materials at grades 9-12. (1.1)	2
6.a.5 The SBE-adopted instructional materials and other standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs.	3
6.a.6 English learners at the Intermediate level on CELDT are provided strategic and intensive interventions as needed in addition to ELD, utilizing SBE adopted and approved materials. (2.4, 2.2)	3

CATEGORY	RATING
2. Access to the Core and Opportunity to Learn b. Mathematics Aligns to EPCs 1, 2, 5, 7	2.0
6.b.1 Criteria are clearly defined for placing ELs in appropriate mathematics classes including interventions if needed. (4.2)	2
6.b.2 English learners are placed in grade appropriate mathematics classes including algebra for eighth graders. (1.4)	2
6.b.3 English learners have access to advanced coursework in mathematics in departmentalized settings and extended learning opportunities in self-contained settings. (1.1)	2
6.b.5 The SBE-adopted instructional materials including ancillary materials and other SBE approved, standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs. (2.5)	3
6.b.6 Teachers of ELs utilize SDAIE strategies to ensure that ELs have meaningful access to grade-appropriate core curriculum in mathematics. For high school students this includes courses that meet graduation requirements and A-G coursework to enable ELs to meet UC/CSU admissions criteria. (1.4, 2.7, 4.2, 5.2)	2
7.b.2 Mathematics intervention courses are available for ELs working below grade level per the recommendations of the CA Mathematics Framework and the Academic Program Survey (APS). (1.4)	2
7.b.4. The LEA ensures that teaching and counseling staff carefully monitor and support the progress of ELs who are not yet scoring proficient in mathematics to ensure that they receive support classes and/or interventions as needed to reach proficiency. (4.2, 6.1, 6.2)	2
8.b.3. RFEPs are placed in Algebra or more advanced courses in 8th grade. Those who require an algebra support class are placed in algebra and a support class. (2.7)	1

CATEGORY	RATING
2. Access to the Core and Opportunity to Learn c. Intervention Aligns to EPCs 1, 2	2.2
5.a.1 The LEA develops, implements and monitors criteria for determining EL placement into and exit from intensive and strategic interventions in R/LA. (4.1)	2
6.a.6 English learners at the Intermediate level on CELDT are provided strategic and intensive interventions as needed in addition to ELD, utilizing SBE adopted and approved materials. (2.4, 2.2)	3
6.b.1 Criteria are clearly defined for placing ELs in appropriate mathematics classes including interventions if needed. (4.2)	2
7.a.2 The LEA uses a variety of data including English proficiency, academic achievement and time in U.S. schools when placing students in core and intervention classes. (4.1, 6.1, 6.2)	2
7.b.2 Mathematics intervention courses are available for ELs working below grade level per the recommendations of the CA Mathematics Framework and the Academic Program Survey (APS). (1.4)	2
7.b.3 SBE adopted/approved mathematics intervention materials are fully implemented for students who need intervention. (1.4)	2
7.b.4. The LEA ensures that teaching and counseling staff carefully monitor and support the progress of ELs who are not yet scoring proficient in mathematics to ensure that they receive support classes and/or interventions as needed to reach proficiency. (4.2, 6.1, 6.2)	2
8.a.2 Instructional support, including interventions, is provided as needed for RFEPs who are not yet proficient in English language arts (2.4, 2.2)	2
8.b.2 Instructional support, including interventions, is provided as needed for RFEPs who are not yet proficient in mathematics. (2.5, 2.6, 2.7)	2
9.1 ELs are provided appropriate interventions and support to pass the CAHSEE. (2.1, 2.2,)	2
9.2. ELs are provided appropriate interventions and support to reach proficiency on the CAHSEE. (2.1, 2.2, 2.5, 2.6)	3
10.1 RFEPs are provided appropriate interventions and support to pass the CAHSEE. (2.1, 2.2)	3
10.2 RFEPs are provided appropriate interventions and support to reach proficiency on the CAHSEE. (2.1, 2.2, 2.5, 2.6)	2

CATEGORY	RATING
2. Access to the Core and Opportunity to Learn d. Placement Aligns to EPCs 4, 8	2.2
4.2 The criteria for grouping ELs for ELD instruction in a self-contained classroom are clearly defined, implemented and monitored. (2.3, 2.4, 4.1)	3
4.3 In secondary departmentalized settings, criteria for placing ELs in separate ELD classes are clearly defined, implemented and monitored. (2.3, 2.4, 4.1)	3
4.4 The criteria for providing ELD in a mainstream English class are clearly defined, implemented and monitored. (2.3, 2.4, 4.1)	2
5.a.1 The LEA develops, implements and monitors criteria for determining EL placement into and exit from intensive and strategic interventions in R/LA. (4.1)	2
6.b.2 English learners are placed in grade appropriate mathematics classes including algebra for eighth graders. (1.4)	2
6.b.3 English learners have access to advanced coursework in mathematics in departmentalized settings and extended learning opportunities in self-contained settings. (1.1)	2
6.b.4 The mathematics program for ELs utilizes SBE adopted materials at grades K-8 and SBE approved, standards aligned materials at grades 9-12. (1.4)	4
6.b.6 Teachers of ELs utilize SDAIE strategies to ensure that ELs have meaningful access to grade-appropriate core curriculum in mathematics. For high school students this includes courses that meet graduation requirements and A-G coursework to enable ELs to meet UC/CSU admissions criteria. (1.4, 2.7, 4.2, 5.2)	2
7.a.2 The LEA uses a variety of data including English proficiency, academic achievement and time in U.S. schools when placing students in core and intervention classes. (4.1, 6.1, 6.2)	2
7.a.3 The LEA ensures that the teaching and counseling staff closely monitor and support the academic progress of long-term ELs who are achieving below grade level performance in R/LA. (6.1, 6.2)	2
8.a.2 Instructional support, including interventions, is provided as needed for RFEPs who are not yet proficient in English language arts (2.4, 2.2)	2
8.b.2 Instructional support, including interventions, is provided as needed for RFEPs who are not yet proficient in mathematics. (2.5, 2.6, 2.7)	2
8.b.3. RFEPs are placed in Algebra or more advanced courses in 8th grade. Those who require an algebra support class are placed in algebra and a support class. (2.7)	1

CATEGORY	RATING
3. Professional Development Aligns to EPCs 5, 8	2.3
5.a.2 The LEA ensures that teachers employ research-based instructional strategies within the context of the SBE adopted/approved materials in R/LA and ELD to help ELs progress through proficiency levels on the CELDT. (5.1)	2
5.a.4 Collaboration among all relevant staff around multiple sources of student data informs targeted professional development to meet EL instructional needs in subject area content and ELD. (8.3)	2
6.a.1 Teachers implement Specially Designed Academic Instruction in English (SDAIE) strategies for ELs in R/LA to ensure that ELs have meaningful access to grade appropriate core curriculum.	2
7.a.1 The LEA provides teachers detailed information about their ELs including English proficiency, academic achievement data and time in U.S. schools. These data are provided in a timely fashion and inform instructional decisions. (4)	3

CATEGORY	RATING
4. Assessment Aligns to EPCs 4, 6	2.7
4.5 Formative assessments are used on an ongoing basis to monitor the progress of ELs in ELD. (4.1)	2
4.6 Summative assessments are used periodically to monitor the progress of ELs in ELD. (4.1)	2
4.7 All teachers providing instruction to ELs in ELD are appropriately authorized to deliver ELD instruction. (3.1, 6.1)	4
4.10 Formative assessments are used on an ongoing basis to monitor the progress of ELs in R/LA. (4.1)	3
4.11 Summative assessments are used periodically to monitor the progress of ELs in R/LA. (4.1)	3
5.a.4 Collaboration among all relevant staff around multiple sources of student data informs targeted professional development to meet EL instructional needs in subject area content and ELD. (8.3)	2
7.a.1 The LEA provides teachers detailed information about their ELs including English proficiency, academic achievement data and time in U.S. schools. These data are provided in a timely fashion and inform instructional decisions. (4)	3
7.a.2 The LEA uses a variety of data including English proficiency, academic achievement and time in U.S. schools when placing students in core and intervention classes. (4.1, 6.1, 6.2)	2
7.a.3 The LEA ensures that the teaching and counseling staff closely monitor and support the academic progress of long-term ELs who are achieving below grade level performance in R/LA. (6.1, 6.2)	2
7.b.1 The LEA provides teachers detailed information about their ELs including English proficiency, academic achievement data, previous mathematics instruction and time in U.S. schools. These data are provided in a timely fashion and inform placement and instructional decisions.	3
8.a.1 RFEPs are monitored for two years after reclassification for their progress in ELA. (20 USC 6841; 5 CCR 11304, Education Code 313 (d), Section 11510, Title 5 of the California Code of Regulations, Title III Section 3121 (a) 4)	3
8.b.1 RFEPs are monitored for two years after reclassification for their progress in mathematics. (20 USC 6841; 5 CCR 11304, Education Code 313 (d), Section 11510, Title 5 of the California Code of Regulations, Title III Section 3121 (a) 4)	3

CATEGORY	RATING
5. Accountability Aligns to EPC 8	2.6
4.9 The LEA ensures that school schedules allocate the appropriate number of minutes for basic core/strategic intervention, ELD and intensive intervention as identified. (2.1, 2.2, 2.3, 2.6)	2
5.a.3 The LEA monitors staff use of the research-based instructional strategies in R/LA and ELD designed to help ELs progress through proficiency levels on the CELDT. (8.1, 8.3)	2
6.a.2 All teachers providing SDAIE to ELs are appropriately authorized to do so. (3.1)	4
6.a.5 The SBE-adopted instructional materials and other standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs.	3
6.b.5 The SBE-adopted instructional materials including ancillary materials and other SBE approved, standards-aligned instructional materials (in English and/or L1) are fully implemented for ELs. (2.5)	3
6.b.6 Teachers of ELs utilize SDAIE strategies to ensure that ELs have meaningful access to grade-appropriate core curriculum in mathematics. For high school students this includes courses that meet graduation requirements and A-G coursework to enable ELs to meet UC/CSU admissions criteria. (1.4, 2.7, 4.2, 5.2)	2
6.b.7 Mathematics teachers at the secondary level who teach ELs are appropriately authorized to teach mathematics and English learners.(3.1)	4
7.a.1 The LEA provides teachers detailed information about their ELs including English proficiency, academic achievement data and time in U.S. schools. These data are provided in a timely fashion and inform instructional decisions. (4)	3
7.a.3 The LEA ensures that the teaching and counseling staff closely monitor and support the academic progress of long-term ELs who are achieving below grade level performance in R/LA. (6.1, 6.2)	2
7.b.1 The LEA provides teachers detailed information about their ELs including English proficiency, academic achievement data, previous mathematics instruction and time in U.S. schools. These data are provided in a timely fashion and inform placement and instructional decisions.	3
7.b.4. The LEA ensures that teaching and counseling staff carefully monitor and support the progress of ELs who are not yet scoring proficient in mathematics to ensure that they receive support classes and/or interventions as needed to reach proficiency. (4.2, 6.1, 6.2)	2
8.a.1 RFEPs are monitored for two years after reclassification for their progress in ELA. (20 USC 6841; 5 CCR 11304, Education Code 313 (d), Section 11510, Title 5 of the California Code of Regulations, Title III Section 3121 (a) 4)	3
8.b.1 RFEPs are monitored for two years after reclassification for their progress in mathematics. (20 USC 6841; 5 CCR 11304, Education Code 313 (d), Section 11510, Title 5 of the California Code of Regulations, Title III Section 3121 (a) 4)	3
8.b.3. RFEPs are placed in Algebra or more advanced courses in 8th grade. Those who require an algebra support class are placed in algebra and a support class. (2.7)	1
9.1 ELs are provided appropriate interventions and support to pass the CAHSEE. (2.1, 2.2,)	2
9.2. ELs are provided appropriate interventions and support to reach proficiency on the CAHSEE. (2.1, 2.2, 2.5, 2.6)	3
10.1 RFEPs are provided appropriate interventions and support to pass the CAHSEE. (2.1, 2.2)	3
10.2 RFEPs are provided appropriate interventions and support to reach proficiency on the CAHSEE. (2.1, 2.2, 2.5, 2.6)	2

APPENDIX II
Cabrillo Unified Core Instructional and Intervention Materials 2009-2010

TITLE	PUBLISHER	Level
Phonics & Friends	Hampton & Brown	K-2
Into English	Hampton & Brown	K-5
History-Social Science for California, 2006	Scott Foresman	K-5
Houghton Mifflin Reading California, 2003	Houghton Mifflin	K-5
Houghton Mifflin Lectura (Immersion), 2003	Houghton Mifflin	K-5
Timeless Voices, Timeless Themes, 2002	Prentice Hall	9-12
Everyday Mathematics – CA – 2008	Wright/McGraw-Hill	K-5
Everyday Mathematics – Hatch Spanish IMM – CA 2008	Wright/McGraw-Hill	K-3
Working Words in Spelling	Great Source	1-5
FOSS California Edition, 2007	Delta Education	K-5
Progress in Mathematics	William A. Sadlier	5
A History of US	Oxford University	5
History Alive!	Teachers Curriculum Institute	6-8
LANGUAGE!	Sopris West	6-8
Holt Literature and Language Arts, 2003	Holt, Rinehart & Winston	6-8
All Write	Great Source	6-8
High Point	Hampton-Brown	6-8
Pacemaker World History	Globe Fearon	6-8
Spelling & Vocabulary	Houghton Mifflin	6-8
High Point	Hampton-Brown	6-8
Algebra 1, California Edition	Prentice Hall	6-8
CA Mathematics Concepts, Skills and Problem Solving 2008	Glencoe McGraw Hill	6
CA Mathematics Concepts, Skills and Problem Solving 2008	Glencoe McGraw Hill	7
CA Algebra 1 Concepts, Skills and Problem Solving 2008	Glencoe McGraw Hill	8
Science Explorer Focus on Earth	Prentice Hall	6
Science Explorer Focus on Life	Prentice Hall	7
Science Explorer Focus on Physical	Prentice Hall	8

TITLE	PUBLISHER	Level
Sanmaniego, Mundo 21, 3 rd ed. (Immersion)	Houghton Mifflin	6-8
Writers Inc. Handbook	Great Source	9-12
Write for College	Great Source	12
Adventures in American Literature	ABS	9-12
Atlas of World Geography	Rand McNally	9
Introduction to Agriculture Economics, 4 th ed. (Ag Econ & Bus.)	Pearson Learning	9-12
American Experience	Follett	9-12
American Government Wilson, 10 th Ed. High School AP version	McDougal-Littell	9-12
US Government – Democracy in Action (Ag. Govt) Richard C. Remy, PhD	Glencoe McGraw-Hill	9-12
World Geography	Prentice Hall	9
Atlas of World Geography	Rand McNally	9
Modern World History: Patterns of Interaction	McDougal Littell	10
The Americans – Reconstruction to the 20 th Century, 2003	McDougal-Littell	11
The American Pageant 2002(AP)	Houghton Mifflin	11
Perrine's Sound & Sense (AP)	Houghton Mifflin	9-12
Supplementary Core Reading Materials	Permabound	9-12
Conceptual Physical Science	Pearson Education	9-12
Physics, Principles with Applications	Pearson Education	9-12
World of Chemistry, Second Edition (Ag. Chem) 2007	Houghton Mifflin	9-12
Biology (Life Science)	McDougal-Littell	9-12
Physical Science	Holt	9-12
Chemistry	McDougal-Littell	9-12
Physics	Holt	9-12
California Algebra Readiness	Glencoe McGraw-Hill	6-8
California Algebra 1: Concepts, skills & problem solving, copyright 2008	Glencoe McGraw-Hill	9-12
California Algebra 2 : Concepts, skills & problem solving, copyright 2008	Glencoe McGraw-Hill	9-12
TITLE	PUBLISHER	Level
California Algebra Readiness: Concepts, skills & Problem solving	Glencoe McGraw-Hill	9-12
California Geometry: Concepts, skills & Problem solving	Glencoe McGraw-Hill	9-12
Geometry for Enjoyment and Challenge 2008 (AP)	McDougal-Littell	9-12
Algebra II with Trigonometry, 2001	McDougal-Littell	9-12
Calculus Single Variable, 2002	McDougal-Littell	9-12
Pre-Calculus with Limits: A Graphing Approach 3 rd ed.	Houghton Mifflin	9-12
Fast Track to a 5: Preparing for the AP Calculus AB and Calculus BC Examinations	McDougal-Littell	9-12

High Point	Hampton-Brown	9-12
Biology, Exploring Life Campbell, Williamson, and Heydon (Ag. Bio)	Prentice Hall	9-12
Economics in Our Times	West Educational Publishing Co.	12
Biology – 5 th edition (AP)	Addison Wesley Longman, Inc	11-12
The Practice of Statistics	Freeman	9-12
The Practice of Statistics and ActiviStats (AP)	Von Holtz Brinck Publishing	11-12
Ya Veras Gold	Heinle & Heinle	9-12
Encuentros maravillosos (Spanish for Spanish Speakers) 2005	Pearson	9-12
Marine Biology	Glencoe/McGraw-Hill	9-12

**APPENDIX III
Site Staff Development Plans
2009-2010**

	August 19	Sept. 15 Min. Day*	November 17 Min. Day*	January 5 Min. Day*	February Min. Day* Elementary (3) Cunha (10) HMBHS (24)	March 23 Min. Day*	April 20 Min. Day*
El Granada	Welcome Back! District wide K-5 Math activity #1/Overview	Protocol for Identifying Essential Standards/Grade level ELA Essential standards	District wide K-5 Math Activity #2/ Check In	District wide K-5 Math Activity #3/ Special Needs	Exploring, defining and using formative assessment for instructional planning	Protocols for looking at student work/formative and benchmark assessments	Examining units of study focused on comprehension/develop common formative assessments by grade level
Farallone View	Welcome Back! District wide K-5 Math activity #1/Overview	CST review: ELA strengths and weaknesses/ ELD-ELA standards map	District wide K-5 Math Activity #2/ Check In	District wide K-5 Math Activity #3/ Special Needs	Professional Learning Communities/ EL-ELD at FV: Dr. Lopez	EL-ELD at FV: Dr. Lopez	EL-ELD at FV: Dr. Lopez
Hatch	Welcome Back! District wide K-5 Math activity #1/Overview	Jose Lopez: ELD strategies throughout the curriculum	District wide K-5 Math Activity #2/ Check In	District wide K-5 Math Activity #3/ Special Needs	Jose Lopez EL Strategies	Test Prep Unit/ Lopez followup	Staff presentations EL Support and ELA
Kings Mountain	Welcome Back! District wide K-5 Math activity #1/Overview	Hands on games for math learning	District wide K-5 Math Activity #2/ Check In	District wide K-5 Math Activity #3/ Special Needs	Math integration with science	Math integration with language arts	Data analysis/Test prep refinement for STAR
Cunha	Welcome Back! Goals and objectives for year/ PLC overview/ Positive school climate	Department collaboration for textbook training and implementation of common assessments	Ray Garcia: Developing academic vocabulary/ best practices	Ray Garcia: Part 2	HMBHS/Pilarcitos vertical articulation	Cultural competency and understanding: definitions of culture	Department collaboration and common assessments of student work to support site SMART goals
HMBHS/ Pilarcitos	Welcome Back! Introduction to PLC/ CST Data/ Peer Groups	Peer expert workshops: PLC Part 2 Classroom management/ School Loop- Cruncher/ Long Term ELL	Subject area assessment- benchmark analysis examining cusp students	Peer Expert Workshops: Best practices with focus on informal assessments and effective feedback	Cunha vertical articulation	Data analysis/ benchmarks or semester finals analysis	Peer Expert Workshops: PLC Part 3/ Peer teams

*Minimum Day Staff Development = 2 hours and 40 minutes

APPENDIX IV
TITLE III YEAR 4 NEEDS ASSESSMENT (completed 2008)

Title III Year 4 Needs Assessment

1. IDENTIFY THE PROBLEM: Describe the challenge area(s) for the LEA.

a. Provide a description of findings from the results of analysis of the CELDT, CST, CAHSEE, and other assessments used by the LEA to measure EL student English proficiency and academic achievement.

1. Currently 61.5% of the CUSD long term EL students have not been able to advance beyond the BASIC proficiency band on the CST ELA. 2. Of the 163 long term EL students that are at BELOW BASIC and FAR BELOW BASIC on CST ELA, 34% receive special education services. 3. Using current CST data, 65% of students at Early Advanced or Advanced on CELDT have not exceeded BASIC on CST ELA. 4. At secondary school the percentage of EL students with a GPA of <1.4 is twice that of other subgroups. 5. At Cunha Intermediate School 68% of the EL students are Early Advanced or Advanced on CELDT but at BASIC on CST ELA. 6. Newcomer students are arriving in secondary school grades. Using 2006-07 data the high school has the highest number of recently arrived EL students 34 2006-07 Newcomer students as compared to 5 students in grades 3-5 combined from all the elementary schools, and 8 newcomer students in grades 6-8. Over all at grades 9-12 there are 76 EL students or 34% that have been in U.S. school less than three years. 7. Our EL district population increased this year from 1007 to 1066 based on Cruncher data available 3/5/2008. 8. The percentage of EL students in CUSD is increasing steadily, from a low of 21% at the 12th grade to 42% at the 2nd grade. 9. EL students that remain in the district show progress toward CELDT proficiency. Using the 9-12 grade data, only 1 student in CUSD more than 6 years scores at the beginning CELDT level and that student has significant special education needs. Of this same group of students who have been here for 6 years only 9 score Early Intermediate and 4 have special education needs and the remaining 5 were in migrant education at one time and 3 of the 5 still qualify for migrant education services. 8. 46% of 9-12 grade students are proficient on CELDT but are at BASIC on CST ELA performance, 26% are at BELOW BASIC and 10% are FAR BELOW BASIC. 9. CUSD has one elementary, Hatch, in PI Year III, a middle school, Cunha, in PI Year IV and another elementary, Farallone View, that would be PI I but it does not receive Title I funds. Use of Title I funds at Hatch and Cunha will focus intervention on EL achievement and advancement in language arts. 10. AMAO 3: CST ELA is the only AMAO target that was not met by Cabrillo, The CST ELA score of 19.6% proficient was below the NCLB Target of 23% proficient and the statewide average of 25.8% proficient. Professional development at all levels has had a focus of developing academic vocabulary. 11. District met all other AMAO targets, 12. Using 2007 data from Cruncher, the EL students that are Early Advanced or Advanced on CELDT 42% are at BASIC on CST ELA, 35% scored Proficient or Advanced and are eligible for Reclassification based on CUSD criteria, 18% scored BELOW BASIC and only 5% scored FAR BELOW BASIC. 13. CAHSEE Data shows that while 30.2% of the Hispanic/Latino population is proficient in ELA only 12.3% of the EL population is proficient. In math it is 32.6% of the Hispanic/Latino population and 21.5% of the EL students. The significantly higher math score is similar to district CST data for grades K-8. The significant discrepancy for the Hispanic/Latino scores as compared to the EL students demonstrates that many of the EL students have been reclassified prior to high school. It also indicates that some percentage of newcomer students are not academically proficient. There are 28 students that have not attained proficiency despite CELDT proficiency.

b. Describe the strengths and weaknesses of the current Title III LEA Improvement Plan Addendum or Title I LEA Plan Addendum.

Strengths: 1. The plan is data driven. 2. All questions are answered. 3. Use of SBE adopted materials is articulated and use of research based strategies is also articulated. 4. All teachers have appropriate CLAD/or equivalent credential to serve EL students. 5. Bi-lingual Liaisons are multi-funded at each site to engage parents and facilitate EL parent involvement. Weaknesses: 1. The current coaching model addresses K-5 literacy without a focus on second language acquisition. 2. Staff development at K-5 has been focused on reading and writing skills addressing the total student population. 3. EL staff

development has not had sufficient follow up and monitoring provisions to facilitate implementation of strategies to meet EL needs.

2. IDENTIFY THE CAUSE(S): Identify and describe the root causes of the problem(s) or what prevented the LEA from achieving the AMAO(s). Describe how root causes were verified.

1. Demographic data for the district shows that 40% of the EL students in CUSD qualify for Migrant Education services, as compared to a state average of 6%. 2. Instruction for newcomer population at high school level is focused on CAHSEE and credit accumulation to insure progress toward graduation. Limited student/teacher incentive to prepare for CST ELA as it is not counted toward graduation, and high school site accountability is based on graduation rates and 10th grade CAHSEE passage. A high school diploma is the goal for these students and CST ELA does not serve this goal in a tangible way. 3. Strategic teaching must be used to address the needs of this population. 4. Common Assessment and formative data tracking for targeted intervention classes have not been implemented at all sites. 5. Teachers need more training on the teaching of academic vocabulary across the curriculum. 6. EL's need to be encouraged to talk, particularly at the secondary level. Talk time is not honored as an instructional strategy. 7. Literacy and language acquisition are still synonymous for some staff members. 8. More coaching on ELD strategies is needed.

3. IDENTIFY THE SOLUTION(S): Describe the research-based solutions to solve the low achievement problem(s) listed above.

Train literacy coaches to also provide ELD support. Use Cruncher data system to identify target students using CELDT and CST data. Provide small class size for ELD at grades 6-12. Work with Springboard Schools to develop common assessments at all grades across the curriculum. Work with Springboard Schools to develop and implement and monitor formative assessment data. Develop and fund specific targeted intervention programs such at all sites. Train teachers on providing talk time for students. Train teachers on specific instruction for different tiers of vocabulary throughout the curriculum. Principals must monitor implementation of recommended changes in the classroom. District office Must support principals in monitoring implementation of professional development recommendations.

Standard: B.1.c. All English Learners have Access to Appropriate English Language Development Instruction

Focus/Objective: 6-8 Grade Advanced CELDT students unable to move to Proficient from Basic on CST ELA - Currently 68% of long term EL students scoring proficient on CELDT are at the BASIC level on CST ELA. An intervention class targeted interventions to raise the achievement of these students to proficient on CST ELA is being implemented in 2007-2008
 Eighty students are targeted for this specific intervention this is 48% of the total EL student population at grades 6-8.
 Professional development in the new curriculum before the start of the year and on-going coaching 4 times during the year will be provided for the teachers involved in this intervention.

Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
Zero Period Intervention at Cunha Intermediate School: Zero period intervention for CELDT proficient and advanced students at BASIC in grades 6-8	Michael Andrews, Principal 08/24/2002 - 06/15/2008 Select staff to teach the program. (Summer-Mike Andrews) Develop budget to implement the plan by 7/31/07. Order curriculum materials by 8/1/07 Provide initial training for staff on curriculum 8/24/07. Schedule on-going coaching visits through curriculum publisher. Four visits per year.	\$71,086.00	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected: \$48,680.00 NCLB: Title I, Part A, Program Improvement District Intervention: \$12,000.00 NCLB: Title I, Part A, Program Improvement District Intervention: \$10,406.00

Focus/Objective: Majority of EL students advance to basic level on CST ELA and are not reclassified. - All elementary schools have structured ELD time with EL leveled re-grouping, using an SBE adopted ELD curriculum. Grade groupings are K-1, 2-3, and 4-5. Some students are grouped across grade levels to meet specific ELD needs.

Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
Standards Aligned ELD Assessment: ELD Assessments including CELDT are used to monitor student progress and to appropriately groups students for ELD instruction.	Principals, coaches, teachers 08/27/2007 - 06/20/2009 Annual CELDT Test ELD embedded assessments 6-8 weeks. Lit Conn Unit Assessments at the end of each unit Select and Purchase new assessment tool for High School	\$3,000.00	Economic Impact Aid (EIA): \$3,000.00
SPED/ELL Service Review: Monitor and ensure that the goals on the IEPs are linguistically appropriate to address the language proficiency needs of ELs based on the individual student's disability.	Teacher, SPED personnel, Principal, School Psychologist 09/27/2007 - 06/20/2009 Annuals IEP Meeting. Quarterly Progress Reports Goal Setting Conferences	\$0.00	No funding required
K-5 ELD: 1. District will provide additional training in language acquisition theory and	Literacy Coaches/Principals 08/27/2007 - 06/09/2009	\$10,000.00	Economic Impact Aid (EIA): \$4,251.90

<p>methodology. 2. District/principals will monitor use of approved ELD curriculum, Santillana. 3. Literacy coaches will be trained to provide ELD support.</p>	<p>1. Materials are already in the classrooms. (Ongoing) 2. Training using district staff began 12/7/2007 Training will continue. 3. 3/6/2008 Principals, literacy coaches and district officials will discuss training and implementation for 2008-2009 school year. 4. Summer 2008 Training to be provided to coaches, possibly through Columbia Teachers' College Institute. 5. Fall 2008 Implement model with coaches providing ELD and literacy support. 6. June 2009, evaluate model and make adjustments to facilitate student achievement.</p>		<p>NCLB: Title III, Limited English Proficient (LEP) Student Program: \$5,748.10</p>
<p>High School and Middle School Leveled ELD (Excluding the intervention class: 1. Half Moon Bay High School and Cunha Intermediate School will provide appropriate ELD based on CELDT level of the students using SBE adopted ELD/ELA curriculum materials. High Point at Cunha, Shining Star at the High School. 2. Teachers will have appropriate credentials and training to meet the needs of EL students. 3. Additional staff development will be provided. 4. Secondary School Leadership/ELD at Half Moon Bay High School. 5. Secondary Academic Language Tools at Cunha.</p>	<p>High School Principal Sue Million 08/26/2007 - 06/20/2009 Appropriate teachers will be hired. (Ongoing) Master Schedule will provide adequate sections to meet the ELD needs of students. Appropriate training will be provided to teachers of EL students.</p>	<p>\$223,666.00</p>	<p>Economic Impact Aid (EIA): \$176,747.00 NCLB: Title I, Part A, Basic Grants Low-Income and Neglected: \$3,224.00 NCLB: Title III, Limited English Proficient (LEP) Student Program: \$35,188.00 NCLB: Title III, Immigrant Education Program: \$8,507.00</p>

Standard: B.1.d. All English Learners have Access to Appropriate Reading/Language Arts Instruction

Focus/Objective: Integrating Workshop with SBE adopted materials K-8 - The district partnership with Columbia Teachers' College and the Robert Nonce Foundation has provided training to all K-5 teachers in Workshop pedagogy. Workshop teaching is focuses on daily monitoring for understanding and individual conferences based on individual and small group student needs in reading and writing. Staffs at PI schools have also had AB 75 or AB430 Training in SBE adopted materials, Houghton Mifflin. Linking the workshop pedagogy to the SBE adopted materials is ongoing. Scheduled time for skills development using Houghton Mifflin materials is in place.

Columbia Teachers' College will provide focused instruction for grades 6-8 in the Workshop model. Staff developers from Columbia provide instruction on how to engage EL and low achieving students to accelerate understanding and progress. Middle school teachers will participate for the first time in the Columbia Institute the week of 8/4/2008. Meeting with middle school teachers regarding participation in Teachers' College summer institute has already taken place.

PI school teachers, at Hatch have attended AB 472 training for Houghton Mifflin and at Cunha have attended AB 472 for Holt.

Principals monitoring of classroom instruction will include regular classroom visits to focus on differentiated instruction to meet EL needs.

Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
<p>Integrating Workshop with SBE adopted materials: Provide training through literacy coaches on proper utilization of teaching strategies and curriculum materials. Monitor implementation by principals and district curriculum personal</p>	<p>Literacy Coaches, Assistant Superintendent Curriculum and Instruction 09/27/2007 - 06/20/2009 Ongoing activity Evaluate/Revise 6/20/2009</p>	<p>\$261,097.00</p>	<p>NCLB: Title I, Part A, Basic Grants Low-Income and Neglected: \$67,636.00 English Language Acquisition Program, Teacher Training & Student Assistance: \$28,255.00 NCLB: Title I, Part A, Program Improvement District Supplemental Grants: \$25,000.00 Economic Impact Aid (EIA): \$84,364.00 Economic Impact Aid: Limited English Proficiency (LEP): \$55,842.00</p>
<p>Targeted Intervention at Hatch: Far Below Basic Students require a targeted intervention program. A Title I, credentialed teacher has been hired and an intervention curriculum, including the on-line Imagine Learning Program has been provided for students from 3-5 grades that scored Far Below Basic on CST ELA.</p>	<p>Teacher, Principal, Imagine Learning Support Personnel, District Technology Support Personnel, 10/01/2007 - 06/06/2008 Evaluations of student progress completed every four weeks.</p>	<p>\$27,353.40</p>	<p>NCLB: Title I, Part A, Program Improvement District Intervention: \$1,036.00 Economic Impact Aid (EIA): \$2,582.50 NCLB: Title III, Limited English Proficient (LEP) Student Program: \$18,593.00 NCLB: Title III, Limited English Proficient (LEP) Student Program: \$5,141.90</p>

<p>Monitoring implementation of ELA/ELD strategies in the classroom: An important component of staff development strategies is that they are effectively implemented in the classroom. Principals will be trained to do learning walk-throughs to monitor implementation of effective EL instruction at all grade levels. Frontloading of academic vocabulary, explicit instruction of vocabulary and associated curriculum language skills will be monitored. Through regular classroom visits.</p>	<p> 02/01/2008 - 06/20/2009 Each classroom should be seen at least once per month.</p>	<p>\$20,388.00</p>	<p>No funding required NCLB: Title III, Limited English Proficient (LEP) Student Program: \$20,388.00</p>
<p>Summer School: Summer school is focused instruction for students below grade level. Programs such as READ 180 are offered to middle school students. K-5 summer school is intensive literacy instruction using standards based materials and guided reading practices. High School EL students making the transition from 8th grade can enroll in the Compass program.</p>	<p>Summer school teachers, summer school principals, bilingual liaisons 06/23/2008 - 07/24/2008</p>	<p>\$0.00</p>	<p>No funding required</p>
<p>After school intervention for Title I eligible students. After school tutoring is available at all sites. Farallone View operates after school tutorial and provides bussing for the EL students to attend. The program is funded through a combination of Grant money, EIA, Title III, and Migrant Education. Hatch uses Title I money to fund its "literacy clubs" El Granada received an after school programs grant to fund its programs. Cunha uses Title I money to fund its after school tutorial center. The high school uses grants and volunteers to fund its after school tutorial.</p>	<p>Principals 10/01/2007 - 06/01/2008 Tutorial program will operate each year.</p>	<p>\$43,100.00</p>	<p>Other: \$10,000.00 NCLB: Title I, Part A, Basic Grants Low-Income and Neglected: \$13,000.00 Economic Impact Aid (EIA): \$4,600.00 NCLB: Title I, Part A, Basic Grants Low-Income and Neglected: \$15,500.00</p>

Standard: G.1.a. Professional Development Includes Research-based Strategies to Improve EL Outcomes

Focus/Objective: Language acquisition across the curriculum will be implemented K-12 - Teachers have appropriate CLAD and SDAIE credentials. Classroom instruction must better incorporate language acquisition needs of EL learners in all curriculum areas at every grade level.

Secondary Academic Language Tools Professional development at Cunha for all staff will target teaching of academic language. In addition the intervention EL teachers have received ongoing coaching through the publisher of the Lit Conan Curriculum, including demonstration lesson, and reflective feedback.

The Literacy coach's role will expand to include ELD. This year's work with Columbia Teachers' College will help to address the skills needed for EL students to be successful. Literacy coaches will work with all K-5 teachers to insure academic vocabulary development and literacy skills across the curriculum using 'workshop' pedagogy. Workshop is well suited to EL needs as instruction is individualized to the student in reading and writing. This allows the teachers to work with EL students, and all students in what Vigotski called the "zone of proximal development" and provide differentiated instruction. The focus of workshop is teach a standards based skill or concept daily, and to check for understanding and assess for learning on a daily basis. The focus on learning that is incorporated into the workshop strategies will benefit EL students.

High School staff received Secondary School Leadership Training as a tool to help create structures and support teaching methods that support English Language Learners.

Springboard Schools will help to monitor the implementation of the site's staff development. Springboard Schools will help to assess the professional development needs for the sites. We are working with Springboard Schools as a result of being a PI year one district. The reason the district is in PI is that the EL subgroup did not meet the NCLB target of 23.7% proficient on CST ELA. The focal point of our work with Springboard is to develop a successful strategy to address EL needs.

The Assistant Superintendent of Curriculum and Instruction along with the Director of Categorical Programs will be charged with the monitoring of the district improvement plan that is developed. The Director of Categorical Programs in his role as EL Director will monitor the implementation of ELD, student placement, and provide EL staff development.

Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
<p>Leveled ELD classes at grades 6-12: Funds will be used to support small ELD classes grouped by CELDT level significantly below the existing staffing ratio to provide focused explicit teaching of English language acquisition.</p>	<p>Michael Bachicha Site Principals 08/27/2007 - 06/20/2009 Annually during late winter/spring master schedule is developed to include funded ELD sections. Consolidated Application part one and two are completed annually to secure supplemental funding sources. Appropriately credentialed teachers are assigned to ELD classes Evaluation of student achievement using AMAO data and CST data will occur annually as data becomes available.</p>	<p>\$15,000.00</p>	<p>Economic Impact Aid (EIA): \$15,000.00</p>
<p>Newcomer Support at Half Moon Bay High</p>	<p>High School Principal/ High School Counselors 09/27/2007 -</p>	<p>\$15,063.00</p>	<p>NCLB: Title III,</p>

School: A two period Newcomer Core ELD Level 1 class will be provided. The class will also include Spanish Language Support for EL Level 1 students whose native language is Spanish. The students will also receive sheltered content classes.	06/20/2009 Monitor students for English Progress according to standards.		Immigrant Education Program: \$14,416.00 Economic Impact Aid (EIA): \$647.00
Focus/Objective: Program Improvement Work with Springboard Schools - CUSD has entered an agreement to work with Springboard Schools to improve instruction and student achievement.			
Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
Develop strategies that will address low EL achievement on CST: Beginning January 2008, CUSD has entered a partnership with Springboard Schools to provide coaching support and direction for CUSD to improve student achievement.	Springboard Schools 01/07/2008 - 06/20/2008 Asst. Superintendent Curriculum and Instruction	\$20,388.00	Title I District Grant
Focus/Objective: Program Improvement Work with Springboard Schools - CUSD has entered an agreement to work with Springboard Schools to improve instruction and student achievement. Consultation will begin in January 2008			
There is an amount in the estimated column for this item that the program will not allow me to edit. Please disregard the estimate attached to this item as the estimate and the budget for this item are included below.			
Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
Work with Springboard Schools: Work with Springboard Schools and coaches to develop and implement district plan.	Assistant Superintendent 01/07/2008 - 06/20/2008	\$20,388.00	NCLB: Title I, Part A, Program Improvement District Supplemental Grants: \$5,500.00 Economic Impact Aid (EIA): \$14,888.00

Focus/Objective: Bilingual liaisons provide access for EL parents - Multi-funded bilingual liaisons provide access to the schools for EL parents. They also help to train the parent how to be involved and engaged in the schools.			
Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
Liaison positions will be funded at each site: Each site will fund the bi-lingual liaison position to provide services for EL families. Liaisons will be trained on parent empowerment through Migrant education.	Principals 08/27/2007 - 06/16/2008 On-going funding. Migrant Education Family Empowerment Training Monthly collaboration meetings	\$141,816.00	NCLB: Title III, Limited English Proficient (LEP) Student Program: \$2,596.00 Economic Impact Aid (EIA): \$8,010.00 NCLB: Title I, Part A, Basic Grants Low-Income and Neglected: \$58,392.00 NCLB: Title I, Part C, Migrant Ed (Regular and Summer Program): \$72,818.00
Standard: F.1.c. LEA Provides Data Systems and Support to Improve Instruction for ELs			
Focus/Objective: Development of common assessments - Grade level common assessments will be developed to measure student progress. A means of recording and tracking student assessment data will be created. An ELD benchmark system assessment system for grades K-8 will be developed. District will review data bimonthly related to AMAO 1, 2, 3 to assist in monitoring student progress and achievement. The district will monitor site goals for meeting all AMAO's. The cost of working with Springboard Schools is already listed in the plan.			
Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
Work with Springboard Schools: Work with Springboard schools to develop common assessments at grades 6-12. Common assessments and tracking common data are a vital element to tracking student learning. Springboard schools will help to train principals to help teachers to evaluate student work	Assistant Superintendent, Principals, Springboard Coaches 01/07/2008 - 06/20/2009 Winter and Spring of 2008 Springboard Schools will help to evaluate current status and make recommendations for next steps. Curriculum departments at the High School will use collaboration time to develop curriculum calendars and	\$9,500.00	NCLB: Title I, Part A, Program Improvement District Supplemental Grants: \$9,500.00

<p>throughout the year with a focus on student learning.</p>	<p>matrices for the implementation of common assessments. Middle School departments will also work to develop common assessments. Middle School teachers w</p>		
<p>Appropriate training on the use of data systems to monitor ongoing student achievement. Teachers will be trained to better use the Cruncher feature that provides tracking of monthly reading data at grade levels K-5. Director of Categorical Programs will provide training on data entry and use of the ongoing Cruncher feature. The Director of Technology or District Computer Technician will help to set up the technology. There is no direct cost for professional development. Direct services are provided for training on usage of computers, support and maintenance of computers, and maintenance and monitoring of student level data. As common assessments are developed means to track ongoing student data will also be created. Teachers at grades 6-12 will be trained to better utilize Cruncher and School loop to establish learning goals for students and to monitor student achievement. Using Cruncher data and available technology, students will receive reminders of CST achievement targets with their own scores before testing.</p>	<p>Principals, CUSD technology personnel, teachers 08/27/2007 - 06/20/2009</p>	<p>\$16,229.00</p>	<p>Economic Impact Aid (EIA): \$16,229.00</p>

LOCAL EDUCATIONAL AGENCY (LEA) PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE

LEA Plan Information:

Name of Local Educational Agency: Cabrillo Unified School District

County District Code: 41-68890

Date of Local Governing Board Approval: April 15, 2010

District Superintendent: Robert Gaskill Prepared by: Elizabeth Schuck, Assistant Superintendent

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Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement Plan addendum:

Signature of Superintendent Printed Name of Superintendent Date

Signature of Assistant Superintendent Printed Name of Assistant Superintendent Date

Signature of Board President Printed Name of Board President Date

By submission of the local board approved LEA addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., Title III regional lead.*

**CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM**

BOARD MEETING DATE: April 15, 2010

ACTION
 CONSENT
 DISCUSSION
 INFORMATION

BOARD AGENDA NUMBER: 11.d.

BOARD AGENDA ITEM: Approve the Local Educational Agency, Title I, Part A Waiver Application and Plan

DEPARTMENT: Curriculum and Instruction

CONTACT PERSON: Elizabeth Schuck, Ed.D. Assistant Superintendent

BACKGROUND INFORMATION:

For 2009–10, states were invited to participate in the submission of specific waivers pertaining to Title I, Part A of the Elementary and Secondary Education Act (ESEA) given the significant funding for programs provided by the American Recovery and Reinvestment Act (ARRA) allocations for 2009-2010. In order for local educational agencies (LEAs) to apply to the California Department of Education (CDE) for the LEA set-aside obligation waivers in Section II (a) and II (b) of the application, an ARRA LEA Waiver Plan must be developed. Rather than rewriting the district’s existing LEA Plan at this time, the CDE recommends using their ARRA LEA Waiver Plan Template to address the identified needs.

REPORT/PROPOSAL:

Cabrillo is requesting one set-aside obligation waiver in Section II (a): To exclude some or all of Title I, Part A, ARRA funding from calculation of the LEAs 20% obligation for choice-related transportation as we have not received any requests for this purpose.

FINANCIAL IMPACT: The District will be able to carryover more than 15% of its Title I ARRA funds.

RECOMMENDATION: Approve the Local Educational Agency, Title I, Part A Waiver Application and Plan

Local Educational Agency Title I, Part A Waiver Application

January 2010

Submit completed application to:
California Department of Education (CDE) at
TitleIWaivers@cde.ca.gov

LEA Name:

Cabrillo Unified - 41688900000000

Person Completing This Report: Elizabeth Schuck

Person Completing Position/Title: Assistant Superintendent

Contact e-mail Address: schucke@cabrillo.k12.ca.us

Contact Phone Number: (650)712-7107

References:

Current local educational agency (LEA) allocations for regular fiscal year 2009 Title I, Part A, funds and the Title I, Part A, American Recovery and Reinvestment Act (ARRA) funds are on the California Department of Education (CDE) No Child Left Behind: Title I, Parts A & D Web page at <http://www.cde.ca.gov/fq/aa/ca/nclbtitei.asp>.

Directions:

- 1) Select the LEA name from the drop-down menu. Refer to the "Enable Macros" attachment if you experience difficulties with the dropdown.
- 2) Enter the contact information of the person completing this report in the space provided.
- 3) Read the Assurance Statement and Signature page and the assurances related to each waiver request.
- 4) Select the chosen waiver(s) by checking the appropriate box; provide dollar amounts where requested. If you are applying for waiver II(a) or II(b), complete the ARRA LEA Waiver Plan Template located under the Waiver section on the CDE Title I, Part A Web page at <http://www.cde.ca.gov/sp/sw/t1/titleparta.asp>.
- 5) Print the application and obtain the signatures of the LEA superintendent and the local governing board president on page 4. Retain this copy of the assurances and any supporting documentation for compliance monitoring purposes.
- 6) A copy of the local governing board agenda and board minutes reflecting approval of the Title I, Part A, LEA Waiver Application will be maintained and made available for compliance monitoring.
- 7) Save this application electronically and send as an e-mail attachment to TitleIWaivers@cde.ca.gov. Please include your LEA name and County-District-School (CDS) code. Remember to attach the ARRA LEA Waiver Plan Template if you are applying for waiver II(a) or II(b).

Cabrillo Unified - 41688900000000

The LEA requests the following:

Section I. Waivers of Title I, Part A, Statutory and Regulatory Requirements

- (a) Exemption from the 14-day school choice parent notification requirement for students enrolled in newly identified program improvement (PI) schools for 2009–10 or schools that anticipated exiting PI during the 2009–10 school year but did not (Elementary and Secondary Education Act [ESEA] Section 1116[b][1][E][i]; *34 Code of Federal Regulations [CFR] Section 200.37[b][4][iv]*). Please note that this waiver was previously granted for all applicable LEAs by the SBE at its September, 2009 meeting. **The inclusion of this item in the application package, and your response, is for federal reporting purposes only. See assurances for Section I. (a) on page 5 of this application.**
- (b) To offer SES to schools in PI year one, in addition to public school choice, to eligible students and to count those SES expenditures for eligible students in those schools toward the local educational agency's (LEA's) 20 percent obligation (ESEA Section 1116[b][10] and *34 CFR Section 200.48*). See assurances for **Section I. (b)** on page 6 of this application.

Section II. Waivers Related to Title I, Part A, ARRA Funds

- (a) To exclude some or all of Title I, Part A, ARRA funding from calculation of the LEA's 20 percent obligation for choice-related transportation and SES ESEA Section 1116[b][10] and *34 CFR Section 200.48[a][2]*. See assurances for **Section II. (a)** on page 7 of this application and complete the ARRA LEA Waiver Plan.

ARRA Amount to be excluded: 20696.00

- (b) To exclude some or all of Title I, Part A, ARRA funding from the calculation of the LEA's 10 percent obligation for professional development (ESEA Section 1116[c][7][A][iii]). See assurances for **Section II. (b)** on page 8 of this application and complete the ARRA LEA Waiver Plan.

ARRA Amount to be excluded: 0.00

Number of teachers and principals that have received standards-based instructional materials professional development: 0

Number of teachers and principals that have **not** received standards-based instructional materials professional development: 0

- (c) To exclude some or all of Title I, Part A, ARRA funding from the calculation of the LEA's 10 percent obligation for professional development for schools in PI (ESEA Section 1116[b][3][A][iii]). See assurances for **Section II. (c)** on page 9 of this application.

- (d) To exclude some or all of Title I, Part A, ARRA funding from the calculation of per-pupil amount for SES (ESEA Section 1116[e][6][A] and *34 CFR Section 200.48[c][1]*). See assurances for **Section II. (d)** on page 10 of this application.

ARRA Amount to be excluded: 0.00

- (e) To request a waiver from CDE to carryover more than 15 percent of its Title I, Part A, 2009 and 2010 allocations due to ARRA funding (ESEA Section 1127[a][b]). See assurances for **Section II. (e)** on page 11 of this application.

**Title I, Part A – Local Educational Agency (LEA)
Assurance Statement and Signature Page**

The LEA certifies that:

- 1) All applicable state and federal statutory and regulatory requirements will be met by the LEA and information contained in this Title I, Part A, LEA Waiver Application is correct and complete.
- 2) Legal assurances for all individual waiver applications are accepted as the basic legal condition for the operation of programs and assurances with original signatures retained by the LEA for compliance monitoring.
- 3) A copy of the local governing board agenda and board minutes reflecting approval of the Title I, Part A, LEA Waiver Application will be maintained and made available for compliance monitoring.
- 4) Original signatures of the LEA superintendent, or designee, and board president for the Title I, Part A, LEA Waiver Application are on file.
- 5) All compliance items identified in the notification of finding from Categorical Program Monitoring (CPM):
 - a. Have been resolved (no further information is required), or
 - b. **Have not been resolved. Justification for not resolving findings and an action plan to resolve the findings is required in the LEA Waiver Plan, Box 1, located under the Waiver section on the California Department of Education (CDE) Title I, Part A Web page at <http://www.cde.ca.gov/sp/sw/t1/titleparta.asp>.**
- 6) Pursuant to *California Code of Regulations*, Title 5, (5 CCR) Sections 4600–4687, all Uniform Complaint Procedure (UCP) actions:
 - a. Have been resolved (no further information is necessary), or
 - b. **Have not been resolved. Justification for not resolving actions and an action plan to resolve the actions is required in the LEA Waiver Plan, Box 2, located under the Waiver section on the California Department of Education (CDE) Title I, Part A Web page at <http://www.cde.ca.gov/sp/sw/t1/titleparta.asp>.**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Waiver Application is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Waiver Application are on file. I further certify that, upon approval of any waiver requests by the SBE, necessary revisions of the LEA Plan will be submitted for local board approval.

In addition, the LEA agrees to submit a report to the California Department of Education (CDE) on June 1, 2010, that: (1) describes the uses of each waiver by the LEA or by its schools; (2) describes how schools continue to provide assistance to the same populations served by the program(s) for which the waiver was granted; and (3) evaluates the progress of the LEA and of schools in improving the quality of instruction or the academic achievement of students. The CDE will provide directions and guidance pertaining to the LEA submission of the report.

Superintendent Signature

Date

Board President Signature

Date

Web page of the LEA Plan: <http://www.cabrillo.k12.ca.us/>

**Section I. (a)
Waiver of the Title I, Part A Statutory
and Regulatory Requirements**

Local Educational Agency (LEA) Waiver Application to implement a one-year waiver of the 14-Day notice requirement only in schools that are newly identified for Program Improvement (PI) for the 2009–10 school year, or that could possibly have exited PI, corrective action, or restructuring for the 2009–10 school year but did not.

As a condition of approval, the LEA hereby assures that, for schools that are already identified for PI, corrective action, or restructuring and that cannot exit that status for the 2009–10 school year, even if they met adequate yearly progress (AYP), it will still comply with the 14-day notice requirement with respect to students in those schools.

In addition, the LEA hereby assures that it will meet the statutory requirement to provide notice of public school choice before the start of the school year (Elementary and Secondary Education Act [ESEA] Section 1116[b][1][E][i]).

An LEA that offers public school choice earlier to students in some schools, then later to students in other schools, hereby assures it will reserve a portion of the available transportation slots for students who receive the later notice.

Please note that this waiver was previously granted for all applicable LEAs by the SBE at its September, 2009 meeting. The inclusion of this item in the application package, and your response, is for federal reporting purposes only.

Section I. (b)
Waiver of the Title I, Part A Statutory
and Regulatory Requirements

Local Educational Agency (LEA) Waiver Application to have the flexibility to offer Supplemental Educational Services (SES) to eligible students in Title I schools in Program Improvement (PI) Year 1 (a year earlier than the law normally requires), *in addition* to offering public school choice (choice) options to students in those schools and to count the costs of providing SES to those students toward meeting the LEA's obligation to spend an amount at least equal to 20 percent of its Title I, Part A, Subpart 2 allocation on SES and choice-related transportation (20 percent obligation).

In the absence of such a waiver, an LEA may only count funds spent providing SES to eligible students attending schools in PI Year 2–5, in corrective action, or in restructuring toward its 20 percent obligation (Elementary and Secondary Education Act (ESEA) Section 1116[b][10]; *34 Code of Federal Regulations [CFR] § 200.48*).

As a condition of approval, the LEA hereby assures that, if it is granted this requested waiver, the LEA will ensure that it will meet all statutory and regulatory requirements related to SES in the 2009–10 school year (other than the particular funding requirement being waived).

Section II. (a)
Waivers Related to Title I, Part A ARRA Funds

Local Educational Agency (LEA) Waiver Application to exclude some or all of Title I, Part A, American Recovery and Reinvestment Act (ARRA) funds in determining the LEA's obligation to spend an amount equal to at least 20 percent of its FY 2009 Title I, Part A, Subpart 2 allocation on public school choice transportation and Supplemental Educational Services (SES). (Elementary and Secondary Education Act [ESEA] Section 1116[b][10]; 34 Code of Federal Regulations [CFR] § 200.48).

As a condition of approval, the LEA provides assurance that, if it is granted the requested waiver, it will adhere to the following conditions and requests for information:

- 1) Comply with its statutory and regulatory obligations for the provision of SES and public school choice with respect to its regular Title I, Part A, allocation.
- 2) Has:
 - a. Met all demand for SES and public school choice transportation (no further information is required), or
 - b. **Not met all demand for SES requests. Justification for not meeting all demand and an action plan to meet demand is required in the LEA Waiver Plan Template, Boxes 3–6, located under the Waiver section on the California Department of Education (CDE) Title I, Part A Web page at <http://www.cde.ca.gov/sp/sw/t1/titleparta.asp>.**
- 3) Use the funds freed-up by the waiver to address needs identified based on data, such as Statewide or formative assessment results.
- 4) Comply with all of its other Title I, Part A, statutory and regulatory obligations, including the obligations in ESEA sections 1114 and 1115 to have schoolwide and targeted assistance programs that use effective methods and instructional strategies that are based on scientifically based research.
- 5) Enter the ARRA amount that the LEA would like to exclude for the purposes of this waiver on page 2 of this application.
- 6) Complete a LEA Waiver plan that describes the data on which it relied to identify needs that will be addressed using the funds freed up by the waiver and the strategies and actions it intends to use to address those needs. Please complete the LEA Waiver Plan template.

Section II. (b)
Waivers Related to Title I, Part A ARRA Funds

Local Educational Agency (LEA) Waiver Application to exclude some or all of its Title I, Part A funds received under the American Recovery and Reinvestment Act (ARRA) in calculating its LEA 10 percent professional development set-aside. (Elementary and Secondary Education Act [ESEA] Section 1116[c][7][A][iii]; 34 Code of Federal Regulations [CFR] § 200.52[a][3][iii]).

As a condition of approval, the LEA provides assurance that, if it is granted the requested waiver, it will adhere to the following conditions and requests for information:

1. Comply with its statutory and regulatory obligations for the professional development set-aside with respect to its regular Title I, Part A allocation.
2. Use the funds freed up by the waiver to address needs identified based on data, such as statewide or formative assessment results.
3. Comply with all of its other Title I, Part A statutory and regulatory obligations, including the obligations in ESEA sections 1114 and 1115 to have schoolwide and targeted assistance programs that use effective methods and instructional strategies that are based on scientifically based research.
4. Enter the ARRA amount that the LEA would like to exclude for the purposes of this waiver on page 2 of this application.
5. Implementing standards-based instructional materials training in SBE-adopted or approved instructional materials for reading/language arts and mathematics for all teachers and principals. This includes, if applicable, implementing District Assistance and Intervention Team recommendations relative to this requirement.
 - a. Yes, all requirements and recommendations are implemented (no further information is required), or
 - b. **No**, all teachers and principals have not received standards-based instructional materials training. **Justification for not providing training and an action plan to provide training is required in the LEA Waiver Plan, Boxes 3–5 and Box 7, located under the Waiver section on the California Department of Education (CDE) Title I, Part A Web page at <http://www.cde.ca.gov/sp/sw/t1/titleparta.asp>.**
6. Complete a LEA Waiver Plan that describes the data on which it relied to identify needs that will be addressed using the funds freed up by the waiver and the strategies and actions it intends to use to address those needs. Please complete the LEA Waiver Plan template.

**Section II. (c)
Waivers Related to Title I, Part A ARRA Funds**

Local Educational Agency (LEA) Waiver Application to exclude all or some Title I, Part A American Recovery and Reinvestment Act (ARRA) funds from the required 10 percent professional development set-aside for a school in improvement in fiscal year 2009–10. (Elementary and Secondary Education Act [ESEA] Section 1116[b][3][A][iii]).

The LEA is seeking this waiver to allow its Title I schools that are identified for improvement to calculate their 10 percent professional development set-aside in accordance with the following formula:

$$(a) * (b/c) * (.10)$$

Where:

a = the total amount of FY 2009 Title I, Part A funds received by the school under ESEA Section 1113;

b = the portion of the LEA's FY 2009 Title I, Part A allocation provided through the regular FY 2009 appropriation; and

c = the LEA's total FY 2009 Title I, Part A allocation, including Title I, Part A, ARRA funds

As a condition of approval, the LEA provides assurance that, if the requested waiver is granted, the LEA will adhere to the following conditions:

- 1) Ensure that its schools will implement the waiver in accordance with the formula above;
- 2) Ensure that all schools in improvement within the LEA will comply with all statutory and regulatory requirements regarding their professional development obligations with respect to the funds that are not "factored out" in accordance with the formula above;
- 3) Ensure that its schools use the funds freed-up by the waiver to address needs identified based on data, such as statewide or formative assessment results; and
- 4) Ensure the LEA and its schools in PI will comply with all of their other Title I, Part A statutory and regulatory obligations, including the obligations in ESEA sections 1114 and 1115 to have schoolwide and targeted assistance programs that use effective methods and instructional strategies that are based on scientifically based research.

Section II. (d)
Waivers Related to Title I, Part A ARRA Funds

Local Educational Agency (LEA) Waiver Application to exclude Title I, Part A, American Recovery and Reinvestment Act [ARRA] funds in determining the LEA's per-pupil amount for Supplemental Educational Services (SES). (Elementary and Secondary Education Act [ESEA] Section 1116[e][6][A] and 34 Code of Federal Regulations [CFR] §200.48[c][1])

Enter the ARRA amount that the LEA would like to exclude for the purposes of this waiver on page 2 of this application.

The LEA hereby provides the following assurances:

- 1) The LEA will comply with all of the statutory and regulatory requirements regarding the provision of SES with respect to its regular fiscal year 2009 Title I, Part A allocation; and
- 2) The LEA will comply with all other Title I, Part A statutory and regulatory requirements (to the extent they are not waived), including the requirements in ESEA sections 1114 and 1115 to have school wide and targeted assistance programs that "use effective methods and instructional strategies that are based on scientifically based research."

**Section II. (e)
Waivers Related to Title I, Part A ARRA Funds**

Local Educational Agency (LEA) Waiver Application to carryover more than 15 percent of its Title I Part A American Recovery and Reinvestment Act (ARRA) allocation once every three years through its Consolidated Application. (Elementary and Secondary Education Act [ESEA] Section 1127[a]).

ESEA Section 1127(b) permits the California Department of Education (CDE) to waive the limitation of once every three years if (1) the LEA's request is reasonable and necessary; or (2) a supplemental Title I, Part A, allocation becomes available.

- 1) In accordance with these provisions, the LEA is requesting a waiver of the carryover limitation more than once every three years because of its Title I, Part A, funds made available under the ARRA, which is, by definition, a supplemental Title I, Part A, appropriation. The LEA is requesting this waiver for a period of two years to carry over excess fiscal year 2009 fiscal year Title I, Part A, funds to fiscal year 2010 and to carry over excess fiscal year 2010 Title I, Part A, funds to fiscal year 2011.
- 2) The LEA is obtaining a waiver of the carry over limitation in ESEA Section 1127(a) so that it can carry over more than 15 percent of its Title I, Part A, fiscal year 2009 or fiscal year 2010 allocation and has already received such a waiver within the prior three years (or receives such a waiver with respect to its fiscal year 2009 funds). The LEA shall apply to the CDE in accordance with CDE's regular procedures for waivers of the carry over limitation. The LEA hereby assures that it needs a waiver of the carry over limitation for the second (or third) time within three years because of its ARRA funds.

CDE Use Only

District Name: Cabrillo Unified

CDS Code: 41-68890

Identify (If Applicable) District Assistance and Intervention Team (DAIT):

Pivot Learning Partners

ARRA LOCAL EDUCATIONAL AGENCY WAIVER PLAN TEMPLATE

For 2009–10, states were invited to participate in the submission of specific waivers pertaining to Title I, Part A of the Elementary and Secondary Education Act (ESEA) given the significant funding for programs provided by the American Recovery and Reinvestment Act (ARRA) allocations for 2009-2010. In order for local educational agencies (LEAs) to apply to the California Department of Education (CDE) for the LEA set-aside obligation waivers in Section II(a) and II(b) of the waiver application, an ARRA LEA Waiver Plan Template must be developed. Rather than rewriting your existing LEA Plan at this time, the CDE recommends using this ARRA LEA Waiver Plan Template to address the identified needs. Type your responses in the expandable text boxes and submit as an e-mail attachment with your waiver application to TitleIWaivers@cde.ca.gov. State Board of Education (SBE) approved waivers may require a revision to your LEA Plan. Any revised LEA Plan should be posted to your LEA website.

The ARRA LEA Waiver Plan must be submitted to the CDE **with your waiver application**.

** Cabrillo is requesting one set-aside obligation waiver in Section II(a): To exclude some or all of Title I, Part A, ARRA funding from calculation of the LEAs 20% obligation for choice-related transportation as we have not received any requests for this purpose. These funds were retained for this purpose but could better be spent on supporting our prioritized need identified below.

Please identify and prioritize the fundamental need: Improving academic achievement of English Language Learners

Box 1. Title I, Part A, Assurance Statement, Item 5: Justification for not resolving Categorical Program Monitoring (CPM) findings and action plan to resolve outstanding findings.
n/a

Box 2
Title I, Part A, Assurance Statement, Item 6: Justification for not resolving Uniform Complaint Procedure (UCP) actions and action plan to resolve unresolved actions.

n/a

Box 3.
Please describe the data sources used to identify the fundamental need.

Examples of data include, but are not limited, to California Standards Test (CST), Adequate Yearly Progress (AYP) for the LEA and student subgroups, Academic Performance Index (API), California English Language Development Test (CELDT), district benchmark assessments, California High School Exit Examination (CAHSEE) and/or state board adopted curriculum embedded assessments.

CST, AYP for the LEA and student subgroups, API, CELDT, DAS, APS, ELSSA

Box 4. Please describe the specific strategies and actions that the LEA will use and how those strategies will be used to address the fundamental need.	Persons Involved/Timeline	Estimated Cost	Funding Source: ARRA funds freed as a result of the waiver.
<p>As the ELL subgroup continues to be our target group, the ELSSA was completed in January 2010. The District has contracted with Ragar Consulting to address the items identified as focus areas for improvement in the ELSSA.</p>	<p>Asst. Supt. C&I District/Site Admin Ragar Consultants Teachers 2009-10 school year</p>	<p>\$75,000</p>	<p>Categorical programs-varies by site; Title I ARRA</p>
<p>In addition, in order to support systemic change, the district has contracted with Pivot Learning Partners to support this process. Professional development and coaching support is provided for district and site administration as well as individual sites.</p>	<p>Asst. Supt. C&I District/Site Admin Teachers Pivot Learning Partner Consultants 2009-10 school year</p>	<p>\$55,000</p>	<p>Title I</p>

Box 5.

Please describe the scientifically-based evidence that supports the specific strategies and actions.

We used the researched based Nine Essential Program Components to inform strategies and actions to be included in the LEA Plan Addendum.

Box 6.

Section II. (a) Item 2 (b): Justification for not meeting all demand and action plan to meet SES demand and requests.

CUSD met the demand for SES and public school choice transportation.

We did not receive any requests for transportation.

Box 7.

Section II. (b) Item 5 (b): Justification for not providing training and action plan to provide standards-based instructional materials training.

n/a

**ARRA LOCAL EDUCATIONAL AGENCY (LEA) WAIVER PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency: Cabrillo Unified School District

County District School Code: 41-68890

District Superintendent: Robert Gaskill

Address: 498 Kelly Avenue

City: Half Moon Bay

Zip Code: 94019

Phone: 650/ 712-7100

FAX: 650/ 726-0279

E-mail:
gaskillr@cabrillo.k12.
ca.us

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Waiver Plan are on file. I further certify that, upon approval of any waiver requests by the SBE, necessary revisions of the LEA Plan will be submitted for local board approval.

Signatures:

On behalf of the LEA and participants included in the preparation of this ARRA LEA Waiver Plan:

Robert Gaskill

Signature of Superintendent

Printed Name of Superintendent

Date

Dwight Wilson

Signature of Board President

Printed Name of Board President

Date

**CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM**

BOARD MEETING DATE: April 15, 2010 **ACTION**
 CONSENT
 DISCUSSION
 INFORMATION

BOARD AGENDA NUMBER: 12.a.

BOARD AGENDA ITEM: Discuss with consideration of action potential modifications to the Adopted Program Reductions List, 2010-2011

DEPARTMENT: Superintendent

CONTACT PERSON: Rob Gaskill, District Superintendent

BACKGROUND INFORMATION: In response to the District’s need to cut an additional \$2.5 million in ongoing expenses for the upcoming 2010-2011 school year, the Governing Board held four public hearings to provide members of the CUSD school community and the Coastside community-at-large to comment on potential program reductions and/or revenue enhancement strategies prior to final Board action: January 21 (Farallone View), January 25 (El Granada), February 23 (Hatch) and February 25 (Cunha Intermediate). During the course of that final special meeting on February 25, the Board received, revised, and formally adopted a *Program Reductions, 2010-2011* list; approved in a “last cut, first reinstated” priority order.

During the regularly scheduled Board meeting on March 10, Trustee Jolanda Schreurs requested that the Board further explore strategies for restoring one of more school counseling positions for the upcoming school year and asked staff to propose options for achieving such an action at the April meeting.

Staff is prepared to present additional options with the Board during the course of this meeting as well as information about newly announced, one-time federal American Recovery and Reinvestment Act (ARRA) funding, should the Board determine to modify the *Program Reductions* list in any manner.

REPORT/PROPOSAL: This is an opportunity for the Board to discuss with consideration of action potential strategies for funding one or more counseling positions for the upcoming school year.

FINANCIAL IMPACT: The financial impact to the District is wholly dependent on any and all modification(s) that are proposed and subsequently approved by the Governing Board.



RECOMMENDED ACTION: Make no modifications to the *Adopted Program Reductions, 2010-2011* list at this time.

Adopted Program Reductions, 2010-2011
(Assumption for Parcel Tax Data: 10,000 Eligible Parcels)
(Adopted by Governing Board 02/25/2010)

Unsuccessful Parcel Tax \$0 Revenues Needed Cuts: \$2.5 Million Proposed Cuts in "First Cut, Last Reinstated" Order	Successful \$150 Parcel Tax \$1.50 Million in New Revenues Needed Cuts: \$1.00 Million Proposed Cuts in "First Cut, Last Reinstated" Order	Anticipated Cuts, 2011- 2012: \$545,000 (Use of Federal Stimulus \$)
1) Increase current rates charged for facility use to non-school groups by 50% (N-7): \$35,000	1) Increase current rates charged for facility use to non-school groups by 50% (N-7): \$35,000	
2) Staff-To-Ratio in Special Services (-3.0 FTE): \$199,800	2) Staff-To-Ratio in Special Services (-3.0 FTE): \$199,800	
3) Cut Eight Add'l Hours of District Classified Positions (1-G): \$72,852	3) Cut Eight Add'l Hours of District Classified Positions (1-G): \$72,852	
4) Cut Transportation Administrative Services Position (3-C): \$40,972	4) Cut Transportation Administrative Services Position (3-C): \$40,972	
5) Cut BTSA Coordinator Position (N-9): \$37,000	5) Cut BTSA Coordinator Position (N-9): \$37,000	
6) Cut One Additional Senior District Administrative Position (3-A): \$129,363	6) Cut One Additional Senior District Administrative Position (3-A): \$129,363	
7) Use One-Time Federal Stimulus Dollars as Temporary Backfill (N-12): \$545,000	7) Use One-Time Federal Stimulus Dollars as Temporary Backfill (N-12): \$545,000	
8) Reduce HMBHS Registrar from 12 to 11 months (N-11): \$4,200		
9) Reconfigure Pilarcitos/Adult Ed. Secretary Position (N-5): \$4,754		
10) Reduce Repo-Depo position to .50 FTE (N-8): \$32,600		
11) Reduce Custodial Work Force by 1.0 FTE (N-4): \$60,600		
12) Cut 1.0 Groundskeeper Position (N-1): \$67,300		
13) Cut Balance of School Clerk Positions (2-E): \$106,460		
14) Cut HS Librarian Position and Replace with Library Tech (2-F): \$44,199		
15) Cut All Remaining Contributions To Athletic Programs (1-J, 2-D): \$90,275		
16) Reduce CSR by 50% (3-L): \$302,254		
17) Cut Remainder of CSR (3-M): \$332,790		
18) Reduce Counseling Positions, 1.0 FTE HS and 1.0 FTE MS (2-B): \$101,216		
19) Cut Remainder of School Counseling Positions, General Fund Portion (2-C): \$318,972		
TOTAL CUTS: \$2,525,607	TOTAL CUTS: \$1,059,987	

Optional Strategies for Restoring Counseling Services:

Total Cost per Counselor in Seniority Order:

	Cumulative Cost:
Counselor A: \$ 98,800	\$ 98,900
Counselor B: \$ 99,273	\$198,073
Counselor C: \$101,498	\$299,571
Counselor D: \$ 71,423	\$370,994
Counselor E: \$ 63,277	\$434,271

Strategy One: Make Use of New ARRA One-Time Federal IDEA Monies...

\$321,600

AND/OR

Strategy Two: Implement Cuts from Original Budget Solutions Packet that were Not Recommended by Staff and Not Adopted by Board...

Cut General Fund Portion of Literacy Coach Program (roughly one position)

\$82,000

Cut Middle School Library Tech Position

\$35,800

Cut Elementary School Library Tech Positions

\$53,700

AND/OR

Strategy Three: Experience Cost Savings by Not Posting Two 10-11 Administrative Vacancies

Do not fill Assistant Principal Vacancy at HMBHS

\$120,378

Fill Farallone View Principal Vacancy by Assigning another Elementary Principal Two-Site Responsibility or Assigning DO Administrator Oversight Responsibility

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- May 11: Board President and Vice President review applications for Committee membership and prepare recommendation for Board consideration
- May 13: Board considers formal approval of Bylaws and Committee membership

FINANCIAL IMPACT: Staff anticipates minimal or no fiscal impact on the General Fund related to the formation of the Oversight Committee.



RECOMMENDED ACTION: Take no formal action at this meeting. Determine informally whether there is Board interest in appointing a Citizens’ Measure E Oversight Committee prior to June 8. If so, provide Staff with further direction on the proposed Bylaws— particularly Section 5. Membership— and request that the Bylaws be considered as an action item on the May 13 Board Agenda.

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CABRILLO UNIFIED SCHOOL DISTRICT
CITIZENS' MEASURE E OVERSIGHT COMMITTEE
BYLAWS

Section 1. Committee Established.

The Cabrillo Unified School District (“District”) has placed Measure E on the June 8, 2010 ballot seeking to obtain approval from voters to implement an annual \$150 per parcel tax levy to support educational programs for a period of five years. Pursuant to its desire to assure the greater school community that these parcel tax dollars will be expended in a manner consistent with the ballot language, the District voluntarily establishes a Citizens’ Parcel Tax Oversight Committee (“Committee”). The Board of Trustees of the Cabrillo Unified School District (“Board”) hereby adopts the Citizens’ Measure E Oversight Committee Bylaws setting forth the duties and rights of this Committee.

Section 2. Purpose.

The purpose of the Committee shall be to inform the public at least annually in a written report concerning the expenditure of the parcel tax proceeds. The Committee shall be deemed to be subject to the Ralph M. Brown Public Meetings Act of the State of California and shall conduct its meetings in accordance with the provisions thereof. The District shall provide necessary administrative support to the Committee as shall be consistent with the Committee’s purpose.

Section 3. Duties.

To carry out its stated purposes, the Committee shall perform the following duties:

3.1 Review Expenditures. The Committee shall review expenditure reports produced by the District to ensure that parcel tax proceeds are expended only for the purposes set forth in the ballot measure.

3.2 Present an Annual Report. The Committee shall present to the Board, in public session, an annual written report which shall include the following: (a) A statement indicating whether District use of parcel tax revenue is consistent with the intended use of such monies and (b) A summary of the Committee’s proceedings and activities for the preceding year.

Section 4. Authorized Activities.

In order to perform the duties set forth in Section 3, the Committee may receive and review copies of the District's annual independent financial audit and/or make requests for copies or inspection of District records in writing to the District's Director of Fiscal Services. The Committee may also request to meet and confer with members of the District's Management Team and/or conduct site visits to verify that the parcel tax revenues are being used in an appropriate manner.

Section 5. Membership.

5.1 Number. The committee shall consist of seven (7) members appointed by the Board of Trustees based on the following criteria: (a) one representative of the local business community; (b) one person active in a senior citizens' organization; (c) one person active in a bona fide taxpayers' organization; (d) one member from each of the two represented bargaining units; and (e) two additional "at large appointees" as selected by the Board of Trustees.

5.2 Qualification Standards. To be a qualified person, he or she must be at least 18 years of age and reside within the Cabrillo Unified School District boundaries.

5.3 Ethics; Conflicts of Interest. By accepting appointment to the Committee, each member agrees to comply with the Committee Ethics Policy (Attachment A).

5.4 Term. Except as otherwise provided herein, each member shall serve a term of two (2) years, beginning July 1. No member may serve more than two (2) consecutive terms. At the Committee's first meeting, members will draw lots to select a minimum majority for an initial three (3) year term and the remaining members for an initial two (2) year term.

5.5 Removal: Vacancy. The Board may remove any Committee member for cause, including failure to attend three consecutive Committee meetings or for failure to comply with the Committee Ethics Policy. Upon a member's removal, his or her seat shall be declared vacant. The Board shall fill by appointment any vacancies on the Committee or any additional membership on the Committee.

5.6 Compensation. The Committee members shall not be compensated for their services.

Section 6. Meetings of the Committee.

6.1 Regular Meetings. The Committee shall establish a schedule for the date and time of regular meetings to be held at least semi-annually to include an annual organizational meeting to be held in July.

6.2 Location. All meetings shall be held in the Cabrillo Unified School District Board Room, located at 498 Kelly Avenue, Half Moon Bay, California.

6.3 Procedures. All meetings shall be open to the public in accordance with the Ralph M. Brown Act, Government Code Section 54950 et seq. Meetings shall be conducted according to such additional procedural rules as the Committee may adopt. A majority of the number of Committee members shall constitute a quorum for the transaction of any business except adjournment.

Section 7. District Support.

7.1 The District shall provide to the committee necessary technical and administrative assistance as follows:

(a) preparation of and posting of public notices as required by the Brown Act, ensuring that all notices to the public are provided in the same manner as notices regarding meetings of the District Board,

(b) provision of a meeting room, including any necessary audio/visual equipment,

(c) preparation and copies of any documentary meeting materials, such as agendas and reports, and

(d) retention of all Committee records, and providing public access to such records on an Internet website maintained by the District Board.

7.2 District staff shall attend all Committee proceedings in order to report on the status of projects and the expenditures of parcel tax proceeds.

Section 8. Reports.

In addition to the Annual Report required in Section 3.2, the Committee may choose to report to the Board following any meeting in order to advise the Board on the activities of the Committee. Such report shall be in writing and shall summarize the proceedings and activities conducted by the Committee.

Section 9. Officers.

The Committee shall elect a chair and a vice-chair who shall act as chair only when the chair is absent, which positions shall continue for two (2) year terms. No person shall serve as chair for more than two consecutive terms.

Section 10. Amendment of Bylaws.

Any amendment to these Bylaws shall be approved by a two-thirds vote of the entire Board.

Section 11. Termination.

The Committee shall automatically terminate and disband at the earlier of the date when (a) all parcel tax proceeds are spent, or (b) June 30, 2015.

ATTACHMENT A
CITIZENS' MEASURE E OVERSIGHT COMMITTEE
ETHICS POLICY STATEMENT

This Ethics Policy Statement provides general guidelines for Committee members to follow while carrying out their roles. Not all ethical issues that Committee members face are covered in this Statement. However, this Statement captures some of the critical areas that help define ethical and professional conduct for Committee members. The provisions of this Statement were developed from existing laws, rules, policies and procedures as well as from concepts that define generally accepted good business practices. Committee members are expected to strictly adhere to the provisions of this Ethics Policy.

CONFLICT OF INTEREST. A Committee member shall not make or influence a District decision related to expending any parcel tax monies in a manner which will benefit the committee member's outside employment, business, or personal finance or benefit an immediate family member, such as a spouse, child or parent.

COMMITMENT TO UPHOLD LAW. A Committee member shall uphold the federal and California Constitutions, the laws and regulations of the United States and the State of California (particularly the Education Code) and all other applicable government entities, and the policies, procedures, rules and regulations of the Cabrillo Unified School District.

COMMITMENT TO DISTRICT. A Committee member shall place the interests of the District above any personal or business interest of the member.

I have read the above Ethics Policy Statement and agree to abide by all of the conditions contained therein.

(Signature of Committee Member)

(Date)

Printed Name of Committee Member: _____