Meeting Packet

Governing Board Meeting Agenda

Governing Board Meeting Agenda

CABRILLO UNIFIED SCHOOL DISTRICT

District Office Board Room
498 Kelly Avenue, Half Moon Bay, CA 94109
Thursday, April 6, 2017, 7:00 PM, (Closed Session 6:00 PM)

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

2. ROLL CALL / QUORUM

___ Ms. Freya McCamant, President
___ Mr. Rob Pappalardo, Vice President
___ Ms. Sophia Layne, Clerk to the Governing Board
___ Ms. Kimberly Hines, Member
___ Dr. Kirk Riemer Ph.D, Member

3. COMMENTS FROM THE PUBLIC RELATED TO ITEMS ON THE CLOSED SESSION AGENDA

Anyone wishing to address the Board regarding any of the Closed Session matters may do so at this time.

4. RECESS TO CLOSED SESSION

a. Pupil Personnel/Student Matters (Education Code §35146).

   The Board may hear expulsion cases and consider the requests from students for re-admittance following expulsion. Also, the Board may review student disciplinary reports, exemption 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.

   i. Conference With Legal Counsel – Existing Litigation (Government Code § 54956.9, Compromise and Release Agreement for Student

b. Public Employee Discipline/Dismissal/Release (Government Code §54954.5, §54957).

c. Conference with Legal Counsel – Anticipate Litigation (Government Code §54956.9).

   i. Conference regarding anticipated litigation pursuant to Subdivision (b) of Section §54956.9

d. With respect to every item of business to be discussed in closed session pursuant to (Government Code §54957.6): Update School Facilities Construction.

e. Conference Regarding Labor Negotiations with District-Designated Representatives Dannis/Wolliver/Kelley, Jane Yuster, John Corry (Government Code §54957.6)

i. Cabrillo Unified Teachers' Association

ii. California School Employees' Association, Chapter 485

5. RECONVENE OPEN SESSION – 7:00 P.M.

Report action from Closed Session: if applicable.

6. PLEDGE OF ALLEGIANCE

7. ADOPTION OF AGENDA AS PRESENTED / AMENDED

8. STUDENT / STAFF / COMMUNITY RECOGNITION

The Governing Board recognizes Mr. Robert King, Cabrillo Unified School District Teacher (retired).

08.a Recognition of Bob King.pdf (p. 7)

9. COMMENTS FROM THE PUBLIC RELATED TO ITEMS NOT ON THIS AGENDA

Public Participation at Board Meetings

The Board of Education encourages your participation in its deliberations. If you wish to address the Board on an agenda item, please fill out a speaker card located on the agenda table at the back of the room and present it to the Administrative Assistant seated to the immediate left of the Superintendent prior to the item being called. Any additional materials you choose to present will be copied and presented to all Board members following the meeting. The Board President will randomly call on persons submitting cards. The general order of discussion on any particular agenda item during the course of a meeting is: 1) Staff presentation on item, 2) Public comment, and 3) Board deliberation and action, if so warranted. If you wish to address the Board on a matter that is not on the agenda, you may speak during the "Comments from the Public" portion of the meeting that is held near the beginning of the meeting following the same general procedures noted above. Board members are legally prohibited from discussing non-agenda items and, therefore, cannot respond to items presented at this time. Open session is audio and/or video recorded.

Board agendas are often long and time is limited. For that reason, the Board reserves the right to limit the time allocated to each speaker (three minutes) as well as the cumulative time allocated to multiple speakers who are addressing the same topic (twenty minutes). The presiding officer may rule out of order persons who unduly interrupt or otherwise interfere with the orderly conduct of business, or who use defamatory, abusive, or profane language. Irrelevant or redundant presentations may likewise be ruled out of order. In the unlikely event that the behavior of an individual is such that the Board is unable to continue to conduct its business in an orderly manner, the Board President may direct the offending individual(s) to vacate the meeting room. Finally, a citizen may place an item on the Board Agenda by submitting a written request and supporting information to the Superintendent's Office.

The Superintendent, in consultation with the Board President, will determine at which upcoming regular Board meeting the item will be scheduled. The person who requested the item will be allowed three minutes at the meeting to present the information to the Board. Following this presentation the Board may address the issue, put the issue on a future agenda for more discussion and action, refer the issue to the administration for follow-up, or take no action. In compliance with the Americans with Disabilities Act, those individuals requiring assistance and/or accommodations or *Spanish language translation in order to participate in this meeting are asked to contact the Superintendent's Office in advance at (650) 712-7112. (*Si usted necesita traducción al español para participar en esta reunión se pide que se ponga en contacto con la oficina del Superintendente antes de esta fecha al (650) 712-7112.)

10. REPRESENTATIVE REPORTS

a. CUTA Representatives

b. CSEA Representatives

11. REPORTS / INFORMATION / PRESENTATIONS

a. Receive Report on El Granada Elementary School

11.a Green Sheet El Granada Report.pdf (p. 8)

11.a.1 EG Board Presentation 04-2017.pdf (p. 9)

12. DISCUSSION ITEMS

a. Discuss Board Member Representation at End-of-the-Year School-Based Ceremonies

12.a Green Sheet Board Member Representation.pdf (p. 29)

12.a.1 2017 End of year ceremonies Reps..pdf (p. 30)

b. Discuss First Reading of Math and Spanish Textbook Adoption for Half Moon Bay High School

12.b Green Sheet First Reading of Textbook Adoption HMBHS.pdf (p. 31)

12.b.1 Textbook adoption forms 4-6-17.pdf (p. 33)

13. COMMUNICATIONS

a. Board Members

b. Student Board Member

c. Superintendent

14. CONSENT ITEMS

The Consent Agenda

Consent items are those items judged by staff to be routine in nature, consistent with policy, and reflective of established practice. As a time-saving measure, such items are typically grouped together on what is called the "Consent Agenda" for Board consideration of action. The Consent Agenda requires a motion and a second and must be approved by a roll call vote of the Governing Board. Any Board member may direct that one or more of these items be removed from the Consent Agenda for the purpose of discussion and consideration of action.

a. Approve Overnight Field Trip for Cunha Intermediate School Surf Team to Oceanside, California, May 4 - 8, 2017

14.a Green Sheet Approve Overnight Field Trip 4-6-17.pdf (p. 59)

b. Approve Certificated Personnel Report

14.b Certificated Personnel Report 17-04-06.pdf (p. 60)

c. Approve Classified Personnel Report

14.c Classified Report 17-04-06.pdf (p. 62)

d. Approve the Intent to Submit a Declaration of Need for Fully Qualified Educators for 2017-2018

14.d Green Sheet Declaration of need 17-04-06 13.pdf (p. 63)

e. Accept Donations to Cabrillo Unified School District

14.e Donation.pdf (p. 65)

f. Accept Enrollment Report for the Eight Month of the 2016-2017 School Year

14.f Enrollment for sixth month.pdf (p. 66)

14.f.1 Period 6 Enrollment Report.pdf (p. 67)

g. Approve and Adopt Minutes of March 9, 2017, Regular Governing Board Meeting

14.g Green Sheet Brd Meeting Minutes 3-9-17.pdf (p. 68)

14.g.1 Brd Minutes 03-09-17.pdf (p. 69)

h. Approve Naming of the New Pilarcitos Multi-Use Room to the "King Center"

14.h Green Sheet Bob King Center.pdf (p. 76)

15. ACTION ITEMS

a. Adopt Resolution 07-17 for Certificated/Classified Appreciation Week

15.a Green Sheet Employee Appreciation Week.pdf (p. 78)

15.a.1 Resolution 07-17 Employee Appreciation Week.pdf (p. 79)

b. Adopt Resolution Nos. 08-17 for Employees Assigned on the Basis of an Education Code Provision

15.b Green Sheet Employees Assigned on a Ed Code Provision 17-04-06.pdf (p. 80)

c. Approval to Award a Contract for Half Moon Bay High School Track and Field Project

15.c Green Sheet Award of Contract for HMBHS Trakc and Field.pdf (p. 82)

15.c.1 17-03-23 HMB Track Bid Results.pdf (p. 83)

d. Adopt Proclamation Declaring the Commemoration for the Rotary Foundation’s 100 years of "Doing Good in the World"

15.d Green Sheet Procalmation for Rotary.pdf (p. 84)

15.d.1 TRF Centennial Proclamation 4-6-17.pdf (p. 85)

e. Adopt New Board Policy Regarding the Prevention of Sexual Abuse in Schools

15.e Green Sheet Adopt new Board policy.pdf (p. 86)

15.e.1 New Board Policy BP5141.pdf (p. 87)

f. Approve Policy Maintenance Updates

15.f Green Sheet Updated Polcies.pdf (p. 89)

15.f.1 Policy Guidesheet.pdf (p. 91)

15.f.2 Updated Board Policies.pdf (p. 92)

16. FUTURE BOARD AGENDA ITEMS

a. Hold Public Hearing for/and Approve LCAP

b. Approve Policy Maintenance Updates

17. FUTURE EVENTS/DATES/REQUESTS

a. April 8 - Pilarcitos High School Grand Opening and Open House, 10 AM, Pilarcitos High School

b. April 10 -13 - Spring Break, No School for Students and Teachers, School Sites Closed

c. April 14 - Spring Break Holiday-All District Sites Closed

d. April 20 - Cunha Intermediate School Site Council Meeting, 3:30 PM

e. April 27 - Pilarcitos High School Family Night, 6:00 PM, Pilarcitos High School MU

f. May 2 - Big Lift Meeting, 3:00 PM, District Office

g. May 2 - Coastside Chamber Education Committee Meeting, 4:00 PM, District Office

h. May 8 - Health and Wellness Committee Meeting, 4:30 PM, Half Moon Bay High School

i. May 11 - El Granada Elementary School Open House Night 6:30 PM

j. May 11 - Regular Governing Board Meeting, 7:00 PM, District Office

18. RETURN TO CLOSED SESSION (IF NECESSARY)

19. ADJOURNMENT OF THE MEETING

Meeting Curfew

Board Bylaw 9323 stipulates that the meeting of the Board shall conclude no later than 10:00 p.m. The Board, at its discretion, may extend the meeting for a defined time to finish the business at hand.

ROBERT KING

FOR HIS YEARS OF DEDICATION AND SERVICE TO THE STUDENTS OF THE CABRILLO UNIFIED SCHOOL DISTRICT. FROM 1978 TO JUNE, 2009.

Whereas, Robert King spent over 30 years at Pilarcitos High School from its founding on the campus of Half Moon Bay High School until he retired in 2009; and

Whereas, Mr. King tirelessly served as teacher, counselor, mentor, and Director of Alternative Education; and

Whereas, with humor, unending patience, humility, kindness, and compassion, Mr. King connected with and inspired a generation of Coastside students; and

Whereas, Mr. King gave our community's most at-risk students a welcoming, safe, and supportive environment to develop both academically and emotionally; and

Whereas, Mr. King spent most days working late into the evening at Pilarcitos meeting with home-school families, Independent Study students and just about anyone who dropped by; and

Whereas, Mr. King served as a role model and mentor for students and staff alike in how to be a good human being; and

Whereas, Mr. King came out of retirement for the 2013-14 school year to fill in as a full-time teacher and help Mr. Bechar transition into his new role as Principal; and

Whereas, there was nobody better at Ping Pong; and

Whereas, the ethos of Mr. King is still the strong guiding force in defining the character and climate of Pilarcitos and the entire Alternative Education program.

Now Therefore, the Governing Board of Cabrillo Unified School District hereby confers upon Mr. Robert King, the naming of the Pilarcitos Multi-Use Room as the King Center in honor of his dedication to staff and students.

IT IS HEREBY DECLARED on the 6th day of April, 2017;

_____
Freya McCamant, President

_____
Rob Pappalardo, Vice President

_____
Sophia Layne, Clerk to the Governing Board

Attested:

_____
Kimberly Hines, Member

_____
Jane Yuster, Superintendent

_____
Dr. Kirk Riemer, Member

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: April 6, 2017

☐**ACTION**
☐**CONSENT**
☐**DISCUSSION**
☒**INFORMATION**

BOARD AGENDA NUMBER: 11.a

BOARD AGENDA ITEM: Receive Report on El Granada Elementary School

DEPARTMENT: Curriculum & Instruction

CONTACT PERSON: Joy Dardenelle, Assistant Superintendent, Curriculum & Instruction
Martha Ladd, Principal, El Granada Elementary School

BACKGROUND INFORMATION:

This presentation dated April 6th, 2017 reflects the current educational environment of El Granada Elementary School.

REPORT/PROPOSAL:

The following report reflects program highlights from El Granada Elementary School.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Receive report on El Granada Elementary School.



Welcome To El Granada

Where we SWIM with the Dolphins

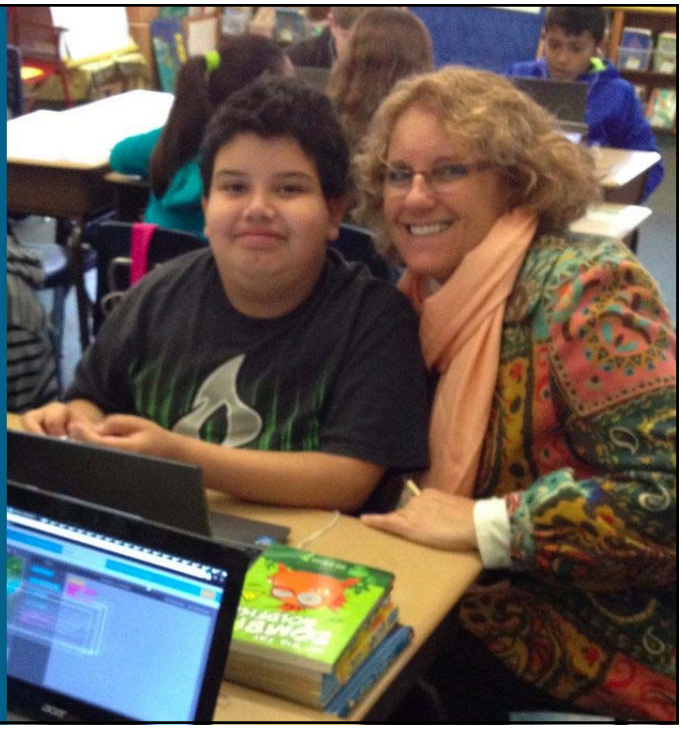
Our Teachers

Kind, Compassionate, Experts



Working Together

Hands on 1:1

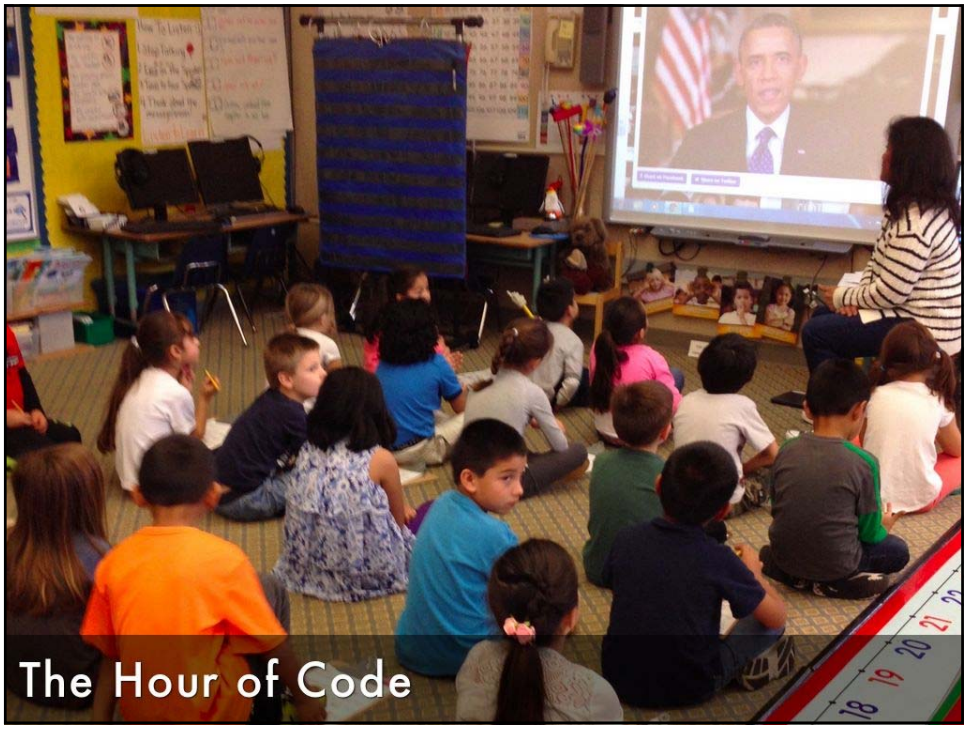




Small Group

Whole Class




The Hour of Code


Learning Together
Cutting Edge Professional Development

Professional Development

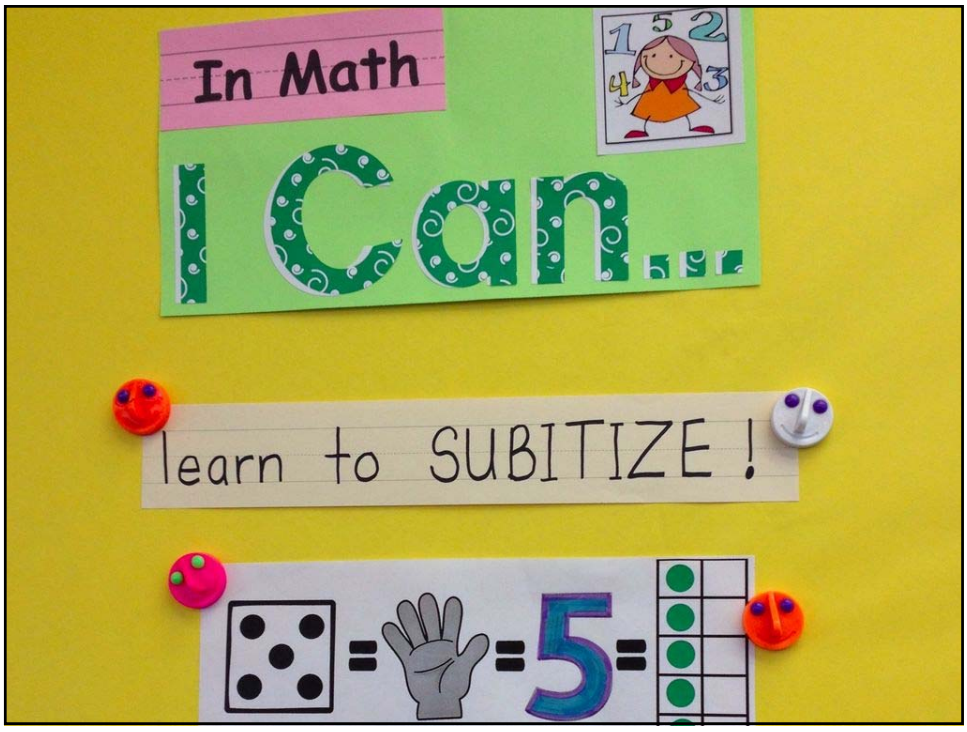
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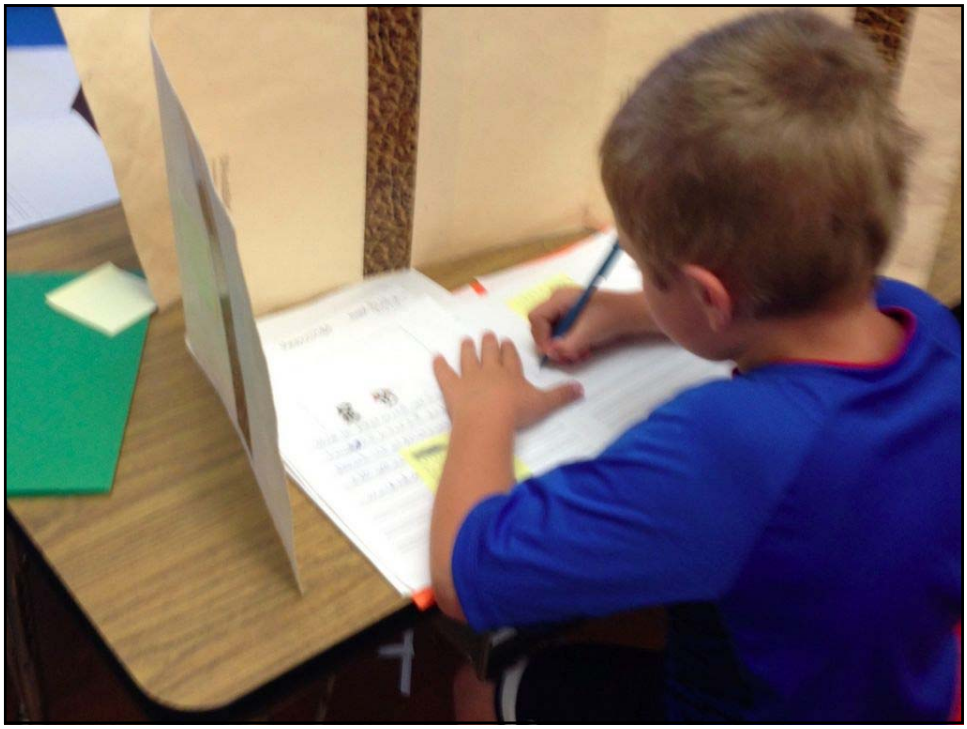
All teachers participating in Teacher's College professional development in literacy

Our Curriculum

Rigorous, Innovative, Hands On




In Math
I Can...
learn to SUBITIZE!
=5=




Science and Social Studies
Hands-on - Research - Discovery
Photo by clickykbd - Creative Commons Attribution-NonCommercial-ShareAlike License https://www.flickr.com/photos/37718677955@N01
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Kindergarten Readiness

63%

Below Average or lower = 35 children in August

54%

Of at risk student on track to make benchmark = 19 children

71%

On track to meet end of year benchmark = 40 children

Our Parents

Caring, Committed, Involved










Dolphin Club

Parent Involvement (Family Events)

75-90	110-120
Avg. Attendance 2015-2016	Avg. Attendance 2016-2017

Community Partners

Generous, Innovative, Dependable


CEF
urces
srooms
chool work
ers
Expanding our reach


HEAL
Lunch Time Program and Field Trips
Photo by Stuck in Customs - Creative Commons Attribution-NonCommercial-ShareAlike License https://www.flickr.com/photos/95572727@N00
Created with Haiku Deck



Local Grant/Partners

- Silicon Valley Community Foundation
- Wells Fargo
- American Association of University Women

Community Partners

65%

Of Students participated in HEAL Lunch Program or Field

100%

Of Teachers participated in professional learning

100%

Of students and Teachers participated in assemblies funded

Our Students

Curious, Creative, Motivated



5th Grade EL Data

58%

Or 25 children not reclassified are reading at benchmark

All

Reclassified students are reading at benchmark = 10 children


Creative Arts


Dramatic Arts


Physically Fit from…


Head to Toe!


Curious, Amazing Minds


Talent
Show
Friday
CHAMPIONS
Exploring and Mastering New Things


El Granada
A Great Place to Learn and Grow

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: April 6, 2017

☐ **ACTION**
☐ **CONSENT**
☒ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 12.a

BOARD AGENDA ITEM: Discuss Board Member Representation at End-of-the-Year School-Based Ceremonies

DEPARTMENT: Superintendent

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

Schools in the Cabrillo Unified School District hold end-of-the-year promotion or graduation ceremonies. It is the custom of the Governing Board as representatives to attend these school site events.

REPORT/PROPOSAL:

A calendar of end-of-the-year events is enclosed. Board members, as School Site Representatives, are encouraged to attend in representation at their assigned school site for the full Governing Board.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Discuss Board member representation for the end-of-the-year school-based ceremonies.

2017 CUSD End of Year Ceremonies

School	Date	Time	Governing Board Representative	Administrators Attending
Los Listos	06-13-17	6:00 PM Hatch Multi-Purpose Room		Joy Dardenelle
Middle College College of San Mateo	05-30-17	5:30 PM CSM Theater CSM		Jane Yuster Joy Dardenelle
Pilarcitos	06-08-17	10:00 AM Multi-Purpose Room		Jane Yuster John Corry Joy Dardenelle Crystal Leach
Farallone View	06-14-17	11:00 AM Playground		Joy Dardenelle
Cunha	06-14-17	6:00 PM Cunha Sports Field		Jane Yuster John Corry Joy Dardenelle
El Granada	06-15-17	8:30 AM Multi-Purpose Room		Crystal Leach
Hatch	06-15-17	9:00 AM Multi- Purpose Room		John Corry
Kings Mountain	06-15-17	10:00 AM Multi-Purpose Room		Joy Dardenelle e
Half Moon Bay High School	06-15-17	6:30 PM Cabrillo USD Event Center		Jane Yuster John Corry Joy Dardenelle Crystal Leach

Approve and Adopted:

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: April 6, 2017

☐ **ACTION**
☐ **CONSENT**
☒ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 12.b

BOARD AGENDA ITEM: Discuss First Reading of Proposed Half Moon Bay High School Textbook Adoption

DEPARTMENT: Curriculum/Instruction/Assessment

CONTACT PERSON: Joy Dardenelle, Assistant Superintendent of Curriculum and Instruction
Tiffany Zammit, Assistant Principal, Half Moon Bay High School

BACKGROUND INFORMATION:

Under the newly adopted Common Core State Standards (CCSS), curricular changes have begun at Half Moon Bay High School. In order to facilitate the continued integration of CCSS and corresponding curriculum changes, it is imperative to provide Common Core texts for each of the new courses we provide at the high school. This new curriculum will meet the diverse needs of our student population in new and innovative ways, creating critical thinkers and college and career ready students.

REPORT/PROPOSAL:

See attached textbook adoption forms for more information on these areas of need and corresponding textbook adoption requests:

Course 3, Algebra I, Geometry & Algebra II: ***College Prep Mathematics (CPM)***

- **Course 3:** 1 Teacher Edition Bundle: $225, Blackline Master & Spanish Versions: $369, for 45 Student Edition Texts w/8 year ebook License: $3,300
  TOTAL: $3,894

- **Algebra I:** 2 Teacher Edition Bundles: $450, Blackline Master & Spanish Versions: $738, for Algebra Tiles $212, for 275 Student Edition Texts w/8 year ebook Licenses: $20,350
  TOTAL: $21,750

- **Geometry:** 2 Teacher Edition Bundles: $450, Blackline Masters & Mirror Set: $178, for 275 Student Edition Texts w/8 year ebook License: $20,350
  TOTAL: $20,978

- **Algebra II:** 2 Teacher Edition Bundles: $450, Blackline Masters: $118, for 250 Student Edition Texts w/8 year ebook License: $18,500
  TOTAL: $19,068

GRAND TOTAL for CPM Texts: $65,690

Spanish I, Spanish II & Spanish III: *Descubre I, II, III*

- **Descubre I:** 1 Teacher Edition Bundle: $343, for 130 Student Edition Texts w/6 year ebook License: $14,950
  TOTAL: $15,293

- **Descubre II:** 2 Teacher Edition Bundles: $686, for 90 Student Edition Texts w/6 year ebook License: $10,350
  TOTAL: $11,036

- **Descubre III:** 2 Teacher Edition Bundles: $686, for 90 Student Edition Texts w/6 year ebook License: $10,350
  TOTAL: $11,036

GRAND TOTAL for Descubre Texts: $37,365

FINANCIAL IMPACT:

Costs related to Mathematics & our Traditional Spanish Pathway will be incurred from Curriculum and Instruction Restricted Funds (Lottery).

RECOMMENDATION:

Discuss first reading of proposed Half Moon Bay High School textbook adoption.

Selection And Evaluation Of Instructional Materials

Textbook Adoption Form

Date: January 27, 2017

Title of Book: "College Preparatory Mathematics (CPM): Core Connections" for "Course 3," "Algebra 1" , "Geometry", and " Algebra 2".

Grade/Course(s) in which book will be used: Course 3 textbook is for Algebra Readiness, Algebra 1 for 9th and 10th, Geometry textbooks are for 9th, 10th and 11th, and Algebra 2 for 9th, 10th, 11th and 12th. See attached "CPM ISBN Listings" for more information.

Publisher: College Preparatory Mathematics (CPM)

Latest Date of Publication: Copyright 2013, Second Edition, Version 5.0

Basic or Supplemental Text: CPM materials will be basic curricular resource for all courses in grades 9-12 with additional materials to be supplemental.

Cost Per Copy: $74.00 includes hardbound book, 8 year eBook license and student toolkit booklet

Originator of Request: Tiffany Zammit and Amy Treanor

1. How is the reading level appropriate for the course in which the book will be used?
The reading level of each textbook is grade-level appropriate. The text also includes many reading strategies to be implemented in the classroom. Based on Common Core strategies where students are working in groups, a problem may be read three to four times while the rest of the group follows the text; it is read once as a whole group, once to themselves, once out loud by a group member and once stopping at each keyword or each piece of critical information to check for understanding and take notes. The strategies of having a student summarize what was read and the discussion that results on how to begin the problem helps to support the reading level of students not yet on grade level.

The textbook has a few black and white drawings but no distracting color photos or side bars distracting the reader. Each problem builds on the previous problem leading students to discover and understand the concepts in a sequential order. The problems provide a jumping off point to engage all students in academic conversation. As each student has a specific role within each group, they are engaged with the reading and consistently asking questions. Classroom desks are arranged in order to support student groups of four. Each of the four students has a specific role which rotates every week or two. The four student roles are Task Manager, Facilitator, Resource Manager and Recorder/Reporter. For more information on student roles, see image on following page.



CPM provides different strategies throughout the text in order the improve all student reading comprehension. Here are some examples:

> "Below are suggestions to use with students who need assistance with reading. Several of these strategies may be used as regular strategies with all learners to begin lessons. Most of them may be used in the study team format as well as with the entire class. For many of these suggestions, it is important that students not have a pen or pencil in their hand while they read unless the strategy asks them to make notes while they are reading.
>
> - Have the students read to themselves and then ask different students to state one thing that was important in the reading. Ask several different students for input.
> - After students read a problem, have them write notes about what they learned or what was important. They could also write a question about what they still need to know or do not understand.
> - After students read, summarize what was read and ask questions about what is expected from the problem.
> - Have students take turns reading, stopping after each section to summarize it.
> - As students read to themselves, have them mark key pieces of information. Some teachers have them use different marks, such as check marks, squares, or circles for related pieces of information. Students can highlight the question/task as well.
> - Make an audio recording available to students for longer word problems so that they can listen to it as many times as they need to.
> - Make sure all pencils are out of the students' hands and all eyes are in the book. If anyone is doing something else, stop and wait until everyone is ready. As they read a sentence, go over any words they do not understand. Give them a slip of paper, have them write down the word and put it on a word wall. You could have

one word wall poster for math terms and another one for non-math terms. This will also help the students in other content areas.

- Give each student or study team a word from the day's lesson. Have teams form sentences that use each word. This can also be used as part of a closure activity for a lesson or chapter. You can use the concept cards from the closure section.
- Assign one person from each team to be the reader for their team that day. This ensures that every problem is being read aloud and that teams are reading all of the directions.
- Assign one person from each team to be the reader for their team that day and one person in the team to summarize what the other person reads. This ensures that every problem is being read aloud and that students are rephrasing directions in their own words.
- Have one student in the class read the problem. All other students should write down (or highlight) the keywords in the problem as the student reads. Have students share (either as a full class or within their teams) which words they marked and why.
- Have the recorder/reporter keep a list of keywords that their team identifies during the course of a lesson. At the end of class create a word wall or some sort of master list of that day's key vocabulary words and ideas.
- When there is a question for which there are multiple ways to respond, have each team write their approach on a whiteboard and then place the whiteboards in front of the classroom. Discuss each idea/approach/explanation."

2. Why did you choose this particular book?

CPM is on the California Department of Education's 2014 Mathematics Adoption list for grades 9th-12th (basic grade-level) for Algebra Readiness, Algebra 1, Geometry and Algebra 2 (http://goo.gl/XoyA5a). CPM material provides access and rigor for different levels of students.

The high school math teachers piloted five programs in depth (including CPM) over the past three years. Additionally, teachers attended the CPM Teaching Conferences and collaborated with other experts and school districts at the San Mateo County Office of Education to prioritize programs to pilot.

CPM is a well organized program that is a complete package. The program includes student, parent and teacher support. Additionally:

- CPM is closely aligned with Common Core State Standards (CCSS) because the eight mathematical practices are built into the material.
- The Common Core math standards curriculum is not only the National Standards but also the California appendix standards.
- The materials are easy to use online in all formats, including embedded homework help link with each homework problem online.
- The materials are in English and Spanish online and hardcopy.
- All High School math teachers are piloting CPM in Algebra Readiness through Algebra 2. Every math teacher agrees that the material is engaging, the classroom is student-centered and students are thinking and talking about math more than ever.

- Our support groups on campus and at Cunah, such as Boys and Girls club and Homework club, state they have easily been able to support math students with these materials.
- The resource pages are embedded into the teacher notes online.
- CPM material and strategies support a Growth Mindset classroom which ties in with our work with Carol Dweck and Jo Boaler from Stanford.
- Integer tiles and algebra tiles are used consistently throughout 6-12th grades for modeling and deepening understanding.
- The program consistently uses strategies and terminology such as the Giant One or the Portions Web throughout all the grade levels.
- The student learning process honors various ways to solve the same problem.
- Learning is spiraled; the same concept comes up again and again in different ways to lead to mastery of concepts. Students who did not understand a concept the first time have multiple chances to keep learning. The layout of the book is consistent at each grade level.
- CPM will be a natural progression from our elementary school program which is using SVMI Number Talks and Mars Tasks, and might will adopt Eureka math.
- Students will be able to transition to the High School since Cunha is using CPM.
- The teacher notes for each lesson explain ways in which the teacher can apply the eight mathematical practices during the lesson.
- The program fosters critical thinking, discovery learning and academic discourse. There is very little of the traditional direct instruction and multiple choice work. It is not a remake of a previous textbook or skill and drill.
- The program is complete with teacher notes for each section, teacher videos as well as three different types of assessment (group, individual and formative) for each chapter. Every day is formative assessment in the student-centered classroom.
- The teacher professional development is outstanding and free. Teachers have seven days of workshops, three in the summer and four during the school year. There is no fee for the workshops or limits to how many teachers attend. The high school teachers have been participating for the past school year.
- There is also a parent guide online which can be downloaded. It provides information on how to help students at home by asking questions and explanations for key concepts with examples, practice problems and answers.

Here is what CPM says about their program:

> ***Core Connections*** **Program Description**
> **"**CPM Educational Program, a California non-profit corporation, has provided problem-based instructional materials and professional development for teachers since its inception in 1989. "College Preparatory Mathematics (CPM)" was originally an Eisenhower-funded grant program. CPM teaching strategies focus on how students best learn and retain mathematics. Teaching strategies rely on the recommendations of the National Council of Teachers of Mathematics, and are based solidly on the methodological research in teaching mathematics. The research-based principles that guide the course are:
>
> - Students should engage in problem-based lessons structured around a core idea.

- Guided by a knowledgeable teacher, students should interact in groups to foster mathematical discourse.
- Practice with concepts and procedures should be spaced over time; that is, mastery comes over time.

Although CPM predates the CCSS Standards for Mathematical Practice by about 20 years, very similar practices have always been a core and integral part of CPM curriculum materials. Because of CPM's broad experience and long history with these practices, the CCSS Mathematical Practices are deeply and seamlessly interwoven into the fabric of the daily lessons. The course balances procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (application and extension).

On a daily basis, students using CPM Core Connections employ problem solving strategies, question, investigate, analyze critically, gather and construct evidence, and communicate rigorous arguments to justify their thinking. With the CPM instructional materials, students can tackle mathematical ideas set in everyday contexts to help them make sense of otherwise abstract principles. Students are taught how to gather and organize information about problems, break problems into smaller parts, and look for patterns that lead to solutions. Students often learn in collaboration with others, sharing information, expertise, and ideas.

Consistent with the requests we frequently hear from leaders of business and industry, CPM routinely has students solve non-routine problems. That is, students develop their skills of synthesis and analysis so that they can confidently make connections between varied mathematical concepts and deal with problems they have never seen before. Students will build problem-solving strategies that apply to most academic disciplines, the workplace, and daily life.

While students are solving complex mathematical problems, they are communicating their thinking and understanding, both formally and informally, whether they are writing or speaking out loud. Communication helps to clarify students' thinking, prepares them for sharing their ideas in professional settings, and formal or informal feedback that allows for revision. Communication lets teachers and peers assess students' thinking and depth of understanding. In turn, all students get the chance to improve the quality of their work.

CPM Core Connections courses are the products of classroom teachers who created lessons that work with the diverse student population of California. The teaching strategies outlined in the CPM instructional materials were initially informed by theory and scholarly research into how children learn and how teaching should occur in the ideal classroom. Care was taken to pilot and field test the lessons during the development of the first edition with thousands of students to assure the effectiveness of the lessons. But ultimately the development was informed in practice by the 4000 teachers and over 4 million students that use CPM, the specific suggestions over the last 20 years from hundreds of teachers, and even comments and suggestions by students and parents.

More than two-dozen studies have examined the results of both high- and low-performing students on statewide standardized tests, and on the SAT, and ACT. All of these studies, as well as detailed investigations of individual schools, show that CPM students learn the basic mathematical skills and procedures that appear on standardized tests at least as well as students who use other programs. Most of the studies show that they do better. Studies that measure the other elements of a complete curriculum—conceptual understanding, problem solving ability, the mathematical practices—show that they do considerably better in these areas. These studies are available at www.cpm.org/learn.html, along with the research base of the CPM program."

3. How does the book relate to standards in the content area?

Each grade level book shows which standards are being covered in the lesson itself. There are approximately 150 lessons in the book. Each one includes which content standards and math practice strands are being used and how to use them. There is a teacher video and a complete lesson plan with objectives and various ways to help (ask rich questions) our students on anticipated common student mistakes. Students engage in discovery learning, problem based learning, math notes and learning logs (summarizing learning) as well as plenty of academic discourse.

CPM describes how the book meets the Standards:

"Each grade level book is directly tied to the Common Core Curriculum Standards for the specific grade and all books make the use of the eight math practices standards part of every teaching day. The CC math standards and the eight math practices are identified and discussed in the teacher notes for every lesson. The curriculum covers the full Common Core standards for each grade level math and the CA appendix standards.

This course is a challenging curriculum that provides the opportunity for all students to meet or exceed expected state and local standards. The program is especially effective in teaching students of varied abilities and backgrounds.

CPM Educational Program originated as an Eisenhower-funded curriculum project to write and support classroom materials that would provide access to mathematics for a broad range of students. As such, this course incorporates strategies and creates problems that are accessible to most learners. In particular, the use of student study teams, informed by research, provides support for students who may need various kinds of assistance with reading, alternate explanations, and guided learning.

Lessons and problems are constructed to offer visual representations of many ideas and use manipulatives and models to support learning when appropriate. Study teams also encourage mathematical discourse. In addition to asking questions, students also are able to articulate their developing understanding of ideas, listen to how other students see them, and shape their understanding and mastery with the help of their team's support. Teachers are able to give individual attention to the needs of each student because they have the opportunity to observe their work and interact with them during each lesson.

The program's instructional materials provide context-rich problems to introduce students to concepts. Problems are grounded in situations that are familiar and understandable to

the student. The instructional program supports learning by helping students to use higher order thinking strategies and to develop problem solving strategies. Because mastery is best achieved over time, practice of basic skills and major concepts is spaced throughout the curriculum. Students have several opportunities to learn an idea or skill before mastery is expected. Closure activities at the end of each day's lesson and at the end of the chapter provide students with opportunities to summarize their learning and to deepen their mathematical understanding.

Alignment of Instruction with Assessment

This course uses assessment to help move students toward mastery of required standards and course objectives. The assessment program uses multiple ways to assess student learning and to identify the topics misunderstood by students. It provides the teacher with assessment data from the following different perspectives:

Individual tests assess students' ability to solve mathematical problems, their level of skill mastery, and their conceptual understanding. Classroom teachers carefully design tests using the test bank, balancing new topics with previously taught material.

Team tests allow teachers to assess not only mathematical knowledge, but also the thinking processes and solution methods used by the students. Teachers design team tests using problems that assess larger ideas, that require higher order thinking skills, and often cover more than one concept or topic in a single problem.

Participation quizzes provide information about the quality of the work being done in the structured learning teams. The assessment data generated is designed to give students feedback about how well they are working together to support their learning and suggest ways to do so more effectively.

Student presentations, done either individually or in study teams, provide opportunities for students to talk about their mathematical learning, to share insights and thus deepen their mathematical understanding.

Math portfolios allow students to display their mathematical learning, understanding, and skills. They provide valuable information about a student's learning and growth over time.

The teacher's edition is organized to help with the monitoring of student learning and to align assessment with instruction. Each chapter provides the teacher with an **overview** of the chapter, giving a big-picture look at expected student learning. **"Where Is This Going?"** provides connections to related learning in other chapters. It shows the teacher how present learning is connected to work in other chapters. The teacher notes for each lesson include a "Lesson Guide" with a "Suggested Lesson Activity". The **lesson objectives** and **core problems** that develop the course objectives are clearly stated. The lesson guide describes the **mathematical practices** that will be used in the lesson. An extensive **assessment guidebook** provides help with how to use the **assessment program** to guide instruction, including how to design appropriate tests and how to use alternative forms of assessment. Especially helpful are the **suggested assessment plans** for each chapter. These plans lay out where, when, and what type of assessments to give to students and the important skills and mathematical content to assess.

Successful Diagnostic Teaching
It is important to identify the cause of difficulties that prevent some students from making appropriate progress towards mastery of the course objectives and standards, and to provide remedies to correct these problems. During the course, the emphasis of each lesson can be adjusted to challenge more advanced learners and to support students who need more work with the fundamental skills and core ideas. Many of the teaching strategies for modifying instruction have been built into the course and into the teacher notes for the chapters and lessons as well as in the general notes in the front of the Teacher Edition.

A **wide variety of mathematical representations**, such as **graphs** , **charts**, and **ratio and function tables**, are embedded in the curriculum materials. These allow students to visually represent mathematics in the problems they are solving. **Math Notes** appear throughout the text: the notes consolidate core content and provide extensions.**Learning Log** entries allow students to reflect on their learning and consolidate their mathematical understanding. They can be used to monitor student learning and to make adjustments to the instructional process. Several lessons in the courses employ the use of graphing technology.

The instructional program has been designed to develop student mathematics skills and conceptual understanding over time. Using research-informed **spaced practice**, a skill or concept is introduced in a chapter, where it is initially practiced, then appears again in succeeding chapters as direct practice as well as embedded practice to work toward solutions of more complex problems. This strategy gives students more than one opportunity to learn and achieve mastery of the concepts and skills. Spaced practice provides ongoing assessment opportunities to measure the progress students are making towards mastery of the content standards.
Review and Preview, the homework portion of each lesson, recognizes that students need ongoing practice and review with previous learning. Some problems practice the material from the day's lesson. Other problems continue practice with and the development and extension of skills and concepts previously introduced. Some problems provide pre-teaching activities for later topics. Other problems provide enrichment and extensions to challenge students.

Students have access to an **online tutorial website for homework help**, www.cpm.org. CPM has developed the website so that teachers, students and parents have free access to the homework help from any computer or mobile device with Internet access. All of the Review and Preview problems in the student text are available at this website. Some of the Review and Preview problems posted there include hints and complete solutions. The website is a true tutorial resource. In some cases students may only need the hints to complete a problem. In others, the step-by-step solution for the problem is given. In short, the homework help website is structured much like what a teacher would do in the classroom. The site also provides an entry point for parents to get involved with their child's learning.

Throughout the course, key homework problems have been identified as "**Checkpoints**" for determining if students are building skills at the expected level. **Checkpoint problems** are designed to **support students in taking responsibility for the development of their own skills.** When students find that they need help with these problems, worked examples and practice problems are available in the "Checkpoint Problems" section at the back of their book. Students should be encouraged to use these materials as well as to arrange for help or tutoring outside of class time."

4. How does the content of the book reflect current State Frameworks?

The California State Framework is built into the CPM textbook and curricular resources. CPM is a California-based non-profit company. The curriculum is tailored for our State Appendix Standards as well as the national Standards.

5. What other textbooks have been reviewed?

The High School Math Department has examined many programs at the San Mateo County book fair and at the Asilomar math conference. Extensive pilots of the following programs have been performed over the past five school years:

1. *Go Math! by Houghton Mifflin Harcourt*: a traditional textbook with blanks to fill in. Material does not promote or require the use of the eight mathematical practices. Further, the understanding of concepts through academic discourse, explaining and writing is not well supported.
2. AgileMind: program has deep problems that assist in developing critical thinking skills. Quality of material varies significantly from one chapter to the next. The program itself is incomplete, extremely difficult to use, and only available online. It does not work on all operating systems and has limited support materials. It promotes single, multiple choice problems which is not appropriate for Common Core or the Smarter Balanced assessments.
3. *Engage New York*: (now Eureka Math) excellent material promoting eight mathematical practices. Middle school program not accessible for all students. Teacher training and support is not equally accessible. $15 student handout each year or excessive copying costs in order to implement with fidelity. Materials scattered in several places.
4. *SVMI/Pearson Gates model*: will use as supplemental material including Number talks, Mars Tasks and Formative Assessment Lessons. High quality materials but not a stand alone curricular resource (unless teachers can create an entire curriculum by grade level).
5. *Big Ideas by Houghton Mifflin Harcourt*: a traditional textbook with new cover that has Common Core logo.
6. *CPM*: developed by teachers in the classroom over years. Works on all formats and is simple to access and use. Well organized with all resources in one place. Has online, hard copy in English and Spanish.

Why was this textbook selected?

The book was chosen after piloting the aforementioned five programs over the past five years. CPM says that students and teachers have consistently expressed:

"In the seven years since the original CPM Research Report was posted, the new research has continued to validate the efficacy of the three pillars of CPM pedagogy:

1. Students learn ideas more deeply when they discuss ideas with classmates.

2. Students learn ideas more usefully for other arenas when they learn by attacking problems—ideally from the real world.
3. Students learn ideas more permanently when they are required to engage and re-engage with the ideas for months or even years.

These three principles (termed, respectively, as "cooperative learning," "problem-based learning" and "mixed, spaced practice") have driven the development of the CPM textbooks from the beginning and each year these principles are validated by more solid research to prove their effectiveness.

While the results of the more recent research are blended with older research in the sections that follow, it seems appropriate to highlight the major changes in the research findings.

1. The idea that students should engage in discussions with classmates as an integral part of learning mathematics (or most other subjects, for that matter) is no longer a serious topic of research. It is simply assumed to be true in the same way that the geological idea of plate tectonics is assumed today when forty years ago it was still a topic for debate. The research emphasis today is much more involved with the appropriate role of the teacher in classrooms where the concept of student discussion is put into practice. In particular, when should a teacher intervene with a team and how? These issues have been a topic of the professional development of new CPM teachers for 20 years, and we continue to refine our advice, but the new data supports our current practices.

In a related development, many more businesses, particularly those in newer fields (high tech, medical research, etc.) as well as those in traditional careers are also becoming more insistent that new hires must have "soft" skills such as the ability to work within a team environment, a skill that has not just attitude components but also involves the ability to listen to the ideas of others and to communicate your own. Individual competence is, of course, still valued, but employees are also being evaluated by his or her ability to work within a larger group since fewer and fewer jobs are done by lone wolves.

So the skills developed working within a team in a CPM classroom are not valuable solely for learning mathematics but are also skills that will be useful in a career. Learning how to communicate your ideas clearly and directly is a life skill that is taught, valued and supported in a CPM classroom. Listening to the ideas of others is necessary to be an effective team member whether you are in a mathematics classroom or on a team to develop a new self-driving car or to stave off a new kind of business competitor.

2. It is now overwhelmingly accepted by the educational research community that a lecture is not an efficient way to learn ideas for long-term retention and use, even though most students are more comfortable with being told a process for solving a problem rather than thinking it through themselves. The evidence continues to mount that students of all ages and, more importantly, of all ability levels can profit from problem-based learning.

Much of the more recent research on learning mathematics and science has focused on identifying the best type of problem-based instruction to use, and the consensus is assisted discovery, where the problems to assist learning are carefully chosen and sequenced. The research is also showing that although students working alone can usefully learn from working on problems, it is more effective in the long term when this instructional style is paired with cooperative learning.

Note that students who are educated using a problem-based learning style are developing another useful soft skill—the attitude that they do not need someone else to tell them how to tackle a new problem—that is increasingly valuable in a world where most of them will have several different kinds of jobs in their lifetime.

3. Mixed, spaced practice has experienced the greatest increase in research support during the past half-dozen years. It was moderately well established 15 years ago that massed practice (doing 40 homework problems of the same type) was a less effective learning tool than spaced practice (i.e. taking the same 40 problems but having students space them out in homework over several days or weeks). Massed practice always seems a better way to learn, but it is not nearly as effective in the long term.

Now the notion of mixed practice has been added as a natural complement to spaced practice; if the homework problems of one type are spread over several days, the homework for each day of necessity needs to incorporate problems of several different types. In dealing with this mixed homework, students now not only need to be able to recall how to solve a particular type of problem, but to identify the type as well. One skill is equivalent to being able to drive safely on several kinds of road (city street, freeway, mountain road) while the other is equivalent to being able to decide which route is the best. Both skills are needed to navigate life well and both need to be practiced on a regular basis."

For more information on the research behind the CPM Educational Program, please reference the text titled "2013 Update for Research which supports the principles of the CPM Educational Program" included in adoption packet.

6. How do you intend to meet the "standards"?

We intend to meet the "standards" by using CPM as our core program to develop students who are critical thinkers, who are engaged in academic discourse, and who can persist through challenging material. Teachers have attended CPM professional development at least three days in summer 2016 and four days during the 2016-2017 school year. Teachers will also use SVMI and Math Shell material as supplemental curricular resources. The focus of the Mathematics Teacher on Special Assignment (TOSA) time will be the eight Mathematical Practice Standards.

Approved by:

Date:
District **Math** Committee

Date:
Department Chairperson(s): Amy Treanor

Date:
Principal: John Nazar

Date:
Assistant Superintendent, Curriculum and Instruction: Joy Dardenelle

Exhibit CABRILLO UNIFIED SCHOOL DISTRICT

Selection And Evaluation Of Instructional Materials

Textbook Adoption Form

Date: February 7th, 2017

Title of Book: "Descubre: Lengua y Cultura del Mundo Hispánico"

Grade/Course(s) in which book will be used: *Descubre 1*: Spanish 1, 9th - 11th grades; *Descubre 2*: Spanish 2, 10th - 12th grades; *Descubre 3*: Spanish 3, 10th - 12th grades;

Descubre 1: ISBN: 978-1-61857-198-4
Descubre 2: ISBN: 978-1-61857-199-1
Descubre 3: ISBN: 978-1-61857-200-4

Publisher: Vista Higher Learning

Latest Date of Publication: Copyright 2014, Second Edition

Basic or Supplemental Text: Descubre materials will be basic curricular resource for all courses in grades 9-12 with additional materials to be supplemental

Cost Per Copy: $115.00 per text and 6-year online resource/activities license

Originator of Request: Tiffany Zammit and Patrick Games

1. How is the reading level appropriate for the course in which the book will be used?
The reading level of each textbook is grade-level appropriate. What's more, students frequently collaborate in taking notes or reading excerpts from the text, helping, enabling, and supporting lower-level students in necessary.

The textbook is enhanced by many color-coded tables that clearly demonstrate grammatical structures and how they relate to each other. These are formatted to show sequence of sentence structure. These specifics are separated with orange bullet points for clarity and separation of subtopics relating to the main topic or overall theme of the lesson. There are also additional bits of information related to the topic at hand located along the margins with a yellow background that stand out for students and catch their eye. These add another layer of comprehension as well as offer additional and interesting information.

There are numerous examples that employ the topic at hand that clearly demonstrate how to formulate a sentence. Along with the examples, these are clarified with up-to-date and higher-than-average resolution colored pictures directly related to the meaning of the sentence or a specific vocabulary word that is part of the chapter. Additionally, there are usually one or two pages worth of practice activities in the text.

Additionally, each lesson is supported by the optional online resource available called the "Supersite," where students can access various exercises. These practice activities that are

available online afford students the ability to practice independently in class or at home. These include multiple-choice questions, writing activities, listening comprehension, and speaking activities.

- Multiple-choice questions: as the name suggests, these can be questions that require a specific answer that require students to access the learned material.

- Writing activities: students are given the opportunity to write complete sentences and submit to the teacher for analysis and correction virtually. A student would be able to do this either during class or from home. This option is advantageous for those students who are absent.

- Listening comprehension: these are auditory activities that challenge students in recognizing spoken Spanish. They listen to an authentic Spanish-speaker while working on this activity, all the while selecting the correct answer to a question based on what they just heard. An additional advantage here is that this type of exercise allows students to practice their auditory comprehension skills, but also exposes them to a different type of Spanish-speaker who utilizes a different accent.

- Speaking activities: students take part in a simulated conversation. These synthesize the oral comprehension and the speaking abilities of each individual student, doing so independently so as to not affect students' affective filter; the format would reduce the embarrassment in having to speak in front of others until they gradually develop their abilities at a later time.

2. Why did you choose this particular book?

The World Language Department was last issued a textbook for both Spanish and French classes some seventeen (17) years ago. Since then, many advances have been realized in technology, culture, politics, geography, and most importantly, language.

Our current textbooks fail to provide, not only the modern day linguistic usage amongst the 21 Spanish-speaking countries (22 if one includes the U.S.), but also an adequate pedagogical presentation for students to acquire this knowledge in language, i.e. a newer text will make for learning and understanding of the material much, much more comprehensible and useful.

Another advantage to updating our textbooks lies in the attraction for students so that they can relate more (and invest more energy) to the content and various cultural phenomena. In our proposed text "Descubre" series of texts, for example, peppered throughout are references to modern-day events, people, and more accurate political situations. Students will be more drawn to pictures and references to popular singers, sports stars, movies, as well as actors of Hispanic origin who partake in current movies.

The current textbook we are using is completely outdated as it was published in 1998. What's more, there a number of issues with this text, such as: 1) there is no mention of the existence of

the Internet (or any other sort of technology prevalent today), 2) the pictures are of low resolution and not always representative of culture nor of current affairs occurring in Latin America.

The Descubre text and program from Vista Higher Learning publishers offers all of this and more. The presentation of the text stands out for the following reasons:

Clean, logical and clear layout of all information: each "Lección," or chapter, is organized in various segments each with a specific category and purpose.

For example:

1) The first section of a "Lección" introduces the overall theme as well as new vocabulary words that are relevant to the "Lección's" theme.
2) Then, there is a brief section on culture which exposes students to culturally significant practices, whether they be religious in nature, or more practical in nature, such as different types of greetings depending on the Latin American country.
3) This is followed by the first of four (4) grammatical concepts to be learned.
4) Finally, there are four (4) interconnected sections that focus on *reading comprehension*, *writing*, *listening comprehension*, and another section of *cultural information*.

In additional to all of the benefits that the textbook offers, Vista Higher Learning offers an optional on-line component for students' learning and practice. It is call VHLCentral. Here, students can access a plethora of practice activities, vocabulary lists, grammatical videos for further review from home, culturally relevant videos, listening practice, as well as a wonderful opportunity for students to practice their speaking abilities. This last component allows students to first hear an authentic native Spanish-speaker recite a sentence or word then record their own attempt at imitating what was just heard. Students can do this countless times.

Students can actually submit their work virtually to the teacher without it being necessary having to create photocopies of the various practice activities. This way, the teacher can clearly and quickly see who has completed the work, as well as how successfully it was completed. What's more, this format allows students to practice at home, which also permits absent students to not fall behind in their learning via this online component.

Here is specific information provided by Vista Higher Learning and their program:

Descubre blends Vista Higher Learning's understanding of how language instruction works with a focused dedication to making Spanish language and culture accessible and relevant to all students.

Keep it real: Engage students with life lived right now—connect their own experiences with authentic, contemporary Spanish-language culture.

Give students context: Affirm your students' past experiences and personal motivations—make it about the topic they are most interested in: themselves.

Invite students to their future: Give your students the tools and motivation to envision and express their future as fluent speakers of Spanish

Context

Descubre requires students to bring their own experiences and voice into the learning:

- Reflect on their own lives, experiences, and language in each context
- Personalize the language and cultural contexts of their study
- Apply language to their lives now and as they enter the adult world

Authenticity

Descubre integrates authentic, contemporary language and culture:

- Authentic media (video, audio, print) within meaningful instructional design
- Real-life application through personalization and creativity
- Focus on the unity and diversity of the Spanish-speaking world

Text and Technology

Descubre provides digital learning tools developed specifically for world language instruction:

- Password-protected websites for teachers and students
- Student access to practice, auto-scored feedback, Partner Chat and Virtual Chat activities, tutorials, monthly Culture and Current Events activities, resources, and guidance
- Teacher control of assigning, grading, evaluating, communicating, testing, and re-teaching
- Within the classroom: integration of language skills and culture
- Beyond the classroom: access to authentic materials, content, and connections via the vText

What's new for **Descubre ©2017**

- Scaffolded Culture and Current Events activities featuring authentic selections posted monthly on the Supersite
- All Student Editions now available in multiple formats—hardcover, online vText, and downloadable eBook
- Teacher's Edition (TE) available in print and online—now with articulation guides for using Descubre over multiple years
- TELL connections integrated into Teacher Edition both in print and online
- "I Can" worksheets guide learning and train students to access their own progress
- Integrated Performance Assessments (IPAs) with grading rubrics for all volumes
- Audio scripts for Virtual Chats
- My Vocabulary now includes Spanish definitions on the Descubre, Volume 3 Supersite
- Updated Digital Image Bank now includes photos and illustrations that align with chapter vocabulary topics
- New *Cuaderno de actividades comunicativas*, *Cuaderno de práctica*, and *Cuaderno de práctica y actividades comunicativas* Teacher Editions with overprinted answers
- Updated photos, cultural references, and factual data throughout all print and digital materials
- *En pantalla* sections in each chapter now include scaffolded activities for additional pedagogical support; in addition, *three En pantalla* videos have been replaced (Volume 1, Chapters 5 and 7; Volume 2, Chapter 2)
- New *Flash cultura* video in Volume 1, Chapter 4
- New cultural reading in Volume 3, Chapters 4 and 8
- Volume 3, Chapter 3 literature selection changed from "Sueños digitales" (Pas Soldá) to "Dos palabras" (Allende)

For Students

Student Edition
Hardcover student textbook with reinforced binding for use in class, at home, or as a reference tool.

vText
Student Edition in an online, interactive, iPad®-friendly* format. Point-of-use Supersite links make studying and homework a cinch.

Downloadable eBook
All the benefits of the online vText, plus the versatility of working offline.

Cuaderno de práctica y actividades comunicativas (for Volumes 1A and 1B)
All-in-one print workbook includes chapter vocabulary and grammar practice; audio activities; and pre-, during, and post-viewing activities for program video.

Cuaderno de práctica (for Volumes 1, 2, and 3)
Print workbook with extra chapter vocabulary and grammar practice, plus additional reading and writing activities.

Cuaderno de actividades comunicativas (for Volumes 1, 2, and 3)
Print workbook with audio and video activities for building listening comprehension, speaking, and pronunciation skills.

eCuaderno
Interactive, online versions of workbook(s) with auto-grading and full integration with the Supersite gradebook.

Cuaderno para hispanohablantes
Three-volume print workbook for heritage speakers with reading and writing skill-building activities.

Student Supersite
Password-protected, program-specific website with textbook activities, online-only practice, audio, video, interactive grammar tutorials, reference tools, assessment, teacher-student communication, and more. The Supersite is iPad®-friendly* for on-the-go access.

Practice Partner App (for Volume 1)
Self-study tool with chapter-specific practice and games, and access to grammar tutorials and program video…from any mobile device. (For student/parent purchase only; must have Supersite access)

For Instructors

Teacher's Edition
Full reproduction of the student textbook with point-of-use instructional support, including: scope and sequence, suggestions for differentiated instruction, 21st century skills and pre-AP strategies, standards alignment, and more. (Also available online)

Teacher's DVD Set
Includes the *Fotonovela* episodes, *Flash cultura* clips, *Panorama cultural* video, and short films—with teacher-controlled subtitles in English and Spanish. (All video also available online)

Testing Program Book
Bound paperback with perforated pages includes: quizzes for each *Contextos* section and *Estructura* grammar point, six tests for each lesson, two versions of a cumulative exam, IPAs

and rubrics, oral testing suggestions, optional testing sections, scripts for listening activities, and answer keys.. (Also available online and on the Teacher's DVD Set)

Audio Programs

Downloadable MP3 files on the Supersite of all audio recordings to be used in conjunction with the workbook(s), the Student Edition, and the Testing Program. (Also available on the Teacher's DVD Set)

Cuaderno de práctica y actividades comunicativas Teacher Edition (for Volumes 1A and 1B)

Overprinted answers to all workbook activities (available in print, online, and on the Teacher's DVD Set)

Cuaderno de práctica Teacher Edition (for Volumes 1, 2, and 3)

Overprinted answers to all workbook activities (available in print, online, and on the Teacher's DVD Set)

Cuaderno de actividades comunicativas Teacher Edition (for Volumes 1, 2, and 3)

Overprinted answers to all workbook activities (available in print, online, and on the Teacher's DVD Set).

Online Assessment

Formative and summative assessments via the Supersite: pre-made quizzes, tests, and exams; create your own assessments by uploading open-ended activities—all with time limits and password protection.

Activity Pack (for Volumes 1 and 2)

Loose-leaf worksheet bundle includes supplementary vocabulary and grammar activities for each lesson of the Student Edition. (Also available online and on the Teacher's DVD Set)

Middle School Activity Pack (for Volumes 1A, 1B, and 1)

Online-only, print-ready collection includes supplementary vocabulary and grammar activities for beginning-level students.

Teacher Supersite

All the tools you need to teach your class. Password-protected and available online anytime, it includes: a gradebook to manage rosters, assignments, and grades; editable tests, quizzes, and exams; answer keys for all program materials; tools for online communication; all program video and audio; editable Student Objective worksheets; Integrated Performance Assessments with tasks and grading rubrics; and much more.

There's more to Descubre than meets the page.

With the adoption of Descubre, you and your students get a fully-integrated suite of text-technology content, resources, and tools. Built specifically for world language instruction, the password-protected Supersite offers:

Powerful tools for customized course management, along with integrated content that improves learning and saves you time. .

Focused uniquely on world language, with robust features that speak to your needs. How do we know? Feedback from our 20,000 language instructors and 1 million language students.

Simplified experience for intuitive navigation and flexible options to quickly sort a wealth of information.

Learn more.

- **For teachers:**
  - Enhanced online tools facilitate instruction and save you time.
  - A grade book to manage rosters, assignments, and grades
  - Time-saving auto-graded activities, plus question-by-question and automated spot-checking
  - A communication center for announcements and notifications
  - The complete Teacher's Edition online
  - Downloadable digital image bank (PDF), pre-made syllabi and lesson plans (RTF), Testing Program (RTF)
  - Instructor Resources (answer keys, audio-video scripts, translations, grammar PowerPoints)
  - Online administration of quizzes and exams, now with time limits and password protection
  - Tools to add your own content:
    - Create and assign Partner Chat and open-ended activities
    - Upload and assign videos and outside resources
    - Single sign-on feature for integration with your LMS
    - Ability to copy all assignments from a previous course
  - Option to hide activity time estimates from students
  - Ability to reorder assignments as seen on student dashboard
  - Add your own customized notes to the existing activity content:
    - Sidebar notes—comment on overall activity
    - In-line notes—comment on a particular question or part of activity
  - Activity Pack (PDF) with additional activities for every lesson
  - Textbook, Lab, and Testing Audio Program MP3 files
  - Live Chat for video chat, audio chat, and instant messaging
  - Voiceboards for oral assignments, group discussions, and projects
  - Reporting tools for summarizing student data
  - vText—the online, interactive text

- **For students:**
  - Interactive tools keep students immersed in learning.
  - Textbook activities--online
  - Online-only activities for extra practice
  - Pronunciation practice
  - Enhanced feedback to guide students and improve comprehension and grades
  - New Culture and Current Events activities based on authentic sources posted monthly
  - Interactive grammar tutorials
  - Composition tool to create and submit writing assignments online
  - My Vocabulary tool to create personalized word lists and flashcards
  - Chat for oral practice and conversation skills:
    - Virtual Chat—simulated conversation activities
    - Video Partner Chat—recorded student pair communicative activities
  - Audio-synced readings

- All video programs, with instructor-controlled subtitles and translations
- Audio program (textbook, lab)
- Online dictionary and reference materials
- An online Student Activities Manual, with auto-grading for closed-ended activities
- Live Chat (video or audio) and instant messaging
- vText online, interactive Student Edition
- eBook—the offline, downloadable electronic text
- vText—the online, interactive text
- iPad®-friendly*

3. How does the book relate to standards in the content area?
The Descubre series of textbooks (levels 1-3) strictly adhere to the World Languages content standards for public schools in California. Each page of the text lists which standards are being addressed for that particular topic, this being very helpful to the teacher in assuring that all standards are being fulfilled as well as varied.

4. How does the content of the book reflect current State Frameworks?
The Descubre series of texts does an impressive job of adhering to the California state standards on Foreign Languages. It achieves this by acknowledging the current World Language Content Standards for California Public Schools: *content, communication, cultures, structures, and settings.* Additionally, as a language resource, it includes the necessary activities that allow students to practice the three modes of communication: *interpersonal, interpretive, and presentational.*

What follows is a more detailed explanation of what each of these standards entails.

The Five Standards

Content
As students become literate in the target language, they acquire relevant content through the study of various topics. This in turn expands their access to information from around the globe. At the same time, students use the language to participate in everyday social interactions with members of California's diverse communities. Moreover, the content that students acquire in the language classroom enables them to make connections and reinforce knowledge from other content areas of the curriculum. As they progress along the Language Learning Continuum,* students address a wide variety of content that is age- and stage-appropriate.

Stage I
1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
1.1 Students address discrete elements of daily life, including:
a. Greetings and introductions
b. Family and friends
c. Pets
d. Home and neighborhood
e. Celebrations, holidays, and rites of passage

f. Calendar, seasons, and weather
g. Leisure, hobbies and activities, songs, toys and games, sports
h. Vacations and travel, maps, destinations, and geography
i. School, classroom, schedules, subjects, numbers, time, directions
j. Important dates in the target culture
k. Jobs
l. Food, meals, restaurants
m. Shopping, clothes, colors, and sizes
n. Parts of the body, illness
o. Technology

Stage II

2.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

2.1 Students address topics related to self and the immediate environment, including:

a. Social relationships
b. People in the community
c. Zoo and farm animals, fables
d. Care of the home, interacting with people in the community
e. Holiday customs and transition points in life f. Climate
g. Cultural and leisure-time activities, outdoor, recreational activities, music
h. Transportation, lodging, itineraries, geographic features and landmarks
i. Curricular and extracurricular interests and events
j. Significant historical figures
k. Professions and the working world
l. Cuisine and recipes
m. Clothing and fashion
n. Health, medical care
o. Technological advances and innovation

Stage III

3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

3.1 Students address concrete and factual topics related to the immediate and external environment, including:

a. Social norms
b. Historical and cultural figures, stereotypes
c. Animals and their habitats
d. Community issues, current events
e. Origins of rites of passage, social and regional customs
f. Environmental concerns
g. Media, Internet, television, radio, film
h. Cultural, historical, and geographic aspects of travel
i. Curricular and extracurricular subjects
j. Significant historical events
k. Careers and future plans
l. Nutrition, fitness, and health

m. Geographically and culturally appropriate clothing
n. Cultural differences in health care
o. Effects of technology on the modern world

Stage IV

4.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

4.1 Students address complex, concrete, factual, and abstract topics related to the immediate and external environment, including:

a. Societal expectations
b. Cultural and literary archetypes
c. Endangered species
d. World events, social and political issues
e. Belief systems
f. International environmental issues
g. The visual and performing arts
h. The nature of an interdependent world
i. Issues in curricular and extracurricular subjects
j. Authors and their times
k. Transnational careers and economies
l. Issues of world hunger and health
m. Design, production, and marketing of clothing
n. Policy issues in health care
o. The promise and challenge of technology

Communication:

To achieve communicative competence, students convey and receive messages effectively. Students actively use language to transmit meaning while responding to real situations. Moreover, they process language in linguistically and culturally appropriate ways while interacting with a wide variety of audiences. As they progress along the Language Learning Continuum, students engage in communication that is age- and stage-appropriate.

Stage I

1.0 Students use formulaic language (learned words, signs [ASL], and phrases).
1.1 Engage in oral, written, or signed (ASL) conversations.
1.2 Interpret written, spoken, or signed (ASL) language.
1.3 Present to an audience of listeners, readers, or ASL viewers. Functions
1.4 List, name, identify, and enumerate.
1.5 Identify learned words, signs (ASL), and phrases in authentic texts.
1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way

Stage II

2.0 Students use created language (sentences and strings of sentences).
2.1 Engage in oral, written, or signed (ASL) conversations.
2.2 Interpret written, spoken, or signed (ASL) language.
2.3 Present to an audience of listeners, readers, or ASL viewers. Functions
2.4 Initiate, participate in, and close a conversation; ask and answer questions.

2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.
2.6 Produce and present a simple written, oral, or signed (ASL) product in a culturally authentic way.

Stage III
3.0 Students use planned language (paragraphs and strings of paragraphs).
3.1 Engage in oral, written, or signed (ASL) conversations.
3.2 Interpret written, spoken, or signed (ASL) language.
3.3 Present to an audience of listeners, readers, or ASL viewers. Functions
3.4 Describe, narrate, explain, and state an opinion.
3.5 Demonstrate understanding of the main idea and key details in authentic texts.
3.6 Produce and present a written, oral, or signed (ASL) product in a culturally authentic way

Stage IV
4.0 Students use extended language (coherent and cohesive multi paragraph texts).
4.1 Engage in oral, written, or signed (ASL) conversations.
4.2 Interpret written, spoken, or signed (ASL) language.
4.3 Present to an audience of listeners, readers, or ASL viewers. Functions
4.4 Discuss, compare and contrast, and support an opinion; persuade.
4.5 Demonstrate understanding of the main ideas and most details in authentic texts.
4.6 Produce and present a complex written, oral, or signed (ASL) product in a culturally authentic way.

Cultures
To understand the connection between language and culture, students discern how a culture views the world. Students comprehend the ideas, attitudes, and values that shape the target culture. Those shared common perspectives, practices, and products incorporate not only formal aspects of a culture such as contributions of literature, the arts, and science, but also the daily living practices, shared traditions, and common patterns of behavior acceptable to a society. As they progress along the Language Learning Continuum, students demonstrate their understanding of cultural perspectives by behaving in culturally appropriate ways.

Stage I
1.0 Students use appropriate responses to rehearsed cultural situations.
1.1 Associate products, practices, and perspectives with the target culture.
1.2 Recognize similarities and differences in the target cultures and between students' own cultures.
1.3 Identify cultural borrowings.

Stage II
2.0 Students choose an appropriate response to a variety of situations.
2.1 Demonstrate understanding of the roles that products, practices, and perspectives play in the culture.
2.2 State similarities and differences in the target cultures and between students' own cultures.
2.3 State reasons for cultural borrowings.

Stage III
3.0 Students determine appropriate responses to situations with complications.
3.1 Use products, practices, and perspectives in culturally appropriate ways.
3.2 Describe similarities and differences in the target cultures and between students' own cultures.
3.3 Describe how products and practices change when cultures come in contact.

Stage IV
4.0 Students improvise appropriate responses to unpredictable situations.
4.1 Demonstrate culturally appropriate use of products, practices, and perspectives to others.
4.2 Explain similarities and differences in the target cultures and between students' own cultures.
4.3 Explain the changes in perspectives when cultures come in contact.

Structures
Languages vary considerably in the structures that learners use to convey meaning; therefore, the following standards are general in order to apply to all languages. It is expected that the curriculum will feature language-specific structures essential to accurate communication. As students acquire vocabulary in the target language, they grasp the associated concepts and comprehend the structures the language uses to convey meaning. Moreover, students discover patterns in the language system. A language system consists of grammar rules, vocabulary, and elements such as gestures and other forms of nonverbal communication. A language system also includes discourse, whereby speakers learn what to say to whom and when. As they progress along the Language Learning Continuum, students use linguistically and grammatically appropriate structures to comprehend and produce messages. Students identify similarities and differences among the languages they know.

Stage I
1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.

Stage II
2.0 Students use sentence-level elements (morphology or syntax or both) to understand concrete and factual topics.
2.1 Use sentence-level elements (morphology or syntax or both) to produce informal communications.
2.2 Identify similarities and differences in the sentence-level elements (morphology or syntax or both) of the languages the students know.

Stage III
3.0 Students use knowledge of text structure to understand topics related to the external environment.
3.1 Use paragraph-level discourse (text structure) to produce formal communications.

3.2 Identify similarities and differences in the paragraph-level discourse (text structure) of the languages the students know.

Stage IV
4.0 Students use knowledge of extended discourse to understand abstract and academic topics.
4.1 Use extended discourse (native-like text structure) to produce formal communications.
4.2 Identify similarities and differences in the extended discourse (native-like text structure) of the languages the students know.

Settings
For students to communicate effectively, they use elements of language appropriate to a given situation. Language conveys meaning best when the setting, or context, in which it is used, is known. This knowledge of context assists students not only in comprehending meaning but also in using language that is culturally appropriate. Context also helps define and clarify the meaning of language that is new to the learner. As students progress along the Language Learning Continuum, they carry out tasks in stage- and age-appropriate situations that reflect the target culture.

Stage I
1.0 Students use language in highly predictable common daily settings.
1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom.

Stage II
2.0 Students use language in interpersonal settings.
2.1 Participate in age-appropriate cultural or language-use opportunities outside the classroom.

Stage III
3.0 Students use language in informal and some formal settings.
3.1 Initiate age-appropriate cultural or language-use opportunities outside the classroom.

Stage IV
4.0 Students use language in informal and formal settings.
4.1 Sustain age-appropriate cultural or language-use opportunities outside the classroom.

5. What other textbooks have been reviewed?
Other texts reviewed are:

1) *¡Qué Chévere!* By EMC publishers:

This is a competent program that includes an up-to-date text as well as an online program, similar to Descubre. However, in comparison to the Descubre series, it falls short in the layout of the sections of the text as well as the clarity with which the grammar is presented.

2) *Avancemos* by Houghton Mifflin was also looked at. This program fell well short of our expectations of what a modern-day language program needs to be. The pages are too busy and sometimes confusing to look at, the pictures seem outdated, and the quality of paper used doesn't seem that it will last many years.

6. How do you intend to meet the "standards"?
The World Languages Department's goal has always been the same: to inform, expose, and educate our students and immerse them in an environment that is imbued with a variegate of aspects to language learning. This entails, not only teaching the basic tools that necessitate language acquisition and expression, but also illuminating our students to the diverse peoples of the Spanish-speaking world through culturally sound lessons.

By adhering to a sound curriculum that has been developed by our experienced teachers who are knowledgeable in the state standards in world languages, and guided by this modern and up-to-date language program that this text offers, the goal of meeting the standards will be manifested by the success of our students.

The Vista Higher Learning program is, as stated before, comprehensive and takes into account the meticulous progression toward language acquisition step by step through its well-organized text that is consistent in its layout.

Approved by:

Date:
Department Chairperson(s): Patrick Games

Date:
Principal: John Nazar

Date:
Assistant Superintendent, Curriculum and Instruction: Joy Dardenelle

Exhibit CABRILLO UNIFIED SCHOOL DISTRICT

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: April 6, 2017

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.a

BOARD AGENDA ITEM: Approve Overnight Field Trip for Cunha Intermediate School Surf Team to Oceanside, California, May 4 - 8, 2017

DEPARTMENT: Pupil Services

CONTACT PERSON: John Corry, Assistant Superintendent, Personnel and Pupil Services

BACKGROUND INFORMATION:

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

REPORT/PROPOSAL:

Rob Lawrence, teacher/advisor of the Cunha Intermediate School Surf Team, is requesting that the Governing Board approve an overnight field trip to Oceanside, California, on May 4 - 8, 2017, for the Scholastic Surf State Championships. There will be approximately 7 students, and they will be chaperoned by one certificated staff member and 10 additional adults. The students, teacher/advisor, and chaperones will travel from Half Moon Bay to Oceanside, California, by private vehicles. The travel party will be staying at Oceanside Pier Resort, 333 N. Meyers Street, Oceanside, CA 92054, (800) 989-1491.

FINANCIAL IMPACT:

There is no financial impact on the district for this trip. The trip is funded by the Boys and Girls Club.

RECOMMENDATION:

Approve overnight field trip for Cunha Intermediate School Surf Team to Oceanside, California, May 4 - 8, 2017.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: April 6, 2017

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.b

BOARD AGENDA ITEM: Approve Certificated Personnel Report

DEPARTMENT: Personnel

CONTACT PERSON: John Corry, Assistant Superintendent, Personnel and Pupil Services

BACKGROUND INFORMATION:

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

1. RESIGNATION

Dafni Sahpazis, Elementary Teacher, El Granada Elementary School, effective February 28, 2017.

2. RETIREMENT

Johanna Gelb, Spanish Immersion Teacher, Hatch Elementary School, effective June 30, 2017. Ms. Gelb was hired on August 29, 1991.

Lyn Kelley-Lynn, Teacher on Special Assignment, District Office. Ms. Kelley-Lynn was hired on August 30, 1993.

3. OFFER OF TEMPORARY EMPLOYMENT FOR 2016-2017

JaNielle Tredway, 2nd grade teacher, Farallone View Elementary School, effective March 6, 2017.

4. OFFERS OF EMPLOYMENT OF SUBSTITUTE TEACHERS

Employee
Jweinat, Samar
Martin, Melissa
Slusher, Jonathan
Sommer, Paige
Tempesta, Susan

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 6, 2017

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.c

BOARD AGENDA ITEM: Approve Classified Personnel Report

DEPARTMENT: Personnel

CONTACT PERSON: John Corry, Assistant Superintendent, Personnel and Pupil Services

BACKGROUND INFORMATION:

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

1. OFFER OF EMPLOYMENT FOR 2016-2017

Philip Gratz, Marriage and Family Therapy Intern, District Office, effective March 1, 2017.

FINANCIAL IMPACT:

Financial impact is included in the budget.

RECOMMENDATION:

Approve the Classified Personnel report.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: April 6, 2017

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.d

BOARD AGENDA ITEM: Approve the Intent to Submit a Declaration of Need for Fully Qualified Educators for 2017-2018

DEPARTMENT: Personnel

CONTACT PERSON: John Corry, Assistant Superintendent, Personnel and Pupil Services

BACKGROUND INFORMATION:

With the approval of Title 5 Regulations, starting July 1, 1994, the ability to employ or assign persons who are not appropriately credentialed for their assignment will be under the legal authority of the Commission on Teacher Credentialing.

A Declaration of Need for Fully Qualified Educators must be submitted annually to the Commission on Teacher Credentialing. This declaration is valid for no more than twelve months and expires on June 30, 2018.

REPORT:

The declaration must include:

- Titles of Limited Assignment Permits the employing agency anticipates will be requested;
- Efforts the employing agency made to recruit certificated individuals and to certify, assign, and develop fully-qualified individuals; and
- Verification that the declaration was adopted by a school district, county superintendent, or state school administrator.

The 2017-2018 Declaration of Need for Fully-Qualified Educators anticipates emergency permits for the following areas: CLAD Credential, and BCLAD Credential.

FINANCIAL IMPACT:

There is no financial impact to the general fund.

RECOMMENDATION:

Approve the intent to submit a Declaration of Need for Fully Qualified Educators for the 2017-2018 school year.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: April 6, 2017

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.e

BOARD AGENDA ITEM: Approve Donations to Cabrillo Unified School District

DEPARTMENT: Business Department

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

The Governing Board routinely reviews the monthly donation reports.

REPORT/PROPOSAL:

Pursuant to the Governing Board Policy 3290, the Governing Board is to accept donations on behalf of the district or any school in the district.

HALF MOON BAY HIGH SCHOOL $1,200.

Sport/Club/Scholarship
CSC Builders
Heidi Brandsberg-Frank
Rosa & Allan Brody
Katy & Gary Jaeger

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Approve donations to Cabrillo Unified School District.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: April 6, 2017

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.f

BOARD AGENDA ITEM: Accept Enrollment Report for the Sixth Month of the 2016-2017 School Year

DEPARTMENT: Business Department

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

The Governing Board routinely reviews the monthly enrollment reports.

REPORT/PROPOSAL:

The enrollment report for the sixth month of the 2016-2017 school year is being presented to the Governing Board for information.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Accept enrollment report for the sixth month of the 2016-2017 school year.

CABRILLO UNIFIED SCHOOL DISTRICT
2016-2017 SCHOOL YEAR
ENROLLMENT REPORT

School Month No. 6 **Date:** 3/3/2017

Grade	El Granada	Farallone View	Hatch	Kings Mountain	Cunha	Half Moon Bay High	Pilarcitos	Home & Independent Study	TOTALS
TK	12	14	12	0	-	-	-	0	38
K	56	56	96	12	-	-	-	0	220
1	53	46	100	12	-	-	-	0	211
2	62	43	105	9	-	-	-	0	219
3	66	47	118	12	-	-	-	0	243
4	59	54	91	12	-	-	-	0	216
5	93	58	94	9	-	-	-	0	254
6	-	-	-	-	256	-	-	0	256
7	-	-	-	-	254	-	-	1	255
8	-	-	-	-	256	-	-	2	258
9	-	-	-	-	-	250	0	2	252
10	-	-	-	-	-	217	5	6	228
11	-	-	-	-	-	246	9	6	261
12	-	-	-	-	-	226	19	13	258
Total Regular Enrollment	401	318	616	66	766	939	33	30	3169
SDC Student Enrollment	26	0	0	0	21	15	0	0	62
TOTAL ENROLLMENT	**427**	**318**	**616**	**66**	**787**	**954**	**33**	**30**	**3231**
Total Enrollment as of 2/12/2016	460	331	626	64	776	970	39	22	3288
Difference between 2/12/2016 Total Enrollment and 3/3/2017 Total Enrollment	**-33**	**-13**	**-10**	**2**	**11**	**-16**	**-6**	**8**	**-57**
Total Enrollment as of 1/27/17	427	319	618	67	786	963	33	23	3236
Difference between 1/27/17 Total Enrollment and 3/3/17 Total Enrollment	**0**	**-1**	**-2**	**-1**	**1**	**-9**	**0**	**7**	**-5**

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: April 6, 2017

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.g

BOARD AGENDA ITEM: Approve and Adopt Minutes of March 9, 2017 Regular Governing Board Meeting

DEPARTMENT: Superintendent/Governing Board

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

The Governing Board routinely reviews and approves minutes from all regular meetings and special sessions.

REPORT/PROPOSAL:

The unadopted minutes from the March 9, 2017, regular Governing Board meeting are included in this Board packet for consideration.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Approve and adopt minutes of March 9, 2017, regular Governing Board meeting.

Governing Board Meeting (Unadopted) Minutes
CABRILLO UNIFIED SCHOOL DISTRICT

District Office Board Room
498 Kelly Avenue, Half Moon Bay, CA 94109
Thursday, March 9, 2017, 7:00 PM, (Closed Session 6:00 PM)

Board Members Present:	Ms. Freya McCamant, President Ms. Sophia Layne, Clerk to the Governing Board Ms. Kimberly Hines, Member Dr. Kirk Riemer, Ph.D., Member
Administrators at the Table:	Ms. Jane Yuster, Superintendent Mr. John Corry, Assistant Superintendent Ms. Joy Dardenelle, Assistant Superintendent Ms. Crystal Leach, Chief Business Official
Student Representative Present:	Miss Trisha Madayga, Student Board Representative
Board Member Absent:	Mr. Rob Pappalardo, Vice President

1. **CALL TO ORDER - 6:02 P.M.**

2. **ROLL CALL / QUORUM**

   ____ Ms. Freya McCamant, President
   ____ Ms. Sophia Layne, Clerk to the Governing Board
   ____ Ms. Kimberly Hines, Member
   ____ Dr. Kirk Riemer, Ph.D., Member

3. **COMMENTS FROM THE PUBLIC RELATED TO ITEMS ON THE CLOSED SESSION AGENDA**

4. **RECESS TO CLOSED SESSION**

5. **RECONVENE OPEN SESSION – 7:03 P.M.**

   President McCamant reported that the Governing Board met in Closed Session from 6:02 PM to 6:59 PM and to the following action was taken:

   1. Under Personnel Matters, the Governing Board voted 4-0 to release twenty–five (25) temporary certificated employees for the 2017-2018 school year equating to a Full Time Equivalent of 8.51.

6. PLEDGE OF ALLEGIANCE

The Pledge of allegiance was led by Half Moon Bay High School Student, Carolyn Inglis.

7. ADOPTION OF AGENDA AS PRESENTED / AMENDED

Superintendent Jane Yuster requested an amendment to the agenda to recognize the Half Moon Bay High School Girls Basketball Team for winning the CCS Championship. Superintendent Yuster also requested that the Board amend the consent items agenda to add approval of an overnight field trip for the Girls Basketball Team to travel to Arcata, California, to participate in the CIF Basketball finals.

Motion to amend the agenda as presented by adding to the recognition item 8.a, the Girls Half Moon Bay High School Basketball team for their win of the CCS Championship on Saturday, March 4, 2017, and an item 14.h, to consent agenda to the approve overnight field trip for the Half Moon Bay High School Girls Basketball to Arcata, California, on March 10-11, 2017, was made by Member Kirk Riemer and seconded by Member Kim Hines.

(M-68) Passed 4-0 with Student Board Representative voting aye.
Member Rob Pappalardo absent.

8. STUDENT / STAFF / COMMUNITY RECOGNITION

The Governing Board recognized the Half Moon Bay High School Girls Basketball for outstanding athletic performance winning the CCS Championship of Winter 2017. The Governing Board also recognized the coaching staff for outstanding leadership for winter 2017.

Mailie Bowers
Siobhan Calhoun
Makenna Colucci
Ana Cordes
Isabella Dioli
Katherine Dioli
Tatiana Ediger
Madelyn Fukui
Brittany Gutierrez
Selina Herrmann
Carolyn Inglis
Alyssa Longaker
Hannah Sorensen
Abigail Urban
Addison Walling
Antonio Veloso, Head Coach
Ken Wilson, Assistant Coach
John Parsons, Assistant Coach
Jessica Markbreiter, Athletic Trainer

9. COMMENTS FROM THE PUBLIC RELATED TO ITEMS NOT ON THIS AGENDA

Mr. Lane Mullin, 415 A Street, Daly City, Ca. Mr. Mullin came to address the Governing Board regarding healthcare costs.

10. REPRESENTATIVE REPORTS

CUTA Representative, President Sean Riordan congratulated the Girls Basketball Team for their achievements. Mr. Riordan said his colleague Mr. Mullin made some powerful statements about this uncomfortable situation that we are in.

Mr. Riordan said today he felt the same sense of injustice, as a visitor to the Woodside campus. He said they have classes of 25, new computers in every classroom, a performing arts center and said he could go on and on. Mr. Riordan said it is so hard to work in a poorly funded district. Mr. Riordan said the CUTA negotiation team and the District has come to the very best agreement that they could agree upon and are in the voting process now.

11. **REPORTS / INFORMATION / PRESENTATIONS**

a. Receive Report on Pilarcitos High School and La Costa Adult Education Program

Mr. Rajan Bechar, Principal, Pilarcitos High School and Director of La Costa Adult Education Program presented this report to the Governing Board with assistance from Ms. Shari Deghi, Coordinator, La Costa Adult Education Program.

b. Receive Second Interim Budget Report Presentation

Ms. Crystal Leach, Chief Business Official presented the Second Interim Budget Report to the Governing Board.

12. **DISCUSSION ITEMS**

a. Discuss and Hold Public Hearing on the Naming of New Pilarcitos Multi-Use Room to the "King Center"

Mr. Rajan Bechar, Principal, Pilarcitos High School, and Mr. Dudley Hughes, Teacher, Pilarcitos High School, presented on behalf of an advisory committee a proposal to name the new Pilarcitos multi-use room the King Center.

President Freya McCamant opened the public hearing at 8:09 p.m. Hearing no public comments, the public hearing was closed at 8:10 p.m.

13. **COMMUNICATIONS**

Board Members

Member Kimberly Hines said it was her pleasure to visit Half Moon Bay High School. Ms. Hines announced that there will be a High School Music program presented and as well as the student play "Fiddler on the Roof". She said supporting the arts is very exciting.

Member Sophia Layne said she continues to learn and thanked Mr. Nazar for her visit at Half Moon Bay High School. Ms. Layne also visited with Mr. Gaytan at Farallone View Elementary. She said she hopes to visits El Granada Elementary and Kings Mountain Elementary soon. Ms. Layne said she continues to work with the immigrant community with regards to a number of activities in our community. She will be meeting with Superintendent Yuster on March 14 at Moonridge on to continue discussing the district's support on immigration.

Member Freya McCamant said she was thankful for the invitation to participate in the Read Across America at Farallone View Elementary. She also thanked Jane for her support of the Girls Basketball team. She said it has been really great to see her there on the court with the team.

Student Board Member

Hatch

Hatch students have had some wonderful field trips lately to the San Jose Tech Museum, Año Nuevo, Don Adams Wildlife Refuge, and CuriOdessey. We also had a wonderful Principal for the Day-Annie Malley from the Half Moon Bay Public Library-she even brought a new book for every Hatch student (630)!! The annual Hatch auction was last Saturday Night and was wonderful. There was also a great parent and student education night by KidPower on how to deal with bullying.

Cunha

Cunha 8th grade just competed at the San Mateo County STEM Fair and we are anxiously awaiting results! Teachers and staff members have started to examine vision and philosophy of homework at our recent Professional Development day and hope to develop school wide policy soon. Our 6th grade boys and girls' basketball teams are putting their stamps of approval on the new Event Center/Gym as they had a basketball quad of their own today. ASB elections are coming up in a few weeks; on March 30th we will be hosting Kaiser's coveted "Nightmare on Puberty Street" presentation for 7th/8th graders to discuss positive choices, peer pressures, etc.; and our Spring Dance is just around the corner.

HMBHS

The Cougar varsity basketball teams are currently playing in NorCals! The girls team won CCS on Saturday and won their first NorCal game yesterday! The boys unfortunately lost their CCS game against Menlo, but they won their first NorCal game! As for the rest of the high school, Spirit Week will be happening in the last week of March. This week will end with a Spirit Assembly on Friday and everyone is invited to come. Opening night for "Fiddler on the Roof" will be on Friday, March 24 and the final night will be on Sunday, April 2. The Jazz band, concert band, and Chorale will be performing in the MU tomorrow night at 6:00 pm. Seniors are waiting ever so patiently for all their college decisions, so please wish them all good luck during the month of March!

Superintendent

Superintendent said she has been watching a number of very victorious teams for playing their hearts out. She said she is very proud of all our teams and both Girls and Boys. Ms. Yuster did confirm that CCS did intervene with some opposing team fans who were acting very inappropriately. Ms. Yuster complimented Principal Nazar and his team for instilling that great community spirit. Superintendent Yuster said she had a great time presenting staff development to the Hatch Staff. She thanked Mr. Ward and the Hatch teaching staff for their participation.

They had some wonderful conversations on PBIS, working towards goal statements and lesson plans and curriculum in use at Hatch. Ms. Yuster said she is looking forward to attending the student play "Fiddler on the Roof" this month.

14. **CONSENT ITEMS**

a. Approve Field Trip for Half Moon Bay High School Advancement Via Individual Determination Program to Various Colleges in Southern California, March 29-April 1, 2017

b. Approve Field Trip for Half Moon Bay High School Surf Team to Oceanside, California, April 20-24, 2017

c. Approve Certificated Personnel Report

d. Approve Classified Personnel Report

e. Accept Donations to Cabrillo Unified School District

f. Approve and Adopt Minutes of February 27, 2017, Special Governing Board Meeting

g. Approve and Adopt Minutes of February 16, 2017, Regular Governing Board Meeting

h. Approve Overnight Field Trip for the Half Moon Bay High School Girls Basketball to Arcata, California, on March 10-11, 2017

Motion to approve the consent agenda items as amended including the addition of item 14.h Approve Overnight Field Trip for the Half Moon Bay High School Girls Basketball Team to travel to Arcata, California, on March 10-11, 2017, was made by Member Kimberly Hines and seconded by Member Kirk Riemer.

(M-69) Passed 4-0 with Student Board Representative voting aye.
Member Rob Pappalardo absent.

15. **ACTION ITEMS**

a. Adopt Resolution No. 03-17 Decreasing the Number of Certificated Employees Due to a Reduction in Particular Kinds of Services

Motion to adopt Resolution No. 03-17 decreasing the number of certificated employees due to a reduction in particular kinds of services was made by Member Kirk Riemer and seconded by Member Sophia Layne.

(M-70) Passed 4-0 with Student Board Representative voting aye.
Roll Call:
Ms. Freya McCamant-aye
Mr. Rob Pappalardo-absent
Ms. Sophia Layne-aye

Ms. Kimberly Hines-aye
Dr. Kirk Riemer-aye

b. Adopt Resolution No. 04-17 Approving Criteria for Determining Order of Seniority for Employees with the Same Date of First Paid Service

Motion to adopt Resolution No. 04-17 approving criteria for determining order of seniority for employees with the same date of first paid service was made by Member Sophia Layne and seconded by Member Kimberly Hines.

(M-71) Passed 4-0 with Student Board Representative voting aye.
Roll Call:
Ms. Freya McCamant-aye
Mr. Rob Pappalardo-absent
Ms. Sophia Layne-aye
Ms. Kimberly Hines-aye
Dr. Kirk Riemer-aye

c. Adopt Resolution No. 05-17 Reducing and/or Discontinuing of Classified Positions

Motion to approve Resolution No. 05-17 reducing and/or discontinuing of classified positions was made by Member Kimberly Hines and seconded by Member Sophia Layne.

(M-72) Passed 4-0 with Student Board Representative voting aye.
Roll Call:
Ms. Freya McCamant-aye
Mr. Rob Pappalardo-absent
Ms. Sophia Layne-aye
Ms. Kimberly Hines-aye
Dr. Kirk Riemer-aye

d. Approve Second Interim Financial Report: Fiscal Year 2016-2017

Motion to approve the Second Interim Financial report for the fiscal year of 2016-2017 giving a positive certification was made by Member Kirk Riemer and seconded by Member Kimberly Hines.

(M-73) Passed 4-0 with Student Board Representative voting aye.
Member Rob Pappalardo absent.

e. Adopt Resolution No. 06-17 for Best Value Procedures and Guidelines

Motion to adopt Resolution No. 06-17 for best value procedures and guidelines was made by Member Sophia Layne and seconded by Member Kimberly Hines.

(M-74) Passed 4-0 with Student Board Representative voting aye.
Roll Call:
Ms. Freya McCamant-aye

Mr. Rob Pappalardo-absent
Ms. Sophia Layne-aye
Ms. Kimberly Hines-aye
Dr. Kirk Riemer-aye

f. Approve Cabrillo Unified School District Governing Board Policy Updates and Adopt the Proposed Revisions as Recommended by the California School Boards Association

Motion to adopt Board policy proposed revision as recommended by the California School Boards Association was made by Member Kirk Riemer and seconded by Member Kimberly Hines.

(M-75) Passed 4-0 with Student Board Representative voting aye.
Member Rob Pappalardo absent.

16. **RETURN TO CLOSED SESSION (IF NECESSARY)**

17. **ADJOURNMENT OF THE MEETING**

Motion to adjourn made by Member Kimberly Hines seconded by Member Sophia Layne.

(M-76) Passed 4-0 with Student Board Representative voting aye.
Member Rob Pappalardo absent.

Meeting was adjourned at 8:38 p.m.

Minutes prepared by Patricia Serrano, Administrative Assistant to the Superintendent

Minutes presented by Jane Yuster, Secretary to the Board

_____ _____
Certified by Sophia Layne Date
Clerk to the Governing Board

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: April 6, 2017

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.h

BOARD AGENDA ITEM: Approve the Naming of New Pilarcitos Multi-Use Room to the King Center

DEPARTMENT: Superintendent

CONTACT PERSON: Jane Yuster, Superintendent
Rajan Bechar, Principal, Pilarcitos High School

BACKGROUND INFORMATION:

Board Policy 7310 allows that the Governing Board may determine to name: schools, an individual building, portions of buildings, or major facilities in recognition of any of the following:

> *Individuals, living or deceased, who have made outstanding contributions to the Cabrillo Unified School District or the Coastside community.*

This Board Policy also encourages community participation in the process by forming an advisory committee to review name suggestions and submit recommendations for the Board's consideration and adoption. Care is to be taken to ensure that committee members are able to participate in the decision-making process in an open and unbiased manner. Members shall not be a relative or business affiliate of the prospective namee nor in a position to personally benefit by any decision of the committee. We have followed this policy.

REPORT/PROPOSAL:

An advisory committee was formed to review and submit the Board's consideration and adoption of naming the new Pilarcitos multi-use room the King Center. The committee was made up of the following members:

Two district employees: Dudley Hughes and Jackie Sullivan

Two community representatives: Charmion Donegan and Maggie Van Horbek
Two parents: Aurora Gutierrez and Rosa Ruiz
Three students: Fernando Aguilar, Carmen Flores and Oscar Jaracuaro
One former student: Omar Velasquez

In moving to a new campus, we are eager and excited for a new era of Pilarcitos High School. We also want to honor our past. There is no one that means more to Pilarcitos and exemplifies the heart and soul of everything we try do, than Bob King.

Mr. King, a beloved figure in our community, spent over 30 years at Pilarcitos from its founding on the campus of Half Moon Bay High School until he retired in 2009. For years, Mr. King tirelessly served as Director of Alternative Education/Pilarcitos High School. At the same time, his real love was in the classroom with his students. Mr. King understood instinctively that teaching content was only one part of the equation.

With humor, unending patience, humility, kindness, and compassion, Mr. King was able to connect with and inspire our community's most vulnerable and at-risk students. His ethos is still a guiding force at Pilarcitos and serves as a model for how to be a good human being.

The spirit of Mr. King continues to live on at Pilarcitos and we feel it would be a fitting tribute to dedicate our multi-use facility to the man that gave so much. We propose naming the building the "King Center."

FINANCIAL IMPACT:

There is no financial impact on the district for this proposal. The fees for the plaque will be paid for by donations from community members.

RECOMMENDATION:

Approve the naming of new Pilarcitos Multi-Use Room to the King Center.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: April 6, 2017

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 15.a

BOARD AGENDA ITEM: Approve Resolution No. 07-17, Certificated and Classified Employee Appreciation Week

DEPARTMENT: Pupil Services

CONTACT PERSON: John Corry, Assistant Superintendent, Personnel and Pupil Services

BACKGROUND INFORMATION:

The District wishes to express its sincere gratitude and appreciation for the employees of the school district who provide and support the quality educational programs for the students of Cabrillo Unified School District.

Excellence in education begins with the dedication and contribution of both certificated and classified staff.

REPORT/PROPOSAL:

This attached Resolution No. 07-17 is presented as a formal appreciation of these invaluable certificated and classified employees. This year, Certificated and Classified Employee Appreciation Week is May 1–5, 2017.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Approve Resolution No. 07-17, Certificated and Classified Employee Appreciation Week.

CABRILLO UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 07-17

In Recognition of Certificated and Classified Employee Weeks

WHEREAS, an educated citizenry serves as the foundation of our democracy; and

WHEREAS, teachers, counselors, school librarians, coaches, administrators, and other specialized members of the certificated team are directly responsible for providing high quality education today as well as for adequately preparing the workforce of tomorrow; and

WHEREAS, quality teaching and related certificated services to children grow in value and pay dividends that extend far beyond the classroom; and

WHEREAS, no profession other than teaching and related certificated services imparts such a positive and lifelong impact on so many; and

WHEREAS, classified staff members provide invaluable services that so directly support good instructional practice; and

WHEREAS, classified staff serve a vital role in providing for the welfare and safety of our students; and

WHEREAS, classified staff contribute to the establishment and promotion of a positive instructional environment and interact with members of the general public in a welcoming and professional manner; and

WHEREAS, excellence in our district, greater school community, and state begins with the work performed so well on a daily basis by the certificated and classified professionals employed by Cabrillo Unified School District;

THEREFORE, BE IT RESOLVED, that the District Board of Education hereby recognizes and honors the contributions of both certificated and classified professionals to quality education and declares the week of May 1–5, 2017, as *Certificated and Classified Employee Appreciation Week* in the Cabrillo Unified School District.

Regularly passed and adopted Resolution No. 07-17 on this sixth day of April, 2017, by the following vote:

AYES in Favor of Said Resolution:	NOES against Said Resolution:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Absent:	Abstention:
_____	_____

Certified by:

_____	_____
Sophia Layne Clerk to the Governing Board	Date

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: April 6, 2017

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 15.b

BOARD AGENDA ITEM: Adopt Resolution No. 08-17 for Employees Assigned on the Basis of an Education Code Provision

DEPARTMENT: Personnel

CONTACT PERSON: John Corry, Assistant Superintendent, Personnel and Pupil Services

BACKGROUND INFORMATION:

The Education Code requires that teachers who are teaching in subjects not specifically listed on their credentials or teach in a grade level not specifically listed on their credentials must be approved by resolution of the Governing Board.

REPORT:

Under the provisions of the following Education Codes, employees are assigned to teach as noted on the resolutions:

Resolution No. 08-17: Ed Code 44256(b),
Authorization for Multiple Subject and Standard Elementary Teaching Credentials

FINANCIAL IMPACT:

No financial impact to the General Fund.

RECOMMENDATION:

Adopt Resolution No. 08-17 for employees assigned on the basis of an Education Code provision.

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

RESOLUTION NO. 08-17
ED CODE 44256(b), AUTHORIZATION FOR MULTIPLE SUBJECT AND STANDARD ELEMENTARY TEACHING CREDENTIALS

WHEREAS, the Governing Board of the Cabrillo Unified School District declares that the listed teachers were hired according to Ed Code 44256(b).

> **Ed Code 44256(b): Authorization for Multiple Subject and Standard Elementary Teaching Credentials**
> By resolution of the Governing Board, authorizes the holder of a multiple subject or standard elementary teaching credential to teach any subject in departmentalized classes to a given class or group of students below grade 9, provided that the teacher has completed at least 12 semester units, or six upper division or graduate units, of coursework in the subject to be taught. Authorization shall be with the teacher's consent.

Teacher	*Site*	*Assignment*
Dewald, Rachel	El Granada	Reading
Leyva, Ana	Hatch	Reading
Murray, Shannon	Hatch	Reading
Plumb, Sierra	Multiple Sites	Science
Sage, Rachael	Farallone View	Reading

NOW, THEREFORE BE IT RESOLVED, that Rachel Dewald, Ana Leyva, Shannon Murray, Sierra Plumb, and Rachael Sage have met the requirements of Ed Code 44256(b) and are approved to teach in her specific assignments.

REGULARLY PASSED AND ADOPTED Resolution No. 08-17, on this 6th day of April, 2017 by the Governing Board of Cabrillo Unified School District, of San Mateo County, by the following vote:

AYES in Favor of Said Resolution:

_____

_____

_____

_____

_____

ABSENT:

_____

NOES Against Said Resolution:

_____

_____

_____

_____

_____

ABSTAIN:

_____

Certified by:

_____
Sophia Layne
Clerk to the Governing Board

_____
Date

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: April 6, 2017

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 15.c

BOARD AGENDA ITEM: Approval to Award a Contract for Half Moon Bay High School Track and Field Project

DEPARTMENT: Business Department

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

On June 5, 2012, the Coastside community approved Measure S authorizing the district to issue $81 million in bonds to fund a building program. One of the many projects is the reinstatement of track elements once located at the Half Moon Bay High School Track and Field. Site work and construction for track and field events as well as the replacement of the synthetic turf field, including all related and supporting materials, labor and equipment. Bid advertisements were published in the Half Moon Bay Review and the San Mateo Times. The bid opening date was March 23, 2017.

REPORT/PROPOSAL:

Attached is the summary of bids.

FINANCIAL IMPACT:

There is no financial impact to the general fund.

RECOMMENDATION:

Approval to Award a Contract for the Half Moon Bay High School Track and Field project to Andreini Brothers, Inc.

BID RECORDING FORM

Project Name: Half Moon Bay High School Track & Field Renovation
Project Number: 130014.00
Client: Cabrillo Unified School District
Bid Opening Date: Thursday, May 23, 2017; 2:00PM

	CONTRACTOR	BASE BID	ALT.1: Electrical	BID TOTAL	Complete Bid Form	Addenda	Bid Bond	Designated Subcontractors List	Site Visit Certification	Non-Collusion Affidavit	Iran Contracting Act Certification
1	**Andreini Brothers, Inc.**	$ 1,775,776.75	$ 93,060.00	$ 1,868,836.75	x	x	x	x	x	x	x
2	**Interstate Grading & Paving**	$ 2,110,000.00	$ 40,000.00	$ 2,150,000.00	x	x	x	x	x	x	x

303 Potrero Street, Suite 40-C - Santa Cruz, California - 95060-2756
Phone 831-459-0455 - Fax 831-459-0484
Steven R. Sutherland License #2805 exp. 01-31-18

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: April 6, 2017

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 15.d

BOARD AGENDA ITEM: Adopt Proclamation Declaring the Commenoration for the Rotary Foundation's 100 years of "Doing Good in the World"

DEPARTMENT: Superintendent

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

Rotary Foundation was founded in 1917 with the mission to "Do Good in the World". The Rotary Foundation focuses its efforts in six areas: promoting peace, fighting disease, providing clean water, providing improved health care for mothers and children, supporting education, and gowing local economies. Rotary Foundation has been a partner in Cabrillo Unified School District for many years providing a wealth of services to our students, staff and the school community.

REPORT/PROPOSAL:

Adopt the proclamation honoring the 100th anniversary of the Rotary Foundation.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Adopt proclamation declaring the commenoration for the Rotary Foundation's 100 years of "Doing Good in the World".

PROCLAMATION
COMMEMORATING THE 100th ANNIVERSARY
Of THE ROTARY FOUNDATION
"Doing Good In the World"

WHEREAS, Rotary International was formed in 1905 to provide important service to the community and in the world; and

WHEREAS, The Rotary Foundation was created in 1917 by Rotary International's sixth president, Arch C. Klumph, as an endowment fund for Rotary "to do good in the world."

WHEREAS, The Rotary Foundation has grown from an initial contribution of $26.50 to more than $4 billion in contributions that provide humanitarian service, encourage high ethical standards, and help to build goodwill and peace in the world; and,

WHEREAS, The Rotary Foundation, in partnership with the Gates Foundation, the World Health Organization, and governments around the world, has dedicated efforts to eradicate Polio in the world through immunization, and has achieved a success rate of 99%; and

WHEREAS, The Rotary Foundation has focused its efforts on sustainable programs in six areas: promoting peace; fighting disease; providing clean water; providing improved health care for mothers and children; supporting education; and growing local economies; and,

WHEREAS, The Rotary Foundation has provided more than $3.8 billion in grants to support these areas of focus; and

WHEREAS, Rotary International is one of the world's largest nongovernmental service organizations with 1.2 million members in more than 200 countries; and

WHEREAS, there are currently 42 Rotary Clubs serving the counties of Marin, San Francisco and San Mateo consisting of nearly 2,000 members who raise funds and volunteer their time for doing good in their local communities and around the world; and

WHEREAS, The Rotary Foundation will celebrate its Centennial in January 2017; and

NOW THEREFORE BE IT RESOLVED THAT 2017 BE DECLARED AS THE YEAR OF COMMEMORATION FOR THE ROTARY FOUNDATION'S 100 YEARS OF DOING GOOD IN THE WORLD.

Declared this 6th day of April, 2017, by the Governing Board of Cabrillo Unified School District, Half Moon Bay, California.

_____

Freya McCamant, Governing Board President

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: April 6, 2017

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 15.e

BOARD AGENDA ITEM: Adopt New Board Policy Regarding the Prevention of Sexual Abuse in Schools

DEPARTMENT: Governing Board/Superintendent

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

In the past three years, San Mateo County Schools Insurance Group (insurance provider for San Mateo County Schools) has paid over $3 million dollars for sexual abuse and molestation claims.

REPORT/PROPOSAL:

County Counsel for San Mateo Schools has created a new Board policy, (BP 5141.43) with best practices for the prevention of sexual abuse in schools. To date, this policy has been adopted in seven districts throughout San Mateo County. This policy is included in this Board packet for review and consideration of adoption.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Adopt new Board policy regarding prevention of sexual abuse in schools.

Cabrillo USD

Board Policy

Prevention of Sexual Misconduct and Abuse in Schools

BP 5141.41
Students

Responsibility for protecting students from sexual misconduct and abuse is shared by the Governing Board, Superintendent, administrators, teachers, and other district employees, school volunteers, parents, state agencies, and law enforcement. The district has developed Guidelines for the Prevention of Sexual Misconduct and Abuse in Schools to help our schools deter misconduct, provide accountability, and establish clear and reasonable boundaries for interactions among students and teachers, other district employees, and adult volunteers.

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to student sexual abuse. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected sexual abuse.

The Superintendent or designee may provide a student who is a victim of sexual abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Student Sexual Abuse Prevention

The district's instructional program may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee shall provide training regarding appropriate employee relationships and boundaries with students that will promote a positive environment while protecting students and employees.

Child Abuse Reporting

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect, including but not limited to child sexual abuse.

Legal Reference:
EDUCATION CODE
32280-32288 Comprehensive school safety plans
33195 Heritage schools, mandated reporters
33308.1 Guidelines on procedure for filing child abuse complaints
44252 Teacher credentialing
44691 Staff development in the detection of child abuse and neglect
44807 Duty concerning conduct of students
48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents
49001 Prohibition of corporal punishment
51900.6 Sexual abuse and sexual assault awareness and prevention
PENAL CODE
152.3 Duty to report murder, rape, or lewd or lascivious act
273a Willful cruelty or unjustifiable punishment of child; endangering life of health
288 Definition of lewd or lascivious act requiring reporting
11164-11174.3 Child Abuse and Neglect Reporting Act
WELFARE AND INSTITUTIONS CODE
15630-15637 Dependent adult abuse reporting
CODE OF REGULATIONS, TITLE 5
4650 Filing complaints with CDE, special education students

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve
Health Framework for California Public Schools, Kindergarten Through Grade Twelve
WEB SITES
California Attorney General's Office, Suspected Child Abuse Report Form: http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf
California Department of Education, Safe Schools: http://www.cde.ca.gov/ls/ss/ap
California Department of Social Services, Children and Family Services Division: http//www.childsworld.ca.gov
U.S. Department of Health and Human Services, Child Welfare Information Gateway: https: www.childwelfare.gov/can

Policy: 5141.41 **Cabrillo Unified School District**
Adopted: April 6, 2017 **Half Moon Bay, California**

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: April 6, 2017

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 15.f

BOARD AGENDA ITEM: Approve Cabrillo Unified School District Governing Board Policy Updates and Adopt the Proposed Revisions as Recommended by the California School Boards Association

DEPARTMENT: Governing Board

CONTACT PERSON: Jane Yuster, Superintendent
John Corry, Assistant Superintendent, Personnel and Pupil Services
Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction
Crystal Leach, Chief Business Officer

BACKGROUND INFORMATION:

The Cabrillo Unified School District (CUSD) participates in the California School Boards Association's (CSBA) *Policy Online and Manual Maintenance Service.* One important component of this optional service is that participating districts receive a quarterly "*Policy Maintenance Report*" to help keep Board policies up to date and fully compliant. Most often, the proposed changes are mandate-driven. In such instances, staff will suggest that the Board waive additional readings and adopt the suggested revisions en masse and via consent. In those instances, when a quarterly maintenance review indicates: 1) a need for a change in a policy that provides optional courses of action or 2) the need for a new policy to address a particular issue, staff will suggest that the Board engage in a first and second reading of the document prior to considering policy adoption.

REPORT/PROPOSAL:

This month, BP 2121, BP 5146, BP 6164.2, BP 6200, BB 9321, are provided for adoption. These Board policies/bylaws have been reviewed by appropriate staff and are submitted for your consideration. Staff has further concluded that the proposed revisions reflect new mandates and/or additional CSBA suggested wordsmithing that could be considered for adoption under action items. These policies are included in this Board packet for review and consideration of action.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Approve Cabrillo Unified School District Governing Board policy updates and adopt the proposed revisions as recommended by the California School Boards Association.

POLICY GUIDE SHEET
April 2017
Page 1 of 1

Note: Descriptions below identify major revisions made in CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts should review the sample materials and modify their own policies accordingly.

BP 2121 - Superintendent's Contract
(BP revised)

Policy updated to clarify the conditions under which the Governing Board may meet in closed session under the "labor exception" (Government Code 54957.6) of the Ralph M. Brown Act to discuss superintendent contact, salary, or compensation paid in the form of fringe benefits.

BP 5146 - Married/Pregnant/Parenting Students
(BP revised)

Policy updated to reflect state requirement that any education program or activity offered separately to pregnant students be "equal" to that offered to other district students, a standard that is more stringent than the federal standard for "comparable" programs. Policy also reflects **NEW LAW** (AB 302, 2015) requiring schools to offer reasonable accommodations, as specified, to any lactating student on the campus and providing that any complaint regarding noncompliance with these provisions may be addressed through the district's uniform complaint procedures.

BP 6164.2 - Guidance/Counseling Services
(BP revised)

Policy updated to reflect **NEW LAW** (SB 451, 2015) which expresses legislative intent regarding the responsibilities of school counselors, specifies required and optional components to be included in a comprehensive counseling program if the district chooses to offer such a program, and requires that certain strategies be included in professional development related to career and vocational counseling. Policy also clarifies options regarding access to students by college and employment recruiters, including military recruiters.

BP/AR 6200 - Adult Education
(BP/AR revised)

Policy and regulation updated to reflect **NEW LAW** (AB 104, 2015) which establishes the Adult Education Block Grant to fund specified types of programs and coordinate services through regional consortia. Policy also describes other possible funding sources for adult education, clarifies that adult education courses must be approved by the California Department of Education as well as the district board, adds material on teacher qualifications, moves material from AR to BP re: graduation requirements, and adds material on program evaluation. Regulation also deletes prohibition against enrolling students with an F-1 visa, reflects law prohibiting offering a course exclusively through adult education if the course is required for high school graduation or academic progress, and condenses and moves material on community service classes into section on "Programs and Courses."

BB 9321 - Closed Session Purposes and Agendas
(BB revised)

Bylaw updated to clarify that the Board may not meet in closed session under the "personnel exception" (Government Code 54957) of the Ralph M. Brown Act to discuss or act upon any proposed change in compensation other than a reduction of compensation that results from the imposition of discipline. "Negotiations/Collective Bargaining" section revised to reflect that the Board may meet with the district's designated representatives in closed session under the "labor exception" (Government Code 54957.6) of the benefits to its represented and unrepresented employees, including the Superintendent.

Cabrillo USD

Board Policy

Superintendent's Contract

BP 2121
Administration

The Governing Board believes that the Superintendent's employment contract should outline the framework through which the Board and Superintendent are to work together to achieve district goals and objectives. When approving the Superintendent's employment contract, the Board shall consider the need for stability in district administration and shall ensure the best use of district resources.

(cf. 0200 - Goals for the School District)
(cf. 2120 - Superintendent Recruitment and Selection)
(cf. 4312.1 - Contracts)
(cf. 9000 - Role of the Board)

Note: The following list of contract components is consistent with a template for superintendent contracts developed by CSBA. The annotated template contract with additional context and suggestions is available by contacting legal@csba.org.

The contract shall be reviewed by the district's legal counsel and may include the following:

1. Term of the contract, which shall be for no more than four years pursuant to Education Code 35031

2. Length of the work year and hours of work

3. Salary, health and welfare benefits, and other compensation for the position

(cf. 4154/4254/4354 - Health and Welfare Benefits)

4. Reimbursement of work-related expenses, including mileage reimbursement, consistent with Board policies, regulations, and guidelines applicable to other professional administrative staff

(cf. 3350 - Travel Expenses)

The contract may also address payment for professional dues and activities, the district's provision of cell phones or other technological devices, and the Superintendent's use of his/her personal vehicle.

(cf. 4040 - Employee Use of Technology)

5. Vacation, illness and injury leave, and personal leaves

(cf. 4161/4261/4361 - Leaves)
(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)
(cf. 4161.2/4261.2/4361.2 - Personal Leaves)
(cf. 4161.5/4261.5/4361.5 - Military Leave)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

6. General duties and responsibilities of the position

(cf. 2110 - Superintendent Responsibilities and Duties)

7. Criteria, process, and procedure for annual evaluation of the Superintendent

(cf. 2140 - Evaluation of the Superintendent)

8. A statement that any subsequent increase in the Superintendent's salary shall be at the sole discretion of the Board

9. A statement that there shall be no automatic renewal or extension of the contract, although the Board can enter into a new contract with the Superintendent prior to the expiration of the existing contract

10. Timeline for providing written notice to the Superintendent if the Board does not wish to enter into a new contract, which shall be at least 45 days in advance of the expiration of the term of the contract pursuant to Education Code 35031, and the responsibility of the Superintendent to remind the Board in a timely manner of the requirement to give notice

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

11. Conditions and process for termination of the contract, including the maximum cash settlement that the Superintendent may receive if the contract is terminated prior to its expiration date

12. Matters related to liability and indemnification against demands, claims, suits, actions, and legal proceedings brought against the Superintendent in his/her official capacity in the performance of duties related to his/her employment

In addition, pursuant to Government Code 54956, the Board is prohibited from deliberating on the salary or other compensation of the Superintendent at a special meeting. See BB 9320 - Meetings and Notices and BB 9321 - Closed Session Purposes and Agendas.

The Board ~~shall~~ **may** deliberate ~~in closed session~~ about ~~the~~ terms of the contract~~, except that~~ **in closed session at a regular meeting. Discussions regarding the** salary**, salary schedule,** or other compensation ~~shall be discussed in public at a regular meeting in~~. **may occur in closed session only as permitted under Government Code 54957.6 between the Board and its designated representative(s) (the "labor exception"), for the purpose of reviewing the Board's position or instructing the designated representative(s) prior to or during bona fide negotiations with the current or prospective Superintendent.** (Government Code 54956, 54957**, 54957.6**)

The Board may consult with district legal counsel prior to holding a closed session with the designated representative(s) to discuss compensation to be paid to the current or prospective Superintendent.

(cf. 9320 - Meetings and Notices)
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

Terms of the contract shall remain confidential until the ratification process commences.

(cf. 9011 - Disclosure of Confidential/Privileged Information)

The Board shall ~~ratify~~ **take final action on** the Superintendent's contract in an open meeting, which shall be reflected in the Board's minutes. Copies of the contract shall be available to the public upon request. (Government Code 53262**, 54957.6**)

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)

Termination of Contract

Prior to the expiration of the contract, the Board may terminate the Superintendent's employment contract in accordance with law and applicable contract provisions.

(cf. 4117.5/4217.5/4317.5 - Termination Agreements)

In such an event, any cash settlement that the Superintendent may receive upon termination of the contract shall not exceed his/her monthly salary multiplied by the number of months left on the contract or, if the unexpired term of the contract is more than 18 months and the contract was executed prior to January 1, 2016, no greater than the Superintendent's monthly salary multiplied by 18. For any contract executed on or after January 1, 2016, any cash settlement shall not exceed the Superintendent's monthly salary multiplied by 12. (Government Code 53260)

The cash settlement shall not include any noncash items other than health benefits, which may be continued for the same duration of time as covered in the settlement or until the Superintendent finds other employment, whichever occurs first. (Government Code 53260, 53261)

However, when the termination of the Superintendent's contract is based upon the Board's belief and subsequent confirmation through an independent audit that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, no cash or noncash settlement of any amount shall be provided. (Government Code 53260)

In addition, if the Superintendent is convicted of a crime involving an abuse of his/her office or position, he/she shall reimburse the district for payments he/she receives as paid leave salary pending investigation or as cash settlement upon his/her termination, and for any funds expended by the district in his/her defense against a crime involving his/her office or position. (Government Code 53243-53243.4, 53260)

Legal Reference:

EDUCATION CODE
35031 Term of employment
41325-41329.3 Conditions of emergency apportionment
GOVERNMENT CODE
3511.1-3511.2 Local agency executives
53243-53243.4 Abuse of office
53260-53264 Employment contracts
54954 Time and place of regular meetings
54956 Special meetings
54957 Closed session personnel matters
54957.1 Closed session, public report of action taken
54957.6 Closed sessions regarding employee matters
UNITED STATES CODE, TITLE 26
105 Self-insured medical reimbursement plan; definition of highly compensated individual
UNITED STATES CODE, TITLE 42
300gg-16 Group health plan; nondiscrimination in favor of highly compensated individuals
CODE OF FEDERAL REGULATIONS
1.105-11 Self-insured medical reimbursement plan
COURT DECISIONS
San Diego Union v. City Council, (1983) 146 Cal.App.3d 947
ATTORNEY GENERAL OPINIONS
57 Ops. Cal. Atty. Gen. 209 (1974)

Management Resources:
CSBA PUBLICATIONS
Superintendent Contract Template, 2015
ATTORNEY GENERAL PUBLICATIONS
The Brown Act: Open Meetings for Local Legislative Bodies, 2003
WEB SITES
CSBA: http://www.csba.org
Association of California School Administrators: http://www.acsa.org ***http://www.acsa.org***
Office of the Attorney General, Dept. of Justice: http://caag.state.ca.us/

Policy: 2121 **CABRILLO UNIFIED SCHOOL DISTRICT**
Adopted: December 11, 2008 **Half Moon Bay, California**
Revised: March 10, 2016
Revised: April 6, 2017

Cabrillo USD
Board Policy
Married/Pregnant/Parenting Students

BP 5146
Students

The Governing Board recognizes that early marriage, pregnancy, or parenting ***and related responsibilities*** may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)
(cf. 6164.5 - Student Success Teams)

The district shall not discriminate against any student on the basis of the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. (Education Code 230; ~~20 USC 1681-1688;~~ ***34 CFR 106.40****)*

(cf. 0410 - Nondiscrimination in District Programs and Activities)

For school-related purposes, a ~~married~~ student under the age of 18 years ***who enters into a valid marriage*** shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved. (Family Code 7002)

Education and Support Services for Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in any comprehensive school or educational alternative program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or his/her child.

(cf. 6158 - Independent Study)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6184 - Continuation Education)
(cf. 6200 - Adult Education)

Any education program or activity~~, including any class or extracurricular activity,~~ that is offered separately to ~~such~~ ***pregnant*** students***, including any class or extracurricular activity***, shall be ~~comparable~~ ***equal*** to that offered to other district students. A student's participation in such programs shall be voluntary. (~~34 CFR 106.40;~~ ***5 CCR 4950****)*

(cf. 6142.7 - Physical Education and Activity)
(cf. 6145 - Extracurricular and Cocurricular Activities)

~~A student may be required,~~ ***As required for other students with physical or emotional conditions or temporary disabilities, the Superintendent or designee may require a student,*** based on ~~her~~ pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician indicating that ~~she~~ ***the student*** is physically and emotionally able to participate in an

educational program or activity. ~~if other students with physical or emotional conditions or temporary disabilities are required by the district to provide such certification~~. (34 CFR 106.40)

To the extent feasible, educational and related support services shall be provided, either through the district or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during school-sponsored activities

(cf. 1020 - Youth Services)
(cf. 5148 - Child Care and Development)

2. Parenting education and life skills instruction

3. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code 49553, 42 USC 1786, and 7 CFR 246.1-246.28

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 5030 - Student Wellness)

4. Health care services, including prenatal care

(cf. 5141.6 - School Health Services)

5. Tobacco, alcohol, and/or drug prevention and intervention services

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.62 - Tobacco)

6. Academic and personal counseling

(cf. 6164.2 - Guidance/Counseling Services)

7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

(cf. 6179 - Supplemental Instruction)

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Absences

Pregnant or parenting students may be excused for absences related to confidential medical appointments in accordance with BP/AR 5113 - Absences and Excuses.

(cf. 5113 - Absences and Excuses)

The Superintendent or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by ~~her~~ ***a*** physician. At the conclusion of the leave, the student shall be reinstated to the status ~~she~~ held when the leave began. (34 CFR 106.40)

(cf. 5112.3 - Student Leave of Absence)

A ~~pregnant or~~ parenting student ~~also~~ may request exemption from attendance ~~because of a related physical or mental condition or~~ because of personal services that must be rendered to a dependent. ~~(Education Code 48410)~~

(cf. 5112.1 - Exemptions from Attendance)

Reasonable Accommodations

When necessary, the district shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program.

A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. (34 CFR 106.40)

(cf. 6183 - Home and Hospital Instruction)

~~A lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.~~

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed

due to such use. Reasonable accommodations include, but are not limited to: (Education Code 222)

1. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child

2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk

3. Access to a power source for a breast pump or any other equipment used to express breast milk

4. Access to a place to store expressed breast milk safely

5. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child

Complaints

Any complaint of discrimination on the basis of pregnancy or marital or parental status shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4687 and BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Any complaint alleging district noncompliance with the requirements to provide reasonable accommodations for lactating students also may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or the CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 222; 5 CCR 4600-4687)

Program Evaluation

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on participation rates in district programs and services, academic

achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)

Legal Reference:

EDUCATION CODE
222 Reasonable accommodations; lactating students
230 Sex discrimination
8200-8498 Child Care and Development Services Act
48205 Excused absences
48220 Compulsory education requirement
48410 Persons exempted from continuation classes
49553 Nutrition supplements for pregnant/lactating students
51220.5 Parenting skills and education
51745 Independent study
52610.5 Enrollment of pregnant and parenting students in adult education
~~*54740-54749 Cal-SAFE program for pregnant/parenting students and their children*~~
CIVIL CODE
51 Unruh Civil Rights Act
FAMILY CODE
7002 Description of emancipated minor
HEALTH AND SAFETY CODE
104460 Tobacco prevention services for pregnant and parenting students
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
4950 Nondiscrimination, marital and parental status
CODE OF REGULATIONS, TITLE 22
101151-101239.2 General licensing requirements for child care centers
101351-101439.1 Infant care centers
UNITED STATES CODE, TITLE 20
1681-1688 Title IX, Education Act Amendments
UNITED STATES CODE, TITLE 42
1786 Special supplemental nutrition program for women, infants, and children
CODE OF FEDERAL REGULATIONS, TITLE 7
246.1-246.28 Special supplemental nutrition program for women, infants, and children
CODE OF FEDERAL REGULATIONS, TITLE 34
106.40 Marital or parental status
ATTORNEY GENERAL OPINIONS
87 Ops.Cal.Atty.Gen. 168 (2004)
COURT DECISIONS
American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources:

CALIFORNIA WOMEN'S LAW CENTER PUBLICATIONS
Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements
Pregnant Students and Confidential Medical Services
The Civil Rights of Pregnant and Parenting Teens in California Schools, 2002
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, rev. June 2013
WEB SITES
California Department of Education: http://www.cde.ca.gov
*California Women's Law Center: http://www.cwlc.org/**resources***
U.S. Department of Agriculture, Women, Infants, and Children Program: http://www.fns.usda.gov/wic
U.S. Department of Education: http://www.ed.gov

Policy: 5146 **CABRILLO UNIFIED SCHOOL DISTRICT**
Adopted: December 11, 2008 **Half Moon Bay, California**
Revised: May 9, 2014
Revised: April 6, 2017

Cabrillo USD
Board Policy
Guidance/Counseling Services

BP 6164.2
Instruction

The Governing Board recognizes that a ***structured, coherent and*** comprehensive counseling program promotes academic achievement and serves the diverse needs of all district students. Counseling staff shall ***be available to provide students with individualized reviews of*** ~~meet with students regarding~~ their educational progress toward academic and/or career ***and vocational*** goals and, as appropriate, may discuss social, personal, or other issues that may impact student learning.

The Superintendent or designee shall ensure that all persons employed to provide school counseling, school psychology, and/or school social work services shall possess the appropriate credential from the Commission on Teacher Credentialing authorizing their employment in such positions. Responsibilities of each position shall be clearly defined in a job description.

(cf. 4112.2 - Certification)

Responsibilities of school counselors include, but are not limited to:

1. Engaging with, advocating for, and providing support for all students with respect to learning and achievement

2. Planning, implementing, and evaluating programs to promote the academic, career, personal, and social development of all students, including students from low-income families, foster youth, homeless youth, undocumented youth, and students at all levels of academic, social, and emotional abilities

3. Using multiple sources of information to monitor and improve student behavior and achievement

4. Collaborating and coordinating with school and community resources

5. Promoting and maintaining a safe learning environment for all students by providing restorative justice practices, positive behavior interventions, and support services

(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)

6. Intervening to ameliorate school-related problems, including issues related to chronic absences

(cf. 5113.1 - Chronic Absence and Truancy)

7. Using research-based strategies to reduce stigma, conflict, and student-to-student mistreatment and bullying

8. Improving school climate and student well-being

(cf. 5137 - Positive School Climate)

9. Enhancing students' social and emotional competence, character, health, civic engagement, cultural legacy, and commitment to lifelong learning and the pursuit of high-quality educational programs

(cf. 6142.4 - Service Learning/Community Service Classes)

10. Providing counseling interventions and support services for students classified as English learners, eligible for free or reduced-priced meals, or foster youth, including enhancing equity and access to the education system and community services

(cf. 0460 - Local Control and Accountability Plan)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Language Learners)

11. Engaging in continued development as a professional school counselor

(cf. 4131 - Staff Development)

~~**Academic and Career**~~ ***Educational Counseling***

~~The district's academic counseling program shall be designed to assist students to establish immediate and long-range educational plans, achieve academic standards, prepare for the high school exit examination, and complete the required curriculum in accordance with their individual needs, abilities, and interests. Insofar as possible, parents/guardians shall be included when making educational plans.~~

Beginning in grade 7, parents/guardians shall receive a general notice at least once before career counseling and course selection so that they may participate in the counseling sessions and decisions. (Education Code 221.5)

(cf. 5145.6 - Parental Notifications)

The ***educational*** counseling program ~~for high school students may~~ ***shall*** include ~~at appropriate grade levels~~ ***academic counseling in the following areas: (Education Code 49600)***

~~1. Information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships~~

~~2. An opportunity for each student and, if practicable, his/her parent/guardian to meet with a counselor to discuss the student's career goals, available educational and career technical education options, and community and workplace experiences to support the student's goals~~

~~3. Monitoring of each student's fulfillment of required coursework and progress toward promotion and graduation, and notification of the student and his/her parent/guardian of remaining academic requirements~~

~~4. Additional specialized counseling services for students identified as at risk of not graduating with their class~~

1. Development and implementation, with parent/guardian involvement, of the student's immediate and long-range educational plans

2. Optimizing progress towards achievement of proficiency standards

3. Completion of the required curriculum in accordance with the student's needs, abilities, interests, and aptitudes

4. Academic planning for access and success in higher education programs, including advisement on courses needed for admission to public colleges and universities, standardized admissions tests, and financial aid

5. Career and vocational counseling, in which students are assisted in doing all of the following:

a. Planning for the future, including, but not limited to, identifying personal interests, skills, and abilities, career planning, course selection, and career transition

b. Becoming aware of personal preferences and interests that influence educational and occupational exploration, career choice, and career success

c. Developing realistic perceptions of work, the changing work environment, and the effect of work on lifestyle

d. Understanding the relationship between academic achievement and career success, and the importance of maximizing career options

e. Understanding the value of participating in career technical education and work-based learning activities and programs, including, but not limited to, service learning, regional occupational centers and programs, partnership programs, job shadowing, and mentoring experiences

(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6178.2 - Regional Occupational Center/Program)

f. Understanding the need to develop essential employable skills and work habits

g. Understanding the variety of four-year colleges and universities and community college vocational and technical preparation programs, as well as admission criteria and enrollment procedures

The district's educational counseling program also may include, but not be limited to, identification of students who are at risk of not graduating with the rest of their class, development of a list of coursework and experience necessary to assist students to satisfy the curricular requirements for college admission and successfully transition to postsecondary education or employment, and counseling regarding available options for a student to continue his/her education if he/she fails to meet graduation requirements.

The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for all high school students subject to compulsory continuation education. (Education Code 48431)

(cf. 6184 - Continuation Education)

No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category specified in BP 0410 - Nondiscrimination in District Programs and Activities.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)

In addition, counselors shall affirmatively explore with students the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. (Education Code 221.5)

For assessing or counseling students, the district shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students. (5 CCR 4931)

Colleges and prospective employers, including military recruiters, shall have the same access to students for recruiting purposes. (Education Code 49603; 10 USC 503; 20 USC 7908)

(cf. 5125.1 - Release of Directory Information)

Personal or Mental Health Counseling

A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by his/her credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

(cf. 1020 - Youth Services)
(cf. 5113 - Absences and Excuses)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5141.6 - School Health Services)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5147 - Dropout Prevention)
(cf. 6164.5 - Student Success Teams)

Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by his/her parent/guardian is confidential and shall not become part of the
student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602. (Education Code 49602)

(cf. 5022 - Student and Family Privacy Rights)
(cf. 5125 - Student Records)

A counselor shall consult with the Superintendent or designee and, as appropriate, with the district's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.

Crisis Counseling

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students and parents/guardians before, during, and after a crisis.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis if it occurs.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

(cf. 5136 - Gangs)
(cf. 5141.52 - Suicide Prevention)

Teacher-Based Advisory Program

The Board recognizes that a supportive, ongoing relationship with a caring adult can provide a student with valuable advice, enhance student-teacher relationships, and build the student's feelings of connectedness with the school. The Board authorizes the development of a teacher-based advisory program in which teachers advise students in such areas as academic planning, character development, conflict resolution, and self-esteem. Any teacher participating in this program shall be under the supervision of a credentialed school counselor as appropriate, receive related information and training, and be subject to this Board policy and law, including requirements pertaining to student confidentiality and nondiscrimination.

(cf. 4131 - Staff Development)

Legal Reference:
EDUCATION CODE
221.5 Prohibited sex discrimination
44266 Pupil personnel services credential
48431 Establishing and maintaining high school guidance and placement program
49600-49604 Educational counseling
51250-51251 School age military dependents
51513 Personal beliefs
FAMILY CODE
6920-6929 Consent by minor for treatment or counseling
HEALTH AND SAFETY CODE
124260 Mental health services; consent by minors age 12 and older
PENAL CODE
11166-11170 Reporting known or suspected cases of child abuse
WELFARE AND INSTITUTIONS CODE
5850-5883 Mental Health Services Act
CODE OF REGULATIONS, TITLE 5
4930-4931 Counseling
80049-80049.1 Pupil personnel services credential
80632-80632.5 Preparation programs for pupil personnel services
UNITED STATES CODE, TITLE 10
503 Military recruiter access to directory information
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act
7908 Armed forces recruiter access to students and student recruiting information
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family educational rights and privacy

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California Results-Based School Counseling and Student Support Guidelines, 2007
WEB SITES
American School Counselor Association: http://www.schoolcounselor.org
California Association of School Counselors: http://www.schoolcounselor-ca.org
California Department of Education: http://www.cde.ca.gov

Commission on Teacher Credentialing: http://www.ctc.ca.gov
U.S. Department of Education, access to military recruiters:
http://www.ed.gov/policy/gen/guid/fpco/hottopics/ht10-09-02.html

Policy: 6164.2
Adopted: December 11, 2008
Revised: May 8, 2014
Revised: April, 6, 2017

CABRILLO UNIFIED SCHOOL DISTRICT
Half Moon Bay, California

Cabrillo USD

Board Policy

Adult Education

BP 6200
Instruction

The Governing Board ~~recognizes~~ ***believes*** that education is a lifelong process and that it is important for individuals to continuously develop new skills. ***Eligible adults shall be offered opportunities to enroll in programs and courses that develop academic and workforce skills and, as appropriate, lead to completion of requirements for high school graduation.***

The Superintendent or designee ~~shall develop and oversee the district's adult education program. The Board shall approve all courses to be offered in this program.~~ ***shall recommend, for approval by the Board and the California Department of Education, courses to be offered through the district's adult education program.***

~~*(cf. 0410 - Nondiscrimination in District Programs and Activities)*~~

To ensure efficient and coordinated adult education services, the district shall collaborate with other local educational agencies and the community college district in the region's adult education consortium. The district shall participate in the consortium's identification of the educational needs of adults in the region, identification of available funding and services, development and approval of an adult education plan pursuant to Education Code 84906, and implementation of strategies to address the identified needs, improve the effectiveness of district services, and improve students' transitions into postsecondary education and the workforce.

The district's representative to the region's adult education consortium shall be designated by the Board. (Education Code 84905)

(cf. 9140 - Board Representatives)

The Superintendent or designee shall ensure that all teachers of adult education classes possess an appropriate credential issued by the Commission on Teacher Credentialing and have access to high-quality professional development to continuously enhance their knowledge and skills.

(cf. 4112.2 - Certification)
(cf. 4131 - Staff Development)

Adult education classes may be offered any day or evening, including weekends, for such length of time during the school year as determined by the Board. (Education Code 52505, 52513)

A certificate of completion of the eighth grade shall be awarded through the adult school upon successful completion of ***both of*** the following:

1. At least one term in the adult elementary program ~~which includes reading, writing, arithmetic, spelling, current events, geography, California and U.S. history, civics, and natural science~~

2. Overall eighth-grade placement on a recognized ~~standard~~ ***standardized*** achievement test

~~3. Successful passage of a district test in U.S. history and Constitution~~

Adult education students who fulfill the district's graduation requirements shall receive a diploma of high school graduation.

(cf. 6142.7 - Physical Education and Activity)
(cf. 6146.1 - High School Graduation Requirements)

The Superintendent or designee shall regularly report to the Board on the effectiveness of the district's adult education program. This report shall include, but not be limited to, the number of adults and high school students participating in the program, student participation in each type of adult education course or class, and the extent to which students successfully completed these programs, including, as applicable, the completion of requirements for the high school diploma or certificate of equivalency.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE
8500-8538 Adult education
10200 CalWORKs education and job training plan
41975-41976.2 Adult education; authorized classes and courses
44260.2-44260.3 Credential requirements, designated subjects adult education credential
44865 Qualifications for home teachers and teachers in special classes
46190-46192 Adult school; days of attendance
46300.1*-46300.4 Independent study* ~~*in adult education*~~
~~*46351-46352 Adult classes*~~
51040 Prescribed courses
51056 Adult education course of study
51225.3 Requirements for graduation
51241 ***Physical education exemptions***
51246 ~~*Exemption from attendance*~~ ***Physical education exemptions***
51730-51732 Elementary school special day and evening classes
51745-51749.6 Independent study
51810-51815 Community service classes
~~*51938 Parental excuse from sexual education or HIV/AIDS prevention education*~~
52500-52523 Adult schools
52530-52531 Use of hospitals
52540-52544 Adult English classes
52550-52556 Classes in citizenship
52570-52572 Disabled adults
52610-52616.24 Adult schools, finances
52651-52656 Immigrant Workforce Preparation Act
60410 Books for adult classes
84830 Adult education consortium
84900-84920 Adult Education Block Grant
WELFARE AND INSTITUTIONS CODE
11320-11329.5 CalWORKs, including education and job training
CODE OF REGULATIONS, TITLE 5
10501 Adult education
10508 Records and reports
10530-105~~*60*~~***34*** *Standards*
80034 Teaching credentials, adult education
80034.5 Adult education, substitute teachers
80036-80036.4 Requirements for designated subjects adult education credential
CODE OF REGULATIONS, TITLE 5 (continued)

80040.2-80040.2.7 Programs of personalized preparation for the designated subjects adult education teaching credentialing
~~*UNITED STATES CODE, TITLE 8*~~
~~*1184 Foreign students*~~
UNITED STATES CODE, TITLE 20
2301-2415 Carl D. Perkins Career and Technical Education Act
UNITED STATES CODE, TITLE 29
3101-3255 Workforce Innovation and Opportunity Act
3271-3333 Adult Education and Family Literacy Act

Management Resources:
~~*CDE*~~ ***CALIFORNIA DEPARTMENT OF EDUCATION*** *PUBLICATIONS*
Adult Education Handbook for California, ~~*1997*~~ ***2005***
Pupil Fees, Charges, and Other Deposits, Fiscal Management Advisory 12-02, April 24, 2013
WEB SITES
California Council for Adult Education: http://www.ccaestate.org
California Department of Education: http://www.cde.ca.gov/sp/ae
California Department of Industrial Relations, Division of Apprenticeship Standards: https://www.dir.ca.gov/das
Commission on Teacher Credentialing: http://www.ctc.ca.gov
Comprehensive Adult Student Assessment Systems: https://www.casas.org

Policy: 6200 **CABRILLO UNIFIED SCHOOL DISTRICT**
Adopted: December 11, 2008 **Half Moon Bay, California**
Revised: April 6, 2017

Cabrillo USD

Board Bylaw

Closed Session Purposes And Agendas

BB 9321
Board Bylaws

The Governing Board is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall hold closed sessions only for purposes authorized by law. A closed session may be held during a regular, special, or emergency meeting in accordance with law.

Each agenda shall contain a general description of each closed session item to be discussed at the meeting, as required by law. (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agenda/Meeting Materials)

The Board shall disclose in open session the items to be discussed in closed session. In the closed session, the Board may consider only those matters covered in its statement. After the closed session, the Board shall reconvene in open session before adjourning the meeting, and when applicable, shall disclose any action taken in the closed session, in the manner prescribed by Government Code 54957.1. (Government Code 54957.7)

(cf. 9321.1 - Closed Session Actions and Reports)

The Board shall not disclose any information that is protected by state or federal law. In addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)

(cf. 1340 - Access to District Records)

A Board member shall not disclose confidential information received in a closed session unless the Board authorizes the disclosure of that information. (Government Code 54963)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

Personnel Matters

The Board may hold a closed session ***under the "personnel exception"*** to consider the appointment, employment, evaluation of performance, discipline, or dismissal of an employee. Such a closed session shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957)

(cf. 2140 - Evaluation of the Superintendent)
(cf. 4115 - Evaluation/Supervision)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4215 - Evaluation/Supervision)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 4315 - Evaluation/Supervision)

The Board may also hold a closed session to hear complaints or charges brought against an employee by another person or employee, unless the employee requests an open session. Before the Board holds a closed session on specific complaints or charges brought against an employee, the employee shall receive written notice of his/her right to have the complaints or charges heard in open session if desired. This notice shall be delivered personally or by mail at least 24 hours before the time of the session. (Government Code 54957)

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

The Board may hold a closed session to discuss a district employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

Agenda items related to district employee appointments and employment shall describe the position to be filled. Agenda items related to performance evaluations shall specify the title of the employee being reviewed. Agenda items related to employee discipline, dismissal, or release require no additional information. (Government Code 54954.5)

Negotiations/Collective Bargaining

Unless otherwise agreed upon by the parties involved, the following shall not be subject to the Brown Act: (Government Code 3549.1)

1. Any meeting and negotiating discussion between the district and a recognized or certified employee organization

2. Any meeting of a mediator with either party or both parties to the meeting and negotiating process

3. Any hearing, meeting, or investigation conducted by a factfinder or arbitrator

4. Any executive (closed) session of the district or between the district and its designated representative for the purpose of discussing its position regarding any matter within the scope of representation and instructing its designated representatives

(cf. 4140/4240/4340 - Bargaining Units)
(cf. 4143/4243 - Negotiations/Consultation)
(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

The Board may meet in closed session to review the Board's position and/or instruct its designated representative regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees. ***Prior to the closed session, the Board shall identify its designated representative in open session.*** Any closed session held for this purpose may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the Board's designated representative. (Government Code 54957.6)

(cf. 2121 – Superintendent's Contract)

~~For represented employees, the Board may also meet in closed session regarding any other matter within the statutorily provided scope of representation. (Government Code 54957.6)~~

Closed sessions may take place prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees. For unrepresented employees, closed sessions

held pursuant to Government Code 54957.6 shall not include final action on the proposed compensation of one or more unrepresented employees. (Government Code 54957.6)

For represented employees, the Board may also meet in closed session regarding any other matter within the statutorily provided scope of representation. (Government Code 54957.6)

The Board also may meet in closed session with a state conciliator or mediator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6.
Agenda items related to negotiations shall specify the name of the district's designated representative(s) attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the organization representing the employee(s) or the position title of the unrepresented employee who is the subject of the negotiations. (Government Code 54954.5)

Matters Related to Students

The Board shall meet in closed session to consider the expulsion of a student, unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board may meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

The Board shall meet in closed session to address any student matter that may involve disclosure of confidential student information, or to consider a suspension, disciplinary action, or any other action against a student except expulsion. If a written request for open session is received from the parent/guardian or adult student, it will be honored to the extent that it does not violate the privacy rights of any other student. (Education Code 35146, 48912, 49070)

(cf. 5117 - Interdistrict Attendance)
(cf. 5119 - Students Expelled from Other Districts)
(cf. 5125.3 - Challenging Student Records)
(cf. 5144 - Discipline)

Agenda items related to student matters shall briefly describe the reason for the closed session, such as "student expulsion hearing" or "grade change appeal," without violating the confidentiality rights of individual students. The student shall not be named on the agenda, but a number may be assigned to the student in order to facilitate record keeping. The agenda shall also state that the Education Code requires closed sessions in these cases in order to prevent the disclosure of confidential student record information.

(cf. 5125 - Student Records)

Security Matters

The Board may meet in closed session with the Governor, Attorney General, district attorney, district legal counsel, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings; to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service; or to the public's right of access to public services or public facilities. (Government Code 54957)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515 - Campus Security)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Board may meet in closed session during an emergency meeting held pursuant to Government Code 54956.5 to meet with law enforcement officials for the emergency purposes specified in Government Code 54957 if agreed to by a two-thirds vote of the Board members present. If less than two-thirds of the members are present, then the Board must agree by a unanimous vote of the members present. (Government Code 54956.5)

Agenda items related to security matters shall specify the name of the law enforcement agency and the title of the officer, or name of applicable agency representative and title, with whom the Board will consult. (Government Code 54954.5)

Conference with Real Property Negotiator

The Board may meet in closed session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the district in order to grant its negotiator authority regarding the price and terms of payment for the property. (Government Code 54956.8)

Before holding the closed session, the Board shall hold an open and public session to identify its negotiator(s) and the property under negotiation and to specify the person(s) with whom the negotiator may negotiate. (Government Code 54956.8)

For purposes of real property transactions, negotiators may include members of the Board. (Government Code 54956.8)

Agenda items related to real property negotiations shall specify the district negotiator attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the negotiating parties and the street address of the real property under negotiation. If there is no street address, the agenda item shall specify the parcel number or another unique reference of the property. The agenda item shall also specify whether instruction to the negotiator will concern price, terms of payment, or both. (Government Code 54954.5)

Pending Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding a pending litigation when a discussion of the matter in open session would prejudice the district's position in the litigation. For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Litigation is considered "pending" in any of the following circumstances: (Government Code 54956.9)

1. Litigation to which the district is a "party" has been initiated formally. (Government Code 54956.9(a))
2. A point has been reached where, in the Board's opinion based on the advice of its legal counsel regarding the "existing facts and circumstances," there is a "significant exposure to litigation" against the district, or the Board is meeting solely to determine whether, based on existing facts or circumstances, a closed session is authorized. (Government Code 54956.9(b))

   Existing facts and circumstances for these purposes are limited to the following: (Government Code 54956.9)

a. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiffs and which do not need to be disclosed.

b. Facts and circumstances including, but not limited to, an accident, disaster, incident, or transactional occurrence which might result in litigation against the district, which are already known to potential plaintiffs and which must be publicly disclosed before the closed session or specified on the agenda.

c. The receipt of a claim pursuant to the Tort Claims Act or a written threat of litigation from a potential plaintiff. The claim or written communication must be available for public inspection.

(cf. 3320 - Claims and Actions Against the District)

d. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board.

e. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting and the record is available for public inspection. Such record does not need to identify an alleged victim of tortious sexual conduct or anyone making a threat on his/her behalf or identify an employee who is the alleged perpetrator of any unlawful or tortious conduct, unless the identity of this person has been publicly disclosed.

3. Based on existing facts and circumstances, the Board has decided to initiate or is deciding whether to initiate litigation. (Government Code 54956.9(c)

Before holding a closed session pursuant to the pending litigation exception, the Board shall state on the agenda or publicly announce the subdivision of Government Code 54956.9 under which the closed session is being held. If authority is based on Government Code

54956.9(a), the Board shall either state the title or specifically identify the litigation to be discussed or state that doing so would jeopardize the district's ability to effectuate service of process upon unserved parties or to conclude existing settlement negotiations to its advantage. (Government Code 54956.9)

Agenda items related to pending litigation shall be described as a conference with legal counsel regarding either "existing litigation" or "anticipated litigation." (Government Code 54954.5)

"Existing litigation" items shall identify the name of the case specified by either the claimant's name, names of parties, or case or claim number, unless the Board states that to identify the case would jeopardize service of process or existing settlement negotiations. (Government Code 54954.5)

"Anticipated litigation" items shall state that there is significant exposure to litigation pursuant to Government Code 54956.9(b) and shall specify the potential number of cases. When the district expects to initiate a suit, items related to anticipated litigation shall state that the discussion relates to the initiation of litigation pursuant to Government Code 54956.9(c) and shall specify the potential number of cases. The agenda or an oral statement before the closed session may be required to provide additional information regarding existing facts and circumstances described in item #2 b-e above. (Government Code 54954.5)

Joint Powers Agency Issues

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member. (Government Code 54956.95)

Closed session agenda items related to liability claims shall specify the claimant's name and the name of the agency against which the claim is made. (Government Code 54954.5)

(cf. 3530 - Risk Management/Insurance)

When the board of the JPA has so authorized and upon advice of district legal counsel, the Board may meet in closed session in order to receive, discuss, and take action concerning information obtained in a closed session of the JPA. During the Board's closed session, a Board member serving on the JPA board may disclose confidential information acquired during a closed session of the JPA to fellow Board members. (Government Code 54956.96)

The Board member may also disclose the confidential JPA information to district legal counsel in order to obtain advice on whether the matter has direct financial or liability implications for the district. (Government Code 54956.96)

Closed session agenda items related to conferences involving a JPA shall specify the closed session description used by the JPA and the name of the Board member representing the district on the JPA board. Additional information listing the names of agencies or titles of representatives attending the closed session as consultants or other representatives shall also be included. (Government Code 54954.5)

Review of Audit Report from California State Auditor's Office

Upon receipt of a confidential final draft audit report from the California State Auditor's Office, the Board may meet in closed session to discuss its response to that report. After public release of the report from the California State Auditor's Office, any Board meeting to discuss the report must be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Closed session agenda items related to an audit by the California State Auditor's Office shall state "Audit by California State Auditor's Office." (Government Code 54954.5)

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

(cf. 6162.5 - Student Assessment)

Agenda items related to the review of student assessment instruments shall state that the Board is reviewing the contents of an assessment instrument approved or adopted for the statewide testing program and that Education Code 60617 authorizes a closed session for this purpose in order to maintain the confidentiality of the assessment under review.

Legal Reference:

EDUCATION CODE
35031 Term of employment
41325-41329.3 Conditions of emergency apportionment
GOVERNMENT CODE
3511.1-3511.2 Local agency executives
53243-53243.4 Abuse of office
53260-53264 Employment contracts
54954 Time and place of regular meetings
54956 Special meetings
54957 Closed session personnel matters
54957.1 Closed session, public report of action taken
54957.6 Closed sessions regarding employee matters
UNITED STATES CODE, TITLE 26
105 Self-insured medical reimbursement plan; definition of highly compensated individual
UNITED STATES CODE, TITLE 42
300gg-16 Group health plan; nondiscrimination in favor of highly compensated individuals
CODE OF FEDERAL REGULATIONS
1.105-11 Self-insured medical reimbursement plan
COURT DECISIONS
San Diego Union v. City Council, (1983) 146 Cal.App.3d 947
ATTORNEY GENERAL OPINIONS
57 Ops. Cal. Atty. Gen. 209 (1974)

Management Resources:

CSBA PUBLICATIONS
Superintendent Contract Template, 2015
ATTORNEY GENERAL PUBLICATIONS
The Brown Act: Open Meetings for Local Legislative Bodies, 2003
WEB SITES
CSBA: http://www.csba.org
Association of California School Administrators: ~~http://www.acsa.org~~ ***http://www.acsa.org***
Office of the Attorney General, Dept. of Justice: http://caag.state.ca.us/

Bylaw: BB9321
Adopted: December 11, 2008
Revised: October 11, 2012
Revised: April 6, 2017

CABRILLO UNIFIED SCHOOL DISTRICT
Half Moon Bay, California