



Meeting Packet

Governing Board Meeting Agenda (REVISED 04-17-18)



Governing Board Meeting Agenda (REVISED 04-17-18)

CABRILLO UNIFIED SCHOOL DISTRICT

District Office Board Room

498 Kelly Avenue, Half Moon Bay, CA 94109

April 19, 2018

7:00 PM (Closed Session 6:00 PM)

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

2. ROLL CALL / QUORUM

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

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

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

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

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

i. Cabrillo Unified Teachers' Association

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 the Cabrillo Education Foundation.

The Cabrillo Education Foundation (CEF) is a non-profit organization that works in partnership with the Cabrillo Unified School District for the benefit of enriching educational excellence. The foundation supports three key areas, including Literacy, College and Career Readiness, and Innovation Grants.

The Cabrillo Unified School District would like to recognize CEF for their support of key programs. In the area of Literacy, CEF supports Readers Workshop, Information Literacy, and the Big Lift Initiative. In the area of College and Career Readiness, CEF supports the Advancement Via Individual Determination (AVID) program, Computer Science, Science Teacher Collaboration, and the Coastside Futures Initiative. In addition to these two areas, CEF also provides grants to fund innovative projects across the district.

At this time, the District would like to give special recognition to CEF for their support in partnering with the District to fund the 5th Grade Science Teacher position for the 2018-2019 school year. The District had eliminated the position for the 2018-2019 school year due to chronic underfunding of education by the State of California requiring that the district make cuts to its budget. The partnership with CEF allows the District to continue providing excellent instruction in the Next Generation Science Standards and Computer Science.

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 Presentation on Visual and Performing Arts

[11.a Green Sheet VAPA Presentation.pdf \(p. 8\)](#)

[11.a.1 VAPA Presentation.pdf \(p. 9\)](#)

12. DISCUSSION ITEMS

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

[12.a Green Sheet Board Representation End of Year.pdf \(p. 15\)](#)

[12.a.1 Board Representation End of Year.pdf \(p. 16\)](#)

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 Certificated Personnel Report

[14.a Green Sheet Certificated Personnel Report \(REVISED\).pdf \(p. 17\)](#)

- [14.a.1 Attachment Certificated Personnel Report.pdf \(p. 19\)](#)
- b. Approve Classified Personnel Report
 - [14.b Green Sheet Classified Personnel Report.pdf \(p. 22\)](#)
- c. Approve Changes to Non-Bargaining Employee Salary Schedule
 - [14.c Green Sheet Non-Bargaining Salary Schedule.pdf \(p. 24\)](#)
 - [14.c.1 Non Bargaining Employee Salary Schedule.pdf \(p. 25\)](#)
- d. Approve the Intent to Submit a Declaration of Need for Fully Qualified Educators for 2018-2019
 - [14.d Green Sheet Declaration of Need.pdf \(p. 26\)](#)
- e. Approve Assistant Superintendent of Educational Support Services Job Description
 - [14.e Green Sheet Assistant Sup Educational Support Job Description.pdf \(p. 28\)](#)
 - [14.e.1 Assistant Sup Educational Support Services Job Description.pdf \(p. 29\)](#)
- f. Approve Director of Personnel and Pupil Services Job Description
 - [14.f Green Sheet Director of Personnel.pdf \(p. 32\)](#)
 - [14.f.1 Director of Personnel Job Description.pdf \(p. 33\)](#)
- g. Approve Director of Technology Job Description
 - [14.g Green Sheet Director of Technology.pdf \(p. 36\)](#)
 - [14.g.1 Director of Technology.pdf \(p. 37\)](#)
- h. Accept Donations to Cabrillo Unified School District
 - [14.h Green Sheet Donations.pdf \(p. 39\)](#)
- i. Accept Enrollment Report for the Sixth Month for the 2017-2018 School Year
 - [14.i Green Sheet Enrollment Report Sixth Month.pdf \(p. 41\)](#)
 - [14.i.1 Period 6 Enrollment Report.pdf \(p. 42\)](#)
- j. Approve William Uniform Complaint Report
 - [14.j Green Sheet Williams Report.pdf \(p. 43\)](#)
 - [14.j.1 Williams Qt Report 04-30-18.pdf \(p. 44\)](#)
- k. Approve and Adopt Minutes of March 8, 2018 Regular Governing Board Meeting
 - [14.k Green Sheet Approve Meeting Minutes.pdf \(p. 45\)](#)
 - [14.k.1 Meeting Minutes March 8 2018.pdf \(p. 46\)](#)

15. ACTION ITEMS

- a. Approve Proposed Half Moon Bay High School Textbook Adoption

[15.a Green Sheet Textbook Adoption for HMBHS.pdf \(p. 52\)](#)

[15.a.1 Textbook Adoption Form HMBHS 2018-2019 Pre Calc.AP Calc AB.pdf \(p. 54\)](#)

- b. Adopt Resolution No. 05-18: Declaration for Substitute CBEST Waiver

[15.b Green Sheet Resolution No 05-18 Declaration for Substitute CBEST Waiver.pdf \(p. 62\)](#)

[15.b.1 CBEST Waiver Resolution No 05-18.pdf \(p. 63\)](#)

- c. Approve Resolution No. 06-18, Certificated and Classified Employee Appreciation Week

[15.c Green Sheet Resolution No 06-18 Employee Appreciation Week.pdf \(p. 64\)](#)

[15.c.1 Resolution No 06-18 Employee Appreciation Week.pdf \(p. 65\)](#)

- d. Adopt Resolution No. 07-18 in Support of Autism Awareness Month

[15.d Green Sheet Autism Awareness Month.pdf \(p. 66\)](#)

[15.d.1 Resolution No 07-18 Autism Awareness Month.pdf \(p. 67\)](#)

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

[15.e Green Sheet Updated Policies.pdf \(p. 68\)](#)

[15.e.1 Policy Guidelines Updates.pdf \(p. 70\)](#)

[15.e.2 BP6179 Supplemental Instruction.pdf \(p. 71\)](#)

16. FUTURE BOARD AGENDA ITEMS

- a. Hold Public Hearing for LCAP
- b. Hold Public Hearing for CUSD 18-19 Budget Approval
- c. On-going Policies Monthly Maintenance Update/Revisions

17. FUTURE EVENTS/DATES/REQUESTS

- a. April 20 - Farallone View Elementary School Talent Show, Farallone View Elementary School
- b. April 27 - General Open Enrollment Lottery, 9:00 AM, District Office
- c. May 1 - Big Lift Meeting, 3:00 PM, District Office
- d. May 1 - Chamber Education Committee Meeting, 4:00 PM, District Office
- e. May 4 - Mental Health Collaborative Fair, 7:00 PM, Cunha Intermediate School
- f. May 5 - Coyotefest/Open House, Pilarcitos/Alternative Ed, 12:00 to 5:00 PM, Pilarcitos High School

g. May 6 - "Fiesta" Sponsored by SIPA, 11:00 AM to 4:00 PM, Cunha Intermediate School

h. May 10 - 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.

CABRILLO UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM

BOARD MEETING DATE: April 19, 2018.

- ☐ ACTION
- ☐ CONSENT
- ☐ DISCUSSION
- ☒ INFORMATION

BOARD AGENDA NUMBER: 11.a

BOARD AGENDA ITEM: Receive Presentation on Visual and Performing Arts

DEPARTMENT: Curriculum and Instruction

CONTACT PERSON: Joy Dardenelle, Assistant Superintendent,
Curriculum & Instruction

BACKGROUND INFORMATION:

Cabrillo Unified School Districts' Visual and Performing Arts programs include visual arts, music, and performing arts.

REPORT/PROPOSAL:

The following presentation provides an overview of the Visual and Performing Arts program in our elementary and secondary schools. The key areas presented include visual arts, music, performing arts, and community events.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Receive presentation on Visual and Performing Arts.

*Cabrillo Unified
School District*

Visual and Performing Arts



Joy Dardenelle, Assistant Superintendent,
Curriculum and Instruction
April 19, 2018



*Cabrillo Unified
School District*

Cabrillo Unified School District Strategic Education Plan Goals

- Goal 1: Literacy and Reclassification
- Goal 2: College and Career Readiness
- Goal 3: Parent Engagement
- Goal 4: Safety and School Climate



Cabrillo Unified School District



Visual Arts

Performing Arts

Music

Community Events

Cabrillo Unified School District

Elementary Visual Arts



Integrated Art Lessons

Art in Action

School-wide Projects

PTO Support



*Cabrillo Unified
School District*

Elementary Performing Arts

Developing Literacy

Partnerships in
Performing Arts

Unique Opportunities
for Participation

PTO Support



*Cabrillo Unified
School District*

Elementary Music



Music in Daily Routines

Distinct Programs with
PTO Support

5th Grade Band through
District Funds



*Cabrillo Unified
School District*

Elementary Community Events

Talent Shows

Festivals and Fiestas

Parent Engagement
through Crafts

Connecting with
Secondary Programs



*Cabrillo Unified
School District*

Secondary Visual Arts



Unique Introductory
and Advanced Courses

Early College and
Advance Placement

Course Enrollment:
380 Half Moon Bay High
344 Cunha Intermediate

*Cabrillo Unified
School District*

Secondary Performing Arts

Drama and Broadcasting

Developing Career
Technical Pathways

Course Enrollment:
58 Half Moon Bay High
198 Cunha Intermediate



*Cabrillo Unified
School District*

Secondary Music



Instrumental and Vocal

Community Performances

Course Enrollment:
102 Half Moon Bay High
221 Cunha Intermediate

Cabrillo Unified School District

Secondary Community Events

Partnerships with
Elementary Schools

Open Opportunities
for Participation

Sparking Interest and
Support for Visual
and Performing Arts




Cabrillo Unified School District

“The artist begins with a vision –
a creative operation requiring effort.
Creativity takes courage.”
- Henri Matisse



CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: April 19, 2018

☐ 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.

2018 CUSD End of Year Ceremonies

<u>School</u>	<u>Date</u>	<u>Time</u>	<u>Governing Board Representative</u>	<u>Administrators Attending</u>
Los Listos Preschool	June 5, 2018	5:00 PM Hatch MU		Irene Preciado
Middle College College of San Mateo	May 29, 2018	5:30 PM CSM Theater College of SM		Jane Yuster
Pilarcitos	June 13, 2018	10:00 AM Multi-Purpose Room		Jane Yuster Holly Wade, Ph.D.
Farallone View	June 13, 2018	11:00 AM Playground		Joy Dardenelle
Cunha	June 13, 2018	6:00 PM Cunha Event Center		Jane Yuster Joy Dardenelle
El Granada	June 14, 2018	8:30 AM Multi-Purpose Room		Crystal Leach
Hatch	June 14, 2018	9:00 AM Multi- Purpose Room		Joy Dardenelle
Kings Mountain	June 14, 2018	10:00 AM Multi-Purpose Room		Holly Wade, Ph.D. Crystal Leach
Half Moon Bay High School	June 14, 2018	6:30 PM Cunha Event Center		Jane Yuster Joy Dardenelle Holly Wade, Ph.D. Crystal Leach

Approved and Adopted: April 19, 2018

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: April 19, 2018

☐ ACTION
☒ CONSENT
☐ DISCUSSION
☐ INFORMATION

BOARD AGENDA NUMBER: 14.a

BOARD AGENDA ITEM: Approve Certificated Personnel Report (REVISED 04-17-18)

DEPARTMENT: Personnel

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

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

1. OFFER OF EMPLOYMENT FOR CERTIFICATED ADMINISTRATION

Holly Wade, Assistant Superintendent of Educational Support Services, District Office, effective April 1, 2018.

2. RETIREMENT

Anne Bailey, Director of Technology, District Office, effective June 29, 2018. Ms. Bailey was hired on February 25, 1992.

Linda Souza, 4th/5th Grade Teacher, El Granada Elementary School, effective June 15, 2018. Ms. Souza was hired on September 4, 1986.

3. RESIGNATION

Sheila Billy, English Teacher, Half Moon Bay High School, effective June 15, 2018.

Lynn Cox, English Teacher, Cunha Intermediate School, effective June 15, 2018.

Erin Fitzgerald, 3rd Grade Teacher, Farallone View Elementary School, effective June 15, 2018.

Rebecca Law, Kindergarten Teacher, El Granada Elementary School, effective June 15, 2018.

Felicia Leon, 2nd Grade Immersion Teacher, Hatch Elementary School, effective June 15, 2018.

William Sullivan, English Teacher, Half Moon Bay High School, effective June 15, 2018.

Elizabeth Weatherly, 2nd/3rd Grade Teacher, Kings Mountain Elementary School, effective June 15, 2018.

Vicenta Ditto, Assistant Principal, Hatch Elementary School, effective June 29, 2018.

Jean Kuznik, Assistant Principal, Cunha Intermediate School, effective June 29, 2018.

4. RESCINDMENT OF REASSIGNMENT TO CLASSROOM

Bryan Felts, 5th Grade Science Teacher, multiple sites.

5. RECLASSIFICATION OF CERTIFICATED EMPLOYEES FROM TEMPORARY TO PROBATIONARY STATUS

<i>Teacher</i>	<i>Site</i>	<i>FTE</i>	<i>Status</i>	<i>Probationary Date</i>
Cicarelli Vana, Susan	Multiple	1.0	Prob I	11/1/2017
Clinton, Jeffrey	Cunha	1.0	Prob I	1/8/2018

FINANCIAL IMPACT:

Financial impact is included in the budget.



RECOMMENDATION:

Approve the Certificated Personnel report.

**CABRILLO UNIFIED SCHOOL DISTRICT
EMPLOYMENT AGREEMENT
FOR
ASSISTANT SUPERINTENDENT OF EDUCATIONAL SUPPORT SERVICES
(HOLLY WADE)**

This Agreement is hereby entered into by and between the Governing Board of the Cabrillo Unified School District and Holly Wade, herein referred to as "Assistant Superintendent of Educational Support Services."

The Superintendent on behalf of the Governing Board and Assistant Superintendent of Educational Support Services, for the consideration herein specified, agree as follows:

1. Basic Function: Under the general direction of the Superintendent, the Assistant Superintendent of Educational Support Services administers special education, personnel and pupil support services and performs other job related duties as required.

The Assistant Superintendent of Educational Support Services is responsible for providing effective leadership in all areas of special education, certificated and classified personnel, and student services. This position is a Senior Cabinet level position and is integrally involved with both setting and carrying out the strategic vision for Cabrillo Unified School district. The Assistant Superintendent of Educational Support Services reports directly to the Superintendent.

2. Evaluation: The Superintendent shall evaluate in writing and on an annual basis, the performance of the Assistant Superintendent of Educational Support Services. The evaluation shall be based on objective information related to the assigned job duties. If the evaluation is partially or wholly unsatisfactory in any respect, the written report shall describe such unsatisfactory performance in reasonable detail. The evaluation shall include recommendations for improvement of all instances that were deemed unsatisfactory. The term of this contract shall be automatically extended by one year, annually, upon receipt of a summary evaluation, which indicates that the Assistant Superintendent of Educational Support Services' performance meets the Superintendent's expectations.
3. Professional Growth: District encourages the continuing professional growth of the Assistant Superintendent of Educational Support Services, through activities approved in advance by the Superintendent. The District shall pay for the Assistant Superintendent of Educational Support Services' dues to join the Association of California School Administrators (ACSA).
4. Term: District, agrees to employ Holly Wade as the Assistant Superintendent of Educational Support Services, and hereby accepts the employment for a two-year term beginning April 1, 2018 and ending June 30, 2020.
5. Compensation: District shall compensate the Assistant Superintendent of Educational Support Services, for the 2017-18 school year at an annual salary of \$156,765.00 (which includes a \$2,538.00 Masters stipend and a \$2,538.00 Doctorate stipend), prorated based on days worked within a 220-day annual work calendar. Salary shall be payable on the last day of each month in installments of one twelfth of the annual salary rate for services rendered during the preceding month. An annual step increase shall be provided each year of this agreement in which the

Assistant Superintendent of Educational Support Services, received a positive evaluation. The Assistant Superintendent of Educational Support Services shall receive the same cost of living increase granted to other certificated management employees. The work year for the Assistant Superintendent of Educational Support Services, shall be two hundred and twenty (220) days. The establishment of the work days shall be subject to approval by the Superintendent. In the event that an adjustment results in an increase or decrease in the length of the work year, the annual base salary shall be adjusted accordingly.

6. Benefits: Kaiser and Anthem Blue Cross medical coverage are available through the District. The maximum annual District contribution for health benefits shall be \$11,167 towards the cost of medical, Delta Dental and VSP vision coverage (dental and vision coverage are non-voluntary).
7. Expense Reimbursement: The Assistant Superintendent of Educational Support Services, shall be reimbursed for mileage at the Board approved mileage rate for travel while on District business. District shall reimburse Assistant Superintendent of Educational Support Services, for all actual and necessary expenses incurred within the scope of employment providing such expenses are pre-approved by the Superintendent. Reimbursement shall be in accordance with Governing Board policy and District budget. Expenses not budgeted for may be responsibility of the Assistant Superintendent of Educational Support Services.
8. Termination of Employment:
 - a. Retirement
 - b. Resignation or mutual agreement of parties;
 - c. Discharge for Cause: In the event of discharge for cause, which shall be defined as conduct which is seriously prejudicial to District, this Contract may be terminated. This shall include, but not be limited to, unprofessional conduct, unsatisfactory performance, neglect of duty, or breach of Agreement. Should the Board elect to terminate this Contract prior to its expiration, the Board shall notify the Assistant Superintendent of Educational Support Services, in writing a detailed statement of charges. The Assistant Superintendent of Educational Support Services, will be afforded an opportunity for a hearing, which shall include the right to be represented by counsel and the right to call witnesses. Such hearing shall be conducted in closed session. The Assistant Superintendent of Educational Support Services, shall be provided a written decision describing the results of the hearing.
9. General Provisions: This Contract is the full and complete Contract between the parties hereto, and it can be changed or modified only in writing, signed by the parties or their successors in interest to this Contract. Except as modified herein, this Contract is subject to all applicable laws of the State of California, to the rules and regulations of the State Board of Education, and to the lawful rules and regulations of the Governing Board of the Cabrillo Unified School District. Said laws, rules, regulations and policies are hereby made a part of the terms and conditions of this Contract as though fully set forth herein. The District agrees that it shall defend, hold harmless and indemnify the Assistant Superintendent of Educational Support Services, pursuant to the provisions of Government Code section 810 et seq.

10. Sick Leave: The Assistant Superintendent of Educational Support Services, shall be provided with one day of sick leave per month, or a maximum of twelve (12) days of sick leave per year.

IN WITNESS HERETO, we affix our signatures to this Contract as the full and complete understanding of the relationships between the parties hereto.

Holly Wade, Assistant Superintendent of
Educational Support Services

Date

Jane Yuster, Superintendent

Date

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: April 19, 2018

☐ ACTION
☒ CONSENT
☐ DISCUSSION
☐ INFORMATION

BOARD AGENDA NUMBER: 14.b

BOARD AGENDA ITEM: Approve Classified Personnel Report

DEPARTMENT: Personnel

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

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

1. PROMOTION

Andrea Boewer, Registrar, Cunha Intermediate School, formerly Clerical Assistant II, El Granada Elementary school, effective March 21, 2018.

Theresa Strecker, Health Aide, Hatch Elementary School, formerly Paraprofessional Special Education II, Hatch Elementary School, effective February 1, 2018.

2. OFFERS OF EMPLOYMENT FOR 2017-2018

Christina Gortner, Paraprofessional Special Education II, Farallone View Elementary School, effective February 5, 2018.

Cesilia Velasquez, Paraprofessional Special Education II, Hatch Elementary School, effective March 5, 2018.

Estefania Villalobos, Paraprofessional Special Education II, Hatch Elementary School, effective March 1, 2018.

3. RETIREMENT

Karen Borges, Clerical Assistant II, Cunha Intermediate School, effective June 27, 2018. Ms. Borges was hired on September 6, 1988.

Eugenie Kessler, Paraprofessional Special Education II, Cunha Intermediate School, effective April 6, 2018. Ms. Kessler was hired on March 17, 2003.

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 19, 2018

- ☐ ACTION
- ☒ CONSENT
- ☐ DISCUSSION
- ☐ INFORMATION

BOARD AGENDA NUMBER: 14.c

BOARD AGENDA ITEM: Approve Changes to Non-Bargaining Employee Salary Schedule

DEPARTMENT: Personnel

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

The California minimum hourly rate was increased to \$11.00 effective January 1, 2018. Also, hourly rates for summer school teachers varied according to funding sources and assignment, creating an inconsistency in earnings for teachers during this period.

REPORT/PROPOSAL:

The Non-Bargaining Employee salary schedule has been updated to reflect the new minimum wage effective January 1, 2018 as well as incorporating a flat rate of \$35.00/hour for summer school teachers.

FINANCIAL IMPACT:

Financial impact is include in the budget.

RECOMMENDATION:

Approve changes to Non-Bargaining Employee Salary Schedule.

Cabrillo Unified School District

NONBARGAINING UNIT EMPLOYEES

2017-18

EFFECTIVE 08/24/07 (Board approved 01/17/08)	
Translator	\$19.99 an hour
EFFECTIVE 01/01/2018	
Adult Education Child Care Aide	\$11.00 an hour*
Adult Education Child Care Worker	\$13.00 an hour
Adult Education Tutor Aide (SLS)	\$13.22 an hour
Adult Education Accompanist	\$16.17 an hour
Adult Education Teacher/Proctors	\$32.59 an hour
Adult Credentialed Teacher Tutors (SLS)	\$32.59 an hour
EFFECTIVE 11/14/14 (Board approved 11/13/14)	
Regular Substitute Teacher	\$135.00 a day
Regular Substitute Teacher	\$160.00 a day after the 10 th consecutive day
Substitute Teacher Long-Term Assignment (min. 10 consecutive days)	\$160.00 a day
CUSD Retired Substitute Teacher	\$160.00 a day
CUSD Retired Substitute Teacher Long-Term Assignment (min. 10 consecutive days)	\$185.00 a day
EFFECTIVE 04/20/2018 (Requires Board approval)	
Student Worker	\$11.00 an hour*
Workability Student Worker	\$11.00 an hour*
Summer School Maintenance Helpers	\$11.00 an hour*
Summer School Teacher- Elementary	\$35.00 an hour
Summer School Teacher- Middle/High School	\$35.00 an hour
Student Homework Club Tutors	\$11.00 an hour*
Student Tutors (SLS)	\$11.00 an hour*
Adult Credentialed Teacher Tutors (SLS)	\$32.59 an hour
Dolphin Club Lead After School Tutor	\$16.00 an hour
Dolphin Club After School Tutor	\$12.00 an hour
AVID Aide	\$11.82 an hour
Extended Academic Center Teacher	\$32.59 an hour
Extended Academic Center Tutor	\$18.00 an hour
After School Kindergarten Enrichment Specialist	\$32.59 an hour
After School Kindergarten Enrichment Tutor	\$18.00 an hour
EFFECTIVE 01/19/2018 (Board approved 01/18/18)	
Noon Yard Duty Supervisor	\$12.75 an hour*
EFFECTIVE 08/22/2016 (Requires Board approval)	
CELDT Teachers	\$32.59 an hour
Detention Supervisor (Teacher)	\$32.59 an hour
Home Hospital Teacher	\$32.59 an hour
In-Home Specialized Academic Instruction Teacher	\$32.59 an hour

* Will adjust to current state minimum wage rate

Revised 01/01/2018

Board Approved: April 19, 2018

CABRILLO UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM

BOARD MEETING DATE: April 19, 2018

☐ 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 2018-2019

DEPARTMENT: Personnel

CONTACT PERSON: Jane Yuster, Superintendent

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, 2019.

REPORT/PROPOSAL:

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 2018-2019 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 2018-2019 school year.

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: April 19, 2018

☐ ACTION
☒ CONSENT
☐ DISCUSSION
☐ INFORMATION

BOARD AGENDA NUMBER: 14.e

BOARD AGENDA ITEM: Approve Assistant Superintendent of Educational Support Services Job Description

DEPARTMENT: Personnel

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

The Cabrillo Unified School District's Special Education department is currently overseen by the Director of Special Education. In an effort to provide a higher level of administrative oversight, responsibility of the department will now be assigned to the new position of Assistant Superintendent of Educational Support Services. In addition, this position will assume responsibility of Personnel and Pupil Services.

REPORT/PROPOSAL:

The Assistant Superintendent of Educational Support Services will provide guidance and leadership to all Special Education staff as well as serve on the District's Leadership team. The Director of Personnel and Pupil Services will be a direct report.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Approve Assistant Superintendent of Educational Support Services Job Description.



CABRILLO UNIFIED SCHOOL DISTRICT

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Cabrillo Unified School District Position Description

Assistant Superintendent Educational Support Services

Reports To: Superintendent

Classification: Management

Work Year: 220 days

Salary: Management Salary Scale

Basic Function

Under the general direction of the Superintendent, the Assistant Superintendent of Educational Support Services administers special education, Human Resources and pupil support services and performs other job related duties as required.

The Assistant Superintendent of Educational Support Services is responsible for providing effective leadership in all areas of special education, certificated and classified personnel, and student services. This position is a Senior Cabinet level position and is integrally involved with both setting and carrying out the strategic vision for Cabrillo Unified School district. The Assistant Superintendent of Educational Support Services reports directly to the Superintendent.

Representative Duties and Essential Functions (Persons employed in this position may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification but is intended to accurately reflect the principle job elements).

Representative Duties:

1. Provides leadership for the planning, development and implementation of high quality special education programs for students with exceptional needs.
2. Provides for a data driven system for special education in which essential timeline, assessment information, locations, and services are readily accessible to professional staff.
3. Communicates the goals of the special education program to staff and community.
4. Meets on a scheduled basis with the Special Education Parent Advisory Council (SEPAC).
5. Attends IEP meetings when necessary.
6. Interprets student assessment data for special needs programs.
7. Oversees district student health support policies and services.
8. Monitors, develops, and recommends Board Policies and Administrative Regulations regarding: Community Relations, Human Resources, and Students.
9. Oversees the planning, implementation, and evaluation of all special programs for certificated and administrative staff such as BTSA and Tier II Administrative Credential.
10. Supervises and coordinates the recruitment, selection, assignment, transfer, promotion, leaves, termination and retirement of certificated and classified personnel.
11. Provides leadership for the planning, development and implementation of positive school climate and safety plans, which includes the development and implementation of the Companion Plan, Support Plans: Counseling and Social Services and the Emergency Plans for the District.
12. Represents the District in certificated and classified negotiations and contract management.
13. Prepares State, District, and Departmental reports as needed.
14. Represents the District at County and State level meetings related to Community Relations, Special Education and Pupil Services, and Human Resources.

15. Monitors compliance with all applicable laws and regulation in relation to Special Education, Pupil Services and Human Resources that includes keeping records current for all special needs students in both hard copy and digital form.
16. Oversees the receipt and resolution of complaints that includes utilizing the District Uniform Complaint Procedure.
17. Attends all Board meetings unless excused by the Superintendent.

Essential Functions:

1. Work extended and/or flexible hours in order to attend Board and other public meetings/functions.
2. Work under pressure to complete a variety of written reports within specific timelines.
3. Presents public information in relation to areas of responsibility before the Trustees and public.
4. Ability to implement Human Resources practices that are compliant with California Education Code and negotiated with labor partner contracts.
5. Establish and maintain interpersonal relations with staff, administrators, trustees, employee groups, parents, and the public.
6. Ability to interpret Government and Education Code regulations and accurately and effectively communicate same to the public.
7. Ability to use appropriate software necessary for analysis of student and personnel data and demographic information.
8. Operate a motor vehicle for travel between the district office and other facilities as well as to and from other public agencies.

Education and Experience:

Any combination equivalent to: advanced degree (Doctorate preferred); three years of teaching experience; five years of increasingly responsible supervisory and management experience; demonstrates expertise in the areas of special education curriculum, instruction, and assessment; demonstrates experience in human resources; demonstrates fiscal responsibility.

Licenses and Other Requirements:

Valid California Administrative Services Credential; Valid California Teaching Credential; Valid California driver's license

Knowledge and Abilities:

Knowledge of:

- Federal, State and local laws relating to instruction, assessment, special education, pupil support services, Human Resources, and certificated and classified personnel.
- Principles, concepts, and techniques of professional development.
- Special education, pupil services, child development.
- Office management and procedures.
- The specialized jobs and tasks with Human Resources and Integrated Services.
- Principles of good public and interpersonal relations.
- Principles and techniques of organization, administration, and Human Resources management.
- Student assessment software, Microsoft Office, and Student Information Systems.

Ability to:

- Maintain current knowledge of trends in the assigned field.
- Provide senior and upper management leadership and direction in the decision-making process that includes support of the District Strategic Plan.
- Develop and coordinate effective training programs.
- Select, supervise, and evaluate personnel.
- Plan, organize and coordinate the work of others.
- Interpret and ensure compliance with complex regulations and laws.

- Develop and implement policies and procedures.
- Interpret, develop and present complex reports.
- Establish and maintain effective work relationships with those contacted in the performance of required duties.
- Communicate effectively both verbally and in written format.
- Communicate patience and courtesy in a manner that reflects positively on the organization.
- Apply integrity and trust in all situations.
- Apply strong leadership skills coupled with effectively working as part of a leadership team.
- Work effectively with Trustees, administrators, teachers, parents and other staff members.

Working Conditions

Environment:

Office and classroom environment; driving a vehicle to conduct work; occasional contact with dissatisfied individuals; constant interruptions.

Physical Abilities:

With reasonable accommodations, if necessary, sitting or standing for extended periods of time; hearing and speaking to exchange information and make presentations; seeing to monitor various activities and to read various documents; dexterity of hands and fingers to operate a computer keyboard and other office equipment; reaching overhead, above the shoulders and horizontally, bending at the waist or kneeling to retrieve supplies or other materials.

Cabrillo Unified School District is an Equal Opportunity Employer and reasonable accommodations are made under the Americans with Disability Act as required by law.

Board Adoption:

Original:

CABRILLO UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM

BOARD MEETING DATE: April 19, 2018

☐ ACTION
☒ CONSENT
☐ DISCUSSION
☐ INFORMATION

BOARD AGENDA NUMBER: 14.f

BOARD AGENDA ITEM: Approve Director of Personnel and Pupil Services Job Description

DEPARTMENT: Personnel

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

The position of Director of Personnel and Pupil Services will assume the responsibilities of serving as administrator of employee relations, employment, evaluation for certificated and classified personnel, Student Services, and chair the district safety committee, as well as support the Assistant Superintendent of Educational Support Services as needed.

REPORT/PROPOSAL:

The Cabrillo Unified School District is reorganizing the administrative responsibilities for the Special Education, Safety, Personnel and Pupil Services departments. The Director of Personnel and Pupil Services will report to the Assistant Superintendent of Educational Support Services and will be a member of the Superintendent's Cabinet.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Approve Director of Personnel and Pupil Services Job Description.



CABRILLO UNIFIED SCHOOL DISTRICT

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Cabrillo Unified School District Position Description

Director Personnel and Pupil Services

Reports To: Assistant Superintendent
Educational Support Services

Classification: Management

Work Year: 220 days

Salary: Management Salary Scale

Basic Function

Under the general direction of the Assistant Superintendent of Educational Support Services, the Director of Personnel and Pupil Services administers personnel and pupil support services and performs other job related duties as required.

The Director of Pupil and Personnel Services leads a program of employee relations, employment, evaluation for certificated and classified personnel, oversees Student Services, and chairs the district safety committee. The Director of Pupil and Personnel Services reports to the Assistant Superintendent of Educational Support Services and is a member of the Superintendent's Cabinet.

Representative Duties and Essential Functions (Persons employed in this position may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification but is intended to accurately reflect the principle job elements).

Representative Duties:

1. Prepare certificated and classified staffing allocations in collaboration with the schools and district office.
2. Develops position descriptions.
3. Plan and direct a program for recruitment, selection, and placement of certificated and classified personnel, including promotion from within the district.
4. Approve all transfer of staff.
5. Is responsible to the Assistant Superintendent for all collective bargaining matters including serving as the lead negotiator for all bargaining contracts.
6. Is responsible for the administration of all employee bargaining contracts.
7. Maintains and develops positive communication with employee groups, the public, and the Governing Board.
8. Provides assistance and support to all supervisory and management staff in disciplinary and dismissal actions.
9. Oversees the planning, implementation, and evaluation of all special programs for certificated and administrative staff such as BTSA and Tier II Administrative Credential.
10. Interpret and apply the Education Code, Board Policy and Administrative Regulations for personnel and employee matters.
11. Supervises all onboarding of new employees. Maintains and encourages employee growth and development.
12. Provides leadership for the planning, development and implementation of positive school climate and safety plans.
13. Administer the district's employee benefit programs, including insurance, retirement and workers' compensation.
14. Coordinate and monitor the district's evaluation procedures.
15. Maintain adequate and sufficient personnel records and files.
16. Supervise and evaluate personnel office employees.

17. Oversees the receipt and resolution of complaints that includes utilizing the District Uniform Complaint Procedure.
18. Supervises the substitute employee program.
19. Is responsible for Student Services activities including, but not limited to: suspensions and expulsions, Ed Code compliance for all student services and District personnel, chairs the Expulsion and the Student Attendance Review Board.
20. Other duties as assigned.

Essential Functions:

1. Work extended and/or flexible hours in order to attend Board and other public meetings/functions.
2. Work under pressure to complete a variety of written reports within specific timelines.
3. Presents public information in relation to areas of responsibility before the Trustees and public.
4. Ability to implement personnel practices that are compliant with California Education Code and negotiated with labor partner contracts.
5. Establish and maintain interpersonal relations with staff, administrators, trustees, employee groups, parents, and the public.
6. Ability to interpret Government and Education Code regulations and accurately and effectively communicate same to the public.
7. Ability to use appropriate software necessary for analysis of student and personnel data and demographic information.
8. Operate a motor vehicle for travel between the district office and other facilities as well as to and from other public agencies.

Education and Experience:

Any combination equivalent to: advanced degree; three years of teaching experience; five years of increasingly responsible supervisory and management experience; demonstrated expertise in the areas of human resources; student services; demonstrates fiscal responsibility.

Licenses and Other Requirements:

Valid California Administrative Services Credential preferred; Valid California Teaching Credential preferred; Valid California driver's license.

Knowledge and Abilities:

Knowledge of:

- Federal, State and local laws relating to pupil personnel services and certificated and classified personnel.
- Principles, concepts, and techniques of professional development.
- Office management and procedures.
- The specialized jobs and tasks with Human Resources and Student Services.
- Principles of good public and interpersonal relations.
- Principles and techniques of organization, administration, and personnel management.
- Student assessment software, Microsoft Office, and Student Information Systems.

Ability to:

- Maintain current knowledge of trends in the assigned field.
- Provide senior and upper management leadership and direction in the decision-making process that includes support of the District Strategic Plan.
- Develop and coordinate effective training programs.
- Select, supervise, and evaluate personnel.
- Plan, organize and coordinate the work of others.
- Interpret and ensure compliance with complex regulations and laws.

- Develop and implement policies and procedures.
- Interpret, develop and present complex reports.
- Establish and maintain effective work relationships with those contacted in the performance of required duties.
- Communicate effectively both verbally and in written format.
- Communicate patience and courtesy in a manner that reflects positively on the organization.
- Apply integrity and trust in all situations.
- Apply strong leadership skills coupled with effectively working as part of a leadership team.
- Work effectively with Trustees, administrators, teachers, parents and other staff members.

Working Conditions

Environment:

Office and classroom environment; driving a vehicle to conduct work; occasional contact with dissatisfied individuals; constant interruptions.

Physical Abilities:

With reasonable accommodations, if necessary, sitting or standing for extended periods of time; hearing and speaking to exchange information and make presentations; seeing to monitor various activities and to read various documents; dexterity of hands and fingers to operate a computer keyboard and other office equipment; reaching overhead, above the shoulders and horizontally, bending at the waist or kneeling to retrieve supplies or other materials.

Cabrillo Unified School District is an Equal Opportunity Employer and reasonable accommodations are made under the Americans with Disability Act as required by law.

Board Adoption:

Original:

CABRILLO UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM

BOARD MEETING DATE: April 19, 2018

☐ ACTION
☒ CONSENT
☐ DISCUSSION
☐ INFORMATION

BOARD AGENDA NUMBER: 14.g

BOARD AGENDA ITEM: Approve Director of Technology Job Description

DEPARTMENT: Personnel

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

Last updated in 2007, the existing job description for the Director of Technology has become obsolete and no longer fully addresses the technological needs and requirements of the District.

REPORT/PROPOSAL:

The newly-proposed Director of Technology job description reflects the ever-changing demands of 21st century technology within the school and office workplace and provides vision and strategic direction to support existing and future programs and services.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Approve Director of Technology job description.



CABRILLO UNIFIED SCHOOL DISTRICT

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Cabrillo Unified School District

Position Description

Director of Technology

Reports To: Assistant Superintendent
Curriculum and Instruction

Classification: Management

Work Year: 215 days

Salary: Management Salary Scale

Basic Function

Under the supervision of the Assistant Superintendent of Curriculum and Instruction, provide services to manage the use of technology for administrative and curricular purposes in a networked environment serving pre-school, TK-12, and adult school. Serve all district students by directing the integration of digital tools and best practices into curriculum, instruction, data analysis, and administrative systems.

Representative Duties and Essential Functions (Persons employed in this position may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification but is intended to accurately reflect the principle job elements).

Representative Duties:

1. Provide leadership in all aspects of technology for the school system.
2. Lead the development and implementation of a district strategic vision for educational technology for the purpose of ensuring effective, efficient use of technology to support district programs and services.
3. Provide policy support and decision-making on academic and administrative technology matters for the purpose of leading the District in the lawful and effective use of technology.
4. Supervise district-wide technology personnel in the maintenance and monitoring of district networks, hardware, accounts, and software.
5. Manage the student information system; stay up to date with new features, provide training and assistance to site personnel, implement changes and new features.
6. Manage the data warehouse and school-to-home communication tools.
7. Supervise the Data Specialist in collecting and reporting student data for federal and State reports and assessments and all other data requests and reports.
8. Maintain inventories of hardware, software, and licenses. Oversee license renewals and equipment replacement.
9. Facilitate updates of district websites. Manage web platform integration with the student information system; act as liaison between district and site admin with contracted web developer.
10. Provide technology-related staff development in formal and informal training sessions for certificated and classified staff and administrators.
11. Oversee the technology budget; advise and approve technology purchases.
12. Work with E-Rate consultant to identify eligible services and contract requirements.
13. Work with construction manager to specify network needs and standards.
14. Attend educational technology conferences and workshops.
15. Collaborate with the Superintendent, Cabinet, principals and school staff to make informed decisions.



CABRILLO UNIFIED SCHOOL DISTRICT

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Education and Experience:

- Valid California Administrative Services Credential preferred.
- Significant experience working in K-12 education technology.

Knowledge and Abilities:

- Experience with the operations and issues of an educational network.
- General knowledge of infrastructure requirements and components of local and wide area networks.
- Familiarity with educational technology resources, data systems, California state reporting requirements and educational technology issues.
- Ability to organize records and tasks.
- Ability to communicate effectively with all levels of school system staff.
- Knowledge of instructional practices and procedures in a TK-12 environment.
- Ability to design and implement targeted staff development.
- Demonstrated written and verbal communication skills, as well as speaking and presentation skills.

Cabrillo Unified School District is an Equal Opportunity Employer and reasonable accommodations are made under the Americans with Disability Act as required by law.

Board Adoption:

Original:

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: April 19, 2018

☐ ACTION
☒ CONSENT
☐ DISCUSSION
☐ INFORMATION

BOARD AGENDA NUMBER: 14.h

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 **\$4,102**

Spring Musical **\$350**

Brian M. Arnold, Eileen T. Arnold
Roberto John Vetrone
Edward O. Kalem, Renee A. Romero

Sports **\$3,602**

Randall F. Vail, Mary L. Vail
William P. Murray, Gay A. Buckland-Murray
Scott W. Howell, Katherine C. Howell
Maria Nurisio King, Matt King
Lisa O'Keefe
Deirdre Harger
Lazy "H" Ranch Enterprises, Inc.
Phil A. Griffiths, Mitone M. Griffiths
Thomas F. Zioncheck, Kimberly Zioncheck
Patrick Michael Hern

Brian C. Lewis, Lisa M. Lewis

Velma Ann Atkinson, Richard Atkinson

Donna J. Aniciete-Popiel, Pete Popiel

2080 Media Inc. DBA Playon! Sports

Student & Staff Recognition **\$150**

YourCause, LLC Trustee for AbbVie Employee Engagement Fund

FOOD SERVICES DEPARTMENT **\$200**

Lisa Phelen, John C. Lester

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 19, 2018

☐ ACTION
☒ CONSENT
☐ DISCUSSION
☐ INFORMATION

BOARD AGENDA NUMBER: 14.i

BOARD AGENDA ITEM: Accept Enrollment Report for the Sixth Month of the 2017-2018 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 2017-2018 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 2017-2018 school year.

**CABRILLO UNIFIED SCHOOL DISTRICT
2017-2018 SCHOOL YEAR
ENROLLMENT REPORT**

School Month No.	6								Date:	3 / 2 / 2018
Grade	El Granada	Farallone View	Hatch	Kings Mountain	Cunha	Half Moon Bay High	Pilarcitos	Home & Independent Study	TOTALS	
TK	18	16	17	0	-	-	-	0	51	
K	72	57	77	13	-	-	-	0	219	
1	48	50	93	10	-	-	-	0	201	
2	56	48	100	11	-	-	-	0	215	
3	63	46	97	11	-	-	-	0	217	
4	70	47	108	13	-	-	-	0	238	
5	56	53	89	13	-	-	-	0	211	
6	-	-	-	-	256	-	-	0	256	
7	-	-	-	-	254	-	-	1	255	
8	-	-	-	-	257	-	-	2	259	
9	-	-	-	-	-	253	0	1	254	
10	-	-	-	-	-	249	2	4	255	
11	-	-	-	-	-	214	12	5	231	
12	-	-	-	-	-	238	16	11	265	
Total Regular Enrollment	383	317	581	71	767	954	30	24	3127	
SDC Student Enrollment	21	0	0	0	19	14	0	0	54	
TOTAL ENROLLMENT	404	317	581	71	786	968	30	24	3181	
Total Enrollment as of 3/3/17	427	318	616	66	787	954	33	30	3231	
Difference between 3/3/17 Total Enrollment and 3/2/2018 Total Enrollment	-23	-1	-35	5	-1	14	-3	-6	-50	
Total Enrollment as of 1/27/18	405	321	581	71	791	973	28	24	3194	
Difference between 1/27/18 Total Enrollment and 3/2/18 Total Enrollment	-1	-4	0	0	-5	-5	2	0	-13	

CABRILLO UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM

BOARD MEETING DATE: January 18, 2018

☐ ACTION
☒ CONSENT
☐ DISCUSSION
☐ INFORMATION

BOARD AGENDA NUMBER: 14.j

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

DEPARTMENT: Superintendent/Governing Board

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND:

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

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

REPORT/PROPOSAL:

There have been no Williams Uniform Complaints (Education Code §35186) received by the Cabrillo Unified School District during the previous quarter.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Approve quarterly report on Williams Uniform Complaints (Education Code §35186).



**Quarterly Report on Williams Uniform Complaints
[Education Code § 35186]**

District: Cabrillo Unified School District

Person completing this form: Jane Yuster

Title: Superintendent

Quarterly Report:

(check one)

- ☐ **1st Quarter** – 7/1/2017 through 9/30/2017 – **DUE October 31, 2017**
☐ **2nd Quarter** – 10/1/2017 through 12/31/2017 – **DUE January 31, 2018**
☒ **3rd Quarter** – 1/1/2018 through 3/31/2018 – **DUE April 30, 2018**
☐ **4th Quarter** – 4/1/2018 through 6/30/2018 – **DUE July 31, 2018**

Date for information to be reported publicly at Governing Board meeting: April 19, 2018

Please check the box that applies:

- ☒ No complaints were filed with any school in the district during the quarter indicated above.
- ☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints. Copies of the complaint and the District's written response will be sent to SMCOE.

Please mark the table below with N/A if there are no complaints

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
TOTAL	0	0	0

Jane Yuster

Print Name of District Superintendent

Signature of District Superintendent

Date

*Remember to sign and date the report **after** it is presented at your district's board meeting.*

Please submit via email or fax to

Christian Morales-Aponte

cmaponte@smcoe.org

Phone: (650) 802-5307

Fax: (650) 802-5363

September 22, 2017

CMA

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: April 19, 2018

☐ ACTION
☒ CONSENT
☐ DISCUSSION
☐ INFORMATION

BOARD AGENDA NUMBER: 14.k

BOARD AGENDA ITEM: Approve and Adopt Minutes of March 8, 2018,
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 8, 2018, 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 8, 2018, regular Governing Board meeting.



Governing Board Meeting Minutes (Unadopted)

CABRILLO UNIFIED SCHOOL DISTRICT

District Office Board Room

498 Kelly Avenue, Half Moon Bay, CA 94109

March 8, 2018

7:00 PM (Closed Session 6:00 PM)

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

Administrators at the Table: Ms. Jane Yuster, Superintendent
Ms. Joy Dardenelle, Assistant Superintendent
Ms. Crystal Leach, Chief Business Official

Student Board Representative: Absent

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

2. ROLL CALL / QUORUM

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

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

Ms. Robin Soult, P.O. Box 370069, Montara, CA. Ms. Soult came to address the Governing Board regarding a teacher at Kings Mountain Elementary School. Ms. Soult requested that the Governing Board not take any action.

4. RECESS TO CLOSED SESSION - 6:07 P.M.

5. RECONVENE OPEN SESSION – 7:02 P.M.

The Governing Board met in closed session from 6:07 p.m. to 7:00 p.m. and took the following action:

1. Under Personnel Matters, the Governing Board voted 5-0 to non-reelect:
 - One (1) Probationary II Certificated employee for the 2018-2019 school year equating to a full time equivalent of 1.0

- Four (4) Probationary I certificated employees for the 2018-2019 school year equating to a full time equivalent of 4.0
 - Three (3) Certificated management employees for the 2018-2019 school year equating to a full time equivalent of 3.0
2. Under Personnel Matters, the Governing Board voted 5-0 to re-assign to a classroom teaching position:
- One (1) categorically funded permanent certificated employee for the 2018-2019 school year equating to a full time equivalent of 1.0
3. Under Personnel Matters, the Governing Board voted 5-0 to release:
- Twenty (20) temporary certificated employees for the 2018-2019 school year equating to a full time equivalent of 6.57.

6. PLEDGE OF ALLEGIANCE

The pledge of allegiance was led by Governing Board President Rob Pappalardo.

7. ADOPTION OF AGENDA AS PRESENTED / AMENDED

Motion to adopt the agenda as presented was made by Member Kimberly Hines and seconded by Member Kirk Riemer.

(M-61) Passed 5-0

8. STUDENT / STAFF / COMMUNITY RECOGNITION

None

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

None

10. REPRESENTATIVE REPORTS

CUTA Representative Kathy Wall said it is March and that means reports cards, testing and Open House, she said the end of the year whirl wind is about to start. Everyone can feel it. Ms. Wall said she is excited to note there are a lot of Hatch staff here tonight since the Board will be receiving the Hatch Site report. Ms. Wall said CUTA is working with the district on school safety, as it is a serious issue to everyone.

CSEA Representative Heather Campagna said CSEA is working collaboratively with administration and in April CSEA will sunshine contract items for negotiations. Ms. Campagna said CSEA is hopeful that funding will be secured to rehire employees that have been laid off this year.

11. REPORTS / INFORMATION / PRESENTATIONS

a. Receive Report on Hatch Elementary School

Mr. David Porcel, Principal of Hatch Elementary School, presented to the Governing Board a series of slides describing program highlights and progress towards the Strategic Educational Plan goals at Hatch Elementary School.

b. Receive Second Interim Budget Presentation

Ms. Crystal Leach, Chief Business Official, presented a slide presentation of the Second Interim Budget.

12. DISCUSSION ITEMS

a. Discuss First Reading of Proposed Half Moon Bay High School Textbook Adoption

Ms. Tiffany Zammit, Assistant Principal, Half Moon Bay High School, and Ms. Amy Treanor, Math Teacher, Half Moon Bay High School presented to the Governing Board for first reading the proposed textbook adoption for Half Moon Bay High School.

13. COMMUNICATIONS

Board Members

Member Freya McCamant said she wanted to recommend a book to everyone. It is called “The Nature Fix”. Ms. McCamant said she highly recommends this book. A book that talks about, with a scientific basis, how the exposure to nature can increase healing and decrease stress.

Member Sophia Layne said Hatch will begin Oceans Week, next month. There will be lots of opportunities for volunteers. Ms. Layne said she had the opportunity to visit several schools in the past couple of weeks, she also was able to participate in Challenge Day at Cunha and it really was a terrific event. Ms. Layne thanked everyone who helps make so much happen every day for the students and their families.

Member Kimberly Hines said she participated in Challenge Day at Cunha for the first time, and said it was really fantastic. She said it is so powerful that children can learn to be present with each other without judgement. Ms. Hines said she also had the opportunity to meet with Mr. Feldman to hear about all of the wonderful things happening at Cunha. Ms. Hines reminded everyone of the High School Musical “Little Mermaid” will be playing soon this month.

Member Rob Pappalardo said later this evening the Board will be voting to honor victims of the Parkland Shooting. He said Dr. Riemer spoke very eloquently at the last meeting about the tragedy and travesty happening in our nation and how we need to create safe environments for our kids at school. Mr. Pappalardo said it is fantastic for those students who have stood up and changed the dialog and urged change in the Florida state legislation.

Next week our students will participate in the National walkout, and hopefully peaceful voices can create needed change. Mr. Pappalardo commented on the High School basketball game last night and said, "What a Game." Mr. Pappalardo reminded the community that last month the Board passed a resolution to order a Bond to continue with the much needed work for our schools.

Student Board Member

Absent - No report given

Superintendent

Superintendent Yuster said it was her pleasure to attend both the Hatch Elementary and Farallone View Elementary Auction Nights. Both events had a really great turn out. Ms. Yuster said she cannot express how very proud of our students she is and how they plan to join in solidarity with the students of Parkland next week. They are putting their voice forward to what is a very important issue.

14. CONSENT ITEMS

- a. Approve Field Trip for Half Moon Bay High School Track and Field Team to Santa Barbara, California, March 23 - 25, 2018
- b. Approve Field Trip for Half Moon Bay High School Band to Anaheim, California, April 13 - 15, 2018
- c. Approve Field Trip for Half Moon Bay High School Surf Team to Oceanside, California, April 13 - 16, 2018
- d. Approve Field Trip for Half Moon Bay High School "Every 15 Minutes" Program to Loma Mar, California, May 1 - 2, 2018
- e. Approve Certificated Personnel Report
- f. Approve Classified Personnel Report
- g. Accept Donations to Cabrillo Unified School District
- h. Accept Enrollment Report for the Fifth Month of the 2017-2018 School Year
- i. Approve the Winter Submission of the Consolidated Application & Reporting System
- j. Approve and Adopt Minutes of February 8, 2018 Regular Governing Board Meeting

Motion to approve the consent items agenda as presented was made by Member Kirk Riemer and seconded by Member Sophia Layne.

(M-62) Passed 5-0

15. ACTION ITEMS

- a. Adopt Resolution No. 03-18, Reducing and/or Discontinuing of Classified Positions

Motion to adopt Resolution No. 03-18 reducing and/or discontinuing of classified positions was made by Member Sophia Layne and seconded by Member Kimberly Hines.

(M-63) Passed 5-0

Roll Call:

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

- b. Approve Second Interim Financial Report for Fiscal Year 2017-2018

Motion to approve positive certification for the second interim financial report for fiscal year 2017-2018 was made by Member Kirk Riemer and seconded by Member Kimberly Hines.

(M-64) Passed 5-0

- c. Cast District Ballot for Sub-region 5-B Representatives to the California School Boards Association's Delegate Assembly

Motion to approve all three candidates on the ballot for the Sub-region 5-B representative for the CSBA delegate assembly made by Member Kirk Riemer and seconded by Sophia Layne.

(M-65) Passed 5-0

- d. Adopt Resolution No. 04-18 in Honor of Parkland Shooting Victims and in Support of Greater Measures to Promote School Safety

After the reading of Resolution No. 04-18 by Superintendent Yuster a motion to adopt Resolution No. 04-18 in honor of the Parkland shooting victims and in support of greater measures to promote school safety was made by Member Freya McCamant and seconded by Member Kirk Riemer.

(M-66) Passed 5-0

Roll Call:

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

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

Motion to approve BP 0500, 1325, 3515.7, 4119.21, 5144, and 5144.1, as presented was made by Member Sophia Layne and seconded by Member Kirk Riemer.

(M-67) Passed 5-0

16. ADJOURNMENT OF THE MEETING

Motion to adjourn made by Member Freya McCamant and seconded by Member Kirk Riemer.

(M-68) Passed 5-0

Meeting was adjourned at 8:42 p.m.

Minutes prepared by Patricia Serrano, Administrative Assistant to the Superintendent

Minutes presented by Jane Yuster, Secretary to the Governing Board

Certified by:

Kimberly Hines
Clerk to the Governing Board

Date

CABRILLO UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM

BOARD MEETING DATE: April 19, 2018

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

BOARD AGENDA NUMBER: 15.a

BOARD AGENDA ITEM: Approve 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 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.

FINANCIAL IMPACT:

Costs related to Mathematics will be incurred by the General Fund.

AP Calculus AB/BC

105 Student textbooks, 1 Teacher textbook, @ \$196 w/6 years of online access and no use for hard copy workbooks. Total is Approximately: \$20,580

Pre Calculus, Regular & Advanced

210 Student textbooks, 2 Teacher textbooks @ \$190 w/6 years of online access and no use for hard copy workbooks. Total is Approximately: \$39,900

GRAND TOTAL for AP Calculus/Pre-Calculus Texts: \$60,480

RECOMMENDATION:

Approve proposed Half Moon Bay High School Textbook Adoption.

Selection and Evaluation of Instructional Materials
Textbook Adoption Form

Date: January 27, 2017

Title of Book: “Pre-calculus with Limits: A Graphing Approach & Calculus for AP” for “Pre-calculus” “AP Calculus AB”, and “AP Calculus BC”.

Grade/Course(s) in which book will be used: These textbooks are for 10th. - 12th. grades. See attached “CPM ISBN Listings” for more information.

Publisher: Cengage Learning

Latest Date of Publication: Copyright 2015, Seventh Edition, and Copyright 2017, First Edition.

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

Cost Per Copy: \$190 and \$196 includes hardbound book, 6 year Enhanced WebAssign+Online Fast Track to a 5.

Originator of Request: Tiffany Zammit and Amy Treanor, Half Moon Bay High School

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.

Cengage provides different strategies throughout the text in order to 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?

Cengage Learning believes that engagement is the foundation of learning... Engagement is at their core and their focus is on engaging with learners, both in the classroom and beyond, to ensure the most effective product design, [learning solutions](#) and [personalized services](#) – all to help people learn. They understand that an engaged learner is a successful one and are leading the transition to digital with a unique faculty AND student perspective to transform learning through engagement. Their name itself reinforces this core commitment – "engage" is at the "center" of all they do.

Cengage Learning is Engaged with...

- Students – By engaging with you and listening to how you work best, we are creating products and solutions to fit your learning style and help keep you engaged – wherever you are. We are putting students first in the development of educational materials and are transforming the learning process to help you succeed.

- Educators – Faculty tell us that their job is to Engage Students. Our job is to help. Engaging your students means to advance, challenge and inspire them in the classroom and beyond. By working together to develop solutions with the end-user in mind, and supporting your efforts with unparalleled services and support, we can help you cultivate engaged learners, resulting in better outcomes.
- Librarians – Information must be used to be valuable. You are curators of authoritative material, and together, with our content and digital tools, we can help you to engage your users with the treasures of the library.
- Employees – We are dedicated to improving engagement, and that begins by engaging our people. We learn as a team. Together we help others learn.

Cengage Learning is a leading educational content, technology, and services company for the higher education and K–12, professional and library markets worldwide. The company provides superior content, personalized services and course-driven digital solutions that accelerate student engagement and transform the learning experience.

The high school math teachers piloted many programs in depth over the past five years. Additionally, teachers attended the CPM Teaching Conferences and AP Statistic and AP Calculus AB/BC trainings and collaborated with other experts and school districts at the San Mateo County Office of Education to prioritize programs to pilot.

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

Each book shows which standards are being covered in the lesson itself. 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.

Cengage Learning 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.

Cengage Learning’s curriculum project was designed to write and provide 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

These courses use 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 which include CalcChat and WebAssign**, which will allow students to complete and turn in assignments online. 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.

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 Cengage Learning textbook and curricular resources. Cengage Learning not only works with high school math teachers but also college level teachers to ensure the transition to college learning is practiced and in place to be successful at higher level learning. 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 NCTM math conferences. 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.
7. *Calculus: Graphical, Numerical, Algebraic AP Edition*: Finney, Demana, Waits & Kennedy: a third edition textbook by Pearson/Prentice Hall. Well organized but no online resources.
8. *Salas and Hille's Calculus: One Variable*: Seventh Edition produced by Wiley. The organization of the text was difficult to follow and there were very few resources.
9. *Pre-calculus: Graphical, Numerical, Algebraic*: Fifth Edition by Addison Wesley Longman. Well organized and provided resources but missing an online approach to learning.

Why was this textbook selected?

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

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 the 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 our 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.”

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

We intend to meet the “standards” by using Cengage Learning 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 AP trainings and professional development four days during the 2015-2016 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

Board Approved Date:

Exhibit CABRILLO UNIFIED SCHOOL DISTRICT

CABRILLO UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM

BOARD MEETING DATE: April 19, 2018

- ☒ ACTION
- ☐ CONSENT
- ☐ DISCUSSION
- ☐ INFORMATION

BOARD AGENDA NUMBER: 15.b

BOARD AGENDA ITEM: Adopt Resolution No. 05-18: Declaration for Substitute CBEST Waiver

DEPARTMENT: Personnel

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

The California Commission on Teacher Credentialing is relaxing the requirement that each individual who wishes to be employed as a substitute and has not yet taken the CBEST must be approved by the Governing Board before a waiver is submitted to the Commission.

Instead, the Commission is requiring that a Governing Board declare that the district has hired teachers from its substitute pool to implement the Class Size Reduction Program and is now experiencing difficulty in recruiting individuals who qualify for the 30-Day substitute Teaching Permit. This declaration needs be approved only once for all substitute CBEST waivers requested in 2018-19.

REPORT/PROPOSAL:

The formal Declaration, Resolution No. 05-18 is attached for approval of the Governing Board. This approved Resolution as well as the Governing Board's minutes will be attached to each substitute CBEST waiver.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Adopt Resolution No. 05-18: Declaration for Substitute CBEST Waiver.

Cabrillo Unified School District
Resolution No. 05-18
Declaration for Substitute CBEST Waiver

WHEREAS, the Governing Board of Cabrillo Unified School District declares that teachers were hired from the district's substitute pool to implement class size reduction; and

WHEREAS, as a consequence of this action, the district is unable to recruit substitutes who have had an opportunity to take and pass the California Basic Education Skills Test (CBEST);

NOW, THEREFORE BE IT RESOLVED that the district anticipates employing 15 substitutes on Variable Term CBEST Waivers.

APPROVED, PASSED and ADOPTED Resolution No. 05-18 on this 19th day of April, 2018 by the Governing Board of Cabrillo Unified School District, Half Moon Bay, California.

AYES in Favor of Said Resolution:

NOES Against Said Resolution:

ABSENT:

ABSTAIN:

Certified by: _____

Date: _____

Kimberly Hines

Clerk to the Governing Board

CABRILLO UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM

BOARD MEETING DATE: April 19, 2018

- ☒ ACTION
- ☐ CONSENT
- ☐ DISCUSSION
- ☐ INFORMATION

BOARD AGENDA NUMBER: 15.c

BOARD AGENDA ITEM: Approve Resolution No. 06-18, Certificated and Classified Employee Appreciation Week

DEPARTMENT: Pupil Services

CONTACT PERSON: Jane Yuster, Superintendent

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. 06-18 is presented as a formal appreciation of these invaluable certificated and classified employees. This year, Certificated and Classified Employee Appreciation Week is May 7–11, 2018.

FINANCIAL IMPACT:

No financial impact to the General Fund.

RECOMMENDATION:

Approve Resolution No. 06-18, Certificated and Classified Employee Appreciation Week.

CABRILLO UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 06-18

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 7–11, 2018, as *Certificated and Classified Employee Appreciation Week* in the Cabrillo Unified School District.

Regularly passed and adopted Resolution No. 06-18 on this nineteenth day of April, 2018, by the following vote:

AYES in Favor of Said Resolution:

Absent:

Certified by:

Kimberly Hines
Clerk to the Governing Board

NOES against Said Resolution:

Abstention:

Date

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: April 19, 2018

- ☒ ACTION
- ☐ CONSENT
- ☐ DISCUSSION
- ☐ INFORMATION

BOARD AGENDA NUMBER: 15.d

BOARD AGENDA ITEM: Adopt Resolution No. 07-18 in Support of Autism Awareness Month

DEPARTMENT: Superintendent/Governing Board

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

The Centers for Disease Control and Prevention (CDC) estimates that 1 in 68 children live with autism spectrum disorder (ASD). It is vital that students living with autism spectrum disorder feel included and accepted in our classrooms, businesses, and communities. Every year, people around the world join together to support Autism Awareness Month and light up their communities by wearing blue through the month of April.

REPORT/PROPOSAL:

April has been designated National Autism Awareness Month. The Cabrillo Unified School District Board of Education recognizes and celebrates the countless ways individuals who live on the autism spectrum contribute to and strengthen our communities. The Cabrillo Unified School District Board is being asked to encourage the community to "Light It Up Blue" through the month of April to help shine a light on autism.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Adopt Resolution No. 07-18 in Support of Autism Awareness Month.

Cabrillo Unified School District

Resolution No. 07-18

Endorsing April as Autism Awareness Month

Whereas, April has been designated National Autism Awareness Month; and

Whereas, the Centers for Disease Control and Prevention (CDC) estimates that 1 in 68 children live with autism spectrum disorder (ASD); and

Whereas, the Cabrillo Unified School District Board of Education recognize and celebrate the countless ways individuals who live on the autism spectrum contribute to and strengthen our communities; and

Whereas, every year, people around the world join together to support Autism Awareness Month and light up their communities by wearing blue through the month of April; and

Whereas, it is vital that students living with autism spectrum disorder feel included and accepted in our classrooms, businesses, and communities;

Now, Therefore, Be It Resolved that the Cabrillo Unified School District Board of Education hereby observe April as Autism Awareness Month; and

Be It Further Resolved that the Cabrillo Unified School District Board of Education encourage the community to "Light It Up Blue" through the month of April to help shine a light on autism.

Regularly passed and adopted Resolution No. 07-18 on this nineteenth day of April, 2018, by the following vote:

AYES in Favor of Said Resolution:

NOES against Said Resolution:

Absent:

Abstention:

Certified by:

Kimberly Hines
Clerk to the Governing Board

Date

CABRILLO UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM

BOARD MEETING DATE: April 19, 2018

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

BOARD AGENDA NUMBER: 15.e

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
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 6179 is provided for adoption. This Board policy 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. This policy is 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 2018
Page 1 of 1

Note: Descriptions below identify revisions made in CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made.

BP 6179 - Supplemental Instruction
(BP revised)

Policy updated to delete reference to the requirement to provide supplemental educational services to eligible students from low-income families in Title I schools identified for program improvement, as the requirement was repealed by the, Every Student Succeeds Act (ESSA) (P.L. 114-95), and to add the requirement to provide alternative supports to eligible students in accordance with the CDE's ESSA transition plan.

Cabrillo USD

Board Policy

Supplemental Instruction

BP 6179

Instruction

The Governing Board recognizes that high-quality supplemental instructional programs can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills. The district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs. Supplemental instruction shall be offered in accordance with law and may be used to assist the district in meeting its goals for student achievement.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6164.5 - Student Success Teams)

Supplemental instruction may be offered during and outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intercessions. When the supplemental instruction is offered during the regular school day, it shall not supplant the student's instruction in the core curriculum areas or physical education.

(cf. 5148.2 - Before/After School Programs)

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

(cf. 1020 - Youth Services)

When determined to be necessary by the principal or designee, a student may be required to participate in supplemental instruction outside the regular school day. In such cases, written parent/guardian consent shall be obtained for the student's participation.

Supplemental instruction may be offered to students in grades 2-9 who have been retained or recommended for retention at their current grade level. (Education Code 37252.2, 48070.5)

(cf. 5123 - Promotion/Acceleration/Retention)

The district shall offer alternative supports designed to increase the academic achievement of socioeconomically disadvantaged students attending schools identified by the California Department of Education for program improvement for two or more consecutive years.

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

In addition, supplemental instruction may be offered to:

1. *Students who are identified as being at risk for retention based on state assessment results, grades, or other indicators*

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.51 - State Academic Achievement Tests)

2. *Students who demonstrate academic deficiencies that may jeopardize their attainment of academic standards*

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

(cf. 6142.94 - History-Social Science Instruction)

3. *High school students who need support to successfully complete courses required for graduation*

Legal Reference:

EDUCATION CODE

37200-37202 School calendar

37223 Weekend classes

37252-37254.1 Supplemental instruction, summer school

42238.01-42238.07 Local control funding formula

46100 Length of school day

48070-48070.5 Promotion and retention

48200 Compulsory education

48985 Translation of notices

51210-51212 Courses of study, elementary schools

51220-51228 Courses of study, secondary schools

52060-52077 Local control and accountability plan

60603 Definitions, core curriculum areas

60640-60649 California Assessment of Student Performance and Progress

60850-60859 High school exit examination, especially:

60851.5 Suspension of high school exit examination

CODE OF REGULATIONS, TITLE 5

11470-11472 Summer school

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

~~Supplemental instruction shall be offered to:~~

- ~~1. Students in grades 2-9 who have been retained or recommended for retention at their current grade level (Education Code 37252.2, 48070.5)~~

~~(cf. 5123 Promotion/Acceleration/Retention)~~

- ~~2. Eligible students from low-income families whenever the district or a district school receiving federal Title I funds has been identified by the California Department of Education for program improvement for two or more consecutive years (20 USC 6316)~~

~~(cf. 0520.2 Title I Program Improvement Schools)~~

~~(cf. 0520.3 Title I Program Improvement Districts)~~

~~In addition, supplemental instruction may be offered to:~~

- ~~1. Students who are identified as being at risk for retention based on state assessment results, grades, or other indicators~~

~~(cf. 5121 Grades/Evaluation of Student Achievement)~~

~~(cf. 6162.51 State Academic Achievement Tests)~~

- ~~2. Students who demonstrate academic deficiencies that may jeopardize their attainment of academic standards~~

~~(cf. 6142.6 Visual and Performing Arts Education)~~

~~(cf. 6142.7 Physical Education and Activity)~~

~~(cf. 6142.91 Reading/Language Arts Instruction)~~

~~(cf. 6142.92 Mathematics Instruction)~~

~~(cf. 6142.93 Science Instruction)~~

~~(cf. 6142.94 History Social Science Instruction)~~

- ~~3. High school students who need support to successfully complete courses required for graduation~~

Legal Reference:

EDUCATION CODE

~~37200-37202 School calendar~~

~~37223 Weekend classes~~

~~37252-37254.1 Supplemental instruction, summer school~~

~~42238.01-42238.07 Local control funding formula~~

~~46100 Length of school day~~

~~48070-48070.5 Promotion and retention~~

~~48200 Compulsory education~~

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~~51210-51212 Courses of study, elementary schools~~

~~51220-51228 Courses of study, secondary schools~~

~~52060-52077 Local control and accountability plan~~

~~60603 Definitions, core curriculum areas~~

~~60640-60649 California Assessment of Student Performance and Progress~~

~~60850-60859—High school exit examination, especially:~~

~~60851.5—Suspension of high school exit examination~~

~~CODE OF REGULATIONS, TITLE 5~~

~~11470-11472—Summer school~~

~~UNITED STATES CODE, TITLE 20~~

~~6316—Program improvement schools and districts~~

Management Resources:

~~U.S. DEPARTMENT OF EDUCATION GUIDANCE~~

~~Supplemental Educational Services, January 14, 2009~~

~~Innovations in Education: Creating Strong Supplemental Educational Services Programs, May 2004~~

~~WEB SITES~~

~~CSBA:—<http://www.csba.org>~~

~~California Department of Education:—<http://www.cde.ca.gov>~~

~~U.S. Department of Education:—<http://www.ed.gov>~~

Policy: 6179

Adopted: December 11, 2008

Revised: May 8, 2014

Revised: August 11, 2016

Revised: April 19, 2018

CABRILLO UNIFIED SCHOOL DISTRICT

Half Moon Bay, California