# Meeting Packet

## Regular Governing Board Agenda

# Regular Governing Board Agenda

# CABRILLO UNIFIED SCHOOL DISTRICT

District Office Board Room
498 Kelly Avenue, Half Moon Bay, CA 94109
April 8, 2019, 7:00 PM
(Closed Session 6:00 PM)

## 1. CALL TO ORDER - 6:00 PM

## 2. ROLL CALL / QUORUM

___ Mr. Sophia Layne, President
___ Ms. Kimberly Hines, Vice President
___ Ms. Lizet Cortes, Clerk to the Governing Board
___ Ms. Mary Beth Alexander, 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. With respect to every item of business to be discussed in closed session pursuant to (Government Code §54957.6): Update School Facilities Construction.

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

   i. Cabrillo Unified Teachers' Association

   ii. California School Employees' Association, Chapter 485

f. Public Employee Evaluations: Superintendent (Government Code §54954.5, §54957).

## 5. RECONVENE OPEN SESSION – 7:00 PM

**Board Meetings are Recorded and Broadcast**

The district may tape, film, stream, or broadcast any open Board meeting. At the beginning of the meeting, the Board president shall announce that a recording or broadcasting is being made at the direction of the Board and that the recording or broadcast may capture images and sounds of those attending the meeting. As practicable, the recorder or camera shall be placed in plain view of meeting participants.

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 following Half Moon Bay High School students:

- **Lani Southern** for being named finalist for the National Merit Scholarship
- **John Lichtenberg** for being named finalist for the National Merit Scholarship
- **Llisel Badajos** for receiving the Every Student Succeeding Award and Scholarship from ACSA Region 5

## 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 interpretation in order to participate in this meeting are asked to contact the Superintendent's Office in advance at (650) 712-7112. (*Si usted necesita interpretación al español para participar en esta reunión se pide que se ponga en contacto con la oficina del Superintendente antes de esta fecha al (650) 712-7112.)

## 10. REPRESENTATIVE REPORTS

a. CUTA Representatives

b. CSEA Representatives

## 11. REPORTS / INFORMATION / PRESENTATIONS

a. Receive Report on Career Readiness included in the District Strategic Education Plan - Goal 2

11.a Board Memo College and Career Readiness LCAP Goal 2.pdf (p. 9)

11.a.1 College and Career Readiness Presentation.pdf (p. 10)

b. Receive Special Education Services Report

11.b Board Memo Special Education Services Report.pdf (p. 21)

11.b.1 Special Education Services Report Presentation.pdf (p. 23)

## 12. DISCUSSION ITEMS

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

12.a Board Memo End of School Year Ceremonies.pdf (p. 34)

12.a.1 2019 End Of School Year Ceremonies.pdf (p. 35)

b. Third Public Hearing to Solicit Public Input on Draft Maps of Trustee Areas

12.b Board Memo Third Public Hearing Draft Maps.pdf (p. 36)

12.b.1 Notice of Public Hearing - Draft Maps.pdf (p. 37)

12.b.2 Proposed_Map_Green_Draft.pdf (p. 38)

12.b.3 Proposed_Map_Yellow_Draft.pdf (p. 40)

12.b.4 Proposed_Map_Purple_Draft.pdf (p. 42)

12.b.5 Proposed_Map_Orange_Draft.pdf (p. 45)

## 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 Board Memo Certificated Personnel Report.pdf (p. 47)

b. Approve Classified Personnel Report

14.b Board Memo Classified Personnel Report.pdf (p. 48)

c. Approve the Intent to Submit a Declaration of Need for Fully Qualified Educators for 2019-2020

14.c Board Memo Declaration of Need.pdf (p. 50)

d. Approve Family Services Specialist Changes to Job Description and Salary Range

14.d Board Memo Family Services Specialist Changes.pdf (p. 52)

14.d.1 Family Services Specialist Job Description Revised March 2019.pdf (p. 53)

e. Accept Donations to Cabrillo Unified School District

14.e Board Memo Donations.pdf (p. 55)

f. Approve Quarterly Report on Williams Uniform Complaints (Education Code §35186)

14.f Board Memo Williams Report.pdf (p. 56)

14.f.1 2018-19_Williams_UCP_Q3_Report.pdf (p. 57)

g. Approve and Adopt Minutes of March 6, 2019 Special Governing Board Meeting and March 14, 2019 Regular Governing Board Meeting

14.g Board Memo Board Minutes.pdf (p. 58)

14.g.1 2019-03-06 Special Board Minutes.pdf (p. 59)

14.g.2 2019-03-14 Board Minutes.pdf (p. 62)

## 15. ACTION ITEMS

a. Adopt Resolution No. 02-19: Establishing and Implementing Trustee Area District Elections for Board Members Pursuant to Elections Code Section 10010

15.a Board Memo Establishing and Implementing Trustee Area District Elections.pdf (p. 70)

15.a.1 Resolution No. 02-19 Establishing and Implementing Trustee Area District Elections.pdf (p. 72)

b. Adopt Resolution No. 03-19: AB 428 Funding for Children with Disabilities

15.b Board Memo AB 428 Children with Disabilities Resolution.pdf (p. 75)

15.b.1 Resolution No. 03-19 AB 428 Funding for Children with Disabilities.pdf (p. 76)

c. Adopt Resolution No. 04-19: Calling for Support of AB 39 to Increase Local Control Funding for California's Public Schools

15.c Board Memo AB 39 LCFF Increase Resolution.pdf (p. 78)

15.c.1 Resolution No. 04-19 AB 39 LCFF Increase.pdf (p. 79)

d. Sign Letter of Support for SCA 5, Lowering the Threshold for Parcel Tax

15.d Board Memo SCA 5 Lowering the Threshold for Parcel Tax Support Letter.pdf (p. 81)

15.d.1 Senate Constitutional Amendment 5 Support Letter.pdf (p. 83)

e. Sign Letter of Support for AB 1322, Office of School-Based Health Programs

15.e Board Memo AB 1322 Office of School-Based Health Programs Support Letter.pdf (p. 84)

15.e.1 AB 1322 (Berman) Support Letter.pdf (p. 86)

f. Adopt Resolution No. 05-19: Support of Autism Awareness Month

15.f Board Memo Autism Awareness Month.pdf (p. 87)

15.f.1 Resolution No. 05-19 Autism Awareness Month.pdf (p. 88)

g. Adopt Resolution No. 06-19: Certificated and Classified Employees Week

15.g Board Memo Certificated and Classified Staff Appreciation Week.pdf (p. 89)

15.g.1 Resolution No 06-19 Certificated and Classified Staff Appreciation Week.pdf (p. 90)

h. Adopt Resolution No. 07-19: Declaration for Substitute CBEST Waiver

15.h Board Memo CBEST Waiver Resolution.pdf (p. 92)

15.h.1 Resolution No. 07-19 Declaration for Substitute CBEST Waiver.pdf (p. 93)

i. Approve Form J-13A Waiver Request for School Closures Due to Hazardous Air Quality from the November 2018 Camp Fire

15.i Board Memo Approve Form J-13A Waiver Request.pdf (p. 94)

15.i.1 Form J-13A November 2018 (Camp Fire) (Attendance-Schools Closure).pdf (p. 95)

15.i.2 State Funding for the Closed Schools - Year 2018.pdf (p. 100)

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

15.j Board Memo Policies Updates.pdf (p. 102)

15.j.1 Policy Guidesheet.pdf (p. 104)

15.j.2 BP 5141.52 Suicide Prevention.pdf (p. 106)

15.j.3 BP 5144 Discipline.pdf (p. 109)

15.j.4 BP 5146 Married-Pregnant-Parenting Student.pdf (p. 113)

15.j.5 BP 5148.3 Preschool-Early Childhood Education.pdf (p. 120)

15.j.6 BP 6170.1 Transitional Kindergarten.pdf (p. 125)

15.j.7 BP 6175 Migrant Education Program.pdf (p. 129)

15.j.8 BP 6190 Evaluation of the Instructional Program.pdf (p. 132)

15.j.9 BB 9322 Agenda-Meeting Materials.pdf (p. 136)

15.j.10 BB 9324 Minutes and Recording.pdf (p. 142)

## 16. FUTURE BOARD AGENDA ITEMS

a. Summer School Preview

b. Multi-Tiered System of Support Report

c. Mental Health Services Update

d. Dyslexia Committee Recommendations

e. Communications Plan Update

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

## 17. FUTURE EVENTS/DATES/REQUESTS

a. April 10 - Coffee with the Principal, El Granada Elementary School Library, 8:00 AM

b. April 11 - Cabrillo Parent Collaborative: College-When, How and What to Prepare, HMB Library, 6:00 PM

c. April 12-19 - Spring Recess, No School for Students and Teachers

d. April 23 - Earth Day Assembly, Hatch Elementary School, MPR, 9:15-11:15 AM

e. April 27 - Prom! Coconut Grove in Santa Cruz (Boardwalk), 7:00-11:00 PM

f. May 5 - Hatch Fiesta, Cunha Campus, 11:00 AM - 5:00 PM

g. May 7 - Parent Appreciation Tea, El Granada Elementary School Library, 1:30 PM

h. May 7 - Big Lift Collaborative Meeting, District Office Board Room, 3:00 PM

i. May 7 - Chamber Education Committee Meeting, District Office Board Room, 4:00 PM

j. May 7 - Coastside Community Job Fair, La Costa Adult School (Pilarcitos High School), 6:30 PM

k. May 11 - Coyote Fest, Pilarcitos High School, 12:00 PM

l. May 16 - Regular Governing Board Meeting, District Office Board Room, 7:00 PM

## 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 pm. 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 8, 2019

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

**BOARD AGENDA NUMBER:** 11.a

**BOARD AGENDA ITEM:** Receive Report on College and Career Readiness Included in the District Strategic Education Plan - Goal 2

**DEPARTMENT:** Curriculum and Instruction

**CONTACT PERSON:** Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction
Raj Bechar, Principal, Pilarcitos High School
James Barnes, Assistant Principal, Half Moon Bay High School

**BACKGROUND INFORMATION:**

The Local Control Accountability Plan (LCAP), also known as our Strategic Education Plan, is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. This is the second year of this three-year plan.

**REPORT/PROPOSAL:**

This is a report on the College and Career Readiness plan included in the Local Control Accountability Plan (LCAP) Goal 2 which states, "Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready."

This report is an update on our progress toward the measurable outcomes for this Goal 2 of the Strategic Education Plan.

**FINANCIAL IMPACT:**

Financial impact is included in the budget.

**RECOMMENDATION:**

Receive report on College and Career Readiness included in the District Strategic Education Plan - Goal 2.

Cabrillo Unified School District

# College and Career Readiness at CUSD High Schools: Half Moon Bay HS and Pilarcitos HS

Joy Banzon Dardenelle
Assistant Superintendent, Curriculum and Instruction

Rajan Bechar, Principal, Pilarcitos High School

James Barnes
Assistant Principal, Half Moon Bay High School

April 8, 2019

Cabrillo Unified School District

# Local Control Accountability Plan Goal 2: College and Career Readiness

Increase the percentage of students who are engaged in curriculum that prepares them for college and career.

Cabrillo Unified School District

## Half Moon Bay High School

**A comprehensive high school offering college prep, vocational, and specialized programs to a general population of students.**

**From the HMBHS Mission and Vision statement:**

**"Our school provides a strong comprehensive education for all of our students in order to prepare for and value citizenship, employment, and further education."**

Cabrillo Unified School District

## PILARCITOS HIGH SCHOOL

*Cabrillo Unified School District*

RESPECTFUL • COMPASSIONATE • RESPONSIBLE

***The Pilarcitos High School family works together to create:***

- *A peaceful learning environment;*
- *A safe setting to explore academic, social and emotional success;*
- *An atmosphere of unconditional support and guidance to continue on a path of lifelong learning.*

Cabrillo Unified School District

## CUSD Graduation Requirements
**(Pilarcitos & HMBHS)**



- 4 Years History
- 4 Years English
- 3 Years Math
  (Incl. Alg. 1)
- 2 Years Science
- 1 Year Language or Fine Art
- 14 Semesters Electives
- 4 Semesters Physical Education

Cabrillo Unified School District

## Comparison of UC/CSU requirements with CUSD

| *UC/CSU A-G* | *CUSD Graduation* |
|---|---|
| A. 2 Years History/Govt | 4 Years History |
| B. 4 Years English | 4 Years English |
| C. 3 Years Math (4 Rec.) | 3 Years Math (Incl. Alg. 1) |
| D. 2 Years Science (3-4 Rec.) | 2 Years Science |
| E. 2 Years Language (3 Rec.) | { 1 Year Language or Fine Art |
| F. 1 Year Fine Art | |
| G. 1 Year Elective (G or + A-F) | 14 Semesters Electives |
| | 4 Semesters Physical Education |

Cabrillo Unified School District

## Graduation Rates at CUSD

| | |
|---|---|
| 2015-2016: | HMBHS: 97.2% |
| | CUSD: 89.8% |
| 2016-2017: | HMBHS: 95.9% |
| | CUSD: 90.2% |
| 2017-2018: | HMBHS: To Be Announced |
| | CUSD: To Be Announced |

Cabrillo Unified School District

## Graduates Completing A-G Requirements:

| | 2016 | 2017 | 2018 |
|---|---|---|---|
| **HMBHS - all students** | 57% | 57% | 53% |
| **CUSD - all students** | 54% | 54% | 50% |
| **CUSD - English Learners** | 13% | 7% | 9% |
| **CUSD - Socioeconomically Disadvantaged** | 39% | 27% | 28% |

Cabrillo Unified School District

## Academic Supports & Engagement toward Graduation at HMBHS




- Three Academic Counselors
- ELD program
- AVID program
- Special Education
- Advisory, Homework Club & Tutoring
- Credit Recovery
- Cougar Talk & Placement Options

Cabrillo Unified School District

## Academic Supports & Engagement toward Graduation at PHS



- Small Class Sizes
- Teacher, Mentor, Counselor
- Customized Assignments
- Work Experience
- Concurrent Enrollment
- Innovative Instruction & Offerings

Cabrillo Unified School District

## Preparing for College and Career: HMBHS

- 4-Year Colleges and Universities
- Community College/2-year transfers
- Trades
- Visual and Performing Arts



Cabrillo Unified School District

## Preparing for College and Career: HMBHS

Ways for students to make connections and gain skills:

- Vocational Transition Services
- College Information and Outreach
- Community Service
- CTE partner organizations
- Service Clubs

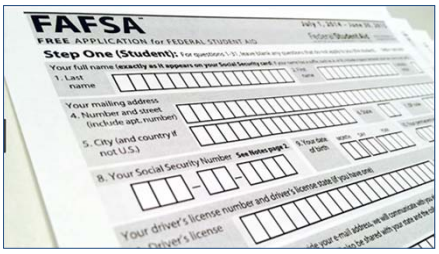


Cabrillo Unified School District

## Preparing for College and Career: PHS

**Preparation Course: *"Your Future"***

- Personal Skills
- Lessons In Life
- College/Trade School




Cabrillo Unified School District

## Social-Emotional Engagement toward Graduation at HMBHS



- Courses
- Programs
- Groups
- Interventions

Cabrillo Unified School District

## Social-Emotional Engagement toward Graduation at PHS




- Positive Behavioral Interventions & Supports
- Restorative Justice
- School Linked Services Counseling
- Groups

Cabrillo Unified School District

## Engaging Families and Community Partners: HMBHS

● HMBHS Foundation ● Grad Night ● Cougar Boosters ● Friends of Cougars in Concert ● ELAC ● School Site Council ● Safety Committee ● Ag Advisory ● Health & Wellness Committee ● Challenge Day ● Wellness Week ●

Sunday, May 19
COUGAR COLOR RUN 2019

HMBHS Grad Night

ONE OF A KINDNESS

HMBHS COUGAR BOOSTERS BLACK & ORANGE BALL 2019

Cabrillo Unified School District

## Engaging Families and Community Partners: PHS

- School Community Relations Assistant
- Parent Education
- Entry Circles
- Coyote Farms
- Events



Cabrillo Unified School District

## Envisioning the future for our students: HMBHS

### For the Class of 2018:

- 87.5% of Half Moon Bay High School's graduates planned to attend colleges.
- 41% of them were accepted to a 4-Year college or university, of which 78% were public and 22% private colleges.
- 46.5% planned to attend 2-YEAR community colleges.
- Only 4% planned to attend schools overseas, join the military, or go to a trade school.
- 8.5% did not state any plans for post-secondary education or programs

Cabrillo Unified School District

## Envisioning the future for our students: HMBHS

- Revamping the CTE program
- Strong Workforce Program consortium
- 8-9th grade summer bridge program
- Increased ELD/ Reclassified support, WASC recommendation:



[In ELA, Math, and College and Career Readiness] "...place special emphasis upon students within the statistically under performing subgroup of English Language Learners and Reclassified students."

Cabrillo Unified School District

## Envisioning the future for our students: PHS

Early Tech



Cabrillo Unified School District

# Questions?

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

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

**BOARD AGENDA NUMBER:** 11.b

**BOARD AGENDA ITEM:** Receive Special Education Services Report

**DEPARTMENT:** Special Education

**CONTACT PERSON:** Holly Wade, Ph.D., Assistant Superintendent, Educational Support Services

**BACKGROUND INFORMATION:**

In the spring of 2018, Superintendent Yuster, asked that a review of the Special Education Programs in Cabrillo Unified be completed. During the second semester of the 2017-18 school year, stakeholders were interviewed, special education materials and fiscal documents were reviewed, and all school sites and classrooms where students received special education services were visited. The scope of the review included assessing multiple areas including: staffing levels, organizational structure, and program/service delivery models, student achievement data, teacher views/inputs and available materials for instruction.

The review led to a map of the work for the 2018-19 school year which is presented to the Governing Board for information. This review should serve as a state of the department including demographic information and an overview of the foundation for providing special education services under the Individuals with Disabilities Education Act (IDEA), which is the federal law that defines and regulates special education. This law requires public schools to provide special education services to children ages 3 to 21 who meet certain criteria.

The report has identified areas of strengths, goals for the department, and key areas of improvement for the district at this time. Recommendations for improvement have been informed by the achievement data of students receiving special education services, stakeholder input, and compliance related issues as identified by the California Department of Education's Annual Performance Data Review (PIR). The District must target a response to the identified disproportionality that has led to high numbers of students who are Hispanic and/or English Language learners being over-represented in special education for the past three years as a finding in the PIR. Four key areas of improvement have been identified and will be shared with the Governing Board.

**REPORT/PROPOSAL:**

The purpose of bringing this to the Board is to communicate our continued efforts to meet our social and academic, including legal obligations, to provide a comprehensive set of services and supports to our students with disabilities in the least restrictive environment.

The report will also highlight key challenges and share goals for our continued work for 2019-20.

**FINANCIAL IMPACT:**

There is no financial impact to this item.

**RECOMMENDATION:**

Receive Special Education Services report.

# Cabrillo Unified School District
Division of Educational Support Services

## Report to the Board of Education
## Special Education Services

Holly Wade, Ph.D.
Assistant Superintendent
April 8, 2019

## Agenda

- Introduction to Special Education
  - Eligibility
  - Least Restrictive Learning Environment
- CUSD Demographics
- Programs and Services
- Imperatives for our Work: A Call to Action
- Key Areas for Improvement
- Ongoing Work for 2019-20

## Cabrillo Unified School District

## Special Education Goals

*1. We approach each child from a strengths-based mindset*

*2. We work collaboratively and inclusively with our stakeholders, treating all with dignity, kindness, and respect*

*3. We communicate clearly, consistently and often in the preferential language of our stakeholders*

*4. We welcome all students to our school communities and we work as a team to deliver the highest quality, most efficacious instruction to challenge and inform their future*

*5. We monitor and evaluate the effectiveness of our programs continuously*

## Special Education:

## Eligibility

The Individuals with Disabilities Education Act (IDEA) is the federal law that defines and regulates special education. The law requires public schools to provide special education services to children ages 3 to 21 who meet certain criteria.

- To qualify for special education services, a student must:
  1. Have a *documented disability* that is covered by IDEA, *and*
  2. Need special education services in order to access the general education curriculum

## Eligibility

- Most concerns or referrals for a special education evaluation are first evaluated by a Student Study Team (SST) Process at the site level
- The SST team considers concerns brought forward by teachers or parents and make recommendations for next steps and intervention
- A request for evaluation can come directly from a parent who has concerns about their child's learning
- Evaluations proceed after parent consent is received and assesses how children learn and other aspects of their development

## 13 categories of disability under IDEA

- autism
- deaf-blindness
- deafness
- emotional disturbance
- hearing impairment
- intellectual disability
- multiple disabilities
- orthopedic impairment
- other health impairment
- specific learning disability
- speech or language impairment
- traumatic brain injury
- visual impairment (including blindness)

## CUSD Demographics

**3,207 Total Enrollment**

**414 Students receive Special Education services**

| Intellectual Disability | Speech & Language Impairment | Emotionally Disturbed | Other Health Impaired | Specific Learning Disability | Autism | *** |
|---|---|---|---|---|---|---|
| 15 | 71 | 21 | 48 | 208 | 30 | 21 |

| EL | % Eligible EL | Hispanic | % Eligible Hispanic | % Eligible Age 8 and younger | % Eligible over 8 |
|---|---|---|---|---|---|
| 136 | 33% | 270 | 65% | N=279 68% | N=135 32% |

13% of CUSD's total 3,207 ADA

***Multiple Disability, Deaf, Deaf Blind, Hard of Hearing, Orthopedic Impairment, Visual Impairment

## Student Distribution

| Pre-K | Elementary | Middle School | High School | Post-secondary |
|---|---|---|---|---|
| 49 | 138 | 101 | 96 | 10 |

| Specialized Academic Instruction (SDC) | Resource Support |
|---|---|
| 80 | 333 |
| | |

| NPS/NPA Placements | Out of District | SMCOE | Service Plans |
|---|---|---|---|
| 17 | 6 | 1 | 3 |

NPA/NPS-Non Public Agency/School

## Special Education is a SERVICE,

## not a place

- In order to meet the needs of students with qualified disabilities, we offer a full continuum of services at all of our schools in CUSD.
- Specialized Academic Instruction mostly separate settings for students with more support needs, we refer to this as special day class
- Resource classes for students who spend the majority of their time in general education classes, they may need support, in primary core instruction based on their learning needs.
- Including: reading, writing, math as an example:
  - specialized academic instruction
  - speech therapy
  - occupational therapy
  - physical therapy
  - emotional/behavioral support

## CUSD AREAS OF STRENGTH

The Special Education Team is an asset to students with disabilities and cares deeply for their well-being

Parents are engaged, willing partners in their child's educational programs

Students with disabilities predominantly attend their neighborhood school

Students with disabilities at the High School are being supported with promising practices

The Coastside has a rich set of services for families through the Coastside Clinic, BHRS, Star Vista, Headstart, Gatepath, Coastside Childen's Program, CARON and similar parent/family/engagement providers

CALL TO ACTION:

Addressing the Academic Achievement for Students who receive special education services in CUSD

## Students with Disabilities

## CDE Dashboard 2018

English Language Arts



114.2 points below standard
Declined 8.9 Points
Number of Students: 183

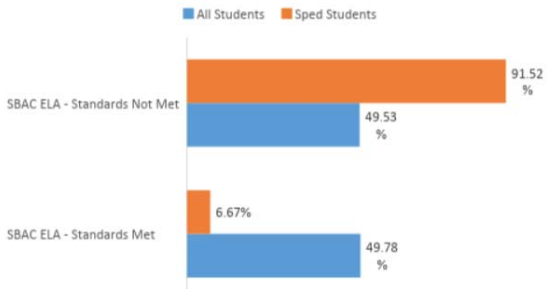
Math



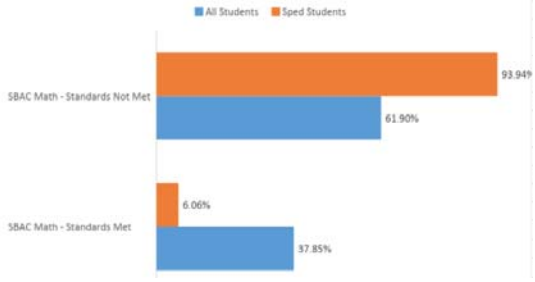
143.7 points below standard
Declined 8.3 Points
Number of Students: 185

## Student Performance on the SBAC

SBAC ELA All Students vs Special Ed




SBAC Math All Students vs Special Ed




## Spotlight on

## Key Areas for Improvement

1. **Overidentification/Disproportionate representation of Hispanic Students**
   Define the purpose and goals of Special Education Services in CUSD

2. **Parents Ask for Greater Involvement/Communication**
   Build ways to ensure families are included and meaningful partners in their child's special education program

3. **Provide Common Core Aligned Curriculum/Instruction**
   Identify Math and Reading (ELA) Curriculum to address achievement deficits for students identified for special education

4. **Professional learning and capacity building for targeted instruction**
   Increase the knowledge to support students with specific disabilities

## #1

## Redefine Purpose

**Redefine the purpose of Special Education in the District**

If special education is going to serve its intended purpose, it cannot serve as a catch all for academic remediation

- Not all students with disabilities struggle academically or behaviorally
- Not all students who struggle with academics or behavior have a disability
- Not all students who speak English as their second language require specialized services in special education

Students should not require an IEP or a 504 plan to have access to accommodations and support in the general education environment

Students with disabilities require specialized and individualized approaches that match their goals and needs, and continuous progress monitoring

## #2

## Increase: Parent Partnerships Involvement Communication

**Build ways to ensure families are included and meaningful partners in their child's special education program**

- Invite, promote inclusion on the comprehensive campus, activities like: the Fun Run, The 8th Grade Trip, and yes, the Valentine's list
- Ensure the materials are accessible in the primary language used by the family, when asked provide materials translated, and always provide a highly qualified interpreter to comply with the legal requirements for equitable participation on all levels
- *Coastside Advisory Committee for Inclusion and Access*
  - Provide networking and parent education

## #3

## Provide Common Core Aligned Curriculum/ Instruction

- Identify Common Core Aligned Math and Reading Curriculum to address achievement deficits for students identified for special
- Identify at-risk learners in K-2, address areas of need, specifically in ELA and Math
- Identify learning barriers inherent in a given standard, learning goal, or curriculum and provide universal access to all
- Develop evidence-based strategies that reduce barriers and improve access for all students in general education

## #4

## Professional learning and capacity building for targeted instruction

Build capacity throughout the district to **address the specific disability related needs** of students to enable them to maximize their educational opportunities

- Support teachers and staff in developing strategies that **encourage students to understand the impact of their disability** in how they learn and interact
- Increase the awareness of behavioral and social emotional supports to address the whole child

## Ongoing Work for 2019-20

- Integrate the work of the Multi-Tiered System of Support (MTSS) and employ Universal Design for Learning (UDL) pilots to increase access in the least restrictive environments, Report to the Governing Board in May 2019
- Complete a full analysis of the achievement barriers and gaps in our programs and services through data talks with all educators in the district
- Employ the Patterns of Strengths and Weaknesses framework for assessment to ensure we are building and understanding the strengths and needs of our students from a strengths mindset
- Continue Para Educator training and begin systematic professional learning for all staff
- Listen to students about their experiences receiving special education services
- Integrate the areas from the Performance Indicator Review(PIR) and the LCAP to ensure seamless consideration of our most vulnerable learners in our planning and goals

## Ongoing Work for 2019-20

- Realign supports to ensure that attending school with your siblings and neighbors is a part of the IEP discussion of Least Restrictive Environment
- Provide ongoing professional learning to staff to ensure supportive, safe, educational environments are available to all
- Increase empathy building curriculum across all elementary settings to encourage disability awareness and inclusion
- Strive to be fully staffed with highly trained and credentialed personnel when schools open in the Fall
- Address the implicit bias through professional learning that may impact over identification of students of color to receive special education

## Thank you for your support

### Every Student ,Every Day

- It is an honor to serve this community, its children and you.

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

☐ **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.

# CABRILLO UNIFIED SCHOOL DISTRICT

## *2019 End of Year Ceremonies*

| SCHOOL | DATE | TIME | LOCATION | GOVERNING BOARD REPRESENTATIVE | ADMINISTRATOR(S) ATTENDING |
|---|---|---|---|---|---|
| **Middle College / College of San Mateo** | 5/28/2019 | TBD | Collge of San Mateo | | Jane Yuster |
| **Los Listos Preschool** | 6/5/2019 | 5:30 PM | Hatch Multi-Purpose Room | | Joy Dardenelle |
| **Pilarcitos** | 6/12/2019 | 10:00 AM | Robert King Center | | Jane Yuster<br>Jason Owens |
| **Farallone View** | 6/12/2019 | 10:00 AM | Upper Grade Playground | | Joy Dardenelle |
| **Cunha** | 6/12/2019 | 6:00 PM | CUSD Event Center | | Jane Yuster<br>Holly Wade |
| **El Granada** | 6/13/2019 | 8:30 AM | Multi-Purpuse Room | | Crystal Leach |
| **Hatch** | 6/13/2019 | 9:00 AM | Multi-Purpuse Room | | Holly Wade |
| **Kings Mountain** | 6/13/2019 | 10:00 AM | Multi-Purpuse Room | | Jason Owens |
| **Half Moon Bay High School** | 6/13/2019 | 6:00 PM | CUSD Event Center | | Jane Yuster<br>Joy Dardenelle<br>Holly Wade<br>Crystal Leach |

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

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

**BOARD AGENDA NUMBER:** 12.b

**BOARD AGENDA ITEM:** Third Public Hearing to Solicit Public Input on Draft Maps of Trustee Areas

**DEPARTMENT:** Governing Board

**CONTACT PERSON:** Jane Yuster, Superintendent

**BACKGROUND INFORMATION:**

This is the third public hearing to consider draft map options of trustee areas prepared by the District's demographer, National Demographics, Inc. There are four draft maps for consideration: the Green, Yellow, Purple, and Orange maps. The purpose of this public hearing is to receive public testimony concerning the draft maps before the Board takes action on the next agenda item, Resolution No. 02-19: Establishing and Implementing Trustee Area District Elections for Board Members Pursuant to Elections Code Section 10010.

**FINANCIAL IMPACT:**

There is no financial impact to the General Fund.

**RECOMMENDATION:**

It is respectfully recommended that the Board President convene a public hearing to receive public testimony concerning the composition of potential trustee voting areas associated with the District's transition to a by-trustee area election system.

# CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Jane Yuster

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant


# NOTICE OF PUBLIC HEARING

## CABRILLO UNIFIED SCHOOL DISTRICT

### Trustee Area District Elections

The Governing Board will convene a public hearing to receive public testimony concerning the composition of potential trustee voting areas associated with the District's transition to a by-trustee area election system.

**Monday, April 8, 2019 at 7:00 PM**

**Cabrillo Unified School District**

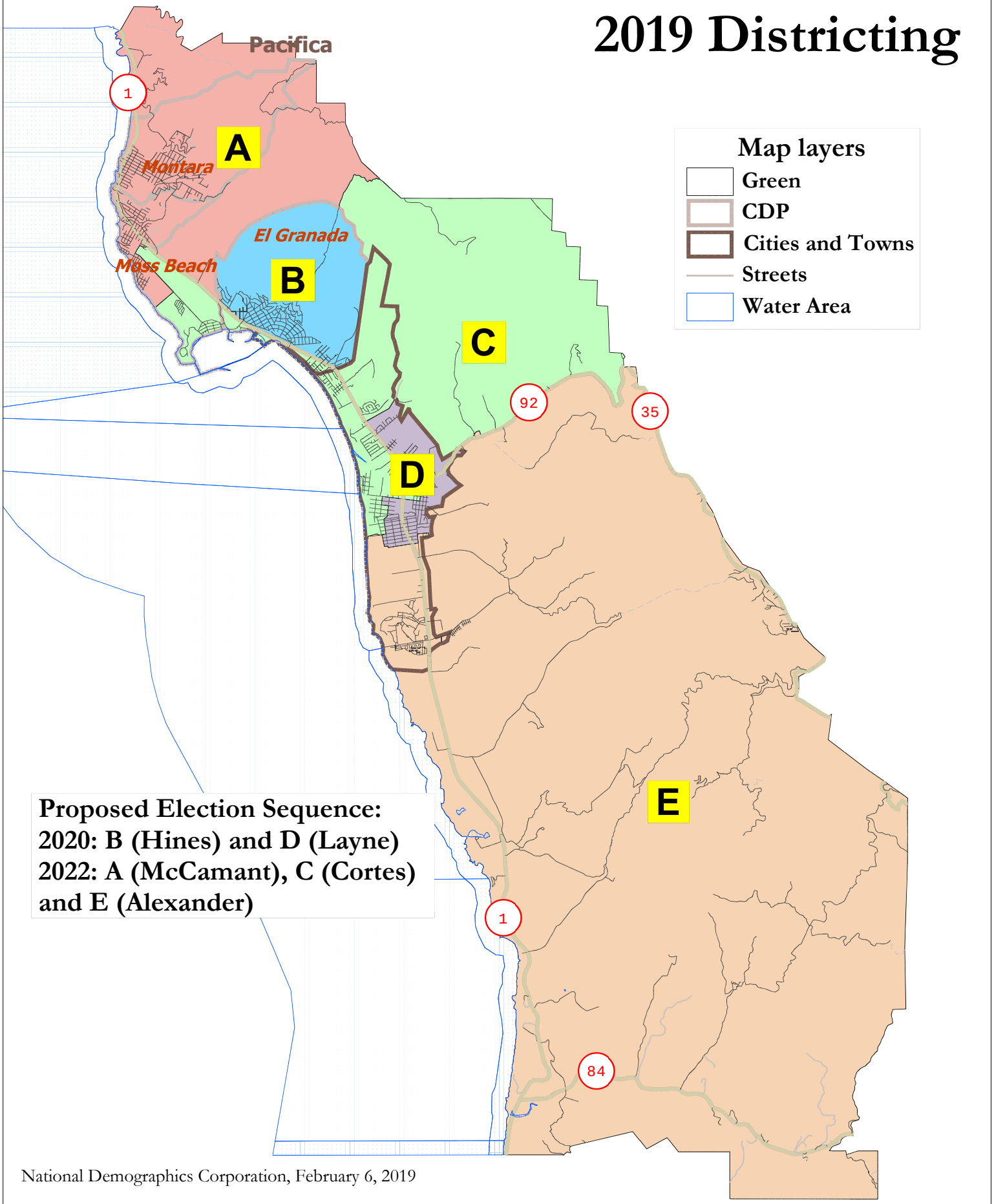
**Governing Board Room**

**498 Kelly Avenue**

**Half Moon Bay, CA 94019**

Draft maps can be accessed here: http://www.cabrillo.k12.ca.us/. Please contact Rosie Acosta, Administrative Assistant to the Superintendent, at (650) 712-7112, or AcostaR@cabrillo.k12.ca.us, if you require more information prior to the Public Hearing.

# Cabrillo Unified 2019 Districting




**Proposed Election Sequence:**
**2020: B (Hines) and D (Layne)**
**2022: A (McCamant), C (Cortes) and E (Alexander)**

National Demographics Corporation, February 6, 2019

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| Cabrillo Unified - "Green" Draft | | | | | | | |
|---|---|---|---|---|---|---|---|
| **District** | | **A** | **B** | **C** | **D** | **E** | **Total** |
| Ideal | Total Pop | 5,103 | 5,221 | 5,084 | 5,048 | 4,978 | 25,434 |
| 5,087 | Deviation from ideal | 16 | 134 | -3 | -39 | -109 | 243 |
| | % Deviation | 0.31% | 2.63% | -0.06% | -0.77% | -2.14% | 4.78% |
| Total Pop | % Hisp | 12% | 15% | 37% | 34% | 35% | 27% |
| | % NH White | 78% | 77% | 56% | 59% | 59% | 66% |
| | % NH Black | 1% | 1% | 1% | 1% | 1% | 1% |
| | % Asian-American | 7% | 5% | 5% | 5% | 4% | 5% |
| Citizen Voting Age Pop | Total | 4,408 | 4,128 | 3,497 | 3,922 | 3,450 | 19,404 |
| | % Hisp | 10% | 13% | 15% | 25% | 12% | 15% |
| | % NH White | 88% | 80% | 76% | 64% | 78% | 78% |
| | % NH Black | 0% | 0% | 1% | 0% | 1% | 1% |
| | % Asian/Pac.Isl. | 2% | 5% | 8% | 11% | 7% | 6% |
| Voter Registration (Nov 2016) | Total | 3,635 | 3,470 | 3,042 | 3,140 | 3,212 | 16,499 |
| | % Latino est. | 10% | 8% | 17% | 19% | 10% | 13% |
| | % Spanish-Surnamed | 9% | 7% | 15% | 17% | 9% | 11% |
| | % Asian-Surnamed | 2% | 2% | 2% | 3% | 3% | 2% |
| | % Filipino-Surnamed | 1% | 1% | 2% | 2% | 1% | 1% |
| | % NH White est. | 85% | 89% | 75% | 76% | 84% | 82% |
| | % NH Black | 1% | 0% | 0% | 0% | 1% | 0% |
| Voter Turnout (Nov 2016) | Total | 3,110 | 2,973 | 2,517 | 2,590 | 2,730 | 13,919 |
| | % Latino est. | 9% | 7% | 15% | 17% | 9% | 11% |
| | % Spanish-Surnamed | 8% | 7% | 13% | 16% | 8% | 10% |
| | % Asian-Surnamed | 2% | 2% | 2% | 3% | 3% | 2% |
| | % Filipino-Surnamed | 1% | 1% | 1% | 2% | 1% | 1% |
| | % NH White est. | 86% | 90% | 77% | 78% | 85% | 83% |
| | % NH Black | 1% | 0% | 0% | 0% | 1% | 0% |
| Voter Turnout (Nov 2014) | Total | 1,975 | 1,774 | 1,484 | 1,523 | 1,730 | 8,485 |
| | % Latino est. | 6% | 5% | 8% | 10% | 6% | 7% |
| | % Spanish-Surnamed | 5% | 4% | 8% | 9% | 5% | 6% |
| | % Asian-Surnamed | 2% | 2% | 2% | 3% | 3% | 2% |
| | % Filipino-Surnamed | 1% | 1% | 1% | 1% | 0% | 1% |
| | % NH White est. | 91% | 93% | 85% | 85% | 88% | 89% |
| | % NH Black est. | 0% | 0% | 2% | 1% | 2% | 1% |
| ACS Pop. Est. | Total | 5,597 | 5,688 | 5,722 | 5,356 | 5,024 | 27,388 |
| Age | age0-19 | 25% | 23% | 22% | 21% | 20% | 22% |
| | age20-60 | 48% | 51% | 52% | 51% | 50% | 50% |
| | age60plus | 27% | 25% | 26% | 28% | 29% | 27% |
| Immigration | immigrants | 12% | 16% | 25% | 27% | 23% | 20% |
| | naturalized | 60% | 47% | 52% | 48% | 44% | 49% |
| Language spoken at home | english | 79% | 81% | 66% | 65% | 69% | 72% |
| | spanish | 17% | 14% | 25% | 26% | 23% | 21% |
| | asian-lang | 1% | 3% | 3% | 3% | 3% | 2% |
| | other lang | 3% | 2% | 6% | 6% | 5% | 4% |
| Language Fluency | Speaks Eng. "Less than Very Well" | 5% | 8% | 15% | 16% | 14% | 12% |
| Education (among those age 25+) | hs-grad | 46% | 37% | 40% | 36% | 36% | 39% |
| | bachelor | 32% | 35% | 27% | 27% | 28% | 30% |
| | graduatedegree | 17% | 21% | 19% | 21% | 22% | 20% |
| Child in Household | child-under18 | 26% | 24% | 25% | 23% | 22% | 24% |
| Pct of Pop. Age 16+ | employed | 62% | 62% | 64% | 67% | 66% | 64% |
| Household Income | income 0-25k | 8% | 5% | 8% | 13% | 15% | 10% |
| | income 25-50k | 10% | 12% | 13% | 14% | 15% | 13% |
| | income 50-75k | 17% | 11% | 13% | 10% | 9% | 12% |
| | income 75-200k | 43% | 46% | 46% | 37% | 33% | 41% |
| | income 200k-plus | 22% | 26% | 20% | 25% | 28% | 24% |
| Housing Stats | single family | 94% | 84% | 87% | 86% | 86% | 87% |
| | multi-family | 6% | 16% | 13% | 14% | 14% | 13% |
| | rented | 20% | 20% | 29% | 31% | 31% | 26% |
| | owned | 80% | 80% | 71% | 69% | 69% | 74% |

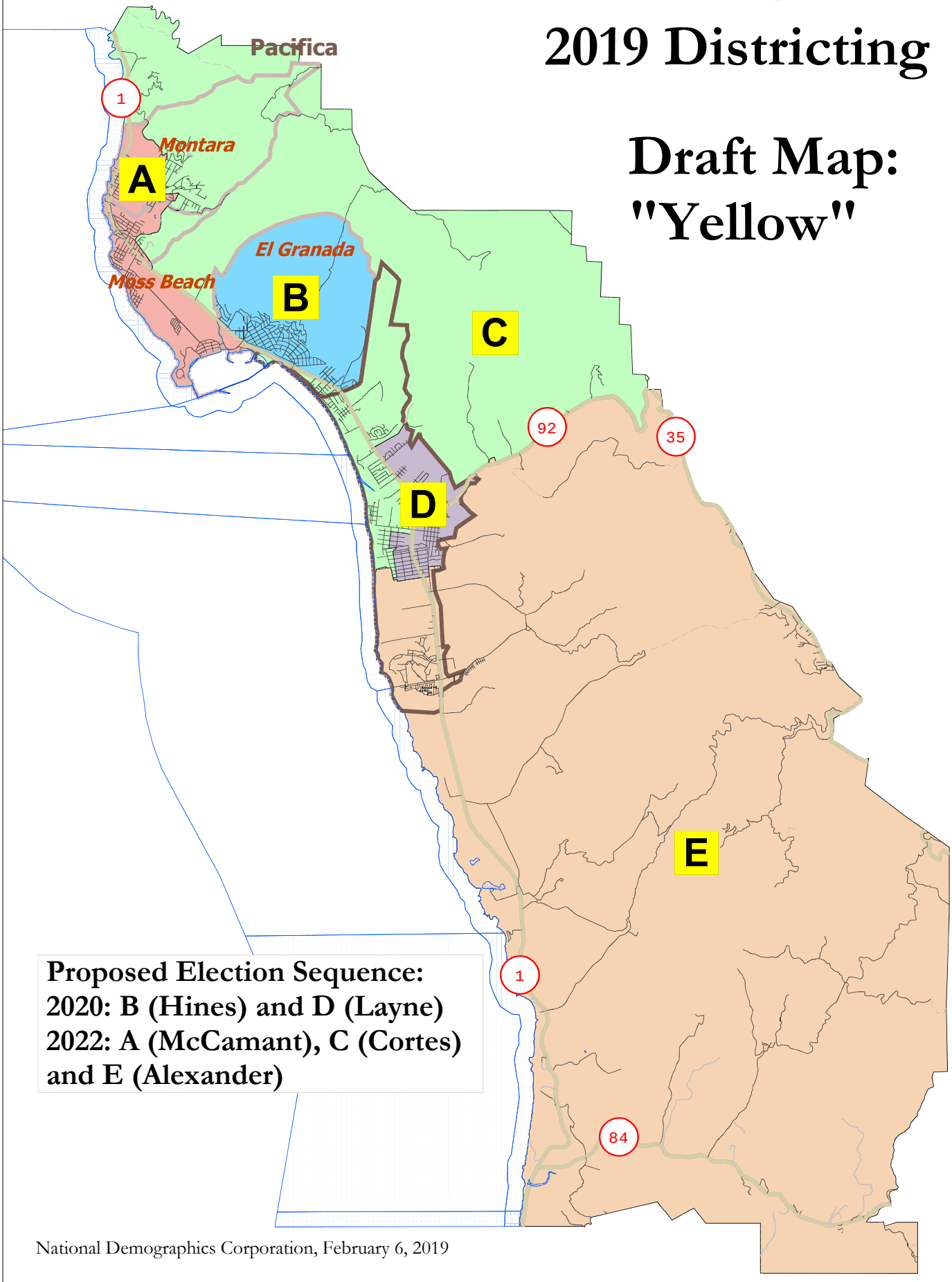
Total population data from the 2010 Decennial Census.

Surname-based Voter Registration and Turnout data from the California Statewide Database.

Latino voter registration and turnout data are Spanish-surname counts adjusted using Census Population Department undercount estimates. NH White and NH Black registration and turnout counts estimated by NDC. Citizen Voting Age Pop., Age, Immigration, and other demographics from the 2012-2016 American Community Survey and Special Tabulation 5-year data.

# Cabrillo Unified 2019 Districting

## Draft Map: "Yellow"



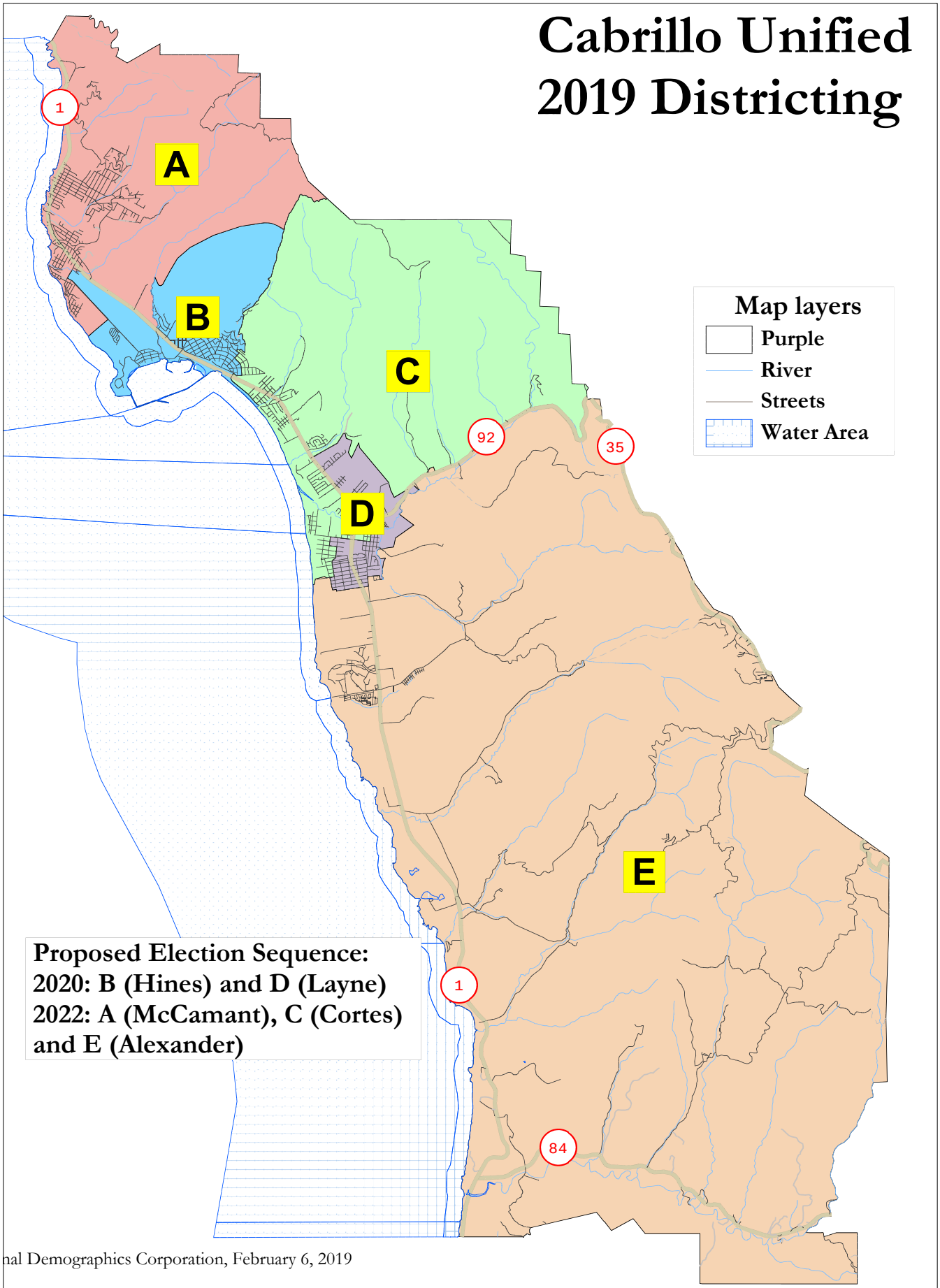

**Proposed Election Sequence:**
**2020: B (Hines) and D (Layne)**
**2022: A (McCamant), C (Cortes) and E (Alexander)**

National Demographics Corporation, February 6, 2019

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| Cabrillo Unified - "Yellow" Draft | | | | | | | |
|---|---|---|---|---|---|---|---|
| **District** | | **A** | **B** | **C** | **D** | **E** | **Total** |
| Ideal | Total Pop | 5,102 | 5,221 | 5,071 | 5,062 | 4,978 | 25,434 |
| 5,087 | Deviation from ideal | 15 | 134 | -16 | -25 | -109 | 243 |
| | % Deviation | 0.29% | 2.63% | -0.31% | -0.49% | -2.14% | 4.78% |
| Total Pop | % Hisp | 21% | 15% | 29% | 34% | 35% | 27% |
| | % NH White | 71% | 77% | 63% | 60% | 59% | 66% |
| | % NH Black | 1% | 1% | 1% | 1% | 1% | 1% |
| | % Asian-American | 5% | 5% | 6% | 5% | 4% | 5% |
| Citizen Voting Age Pop | Total | 4,006 | 4,128 | 3,856 | 3,965 | 3,450 | 19,404 |
| | % Hisp | 12% | 13% | 12% | 24% | 12% | 15% |
| | % NH White | 86% | 80% | 79% | 65% | 78% | 78% |
| | % NH Black | 0% | 0% | 1% | 0% | 1% | 1% |
| | % Asian/Pac.Isl. | 1% | 5% | 8% | 11% | 7% | 6% |
| Voter Registration (Nov 2016) | Total | 3,355 | 3,470 | 3,329 | 3,133 | 3,212 | 16,499 |
| | % Latino est. | 12% | 8% | 15% | 19% | 10% | 13% |
| | % Spanish-Surnamed | 11% | 7% | 13% | 17% | 9% | 11% |
| | % Asian-Surnamed | 2% | 2% | 2% | 3% | 3% | 2% |
| | % Filipino-Surnamed | 1% | 1% | 1% | 2% | 1% | 1% |
| | % NH White est. | 83% | 89% | 78% | 76% | 84% | 82% |
| | % NH Black | 0% | 0% | 1% | 0% | 1% | 0% |
| Voter Turnout (Nov 2016) | Total | 2,846 | 2,973 | 2,786 | 2,584 | 2,730 | 13,919 |
| | % Latino est. | 10% | 7% | 13% | 17% | 9% | 11% |
| | % Spanish-Surnamed | 9% | 7% | 12% | 16% | 8% | 10% |
| | % Asian-Surnamed | 2% | 2% | 2% | 3% | 3% | 2% |
| | % Filipino-Surnamed | 1% | 1% | 1% | 2% | 1% | 1% |
| | % NH White est. | 84% | 90% | 80% | 78% | 85% | 83% |
| | % NH Black | 0% | 0% | 1% | 0% | 1% | 0% |
| Voter Turnout (Nov 2014) | Total | 1,730 | 1,774 | 1,737 | 1,515 | 1,730 | 8,485 |
| | % Latino est. | 7% | 5% | 7% | 10% | 6% | 7% |
| | % Spanish-Surnamed | 6% | 4% | 6% | 9% | 5% | 6% |
| | % Asian-Surnamed | 2% | 2% | 2% | 3% | 3% | 2% |
| | % Filipino-Surnamed | 1% | 1% | 1% | 1% | 0% | 1% |
| | % NH White est. | 89% | 93% | 87% | 85% | 88% | 89% |
| | % NH Black est. | 0% | 0% | 2% | 1% | 2% | 1% |
| ACS Pop. Est. | Total | 5,596 | 5,688 | 5,709 | 5,371 | 5,024 | 27,388 |
| Age | age0-19 | 25% | 23% | 22% | 21% | 20% | 22% |
| | age20-60 | 48% | 51% | 52% | 51% | 50% | 50% |
| | age60plus | 27% | 25% | 26% | 28% | 29% | 27% |
| Immigration | immigrants | 12% | 16% | 25% | 27% | 23% | 20% |
| | naturalized | 60% | 47% | 52% | 48% | 44% | 49% |
| Language spoken at home | english | 79% | 81% | 66% | 65% | 69% | 72% |
| | spanish | 17% | 14% | 25% | 26% | 23% | 21% |
| | asian-lang | 0% | 3% | 3% | 3% | 3% | 2% |
| | other lang | 3% | 2% | 6% | 6% | 5% | 4% |
| Language Fluency | Speaks Eng. "Less than Very Well" | 5% | 8% | 15% | 16% | 14% | 12% |
| Education (among those age 25+) | hs-grad | 46% | 37% | 40% | 36% | 36% | 39% |
| | bachelor | 32% | 35% | 27% | 27% | 28% | 30% |
| | graduatedegree | 17% | 21% | 19% | 21% | 22% | 20% |
| Child in Household | child-under18 | 26% | 24% | 26% | 23% | 22% | 24% |
| Pct of Pop. Age 16+ | employed | 62% | 62% | 64% | 67% | 66% | 64% |
| Household Income | income 0-25k | 8% | 5% | 8% | 13% | 15% | 10% |
| | income 25-50k | 10% | 12% | 13% | 14% | 15% | 13% |
| | income 50-75k | 17% | 11% | 13% | 10% | 9% | 12% |
| | income 75-200k | 43% | 46% | 46% | 37% | 33% | 41% |
| | income 200k-plus | 22% | 26% | 19% | 25% | 28% | 24% |
| Housing Stats | single family | 94% | 84% | 87% | 86% | 86% | 87% |
| | multi-family | 6% | 16% | 13% | 14% | 14% | 13% |
| | rented | 20% | 20% | 29% | 31% | 31% | 26% |
| | owned | 80% | 80% | 71% | 69% | 69% | 74% |
| Total population data from the 2010 Decennial Census. | | | | | | | |
| Surname-based Voter Registration and Turnout data from the California Statewide Database. | | | | | | | |
| Latino voter registration and turnout data are Spanish-surname counts adjusted using Census Population Department undercount estimates. NH White and NH Black registration and turnout counts estimated by NDC. Citizen Voting Age Pop., Age, Immigration, and other demographics from the 2012-2016 American Community Survey and Special Tabulation 5-year data. | | | | | | | |

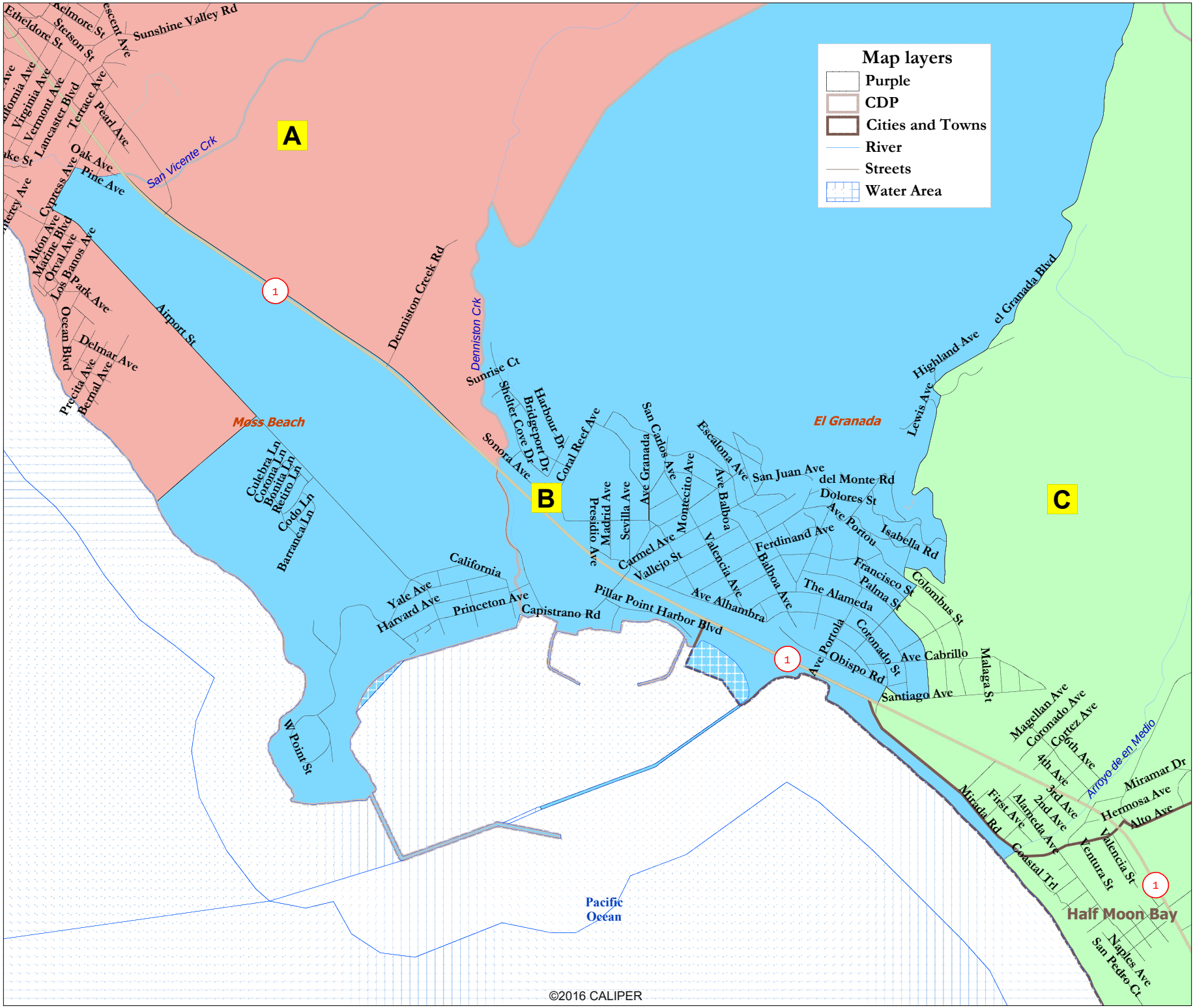
# Cabrillo Unified 2019 Districting

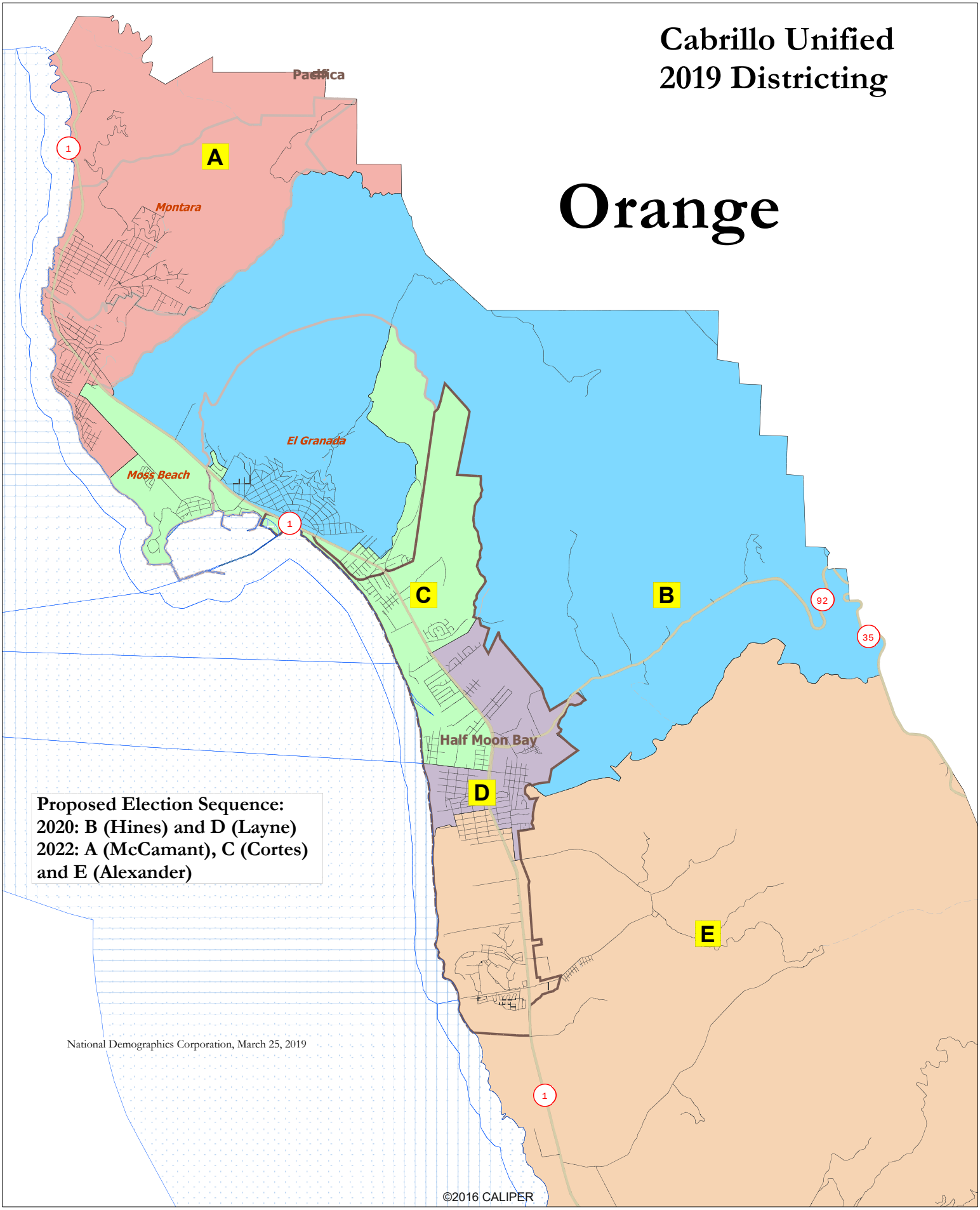



nal Demographics Corporation, February 6, 2019

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| Cabrillo Unified - "Purple" Draft | | | | | | | |
|---|---|---|---|---|---|---|---|
| **District** | | **A** | **B** | **C** | **D** | **E** | **Total** |
| Ideal | Total Pop | 5,103 | 5,196 | 5,109 | 5,048 | 4,978 | 25,434 |
| 5,087 | Deviation from ideal | 16 | 109 | 22 | -39 | -109 | 218 |
| | % Deviation | 0.31% | 2.14% | 0.43% | -0.77% | -2.14% | 4.29% |
| Total Pop | % Hisp | 12% | 24% | 28% | 34% | 35% | 27% |
| | % NH White | 78% | 68% | 65% | 59% | 59% | 66% |
| | % NH Black | 1% | 1% | 1% | 1% | 1% | 1% |
| | % Asian-American | 7% | 5% | 5% | 5% | 4% | 5% |
| Citizen Voting Age Pop | Total | 4,408 | 3,833 | 3,792 | 3,922 | 3,450 | 19,404 |
| | % Hisp | 10% | 18% | 9% | 25% | 12% | 15% |
| | % NH White | 88% | 77% | 80% | 64% | 78% | 78% |
| | % NH Black | 0% | 0% | 1% | 0% | 1% | 1% |
| | % Asian/Pac.Isl. | 2% | 4% | 9% | 11% | 7% | 6% |
| Voter Registration (Nov 2016) | Total | 3,635 | 3,155 | 3,357 | 3,140 | 3,212 | 16,499 |
| | % Latino est. | 10% | 9% | 15% | 19% | 10% | 13% |
| | % Spanish-Surnamed | 9% | 8% | 13% | 17% | 9% | 11% |
| | % Asian-Surnamed | 2% | 2% | 2% | 3% | 3% | 2% |
| | % Filipino-Surnamed | 1% | 1% | 2% | 2% | 1% | 1% |
| | % NH White est. | 85% | 86% | 79% | 76% | 84% | 82% |
| | % NH Black | 1% | 0% | 0% | 0% | 1% | 0% |
| Voter Turnout (Nov 2016) | Total | 3,110 | 2,684 | 2,806 | 2,590 | 2,730 | 13,919 |
| | % Latino est. | 9% | 8% | 13% | 17% | 9% | 11% |
| | % Spanish-Surnamed | 8% | 7% | 12% | 16% | 8% | 10% |
| | % Asian-Surnamed | 2% | 2% | 2% | 3% | 3% | 2% |
| | % Filipino-Surnamed | 1% | 1% | 1% | 2% | 1% | 1% |
| | % NH White est. | 86% | 87% | 80% | 78% | 85% | 83% |
| | % NH Black | 1% | 0% | 0% | 0% | 1% | 0% |
| Voter Turnout (Nov 2014) | Total | 1,975 | 1,492 | 1,766 | 1,523 | 1,730 | 8,485 |
| | % Latino est. | 6% | 6% | 7% | 10% | 6% | 7% |
| | % Spanish-Surnamed | 5% | 5% | 6% | 9% | 5% | 6% |
| | % Asian-Surnamed | 2% | 2% | 2% | 3% | 3% | 2% |
| | % Filipino-Surnamed | 1% | 1% | 1% | 1% | 0% | 1% |
| | % NH White est. | 91% | 91% | 88% | 85% | 88% | 89% |
| | % NH Black est. | 0% | 0% | 1% | 1% | 2% | 1% |
| ACS Pop. Est. | Total | 5,597 | 5,668 | 5,742 | 5,356 | 5,024 | 27,388 |
| Age | age0-19 | 25% | 24% | 22% | 21% | 20% | 22% |
| | age20-60 | 48% | 51% | 52% | 51% | 50% | 50% |
| | age60plus | 27% | 26% | 26% | 28% | 29% | 27% |
| Immigration | immigrants | 12% | 15% | 26% | 27% | 23% | 20% |
| | naturalized | 60% | 49% | 51% | 48% | 44% | 49% |
| Language spoken at home | english | 79% | 80% | 66% | 65% | 69% | 72% |
| | spanish | 17% | 14% | 24% | 26% | 23% | 21% |
| | asian-lang | 1% | 3% | 4% | 3% | 3% | 2% |
| | other lang | 3% | 2% | 6% | 6% | 5% | 4% |
| Language Fluency | Speaks Eng. "Less than Very Well" | 5% | 8% | 16% | 16% | 14% | 12% |
| Education (among those age 25+) | hs-grad | 46% | 39% | 38% | 36% | 36% | 39% |
| | bachelor | 32% | 35% | 28% | 27% | 28% | 30% |
| | graduatedegree | 17% | 21% | 19% | 21% | 22% | 20% |
| Child in Household | child-under18 | 26% | 24% | 25% | 23% | 22% | 24% |
| Pct of Pop. Age 16+ | employed | 62% | 62% | 64% | 67% | 66% | 64% |
| Household Income | income 0-25k | 8% | 6% | 8% | 13% | 15% | 10% |
| | income 25-50k | 10% | 12% | 14% | 14% | 15% | 13% |
| | income 50-75k | 17% | 12% | 12% | 10% | 9% | 12% |
| | income 75-200k | 43% | 46% | 46% | 37% | 33% | 41% |
| | income 200k-plus | 22% | 25% | 20% | 25% | 28% | 24% |
| Housing Stats | single family | 94% | 85% | 86% | 86% | 86% | 87% |
| | multi-family | 6% | 15% | 14% | 14% | 14% | 13% |
| | rented | 20% | 20% | 29% | 31% | 31% | 26% |
| | owned | 80% | 80% | 71% | 69% | 69% | 74% |
| Total population data from the 2010 Decennial Census. | | | | | | | |
| Surname-based Voter Registration and Turnout data from the California Statewide Database. | | | | | | | |
| Latino voter registration and turnout data are Spanish-surname counts adjusted using Census Population Department undercount estimates. NH White and NH Black registration and turnout counts estimated by NDC. Citizen Voting Age Pop., Age, Immigration, and other demographics from the 2012-2016 American Community Survey and Special Tabulation 5-year data. | | | | | | | |


Map layers
Purple
CDP
Cities and Towns
River
Streets
Water Area
A
B
C
Moss Beach
El Granada
Half Moon Bay
Pacific Ocean
San Vicente Crk
Denniston Crk
Arroyo de en Medio
Sunshine Valley Rd
Airport St
Pine Ave
Oak Ave
Cypress Ave
Alton Ave
Marine Blvd
Orval Ave
Los Banos Ave
Park Ave
Ocean Blvd
Delmar Ave
Precita Ave
Bernal Ave
Terrace Ave
Pearl Ave
Lancaster Blvd
Vermont Ave
Virginia Ave
Stetson St
Ethel Dore St
Demniston Creek Rd
Culebra Ln
Corona Ln
Bonita Ln
Retiro Ln
Codo Ln
Barranca Ln
Sunrise Ct
Shelter Cove Dr
Bridgeport Dr
Harbour Dr
Coral Reef Ave
Sonora Ave
Presidio Ave
Madrid Ave
Sevilla Ave
Ave Granada
San Carlos Ave
Montecito Ave
Escalona Ave
Ave Balboa
San Juan Ave
del Monte Rd
Dolores St
Ave Portou
Isabella Rd
Carmel Ave
Vallejo St
Valencia Ave
Balboa Ave
Ferdinand Ave
Francisco St
Palma St
Colombus St
The Alameda
Ave Alhambra
Pillar Point Harbor Blvd
Capistrano Rd
California
Yale Ave
Harvard Ave
Princeton Ave
W Point St
Ave Portola
Coronado St
Obispo Rd
Ave Cabrillo
Malaga St
Santiago Ave
Highland Ave
el Granada Blvd
Lewis Ave
Magellan Ave
Coronado Ave
Cortez Ave
6th Ave
4th Ave
3rd Ave
2nd Ave
First Ave
Alameda Ave
Miramar Dr
Hermosa Ave
Alto Ave
Miramar Rd
Coastal Trl
Ventura St
Valencia St
Naples Ave
San Pedro Ct
1
©2016 CALIPER


Cabrillo Unified
2019 Districting
Orange
Pacifica
Montara
Moss Beach
El Granada
Half Moon Bay
A
B
C
D
E
1
92
35
Proposed Election Sequence:
2020: B (Hines) and D (Layne)
2022: A (McCamant), C (Cortes)
and E (Alexander)
National Demographics Corporation, March 25, 2019
©2016 CALIPER

| Cabrillo Unified - "Orange" Draft | | | | | | | |
|---|---|---|---|---|---|---|---|
| **District** | | **A** | **B** | **C** | **D** | **E** | **Total** |
| Ideal | Total Pop | 5,083 | 5,040 | 4,826 | 5,231 | 5,254 | 25,434 |
| 5,087 | Deviation from ideal | -4 | -47 | -261 | 144 | 167 | 428 |
| | % Deviation | -0.08% | -0.92% | -5.13% | 2.83% | 3.28% | 8.41% |
| Total Pop | % Hisp | 12% | 17% | 39% | 38% | 28% | 27% |
| | % NH White | 79% | 75% | 55% | 56% | 65% | 66% |
| | % NH Black | 1% | 1% | 1% | 1% | 1% | 1% |
| | % Asian-American | 7% | 5% | 5% | 5% | 5% | 5% |
| Citizen Voting Age Pop | Total | 4,378 | 4,053 | 3,286 | 3,845 | 3,841 | 19,404 |
| | % Hisp | 9% | 15% | 15% | 24% | 12% | 15% |
| | % NH White | 88% | 78% | 76% | 64% | 79% | 78% |
| | % NH Black | 0% | 0% | 1% | 0% | 1% | 1% |
| | % Asian/Pac.Isl. | 2% | 5% | 8% | 10% | 7% | 6% |
| Voter Registration (Nov 2016) | Total | 3,606 | 3,515 | 2,649 | 3,133 | 3,596 | 16,499 |
| | % Latino est. | 10% | 10% | 15% | 18% | 11% | 13% |
| | % Spanish-Surnamed | 9% | 9% | 14% | 16% | 10% | 11% |
| | % Asian-Surnamed | 2% | 2% | 2% | 3% | 3% | 2% |
| | % Filipino-Surnamed | 1% | 1% | 1% | 2% | 1% | 1% |
| | % NH White est. | 86% | 86% | 76% | 76% | 84% | 82% |
| | % NH Black | 1% | 0% | 1% | 1% | 0% | 0% |
| Voter Turnout (Nov 2016) | Total | 3,086 | 2,992 | 2,199 | 2,590 | 3,053 | 13,919 |
| | % Latino est. | 9% | 9% | 13% | 16% | 10% | 11% |
| | % Spanish-Surnamed | 8% | 8% | 12% | 15% | 9% | 10% |
| | % Asian-Surnamed | 2% | 2% | 2% | 3% | 3% | 2% |
| | % Filipino-Surnamed | 1% | 1% | 1% | 2% | 1% | 1% |
| | % NH White est. | 87% | 87% | 78% | 78% | 85% | 83% |
| | % NH Black | 1% | 0% | 1% | 1% | 0% | 0% |
| Voter Turnout (Nov 2014) | Total | 1,968 | 1,747 | 1,361 | 1,515 | 1,894 | 8,485 |
| | % Latino est. | 6% | 5% | 8% | 9% | 6% | 7% |
| | % Spanish-Surnamed | 5% | 5% | 7% | 8% | 6% | 6% |
| | % Asian-Surnamed | 2% | 1% | 3% | 3% | 3% | 2% |
| | % Filipino-Surnamed | 1% | 1% | 1% | 1% | 1% | 1% |
| | % NH White est. | 91% | 91% | 86% | 85% | 89% | 89% |
| | % NH Black est. | 0% | 1% | 2% | 2% | 0% | 1% |
| ACS Pop. Est. | Total | 5,575 | 5,484 | 5,481 | 5,543 | 5,305 | 27,388 |
| Age | age0-19 | 25% | 23% | 23% | 21% | 20% | 22% |
| | age20-60 | 48% | 51% | 52% | 51% | 50% | 50% |
| | age60plus | 27% | 26% | 26% | 28% | 29% | 27% |
| Immigration | immigrants | 12% | 16% | 24% | 27% | 23% | 20% |
| | naturalized | 60% | 47% | 53% | 48% | 44% | 49% |
| Language spoken at home | english | 79% | 80% | 67% | 65% | 69% | 72% |
| | spanish | 17% | 15% | 24% | 26% | 23% | 21% |
| | asian-lang | 0% | 3% | 3% | 3% | 3% | 2% |
| | other lang | 3% | 3% | 6% | 6% | 5% | 4% |
| Language Fluency | Speaks Eng. "Less than Very Well" | 5% | 9% | 15% | 16% | 14% | 12% |
| Education (among those age 25+) | hs-grad | 46% | 37% | 40% | 36% | 35% | 39% |
| | bachelor | 32% | 35% | 28% | 27% | 28% | 30% |
| | graduatedegree | 17% | 21% | 19% | 21% | 22% | 20% |
| Child in Household | child-under18 | 26% | 24% | 26% | 23% | 22% | 24% |
| Pct of Pop. Age 16+ | employed | 62% | 63% | 64% | 67% | 66% | 64% |
| Household Income | income 0-25k | 8% | 6% | 7% | 13% | 15% | 10% |
| | income 25-50k | 10% | 12% | 13% | 14% | 15% | 13% |
| | income 50-75k | 17% | 11% | 14% | 10% | 9% | 12% |
| | income 75-200k | 43% | 46% | 47% | 37% | 33% | 41% |
| | income 200k-plus | 22% | 26% | 19% | 26% | 28% | 24% |
| Housing Stats | single family | 94% | 84% | 87% | 86% | 86% | 87% |
| | multi-family | 6% | 16% | 13% | 14% | 14% | 13% |
| | rented | 20% | 20% | 28% | 31% | 31% | 26% |
| | owned | 80% | 80% | 72% | 69% | 69% | 74% |
| Total population data from the 2010 Decennial Census. | | | | | | | |
| Surname-based Voter Registration and Turnout data from the California Statewide Database. | | | | | | | |
| Latino voter registration and turnout data are Spanish-surname counts adjusted using Census Population Department undercount estimates. NH White and NH Black registration and turnout counts estimated by NDC. Citizen Voting Age Pop., Age, Immigration, and other demographics from the 2012-2016 American Community Survey and Special Tabulation 5-year data. | | | | | | | |

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

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

**BOARD AGENDA NUMBER:** 14.a

**BOARD AGENDA ITEM:** Approve Certificated Personnel Report

**DEPARTMENT:** Personnel

**CONTACT PERSON:** Holly Wade Ph.D., Assistant Superintendent, Educational Support Services
Jason Owens, Director of Personnel and Pupil Services

**BACKGROUND INFORMATION:**

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

**1. RETIREMENT**

Diana Purucker, 3rd Grade Teacher, Farallone View Elementary School, effective June 14, 2019. Ms. Purucker was hired by the District on September 20, 1991.

**2. RESIGNATION**

Carrie Blanton, Mathematics Teacher, Half Moon Bay High School, effective June 14, 2019.

Evan Lurie, History Teacher, Half Moon Bay High School, effective June 14, 2019.

Irene Preciado, Director of Categorical Programs, District Office, effective May 22, 2019.

Lauren Reed, Science Teacher, Cunha Intermediate School, effective June 14, 2019.

**FINANCIAL IMPACT:**

Financial impact is included in the budget.

**RECOMMENDATION:**

Approve the Certificated Personnel report.

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

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

**BOARD AGENDA NUMBER:** 14.b

**BOARD AGENDA ITEM:** Approve Classified Personnel Report

**DEPARTMENT:** Personnel

**CONTACT PERSON:** Holly Wade Ph.D., Assistant Superintendent, Educational Support Services
Jason Owens, Director of Personnel and Pupil Services

**BACKGROUND INFORMATION:**

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

**1. PROMOTION**

Brittni Evans, Behavior Intervention Coordinator, Special Education Department, formerly Behavior Aide, Special Education Department, effective March 20, 2019.

Luz Navarro, Administrative Assistant III, Pilarcitos High School, formerly Clerical Assistant I/II, Farallone View Elementary School, effective March 2, 2019.

Jacqueline Vidrio, Clerical Assistant III, Migrant Department, formerly Clerical Assistant II, El Granada Elementary School, and Clerical Assistant I, District Office, effective March 25, 2019.

**2. APPROVAL OF EMPLOYEE RECLASSIFICATION**

Katherine Bagot, Administrative Assistant IV, Maintenance, Operations and Transportation Department, formerly Administrative Assistant III, Maintenance, Operations and Transportation Department, effective March 9, 2019.

Jessinda Kim, Administrative Assistant III, La Costa Adult School, formerly Administrative Assistant II, La Costa Adult School, effective March 9, 2019.

**3. RESIGNATION**

Michelle Whalen, Behavior Aide, El Granada Elementary School, effective March 22, 2019.

**FINANCIAL IMPACT:**

Financial impact is included in the budget.

[redacted]

**RECOMMENDATION:**

Approve the Classified Personnel report.

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

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

**BOARD AGENDA NUMBER:** 14.c

**BOARD AGENDA ITEM:** Approve the Intent to Submit a Declaration of Need for Fully Qualified Educators for 2019-2020

**DEPARTMENT:** Personnel

**CONTACT PERSON:** Holly Wade Ph.D., Assistant Superintendent, Educational Support Services
Jason Owens, Director of Personnel and Pupil Services

**BACKGROUND INFORMATION:**

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

A Declaration of Need for Fully Qualified Educators must be submitted annually to the Commission on Teacher Credentialing. This declaration is valid for no more than twelve months and expires on June 30, 2020.

**REPORT:**

The declaration must include:

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

The 2019-2020 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 2019-2020 school year.

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

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

**BOARD AGENDA NUMBER:** 14.d

**BOARD AGENDA ITEM:** Approve Family Services Specialist Changes to Job Description and Salary Range

**DEPARTMENT:** Personnel

**CONTACT PERSON:** Holly Wade Ph.D., Assistant Superintendent, Education Support Services
Jason Owens, Director of Personnel and Pupil Services

**BACKGROUND INFORMATION:**

The job description for the Family Services Specialist position was approved by the Board at its September 13, 2018 meeting. Since then it has been determined that the position required an adjustment in order to serve the needs of the State preschool families. A new prerequisite for the position includes the holding or acquisition of a State-issued Early Childhood Education permit.

**REPORT/PROPOSAL:**

The District proposes approval of the new Family Services Specialist job description, a critical position within the Migrant and Preschool programs. This will be a 243 work-day calendar assignment at an adjusted salary range 21 on the classified salary schedule.

**FINANCIAL IMPACT:**

There is no additional cost to the General Fund.

**RECOMMENDATION:**

Approve Family Services Specialist Changes to Job Description and Salary Range.

# CABRILLO UNIFIED SCHOOL DISTRICT

## Job Description

## FAMILY SERVICES SPECIALIST

## BASIC FUNCTION:

Under the direction of the ~~director of categorical programs~~, Assistant Superintendent of Curriculum and Instruction, communicate with parents, teachers and administrators regarding family enrollment in qualified appropriate programs and to assist families in accessing appropriate services based on program qualification; provide assistance to school families and promote student and parent involvement in school and District programs, services and activities; assist with the coordination and monitoring components and the documentation of requirements of the programs.

## REPRESENTATIVE DUTIES:

**ESSENTIAL DUTIES:**

- Enroll and re-enroll qualified families in programs, such as Migrant Education and state preschool; serve as point of contact for them at the District level responding to questions related to enrollment, school placements, preschool services, out of school youth services, available special programs and other issues; support the District in communicating to parents their rights
- Coordinate the organization and scheduling of Parent Advisory Committee Meetings, and support parents and District staff in efforts to participate in school governance structure
- ~~Assist with the~~ Coordinate ~~(ion)~~ and monitor~~ing of~~ the components and the documentation of requirements of the program**(s)**; support program staff to assure program components are met in a timely manner; assist in the preparation of the State Preschool, Migrant Education Even Start, Summer Supplemental, and District Service Agreement and grants/activities; assist with completion of required Migrant Education and State Preschool and licensing audits
- Facilitate communication between District and Migrant Region Office and San Mateo County Office of Education for the State Preschool Program as well as other county/region programs
- ~~Assist~~ Communicate District and schools ~~in communicating~~ information and concerns such as student progress, grading and homework policies, attendance rules, discipline procedures and health issues to parents also bringing the individual and community concerns back to the school; make referrals to appropriate school and District programs and/for services; conduct group or individual meetings
- Assist administrators, teachers and others by ~~translating~~ interpreting verbal conversations and translating written communications related to Migrant and preschool students
- Coordinate and assist with the outreach for Migrant Pre-K, Migrant K – 12, State Preschool, and the Out of School Youth services
- Make home visits to provide information to parents, investigate home situations and explain rules, regulations, procedures and forms; provide support to parents and assistance in matters related to student academic growth
- Contact police agencies, probation officers, social service organizations and others to exchange information and discuss concerns regarding individual students
- Prepare and maintain program and student records, reports and documentation including home visit reports, translations, memoranda, correspondence and meeting notifications
- Attend workshops and conferences related to the needs and concerns of ethnic and minority groups
- Coordinate volunteers from university and other groups involved in tutoring activities
- Must maintain current knowledge of State Preschool and Migrant Education programs.
- Attend county and region trainings and meetings and disseminate information related to enrollment, certification, quality assurance and record keeping and share information and knowledge gained with staff and supervisor as applicable

## OTHER DUTIES:

Perform related duties as assigned

## KNOWLEDGE AND ABILITIES:

**KNOWLEDGE OF:**
- School and district policies and procedures
- Qualification criteria and enrollment procedure for various programs
- Cultural background of minority, ethnic and disadvantaged groups
- Correct oral and written usage of English and a designated second language
- Interpersonal skills using tact, patience and courtesy
- Telephone techniques and etiquette
- Applicable sections of State Education Code and other applicable laws
- Oral and written communication skills

**ABILITY TO:**
- Promote school/community relations
- Assist parents and students in resolving school/student related problems
- Read, write, translate and interpret English and a designated second language
- Promote parent and child participation in school
- Utilize a second designated language to communicate with students and parents both orally and in writing
- Assist administrators, teachers and others by translating verbal conversations and written communications
- Learn District organization, operations, policies and objectives
- Work independently with little direction
- Communicate effectively both orally and in writing
- Establish and maintain cooperative and effective working relationships with others
- Work effectively in a multi-ethnic setting
- Review situations and determine an effective course of action
- Work confidentially with discretion
- Read, interpret, apply and explain rules, regulations, policies and procedures
- Maintain records and prepare reports
- Type at an acceptable rate of speed
- Plan and organize work

## EDUCATION AND EXPERIENCE:
Any combination equivalent to: graduation from high school supplemented by college level course work in a related field and two years' experience working with needs and issues of migrant persons and state preschool. Hold or qualify to apply for an Early Childhood Education permit.

## LICENSES AND OTHER REQUIREMENTS:
- Valid California driver's license; incumbents are required to use personal vehicle and provide proof of insurance
- Migrant enrollment certification (hold or obtain)
- Certificate of TB clearance TB Skin Test Proof of Immunizations (Influenza, Pertussis, Measles)

## WORKING CONDITIONS:
**ENVIRONMENT:**
- Office, classroom and students' home environment.
- Driving a vehicle to conduct work.

**PHYSICAL ABILITIES:**
- Dexterity of hands and fingers to operate office equipment
- Hearing and speaking to exchange information
- Walking to enter homes of students
- Reaching to retrieve and maintain files
- Seeing to read and assure accuracy to records and reports
- Ability to lift 40 pounds

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

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

**BOARD AGENDA NUMBER:** 14.e

**BOARD AGENDA ITEM:** Approve Donations to Cabrillo Unified School District

**DEPARTMENT:** Business Department

**CONTACT PERSON:** Crystal Leach, Chief Business Official

**BACKGROUND INFORMATION:**

The Governing Board routinely reviews the monthly donation reports.

**REPORT/PROPOSAL:**

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

| | |
|---|---|
| **HALF MOON BAY HIGH SCHOOL** | **$200** |
| ***Spring Musical*** | |
| **David N. Hipkins, Manuel Seitz-Hipkins** | **$150** |
| **Jennifer D. Gorman, Seth F. Gorman** | **$50** |

**FINANCIAL IMPACT:**

There is no financial impact to the District.

**RECOMMENDATION:**

Approve donations to Cabrillo Unified School District.

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

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

**BOARD AGENDA NUMBER:** 14.f

**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).

SAN MATEO COUNTY OFFICE OF EDUCATION
Excellence and Equity in Education

**Quarterly Report on 2018-2019 *Williams* Uniform Complaints**
**[Education Code § 35186]**

District: Cabrill Unified School District

Person completing this form: Rosibel Acosta Title: Admin. Assistant to the Superintendent

Quarterly Report:
(*check one*)

- ☐ **1st Quarter** – *7/1/2018 through 9/30/2018* – **DUE October 31, 2018**
- ☐ **2nd Quarter** – *10/1/2018 through 12/31/2018* – **DUE January 31, 2019**
- ☒ **3rd Quarter** – *1/1/2019 through 3/31/2019* – **DUE April 30, 2019**
- ☐ **4th Quarter** – *4/1/2019 through 6/30/2019* – **DUE July 31, 2019**

Date for information to be reported publicly at governing board meeting: 04/08/2019

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.**

| General Subject Area | Number of Complaints Received | Number of Complaints Resolved | Number of Complaints Unresolved |
|---|---|---|---|
| **Instructional Materials and Textbooks** | 0 | 0 | 0 |
| **Teacher Vacancy or Misassignment** | 0 | 0 | 0 |
| **Condition of Facilities** | 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 the district's board meeting.*

Please submit to Christian Morales-Aponte via email cmaponte@smcoe.org or via fax (650) 802-5363.

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

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

**BOARD AGENDA NUMBER:** 14.g

**BOARD AGENDA ITEM:** Approve and Adopt Minutes of March 6, 2019 Special Governing Board Meeting and March 14, 2019 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 6, 2019 special Governing Board Meeting and the March 14, 2019 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 6, 2019 special Governing Board Meeting and March 14, 2019 regular Governing Board Meeting.

# Special Governing Board Meeting Agenda

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT
District Office Board Room
498 Kelly Avenue, Half Moon Bay, CA 94109
March 6, 2019 7:00 PM
(Closed Session 5:00 PM)

| | |
|---|---|
| Board Members Present: | Ms. Sophia Layne, President<br>Ms. Kimberly Hines, Vice President<br>Ms. Lizet Cortes, Clerk to the Governing Board<br>Ms. Mary Beth Alexander, Member<br>Ms. Freya McCamant, Member |
| Administrators at the Table: | Ms. Jane Yuster, Superintendent |

**1. CALL TO ORDER - 5:01 PM**

**2. ROLL CALL / QUORUM**

___ Ms. Sophia Layne, President
___ Ms. Kimberly Hines, Vice President
___ Ms. Lizet Cortes, Clerk to the Governing Board
___ Ms. Mary Beth Alexander, Member
___ Ms. Freya McCamant, Member

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

None

**4. RECESS TO CLOSED SESSION – 5: 02 PM**

**5. RECONVENE OPEN SESSION – 7: 01 PM**

The Governing Board met in closed session from 5:02 PM to 7:01 PM. No action reported.

**6. PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance was led by Ms. Sophia Layne, Governing Board President.

## 7. ADOPTION OF AGENDA AS PRESENTED / AMENDED

Motion to approve the agenda as presented/amended by Member Kimberly Hines and seconded by Member Lizet Cortes.

(M-69) Passed 5-0

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

None

## 9. DISCUSSION ITEMS

a. Conduct Discussion of Search for Superintendent

Ms. Peggy Lynch and Fred Van Leuven, Consultants, Leadership Associates, presented an overview of the search process for the new Superintendent.

Items discussed:

1. Overview of search process
2. Board / search firm protocols during the search
3. Timeline for the search
4. Board input regarding desired qualities and characteristics of new superintendent
5. Board recommendation regarding community and staff groups to participate in input sessions with Leadership Associates consults
6. Discussion of online survey

## 10. CONSENT ITEMS

a. Approve Certificated Personnel Report

Motion to adopt consent items as presented was made by Member Freya McCamant and seconded by Member Mary Beth Alexander.

(M-70) Passed 5-0

## 11. ACTION ITEMS

a. Ratify Service Agreement Contract with Leadership Associates to Conduct a Superintendent Search

Motion to ratify Service Agreement Contract with Leadership Associates to Conduct a Superintendent Search was made by Member Kimberly Hines and seconded by Member Lizet Cortes.

(M-71) Passed 5-0

## 12. ADJOURNMENT OF THE MEETING

Motion to adjourn made by Member Mary Beth Alexander and seconded by Member Kimberly Hines.

(M-72) Passed 5-0

Meeting was adjourned at 8:04 PM

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent

Minutes presented by Jane Yuster, Secretary to the Governing Board

Certified by:

_____ _____

Lizet Cortes
Clerk to the Governing Board

Date

# Governing Board Meeting Agenda

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT
District Office Board Room
498 Kelly Avenue, Half Moon Bay, CA 94109
March 14, 2019, 7:00 PM
(Closed Session 6:00 PM)

| | |
|---|---|
| Board Members Present: | Ms. Sophia Layne, President<br>Ms. Kimberly Hines, Vice President<br>Ms. Lizet Cortes, Clerk to the Governing Board<br>Ms. Mary Beth Alexander, Member<br>Ms. Freya McCamant, Member |
| Administrators at the Table: | Ms. Jane Yuster, Superintendent<br>Ms. Joy Dardenelle, Assistant Superintendent<br>Ms. Holly Wade, Ph.D., Assistant Superintendent<br>Ms. Crystal Leach, Chief Business Official |
| Student Board Representative: | Miss Lauren DuBose, Student Board Representative |

**1. CALL TO ORDER - 6:00 PM**

**2. ROLL CALL / QUORUM**

___ Ms. Sophia Layne, President
___ Ms. Kimberly Hines, Vice President
___ Ms. Lizet Cortes, Clerk to the Governing Board
___ Ms. Mary Beth Alexander, Member
___ Ms. Freya McCamant, Member

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

**4. RECESS TO CLOSED SESSION – 6:01 PM**

**5. RECONVENE OPEN SESSION – 7:01 PM**

The Governing Board met in closed session from 6:01 PM to 7:00 PM and took the following action:

a. By a vote of 5 to 0, the Board voted to approve the tactical response plans that are part of the Comprehensive School Safety Plans. The remaining (non-tactical response) portions of the Comprehensive School Safety Plans were discussed and acted upon by the Board in open session, at agenda item 15.e.

b. Under Personnel Matters, the Governing Board voted 5 to 0 to non-reelect:

One (1) Probationary II Certificated employee for the 2019-20 school year equating to a Full Time Equivalent of 1.0.

Two (2) Probationary I Certificated employees for the 2019-20 school year equating to a Full Time Equivalent of 2.0.

One (1) Certificated management employee for the 2019-20 school year equating to a Full Time Equivalent of 1.0.

c. Under Personnel Matters, the Governing Board voted 5 to 0 to release:

Twenty-one (21) Temporary certificated employees for the 2019-20 school year equating to a Full Time Equivalent of 4.6.

## 6. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Ms. Sophia Layne, Governing Board President.

## 7. ADOPTION OF AGENDA AS PRESENTED / AMENDED

Motion to approve the agenda as presented/amended by Member Kimberly Hines and seconded by Member Lizet Cortes.

(M-73) Passed 5-0 with Student Representative voting aye

## 8. STUDENT / STAFF / COMMUNITY RECOGNITION

None.

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

Ms. Christy Walker, 635 Spindrift Way, Half Moon Bay, CA. Ms. Walker came to address the Governing Board regarding the Superintendent Search communication.

## 10. REPRESENTATIVE REPORTS

a. CUTA Representatives

CUTA Representative Ramon Macias said CUTA has enjoyed a collaborative relationship with Superintendent Jane Yuster over the past four years and wished her the best on her future endeavors. Mr. Macias said that as the District moves forward into a budget deficit it is important to remember their mission, educate students. Mr. Macias said they need to identify the factors that have positive effects on students' learning and align the financial resources in that direction.

b. CSEA Representatives

CSEA Representative Stig Lynne said they have also enjoyed a collaborative relationship with Superintendent Jane Yuster and were thankful they have been involved in the Superintendent Search process.

## 11. DISCUSSION ITEMS

a. Conduct Second Public Hearing for Trustee Election Districts

Ms. Claire Cunningham, Chief Deputy County Counsel, County of San Mateo, presented the draft of Trustee Areas maps.

President Sophia Layne opened Public Hearing at 7:30 PM. After discussion by the Governing Board and hearing no comments from the public, the public hearing was closed at 7:31 PM.

b. Possible Formation of Board Committee for Visual and Performing Arts

Ms. Kimber Hines, Board Vice President, and Jane Yuster, Superintendent, discussed the possible formation of a Board Committee for Visual and Performing Arts.

## 12. REPORTS / INFORMATION / PRESENTATIONS

a. Receive Report for Low-Performing Students Block Grant (LPSBG)

Ms. Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction, presented to the Governing Board the Low-Performing Students Block Grant report.

b. Receive Report on Literacy

Ms. Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction, presented to the Governing Board a report on Literacy.

c. Receive Report on English Learners

Ms. Irene Preciado, Director of Categorical Programs, presented to the Governing Board a report on English Learners.

d. Second Interim Budget Presentation

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

## 13. COMMUNICATIONS

a. Board Members

Board Member Freya McCamant said she attended the California School Board Association Legislative Action Day in Sacramento. Ms. McCamant said that it is a vital time to make the plea to State Legislators. Ms. McCamant said she had a meeting with Senator Jerry Hill and Assemblymember Marc Berman. Later she was informed that Senator Hill and

Assemblymember Berman were co-authoring AB39. Ms. McCamant asked the Board for their support on AB1322 School-based Health Programs sponsored by Assemblymember Marc Berman.

Board Member Lizet Cortes thanked Mr. David Porcel, Hatch Elementary Principal, Mr. Raj Bechar, Pilarcitos High School Principal and Mr. John Nazar, Half Moon Bay High School for their time and informative sessions. Ms. Cortes also thanked M.s Crystal Leach and Ms. Jane Yuster for making time to talk to her about the District's budget. Ms. Cortes said she attended the Hatch and Kings Mountain Auctions and those were great events.

Board Member Kimberly Hines said she also attended the California School Board Association Legislative Action Day in Sacramento. Ms. Hines said it is important to advocate for AB39 and that there is much more the Board can do in regards to communication to the community. Ms. Hines said she is also looking forward to go to the Half Moon Bay High School play, Mama Mia!

Board Member Mary Beth Alexander commented that she was surprised about a large number of volunteers in the school that don't have children currently enrolled. Ms. Alexander also said she attended the Big Lift and Education Chamber Committee Meetings.

Board Member Sophia Layne thanked Ms. Joy Dardenelle and Ms. Jane Yuster for their years of service, leadership, and love to the community and students.

b. Student Board Member

**El Granada Elementary School**

At El Granada, we are wrapping up Parent/Teacher conferences which have been very successful with over 95% of parents attending this spring conference. The El Granada Talent show was a big success with over 30 amazing student acts. Coffee with the principal last week was also, a huge success. The topic of conversation was school funding and school safety. Over 20 parents were in attendance. Our next principal coffee will be on April 10th and the topic will be collaborative instruction in the classroom. Our El Granada Auction is coming up on March 23 at the Ted Adcock Center starting at 5:00 pm. The theme is Hawaiian. We're looking forward to a great time.

**Kings Mountain Elementary School**

February 14 was Friendship day at Kings Mountain School. K-5 assembled in the Lion's Den to celebrate friendship. We read together, shared attributes of a good friend, and created a Friendship Garden of flowers across our MUR wall and ended with our school song. On March 2, the Kings Mountain School parents and community gathered at the Mountain House for Kings Mountain Associated Parents' annual Spring Fling. The Spring Fling is an evening of live music, dancing, great food, fundraising, and wonderful company in support of Kings Mountain School. KM students are exploring what it means to have attention deficit disorder through books, videos, and simulations with Changing Perspectives. We are all deepening our understanding of the differences in how our brains work. Each of us is unique in a host of amazing ways, and yet we all have similar feelings and desires to succeed socially and academically. At Kings Mountain School, students led conferences. This week, each student is sharing their reflections on their work for the 2nd trimester with their families and

teacher. Students develop a sense of ownership, accomplishment, and partnership with their teacher and families as they set goals for the remainder of the year together.

**Hatch Elementary School**

The Hatch Auction was held last Saturday with huge success of high attendance, beautiful ambiance, music, and food. Thank you so much to our parents and community members for making this event very successful. Hatch is hosting the first Spanish Book Fair. Students, parents, and teachers have the opportunity to purchase authentic Spanish Literature. Thank you to our PTO and teachers for organizing it. Ocean's Week is starting next week! Students will celebrate nature. There will be school assemblies about how to take care of the oceans and nature. Thank you to Mrs. Hirst, one of our PTO parent for coordinating the two weeks of this event. Tomorrow is movie night. Students and families are invited to join us in the multipurpose room to watch 'Penguins of Madagascar'. Hot dogs, popcorn, pan dulce y chocolate. Students are welcome to bring their favorite pillow and blanket. Hatch is inviting all families and community members to the Hatch Open House 2019 on March 27th. Student work will be displayed in the multipurpose room at 5:00 pm and in the teachers' classroom at 6:00 pm.

**Farallone View Elementary School**

Farallone View has been working super hard at getting our students to turn in their reading logs, which help us monitor daily reading minutes and have conversations about reading progress. We are extremely fortunate that we have had the support of our PTO, the Rotary Club, CEF, San Mateo County Libraries, and the HMB Review. Together, with the brain power of Ms. Sage, our Reading Intervention Teacher, our classroom teachers, and Kelly Hoffman-Davis, our amazing PTO President, we put together, the following events, library field trips for every grade level, Read Across America Day on March 1st, our Scholastic book fair this week, they used book swap on March 29, and our Reading for Whiskers program all year long. Dr. Mello, our courageous librarian, was able to secure an acknowledgment program that gave 100 of our underserved students the opportunity to earn a $20 credit for the book fair. We thank Stephanie Izzarelli, CEF, and a local donor. Please visit us at the HMB Brewery this Saturday at 6:00 pm for our amazing auction and show your support for FV.

**Cunha Intermediate School**

The recent happenings at Cunha involve our students signing up for classes for the 2019-2020 school year. Our staff is working on a new Cub Agenda for students for next year. On Saturday, March 16, some of our female students will spend all day at Skyline College attending the Expanding Your Horizons program and they will explore different careers related to science, math, and technology. Passing periods have been extended to 6 minutes from 5 minutes to accommodate the needs of students until the C wing reopens. Leadership spring activities include March Madness and the Leprechaun Run.

**Half Moon Bay High School**

Half Moon Bay High School has been busy, as usual! During President's week, our junior AVID class went on their annual college trip and visited various college campuses in Southern California. We had our Black and Orange Ball at Oceana Hotel, and it was a tremendous success! We were able to raise a lot of money for all of our sports programs and our hardworking athletic trainer, Jessica. Special thanks to Angela Bye and her team for planning

the entire night. On Monday, we kicked off wellness week, hosted by our Peer Helper class, with their Peer presentations. Five different groups gave presentations to the students on topics they have been researching for months. These topics included grief and loss, self-care, mental health, healthy relationships, and gender diversity. There have been great activities every day at lunch here on our campus that include muscle relaxation, finger painting, healthy cooking, mindfulness, and we will be wrapping up wellness week with yoga and music therapy tomorrow. Next week, we will have our WASC visit. Our staff members, led by Andrew Boysen, have been working very hard to prepare for this important evaluation. Our spring musical, Mamma Mia! opens tomorrow night at 7:00 pm! Tickets are available online and at the door. Make sure to purchase your ticket for this weekend or next weekend. The cast, crew, band, and directors have worked extremely hard to put together this extraordinary and energetic performance for the community.

c. Superintendent

Superintendent Yuster said she and Board Member McCamant spoke with some politicians to advocate for our school district. Ms. Yuster complemented Ms. Amber Stariha and the community for all their efforts. Ms. Yuster said she attended the Half Moon Bay High School Black and Orange Ball and reminded principals to make her aware of incoming events. Ms. Yuster said that wonderful things are happening in our community but there is a message to take away, the district financial challenges. The district will continue serving our students and making sure they receive the finest in education.

## 14. CONSENT ITEMS

a. Approve Field Trip for Half Moon Bay High Beach Volleyball Team to Santa Monica, California, April 19 - 21, 2019
b. Approve Certificated Personnel Report
c. Approve of Classified Personnel Report
d. Approve the Winter Submission of the Consolidated Application & Reporting System
e. Accept Donations to Cabrillo Unified School District
f. Accept Enrollment Report for the Sixth Month of the 2018-2019 School Year
g. Approve and Adopt Minutes of February 13, 2019, Regular Governing Board Meeting

Motion to adopt consent items as presented was made by Member Kimberly Hines and seconded by Member Lizet Cortes.

(M-74) Passed 5-0 with Student Representative voting aye

At 9:42 PM President Sophia Layne requested motion to continue pass the 10:00 PM curfew. Motion made by Freya McCamant and seconded by Kimberly Hines.

(M-75) Passed 5-0 with Student Representative voting aye

## 15. ACTION ITEMS

a. Approve a Contract with TBWBH Strategies to Assess the Feasibility to Pursue a Renewal of the Existing Parcel Tax Phase 2

Motion to approve a Contract with TBWBH Strategies to Assess the Feasibility to Pursue a Renewal of the Existing Parcel Tax Phase 2 was made by Member Mary Beth Alexander and seconded by Member Freya McCamant.

(M-76) Passed 5-0 with Student Representative voting aye

Ms. Amber Stariha, 3550 La Honda Road, San Gregorio, CA. Ms. Stariha came to address the Governing Board regarding a parents' advocacy group that recently formed, Coastsiders for Better Education. The objective of the group is to help educate the community about how schools are funded and to create advocacy at the state for Full and Fair Funding.

b. Approve Report for Low-Performing Students Block Grant (LPSBG)

Motion to approve the Report for Low-Performing Students Block Grant (LPSBG) was made by Member Kimberly Hines and seconded by Member Mary Beth Alexander.

(M-77) Passed 5-0 with Student Representative voting aye

c. Adopt Resolution No. 01-19, Reducing and/or Discontinuing of Classified Positions

Motion to adopt Resolution No. 01-19, Reducing and/or Discontinuing of Classified Positions was made by Member Kimberly Hines and seconded by Member Lizet Cortes.

(M-78) Passed 5-0

**ROLL CALL**
Ms. Sophia Layne, President - aye
Ms. Kimberly Hines, Vice President - aye
Ms. Lizet Cortes, Clerk to the Governing Board - aye
Ms. Mary Beth Alexander, Member - aye
Ms. Freya McCamant, Member - aye

d. Approve Second Interim Financial Report Fiscal Year 2018-2019

Motion to approve Second Interim Financial Report Fiscal Year 2018-2019 was made by Member Freya McCamant and seconded by Member Kimberly Hines.

(M-79) Passed 5-0 with Student Representative voting aye

e. Approve Comprehensive School Safety Plans (2018-19)

Motion to approve Comprehensive School Safety Plans (2018-19) was made by Member Kimberly Hines and seconded by Member Lizet Cortes.

(M-80) Passed 5-0 with Student Representative voting aye

f. Cast of 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 Mary Beth Alexander and seconded by Member Freya McCamant.

(M-81) Passed 5-0 with Student Representative voting aye

g. 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 0420, 0450, 0460,6145.2 and 6178, as presented was made by Member Kimberly Hines and seconded by Member Lizet Cortes.

(M-82) Passed 5-0 with Student Representative voting aye

## 18. RETURN TO CLOSED SESSION (IF NECESSARY)

The Governing Board met in closed session from 10:30 PM to 11:00 PM.

No action was taken.

## 19. ADJOURNMENT OF THE MEETING

Motion to adjourn made by Member Kimber Hines and seconded by Member Mary Beth Alexander.

(M-83) Passed 5-0 with Student Representative voting aye

Meeting was adjourned at 10:26 PM

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent

Minutes presented by Jane Yuster, Secretary to the Governing Board

Certified by:

_____ _____

Lizet Cortes Date
Clerk to the Governing Board

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

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

**BOARD AGENDA NUMBER:** 15.a

**BOARD AGENDA ITEM:** Resolution No. 02-19: Establishing and Implementing Trustee Area District Elections for Board Members Pursuant to Elections Code Section 10010

**DEPARTMENT:** Governing Board

**CONTACT PERSON:** Jane Yuster, Superintendent

**BACKGROUND INFORMATION:**

On October 11, 2018, the Cabrillo Unified School District's Governing Board ("Board") voted to approve the proposal to initiate the process for the District to transition from an "At-Large" election system to a "By-Trustee Area" election system commencing with the 2020 Board elections. In approving the proposal, the Board was concerned about exposure to litigation under the California Voting Rights Act ("CVRA"), particularly taking into consideration the broad language of the CVRA and the fact that the CVRA grants a prevailing plaintiff the right to recover reasonable attorneys' fees and expert witness fees. The process included compiling information and data to develop districting options and presentation of the options to the Governing Board and the public.

As part of the process to transition to a "By-Trustee Area" election system, the Board will need to adopt a final trustee area plan for implementing the new voting trustee areas. In advance of adopting a final plan, the District was required to, and did, seek public input on the proposed trustee area plans. The presentation and consideration of the proposed trustee area plans during a public hearing is an important part of the transition to a "By-Trustee Area" election system so that comments and input can be received from the public. Prior to the release of draft map options, the District held public hearings on November 5, 2018, and November 14, 2018, to solicit feedback in advance of map preparation by the District's demographer. Following the release of draft map options, the District previously held public hearings at Governing Board meetings on February 13, 2019, March 15, 2019, and today, April 8, 2019.

The Board of Education must authorize District staff to transmit this resolution, the final trustee area plan adopted, and any additional required documentation to the County Committee and take any other necessary action to effectuate the purposes of this resolution to complete the District's transition to a by-trustee area election system for the 2020 Governing Board elections.

**FINANCIAL IMPACT:**

There is no financial impact to the General Fund.

**RECOMMENDATION:**

It is recommended the Governing Board approve Resolution No. 02-19: Establishing and Implementing Trustee Area District Elections for Board Members Pursuant to Elections Code Section 10010.

**RESOLUTION NO. 02-19**
**BEFORE THE GOVERNING BOARD**
**OF THE CABRILLO UNIFIED SCHOOL DISTRICT**
**SAN MATEO COUNTY, CALIFORNIA**

**ESTABLISHING AND IMPLEMENTING TRUSTEE AREA DISTRICT ELECTIONS FOR BOARD MEMBERS PURSUANT TO ELECTIONS CODE SECTION 10010**

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**WHEREAS**, the Cabrillo Unified School District Board of Education ("Board") is aware of the significant role the California Voting Rights Act of 2001 plays in district election systems and of the importance of maintaining a fair election system;

**WHEREAS**, the Board seeks to ensure that the Cabrillo Unified School District ("District") election system does not result in the dilution of votes and polarized voting patterns;

**WHEREAS**, the District has been threatened with litigation in the event that the Board does not agree to an election of its Board Members by-trustee area elections;

**WHEREAS**, members of the Board are currently elected at-large;

**WHEREAS**, members of the Board are elected in even numbered years to serve staggered four-year terms such that the next election for two Board members is scheduled for 2020, with the remaining three Board members scheduled for election in 2022;

**WHEREAS**, on October 11, 2018, the Board authorized the District Superintendent to commence the process of dividing the District into five trustee areas, to be implemented in the 2020 election;

**WHEREAS**, the Board is authorized to change to a trustee-area system or by a district-based system upon approval of the County Committee on School District Organization and the State Board of Education;

**WHEREAS,** the District informed its stakeholders of the District's intention to proceed with a by-trustee area election system and sought to obtain input from stakeholders regarding the proposed map options;

**WHEREAS**, the District enlisted the services of National Demographics Corporation to prepare several by-trustee area election system map options for the Board's consideration;

**WHEREAS**, on November 5, 2018, the Board held its first open hearing to solicit and provide input regarding the composition of the potential trustee area draft maps;

**WHEREAS**, on November 14, 2018, the Board held its second open hearing to solicit and provide input regarding the composition of the potential trustee area draft maps;

**WHEREAS**, on February 13, 2019, the Board held its third open hearing to solicit and provide input regarding the composition of the potential trustee area draft maps, including reviewing two draft maps, (the Green and Yellow maps) prepared by the demographer;

**WHEREAS**, on March 14, 2019, the Board held its fourth open hearing to solicit and provide input regarding the composition of the potential trustee area draft maps, including reviewing a third draft map, (the Purple map) prepared by the demographer;

**WHEREAS**, on March 26, 2019, a fourth draft map, (the Orange map) was posted online and available at the District Office;

**WHEREAS**, on April 8, 2019, the Board held its fifth open hearing to receive public input and consider the four draft maps (Green, Yellow, Purple, and Orange) prepared by the demographer;

**WHEREAS**, all of the proposed trustee area boundary maps prepared by National Demographics Corporation were drawn with all applicable laws and regulations in mind, including the CVRA and federal election law;

**WHEREAS**, the Board has considered the public input received on the draft trustee area plans and applicable state and federal legal criteria, and desires to adopt the trustee area map and demographic information described as the _____ Map (attached hereto as Exhibit "A") as the final trustee area plan establishing the boundaries for the new trustee areas;

**WHEREAS**, California Education Code sections 5019 and 5030 authorize the San Mateo County Committee on School District Reorganization ("County Committee"), upon application of a school district's governing board, to change the method of election in a school district under its jurisdiction;

**WHEREAS**, if the County Committee approves this request to change the method of electing board members, Education Code section 5020 requires the County Committee's resolution of approval to be submitted to the electorate for its approval;

**WHEREAS**, an election to approve the change in voting methods will result in a cost to the District, and Education Code sections 33050-33053 authorize the State Board of Education to waive this voter approval requirement, which could reduce the costs associated with this proposed change in the manner of electing board members;

**WHEREAS**, in order to complete the transition to by-trustee area elections in a timely and cost effective manner, and to ensure that the new by-trustee area process will be in place in time to elect new governing board members at the Board's next regularly scheduled election, the District is seeking a waiver of certain portions of the Education Code from the State Board of Education. The District's request for waiver will be submitted to the State Board of Education for approval; and

**NOW, THEREFORE**, the Cabrillo Unified School District Board of Education does hereby resolve as follows:

**SECTION 1.** The above recitals are true and correct.

**SECTION 2.** The Board hereby adopts the trustee area map and demographic information described as the _____ Map Option (attached hereto as Exhibit "A") as the final trustee area map for the District's transition to a by-trustee area election system commencing with the 2020 Governing Board election.

**SECTION 3.** The District will hold by-trustee area elections in two areas (areas B and D) at its November 2020 election, assuming timely approval by the San Mateo County Committee. The District will hold by-trustee area elections in three areas (areas A, C, and E) at its November 2022 election subject to any required trustee area boundary adjustments required pursuant to Education Code section 5019.5 following the release of the decennial federal census.

**SECTION 4.** Contingent upon the County Committee's approval of the District's change to a by-trustee area election system, the Board hereby applies to the County Committee to timely approve the Board's adopted trustee area map for implementation commencing with the 2020 Governing Board election, or at the earliest possible election, as conditioned upon approval of the Education Code waiver request submitted to the State Board of Education.

**SECTION 5.** The Board hereby authorizes and directs District staff to transmit this resolution, the final trustee area map adopted, and any additional required documentation to the County Committee and to take any other necessary action to effectuate the purposes of this resolution and complete the District's transition to a by-trustee area election system for the 2020 Governing Board elections.

**SECTION 6.** This Resolution shall become effective immediately upon its adoption.

**PASSED AND ADOPTED** this 8th day of April, 2019, at a regular meeting of the Governing Board of Cabrillo Unified School District.

| | | | | |
|---|---|---|---|---|
| Mary Beth Alexander: | _____ Aye | _____ No | _____ Abstain | _____ Absent |
| Lizet Cortes: | _____ Aye | _____ No | _____ Abstain | _____ Absent |
| Kimberly Hines: | _____ Aye | _____ No | _____ Abstain | _____ Absent |
| Sophia Layne: | _____ Aye | _____ No | _____ Abstain | _____ Absent |
| Freya McCamant: | _____ Aye | _____ No | _____ Abstain | _____ Absent |

Certified by

_____
Lizet Cortes
Clerk to the Governing Board
Cabrillo Unified School District

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

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

**BOARD AGENDA NUMBER:** 15.b

**BOARD AGENDA ITEM:** Adopt Resolution No. 03-19: AB 428 Funding for Children with Disabilities

**DEPARTMENT:** Superintendent/Governing Board

**CONTACT PERSON:** Jane Yuster, Superintendent

**BACKGROUND INFORMATION:**

Special education is a federal and state mandated education program that entitles children with disabilities to receive a free appropriate public education. California's neutral funding formula (Assembly Bill [AB] 602) does not adequately or equitably provide the necessary funding to pay for the increasing costs of providing educational services to students with disabilities. Special education AB 602 funding rates among Special Education Local Plan Areas (SELPAs) vary considerably without justification. The Legislative Analyst's Office has consistently recommended that the Legislature equalize special education AB 602 funding rates. There has been a significant increase in the population of preschool-age children with autism, many of whom require intensive services. California does not fund average daily attendance (ADA) or special education services for preschool-aged children with disabilities. Preschool-age children with disabilities who receive high-quality care and education before kindergarten are 40% to 60% less likely to need special education interventions when they reach school age.

**REPORT/PROPOSAL:**

AB 428 (Medina, D-Riverside) would increase and equalize AB 602 base funding rates, establish a funding mechanism for preschool programs for children with disabilities, provide additional funding for students with the most intensive needs, and address declining enrollment SELPAs.

**FINANCIAL IMPACT:**

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

**RECOMMENDATION:**

Adopt Resolution No. 03-19: AB 428 Funding for Children with Disabilities.

**RESOLUTION NO. 03-19**
**BEFORE THE GOVERNING BOARD**
**OF THE CABRILLO UNIFIED SCHOOL DISTRICT**
**SAN MATEO COUNTY, CALIFORNIA**

**FUNDING FOR CHILDREN WITH DISABILITIES**

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**WHEREAS**, special education is a federal and state mandated education program that entitles children with disabilities to receive a free appropriate public education; and

**WHEREAS,** California provides educational services to more than 700,000 children with identified disabilities; and

**WHEREAS**, California's neutral funding formula (Assembly Bill [AB] 602) does not adequately or equitably provide the necessary funding to pay for the increasing costs of providing educational services to students with disabilities; and

**WHEREAS,** special education AB 602 funding rates among Special Education Local Plan Areas (SELPAs) vary considerably without justification; and

**WHEREAS,** the Legislative Analyst's Office has consistently recommended that the Legislature equalize special education AB 602 funding rates; and

**WHEREAS,** there has been a significant increase in the population of preschool-age children with autism, many of whom require intensive services; and

**WHEREAS,** California does not fund average daily attendance (ADA) or special education services for preschool-aged children with disabilities; and

**WHEREAS,** preschool-age children with disabilities who receive high-quality care and education before kindergarten are 40% to 60% less likely to need special education interventions when they reach school age; and

**WHEREAS,** funding preschool programs for children with disabilities provides educational and social benefits that results in significant future cost savings to state and local educational agencies (LEAs); and

**WHEREAS,** in March 2015, the California Statewide Special Education Task Force issued a report recommending the state establish a new preschool funding mechanism and equalize AB 602 base funding rates; and

**WHEREAS,** the current amount of funding for students with significant disabilities, such as autism, blindness, deafness or severe orthopedic impairments, is far below amounts necessary to support their education; and

**WHEREAS**, the cost of materials, equipment, technology, and/or specialized services necessary for these students far exceed the per-ADA amount provided, with the average costs estimated at $17,600 and can be as high as $40,000; and

**WHEREAS,** the Governor's 2019-20 State Budget proposal attempts to address the needs for students with disabilities for a small subset of LEAs, but does not propose any additional funding for these critical special education funding issues statewide; and

**WHEREAS,** AB 428 (Medina, D-Riverside) would increase and equalize AB 602 base funding rates, establish a funding mechanism for preschool programs for children with disabilities, provide additional funding for students with the most intensive needs, and address declining enrollment SELPAs; and

**WHEREAS,** the Cabrillo Unified School District supports increased funding for special education equalization, the creation of a preschool funding mechanism for children with disabilities, and additional resources for students with high-cost disabilities as proposed in AB 428 (Medina); and

**THEREFORE**, be it Resolved that the Governing Board of the Cabrillo Unified School District urges Governor Gavin Newsom and the California State Legislature to support and fund AB 428 (Medina).

**PASSED AND ADOPTED** this 8th day of April, 2019, at a regular meeting of the Governing Board of Cabrillo Unified School District.

| | | | | |
|---|---|---|---|---|
| Mary Beth Alexander: | _____ Aye | _____ No | _____ Abstain | _____ Absent |
| Lizet Cortes: | _____ Aye | _____ No | _____ Abstain | _____ Absent |
| Kimberly Hines: | _____ Aye | _____ No | _____ Abstain | _____ Absent |
| Sophia Layne: | _____ Aye | _____ No | _____ Abstain | _____ Absent |
| Freya McCamant: | _____ Aye | _____ No | _____ Abstain | _____ Absent |

Certified by

_____
Lizet Cortes
Clerk to the Governing Board
Cabrillo Unified School District

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

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

**BOARD AGENDA NUMBER:** 15.c

**BOARD AGENDA ITEM:** Adopt Resolution No. 04-19: Calling for Support of AB 39 to Increase Local Control Funding for California's Public Schools

**DEPARTMENT:** Superintendent/Business

**CONTACT PERSON:** Jane Yuster, Superintendent
Crystal Leach, Chief Business Official

**BACKGROUND INFORMATION:**

California is the nation's most populous and wealthiest state and has the sixth largest economy in the world, and the largest Gross Domestic Product (GDP) of any state in the nation; and despite California's leadership in the global economy, the state falls in the nation's bottom quintile on nearly every measure of public K-12 school funding and school staffing. K-12 school funding has not substantially increased, on an inflation-adjusted basis, for more than a decade; and under the Local Control Funding Formula (LCFF), state funding for K-12 schools has only this year recently returned to levels predating the Great Recession of 2007.

Assembly Member Al Muratsuchi has introduced AB 39, which would increase LCFF base, supplemental and concentration grant funding to a level that is based on the national average and makes strides towards funding equal to or above the average of the top 10 states, as called for in State Constitution.

**REPORT/PROPOSAL:**

Adopt the attached Resolution in support of AB39.

**FINANCIAL IMPACT:**

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

**RECOMMENDATION:**

Adopt Resolution No. 04-19: Calling for support of AB 39 to increase Local Control Funding for California's public schools.

**RESOLUTION NO. 04-19**
**BEFORE THE GOVERNING BOARD**
**OF THE CABRILLO UNIFIED SCHOOL DISTRICT**
**SAN MATEO COUNTY, CALIFORNIA**

**RESOLUTION CALLING FOR SUPPORT OF AB 39 (MURATSUCHI) TO INCREASE LOCAL CONTROL FUNDING FOR CALIFORNIA'S PUBLIC SCHOOLS**

---

**WHEREAS**, California is the nation's most populous and wealthiest state and has the sixth largest economy in the world, and the largest Gross Domestic Product (GDP) of any state in the nation; and

**WHEREAS**, despite California's leadership in the global economy, the state falls in the nation's bottom quintile on nearly every measure of public K-12 school funding and school staffing; and

**WHEREAS**, California ranks 45th nationally in the percentage of taxable income spent on education, 41st in per-pupil funding, 45th in pupil–teacher ratios and 48th in pupil–staff ratios; and

**WHEREAS**, K-12 school funding has not substantially increased, on an inflation-adjusted basis, for more than a decade; and

**WHEREAS**, under the Local Control Funding Formula (LCFF), state funding for K-12 schools has only this year recently returned to levels predating the Great Recession of 2007; and

**WHEREAS**, the modest revenue increases since the implementation of the LCFF have been eroded by rapidly increasing costs for health care, pensions, special education, transportation and utilities; and

**WHEREAS**, 58 percent of California's public school students are eligible for free and reduced-price lunch — 13 percent above the national average — and 23 percent of California students are English learners, more than twice the national average; and

**WHEREAS**, California's investment in public schools is out of alignment with its wealth, its ambitions, its demographics and the demands of a 21st-century education; and

**WHEREAS**, California funds schools at roughly $1,961 per student less than the national average, which translates to approximately $3,462 per student when adjusted for California being a high-cost state; and

**WHEREAS**, California trails the average of the top 10 states by almost $7,000 in per-pupil funding; and

**WHEREAS**, in order to prepare our students for participation in a democratic society and an increasingly competitive, technology-driven global economy, California must fund schools at a level sufficient to support student success; and

**WHEREAS**, if California is to close opportunity and achievement gaps and create a public school system that offers consistently high levels of education, the State must provide schools with the resources to meet the needs of their specific populations; and,

**WHEREAS,** Assembly Member Al Muratsuchi has introduced AB 39, which would increase LCFF base, supplemental and concentration grant funding to a level that is based on the national average and makes strides towards funding equal to or above the average of the top 10 states, as called for in State Constitution; and,

**NOW, THEREFORE BE IT RESOLVED**, that the governing board of the Cabrillo Unified School District and urges the State Legislature to pass, and the Governor to sign, this critical legislation that would create a roadmap to significantly increase funding to the LCFF through Proposition 98 growth.

**PASSED AND ADOPTED** this 8th day of April, 2019, at a regular meeting of the Governing Board of Cabrillo Unified School District.

| | | | | |
|---|---|---|---|---|
| Mary Beth Alexander: | _____ Aye | _____ No | _____ Abstain | _____ Absent |
| Lizet Cortes: | _____ Aye | _____ No | _____ Abstain | _____ Absent |
| Kimberly Hines: | _____ Aye | _____ No | _____ Abstain | _____ Absent |
| Sophia Layne: | _____ Aye | _____ No | _____ Abstain | _____ Absent |
| Freya McCamant: | _____ Aye | _____ No | _____ Abstain | _____ Absent |

Certified by

_____
Lizet Cortes
Clerk to the Governing Board
Cabrillo Unified School District

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

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

**BOARD AGENDA NUMBER:** 15.d

**BOARD AGENDA ITEM:** Sign Letter of Support for SCA 5, Lowering the Threshold for Parcel Tax

**DEPARTMENT:** Superintendent/Governing Board

**CONTACT PERSON:** Jane Yuster, Superintendent

**BACKGROUND INFORMATION:**

California schools are currently being funded at slightly higher than the 2007-2008 funding levels. Due to this chronic underfunding, districts are struggling to maintain quality educational services and programs amid escalating costs and declining enrollment. Due to these pressures, an estimated two-thirds of school districts will have deficits in Fiscal Year 2019-20. Many districts have had to lay-off or furlough teachers and classified employees, and cut education programs and services. Parcel taxes are one of the few ways local school districts are able to raise revenue to supplement the funds they receive from the state and other sources, but they remain inaccessible to most communities given the high two-thirds voter threshold. Only one in four of California school districts have attempted to get a parcel tax approved, and an even fewer (about one in eight) has succeeded in doing so. More than 80 percent of the 26 local school parcel tax measures that failed in California from 2012 to 2017 would have passed if a supermajority vote of 55 percent was required for approval, instead of a two-thirds vote.

SCA 5 would create a more equitable and fair supermajority voting threshold for school district parcel taxes. The legislation would also require that a proposition for a local school district parcel tax meet several conditions before being placed on the ballot for district voters, including a requirement the school district governing board conduct an annual independent financial audit of parcel tax proceeds.

**REPORT/PROPOSAL:**

Support SCA 5, which would allow school district voters to impose, extend, or increase a parcel tax with 55 percent voter approval, rather than the current two-thirds vote requirement.

**FINANCIAL IMPACT:**

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

**RECOMMENDATION:**

Sign letter of support for SCA 5, Lowering the threshold for Parcel Tax.

# CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Jane Yuster

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant


April 9, 2019

The Honorable Jerry Hill
Senator, 13th District
State Capitol, Room 5035
Sacramento, CA 95814

RE: Senate Constitutional Amendment 5 - SUPPORT

Dear Senator Hill:

We, the Governing Board for the Cabrillo Unified School District, write in support of SCA 5, which would allow school district voters to impose, extend, or increase a parcel tax with 55 percent voter approval, rather than the current two-thirds vote requirement.

Despite increases in state funding for schools in recent years, districts are struggling to maintain quality educational services and programs amid escalating costs and declining enrollment. Due to these pressures, an estimated two-thirds of school districts will have deficits in Fiscal Year 2019-20. Many districts have had to lay-off or furlough teachers and classified employees, and cut education programs and services.

Parcel taxes are one of the few ways local school districts are able to raise revenue to supplement the funds they receive from the state and other sources, but they remain inaccessible to most communities given the high two-thirds voter threshold. Only one in four of California school districts have attempted to get a parcel tax approved, and an even fewer (about one in eight) has succeeded in doing so.

More than 80 percent of the 26 local school parcel tax measures that failed in California from 2012 to 2017 would have passed if a supermajority vote of 55 percent was required for approval, instead of a two-thirds vote.

SCA 5 would create a more equitable and fair supermajority voting threshold for school district parcel taxes. The legislation would also require that a proposition for a local school district parcel tax meet several conditions before being placed on the ballot for district voters, including a requirement the school district governing board conduct an annual independent financial audit of parcel tax proceeds.

For these reasons, we are proud to support SCA 5. Should you have any questions about our position on this legislation, please do not hesitate to contact Sophia Layne, President, Cabrillo Unified School District Governing Board at laynes@cabrillo.k12.ca.us.

Sincerely,

Lizet Cortes
Clerk to the Governing Board

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

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

**BOARD AGENDA NUMBER:** 15.e

**BOARD AGENDA ITEM:** Sign Letter of Support for AB 1322, Office of School-Based Health Programs

**DEPARTMENT:** Superintendent/Governing Board

**CONTACT PERSON:** Jane Yuster, Superintendent

**BACKGROUND INFORMATION:**

Children come to Cabrillo Unified schools every day suffering from mental health issues, poor nutrition, asthma, diabetes, and other conditions that seriously impact their ability to succeed. Schools are a critical partner in providing health services to students. Cabrillo Unified School District provides a variety of both physical and mental health services to our students. However, the demand for both physical and mental health services has increased while funding for these services has decreased. The district cannot keep up with the demand for services.

Since the early 1990s, schools have been eligible to receive reimbursement from the federal government for direct health services provided at school sites through a program called Medi-Cal LEA Billing. School districts also participate in the Medicaid Administrative Activities program, which covers administrative costs for activities such as helping families enroll and access services for their students through Medi-Cal. This is a complicated system, with many moving parts, and it is difficult to ensure that the district is receiving all of the money it requires to deliver services to its students. AB 1322 would strengthen the institutional partnership between the Department of Health Care Services and the California Department of Education (CDE) by creating an office within CDE to coordinate various health programs and services delivered through the schools. By expanding its ability to receive federal funds for school-based health services, there is an opportunity for the CDE to play a vital role with assisting districts that wish to participate and draw down federal funds.

REPORT/PROPOSAL:

The Governing Board of Cabrillo Unified School District is being asked to sign a letter of support of *Assembly Bill 1322 (Berman): Office of School-Based Health Programs*. AB 1322 would establish an Office of School-Based Health programs within the California Department of Education (CDE), to provide leadership and assistance to school districts offering health programs through the public schools.

**FINANCIAL IMPACT:**

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

**RECOMMENDATION:**

Sign letter of support for AB 1322, Office of School-Based Health Programs.

# CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Jane Yuster

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant


April 9, 2019

The Honorable Patrick O'Donnell
Assembly Education Committee
1020 N Street, Room 159
Sacramento, California 95814

RE: AB 1322 (Berman) Office of School-Based Health Programs – SUPPORT

Dear Assembly Member O'Donnell,

On behalf of Cabrillo Unified School District, I am writing in support of Assembly Bill 1322 (Berman): Office of School-Based Health Programs. AB 1322 would establish an Office of School-Based Health programs within the California Department of Education (CDE), to provide leadership and assistance to school districts offering health programs through the public schools.

Children come to school every day suffering from mental health issues, poor nutrition, asthma, diabetes, and other conditions that seriously impact their ability to succeed. Schools are a critical partner in providing health services to students. Still, nearly 20% of public school staff report that their school does not provide adequate health services to students. Cabrillo Unified School District provides a variety of both physical and mental health services to our students. However, the demand for both physical and mental health services has increased while funding for these services has decreased. The district cannot keep up with the demand for services.

Since the early 1990s, schools have been eligible to receive reimbursement from the federal government for direct health services provided at school sites through a program called Medi-Cal LEA Billing. School districts also participate in the Medicaid Administrative Activities program, which covers administrative costs for activities such as helping families enroll and access services for their students through Medi-Cal. To run smoothly and maximize funding eligibility, school districts require support from state agencies responsible for both health and education. AB 1322 would strengthen the institutional partnership between the Department of Health Care Services and CDE by creating an office within CDE to coordinate various health programs and services delivered through the schools.

Other states have successfully drawn down federal funds to support the administrative costs of assistance to school districts participating in these reimbursement programs and California could do the same to support an Office of School-Based Health Programs. With the expanding ability to receive federal funds for school-based health services, there is an opportunity for the CDE to play a vital role with assisting districts that wish to participate and draw down federal funds.

AB 1322 is an important step to improve access to health services through schools and Cabrillo Unified School District.

Sincerely,

Lizet Cortes
Clerk to the Governing Board

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

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

**BOARD AGENDA NUMBER:** 15.f

**BOARD AGENDA ITEM:** Adopt Resolution No. 05-19 in Support of Autism Awareness Month

**DEPARTMENT:** Special Education

**CONTACT PERSON:** Holly Wade Ph.D., Assistant Superintendent, Educational Support Services

**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. 05-19 in Support of Autism Awareness Month.

**RESOLUTION NO. 05-19**
**BEFORE THE GOVERNING BOARD**
**OF THE CABRILLO UNIFIED SCHOOL DISTRICT**
**SAN MATEO COUNTY, CALIFORNIA**

**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.

**PASSED AND ADOPTED** this 8th day of April, 2019, at a regular meeting of the Governing Board of Cabrillo Unified School District.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Mary Beth Alexander: | _____ | Aye | _____ | No | _____ | Abstain | _____ Absent |
| Lizet Cortes: | _____ | Aye | _____ | No | _____ | Abstain | _____ Absent |
| Kimberly Hines: | _____ | Aye | _____ | No | _____ | Abstain | _____ Absent |
| Sophia Layne: | _____ | Aye | _____ | No | _____ | Abstain | _____ Absent |
| Freya McCamant: | _____ | Aye | _____ | No | _____ | Abstain | _____ Absent |

Certified by

_____
Lizet Cortes
Clerk to the Governing Board
Cabrillo Unified School District

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

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

**BOARD AGENDA NUMBER:** 15.g

**BOARD AGENDA ITEM:** Approve Resolution No. 06-19: Certificated and Classified Employee Appreciation Week

**DEPARTMENT:** Personnel

**CONTACT PERSON:** Holly Wade Ph.D., Assistant Superintendent, Education Support Services
Jason Owens, Director of Personnel and Pupil Services

**BACKGROUND INFORMATION:**

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

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

**REPORT/PROPOSAL:**

This attached Resolution No. 06-19 is presented as a formal appreciation of these invaluable certificated and classified employees. This year, Certificated and Classified Employee Appreciation Week is May 6–10, 2019.

**FINANCIAL IMPACT:**

No financial impact to the General Fund.

**RECOMMENDATION:**

Approve Resolution No. 06-19: Certificated and Classified Employee Appreciation Week.

**RESOLUTION NO. 06-19**
**BEFORE THE GOVERNING BOARD**
**OF THE CABRILLO UNIFIED SCHOOL DISTRICT**
**SAN MATEO COUNTY, CALIFORNIA**

**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 6–10, 2019, as *Certificated and Classified Employee Appreciation Week* in the Cabrillo Unified School District.

**PASSED AND ADOPTED** this 8th day of April, 2019, at a regular meeting of the Governing Board of Cabrillo Unified School District.

| | | | | |
|---|---|---|---|---|
| Mary Beth Alexander: | _____ Aye | _____ No | _____ Abstain | _____ Absent |
| Lizet Cortes: | _____ Aye | _____ No | _____ Abstain | _____ Absent |
| Kimberly Hines: | _____ Aye | _____ No | _____ Abstain | _____ Absent |
| Sophia Layne: | _____ Aye | _____ No | _____ Abstain | _____ Absent |
| Freya McCamant: | _____ Aye | _____ No | _____ Abstain | _____ Absent |

Resolution No. 06-19 continued;

Certified by

_____

Lizet Cortes
Clerk to the Governing Board
Cabrillo Unified School District

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

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

**BOARD AGENDA NUMBER:** 15.h

**BOARD AGENDA ITEM:** Adopt Resolution No. 07-19: Declaration for Substitute CBEST Waiver

**DEPARTMENT:** Personnel

**CONTACT PERSON:** Holly Wade Ph.D., Assistant Superintendent, Education Support Services
Jason Owens, Director of Personnel and Pupil Services

**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 2019-20.

**REPORT/PROPOSAL:**

The formal Declaration is attached for approval of the Governing Board. This approved declaration from 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. 07-19: Declaration for Substitute CBEST Waiver.

**RESOLUTION NO. 07-19**
**BEFORE THE GOVERNING BOARD**
**OF THE CABRILLO UNIFIED SCHOOL DISTRICT**
**SAN MATEO COUNTY, CALIFORNIA**

**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.

**PASSED AND ADOPTED** this 8th day of April, 2019, at a regular meeting of the Governing Board of Cabrillo Unified School District.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Mary Beth Alexander: | _____ | Aye | _____ | No | _____ | Abstain | _____ Absent |
| Lizet Cortes: | _____ | Aye | _____ | No | _____ | Abstain | _____ Absent |
| Kimberly Hines: | _____ | Aye | _____ | No | _____ | Abstain | _____ Absent |
| Sophia Layne: | _____ | Aye | _____ | No | _____ | Abstain | _____ Absent |
| Freya McCamant: | _____ | Aye | _____ | No | _____ | Abstain | _____ Absent |

Certified by

_____
Lizet Cortes
Clerk to the Governing Board
Cabrillo Unified School District

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

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

**BOARD AGENDA NUMBER:** 15.i

**BOARD AGENDA ITEM:** Approve Form J-13A Waiver Request for School Closures Due to Hazardous Air Quality from the November 2018 Camp Fire

**DEPARTMENT:** Business Department

**CONTACT PERSON:** Crystal Leach, Chief Business Official

**BACKGROUND INFORMATION:**

On November 16, 2018, the California State Superintendent of Public Instruction confirmed that LEAs that have closed schools due to hazardous air quality may apply for a waiver to ensure no loss of Local Control Funding Formula (LCFF) funding due to school closures.

All school districts that closed due to air quality are encouraged to file Form J-13A waiver to ensure they comply with laws related to instructional time.

**REPORT/PROPOSAL:**

The following documents are presented for the Board to review:

- California Department of Education (CDE) Request for Allowance of Attendance due to Emergency Conditions, Form J-13A.
- California Department of Education News Release

**FINANCIAL IMPACT:**

There is no financial impact to the General Fund.

**RECOMMENDATION:**

Approve Form J-13A Waiver Request for school closures due to hazardous air quality from the November 2018 Camp Fire.

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

## SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K–12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at https://www.cde.ca.gov/fg/aa/pa/j13a.asp for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

| LEA NAME: | COUNTY CODE: | DISTRICT CODE: | CHARTER NUMBER (IF APPLICABLE): |
|---|---|---|---|
| Cabrillo Unified School District | 41 | 68890 | |

| LEA SUPERINTENDENT OR ADMINISTRATOR NAME: | FISCAL YEAR: |
|---|---|
| Jane Yuster | 2019 |

| ADDRESS: | COUNTY NAME: |
|---|---|
| 498 Kelly Avenue | San Mateo |

| CITY: | STATE: | ZIP CODE: |
|---|---|---|
| Half Moon Bay | California | 94019 |

| CONTACT NAME: | TITLE: | PHONE: | E-MAIL: |
|---|---|---|---|
| Crystal Leach | Chief Business Official | (650) 712-7135 | leachc@cabrillo.k12.ca.us |

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):

| ☑ SCHOOL DISTRICT | ☐ COUNTY OFFICE OF EDUCATION (COE) | ☐ CHARTER SCHOOL |
|---|---|---|
| Choose one of the following:<br>☑ All district school sites<br>☐ Select district school sites | Choose one of the following:<br>☐ All COE school sites<br>☐ Select COE school sites | |

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

☑ SCHOOL CLOSURE: When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

☐ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ MATERIAL DECREASE: When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

☐ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ LOST OR DESTROYED ATTENDANCE RECORDS: When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

*"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."*

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

## SECTION B: SCHOOL CLOSURE

☐ Not Applicable (Proceed to Section C)
☑ Supplemental Page(s) Attached

PART I: NATURE OF EMERGENCY (Describe in detail.)

Due to the camp fire in Butte County, California which began on November 8, 2018; several schools in San Mateo County including Cabrillo Unified School District were closed on November 16, 2018 due to hazardous air quality.

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

| A | B | C | D | E | F | G | H | I |
|---|---|---|---|---|---|---|---|---|
| School Name | School Code | Site Type | Days in School Calendar | Emergency Days Built In | Built In Emergency Days Used | Date(s) of Emergency Closure | Closure Dates Requested | Total Number of Days Requested |
| El Granada Elementary School | 6043624 | Elementary | 180 | | | November 16, 2018 | November 16, 2018 | 1 |
| Farallone View Elementary School | 6043632 | Elementary | 180 | | | November 16, 2018 | November 16, 2018 | 1 |
| Hatch Elementary School | 6043616 | Elementary | 180 | | | November 16, 2018 | November 16, 2018 | 1 |
| Kings Mountain Elementary School | 6043657 | Elementary | 180 | | | November 16, 2018 | November 16, 2018 | 1 |
| Cunha Intermediate School | 6043665 | Secondary | 180 | | | November 16, 2018 | November 16, 2018 | 1 |
| Half Moon Bay High School | 4132817 | Secondary | 180 | | | November 16, 2018 | November 16, 2018 | 1 |
| Pilarcitos High School | 4130027 | Secondary | 180 | | | November 16, 2018 | November 16, 2018 | 1 |
| | | | | | | | | |
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PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

| A | B | C | D | E | F |
|---|---|---|---|---|---|
| School Name | School Code | Fiscal Year | Closure Dates | Nature | Weather Related Yes/No |
| | | | | | |
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## SECTION C: MATERIAL DECREASE

☉ Not Applicable (Proceed to Section D)
☐ Supplemental Page(s) Attached

PART I: NATURE OF EMERGENCY (Describe in detail.)

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

| A | B | C | D | E | F | G* | H |
|---|---|---|---|---|---|---|---|
| School Name | School Code | "Normal" Attendance (October/May) | Dates Used for Determining "Normal" Attendance | Date of Emergency | Actual Attendance | Qualifier: 90% or Less (F/C) | Net Increase of Apportionment Days (C-F) |
| | | | - | | | 0.00% | 0.00 |
| | | | - | | | 0.00% | 0.00 |
| | | | - | | | 0.00% | 0.00 |
| | | | - | | | 0.00% | 0.00 |
| | | | - | | | 0.00% | 0.00 |
| | | | - | | | 0.00% | 0.00 |
| | | | - | | | 0.00% | 0.00 |
| | | | - | | | 0.00% | 0.00 |
| | | | - | | | 0.00% | 0.00 |
| | | Total: 0.00 | | | 0 | | 0.00 |

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

| A | B | C | D | E | F | G* | H |
|---|---|---|---|---|---|---|---|
| School Name | School Code | "Normal" Attendance Hours | Date Used for Determining "Normal" Attendance | Date of Emergency | Actual Attendance Hours | Qualifier: 90% or Less (F/C) | Net Increase of Hours (C-F) |
| | | | | | | 0.00% | 0.00 |
| | | | | | | 0.00% | 0.00 |
| | | | | | | 0.00% | 0.00 |
| | | | | | | 0.00% | 0.00 |
| | | | | | | 0.00% | 0.00 |
| | | Total: 0.00 | | | 0.00 | | 0.00 |

**Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.*

## SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

☉ Not Applicable (Proceed to Section E)

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

## SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of Cabrillo Unified School District, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

| Board Members Names | Board Members Signatures |
|---|---|
| President: Sophia Layne | |
| Vice-President: Kimberly Hines | |
| Clerk: Lizet Cortes | |
| Member: Freya McCamant | |
| Member: Mary Beth Alexander | |
| | |
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At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this 8th day of April, 2019.

Witness: _____ (Name) _____ (Signature) Title: _____ of _____ County, California

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): Jane Yuster (Name) _____ (Signature) Authorizing LEA Name: Cabrillo Unified School District

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): _____ (Name) _____ (Signature)

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ (Name) _____ (Signature) Title: _____ of _____ County, California

COE contact/individual responsible for completing this section:

Name: _____ Title: _____ Phone: _____ E-mail: _____

**PRINT FORM**

CALIFORNIA DEPARTMENT OF EDUCATION

# NEWS RELEASE

TOM TORLAKSON
State Superintendent
of Public Instruction

Release: #18-75
November, 16 2018

Contact: Jonathan Mendick
E-mail: communications@cde.ca.gov
Phone: 916-319-0818

# State Schools Chief Tom Torlakson Assures Schools Closed Due to Hazardous Air Quality that State Funding Will Continue

SACRAMENTO—State Superintendent of Public Instruction Tom Torlakson today reminded educators who close schools because of dangerous air quality that they can apply for a waiver to ensure they do not lose funding because of a drop in attendance. He also pledged that they would be assisted by administrators from the California Department of Education.

State law allows schools to continue to receive state funds from the Local Control Funding Formula (LCFF) if they have to close because of a natural disaster such as floods, fires, earthquakes or other extraordinary conditions, such as hazardous air quality.

The California Department of Education does not keep precise numbers of school closings, but schools are closed in 22 counties.

“The tragic wildfires in California that have caused so much heartbreaking destruction and loss of life are continuing to harm some of our schools and communities,” Torlakson said. “I want to thank school districts for acting to protect educators and students, and to let them know that the California Department of Education will assist them in any way that we can. Safety must come first for students, teachers, and staff.”

Torlakson also encouraged schools facing poor air quality to keep students indoors during recess and meals. Air quality information is available at the AirNow website, and wildfire information is available from the CAL FIRE website.

Approval of school closures and material decrease in attendance may be requested by submitting a Form J-13A. For more guidance on the J-13A submittal and approval process, see the CDE Form J-13A web page. More information about recovery resources is available from the CDE School Disaster Recovery web page, and at this CalOES California Wildfires web page. Find more information regarding health and the effects of smoke and ash on the CalEPA Fire Response and Recovery web page. Any impacted school or local education agency can contact EmergencyServices@cde.ca.gov to connect with the CDE team.

**Counties where one or more schools are closed:**

Alameda County
Butte County
Colusa County
Contra Costa County
Glenn County
Lake County
Los Angeles County
Marin County
Mendocino County
Napa County
Nevada County
Placer County
Solano County
Sonoma County
Sacramento County
San Francisco County
San Joaquin County
San Mateo County
Santa Clara County
Sutter County
Ventura County
Yolo County
Yuba County

Please contact your local school, district or county for the latest closure information.

# # # #

**Tom Torlakson — State Superintendent of Public Instruction**
**Communications Division, Room 5602, 916-319-0818, Fax 916-319-0100**

Last Reviewed: Wednesday, November 21, 2018

# CABRILLO UNIFIED SCHOOL DISTRICT
# BOARD AGENDA ITEM

**BOARD MEETING DATE:** April 8, 2019

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

**BOARD AGENDA NUMBER:** 15.j

**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
Holly Wade Ph.D., Assistant Superintendent, Educational Support Services
Crystal Leach, Chief Business Official

**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 action. 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 5141.52, BP 5144, BP 5146, BP 5148.3, BP 6170.1, BP 6175, BP 6190, BB 9322 and BB 9324 are provided for adoption. These Board policy and bylaw have been reviewed by appropriate staff and are submitted for your consideration. Staff has further concluded that the proposed revisions reflect new laws and/or additional CSBA suggested wordsmithing that could be considered for adoption under action items. These policies are included in the 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.

# CABRILLO UNIFIED SCHOOL DISTRICT

**POLICY GUIDE SHEET**

April 8, 2019



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

**BP/AR 5141.52 - Suicide Prevention**

(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 2639)** which requires boards of districts that serve grades 7-12 to review the district's suicide prevention policy at least every five years and update it as necessary. Regulation updated to reflect **NEW LAW (SB 972)** which requires districts that issue student identification cards to print specified suicide prevention hotline numbers on the cards effective July 1, 2019. Regulation also reflects **NEW LAW (AB 1808)** which requires CDE to identify online training programs that districts can use to train students and staff regarding suicide awareness and prevention.

**BP/AR 5144 - Discipline**

(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 2657)** which prohibits seclusion and behavioral restraint of students as a means of discipline, and to encourage staff development regarding equitable implementation of discipline. Regulation updated to revise section on "Detention After School" to more directly reflect state regulations and delete a specific timeline for advance notice to parents/guardians of a student's detention.

**BP 5146 - Married/Pregnant/Parenting Students**

(BP revised)

Policy updated to reflect **NEW LAW (AB 2289)** which requires notification to parents/guardians and to pregnant and parenting students of their rights under the law; authorizes an excused absence for a parenting student to care for a sick child without a physician's note; provides that a pregnant or parenting student is entitled to eight weeks of parental leave, or longer if deemed medically necessary by the student's physician; and authorizes the use of uniform complaint procedures for complaints alleging noncompliance with the law.

**BP/AR 5148.3 - Preschool/Early Childhood Education**

(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 1808)** which (1) exempts CSPP programs from specified licensure and regulation requirements if they are operated in a school building and (2) requires that the district's Williams uniform complaint procedures be used to resolve allegations of deficiencies related to health and safety requirements in license-exempt CSPP programs. Policy and regulation reflect a provision of AB 1808 which allows districts to commingle 4-year-old children enrolled in a CSPP program with children enrolled in a transitional kindergarten (TK) program under specified conditions. Regulation also reflects **NEW LAW (AB 2626)** which changes the birthdate by which children are eligible for CSPP programs, **NEW LAW (AB 273, 2017)** which revises eligibility criteria for CSPP preschool to include parents/guardians engaged in an educational program for English learners or for attainment of a high school diploma or general educational development certificate, and **NEW LAW (AB 752, 2017)** which prohibits the expulsion or unenrollment of a child enrolled in a CSPP program unless the district has taken specified steps and the child's continued enrollment presents a serious safety threat to the child or other enrolled children.

**BP 6170.1 - Transitional Kindergarten**
(BP revised)

Policy updated to reflect **NEW LAW (AB 1808)** which allows districts to place 4-year-old children enrolled in a CSPP program into a TK program and to commingle children from both programs into the same classroom under specified conditions.

**BP/AR 6175 - Migrant Education Program**
(BP/AR revised)

Policy updated to include priorities for migrant education services, as amended by the federal Every Student Succeeds Act, and provision of services to private school students, formerly in AR. Policy also adds language encouraging the superintendent to annually report to the board regarding the performance of migrant students. Regulation updated to add definition of "migrant student" and add new section on "Summer School" reflecting requirement for any district receiving federal migrant education funding to conduct summer school programs for eligible migrant students. New section on "Applicability of Graduation Requirements" reflects **NEW LAW (AB 2121)** which, under certain conditions, exempts migrant students who transfer between schools in grades 11-12 from district-established graduation requirements.

**BP 6190 - Evaluation of the Instructional Program**
(BP revised)

Policy updated to delete references to the obsolete API and add the California School Dashboard as a source for multiple state and local indicators of strengths and areas in need of improvement in each priority area addressed by the LCAP. Section on "Federal Program Monitoring" deleted as the focus of the policy is on program effectiveness rather than compliance with program requirements.

**BB 9322 - Agenda/Meeting Materials**
(BB revised)

Bylaw updated to reflect requirement effective January 1, 2019 that districts post a direct link on the homepage of their web site to the current board meeting agenda or to the district's agenda management platform. Bylaw also clarifies that the agenda need not provide an opportunity for public comment on any agenda item that has previously been considered at an open meeting of a committee comprised exclusively of board members.

**BB 9324 - Minutes and Recordings**
(BB revised)

Bylaw updated to reflect **NEW LAW (SB 1036)** which prohibits districts from including in board meeting minutes a student's directory information or a parent/guardian's personal information, as defined, when the student or parent/guardian requests that such information be excluded. Bylaw also includes optional statement that the minutes will summarize topics addressed during the public comment period and need not reflect the names of the individuals who comment.

# Cabrillo USD

## Board Policy

**Suicide Prevention**

BP 5141.52
**Students**

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. ~~To~~ **In an** ~~attempt~~ **effort** to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, **suicide prevention experts,** local health agencies, mental health professionals, and community organizations.

~~*(cf. 1020 - Youth Services)*~~
*(cf. 1220 - Citizen Advisory Committees)*
*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

Such measures and strategies shall include, but are not limited to:

1. The strategies and measures describe in the San Mateo County School Suicide Prevention Tool Kit

2. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students ~~in the secondary grades~~

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

3. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

*(cf. 6142.8 - Comprehensive Health Education)*

4. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

***(cf. 5131 - Conduct)***
***(cf. 5131.2 - Bullying)***
***(cf. 5137 - Positive School Climate)***
***(cf. 5145.3 - Nondiscrimination/Harassment)***

***(cf. 5145.7 - Sexual Harassment)***
***(cf. 5145.9 - Hate-Motivated Behavior)***

5. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the ~~youth~~ suicide problem **among youth**, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

6. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

7. Crisis intervention procedures for addressing suicide threats or attempts

8. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

**The Board shall review, and update as necessary, this policy at least every five years. (Education Code 215)**

*Legal Reference:*
*EDUCATION CODE*
*215 Student suicide prevention policies*
***215.5 Suicide prevention hotline contact information on student identification cards***
***216 Suicide prevention online training programs***
*32280-32289 Comprehensive safety plan*
*49060-49079 Student records*
*49602 Confidentiality of student information*
*49604 Suicide prevention training for school counselors*
*GOVERNMENT CODE*
*810-996.6 Government Claims Act*
*PENAL CODE*
*11164-11174.3 Child Abuse and Neglect Reporting Act*
*WELFARE AND INSTITUTIONS CODE*
*5698 Emotionally disturbed youth; legislative intent*
*5850-5883* ***Children's*** *Mental Health Services Act*
*COURT DECISIONS*
*Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554*

*Management Resources:*
*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*
*Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008*
*Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003*
*CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS*
*School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009*
*NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS*
*Preventing Suicide~~,~~: Guidelines for Administrators and Crisis Teams, 2015*
*U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS*

*National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012*
*Preventing Suicide: A Toolkit for High Schools, 2012*
~~*National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012*~~
*WEB SITES*
*American Association of Suicidology: http://www.suicidology.org*
*American Foundation for Suicide Prevention: https://afsp.org*
*American Psychological Association: http://www.apa.org*
*American School Counselor Association: https://www.schoolcounselor.org*
*California Department of Education, Mental Health: http://www.cde.ca.gov/ls/cg/mh*
*California Department of Health Care Services, Suicide Prevention Program: http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx*
*Centers for Disease Control and Prevention, Mental Health: http://www.cdc.gov/mentalhealth*
*National Association of School Psychologists: https://www.nasponline.org*
*National Institute for Mental Health: http://www.nimh.nih.gov*
*Trevor Project: http://thetrevorproject.org*
*U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: http://www.samhsa.gov*

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: December11, 2008 Half Moon Bay, California
revised: October 8, 2009
revised: May 11, 2017
**revised: April 8, 2019**

# Cabrillo USD
## Board Policy
**Discipline**

BP 5144
**Students**

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning **and achievement** and ~~to preparing~~ **desires to prepare** students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent**/guardian** involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

*(cf. 5113.1 - Chronic Absence and Truancy)*
*(cf. 5131 - Conduct)*
*(cf. 5131.1 - Bus Conduct)*
*(cf. 5131.2 - Bullying)*
*(cf. 5137 - Positive School Climate)*
*(cf. 5145.9 - Hate-Motivated Behavior)*
*(cf. 6020 - Parent Involvement)*

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools.

The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

*(cf. 5138 - Conflict Resolution/Peer Mediation)*
*(cf. 6164.2 - Guidance/Counseling Services)*

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required **or permitted** by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

*(cf. 5020 - Parent Rights and Responsibilities)*
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*
*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*
*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*
*(cf. 6164.5 - Student Success Teams)*

School personnel and volunteers shall not allow any disciplinary action taken against a student

to result in the denial or delay of a school meal. (Education Code 49557.5)

***(cf. 3550 - Food Service/Child Nutrition Program)***
***(cf. 3551 - Food Service Operations/Cafeteria Fund)***
***(cf. 3553 - Free and Reduced Price Meals)***

**Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)**

***(cf. 5131.41 - Use of Seclusion and Restraint)***

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

*(cf. 0450 - Comprehensive Safety Plan)*
*(cf. 9320 - Meetings and Notices)*

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*
***(cf. 0415 - Equity)***
*(cf. 5145.3 - Nondiscrimination/Harassment)*
*(cf. 5145.7 - Sexual Harassment)*

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively **and equitably** implement the disciplinary strategies adopted for district schools, including, but not limited to, **knowledge of** ~~consistent~~ school and classroom management skills **and their consistent application**, effective accountability and positive intervention techniques, and ~~development of~~ **the tools to form** strong, cooperative relationships with parents/guardians.

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

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school **safety and connectedness to the school community**, and other local measures, shall be included in the

district's local control and accountability plan, as required by law.

*(cf. 0460 - Local Control and Accountability Plan)*
*(cf. 3100 - Budget)*

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

*Legal Reference:*
*EDUCATION CODE*
*32280-~~32288~~ **32289** School safety plans*
*35146 Closed sessions*
*35291 Rules*
*35291.5-35291.7 School-adopted discipline rules*
*37223 Weekend classes*
*44807.5 Restriction from recess*
*48900-48926 Suspension and expulsion*
*48980-48985 Notification of parent/guardian*
***49005-49006.4 Seclusion and restraint***
*49330-49335 Injurious objects*
*49550-~~49562~~ **49564.5** Meals for needy students*
*52060-52077 Local control and accountability plan*
*CIVIL CODE*
*1714.1 Parental liability for child's misconduct*
*CODE OF REGULATIONS, TITLE 5*
*307 Participation in school activities until departure of bus*
*353 Detention after school*
***UNITED STATES CODE, TITLE 20***
***1400-1482 Individuals with Disabilities Education Act***
***UNITED STATES CODE, TITLE 29***
***794 Section 504 of the Rehabilitation Act of 1973***
*UNITED STATES CODE, TITLE 42*
*1751-1769j School Lunch Program*
*1773 School Breakfast Program*

*Management Resources:*
*CSBA PUBLICATIONS*
***Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015***
***The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014***
*Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014*
*Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011*
*Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009*
*CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES*
*Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000*
*~~STATE BOARD OF EDUCATION POLICIES~~*
*~~01-02 School Safety, Discipline, and Attendance, March 2001~~*
*U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS*
*Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014*
*WEB SITES*
*CSBA: http://www.csba.org*
*California Department of Education: http://www.cde.ca.gov*
*Public Counsel: http://www.fixschooldiscipline.org*
*U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr*

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: December 11, 2008 Half Moon Bay, California
revised: August 11, 2011
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revised: September 18, 2014
revised: March 8, 2018
**revised: April 8, 2019**

# Cabrillo USD
## Board Policy
**Married/Pregnant/Parenting Students**

BP 5146
**Students**

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

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

The district shall not **exclude or deny any student from any educational program or activity, including any class or extracurricular activity, solely** ~~discriminate against any student~~ on the basis of the student's ~~marital status,~~ pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery**. In addition, the district shall not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex**. (Education Code **221.51,** 230; **5 CCR 4950;** 34 CFR 106.40)

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

**The Superintendent or designee shall annually notify parents/guardians at the beginning of the school year of the rights and options available to pregnant and parenting students under the law. In addition, pregnant and parenting students shall be notified of the rights and options available to them under the law through annual**

**school year welcome packets and through independent study packets. (Education Code 222.5, 48980)**

***(cf. 5145.6 - Parental Notifications)***

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

**Education and Support Services for Pregnant and Parenting Students**

Pregnant and parenting students shall retain the right to participate in ~~any comprehensive school or educational~~ **the regular education program or an** alternative **education** program.

The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student ~~and/or his/her~~ **and/or the student's** child.

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

Any **alternative** education program**,** ~~or~~ activity**, or course** that is offered separately to pregnant **or parenting** students, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary. (**Education Code 221.51;** 5 CCR 4950)

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

~~As~~ **If** required for ~~other~~ students with ~~physical or emotional conditions or temporary disabilities~~ **any other temporary disabling condition,** the Superintendent or designee may require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician **or nurse practitioner** indicating that the student is physically and emotionally able to ~~participate~~ **continue participation** in ~~an educational~~ **the regular education** program or activity. (**Education Code 221.51; 5 CCR 4950;** 34 CFR 106.40)

*(cf. 6142.7 - Physical Education and Activity)*
*(cf. 6145 - Extracurricular and Cocurricular Activities)*
*(cf. 6183 - Home and Hospital Instruction)*

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

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

*(cf. 5148 - Child Care and Development)*

2. Parenting education and life skills instruction

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

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

4. Health care services, including prenatal care

*(cf. 5141.6 - School Health Services)*

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

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

6. Academic and personal counseling

*(cf. 6164.2 - Guidance/Counseling Services)*

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

*(cf. 6179 - Supplemental Instruction)*

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

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

**Absences**

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

**A student shall be excused for absences to care for a sick child for whom the student is the custodial parent. A note from a physician shall not be required for such an absence. (Education Code 48205)**

*(cf. 5113 - Absences and Excuses)*

**Parental Leave**

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

~~*(cf. 5112.3 - Student Leave of Absence)*~~

**A pregnant or parenting student shall be entitled to eight weeks of parental leave in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Such leave may be taken before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. The Superintendent or designee may grant parental leave beyond eight weeks if deemed medically necessary by the student's physician. (Education Code 46015; 34 CFR 106.40)**

**The student, if age 18 years or older, or the student's parent/guardian shall notify the school of the student's intent to take parental leave. No student shall be required to take all or part of the parental leave. (Education Code 46015)**

**When a student takes parental leave, the attendance supervisor shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program or an alternative education program. A pregnant or parenting student shall not be required to complete academic work or other school requirements during the period of the parental leave. (Education Code 46015)**

***(cf. 5113.11 - Attendance Supervision)***

**Following the leave, a pregnant or parenting student may elect to return to the school and the course of study in which the student was enrolled before taking parental leave or to an alternative education option provided by the district. Upon return to school, a pregnant or parenting student shall have opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses. (Education Code 46015)**

**When necessary to complete high school graduation requirements, the student may remain enrolled in school for a fifth year of instruction, unless the Superintendent or designee makes a finding that the student is reasonably able to complete district graduation requirements in time to graduate by the end of the fourth year of high school. (Education Code 46015)**

*(cf. 6146.1 - High School Graduation Requirements)*
*(cf. 6146.11 - Alternative Credits Toward Graduation)*
*(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)*

~~A parenting student may request exemption from attendance because of personal services that must be rendered to a dependent.~~

~~*(cf. 5112.1 - Exemptions from Attendance)*~~

**~~Reasonable~~ Accommodations**

When necessary, the district shall provide ~~reasonable~~ accommodations to **enable a** pregnant ~~and~~ **or** parenting student~~s~~ to ~~enable them to~~ access the educational program.

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

~~*(cf. 6183 - Home and Hospital Instruction)*~~

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to: (Education Code 222)

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

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

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

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

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

**Complaints**

Any complaint ~~of~~ **alleging** discrimination on the basis of pregnancy or marital or parental status**, district noncompliance with the requirements of Education Code 46015,** or district noncompliance with the requirement~~s~~ to provide reasonable accommodations for lactating students shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-~~4687~~**4670** and BP/AR 1312.3 - Uniform Complaint Procedures. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or ~~the~~ CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 222, **46015**; 5 CCR 4600-~~4687~~ **4670)**

*(cf. 1312.3 - Uniform Complaint Procedures)*

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

**Program Evaluation**

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on **student** participation ~~rates~~ in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

*(cf. 0500 - Accountability)*
*(cf. 6162.5 - Student Assessment)*
***(cf. 6190 - Evaluation of the Instructional Program)***

*Legal Reference:*
*EDUCATION CODE*
***221.51 Nondiscrimination; married, pregnant, and parenting students***

*222 Reasonable accommodations; lactating students*
***222.5 Pregnant and parenting students, notification of rights***
*230 Sex discrimination*
*8200-8498 Child Care and Development Services Act*
***46015 Parental leave***
*48205 Excused absences*
***48206.3 Temporary disability, definition***
*48220 Compulsory education requirement*
*48410 Persons exempted from continuation classes*
***48980 Parental notifications***
*49553 Nutrition supplements for pregnant/lactating students*
*51220.5 Parenting skills and education*
*51745 Independent study*
*52610.5 Enrollment of pregnant and parenting students in adult education*
*CIVIL CODE*
*51 Unruh Civil Rights Act*
*FAMILY CODE*
*7002 Description of emancipated minor*
*HEALTH AND SAFETY CODE*
*104460 Tobacco prevention services for pregnant and parenting students*
*CODE OF REGULATIONS, TITLE 5*
*4600-~~4687~~ **4670** Uniform complaint procedures*
*4950 Nondiscrimination, marital and parental status*
*CODE OF REGULATIONS, TITLE 22*
*101151-101239.2 General licensing requirements for child care centers*
*101351-101439.1 Infant care centers*
*UNITED STATES CODE, TITLE 20*
*1681-1688 Title IX, Education Act Amendments*
*UNITED STATES CODE, TITLE 42*
*1786 Special supplemental nutrition program for women, infants, and children*
*CODE OF FEDERAL REGULATIONS, TITLE 7*
*246.1-246.28 Special supplemental nutrition program for women, infants, and children*
*CODE OF FEDERAL REGULATIONS, TITLE 34*
*106.40 Marital or parental status*
*ATTORNEY GENERAL OPINIONS*
*87 Ops.Cal.Atty.Gen. 168 (2004)*
*COURT DECISIONS*
*American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307*

*Management Resources:*
*CALIFORNIA WOMEN'S LAW CENTER PUBLICATIONS*
*Pregnant Students and Confidential Medical Services* ***2013***
*Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements* ***2012***
~~*Pregnant Students and Confidential Medical Services*~~
*The Civil Rights of Pregnant and Parenting Teens in California Schools, 2002*
*U.S. DEPARTMENT OF EDUCATION PUBLICATIONS*
*Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, rev. June 2013*
*WEB SITES*
*California Department of Education: http://www.cde.ca.gov*
*California Women's Law Center: http://www.cwlc.org~~/resources~~*
*U.S. Department of Agriculture, Women, Infants, and Children Program: http://www.fns.usda.gov/wic*
*U.S. Department of Education: http://www.ed.gov*

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: December 11, 2008 Half Moon Bay, California

revised: May 9, 2014
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**revised: April 8, 2019**

# Cabrillo USD
## Board Policy
**Preschool/Early Childhood Education**

BP 5148.3
**Students**

The Governing Board recognizes ~~that~~ **the value of** high-quality preschool experiences ~~help children ages 3-4 years to develop~~ **to enhance children's social-emotional development,** knowledge, skills, abilities, and attributes necessary for a successful transition into the elementary education program. ~~Early education programs should provide~~ **The Board desires to provide children ages 3-4 years access to** developmentally appropriate activities in a safe, adequately supervised, and cognitively rich environment.

~~**Collaboration with Community Programs**~~

The Superintendent or designee shall collaborate with the local child care and development planning council, **the county office of education**, other public agencies, organizations, ~~the county office of education,~~ and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs.

~~*(cf. 1020 - Youth Services)*~~
*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*
*(cf. 1700 - Relations Between Private Industry and the Schools)*
*(cf. 5148 - Child Care and Development)*

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

**District Preschool Programs**

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools**, either directly or through a subcontract with a public or private provider**.

**District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.**

The Board shall approve**,** for the district's preschool program**,** a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 18272-18281 and the accompanying administrative regulation. (5 CCR 18271)

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-

risk children and/or children residing in the attendance areas of the lowest performing district schools.

*(cf. 6171 - Title I Programs)*

~~On a case-by-case basis, the Board shall determine whether the district shall directly administer a preschool program or contract with a public or private provider to offer such a program.~~

~~Facilities for p~~**P**reschool classroom~~s~~ **needs** shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations or agencies.

*(cf. 1330.1 - Joint Use Agreements)*
*(cf. 7110 - Facilities Master Plan)*
*(cf. 7210 - Facilities Financing)*

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

*(cf. 5020 - Parent Rights and Responsibilities)*
*(cf. 6020 - Parent Involvement)*

The Superintendent or designee shall coordinate ~~planning efforts for~~ the district's preschool program, transitional kindergarten program **(TK)**, and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge.

*(cf. 6011 - Academic Standards)*
*(cf. 6170.1 - Transitional Kindergarten)*

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by ~~the~~ CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills ~~related to~~ **in the areas of** language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The district's preschool program shall provide appropriate services to support the needs of ~~English learners and children with disabilities~~ **at-risk children**.

***(cf. 0415 - Equity)***
*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*
***(cf. 6173 - Education for Homeless Children)***
***(cf. 6173.1 - Education for Foster Youth)***
***(cf. 6173.2 - Education of Children of Military Families)***
*(cf. 6174 - Education for English Learners)*
***(cf. 6175 - Migrant Education Program)***

~~The district shall encourage volunteerism in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.~~

~~*(cf. 1240 - Volunteer Assistance)*~~

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

*(cf. 3550 - Food Services/Child Nutrition Program)*
*(cf. 5030 - Student Wellness)*
*(cf. 5141.31 - Immunizations)*
*(cf. 5141.32 - Health Screening for School Entry)*
*(cf. 5141.6 - School Health Services)*

**The district shall encourage volunteerism in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.**

*(cf. 1240 - Volunteer Assistance)*

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

*(cf. 4112.2 - Certification)*
*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*
*(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)*
*(cf. 4131 - Staff Development)*
*(cf. 4222 - Teacher Aides/Paraprofessionals)*
*(cf. 4231 - Staff Development)*
*(cf. 4331 - Staff Development)*

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (CCR 18105; 22 CCR 101218)

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8263 and 5 CCR 18106.

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or community in order to assist families whose child care needs extend beyond the length of time that the district's part-day preschool program is offered.

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 18279)

**The district's Williams uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8235.5; 5 CCR 4610, 4611)**

***(cf. 1312.4 - Williams Uniform Complaint Procedures)***

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

*(cf. 0500 - Accountability)*

*Legal Reference:*
*EDUCATION CODE*
*8200-8499.10 Child Care and Development Services Act, especially:*
*8200-8209 General provisions for child care and development services*
*8230-8233 Migrant child care and development program*
*8235-8239**.1** California State Preschool Program*
*8240-8244 General child care and development programs*
*8250-8252 Programs for children with special needs*
*8263 Eligibility and priorities for subsidized child development services*
*8263.3 Disenrollment of families due to reduced funding levels*
***8264.8 Center-based child care programs, staffing ratios***
***8273.1 Family fees***
~~*8300-8303 Early Learning Quality Improvement System Advisory Committee*~~
*8360-8370 Personnel qualifications*
*8400-8409 Contracts**, administrative appeal procedure***
*8493-8498 Facilities**, capital outlay***
*8499.3-8499.7 Local child care and development planning councils*
***44065 Interchange between certificated and classified positions***
***44256 Credential types***
*48000 Transitional kindergarten*
***48985 Notification, primary language other than English***
*HEALTH AND SAFETY CODE*
*1596.70-1596.895 California Child Day Care Act*
*1596.90-1597.21 Day care centers*
*120325-120380 Immunization requirements*
*CODE OF REGULATIONS, TITLE 5*
***4680-4687 Williams uniform complaint procedures***
*18000-18434 Child care and development programs, especially:*
*18130-18136 California State Preschool Program*
*18295 Waiver of qualifications for site supervisor*
*80105-80125 Permits authorizing service in child development programs*
*CODE OF ~~FEDERAL~~ REGULATIONS, TITLE 22*
*101151-101239.2 General requirements, licensed child care centers, especially:*
*101151-101163 Licensing and application procedures*
*101212-101231 Continuing requirements*
*101237-101239.2 Facilities and equipment*
*UNITED STATES CODE, TITLE 20*
***1400-1482 Individuals with Disabilities Education Act***
*6311-6322 Title I, relative to preschool*
*6371-6376 Early Reading First*
*6381-6381k Even Start family literacy programs*

*6391-6399 Education of migratory children*
*UNITED STATES CODE, TITLE 42*
*9831-9852**c** Head Start programs*
*~~9858-9858q~~ **9857-9858r** Child Care and Development Block Grant*
*~~CODE OF FEDERAL REGULATIONS, TITLE 22~~*
*~~101151-101239.2 General requirements, licensed child care centers, including:~~*
*~~101151-101163 Licensing and application procedures~~*
*~~101212-101231 Continuing requirements~~*
*~~101237-101239.2 Facilities and equipment~~*
*CODE OF FEDERAL REGULATIONS, TITLE 45*
*~~1301-1310~~ **1301.1-1305.2** Head Start*

*Management Resources:*
*CSBA PUBLICATIONS*
***What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016***
*~~Expanding Access to High-Quality Preschool Programs, 2008~~*
*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*
*California Preschool Learning Foundations*
*~~14-02 Enrolling and Reporting Children in California State Preschool Programs, April 2014~~*
*Dream Big for Our Youngest Children: Final Report of the California Early Learning Quality Improvement System Advisory Committee, 2010*
*Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009*
*Prekindergarten Learning Development Guidelines, 2000*
*First Class: A Guide for Early Primary Education, 1999*
*U.S. DEPARTMENT OF EDUCATION PUBLICATIONS*
***Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016***
*Good Start, Grow Smart, April 2002*
*CSBA: http://www.csba.org*
*California Association for the Education of Young Children: http://www.caeyc.org*
*~~California Children and Families Commission: http://www.ccfc.ca.gov~~*
*California County Superintendents Educational Services Association: http://www.ccsesa.org*
*California Department of Education: http://www.cde.ca.gov*
*California Head Start Association: http://caheadstart.org*
*California Preschool Instructional Network: http://www.cpin.us*
*Child Development Policy Institute: http://www.cdpi.net*
*Cities, Counties, and Schools Partnership: http://www.ccspartnership.org*
*First 5 Association of California: ~~http://www.f5ac.org~~ **http://www.ccfc.ca.gov***
*National Institute for Early Education Research: http://nieer.org*
*~~National School Boards Association: http://www.nsba.org~~*
*~~Preschool California: http://www.preschoolcalifornia.org~~*
*U.S. Department of Education: http://www.ed.gov*

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: June 20, 2013 Half Moon Bay, California
revised: November 12, 2015
**revised: April 8, 2019**

# Cabrillo USD

## Board Policy

**Transitional Kindergarten**

BP 6170.1
**Instruction**

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist ***students*** ~~children~~ in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation.

*(cf. 1220 - Citizen Advisory Committees)*
*(cf. 6020 - Parent Involvement)*

**Eligibility**

The district's TK program shall admit children whose fifth birthday is from September 2 through December 2. (Education Code 48000)

Parents/guardians of eligible children shall be notified of the availability of the TK program and the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

*(cf. 5111 - Admission)*
*(cf. 5111.1 - District Residency)*
*(cf. 5111.12 - Residency Based on Parent/Guardian Employment)*
*(cf. 5141.22 - Infectious Diseases)*
*(cf. 5141.3 - Health Examinations)*
*(cf. 5141.31 - Immunizations)*
*(cf. 5141.32 - Health Screening for School Entry)*

Upon request of a child's parents/guardians, the district may, on a case-by-case basis after the Superintendent or designee determines that it is in the child's best interest, admit into the district's TK program a child whose fifth birthday is on or before September 1 and who is therefore eligible for kindergarten.

***At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after December 2 of that same school year, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's***

***parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)***

**Curriculum and Instruction**

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

*(cf. 6141 - Curriculum Development and Evaluation)*
*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). It shall be designed to facilitate students' development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

*(cf. 5148.3 - Preschool/Early Childhood Education)*
*(cf. 6011 - Academic Standards)*
*(cf. 6174 - Education for English Language Learners)*
~~*(cf. 6111 - School Calendar)*~~
~~*(cf. 6112 - School Day)*~~

***The Board shall establish the length(s) of the school day in the district's TK program. TK programs may be maintained for different lengths of time either at the same or different school sites, as long as the school day is at least three hours but no more than four hours. The Superintendent or designee shall annually report to CDE as to whether the district's TK programs are offered full day, part day, or both. (Education Code 37202, 46111, 46115, 46117, 48003)***

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

***TK students may be placed in a classroom commingled with 4-year old students from California State Preschool Program as long as the classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten. (Education Code 8235, 48000)***

**Staffing**

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

*(cf. 4112.2 - Certification)*

***A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall by August 1, 2020, have at least 24 units in early childhood education and/or child development, comparable experience in a preschool setting, and/or development teacher permit issued by***

***CTC. (Education Code 4800)***

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children.

*(cf. 4131 - Staff Development)*

**Continuation to Kindergarten**

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

A student shall not attend more than two years in a combination of TK and kindergarten. (Education Code 46300)

*(cf. 5123 - Promotion/Acceleration/Retention)*

**Assessment**

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

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

*Legal Reference:*
*EDUCATION CODE*
*8973 Extended-day kindergarten*
*37202 School calendar; equivalency of instructional minutes*
*44258.9 Assignment monitoring by county superintendent of schools*
*46111 Kindergarten, hours of attendance*
*46114-46119 Minimum school day, kindergarten*
*46300 Computation of ADA, inclusion of kindergarten and transitional kindergarten*
*48000 Age of admission, kindergarten and transitional kindergarten*
*48002 Evidence of minimum age required to enter kindergarten or first grade*
*48200 Compulsory education, starting at age six*
*Management Resources:*
*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*
*Transitional Kindergarten FAQs*
*Desired Results Developmental Profile, 2015*
*Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013*
*California Preschool Curriculum Framework, Vol. 1, 2010*
*California Preschool Learning Foundations, Vol. 1, 2008*

*WEB SITES*
*CSBA: http://www.csba.org*
*California Department of Education: http://www.cde.ca.gov*
*California Kindergarten Association: http://www.ckanet.org*
*Commission on Teacher Credentialing: http://www.ctc.ca.gov*
*Transitional Kindergarten California: http://www.tkcalifornia.org*

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: December 11, 2008 Half Moon Bay, California
revised: April 11, 2013
revised: October 8, 2015
revised: May 12, 2016
revised: September 13, 2018
**revised: April 8, 2019**

# Cabrillo USD
## Board Policy
**Migrant Education Program**

BP 6175
**Instruction**

The Governing Board desires to provide a comprehensive program for migrant students that attempts to mitigate the impact of educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors that may inhibit ~~the~~ **their** ability ~~of migrant students~~ to succeed in school. The district shall make use of available funds to provide supplementary services for migrant students.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*
***(cf. 0415 - Equity)***
***(cf. 5145.3 - Nondiscrimination/Harassment)***
***(cf. 5145.9 - Hate-Motivated Behavior)***

~~The Superintendent or designee shall convene a parent advisory council to actively involve parents/guardians in planning, operating, and evaluating the district's migrant education program. (Education Code 54444.2)~~

~~*(cf. 1220 - Citizen Advisory Committees)*~~
~~*(cf. 6020 - Parent Involvement)*~~

The Superintendent or designee shall cooperate with the regional migrant service center in outreach and identification of eligible migrant students and in the provision of migrant education services. ~~He/she~~ **The Superintendent or designee** shall also coordinate migrant education services with other programs within the district and with other public agencies that serve migrant workers and their families.

~~*(cf. 1020 - Youth Services)*~~
*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*
*(cf. 5141.6 - School Health Services)*
*(cf. 5147 - Dropout Prevention)*
*(cf. 5148 - Child Care and Development)*
*(cf. 5148.2 - Before/After School Programs)*
*(cf. 5148.3 - Preschool/Early Childhood Education)*
*(cf. 6164.2 - Guidance/Counseling Services)*
*(cf. 6171 - Title I Programs)*
*(cf. 6174 - Education for English Learners)*

**The district shall give first priority for services to migrant students who are failing, or are most at risk of failing, to meet state academic standards or have dropped out of school. (20 USC 6394)**

***(cf. 6011 - Academic Standards)***

**The district shall provide services to eligible private school students residing within the district on an equitable basis with participating public school students. (20 USC 7881; 34 CFR 200.87)**

The Superintendent or designee shall ~~plan for late enrollments of migrant students. He/she shall~~ ensure that each migrant student is placed at the appropriate grade level **upon enrollment** and is provided services in accordance with ~~his/her~~ **an** individual needs assessment and learning plan.

~~The Board shall monitor the results of~~ **The Superintendent or designee shall annually report to the Board regarding student performance on** statewide assessments of core academic subjects and English language development, as appropriate, for students enrolled in the district's migrant education ~~services~~ **program**. In addition, the Superintendent or designee shall periodically report to the Board regarding the alignment of district services with the needs of students as identified in student needs assessments conducted pursuant to Education Code 54443.1. As necessary, the Board shall seek technical assistance from the migrant education regional service center and/or make changes in the services provided by the district in order to improve student achievement.

*(cf. 0500 - Accountability)*
*(cf. 6162.51 - State Academic Achievement Tests)*
*~~(cf. 6162.52 - High School Exit Examination)~~*

*Legal Reference:*
*EDUCATION CODE*
***200 Educational equity***
***220 Prohibition against discrimination***
***234.7 Student protections relating to immigration and citizenship status***
***51225.1 Exemption from district graduation requirements***
***51225.3 High school graduation, course requirements***
*54440-54445 Migrant education program*
*CODE OF REGULATIONS, TITLE 5*
*3080 Application of uniform complaint procedures*
*4600-~~4687~~ **4670** Uniform complaint procedures*
*UNITED STATES CODE, TITLE 20*
*6311 Title I state plan*
*6381-6381k Even Start family literacy program*
*6391-6399 ~~Migrant education program~~ **Education of migrant students***
*7881 Services for private school students*
*CODE OF FEDERAL REGULATIONS, TITLE 34*
*200.81-200.89 Migrant education program*

*Management Resources:*
*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*
***2017 State Service Delivery Plan***
*~~Identification and Recruitment Manual: Policies and Procedures for Migrant Education Recruiters in the State of California, 2008~~*
*~~California Migrant Education Program: Comprehensive Needs Assessment, Initial Report of Findings, 2007~~*
*U.S. DEPARTMENT OF EDUCATION ~~NON-REGULATORY GUIDANCE~~ **PUBLICATIONS***
*~~Title I, Part C Education of Migratory Children, October 2003~~*
***Education of Migratory Children Under Title I, Part C of the Elementary and Secondary Education Act of 1965, Non-Regulatory Guidance, rev. March 2017***
*WEB SITES*
*California Department of Education, Migrant Education Office: http://www.cde.ca.gov/sp/me*
*U.S. Department of Education, Office of Migrant Education: http://www.ed.gov/about/offices/list/oese/ome*

*West Ed, Migrant Student Information Network: ~~http://www.wested.org/cs/we/view/pj/61~~*
***https://www.wested.org/project/migrant-student-information-network-msin***

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: December 11, 2008 Half Moon Bay, California
revised: October 8, 2009
**revised: April 8, 2019**

# Cabrillo USD

## Board Policy

**Evaluation Of The Instructional Program**

BP 6190
**Instruction**

The Governing Board recognizes that it is accountable to students, parents/guardians, and the community for the effectiveness of the district's educational program in meeting district goals for student learning. The Superintendent or designee shall conduct a continual evaluation of the curriculum and the instructional program in order to ~~improve~~ **identify strategies for improving** student achievement.

*(cf. 0200 - Goals for the School District)*
*(cf. 0500 - Accountability)*
*(cf. 6000 - Concepts and Roles)*
*(cf. 6141 - Curriculum Development and Evaluation)*
*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

The Superintendent or designee shall provide the Board and the community with regular reports ~~on student progress toward Board-established standards of expected achievement at each grade level in each area of study. In addition, he/she shall evaluate and report data for~~ **on student achievement. The reports shall include data for** each district school and for ~~every~~ **each** numerically significant student subgroup, as defined in Education Code 52052, including, but not limited to, school and subgroup performance on statewide achievement indicators and progress toward goals specified in the district's local control and accountability plan (LCAP).

*(cf. 0460 - Local Control and Accountability Plan)*
*(cf. 0510 - School Accountability Report Card)*
*(cf. 6011 - Academic Standards)*
*(cf. 6162.5 - Student Assessment)*
*(cf. 6162.51 - State Academic Achievement Tests)*
*(cf. 6173 - Education for Homeless Children)*
*(cf. 6173.1 - Education for Foster Youth)*
*(cf. 6174 - Education for English Learners)*

**In addition, the Superintendent or designee shall conduct an evaluation of any new instructional program implemented in the district and shall regularly assess district progress toward increasing student achievement in all subject areas taught in the district. The findings of such evaluations and assessments shall be reported to the Board.**

Based on these reports, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education ~~that~~ **provided to** district students ~~receive~~.

**Annual ~~Monitoring~~ Evaluation of Consolidated Application Programs**

The Board and the Superintendent or designee shall annually determine whether the district's categorical programs funded through the state's consolidated application are effective in meeting the needs of the students they are intended to serve. As a basis for this evaluation, the

Superintendent or designee shall recommend for Board approval the specific, measurable criteria that shall be used at each school and at the district level. These criteria may include, but are not necessarily limited to, the progress of all students **participating in the program** and of each numerically significant subgroup toward goals contained in the district's LCAP, the school's single plan for student achievement, ~~Title I local educational agency plan,~~ and/or other applicable district or school plans.

~~**Federal Program Monitoring**~~

~~To ensure that the district's categorical programs comply with applicable legal requirements, the Superintendent or designee shall, on an ongoing basis, conduct a district self-evaluation which may utilize tools developed by the district or the California Department of Education (CDE).~~

~~When the district is selected by the CDE for a Federal Program Monitoring (FPM) compliance review, the Superintendent or designee shall gather and submit all documentation and data required for the review and shall cooperate with CDE staff to facilitate program monitoring.~~

~~*(cf. 0410 - Nondiscrimination in District Programs and Activities)*~~
~~*(cf. 0420 - School Plans/Site Councils)*~~
~~*(cf. 1312.3 - Uniform Complaint Procedures)*~~
~~*(cf. 1312.4 - Williams Uniform Complaint Procedures)*~~
~~*(cf. 4131 - Staff Development)*~~
~~*(cf. 5020 - Parent Rights and Responsibilities)*~~
~~*(cf. 5148 - Child Care and Development Programs)*~~
~~*(cf. 5148.2 - Before/After School Programs)*~~
~~*(cf. 5148.3 - Preschool/Early Childhood Education)*~~
~~*(cf. 6020 - Parent Involvement)*~~
~~*(cf. 6142.7 - Physical Education and Activity)*~~
~~*(cf. 6171 - Title I Programs)*~~
~~*(cf. 6173 - Education for Homeless Children)*~~
~~*(cf. 6175 - Migrant Education Program)*~~
~~*(cf. 6178 - Career Technical Education)*~~
~~*(cf. 6178.1 - Work-Based Learning)*~~
~~*(cf. 6200 - Adult Education)*~~

~~In the event that the FPM review results in a finding of noncompliance in relation to any program, the Superintendent or designee shall submit a proposed resolution to the CDE within 45 days of the date the district was notified of the finding. The resolution shall be implemented in accordance with the terms and timeframe specified in the resolution agreement with the CDE.~~

~~The Superintendent or designee shall report to the Board regarding the results of the review process.~~

## Western Association of Schools and Colleges (WASC) Accreditation

The Board believes that accreditation by the Western Association of Schools and Colleges (WASC) can foster excellence and ongoing academic improvement in the district's schools. The results of the accreditation process also may demonstrate to parents/guardians and the community that the schools are meeting their goals and objectives and the WASC criteria for school effectiveness through a viable instructional program.

The Superintendent or designee shall undertake procedures whereby district schools may achieve and maintain full WASC accreditation status. The schools shall conduct a self-study in accordance with WASC requirements, cooperate with the WASC committee during a site visit, and develop and review action plans to increase the effectiveness of the instructional program for students. The Superintendent or designee shall regularly report to the Board on the status of district schools and any WASC recommendations for school improvement.

**Not later than 60 days after receiving t**~~T~~he results of an~~y~~ inspection of a school by WASC~~,~~ or any other ~~the~~ accrediting agency, **the Superintendent or designee** shall ~~be published not later than 60 days after the results are made available to the school. Publication shall be by~~ notify~~ing each~~ parent**s**/guardian**s** in writing **of the inspection results** and/or ~~by~~ **shall** post~~ing~~ the information on the district's or school's web site~~, as determined by the Superintendent or designee~~. (Education Code 35178.4)

*(cf. 1113 - District and School Web Sites)*
*(cf. 5145.6 - Parental Notifications)*

If any district school loses its accreditation status, the Board shall give official notice at a regularly scheduled Board meeting. The Superintendent or designee shall provide written notification to each parent/guardian of a student in the school that the school has lost its accreditation status, including the potential consequences of the loss of accreditation status. This notice shall also be posted on the district's web site and the school's web site. (Education Code 35178.4)

*Legal Reference:*
*EDUCATION CODE*
*33400-33407 Educational evaluations*
*35178.4 Notice of accreditation status*
*44662 Evaluation and assessment guidelines, certificated employee performance*
*48985 Compliance with translation of parental notifications*
*51041 Education program, evaluation and revisions*
*51226 Model curriculum standards*
*52052 ~~52052.1~~ ~~Academic Performance Index~~ **Accountability**; numerically significant student subgroups*
*52060-52077 Local control and accountability plan*
*62005.5 Failure to comply with purposes of funds*
*64000-64001 Consolidated application process*
*CODE OF REGULATIONS, TITLE 5*
*3930-3937 Program requirements*
*3942 Continuity of funding*
*UNITED STATES CODE, TITLE 20*
*6311 ~~Adequate yearly progress~~ **State plans***

*Management Resources:*
*~~CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS~~*
*~~FPM Frequently Asked Questions~~*
*~~Federal Program Monitoring Instruments~~*
*WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES PUBLICATIONS*
*Focus on Learning**:** Joint **ACS** WASC/CDE Process Guide, ~~2014~~ **2017***
*WEB SITES*
*CSBA: http://www.csba.org*
*California Department of Education~~, Testing and Accountability~~: http://www.cde.ca.gov/~~ta~~*
*Western Association of Schools and Colleges (WASC), Accrediting Commission for Schools: http://www.acswasc.org*

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: December 11, 2008 Half Moon Bay, California
revised: May 12, 2016
**revised: April 8, 2019**

# Cabrillo USD
## Board Bylaw
**Agenda/Meeting Materials**

BB 9322
**Board Bylaws**

**Agenda Content**

**Governing Board meeting agendas shall reflect the district's vision and goals and the Board's focus on student learning.**

***(cf. 0000 - Vision)***
***(cf. 0200 - Goals for the School District)***

~~Governing Board meeting agendas~~ **Each agenda** shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

*(cf. 9320 - Meetings and Notices)*
*(cf. 9321- Closed Session Purposes and Agendas)*

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item**. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting of a committee comprised exclusively of Board members, provided that members of the public were afforded an opportunity to comment on the item at that meeting and that the item has not been substantially changed since the committee considered it. (Government Code 54954.3)**

The agenda **for a regular Board meeting** shall also provide members of the public an opportunity to ~~testify at regular meetings~~ **provide comment** on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

*(cf. 9323 - Meeting Conduct)*

Each ~~meeting~~ agenda **for a regular meeting** shall list the address designated by the Superintendent or designee for public inspection of ~~agenda~~ documents **related to an open session item** that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall ~~specify that~~ **include information regarding how, when, and to whom a request should be made if** an individual ~~should contact the Superintendent or designee if he/she~~ requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting. (Government Code 54954.2)

## Agenda Preparation

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting. ~~Each agenda shall reflect the district's vision and goals and the Board's focus on student learning.~~

~~*(cf. 0000 - Vision)*~~
~~*(cf. 0200 - Goals for the School District)*~~
*(cf. 9121 - President)*
*(cf. 9122 - Secretary)*

~~The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting. Each agenda shall reflect the district's vision and goals and the Board's focus on student learning.~~

~~*(cf. 0000 - Vision)*~~
~~*(cf. 0200 - Goals for the School District)*~~
~~*(cf. 9121 - President)*~~
~~*(cf. 9122 - Secretary)*~~

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request **from a member of the public** is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation.

**If the Board president and Superintendent deny a request from a Board member to place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.**

The Board president and Superintendent shall **also** decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote~~,~~ **or** an information item that does not require immediate action~~, or a consent item that is routine in nature and for which no discussion is anticipated~~.

~~Consent Agenda/Calendar~~

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent ~~agenda~~ items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered. ~~However, the agenda need not provide an opportunity for public comment when the consent agenda item has previously been considered at an open meeting of a committee comprised exclusively of all the Board members provided that members of the public were afforded an opportunity to comment on the item at that meeting, unless the item has been substantially changed since the committee considered it.~~ (Government Code 54954.3)

Any Board action that involves borrowing $100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

*(cf. 9323.2 - Actions by the Board)*

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

*(cf. 1312.1 - Complaints Concerning District Employees)*
*(cf. 1312.2 - Complaints Concerning Instructional Materials)*
*(cf. 1312.3 - Uniform Complaint Procedures)*
*(cf. 1312.4 - Williams Uniform Complaint Procedures)*
*(cf. 3320 - Claims and Actions Against the District)*
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

## Agenda Dissemination to Board Members

At least ~~three days~~ **72 hours** before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, ~~citizens,~~ and others; and other available documents pertinent to the meeting.

When special meetings are called, ~~the Superintendent or designee shall make every effort to distribute the agenda and supporting materials to Board members as soon as possible before the meeting.~~ **Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956)**

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not**, outside of a noticed meeting,** directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

*(cf. 9012 - Board Member Electronic Communications)*

## Agenda Dissemination to Members of the Public

~~The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)~~

**Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay.** ~~If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board, provided the document is a~~ **Only those documents which are disclosable** public record**s** under the Public Records Act **and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public**. ~~The Superintendent or designee may also post the document on the district's web site in a position and manner that makes it clear that the document relates to an agenda item for an upcoming meeting.~~ (Government Code 54957.5)

**At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)**

**In addition, the Superintendent or designee shall post the agenda on the homepage of the district web site. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)**
*(cf. 1113 - District and School Web Sites)*
*(cf. 1340 - Access to District Records)*

~~Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)~~

~~Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)~~

**If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board. (Government Code 54957.5)**

**The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)**

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

**Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)**

**Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)**

*Legal Reference:*
*EDUCATION CODE*
*35144 Special meetings*
*35145 Public meetings*
*35145.5 Right of public to place matters on agenda*
*GOVERNMENT CODE*
*6250-6270 Public Records Act*
*53635.7 Separate item of business*
*54954.1 Mailed agenda of meeting*
*54954.2 Agenda posting requirements; board actions*
*54954.3 Opportunity for public to address legislative body*
*54954.5 Closed session item descriptions*
*54956.5 Emergency meetings*
*54957.5* ***Availability of p****ublic records*
*54960.2 Challenging board actions; cease and desist*
*UNITED STATES CODE, TITLE 42*
*12101-12213 Americans with Disabilities Act*
*CODE OF FEDERAL REGULATIONS, TITLE 28*
*35.160 Effective communications*
*36.303 Auxiliary aids and services*
*COURT DECISIONS*
*Mooney v. Garcia, (2012) 207 Cal.App.4th 229*
*Caldwell v. Roseville Joint Union High School District, 2007 U.S. Dist. LEXIS 66318*
***ATTORNEY GENERAL OPINIONS***
***99 Ops. Cal. Atty. Gen. 11 (2016)***
***78 Ops.Cal.Atty.Gen. 327 (1995)***

*Management Resources:*
*CSBA PUBLICATIONS*
*Call to Order: A Blueprint for Great Board Meetings, 2015*
*The Brown Act: School Boards and Open Meeting Laws, rev. 2014*
*ATTORNEY GENERAL PUBLICATIONS*
*The Brown Act: Open Meetings for Legislative Bodies, rev. 2003*
*WEB SITES*
*CSBA, Agenda Online: http://www.csba.org*
*California Attorney General's Office: http://www.oag.ca.gov*

Bylaw CABRILLO UNIFIED SCHOOL DISTRICT
adopted: December 11, 2008 Half Moon Bay, California
revised: February 12, 2013
**revised: April 8, 2019**

# Cabrillo USD
## Board Bylaw
### Minutes And Recordings

BB 9324
**Board Bylaws**

The Governing Board recognizes that maintaining accurate minutes of Board meetings helps foster public trust in Board governance and provides a record of Board actions for use by district staff and the public ~~and helps foster public trust in Board governance~~.

*(cf. 9000 - Role of the Board)*
*(cf. 9005 - Governance Standards)*
*(cf. 9323 - Meeting Conduct)*

The secretary of the Board shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request. (Education Code 35145, 35163)

*(cf. 1340 - Access to District Records)*
***(cf. 9122 - Secretary)***
*(cf. 9323.2 - Actions by the Board)*

**The minutes of Board meetings shall include, but not be limited to:**

**1.** ~~The minutes shall reflect which~~ **A notation of which Board** members are present**, in person or by teleconference,** and whether a member is not present for part of the meeting due to late arrival and/or early departure~~.~~

*(cf. 9250 - Remuneration, Reimbursement and Other Benefits)*
***(cf. 9320 – Meetings and Notices)***

**2.** ~~In order to ensure that the minutes are focused on Board action, the minutes shall include only a~~ **A** brief summary of the Board's discussion **on each agenda topic,** ~~but shall not include~~ **rather than** a verbatim record of ~~the Board's discussion on each agenda topic or the names of~~ **each** Board member**'s** ~~who made~~ specific point~~s~~ **of view** during the discussion~~.~~

**3. A summary of the public comments made on agendized items and unagendized topics**

**4.** The ~~minutes shall include the~~ specific language of each motion and the names of the Board members who made and seconded the motion~~.~~

**5. Preferential votes cast by student Board member(s) (Education Code 35012)**

***(cf. 9150 - Student Board Members)***

6. ~~The minutes shall also report any~~ **Any** action taken **by the Board** and the vote or abstention on that action of each **Board** member present~~.~~ (**Education Code 35145;** Government Code 54953)

~~The minutes shall reflect the names of those individuals who comment during the meeting's public comment period as well as the topics they address.~~

The Superintendent or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda for the next regular meeting. The Board shall approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by the Clerk to the Governing Board.

Official Board minutes and recordings shall be stored in a secure location and shall be retained in accordance with law.

*(cf. 3580 - District Records)*

Any minutes or recordings kept for Board meetings held in closed session shall be kept separately from the minutes or recordings of regular and special meetings. Minutes or recordings of closed sessions are not public records. (Government Code 54957.2)

*(cf. 9321.1 - Closed Session Actions and Reports)*

**Recording or Broadcasting of Meetings**

The district may tape, film, **stream,** or broadcast any open Board meeting. **At the beginning of the meeting, t**~~T~~he Board president shall announce that a recording or broadcasting is being made at the direction of the Board **and that the recording or broadcast may capture images and sounds of those attending the meeting.** ~~at the beginning of the meeting and, as~~ **As** practicable, the recorder or camera shall be placed in plain view of meeting participants.

Any district recording may be erased or destroyed 30 days after the meeting. Recordings made at the direction of the Board during a meeting are public records and, upon request, shall be made available for inspection by members of the public on district equipment without charge. (Government Code 54953.5)

*Legal Reference:*
*EDUCATION CODE*
***35012 Number of members; terms; student board members***
*35145 Public meetings*
*35163 Official actions, minutes and journals*
*35164 Vote requirements*
***49061 Student records; definitions***
***49073.2 Privacy of student and parent/guardian personal information***
*GOVERNMENT CODE*
*54952.2 Meeting defined*
*54953 Meetings*
*54953.5 Audio or video recording of proceedings*
*54953.6 Broadcasting of proceedings*
*54957.2 Closed sessions; clerk; minute book*
*54960 Violations and remedies*

*PENAL CODE*
*632 Unlawful to intentionally record a confidential communication without consent*
*CODE OF REGULATIONS, TITLE 5*
*16020-16027 Classification and retention of records*

*Management Resources:*
*CSBA PUBLICATIONS*
***Call to Order: A Blueprint for Great Board Meetings, 2015***
*The Brown Act: School Boards and Open Meeting Laws, rev. 2014*
*~~Guide to Effective Meetings, rev. 2007~~*
*WEB SITES*
*CSBA, Agenda Online: http://~~www.csba.org~~**www.agendaonline.com***

Bylaw CABRILLO UNIFIED SCHOOL DISTRICT
adopted: December 11, 2008 Half Moon Bay, California
revised: May 29, 2014
**revised: April 8, 2019**