Regular Governing Board Agenda

CABRILLO UNIFIED SCHOOL DISTRICT

Meeting Location: District Office Board Room, 498 Kelly Avenue, Half Moon Bay, California 94109

Teleconference Location: Galeana 18, Santa Elena, Atotonilco el Alto, Jalisco, Mexico C.P. 47777

Thursday, October 10, 2019

Public Session 7:00 PM • Closed Session 6:00 PM

The Governing Board will meet for Closed Session and to discuss labor negotiations, student discipline, personnel matters, litigation, and other matters as provided under California State law and set forth on the agenda below. Following Closed Session, the Board reconvenes to Public Session. Adjournment of the Public Session will be no later than 10:00 PM for all regular and special meetings, unless extended by a majority vote of the Board. Writings relating to a board meeting agenda item that are distributed to at least a majority of the Board members less than 72 hours before the noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District administrative offices, 498 Kelly Avenue, Half Moon Bay, CA. Such writings may also be available on the District's website. (Govt Code 54957.5b).

Individuals who require special accommodations (Spanish interpreter, accessible seating, documentation in accessible format, etc.) should contact the Assistant to the Superintendent at (650) 712-7112 no later than 48 hours preceding the meeting.

IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

Please submit a "Request to Address the Board" slip to the Assistant to the Superintendent prior to the introduction of the item. For meeting facilitation, please submit the slip at your earliest possible convenience. Upon recognition by the President of the Board, please come to the podium and identify yourself prior to speaking. The Governing Board reserves the right to limit speaking time to three (3) minutes or fewer per individual. Speakers are permitted to yield their time to one other speaker, however no one speaker shall have more than four (4) minutes.

Closed Session Items: may be addressed under Public Comment on Closed Session Topics.
Non Agenda and Consent Items: may be addressed under Public Comments.
Agenda Items: may be addressed after the conclusion of the staff presentation on the item.

Open Board meetings held in the District Office Board Room may be recorded and broadcast.

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

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 – Anticipated Litigation (Government code §54956.9).

d. Public Employee Evaluations – Superintendent (Government Code §54954.5, §54957)

5. RECONVENE OPEN SESSION – 7:00 PM

Report action from Closed Session: if applicable.

6. PLEDGE OF ALLEGIANCE

7. ADOPTION OF AGENDA AS PRESENTED / AMENDED

8. STUDENT / STAFF / COMMUNITY RECOGNITION

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

10. REPRESENTATIVE REPORTS

a. CUTA Representatives

b. CSEA Representatives

11. REPORTS / INFORMATION / PRESENTATIONS

a. Receive the Enrollment Report for 2019

11.b Board Memo Enrollment Report 2019.pdf (p. 6)

11.b.1 Enrollment Report Presentation.pdf (p. 7)

b. Receive Cabrillo Unified School District's Curriculum, Instruction, and Categorical Department and LCAP Local Performance Indicators Report

11.a Board Memo CIC & LCAP Local Indicators.pdf (p. 18)

11.a.1 CIC & LCAP Local Indicators Presentation.pdf (p. 20)

c. Receive Financial Overview Update

11.c Board Memo Financial Overview Update.pdf (p. 47)

11.c.1 Financial Overview Update Presentation.pdf (p. 48)

12. DISCUSSION ITEMS

a. None

13. COMMUNICATIONS

a. Board Members

b. Student Board Member

c. Superintendent

14. CONSENT ITEMS

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 Field Trip for Half Moon Bay High School Cross Country Team to Mt. San Antonio College Invitational in Walnut, California, October 24-27, 2019

14.a Board Memo HMBHS Cross Country Field Trip to Walnut CA.pdf (p. 62)

b. Approve Certificated Personnel Report

14.b Certificated Personnel Report.pdf (p. 63)

c. Approve Classified Personnel Report

14.c Classified Personnel Report.pdf (p. 65)

d. Adopt Resolution No. 24-19 Regarding Sufficiency of Instructional Materials for the 2019-20

14.d Board Memo Resolution Regarding Sufficency of Instructional Material.pdf (p. 66)

14.d.1 Resolution No. 24-19 Regarding Sufficiency of Instructional Materials.pdf (p. 67)

e. Approve for Distribution/Disposal of Obsolete Textbooks at HMBHS

14.e Board Memo Obsolete Materials 191010.pdf (p. 69)

14.e.1 Obsolete Materials List 191010.pdf (p. 70)

f. Accept Donations to Cabrillo Unified School District

14.f Board Memo Donations.pdf (p. 71)

14.f.1 Summary Site Donations.pdf (p. 72)

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

14.g Board Memo Williams UCP Report.pdf (p. 76)

14.g.1 2018-19 Williams UCP Report Q1.pdf (p. 77)

h. Approve and Adopt of Minutes of September 12, 2019 Regular Governing Board Meeting

14.h Board Memo Minutes.pdf (p. 78)

14.h.1 Minutes 2019-09-12.pdf (p. 79)

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

14.i Board Memo Policy Updates.pdf (p. 86)

14.i.1 Policy Updates Guidesheet.pdf (p. 87)

14.i.2 BP 1312.1 Complaints Concerning District Employees.pdf (p. 88)

14.i.3 BP 1312.3 Uniform Complaint Procedures.pdf (p. 91)

14.i.4 BP 4119.22 Dress and Grooming.pdf (p. 98)

15. ACTION ITEMS

a. Approve the Amendment to the Consolidated Application to Receive Additional Funds Under Title III Immigrant and Title IV Programs

15.a Board Memo ConApp Addendum Title III & Title IV Program Funds.pdf (p. 100)

b. Approve Third Amendment to Cell Site Lease

15.b Board Memo Third Amendment to Cell Site Lease.pdf (p. 101)

15.b.1 Third Amendment to Cell Site Lease.pdf (p. 102)

c. Adopt Resolution No. 25-19 Affirming Mr. James Crawford's Role on the District's Citizen's Bond Overnight Committee and Approving Independent Contractor Services with Crawford School Business Consulting, LLC

15.c Board Memo Resolution Affirming Crawford Role & Approving Contractor Services.pdf (p. 127)

15.c.1 Resolution No. 25-19 Resolution Affirming Crawford Role & Approving Contractor Services.pdf (p. 128)

15.c.2 Crawford Independent Services Contract Cabrillo.pdf (p. 129)

d. Approve Response to the Grand Jury Report: “Concussions and San Mateo County High School Sports: More to Learn, More to Do?”

15.d Board Memo Concussion Grand Jury Report 2019.pdf (p. 134)

15.d.1 Concussion Grand Jury Response 2019.pdf (p. 135)

15.d.2 Concussion Grand Jury Report 2019.pdf (p. 139)

e. Approve Change to the Adopted Governing Board Meeting Calendar for 2019

15.e Board Memo Change to Adopted Board Meeting Calendar.pdf (p. 171)

f. Approve the Board Governance Handbook

15.f Board Memo Governance Handbook.pdf (p. 172)

15.f.1 Cabrillo USD Governance Handbook Draft 2019.pdf (p. 173)

16. FUTURE BOARD AGENDA ITEMS

a. Report on Dyslexia and Literacy Assessments, Interventions, and Next Steps

b. Ongoing Financial Overview Updates

c. Approval of Cabrillo Unified School District Governing Board Policy Updates and Adoption of the Proposed Revisions as Recommended by the California School Boards Association

17. FUTURE EVENTS/DATES/REQUESTS

a. October 19-20 - Pumpkin Festival Weekend

b. October 17 - Great California Shakeout Drill, All School Sites

c. October 28-November 1 - Homecoming 2018, Half Moon Bay High School

d. October 14 - Non-School Day for Students and Teachers

e. October 15 - Staff Development Day & Minimum Day for Students

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

g. November 5 - Chamber Education Committee Meeting, District Office Board Room, 4:00 PM

h. November 5-7 - Parent/Teacher Conferences, Cunha Intermediate School, Minimum Days for Students

i. November 7 - Regular Governing Board Meeting, District Office Board Room, 7:00 PM

18. RETURN TO CLOSED SESSION (IF NECESSARY)

19. ADJOURNMENT OF THE MEETING

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: October 10, 2019
TO: Members of the Governing Board
FROM: Holly Wade, Ph.D., Assistant Superintendent, Educational Support Services
CATEGORY: Information
RECOMMENDATION: Receive the Enrollment Report for 2019

BACKGROUND INFORMATION

This is an item presented to the Governing Board for information only. A comprehensive look at enrollment and school boundaries has been prepared to provide an overview of the district's declining enrollment and other demographic considerations. No action is required.

REPORT/PROPOSAL

This report is being brought to the Governing Board as an information item only, and no action is required.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Enrollment Report

Holly Wade, Ph.D.

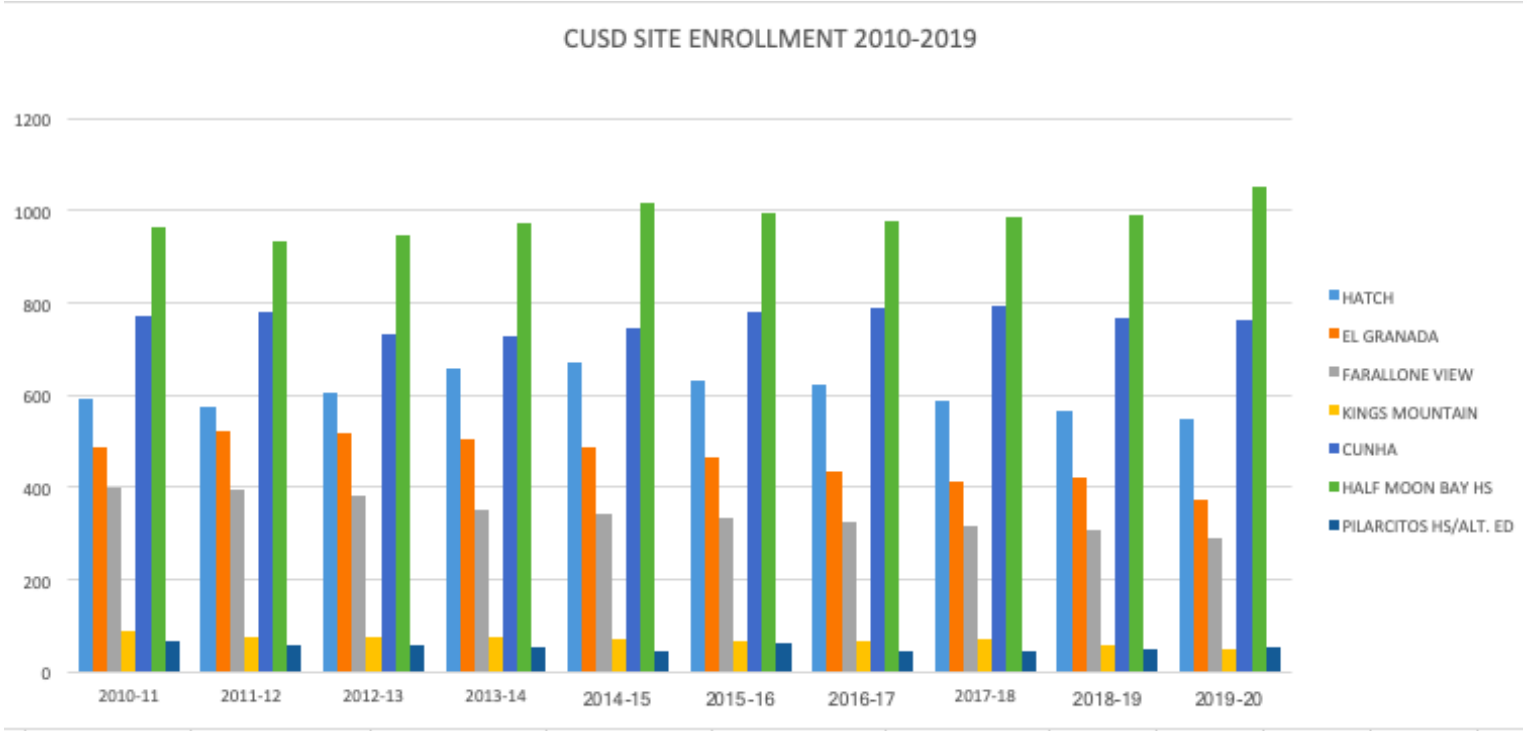
Assistant Superintendent, Educational Support Services

October 10, 2019

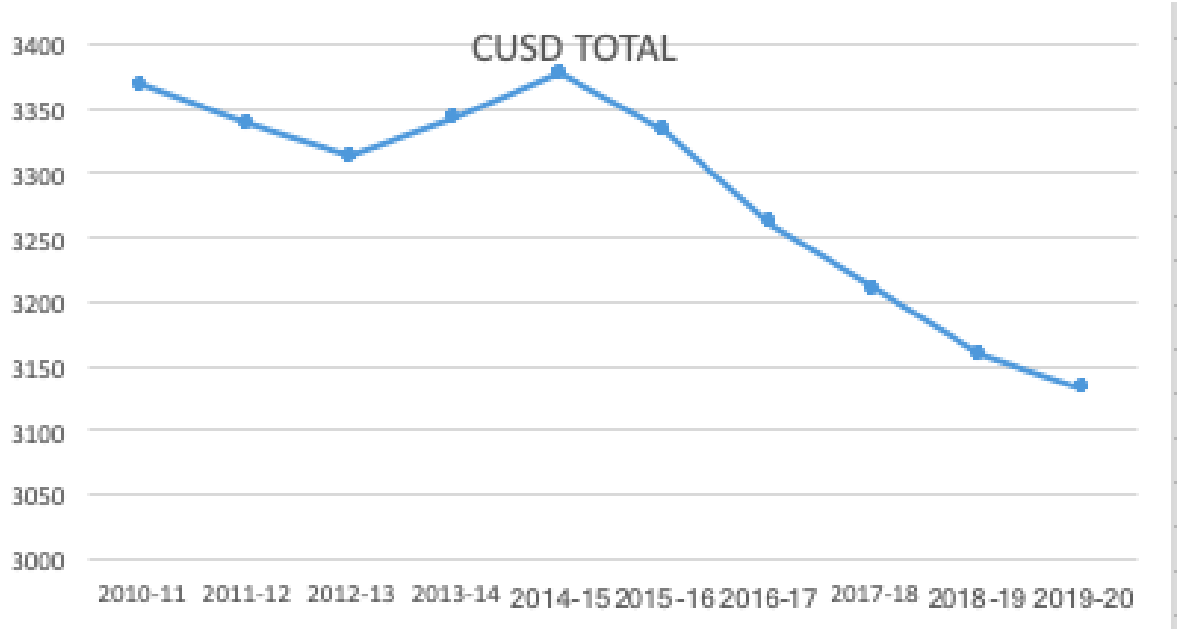
Agenda

- Review Enrollment Trends 2010-19
- Compare Enrollment History By Site
- Review Enrollment Boundaries

Enrollment History



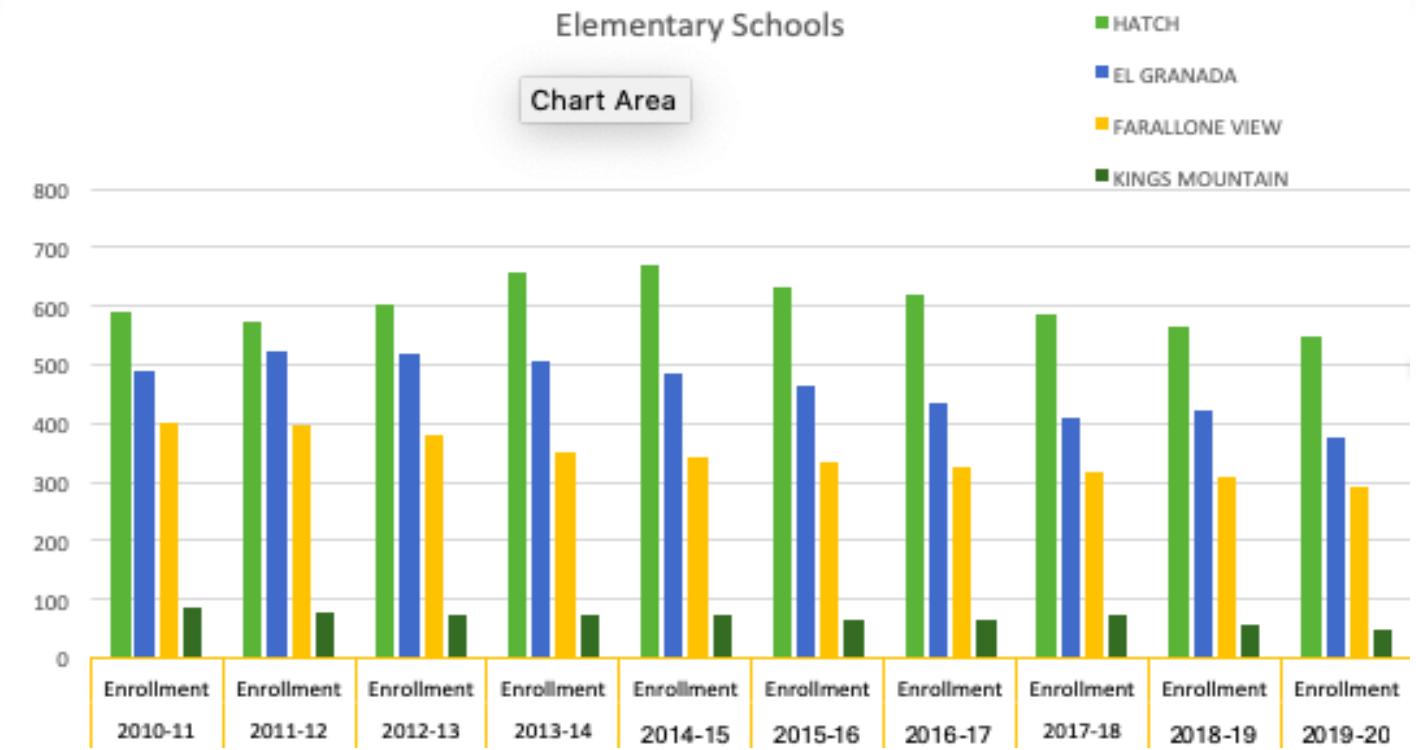
District Enrollment Trend 2010-2019



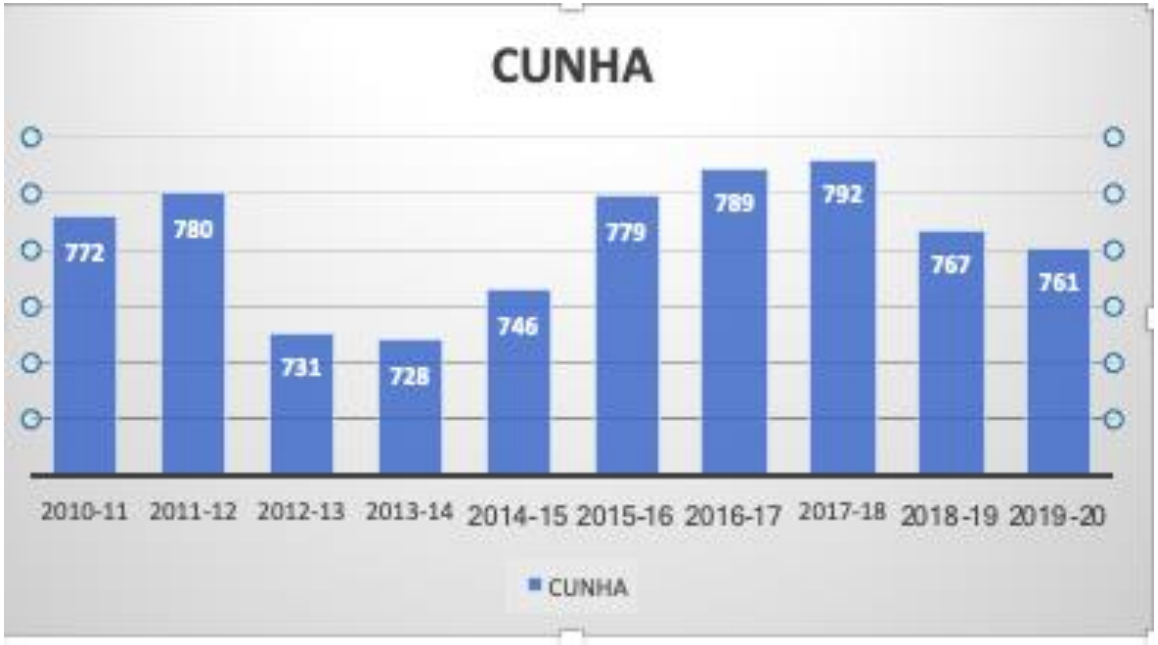
Enrollment By the Numbers

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
HATCH	590	573	603	658	669	633	621	587	564	549
EL GRANADA	489	524	518	505	486	464	435	411	422	375
FARALLONE VIEW	400	396	382	351	342	335	327	316	308	292
KINGS MOUNTAIN	87	76	75	74	73	65	67	73	57	50
CUNHA	772	780	731	728	746	779	789	792	767	761
HALF MOON BAY HS	965	932	948	973	1017	995	978	987	992	1051
PILARCITOS HS/ALT. ED	65	57	56	54	45	62	44	43	49	54
CUSD	3368	3338	3313	3343	3378	3333	3261	3209	3159	3132

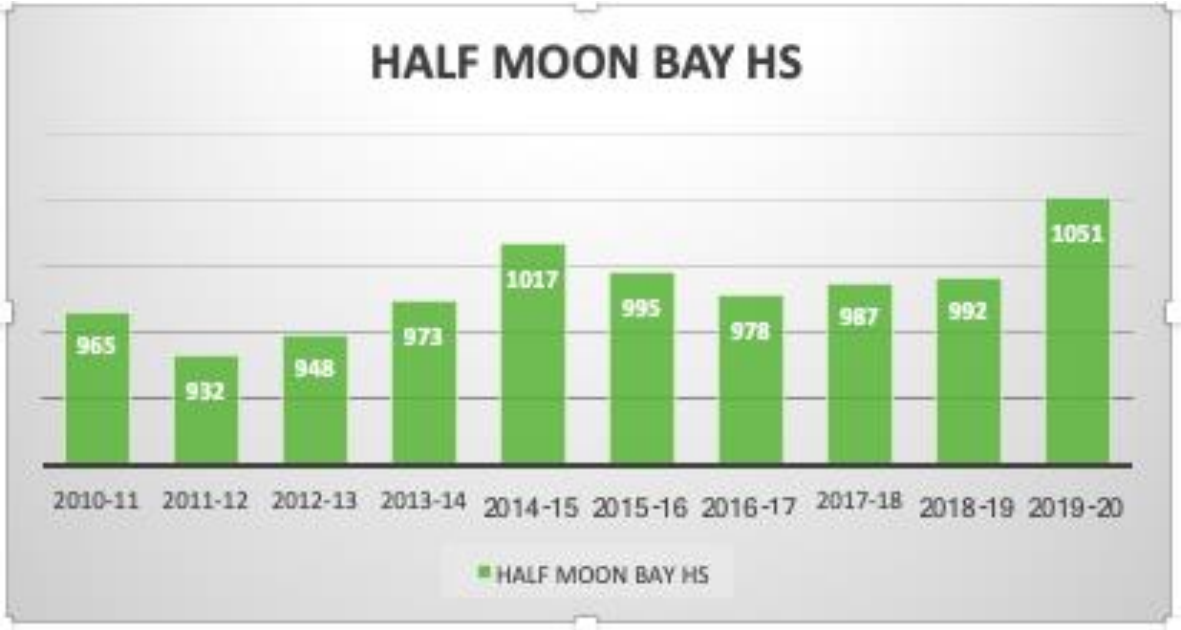
CUSD Elementary Enrollment 2010-19



Cunha Intermediate School Enrollment 2010-19



Half Moon Bay High School Enrollment 2010-19

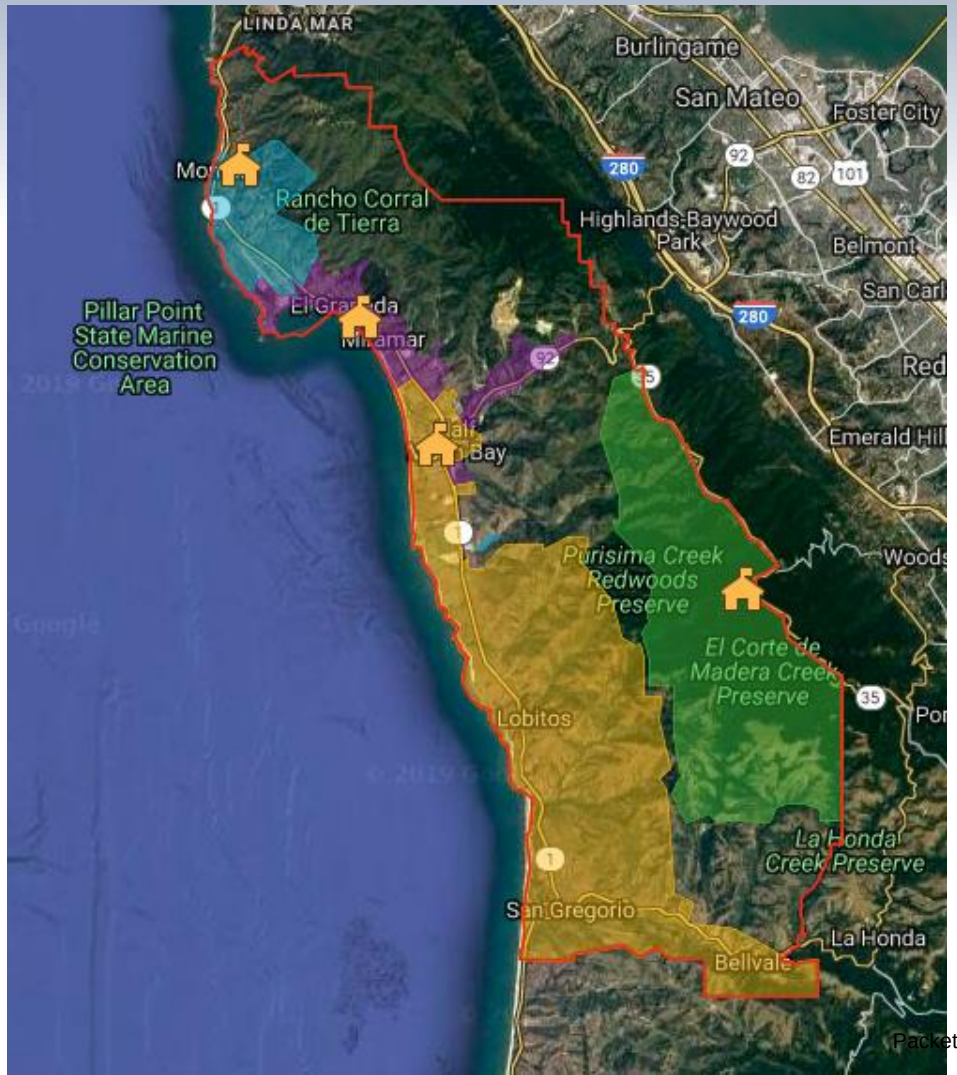


Grade Span Growth Summary
Growth from 2018-19 to 2019-20

Grade	K-5	6-8	9-12	Total
2019-20	1266	767	1051	**3,132**
2018-19	1351	761	992	**3,159**
Growth	-85	+6	+59	-20

Elementary Boundaries

Enrollment Implications



Questions?

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: October 10, 2019
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum & Instruction
CATEGORY: Information
RECOMMENDATION: Receive Report on Cabrillo Unified School District's Curriculum, Instruction, and Categorical Department and LCAP Local Performance Indicators

BACKGROUND INFORMATION

This board memo is to provide information to the Cabrillo Unified School District Governing Board with two informational items:

1. The Curriculum, Instruction, and Categorical (CIC) department has developed a 3-year plan defining specific yearly goals in order to support the academic and social achievement of students, staff professional development, and implementation of the Local Control Accountability Plan.

2. The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

    a. Measuring LEA progress on the local indicator based on locally available information, and
    b. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

    For each applicable local indicator, LEAs assign one of three performance levels:

    - Met
    - Not Met
    - Not Met for Two or More Years

    LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

    The state indicators are:

    - Academic Indicator (reported separately for English language arts/literacy and mathematics assessments)
    - English Learner progress
    - Chronic Absenteeism
    - Graduate Rate
    - Suspension Rate
    - College/Career Readiness (includes Grade 11 assessment results)

State data is not available for some priority areas identified in the Local Control Funding Formula law. For these priority areas, the State Board of Education approved the local indicators, which are based on information that local educational agencies collect locally. The local indicators are:

- Basic Services (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean, and Functional Schools Facilities)
- Implementation of State Academic Standards
- Parent Engagement
- School Climate

Data about the district's performance on the local indicators is required to be presented to the local governing board at a regularly scheduled meeting of the governing board prior to November 1st, 2019.

REPORT/PROPOSAL

Present summary of the Curriculum, Instruction, and Categorical 2019-2020 goals, CAASPP Data Overview, and Summary of MTSS implementation.

Present LCAP Local Indicator data presentation.

FINANCIAL IMPACT

There is no financial impact.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Curriculum, Instruction, and Categorical Update
&
LCAP Local Indicator

Board Presentations

Presented by: Dr. Leticia Bhatia

October 10, 2019

AGENDA

I. Review of CUSD Curriculum, Instruction, and Categorical Goals for 2019-2020
   A. CIC Goals 2019-2022
   B. CAASPP Data Overview
   C. MTSS Update
II. Local Indicator Overview 2019-2020
   A. Review of Local Indicators
   B. Review of Data & Data Collection Progress
   C. Approval of Local Indicators
III. Questions/Comments

Cabrillo Unified School District Curriculum, Instruction, and Categorical Goals 2019-2022

Guaranteed and Viable Curriculum

“Guaranteed viable”

This terminology of a guaranteed and viable curriculum is sourced from Marzano, which indicates the curriculum ensures that all students have an equal opportunity to learn. *“Guaranteed”* commits that each student has access to effective teachers and access to the same content, knowledge, and skills to have the opportunity of success in school. Content cannot be randomly replaced by teachers on a whim. *“Viable”* ensures that students have been slotted enough time to learn the guaranteed curriculum.

CIC Goals 2019-2022

2019-2020	2020-2021	2021-2022
MTSS Professional Development	**MTSS Professional Development:** Deeper Dive	**MTSS Professional Development:** Deeper Dive
Create and adopt Language Master Plan	**Implement Language Master Plan**	**Implement/Revise Language Master Plan**
Implement & Create new LCAP 2020-2023	**Implement, Monitor, and Revise LCAP 2020-2023**	**Implement, Monitor, and Revise LCAP 2020-2023**
PLC #1 Question What is it we want students to learn? ● Define approved curriculum (CORE and Supplemental) ● Define and recommend core instructional minutes PreK - 12th	**PLC #2 Question** How will we know if each student learned it? ● Define Priority Standards and formative and summative assessments	**PLC #3 & 4 Questions** How will we respond if students did not learn? ● Intervention How will we respond if students learned? ● Enrichment

How will CIC begin to implement our 2019-2020 Goals?

CAC Purpose & Process

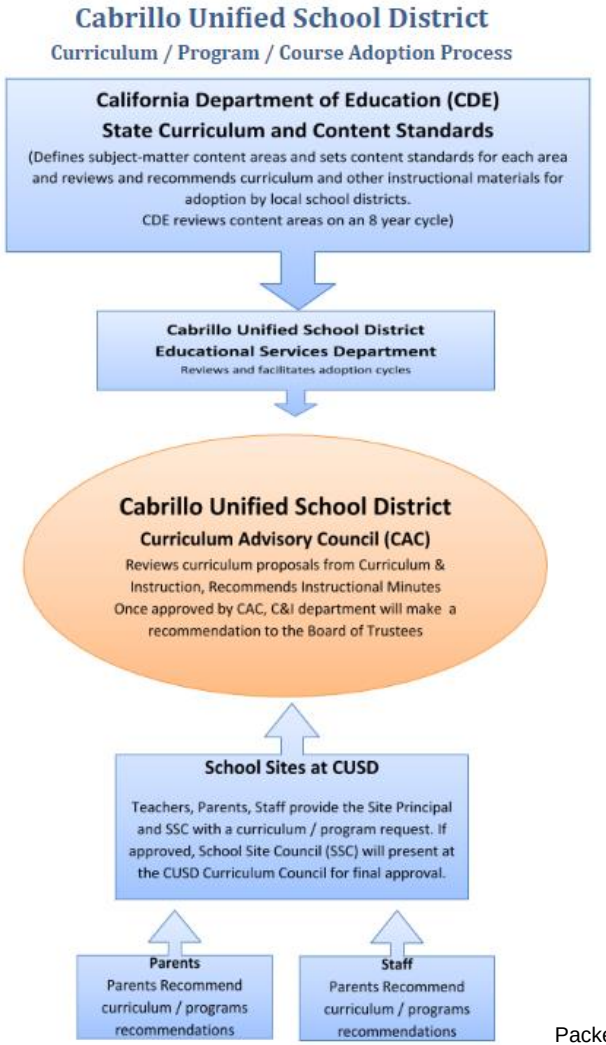
The **purpose** of the *Curriculum Advisory Council (CAC)* is to advise the Curriculum and Instruction department on the following items:

- Curriculum Adoptions
- CORE Curriculum purchases
- Supplemental Curriculum purchases
- Instructional Minutes (Districtwide)

CAC members

- 1 Teacher per site
- 2 Principals (Elementary & Secondary)
- 1 Assistant Superintendent
- 1 Classified CIC member

Meetings will be after school 3:30-5pm



English Learner Council

- **Purpose of English Learner Council**
  - Define our Master Plan Mission and Vision
  - Advisory body to CUSD in regards to English Learners
  - Advise and support CUSD in the following areas:
    - EL Identification, Assessment, and Placement
    - Instructional Programs
    - English Learner Student Monitoring & Reclassification
    - Staffing and Professional Development
    - Parent and Community Involvement
    - Evaluation and Accountability
    - Funding and Resources

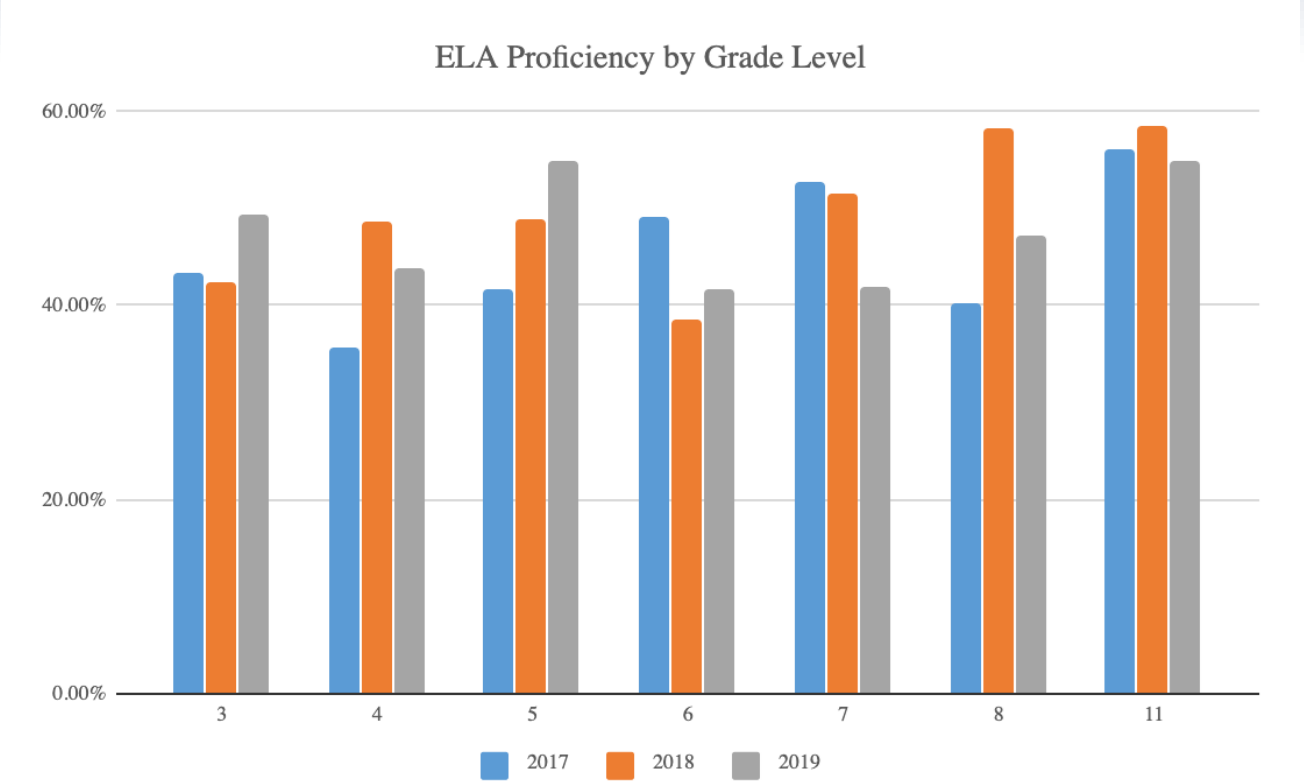
- **English Learner Council Members**
  - 2 Secondary ELD Chairs (Middle and High School)
  - 1 Secondary Administrator
  - 1 Elementary Administrator
  - 3 Elementary Teachers

- **English Learner Council Meetings**
  - 4-5 meetings will be held after school 3:30-5pm
  - Some meetings will be "ELathons" which are full day meetings to work on the revision of our Language Master Plan (aka EL Master Plan)

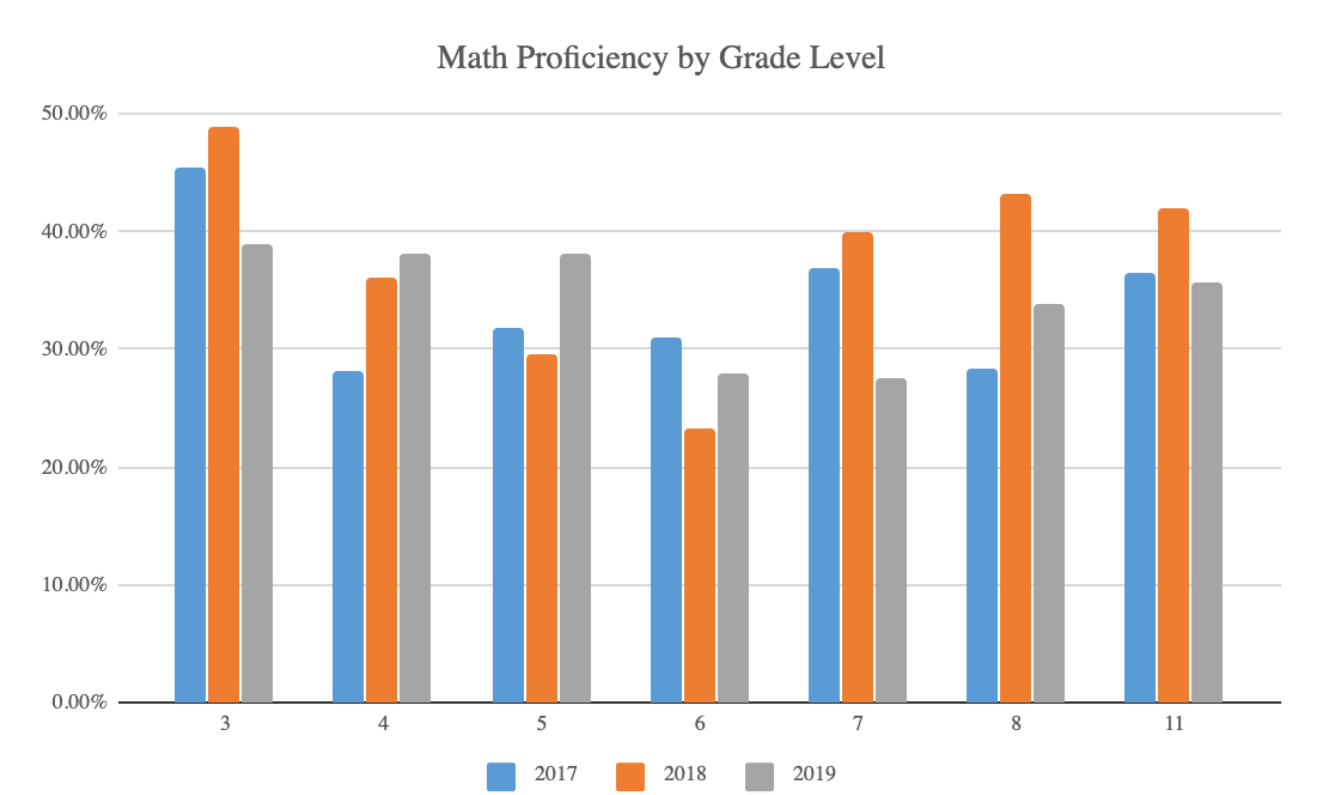
- **Goal is for CUSD board to approve our EL Master Plan Summer 2020**

CAASPP Data Overview

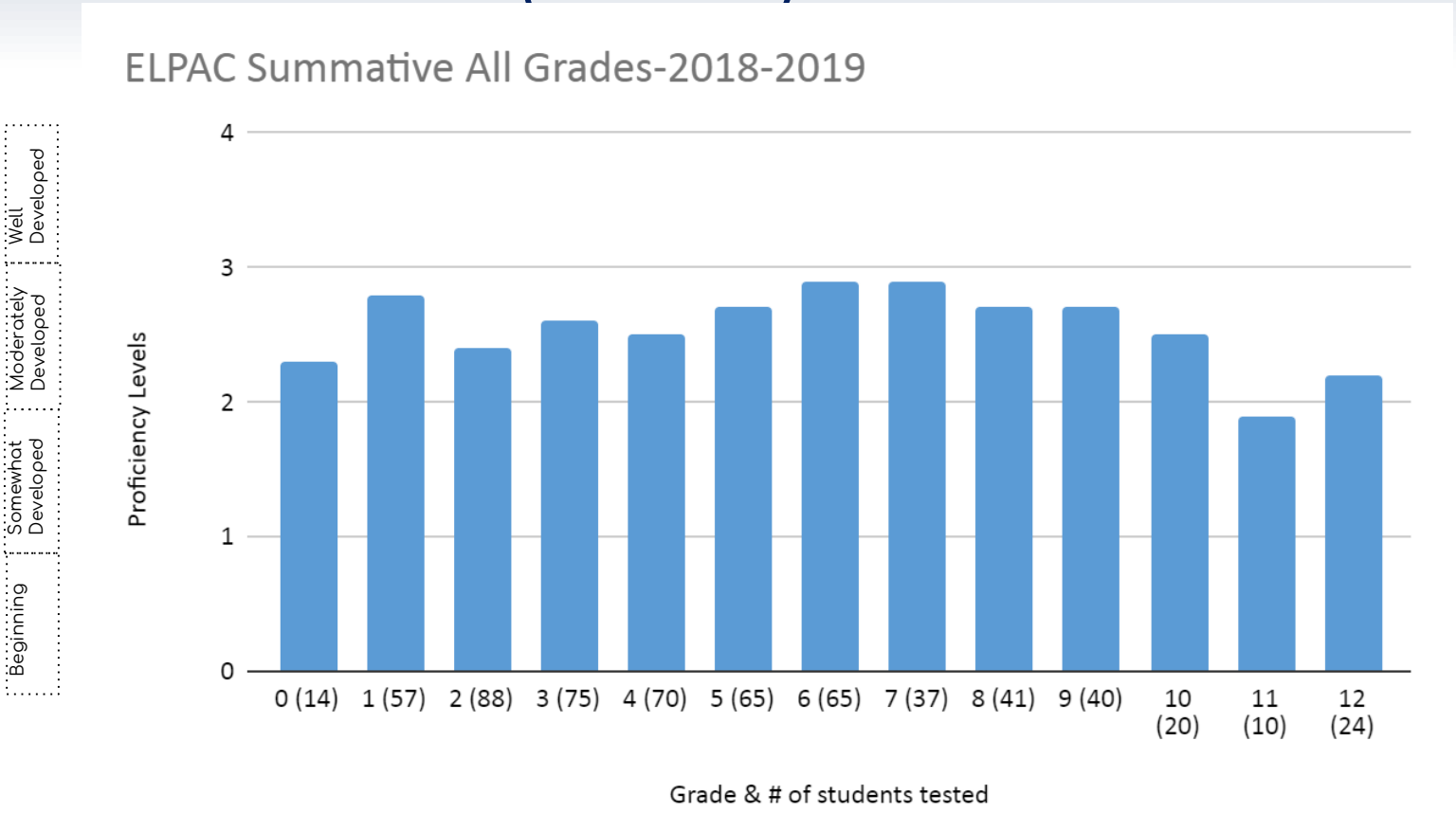
Smarter Balanced Summative Assessments (SBAC) English Language Arts CUSD Overall



Smarter Balanced Summative Assessments (SBAC) Mathematics CUSD Overall



English Language Proficiency Assessment for California (ELPAC) - CUSD Overall



How will CIC begin to implement our 2019-2020 Goals?

Multi Tiered System of Support: Elementary Professional Development Update

ELEMENTARY	Hatch	El Granada	Farallone View	Kings Mountain
August 12, 2019 (full day): District-wide	School Year Kick-off, Strategic Education Plan Overview AND Multi-Tiered Systems of Support Overview (MTSS)	School Year Kick-off, Strategic Education Plan Overview AND Multi-Tiered Systems of Support Overview (MTSS)	School Year Kick-off, Strategic Education Plan Overview AND Multi-Tiered Systems of Support Overview (MTSS)	School Year Kick-off, Strategic Education Plan Overview AND Multi-Tiered Systems of Support Overview (MTSS)
September 10, 2019 (2 hr. 40 min.): Site-based	Social Emotional Learning/ KidPower	Primary (K-2) Phonics Instruction and upper (3-5) Grammar Conventions Assessment	Mental Health and Supports & Check-in Check-out (CICO) Process	Project Based Learning Planning and Unit Design: First Trimester
October 15, 2019 (2 hr. 40 min.): District-wide	MTSS: Social Emotional, Wellness Support	MTSS: Social Emotional, Wellness Support	MTSS: Social Emotional, Wellness Support	MTSS: Social Emotional, Wellness Support
January 21, 2020 (2 hr. 40 min.): Site-based	Dyslexia: Session 1	Primary (K-2) Phonics Instruction and upper (3-5) Grammar Conventions Lesson Design	Structured Literacy (Primary) & Word Study Work (Upper Gr)	Project Based Learning Planning and Unit Design: Second Trimester
February 11, 2020 (2 hr. 40 min.): District-wide	MTSS: Inclusive Practices and Accessing Content through Reading	MTSS: Inclusive Practices and Accessing Content through Reading	MTSS: Inclusive Practices and Accessing Content through Reading	MTSS: Inclusive Practices and Accessing Content through Reading
March 3, 2020 (2 hr. 40 min.): Site-based	Dyslexia: Session 2	Primary (K-2) Phonics Instruction and upper (3-5) Grammar Conventions Lesson Intervention	Structured Literacy (Primary) & Word Study Work (Upper Grades)	Project Based Learning Planning and Design: Third Trimester
April 14, 2020 (2 hr. 40 min.): District-wide	MTSS: Universal Design for Learning Guidelines	MTSS: Universal Design for Learning Guidelines	MTSS: Universal Design for Learning Guidelines	MTSS: Universal Design for Learning Guidelines

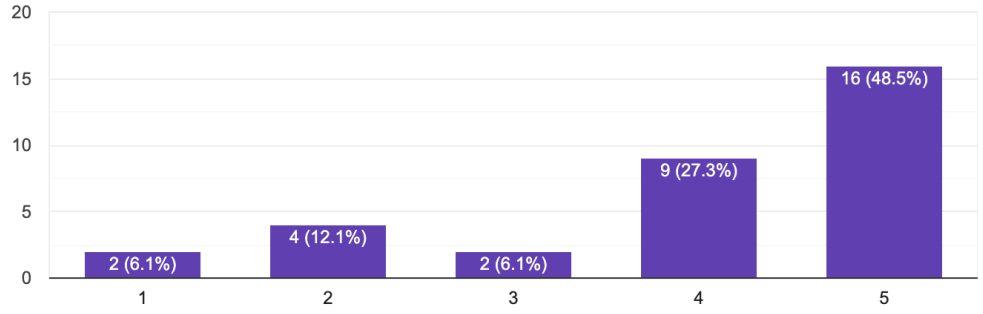
Multi Tiered System of Support: Secondary Professional Development Update

SECONDARY	HMBHS	Pilarcitos	Cunha
August 12, 2019 (full day): District-wide	School Year Kick-off, Strategic Education Plan Overview AND Multi-Tiered Systems of Support Overview (MTSS)	School Year Kick-off, Strategic Education Plan Overview AND Multi-Tiered Systems of Support Overview (MTSS)	School Year Kick-off, Strategic Education Plan Overview AND Multi-Tiered Systems of Support Overview (MTSS)
September 10, 2019 (2 hr. 40 min.): District-wide	MTSS: Social Emotional, Wellness Support	MTSS: Social Emotional, Wellness Support	MTSS: Social Emotional, Wellness Support
October 15, 2019 (2 hr. 40 min.): Site-based	Drug education/and State and behavioral data review	Restorative Justice in Education (RJE) : Planning RJE class for students	Restorative Practices: Session 1
January 21, 2020 (2 hr. 40 min.): District-wide	MTSS: Inclusive Practices and Accessing Content through Reading	MTSS: Inclusive Practices and Accessing Content through Reading	MTSS: Inclusive Practices and Accessing Content through Reading
February 11, 2020 (2 hr. 40 min.): Site-based	CPR/AED Training	Restorative Justice in Education: Community Building using RJE practices	Restorative Practices: Session 2
March 3, 2020 (2 hr. 40 min.): District-wide	MTSS: Universal Design for Learning Guidelines	MTSS: Universal Design for Learning Guidelines	MTSS: Universal Design for Learning Guidelines
April 14, 2020 (2 hr. 40 min.): Site-based	Horizontal Alignment: By Grade Level / Vertical Alignment: By Department	Restorative Justice in Education: Repairing Relationships	Restorative Practices: Session 3

Super Tuesday
Secondary Professional Development Survey Results

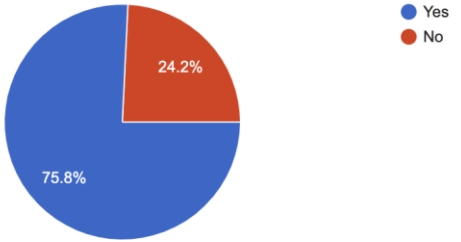
How effective was this professional development in addressing the objective of the training?

33 responses



Did you learn a new leadership and/or instructional strategy?

33 responses



Questions?

Cabrillo Unified School District
Local Indicator Measurements







Indicators to Measure Performance

State Performance Indicators

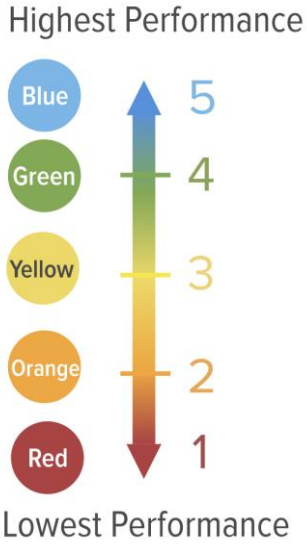
New icon for dashboard



Orange

Current icon for dashboard

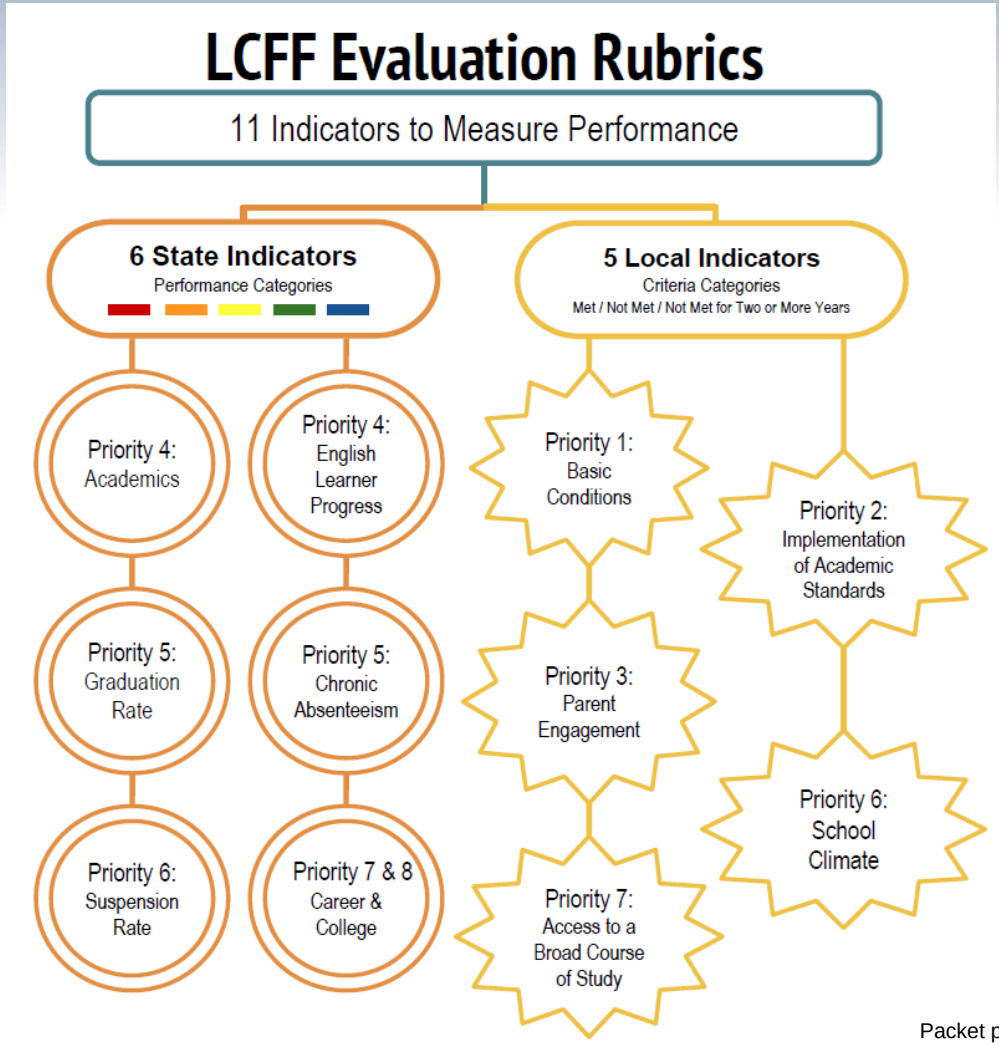




Local Performance Indicators

- Objectives Met
- Objectives Not Met
- Objective Not Met for 2 or more years

Local Control Accountability Plan

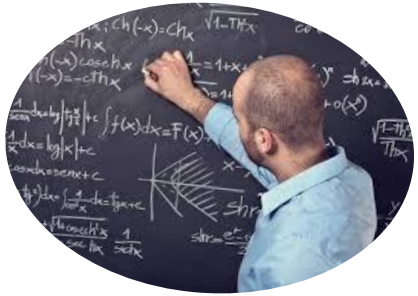


Priority 1: Basic Conditions

Objective Met

Tool Used: EPIC (CUSD Pupil Personnel Database)

Objective: To sustain a less than 5% misalignment of teacher vacancies, incorrect/no credentials, non-highly qualified



Analysis:

- 100% of teachers with credentials
- .006% of misalignments and vacant teacher positions
- 100% of teachers are considered Highly Qualified

Actions:

- Retainment
- Recruitment
- Training

Priority 2:
Implementation of Priority Standards

Objective Met

Tool Used: Multi Tiered System of Support (MTSS) Framework Implementation

Objective: To identify, monitor and assess the level of implementation of MTSS throughout the district in order to promote and improve proficiency levels of all students.

Analysis:

- Moving towards target with MTSS Professional Development
- Development of Curriculum Advisory Council
- Defining RTI2 - in particular Tier 1 instruction
- Curriculum Design to support differentiated instruction

In Progress:

- Needs Assessment on CORE and supplemental curriculum
- CORE Instructional Minutes
- Common Formative Assessments

Priority 3: Parent Engagement

Objective Met

Tools Used: Panorama Survey/LCAP Survey/CA Healthy Kids Survey

Objective: Family Engagement based on 712 respondents from our Panorama Survey.

Analysis:

PANORAMA Survey (712 Respondents)

- How often do you meet in person with teachers at your child's school? (19% responded favorably)
- How involved have you been with a parent group (s) at your child's school? (22% responded favorably)
- In the past year, how often have you visited your child's school? (62% responded favorably)

LCAP Survey (51 respondents)

How could we better partner with families in supporting our students?

- Letting parents know when a student is falling behind
- Improve communication between teachers, counselors, and parents. Better communication with parents who don't or can't come to meetings

Is there something that we should be doing that we aren't doing yet to help struggling students?

- Social emotional learning program, more on-site counseling time
- After school enrichment/intervention programs for reading and math

Self Assessment Tool

- Building relationships between school staff and families
- Building partnerships for student outcomes
- Seeking input for decision-making

Actions:

- Parent Committee
- Parent events
- Surveys
- Analysis of Survey Data

Priority 6: School Climate

Objective Met

Tool Used: Panorama and Healthy Kids Survey (177 respondents)

Objective: 59% of students feel they belong to their school

Analysis: Data Sample

Actions:

- MTSS training
- PBIS Training
- Implement LCAP Goal #1 (Create a positive school climate where students feel safe and supported)

- 48% of students are excited about their classes
- 70% of students feel the energy at their school is positive
- 59% of students find the things learned in class interesting
- 86% of students think school will be useful in the future
- 90% of students thought school will be useful in the future

Priority 7: Access to Broad Course of Study

Tool Used: CUSD Registrar records

Objective: Measured progress to the extent that students have access to, and are enrolled in, a Broad Course of Study.

In grades 9-12, we define a Broad Course of Study as:

- ★ A Course Catalog that provides students with several opportunities to meet the A to G requirements. 52.5% completion of A-G Requirements
- ★ Coursework that includes optional two year CTE pathways, such as Agriculture, Building Trades, and Construction
- ★ Courses that meet the UC/CSU entrance requirements.

Next Steps

- Publish findings to California School Dashboard by 11/1/19 http://www.caschooldashboard.org
- Prioritize gap areas
- Focus objectives on **GROWTH** in subsequent years

Questions?

Thank you!

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
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Freya McCamant

MEMORANDUM

MEETING DATE: October 10, 2019
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Information
RECOMMENDATION: Receive Financial Overview Update

BACKGROUND INFORMATION

Tonight staff will present an update to the Board and public on background information of district spending and the steps needed to begin the budget cuts process now that unaudited actuals of the district budget have been finalized.

FINANCIAL IMPACT

There is no financial impact.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Financial Overview Update

Dr. Sean McPhetridge, Superintendent

October 10, 2019

Objective

Share an update on potential savings with Board and public to help prepare for a decision on budget cuts by December to stabilize spending for the 2020-21 school year in order to maintain local control and remain fiscally solvent

Financial Planning Process Overview

Robust process for decision-making ensures 'good' decisions and facilitates implementation

Identify decision and decision-maker	Gather inputs	Assess and decide	Communicate 'what' and 'why'	Implement
• Decision: Budget cuts to balance CUSD's budget must be presented by December 2019 • Decision-maker: Board to act on budget cuts recommended by staff	• District leadership • Bargaining group and PTO representatives • Community groups • County, FCMAT (e.g., standards and best practices)	• Superintendent recommendation based on staff presentations to Board (e.g., current existing district resources, future needs, and proposal for budget cuts)	• Superintendent, along with Board and District leadership, will work in Board meetings and other venues to explain budget cut decisions and rationale	• All employees and community members must ultimately come to understand the need for budget cuts in order for the district to remain solvent

Financial Planning Process - Timeline and Key Milestones

Budget cut proposals presented for Board approval in December to meet SMCOE deadline; mid-term to long-term strategic planning ongoing throughout 2020 to achieve fiscal solvency

SEP '19	OCT '19	NOV '19	DEC '19	JAN-MAR '20	APR '20+
Prepare	**Assess/ Consult**	**Discuss**	**Decide/ Inform**	**Implement**	**Implement/ Plan**
● Financial overview update and planning process (to accompany presentation on Unaudited Actuals)	● Resource analysis and assessment of essential needs for district operations ● Inputs gathered for proposal on budget cuts to go to Board	● Analysis of parcel tax election results to see if additional cuts are required ● Preliminary report on short-term budget cuts ahead	● Recommendation on actionable cuts required by SMCOE ● Ongoing efforts to inform community and stakeholders of budget cuts	● Detailed work to implement budget restructure plan ● Layoff notices ● District restructure planning ongoing to achieve cuts	● Restructure planning and implementation ongoing in 2020 ● Mid-term planning and long-term strategic planning to implement cuts

SMC Office of Education and FCMAT consult/oversight

SMC Office of Education monitoring

Note: Facilities Master Plan update in progress along similar timelines. SMCOE = San Mateo County of Education. FCMAT = Fiscal Crisis and Management Assistance Team.

Principles of Change and Commitment to Basic Responsibilities

CUSD must maintain core instructional focus while also aligning and "right-sizing" our current operational arrangements to be financially sustainable to meet our needs ongoing

- A continued focus on student achievement (Local Control Accountability Plan)
- A partnership between student, family, school, district, and community
- A conscious commitment to learn from the past and prepare for the future
- A need for sensitivity as budget cuts personally impact employees and families
- A conscious commitment to helping keep a growth mindset and open minds
- A goal to be data-driven, transparent, and inclusive in fact-finding, analysis, and decision-making, including consideration of impacts that result from budget cuts
- No recommendations for Board decision are being made today: we are simply just reviewing information gathered so far and brainstorming big ideas/themes

Note: LCAP = Local Control Accountability Plan

Out of Scope for Today: Managing Expectations for Discussion

Potential opportunities requiring contract negotiations with our employee unions and/or significant time/effort to consider/prepare will be considered in 2020 for future savings

'Parking Lot'

- CUTA and CSEA contracts (e.g., class sizes, employee work days per year, master calendar changes) are negotiated items and outside our scope tonight
- Changes in elementary school area boundaries, graduation requirements, and strategies to increase enrollment would also need further unpacking
- Restricted funds (e.g., preschool, adult school, construction funds, etc.) unless there are appropriate opportunities to shift costs from General Fund
- Sale/lease of capital assets (e.g., surplus real estate) require more time also
- Significant new revenue opportunities and partnerships with benefactors and other contributing agencies will require additional time outside this discussion

Student Achievement is the Focus in Our LCAP's Four Core Areas

We will need continued focus on 'what' we do with improvements in 'how' we achieve it

Local Control Accountability Plan (LCAP) Goal Highlights

- **Literacy**
  - Students on track early (by third grade) for future learning
- **College and Career Readiness**
  - Well-rounded students - academic, social-emotional, physical domains
  - Ready for adult life, citizenship, and choice of college/career pathways
- **Family Engagement**
  - Partnership
  - Inclusion
- **School Safety and Climate**
  - Emergency preparedness
  - Inclusion

Note: Local Control Accountability Plan

An Enemy to System Improvement: "We've always done it that way."

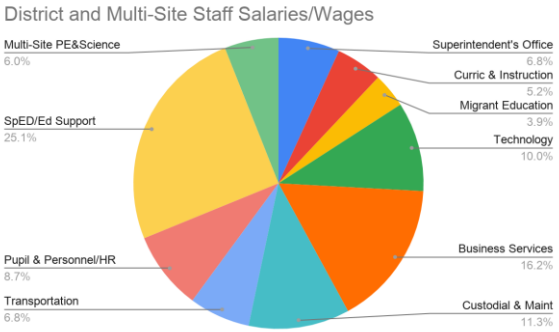
Best practices represent potential opportunities for us to improve results and reduce costs.

Topic	Best practices as opportunities for program improvements and savings
Technology and other operational upgrades may bring efficiencies	Getting more cost-effective and user-friendly (e.g., software improvements, phone upgrades, and utility procurement improvements) helps us to reduce maintenance/service costs and add to student/family/employee convenience
Existing arrangements and taken-for-granted procedures/programs must be reviewed now	Some existing arrangements (e.g., non-contractual employee stipends, existing meal program or transportation or class offerings, and other "standard practices") offer unclear or mixed benefits; updating the CUSD Facilities Master Plan will help realize additional maintenance/custodial efficiencies (energy savings, etc.)
Updates to curricula and existing practices are required for us to continuously improve	Some initiatives underway (e.g., MTSS, dyslexia assessments, ELD Master Plan, others) are investments that can help yield intervention savings for us over time; we can also focus on increased early childhood education efforts to help us maintain an equity lens, decrease downstream intervention costs, and attract families back to CUSD in order to address the trend of declining enrollment

Note: MTSS = Multi-Tiered Systems of Support. ELD = English Language Development.

Current Budget - District Office and Services (Across All Sites)

Careful review underway to identify opportunities for savings with minimal classroom impact



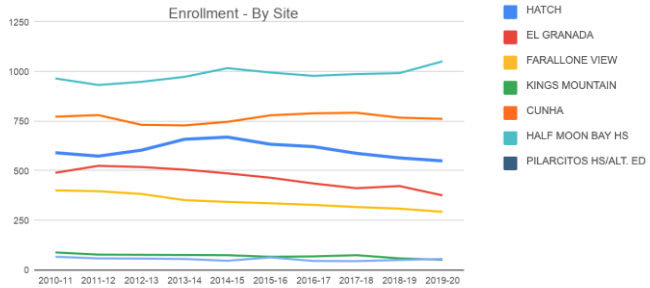


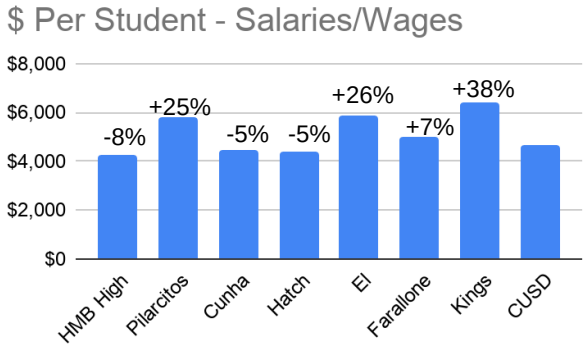
- **District Office (incl. multi-site staff) salaries/wages*: $4.1M/year**
  - Current "freeze" on backfilling most retirements/resignations
  - Reviewing additional administrator and DO position cuts (e.g., assistants, webmaster, IT network, SPED/mental health, maintenance, custodial, transportation, TOSAs, and overtime)
- **All employee benefits (District Office/All Sites): $10.7M/year**
  - Reviewing employee health plan options to maintain services to employees but lower district costs; total (employer + employee) pension contributions are fixed by CA law and thus unalterable
- **Services/fees: $6.7M/year**
  - Reviewing district operations now for savings; subcontracts; membership dues; redundant software; use of specific site/department budgets/consultants; unused technology

Note: Interfund transfers (e.g., annual ~$100K interfund transfer from General Fund to Food Services fund, as typical of many school districts) not shown. Benefits and services/fees based on Unaudited Actuals reported September 12, 2019. *Spending estimates are based on total employee salaries/wages specific to site (including externally-funded jobs employed by CUSD) and enrollment as of September 2019; does not include employee benefits (e.g., health plans, pensions, training/services), district staffing (e.g., transportation, custodial/maintenance) and other services (e.g., books/supplies).

Current Budget – Big Picture Overview of School Site Spending

Enrollment continues declining, and per student spending varies by school site and by size





- Overall district enrollment has been declining annually and more steeply at CUSD elementary schools; overall decline may accelerate or continue due to ongoing local socioeconomic challenges (e.g., cost of living, agriculture industry decline), as per statewide trends; CUSD has contracted with a demographer using Measure M funds for our Facilities Master Plan update and ongoing review to help inform our school configuration needs ahead

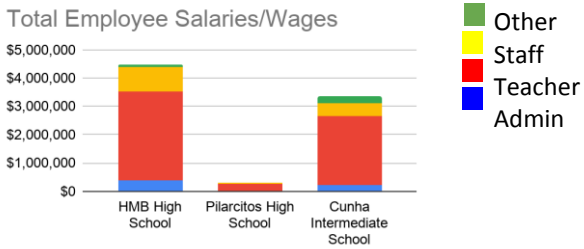
- Per student spending (employee salaries/wages)* varies
  - KMES: lower class sizes, few classrooms
  - EGES: includes required Special Ed. programs
  - Pilarcitos HS: lower class sizes, few classrooms

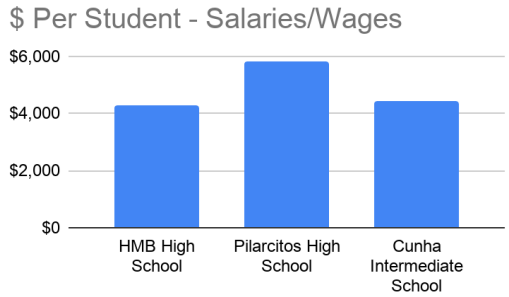
*Spending estimates are based on review of total employee salaries/wages specific to site (including externally-funded jobs employed by CUSD) and current enrollment data as of September 2019; analysis does not include employee benefits (e.g., health plans, pensions, training/services), district staffing (e.g., transportation, custodial/maintenance) and other services/outgo (e.g., books/supplies).

Current Budget - Intermediate and High Schools

Potential opportunities to reduce administrative, program, and support staff expenditures

- Per student spending (employee salaries/wages) slightly higher at Cunha than HMBHS; Pilarcitos HS higher spending as continuation school (lower class sizes, few classrooms)





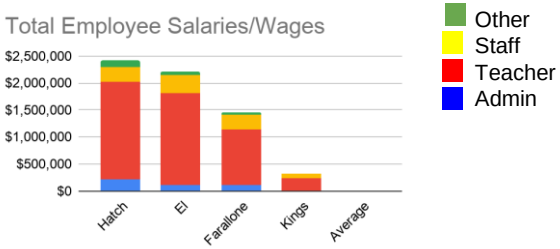
- Some programs…
  - Are not core and unaffordable (e.g., some stipends, Middle College program for just a few students, etc.)
  - Potentially more cost-effective alternatives or a need to make cuts of programs that benefit a few students but demand resources that could be used for all
  - Software redundancies that could be addressed through ending contracts to allow for cost savings while still providing the same functionality otherwise
  - Potential external funding sources (e.g., helping fund athletics, music/arts, and other non-core programs with requests of help from local non-profit partners)

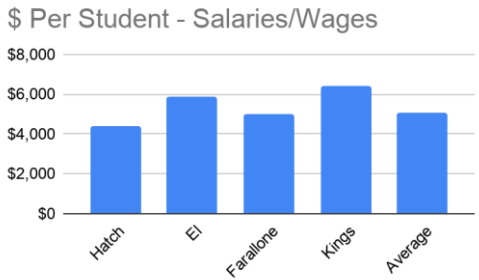
*Spending estimates based on total employee salaries/wages specific to site (including externally-funded jobs employed by CUSD) and enrollment as of September 2019; does not include employee benefits (e.g., health plans, pensions, training/other services), district staffing (e.g., transportation, custodial/maintenance) and other services/outgo (e.g., books/supplies).

Current Budget - Elementary Schools

Potential opportunities to find efficiencies, consolidate schools, and reduce other costs

- Per-student spending (employee benefits/wages divided by # of students) is higher at KMES (lower class sizes, few classrooms) and El Granada (specialized programs) than Hatch and Farallone View; student-to-employee ratio at Hatch results in economy of scale





- Some programs…
  - Unclear/mixed benefits (e.g., redundancy in staffing that could be addressed through new job descriptions to achieve efficiencies of operations at school sites)
  - Potentially more cost-effective alternatives could be realized that would allow for cuts in transportation
  - Software redundancies could be further eliminated for additional cost savings without loss of functionality
  - Potential external funding sources could be utilized for reduced staffing and thus cost savings to the district

*Spending estimates based on total employee salaries/wages specific to site (including externally-funded jobs employed by CUSD) and enrollment as of September 2019; does not include employee benefits (e.g., health plans, pensions, training/other services), district staffing (e.g., transportation, custodial/maintenance) and other services/outgo (e.g., books/supplies).

Summary of "Big Picture" Themes Considered in Budget Cut Process

- Cuts must be significant (between $1.75 and $2.5 million for 2020-2021) for CUSD to remain solvent and avoid takeover by the County Office of Education and Fiscal Crisis Management Assistance Team
- Contractual and legal obligations will mean available cuts cannot be made that impact class sizes, and thus a majority of cuts recommended by staff in months ahead will protect basic classroom services, and as a result most of the viable cuts simply must be made outside core classroom teaching spending
- Budget cuts to be recommended will address overstaffing, "nice to have" vs. "need to have" services, inefficiencies and redundancies, and programs/staff that are not considered to be basic requirements
- That said, we must acknowledge that cuts will impact staff as this will require layoffs: in a school district, over 80% of expenses are in staffing, wages, and benefits, and budget cuts of this magnitude mean jobs
- We anticipate providing information in November on reductions in staffing at district office, school sites, support staff, and contracts/services in order to provide Board with a way to achieve cuts required now
- If the parcel tax does not pass in November, there will be an additional $1.6 million in cuts to be made, and those cuts would be drastic in comparison to the already significant cuts we must make otherwise

Questions?

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: October 10, 2019
TO: Members of the Governing Board
FROM: Holly Wade Ph.D., Assistant Superintendent, Educational Support Services
Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Consent
RECOMMENDATION: Approve Field Trip for Half Moon Bay High School Cross Country Team to Mt. San Antonio College Invitational in Walnut, California, October 24-27, 2019

BACKGROUND INFORMATION

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

REPORT/PROPOSAL

Paul Farnsworth, coach of the Half Moon Bay High School Cross Country team, is requesting that the Governing Board approve a field trip to Walnut Creek, California on October 24-27, 2019, for the Cross Country team to participate in the Mt. San Antonio College Invitational. Approximately 35 students will be chaperoned by a minimum of two certificated staff members and approximately 12 additional adults. The group will travel from Half Moon Bay to Walnut by Student Pupil Activity Bus (SPAB) certified charter bus. They will be staying at Homewood Suites, 12005 Harbor Blvd, Garden Grove, CA 92840, (714) 620-2156.

FINANCIAL IMPACT

There is no financial impact on the district for this trip. The trip is paid for by Boosters Athletics Corporation.

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MEMORANDUM

MEETING DATE: October 10, 2019
TO: Members of the Governing Board
FROM: Holly Wade Ph.D., Assistant Superintendent, Educational Support Services
Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Consent
RECOMMENDATION: Approve the Certificated Personnel Report

BACKGROUND INFORMATION

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

1. OFFER OF PROBATIONARY EMPLOYMENT FOR 2019-2020

Michael Peimani, Mathematics Teacher, Half Moon Bay High School, effective September 23, 2019.

2. OFFER OF TEMPORARY EMPLOYMENT FOR 2019-2020

Diane Angst, 0.17 FTE additional period ELD teacher, Cunha Intermediate School, effective August 12, 2019.

Yulanda Au, 0.17 FTE additional period ELD teacher, Cunha Intermediate School, effective August 12, 2019.

Richard Campbell, 0.17 FTE additional period PE teacher, Cunha Intermediate School, effective August 12, 2019.

Sarah Bunkin, 0.2 FTE Freshman Studies Teacher, Half Moon Bay High School, effective September 23, 2019.

Hannah Carney, 0.2 FTE additional period Agriculture teacher, Half Moon Bay High School, effective August 12, 2019.

Tom Cox, 0.17 FTE additional period Leadership teacher, Cunha Intermediate School, effective August 12, 2019.

Kerra DeMartini, 0.2 FTE additional period Peer Helper, Half Moon Bay High School, effective August 12, 2019.

Sebastian Hart, 0.2 FTE additional period Social Studies Teacher, Half Moon Bay High School, effective August 12, 2019.

Janice Lee, 0.17 FTE additional period School Counselor, Cunha Intermediate School, effective August 12, 2019.

Rosabelle Lynes, 0.17 FTE additional period PE teacher, Cunha Intermediate School, effective October 21, 2019.

Shawna McCartney, 0.17 FTE additional period Study Skills Teacher, Cunha Intermediate School, effective August 12, 2019.

Peter Monica, 0.17 FTE additional period AVID Teacher, Cunha Intermediate School, effective August 12, 2019.

Erin O'Connor-Brown, 0.17 FTE additional period Dean of Students, Cunha Intermediate School, effective August 12, 2019.

Patrick Olson, 0.2 FTE additional period District Broadcasting Teacher, Half Moon Bay High School, effective August 12, 2019.

Brendan Roth, 0.2 FTE additional period Athletic Director, Half Moon Bay High School, effective August 12, 2019.

Vanessa Stubbs, 0.2 FTE additional period Spanish Teacher, Half Moon Bay High School, effective August 12, 2019.

Christina Yeakley, 0.2 FTE additional period PE Teacher, Half Moon Bay High School, effective August 12, 2019.

3. RESIGNATION

Richard Campbell, PE teacher, Cunha Intermediate School, effective October 18, 2019.

FINANCIAL IMPACT

Financial impact is included in the budget.

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: October 10, 2019
TO: Members of the Governing Board
FROM: Holly Wade Ph.D., Assistant Superintendent, Educational Support Services
Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Consent
RECOMMENDATION: Approve the Classified Personnel Report

BACKGROUND INFORMATION

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

1. PROMOTION

Nicole Montezuma, Paraprofessional Special Education II, Cunha Intermediate School, formerly Yard Duty Supervisor, El Granada Elementary School, effective September 30, 2019.

Patricia Perrick, Administrative Assistant II, Cunha Intermediate School, formerly Administrative Assistant I, El Granada Elementary School, effective October 1, 2019.

2. OFFER OF EMPLOYMENT FOR 2019-2020

Claudia Velazquez, School/Community Relations Assistant, Half Moon Bay High School, effective August 19, 2019.

Michelle Whalen, Paraprofessional Special Education II, Cunha Intermediate School, effective September 16, 2019.

3. RESIGNATION

Dante Campagna, Custodial Coordinator, Operations Department, effective September 27, 2019.

Jeff Crofton, District Computer and Network Specialist, District Office, effective September 7, 2019.

Hale' Guerra, Construction Supervisor, District Office, effective September 16, 2019.

Anahi Hernandez Vazquez, School/Community Relations Assistant, Half Moon Bay High School, effective August 16, 2019.

FINANCIAL IMPACT

Financial impact is included in the budget.

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MEMORANDUM

MEETING DATE: October 10, 2019
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum & Instruction
CATEGORY: Consent
RECOMMENDATION: Adopt Resolution No. 24-19 Regarding Sufficiency of Instructional Materials for the 2019-20

BACKGROUND INFORMATION

During the September 12, 2019 Board Meeting, the governing board held a public hearing and adopted a Resolution to Approve the Statement of Assurances for the Pupil Textbook and Instructional Incentive Program for the 2019-20 school year in order to receive funds according to Education Code 60119.

REPORT/PROPOSAL

The administration presents Resolution No. 24-19 to approve the Statement of Assurance for the Pupil Textbook and Instructional Incentive program for the 2019-20 school year.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

RESOLUTION NO. 24-19
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

RESOLUTION REGARDING SUFFICIENCY OF INSTRUCTIONAL MATERIALS

WHEREAS, the governing board of Cabrillo Unified School District, in order to comply with the requirements of Education Code Section 60119, held a public hearing on September 12, 2019, at 7:00 pm, which did not take place during or immediately following school hours; and

WHEREAS, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing; and

WHEREAS, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing; and

WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district; and

WHEREAS, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments; and

WHEREAS, sufficient textbooks and instructional materials were provided to each student, including English learners, in mathematics, science, history-social science, and English language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks; and

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes; and

WHEREAS, sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of Cabrillo Unified School District for the 2019-20 school year, the Cabrillo Unified School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 12th day of September, 2019, by the following vote:

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

Attest by:

_____
Sean McPhetridge, Ed.D.
Secretary to the Governing Board
Cabrillo Unified School District

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: October 10, 2019
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum & Instruction
CATEGORY: Consent
RECOMMENDATION: Approve for Distribution/Disposal of Obsolete Textbooks at HMBHS

BACKGROUND INFORMATION

Board Policy 3270 recognizes that the school district may own personal property which is unusable, obsolete, or no longer needed by the district. This policy allows for the sale or disposal of district property in accordance with the Board Policy and the requirements of California State Law.

REPORT/PROPOSAL

Please refer to attached list of HMBHS Obsolete Textbooks.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

GRADE LEVEL	SUBJECT	BOOK TITLE	ISBN#
9-12	Metal Shop	Modern Metal Working 1985	0-87006-509-2
9-12	Sm Gas Eng.	Small Gas Engines 1985	0-87006-498-3

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MEMORANDUM

MEETING DATE: October 10, 2019
TO: Members of the Governing Board
FROM: James Crawford, Interim Chief Business Official
CATEGORY: Consent
RECOMMENDATION: Approve Donations to Cabrillo Unified School District

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.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

October 10, 2019 Board Meeting
Summary Site Donations

Site	Program	Donor	Amount	Site Total	Total Donations
HMBHS	Fall Play	John H. Booher Kimberly Dempsey Booher	$150		
HMBHS	Fall Play	Raul Rodriguez Veronica Rodriguez	$150		
HMBHS	Fall Play	Kim P.S. Zaidan	$150		
HMBHS	Fall Play	Storm B. Russell Sara L. Russell	$150		
HMBHS	Fall Play	Shirley Caroline McIntosh	$150		
HMBHS	Fall Play	Ingo Bork Ina Bork	$500		
HMBHS	Fall Play	John P. Minkstein Shanti J. Minkstein	$150		
HMBHS	Fall Play	Raymond M. Cooke Electra H. Field	$150		
HMBHS	Boys Basketball	Jennifer Dorwin Kevin Dorwin	$150		
HMBHS	Boys Basketball & Football	Erica Courtney Christopher Courtney	$300		
HMBHS	Cross Country	Elizabeth Squiers Chris McKenzie	$150		
HMBHS	Cross Country	Traci Yerby Scott Yerby	$150		

HMBHS	Cross Country	Kimberlie Mansukhani Jeffrey Mansukhani	$300
HMBHS	Cross Country	Sachiko Tanaka Shigeru Tanaka	$150
HMBHS	Cross Country	Beverly Harper David Spink	$150
HMBHS	Cross Country	Amy Risk Bryan Michelsen	$150
HMBHS	Cross Country	Patrick Wooliver	$150
HMBHS	Football	Darren Hart Isabel Gorham	$300
HMBHS	Football	Leslie Geller Andre Geller	$258
HMBHS	Football	Michael A. Hamor Lisa Hamor	$150
HMBHS	Football	Molly Miller Justin Miller	$150
HMBHS	Football	JD McCauley Kathleen McCauley	$150
HMBHS	Football	MelissaWade Frank Lozano	$150
HMBHS	Surf	Mark T. Sutherland Katie Sutherland	$150
HMBHS	Surf & Boys Water Polo	Christina Johnston Vincent Johnston	$300
HMBHS	Girls Tennis	Rachel Ortolan David Ortolan	$150

HMBHS	Girls Volleyball	Kathleen Morrissey Robert Steger	$150
HMBHS	Girls Volleyball	Beksan Imports Jimai Griffin	$150
HMBHS	Girls Volleyball	Jason Mullins Construction Tamara Mullins	$100
HMBHS	Girls Volleyball	Andrew Boysen Charlene Boysen	$150
HMBHS	Girls Volleyball	Julie Walters Joseph Flynn	$150
HMBHS	Girls Volleyball	Leslie Wakasa March Wakasa	$150
HMBHS	Boys Water Polo	Dayna Chalif Ivan Chalif	$150
HMBHS	Boys Water Polo	Kirsten Barron	$100
HMBHS	Boys Water Polo	Mishelle Fisher David Westendorf	$150
HMBHS	Boys Water Polo	Maria Polonchek Chris Polonchek	$150
HMBHS	Boys Water Polo	Jennifer Islander Stephen Islander	$150
HMBHS	Girls Water Polo	Patrick Co Cindy Chong	$150
HMBHS	Girls Water Polo	Freya McCamant Mark Tholke	$300
HMBHS	Girls Water Polo	Ellen Palmer Melinda Sammons	$200

HMBHS	Girls Water Polo	Patrick Gillen Ashwini Gillen	$150		
HMBHS	Girls Water Polo	Peggy Shomaker Nick Holl	$150		
				$6,858	**$6,858**

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MEMORANDUM

MEETING DATE: October 10, 2019
TO: Members of the Board Governing
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent
RECOMMENDATION: Approve Quarterly Report on Williams Uniform Complaints (Education Code §35186)

BACKGROUND INFORMATION

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.

SAN MATEO COUNTY OFFICE OF EDUCATION
Excellence and Equity in Education

Quarterly Report on 2019-2020 *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** – *7/1/2019 through 9/30/2019* – **DUE October 31, 2019**
- ☐ **2nd Quarter** – *10/1/2019 through 12/31/2019* – **DUE January 31, 2020**
- ☐ **3rd Quarter** – *1/1/2020 through 3/31/2020* – **DUE April 30, 2020**
- ☐ **4th Quarter** – *4/1/2020 through 6/30/2020* – **DUE July 31, 2020**

Date for information to be reported publicly at governing board meeting: 10/10/2019

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
Textbooks and Instructional Materials	0	0	0
Facility Conditions	0	0	0
Teacher Vacancy or Misassignment	0	0	0
TOTAL	0	0	0

Sean McPhetridge, Ed.D.
Print Name of District Superintendent

Signature of District Superintendent

10/11/2019
Date

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

Please submit Quarterly Report via email cmaponte@smcoe.org.

101 Twin Dolphin Drive • Redwood City • CA • 94065-1064 • 650-802-5300 • www.smcoe.org

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MEMORANDUM

MEETING DATE: October 10, 2019
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent
RECOMMENDATION: Approve Minutes of the September 12, 2019 Regular Governing Board Meeting

BACKGROUND INFORMATION

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

REPORT/PROPOSAL

The unadopted minutes from the September 12, 2019 regular Governing Board meeting are included in this Board packet for consideration.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

Governing Board Meeting Agenda

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

District Office Board Room
498 Kelly Avenue, Half Moon Bay, CA 94109
September 12, 2019 7:00 PM
(Closed Session 6:00 PM)

Board Members Present:	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
Administrators at the Table:	Dr. Sean McPhetridge, Superintendent Dr. Leticia Bhatia, Ed.D., Assistant Superintendent Dr. Holly Wade, Ph.D., Assistant Superintendent Mr. James Crawford, Interim Chief Business Official
Student Board Representative:	Ms. 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 – 7:03 PM

The Governing Board met in closed session from 6:01 PM to 7:00 PM. President Sophia Layne reported no action taken in closed session.

6. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by by President Sophia Layne.

7. ADOPTION OF AGENDA AS PRESENTED / AMENDED

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

(M-14) Passed 5-0 with Student Representative voting aye

8. STUDENT / STAFF / COMMUNITY RECOGNITION

a. None

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

Ms. Smitha Gundavajhala, Program Coordinator, Youth Leadership Institute, came to address the Governing Board regarding climate change efforts and education opportunities in schools in the district.

10. REPRESENTATIVE REPORTS

a. CUTA Representatives

CUTA Co-President Ramon Macias thanked Board members for meeting with him and Co-President Heidi Mills to discuss district issues. Mr. Macias stated that they understand the district is going through financial challenges and asked the Board to put students first. Mr. Macias also said that in order to serve the students, staff needs to be taken care of. Mr. Macias asked the Board to go back to the negotiating table to continue the negotiations.

CUTA Co-President Heidi Mills also thanked Board members, Superintendent McPhetridge, and Dr. Holly Wade for meeting with them. Ms. Mills stated they understand that the district's circumstances are tough but if they work together they can come up with solutions that hopefully will keep everybody employed.

b. CSEA Representatives

None

11. REPORTS / INFORMATION / PRESENTATIONS

a. Receive 2018-19 Unaudited Actuals Financial Report

Mr. James Crawford, Interim Chief Business Official, presented the 2018-19 Unaudited Actual Financial Report.

b. Receive Financial Overview Update

Dr. Sean McPhetridge, Superintendent, presented the Financial Overview Update.

Ms. Breanna Lafontaine of Coastsiders for Better Education Funding came to provide the Board an update on AB39.

12. DISCUSSION ITEMS

a. Public Hearing and Adopt Resolution to Approve the Statement for the Pupil Textbook and Instructional Incentive Program for the 2019-20 School Year

President Sophia Layne opened the Public Hearing for the Pupil Textbook and Instructional Incentive Program for the 2019-20 School Year at 8:07 PM. Hearing no comments, the public hearing was closed at 8:08 PM.

(M-15) 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

13. COMMUNICATIONS

a. Board Members

Board Member Freya McCamant said she will reach out to principals to set up school visits to meet with principals and staff. Ms. McCamant said that the Measure I will be vital to not decimate and to provide safety to the district. Ms. McCamant also said that the community needs to keep putting pressure on the state to fully fund education.

Board Member Lizet Cortes shared she and her family participated in the Color Run to support the school and to show Latino participation. Ms. Cortes stated she attended Hatch and Half Moon Bay High School's Back to School Nights and it was nice to see the great things happening at the schools. Ms. Cortes said she was invited to be part of Big Lift Collaboration and feels this is a great way to support a program that benefits the students.

Board Member Kimberly Hines said she wanted to honor the teachers and recognize their professionalism. Ms. Hines said that teachers think in possibilities, project-based learning, and what can they do to meet students' individual needs.

Member Mary Beth Alexander thanked Superintendent McPhetridge and Board President Layne for the funding community presentation at Half Moon Bay Library on Tuesday and for bringing this information to the public.

President Sophia Layne said that it was fantastic to see the level of community engagement during the district funding community event on Tuesday. Ms. Layne also said she is pleased to continue, with Superintendent McPhetridge's leadership, addressing the different aspects of diversity and inclusion.

b. Student Board Member

Student Board Member Lauren DuBose provided the Board and the public an update on El Granada Elementary, Farallone View Elementary, Cunha Intermediate, and Half Moon Bay High School's events and activities.

c. Superintendent

Superintendent McPhetridge said that he has seen the gifts and assets of this community over the couple months he has been here through meetings with the Cabrillo Education Foundation, the Big Lift Committee, the Athletic Boosters, the PTO representatives, and other community stakeholders, and by the many contributions made by the community.

Dr. McPhetridge talked about the aim of the community to be more diverse and inclusive and that the Board will vote on a new Board Policy on using an equity lens to address students' needs and to target resources in order for students to be college and career ready. Dr. McPhetridge shared he met with Belinda Arriaga of ALAS (Ayudando Latinos a Soñar) and learned what ALAS is doing for the community including their help to get a $2,000 grant to buy books for the schools.

Dr. McPhetridge shared he attended the Big Five safety training early in the month. Dr. McPhetridge also reminded the Board and the public that the district is undergoing a facilities master plan update.

14. CONSENT ITEMS

a. Approve a. Approve Field Trip for Cunha Intermediate School Outdoor Education to YMCA Camp Jones Gulch, La Honda, CA, September 30–October 4, 2019
b. Approve Field Trip for Half Moon Bay High School Future Farmers of America to Arcata, California, September 19–21, 2019
c. Approve Memorandum of Understanding Regarding IEP Placement of District Students in SMCOE Special Education Programs
d. Approve Certificated Personnel Report
e. Approve Classified Personnel Report

f. Approve Placement of Current Personnel/Student Services Administrative Assistant IV to Reinstated Administrative Assistant V Position
g. Accept Donations to Cabrillo Unified School District
h. Approve Declaration of District Property as Surplus
i. Approve for Distribution/Disposal of Obsolete Textbooks at Various Schools
j. Approve and Adopt of Minutes of August 8, 2019 Regular Governing Board Meeting

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

(M-16) Passed 5-0 with Student Representative voting aye

15. ACTION ITEMS

a. Adopt Resolution No. 16-19 In Support of Cabrillo Unified School District Immigrant Communities

Motion to adopt Resolution No. 16-19 In Support of Cabrillo Unified School District Immigrant Communities was made by Member Freya McCamant and seconded by Member Lizet Cortes.

(M-17) 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

b. Adopt Proclamation Designating October LBGTQ Month

Motion to adopt Proclamation Designating October LBGTQ Month was made by Member Kimberly Hines and seconded by Member Lizet Cortes.

Jenny Walter, CoastPride representative, came to address the Board regarding a partnership with the District to make schools safer and to show support to the LBGTQ Proclamation.

Mason Liaghat, Half Moon Bay High student, came to talk the Board about the experiences at Half Moon Bay High School and to show support to the LBGTQ Proclamation.

Jessie Hedger-Walter, Half Moon Bay High student, came to talk the Board about the experiences at Half Moon Bay High School and to show support to the LBGTQ Proclamation.

Deb Hedger, CoastPride representative, came to address the Board regarding a partnership with the District to make schools safer and to show support to the LBGTQ Proclamation.

(M-18) 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

c. Adopt Resolution No. 17-19 Endorsing September 2019 as Attendance Awareness Month

Motion to adopt Resolution No. 17-19 Endorsing September 2019 as Attendance Awareness Month was made by Member Kimberly Hines and seconded by Member Freya McCamant.

(M-19) 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 Contract Agreement for Big Lift Coastside Literacy Collaborative Coordinator

Motion to approve Contract Agreement for Big Lift Coastside Literacy Collaborative Coordinator was made by Member Mary Beth Alexander and seconded by Member Freya McCamant.

(M-20) Passed 5-0 with Student Representative voting aye

e. Approve Job Description and Job Posting - Community Engagement, Early Childhood, and Special Programs Supervisor

Motion to approve Job Description and Job Posting - Community Engagement, Early Childhood, and Special Programs Supervisor was made by Member Kimberly Hines and seconded by Member Lizet Cortes.

(M-21) Passed 5-0 with Student Representative voting aye

f. Adopt Resolution Nos. 18-19, 19-19, and 20-19 for Employees Assigned on the Basis of an Education Code Provision

Motion to adopt Resolution Nos. 18-19, 19-19, and 20-19 for Employees Assigned on the Basis of an Education Code Provision was made by Member Mary Beth Alexander and seconded by Member Lizet Cortes.

(M-22) 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

g. Approve the San Mateo County Office of Education Review of the CUSD/CSEA Tentative Agreement/San Mateo County Public Disclosure of Collective Bargaining Agreement

Motion to approve the San Mateo County Office of Education Review of the CUSD/CSEA Tentative Agreement/San Mateo County Public Disclosure of Collective Bargaining Agreement was made by Member Kimberly Hines and seconded by Member Freya McCamant.

(M-23) Passed 5-0 with Student Representative voting aye

At 9:33 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-24) Passed 5-0 with Student Representative voting aye

h. Adopt Resolution No. 21-19 Approving Gann Limit

Motion to adopt Resolution No. 21-19 Approving Gann Limit was made by Member Kimberly Hines and seconded by Member Lizet Cortes.

(M-25) 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

i. Adopt Resolution No. 22-19 Blanket Authority to Bid Fiscal Year 2019-20

Motion to adopt Resolution No. 22-19 Blanket Authority to Bid Fiscal Year 2019-20 was made by Member Mary Beth Alexander and seconded by Member Lizet Cortes.

(M-26) 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

j. Adopt Resolution No. 23-19 Joint Powers Authority Membership School Project for Utility Rate Reduction

Motion to adopt Resolution No. 23-19 Joint Powers Authority Membership School Project for Utility Rate Reduction was made by Member Mary Beth Alexander and seconded by Member Lizet Cortes.

(M-27) 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

k. Approve 2018-19 Unaudited Actuals Financial Report

Motion to approve 2018-19 Unaudited Actuals Financial Report was made by Member Freya McCamant and seconded by Member Lizet Cortes.

(M-28) Passed 5-0 with Student Representative voting aye

l. Approve to Award Contract for Tennis Courts Project, Half Moon Bay High School

Motion to approve to Award Contract for Tennis Courts Project, Half Moon Bay High School was made by Member Freya McCamant and seconded by Member Mary Beth Alexander.

(M-29) Passed 3-2 with Student Representative voting aye

m. Approve Response to the Grand Jury Report: "Is San Mateo County at Risk of a Large Measles Outbreak?"

Motion to approve Response to the Grand Jury Report: "Is San Mateo County at Risk of a Large Measles Outbreak?" was made by Member Kimberly Hines and seconded by Member Mary Beth Alexander.

(M-31) Passed 5-0 with Student Representative voting aye

n. 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 Cabrillo Unified School District Governing Board Policy Updates and Adopt the Proposed Revisions as Recommended by the California School Boards Association was made by Member Kimberly Hines and seconded by Member Lizet Cortes.

(M-31) Passed 5-0 with Student Representative voting aye

18. RETURN TO CLOSED SESSION (IF NECESSARY)

The Governing Board met in closed session from 10:15 PM to 10:58 PM. No action was taken.

19. ADJOURNMENT OF THE MEETING

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

(M-32) Passed 5-0

Meeting was adjourned at 10:58 PM.

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent

Minutes presented by Sean McPhetridge, Ed.D., Secretary to the Governing Board

Certified by:

_____ _____

Lizet Cortes
Clerk to the Governing Board
Cabrillo Unified School District

Date

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: October 10, 2019
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent
RECOMMENDATION: Approve Cabrillo Unified School District Governing Board Policy Updates and Adopt the Proposed Revisions as Recommended by the California School Boards Association

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 1312.1, 1312.3, and 4119.22 are provided for adoption. These Board policies 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.

POLICY GUIDE SHEET
October 10, 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 1312.1 - Complaints Concerning District Employees
(BP/AR revised)

Policy updated to reflect a court decision which held that a district cannot bar criticism of employees at public board meetings, and to add referral of complainants to the appropriate complaint procedures when concerns are expressed at a board meeting or to an individual board member outside a board meeting. Policy includes material formerly in AR regarding reports against employees for child abuse or neglect, and adds circumstances under which complaints should be addressed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures or AR 4030 - Nondiscrimination in Employment. Policy also adds material related to the investigation of a complaint, including an anonymous complaint, and includes material formerly in AR regarding appeals to the board. Regulation reorganized and updated to require that complaints be made in writing and to add steps regarding the investigation of the complaint and the notification of the complainant and employee regarding the final decision.

BP/AR 1312.3 - Uniform Complaint Procedures
(BP/AR revised)

Policy and regulation updated to reflect **NEW LAWS** authorizing the use of uniform complaint procedures (UCP) to resolve allegations of noncompliance with accommodations for pregnant and parenting students **(AB 2289)**, the development and adoption of an LCFF budget overview for parents/guardians **(AB 1808)**, the development of a school plan for student achievement **(AB 716)**, and specified educational rights of migrant students and immigrant students enrolled in a newcomer program **(AB 2121)**. Policy also updates section on "Non-UCP Complaints" to reflect **NEW LAW (AB 1808)** which provides that complaints alleging health and safety violations in license-exempt California State Preschool Programs are subject to Williams UCP. Regulation also updates section on "Notifications" to more closely reflect the California Department of Education's (CDE) Federal Program Monitoring instrument, deletes section on "District Responsibilities" which duplicates material in other sections, reorganizes section on "Report of Findings" for clarity, and revises section on "Corrective Actions" to delete item #9 which is not a remedy.

BP 4119.22/4219.22/4319.22 - Dress and Grooming
(BP revised)

Policy updated to reflect laws which allow employees to appear and dress in a manner consistent with their gender identity, gender expression, or religious creed. Policy also adds material regarding the communication of the district's dress and grooming policy to employees.

Cabrillo USD

Board Policy

Complaints Concerning District Employees

BP 1312.1
Community Relations

~~The Governing Board accepts responsibility for providing a means by which the public can hold employees accountable for their actions. The Board desires that complaints be resolved expeditiously without disrupting the educational process.~~ **The Governing Board recognizes its accountability to the public for the quality of the district's educational program and the performance of district employees. The district shall provide a process by which a complaint submitted by any person regarding an employee can be resolved impartially, expeditiously, and with minimal disruption to district operations and the educational program.**

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

When a concern regarding an employee is presented during a Board meeting or to an individual Board member or employee outside of a Board meeting, the complainant shall be informed of the appropriate complaint procedure.

(cf. 9323 - Meeting Conduct)

Any complaint regarding the Superintendent shall be initially filed in writing with the Board. **The Board shall consult with legal counsel or appoint an appropriate agent to conduct the investigation.**

~~The Superintendent or designee shall develop regulations which permit the public to submit complaints against district employees in an appropriate way. These regulations shall protect the rights of involved parties. The Board may serve as an appeals body if the complaint is not resolved.~~

~~*(cf. 1312.2 - Complaints Concerning Instructional Materials)*~~
~~*(cf. 1312.3 - Uniform Complaint Procedures)*~~
~~*(cf. 3515.2 - Disruptions)*~~

~~When public complaints involve accusations of child abuse, the provisions of this policy and regulations shall be implemented only after the child abuse reporting requirements specified in law and BP 5141.4 have been completed.~~

The Superintendent or designee shall determine whether a complaint against any other employee should be considered a complaint against the district and/or an individual employee, and whether it should be resolved by the district's process for complaints concerning personnel and/or other district procedures. Any complaint of child abuse or neglect alleged against a district employee shall be reported to the appropriate local agencies in accordance with law and BP 5141.4 - Child Abuse Prevention and Reporting.

Any complaint alleging that an employee engaged in unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in district programs and activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. Any complaint by an employee, job applicant, volunteer, intern, or independent contractor alleging unlawful discrimination or harassment by an employee shall be filed in accordance with AR 4030 - Nondiscrimination in Employment.

(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3555 - Nutrition Program Compliance)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4144/4244/4344 - Complaints)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

Any complaint subject to this policy and the accompanying administrative regulation shall be investigated by the principal, the employee's immediate supervisor, the Superintendent or designee, legal counsel, agent of the Board, and/or other appropriate person who is not the subject of the complaint or subordinate to the employee charged in the complaint. The complainant and the employee shall have an opportunity to present information relevant to the complaint.

A complaint that is filed anonymously may be investigated by the Superintendent or designee depending on the specificity and reliability of the information.

If a complainant requests confidentiality, the Superintendent or designee shall inform the complainant that the request may limit the district's ability to investigate the employee's conduct or take other necessary action. However, the Superintendent or designee shall take all reasonable steps to investigate and resolve the complaint without divulging the complainant's identity.

The Board prohibits retaliation against complainants. ~~The Superintendent or designee at his/her discretion may keep a complainant's identity confidential, except to the extent necessary to investigate the complaint. The district will not investigate anonymous complaints unless it so desires.~~

~~Upon request, parents/guardians shall receive procedures, written in their primary language, for filing a child abuse complaint with the appropriate child protective agencies. If any parent/guardian complains of child abuse occurring at a school, the Superintendent or designee shall provide him/her with these procedures and shall also provide an interpreter as needed for oral communication.~~

~~Providing the above procedures to parents/guardians does not relieve mandated reporters from their duty to report suspected child abuse in accordance with law.~~

Appeals

If either the complainant or the employee submits an appeal of the Superintendent's decision to the Board, the Board shall determine whether to uphold the Superintendent's

decision without hearing the complaint, appoint an appeals committee to advise the Board, or hear the appeal itself.

(cf. 9130 - Board Committees)

~~The Board may decide to uphold the Superintendent's decision without hearing the complaint.~~ If ~~it~~ **the Board** decides to hear the complaint, the matter shall be addressed in closed session in accordance with ~~law~~ **Government Code 54957** unless the employee requests that it be heard in open session. **The Board shall review the original complaint and additional information provided by the Superintendent or designee regarding the steps taken to resolve the issue.**

(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9323 - Meeting Conduct)

The Board's decision shall be final.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE
33308.1 Guidelines on procedure for filing child abuse complaints
35146 Closed sessions
44031 Personnel file contents and inspection
44811 Disruption of public school activities
44932-44949 Resignation, dismissal and leaves of absence (rights of employee; procedures to follow)
48987 Child abuse guidelines
GOVERNMENT CODE
54957 Closed session; complaints re employees
54957.6 Closed session; salaries or fringe benefits
PENAL CODE
273 Cruelty or unjustifiable punishment of child
11164-11174.3 Child Abuse and Neglect Reporting Act
WELFARE AND INSTITUTIONS CODE
300 Minors subject to jurisdiction of juvenile court
COURT DECISIONS
Baca v. Moreno Valley Unified School District, (1996) 936 F. Supp. 719

~~*Management Resources:*~~

~~*CDE LEGAL ADVISORIES*~~
~~*0910.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site (LO:4-93)*~~

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

Cabrillo USD

Board Policy

Uniform Complaint Procedures

BP 1312.3
Community Relations

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to ~~the~~ UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law**s** or regulations governing **any program subject to the UCP which is offered by the district, including** adult education programs~~,~~**;** After School Education and Safety programs~~,~~**;** agricultural ~~vocational~~ **career technical** education~~,~~**;** American Indian education centers and early childhood education program assessments~~,~~**;** bilingual education~~,~~**; California ~~p~~P**eer ~~a~~A**ssistance and ~~r~~R**eview programs for teachers~~,~~**; state** career technical and technical education**, career technical,** and **technical** training programs~~,~~**; federal career technical education;** child care and development programs~~,~~**;** child nutrition programs~~,~~**;** compensatory education~~,~~**;** consolidated categorical aid programs~~,~~**;** Economic Impact Aid~~,~~**;** ~~English learner programs, federal education programs in Title I-VII,~~ **the federal Every Student Succeeds Act;** migrant education~~,~~**;** Regional Occupational Centers and Programs~~,~~**;** school safety plans~~,~~**;** special education programs~~,~~**; California** State Preschool Programs~~,~~**;** Tobacco-Use Prevention Education programs~~,~~**;** and any other district-implemented **state categorical** program ~~which is listed in~~ **that is not funded through the local control funding formula pursuant to** Education Code 64000~~(a)~~

(cf. 3553 - Free and Reduced Price Meals)
(cf. 3555 - Nutrition Program Compliance)
(cf. 5131.62 - Tobacco)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6159 - Individualized Education Program)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6178.2 - Regional Occupational Center/Program)

(cf. 6200 - Adult Education)

2. Any complaint**, by a student, employee, or other person participating in a district program or activity,** alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) ~~against any student, employee, or other person participating~~ in district programs and activities, including ~~, but not limited to,~~ **in** those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on ~~his/her~~ **the person's** association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

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

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements (Education Code 46015)

~~4.~~ **5.** Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)
(cf. 3320 - Claims and Actions Against the District)

~~5.~~ **6.** Any complaint alleging district noncompliance with ~~legal~~ **applicable** requirements **of Education Code 52060-52077** related to the implementation of the local control and accountability plan**, including the development of a local control funding formula budget overview for parents/guardians** (Education Code 52075)

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

7. Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001, 65000-65001)

(cf. 0420 - School Plans/Site Councils)

~~6.~~**8.** Any complaint, by or on behalf of a~~ny~~ student who is a foster youth **as defined in Education Code 51225.2**, alleging district noncompliance with any ~~legal~~ requirement applicable to the student regarding placement decisions~~,~~**;** the responsibilities of the district's educational liaison to the student~~,~~**;** the award of credit for coursework satisfactorily completed in another school**,** ~~or~~ district, **or country;** school **or records** transfer~~,~~**;** or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

~~7.~~**9.** Any complaint, by or on behalf of a **student who transfers into the district after the second year of high school and is a** homeless ~~student~~ **child or youth** as defined in 42 USC 11434a, a former juvenile court school student **currently enrolled in the district**, ~~or~~ a child of a military family as defined in Education Code 49701**, or a migrant student as defined in Education Code 54441,** ~~who transfers into the district after his/her second year of high school,~~ **or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school,** alleging district noncompliance with any requirement applicable to the student regarding ~~the award of credit for coursework satisfactorily completed in another school or district or~~ the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1~~, 51225.2~~)

(cf. 6173 - Education for Homeless Children)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6173.3 - Education for Juvenile Court School Students)

10. Any complaint, by or on behalf of a student who is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.2)

~~8.~~**11.** Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

~~9.~~**12.** Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

(cf. 6142.7 - Physical Education and Activity)

~~10.~~**13.** Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

~~11.~~**14.** Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if ~~he/she is~~ different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to ~~the~~ UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and ~~related~~ requirements **related to UCP**, including the steps and timelines specified in this policy and the accompanying administrative regulation.

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

The Superintendent or designee shall maintain ~~records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.~~ a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

(cf. 3580 - District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services~~, the County~~ Protective Services Division~~,~~ and the appropriate law enforcement agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment**, including the right to file the complaint with the California Department of Fair Employment and Housing**.

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, ~~or~~ teacher vacancies and misassignments**, or health and safety violations in any license-exempt California State Preschool Program** shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code **8235.5,** 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
~~222 Reasonable accommodations; lactating students~~
8200-8498 Child care and development programs
8500-8538 Adult basic education
18100-18203 School libraries
32280-32289 School safety plan, uniform complaint procedures
33380-33384 California Indian Education Centers
35186 Williams uniform complaint procedures
44500-44508 California Peer Assistance and Review Program for Teachers
46015 Parental leave for students
48853-48853.5 Foster youth
48985 Notices in language other than English
*49010-~~49013~~ **49014** Student fees*
*49060-49079 Student records**, especially:***
*49069.5 ~~Rights of parents~~ **Records of foster youth***
49490-49590 Child nutrition programs
49701 Interstate Compact on Educational Opportunity for Military Children

51210 Courses of study grades 1-6
51223 Physical education, elementary schools
*51225.1-51225.2 Foster youth, homeless children, former juvenile court school students, ~~and~~ military-connected students**, migrant students, and newly arrived immigrant students**; course credits; graduation requirements*
51226-51226.1 Career technical education
51228.1-51228.3 Course periods without educational content
52060-52077 Local control and accountability plan, especially:
52075 Complaint for lack of compliance with local control and accountability plan requirements
52160-52178 Bilingual education programs
52300-52462 Career technical education
52500-52616.24 Adult schools
54000-54029 Economic Impact Aid
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
56000-56865 Special education programs
59000-59300 Special schools and centers
*64000-64001 Consolidated application process; **school plan for student achievement***
65000-65001 School site councils
GOVERNMENT CODE
11135 Nondiscrimination in programs or activities funded by state
*12900-*12996 *Fair Employment and Housing Act*
HEALTH AND SAFETY CODE
1596.792 California Child Day Care Act; general provisions and definitions
1596.7925 California Child Day Care Act; health and safety regulations
104420 Tobacco-Use Prevention Education
PENAL CODE
422.55 Hate crime; definition
422.6 Interference with constitutional right or privilege
CODE OF REGULATIONS, TITLE 2
11023 Harassment and discrimination prevention and correction
CODE OF REGULATIONS, TITLE 5
*3080 ~~Application of section~~ **Applicability of uniform complaint procedures to complaints regarding students with disabilities***
*4600-~~4687~~**4670** Uniform complaint procedures*
4680-4687 Williams uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1221 Application of laws
1232g Family Educational Rights and Privacy Act
1681-1688 Title IX of the Education Amendments of 1972
*6301-6576 Title I ~~basic programs~~ **Improving the Academic Achievement of the Disadvantaged***
6801-7014 Title III language instruction for limited English proficient and immigrant students
~~7101-7184 Safe and Drug-Free Schools and Communities Act~~
~~7201-7283g Title V promoting informed parental choice and innovative programs~~
~~7301-7372 Title V rural and low-income school programs~~
~~12101-12213 Title II equal opportunity for individuals with disabilities~~
UNITED STATES CODE, TITLE 29
794 Section 504 of Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975
12101-12213 Title II equal opportunity for individuals with disabilities
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy Act

100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
110.25 Notification of nondiscrimination on the basis of age

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Sample UCP Board Policies and Procedures
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter, September 22, 2017
Dear Colleague Letter: Title IX Coordinators, April 2015
*Dear Colleague Letter: **Responding to** Bullying of Students with Disabilities, ~~August 2013~~ **October 2014***
Dear Colleague Letter: Harassment and Bullying, October 2010
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001
U.S. DEPARTMENT OF JUSTICE PUBLICATIONS
Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
*Family Policy Compliance Office: ~~http://familypolicy.ed.gov~~**https://www2.ed.gov/policy/gen/guid/fpco***
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/ocr
U.S. Department of Justice: http://www.justice.gov

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: December 11, 2008 Half Moon Bay, California
revised: May 31, 2012
revised: May 9, 2013
revised: June 26, 2014
revised: September 10, 2015
revised: August 11, 2016
revised: June 7, 2018
revised: TBD

Cabrillo USD

Board Policy

Dress And Grooming

BP 4119.22
BP 4219.22
BP 4319.22
Personnel

The Governing Board believes that appropriate dress and grooming by district employees contribute to a productive learning environment and model positive behavior. During school hours and at school activities, employees shall maintain professional standards of dress and grooming that demonstrate their high regard for education, present an image consistent with their job responsibilities and assignment, and do not endanger the health or safety of employees or students. All employees shall be held to the same standards unless their assignment provides for modified dress as approved by their supervisor.

(cf. 0415 - Equity)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4112.21/4212.21/4312.21 - Professional Standards)
(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
~~*(cf. 5132 - Dress and Grooming)*~~

The district shall allow employees to appear and dress in a manner consistent with their gender identity or gender expression. (Government Code 12949)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

In addition, the district shall not dismiss an employee, discriminate against an employee in compensation or in terms, conditions, or privileges of employment, or refuse to hire a job applicant on the basis of religious dress or grooming practices. (Government Code 12926, 12940)

This policy shall be presented to employees upon employment, through the employee handbook or other appropriate means, and may be periodically reviewed with all employees as necessary.

Legal Reference:
EDUCATION CODE
35160 Authority of governing boards
35160.1 Broad authority of school districts
GOVERNMENT CODE
3543.2 Scope of representation
12926 Definitions
12940 Unfair employment practices
12949 Dress standards, consistency with gender identity
COURT DECISIONS

San Mateo City School District v. PERB (1983) 33 Cal. 3d 850
Domico v. Rapides Parish School Board (5th Cir. 1982) 675 F.2d 100
East Hartford Education Assn. v. Board of Education (2d Cir. 1977) 562 F. 2d 856
Finot v. Pasadena Board of Education (1967) 250 Cal.App.2d 189
PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS
Santa Ana Unified School District (1998) 22 PERC P29, 136
Inglewood Unified School District (1985) 10 PERC P17, 000

Management Resources:

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS
Transgender Rights in the Workplace
WEB SITES
California Department of Fair Employment and Housing: https://www.dfeh.ca.gov
Public Employment Relations Board: http://www.perb.ca.gov

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

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: October 10, 2019
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum & Instruction
CATEGORY: Action
RECOMMENDATION: Approve the Amendment to the Consolidated Application to Receive Additional Funds Under Title III Immigrant and Title IV Programs

BACKGROUND INFORMATION

The Consolidated Application and Reporting System (CARS) is a data collection system to apply for Categorical Program Funding and to report on the use of those funds. The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct-funded charter schools throughout California.

Annually, from mid-May to the end of June, each local educational agency (LEA), using the Consolidated Application and Reporting System (CARS), submits the spring release of the ConApp. The spring release documents participation in these programs and provides assurances that the LEA will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

The winter release of the ConApp is submitted via CARS from mid-January to the end of February each year and contains the LEA entitlements for each funded program. For each federal program entitlement, LEAs allocate funds for the program as indicated by the program requirements.

REPORT/PROPOSAL

On June 20, 2019, CUSD Board Trustees approved the 2019-2020 Consolidated Application. In this application, we applied for funding: Title I, Title II, and Title III EL. Title III Immigrant and Title IV SSAE (Student Supports and Academic Enrichment) funds were not selected. We were able to amend the Consolidated Application to request additional funding under Title III Immigrant and Title IV. It is recommended that the Cabrillo Unified School District Board of Trustees approve the amendment to the 2019-20 Consolidated Application.

FINANCIAL IMPACT

By approving the amendment to the Consolidated Application, the Cabrillo Unified School District will receive additional funds under:

Title III – Immigrant - $ 7,049.00
Title IV - $ 14,269.00

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: October 10, 2019
TO: Members of the Governing Board
FROM: James Crawford, Interim Chief Business Official
CATEGORY: Action
RECOMMENDATION: Approve Third Amendment to Cell Site Lease

BACKGROUND INFORMATION

The District and New Cingular Wireless PCS, managed by AT&T Mobility Corporation, are parties to a Cell Site Lease dated June 20, 1999 ("Lease"), allowing placement of cellular equipment on District property at Half Moon Bay High School. That Lease was amended once in November 2004, and again in October 2006 to modify the premises leased, cell site equipment, and lease term.

This Third Amendment to Cell Site Lease provides for relocation of the cellular equipment to a new location within the existing fenced equipment area. The amendment resolves structural loading issues with the prior pole where the cellular equipment was location. Equipment relocation and installation of the new pole must be done pursuant to specific DSA-approved plans, and costs are to be borne by Lessee New Cingular Wireless PCS. District staff reviewed and approved the new location and temporary pole design.

REPORT/PROPOSAL

Approve Third Amendment to Cell Site Lease by and between Cabrillo Unified School District and New Cingular Wireless PCS.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

Market: Northern California
Cell Site Number: CNU5384
Cell Site Name: 581 / Half Moon Bay II
Fixed Asset Number: 10095795

THIRD AMENDMENT TO CELL SITE LEASE

THIS THIRD AMENDMENT TO CELL SITE LEASE ("**Amendment**"), dated as of the latter of the signature dates below, is by and between Cabrillo Unified School District, a California public school district, having a mailing address of 498 Kelly Avenue, Half Moon Bay, CA 94019 ("**Lessor**"), and New Cingular Wireless PCS, LLC, a Delaware limited liability company, licensed to do business in California as Entity Number 19993011028, having a mailing address of 1025 Lenox Park Blvd NE, 3rd Floor, Atlanta, GA 30319 ("**Lessee**").

WHEREAS, Lessor and Lessee are parties to that certain Cell Site Lease dated June 29, 1999, as amended by that certain First Amendment to Cell Site Lease, dated November 17, 2004, as further amended by that certain Second Amendment to Cell Site Lease, dated October 26, 2006 (collectively, the "**Agreement**"), whereby Lessor leased to Lessee certain Premises, therein described, that are a portion of the Property located at Half Moon Bay High School, Lewis Foster Drive, Half Moon Bay, CA 94019 (the "**Property**"); and

WHEREAS, Lessor and Lessee were in a dispute regarding an alleged default by Lessee for failure to maintain the structural integrity of the existing light standard on which Lessee's antennas and related equipment are located; and

WHEREAS, as a means to resolve the dispute, Lessee has agreed to remove its antennas and related equipment from the light standard ("**Light Standard**"), and install a new monopole within the equipment area of Premises; and

WHEREAS, Lessor and Lessee agree to amend the Agreement provide for the removal of the Light Standard and the placement of the new Monopole; and

WHEREAS, Lessor and Lessee desire to amend the Agreement to modify the notice section thereof; and

WHEREAS, Lessor and Lessee, in their mutual interest, wish to amend the Agreement as set forth below accordingly.

NOW THEREFORE, in consideration of the foregoing and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Lessor and Lessee agree as follows:

1. **Removal, Relocation, and Replacement.**

a. Lessor hereby agrees to allow Lessee to, in accordance with the DSA approved plans identified in **Exhibit B-1**, install a 49-foot monopole ("**Monopole**") within Lessee's existing fenced equipment area of the Premises, which portion of the Premises is comprised of an approximately 255 square foot portion of the Property located at the northern end of the Property and immediately adjacent to the Property's baseball field complex. The installation of the Monopole is more accurately depicted on **Exhibit B-1** attached hereto and made a part hereof. The Monopole shall be considered part of the Cell Site as defined in the Agreement.

b. As of the date of this Amendment, Lessee has removed a portion of the light fixture and those structural portions of the Light Standard that are located above Lessee's equipment.

c. Lessee hereby agrees that all remaining Lessee equipment on the Light Standard will be removed from the Light Standard and migrated to the new Monopole no later than December 20, 2019, and Lessee will thereafter decommission and remove the Light Standard from the Property and fully close out and complete all work by no later than January 1, 2020. Lessee will restore the Property in a manner consistent with the area immediately surrounding the location of the Light Standard.

d. Upon completion of the relocation of Lessee's equipment from the Light Standard to the Monopole, **Exhibit B-1** will replace **Exhibit B** and all other descriptions of the Cell Site in their entirety. Thereafter, any and all reference to Premises and Cell Site in the Agreement will be deemed to refer to that which is described in **Exhibit B-1**.

2. **Government Approvals.** Lessee shall be solely responsible for obtaining all required or necessary licenses, permits, or approvals to both (1) keep its equipment in place until construction of the Monopole is complete and thereafter remove its equipment from the Light Standard; and (2) construct the new Monopole, and install, and operate the its equipment on the new Monopole, including but not limited to such permits and approvals required by the Division of the State Architect, the California Coastal Commission, and the City of Half Moon Bay (collectively, the "**Government Approvals**"). Lessee's obligation to obtain all required Government Approvals shall apply to Lessee's initial construction, and to any and all authorized changes, modifications, or other adjustment during the course of the Lease Term. Lessor hereby agrees that Lessee, its surveyors and other representatives have the right to enter upon the Property upon prior notice to Lessor to inspect, examine, conduct material sampling, radio frequency testing, and other geological or engineering tests or studies of the Property (collectively, the "**Tests**"), necessary to apply for and obtain Government Approvals required of or deemed necessary or appropriate for its use of the Premises, and to initiate the ordering and/or scheduling of necessary utilities, and otherwise to do those things that, in the opinion of Lessee are necessary in Lessee's sole discretion to prepare the Premises for Lessee's use. Lessor further authorizes Lessee to prepare, execute and file all required applications to obtain Government Approvals for Lessee's use of the Premises, and Lessor agrees to assist Lessee with such applications, as reasonably necessary, and will request that the government authorities granting such Government Approvals expedite review and approval of the same. Lessee shall not remove, install, relocate, or operate any portion of the Cell Site on the Premises unless and until all Government Approvals have been obtained, and copies of all Government Approvals shall be provided to Lessor upon receipt by Lessee. Lessee's failure to comply with the terms of this provision shall constitute a material breach of this Lease.

3. **Inspector's Fees.** The Lessee is responsible for payment of any and all inspector's fees assessed by the Division of State Architect for the project described herein.

4. **Release by Lessor.** Upon removal of the equipment from Lessor's Light Standard, Lessor shall no longer consider Lessee to be in default under the terms of the Agreement for a failure to maintain the Light Standard, and shall release Lessee from any and all liability related to such default. Such release shall not be deemed to release Lessee from any other standards, terms and conditions for operation of the Cell Site contained in the Agreement and applied to the Cell Site on the Premises, shall not apply prospectively, and shall not constitute a release of third party claims.

5. **Notices.** Section 21 of the Agreement is hereby deleted in its entirety and replaced with the following:

21. NOTICES. All notices, requests, demands and communications hereunder will be given by first class certified or registered mail, return receipt requested, or by a nationally recognized overnight courier, postage prepaid, to be effective when properly sent and received, refused or returned undelivered. Notices will be addressed to the parties as follows.

If to Lessor:	Cabrillo Unified School District 498 Kelly Avenue Half Moon Bay, CA 94019 ATTN: Chief Business Official
If to Lessee:	New Cingular Wireless PCS, LLC Attn: Tower Asset Group – Lease Administration Re: Cell Site No.: CNU5384 Cell Site Name: 581 / Half Moon Bay II Fixed Asset No.: 10095795 1025 Lenox Park Blvd NE, 3rd Floor Atlanta, GA 30319
With a copy to:	New Cingular Wireless PCS, LLC Attn: AT&T Legal Dept. – Network Ops Re: Cell Site No.: CNU5384 Cell Site Name: 581 / Half Moon Bay II Fixed Asset No.: 10095795 208 S. Akard Street Dallas, TX 75202

The copy sent to the AT&T Legal Department is an administrative step which alone does not constitute legal notice. Either party hereto may change the place for the giving of notice to it by thirty (30) days prior written notice to the other as provided herein.

6. **Other Terms and Conditions Remain.** In the event of any inconsistencies between the Agreement and this Amendment, the terms of this Amendment shall control. Except as expressly set forth in this Amendment, the Agreement otherwise is unmodified and remains in full force and effect for the remainder of the Term. Each reference in the Agreement to itself shall be deemed also to refer to this Amendment.

7. **Capitalized Terms.** All capitalized terms used but not defined herein shall have the same meanings as defined in the Agreement.

[SIGNATURES APPEAR ON THE FOLLOWING PAGE]

IN WITNESS WHEREOF, the parties have caused this Amendment to be effective as of the last date written below.

"**LESSOR**"

Cabrillo Unified School District,
a California public school district

By: _____
Name: _____
Its: _____
Date: _____, 2019

"**LESSEE**"

New Cingular Wireless PCS, LLC,
a Delaware limited liability company

By: AT&T Mobility Corporation
Its: Manager

By: _____
Name: _____
Its: _____
Date: _____, 2019

[ACKNOWLEDGMENTS APPEAR ON THE FOLLOWING PAGE]

LESSOR ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California
County of _____)

On _____ before me, _____,
(insert name and title of the officer)

personally appeared _____,
who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____ **(Seal)**

LESSEE ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California
County of _____)

On _____ before me, _____,
(insert name and title of the officer)

personally appeared _____,
who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____ **(Seal)**

EXHIBIT B-1

DESCRIPTION OF PREMISES

See attached drawings: 18 page Plan Set for DSA application 01-118088 prepared by KP Design and with DSA approval date August 8, 2019.

[REMAINDER OF PAGE INTENTIONALLY BLANK; PLANS FOLLOW]

Notes:

1. Any setback of the Premises from the Property's boundaries shall be the distance required by the applicable governmental authorities.
2. Width of access road shall be the width required by the applicable governmental authorities, including but not limited to the Division of the State Architect, police and fire departments.

GENERAL NOTES

1. DRAWINGS ARE NOT TO BE SCALED, WRITTEN DIMENSIONS TAKE PRECEDENCE, AND THIS SET OF PLANS IS INTENDED TO BE USED FOR DIAGRAMMATIC PURPOSES ONLY, UNLESS NOTED OTHERWISE. THE GENERAL CONTRACTOR'S SCOPE OF WORK SHALL INCLUDE FURNISHING ALL MATERIALS, EQUIPMENT, LABOR, AND ANYTHING ELSE DEEMED NECESSARY TO COMPLETE INSTALLATIONS AS DESCRIBED HEREIN.
2. PRIOR TO THE SUBMISSION OF BIDS, THE CONTRACTORS INVOLVED SHALL VISIT THE JOB SITE AND FAMILIARIZE THEMSELVES WITH ALL CONDITIONS AFFECTING THE PROPOSED PROJECT, WITH THE CONSTRUCTION AND CONTRACT DOCUMENTS, FIELD CONDITIONS AND CONFIRM THAT THE PROJECT MAY BE ACCOMPLISHED AS SHOWN PRIOR TO PROCEEDING WITH CONSTRUCTION. ANY ERRORS, OMISSIONS, OR DISCREPANCIES ARE TO BE BROUGHT TO THE ATTENTION OF THE ARCHITECT/ENGINEER, AND PROJECT MANAGER. (C.C.)
3. THE GENERAL CONTRACTOR SHALL RECEIVE WRITTEN AUTHORIZATION TO PROCEED WITH CONSTRUCTION PRIOR TO STARTING WORK ON ANY ITEM NOT CLEARLY DEFINED BY THE CONSTRUCTION DRAWINGS/ CONTRACT DOCUMENTS.
4. THE CONTRACTOR SHALL SUPERVISE AND DIRECT THE PROJECT DESCRIBED HEREIN. THE CONTRACTOR SHALL BE SOLELY RESPONSIBLE FOR ALL CONSTRUCTION MEANS, METHODS, TECHNIQUES, SEQUENCES AND PROCEDURES AND FOR COORDINATING ALL PORTIONS OF THE WORK UNDER THE CONTRACT.
5. THE CONTRACTOR SHALL INSTALL ALL EQUIPMENT AND MATERIALS ACCORDING TO MANUFACTURER'S/ VENDOR'S SPECIFICATIONS UNLESS NOTED OTHERWISE OR WHERE LOCAL CODES OR ORDINANCES TAKE PRECEDENCE.
6. ALL WORK PERFORMED ON PROJECT AND MATERIALS INSTALLED SHALL BE IN STRICT ACCORDANCE WITH ALL APPLICABLE CODES, REGULATIONS, AND ORDINANCES. CONTRACTOR SHALL GIVE ALL NOTICES AND COMPLY WITH ALL LAWS, ORDINANCES, RULES, REGULATIONS AND LAWFUL ORDERS OF ANY PUBLIC AUTHORITY, MUNICIPAL AND UTILITY COMPANY SPECIFICATIONS, AND LOCAL AND STATE JURISDICTIONAL CODES BEARING ON THE PERFORMANCE OF THE WORK.
7. GENERAL CONTRACTOR SHALL PROVIDE AT THE PROJECT SITE A FULL SET OF CONSTRUCTION DOCUMENTS UPDATED WITH THE LATEST REVISIONS AND ADDENDUM'S OR CLARIFICATIONS FOR THE USE BY ALL PERSONNEL INVOLVED WITH THE PROJECT, STAMPED ORIGINALS SHALL NOT BE USED FOR REDLINE PURPOSES.
8. THE STRUCTURAL COMPONENTS OF THIS PROJECT SITE/FACILITY ARE NOT TO BE ALTERED BY THIS CONSTRUCTION PROJECT UNLESS NOTED OTHERWISE.
9. DETAILS INCLUDED HEREIN ARE INTENDED TO SHOW END RESULT OF DESIGN. MINOR MODIFICATIONS MAY BE REQUIRED TO SUIT JOB CONDITIONS OR SITUATIONS, AND SUCH MODIFICATIONS SHALL BE INCLUDED AS PART OF THE SCOPE OF WORK. ANY CHANGES TO THE APPROVED DRAWINGS AND SPECIFICATIONS SHALL BE MADE BY AN ADDENDUM OR A CONSTRUCTION CHANGED DOCUMENT. (CCD) APPROVED BY THE DIVISION OF THE STATE ARCHITECT, AS REQUIRED BY SECTION 4-338, PART 1, TITLE 24, CCR.
10. SEAL PENETRATIONS THROUGH FIRE-RATED AREAS WITH U.L. LISTED OR FIRE MARSHALL APPROVED MATERIALS IF APPLICABLE TO THIS FACILITY AND OR PROJECT SITE.
11. PROVIDE A PORTABLE FIRE EXTINGUISHER WITH A RATING OF NOT LESS THAN 2-A OR 2-A10BC WITHIN 75 FEET TRAVEL DISTANCE TO ALL PORTIONS OF THE PROJECT AREA DURING CONSTRUCTION.
12. THE CONTRACTOR SHALL MAKE NECESSARY PROVISIONS TO PROTECT EXISTING IMPROVEMENTS, EASEMENTS, PAVING, CURBING, ETC. DURING CONSTRUCTION. UPON COMPLETION OF WORK, CONTRACTOR SHALL REPAIR ANY DAMAGE THAT MAY HAVE OCCURRED DUE TO CONSTRUCTION ON OR ABOUT THE PROPERTY.
13. CONTRACTOR SHALL ENSURE THAT GENERAL WORK AREA IS KEPT CLEAN AND HAZARD FREE DURING CONSTRUCTION AND DISPOSE OF ALL DIRT, DEBRIS, RUBBISH AND REMOVE EQUIPMENT NOT SPECIFIED AS REMAINING ON THE PROPERTY. PREMISES SHALL BE LEFT IN CLEAN CONDITION AND FREE FROM PAINT SPOTS, DUST, OR SMUDGES OF ANY NATURE. SITE SHALL BE SECURED, SAFE AND CLEAN UPON COMPLETION OF WORK EACH DAY.
14. THE ARCHITECTS/ENGINEERS HAVE MADE EVERY EFFORT TO SET FORTH IN THE CONSTRUCTION AND CONTRACT DOCUMENTS THE COMPLETE SCOPE OF WORK. CONTRACTORS BIDDING THE JOB ARE NEVERTHELESS CAUTIONED THAT MINOR OMISSIONS OR ERRORS IN THE DRAWINGS AND OR SPECIFICATIONS SHALL NOT EXCUSE SAID CONTRACTOR FROM COMPLETING THE PROJECT AND IMPROVEMENTS IN ACCORDANCE WITH THE INTENT OF THESE DOCUMENTS. THE BIDDER SHALL BEAR THE RESPONSIBILITY OF NOTIFYING (IN WRITING) THE ARCHITECT/ENGINEER OF ANY CONFLICTS, ERRORS, OR OMISSIONS PRIOR TO THE SUBMISSION OF CONTRACTOR'S PROPOSAL. IN THE EVENT OF DISCREPANCIES THE CONTRACTOR SHALL PRICE THE MORE COSTLY OR EXTENSIVE WORK, UNLESS DIRECTED OTHERWISE.

VICINITY MAP



PROPRIETARY INFORMATION: THE INFORMATION CONTAINED IN THIS SET OF DRAWINGS IS PROPRIETARY BY NATURE. ANY USE OR DISCLOSURE OTHER THAN THAT WHICH RELATES TO PEEK SITE-COM IS STRICTLY PROHIBITED

SITE NUMBER: CCL05384
SITE NAME: HALF MOON BAY HIGH SCHOOL/AT&T 2-LEWIS FOSTER DR.
SCHOOL DISTRICT: – CABRILLO UNIFIED SCHOOL DISTRICT
SCHOOL ADDRESS: – 1 LEWIS FOSTER DRIVE, HALF MOON BAY, CA

LEGEND

- A — ANTENNA CABLE (ABOVE GROUND)
- T — TELEPHONE SERVICE (ABOVE GROUND)
- E — POWER SERVICE (ABOVE GROUND)
- G — GROUND RING (ABOVE GROUND)
- A — ANTENNA CABLE (BURIED)
- T — TELEPHONE SERVICE (BURIED)
- E — POWER SERVICE (BURIED)
- G — GROUND RING (BURIED)
- PROPERTY BOUNDARY LINE
- INTERNAL PROPERTY LOT LINE

PROJECT SUMMARY

SITE NAME:	HALF MOON BAY 2-LEWIS FOSTER DR.
SITE NUMBER:	CCL05384
SITE ADDRESS:	1 LEWIS FOSTER DRIVE HALF MOON BAY, CA 94019
PROPERTY OWNER:	CABRILLO UNIFIED SCHOOL DISTRICT
OWNER ADDRESS:	498 KELLY AVENUE HALF MOON BAY, CA 94019
APPLICANT:	AT&T MOBILITY
APPLICANT'S ADDRESS:	5001 EXECUTIVE PARKWAY, 4W5501 SAN RAMON, CA 94583
ASSESSORS PARCEL NUMBER:	056-310-140 & 150
LATITUDE:	37.4729000°
LONGITUDE:	-122.4293400°
CONSTRUCTION TYPE:	V-B
OCCUPANCY:	U-2
ZONING JURISDICTION:	HALF MOON BAY
BUILDING JURISDICTION:	OSA

CODE COMPLIANCE

ALL WORK AND MATERIALS SHALL BE PERFORMED AND INSTALLED IN ACCORDANCE WITH THE CURRENT EDITION OF THE FOLLOWING CODES AS ADOPTED BY THE LOCAL GOVERNING AUTHORITIES. NOTHING IN THESE PLANS IS TO BE CONSTRUED TO PERMIT WORK NOT CONFORMING TO THESE CODES.

PARTIAL LIST OF APPLICABLE CODES AS OF January 1, 2017*

2016 California Administrative Code (CAC), Part 1, Title 24 CCR*
2016 California Building Code (CBC), Part 2, Title 24 CCR
(2015 International Building Code, Vol. 1 & 2, and 2016 California amendments)
2016 California Electrical Code (CEC), Part 3, Title 24 CCR
(2014 National Electrical Code and 2016 California Amendments)
2016 California Mechanical Code (CMC), Part 4, Title 24 CCR
(2015 IAPMO Uniform Mechanical Code and 2016 California amendments)
2016 California Plumbing Code (CPC), Part 5, Title 24 CCR
(2015 IAPMO Uniform Plumbing Code and 2016 California amendments)
2016 California Energy Code (CEC), Part 6, Title 24 CCR
2016 California Fire Code (CFC), Part 9, Title 24 CCR
(2015 International Fire Code and 2016 California Amendments)
2016 California Existing Building Code (CEBC), Part 10, Title 24 CCR
(2015 International Existing Building Code and 2016 California Amendments)
2016 California Green Building Standards Code (CALGreen), Part 11, Title 24 CCR
2016 California Referenced Standards Code, Part 12, Title 24 CCR
Title 19 CCR, Public Safety, State Fire Marshal Regulations
2013 ASME A17.1/CSA B44-13 Safety Code for Elevators and Escalators

ACCESSIBILITY REQUIREMENTS:
THIS FACILITY IN UNMANNED AND NOT FOR HUMAN HABITATION. HANDICAPPED ACCESS REQUIREMENTS ARE NOT REQUIRED IN ACCORDANCE WITH THE 2016 CALIFORNIA BUILDING CODE. CHAPTER 11B, EXCEPTION SECTION 11B-203.5

CONTACTS

APPLICANT:
AT&T MOBILITY
5001 EXECUTIVE PARKWAY
SAN RAMON, CA 94583

AT&T PROJECT MANAGER:
ALYSSA FERRIS
AT&T
5001 EXECUTIVE PARKWAY, 4W5501
SAN RAMON, CA 94583
mob. (530) 966-2612
email: ab724b@att.com

SITE ACQUISITION PROJECT MANAGER:
MISAKO HILL
J5 INFRASTRUCTURE PARTNERS
mobile: (415) 533-2540
mhill@5jp.com

PROJECT DESIGN:
PEEK SITE-COM
12852 EARHART AVE SUITE 101
AUBURN, CA 95602
email: info@peeksitecom.com
(530) 885-6160

ARCHITECT:
KEN PURTELL
KP DESIGN
501 RYAN DR., #93
PLEASANT HILL, CA 94523
(925) 825-3009

DESIGN CRITERIA

DESIGN CRITERIA – ANSI/TIA-222-G
ASCE 7-10 ULTIMATE WIND SPEED (NO ICE) 110 MPH
WIND SPEED (ICE) 0 MPH
DESIGN ICE THICKNESS 0.00 IN
STRUCTURE CLASS II
RISK CATEGORY II
EXPOSURE CATEGORY C
TOPOGRAPHIC CATEGORY 1

Load Case Reactions

Description	Axial (kips)	Shear (kips)	Moment (ft-k)	Deflection (ft)	Sway (deg)
3s Gusted Wind	10.05	7.48	285.87	0.94	1.59
3s Gusted Wind 0.9 Dead	7.54	7.48	284.32	0.93	1.58
Service Loads	8.38	2.09	79.54	0.26	0.44

Base Plate Dimensions

Shape	Diameter	Thickness	Bolt Circle	Bolt Qty	Bolt Diameter
Round	28.75"	1"	26.25"	10	1"

Anchor Bolt Dimensions

Length	Diameter	Hole Diameter	Weight	Type	Finish
51"	1"	1.0625"	142	A449-92	Galv

Statement of General Conformance

FOR ARCHITECTS/ENGINEERS WHO UTILIZE PLANS,
INCLUDING BUT NOT LIMITED TO SHOP DRAWINGS, PREPARED BY OTHER LICENSED DESIGN PROFESSIONALS AND/OR CONSULTANTS

(Application No. 01-118088 File No. 41-H7)

[X] The drawings or sheets listed here: E-1 ELECTRICAL, E-2 GROUNDING PLAN, 427581-P PAGE 1 OF 4, 427581-P PAGE 2 OF 4, 427581-P PAGE 3 OF 4, 427581-P PAGE 4 OF 4

have been prepared by other design professionals or consultants who are licensed and/or authorized to prepare such drawings in this state. It has been examined by me for :

1) design intent and appears to meet the appropriate requirements of Title 24, California Code of Regulations and the project specifications prepared by me, and
2) coordination with my plans and specifications and is acceptable for incorporation into the construction of this project.

The Statement of General Conformance "shall not be construed as relieving me of my rights, duties, and responsibilities under Sections 17302 and 81138 of the Education Code and Sections 4-336, 4-341 and 4-344" of Title 24, Part 1. (Title 24, Part 1, Section 4 -317(b))

I find that:

[X] All drawings or sheets listed on the cover or index sheet
[ ] **This drawing or page**
[X] is/are in general conformance with the project design, and
[X] has/have been coordinated with the project **plans and specifications.**

Signature 3/26/2019 Date

Architect or Engineer designated to be in general responsible charge

Ken Purtell
Print Name

C14365 02/28/2021
License Number Expiration Date

SHEET INDEX

T-1	TITLE SHEET
A-1	CAMPUS SITE PLAN
A-1.1	ENLARGED EXIST EQUIP. PLAN
A-1.2	ENLARGED PROPOSED EQUIP. PLAN
A-1.3	ANTENNA PLAN
A-1.4	DETAILS
A-1.5	DETAILS
A-1.6	CABINET DETAILS
A-1.7	DETAILS
A-2	NORTH ELEVATIONS
A-2.1	EAST ELEVATIONS
A-2.2	SOUTH / WEST ELEVATIONS
E-1	ELECTRICAL
E-2	GROUNDING PLAN
	MONOPOLE DRAWINGS:
427581-P	PAGE 1 of 4
427581-P	PAGE 2 of 4
427581-P	PAGE 3 of 4
427581-P	PAGE 4 of 4
	GRAND TOTAL: 18

PROJECT DESCRIPTION

AT&T MOBILITY PROPOSES TO MODIFY AN EXISTING UNMANNED TELECOMMUNICATIONS FACILITY. THESE MODIFICATIONS WILL CONSIST OF THE FOLLOWING:

- NEW ANTENNA RELOCATION PROJECT SCOPE OF WORK
- REMOVE EXISTING ANTENNAS FROM (E) LIGHT STANDARD POLE
- REMOVE EXISTING COAX CABLE FROM AT&T EQUIPMENT AREA TO (E) LIGHT STANDARD
- INSTALL NEW 48.5' MONOPOLE
- INSTALL NEW AT&T ANTENNAS AND MISC. EQUIPMENT ON NEW MONOPOLE
- REMOVE RETIRED AT&T RADIO EQUIPMENT
- INSTALL NEW BATTERY BACK-UP CABINET
- INSTALL NEW PURCELL CABINET

AT&T WIRELESS PROJECT INFO:

ORACLE PTN #1 3701A070F4
PACE JOB #1 MRSFR031699

ORACLE PTN #2 3701A02SSC
PACE JOB #2 MRDFR027052

ORACLE PTN #3 3701843792
PACE JOB #3 MRDFR025685

ORACLE PTN #4 3701A02KXA
PACE JOB #4 MRSFR026422

FA#: 10095795

APPROVED
DIV. OF THE STATE ARCHITECT
APP. 01-118088 INC:
REVIEWED FOR
SS ☑ FLS ☑ ACS ☐
DATE: 08/08/2019

CLIENT:

at&t
5001 EXECUTIVE PARKWAY
SAN RAMON, CA 94583

DESIGN ENGINEER:

Peek Site-Com
12852 Earhart Ave. Suite 101
Auburn, California 95602
Phone (530) 885-6160
E-Mail info@peeksitecom.com

PROJECT INFORMATION:

CABRILLO UNIFIED SCHOOL DISTRICT
498 KELLY AVENUE
HALF MOON BAY, CA 94019

HALF MOON BAY HIGH SCHOOL
1 LEWIS FOSTER DRIVE
HALF MOON BAY, CA 94019

REV:	DATE:	DESCRIPTION:	BY:
1	1-28-19	PRELIMINARY PLANS	AMP
2	3-19-19	100% ZONING DOC'S	AMP
3	3-21-19	90% CONSTRUCTION DOC'S	AMP
4	3-25-19	100% CD/DSA SUBMITTAL	AMP
5	7-15-19	100% CD/DSA SUBMITTAL	AMP

ARCHITECT:

KP DESIGN
Email: k8114p@gmail.com
Cell: (650) 796-4995

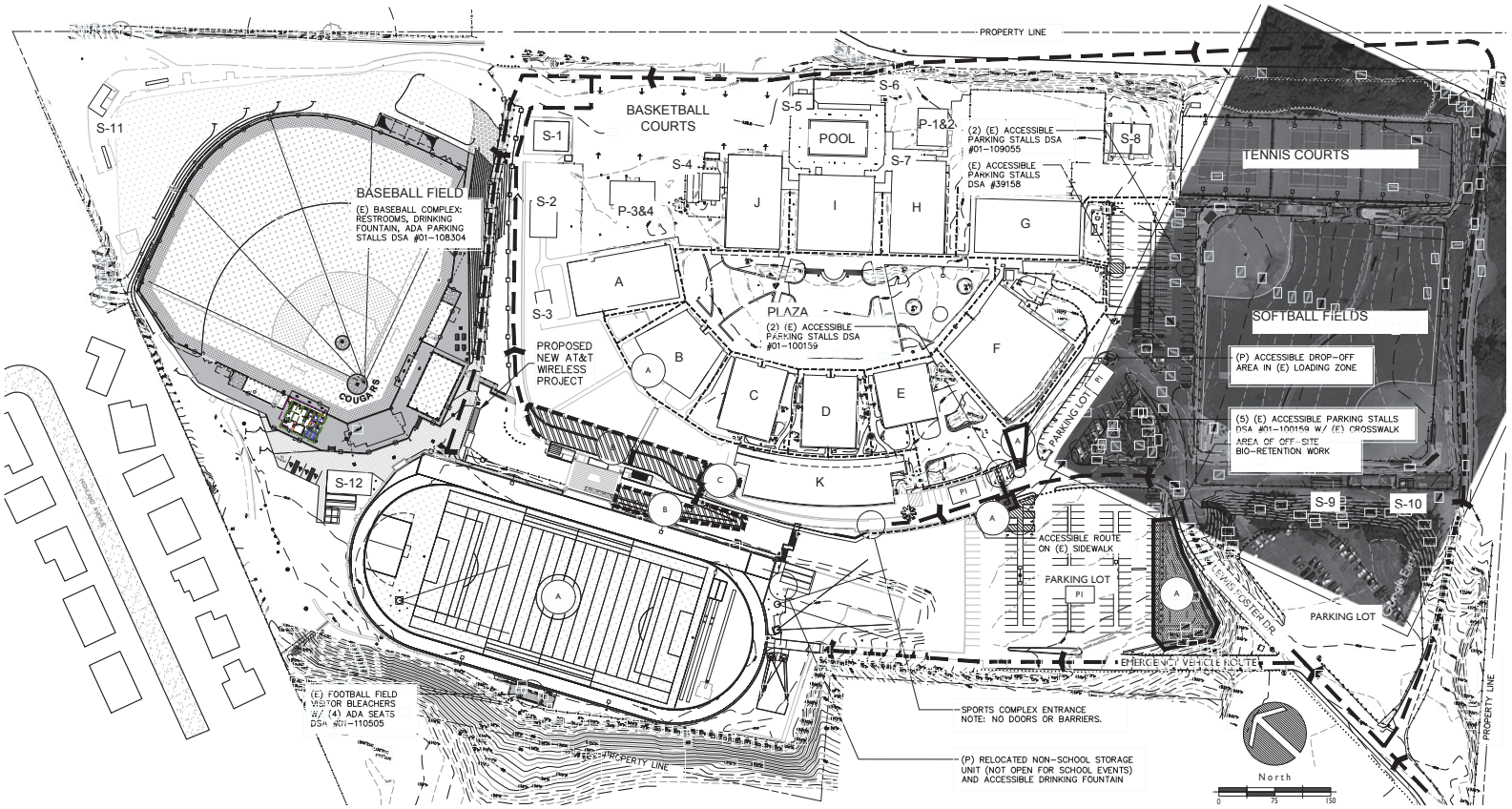
SEAL:



SITE #:	CHK.:	DRAWN BY:
CCL05384	...	AMP

SHEET TITLE: TITLE SHEET

SHEET NUMBER:	REVISION:
T-1	0



EXISTING BUILDING CODE ANALYSIS

BUILDING A
USE: CLASSROOM
DSA APP.# 40228
TYPE: V-N
OCCUPANCY: E-1
AREA: 8709 SF
SPRINKLED: NO
ALLOWABLE SF: 9100 SF

BUILDING B
USE: CLASSROOM
DSA APP.# 27635
TYPE: V-N
OCCUPANCY: E-1
AREA: 7379 SF
SPRINKLED: NO
ALLOWABLE SF: 9100 SF

BUILDING C
USE: CLASSROOM
DSA APP.# 21400
ADDITION DST APP.# 24980
TYPE: V-N
OCCUPANCY: E-1
AREA: 6840 SF
SPRINKLED: NO
ALLOWABLE SF: 9100 SF

BUILDING D
USE: CLASSROOM
DSA APP.# 21400
ADDITION DST APP.# 24980
TYPE: V-N
OCCUPANCY: E-1
AREA: 6914 SF
SPRINKLED: NO
ALLOWABLE SF: 9100 SF

BUILDING E
USE: CLASSROOM
DSA APP.# 21400
TYPE: V-N
OCCUPANCY: B-2
AREA: 5184 SF
SPRINKLED: NO
ALLOWABLE SF: 8000 SF

BUILDING F
USE: CLASSROOM
DSA APP.# 27635
TYPE: V-1 HR
OCCUPANCY: A2.1
AREA: 16,359 SF
SPRINKLED: NO
ALLOWABLE SF: 10,500 SF

BUILDING G
USE: CLASSROOM
DSA APP.# 39158
ADDITION DST APP.#39158
TYPE: V-N
OCCUPANCY: E-1
AREA: 10,152 SF
SPRINKLED: NO
ALLOWABLE SF: 9100 SF

BUILDING H
USE: CLASSROOM
DSA APP.# 21400
ADDITION DSA .# 27635
TYPE: V-N
OCCUPANCY: E-1
AREA: 9088 SF
SPRINKLED: NO
ALLOWABLE SF: 9100 SF

BUILDING I
USE: CLASSROOM
DSA APP.# 21400
TYPE: V-1 HR
OCCUPANCY: A2.1
AREA: 10,150 SF
SPRINKLED: NO
ALLOWABLE SF: 10,500 SF

BUILDING J
USE: CLASSROOM
DSA APP.# 21400
ADDITION DSA.# 27635
TYPE: V-N
OCCUPANCY: E-1
AREA: 9088 SF
SPRINKLED: NO
ALLOWABLE SF: 9100 SF

BUILDING K
USE: CLASSROOM
DSA APP.# 01-100159
TYPE: V-N
OCCUPANCY:
E-1 1ST FLR AREA: 10,711 SF
2ND FLR AREA: 13,345 SF
TOTAL AREA: 24,056 SF
SPRINKLED: YES
ALLOWABLE SF: 31,400 SF

BUILDING S-1
METAL STRUCTURE
USE: ATHLETIC STORAGE
NO STUDENT OCCUPANCY

BUILDING S-2
GREEN HOUSE WITH SURROUNDING GARDEN
USE: PLANT MATERIAL STORAGE
NO STUDENT OCCUPANCY

BUILDING S-3
GREEN HOUSE
USE: PLANT MATERIAL STORAGE
NO STUDENT OCCUPANCY

BUILDING S-4
(2) 40' SHIPPING CONTAINERS
USE: WOOD STORAGE AND EQUIPMENT STORAGE
NO STUDENT OCCUPANCY

BUILDING S-5
CHAIN LINK FENCE ENCLOSURE
USE: POOL PUMP HOUSE AND HEATER EQUIP.
NO STUDENT OCCUPANCY

BUILDING S-6
WOOD BUILDING
USE: SWIM TEAM EQUIPMENT STORAGE
NO STUDENT OCCUPANCY

BUILDING S-7
WOOD BUILDING
USE: ATHLETIC EQUIP.
NO STUDENT OCCUPANCY

BUILDING S-8
PORTABLE BUILDING
USE: BOYS & GIRLS CLUB
NO DSA APP #

BUILDING S-9
40' STEEL CONTAINER
USE: SOFTBALL EQUIPMENT
NO STUDENT OCCUPANCY

BUILDING S-10
(2) WOOD SHEDS
USE: SOFTBALL EQUIPMENT STORAGE
NO STUDENT OCCUPANCY

BUILDING S-11
WOOD STRUCTURE
USE: SCHOOL STORAGE
NO STUDENT OCCUPANCY

BUILDING S-12
METAL STRUCTURE
USE: MAINTENANCE EQUIPMENT STORAGE
NO STUDENT OCCUPANCY

BUILDING P-1 & P-2
SPECIAL ED PORT.
CLASSROOM
DSA APPROVED
DSA APP. # 65194
DSA APP. # 02-103141

BUILDING P-3 & P-4
PORTABLE CLASSROOM
DSA APPROVED
DSA APP. # 01-104043

BASEBALL FIELD
DSA APP# 108304
TYPE: CLUBHOUSE, BLEACHERS, RESTROOMS, PARKING, AND FIELD

FOOTBALL FIELD VISITOR BLEACHERS
DSA APPROVED
DSA APP# 110505

SOFTBALL FIELD
DSA APPROVED
DSA APP# 109055
TYPE: LIGHTING AND BLEACHERS

SUMMARY OF CURRENT DSA APPLICATIONS

A — PROJECT A - UNDER SEPARATE COVER APPLICATION NO. 01-114158, PENDING
TRACK & FIELD RENOVATION
ACCESS ONLY
AOR: SSA LANDSCAPE ARCHITECTS, INC.

B — PROJECT B - THIS DRAWING PACKAGE
APPLICATION NO. 01-115871
HILLSIDE RAMP & FIRE LANE WIDENING
SSS / FLS / ACS REVIEW
SOR: DONALD URFER & ASSOCIATES

C — PROJECT C - UNDER SEPARATE COVER APPLICATION NO. 01-115849,
RELOCATABLE RESTROOM BUILDING
SSS / FLS / ACS - OTC REVIEW
AOR: WLC ARCHITECTS

CAMPUS SITE PLAN LEGEND

SYMBOL	DESCRIPTION
	PROPERTY LINE
	EMERGENCY VEHICLE ROUTE
	(E) FIRE HYDRANT
	ACCESSIBLE PATH OF TRAVEL:

APPROVED
DIV. OF THE STATE ARCHITECT
APP. 01-118088 INC:
REVIEWED FOR
SS ☑ FLS ☑ ACS ☐
DATE: 08/08/2019

CLIENT:

at&t
5001 EXECUTIVE PARKWAY
SAN RAMON, CA 94583

DESIGN ENGINEER:

Peek Site-Com
12852 Earhart Ave. Suite 101
Auburn, California 95602
Phone (530) 885-6160
E-Mail info@peeksitecom.com

PROJECT INFORMATION:

CABRILLO UNIFIED SCHOOL DISTRICT
498 KELLY AVENUE,
HALF MOON BAY, CA 94019

HALF MOON BAY HIGH SCHOOL
LEWIS FOSTER DRIVE HALF
MOON BAY, CA 94019

REV:	DATE:	DESCRIPTION:	BY:
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4	3-25-19	100% CD/DSA SUBMITTAL	AMP
5	7-15-19	100% CD/DSA SUBMITTAL	AMP

ARCHITECT:

KP DESIGN
Email: k8114p@gmail.com
Cell: (650) 796-4995

SEAL:

SITE #:	CHK.:	DRAWN BY:
CVL05384	...	AMP

SHEET TITLE:

CAMPUS SITE PLAN

SHEET NUMBER: A-1 REVISION:

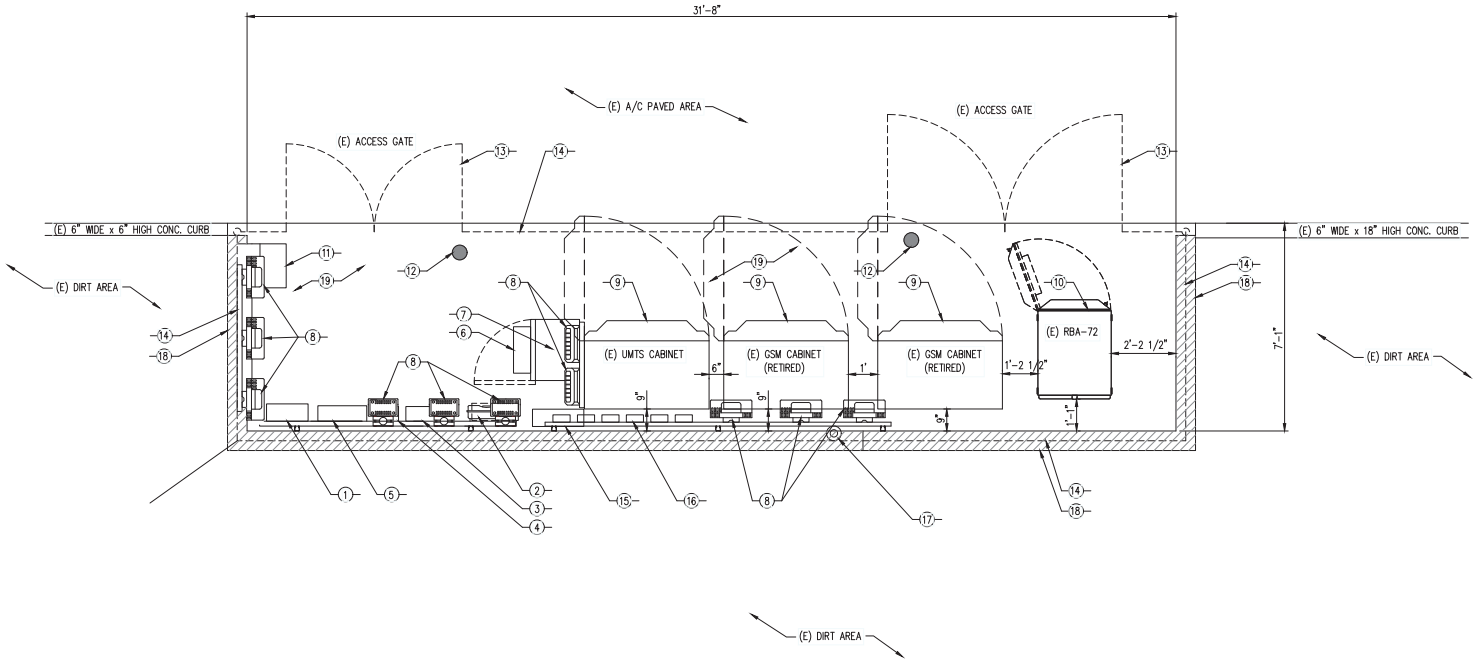
PROPRIETARY INFORMATION: THE INFORMATION CONTAINED IN THIS SET OF DRAWINGS IS PROPRIETARY BY NATURE. ANY USE OR DISCLOSURE OTHER THAN THAT WHICH RELATES TO PEEK SITE-COM IS STRICTLY PROHIBITED

GENERAL DSA REQUIREMENT NOTES:

- All work shall conform to 2016 edition Title 24, California Code of Regulations (CCR).
- Change to the approved drawings and specifications shall be made by addenda or construction change document (CCD) approved by DSA, as required by Section 4-338, Part 1, Title 24, CCR.
- Substitutions affecting DSA related items (access, fire-life saftey, and structural) shall be submitted as CCD or addenda.
- A "DSA Certified" project inspector employed by the District (Owner) and approved by DSA shall provide continuous inspection of the work. The duties of the inspector are defined in Section 4-342, Part 1, Title 24, CCR.
- A DSA accepted testing laboratory directly employed by the District (Owner) shall conduct all the required tests and inspections for the project.
- The intent of these drawings and specifications is that the work of the alteration, rehabilitation or reconstruction is to be in accordance with Title 24, CCR. Should any existing conditions such as deterioration or non-complying construction be discovered which is not covered by the contract documents wherein the finished work will not comply with Title 24, CCR, a construction change document (CCD), or a separate set of plans and specifications, detailing and specifying the required work shall be submitted to and approved by DSA before proceeding with the work. (Section 4-317(c), Part 1, Title 24, (CCR).
- Grading plans, drainage improvements, road and access requirements and environmental health considerations shall comply with all local ordinances.
- A DSA-certified class 2 project inspector is required

KEY NOTES:

1. (E) AT&T NIU #1 PANEL
2. (E) CEINA
3. (E) AT&T NIU #2 PANEL
4. (E) AT&T TEMP. POWER INTERFACE PANEL
5. (E) 200 AMP 120/240v 1ph. 3w NEMA-3R DISTRIBUTION PANEL
6. (E) PURCELL CABINET
7. (E) SITE MASTER GROUND BAR TO BE RELOCATED
8. (E) REMOTE RADIO UNITS TO BE REMOVE
9. (E) BTS RADIO CABINETS TO BE REMOVED
10. (E) RBA-72 DC. POWER CABINET TO REMAIN
11. (E) SHEET METAL COAX CABLE SHROUD TO BE REMOVED, CUT (E) PVC CONDUITS OFF FLUSH WITH CONC. SLAB AND WEATHER SEAL
12. (E) 6" DIA. SOLID GROUTED STEEL BOLLARD TYP. OF (2) TO REMAIN
13. (E) CHAIN LINK ACCESS GATES TO BE REMOVED AND REPLACED
14. (E) 8' TALL CHAIN LINK FENCE TO BE REMOVED AND REPLACED
15. (E) MCPA UNIT TO BE REMOVED
16. (6) (E) DIPLEXORS TO BE REMOVED
17. (E) GPS UNIT TO REMAIN
18. (E) 8"x8"x16" CMU WALL (SOLID GROUTED) (+/- 42")
19. (E) 6" THK. (2500 psi) CONC. EQUIPMENT SLAB WITH #4 REBAR AT 12" OC, EACH WAY AT MID SLAB



ENLARGED EXISTING EQUIPMENT PLAN

SCALE: 1/2"= 1'-0"

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SAN RAMON, CA 94583

DESIGN ENGINEER:

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Phone (530) 885-6160
E-Mail info@peeksitecom.com

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HALF MOON BAY, CA 94019

HALF MOON BAY HIGH SCHOOL
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KP Design
Email: k8114p@gmail.com
Cell: (650) 796-4995

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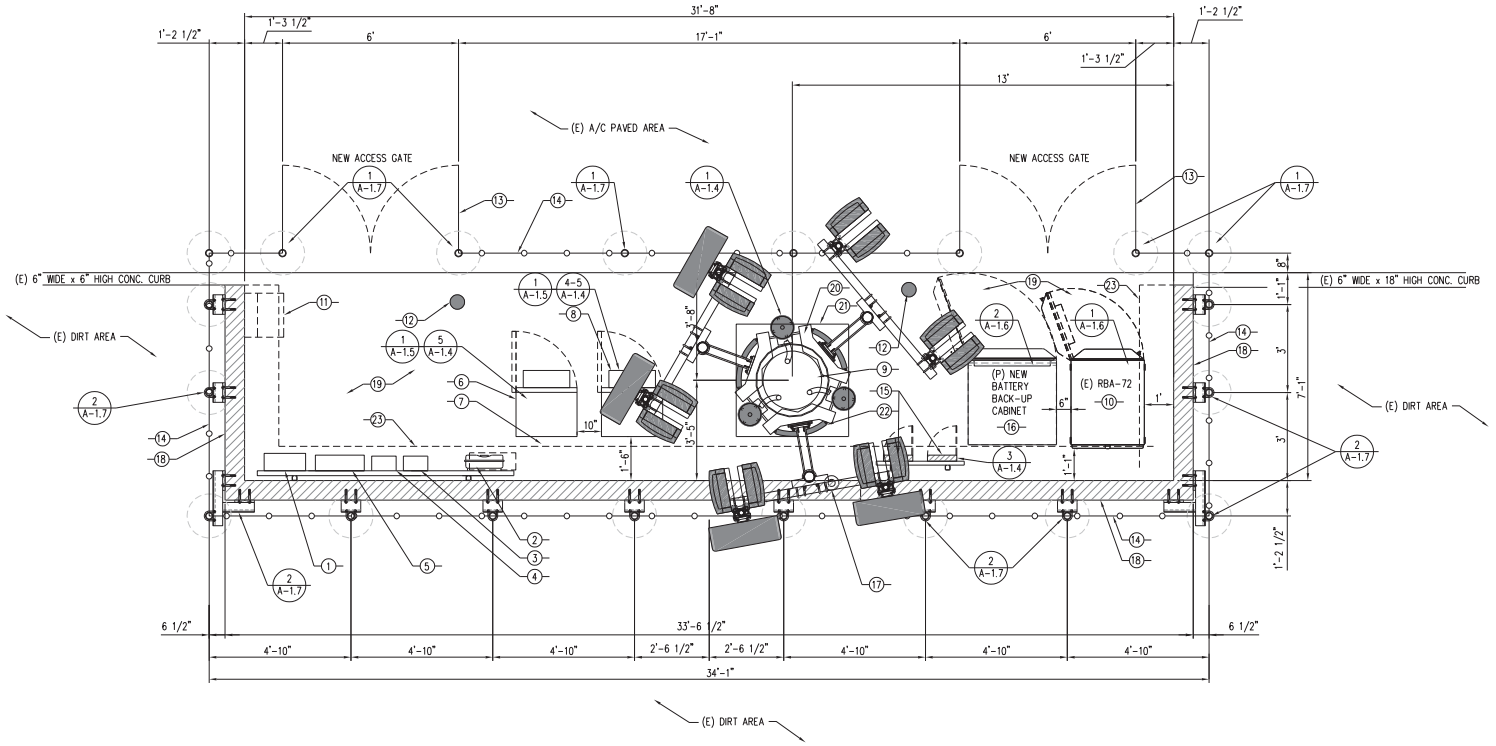
ENLARGED EXISTING EQUIPMENT PLAN

SHEET NUMBER:	REVISION:
A-1.1	0

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KEY NOTES:

1 (E) AT&T NIU #1 PANEL TO REMAIN
2 (E) CEINA TO REMAIN
3 (E) AT&T NIU #2 PANEL TO REMAIN
4 (E) AT&T TEMP. POWER INTERFACE PANEL TO REMAIN
5 (E) 200 AMP 120/240v 1ph. 3w NEMA-3R DISTRIBUTION PANEL TO REMAIN
6 (E) PURCELL CABINET TO BE RELOCATED
  a. (2) 6630
7 (E) SITE MASTER GROUND BAR TO BE RELOCATED SEE SHT. E-2 GROUNDING PLAN
8 NEW PURCELL CABINET
  a. (1) 6630
  b. (1) 6601-V2 WITH DUW
9 NEW MONOPOLE (SEE P=MONOPOLE DRAWINGS AT BACK OF SET)
10 (E) RBA-72 DC. POWER CABINET TO BE RELOCATED WITH NEW POST INSTALLED ANCHORS PER DETAIL-1 SHEET A-1.6
  a. (3) STRINGS OF 155 AH BATTERIES
  b. (7) -48v RECTIFIERS
11 (E) SHEET METAL COAX CABLE SHROUD TO BE REMOVED, CUT (E) PVC CONDUITS OFF FLUSH WITH CONC. SLAB AND WEATHER SEAL
12 (E) 6" DIA. SOLID GROUTED STEEL BOLLARD TYP. OF (2) TO REMAIN
13 NEW 8' TALL CHAIN LINK ACCESS GATES
14 NEW 8' TALL CHAIN LINK FENCE WITH PRIVACY SLATS TO MATCH EXISTING FENCE
15 NEW DC-12 SURGE SUPPRESSOR ON 42" HIGH UNISTRUT RACK
16 NEW RBA-72-36 BATTERY CABINET WITH (2) STRINGS OF 155 AH BATTERIES
17 (E) GPS UNIT TO REMAIN
18 (E) 8"x8"x16" CMU WALL (SOLID GROUTED) (+/- 42")
19 (E) 6" THK. (2500 psi) CONC. EQUIPMENT SLAB WITH #4 REBAR AT 12" OC, EACH WAY AT MID SLAB
20 NEW 42" DIA. CONCRETE CAISSON MONOPOLE FOUNDATION
21 SAW-CUT EXISTING CONC. SLAB OUT APPROX. 46" SQ.. PROVIDE MIN 2" SPACE BETWEEN NEW CAISSON FOUNDATION AND EXISTING SLAB
22 PROVIDE 2" EXPANSION JOINT (HI-SPEC) OR EQUAL. ASTM D 3405, 6690 TYPE I,II,III
23 OUTLINE OF EXISTING CMU RETAINING WALL FOOTING (CONTRACTOR TO FIELD VERIFY)



ENLARGED PROPOSED EQUIPMENT PLAN

SCALE: 1/2"= 1'-0"

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Cell: (650) 796-4995

SEAL:

SITE #:	CHK.:	DRAWN BY:
CCL05384	...	AMP

SHEET TITLE:

ENLARGED PROPOSED EQUIPMENT PLAN

SHEET NUMBER:	REVISION:
A-1.2	0

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LEGEND:

B – ANTENNA BY OTHERS
ER – EXISTING ANTENNA TO REMAIN
NRE – NEW ANTENNA TO REPLACE EXISTING
NRO – NEW ANTENNA TO REPLACE ANTENNA BY OTHERS
N – NEW ANTENNA TO BE INSTALLED
FBO – FUTURE BY OTHERS
** – AT GROUND LEVEL

NOTE:

(3) (E) RRUS-12/A2 TO BE REMOVED
(3) (E) RRUS-11 TO BE REMOVED
(6) (E) KRY 112 71/2 TO BE REMOVED

NOTE:
CONTRACTOR TO ENSURE THAT THE JUMPERS FOR RRUS-4478 B14 ARE THE SAME LENGTH

FINAL ANTENNA CONFIGURATION TABLE

SECTOR/POS.	RAD CENTER	PHYSICAL AZIMUTH	EXISTING ANTENNA MODEL	NEW ANTENNA MODEL	ANT. STATUS	TECH./FREQUENCY	RRU
A/1	± 46'-6"	170°		BSA-M65R-BUU-H6-K	NEW	LTE 700/LTE 1900	(1) RRUS-4449 B5/B12 & (2) RRUS-4415 B25
A/2	± 46'-6"	170°		BSA-M65R-BUU-H6-K	NEW	UMTS 850/LTE-AWS	(2) RRUS-4426 B66 & (2) RRUS-11
A/3	± 37'-6"	170°		BSA-M65R-BUU-H6-K	NEW	LTE 700/LTE WCS	(1) RRUS-4478 B14 & (2) RRUS-4415 B30
B/1							
B/2							
B/3							
C/1	± 46'-6"	300°		BSA-M65R-BUU-H6-K	NEW	LTE 700/LTE 1900	(1) RRUS-4449 B5/B12 & (2) RRUS-4415 B25
C/2	± 46'-6"	300°		BSA-M65R-BUU-H6-K	NEW	UMTS 850/LTE-AWS	(2) RRUS-4426 B66 & (2) RRUS-11
C/3	± 37'-6"	300°		BSA-M65R-BUU-H6-K	NEW	LTE 700/LTE WCS	(1) RRUS-4478 B14 & (2) RRUS-4415 B30

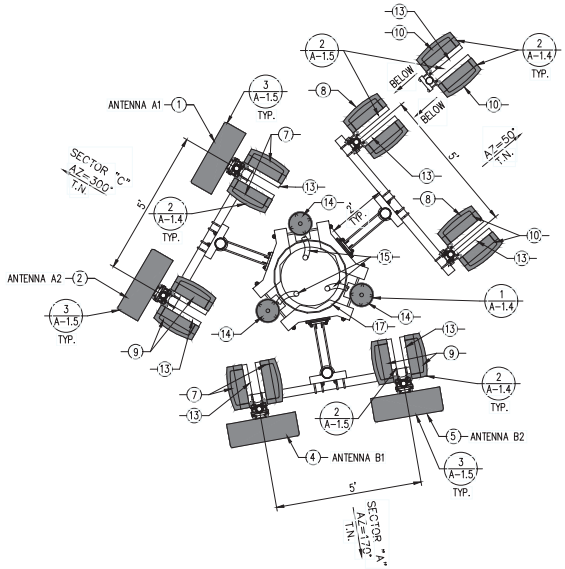
ANTENNA CONFIGURATION CHART | 1

NOTE:
INSTALL STAND OFF ARMS TO 120° APART FROM EACH OTHER

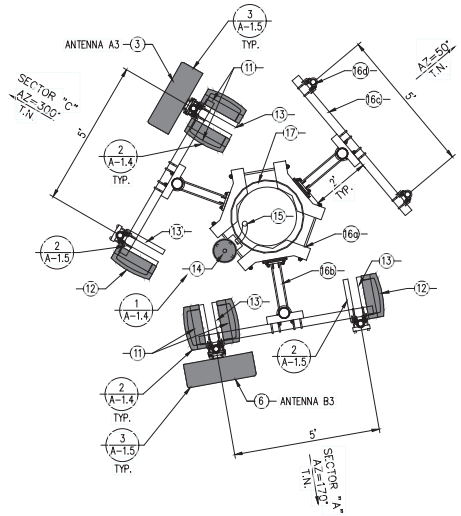
NOTE:
RRU'S NOT TO EXCEED 6" TO 8" ABOVE OR BELOW ANTENNAS

NOTE:
NEW RRU MOUNTING PIPES TO BE INSTALLED TO ENSURE 12" CLARENCE BETWEEN NEW RRUS AND ANTENNA TYP. AS NEEDED

CONTRACTOR SHALL FIELD VERIFY THAT ALL RRUS UNITS AND ANTENNAS ARE INSTALLED OR MOVED TO MATCH THE PROPOSED ANTENNA PLAN TO INSURE ALL MOUNT/STRUCTURAL ANALYSIS ARE ACCURATE



EQUIP. AT 46'-6"



EQUIP. AT 37'-6"

KEY NOTES:

1. ANTENNA (A1), RAD CENTER (46'-6"), NEW ANTENNA BA-M65R-BUU-H6-K
2. ANTENNA (A2), RAD CENTER (46'-6"), NEW ANTENNA BA-M65R-BUU-H6-K
3. ANTENNA (A3), RAD CENTER (37'-6"), NEW ANTENNA BA-M65R-BUU-H6-K
4. ANTENNA (B1), RAD CENTER (46'-6"), NEW ANTENNA BA-M65R-BUU-H6-K
5. ANTENNA (B2), RAD CENTER (46'-6"), NEW ANTENNA BA-M65R-BUU-H6-K
6. ANTENNA (B3), RAD CENTER (37'-6"), NEW ANTENNA BA-M65R-BUU-H6-K
7. NEW RRUS-4415 B25
8. NEW RRUS-4449 B5/B12
9. NEW RRUS-4426 B66
10. NEW UMTS RRUS-11
11. NEW RRUS-4415 B30
12. NEW RRUS-4478 B14
13. NEW SITE-PRO RRUDSM DUAL RRU MOUNTING BRACKET, SEE DETAIL 2/A1.5
14. NEW ERICSSON SURGE SUPPRESSOR (DC-48-60-18-8F)
15. NEW 2" INNER DUCT WITH (2) D/C POWER TRUNKS AND (1) FIBER TRUNK TO EACH SURGE SUPPRESSOR TYP. OF (4)
16. NEW MONOPOLE CO-LOCATION T-FRAME KIT, SEE MONOPOLE DRAWINGS AT BACK OF SET
    a. (1) TRI-BRACKET COLLAR MOUNT
    b. (3) 36" STAND-OFF ARMS, ONE PER SECTOR
    c. (3) 3.5" ø .154" Thk. x 6' WIDE HORIZ. BOOM PIPE, ONE PER SECTOR
    d. (6) 2.375" ø .226" Thk. VERTICAL ANTENNA PIPE MOUNTING PIPES, TWO PER SECTOR
17. NEW MONOPOLE, SEE MONOPOLE DRAWINGS AT BACK OF PLANS.

PROPOSED ANTENNA PLAN | 2

SCALE: 1/2"=1'-0"

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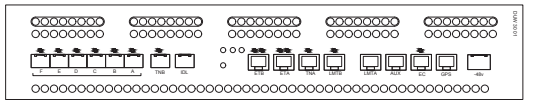
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SITE #:	CHK.:	DRAWN BY:
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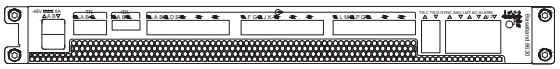
ANTENNA PLAN

SHEET NUMBER:	REVISION:
A-1.3	0



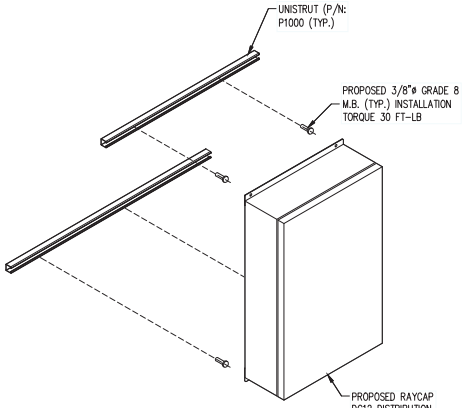
NEW DUW DETAIL

SCALE: N.T.S. | 4



NEW 6630 DETAIL

SCALE: N.T.S. | 5



RAYCAP DC12-48-60-RM

DIMENSIONS, WxDxH: (16.6"x15.5"x3.3")

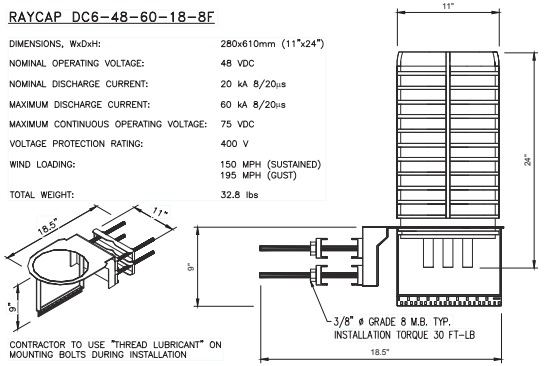
TOTAL WEIGHT: ± 20 lbs

DC-12 MOUNT DETAIL

SCALE: N.T.S. | 3

RAYCAP DC6-48-60-18-8F

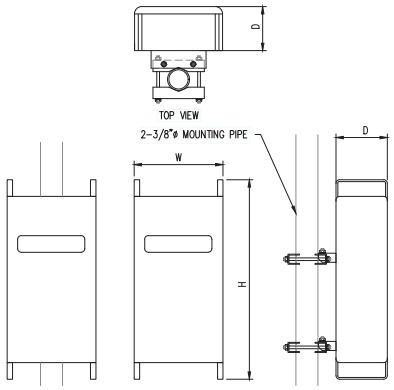
DIMENSIONS, WxDxH:	280x610mm (11"x24")
NOMINAL OPERATING VOLTAGE:	48 VDC
NOMINAL DISCHARGE CURRENT:	20 kA 8/20µs
MAXIMUM DISCHARGE CURRENT:	60 kA 8/20µs
MAXIMUM CONTINUOUS OPERATING VOLTAGE:	75 VDC
VOLTAGE PROTECTION RATING:	400 V
WIND LOADING:	150 MPH (SUSTAINED) 195 MPH (GUST)
TOTAL WEIGHT:	32.8 lbs



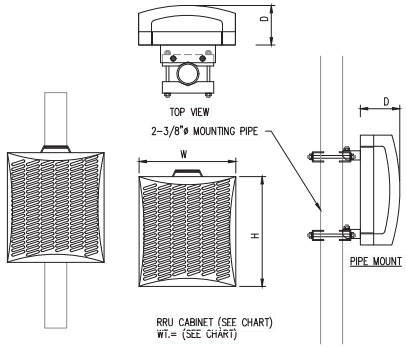
CONTRACTOR TO USE "THREAD LUBRICANT" ON MOUNTING BOLTS DURING INSTALLATION

NEW SURGE SUPPRESSOR DETAIL

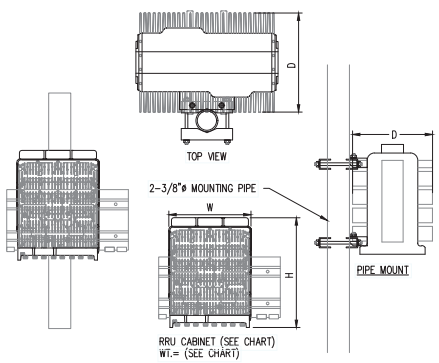
SCALE: N.T.S. | 1



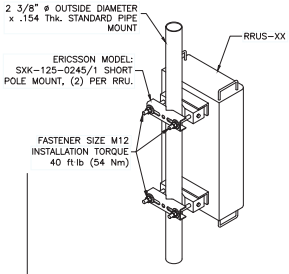
TYPE	HEIGHT	WIDTH	DEPTH	WEIGHT
RRUS-32 B2	27.2"	12.1"	7.0"	60 LBS
RRUS-32 B30	27.2"	12.1"	7.0"	60 LBS
RRUS-32 B66	27.2"	12.1"	7.0"	60 LBS
RRUS-32 B66A	27.2"	12.1"	7.0"	60 LBS



TYPE	HEIGHT	WIDTH	DEPTH	WEIGHT
RRU-11	17.3"	17.8"	7.19"	50 LBS
RRUS-E2	18.5"	20.4"	7.5"	50 LBS
RRU-12	18.5"	20.4"	7.5"	50 LBS
A2	15"	12.8"	3.5"	21 LBS
RRUS-4478 B14	17.3"	17.8"	7.19"	60 LBS
RRUS-4415 B25	14.96"	13.19"	5.39"	44 LBS
RRUS-4426 B66	15"	13.2"	5.8"	48 LBS
RRUS-4478 B14	17.3"	17.8"	7.19"	60 LBS
RRUS-4478 B5	17.3"	17.8"	7.19"	60 LBS



TYPE	HEIGHT	WIDTH	DEPTH	WEIGHT
RRU-8843 B2	14.9"	13.2"	10.9"	72 LBS
RRUS-8843 B66A	14.9"	13.2"	10.9"	72 LBS
RRU-4449 B5	17.9"	13.19"	9.44"	71 LBS
RRUS-4449 B12	17.9"	13.19"	9.44"	71 LBS



RRUS-XX MOUNTING DETAIL

RRUS DETAIL

SCALE: N.T.S. | 2

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SS ☑ FLS ☑ ACS ☐
DATE: 08/08/2019

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5001 EXECUTIVE PARKWAY
SAN RAMON, CA 94583

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PROJECT INFORMATION:

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HALF MOON BAY, CA 94019

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DETAILS

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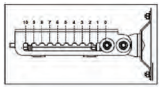
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NEW ANTENNA DETAIL

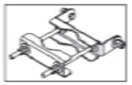
ANTENNA Mounting Bracket Kit



MBK-01 Top Adjustable Bracket

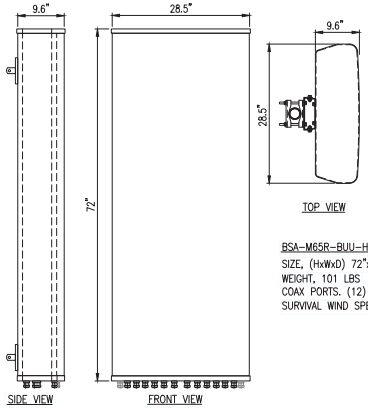


MBK-01 Top Adjustable Bracket Side View



MBK-01 Bottom Fixed Bracket

Weight 12.6 lbs (5.7 kg)
Hinge Pitch 47.25 in (1200 mm)
Mounting Pole Dimension 2 to 5 in (5 to 12 cm)
Fastener Size M12
Installation Torque 40 ft·lb (54 Nm)
Mechanical Tilt Adjustment 0° - 10°



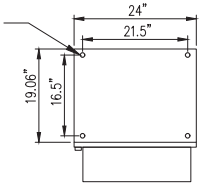
BSA-M65R-BUU-H6-K
SIZE, (HxWxD) 72"x28.5"x9.7"
WEIGHT, 101 LBS
COAX PORTS. (12)
SURVIVAL WIND SPEED; 150 mph

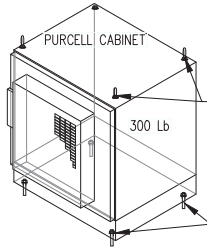
SCALE: N.T.S. | 3

NEW PURCELL CABINET DETAIL

1/2" ø HILTI KWIK BOLT TZ-SS316, TYP. OF (4) W/ MIN. 3 1/4" EMBED INTO (E) 6" CONC. SLAB INSTALLATION TORQUE 60 ft.lb







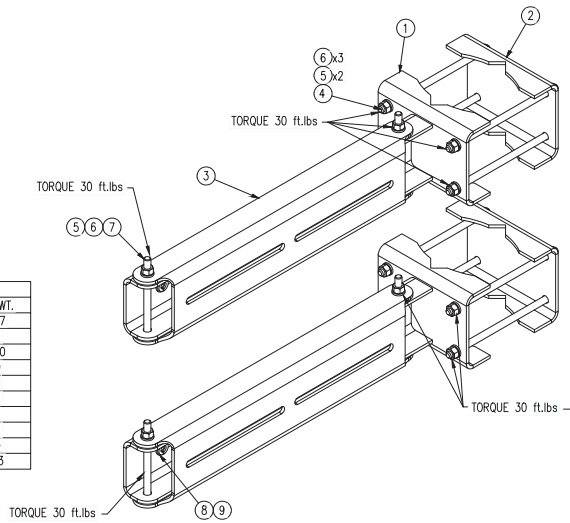
1/2" ø LIFTING RINGS PER MANUFACTURER SPECIFICATIONS INSTALLATION

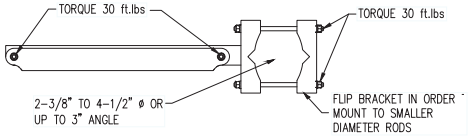
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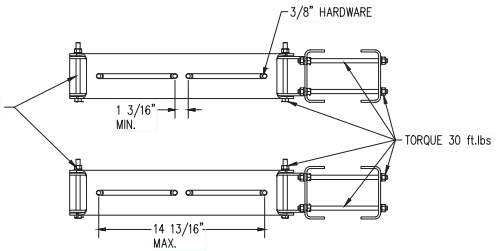
SCALE: N.T.S. | 1

NEW BACK-BACK RR-B2B-AR DETAIL

PARTS LIST					
ITEM	QTY	PART DESCRIPTION	LENGTH	UNIT WT	NET WT.
1	2	MOUNTING ARM		8.99	17.97
2	2	CLAMP PLATE		2.35	4.69
3	2	SWIVEL MOUNT		6.65	13.30
4	8	3/8"-16 UNCX8" GALV. THREADED ROD		0.25	2.00
5	20	3/8" GALV. LOCK WASHER		0.01	0.13
6	28	3/8"-16 UNC GALV. HEX NUT		0.02	0.52
7	4	3/8"x5" GALV. BOLTS		0.18	0.71
8	8	3/8" SS FLAT WASHER		0.01	0.06
9	8	3/8" SS LOCK WASHER		0.01	0.05
				TOTAL WT.#	39.43







SCALE: N.T.S. | 2

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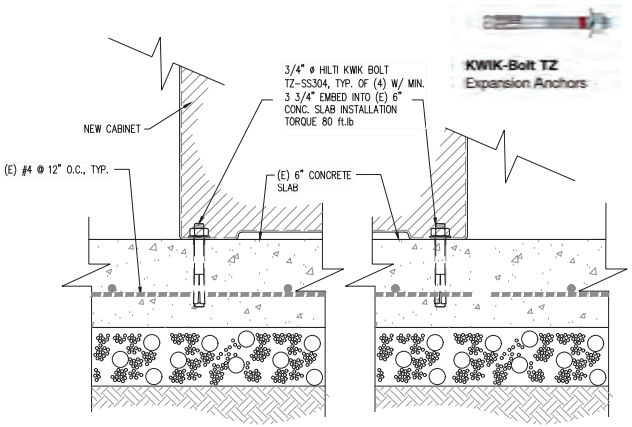
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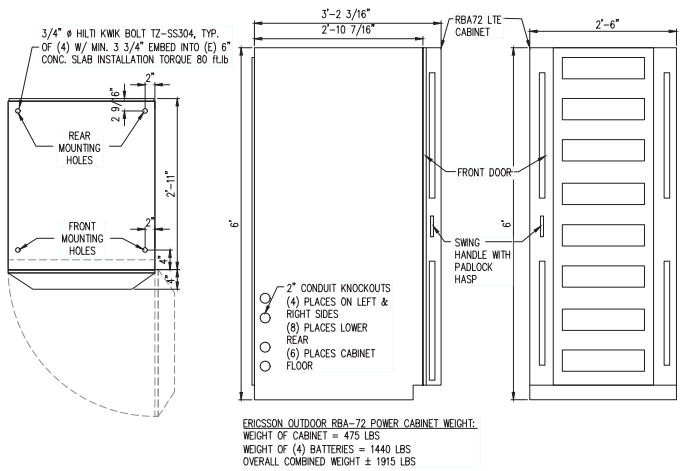
DETAILS

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A-1.5	0

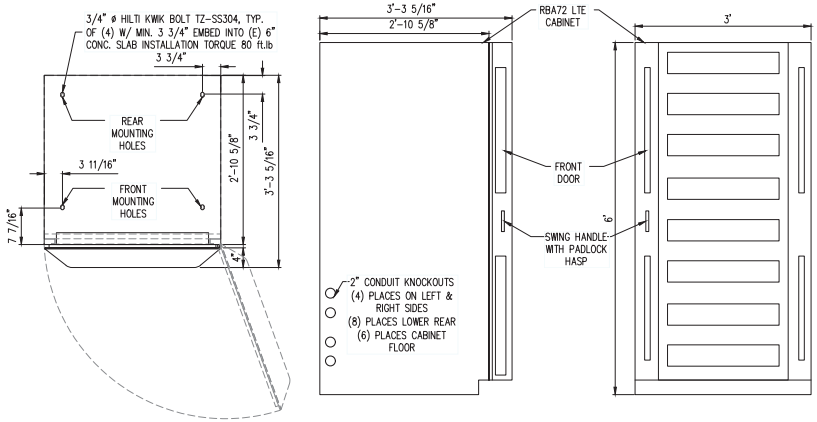
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POWER & BATTERY CABINET BOLT-DOWN DETAIL | SCALE: N.T.S. | 3



EXISTING RBA-72 POWER CABINET DETAIL | SCALE: N.T.S. | 1



NEW RBA-72-36 BATTERY CABINET DETAIL | SCALE: N.T.S. | 2

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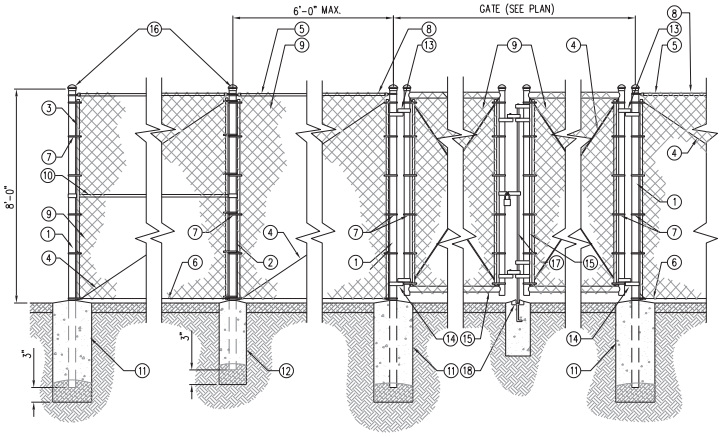
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CABINET DETAILS

SHEET NUMBER:	REVISION:
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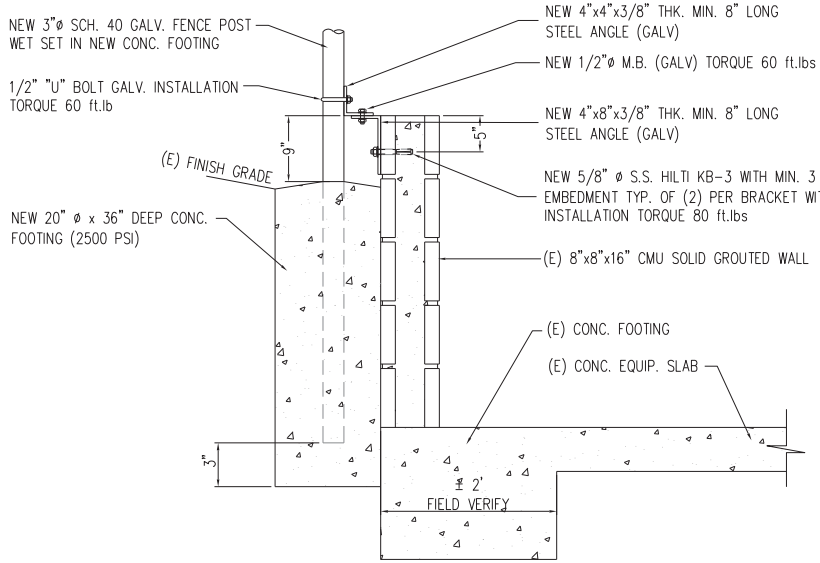
CONSTRUCTION NOTES:

1. GATE, END OR CORNER POST, 3"ø SCH. 40 (HDG.). PIPE
2. LINE POST, 3"ø SCH. 40 (HDG.). PIPE
3. TENSION BAR, 1/4"x3/4" (HDG.)
4. 3/8" STEEL TRUSS ROD W/TIGHTNER @ ALL CORNERS, ANCHOR ENDS & GATE POSTS. ALL (HDG)
5. 1 1/4"ø SCH. 40 (HDG) PIPE
6. TENSION WIRE 6 GA. GALV. COIL SPRING STEEL WIRE
7. 1/8"x3/4" STRETCHER BANDS @ 12" O.C.
8. NO. 9 GA. TIE WIRE @ 14" O.C.
9. 2"x2" MESH x NO. 9 GA. GALV. CHAIN LINK FABRIC WITH SLATS
10. 1 1/4" SCH.40 (HDG) PIPE @ CORNERS, ANCHORS, & ENDS
11. CORNER AND GATE POST SHALL HAVE 20" RND. BY 36" DEEP CONC. FOOTING INTO NATIVE SOIL OR 90% COMPACTED FILL.
12. LINE POST SHALL HAVE 20" RND. BY 30" DEEP CONC. FOOTING INTO NATIVE SOIL OR 90% COMPACTED FILL.
13. TOP HINGE PER MFR. TYP.
14. BOTTOM HINGE PER MFR. TYP.
15. WELD 2" ROUND GATE FRAMES (TYP.)
16. POST CAP HDG. TYP.
17. FULL HEIGHT DROP BOLT GATE LOCK
18. MUSHROOM TYPE GATE ANCHOR TO PREVENT FREEZING CONCRETE BASE TO BE 18" ROUND x 24" DEEP

NOTE:
1. PROVIDE MIN. (2 SACK) CONC. FOR POST FOOTING

CHAIN LINK FENCE DETAIL

SCALE: N.T.S. | 1



NEW FENCE POST DETAIL

SCALE: N.T.S. | 2

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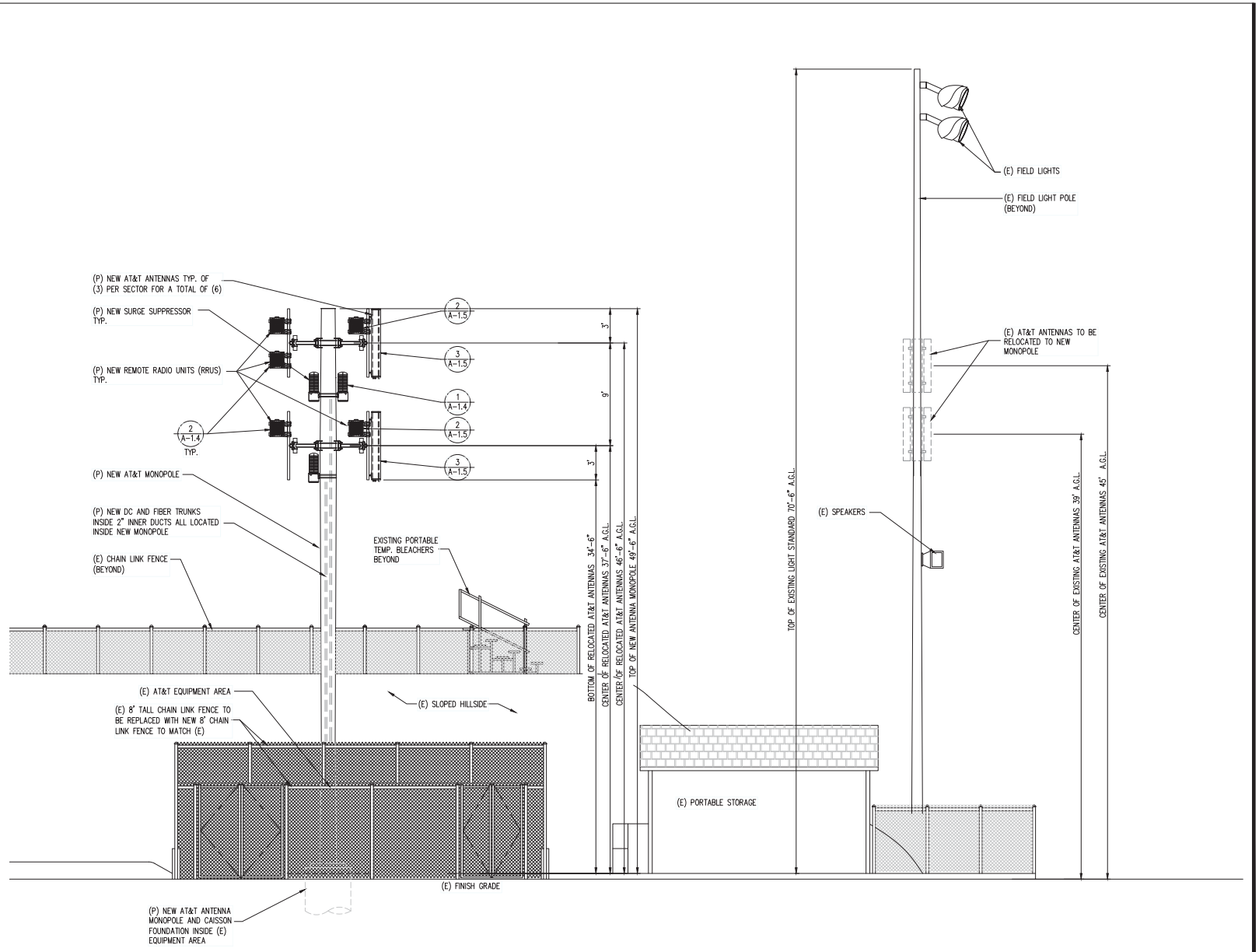
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EXISTING AND PROPOSED NORTH ELEVATION

0 2' 4' 8' 12'
SCALE: 1/4"= 1'-0"

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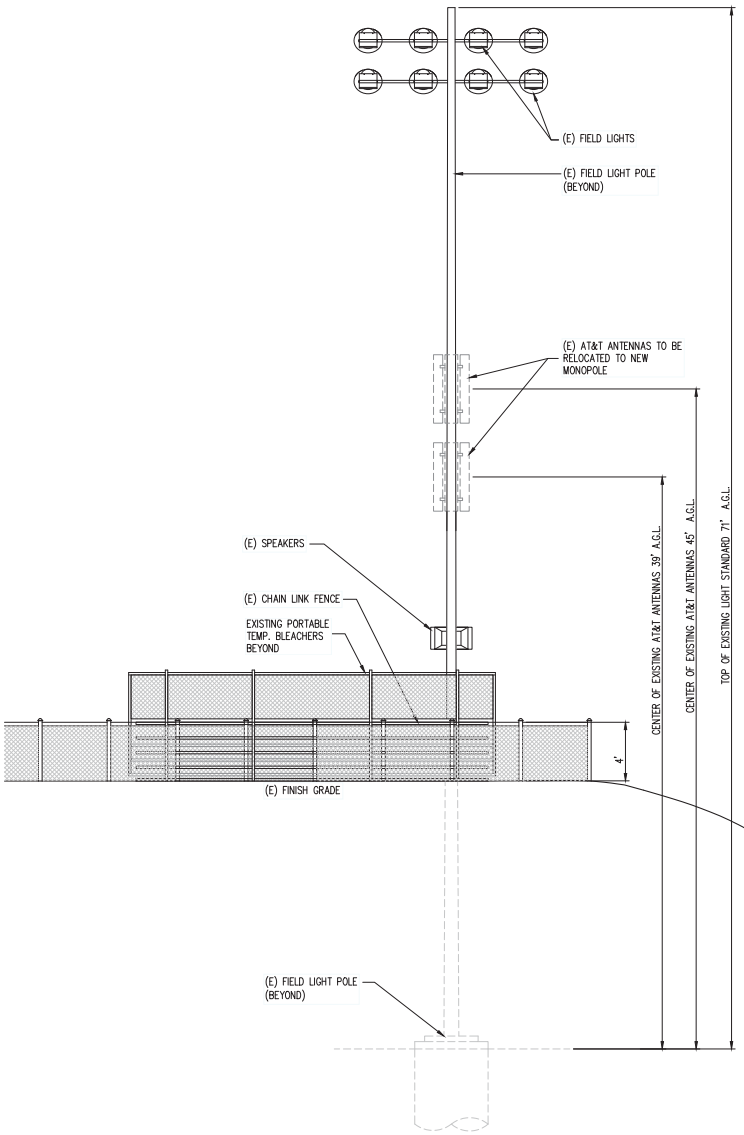
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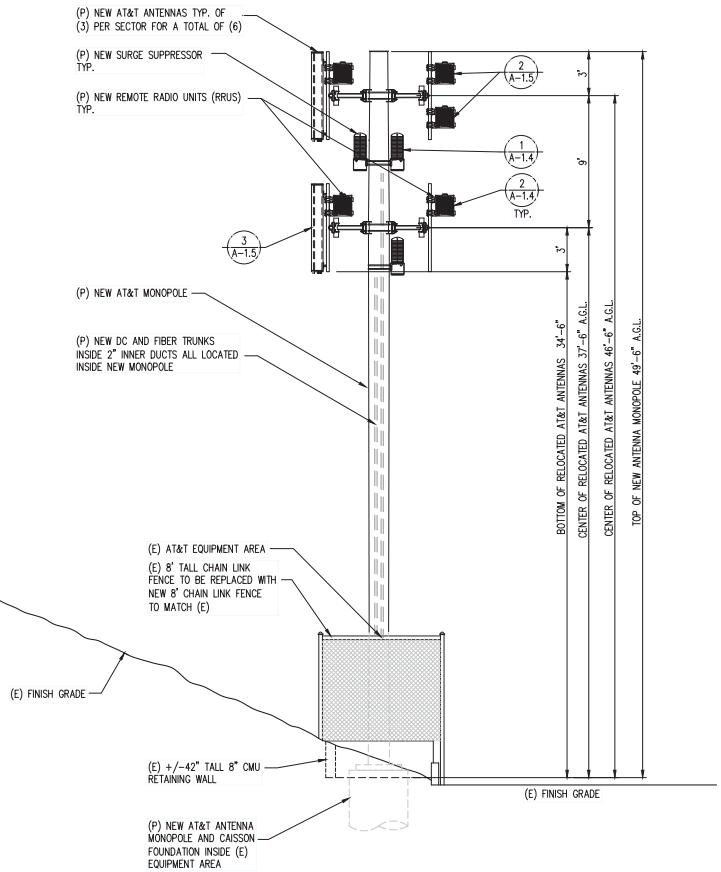
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NORTH ELEVATIONS

SHEET NUMBER:	REVISION:
A-2	0

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EXISTING AND PROPOSED EAST ELEVATION

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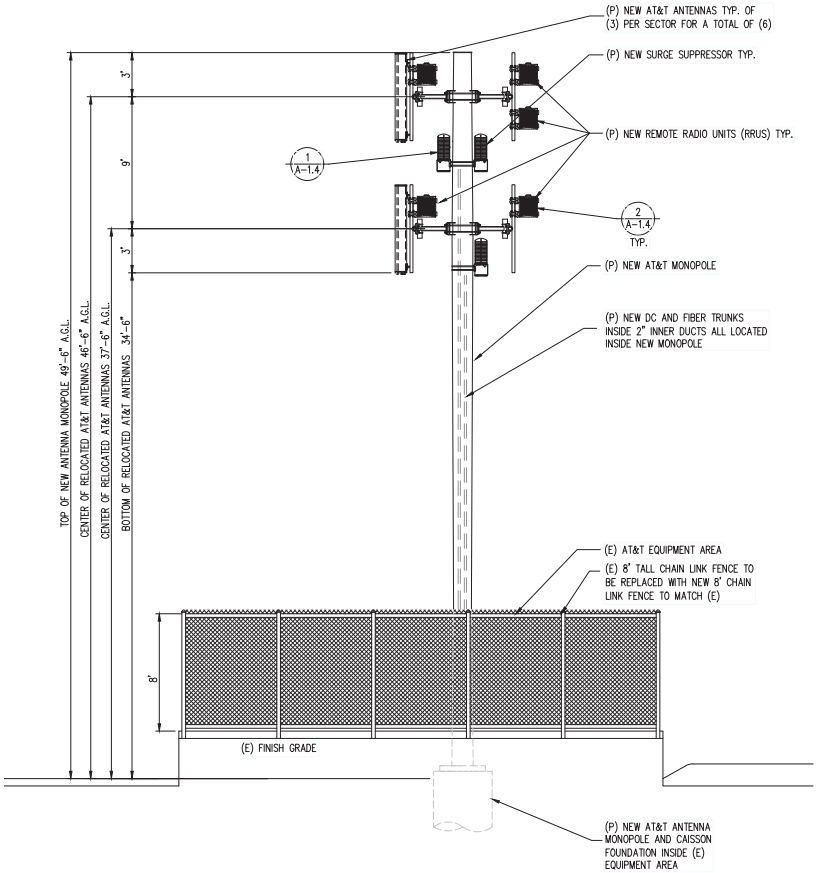
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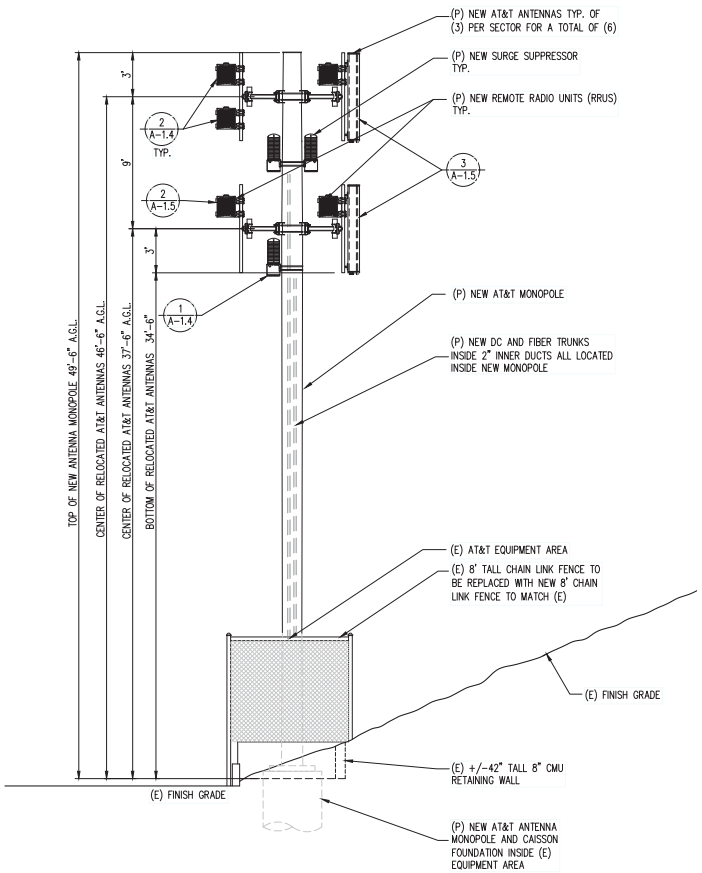
EAST ELEVATIONS

SHEET NUMBER:	REVISION:
A-2.1	0

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PROPOSED SOUTH ELEVATION



PROPOSED WEST ELEVATION

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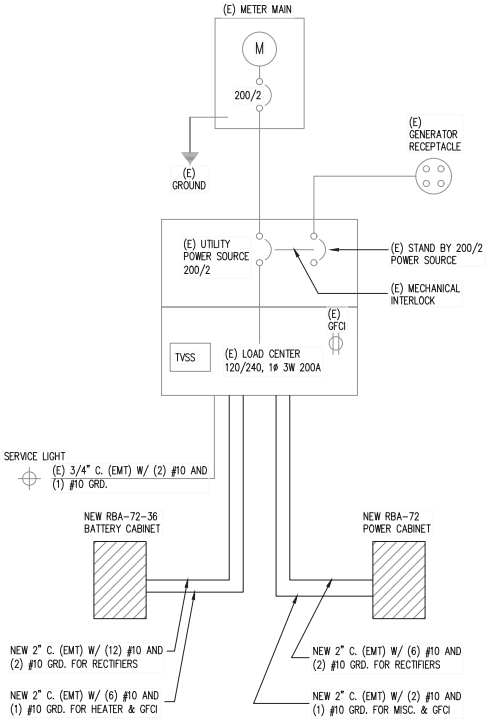
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SOUTH / WEST ELEVATIONS

SHEET NUMBER: A-2.2 REVISION: 0



EXISTING ELECTRICAL ONE-LINE DIAGRAM

MEP Component Anchorage Note

All mechanical, plumbing, and electrical components shall be anchored and installed per the details on the DSA approved construction documents. Where no detail is indicated, the following components shall be anchored or braced to meet the force and displacement requirements prescribed in the 2016 CBC, Sections 1616A.1.18 through 1616A.1.26 and ASCE 7-10 Chapter 13, 26 and 30.

1. All permanent equipment and components.
2. Temporary or movable equipment that is permanently attached (e.g. hard wired) to the building utility services such as electricity, gas or water.
3. Movable equipment which is stationed in one place for more than 8 hours and heavier than 400 pounds or has a center of mass located 4 feet or more above the adjacent floor or roof level that directly support the component are required to be anchored with temporary attachments.

The following mechanical and electrical components shall be positively attached to the structure, but the attachment need not be detailed on the plans. These components shall have flexible connections provided between the component and associated ductwork, piping, and conduit.

A. Components weighing less than 400 pounds and have a center of mass located 4 feet or less above the adjacent floor or roof level that directly support the component.
B. Components weighing less than 20 pounds, or in the case of distributed systems, less than 5 pounds per foot, which are suspended from a roof or floor or hung from a wall.

For those elements that do not require details on the approved drawings, the installation shall be subject to the approval of the design professional in general responsible charge or structural engineer delegated responsibility and the DSA District Structural Engineer. The project inspector will verify that all components and equipment have been anchored in accordance with above requirements.

Piping, Ductwork, and Electrical Distribution System Bracing Note

Piping, ductwork, and electrical distribution systems shall be braced to comply with the forces and displacements prescribed in ASCE 7-10 Section 13.3 as defined in ASCE 7-10 Section 13.6.5.6, 13.6.7, 13.6.8, and 2016 CBC, Sections 1616A.1.24, 1616A.1.25 and 1616A.1.26.

The method of showing bracing and attachments to the structure for the identified distribution system are as noted below. When bracing and attachments are based on a preapproved installation guide (e.g., SMACNA or OSHPD OPM), copies of the bracing system installation guide or manual shall be available on the jobsite prior to the start of and during the hanging and bracing of the distribution systems. The Structural Engineer of Record shall verify the adequacy of the structure to support the hanger and brace loads.

Mechanical Piping (MP), Mechanical Ducts (MD), Plumbing Piping (PP), Electrical Distribution Systems (E):

MP MD PP (E)- Option 1: Detailed on the approved drawings with project specific notes and details.

MP MD PP E – Option 2: Shall comply with the applicable OSHPD Pre-Approval (OPM #) #_____.

MP MD PP – Option 3: Shall comply with the SMACNA Seismic Restraint Manual, OSHPD Edition (2009), including any addenda. Fasteners and other attachments not specifically identified in the SMACNA Seismic Restraint Manual, OSHPD Edition, are detailed on the approved drawings with project specific notes and details. The details shall account for the applicable Seismic Hazard Level _____ and Connection Level _____ for the project and conditions.

EXISTING AT&T SITE LOAD CENTER PANEL SCHEDULE

PANEL DESIGNATION: ___ 120/240 VOLTS 1 PHASE 3 WIRE SURFACE MTNG: ___ MAIN BUS: ...X 2P, 200A WITH SEPARATE GROUND BUS

	LOAD DESCRIPTION	φ/A	φ/B	AMP/POLE	AMP/POLE	φ/A	φ/B	LOAD DESCRIPTION	NO.
1	SPARE			30/2	20/1			SPARE	2
3					20/1			SPARE	4
5	SPARE			20/1	20/1			SPARE	6
7	SPARE			50/2	20/2			SPARE	8
9									10
11	SERVICE LIGHT	500		20/1	50/2	3800		UMTS CABINET #2	12
13							3800		14
15	EMERSON GFCI OUTLET	500			20/1		500	RBA-72 RECEPTACLE	16
17	SPARE			50/2	30/2	1821		RBA-72 RECTIFIER	18
19							1821		20
21	RECEPTACLE		500	20/1	30/2	1821		RBA-72 RECTIFIER	22
23	SPARE			50/2			1821		24
25									26
27	UMTS CABINET #1	3800		50/2					28
29			3800						30
31									32
33									34
35									36
37	TVSS SURGE SUPPRESSOR	10		60/2					38
39			10						40

TOTAL CONNECTED (PROPOSED) VA: 24,504
TOTAL CONNECTED (FUTURE) VA: ___
TOTAL CONNECTED (PVT) VA: 24,504
DEMAND FACTOR: 1.0
DEMAND LOAD, VA: 23024

(THIS ASSUMES CONTINUOUS VALUES OF 125% OF ACTUAL LOAD FOR ALL HEATERS, RADIOS, & RECTIFIERS IN BTS UNITS)
22,304 VA / 240 = 93.36 AMPS
2,000 VA / 120 = 16.66 AMPS
TOTAL AMPS = 110.43 < 200 AMPS

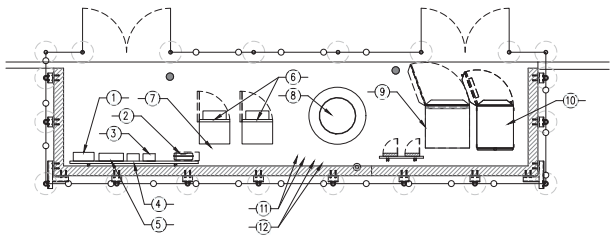
EXISTING AT&T SITE LOAD CENTER PANEL SCHEDULE

PANEL DESIGNATION: ___ 120/240 VOLTS 1 PHASE 3 WIRE SURFACE MTNG: ___ MAIN BUS: ...X 2P, 200A WITH SEPARATE GROUND BUS

	LOAD DESCRIPTION	φ/A	φ/B	AMP/POLE	AMP/POLE	φ/A	φ/B	LOAD DESCRIPTION	NO.
1	NEW RBA-72-36 BATTERY CABINET	1821		30/2	15/1	800		BRA-72-36 BATTERY HEATER	2
3			1821		15/1		800	BRA-72-36 BATTERY HEATER	4
5	NEW RBA-72-36 GFCI		500	20/1	20/1			SPARE	6
7	NEW RBA-72-36 BATTERY CABINET	1821		30/2	30/2	1821		NEW RBA-72-36 BATTERY CABINET	8
9			1821				1821		10
11	SERVICE LIGHT	500		20/1	50/2			SPARE	12
13									14
15	EMERSON GFCI OUTLET	500			20/1		500	RBA-72 RECEPTACLE	16
17	NEW RBA-72-36 BATTERY CABINET	1821		30/2	30/2	1821		RBA-72 RECTIFIER	18
19			1821				1821		20
21	RECEPTACLE		500	20/1	30/2	1821		RBA-72 RECTIFIER	22
23	SPARE			50/2			1821		24
25									26
27	SPARE			50/2					28
29									30
31									32
33									34
35									36
37	TVSS SURGE SUPPRESSOR	10		60/2					38
39			10						40

TOTAL CONNECTED (PROPOSED) VA: 25,972
TOTAL CONNECTED (FUTURE) VA: ___
TOTAL CONNECTED (PVT) VA: 25,972
DEMAND FACTOR: 1.0
DEMAND LOAD, VA: 24772

(THIS ASSUMES CONTINUOUS VALUES OF 125% OF ACTUAL LOAD FOR ALL HEATERS, RADIOS, & RECTIFIERS IN BTS UNITS)
21,972 VA / 240 = 91.13 AMPS
4,000 VA / 120 = 24.16 AMPS
TOTAL AMPS = 125.3 < 200 AMPS



ELECTRICAL SITE PLAN
SCALE: 1/4" = 1'-0"

ELECTRICAL KEY NOTES

1. (E) AT&T NIU #1 PANEL
2. (E) CEINA
3. (E) AT&T NIU #2 PANEL
4. (E) AT&T TEMP. POWER INTERFACE PANEL
5. (E) 200 AMP 120/240v 1ph. 3w NEMA-3R DISTRIBUTION PANEL
6. NEW PURCELL CABINET
7. SITE MASTER GROUND BAR
8. NEW MONOPOLE
9. NEW RBA-72-36 BATTERY CABINET
10. (E) RBA-72 DC. POWER CABINET
11. (2) NEW 2" (EMT) CONDUITS FROM DISTRIBUTION PANEL TO RBA-72-36 BATTERY CABINET
12. (2) NEW 2" (EMT) CONDUITS FROM DISTRIBUTION PANEL TO RBA-72 DC. POWER CABINET

ELECTRICAL LEGEND

NEW	EXISTING	
■	▨	PANEL BOARD, SURFACE MOUNTED
T		DRY TYPE TRANSFORMER
M		METER
		CIRCUIT BREAKER
		NON-FUSIBLE DISCONNECT SWITCH, MOUNTED 54" A.F.F.
F		FUSIBLE DISCONNECT SWITCH, MOUNTED 54"A.F.F.
TVSS		TRANSIENT VOLTAGE SURGE SUPPRESSOR WITH BUILT-IN FUSES, SURFACE MOUNTED
		DUPLEX OUTLET, SURFACE MOUNTED, 20 AMPS, 125 VOLTS, SINGLE PHASE
J		JUNCTION BOX, SURFACE MOUNTED 18" A.F.F.
S		KEYED SWITCH, SURFACE MOUNTED
		WALL MOUNTED, ENCLOSED, AND GASKETED INDUSTRIAL INCANDESCENT FIXTURE WITH ONE 100 AMP LAMP MOUNT 72" A.F.F.
		EXPOSED WIRING
		HOME RUNS, MINIMUM 2#10 + 1#10G IN 3/4" CONDUIT U.O.N.

A.F.F.	ABOVE FINISHED FLOOR
U.O.N.	UNLESS OTHERWISE NOTED
WP	WEATHERPROOF
GFI	GROUND FAULT INTERRUPTER

ELECTRICAL NOTES

1. ALL ELECTRICAL WORK SHALL CONFORM TO THE REQUIREMENTS SET FORTH IN THE NATIONAL ELECTRICAL CODE (NEC) AS WELL AS APPLICABLE STATE AND LOCAL CODES.
2. ALL ELECTRICAL ITEMS SHALL BE U.L. APPROVED OR LISTED AND PROCURED PER SPECIFICATION REQUIREMENTS.
3. THE ELECTRICAL WORK INCLUDES ALL LABOR AND MATERIAL DESCRIBED BY DRAWINGS AND SPECIFICATION, INCLUDING INCIDENTAL WORK, TO PROVIDE COMPLETE, OPERATING AND APPROVED ELECTRICAL SYSTEM.
4. CONTRACTOR SHALL PAY FEES FOR PERMITS, AND BE RESPONSIBLE FOR OBTAINING SAID PERMITS AND COORDINATION OF INSPECTIONS.
5. ELECTRICAL AND TELCO WIRING INSIDE A BUILDING SHALL RUN IN EMT OR SCHEDULE 40 PVC, PER PLAN. (AS PERMITTED BY CODE)
6. ELECTRICAL AND TELCO WIRING OUTSIDE A BUILDING AND EXPOSED TO WEATHER SHALL BE IN WATERTIGHT GALVANIZED RIGID STEEL CONDUITS OR SCHEDULE 80 PVC (AS PERMITTED BY CODE) AND, WHERE REQUIRED, IN LIQUID TIGHT FLEXIBLE METAL OR NONMETALLIC CONDUITS.
7. BURIED CONDUIT SHALL BE SCHEDULE 40 PVC. U.O.N.
8. ELECTRICAL WIRING SHALL BE COPPER WITH TYPE XHHW, THWN, OR THHN INSULATION, (PER PLAN).
9. RUN ELECTRICAL CONDUIT BETWEEN ELECTRICAL UTILITY DEMARCATION POINT AND VERIZON WIRELESS CELL SITE ELECTRICAL PANEL/ PEDESTAL AS INDICATED ON THIS DRAWING. PROVIDE FULL LENGTH PULL ROPES. COORDINATE INSTALLATION WITH UTILITY COMPANY.
10. RUN TELCO CONDUITS BETWEEN TELEPHONE UTILITY DEMARCATION POINT AND VERIZON WIRELESS CELL SITE TELCO SERVICE CABINET AND EQUIPMENT CABINET(S) AS INDICATED ON THIS DRAWING. PROVIDE FULL LENGTH PULL ROPES AND TRUE TAPE IN INSTALLED CONDUITS.
11. WHERE CONDUIT BETWEEN EQUIP. AND WIRELESS CELL SITE ELECTRICAL PEDESTAL AND BETWEEN EQUIP. AND WIRELESS CELL SITE TELCO SERVICE CABINET ARE UNDERGROUND, USE PVC SCHEDULE 40 CONDUIT. ABOVE THE GROUND PORTION OF THESE CONDUITS SHALL BE FLEXIBLE CONDUIT.
12. ALL EQUIPMENT SHALL HAVE NEMA 3R ENCLOSURE.
13. WHERE APPLICABLE, POWER PEDESTAL IS SUPPLIED BY WIRELESS CARRIER
14. CALL U.S.A. 1-800-642-2444 24 HOURS PRIOR TO COMMENCING ELECTRICAL OR TELCO WORK.
15. CONTRACTOR SHALL COORDINATE WITH UTILITY COMPANY FOR FINAL AND EXACT WORK/MATERIALS REQ. AND CONSTRUCT TO UTILITY COMPANY ENGINEERING PLAN AND SPECIFICATIONS ONLY.
16. CONTRACTOR SHALL FURNISH AND INSTALL ALL CONDUIT, PULLWIRES, CABLE PULLBOXES, CONC ENCASEMENT OF CONDUIT (IF REQ.), TRANSFORMER PAD, BARRIERS, POLE RISERS, TRENCHING, BACKFILL, AND INCLUDE ANY UTILITY COMPANY REQ. IN SCOPE OF WORK

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APP. 01-118088 INC:
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DATE: 08/08/2019

CLIENT:

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DESIGN ENGINEER:

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E-Mail info@peeksitecom.com

PROJECT INFORMATION:

CABRILLO UNIFIED SCHOOL DISTRICT
498 KELLY AVENUE.
HALF MOON BAY, CA 94019

HALF MOON BAY HIGH SCHOOL
1 LEWIS FOSTER DRIVE
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5	7-15-19	100% CD/DSA SUBMITTAL	AMP

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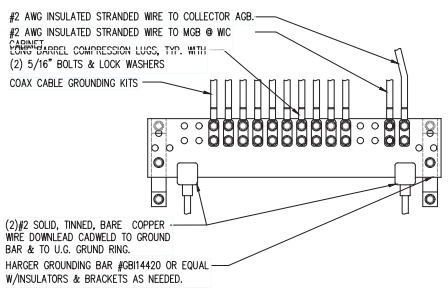
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ELECTRICAL PLAN

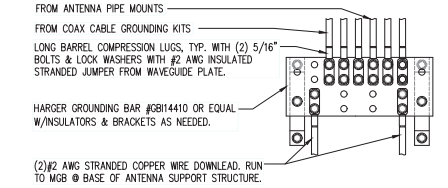
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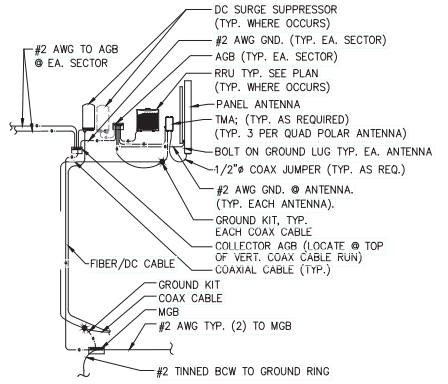
MASTER GROUND BAR (MGB)

SCALE: N.T.S. | 4



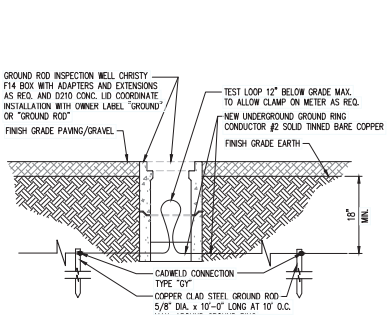
ANTENNA GROUND BAR (ACB)

SCALE: N.T.S. | 5



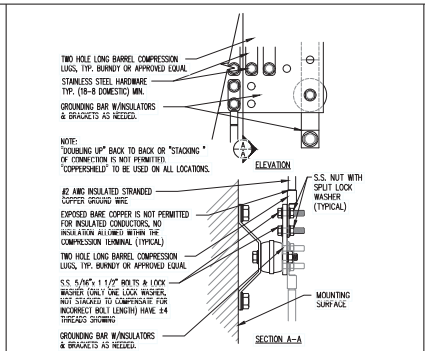
TYP. GROUNDING RISER DIAGRAM

SCALE: N.T.S. | 6



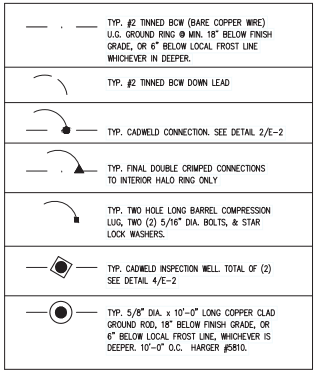
INSPECTION WELL/GROUND ROD DETAIL

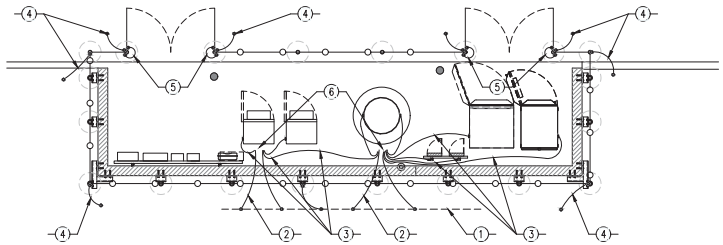
SCALE: N.T.S. | 3



TYP. GROUND BAR CONNECTIONS DETAIL

SCALE: N.T.S. | 1



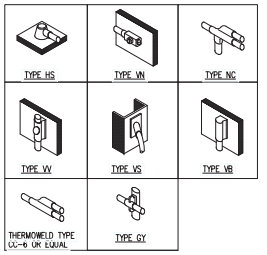


GROUNDING PLAN DIAGRAM

SCALE: N.T.S. | 2

GROUNDING NOTES

1. GROUNDING SHALL COMPLY WITH NEC ART. 250.
2. GROUND COAXIAL CABLE SHIELDS MINIMUM AT BOTH ENDS USING MANUFACTURERS COAX CABLE GROUNDING KITS SUPPLIED BY OWNER
3. USE #2 COPPER STRANDED WIRE WITH GREEN COLOR INSULATION FOR ABOVE GRADE GROUNDING (UNLESS OTHERWISE SPECIFIED) AND #2 SOLID TINNED BARE COPPER WIRE FOR BELOW GRADE GROUNDING AS INDICATED ON THE DRAWING.
4. ALL GROUND CONNECTIONS TO BE BURNDY LONG BBL. COMPRESSION TYPE CONNECTORS OR APPROVED EQUAL. CADWELD EXOTHERMIC WELD SHALL BE USED WHEN MAIN CONDUCTOR ADJOINS TWO BUSS BARS UNLESS OTHERWISE INDICATED ON DRAWINGS. DO NOT ALLOW BARE COPPER WIRE TO BE IN CONTACT WITH GALVANIZED STEEL.
5. ROUTE GROUNDING CONDUCTORS ALONG THE SHORTEST AND STRAIGHTEST PATH POSSIBLE, EXCEPT AS OTHERWISE INDICATED. GROUNDING LEADS SHOULD NEVER BE BENT AT RIGHT ANGLE. ALWAYS MAKE AT LEAST 12" RADIUS BENDS. #6 WIRE CAN BE BENT AT 6" RADIUS WHEN NECESSARY.
6. BOND ANY METAL OBJECTS WITHIN 7 FEET OF NEW METALLIC EQUIPMENT IF ON A RAN AWAY FROM CABINETS, SHALL HAVE A INSULATED DOWN CONDUCTOR ROUTED DIRECTLY TO GROUND RING. (DAISY CHAIN "SERIES" GROUNDING IS NOT PERMITTED)
7. SYSTEM GROUND RESISTANCE MUST BE 5 OHMS OR LESS. TO ACHIEVE THIS LEVEL OF RESISTANCE THE CONTRACTOR SHALL PURSUE ONE OF THE FOLLOWING THREE OPTIONS:
   a. CONNECT TO EXISTING GROUNDING SYSTEM.
   b. CONNECT TO BUILDING STEEL COLUMNS.
   c. INSTALL NEW GROUNDING SYSTEM.
   d. INSTALL NEW CHEMICAL ROD (S).
   UPON COMPLETION OF THE GROUNDING INSTALLATION THE CONTRACTOR SHALL EMPLOY AN OWNER APPROVED 3rd PARTY (PAID FOR BY OWNER) TO CONDUCT A "FALL OF POTENTIAL" TEST AND SUBMIT A REPORT OF SUCH TO CONDUCT A "FALL OF POTENTIAL" TEST AND SUBMIT A REPORT OF SUCH TEST FOR APPROVAL TO EITHER THE OWNER OR ARCHITECT/ENGINEER.
8. CONNECTIONS TO GROUND BARS SHALL BE MADE WITH TWO HOLE LONG BARREL COMPRESSION TYPE COPPER LUGS AND KOPRSHIELD PLACED BETWEEN LUGS AND GROUND BAR.
9. THE GROUND ELECTRODE SYSTEM SHALL CONSIST OF DRIVEN GROUND RODS. THE GROUND RODS SHALL BE 5/8" x 10' COPPER CLAD STEEL. SPACED AT 10' APART MAX. THE RODS SHALL BE INTERCONNECTED WITH #2 SOLID TINNED COPPER GROUND WIRE BURIED A MINIMUM 18" BELOW THE SURFACE OF THE SOIL. AN ONSITE INSPECTION BY OWNER SHALL BE REQ. PRIOR TO ANY BACKFILL.
10. ALL UNDERGROUND ELECTRODES SHALL BE BONDED TO STEEL REINFORCING EMBEDDED IN THE CONCRETE SLAB AND CONCRETE MONOPINE FOUNDATION.
11. CONTRACTOR MUST APPLY BUTYL & ELECTRICAL TAPE AT ALL LOCATIONS. FOR WEATHER-PROOFING OVER GROUND KITS. MORE BUTYL TAPE MAY NEED TO BE APPLIED THAN WHAT IS PROVIDED WITH THE MFGR. KIT. (CONTRACTOR TO FURNISH).



TYP. GROUNDING CONNECTIONS DETAIL

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CLIENT:

at&t
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DESIGN ENGINEER:

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5	7-15-19	100% CD/DSA SUBMITTAL	AMP

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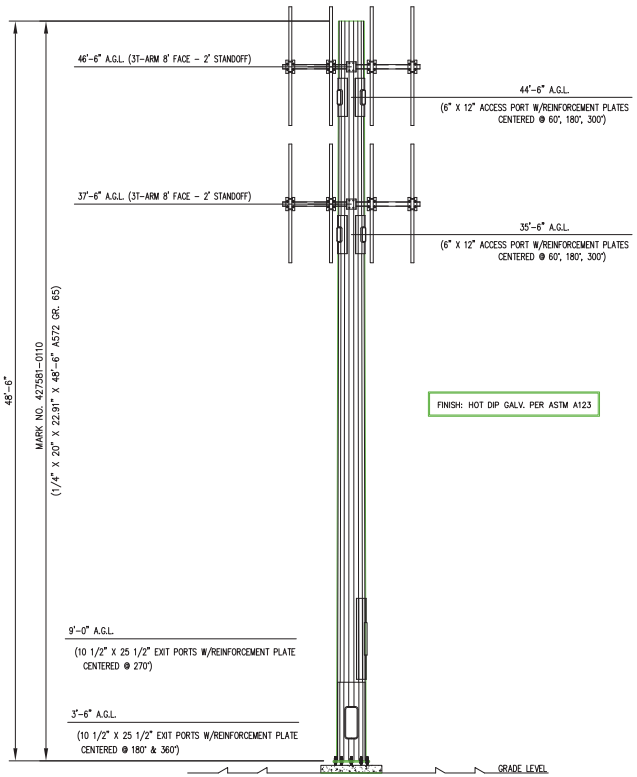
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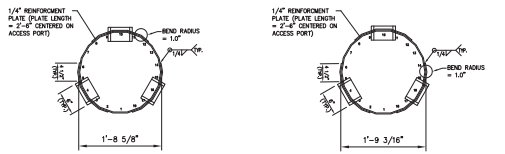
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GROUNDING PLAN

SHEET NUMBER:	REVISION:
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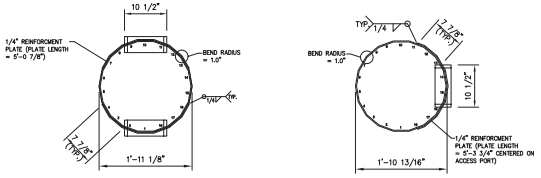


POLE ELEVATION



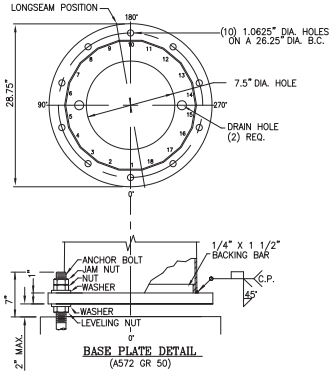
REINFORCED ACCESS PORT
(@ 44'-6" ELEV.)
SEE PORT DETAIL AT RIGHT

REINFORCED ACCESS PORT
(@ 35'-6" ELEV.)
SEE PORT DETAIL AT RIGHT

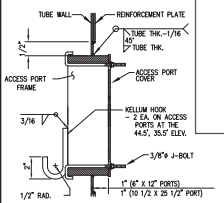


REINFORCED ACCESS PORT
(@ 8'-6" ELEV.)
SEE PORT DETAIL AT RIGHT

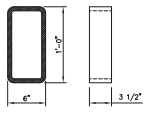
REINFORCED ACCESS PORT
(@ 9'-0" ELEV.)
SEE PORT DETAIL AT RIGHT



BASE PLATE DETAIL
(A572 GR 50)

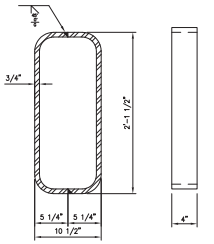


ACCESS PORT WELDING DETAIL



ACCESS PORT - 6" X 12"

MATERIAL: RECTANGULAR TUBING, 12" X 6" X 5/8" X 0'-3 1/2" ASTM A500 GRADE C



WELDED ACCESS PORT
10 1/2" X 25 1/2" X 3/4" THICK

MATERIAL: FLAT, 3/4" X 4" X 2'-8 1/4" ASTM A572 GRADE 65 (2 REQUIRED)

APPROVED
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NOTES:

1.) ANTENNA FEED LINES RUN INSIDE POLE

2.) ALL DIMENSIONS ARE ABOVE GROUND LEVEL, UNLESS OTHERWISE SPECIFIED.

3.) WEIGHTS SHOWN ARE ESTIMATES. FINAL WEIGHTS MAY VARY.

4.) THIS POLE DESIGN AND, IF APPLICABLE, THE FOUNDATION DESIGN(S) SHOWN ON THE FOLLOWING PAGE(S) ALSO MEET OR EXCEED THE REQUIREMENTS OF THE 2016 CALIFORNIA BUILDING CODE.

5.) FULL HEIGHT STEP BOLTS

6.) THIS MONOPOLE HAS BEEN DESIGNED ACCORDING TO DSA STANDARDS.

7.) TOWER RATING: 94.2%

8.) USE DOUBLER PLATES AT ALL ACCESS PORTS, PER DSA REQUIREMENTS.

Elev ft.	DESCRIPTION APPURTENANCE / ANTENNA
46.5	3T-ARM 8' FACE - 2' STANDOFF
46.5	(9) 6' X 1' X 3IN PANEL
46.5	(15) RRUS (22"X21"X18.5")
46.5	(2) DC6-48-60-18-8F
37.5	3T-ARM 8' FACE - 2' STANDOFF
37.5	(9) 6' X 1' X 3IN PANEL
37.5	(15) RRUS (22"X21"X18.5")
37.5	(2) DC6-48-60-18-8F

Load Case DESCRIPTION	Res. Base React Axial (kips)	Shear (kips)	Mom (ft-k)	DEFL. (ft)	SWAY (deg)
1) 3s Gusted Wind	10.05	7.48	285.87	0.94	1.59
2) 3s Gusted Wind 0.9 DEAD	7.54	7.48	284.32	0.93	1.58
3) Service Loads	8.38	2.09	79.54	0.26	0.44

Sec	LENGTH (ft)	Flat-Flat TOP⌀	Flat-Flat BOT⌀	THICK (in)	WEIGHT (lbs)	STEEL SPEC	FINISH
1	48'-6"	20	22.91	.25	3532	A572-65	Galv

ABolt Cluster		Bolt⌀	Hole⌀			
AB	51"	1"	1.0625"	142	A449-92	Galv



UNLESS OTHERWISE SPECIFIED ALL DIMENSIONS INCLUDE FINISHES AND ARE IN INCHES
TOLERANCES: FRACTIONS ± 1/16" ANGLES ± 1/2 DEG. DECIMALS ± .010"
MATERIAL:
TOLERANCES DO NOT APPLY TO RAW MATERIAL

REV	DATE	DRWN	CHK	DESCRIPTION
1	6/10/19	JKW	WJ	REDESIGNED FOR PLAN REVIEW

Sabre Industries
Towers and Poles

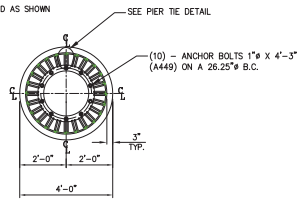
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AT&T
HALF MOON BAY II, CA CVL05384
49.5' MONOPOLE

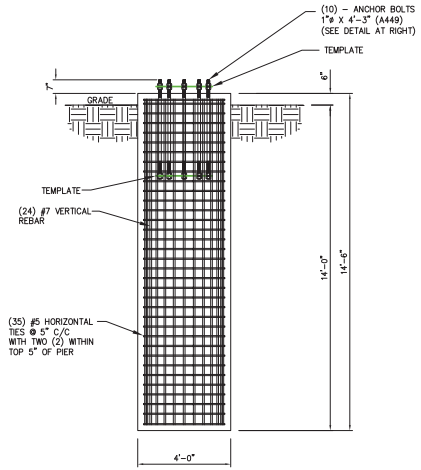
JOB NO. 427581	SIZE D	DRAWING NO. 427581-P	REV 1
DATE 3/1/19			
DRAWN BY JKW		SCALE None	PAGE 1 OF 4
CHECKED BY WJ	427581A-E		

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DIV. OF THE STATE ARCHITECT
APP. 01-118088 INC:
REVIEWED FOR
SS ☑ FLS ☑ ACS ☐
DATE: 08/08/2019

FIELD NOTE:
ONE ANCHOR BOLT TO BE INSTALLED AS SHOWN



PLAN VIEW



ELEVATION VIEW

REINFORCING STEEL SCHEDULE							
LOCATION	NO REQ'D.	BAR SPC'G.	SIZE	CUT LGTH.	TOTAL LGTH.	TOTAL WT.	SHAPE
PIER VERTICAL REINFORCING	24	NOTED ON DWG.	#7	14'–0"	336'–0"	687 LBS.	SEE REBAR DETAIL
PIER TIES	35	NOTED ON DWG.	#5	13'–0"	455'–0"	475 LBS.	
					TOTAL REBAR WT.	1162 LBS.	



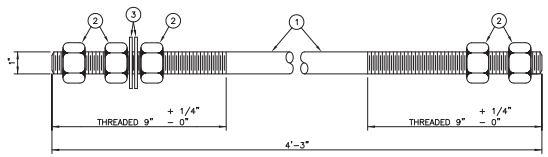
PIER TIES TO HAVE MINIMUM 6" OVERLAP WITH 5 3/4" HOOK AS SHOWN

PIER TIE HOOK DETAIL

GENERAL NOTES:
1. ALL ANCHOR BOLTS AND VERTICAL REINFORCING BARS ARE TO BE SECURELY TIED BEFORE CONCRETE IS PLACED SO THEY WILL REMAIN PARALLEL TO THE CENTERLINE OF THE PIER.
2. THE GROUND ELEVATION SHALL BE A MAXIMUM OF 6" BELOW THE TOP OF THE PIER.
3. ALL EXPOSED CONCRETE CORNERS ARE TO BE CHAMFERED 3/4 INCH.
4. ALL REINFORCING STEEL SHALL CONFORM TO ASTM A615 GRADE 60 DEFORMED BARS.
5. CONCRETE SHALL HAVE A MINIMUM 28 DAY COMPRESSIVE STRENGTH OF 4,500 PSI IN ACCORDANCE WITH ACI 318–14.
6. REINFORCING STEEL TO HAVE A 3" MINIMUM CONCRETE COVER.
7. FOUNDATION DESIGN IS BASED ON THE GEOTECHNICAL REPORT BY SALEM ENGINEERING GROUP, INC., PROJECT NO. S–219–0089, DATED 2/22/19.
8. ANCHOR BOLTS 1" X 4'–3" A449 ON A 26.25"ø BOLT CIRCLE (10 REQ'D).
9. CONCRETE REQUIRED 6.75 CUBIC YARDS.
10. SEE THE GEOTECHNICAL REPORT FOR DRILLED PIER INSTALLATION REQUIREMENTS, IF SPECIFIED.
11. THE FOUNDATION IS BASED ON THE FOLLOWING FACTORED LOADS:
    MOMENT (KIP–FT) = 285.87
    AXIAL (KIPS) = 10.05
    SHEAR (KIPS) = 7.48
12. MINIMUM EMBEDMENT FROM TOP OF CONCRETE TO TOP OF EMBEDMENT NUT IS 3'–2".
13. TIES MUST OVERLAP 6" MIN. WITH A STANDARD HOOK AT EACH END.
14. DISTANCE BETWEEN TOP OF CONCRETE & BOTTOM OF LEVELING NUT SHALL BE ONE INCH OR LESS.

C40041011 ANCHOR BOLT ASSEMBLY (A449)				
ITEM	QTY.	PART. NO.	DESCRIPTION	WEIGHT
1.	1		ANCHOR BOLT, 1"ø X 4'–3 (A449)	11.8#
2.	5	C40027006	HEAVY HEX NUT, 1 (A563 DH)	2.2#
3.	2	C40031006	FLATWASHER, 1 (F436)	0.2#
			TOTAL WEIGHT	14.2#

NOTES:
1. THREADS: 1–8 UNC–2A.
2. FINISH: HOT DIP GALV. PER ASTM A153.



C40041011
ANCHOR BOLT ASSEMBLY
1"ø X 4'–3" (A449)

REGISTERED PROFESSIONAL ENGINEER
JOSEPH BENJAMIN WU
No. S.E. 4296
STRUCTURAL
STATE OF CALIFORNIA

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MATERIAL:
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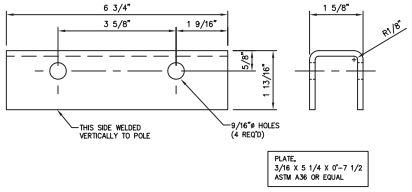
REV	DATE	DRW	CHK	DESCRIPTION
1	6/10/19	JKW	WJ	REVISIONED PER PLAN REVIEW

Sabre Industries
Towers and Poles

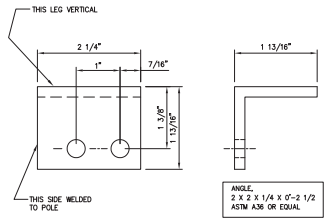
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49.5' MONOPOLE

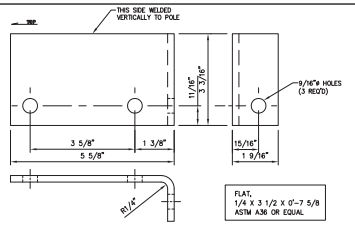
JOB NO. 427581	SIZE D	DRAWING NO. 427581–P	REV 1
DATE 3/1/19			
DRAWN BY JKW			
CHECKED BY WJ	427581–E	SCALE None	PAGE 2 OF 4



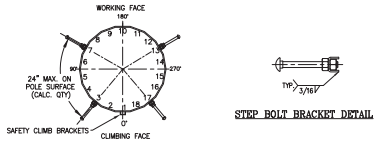
TOP SAFETY CLIMB BRACKET – DETAIL A



INTERMEDIATE SAFETY CLIMB BRACKET– DETAIL B



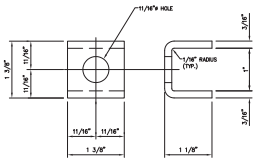
BOTTOM SAFETY CLIMB BRACKET – DETAIL C



- CLIMBING SYSTEM IS CENTERED ON FACE 1 STARTING AT 15" BELOW TOP TO 10'-0" FROM BASE WITH 15" ALTERNATE SPACING.
- WORKING STEP CLIPS ARE PLACED AT THE NEAREST CLIMBING STEP LEVEL DOWN 72" FROM THE APPURTENANCE CENTER LINE SPACED ON THE CIRCUMFERENCE AT A DISTANCE NOT TO EXCEED 24" ON CENTER.
- SAFETY CLIMB SYSTEM IS CENTERED ON FACE 1.
- TOP STAND OFF BRACKET IS 12" FROM THE TOP.
- INTERMEDIATE STAND OFF BRACKETS ARE SPACED AT 27" MAX.
- BOTTOM STAND OFF BRACKET IS 10'-0" FROM THE BASE.

CLIMBING AND SAFETY DETAILS

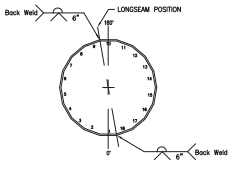
STEP BOLT BRACKET DETAIL



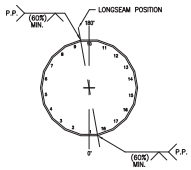
STEP BOLT BRACKET

FLAT, 3/16 X 1 1/2 X 0'-3 1/2 ASTM A36 OR EQUAL

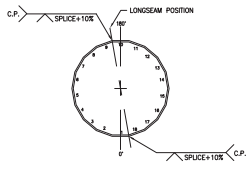
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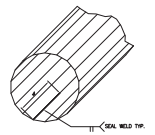
LONGSEAM WELD @ BASE PLATE



TYP. LONGSEAM WELD



LONGSEAM WELD @ FEMALE SPLICE



LONGSEAM WELD @ MALE SLIP JOINT
THIS IS IN ADDITION TO TYPICAL LONGSEAM WELD.

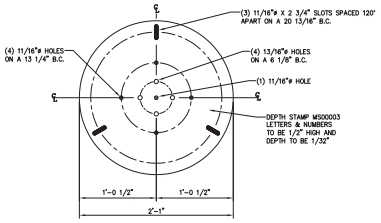
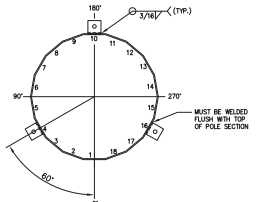
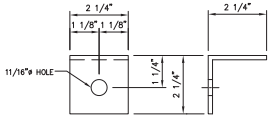


PLATE TOP COVER

PLATE, 3/8 X 25 X 2'-1 ASTM A36 OR EQUAL

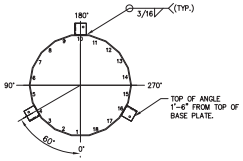


COVER PLATE ATTACHMENT DETAIL

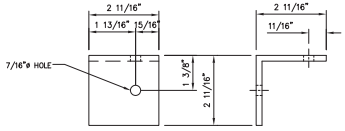


ANGLE COVER PLATE ATTACHMENT

ANGLE, 2 1/2 X 2 1/2 X 3/16 X 0'-2 1/2 ASTM A36 OR EQUAL



GROUND LUG DETAIL



ANGLE, GROUND LUG

ANGLE, 3 X 3 X 1/4 X 0'-3 ASTM A36 OR EQUAL

BRIAN STEVEN BETANCOURT
S.E. 4296
STRUCTURAL
STATE OF CALIFORNIA

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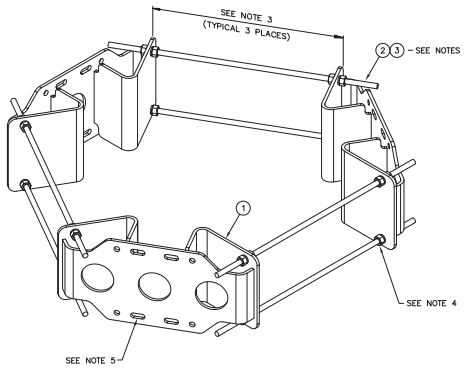
REV	DATE	DRW	CHK	DESCRIPTION
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Sabre Industries Towers and Poles

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AT&T
HALF MOON BAY II, CA CVL05384
49.5' MONOPOLE

JOB NO. 427581	SIZE D	DRAWING NO. 427581-P	REV 1
DATE 3/1/19			
DRAWN BY JKW		427581-E	SCALE None
CHECKED BY WJ			PAGE 3 OF 4



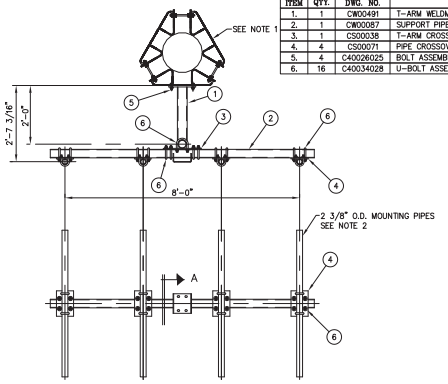
ISOMETRIC VIEW

NOTES:

1. THERE ARE (2) LENGTHS OF THREADED ROD SUPPLIED TO ACCOMMODATE DIAMETERS LISTED BELOW
   USE 5/8 X 1'-6" THREADED ROD ASSEMBLY FOR 10"-24" MONOPOLE DIAMETERS
   USE 5/8 X 2'-9" THREADED ROD ASSEMBLY FOR 24"-40" MONOPOLE DIAMETERS (SEE NOTE 2)
2. THREADED ROD MAY BE SHORTENED IF REQUIRED, FIELD CUT AND COLD GALV SPRAY TO SUIT.
3. THIS DISTANCE MUST BE EQUAL IN ALL (3) THREE LOCATIONS TO ENSURE THE STRUCTURAL INTEGRITY OF THE THREADED RODS AS WELL AS 120° SEPARATION.
4. FOR MONOPOLES 13" DIA. OR SMALLER, ONLY (1) ONE NUT AND (1) ONE LOCKWASHER ARE REQUIRED BETWEEN THE TRI-COLLAR BRACKETS.
   FOR MONOPOLES LARGER THAN 13" DIA., (2) TWO NUTS AND (2) TWO LOCKWASHERS ARE REQUIRED BETWEEN THE TRI-COLLAR BRACKETS.
5. FOR MONOPOLES LARGER THAN 13" DIA., THE NUTS ON THE INSIDE ARE NOT TO BE TIGHTENED UNTIL ALL OUTSIDE NUTS ARE TIGHTENED.
6. THE MOUNTING SLOTS NOTED WILL ACCOMMODATE 2 3/8"-4 1/2" O.D. MOUNTING PIPES.

TRI-COLLAR BRACKET ASSEMBLY
FOR MONOPOLES (10"-40" DIA.)
(CIRCUMFERENCE 31.4" TO 125.7")

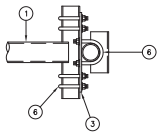
C10112377 TRI-COLLAR ASSEMBLY (10"-40" MONOPOLE)				
ITEM	QTY.	PART. NO.	DESCRIPTION	WEIGHT
1.	3	CW01324	WELDMENT, TRI-COLLAR (10"-40" MONOPOLE)	166
2.	6	C40094012	THREADED ROD ASSEMBLY 5/8 X 2'-9"	25
3.	6	C40094002	THREADED ROD ASSEMBLY 5/8 X 1'-6"	17
			TOTAL WEIGHT	208#



T-ARM ASSEMBLY				
ITEM	QTY.	DWG. NO.	DESCRIPTION	PART NO.
1.	1	CW00491	T-ARM WELDMENT	57.5#
2.	1	CW00087	SUPPORT PIPE	77.5#
3.	1	CS00038	T-ARM CROSSOVER PLATE	22.0#
4.	4	CS00071	PIPE CROSSOVER PLATE	32.0#
5.	4	C40026025	BOLT ASSEMBLY, 5/8"ø X 2 1/2 A325	1.9#
6.	16	C40034028	U-BOLT ASSEMBLY, 5/8"ø X 4 3/16 C/C	30.7#
			APPROX. GALV. WEIGHT	221.6#

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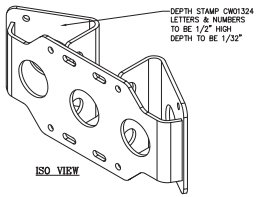
T-ARM ASSEMBLY
2'-0" ARM WITH 8'-0" FACE
C10113142



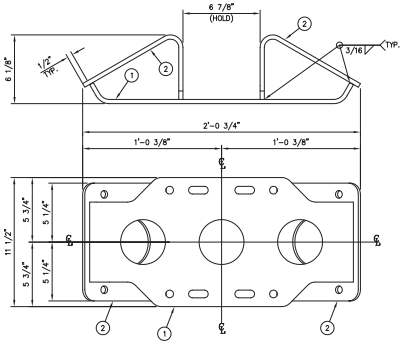
SECTION A-A

NOTES:

1. TRI-COLLAR MOUNTS MUST BE PURCHASED SEPARATELY.
2. 2 3/8" O.D. MOUNTING PIPE KIT MUST BE PURCHASED SEPARATELY.
3. QUANTITIES SHOWN IN LIST OF MATERIAL ARE FOR ONE (1) T-ARM ASSEMBLY ONLY.



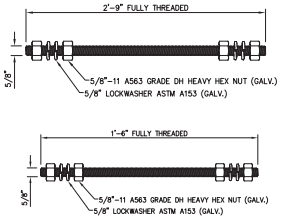
ISO VIEW



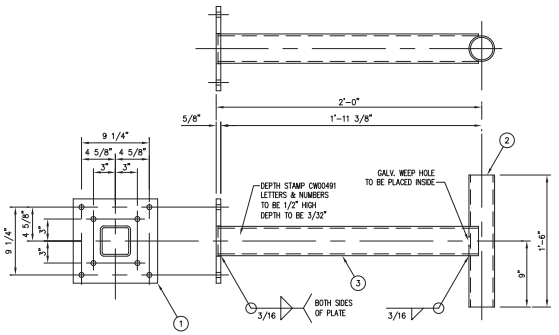
ASSEMBLY VIEW

FINISH: HOT DIP GALV. PER ASTM A123 OR EQUAL.

CW01324 ① LIST OF MATERIAL				
ITEM	QTY.	PART. NO.	DESCRIPTION	WEIGHT
1.	1	CWS01831	PLATE, COLLAR MOUNTING	20.5#
2.	2	CWS01832	PLATE, COLLAR BEARING	32.6#
			TOTAL WEIGHT BLACK	53.1#
			TOTAL WEIGHT GALV.	55.2#



5/8"-11 THREADED ROD
ASTM A36
FINISH: HOT DIP GALV. PER
ASTM A153



SHOP NOTE:

1. FINISH: HOT DIP GALV. PER ASTM A123
2. BLACK STEEL WEIGHT = 55.3#
   APPROX. GALV. WEIGHT = 57.5#

CW00491
2'-0" T-ARM WELDMENT

LIST OF MATERIAL				
ITEM	QTY.	DWG. NO.	DESCRIPTION	WEIGHT
3.	1	CWS00748	SQ. TUBING, 4" X 4" X 1/4 X 1'-11 5/16"	23.7#
2.	1	CWS00021	PIPE, 3 1/2" O.D. X W/0.216 X 1'-6"	11.4#
1.	1	CWS00020	PLATE, 5/8" X 11 1/2" X 0'-11 1/2"	20.2#

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DECIMALS ± .010"
MATERIAL:
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REV	DATE	DRW	CHK	DESCRIPTION
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Sabre Industries
Towers and Poles

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HALF MOON BAY II, CA CVL05384
49.5' MONOPOLE

JOB NO. 427581	SIZE	DRAWING NO.	REV
DATE 3/1/19	D	427581-P	1
DRAWN BY JKW	SCALE None	427581-E	PAGE 4 OF 4
CHECKED BY WJ			

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: October 10, 2019
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Action
RECOMMENDATION: Adopt Resolution No. 25-19 Affirming Mr. James Crawford's Role on the District's Citizen's Bond Overnight Committee and Approving Independent Contractor Services with Crawford School Business Consulting, LLC

BACKGROUND INFORMATION

Interim Chief Business Official Mr. James Crawford's last day is October 10, 2019. Staff recommend approval of this resolution and contract to allow him to continue to provide support with construction oversight and coaching of the next Chief Business Official.

REPORT/PROPOSAL

Staff has created this resolution and contract as a way to retain Mr. Crawford's services.

FINANCIAL IMPACT

The majority of the contract will come from Measure M bond funds to allow Mr. Crawford to manage district construction projects. The remainder will come from the General Fund to assist district staff in coaching services for a new Chief Business Official and other cost saving measures for the district.

RESOLUTION NO. 25-19
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

RESOLUTION AFFIRMING MR. JAMES CRAWFORD'S CONTINUING ROLE ON THE DISTRICT'S CITIZEN'S BOND AND PARCEL TAX OVERSIGHT COMMITTEE AND APPROVING INDEPENDENT CONTRACTOR SERVICES AGREEMENT WITH CRAWFORD SCHOOL BUSINESS CONSULTING, LLC

WHEREAS, the Governing Board wishes Mr. Crawford to serve as its representative before the Citizens' Bond and Parcel Tax Oversight Committee; and

WHEREAS, the Board wishes Mr. Crawford to provide other services to the District; and

WHEREAS, to effectuate these purposes, Mr. Crawford, through his firm Crawford School Business Consulting LLC, intends to enter into an Independent Contractor Services Agreement ("Agreement") with the District;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Cabrillo Unified School District that it hereby finds, determines, and orders as follows:

1. The foregoing Recitals are adopted as true and correct.

2. The Board hereby approves the Agreement.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 10th day of October, 2019, by the following vote:

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

Attest by:

_____
Sean McPhetridge, Ed.D.
Secretary to the Governing Board
Cabrillo Unified School District

INDEPENDENT CONTRACTOR SERVICES AGREEMENT:
SCHOOL BUSINESS CONSULTING SERVICES

This Independent Contractor Services Agreement ("Agreement") is made and entered into effective October 11, 2019 (the "Effective Date") by and between the Cabrillo Unified School District ("District") and Crawford School Business Consulting LLC (James Crawford) ("Consultant").

1. Scope of Work. The Consultant's "Scope of Work" is set forth in Exhibit A, which is incorporated herein and made part hereof by this reference. Consultant shall provide all of the services set forth in the Scope of Work according to the timelines set forth therein.

2. Consultant Qualifications. Consultant represents that it or its principals or employees assigned to provide services under this Agreement are qualified to provide the services set forth in the Scope of Work.

3. Term. This Agreement shall begin on the Effective Date and shall terminate upon completion of the Scope of Work, but no later than December 31, 2022. There shall be no extension of the term of this Agreement without express written consent by the District and Consultant.

4. Termination. The District may terminate this Agreement by giving written 6-month notice to the Consultant. Such written notice shall be sufficient to stop further performance of services by Consultant after the 6-month period. In the event of termination prior to the end of the term of this Agreement, Consultant shall invoice the District for any work performed up to the date of termination, and shall promptly return any District property or records, and any copies thereof, in its possession to the District. The District may then proceed with the work in any manner the District deems proper.

5. Payment. District agrees to pay Consultant at the rate set in Exhibit A. District shall reimburse Consultant's travel expenses to meetings outside of the district. Unless approved in advance by the District, total payment by District to Consultant shall not exceed $118,000 per year. District agrees to pay Consultant within thirty (30) days of receipt of an invoice.

6. California Residency. Consultant is a resident of the State of California.

7. Indemnity. The District shall defend, indemnify, and hold harmless the Consultant and its agents, and employees, from and against claims, damages, losses, and expenses (including, but not limited to attorney's fees and costs including fees of district) arising out of or resulting from performance of this Agreement including, but not limited to; the Consultant's completion of its duties under this Agreement; injury to or death of persons or damage to property or delay or damage to the Consultant, its agents, employees, for any act, omission, negligence, or willful misconduct of the District or its respective agents, subcontractors, employees, material or equipment suppliers, invitees, or licensees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of

indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.

8. Insurance. Consultant shall secure and maintain in force during the term of this Agreement a comprehensive general liability policy and automobile policy using an occurrence policy form, with combined single limits of $1,000,000, or $100,000 per person and $1,000,000 per accident, with no aggregate limit. Property damage limits shall be $100,000 per loss. The District shall be named as an additional insured on the policies by endorsements. The policy shall provide that it is primary such that insurance maintained by the District, if any, shall be excess and not co-primary. A copy of the declarations page of Consultant's insurance policies shall be attached to this Agreement as proof of insurance.

9. Independent Contractor Status. While engaged in carrying out the terms and conditions of this Agreement, the Consultant is an independent contractor, and not an officer, employee, agent, partner, or joint venturer of the District.

10. Workers' Compensation Insurance If the Consultant is considered an Independent Contractor under labor Code 3357, the State of California does not require workers compensation insurance. The Consultant will provide proof of medical insurance if requested.

11. Taxes. Consultant agrees that Consultant has no entitlement to any future work from the District or to any employment or fringe benefits from the District. Payments to the Consultant pursuant to this Agreement will be reported to Federal and State taxing authorities as required. District will not withhold any money from compensation payable to Consultant. In particular, District will not withhold FICA (social security); state or federal unemployment insurance contributions, state or federal income tax or disability insurance. Consultant is independently responsible for the payment of all applicable taxes.

12. Assignment. The Consultant shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations under this Agreement without the prior written consent of the District.

13. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the Consultant and the District and their respective successors and assigns.

14. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.

15. Amendments. The terms of the Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.

16. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and venue shall be in the appropriate court for Santa Clara County, California.

17. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to the Consultant, or if delivered at or sent by registered or certified mail to the last business address known to the person who sends the notice.

District:	Consultant:
Cabrillo Unified School District 498 Kelly Ave. Half Moon Bay, CA 94019 Attn: Chief Business Official	Crawford School Business Consulting LLC 1640 Klipspringer Dr. San Jose, CA 95124

18. Compliance with Law. Each and every provision of law and clause required by law to be inserted into this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein. Consultant shall comply with all applicable federal, state, and local laws, rules, regulations and ordinances, including fingerprinting under Education Code section 45125.1, confidentiality of records, Education Code section 49406 and others. Consultant agrees that it shall comply with all legal requirements for the performance of duties under this agreement and that failure to do so shall constitute material breach.

19. Entire Agreement. This Agreement is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.

20. Execution of Other Documents. The parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.

21. Execution in Counterparts. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, facsimile, or an original, with all signatures appended together, shall be deemed a fully executed agreement.

22. Board Approval/Ratification. The effectiveness of this Agreement is contingent upon approval or ratification by the District's Governing Board.

CABRILLO UNIFIED SCHOOL DISTRICT	**CRAWFORD SCHOOL BUSINESS CONSULTING LLC**
By: _____	By: _____
Name:	Name: James Crawford
Title:	Title: Owner
Date: _____	Date: _____

Exhibit A
Scope of Work

1. Budget/Administration for the District's Construction Program.
   - *Plan Timelines for Projects
   - *Direct meetings with School Staff on Design
   - *Work/Direct with Architects, Consultants and others
   - *Representative on Oversight Committee
   - *Prepare material for Oversight and Board meetings
   - *Make presentations as needed
   - *Develop/Manage construction budget
   - *Monitor budgets for each project through closeout
   - *Apply for grants from the State Bond Program and all other sources
   - *Monitor/Forecast the programs cash flow
   - *Work with external Auditor on the financial and performance audits

   Rates:

   Annual Rate: $95,000

2. Mentoring Services for new Chief Business Official.

   CBO Mentoring
   - *Train on LCFF
   - *Train on Financial Planning/Budgeting
   - *Train on Transportation
   - *Train on Maintenance/Custodial/Grounds
   - *Train on Food Services
   - *Train on Insurance
   - *Train on Attendance
   - *Train on Facilities
   - *Train on Management Skills

   Rates:

   Annual Rate: $20,000 Year 1, $10,000 Year 2 (Starting once the permanent CBO is hired)

3. Insurance Cost Control Services.

   Insurance Cost Reduction
   - *Review and Calculate Rates
   - *Review Current Methods
   - *Propose Changes to Current Program

   Rates:

   Annual Rate: $3,000

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: October 10, 2019
TO: Members of the Governing Board
FROM: Holly Wade, Ph.D., Assistant Superintendent, Educational Support Services
CATEGORY: Action
RECOMMENDATION: Approve Response to the Grand Jury Report: "Concussions and San Mateo County High School Sports: More to Learn, More to Do?"

BACKGROUND INFORMATION

The 2018-19 Grand Jury, of the Superior Court of California, County of San Mateo, filed a report on August 7, 2019 which contains findings and recommendations pertaining to the Cabrillo Unified School District regarding how San Mateo County High Schools should respond to reduce the serious consequences of concussions that occur during high school sports.

The 2018-19 San Mateo Grand Jury recommends establishing a common San Mateo County concussion protocol across all County high schools. The Grand Jury recommends that the San Mateo County Office of Education should assess leadership in this effort and assist Districts to adopt a common concussion protocol and that an annual summary database be maintained and published to understand and stay informed on this critical issue. The findings reiterate the 2015 recommendation that the school districts should provide a certified athletic trainer (CAT) at high risk sporting events, including football games. The 2018-19 report cited that Cabrillo Unified designates football, soccer, wrestling, and basketball as 'high risk sports', and that a CAT is present at all games and at football practice.

REPORT/PROPOSAL

Districts in San Mateo County with high school sports programs are required to notify their Governing Board of this report, to accept and respond to the findings of the Grand Jury as they relate to the Cabrillo Unified School District, and to seek approval from the Governing Board for response.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

October 10, 2019

Via Email (grandjury@sanmateocourt.org)

The Honorable Donald J. Ayoob
Judge of the Superior Court
c/o Charlene Kresevich
Hall of Justice
400 County Center; 2nd Floor
Redwood City, CA 94063-1655

Re: Response to the 2018-2019 Grand Jury Report entitled "Concussions and San Mateo County High School Sports: More to Learn, More to Do."

Dear Judge Ayoob:

The Cabrillo Unified School District (the "District") has received and reviewed the 2018-2019 Grand Jury Report entitled "Concussions and San Mateo County High School Sports: More to Learn, More to Do." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds as follows, pursuant to section 933.05 of the California Penal Code:

FINDINGS

1. *Concussions in high school athletics have potential serious negative health consequences, both short-term and long-term.*

The District agrees with this Finding.

2. *Concussion protocols describe what must happen following a suspected concussion and can ensure students complete the required legal and medical steps following an injury.*

The District agrees with this Finding.

3. *Each San Mateo County (SMC) high school district and unified school district is responsible for its own concussion protocol, and these vary from district to district and even school to school.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District agrees that it has its own concussion protocol.

4. *Responses to the 2018-2019 Grand Jury survey show that existing concussion protocols are inadequate because of omissions and lack of clarity on what to do after a suspected concussion.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. The District disagrees with this Finding with regard to the District's concussion protocol. We do not believe there are omissions or a lack of clarity on what to do after a suspected concussion, however we look forward to working closely with San Mateo County Office to learn how to standardize our procedures to ensure ongoing measures are taken for student safety.

5. *None of the SMC current school district concussion protocols provided to the Grand Jury in response to its survey have a mechanism to track compliance.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this response.

6. *The San Mateo County Office of Education (SMCOE) currently has no role in writing or implementing concussion protocols.*

The District agrees with this Finding.

7. *The SMCOE has expressed in their Strategic Plan, and in their "Safe and Supportive Schools" programs, the vision that the SMCOE could encompass a leadership position in areas broader than traditional classroom activities. One area where the SMCOE could assume a leadership position is in raising the level of concussion care in the County high schools.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this Response.

8. *ConcussionSmartMarin (CSM) provides a regional example of a concussion protocol that includes detailed steps to be followed when a possible concussion injury is observed and provides a process for collecting county-wide concussion data.*

The District agrees with this Finding.

9. *Neurocognitive testing (NCT) may contribute to the diagnosis of mild traumatic brain injury, but multiple complexities compromise its use in practice, either at baseline or after head injury. If NCT is used as part of a concussion protocol, clear guidelines should be written to describe how tests are interpreted and who should interpret them, which does not appear to be the case in the districts that use them.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this Response.

10. *The availability of county-wide data on concussions summarized across sports and across high school districts can lead to more informed individual decisions by students and parents on concussion risks and allow for tracking of whether changes in sporting rules or concussion assessment practices decrease concussion risks over time.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this Response.

11. *There is no county-wide database across all districts of SMC that tracks the frequency and circumstances of concussion data in high school sports.*

The District agrees with this Finding.

12. *Certified athletic trainers (CATs) are trained in all aspects of carrying out concussion protocols. Their availability or presence on the field at the time of a concussion event is a valuable resource to decrease the consequences of concussions.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this Response.

13. *Three SMC high school districts do not provide athletic trainers: Jefferson Union, South San Francisco Unified, and La Honda-Pescadero Unified. Jefferson Union and South San Francisco Unified have active football programs.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District disagrees in part to the Grand Jury's Finding in so far as it applies to the Cabrillo Unified School District. CUSD provides one full time certified athletic trainer at all practices of the football team and at all high risk sporting events, (soccer, wrestling, football and basketball).

14. *No standard definition of high-risk sports exists throughout the United States; the definition remains a judgment call by parents, educators, and physicians. Tables 1 and 2 show that for Michigan high schools, football clearly stands out as having more head injuries.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, the District accepts the Grand Jury's Finding for the purposes of this Response.

RECOMMENDATIONS

1. *By September 2020, the San Mateo County Office of Education (SMCOE), with input from each high school district and unified school district, should establish a common "San Mateo County Concussion Protocol" that will:*

   a. Identify the specific responsibilities of those involved who carry out the steps of the concussion protocol as well as the timing of those actions.

   b. Establish a county-wide database of concussions by sport - to include number of students by gender participating in each sport, frequency of head injuries, circumstances of head injuries (e.g., whether incurred at a formal game or at practice), timing, and completion of RTL/RTP steps.

   c. Make neurocognitive testing (NCT) an option, not a requirement. If a school or district does use NCT at baseline or after injury, it should be made clear which test is used, who administers the test, how the results are reported, and who interprets the results.

   d. Specify that at a minimum, football games and full-contact practices should be attended by certified athletic trainers (CATs).

   e. Establish a process for tracking

Generally speaking, the District supports this Recommendation; however, it requires further analysis given the coordination required among the District, other affected districts, and the San Mateo County Office of Education. The Cabrillo Unified School District has a concussion protocol that it follows, provides a CAT at high risk sporting events and at all football practices. Currently, the District maintains the incidences of concussion by logging them as they occur and tracking them.

2. *Beginning with the 2020-2021 school year, each high school district and unified school district should supply its statistics for the database to the SMCOE annually.*

The District will implement this Recommendation.

Both the Grand Jury Report and these responses were presented to and approved by the District's Governing Board on October 10, 2019

Please do not hesitate to contact me if you have questions or require additional information.

Sincerely,

Sean McPhetridge, Ed.D.
Superintendent
Cabrillo Unified School District

CONCUSSIONS AND SAN MATEO COUNTY HIGH SCHOOL SPORTS: MORE TO LEARN, MORE TO DO

Issue | Summary | Glossary | Background | Discussion | Conclusion | Findings Recommendations | Requests for Responses | Methodology | Bibliography | Appendixes | Responses

ISSUE

What more can the County's school districts do to reduce the serious consequences of concussions that occur during high school sports?

SUMMARY

The risk from concussions incurred during organized sports is well established. Long-term physical and psychological ill-effects, including chronic traumatic encephalopathy (CTE), personality changes, depression, poor cognition, and even suicide may result. Concussions continue to occur in high school sports, including those in San Mateo County high schools. The 2014-2015 San Mateo County Civil Grand Jury reported on the issue of concussions in high school sports. Prompted by continuing research showing the risks of concussions and an interest in whether the recommendations of the previous Grand Jury report were followed, this Grand Jury has undertaken a re-examination of the issue.

Despite the recommendations of the 2014-2015 Grand Jury, this year's Grand Jury found that much remains unchanged in local high schools. For example, staffing high risk sporting events with athletic trainers is incomplete, and school districts' promises to report concussion data to a central County database remain unfulfilled. Examples from other high school programs locally and across the country demonstrate that progress can be made. For example, Michigan High School Athletic Association (MHSAA) has a statewide database of concussion information that has shown useful trends and lessons. The ConcussionSmartMarin.org program has established a common county-wide protocol that includes collection of concussion data. Although a primary goal for all high schools in San Mateo County should be to minimize the risks of concussions by careful execution of a well-considered "concussion protocol" and to make basic information about concussions public, progress towards those goals among the various San Mateo County high school districts has been uneven.

The 2018-2019 San Mateo Grand Jury recommends establishing a common San Mateo County concussion protocol across all the County high school districts.[1] The San Mateo County Office of Education (SMCOE) should assert leadership in this effort. The common concussion protocol needs to: (1) clarify both the specific responsibilities of those involved in the protocol and when the steps of the protocol need to be accomplished, (2) make neurocognitive testing an optional part of the protocol, (3) establish a county-wide database of concussions that can track the frequency and circumstances of concussions and track compliance with the protocol. Furthermore, the Grand Jury recommends that an annual summary of the database be published so that parents, students, and educators can be better informed on this important issue. Finally,

[1] As used herein, the term "high school districts" refers not only to "union high school districts" which serve only students in grades 9-12, but also "unified school districts," which serve students in grades 9-12 but also younger students.

the Grand Jury reiterates the 2015 recommendation that the school districts should provide certified athletic trainers at high risk sporting events, including all football games.

GLOSSARY

California Interscholastic Federation **(CIF)** - An organization in the state to which five of the six San Mateo County High School Districts belong. CIF establishes rules and minimum standards governing interscholastic athletics (grades 9-12).

Centers for Disease Control and Prevention **(CDC)** - A US government agency that conducts and supports health promotion, prevention and preparedness activities in the United States, with the goal of improving overall public health.

Certified Athletic Trainer **(CAT)** - An athletic trainer certified by the National Athletic Trainers' Association. Certification requires completing certain levels of education, passing a test, and maintaining continuing education.

Chronic traumatic encephalopathy **(CTE)** - A neurodegenerative disease that is found in people who have suffered from chronic traumatic brain injury (TBI). A specific pattern of tau protein found at autopsy in the brain is required for the diagnosis.

ConcussionSmartMarin.org **(CSM)** - A collaboration among multiple organizations to help Marin County schools establish and carry out a concussion protocol and to help gather county-wide data on concussions.

ImPACT (Immediate Post-Concussion Assessment and Cognitive Testing) - A collection of neurocognitive assessments administered online in a controlled environment. It is owned by ImPACT Applications, Inc. It is a type of neurocognitive testing.

Licensed Health Care Provider, Licensed Health Care Professional - **(LHCP).** Licensed health care providers are trained in the evaluation and treatment of concussions/brain injuries and authorized to allow the athlete to return to play. The "scope of practice" for licensed health care providers and medical professionals is defined by California state statutes. This scope of practice limits the evaluation to a medical doctor (MD) or doctor of osteopathy (DO).[2]

Michigan High School Athletic Association **(MHSAA)** - A private, voluntary association for public, private, and parochial secondary schools in Michigan.

mild Traumatic Brain Injury **(mTBI**) - There is no universally accepted definition of mTBI. mTBI can be considered synonymous with concussion. One definition states: "any period of observed or self-reported: transient confusion, disorientation, or impaired consciousness;

[2] California Interscholastic Federation website, "Constitution", 2018-19. http://www.cifstate.org/governance/constitution/Article_1.pdf

dysfunction of memory around the time of injury; loss of consciousness lasting less than 30 minutes" as well as "observed signs of neurological or neuropsychological dysfunction."[3]

Neurocognitive testing **(NCT)** - also called neuropsychological testing - A comprehensive evaluation of a person's cognitive status by specific neurologic domains, including, but not necessarily limited to, memory, attention, problem solving, language, visuospatial, processing speed, motor, and emotion and may be administered by either pen and paper or by computer. NCT generally requires a neuropsychologist for interpretation but can be administered by others.

Peninsula Athletic League **(PAL)** - The Peninsula Athletic League is a 17 member league of schools from Atherton to Daly City.[4]

SCAT- The SCAT 5 (or 3) is a standardized tool for evaluation of injured athletes for concussion and can be used in athletes aged 13 years and older.[5] It is a type of neurocognitive testing.
Standard of Care - A practice of medical care that is defined by a professional organization, such as the CDC or the American Academy of Pediatrics.

Traumatic Brain Injury **(TBI).** There is no universally accepted definition of TBI. One version from the CDC states a disruption in the normal function of the brain that can be caused by a bump, blow, or jolt to the head, or penetrating head injury.

BACKGROUND

An autopsy exam of the brain of Pittsburgh Steeler star Mike Webster by Dr. Bennett Omalu helped establish the diagnosis of chronic traumatic encephalopathy (CTE) following football head injuries.[6] A player's love for football can compound the tragedy of CTE, and sometimes disaster can occur at a young age, such as death at 25.[7] Other sports where concussions occur can have similar outcomes. For example, Kelly Catlin, a Stanford student and Olympic cyclist, died by suicide at age 23, preceded by personality changes following a concussion.[8] CTE remains a diagnosis that cannot be made before death,[9] nor does any current test predict those who will develop CTE from head injuries.[10]

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[3] C. Prince & M. Bruhns, "Evaluation and Treatment of Mild Traumatic Brain Injury: The Role of Neuropsychology", Brain Sci, 7, 2017, 105-119. https://www.mdpi.com/2076-3425/7/8/105/pdf
[4] Peninsula Athletic League website, http://www.smcoe.org/parents-and-students/peninsula-athletic-league/
[5] BJSM Online First, "SCAT5 Sport Concussion Assessment Tool-5th Edition", April 26, 2017, https://bjsm.bmj.com/content/bjsports/early/2017/04/26/bjsports-2017-097506SCAT5.full.pdf
[6] B. I. Omalu, S. DeKosky, R. Minster, & al., "Chronic traumatic encephalopathy in a National Football League player", Neurosurgery, July 1, 2005, 128-134.
[7] T. Leonard, "Moms take on football, suing Pop Warner for their sons' head trauma, deaths", San Diego Union Tribune, January 28, 2018. https://www.sandiegouniontribune.com/sports/sd-sp-moms-sue-pop-warner-for-cte-damage-20180128-story.html
[8] C. Boren, "Cyclist Kelly Catlin's family donates her brain for concussion research", Washington Post, March 13, 2019. https://www.washingtonpost.com/sports/2019/03/12/cyclist-kelly-catlins-family-donates-her-brain-concussion-research/?utm_term=.b668faf3024d
[9] A. Ropper, "Links in the Chain of Chronic Traumatic Encephalopathy", NEJM 380, May 2, 2019, 1771-1772.
[10] R. Stern, C. Adler, K. Chen & al., "Tau Positron-Emission Tomography in Former National Football League Players", NEJM, 380, May 2, 2019, 1716-1725.

The number of concussions in adolescents in the United States is enormous. Estimates are that from 300,000[11] to as many as 3.8 million concussions[12] occur in the USA each year during competitive sports. The acute recovery from mild traumatic brain injury (mTBI) is fairly rapid in most adolescents, though in girls more slowly than in boys, Figure 1.[13]

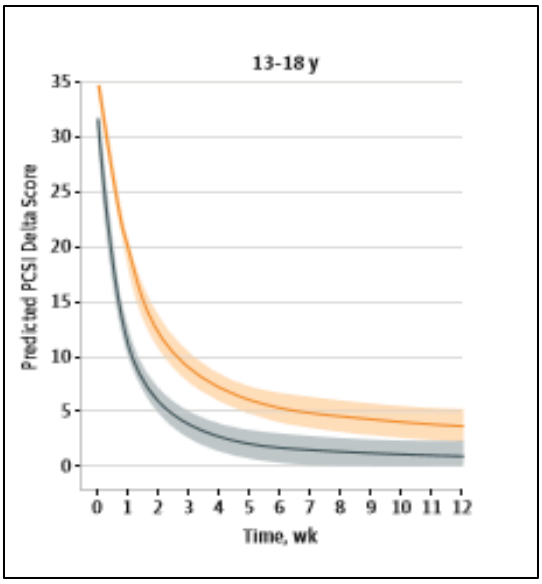


Figure 1: Recovery from mTBI using the delta score, defined as the difference between the current rating and the preinjury rating of the Post-concussion Symptom Inventory (PCSI). Upper curve is girls, lower is boys.[14]

While most athletes recover from mTBI, a small fraction, poorly determined at present, suffers longer term chronic symptoms, especially after repeated injury. The range of post-mTBI psychological changes include PTSD (post-traumatic stress disorder), depression, decreased cognitive performance, personality changes, drug abuse, and suicide.[15,16] Prospective long-term studies on the effects of mTBI are in progress, which may clarify the fraction of those suffering longer term effects of mTBI.[17] While serious long-term effects may follow an mTBI,[18] the direct

[11] L. Gessel, S. Fields & C. Collins, "Concussions Among United States High School and Collegiate Athletes", J of Athletic Training, 42(4), December 2007.495-503.
[12] K. Harmon, J. Clugston, K. Dec & al., "American Medical Society for Sports Medicine position statement on concussion in sport", Br. J Sports Med, 53, 2019, 213-225.
[13] A. Ledoux, K. Tang K. Yeates & al., "Natural Progression of Symptom Change and Recovery From Concussion in a Pediatric Population", JAMA Pediatrics, 173(1), January 7, 2019, 1-11.
[14] Ibid.
[15] E. Kim, E. Lauterbach, A. Reeve & al., "Neuropsychiatric Complications of Traumatic Brain Injury", J. Neuropsychiatry Clin. Neurosciences, 19(2), 2007, 106-127.
[16] T. Madsen, A. Erlangsen, S. Orlovska, & al., "Association Between Traumatic Brain Injury and Risk of Suicide", JAMA, 320(6), 2018, 580-588.
[17] M. McCrea & G. Manley, "State of the Science on Pediatric Mild Traumatic Brain Injury: Progress Toward Clinical Translation", JAMA Pediatrics, 172(11), November 2018.
[18] Ibid.

cause of these effects remains difficult to prove, especially for individual cases.[19] Another area of great medical need, optimal treatment for mTBI,[20] is beyond the scope of this report.

Since the risks of athletics-related concussions have become clear, California has regulated concussion management in high school sports with specific emphasis on football, (AB 2127 [2014]).[21] The statute sets forth the required training of coaches, the timing for return to play after an injury, limitations on practice time, as well as other aspects of managing high school sports with respect to concussion risk. In response, schools and high school districts adopted "concussion protocols" that set out how these requirements are to be fulfilled. These protocols define the school districts' policies and are critically important in understanding how student athletes may fare with respect to concussions.

Certified athletic trainers (CATs) and their roles in concussion protocols

The American Medical Association has long endorsed the presence of certified athletic trainers (CATs) at high school sports.[22] The American Academy of Family Practice[23] has a similar recommendation.[24] The range of services that a CAT can provide is broad: (1) developing and implementing emergency action plans and pre-season conditioning programs, (2) advising on safety of equipment, weather, and field conditions, (3) providing first response to and triage of acute injuries, (4) implementing treatment and rehabilitation for injured athletes, and (5) determining readiness for return-to-play after injury.[25] The CAT is often the first healthcare professional to respond to an injury and can focus on the injured student, unlike the coach who must supervise others in the game. The CAT often can carry out key steps of the concussion protocol, such as communicating with parents, physicians, and teachers, and supervising return to play. One study found there were more injuries and more recurrent injuries in schools without athletic trainers than those with athletic trainers.[26]

California is unique among the 50 states and the District of Columbia in that it has no mechanism to certify the qualifications of athletic trainers.[27] Legislation is now being considered to remedy that (AB 3110 [2020]).[28] Nevertheless, colleges in California train athletic trainers, and there are national and state associations (National Athletic Trainer's Association, the

[19] L. Goldstein & R. Diaz-Arrastia, "Traumatic Brain Injury and Risk of Suicide", JAMA, 320(6), August 14, 2018, 554-555.
[20] Ibid.
[21] State of California, "AB 2127, Cooley. Interscholastic sports: full-contact football practices: concussions and head injuries", 2014. https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB2127
[22] American Medical Association, "Policy Policy H-470.995", 1998 https://www.nata.org/sites/default/files/ama_recommendation.pdf
[23] The American Academy of Family Practice provides board certification of family practitioners in the US, thereby maintaining the quality of that medical subspecialty.
[24] Athletic Trainers for High School Athletes website. https://www.aafp.org/about/policies/all/sports-medicine-trainers.html
[25] L. Pierpoint, C. LaBelle, C. Collins & al., "Injuries in girls' soccer and basketball: a comparison of high schools with and without athletic trainers", Injury Epidemiology, 5, 2018, 29-37.
[26] Ibid.
[27] Chris Mullin, "Former Warrior Chris Mullin calls for licensing athletic trainers", The Mercury News, March 22, 2019. https://www.mercurynews.com/2019/03/22/former-warrior-chris-mullin-calls-for-licensing-athletic-trainers/
[28] State of California, "AB 3110, as amended, Mullin. Athletic Trainers", 2018. https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB3110

California Athletic Association) that certify athletic trainers based on their education, training, and expertise as demonstrated by passing a test, and continuing education.[29,30]

Neurocognitive tests (NCT) in the diagnosis and care of concussions

NCT at baseline and following head injury was recommended by the 2014-2015 Grand Jury report on concussions (R1).[31] However, several reasons justify changing this recommendation. While it may appear to be common sense to evaluate head injury with a neurological test and to compare that test with a baseline test before injury, doing that in practice is not straightforward and requires training and expertise not routinely available to high school sports programs.[32] While the administration of ImPACT can be done on any laptop or desktop computer, "ImPACT is intended to be used by medical professionals qualified to interpret the results of a concussion assessment examination and aid in the management of concussion."[33] A recent technical study on ImPACT testing made clear that the interpretation of the NCT requires a specialist's evaluation.[34] The NCT, SCAT5, has been used as a sideline evaluation tool of concussions (including Cabrillo Unified as will be discussed below), but when it is used, who interprets the results, if a baseline comparison has been done, how the comparison is made, and how that information is integrated into the clinical observations can all affect the usefulness of the test.[35,36] For example, the use of SCAT5 by non-medical staff is against the published directions of the test.[37] Requiring NCT at baseline and after injury goes beyond the recommendations of the Centers for Disease Control (CDC)[38] and the American Medical Society for Sports Medicine.[39] "Baseline testing may be useful in some cases, but is not necessary, required, or an accepted standard of care for the appropriate management of SRC (Sport Related Concussion)."[40] Although the CDC position is, "Healthcare professionals may use validated, age-appropriate computerized cognitive testing in the acute period of injury as a component of the diagnosis of

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[29] National Athletic Trainer's Association (NATA) website. https://www.nata.org/
[30] California Athletic Trainers' Association (CATA) website. https://ca-at.org/
[31] San Mateo County Civil Grand Jury, 2014-15, "Athletes at Risk: Are San Mateo County High Schools Safeguarding Athletes from Serious Head Trauma?", 2015. https://www.sanmateocourt.org/documents/grand_jury/2014/head_injury.pdf
[32] P. Schatz, JE Pardini, MR Lovell, & al., "Sensitivity and Specificity of the ImPact Test Battery for concussion in athletes", Arch Clin Neuropsychol, 2006, 91-99.
[33] ImPACT Applications, Inc, "ImPACT Administration and Interpretation Manual", 2016. https://pulse-static-files.s3.amazonaws.com/ecb/document/2017/02/07/a05aa3da-93d7-4fff-b9cb-2fb3a89c960f/IMPACT-interpretation-manual.pdf
[34] "These recommendations, combined with the complex nature of the clinical diagnosis of concussion, highlight the necessity of concussion programs to include members who have advanced knowledge of psychometric testing and performance validity assessment in addition to knowledge of management of concussion." C.A. Abeare, I.Messa,B. Zuccato, & al., "Prevalence of Invalid Performance on Baseline Testing for Sport-Related Concussion by Age and Validity Indicator", JAMA Neurology, 2018, 697-703.
[35] Ibid.
[36] Supra, Note 32.
[37] Supra, Note 5.
[38] A. Lumba-Brown, K. Yeates, K. Sarmiento, & al., "Centers for Disease Control and Prevention Guideline on the Diagnosis and Management of Mild Traumatic Brain Injury Among Children", JAMA Pediatrics, September 4, 2018, E1-E13.
[39] Supra, Note 12.
[40] Ibid.

mTBI,"[41] there is no recommendation to use it as a standard of care.[42] A medical expert, who leads an area clinic specializing in sports-related concussion, expressed her medical judgment that NCT at baseline and after head injury is not required nor essential; however, NCT at baseline and post injury can be a useful piece of data in evaluation and treatment of a patient with a sports-related concussion.[43]

Data collection for concussions in organized school sports.

Many questions about the risks of concussions in athletics remain incompletely answered. Which sports are the most dangerous? How much more dangerous are multiple concussions? Do laws limiting contact during football practice lead to fewer concussions? Are the risks of concussions decreasing or increasing? Only by collecting data on the frequency of concussions in each sport, the circumstances of the injury, and the relationships between risk factors and outcomes will the public be informed about the risk of high school sports. This information may also suggest ways to decrease those risks and indicate whether changes in protocols and rules may be helping. Getting answers will help each parent and student answer the key question: Are the benefits of playing a sport greater than the risks?

The NFL has reluctantly adopted plans to collect data.[44] Some college leagues are proactively collecting data and now can show that a simple rule change -- shortening the field during kickoffs -- has reduced concussions.[45] Starting in the 2015-2016 school year, the Michigan High School Athletic Association (MHSAA) required all high schools report head injuries to the MHSAA through an online reporting system.[46] The MHSAA data collection asks for information about the student (i.e., grade, gender, level, and sport), the injury event, the medical examiner, the date the student is authorized to return to play, and any missed school.[47] Furthermore, summaries of the data have been published. One of the lessons learned is that girls are at higher risk for concussions for sports, such as soccer and basketball, that have the same rules for boys and girls.[48] All of these processes to collect data have safeguards to protect the privacy of the individuals involved.

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[41] Supra, Note 38.
[42] Ibid.
[43] Grand Jury interview with local medical expert.
[44] New York Times, "Decoding the N.F.L. Database to Find 100 Missing Concussions", March 24, 2016. https://www.nytimes.com/2016/03/25/sports/football/at-least-100-concussions-left-out-of-nfl-studies.html
[45] D. Wiebe, B. D'Alonzo, R. Harris, & al., "Association Between the Experimental Kickoff Rule and Concussion Rates in Ivy League Football", JAMA, 320(19), November 20, 2018, 2035-2036.
[46] Michigan High School Athletic Association, "MHSAA Report Shows Reduction in Concussions During 2017-18 School Year", August 8, 2018. https://www.mhsaa.com/News/Press-Releases/articleType/ArticleView/articleId/7441/MHSAA-Report-Shows-Reduction-in-Concussions-During-2017-18-School-Year
[47] Michigan High School Athletic Association, "Summary Report: Michigan High School Athletic Association head injury reporting system 2015-2017 School Year", 2017, https://www.mhsaa.com/portals/0/Documents/health%20safety/concussionreport1516.pdf
[48] A. Bretzin, T. Covassin, M. Fox, & al., "Sex Differences in the Clinical Incidence of Concussions, Missed School Days, and Time Loss in High School Student-Athletes", American J of Sports Med, 2018, 2263-2269.

How do sports vary as to risk of head injury?

Data for the risk of head injury for different high school sports comes from the Michigan data.[49,50] Tables 1 and 2 show a summary of two years of data for the sports with the highest number of head injuries. Boys football has by far the highest risk (by rate - more than 40 injuries per thousand participants - and numerically, data not shown but can be derived). For girls, soccer is the sport with the highest potential for a head injury (28 or 25 injuries per thousand participants). For boys, ice hockey (not available in San Mateo County) and wrestling also have rates of head injury greater than 20 per thousand participants. For girls, basketball, cheer (cheerleading), and lacrosse have similar rates (around 20 per thousand participants).

Table 1: Girls sports concussion by prevalence from Michigan in order of frequency

Order	Sport	2016-2017		2017-2018	
		Participants	Head Injury Reports per thousand	Participants	Head Injury Reports per thousand
1	Soccer	13,212	28	13,216	25
2	Basketball	15,896	23	15,654	20
3	Cheer	6,720	22	6,715	20
4	Lacrosse	2,814	20	2,900	20
5	Gymnastics	636	13	702	16
6	Volleyball	19,067	9	19,416	9
7	Softball	13,641	11	13,610	7

Table 2: Boys sports concussion by prevalence from Michigan in order of frequency

Order	Sport	2016-2017		2017-2018	
		Participants	Head Injury Reports per thousand	Participants	Head Injury Reports per thousand
1	Football	36,571	45	35,583	41
2	Ice hockey	3,411	36	3,365	32
3	Wrestling	9,598	26	9,397	25
4	Lacrosse	5,114	18	5,168	17
5	Soccer	14,630	14	14,619	12
6	Basketball	21,267	8	21,372	9
7	Baseball	17,998	4	17,675	3

A regional model for a common concussion protocol is found in Marin County: ConcussionSmartMarin.org.[51]

[49] Michigan High School Athletic Association, "Summary Report: Michigan High School Athletic Association head injury reporting system 2017-2018 School Year", 2018. https://www.mhsaa.com/portals/0/Documents/health%20safety/concussionreport1718.pdf

[50] Michigan High School Athletic Association, "Summary Report: Michigan High School Athletic Association head injury reporting system 2016-2017 School Year", 2017. https://www.mhsaa.com/portals/0/Documents/health%20safety/concussionreport1617.pdf

[51] ConcussionSmartMarin.org website. https://www.concussionsmartmarin.org/

In Marin County, ConcussionSmartMarin.org (CSM), a coalition of school districts, local medical experts, health systems, and other interested parties has worked together since 2017 to decrease the risks following concussions in the county high schools and to "coordinate county-wide protocols for educating, reporting and treating concussions among Marin's student athletes."[52] CSM has helped respond to the recommendations of a Marin County Civil Grand Jury Report on concussions in high schools in 2016[53] and a follow-up report in 2018.[54] The Marin County Office of Education (MCOE) was key in establishing the collaboration, and the county office's Director of Education Services has been a leader of the program.[55] CSM functions as a collaboration, and the MCOE does not dictate policy. The collaboration has written a protocol which is detailed, practical, and can be updated or revised as necessary.[56,57] This protocol was being applied across the district in 2018.[58] The CSM website includes the protocol and documents supporting the protocol (Appendix B) that could be used as a model for San Mateo County.[59] The protocol has a detailed flow map of the steps that need to be followed, separating steps done by school personnel, by parents, and by Licensed Health Care Providers. There is also a detailed list of documents that are used at different steps of the process.

ConcussionSmartMarin.org has also helped all of their high schools collect data on concussions.[60] The MCOE performs the centralized data collection. The data they collect for each event is shown in Appendix B. A preliminary analysis of their data has been posted on their website,[61] and more complete analyses are in progress.[62]

[52] The organizations include Kaiser Permanente, Marin Athletic Foundation, Marin County Office of Education, Marin County School Nurses, Marin County Health and Human Services, Marin General Hospital, Novato Community Hospital, Schurig Center for Brain Injury Recovery and Certified Athletic Trainers in the schools
[53] Marin County Civil Grand Jury 2015-16, "Head injuries and concussions: Are our high schools keeping our children safe?", 2016. https://www.marincounty.org/-/media/files/departments/gj/reports-responses/2015/head-injuries-and-concussions.pdf?la=en
[54] Marin County Civil Grand Jury 2017-18, "Head injuries and concussions: Are our high schools keeping our children safe? A Follow-Up", 2018. https://www.marincounty.org/-/media/files/departments/gj/reports-responses/2017-18/head-injuries-and-concussions-a-followup.pdf?la=en
[55] M. Volain, "Marin schools focus on concussions as football participation declines", Marin Independent Journal, August 29, 2018. https://www.marinij.com/2018/08/25/marin-schools-focus-on-concussions-as-football-participation-declines/
[56] Ibid.
[57] Interview with CSM leaders.
[58] Ibid.
[59] Supra, Note 51.
[60] Interview with CSM leaders.
[61] ConcussionSmartMarin.org, "Marin County High School Athlete Concussion Data," https://www.concussionsmartmarin.org/student-concussion-data
[62] Interview with CSM leaders.

DISCUSSION

The 2014-2015 Grand Jury report on concussions and responses from San Mateo School Districts.

The 2014-2015 Civil Grand Jury of San Mateo County issued a report titled: "Athletes at Risk: Are San Mateo County High Schools Safeguarding Athletes From Serious Head Trauma?"[63] There were three recommendations: school districts should (1) provide athletic trainers, (2) conduct neurocognitive testing pre- and post-head injury, and (3) maintain data on concussions at the district level and report such data in an anonymized format to the Peninsula Athletic League (PAL). The school districts, to whom the report was directed, responded to each finding and recommendation. The six San Mateo County (SMC) districts with high schools[64] were in general agreement with the report's finding that athletic trainers provide a valuable service in protecting student athletes. Despite this agreement, only two districts, San Mateo Union and Sequoia Union, agreed to provide part-time athletic trainers for some sporting events. Four responded that they would decide after four months of evaluation. With respect to neurocognitive testing (NCT), there was general disagreement with the finding that the cost of NCT was "minimal." For the recommendation that NCT be done at baseline and after head injury, two districts, San Mateo Union and Sequoia Union, said they already conduct pre- and post-injury NCT, and the other four said they would decide after six months of evaluation. (Details of these six month evaluations are not known but the outcomes of those evaluations are described below in the current status of these recommendations at the six high school districts.) With respect to the recommendation that data on concussions be collected at the district level, all districts reported they maintain data and are willing to submit it to the Peninsula Athletic League (PAL). Of note, in the last three years, PAL has not been consulted by a school district on centralizing concussion data nor has it been provided with any concussion data.[65]

What are the San Mateo County High School Districts doing about concussions now, and is there a role for the San Mateo County Office of Education (SMCOE)?

Currently, the individual districts formulate and implement concussion policies. The SMCOE is not involved with these policies.[66]

However, on a strategic level, the SMCOE describes its role to enhance the capabilities of school districts in a broad range of areas: Quoting the Strategic Plan 2016-2021 of the SMCOE, "…few [of the school districts in San Mateo County] have the bandwidth or regional perspective of the County Office of Education. Individually, schools and districts lack the platform to frame the agenda for widespread change. SMCOE works to understand district challenges and priorities in order to provide operational services and program support to all 23 school districts in the county. It is the hub of educational *information and data* **[**emphasis added]… The SMCOE advocates for effective policies, provides seminal thought leadership, offers district access to the best

[63] Supra, Note 31.
[64] San Mateo County has 3 high school districts (Jefferson Union High School District, San Mateo Union High School District, Sequoia Union High School District) and 3 Unified school districts that include high schools (Cabrillo Unified School District, La Honda-Pescadero Unified School District, South San Francisco Unified School District).
[65] Interview PAL official.
[66] Interview with SMCOE leader and responses to survey.

information possible, enhances district-wide practices, and supports operational efficiencies…."[67] Through its "Safe and Supportive Schools" initiative, SMCOE has expanded its leadership into areas broader than traditionally classroom activities. These efforts include establishing common immediate response safety protocols, "The Big Five,"[68] across the County.

Grand Jury Survey to San Mateo County High School Districts

The Grand Jury sent a survey to the six high school districts in San Mateo County to learn about their current policies regarding concussions. The questionnaire is found in Appendix A. The following discussion is based on written responses.[69]

A. General sources of policies

Five of the high school districts – Cabrillo Unified, Jefferson Union, San Mateo Union, Sequoia Union, South San Francisco Unified -- are members of California Interscholastic Federation (CIF). As members of CIF, they use CIF as the starting point for their policies, but may have additional policies in their concussion protocols.[70] La Honda-Pescadero Unified is not a CIF member, and while it uses the CIF forms, it also uses its own basic concussion-related forms.[71] In summary, the school districts use a range of forms and information that come from a range of different sources.

B. Are there notable omissions in the districts' concussion policies?

Based on the Grand Jury survey, the 2018-2019 Grand Jury found examples of important deficiencies in the districts' concussion policies.[72] The following are examples of information not explicitly stated in some (1-4 below) or all (5) of the districts' concussion protocols, along with the Grand Jury's view of the importance of that information:

1. Who makes the initial observation of possible concussion (trainer, coach, or others including parents)? If a parent is aware of a head injury that occurs either in school or outside of school, it is important that the school be made aware so that the appropriate Return-to-Play/ Return-to-Learn (RTP/RTL) protocols can be put into place.

2. What is the process for notifying parents of a possible concussion, including what forms are used, who contacts the parents, and when does this notification need to occur? This is an important step with important details that needs to occur within a window after the injury to make sure appropriate follow-up is done, including an evaluation by a LHCP.

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[67] San Mateo County Office of Education, "Excellence and Equity in Education", 2015. http://www.smcoe.org/assets/files/about-smcoe/strategic-plan/SMCOE%20Strategic%20Plan.pdf
[68] San Mateo County Office of Education, "The Big Five - School Emergency Guidelines", 2019. http://www.smcoe.org/learning-and-leadership/safe-and-supportive-schools/the-big-five.html
[69] Responses to Grand Jury survey.
[70] Supra, Note 2.
[71] Pescadero High/Middle School, "Athletic Packet", August 15, 2018. https://www.lhpusd.com/site/handlers/filedownload.ashx?moduleinstanceid=2163&dataid=2319&FileName=Athletic%20Packet.pdf
[72] Note that in Appendix B, the flow diagram from ConcussionSmartMarin.org outlines the steps in 1-2 below.

3. If neurocognitive testing (NCT) is part of the concussion protocol, when tests are to be done, who interprets the test results, and how the test results impact on subsequent events need to be described and should be consistent with the instructions specified by the test provider. Without those parameters being defined, the utility of the tests cannot be justified.

4. Is there a formal process to track compliance with the concussion protocol? This would entail documenting for each student who has had a suspected concussion whether each important step of the concussion protocol is followed and by whom. For example, is there a mechanism to track if the Return-to-Play protocol followed the timing as required by law? It is not enough to have rules; it is also important that records are kept to document whether those rules are followed.

5. While there may be records kept for whether the student has had previous concussions, is there a policy to restrict athletic participation for multiple concussions? Given the higher risks of long term problems following multiple concussions,[73] this is important to specify.[74]

C. Which are high-risk sports and are there any special considerations for high-risk sports?

For five of the six high school districts surveyed, there is no designation of high-risk. The one exception, Cabrillo Unified, designates football, soccer, wrestling, and basketball as high-risk. For those high risk sports, a CAT is present at games and at football practice in that school district.

D. Is neurocognitive testing (NCT) required at baseline or after head injury, and if so, which one is used?

San Mateo Union requires ImPACT testing as a baseline and after head injury. Sequoia Union does not require that athletes have a baseline ImPACT testing; however, ImPACT testing is given to football, water polo and volleyball teams, and if a baseline test has been done, additional testing is done after head injury. Within this district some high schools, e.g., Menlo-Atherton High School, make baseline ImPACT testing a requirement.[75] Cabrillo Unified does not require baseline or post-injury NCT but the NCT, SCAT5, is strongly encouraged. The other districts do not use NCT at baseline or after injury.

[73] "Although studies of the effects of multiple concussions on cognitive function and symptom presentation have had mixed results, more studies report unfavorable changes than do not….Athletes with a history of concussion may have more severe subsequent concussions and may take longer to recover." F.P. Rivara, M.A. Ford, & al., "5 Consequences of Repetitive Head Impacts and Multiple Concussions" in *Sports-Related Concussions in Youth: Improving the Science, Changing the Culture*, ed. National Research Council (The National Acadamies Press, 2014), 203-238.

[74] A CAT interviewed by GJ stated that a student suffering two concussions in one year should not continue to play.

[75] Interview with Menlo-Atherton High School official.

E. Data reporting for San Mateo County high schools

Despite the recommendation in the 2014-2015 Grand Jury report that the school districts maintain data on concussions and despite all of the school districts' stated willingness to collect and report the data to the PAL, this is not being done.[76] Jefferson Union does not collect any data. San Mateo Union has each high school collect data independently. South San Francisco Unified has each coach collect data. Sequoia Union has each of its high schools track concussion data independently and there is no centralized data. There are plans for Sequoia Union to work with Lucile Salter Packard Children's Hospital to collect district-wide concussion data.[77] Cabrillo Unified has an online database that tracks injuries. La Honda-Pescadero Unified reported no concussions in the last three years.[78] No district reports their data to a centralized site, with the exception of La Honda-Pescadero Unified, where all injuries are reported on Incident Reports to the district.

F. Athletic trainers in San Mateo County high schools

Of the six high school districts, three do not provide any certified athletic trainers (CATs): Jefferson Union, South San Francisco Unified, La Honda-Pescadero Unified. While Pescadero High School is very small (92 students) with a limited athletic program, both Jefferson Union and South San Francisco Unified have multiple large high schools with large athletic programs that include football. As a result, higher risk events such as football games may not be covered by CATs unless one is provided by the opposing team from outside the district. One response to the Grand Jury survey pointed out that while CATs are not present at football games, Emergency Medical Technicians (EMTs) are present. However, EMTs and CATs have very different training and responsibilities and EMTs have no role in the execution of concussion protocols. Three other districts have CATs at each of their high schools with athletic programs - Cabrillo Unified, San Mateo Union, and Sequoia Union.

CONCLUSION

This Grand Jury has re-evaluated the findings from the 2014-2015 Grand Jury report. As mentioned above, current science states that NCT can be helpful in the diagnosis of concussions, but the current standards of care do not recommend the routine use of these tests at baseline or after head injury, and complexities in the execution and interpretation of these tests make their use difficult.[79] In addition, the concerns of the school districts about costs of these tests make clear that part of the reason for not doing the tests is cost.[80] Therefore the Grand Jury no longer recommends the use of NCT as a standard part of a concussion protocol.[81]

The Grand Jury determined that current practices to protect against concussion risks in San Mateo County high schools remain highly variable from school to school and district to district.

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[76] Responses from survey.
[77] Communication with Sequoia Union.
[78] Responses from survey.
[79] Supra, Note 34.
[80] Supra, Note 31.
[81] A concussion specialist interviewed by the Grand Jury and the current Marin County concussion protocol agreed with this conclusion.

Moreover, the protocols are inadequate as can be seen in comparison to ConcussionSmartMarin's more complete and well-defined protocol (Appendix B). To bring all of the high schools up to a consistent high standard, the Grand Jury recommends that a common San Mateo County concussion protocol be adopted by all of the County high school districts.

This San Mateo County concussion protocol needs to specify a process of concussion data collection for all high school sports. The data collected should also include district-wide information such as the number of participants in each sport, as well as information about each head injury event. For example, the ConcussionSmartMarin data elements are shown in Appendix B. All of these processes to collect data need safeguards to protect the privacy of the individuals involved. Because the number of events from individual schools and individual districts is generally small, these data need to be collected centrally as recommended by the previous Grand Jury report. A summary report needs to be made public annually to inform and educate the public.

Reviewing the standards of care for athletic trainers, the Grand Jury still agrees strongly that certified athletic trainers (CATs) are useful to help decrease the risks following mTBI. Nevertheless, the Grand Jury recognizes that cost may be a factor.[82] From discussions with PAL and CATs, various strategies could be used to mitigate the expense of a CAT, such as using visiting team CATs or seeking part-time CATs supported by local health organizations.[83]

FINDINGS

F1. Concussions in high school athletics have potential serious negative health consequences, both short-term and long-term.

F2. Concussion protocols describe what must happen following a suspected concussion and can ensure students complete the required legal and medical steps following an injury.

F3. Each San Mateo County (SMC) high school district and unified school district is responsible for its own concussion protocol, and these vary from district to district and even school to school.

F4. Responses to the 2018-2019 Grand Jury survey show that existing concussion protocols are inadequate because of omissions and lack of clarity on what to do after a suspected concussion.

F5. None of the SMC current school district concussion protocols provided to the Grand Jury in response to its survey have a mechanism to track compliance.

[82] An estimate from Salary.com (https://www.salary.com/) is that a certified AT earns approximately $50,000/year. Generally, CATs cover all the athletic events at a high school and cannot be present at all events, thus requiring judgment to decide which events to cover as described in interviews.
[83] Grand Jury interviews.

F6. The San Mateo County Office of Education (SMCOE) currently has no role in writing or implementing concussion protocols.

F7 The SMCOE has expressed in their Strategic Plan,[84] and in their "Safe and Supportive Schools" programs, the vision that the SMCOE could encompass a leadership position in areas broader than traditional classroom activities. One area where the SMCOE could assume a leadership position is in raising the level of concussion care in the County high schools.

F8. ConcussionSmartMarin (CSM) provides a regional example of a concussion protocol that includes detailed steps to be followed when a possible concussion injury is observed and provides a process for collecting county-wide concussion data.

F9. Neurocognitive testing (NCT) may contribute to the diagnosis of mild traumatic brain injury, but multiple complexities compromise its use in practice, either at baseline or after head injury. If NCT is used as part of a concussion protocol, clear guidelines should be written to describe how tests are interpreted and who should interpret them, which does not appear to be the case in the districts that use them.

F10. The availability of county-wide data on concussions summarized across sports and across high school districts can lead to more informed individual decisions by students and parents on concussion risks and allow for tracking of whether changes in sporting rules or concussion assessment practices decrease concussion risks over time.

F11. There is no county-wide database across all districts of SMC that tracks the frequency and circumstances of concussion data in high school sports.

F12. Certified athletic trainers (CATs) are trained in all aspects of carrying out concussion protocols. Their availability or presence on the field at the time of a concussion event is a valuable resource to decrease the consequences of concussions.

F13. Three SMC high school districts do not provide athletic trainers: Jefferson Union, South San Francisco Unified, and La Honda-Pescadero Unified. Jefferson Union and South San Francisco Unified have active football programs.

F14. No standard definition of high-risk sports exists throughout the United States; the definition remains a judgment call by parents, educators, and physicians. Tables 1 and 2 show that for Michigan high schools, football clearly stands out as having more head injuries.

[84] Supra, Note 67.

RECOMMENDATIONS

R1. By September 2020, the San Mateo County Office of Education (SMCOE), with input from each high school district and unified school district, should establish a common "San Mateo County Concussion Protocol" that will:

a. Identify the specific responsibilities of those involved who carry out the steps of the concussion protocol as well as the timing of those actions.
b. Establish a county-wide database of concussions by sport - to include number of students by gender participating in each sport, frequency of head injuries, circumstances of head injuries (e.g., whether incurred at a formal game or at practice), timing, and completion of RTL/RTP steps.
c. Make neurocognitive testing (NCT) an option, not a requirement. If a school or district does use NCT at baseline or after injury, it should be made clear which test is used, who administers the test, how the results are reported, and who interprets the results.
d. Specify that at a minimum, football games and full-contact practices should be attended by certified athletic trainers (CATs).
e. Establish a process for tracking compliance with the San Mateo County Concussion Protocol.

R2. Beginning with the 2020-2021 school year, each high school district and unified school district should supply its statistics for the database to the SMCOE annually.

R3. By September 2021, the SMCOE should publish an annual summary of the database on its website (excluding personally identifiable information), so that parents, students, and educators can be better informed on concussion risks for high school students' sports of choice.

REQUEST FOR RESPONSES

Pursuant to Penal Code Section 933.05, the Grand Jury requests responses as follows:

From the following individuals:

- San Mateo County Superintendent of Schools - R1, R3

From the governing bodies of:

- San Mateo County High School Districts
  - Jefferson Union High School District - R1, R2
  - San Mateo Union High School District - R1, R2
  - Sequoia Union High School District - R1, R2
- San Mateo County Unified School Districts
  - Cabrillo Unified School District - R1, R2
  - La Honda-Pescadero Unified School District - R1, R2
  - South San Francisco Unified School District - R1, R2

The governing bodies indicated above should be aware that the comment or response of the governing body must be conducted subject to the notice, agenda, and open meeting requirements of the Brown Act.

METHODOLOGY

Documents

- Reviewed 2014-2015 Grand Jury Report on concussions and responses from County high school districts.
- Reviewed published guidelines, medical literature, and news reports pertaining to concussions.
- Reviewed documents listed in bibliography.

Interviews

- Sent questionnaire to and received written responses from the six high school districts on current concussion protocols and practices.
- Conducted interviews with representative of the SMCOE, concussion medical expert, athletic directors, representative of Peninsula Athletic League, representatives from ConcussionSmartMarin.org, and San Mateo County athletic trainers.

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APPENDIX A

Questionnaire sent to the superintendents of the six high school districts

Please respond to the following questions and please provide the documents mentioned:

1. Which sports are offered to students at schools within the district?
    a. Are sports head injury/concussion policies within the district the same across all sports? [Note: This assumes there are district-wide policies.] If not, do district sports head injury/concussion policies treat some sports as higher risk with respect to such head injuries/concussions than others? If so, which sports are treated as higher risk?
2. Does the district establish and implement the policies relating to sports head injuries/concussions, or are such policies established and implemented by individual schools within the district? If the district is responsible for such policies, rather than individual schools, who is the individual within the district responsible for establishing, updating and implementing such policies?
3. Does the district require neurocognitive testing for athletes as a condition of their participation in any sports sponsored by schools within the district? If so, how often is the athlete required to have such testing done?
4. Does the district require any neurocognitive testing to be performed on athletes participating in school sponsored sports within the district following their suffering any head injury/concussion while participating in such sports?
5. Within the district, which district employees (e.g., coaches, assistant coaches, trainers) are required by the district to be "licensed health care providers" within the meaning of AB2127?
6. Please provide any data maintained by the district relating to possible head injuries/concussions incurred by athletes participating in school sponsored sports within the district during the last [three] years.
7. Please provide a copy (or links) to the district policies relating to
    a. Information related to head injuries/concussions provided to parent and students prior to student participation
    b. Parental and student consent requirements and forms in connection with participation in school sponsored sports
    c. Process of documenting possible head injury/concussions.
    d. Process of documenting treatment, physician follow-up, and outcome following a head injury
    e. Form given to student after a possible concussion
    f. Return to play/learn

A follow-up Question was sent, tailored to their responses from the previous grand jury report about Athletic Trainers:

1. At what athletic events are ATs present or available (for example on campus but in office or another event): sports, levels (JV, varsity), game (home away), practice, always, when possible
2. Are ATs required to be certified? If so by whom. If not, does the district use another requirement similar to ATA certification?
3. Does each high school have an AT? More than 1?

APPENDIX B

Concussion Protocol Guide for Marin County Schools

Background

California Education Code Section 49475 (and California Laws AB-2007 and AB-2127) *requires all schools that offer athletic programs to:*

- *Recognize signs of concussion, immediately remove the athlete from the activity for the remainder of the day, and not permit the athlete to return to play until he or she receives written clearance to return by a licensed healthcare provider*
- *Each athlete shall complete a graduated return-to-play protocol of no less than seven days in duration, under the supervision of a licensed healthcare provider.*

Application of California Education Code 49475

- *The graduated return-to-play protocol applies to all concussions that occur at school (athletics, physical education, other activity) and concussions that occur outside of school.*

Forms: Document and Respond to Head Injury Occurring at School

Marin County Schools' protocol for students with possible concussions includes standard reporting and tracking forms. The supervising adult starts the process, with the school nurse or other designated school representative as the main informational point of contact. A student who has begun the concussion protocol must not participate in any athletics or physical activity until they have received written clearance from their licensed healthcare provider.

ConcussionSmart Marin Forms

Form	Description	Recipient
Head Injury Report	Immediately documents and describes incident – who received injury, as well as when and how injury happened. English and Spanish language versions.	• Witness/supervising adult to complete. • Parent/guardian receive and sign. • Copy kept by school.
Head Injury Referral	Sent to licensed healthcare provider for diagnosis of possible concussion. Licensed healthcare provider to sign and provide/attach initial plan for Return to Learn and possible Return to Play plan for student.	• School nurse or designee to complete - copy provided to parent/guardian to sign. • Licensed healthcare provider to fill out and sign.
School Accommodations Following Concussion	Checklist of modifications for schoolwork and activities prescribed by licensed healthcare provider.	• Parent/guardian to sign. • Licensed healthcare provider to complete/sign. • Designated school representative receives a copy.
Concussion RTP Clearance	Licensed healthcare provider confirmation that student can begin activity and before student can resume competitive play.	• Licensed healthcare provider must sign and return copy to designated school representative.
Concussion RTL Protocol	Information regarding possible concussion symptoms and recommended instructions for progressive recovery at school.	• For parent/guardian, student
Return to Learn: Daily School Checklist of Concussion-Related Symptoms	Five-day calendar and checklist of symptoms encountered and accommodations utilized for a student following concussion.	• Completed by designated school representative(s)
Concussion RTP Protocol	Details recommended stages for progressive return to competitive athletics.	• For parent/guardian, student
Return to Play Progress	Checklist for documenting student's progress as they return to play.	• Completed by designated school representative(s)

Links to Forms

Head Injury Report

Head Injury Referral

School Accommodations

Return to Play Clearance

CIF Return to Learn Protocol

Daily School Checklist

CIF Return to Play Protocol

Return to Play Progress

Forms Flow Chart

California Education Code Section 49475 (and California Laws AB-2007 and AB-2127) requires all schools that offer athletic programs to:

- Recognize signs of concussion, immediately remove the athlete from the activity for the remainder of the day, and not permit the athlete to return to play until he or she receives written clearance to return by a licensed healthcare provider
- Each athlete shall complete a graduated return-to-play protocol of no less than seven days in duration, under the supervision of a licensed healthcare provider.
- Application of California Education Code 49475
- The graduated return-to-play protocol applies to all concussions that occur at school (athletics, physical education, other activity) and concussions that occur outside of school.
- Incident documented. All forms filled out, delivered to and signed by respective parties.
- Parent/guardian collects student. (Student should not drive.) Forms provided to parent/guardian.
- Student examined and diagnosed by licensed healthcare provider.

Return to Learn Protocol

Step 1: School nurse or designee established as liaison between student's licensed healthcare provider(s) and school staff

- If injury occurred outside of school, parents and student's licensed healthcare provider are responsible for notifying school.
- If injury occurred in school, school staff are responsible for notifying school
- nurse or designee (coach, athletic trainer, PE and other teachers, administrators, etc.)
- School nurse or designee initiates Return to Learn and Return to Play for student (and parent release to exchange information).

Step 2: School nurse or designee obtains an incident report; oversees exchange of information

- For any out-of-school injury, the nurse or designee obtains a history from the parent and medical providers.
- School nurse or designee identifies licensed healthcare provider managing student's post-concussion care (e.g., primary care doctor, rehabilitation physician, neurologist.)

School responsibility when no licensed healthcare provider is managing student's care:

- If student does not see a licensed healthcare provider, the school will abide by the California State Law Return to Learn and Return to Play protocols.

School responsibility when student's licensed healthcare provider refutes a concussion, despite symptoms witnessed by school staff:

- If school staff witness symptoms of concussion at school, but these observations are not validated by the child's licensed healthcare provider, schools will abide by the minimum standard management for suspected concussion.
- Designated school staff will provide written follow up with parents/guardian.

Step 3: School nurse or designee as liaison to school personnel

- School nurse or designee notifies staff (teaching, PE, athletic, others) about concussion and to observe/report potential symptoms; school nurse distributes information received from managing licensed healthcare representative.
- If student experiences persistent symptoms in class or between classes, consider convening a meeting of a "Student Study Team" to include the following people: school nurse or designee, administrator, student's teachers, counselor psychologist; invite parent and athletics staff; consider (based on symptoms): speech therapist, site special education representative.
- Establish point communication persons for: Student at school, school-to-parent, school-to-healthcare representative.
- School nurse or designee should provide regular reminders to teachers to modify workload as per Return to Learn plan, using information from: teacher's own observations, student self-report, physician and parent guidance.
- Extracurricular activities (drama, clubs, etc.) to be treated same as curricular activities.
- If symptoms anticipated to be less than four weeks: use ISHP (Individualized Student Health Plan) format; Consider "contract" homework with modified expectations.
- If symptoms anticipated to be more than four weeks, consider convening a 504 Team.
- If student cannot attend school at all, consider homebound education.

Step 4: School communication with managing physician/clinician and parent

- Staff to document the following, to be communicated by school liaison:

1. Symptoms noted in school and what exacerbates these symptoms (may use Return to Learn: Daily School Checklist.
2. Difficulty noted in any select subjects.
3. Student adherence to school and physician recommendations.
4. Attendance record, time arriving in school, time leaving school.
5. Number of breaks student requires and their nature and duration.

- School staff may review the Symptom Wheel, to help note elements of a student's behavior that may be relevant to document.

Step 5: Revisit and revise Return to Learn plan, as necessary

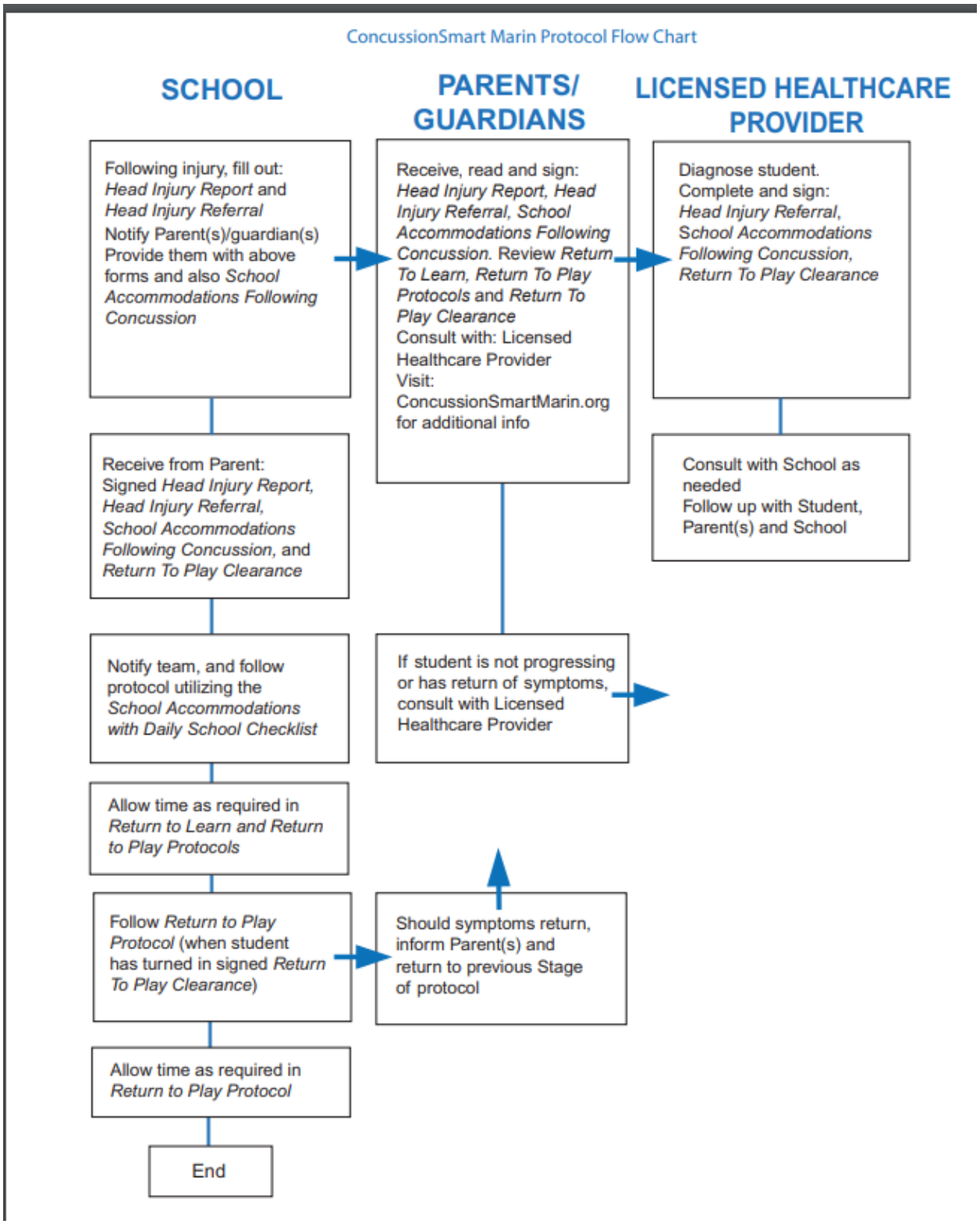
- Reconvene Student Study Team meeting, as necessary.
- Change individualized health plan or 504, as necessary to reflect improving or worsening condition.
- If symptoms persist for months, consider a special education referral (based on traumatic brain injury.)

Return to Play Protocol

1. Send Return to Play Progress form to student's licensed healthcare provider and begin gradual return to activity based on licensed healthcare provider's instructions.
   - Schools may accept the Return to Play Prescription or other form signed by student's licensed healthcare provider, as clearance as long as they do not permit return to play earlier than the district's own Return to Play Clearance form.
2. "Return to Play" Protocol
   - Progression is adapted from the *International Concussion Consensus Guidelines* and *CIF Concussion Return to Play Protocol.* Summary is described in Stages 1-4, below.
   - A student's medical provider may recommend more restrictions, but not fewer restrictions.
   - If student's medical provider recommends fewer restrictions than Stages 1-4 below, refer this to the school nurse or designee who can communicate with the medical provider.
   - Each student must be kept from any exertive activity beyond 15 minutes of walking (Step 1) for the first and second day after the concussion.
   - Student may not resume any physical activity beyond 15 minutes of walking until the student tolerates normal academics. *Exception*: If back-to-normal academics have not been achieved by two weeks post-concussion, a physical activity program can be prescribed by the student's managing physician in conjunction with school health, physical education and athletic staff.

Progression for Physical Activity Cannot Exceed Following Steps:
Stage 1. Limited activity for 5-10 minutes that is designed to increase the student's heart rate (e.g., exercise bike, walking, light jogging); No weight lifting, jumping or hard running. As student will be resting at home at least 24 hours after experiencing symptoms of concussion, do not start Stage 1 until at least 48 hours after head injury with symptoms of concussion.
Stage 2A. Light aerobic activity. Student can attempt 10-15 minutes of brisk walking or stationary biking under direct supervision by designated school representative.
Stage 2B. Moderate activity, with limited body and head movement. May go 20-30 minutes, but be reduced from typical routine for age. (e.g., moderate jogging, brief running, moderate intensity stationary biking, and moderate intensity weightlifting)
Stage 2C. Strenuous aerobic activity including running or stationary biking for 30-45 minutes or weight lifting up to 50% of max weight.
Stage 2D Heavy, non-contact activity (closer to what would be in student's typical routine), but non-contact. (e.g., running, high-intensity stationary biking, regular weightlifting routine, non-contact sport-specific drills). At this stage, may add some cognitive component to practice.
Stage 3. Begin with limited contact practice. Controlled contact drills are allowed, but no scrimmaging. Then progress to full contact practice but no competition. **Prior to beginning this stage, make sure that student receives written licensed healthcare provider approval.**
Stage 4. Full contact and full activity can be resumed. Then, after written clearance from student's licensed healthcare provider, student may return to competition.

No student is permitted to move from one stage to the next, unless there has been an absence of symptoms or signs. Refer to CIF Return to Play Protocol for details.
a) School staff will document performance in each stage and report this to school nurse (and athletic trainer, if athlete). Nurse may communicate with student's licensed healthcare provider, as necessary; The District's Return to Play form may be used by any school staff member when a school nurse or athletic trainer is unavailable.
b) If symptoms or signs are experienced, then withhold activity until there are no symptoms for 24 hours, and then return to the previous step.
c) On weekends and days where there is no trained school staff member or physician to document successful progression from one step to the next, school may take parent and student history.
d) If a student fails to achieve any step on three occasions, refer the student to the managing physician with this information


ConcussionSmart Marin Protocol Flow Chart
SCHOOL
PARENTS/ GUARDIANS
LICENSED HEALTHCARE PROVIDER
Following injury, fill out: Head Injury Report and Head Injury Referral
Notify Parent(s)/guardian(s)
Provide them with above forms and also School Accommodations Following Concussion
Receive, read and sign: Head Injury Report, Head Injury Referral, School Accommodations Following Concussion. Review Return To Learn, Return To Play Protocols and Return To Play Clearance
Consult with: Licensed Healthcare Provider
Visit: ConcussionSmartMarin.org for additional info
Diagnose student.
Complete and sign: Head Injury Referral, School Accommodations Following Concussion, Return To Play Clearance
Receive from Parent: Signed Head Injury Report, Head Injury Referral, School Accommodations Following Concussion, and Return To Play Clearance
Consult with School as needed
Follow up with Student, Parent(s) and School
Notify team, and follow protocol utilizing the School Accommodations with Daily School Checklist
If student is not progressing or has return of symptoms, consult with Licensed Healthcare Provider
Allow time as required in Return to Learn and Return to Play Protocols
Follow Return to Play Protocol (when student has turned in signed Return To Play Clearance)
Should symptoms return, inform Parent(s) and return to previous Stage of protocol
Allow time as required in Return to Play Protocol
End

Data collected from all the Marin County High Schools using simple Google form. This is a basic Google feature that allows you to create a survey to be shared with a desired audience:

- School
- Name of Recorder (Last name, First name)
- Role of Recorder at your school
- Grade Level (of student)
- Gender/Sex
- Date of Injury
- Sport Related (y/n)
- Identify Sport
- Sport Event (Practice, Game, Scrimmage)
- School Sponsored or Club level Sport
- Level of sport at time of injury
- Describe activity
- Site
- Date of full clearance (return to physical activity)
- Length/Duration of Return to Learn
- Length/Duration of Return to Play
- Is this the student's first concussion for the academic year?
- If no, how many previous concussions this academic year?
- Number of concussions across lifetime
- If outcome of student is not known, please provide a brief reason

Issued: August 7, 2019

Jefferson Union High School District

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Superintendent

August 27, 2019

Via Email (grandjury@sanmateocourt.org)

The Honorable Donald J. Ayoob
Judge of the Superior Court
c/o Charlene Kresevich
Hall of Justice
400 County Center; 2nd Floor
Redwood City, CA 94063-1655

Re: Response to the 2018-2019 Grand Jury Report entitled "Concussions and San Mateo County High School Sports: More to Learn, More to Do."

Dear Judge Ayoob:

The Jefferson Union High School District (the "District") has received and reviewed the 2018-2019 Grand Jury Report entitled "Concussions and San Mateo County High School Sports: More to Learn, More to Do." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds as follows, pursuant to section 933.05 of the California Penal Code:

FINDINGS

1. *Concussions in high school athletics have potential serious negative health consequences, both short-term and long-term.*

   The District agrees that concussions in high school athletics have potential serious negative health consequences, both short-term and long-term.

2. *Concussion protocols describe what must happen following a suspected concussion and can ensure students complete the required legal and medical steps following an injury.*

   The District agrees that concussion protocols describe what must happen following a suspected concussion and can ensure students complete the required legal and medical steps following an injury.

3. *Each San Mateo County (SMC) high school district and unified school district is responsible for its own concussion protocol, and these vary from district to district and even school to school.*

The District cannot agree or disagree with this Finding, as the District did not conduct the research cited in the Report on which this Finding is based. The District therefore defers to the Grand Jury with regard to this Finding. However, the District agrees that it has its own concussion protocol.

4. *Responses to the 2018-2019 Grand Jury survey show that existing concussion protocols are inadequate because of omissions and lack of clarity on what to do after a suspected concussion.*

   The District cannot agree or disagree with this Finding, as the District did not conduct the research cited in the Report on which this Finding is based. The District therefore defers to the Grand Jury with regard to this Finding. The District disagrees with this Finding with regard to the District's concussion protocol. We do not believe there are omissions or a lack of clarity on what to do after a suspected concussion.

5. *None of the SMC current school district concussion protocols provided to the Grand Jury in response to its survey have a mechanism to track compliance.*

   The District cannot agree or disagree with this Finding, as the District did not conduct the research cited in the Report on which this Finding is based. The District therefore defers to the Grand Jury with regard to this Finding.

6. *The San Mateo County Office of Education (SMCOE) currently has no role in writing or implementing concussion protocols.*

   The District cannot agree or disagree with this Finding, as the District did not conduct the research cited in the Report on which this Finding is based. The District therefore defers to the Grand Jury with regard to this Finding.

7. *The SMCOE has expressed in their Strategic Plan, and in their "Safe and Supportive Schools" programs, the vision that the SMCOE could encompass a leadership position in areas broader than traditional classroom activities. One area where the SMCOE could assume a leadership position is in raising the level of concussion care in the County high schools.*

   The District cannot agree or disagree with this Finding, as the District did not conduct the research cited in the Report on which this Finding is based. The District therefore defers to the Grand Jury with regard to this Finding.

8. *ConcussionSmartMarin (CSM) provides a regional example of a concussion protocol that includes detailed steps to be followed when a possible concussion injury is observed and provides a process for collecting county-wide concussion data.*

   The District cannot agree or disagree with this Finding, as the District did not conduct the research cited in the Report on which this Finding is based. The District therefore defers to the Grand Jury with regard to this Finding.

9. *Neurocognitive testing (NCT) may contribute to the diagnosis of mild traumatic brain injury, but multiple complexities compromise its use in practice, either at baseline or after head injury. If NCT is used as part of a concussion protocol, clear guidelines should be written to describe how*

tests are interpreted and who should interpret them, which does not appear to be the case in the districts that use them.

The District cannot agree or disagree with this Finding, as the District did not conduct the research cited in the Report on which this Finding is based. The District therefore defers to the Grand Jury with regard to this Finding.

10. *The availability of county-wide data on concussions summarized across sports and across high school districts can lead to more informed individual decisions by students and parents on concussion risks and allow for tracking of whether changes in sporting rules or concussion assessment practices decrease concussion risks over time.*

    The District agrees that the availability of county-wide data on concussions summarized across sports and across high school districts can lead to more informed individual decisions by students and parents on concussion risks and allow for tracking of whether changes in sporting rules or concussion assessment practices decrease concussion risks over time.

11. *There is no county-wide database across all districts of SMC that tracks the frequency and circumstances of concussion data in high school sports.*

    The District agrees that there is no county-wide database across all districts of SMC that tracks the frequency and circumstances of concussion data in high school sports.

12. *Certified athletic trainers (CATs) are trained in all aspects of carrying out concussion protocols. Their availability or presence on the field at the time of a concussion event is a valuable resource to decrease the consequences of concussions.*

    The District cannot fully agree or disagree with this Finding as stated, as the District did not conduct the research cited in the Report on which this Finding is based. The District defers to the Grand Jury with regard to this Finding.

13. *Three SMC high school districts do not provide athletic trainers: Jefferson Union, South San Francisco Unified, and La Honda-Pescadero Unified. Jefferson Union and South San Francisco Unified have active football programs.*

    The District cannot fully agree or disagree with this Finding as stated, as the District did not conduct the research cited in the Report on which this Finding is based. The District defers to the Grand Jury with regard to this Finding.

14. *No standard definition of high-risk sports exists throughout the United States; the definition remains a judgment call by parents, educators, and physicians. Tables 1 and 2 show that for Michigan high schools, football clearly stands out as having more head injuries.*

    The District cannot fully agree or disagree with this Finding as stated, as the District did not conduct the research cited in the Report on which this Finding is based. The District defers to the Grand Jury with regard to this Finding.

RECOMMENDATIONS

1. *By September 2020, the San Mateo County Office of Education (SMCOE), with input from each high school district and unified school district, should establish a common "San Mateo County Concussion Protocol" that will:*

a. Identify the specific responsibilities of those involved who carry out the steps of the concussion protocol as well as the timing of those actions.

b. Establish a county-wide database of concussions by sport - to include number of students by gender participating in each sport, frequency of head injuries, circumstances of head injuries (e.g., whether incurred at a formal game or at practice), timing, and completion of RTL/RTP steps.

c. Make neurocognitive testing (NCT) an option, not a requirement. If a school or district does use NCT at baseline or after injury, it should be made clear which test is used, who administers the test, how the results are reported, and who interprets the results.

d. Specify that at a minimum, football games and full-contact practices should be attended by certified athletic trainers (CATs).

e. Establish a process for tracking compliance with the San Mateo County Concussion Protocol.

Generally speaking, the District supports this Recommendation for points a, b, c and 3; however, these require further analysis given the coordination required among the District, other affected districts, and the San Mateo County Office of Education. I cannot respond to point 1d because I would need additional information:

- How is "full-contact" practices defined?
- What is the definition of a certified athletic trainer? How does a CAT differ from an EMT as we have EMT services during football games.
- What source of funding would be provided for districts to provide CATs at football games and practices? If the cost is shouldered by school districts, mine might have to rethink whether or not to offer this sport.

2. *Beginning with the 2020-2021 school year, each high school district and unified school district should supply its statistics for the database to the SMCOE annually.*

The District will implement this Recommendation.

Both the Grand Jury Report and these responses were presented to and approved by the District's Board of Trustees on September 3, 2019.

Sincerely,

Dr. Terry Deloria
Superintendent
Jefferson Union High School District

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: October 10, 2019
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Action
RECOMMENDATION: Approve Change to the Adopted Governing Board Meeting Calendar for 2019

BACKGROUND INFORMATION

Bylaw No. 9100 indicates that at the organizational meeting the Governing Board shall develop a calendar and schedule of regular meetings for the year. Due to the need to assess the outcome of potential parcel tax funding and the election outcome, the Board is asked to consider adding an additional meeting on November 21, 2019.

REPORT/PROPOSAL

The original approved Board Meeting date is November 7, 2019. The proposal for the additional Board Meeting date to be added would be November 21, 2019.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

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MEMORANDUM

MEETING DATE: October 10, 2019
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Action
RECOMMENDATION: Approve the Draft of the Board Governance Handbook

BACKGROUND INFORMATION

The Governing Board of Cabrillo Unified School District and the Superintendent met on Sunday, September 4, 2019 for an all-day Workshop on Effective Governance with CBSA Governance Educator/Consultant, Sepideh Yeoh. The Governance Team developed the attached Governance Handbook draft and discussed it at the October meeting.

REPORT/PROPOSAL

This item will allow the Governing Board to approve the Governance Handbook.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

CABRILLO UNIFIED
SCHOOL DISTRICT

Governance Handbook, August 2019

Governing Board

Sophia Layne, President
Kimberly Hines, Vice President
Lizet Cortes, Clerk
Mary Beth Alexander, Member
Freya McCamant, Member

Superintendent

Dr. Sean McPhetridge

This handbook reflects the governance team's work on the creation of a framework for effective governance. This involves ongoing discussions about unity of purpose, roles, norms, and protocols that will enable the governance team to perform its responsibilities in a way that best benefits all children.

TABLE OF CONTENTS

EFFECTIVE GOVERNANCE 3

UNITY OF PURPOSE 4

- Our District's Mission 4
- Our Governance Team's Unity of Purpose 5
- How Can We Support Each Other 6

GOVERNANCE ROLE AND RESPONSIBILITIES 8

- Setting the Direction 8
- Establishing the Structure 8
- Providing Support 8
- Ensuring Accountability 8
- Demonstrating Community Leadership 8

AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP 9

- Positive Governance Team Culture 9
- Our Meeting Norms 9

STRUCTURES AND PROCESSES TO SUPPORT EFFECTIVE GOVERNANCE 10

- Our Protocols 10
  - Self-evaluation of governance team effectiveness 10
  - Voting no 10
  - Visiting schools 10
  - Handling concerns from the public and staff 10
  - Individual board member requests for information 11
  - Individual board member requests for action 11
  - Board meeting management 11

SIGNATURE PAGE 12

EFFECTIVE GOVERNANCE—CSBA

There are three dimensions to the effective governance of any organization. The actions of an individual, a group coming together to govern, and the performance of governance responsibilities by the group.

In a school district, the board and superintendent work together as a governance team. For a governance team to work together effectively, members need to (1) Maintain a Unity of Purpose, (2) Agree on and govern within appropriate roles, (3) Create and sustain a positive governance culture, and (4) Create a supportive structure for effective governance.

Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school district and maintain the focus on improved student learning and achievement.

Governance – A Definition

School district governance is the act of transforming the needs, wishes, and desires of the community into policies that direct the community's schools.

UNITY OF PURPOSE—CSBA

Unity of Purpose is a common focus, overarching goals, and the values and beliefs governance team members share about children, the district, and public education that help them transcend their individual differences to fulfill a greater purpose.

OUR DISTRICT'S MISSION

The mission of the Cabrillo Unified School District - an exemplary learning community committed to valuing our distinct cultural identities - is to develop critical thinkers and socially responsible citizens who actively participate in their individual learning and development and are fully prepared to embrace their next challenge. We accomplish this by utilizing our unique natural resources and engaging the entire Coastside community and its partners in providing a rich and academically rigorous curriculum in a safe and nurturing environment.

We believe that...

Education is a partnership between student, family, school, and community
Each individual deserves the opportunity to reach their potential
High expectations promote success
Knowledge creates opportunity
Learning is a lifelong process that enriches the quality of life
Flexibility provides opportunity and promotes innovation
The well-being of the individual is essential to learning
Everyone has the right to be treated with respect
Education is essential to our democratic society
Accountability guides continuous improvement
Leadership embraces responsible change
Excellence is worth the investment
Everyone has the right to be safe
Diversity enriches society
Everyone can learn

OUR GOVERNANCE TEAM'S UNITY OF PURPOSE

What we are proud of in our district:

- Great teachers, staff, students, and families
- CUSD is microcosm of California
- Kids graduate with a sense of balance
- Diversity as strength of district
- Tight knit community
- Family orientation in community
- Support of schools from community
- Different paths for student success
- Understanding of different needs for students
- Location, natural/outdoor resources, and ocean
- Diverse community – diverse resources
- Airport, harbor, downtown

What we like to accomplish as a team:

- Inclusion
- Advocacy
- Improve curriculum and communication
- Balance long term goals and short term needs
- Build structure for safe schools
- Set direction for superintendent and let the Superintendent manage that work
- Build trust in district and community
- Renew CUSD's parcel tax
- Use the Board as resource to accomplish goals
- Create/renew facilities master plan
- Work better as Team regarding the Board's role in response to public
- Identify risks/gaps – Visual and Performing Arts (VAPA) as part of balance
- Work on closing the achievement gap
- Representing all students/families
- Staying on message and united as Board
- Articulation of different pathways to success – Academics/Career Technical Education (CTE)/VAPA
- Bringing awareness to families regarding how to support student success
- Increased communication re: successes
- Defining bigger long – range goal
- Correcting misinformation
- Transparency and trust

HOW WE CAN SUPPORT EACH OTHER

Citizen oversight of local government is the cornerstone of democracy in the United States. The role of the trustees, who sit on locally elected school boards, is to ensure that school districts are responsive to the values, beliefs, and priorities of their communities. Boards fulfill this role by performing five major responsibilities. These are setting direction; establishing an effective and efficient structure; providing support; ensuring accountability; and providing community leadership as advocates for children, the school district, and public schools.

These five responsibilities represent core functions that are so fundamental to a school system's accountability to the public that they can only be performed by an elected governing body. Authority is granted to the board as a whole, not each member individually. Therefore, board members fulfill these responsibilities by working together as a governance team with the superintendent to make decisions that will best serve all the students in the community.

The board carries out these responsibilities in each of the following job areas: Setting the District's direction, student learning and achievement, finance, facilities, human resources, policy, judicial review, collective bargaining, and community relations and advocacy.

The superintendent assists the board in carrying out its responsibilities in each of the job areas and leads the staff toward the accomplishment of the agreed upon district vision and goals. The following page provides more detail on how the board performs its governance responsibilities in each job area. It's important to remember that boards who inadvertently get involved in staff functions undercut their ability to hold the superintendent accountable for the results of those efforts.

The Board can support the superintendent in fulfilling his role by providing:

- Time to plan and work with staff to execute successfully
- Regular check-ins, whether in person, by phone, 2-on-1, etc.
- Clear understanding of roles
- Clarity regarding shared roles
- Realistic expectations with outcomes developed/understood as governance team shared work
- Authorization to do and enact strategies/tactics to achieve the overarching district/Board goals

The Superintendent can support the Board by providing:

- Transparency
- Honest (timely communication)
- Knowledge of best practices
- Listening to us/community
- Follow through
- Responsive (email, other)
- Leadership by example – shared values
- Repair relationships
- Proactive information regarding sharing/planning
- Share current trends/ education philosophy
- Facilitating formation of board common values/beliefs:
    - Act on them
    - Disseminate thru district
- Effective and efficient decision making

The Board members can support each other by:

- Avoid personal accusations fracturing the board
- Protocols for responding to public – including follow-up (common understanding) how we interact with public
- Shared messages + FAQ (proactive + reactive)
- Common action – allow debate/differences of opinion
- Informal coffee time (with respect to Brown Act)
- Board professional development - book club (open meeting)
- Mentorship/support – new board member training (onboarding)
- Include in board communication updates (i.e., past and future external meetings)

GOVERNANCE ROLE AND RESPONSIBILITIES—CSBA

We agree with the responsibilities of school boards as described below by the California School Boards Association:

Set the direction for the community's schools

Focus on student learning
Assess needs/obtain baseline data
Generate, review, or revise setting direction documents (beliefs, vision, priorities, strategic goals, and success indicators)
Ensure that an appropriate inclusive process is used to develop the above listed documents
Ensure that these documents are the driving force for all district efforts

Establish an effective and efficient structure for the school district

Employ and support the superintendent
Establish a human resources framework that includes policies for hiring and evaluating other personnel
Oversee the development of and adopt policies
Set a direction for and adopt the curriculum and require data-producing assessment systems
Establish budget priorities, adopt the budget, and oversee facilities issues
Provide direction for and vote to accept collective bargaining agreements

Provide support through our behavior and actions

Act with professional demeanor that models the district's beliefs and vision
Make decisions and provide resources that support mutually agreed upon priorities and goals
Uphold board-approved district policies and support staff implementation of board direction
Ensure a positive working climate exists
Be knowledgeable enough about district efforts to be able to explain them to the public

Ensure accountability to the public

Evaluate the superintendent
Monitor, review, and revise policies
Serve as a judicial and appeals body
Monitor student achievement and program effectiveness and require program changes as indicated
Monitor and adjust district finances and periodically review facilities issues
Monitor the collective bargaining process

Act as community leaders

Speak with a common voice about district priorities, goals, and issues
Engage and involve the community in district schools and activities
Communicate clear information about policies, programs, and fiscal condition of the district
Educate the community and the media about the issues facing students, the district, and public education
Advocate for children, district programs, and public education to the general public, key community members and local, state, and national leaders

AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP

Governance Team Norms and Protocols:

The Governing Board of the Cabrillo Unified School District is entrusted by the community to uphold the Constitutions of California and the United States, to protect the public interest in schools, and to ensure that a high quality education is provided to each student.

The Board and Superintendent must function together as a governance leadership team in order to effectively meet district challenges. Agreed upon behaviors, or norms, and operating procedures, or protocols, support consistent behaviors and actions among team members. The purpose of Cabrillo Unified School District governance team agreements is to ensure a positive and productive working relationship among board members, the superintendent, district staff, students, and the community. The following norms and protocols were developed for and by the members of the governance team and may be modified over time as needed.

POSITIVE GOVERNANCE TEAM CULTURE—CSBA

Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten (implicit) or written (explicit) agreements about how they will behave toward each other and other individuals. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one.

Because the community elects school board members to set and monitor the direction of the school district, and the district superintendent translates all efforts into action, it is vital that the board and superintendent have a respectful and productive working relationship based on trust and open, honest communications.

OUR MEETING NORMS

We agree to: (* indicates more than one member selected the norm)

- Focus on the best interests of our students **
- We will listen actively to all ideas/ We will listen openly without preparing responses
- All team members will offer their ideas and resources
- We will stay focused on our goals and avoid getting sidetracked
- Everyone's opinions count/ We will be open to the ideas of others
- When we have a difference of opinion, we will debate the facts of the situation and avoid personalities/ We will address process – not personalities *
- We will be supportive rather than judgmental
- Learn from the past while focusing on the present and the future *
- We will seek to verify all information is available to all Board members

STRUCTURES AND PROCESSES TO SUPPORT EFFECTIVE GOVERNANCE—CSBA

Effective governance teams discuss and agree on the formal structures and processes used by the trustees and the superintendent in their functioning as a team (e.g., processes or structures for agenda setting, set-up of board room and table, agenda structure, handling complaints or concerns from the community, bringing up a new idea). These agreements about how groups will operate are often called protocols.

STRUCTURES AND PROCESSES TO SUPPORT EFFECTIVE GOVERNANCE—OUR PROTOCOLS

The following protocols are suggestions to support and promote the effectiveness of our governance team;

Issue	Protocol
Self-evaluation of the governance team effectiveness	• We will schedule workshops annually to review governance team agreements and processes.

Issue	Protocol
Voting no	• Each trustee respects the right of other trustees to vote “no” on an issue. • But everyone agrees it is a courtesy to the team to explain the reasons for the “no” vote either during deliberation or before casting the vote.

Issue	Protocol
Visiting schools	• Visits are encouraged. • As a professional courtesy, trustees will call the superintendent/principal ahead of time to arrange the visit. • Trustees will also be cautious about encroaching on the learning environment. To assist in this matter, the superintendent will ensure principals and teachers know that a teacher does not need to interrupt his or her lesson when a board member visits a classroom.

Issue	Protocol
Handling concerns from the public and staff	• When someone brings an issue or complaint to us, we will listen carefully, remembering that we are only hearing one side of the story. • We will paraphrase for understanding. • We will review the conversation. • And then direct the person back into the system at the appropriate place. • We will report the conversation to the superintendent so that he/she may follow-up as appropriate. • We will not listen to or discuss issues that may come before us in our judicial role. That information will be provided to all board Members at the appropriate time, during the hearing.

Issue	Protocol
Individual board member requests for information	• When an individual board member requests information, it will be provided to all board members. • An individual board member will – insofar as possible – work to let the superintendent and staff know ahead of time when a request for information will be made in public so the staff can be prepared to provide a thorough answer. • Individual board members will self-monitor to ensure one person's request for information does not divert an inappropriate amount of time from staff efforts to achieve district goals.

Issue	Protocol
Individual board member requests for action	• The only authority to direct action rests with the board as a whole, when they are seated at a board meeting. • A majority vote sets such direction. • Individuals may request action by bringing up a new idea, explaining their interest in a particular course of action, and working to get a board majority to support moving in that direction.

Issue	Protocol
Board meeting management	• We understand that board meetings are meetings of the board held in public, not open forum town hall meetings. • We will keep this in mind as we conduct our meetings, allowing the public to provide input at the time allotted to ensure the multiple voices of the community inform board deliberations. • However, when the board deliberates, it will be a time for the board to listen and learn from each other, taking the public input into consideration, not a time to re-engage with the public. • We will consistently abide by our formal processes relating to this issue so that all persons are treated fairly and equally. • We will review our policies, bylaws, and protocols relating to board meeting management (e.g., time limits on input from members of the public), revising or reaffirming them as appropriate.

SIGNATURE PAGE

We have reviewed and agreed to the aforementioned governance team norms and protocols in order to support a positive and productive working relationship among the Cabrillo Unified School District Governing Board, superintendent, staff, students, and the community. We shall renew these agreements annually.

Affirmed on this _____day of _____, 2019

Sophia Layne, Board President	Kimberly Hines, Vice President
Lizet Cortes, Clerk	Mary Beth Alexander, Trustee
Freya McCamant, Trustee	Dr. Sean McPhetridge, Superintendent