Regular Governing Board Agenda

CABRILLO UNIFIED SCHOOL DISTRICT

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

November 7, 2019 • Closed Session 6:00 PM • Open Session 7:00 PM

The Governing Board will meet for Closed Session to discuss labor negotiations, student discipline, personnel matters, litigation, and other matters as provided under California state law as 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. (Government Code 54957.5b).

Individuals who require special accommodations (Spanish interpreter, accessible seating, documentation in accessible format, etc.) should contact the Administrative 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 Administrative 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 meeting 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 Demographer's Enrollment Study Report

11.a Board Memo Demographer's Enrollment Study Report.pdf (p. 6)

11.a.1 Enrollment Trend Study Slide Presentation.pdf (p. 7)

11.a.2 2019-20 Enrollment Study Report.pdf (p. 18)

b. Receive Half Moon Bay High School Agriculture and Natural Resources Department Course of Study and 2019-2024 Five-Year Plan Presentation

11.b Board Memo Agriculture & Natural Resources Presentation.pdf (p. 28)

11.b.1 HMBHS Agricultural & Natural Resource Program Presentation (Revised).pdf (p. 29)

c. Receive Financial Overview Update and Approve FCMAT Contract

11.c Board Memo Financial Overview Update.pdf (p. 48)

11.c.1 Financial Overview Update (Revised).pdf (p. 49)

11.c.2 D41 Cabrillo Lack of Going Concern.pdf (p. 78)

11.c.3 FCMAT Study Agreement.pdf (p. 84)

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 the Half Moon Bay High School Agriculture and Natural Resources Department Advisory Committee

14.a Board Memo Advisory Committee.pdf (p. 88)

14.a.1 Advisory Committee Contact List.pdf (p. 91)

b. Approve Classified Personnel Report

14.b Board Memo Classified Personnel Report.pdf (p. 92)

c. Approve the Addition of the Migrant Instructor Position to the Non-Bargaining Salary Schedule

14.c Board Memo Migrant Instructor Added to Non-Bargaining Salary Schedule.pdf (p. 93)

14.c.1 Nonbargaining Rates 2019-20.pdf (p. 94)

d. Approve the Implementation of Hourly Ranges for Dolphin Club After School Tutors

14.d Board Memo Hourly Ranges for After School Tutors.pdf (p. 95)

e. Accept Donations to Cabrillo Unified School District

14.e Board Memo Donations.pdf (p. 96)

14.e.1 Summary Site Donations.pdf (p. 97)

f. Approve and Adopt of Minutes of October 10, 2019 Regular Governing Board Meeting

14.f Board Memo Minutes.pdf (p. 98)

14.f.1 Minutes 2019-10-10.pdf (p. 99)

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

14.g Board Memo Policy Updates.pdf (p. 104)

14.g.1 Policy Updates Guidesheet.pdf (p. 105)

14.g.2 BP 4030 Nondiscrimination In Employment 191107.pdf (p. 106)

14.g.3 BP 5117 Interdistrict Attendance 191107.pdf (p. 110)

14.g.4 BP 5127 Graduation Ceremonies And Activities 191107.pdf (p. 112)

15. ACTION ITEMS

a. Adopt Resolution No. 26-19 Endorsing November 14, 2019 as Ruby Bridges Walk to School Day

15.a Board Memo Ruby Bridges Walk to School Day.pdf (p. 115)

15.a.1 Resolution No. 26-19 Ruby Bridges Walk to School Day.pdf (p. 116)

b. Approve the Half Moon Bay High School Agriculture and Natural Resources Department Course of Study and 2019-2024 Five-Year Plan

15.b Board Memo HMBHS Ag Five Year Plan.pdf (p. 118)

15.b.1 Ag Five Year Plan 2019-2024.pdf (p. 120)

c. Approve Extension Request for Single Plan for Student Achievement (SPSA) from January 2020 to June 2020

15.c Board Memo SPSA Extension Request.pdf (p. 128)

d. Approve Form J-13A Request for Allowance of Attendance due to Public Safety Power Shutdown on October 9-10, 2019

15.d Board Memo Allowance of Attendance Request.pdf (p. 129)

15.d.1 Allowance of Attendance Request J-13A Form.pdf (p. 130)

e. Approve Resolution No. 27-19 to Designate Authorized Representatives of Cabrillo Unified School District as Signatories Effective November 7

of Cabrillo Unified School District as Signatories Effective November 7, 2019

15.e. Board Memo Resolution Designating Authorized Signatories.pdf (p. 140)

15.e.1 Resolution No. 27-19 Designating Authorized Signatories.pdf (p. 141)

15.e.2 Signatory Graph 2019-20.pdf (p. 143)

15.e.3 Form F-9B Signature Form SMCOE.pdf (p. 144)

15.e.4 Form F-146a Payroll Signatures SMCOE.pdf (p. 145)

16. FUTURE BOARD AGENDA ITEMS

a. Board Reorganization and Installation

b. Approval of First Interim Budget Report

c. Financial Overview Update and Board Action on Potential Budget Cuts

17. FUTURE EVENTS/DATES/REQUESTS

a. November 11 - Veterans Day - All Sites Closed

b. November 18 - Funding Presentation, Moonridge Family Housing, Half Moon Bay, 6:00 PM

c. November 21 - Special Governing Board Meeting, District Office Board Room, 7:00 PM

d. November 25-29 - Thanksgiving Recess - No School

e. November 28 & 29 - Thanksgiving Holiday - All Sites Closed

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

g. December 3 - Chamber Education Committee Meeting, District Office Board Room, 4:00 PM

h. December 11 - Collaborative Cunha/HMBHS Mega-Concert! Half Moon Bay High School, 6:00 PM

i. December 12 - 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: November 7, 2019
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Information
RECOMMENDATION: Receive Demographer's Enrollment Study Report

BACKGROUND INFORMATION

Tonight staff presents Mr. Tom Williams of Enrollment Projection Consultants to provide a study of student population projections. Staff have worked with Mr. Williams to allow the Board and public to receive information about enrollment and demographic trends for CUSD in years ahead based in data from recent years and projections based on that data which will help us plan for school modernization in years ahead.

Enrollment Trend Study

November 7, 2019, Board Presentation

KEY FINDINGS

Enrollment in the Cabrillo Unified School District, as in most other districts in the county, has been declining in the lower grades in recent years, with no indication in the data of a major future turnaround in the elementary and overall totals. The district's elementary enrollment has declined by more than 300, or close to 20%, in the last six years. The local birth data suggests that these lower per-grade amounts, on average, will continue at the elementary level. Those lower amounts in the elementary grades also are starting to graduate into the secondary grades. Future housing will not alter these overall lower enrollment trends, but there is one possible development that could add notably to the enrollment for one of the elementary schools. Even with that project, the elementary total will go below 1,200 and then remain under 1,200 for the foreseeable future.

Table 1 (PowerPoint version)
Total District Enrollment Changes by Grade Group, Fall of 1999 to 2019,
with the highest amount in each grade range since 2013 highlighted in grey

Fall of	TK-2	3-5	6-8	9-12	TK-12
1999	806	877	938	1,206	3,827
2004	831	714	822	1,167	3,534
2009	835	743	778	1,029	3,385
2010	812	751	773	1,016	3,352
2011	825	735	783	974	3,317
2012	805	769	739	1,011	3,324
2013	815	768	735	1,039	3,357
2014	795	775	746	1,057	3,373
2015	759	736	779	1,060	3,334
2016	707	743	795	1,034	3,279
2017	691	692	794	1,030	3,207
2018	654	683	769	1,046	3,152
2019	626	632	755	1,101	3,114
Change from 2013 to 2019:					
Number	-189	-136	20	62	-243
Percent	-23.2%	-17.7%	2.7%	6.0%	-7.2%

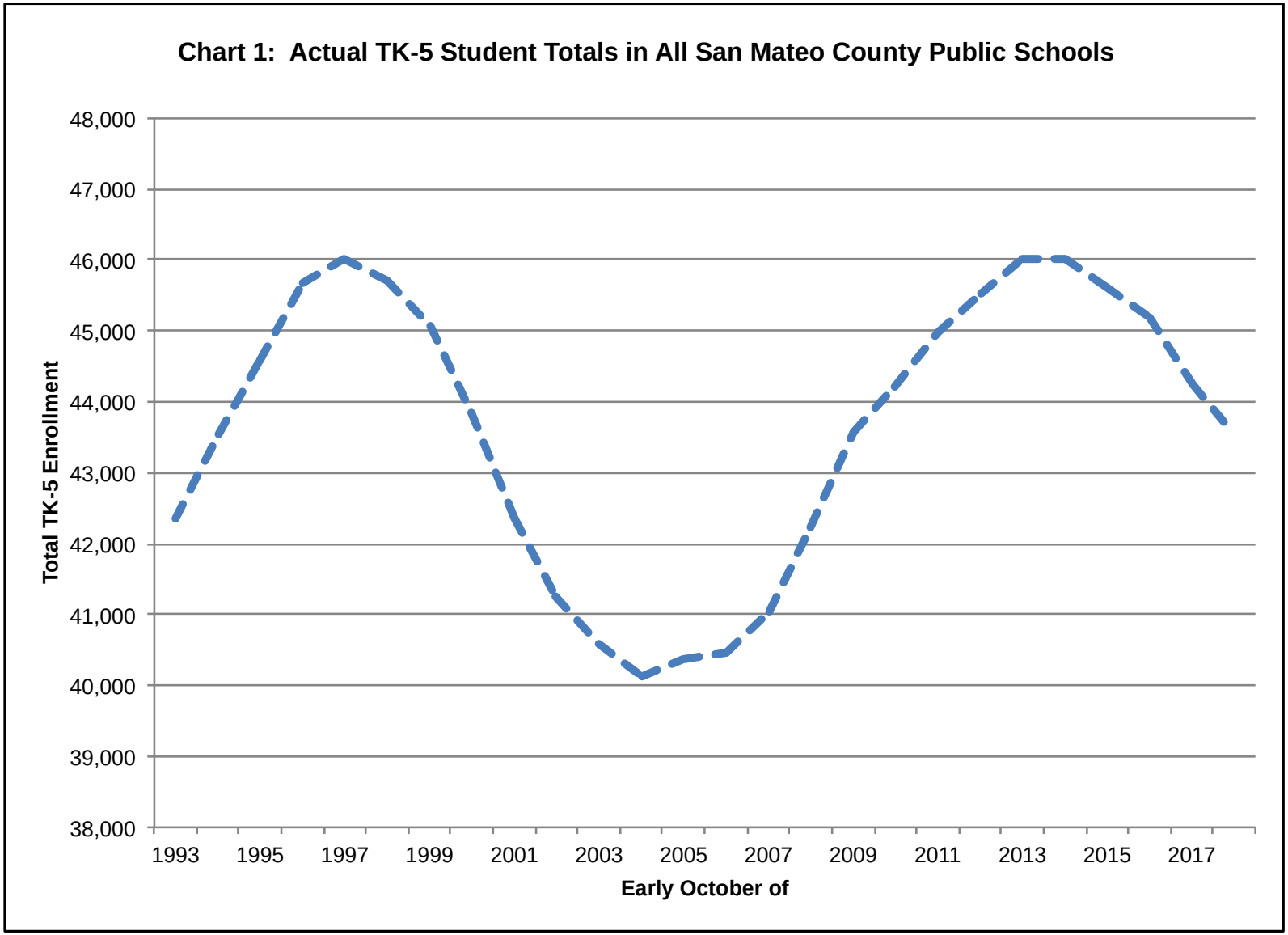

Chart 1: Actual TK-5 Student Totals in All San Mateo County Public Schools
48,000
47,000
46,000
45,000
44,000
43,000
42,000
41,000
40,000
39,000
38,000
Total TK-5 Enrollment
1993
1995
1997
1999
2001
2003
2005
2007
2009
2011
2013
2015
2017
Early October of

Table 2 (PowerPoint version)
Pro-Rated Annual Birth Totals That Correlate to Fall Kindergarten Totals Five Years Later from the Four Zip Codes Entirely in CUSD (94018, 94019, 94037 and 94038)

Total Pro-Rated Annual Births in the Four Zip Codes Entirely in CUSD	Total Births in Four Zip Codes
Pro-Rated Births Relevant to Fall 2007 Kindergarten Students	318
Pro-Rated Births Relevant to Fall 2008 Kindergarten Students	309
Pro-Rated Births Relevant to Fall 2009 Kindergarten Students	321
Pro-Rated Births Relevant to Fall 2010 Kindergarten Students	335
Pro-Rated Births Relevant to Fall 2011 Kindergarten Students	330
Pro-Rated Births Relevant to Fall 2012 Kindergartners with 100% of TK	323
Pro-Rated Births Relevant to Fall 2013 Kindergartners with 50% of TK	318
Pro-Rated Births Relevant to Fall 2014 Kindergartners with 33.3% of TK	304
Pro-Rated Births Relevant to Fall 2015 Kindergartners	272
Pro-Rated Births Relevant to Fall 2016 Kindergartners	250
Pro-Rated Births Relevant to Fall 2017 Kindergartners	264
Pro-Rated Births Relevant to Fall 2018 Kindergartners	239
Pro-Rated Births Relevant to Fall 2019 Kindergartners	231
Pro-Rated Annual Average Relevant to Kindergarten in last Five Years	251
Pro-Rated Births Relevant to Fall 2020 Kindergartners	234
Pro-Rated Births Relevant to Fall 2021 Kindergartners	246
Pro-Rated Births Relevant to Fall 2022 Kindergartners	260
Pro-Rated Births Relevant to Fall 2023 Kindergartners	232

Table 3 (PowerPoint version, page 1 of 2)
Resident CUSD-Enrolled TK-5 Students by EPC-Assigned Relative Housing Value Groups from Planning Areas in the Four Elementary Attendance Areas, Fall of 2016 and 2019

Attendance Area (Section)	Fall of	TK-5 Students Residing in Relative Housing Value Group that is				
		Affordable	Moderate	High	Full Mix	All
Farallone View (Core Area)	**2016**	5	112	117	0	234
	2019	7	117	106	0	**230**
	Numeric Change	2	5	-11	0	**-4**
	Percent Change	40%	4%	-9%		**-2%**
Farallone View (Moonridge)	**2016**	121	0	0	0	121
	2019	88	0	0	0	**88**
	Numeric Change	-33	0	0	0	**-33**
	Percent Change	-27%				**-27%**
El Granada (Core Area)	**2016**	135	144	136	0	415
	2019	123	125	127	0	**375**
	Numeric Change	-12	-19	-9	0	**-40**
	Percent Change	-9%	-13%	-7%		**-10%**
El Granada (Hwy. 92 and S. Main St. Areas)	**2016**	144	47	0	0	191
	2019	97	45	0	0	**142**
	Numeric Change	-47	-2	0	0	**-49**
	Percent Change	-33%	-4%			**-26%**
Hatch (All)	**2016**	105	186	137	0	428
	2019	94	178	127	0	**399**
	Numeric Change	-11	-8	-10	0	**-29**
	Percent Change	-10%	-4%	-7%		**-7%**

Table 3 (PowerPoint version, page 2 of 2)
Resident CUSD-Enrolled TK-5 Students by EPC-Assigned Relative Housing Value Groups from Planning Areas in the Four Elementary Attendance Areas, Fall of 2016 and 2019

Attendance Area (Section)	Fall of	TK-5 Students Residing in Relative Housing Value Group that is				
		Affordable	Moderate	High	Full Mix	All
Kings Mountain (All)	**2016**	0	0	0	26	26
	2019	0	0	0	16	**16**
Numeric Change		0	0	0	-10	**-10**
Percent Change					-38%	**-38%**
Resident Total	**2016**	510	489	390	26	1,415
	2019	**409**	**465**	**360**	**16**	**1,250**
Numeric Change		**-101**	**-24**	**-30**	**-10**	**-165**
Percent Change		**-20%**	**-5%**	**-8%**	**-38%**	**-12%**

Table 4 (PowerPoint version)
Actual Sept. 2019 Resident Students and Attending Elementary School Enrollments

School	Enrollment Category	Actual Students by Relevant Grade							Total
		TK	K	1	2	3	4	5	
Farallone View	Actual Attendance	10	39	51	51	48	47	43	289
	Resident Population	**11**	**40**	**55**	**60**	**52**	**56**	**44**	**318**
	Net Difference (A-R)	-1	-1	-4	-9	-4	-9	-1	**-29**
El Granada	Actual Attendance	17	53	63	62	53	54	65	367
	Resident Population	**17**	**68**	**85**	**84**	**82**	**82**	**99**	**517**
	Net Difference (A-R)	0	-15	-22	-22	-29	-28	-34	**-150**
Hatch	Actual Attendance	23	73	80	83	95	100	98	552
	Resident Population	**22**	**58**	**59**	**59**	**69**	**70**	**65**	**402**
	Net Difference (A-R)	1	15	21	24	26	30	33	**150**
Kings Mtn.	Actual Attendance	0	4	7	10	12	11	6	50
	Resident Population	0	3	1	3	4	3	2	**16**
	Net Difference (A-R)	0	1	6	7	8	8	4	**34**
TOTAL TK-5	Actual Attendance	50	169	201	206	208	212	212	1,258
	Resident Population	**50**	**169**	**200**	**206**	**207**	**211**	**210**	**1,253**
	Net Difference (A-R)	0	0	1	0	1	1	2	**5**

Table 5 (PowerPoint version)
Average Student Generation Rates (SGRs) Applicable to Pending CUSD Housing

Housing Category	Sampled Units	TK-5	6-8	9-12	TK-12	TK-12 SGR
Mainly Market Rate SFD Housing Developments	19	0	0	3	3	**0.16**
Mainly Market Rate Attached Housing Developments	1,634	119	36	48	203	**0.12**
Below Market Rate Attached Housing Developments	160	88	67	107	262	**1.64**

Note: One Below Market Rate apartment complex of around 70 units might be completed in Moss Beach in four-to-five years, but it also may not be built. The only major Mainly Market Rate housing developments expected in the near future are the remaining 44 SFD homes on Upper Terrace Avenue (near the high school) and less than 30 total attached units (with attached covering apartments, condos, townhouses and plexes) at two central HMB locations.

CONCLUSION

The total CUSD enrollment will continue to decline, but with the losses shifting from being almost solely in the elementary grades in recent years to occurring in all three grade levels in the pending years. There are indications, including from both the local birth data and the current student distribution through grades TK-5, that the degree of average annual elementary student reduction will be less in the next few years than occurred recently. But the TK-5 total will still fall from the current 1,258 to below 1,200 and potentially under 1,100 in the near future. The long run outlook is for fewer than 1,200 as well. This compares to elementary totals that were significantly above 1,500 prior to 2015.

Additional information, including footnotes, for each of these PowerPoint tables can be found in the corresponding tables provided with the written report.

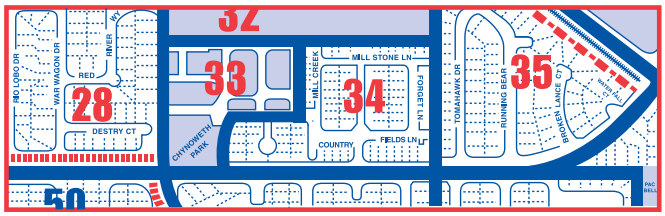
ENROLLMENT PROJECTION CONSULTANTS

Providing School Districts with Accurate Enrollment Forecasts by Location

Area 32
Older Mobile Home Park
450 units, 90 K-8 students, 0.20 SGR

Area 28
Recent Upper-Income Det. Homes
218 units, 85 K-8 students, 0.39 SGR

Area 33
Recent Upscale Townhouses
82 units, 9 K-8 students, 0.11 SGR



Area 34
Recent Middle-Income Det. Homes
94 units, 33 K-8 students, 0.35 SGR

Area 35
Older Middle-income Det. Homes
89 units, 57 K-8 students, 0.64 SGR

Elementary and Middle School
Attendance Boundaries

Superintendent Sean McPhetridge, Ed.D.
Cabrillo Unified School District
498 Kelly Ave.
Half Moon Bay, CA 94019

October 23, 2019

Dear Superintendent McPhetridge:

This is the concluding report to our study comparing the student population changes by housing situation and location from October 2016 to October 2019, along with identifying evolving local birth numbers and the potential new housing impacts for the pending enrollments.

Key Findings from this Study

Enrollment in the Cabrillo Unified School District (henceforth CUSD or district), as in most other districts in the county, has been declining in the lower grades in recent years, with no indication in the data of a major future turnaround in the elementary and overall totals. The district's elementary enrollment has declined by more than 300, or close to 20%, in the last six years. The local birth data suggests that these lower per-grade amounts, on average, will continue at the elementary level. Those lower amounts in the elementary grades also are starting to graduate into the secondary grades. Future housing will not alter these overall lower enrollment trends, but there is one possible development that could add notably to the enrollment for one of the elementary schools. Even with that project, the elementary total will go below 1,200 and then remain under 1,200 for the foreseeable future.

District Enrollment Trends Overall and By Grade Range

The total fall CUSD enrollment has fallen as follows: from being in the 3,800s in the 1990s; to the 3,500s through 3,700s from 2000 to 2005; then only the 3,300s from 2006 to 2015; and has continuously declined since 2015, to just 3,114 this year. The latter is the lowest district total in decades, but the recent reduction was even more severe at the elementary (TK-5, for Transitional Kindergarten through fifth grade) level. As is shown in Table 1 on page 2, the TK-2 total has been in continuous decline since 2013 and has fallen by over 23% (189 students) during that time. The grades 3-5 total dropped by a net of nearly 18% (136 students) over those six years. These losses were partly offset in the overall total by small gains in the middle and high school totals, as large amounts that previously had been in the elementary grades graduated upward. The result is that while the high school now has the largest enrollment in over a decade, with the middle school total having been relatively stable during that time, the elementary total has markedly declined from being well over 1,500 prior to 2015 to just 1,258 now.

Comparing how the student totals in the three-grade groups of 3-5 and 6-8 in 2016 graduated upward by three grades in three years gives an indication for the degree of pending decline in 6-8 and 9-12. The 743 in 3-5 in 2016 graduated upward to being 755 now, for a nominal net increase by twelve students. With just 632 currently in 3-5, adding only a dozen to that would mean a middle school total of around 110 fewer students in 2022. Having the largest 6-8 total in the last decade occur in 2016 is a major reason for why the current 9-12 total is also the highest in more than a decade. With a slightly lower current 6-8 total now than in 2016, the indication is for a lower 9-12 total in three years as well. And with a significant drop occurring from TK-2 in 2016 (707) to 3-5 today (632), it is reasonable to assume that the current 626 in TK-2 could become only around 550 in 3-5 in 2022.

Table 1: Total District Enrollment Changes by Grade Group, Fall of 1999 to 2019, with the highest amount in each grade range since 2013 highlighted in grey*

Fall of	TK-2	3-5	6-8	9-12	TK-12
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Percent	**-23.2%**	**-17.7%**	**2.7%**	**6.0%**	**-7.2%**

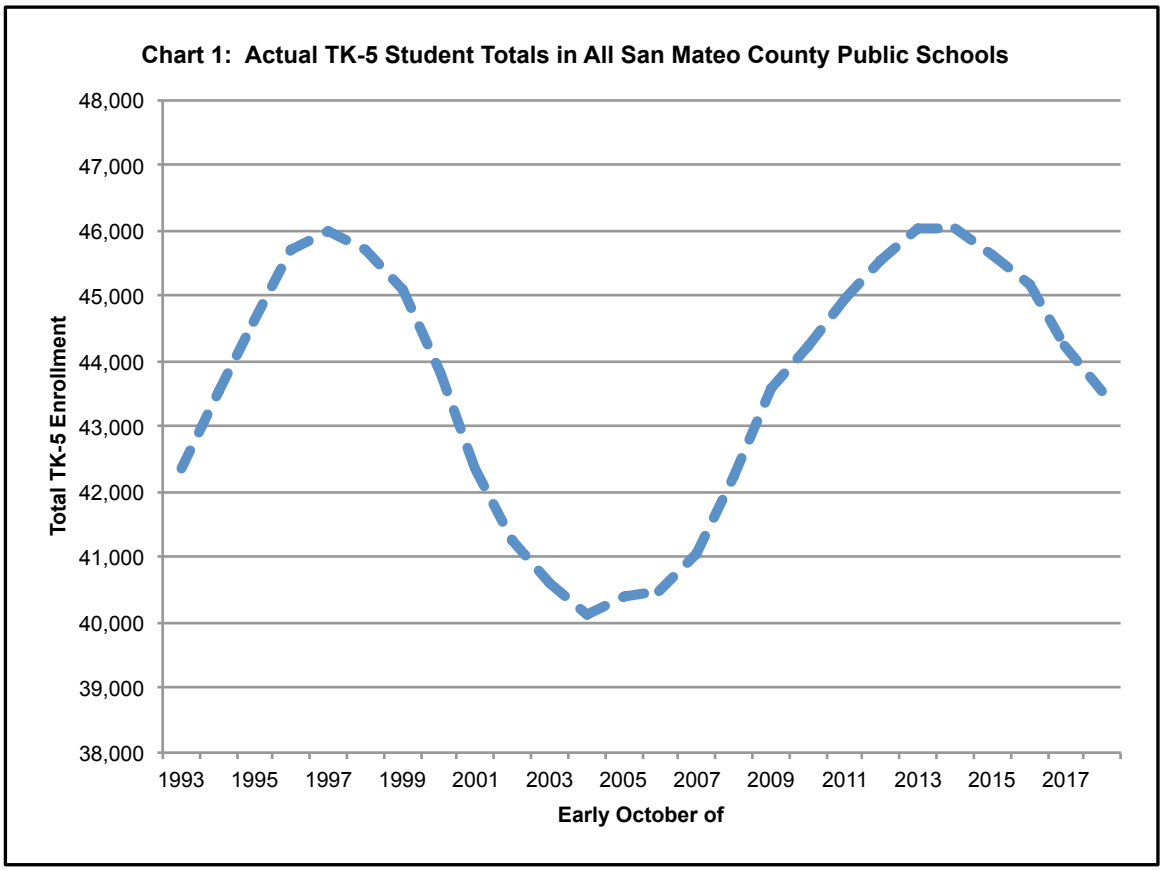
* Totals from 1999 through 2018 are from the California Department of Education website. Totals from 2019 are from the student file provided to Enrollment Projection Consultants (EPC) by the Cabrillo Unified School District (CUSD).

Countywide Enrollment Trends in TK-5

The CUSD's notable elementary enrollment reduction since around 2013 is also occurring in most other districts in San Mateo County. As is shown in Chart 1 on page 3, the countywide public school enrollment in TK-5 soared from a low in 2004 to a high in 2013, but thereafter has been in significant and accelerating decline. The dramatic increase in housing costs (prices and rents) over the last six years is believed to be the main cause of this swing from major growth to dramatic decline. With such costs expected to stay high for the foreseeable future (even an economic slowdown causing a 15% reduction in housing costs would still result in extraordinarily high costs), there is a high probability that the countywide TK-5 total will continue to fall.

Birth Trends in the Four Main Zip Codes (Combined) in the CUSD

Even before rising housing costs started to have a major negative impact on elementary enrollments, however, the birth totals in the CUSD's four main zip codes had started to decline. As is indicated in Table 2 on page 4, the birth figures from those four zip codes combined started calling for lower kindergarten numbers (after adjusting for the short term effect of the TK phase in) beginning in 2015. But those numbers come from births starting in 2010



(i.e., five years earlier for the correlation from births to kindergartners). Prior to that, all of the pro-rated annual birth totals over the preceding eight years were in the 300s. The birth totals that correlate to the last five kindergartens, including the current kindergarten, were between just 231 and 272, with the lowest (231) being the one that correlates to this year's kindergarten. While the birth totals correlating to the next four kindergartens are slightly higher than that 231, at between 232 and 260, that range is still well below (averaging nearly a 24% reduction) the amounts relevant to the kindergartens prior to 2015.

Resident CUSD-Enrolled TK-5 Student Totals by Attendance Area and General Housing Value Levels

"Resident" student totals differ from school enrollments because the former are counts of where the district-enrolled students officially live (i.e., their stated home addresses in the district's database), regardless of the schools attended. Due to intra-district (across attendance boundaries) and incoming inter-district (from outside the district region) attendance, school enrollments always differ from their resident student totals in the relevant grades. In your district's case, this is mainly an issue at the elementary level, since the entire district region is the attendance area for the middle school and high school.

After performing extensive fieldwork to analyze the housing situation in every district neighborhood, we have divided the CUSD region into 67 EPC-created "planning areas" so that we can determine where the resident student changes are occurring and, from that, evaluate the likelihood for those resident trends to continue. Each of these areas represents a single dominant housing type (wherever feasible) by subjective price ranges and average home and parcel sizes. We have found that even subtle differences in residential type and value can generate divergent student trends in some districts. Please note, however, that your district has some neighborhoods with a complete mix of housing sizes and conditions and we needed to classify those by the dominant characteristic, especially for the student source, which is in the *relatively* "moderate" value group in most cases. The resultant findings, by elementary attendance area section, are shown in Table 3 on page 5.

Table 2: Pro-Rated Annual Birth Totals That Correlate to Fall Kindergarten Totals Five Years Later from the Four Zip Codes Entirely in CUSD (94018, 94019, 94037 and 94038)

Total Pro-Rated Annual Births in the Four Zip Codes Entirely in CUSD*	Total Births in Four Zip Codes
Pro-Rated Births Relevant to Fall 2007 Kindergarten Students	318
Pro-Rated Births Relevant to Fall 2008 Kindergarten Students	309
Pro-Rated Births Relevant to Fall 2009 Kindergarten Students	321
Pro-Rated Births Relevant to Fall 2010 Kindergarten Students	335
Pro-Rated Births Relevant to Fall 2011 Kindergarten Students	330
Pro-Rated Births Relevant to Fall 2012 Kindergartners with 100% of TK**	323
Pro-Rated Births Relevant to Fall 2013 Kindergartners with 50% of TK**	318
Pro-Rated Births Relevant to Fall 2014 Kindergartners with 33.3% of TK**	304
Pro-Rated Births Relevant to Fall 2015 Kindergartners	272
Pro-Rated Births Relevant to Fall 2016 Kindergartners	250
Pro-Rated Births Relevant to Fall 2017 Kindergartners	264
Pro-Rated Births Relevant to Fall 2018 Kindergartners	239
Pro-Rated Births Relevant to Fall 2019 Kindergartners	231
Pro-Rated Annual Average Relevant to Kindergarten in last Five Years	251
Pro-Rated Births Relevant to Fall 2020 Kindergartners	234
Pro-Rated Births Relevant to Fall 2021 Kindergartners	246
Pro-Rated Births Relevant to Fall 2022 Kindergartners	260
Pro-Rated Births Relevant to Fall 2023 Kindergartners	232

* These are proportionate birth amounts from the two years relevant to each kindergarten eligibility period, such as the births relevant to the Fall 2007 kindergartens representing one-twelfth of the birth total in 2006 and eleven-twelfths (all but December) of the birth total in 2007. The ratios shift after 2011 to match the evolution of the kindergarten eligibilty birthdate cutoff from December 2 before 2012 to September 1 starting in 2014. The San Gregorio zip code (94074), which is mainly but not entirely in the CUSD, is excluded because the totals have ranged from zero to four in recent years, but were unavailable in earlier years when totals of under five annual births were not documented. The Kings Mountain area is excluded from these figures because that is in a zip code (94062) that is primarily outside the CUSD.

** 100% of TK students in 2012, 50% of TK students in 2013 and 33.3% of TK students in 2014 are included so that the totals correlate to 12-month birth periods.

Sources: Birth totals from Calif. Dept. Health Statistics (before 2013) and San Mateo County Public Health Dept. (after 2012)

Table 3: Resident CUSD-Enrolled TK-5 Students by EPC-Assigned Housing Value Groups from Planning Areas in the Four Elementary Attendance Areas, Fall of 2016 and 2019*

Attendance Area (Section)	Fall of	TK-5 Students Residing in Relative Housing Value Group that is*				
		Affordable	Moderate	High	Full Mix	All
Farallone View (Core Area)	**2016**	5	112	117	0	234
	2019	7	117	106	0	**230**
Numeric Change		2	5	-11	0	**-4**
Percent Change		40%	4%	-9%		**-2%**
Farallone View (Moonridge)	**2016**	121	0	0	0	121
	2019	88	0	0	0	**88**
Numeric Change		-33	0	0	0	**-33**
Percent Change		-27%				**-27%**
El Granada (Core Area)	**2016**	135	144	136	0	415
	2019	123	125	127	0	**375**
Numeric Change		-12	-19	-9	0	**-40**
Percent Change		-9%	-13%	-7%		**-10%**
El Granada (Hwy. 92 and S. Main St. Areas)	**2016**	144	47	0	0	191
	2019	97	45	0	0	**142**
Numeric Change		-47	-2	0	0	**-49**
Percent Change		-33%	-4%			**-26%**
Hatch (All)	**2016**	105	186	137	0	428
	2019	94	178	127	0	**399**
Numeric Change		-11	-8	-10	0	**-29**
Percent Change		-10%	-4%	-7%		**-7%**
Kings Mountain (All)	**2016**	0	0	0	26	26
	2019	0	0	0	16	**16**
Numeric Change		0	0	0	-10	**-10**
Percent Change					-38%	**-38%**
Resident Total**	**2016**	510	489	390	26	1,415
	2019	**409**	**465**	**360**	**16**	**1,250**
Numeric Change		**-101**	**-24**	**-30**	**-10**	**-165**
Percent Change		**-20%**	**-5%**	**-8%**	**-38%**	**-12%**

* Housing value groups come from a standardized, but nonetheless subjective, EPC rating of the dominant housing situation in each of the EPC-created planning areas in the CUSD. Some areas include minority percentages of housing units in the other value groups. "Full Mix" applies to the Kings Mountain area only. Resident figures are for the number of CUSD-enrolled TK-5 students who have stated addresses in the specified locations, regardless of the schools actually attended. All counts come from fall 2016 and 2019 student files provided to EPC by the CUSD.

** Totals exclude 30 students in 2016 and five in 2019 at outside-CUSD and unlocatable addresses.

Map of Elementary Attendance Areas (with All Rural Locations Assigned for Data Compiling Purposes)

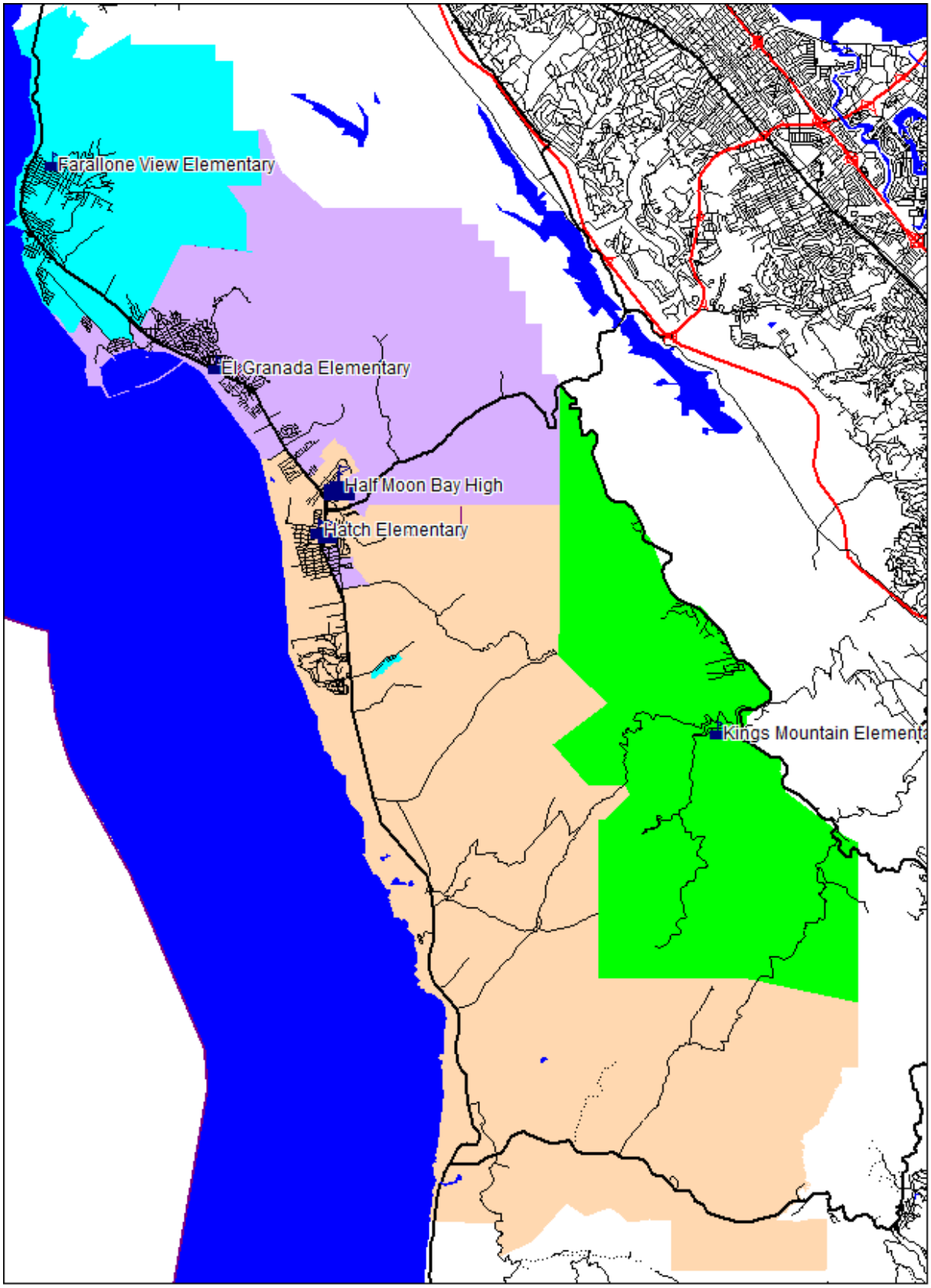


Table 4: Actual Sept. 2019 Resident Students and Attending Elementary School Enrollments

School	Enrollment Category	Actual Students by Relevant Grade TK	K	1	2	3	4	5	Total
Farallone View	Actual Attendance*	10	39	51	51	48	47	43	289
	Resident Population	**11**	**40**	**55**	**60**	**52**	**56**	**44**	**318**
	Net Difference (A-R)	-1	-1	-4	-9	-4	-9	-1	**-29**
El Granada	Actual Attendance*	17	53	63	62	53	54	65	367
	Resident Population	**17**	**68**	**85**	**84**	**82**	**82**	**99**	**517**
	Net Difference (A-R)	0	-15	-22	-22	-29	-28	-34	**-150**
Hatch	Actual Attendance*	23	73	80	83	95	100	98	552
	Resident Population	**22**	**58**	**59**	**59**	**69**	**70**	**65**	**402**
	Net Difference (A-R)	1	15	21	24	26	30	33	**150**
Kings Mtn.	Actual Attendance*	0	4	7	10	12	11	6	50
	Resident Population	0	3	1	3	4	3	2	**16**
	Net Difference (A-R)	0	1	6	7	8	8	4	**34**
TOTAL TK-5	Actual Attendance*	50	169	201	206	208	212	212	1258
	Resident Population	**50**	**169**	**200**	**206**	**207**	**211**	**210**	**1253**
	Net Difference (A-R)**	0	0	1	0	1	1	2	**5**

* Attendance according to the student file provided by to EPC by the CUSD.

** Total net TK-5 difference is four incoming inter-district students (outgoing amount not calculated) and one student listed at an unlocatable address.

Resident TK-5 Student Trend Findings in the Farallone View Attendance Region (with Enrollment Caveats)

The “Core Area” of the Farallone View attendance region, which covers all of that region except for the “Moonridge” apartments, had relatively stable resident TK-5 totals between 2016 and 2019 in each of the three general “affordable”, “moderate” and “high” housing value groups. The largest difference was the drop by 11 students, or -9%, from the “high” value areas, but that was mostly offset by a gain of seven students in the other two housing categories. The current total of only 230 resident students in this Farallone View section, however, is nonetheless a small amount for an elementary school.

The “Moonridge” part of the Farallone View region, by contrast, had a huge 27% decline in resident TK-5 students since 2016. That total fell from 121 to 88 in just three years. We suspect this reduction is partly due to many of the families there having moved in awhile ago, with the parents now well past childbearing age, resulting in fewer incoming kindergarten numbers and relatively larger numbers graduating from the high school. We doubt such a severe rate of decline will occur in the future, but there also is no reason to expect a rebound.

The result of these findings, along with the relevant birth data and having a relatively balanced student distribution through the grades (see Table 4 above), is that the existing housing in the entire Farallone View region probably will continue to provide slightly over 300 CUSD TK-5 students. There is the potential, however, to go below 300.

A complex of approximately 70 “below market rate” (“affordable”) apartment units, however, could be built in the Moss Beach part of that attendance area several years from now. This could add around 50-60 students to Farallone View’s resident TK-5 total (as is discussed later), which might push that total to the 370 vicinity. (A continued net difference for the enrollment to be around 29 students lower than the resident count, however,

would convert that 370 resident student vicinity to around 340 for enrollment.) It is possible that this particular development, due to some neighborhood opposition, will be delayed past 2023 and potentially may never be built.

Resident TK-5 Student Trend Findings in the El Granada Attendance Region (with Enrollment Caveats)

The "Core Area" of the El Granada attendance region, which covers all of that attendance area except for the portions along San Mateo Road (a.k.a., Highway 92) and in the south Main Street vicinity, did have meaningful resident student decline in each of the three general housing value groups. The most significant loss was by 19 students, or -13%, in the "moderate" value group. The "affordable" group has 12 fewer students, for -9%. Rising housing costs probably factored into these student declines and could continue to do so in the near future. The total TK-5 reduction was by 40 students, for a rounded -10%, to the current 375. Further decline should occur for next year (to fall 2020) because of a large graduating fifth grade class (75, compared to 61 or less in each of the other grades and just 52 in kindergarten; these numbers differ from those in Table 4 because these are only for the Core Area). Continued gentrification of the "moderate" value areas here could drop the subsequent total into the lower 300s. The result, nonetheless, could be more TK-5 students in just this portion of El Granada's area than from the entire Farallone View region until (if) that aforementioned affordable housing project is built there.

The sections of the El Granada region that are along San Mateo Road and in the south Main Street vicinity are dominated by relatively "affordable" housing units, with some "moderate" value areas included in the south Main Street vicinity. The TK-5 student decline since 2016 from those "affordable" areas was extreme, with a drop by 47 students, or -33%. The loss from both "affordable" and "moderate" areas in these outlying El Granada sections was 49 students, or -26%. We are making some of the same assumptions for what happened here as we did for Moonridge, but there also may be fewer "affordable" units being made available for families in the San Mateo Road area, which is mainly farm-related housing. Whatever the reasons, such a dramatic rate of decline is unrealistic to continue, but some further reduction is likely.[1] Even if the TK-5 total in these two outlying sections fell by another 40 in the near future, however, the entire El Granada region would still have over 400 students.

The caveats to these resident El Granada figures in both the "Core Area" and the outlying sections is that large numbers of those students are enrolled via intra-district enrollment at the other elementaries. Out of the 375 current resident "Core Area" TK-5 students, only 246 are enrolled at El Granada, with enrollments of 85 at Hatch, 31 at Farallone View and 13 at Kings Mountain. Out of the 142 current resident TK-5 students in the other areas, only 75 are enrolled at El Granada, with 64 at Hatch, two at Farallone View and one at Kings Mountain.

Resident TK-5 Student Trend Findings in the Hatch Attendance Region (with Enrollment Caveats)

The resident TK-5 total for Hatch fell from 428 to 399 since 2016, for a 29-student reduction. That is -7%, which is a smaller percentage decline than from each of the entire Farallone View and El Granada regions. The most significant drop from within the Hatch region occurred in the "affordable" housing areas, with a loss of 11 students, or -10%. Gentrification-caused student reductions in "moderate" dwellings evidently have not been as great here as in El Granada's Core Area, with such housing in Hatch's region having only an eight student, or -4%, decline.

Although it is hard for us to be fully confident without doing a more thorough analysis that includes student counts from additional school years, there are some aspects of the data we do have that suggests the resident TK-5 total for Hatch could stay close to 400 in the near future. New housing could be a minor contributor to that potential relative stabilizing of the total. The result would be a near-term resident TK-5 total between those that are likely to occur for Farallone View (lower than Hatch's) and El Granada (higher than Hatch's).

The caveat to these resident Hatch figures is that Hatch currently gains a net of 150 students from outside of its attendance area. This includes 149 from El Granada and 19 from Farallone View's "Moonridge", with those amounts only slightly offset by outgoing inter-district attendance to the three other elementary schools.

[1] Closure of a major local farm-related employer could make the further reduction from these locations more significant, especially in the short-term. Such a closure also could cause additional reduction in the number of students from Moonridge.

Table 5: Average Student Generation Rates (SGRs) Applicable to Pending CUSD Housing

Housing Category	Sampled Units*	TK-5	6-8	9-12	TK-12	TK-12 SGR**
Mainly Market Rate SFD Developments	19	0	0	3	3	0.16
Mainly Market Rate ATT Developments	1,634	119	36	48	203	0.12
Below Market Rate ATT Developments	160	88	67	107	262	1.64

* The "Mainly Market Rate SFD" sample is from the only recent large development of single-family-detached homes in the CUSD. The "Mainly Market Rate ATT" sample is extrapolated from EPC findings from recent attached housing developments (with attached covering apartments, condos, townhouses and plexes) in the San Mateo - Foster City ESD because no recent in-CUSD sample is available. The "Below Market Rate ATT" sample is from "Moonridge", which is similar to the one proposed development in that housing category in the CUSD. Due to Moonridge's age, however, the SGR is believed to have evolved from originally being concentrated in the lower grades to the current student concentration in the upper grades. The similar pending project should start with that original lower-grades concentration. We rarely determine such a high SGR; the norm from below market rate ATT developments is for the TK-12 SGR to be below 1.00.

** SGR is the average number of students per unit.

Resident TK-5 Student Trend Findings in the Kings Mountain Attendance Region

King's Mountain had the resident TK-5 student total fall from 26 to 16 in just the last three years. That school's current enrollment is significantly higher than 16 (i.e., 50) because of intra- and inter-district enrollment gains.

Impacts of New Housing

New dwellings impact enrollment through a combination of (1) the number of residences expected in the various housing types and (2) the number of students in each of those units. These components are discussed in the following subsections.

Average Student Generation Rates (SGRs) from Recently Built Housing

Student generation rates are the average rates at which residences "yield" students, such as one student in every two homes (a 0.50 SGR). Public school SGRs usually are calculated by identifying the number of district-enrolled students in a suitable sample of residential units from the local area. SGRs identified from recently built housing are often considered the best estimation of what similar future homes will generate, at least in the first few years of occupation.

Current SGRs in Recently Built Housing

Three SGRs have been determined for estimating the impacts of future dwellings. The only recent major in-district development of mainly market rate, single-family-detached (SFD) residences has three students in 19 homes, for a 0.16 SGR. Those students are all in the high school grades, but that is considered a nuance in such a small student and housing unit sample. While some readers may be surprised at how low this SGR is from recently built SFD homes, it is not an unexpected finding for us. New mainly market-rate housing developments in San Mateo and Santa Clara Counties simply are not providing large elementary student numbers any more. This is due to the high cost being unaffordable to most young families.

There are no recent major in-CUSD developments of mainly market rate, attached (or ATT, which covers apartment, condo, townhouse and plex) units, so we are showing in Table 5 the results from a large sample of such units in the San Mateo – Foster City ESD. Since that district only enrolls students in TK-8, we have extrapolated the average of twelve students per middle school grade into the same amounts in the high school grades. The result is an SGR of 0.12, or around one district-enrolled student in every eight units.

There also are no recent major in-CUSD developments of mainly below market rate (BMR) units, but in this case, the characteristics of the family-oriented Moonridge is sufficiently comparable to the one proposed BMR complex for the SGR to be relevant. Moonridge has 262 students in 160 units, for a 1.64 SGR that may be the highest we have calculated in a large non-SFD BMR development, and yet this SGR was even higher three years ago. We suspect that when Moonridge first opened, this SGR was more concentrated in the lower grades.

Potential Pending Housing

There are four known developments of more than five residences that could be built in the next four years, along with a few new individual SFD homes annually at scattered locations in the CUSD. The most significant potential student source would be the aforementioned affordable housing possibility in Moss Beach. These approximately 70 family-oriented BMR units may or may not be built by 2023. Based on the SGR findings from Moonridge, including the assumption of a greater SGR concentration in the lower grades when Moonridge first opened, this proposed BMR project could provide around 50-to-60 elementary students and another 50-to-60 secondary students. This is in the Farallone View attendance area.

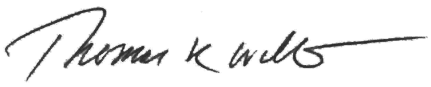
The other three known locations with the potential for at least five new units are all in the Hatch attendance area. The largest of these is in the partially built development on Upper Terrace Avenue near the high school. The first 19 SFD homes there were completed recently, but the rest of that development is vacant and for sale. There also are twelve duplex units proposed by Metzgar Street in southwest Half Moon Bay and eight-to-ten attached units proposed for a mixed-use redevelopment at the northwest corner of Kelly Avenue and Cabrillo Highway South (a.k.a., Highway 1). All three of these developments combined are unlikely to provide more than a dozen CUSD-enrolled students.

There are some additional housing possibilities, including via (1) the City of Half Moon Bay potentially revising its general plan to encourage more BMR units and (2) development of some vacant larger properties such as a CUSD surplus site, but those will not provide enough students to bring the total back up to the current level for the foreseeable future.

Conclusion

The total CUSD enrollment will continue to decline, but with the losses shifting from being almost solely in the elementary grades in recent years to occurring in all three grade levels in the pending years. There are indications, including from both the local birth data and the current student distribution through grades TK-5, that the degree of average annual elementary student reduction will be less in the next few years than occurred recently. But the TK-5 total will still fall from the current 1,258 to below 1,200 and potentially under 1,100 in the near future. The long run outlook is for fewer than 1,200 as well. This compares to elementary totals that were significantly above 1,500 prior to 2015.

Sincerely,



Thomas R. Williams, Partner in Enrollment Projection Consultants

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: November 7, 2019
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum & Instruction
John Nazar, Principal, Half Moon Bay High School
CATEGORY: Presentation
RECOMMENDATION: Receive Half Moon Bay High School Agriculture and Natural Resources Department Course of Study and 2019-2024 Five-Year Plan Presentation

BACKGROUND INFORMATION

The Half Moon Bay High School Agriculture (Ag) Program has put together a power point presentation that highlights the achievements, struggles and history of the program and the goals of the proposed 2019-2024 Five-Year plan.

Attachments: Half Moon Bay High School Agriculture and Natural Resources Program Power Point Presentation.

REPORT/PROPOSAL

Receive the Half Moon Bay Agriculture and Natural Resources Program Power Point Presentation.

FINANCIAL IMPACT

There is no financial impact to the General Fund with the exception of the potential cost for an increase in sections over the next five years based on student enrollment. The 2019-2024 Five-Year Plan will strengthen the Agriculture and Natural Resources Department's ability to secure grant funding.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Half Moon Bay School Agriculture & Natural Resources Program

2019-2024 Five Year Plan

Objectives

- ✓ Provide a brief historical overview
- ✓ Provide recent enrollment trends and program data
- ✓ Highlight goals of the Agriculture and Natural Resources Program Five-Year Plan, and
- ✓ Request approval



HISTORICAL OVERVIEW

- Preparing students for success after high school for over 75 years
- Long tradition of strong industry and community support
- Course of study has changed over time
- Turn over of teachers
- Labor Market
- Increase in standards based instruction:
  - CTE Model Curriculum Standards (Career Ready + Anchor/Academic Common Core + Pathway Industry)+Next Generation Science Standards

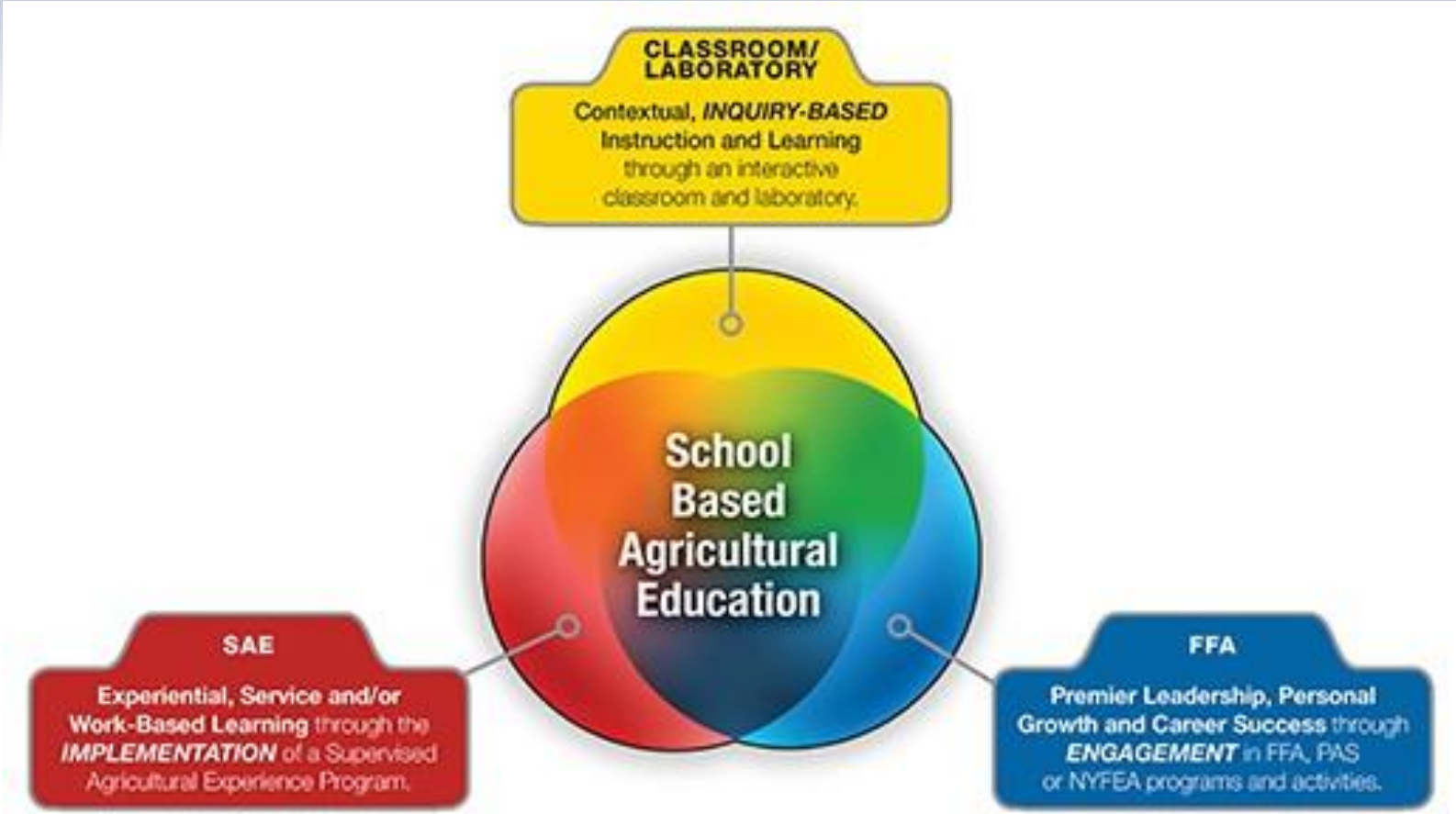
5 Year Course & Enrollment Trend

Course	June 2016	June 2017	June 2018	Oct 2019	June 2019	Oct 2019
Ag Practices	10	15	4	6	6	
Ag Projects						1
Into to Ag/Enviro Sci	31	38	35	36	30	28
Ag Gov/Econ	20					
Sus Ag Bio	58	61	49	58	55	48
Sus Ag Bio Enhanced			5	9	9	10
Vet Science	22		31	21	18	
Ag Chem		33	28	32	30	20
Adv Interdisc Ag/ Vet Sci						10
Total	***141***	***132***	***152***	***162***	***148***	***117***

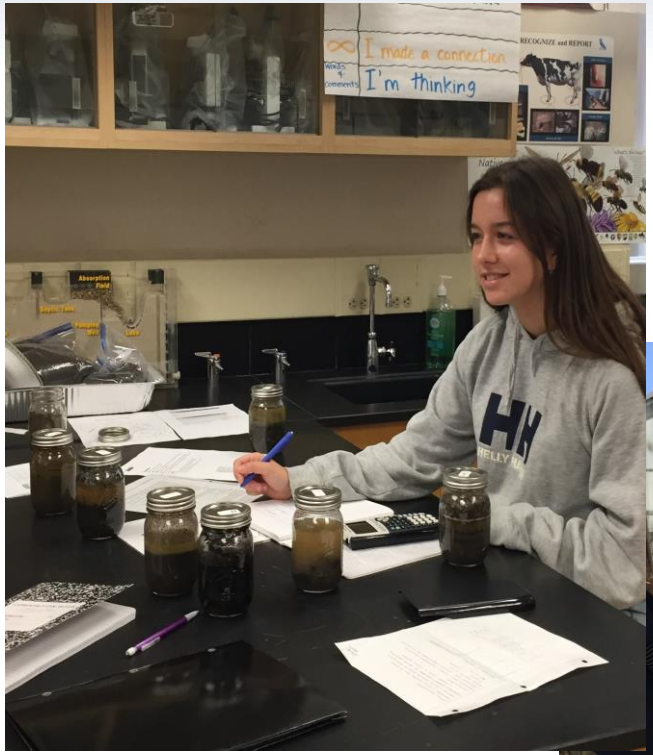
GRADUATE FOLLOW-UP DATA

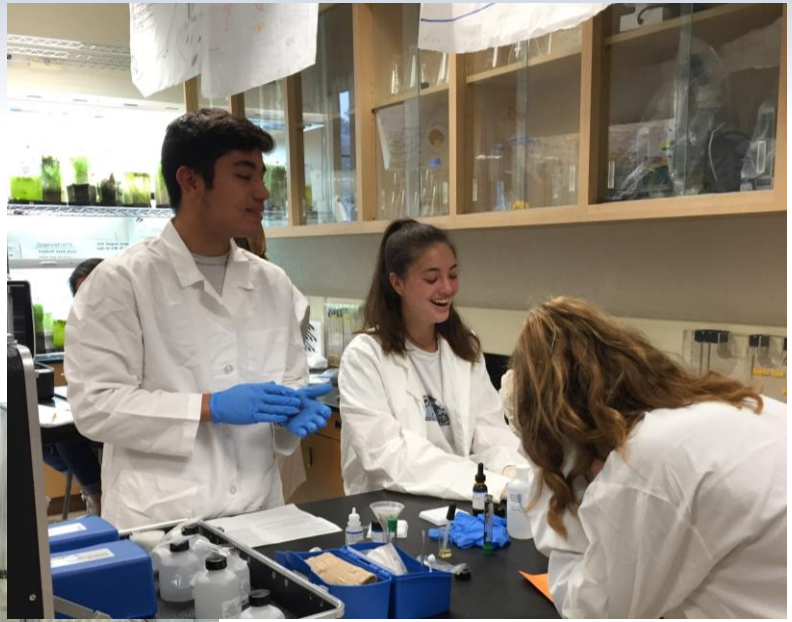
Placement	2018	2019
Response rate	85%	88%
Placement	100%	100%
4 yr college-Ag major	5%	40%
4 yr college-non-Ag major	18%	0%
2 yr college -Ag major	27%	20%
2 yr college-non Ag major	45%	27%
Employed FT-Ag	0%	13%
Military	5%	0%

Based on Perkins IV course pathway sequencing, 17% of the graduates who completed at least 3 Ag courses where pathway completers.


CLASSROOM/ LABORATORY
Contextual, INQUIRY-BASED Instruction and Learning through an interactive classroom and laboratory.
School Based Agricultural Education
SAE
Experiential, Service and/or Work-Based Learning through the IMPLEMENTATION of a Supervised Agricultural Experience Program.
FFA
Premier Leadership, Personal Growth and Career Success through ENGAGEMENT in FFA, PAS or NYFEA programs and activities.

Classroom / Lab Instruction

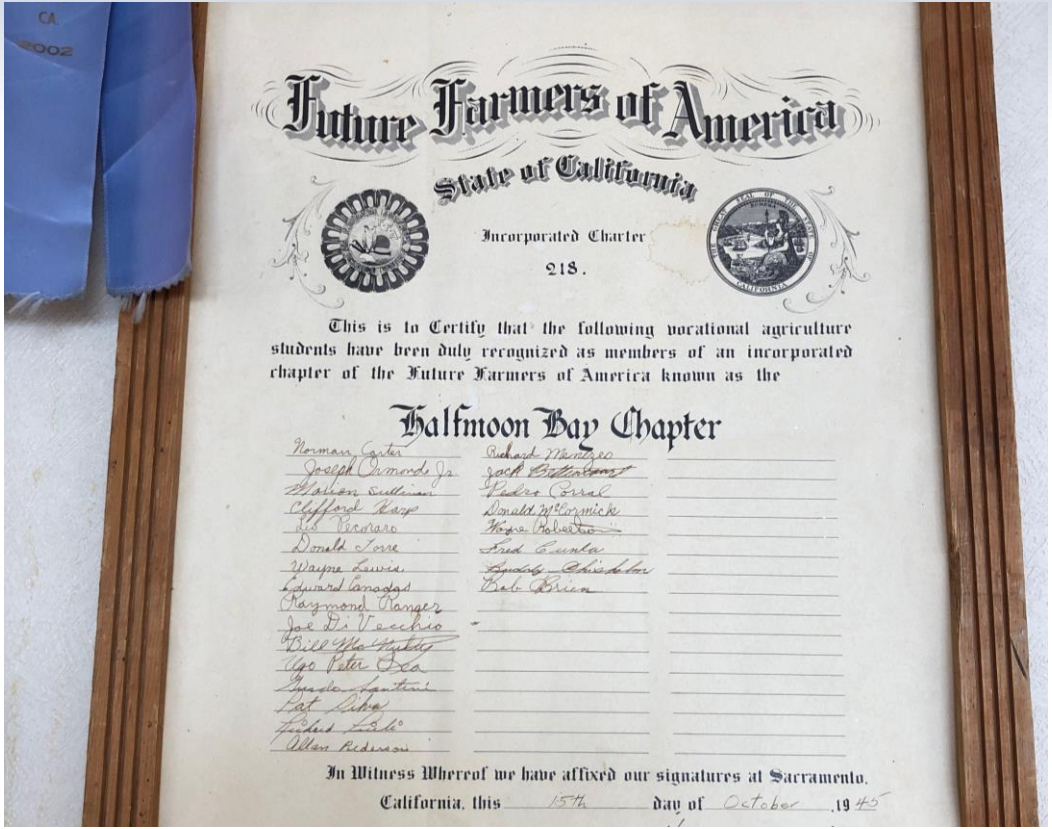






HMB FFA

- FFA is a Career Technical Student Organization (CTSO)
- “INTEGRAL” to the Agriculture Curriculum
- Chartered Oct. 15, 1945
- Celebrating our 75th FFA Anniversary in 2020
- *1967- Girls first allowed to participate in FFA nationwide*



FFA

Personal Growth and Success through Engagement





Leadership

Public Speaking, Parliamentary Procedure



Chapter, State & American Degrees
Conference Delegates



Community Service

Leadership



Greenhand Leadership Conference-Petaluma



Open and Closing Ceremonies Contest-Dixon

Supervised Ag Experience Projects





2019-24 FIVE-YEAR PLAN GOALS

OVERARCHING GOAL: To expand a high quality sustainable agriculture program and thriving FFA.

GOAL 1: To offer high quality CTE Ag program of study that meets student and industry needs.

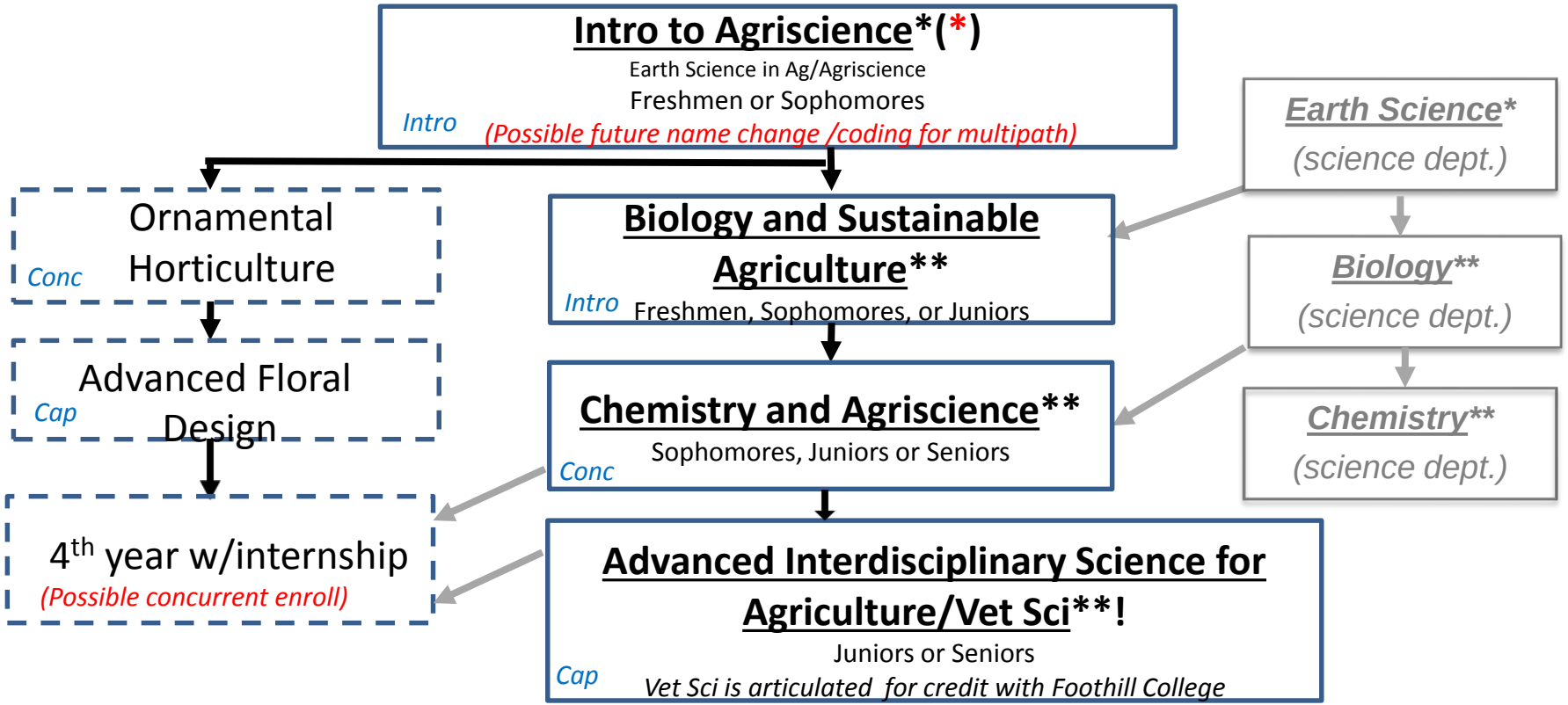
GOAL 2: To recruit and retain high quality CTE Agriculture teacher(s)

GOAL 3: To provide high quality industry standard instructional materials and facilities.

GOAL 1: Offer high quality CTE Ag program of study that meets student and industry needs.

- Identify and recommend CTE Career Pathway(s) with a 4 year sequence of courses
  - ✓ Phase 1: Agriscience pathway- Sustainable Agriculture – Aug 2019
  - Phase 2: Explore ways to expand high quality Pathways Implement a paid /non paid Ag internship program





Multi Pathway Expansion Example

****D Level Courses**: fulfill the UC and CSU college admission requirements for a Laboratory Science course.
***G Level Courses**: fulfill the UC and CSU college admission requirements for a college prep Elective course.
! Honors Courses

For other courses meeting science requirements look at the Science Department

GOAL 2: To recruit and retain high quality CTE Agriculture teacher(s)

- Increase teacher /student success
- Increase student contact time
- ✓ Reduce number of preps for 1 FTE to no more than 4/gain approval for a planning SAE Supervision period which is integral to the Ag CTE curricula *+AIG $$$*
- ✓ Provide an extended contract equivalent to .20 FTE- *Grant Funded/+AIG $$$*
- Expand Ag program to Cunha Middle School
- ✓ Expand program to 2 teachers *-1.20 Aug 2019*
- Provide housing support for Ag teacher(s)

GOAL 3: To provide high quality industry standard instructional materials and facilities.

- Refurbish both greenhouses:
- ✓ Phase 1:
  - Structural repair, vents, birdnetting, grading, drainage, refurbish benches, concrete, reskin, sink, compost area - *Grant funding and donations*
- Phase 2:
  - Irrigation, electrical, automation, heating, shade curtain-lg greenhouse
- ✓ Purchase F250 diesel, 4x4, crew cab, tow and fifth wheel package **Grant funded*

Before & After









Questions? / Thank you!



CABRILLO UNIFIED SCHOOL DISTRICT
Every Student, Every Day!

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: November 7, 2019
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Information/Approval
RECOMMENDATION: Receive Financial Overview Update and Approve FCMAT Contract

BACKGROUND INFORMATION

Tonight staff will present an update to the Board and public on the background information of district spending and potential recommendations for budget cuts, district savings, and operational efficiencies. We are also providing the "Letter of Lack of Going Concern" received from the San Mateo County Office of Education that has now officially triggered the requirement of the district to participate in assistance efforts from the Fiscal Crisis Management and Assistance Team (FCMAT). Staff also request Board approval of the contract with FCMAT (also provided here), and while the letter of engagement requires no payment or district expense, CUSD must still seek and gain Board approval to proceed with mandated FCMAT assistance going forward.

Please note the presentation will be uploaded once finalized and updated.

Financial Overview Update

November 7, 2019

Objective of Presentation

Present CUSD's financial overview update with a list of potential budget cuts and savings required for Board action to stabilize district spending and maintain local control

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

Short-term budget cut proposals presented for Board approval in December to meet SMCOE deadline; mid- to long-term strategic planning 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: 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 and meet our needs ongoing

- A continued focus on student achievement (Local Control Accountability Plan)
- A partnership between student, family, school, district, and community
- A commitment to learn from the past and prepare for the future
- A need for sensitivity as budget cuts personally impact employees and families
- A commitment to empathy, growth mindset, and open minds during the process
- A goal to be data-driven, transparent, and inclusive in fact-finding, analysis, and decision-making, including consideration of impacts that result with budget cuts
- The Board is not taking action tonight after the recommendations are presented: actionable cuts/savings ($1.75-$2.5 million or $3.3-$4.1 million) made December depending on outcome of $1.6 million of parcel tax local fund vote in November

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, calendar changes, salaries/benefits) are negotiated and outside our scope
- 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) requires 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.”

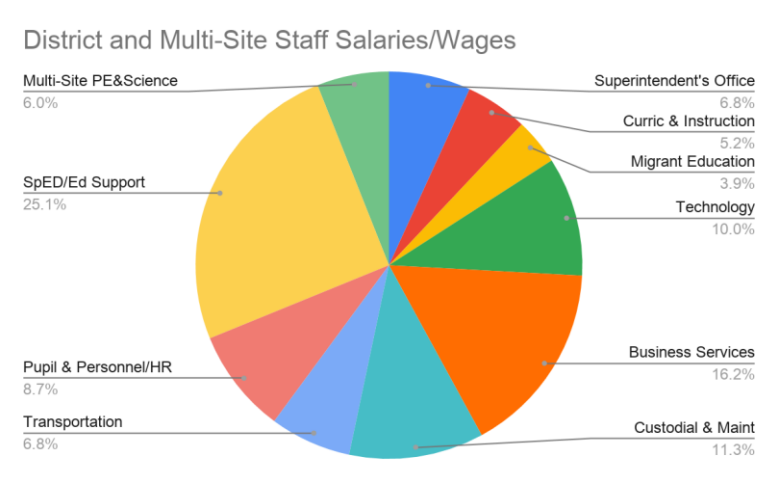
Best practices represent potential opportunities for us to improve results and reduce costs.

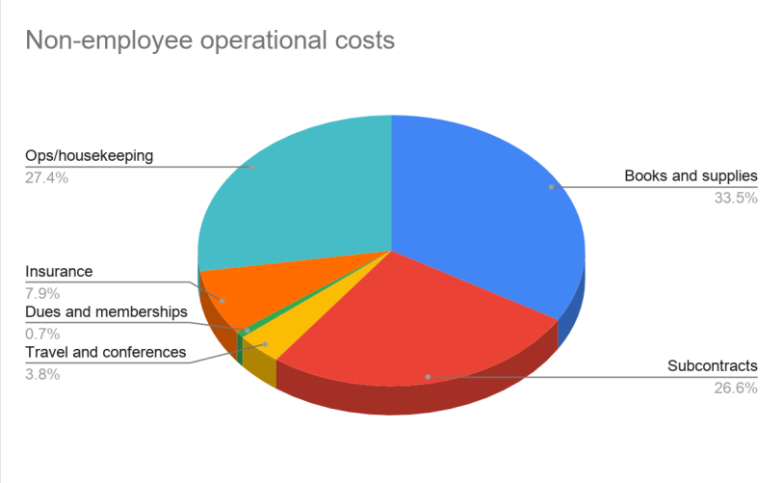
Topic	Best practices as opportunities for program improvements and savings
Technology and other operational upgrades can bring efficiencies and cost savings to us	Becoming more cost-effective and user-friendly (e.g., software improvements, phone upgrades, utility procurement improvements, solar energy investments, and strategic cost savings in insurance and other service providers) helps us to reduce maintenance/service costs and to add student/family/employee benefits
Existing arrangements and taken-for-granted procedures/programs must be reviewed now	Some existing arrangements (e.g., non-contractual employee stipends, staffing, meal program or transportation or class offerings, and other “standard practices”) offer unclear benefits for their cost; 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 our focus on learning	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 help attract families back to CUSD to help 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 positions (e.g., webmaster, IT network specialist, 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).

Potential Cuts and Savings from District Office and District Services

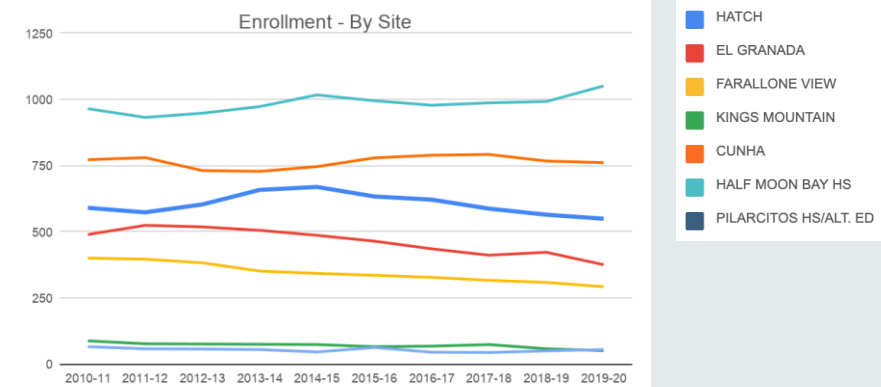
- Director of Categorical Programs ($155K, 1 FTE)
- District Custodial Supervisor ($70K, 1 FTE)
- District Network Specialist ($105K, 1 FTE)
- District HR Technician ($70K, 1 FTE)
- District transportation reduced ($130K, 2 FTE)
- School psychologist reduction ($100K, 1 FTE)
- Custodian reduction in force ($130K, 2 FTE)
- District broadcasting ended ($16K, .2 FTE)
- District webmaster contract suspended ($15K)
- ACSA dues no longer reimbursed ($11K)
- Summer cleaning contract not renewed ($62K)
- Panorama contract not renewed ($12K)
- School Loop contract not renewed ($17K)

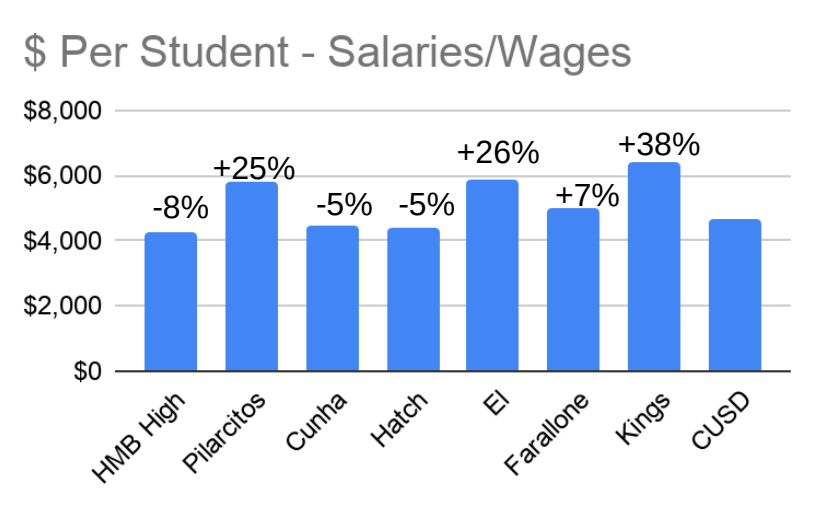
- Charge for breakfast if F&R ineligible ($20K)
- Pay off district solar lease with bond ($100K)
- School-link service contract reduced ($100K)
- Lower dental/vision insurance costs ($60K)
- Lower workers comp insurance costs ($80K)
- Save energy costs with water conservation, LED lighting replacement, solar, etc. ($200K)

TOTAL SAVINGS ~ $1.6 MILLION

Current Budget – 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

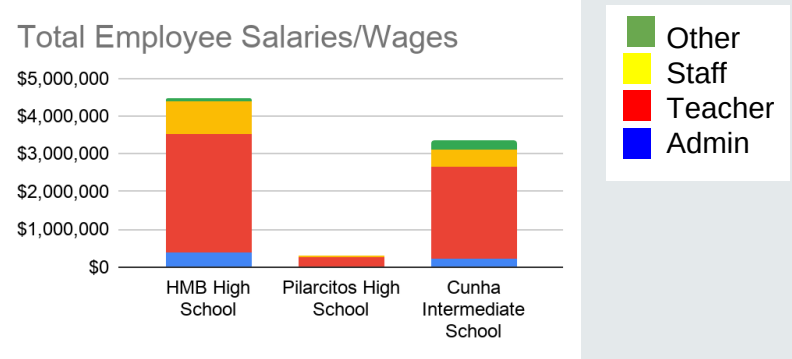
- Per student spending (employee salaries/wages)* varies
  - KMES: lower class sizes, fewer classrooms
  - EGES: includes required Special Education program
  - Pilarcitos HS: lower class sizes, fewer classrooms

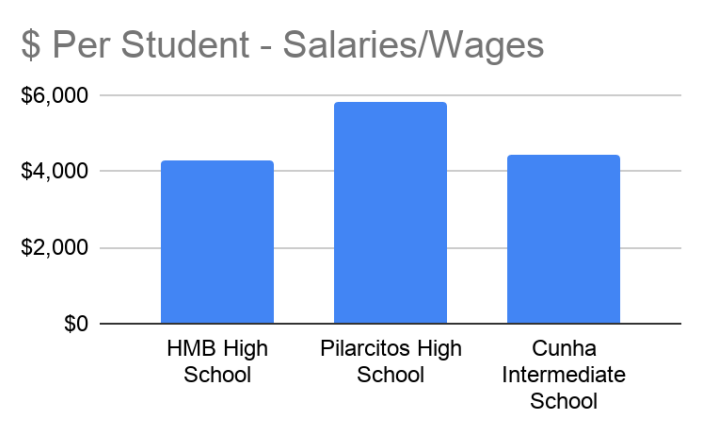
*Spending estimates are based on review of total employee salaries/wages specific to site (including externally-funded jobs employed by CUSD) and current enrollment data as of September 2019; analysis does not include employee benefits (e.g., health plans, pensions, training/services), district staffing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

Current budget - Intermediate School 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 few students, et cetera)
  - 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 a contract 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 help from our 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).

Potential Cuts/Savings from Intermediate School and High Schools

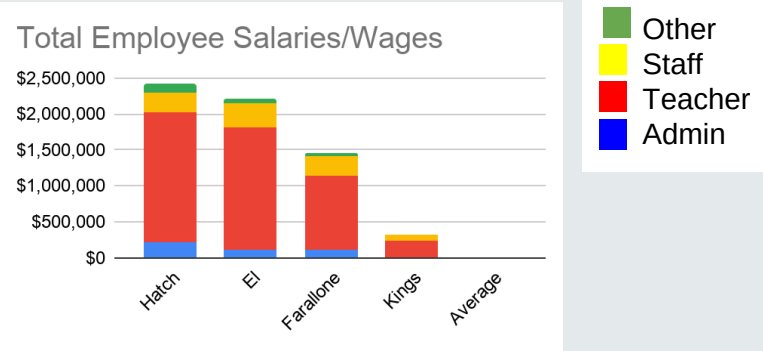
- HMBHS Assistant Principal ($140K, 1 FTE)
- HMBHS Counselor ($80K, 1 FTE)
- Cunha Counselor ($90K, 1 FTE)
- Cunha Dean ($16K, .17 FTE)
- Campus Supervisors reduced ($80K, 2 FTE)
- Librarian techs reduced 50% ($60K, 1 FTE)
- Summer credit recovery suspended ($50K)
- HMBHS athletics reduced by 50% ($110K)
- Cunha after-school sports eliminated ($100K)
- Middle college program not offered ($50K)
- Community liaisons and attendance clerks reduced 50% or jobs combined ($100K, 2.25 FTE)
- Tighter staffing (6-period day, etc.) ($300K)

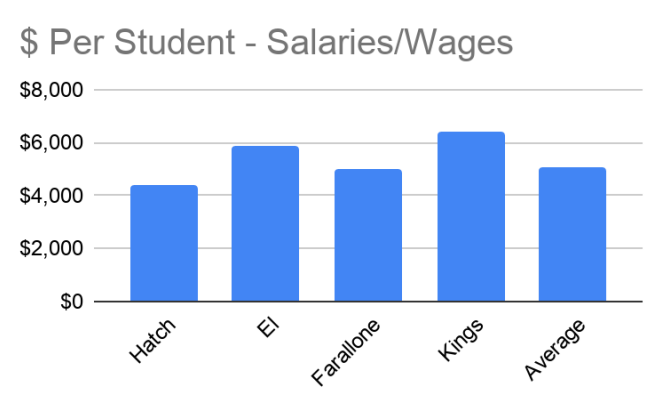
TOTAL SAVINGS ~ $1.2 MILLION

Current budget - Elementary Schools

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

- Per-student spending (employee salaries/wages) is notably higher at KMES (lower class sizes, fewer classrooms) and El Granada (specialized, mandated programs) than Hatch and Farallone View; highest student-to-teacher 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 available
  - Potential external funding sources could help to restore cuts required of us now (e.g., 5th grade band)
  - Difficult decisions must be made to balance the needs of the district as a whole and to maintain local control

*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).

Potential Cuts/Savings from Elementary Schools

- Hatch Assistant Principal ($110K, 1 FTE)
- Science specialist contribution ($16K, .2 FTE)
- Kindergarten enrichment extra staffing ($60K)
- 5th grade band/music enrichment ($30K, .3 FTE)
- Community liaisons and attendance clerks reduced 50% or jobs combined ($100K, 2.25 FTE)
- Tighter staffing (combo classes, etc.) ($200K)
- Closure of Kings Mountain Elementary ($162K)
- Consolidation of El Granada Elementary and Farallone View Elementary ($280K)

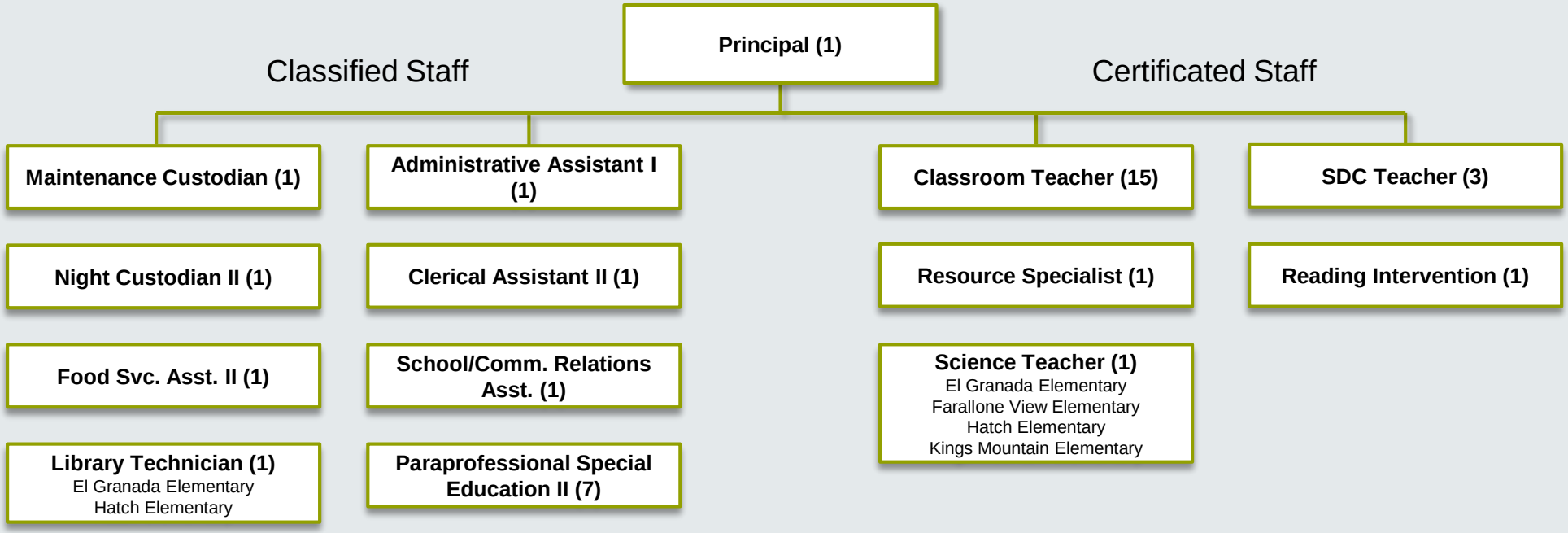
TOTAL SAVINGS ~ $950K

Summary of “Big Picture” Themes Considered in Budget Cut Process

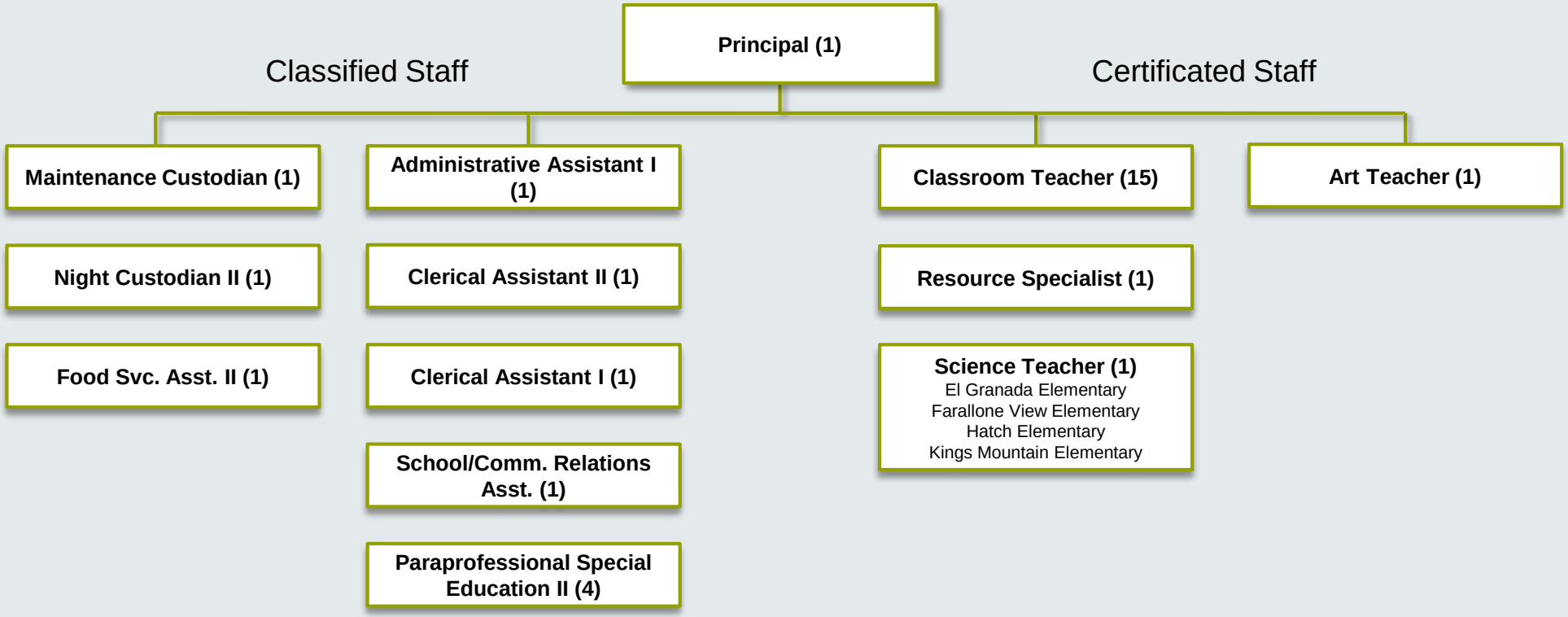
- Cuts must be significant (between $1.75 and $2.5 million with parcel tax, $3.3 and $4.1 million without) to remain solvent, maintain local control, and avoid takeover by San Mateo County Office of Education
- Contractual and legal obligations will mean available cuts cannot be made now to class sizes, and thus a majority of cuts to be recommended by staff in months ahead will still protect basic classroom services
- 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 core 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 additonal information in subsequent meetings to update the Board and public, and we also know that some of the recommendations for potential budget cuts may not be approved
- We also want to reassure families and staff that ongoing work will be done to restore cuts if and when the district receives new information regarding any state or federal budget increases going forward

Appendix

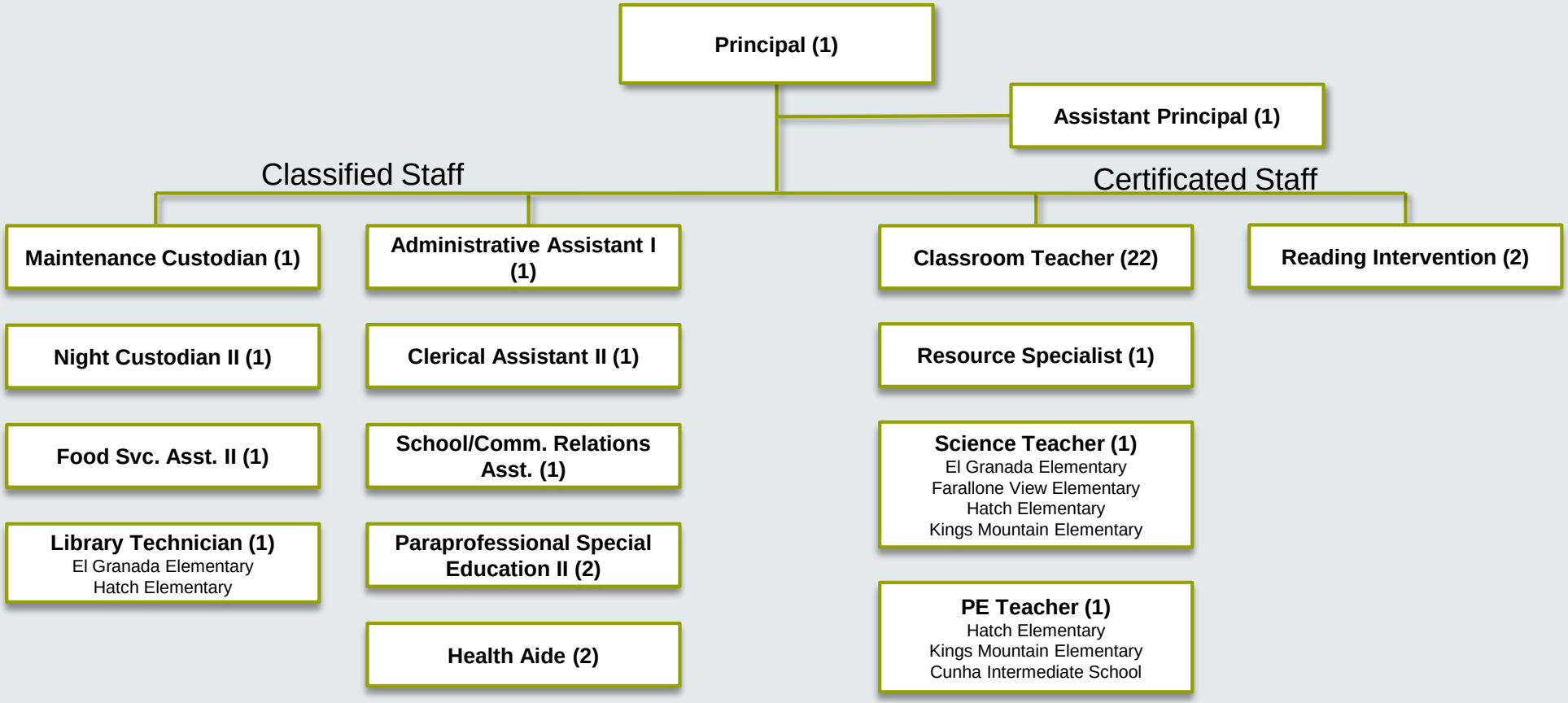
CABRILLO UNIFIED SCHOOL DISTRICT
El Granada Elementary School



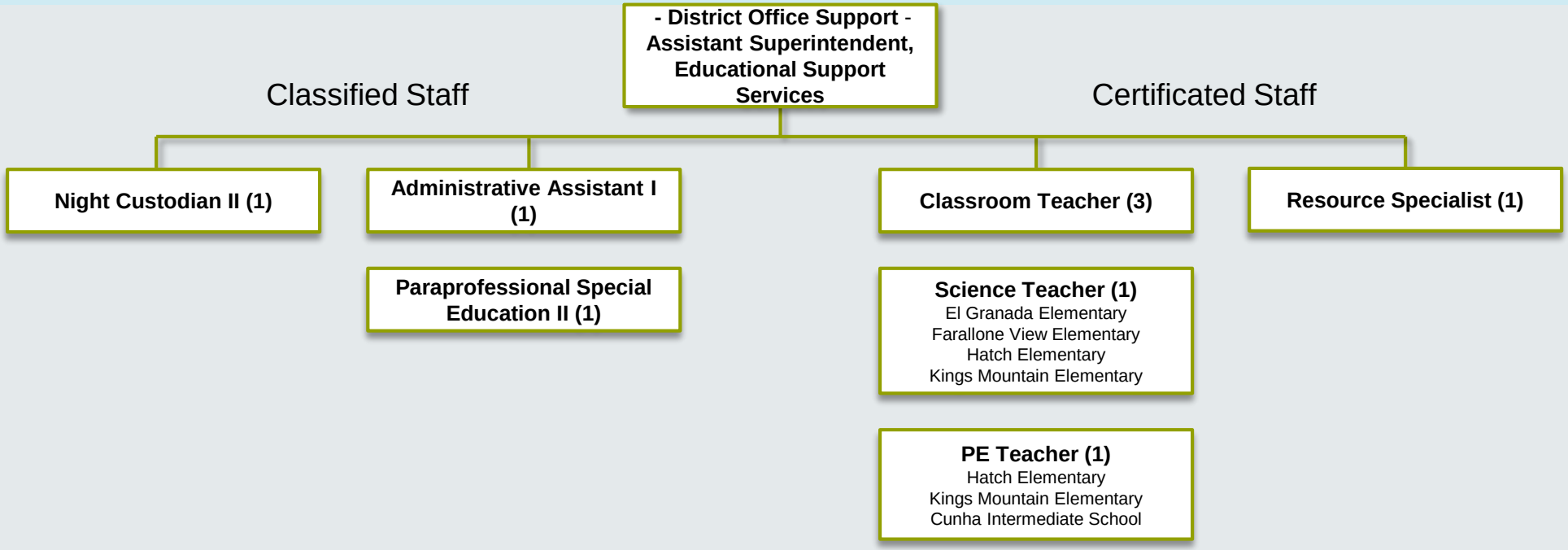
CABRILLO UNIFIED SCHOOL DISTRICT
Farallone View Elementary School



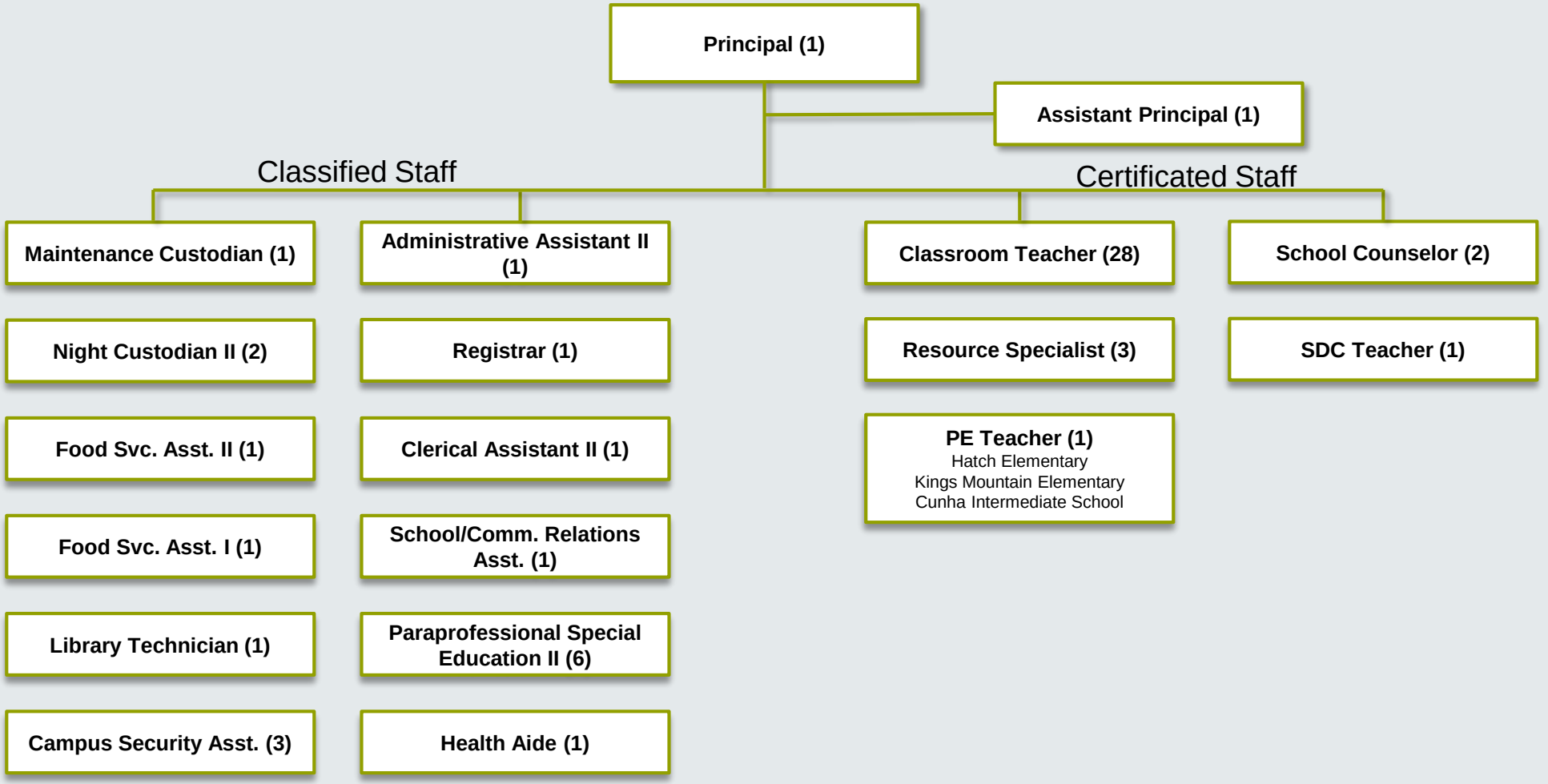
CABRILLO UNIFIED SCHOOL DISTRICT
Hatch Elementary School



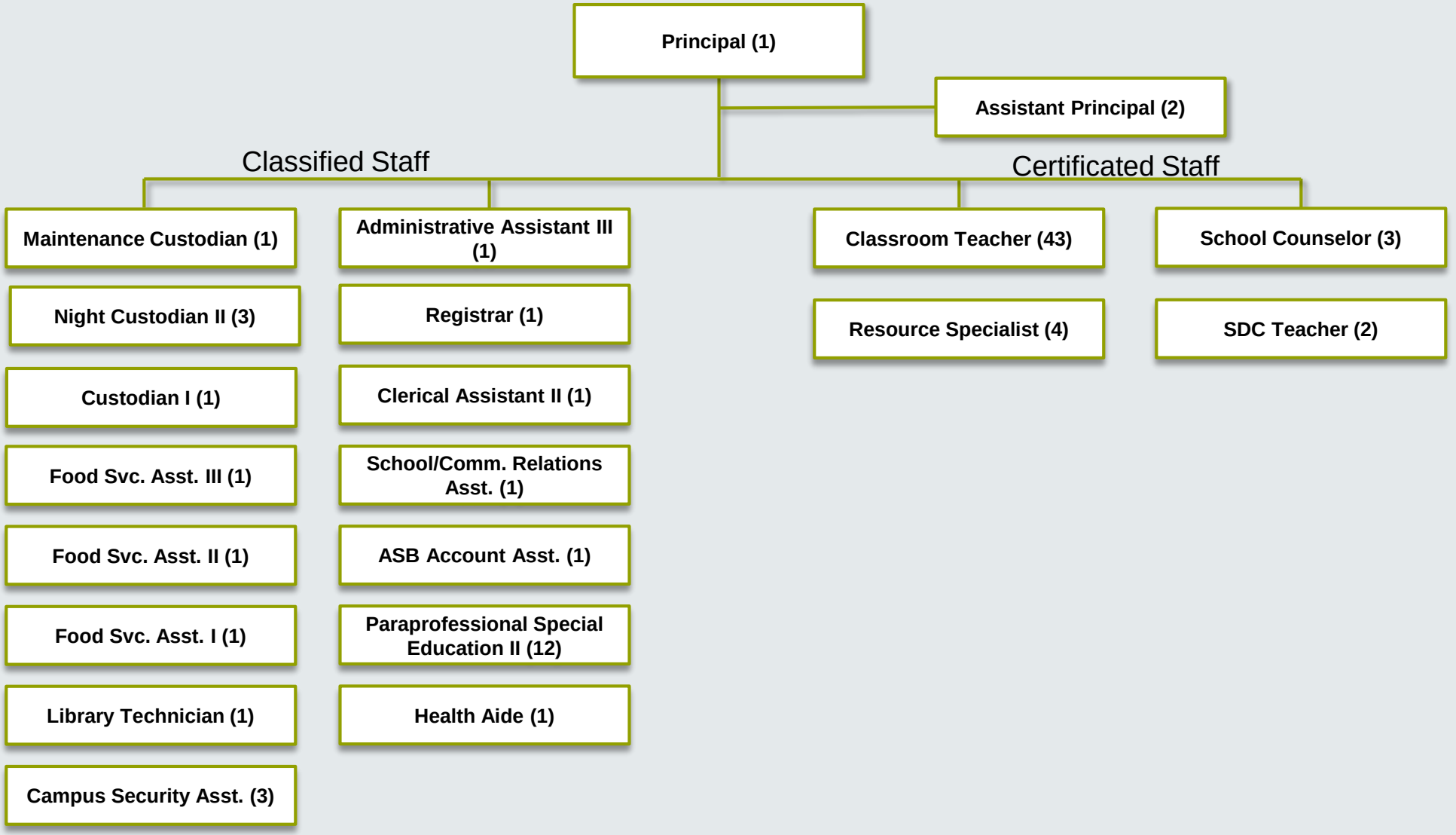
CABRILLO UNIFIED SCHOOL DISTRICT
Kings Mountain Elementary School



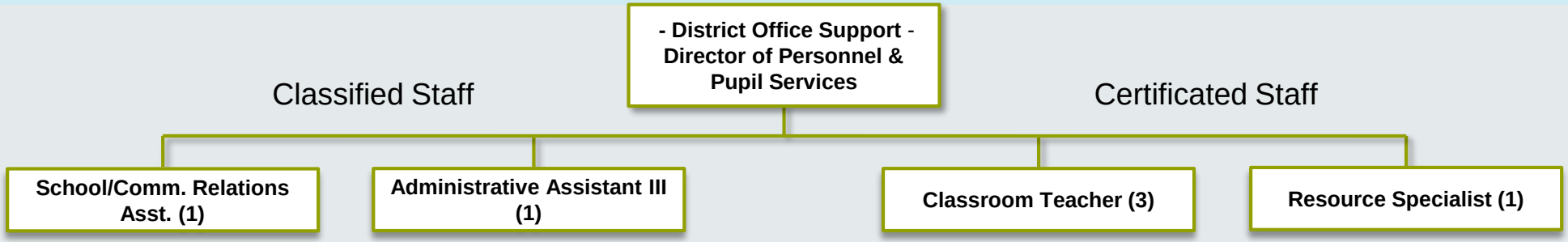
CABRILLO UNIFIED SCHOOL DISTRICT
Cunha Intermediate School



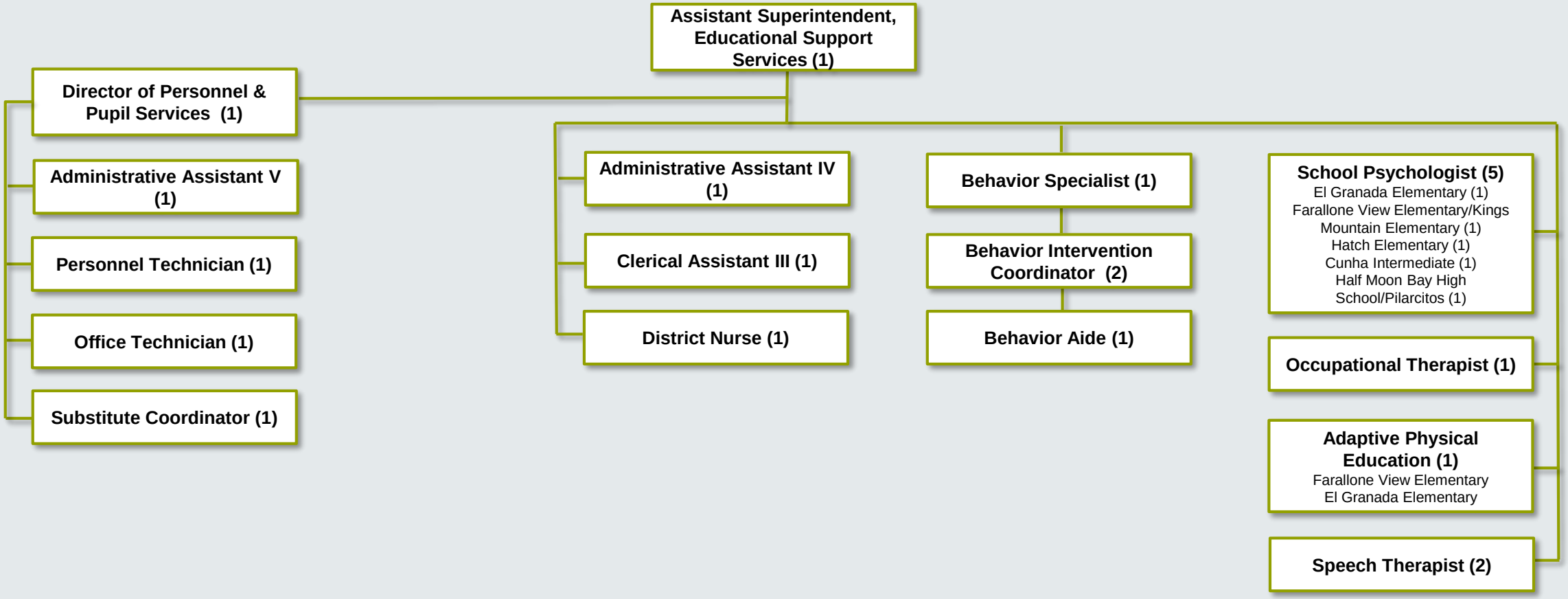
CABRILLO UNIFIED SCHOOL DISTRICT
Half Moon Bay High School



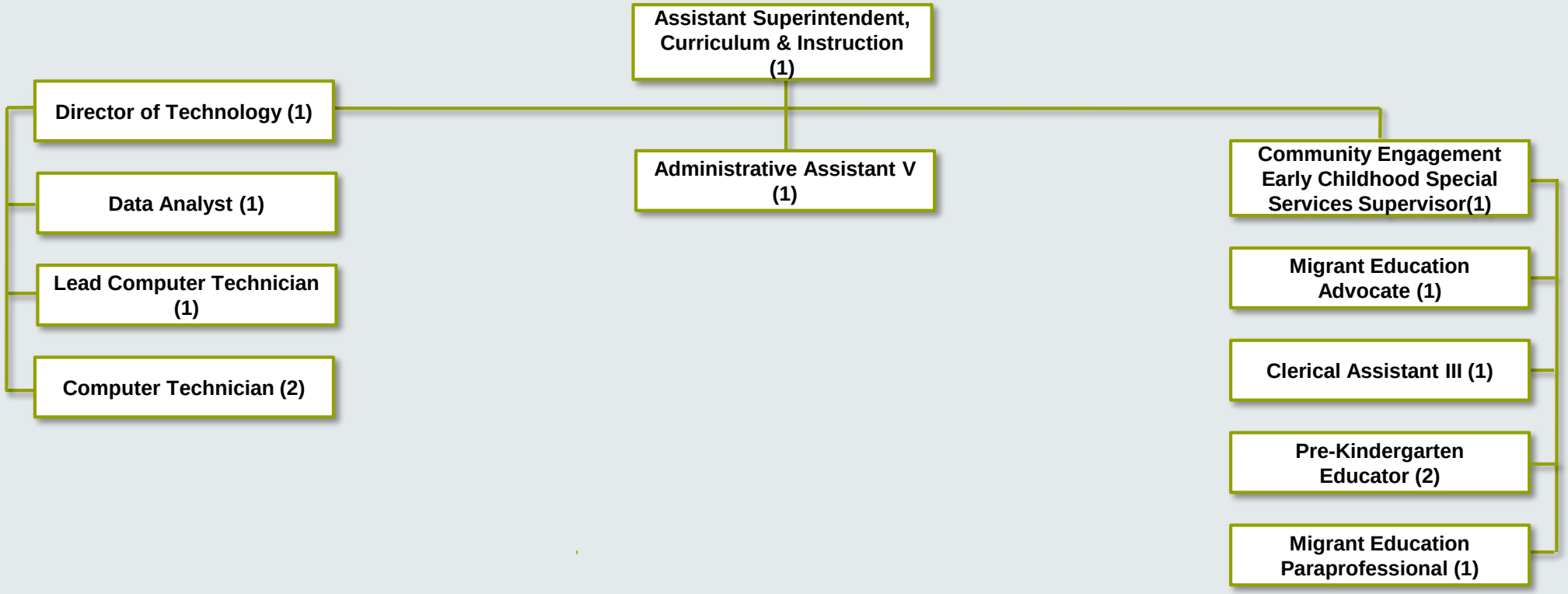
CABRILLO UNIFIED SCHOOL DISTRICT
Pilarcitos Continuation High School / Alternative Education



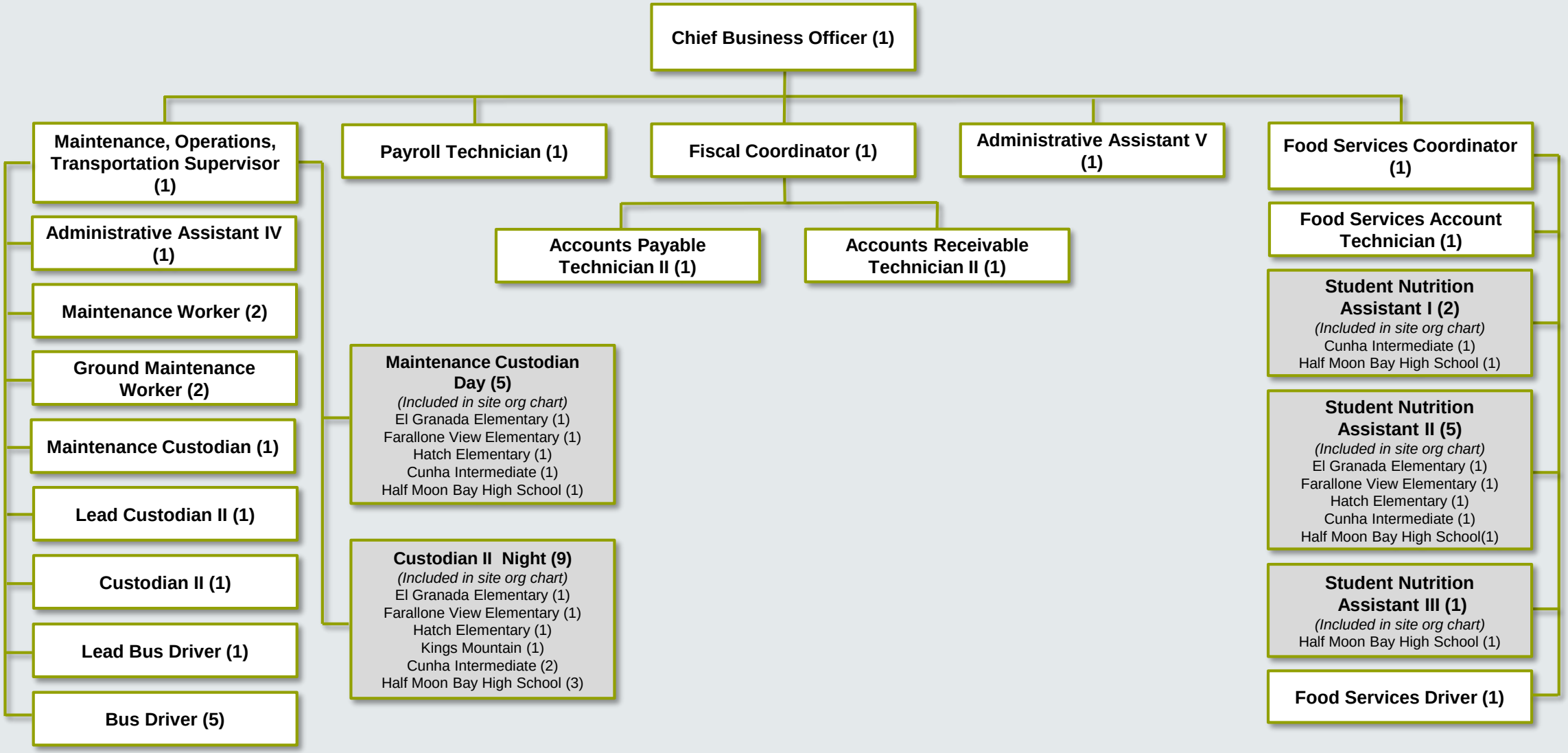
CABRILLO UNIFIED SCHOOL DISTRICT
Educational Support Services



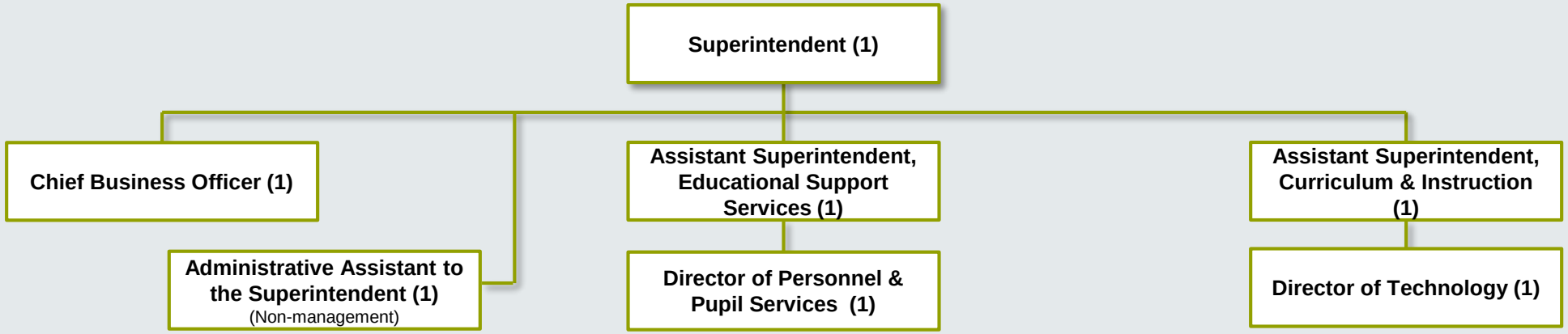
CABRILLO UNIFIED SCHOOL DISTRICT
Curriculum & Instruction



CABRILLO UNIFIED SCHOOL DISTRICT
Business Services



CABRILLO UNIFIED SCHOOL DISTRICT
Executive Cabinet



Thank you!

SAN MATEO COUNTY OFFICE OF EDUCATION

Excellence and Equity in Education
Nancy Magee • County Superintendent of Schools

October 4, 2019

Sophia Layne
President, Governing Board
Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019

Dear Ms. Layne:

In accordance with the provisions of Education Code Section 42127.6(c), the San Mateo County Superintendent of Schools has determined that the Cabrillo Unified School District may be unable to meet its financial obligations for the two subsequent fiscal years. This determination is in response to the district's multiyear financial projections submitted to our office with the adopted budget for 2019-20. As a result of the projections, which are detailed below, the county superintendent has determined that the district is no longer a going concern, and consequently, is statutorily required to take the same actions as a county office would for a district with a qualified certification at an interim reporting period. As required by Education Code Section 42127.6 (a) (1), our office has submitted a copy of this letter to the Superintendent of Public Instruction.

Basis for Determination

In our letter dated August 19, 2019, the County Superintendent of Schools conditionally approved the District's 2019-20 adopted budget, noting the following concerns:

- 2020-21 and 2021-22 Budget Shortfalls - The District's reserve standard percentage as established by the State Board of Education (SBE) is three percent (3%) of the total general fund expenditures. The District is projecting total available reserve percentage of -2.95% and -12.47% in FY 2020-21 and FY 2021-22, respectively.

- Operating Deficit — Multiyear projections (MYP) indicated a substantial general fund operating deficit for the current fiscal year $1.65 million and two subsequent fiscal years $3.93 million and $3.81 million.

- Declining Enrollment - The District projected declining enrollment for the current year. The total enrollment has been declining at an average of 50 students for the last three years. Based on community information, a large employer in the area is going out of business and may lead to further decline in the enrollment.

- Cash - In the absent of temporary borrowing, the District's general fund cash balance is projected to be insufficient to cover cash flow needs through 2020-21 fiscal year.

- Parcel Tax – The District's current parcel tax of $150 per parcel or $1.65 million is set to expire in June 2020. This revenue is not reflected in the projections for 2020-21 and 2021-22. While the District has approved to place a renewal parcel tax on the ballot for November 2019, the District will be unable to meet the 3% required reserve in 2021-22 and beyond.

- On September 12, 2019, the District's governing board approved a tentative collective bargaining agreement with Cabrillo's Classified School Employees Association (CSEA) for the period beginning July 1, 2018 and ending June 30, 2021. Effective July 1, 2018 Cabrillo's CSEA will receive 3% on salary schedule for the fiscal year 2018-19. The budget for fiscal year 2019-20 includes prior year retro pay. The parties agree to meet in the fall of 2019 to begin negotiations for the 2019-20 school year. A revised MYP from adopted budget was submitted with the tentative collective bargaining agreement. The updated MYP indicates that total expenditures and uses exceed total revenues by $2 million, $4.1 million, and $4 million in the 2019-20, 2020-21, and 2021-22 fiscal years, respectively. After the settlement, the total available reserve for economic uncertainties shortfall increased to -7.68% in 2020-21 and -12.60% in 2021-22.

- The District is proposing to implement a combination of one-time and ongoing budget reductions to remain fiscally solvent. However, addressing the District's current structural deficit necessitates identifying, implementing and maintaining approximately $2.6 million in budget reductions in 2020-21. These factors raise substantial doubt regarding the District's ability to continue to meet all financial obligations through the projection period.

Fiscal Solvency Summary (FY2018-19):

Adopted Budget – FY 2018-19

The San Mateo County Office of Education (SMCOE) **conditionally approved** Cabrillo Unified School District's 2018-19 Adopted Budget based on its determination that the Adopted Budget complied with the criteria and standards adopted by the State Board of Education, which allowed the District to meet its financial obligations for the current fiscal year. The available Reserves for Economic Uncertainties (REU) in the General Fund were projected to be at 2.52% in 2019-20 which is below the required Reserve Standard Percentage Level of 3%. The Unrestricted General Fund ending balance was projected to be negative $2.1 million by fiscal year 2020-21 or REU of

-5.30%. With the existing budget plan in place, the District will be unable to meet its multi-year financial commitments.

First Interim Report
On December 13, 2018, the District adopted its 2018-19 First Interim financial report with a **qualified certification**. The County Superintendent concurred with the District's qualified certification which indicated, based on current projections that the District may not meet its financial obligations for the current fiscal year or two subsequent fiscal years. By First interim the REU for 2019-20 was at 3.32% and -7.62 % for 2020-21.

Second Interim Report
On March 14, 2019, the District Governing Board certified the Second Interim Financial Report with a **qualified certification**. The District convened a Financial Advisory Committee (FAC) that developed a detailed fiscal solvency plan which included budget realignment, spending reductions, and potential increases in revenues through improved student attendance and community support of parcel tax measures. The Board approved a contract with TBWBH Strategies to assess the feasibility of a renewal for the existing parcel tax Phase 2. The board acknowledged that the District would implement approximately $420,000 in ongoing budget reduction to maintain fiscal solvency. At Second Interim, REU was 5.17% for 2019-20 and -3.86 % for 2020-21.

Third Interim Report
Due to prior qualified interim reports, the District presented a Third Interim report on June 6, 2019. The County Superintendent acknowledged that the District had made budget reductions in 2018-19 from Second to Third Interim; however, the District was still not able to meet its minimum reserve requirement of 3% in 2020-21. Reserve for Economic Uncertainties was at -3.13 % for 2020-21.

Implications of Lack of Going Concern

If at any time the County Superintendent of Schools determines that a district may be unable to meet its financial obligations for the current or two subsequent fiscal years, Education Code Section 42127.6 requires the County Superintendent of Schools, in consultation with the Superintendent of Public Instruction, to do at least one of the following, and all actions necessary, to ensure that the district meets its financial obligations:

☒ Assign a fiscal expert, paid for by the County Superintendent, to advise the District on its financial problems.
☒ Stay and rescind action inconsistent with revisions.
☐ Conduct a study of the financial and budgetary conditions of the District that includes, but is not limited to, a review of internal controls.
☐ Direct the School District to submit a financial projection of all fund and cash balances of the District as of June 30 for the current and subsequent fiscal years.

☐ Require the District to encumber all contracts and other obligations, to prepare appropriate cash flow analysis and monthly or quarterly budget revisions, and to appropriately record all receivables and payables.
☒ Direct the District to submit a proposal for addressing the fiscal conditions that resulted in the determination that the District may not be able to meet its financial obligations.
☐ Withhold compensation of the members of the governing board and the District Superintendent for failure to provide requested financial information.
☒ The County Office will coordinate with Fiscal Crisis and Management Assistance Team (FCMAT) for a Fiscal Health Risk Analysis.
☒ Provide a written action plan that outlines measures taken and future steps to address the projected budget deficits. Specific details of the plan, as it relates to personnel information, can remain confidential.
☒ Provide a schedule of board meetings.
☒ Provide regular updates of staffing and FTE counts.

The District's fiscal status results in the following additional requirements under current law.

Non-Voter Approved Debt — since the District's financial status mirrors that of a district with a qualified certification, Education Code Section 42133 prohibits the District from issuing non-voter-approved debt (e.g., certificates of participation, tax and revenue anticipation notes, and capital leases) in 2020-21 and 2021-22, unless the County Superintendent determines that repayment of the debt is probable. Please submit a non-voter-approved debt disclosure to the County office at least 30 days prior to the governing board's approval to proceed with any non-voter-approved debt issuance, excluding TRANs. For TRANs, please contact our office for a list of requirements.

Employee Negotiations — Government Code Section 3540.2(a) requires the District to allow the County Office of Education at least 10 working days to review and comment on any proposed collective bargaining agreement. Therefore, please provide us with any forthcoming agreements or re-openers within this time frame, along with a signed certification by the District Superintendent and Chief Business Official that the District can fulfill the cost of the agreement.

Required Actions:

The District is required to provide the County Office with the following by Monday, December 16, 2019:

Solvency and Fiscal Stabilization Plan - The County Superintendent of Schools is requiring the submission of a board-approved solvency and fiscal stabilization plan. This plan must be prepared as a multiyear financial projection for restricted, unrestricted and combined funds, including detailed assumptions.

The plan must address, but is not limited to, the following issues:

a) Action plan to address the $2.6 million shortfall in the two subsequent years projected budget plan with the renewal of the parcel tax. Or an action plan to address $4.2 million shortfall in case the parcel tax is not renewed.
b) Solutions to implement ongoing expenditure reductions that eliminate the structural deficit.
c) Certificated, classified and management staffing adjustments.
d) Student enrollment and ADA analysis.
e) Hiring practices and position control.
f) Staffing ratios and allocations for all certificated and classified personnel.
g) Stipends, extra pay, substitute pay and overtime policies and practices.

Recommendations:

Local Control and Accountability Plan — If the District chooses to reduce or eliminate planned actions and services from its 2019-20 LCAP, the County Superintendent strongly advises that the District:

- Consult with stakeholders regarding the impact those changes would have on implementing current LCAP planned actions and services.
- Consult with stakeholders to develop the 2020-21 LCAP inclusive of the annual update, goals, actions, services and expenditures.
- Partner with the County Office's Instructional Services Division and District Business Services Division throughout the 2019-20 school year to identify key challenges and opportunities in development of a 2020-21 LCAP that is tailored to improving student outcomes while maintaining fiscal solvency.

It is also recommended that the District:

- Publicly disclose the lack of going concern determination by the San Mateo County Superintendent of Schools.
- Freeze all unrestricted general fund discretionary expenditures unless operationally necessary — as determined by the District's CBO or designee.
- Implement a hiring freeze on all positions that do not provide direct services to students.
- Review and reconcile position control for the current year's budget.

Conclusion:

Our office acknowledges the difficult financial decisions the district is facing in the near future, and looks forward to continuing to work closely and collaboratively with the District to strengthen its financial condition. Please do not hesitate to contact our office with any questions or concerns.

Sincerely,

Nancy Magee

Nancy Magee
Superintendent of Schools,
San Mateo County Office of Education

cc: Board of Education, Cabrillo Unified School District
Dr. Sean McPhetridge, Superintendent, Cabrillo USD
James Crawford, Interim Chief Business Official, Cabrillo USD
Denise Porterfield, Deputy Superintendent, Business Services Division
Tony Thurmond, State Superintendent of Public Instruction, CDE
Mike Fine, Chief Executive Officer, FCMAT
Wendy Richard, Administrator, District Business Services, SMCOE

FCMAT

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
STUDY AGREEMENT
October 29, 2019

The Fiscal Crisis and Management Assistance Team (FCMAT), hereinafter referred to as the team, and the Cabrillo Unified School District, hereinafter referred to as the district, mutually agree as follows:

1. BASIS OF AGREEMENT

The team provides a variety of services to local education agencies (LEAs). In accordance with the 2018-19 Budget Act, the team has been assigned to study the district's fiscal health due to the county superintendent issuing a "lack of going concern" designation to the district. The team may include staff from FCMAT, county offices of education, the California Department of Education, other school districts, or private contractors. All work shall be performed in accordance with the terms, standards and conditions of this agreement.

The county superintendent will be notified of this agreement between the district and FCMAT and will receive a copy of the final report. The final report will also be published on the FCMAT website.

2. SCOPE OF THE WORK

A. Scope and Objectives of the Study

Prepare an analysis using the 20 factors in FCMAT's Fiscal Health Risk Analysis, and identify the district's specific risk rating for fiscal insolvency.

B. Services and Products to be Provided

1. Orientation Meeting – If on-site review is needed, the team will conduct an orientation session at the district to brief district management and supervisory personnel on the team's procedures and the purpose and schedule of the study.
2. On-site Review – The team will conduct an on-site review at the district office and at school sites if necessary.
3. Draft Report – Electronic copies of a preliminary draft report will be delivered to the district's administration for review and comment.
4. Final Report – Electronic copies of the final report will be delivered to the district's administration and to the county superintendent following completion of the review. Printed copies are available from FCMAT upon request.

3. PROJECT PERSONNEL

The FCMAT study team may include:

A. John Von Flue	***FCMAT Staff***
B. Jeffrey Potter	***FCMAT Staff***
C. Scott Sexsmith	***FCMAT Staff***

4. PROJECT COSTS

Pursuant to the 2018-19 Budget Act, costs for the study shall be as follows:

A. All staff member and consultant daily rates and expenses will be covered by a specific state apportionment for this purpose.

B. **Based on the elements noted in section 2A, the total cost of the services is $0.**

5. RESPONSIBILITIES OF THE DISTRICT

A. The district will provide office and conference room space during on-site reviews.

B. The district will provide the following items:

1. Current or proposed detailed organizational charts.
2. Any documents requested on a supplemental list. Documents requested on the supplemental list should be provided to FCMAT only in electronic format; if only hard copies are available, they should be scanned by the district and sent to FCMAT in electronic format.
3. Documents should be provided in advance of fieldwork; any delay in the receipt of the requested documents may affect the start date and/or completion date of the project. Upon approval of the signed study agreement, access will be provided to FCMAT's online SharePoint document repository, where the district will upload all requested documents.

C. The district's administration will review a draft copy of the report resulting from the study. Any comments regarding the accuracy of the data presented in the report or the practicability of the recommendations will be reviewed with the team prior to completion of the final report. All such comments should be provided to the team within five working days after receipt of the draft.

Pursuant to Education Code (EC) 45125.1(c), representatives of FCMAT will have limited contact with pupils. The district shall take appropriate steps to comply with EC 45125.1(c).

6. PROJECT SCHEDULE

The schedule of services will be determined jointly by FCMAT and the district.

7. COMMENCEMENT AND COMPLETION OF WORK

FCMAT will begin work as soon as it has assembled an available and appropriate study team consisting of FCMAT staff and independent consultants, taking into consideration other jobs FCMAT has previously undertaken and assignments from the state. The team will work expeditiously to complete its work and deliver its report, subject to the cooperation of the district and any other parties from which, in the team's judgment, it must obtain information. Once the team has completed its fieldwork, it will proceed to prepare a draft report and a final report. The district understands and agrees that FCMAT is a state agency and all FCMAT reports are published on the FCMAT website and made available to interested parties in state government. In the absence of extraordinary circumstances, FCMAT will not withhold preparation, publication and distribution of a report once fieldwork has been completed, and the district shall not request that it do so.

8. INDEPENDENT CONTRACTOR

FCMAT is an independent contractor and is not an employee or engaged in any manner with the district. The manner in which FCMAT's services are rendered shall be within its sole control and discretion. FCMAT representatives are not authorized to speak for, represent, or obligate the district in any manner without prior express written authorization from an officer of the district.

9. INSURANCE

During the term of this agreement, FCMAT shall maintain liability insurance of not less than $1 million unless otherwise agreed upon in writing by the district, automobile liability insurance in the amount required under California state law, and workers' compensation as required under California state law. FCMAT shall provide certificates of insurance, with Cabrillo Unified School District named as additional insured, indicating applicable insurance coverages upon request prior to the commencement of on-site work.

10. HOLD HARMLESS

FCMAT shall hold the district, its board, officers, agents and employees harmless from all suits, claims and liabilities resulting from negligent acts or omissions of its board, officers, agents and employees undertaken under this agreement. Conversely, the district shall hold FCMAT, its board, officers, agents and employees harmless from all suits, claims and liabilities resulting from negligent acts or omissions of its board, officers, agents and employees undertaken under this agreement.

11. CONTACT PERSON

Name: Sean McPhetridge
Telephone: (650) 712-7112
E-Mail: mcphetridges@cabrillo.k12.ca.us

Sean McPhetridge, Superintendent — Date
Cabrillo Unified School District



October 29, 2019

Michael H. Fine — Date
Chief Executive Officer
Fiscal Crisis and Management Assistance Team

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
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Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: November 7, 2019
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum & Instruction
John Nazar, Principal, Half Moon Bay High School
CATEGORY: Consent
RECOMMENDATION: Approve Half Moon Bay High School Agriculture and Natural Resources Department Advisory Committee

BACKGROUND INFORMATION

Career Technical Advisory Committees are mandated to guide Career Technical Education (CTE) programs pursuant to California Education Code Section 8070 - The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers.

Students must be trained for today's jobs as well as for emerging opportunities that become available. There will be an increased need for agriculturists trained in specialized technical occupations. Advisory committees help the CTE teacher(s) stay abreast of these changing employment trends and opportunities. Increased interest in CTE programs that include internships, work-study, and other types of on-the-job training will require close coordination with industry representatives.

Advisory groups have no administrative or legislative authority. They cannot establish policy or take the place of the administration or the board of education. Their function is to provide understanding between the school and the community it serves. Advisory committees provide balanced judgment to local problems and help give continuity and support to programs.

Functions and Duties of CTE Advisory Committees

1. Help to determine what type of CTE program is offered. Review existing programs, courses of study, facilities, equipment. Propose new programs and/or courses when needed based on solid data for this community. Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs for use in building the program and planning for equipment and facilities.

2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, job placements, partnerships) for students in agri-industry occupations.

3. Help the instructor establish curriculum that has a standards based hands-on, technological approach.

4. Help attract and encourage qualified/capable students into the CTE program.

5. Help in recruiting and providing opportunities for special-needs students.

6. Help to evaluate the effectiveness of existing CTE programs and proposed new programs. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the California Department of Education.

7. Help gain support for legislation and appropriations.

8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.

9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and the Future Farmers of America Career Technical Student Organization (FFA CTSO) or other youth programs.

10. Help unify the activities of the CTE program with those of other groups and agencies interested in CTE.

11. Assist the teacher(s) in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.

12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.

13. Study and make recommendations on problems presented to it by the school board on which further information is needed.

14. Provide the teacher with technical assistance and keep him/her aware of new developments in the Industry.

15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning CTE knowledge, skills and occupations.

16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.

17. Identify current standards for new equipment and facilities.

18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.

The Ag department has struggled for a number of years to establish a formal Advisory Committee. The Half Moon Bay Agriculture (Ag) /FFA Boosters has served in a dual capacity to sponsor fundraising activities to support the Ag Program and its integral FFA CTSO as well as to serve as the Ag Program Advisory Committee. Last fall, the Boosters set out to develop a Five-Year plan to address ongoing needs and at the same time a goal was identified to establish the Ag Advisory Committee apart from the Ag Boosters. The Boosters and Ag teachers recommended members who could represent the local and regional Ag Industry well. The identified representatives were formally invited in Spring 2019 to serve on the Advisory Committee. On April 8, 2019, the Ag/FFA Boosters approved the Five-Year plan and recommended the plan for approval by the Ag and Natural Resources Advisory Committee. On May 15, 2019 the Ag/FFA Boosters and the Ag and Natural Resources Advisory Committee held a joint meeting to kick off the Advisory Committee and to present the draft Five-Year Plan. The purpose and functions of the Advisory Committee were addressed. The committee members reviewed the 11 Elements of a High-Quality CTE System and the Ag teacher posting. They also made recommendations on the Course of Study and the Five-Year plan to be presented to the Governing Board for approval.

CTE Advisory Committees shall be approved by the Governing Board annually.

REPORT/PROPOSAL

The Agriculture and Natural Resources Advisory Committee and Membership is recommended for approval.

FINANCIAL IMPACT

There is no financial impact to the General Fund. A CTE Advisory Committee is required to receive the strengthening CTE for the 21st Century Act (Perkins V) federal funds and strengthens other CTE grant applications.

HALF MOON BAY HIGH SCHOOL AGRICULTURE & NATURAL RESOURCES ADVISORY COMMITTEE

INDUSTRY REPS

Name	Title	Business	Other
Amy Bono	Executive Director	The Heal Project / Farm	Director
Aurora Wilson or Paul Oscar Hamilton		Greenhearts Family Farm	Farmer/ Grower
BJ Burns	President	San Mateo County Farm Bureau	Ag Business,Farmer/ Grower
Bridget Jett	Assistant Manager	Bianchi Farms	Ag Business,Farmer/ Grower
Chris Giannini	Ranch Manager	Pomponio Ranch LLC	Rancher
Dave Lea	Owner	Cabrillo Farms Agriculture Inc.	Ag Business,Farmer/ Grower
Dawn Dillman	Business and Marketing Manager	Andreotti Family Farms	Ag Business/Parent
Don McCahon	Vice President Production	Bay City Flower Company Inc.	Grower
Jennifer Segale	Owner	Wildfire Farms and Garden Apothecary	Farmer/ Grower
John Giusti	Owner	Giusti Farms, LLC	Ag Business,Farmer/ Grower
Lisa Eshman, DVM	Program Director, Veterinary Technology	Foothill College	DVM. Ag Business
Robin Camozzi	Owner	Half Moon Bay Feed and fuel	Ag Business
Scott Stambaugh	Golf Course Superintendent	Peninsula Golf and Country Club	Golf Course Mngmt/Parent
Stacy Claitor		TomKat Ranch	Ag Business, Edu
Terry Andreotti, Owner		Andreotti Family Farms	Ag Bus, Farmer/ Grower
Terry Kiser	Superintendent of the San Mateo Coast Sector, Santa Cruz District	California State Parks	Ranger/Parent
Fiona Benjamin	Farmer, San Mateo County THP Farm	The Heal Project / Farm	Farmer

STUDENT REPS

Victoria Herndez	FFA Student Advisor		Student
Yullissa Rameriz	FFA President		Student
Daniella Corona, Alternate	FFA Vice-President		Student

STAFF REPS

Brianna Camozzi	Ag Teacher, FFA Advisor	Half Moon Bay High School Ag Department	Vet Sci Teacher
Diane Centoni	Ag Teacher, FFA Advisor, retired, CTE Coordinator	Half Moon Bay High School Ag Department	Ag Teacher
Hannah Carney	Ag Teacher, Department Head, FFA Advisor	Half Moon Bay High School Ag Department	Ag Teacher
John Nazar	Principal	Half Moon Bay High School	Admin
Andrew Boysen	Assistant Principal	Half Moon Bay High School	Admin
Counselor	TBD	Half Moon Bay High School	Counseling

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: November 7, 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. **OFFER OF EMPLOYMENT FOR CLASSIFIED ADMINISTRATION**

   Jesus Contreras, Chief Business Officer, District Office, effective November 25, 2019.

2. **PROMOTION**

   Rosalva Segura, Community Engagement Early Childhood Special Services Supervisor, Migrant Education department, formerly Migrant Services Coordinator, Migrant Education department effective October 7, 2019.

FINANCIAL IMPACT

Financial impact is included in the budget.

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MEMORANDUM

MEETING DATE: November 7, 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 Addition of the Migrant Instructor Position to the Non-Bargaining Salary Schedule

BACKGROUND INFORMATION

The Migrant Education department is adding a Migrant Instructor position to supplement the current staffing. This is a Non-Bargaining Unit position and is funded through the Migrant department. This position will provide reading intervention services for migrant students. The position requires, at minimum, a valid California credential or substitute permit.

REPORT/PROPOSAL

The District proposes approval of an hourly rate of $32.59 indicative of a position requiring a teaching credential or permit be added to the Non-bargaining Unit salary schedule.

FINANCIAL IMPACT

Financial impact is included in the budget.

Cabrillo Unified School District

NON-BARGAINING UNIT EMPLOYEES

2019-2020

EFFECTIVE 8/24/2007	
Translator	$19.99 an hour
EFFECTIVE 11/8/2019	
Adult Education Child Care Aide	$12.00 an hour*
Adult Education Child Care Worker	$15.00 - $18.00 an hour
Adult Education Tutor Aide (SLS)	$13.22 an hour
Adult Education Accompanist	$16.17 an hour
Adult Education Teacher/Proctors	$32.59 an hour
Migrant Instructor	$32.59 an hour
Adult Credentialed Teacher Tutors (SLS)	$32.59 an hour
EFFECTIVE 11/14/2014 (Board approved 11/13/2014)	
Regular Substitute Teacher	$135.00 a day
Regular Substitute Teacher	$160.00 a day after the 10th consecutive day
Substitute Teacher Long-Term Assignment (min. 10 consecutive days)	$160.00 a day
CUSD Retired Substitute Teacher	$160.00 a day
CUSD Retired Substitute Teacher Long-Term Assignment (min. 10 consecutive days)	$185.00 a day
EFFECTIVE 5/11/2018	
Nurse Substitute	$35.00 - $38.00 an hour
EFFECTIVE 11/8/2019	
Student Worker	$12.00 an hour*
Workability Student Worker	$12.00 an hour*
Summer School Maintenance Helpers	$12.00 an hour*
Summer School Teacher- Elementary	$35.00 an hour
Summer School Teacher- Middle/High School	$35.00 an hour
Student Homework Club Tutors	$12.00 an hour*
Student Tutors (SLS)	$12.00 an hour*
Adult Credentialed Teacher Tutors (SLS)	$32.59 an hour
Dolphin Club Lead After School Tutor	$18.00 - $21.50 an hour
Dolphin Club After School Tutor	$12.00 - $15.00 an hour
AVID Aide	$12.00 an hour*
Extended Academic Center Teacher	$32.59 an hour
Extended Academic Center Tutor	$18.00 an hour
After School Kindergarten Enrichment Specialist	$32.59 an hour
After School Kindergarten Enrichment Tutor	$18.00 an hour
EFFECTIVE 1/18/2018 (Board approved 01/17/2008)	
Noon Yard Duty Supervisor	$12.75 an hour*
EFFECTIVE 08/22/2016	
CELDT Teachers	$32.59 an hour
Detention Supervisor (Teacher)	$32.59 an hour
Home Hospital Teacher	$32.59 an hour
In-Home Specialized Academic Instruction Teacher	$32.59 an hour

* Will adjust to current state minimum wage rate

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MEMORANDUM

MEETING DATE: November 7, 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 Implementation of Hourly Ranges for Dolphin Club After School Tutors

BACKGROUND INFORMATION

The Dolphin Club after school program at El Granada Elementary School is working to hire and retain qualified after school tutors to staff the program. As such, the Dolphin Club is implementing a range of hourly rates to allow pay increases to veteran staff members. Providing this increase is critical for purposes of employee retention.

REPORT/PROPOSAL

The District proposes approval of an hourly range that can be used to hire qualified after school tutors of all ages. The after school tutor will now have an hourly range of $12.00 - $15.00 and lead school tutors will have an hourly range of $18.00 - $21.50. This will incentivize the hiring of after school tutors while providing meritorious increases for veteran after school tutors.

FINANCIAL IMPACT

Financial impact is included in the budget.

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MEMORANDUM

MEETING DATE: November 7, 2019
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
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.

November 7, 2019 Board Meeting
Summary Site Donations

Site	Program	Donor	Amount	Site Total	Total Donations
HMBHS	Fall Play	Alice Um Kope Michael Kope	$75		
HMBHS	Fall Play	Darrin E. Souza	$75		
HMBHS	Fall Play	Karl Eckert Terri Eckert	$75		
HMBHS	Fall Play	Anna-Maria Munoz Michael Wayne Nielsen	$75		
HMBHS	Fall Play	Erin Bautista Joel Bautista	$150		
HMBHS	Fall Play	Christine H.Carrig	$150		
HMBHS	Fall Play	Peter Tokofsky Jenna Galbo	$150		
HMBHS	Boys Soccer	Belen Acosta Vargas Guillermo Carrillo	$150		
HMBHS	Cross Country	Sachiko Tanaka Shigeru Tanaka	$150		
HMBHS	Girls Tennis	Lynn McVey	$150		
HMBHS	Girls Water Polo	Donna Nelson Ward Nelson	$150		
				$1,350	**$1,350**

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MEMORANDUM

MEETING DATE: November 7, 2019
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent
RECOMMENDATION: Approve Minutes of the October 10, 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 October 10, 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

Meeting Location: District Office Board Room, 498 Kelly Avenue, Half Moon Bay, California 94109
Teleconference Location: Galeana 18, Santa Elena, Atotonilco el Alto, Jalisco, México C.P. 47777
Thursday, October 10, 2019
Public Session 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 (Partially participated by phone) 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 – 6:01 PM

2. ROLL CALL / QUORUM

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

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

4. RECESS TO CLOSED SESSION – 6:02 PM

5. RECONVENE OPEN SESSION – 7:02 PM

President Sophia Layne reported no action taken in closed session.

6. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led 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 Mary Beth Alexander.

(M-33) 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. Rachel Sage, Farallone View Elementary Reading Intervention Teacher, came to address the Governing Board regarding the Farallone View lockdown.

10. REPRESENTATIVE REPORTS

a. CUTA Representatives

CUTA Co-President Ramon Macias expressed he is excited about the upcoming negotiation dates and hopes to come to an agreement.

CUTA Co-President Heidi Mills said that was day 102 without a contract.

b. CSEA Representatives

None

11. REPORTS / INFORMATION / PRESENTATIONS

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

Dr. Leticia Bhatia, Assistant Superintendent, Curriculum and Instruction, presented Cabrillo Unified School District's Curriculum, Instruction, and Categorical Department and LCAP Local Performance Indicators Report.

Ms. Amber Stariha, Coastsider for Better Education Funding Representative, came to ask for clarification about external funded jobs data.

Ms. Christy Walker, Kings Mountain Elementary School Site Council and PTO Member, came to address the Board regarding the data presented.

b. Receive the Enrollment Report for 2019

Dr. Holly Wade, Assistant Superintendent, Educational Support Services, presented the Enrollment Report for 2019.

c. Receive Financial Overview Update

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

12. DISCUSSION ITEMS

a. None

13. COMMUNICATIONS

a. Board Members

Board Member Freya McCamant expressed her concerns about the possible budget cuts and encouraged people to vote. Member McCamant thanked the community for coming together to support the children and thanked the Half Moon Bay Review for endorsing Measure I.

Board Member Kimberly Hines said great things happens in the District because the support and camaraderie of the PTOs and CEF. Member Hines said the District has a strong leadership team and that despite the possible budget cuts they are building a stable and sustainable foundation for all students.

Member Mary Beth Alexander thanked Superintendent McPhetridge for his work on the District's financial presentations and for building bridges with the community.

President Sophia Layne thanked Superintendent McPhetridge, the leadership team, and staff for supporting the students regardless of the challenges the District is facing. Member Layne expressed her gratitude for the community engagement and the different ways they support students and schools.

b. Student Board Member

Student Board Member Lauren DuBose provided the Board and the public an update on Los Listos Preschool, Kings Mountain Elementary, Hatch Elementary, El Granada Elementary, Cunha Intermediate, Half Moon Bay High School, and La Costa Adult School's events and activities.

c. Superintendent

Superintendent McPhetridge thanked staff for keeping students learning and safe during the power shutdown. Dr. McPhetridge thanked families, students, and staff for their cooperation, patience, and understanding during the lockdown at Farallone View. Dr. McPhetridge recognized the work of law enforcement and Farallone View staff.

Dr. McPhetridge said the District received the Letter of Lack of Going Concern from the San Mateo County Office of Education and that budget cuts are real. Dr. McPhetridge shared he has presented the District's Financial Overview Updates at PTO meetings and different community forums. Dr. McPhetridge also provided a report of all the different events and meetings he attended this period.

14. CONSENT ITEMS

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
b. Approve Certificated Personnel Report
c. Approve Classified Personnel Report
d. Adopt Resolution No. 24-19 Regarding Sufficiency of Instructional Materials for the 2019-20
e. Approve for Distribution/Disposal of Obsolete Textbooks at HMBHS
f. Accept Donations to Cabrillo Unified School District
g. Approve Quarterly Report on Williams Uniform Complaints (Education Code §35186)
h. Approve and Adopt of Minutes of September 12, 2019 Regular Governing Board Meeting
i. Approve Cabrillo Unified School District Governing Board Policy Updates and Adopt the Proposed Revisions as Recommended by the California School Boards Association

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

(M-34) Passed 4-0 with Student Representative voting aye
Member Lizet Cortes absent

15. ACTION ITEMS

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

Motion to approve the Amendment to the Consolidated Application to Receive Additional Funds Under Title III Immigrant and Title IV Programs was made by Member Mary Beth Alexander and seconded by Member Kimberly Hines.

(M-35) Passed 4-0 with Student Representative voting aye
Member Lizet Cortes absent

b. Approve Third Amendment to Cell Site Lease

Motion to approve Third Amendment to Cell Site Lease was made by Member Kimberly Hines and seconded by Member Freya McCamant.

(M-36) Passed 4-0 with Student Representative voting aye
Member Lizet Cortes absent

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

Motion to 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 was made by Member Freya McCamant and seconded by Member Mary Beth Alexander.

(M-37) Passed 4-0

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

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

Motion to approve Response to the Grand Jury Report: "Concussions and San Mateo County High School Sports: More to Learn, More to Do?" was made by Member Kimberly Hines and seconded by Member Freya McCamant.

(M-38) Passed 4-0 with Student Representative voting aye
Member Lizet Cortes absent

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

Motion to approve Change to the Adopted Governing Board Meeting Calendar for 2019 was made by Member Freya McCamant and seconded by Member Mary Beth Alexander.

(M-39) Passed 4-0 with Student Representative voting aye
Member Lizet Cortes absent

f. Approve the Board Governance Handbook

Motion to approve the Board Governance Handbook was made by Member Kimberly Hines and seconded by Member Freya McCamant.

(M-40) Passed 4-0 with Student Representative voting aye
Member Lizet Cortes absent

19. ADJOURNMENT OF THE MEETING

Motion to adjourn made by Member Mary Beth Alexander and seconded by Member Freya McCamant.

(M-41) Passed 4-0 with Student Representative voting aye
Member Lizet Cortes absent

Meeting was adjourned at 9:54 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

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: November 7, 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 4030, 5117, and 5127 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
November 7, 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 4030 - Nondiscrimination in Employment
(BP/AR revised)

Policy and regulation updated to clarify applicability of the policy to nonemployees providing services to the district pursuant to a contract. Policy reflects **NEW STATE REGULATIONS (Register 2018, No. 20)** which add a definition of national origin and make it an unlawful employment practice to inquire into or discriminate against an employee on the basis of immigration status. Policy also reflects **NEW LAW (SB 1300)** which (1) prohibits districts from requiring an employee, in exchange for a raise or bonus or as a condition of employment or continued employment, to sign a nondisparagement agreement or release the right to file a claim against the district for unlawful acts in the workplace, including sexual harassment, and (2) provides that a district may be responsible for any harassment (not just sexual harassment) of employees by nonemployees if the district knows or should have known of the conduct and failed to take action. Regulation revises section on "Measures to Prevent Discrimination" to reflect a requirement, formerly in BP, to post the California Department of Fair Employment and Housing (DFEH) poster on workplace discrimination and harassment and to add the requirement to post the DFEH poster on the rights of transgender employees. Regulation also reflects **NEW LAW (SB 1300)** which authorizes training on bystander intervention.

BP/AR 5117 - Interdistrict Attendance
(BP/AR revised)

Policy updated to delete references to the Open Enrollment Act since schools are not currently being identified as low achieving based on the Academic Performance Index, update legal cites, and clarify the continuing requirement to register as a school district of choice with the Superintendent of Public Instruction and county board of education before enrolling students under that program. Regulation updated to reflect **NEW LAW (AB 2826)** which adds a requirement, applicable to districts that have entered into interdistrict attendance agreements, to post on their web site the procedures and timelines for requests for interdistrict transfer permits. Regulation also reflects timelines added by AB 2826 for notifying parents/guardians of the district's granting or denial of the transfer request, which differ for current-year and future-year transfer requests, and for the parent/guardian's appeal of the district's decision to the county office of education. In section on "School District of Choice Program," material deleted regarding the denial of a transfer into the district based on a negative impact on a desegregation plan or the racial/ethnic balance of the district, as such grounds are only applicable to transfers out of the district.

BP 5127 - Graduation Ceremonies and Activities
(BP revised)

Policy updated to provide optional language providing that passage of any of the three high school equivalency tests approved by the State Board of Education is not equivalent to completing all graduation requirements for participation in graduation ceremonies. Option for student-initiated, student-led prayer at graduation ceremonies deleted consistent with court decisions which suggest that such prayer could be unconstitutional. Policy also reflects **NEW LAW (AB 1248)** which permits students to wear tribal regalia or recognized religious or cultural adornments to the cap and gown, unless the district determines that an item is likely to cause substantial disruption of the ceremony.

Cabrillo USD
Board Policy
Nondiscrimination In Employment

BP 4030
Personnel

The Governing Board is determined to provide ~~district employees, interns, volunteers, and job applicants~~ a safe, positive environment where ~~they~~ **all district employees** are assured of full and equal employment access and opportunities, protection from harassment ~~or~~ **and** intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. **For purposes of this policy, *employees* include** ~~This policy shall apply to all district employees and, to the extent required by law, to~~ job applicants, interns, volunteers, ~~and job applicants~~ **and persons who contracted with the district to provide services, as applicable**.

(cf. 1240 - Volunteer Assistance)
(cf. 3312 - Contracts)
(cf. 3600 - Consultants)
(cf. 4111/4211/4311 - Recruitment and Selection)

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, ~~religious creed,~~ color, ancestry, national origin, ~~ancestry,~~ age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, sex, sexual orientation, gender, gender identity, gender expression, ~~sex, or~~ ~~sexual orientation~~ or ~~his/her~~ association with a person or group with one or more of these actual or perceived characteristics**.**

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

The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that it is necessary to comply with federal immigration law. (2 CCR 11028)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Discrimination in hiring, compensation, terms, conditions, and other privileges of employment

(cf. 4151/4251/4351 - Employee Compensation)
(cf. 4154/4254/4354 - Health and Welfare Benefits)

2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training

~~*(cf. 4151/4251/4351 - Employee Compensation)*~~
~~*(cf. 4154/4254/4354 - Health and Welfare Benefits)*~~

3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment

4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:

   a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

(cf. 4033 - Lactation Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

   b. Religious creed discrimination based on an employee's religious belief or observance, including ~~his/her~~ religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement~~.~~

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

   c. ~~Disability discrimination based on a district r~~**R**equirement for a medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

   d. ~~Disability discrimination based on the district's f~~**F**ailure to make reasonable accommodation for the known physical or mental disability of an employee**,** or to engage in a timely, good faith, interactive process with an employee~~,~~ **who has requested such accommodations in order** to determine **the** effective reasonable accommodations**, if any, to be provided to the employee** ~~for the employee, when he/she has requested reasonable accommodation for a known physical or mental disability or medical condition~~

(cf. 4032 - Reasonable Accommodation)

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940**; 2 CCR 11028**)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign any document that releases the employee's right to file a claim against the district or to disclose information about harassment or other unlawful employment practices. (Government Code 12964.5)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment**, including harassment of an employee by a nonemployee,** shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who reports such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy~~. He/she shall provide~~**, including providing** training and information to employees about how to recognize harassment, discrimination, or other related conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

~~In addition, the Superintendent or designee shall post, in a conspicuous place on district premises, the California Department of Fair Employment and Housing publication on workplace discrimination and harassment issued pursuant to 2 CCR 11013.~~

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

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

Legal Reference:

EDUCATION CODE
200-262.4 Prohibition of discrimination
CIVIL CODE
51.7 Freedom from violence or intimidation
GOVERNMENT CODE
11135 Unlawful discrimination
11138 Rules and regulations
*12900-12996 Fair Employment and Housing Act**, especially:***
12940-12952 Unlawful employment practices
12960-12976 Unlawful employment practices; complaints
PENAL CODE
422.56 Definitions, hate crimes
CODE OF REGULATIONS, TITLE 2
*11006-11086 Discrimination in employment**, especially:***
11013 Recordkeeping

11019 Terms, conditions and privileges of employment
11023 Harassment and discrimination prevention and correction
11024 Sexual harassment training and education
11027-11028 National origin and ancestry discrimination
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1681-1688 Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 29
621-634 Age Discrimination in Employment Act
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended
2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended
2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age discrimination in federally assisted programs
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 34
100.6 Compliance information
104.7 Designation of responsible employee for Section 504
104.8 Notice
106.8 Designation of responsible employee and adoption of grievance procedures
106.9 Dissemination of policy
110.1-110.39 Nondiscrimination on the basis of age
COURT DECISIONS
Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863
Shephard v. Loyola Marymount, (2002) 102 Cal.App.4th 837

Management Resources:
CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS
California Law Prohibits Workplace Discrimination and Harassment~~, December 2014~~
Transgender Rights in the Workplace
Workplace Harassment Guide for California Employers
Your Rights and Obligations as a Pregnant Employee
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Notice of Non-Discrimination, August 2010
U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS
~~Questions and Answers: Religious Discrimination in the Workplace, 2008~~
~~New Compliance Manual Section 15: Race and Color Discrimination, April 2006~~
EEOC Compliance Manual
Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999
WEB SITES
California Department of Fair Employment and Housing: http://www.dfeh.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr
U.S. Equal Employment Opportunity Commission: http://www.eeoc.gov

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: December 11, 2008 Half Moon Bay, California
revised: May 31, 2012
revised: February 12, 2013
revised: February 16, 2017
revised: TBD

Cabrillo USD

Board Policy

Interdistrict Attendance

BP 5117
Students

The Governing Board recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, desire to enroll their children in a school in another district.

(cf. 5111.1 - District Residency)
(cf. 5116.1 - Intradistrict Open Enrollment)
~~*(cf. 5118 - Open Enrollment Act Transfers)*~~

Interdistrict Attendance **Agreements and** Permits

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts. (Education Code 46600)

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed to by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

Transportation

The district shall not provide transportation beyond any school attendance area.

Legal Reference:
EDUCATION CODE
41020 Annual district audits
*46600-~~46611~~ **46610** Interdistrict attendance agreements*
48204 Residency requirements for school attendance
48300-48317 Student attendance alternatives, school district of choice program
~~48350-48361 Open Enrollment Act~~
48900 Grounds for suspension or expulsion; definition of bullying
48915 Expulsion; particular circumstances
48915.1 Expelled individuals: enrollment in another district
48918 Rules governing expulsion procedures
48980 Notice at beginning of term
48985 Notices to parents in language other than English
52317 Regional occupational center/program, enrollment of students, interdistrict attendance
CALIFORNIA CONSTITUTION
Article 1, Section 31 Nondiscrimination on the basis of race, sex, color, ethnicity, or national origin

ATTORNEY GENERAL OPINIONS
87 Ops.Cal.Atty.Gen. 132 (2004)
84 Ops.Cal.Atty.Gen. 198 (2001)
COURT DECISIONS
Walnut Valley Unified School District v. the Superior Court of Los Angeles County, (2011) 192 Cal.App.4th 234
Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: December 11, 2008 Half Moon Bay, California
revised: March 10, 2010
revised: February 16, 2017
revised: February 8, 2018
revised: TBD

Cabrillo USD

Board Policy

Graduation Ceremonies And Activities

BP 5127
Students

High school graduation ceremonies shall be held to recognize those students who have earned a diploma by successfully completing the required course of study, satisfying district standards, and passing any required assessments. The Governing Board believes that these students deserve **the privilege of** a public celebration that recognizes the significance of their achievement and encourages them to continue the pursuit of learning throughout their lives.

~~*(cf. 3260 - Fees and Charges)*~~
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
~~*(cf. 6162.52 - High School Exit Examination)*~~
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

At the discretion of the Superintendent or designee, a student who ~~does not meet district~~ will complete graduation requirements **during the summer** may **be allowed to** participate in graduation exercises without receiving ~~his/her~~ **a** diploma. When the requirements have been satisfied, a diploma shall be sent to the student.

High school students who have passed **a high school equivalency test or** the California High School Proficiency Examination ~~or the General Educational Development Test~~ must also meet district graduation requirements in order to participate in graduation ceremonies.

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

~~**OPTION 1:**~~ Invocations, prayers, or benedictions shall not be included in graduation ceremonies. The school or district shall not sponsor other ceremonies or programs for graduates that include prayer.

~~**OPTION 2:** The school or district shall not direct invocations, prayers, or benedictions at graduation ceremonies.~~

(cf. 1330 - Use of School Facilities)
(cf. 5145.2 - Freedom of Speech/Expression)

~~Disciplinary Considerations~~

~~In order to encourage high standards of student conduct and behavior, the principal may deny a student the privilege of participating in graduation ceremonies and/or activities in accordance with school rules. School rules shall ensure that prior to denial of the privilege(s), the student, and where practicable his/her parent/guardian, is made aware of the grounds for such denial and that the student is given an opportunity to respond to the proposed denial. If privilege(s)~~

~~are to be denied, the student and parent/guardian shall receive written notice of the denied privilege and the means whereby he/she may appeal this decision.~~

~~*(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)*~~
~~*(cf. 5144 - Discipline)*~~
~~*(cf. 6161.2 - Damaged or Lost Instructional Materials)*~~

Honors and Awards

To honor superior academic achievement, graduation ceremonies shall include recognition of valedictorian(s) and salutatorian(s). Valedictorian(s) and salutatorian(s) shall be selected based on established criteria and procedures that use multiple measures of academic performance.

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

The Superintendent or designee shall identify other school-sponsored awards which may be given during graduation exercises. A separate awards program may be held to recognize graduating students receiving other school and non-school awards.

(cf. 5126 - Awards for Achievement)

Graduation Attire

The Superintendent or designee may require graduating students to wear ceremonial attire, such as cap and gown, at the ceremony.

(cf. 3260 - Fees and Charges)

Any graduating student who has completed basic training and is an active member of any branch of the United States Armed Forces may, at the student's option, wear a military dress uniform at the ceremony. (Education Code 35183.3)

Students shall be permitted to wear tribal regalia or recognized objects of religious or cultural significance as an adornment to the customary ceremonial attire, as long as the adornment does not cause a substantial disruption of, or material interference with, the graduation ceremony. (Education Code 35183.1)

Students who desire to wear such adornments shall seek permission from the Superintendent or designee at least 14 days before the graduation ceremony.

Disciplinary Considerations

Students are expected to comply with district and school policies, regulations, and rules throughout the school session, including during graduation and related events. Students shall not be denied the privilege of participating in graduation ceremonies except as discipline in cases of serious misconduct. In no event shall a student be denied participation in graduation ceremonies unless the principal or designee has informed the student and the student's parents/guardians of the misconduct and has given them an opportunity to respond.

(*cf. 5131 - Conduct)*
(cf. 5144 - Discipline)

During the graduation ceremony, a student may be removed from the ceremony for conduct that is disruptive or that poses a risk to safety.

High school seniors shall be notified of this policy in advance, through the student handbook or other means, and shall be required to acknowledge receiving it.

~~Foreign exchange students may receive honorary diplomas during the graduation ceremony. (Education Code 51225.5)~~

~~(cf. 6145.6 - International Exchange)~~

~~Elementary/Middle School Promotion Exercises~~

~~The Board desires that each elementary and middle school provide age-appropriate promotion exercises to recognize students who have completed the school's course of study.~~

Legal Reference:

EDUCATION CODE
35183.1 Graduation ceremonies; tribal regalia or recognized object of religious/cultural significance
35183.3 Graduation ceremonies; military dress uniforms
38119 Lease of personal property; caps and gowns
48904 Liability of parent or guardian; withholding of grades, diplomas, transcripts
51225.5 Honorary diplomas; foreign exchange students
*51410-~~51412~~ **51413** Diplomas*
COURT DECISIONS
Workman v. Greenwood Community School Corporation, (2010) Case No. 1:2010cv00293
Cole v. Oroville Union High School District, (2000, 9th Cir.) 228 F.3d 1092
Santa Fe Independent School District v. Doe, (2000) 530 U.S. 290
Lee v. Weisman, (1992) 505 U.S. 577
Sands v. Morongo Unified School District, (1991) 53 Cal. 3d 863
Lemon v. Kurtzman, (1971) 403 U.S. 602

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Pupil Fees, Deposits and Other Charges, Fiscal Management Advisory 17-01, July 28, 2017
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, February 2003
WEB SITES
AASA The School Superintendents Association: http://www.aasa.org
Antidefamation League: https://www.adl.org
California Department of Education, High School: ***http://www.cde.ca.gov/ci/gs/hs***
U.S. Department of Education: http://www.ed.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: November 7, 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: Action
RECOMMENDATION: Adopt Resolution No. 26-19 Endorsing November 14, 2019 as Ruby Bridges Walk to School Day

BACKGROUND INFORMATION

Ruby Bridges is an American activist who walked to school nearly every day and became a symbol of the civil rights movement at age six when she was the youngest of a group of African American students designated to integrate schools in the American South. On November 14, 1960, her first day of school, she was escorted by four federal marshals, and spent the entire day in the Principal's office as irate parents marched into the school to remove their children.

Districts and schools in San Mateo County are encouraged to recognize Ruby's impact by adopting "Ruby Bridges Walk to School Day" on November 14, or on the second Tuesday of each November when November 14 falls on a weekend.

REPORT/PROPOSAL

With Resolution No. 26-19 the Board recognizes and honors Ruby’s impact on equality and desegregation.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

RESOLUTION NO. 26-19
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

ENDORSING NOVEMBER 14, 2019, AS RUBY BRIDGES WALK TO SCHOOL DAY

WHEREAS, Ruby Bridges is an American activist who walked to school nearly every day and became a symbol of the civil rights movement at age six when she was the youngest of a group of African American students designated to integrate schools in the American South; and

WHEREAS, on November 14, 1960, Ruby Bridges was the only student of the group to enroll in William Frantz Elementary School in New Orleans; and

WHEREAS, on her first day of school, she was escorted by four federal marshals and spent the entire day in the principal's office as irate parents marched into the school to remove their children; and

WHEREAS, Ruby Bridges stood for equality and desegregation in the early 1960s; and

WHEREAS, Ruby Bridges is currently the chair of the Ruby Bridges Foundation, which she formed in 1999 to promote "the values of tolerance, respect, and appreciation of all differences;" and

WHEREAS, Ruby Bridges has asserted that, "Racism is a grown-up disease and we must stop using our children to spread it;" and

WHEREAS, in 2018, scholars of Deborah Carlino's fifth-grade class from Martin Elementary School in the South San Francisco Unified School District learned about Ruby Bridges and were advocates for the adoption of a "Ruby Bridges Walk to School Day" as a way to honor Ruby's role in the Civil Rights Movement; and

WHEREAS, each year Deborah Carlino's fifth-grade class in conjunction with San Mateo County Office of Education Safe Routes to School program leads this effort, which has led to a county-wide walk to school day; and

WHEREAS, the Cabrillo Unified School District Governing Board and the Cabrillo Unified School District Superintendent support an educational environment that emphasizes inclusion, acceptance, and equality for all;

NOW, THEREFORE, BE IT RESOLVED that the Cabrillo Unified School District Governing Board and the Cabrillo Unified School District Superintendent hereby approves the adoption of "Ruby Bridges Walk to School Day," to be honored annually on November 14 or the second Tuesday of each November when November 14 falls on a weekend.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 7th day of November, 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

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GOVERNING BOARD
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Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: November 7, 2019
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum & Instruction
John Nazar, Principal, Half Moon Bay High School
CATEGORY: Action
RECOMMENDATION: Approve the Half Moon Bay High School Agriculture and Natural Resources Department Course of Study and 2019-2024 Five-Year Plan

BACKGROUND INFORMATION

The Half Moon Bay High School Agriculture (Ag) Program has had a long standing tradition of preparing students for success after high school for over 75 years**.** Half Moon Bay Future Farmers of America (FFA), the program's Career Technical Student Organization (CTSO), was chartered October 15, 1945 and will proudly celebrate its 75th Anniversary next year.

289 students have participated in both the Agriscience Pathway and FFA between last year and this current year. We had an 88% response rate to our 2019 graduate follow-up of students completing at least three Ag courses. Based on Perkins IV course pathway sequencing, 17% of the graduates who completed at least 3 Ag courses where pathway completers. Of those reporting, our CalAgEd dashboard data shows a 100 placement rate into college or career with 40% attending a four year college as Ag majors, 20% attending a two college as Ag majors, 13% employed fulltime in an Ag related job, and 27% attending a two year college as non-Ag majors. We are confident that with the direction of the 2019-2024 Five-Year Plan and our newly hired highly qualified Career Technical Education (CTE) Agriculture Teachers, Hannah Carney and Brianna Camozzi, the program will grow and see greater student success. Several key goals for the program have already been accomplished and there is very positive energy coming from the program as seen in the enthusiastic students and teachers.

Per State of California Education Code 52372 "…any county-operated regional occupational center or program, may establish and maintain… CTE programs or community classrooms as part of a career technical education course in accordance with rules and regulations…" and 52454 that states that "(a) The curriculum of school districts that choose to participate in the state program of agricultural career technical education shall include: (1) Organized Classes… (2) A student-supervised occupational experience program in agriculture…(3) A program of leadership, organization, and personal development…" This means that CTE programs are dynamic; curricula need to stay current with rapid changes in the workplace, requiring ongoing updates and learning on the part of CTE faculty so that our students have the knowledge and skills necessary to succeed in college and their chosen career. Our Agriculture program has seen many changes over the years. Local industry and community support of our agriculture students and program has been a long standing strength of the program. On October 1, 2018, the Half Moon Bay Ag/FFA Boosters and Ag Department formed a Five-Year Plan Task Force to develop a plan to address ongoing needs for a consistent high quality curriculum, and teacher recruitment and retention. The 2019-2024 Ag and Natural Resources Five-Year Plan, which will be ongoing, was developed over a series of Task Force and Booster's meetings. On April 8, 2019, the Ag/FFA Boosters approved the plan and recommended the plan for approval by the Ag and Natural Resources Advisory Committee. The Ag and Natural Resources Advisory Committee is primarily made up of local Industry representatives. On May 15, 2019 the Ag/FFA Boosters and the Ag and Natural Resources Advisory Committee held a joint meeting at which time the Course of Study and 2019-2024 Five Year Plan was reviewed, approved and recommended for submission to the Governing Board for approval.

REPORT/PROPOSAL

The Agriculture and Natural Resources Course of Study and 2019-2024 Five-Year Plan is recommended for approval.

FINANCIAL IMPACT

There is no financial impact to the General Fund with the exception of the potential cost for an increase in sections over the next five years based on student enrollment. The 2019-2024 Five-Year Plan will strengthen the Agriculture and Natural Resources Department's ability to secure grant funding.

MAKE IT HAPPEN

HALF MOON BAY HIGH SCHOOL AGRICULTURE/FFA BOOSTERS and AGRICULTURE & NATURAL RESOURCES ADVISORY COMMITTEE

FIVE YEAR PLAN

2019-2024

TASK FORCE MEMBERS: Dianna Butcher, Brianna Camozzi, Laura Camozzi, Robin Camozzi, Diane Centoni, Stacy Claitor, Cheryl Coruccini, Dawn Dillman, Rich Gianinni, Rebecca Kiser, John Nazar, Mike Sarabia,

OVERARCHING GOAL: To expand a high quality sustainable agriculture program and thriving FFA.

GOAL 1: To offer high quality CTE Ag program of study that meets student and industry needs.

WHAT/ACTION	RESOURCES	WHEN/STATUS			RESULTS Achieved/ Evidence of Success	COMMENTS/REFLECTIONS What helps/hinders the achievement of results
		WHEN	DONE	ON TARGET		
Identify and recommend CTE Career Pathway(s) with a 4 year sequence of courses • Phase 1: Agriscience sub pathway- Sustainable Agriculture • Increase number of completers	• Ag teacher(s) • Ag & Natural Resources Advisory Committee • School Admin support • CalPads coding support • District Board course adoption • Foothill College- articulation- Vet Sci • Cabrillo College articulation- Sustainable Ag/Environmental Hort • Industry mentors • CDE • NCAP (No. Coast Ag Consortium)	Feb 2019 Phase 1 Offer 2019-2020	X		**Core Pathway: 102 Agriscience** **Sub Pathway:102b Sustainable Agriculture** **7130 Introduction to Agriculture & Environmental Science** 0613 **(Introductory)** The first in a four-year sequence of Agriculture courses. **7133 Introduction to Sustainable *(Regenerative)* Agriculture** 0616 **(Introductory):** course number is intended for the content of the UCCI adopted course **Biology and Sustainable Agriculture**. **7134 Intermediate Sustainable Agriculture (Concentrator):** course number is intended for the content of the UCCI adopted course **Chemistry and Agriscience** 0617. **7135 Advanced Sustainable *(Regenerative)* Ag & Veterinary Science** 0624 **(Capstone)** course number is intended for the content of the UCCI adopted course **Adv Inter-disciplinary Science for Sustainable Agriculture.**	Facilities considerations Improve completion rates / College and Career dashboard results Increased options for students to meet science requirements and provides a step up to college (CSU/UC/Community College) A pathway must offer a sequence of courses with a minimum of 300 hours. HMBHS 1 year courses are approx.144 hours resulting in 2 course (concentrator and capstone) pathways being +12 hours short of the min. Increased options for students to explore and prepare for careers by choice not by chance

WHAT/ACTION	RESOURCES	WHEN/STATUS			RESULTS Achieved/ Evidence of Success	COMMENTS/REFLECTIONS What helps/hinders the achievement of results
		WHEN	DONE	ON TARGET		
• Phase 2: Explore ways to expand the Agriculture and Natural Resources Program to broaden course options for students that meet industry needs and prepare students for college and careers. (exs: Ag. Mechanics & Ornamental Horticulture/ Floral Design Pathways *See Exhibit A for Pathway/ Course detail* *See Goals 2 & 3*	• Ag teacher(s) • Ag & Natural Resources Advisory Committee • School Admin support • CalPads coding support • District Board course adoption • LMI data • Student Interest Surveys • Facilities • San Mateo College articulation- Horticulture • Industry mentors • CDE • NCAP	Phase 2 Recom-mend priorities & start dates by Jan 2021				Same as Phase 1 above
Explore options for students who have completed three pathway courses; intro, concentration & capstone. *(exs: integrate students into class as peer coaches, see CVE/CC below)*	• Teachers • Ag Advisory committee • Admin • CTE Coordinator • Students	2020-2021				Creative scheduling and staffing needed to fulfill sequenced pathway requirements
Implement a paid (Cooperative -CVE) /non paid (Community Classroom-CC) CTE ag internship program	• Teachers • CTE Coordinator • Ag Advisory Commit - tee/Industry partners • EC 52372 • Recognize Industry sponsors	Plan: June 2020 Implement: 1921-22				Creative scheduling and staffing needed to fulfill sequenced pathway requirements with expansion to include CVE/CC.
Meet 11 CTE Essential Elements	Admin, Teachers, Advisors, Boosters	2019-2020				
Re-energize Ag Advisory Committee	• Ag teacher(s)/CTE Coordinator* • Booster recommend	Kick-off 5-15-19 4-8-19				

WHAT/ACTION	RESOURCES	WHEN/STATUS			RESULTS Achieved/ Evidence of Success	COMMENTS/REFLECTIONS What helps/hinders the achievement of results
		WHEN	DONE	ON TARGET		
Create a grant / compliance timeline	Dept head/CTE Coordinator*	Jan 2020				
Secure ongoing letters of commitment for grant purposes	• CTE Coordinator* • Ag Boosters • Ag Advisory committee	June 2020				
Create a .40 CTE Coordinator position*	CTEIG Grant funding with plan for sustainability	Aug 2020			Written into 2019 CTEIG grant application (1-24-19) -pending approval (5-19-19)	

GOAL 2: To recruit and retain high quality CTE Agriculture teacher(s)

WHAT/ACTION	RESOURCES	WHEN/STATUS			RESULTS Achieved/ Evidence of Success	COMMENTS/REFLECTIONS What helps/hinders the achievement of results
		WHEN	DONE	ON TARGET		
Reduce number of preps for 1 FTE to no more than 4/gain approval for a *planning SAE Supervision which is integral to the Ag CTE curricula* period during teaching day	• HS Site admin • District approval • Included in District funded FTE: 5/5=4 class sections + 1 SAE supervision period	Aug 2019	X		• HS Admin mtg (1-11-19) • HS Admin/District mtg(1-21-19)	Pro: strengthen curriculum and student success, Increase of AIG grant funding
Provide an extended contract equivalent to .20 FTE	• District approval • FFA / Ag Boosters Fundraising • Industry Support • Grant Funding • EC 52454- Extended Contract	Aug 2019	X		• HS Admin/District mtg (1-21-19) • Written into 2019 CTEIG grant application-pending approval (1-24-19) • FFA/Ag Boosters fundraising initiated (1-30-19)	Pro: strengthen curriculum and student success, teacher retention, Increase of AIG grant funding, Potential increase of matching funds to increase grant funding
Expand Ag program to Cunha Middle School Explore expansion of ag utilizing existing woodworking facility as well as an additional exploratory wheel option.	School site and district support to convert Cunha woodworking program and facility to 101-Ag Mechanics, sub pathway-Ag Construction	Aug 2020				Pro: Potential increase of matching funds to increase grant funding Credentialing options to recruit highly qualified teachers: CTE, CTE Designated Subjects recruited directly from industry

WHAT/ACTION	RESOURCES	WHEN/STATUS			RESULTS Achieved/ Evidence of Success	COMMENTS/REFLECTIONS What helps/hinders the achievement of results
		WHEN	DONE	ON TARGET		
Expand program to 2 FTE teachers	*(see Cunha above)* Secure funding ($22K/sec) for a • +20% position yr 2 • +50% yr 3 • +100% yr five ○ FFA/Ag Boosters Fundraising ○ Site & District support ○ Industry Support ○ Grant Funding/ writer	Aug 2020 2021 2024			• FFA/Ag Boosters fundraising initiated (1-30-19) • District support of SAE period	Pro: Potential increase of matching funds to increase grant funding Support credentialing options to recruit highly qualified teachers: CTE, CTE Designated Subjects HR support
Provide teacher orientation and ongoing staff development Increase teacher /student success- Increase student contact time Reduce class size Instructional Assistant Advanced students as peer coaches High quality industry standard Ag lab facility *(See Goal 3)* CVE/CC internships	• Site/District support • Grants-NCAP • CATA • District support • Ag Boosters • Ag Advisors • Community Outreach • Grants	Aug 2019 ongoing				
Expand recruitment: Write and post attractive job posting Actively explore Credential options: Single Subject, Specialist, Designated Subjects –recruit from industry, CSET Keep postings live – viable employment sites – conferences	• Site/D.O. HR • Post to EdJoin, CalPoly, calaged.org, NCAP • Regional Supervisor, CATA • CTE Coordinator	March 2019	X			New teacher hired March 2019 effective 2019-20 school year HR support

GOAL 3: To provide high quality industry standard instructional materials and facilities.

WHAT/ACTION	RESOURCES	WHEN/STATUS			RESULTS Achieved/ Evidence of Success	COMMENTS/REFLECTIONS What helps/hinders the achievement of results
		WHEN	DONE	ON TARGET		
Refurbish both greenhouses: <u>Phase 1:</u> remove debris Structural repair, vents,bee/bird netting, grading, drainage with catch basins, refurbish benches, concrete, reskin, sink, compost area	• Teacher/volunteers • Students • Maintenance • CTEIG, Perkins, AIG Grant funding • Bond funding • Community resources • Ag Advisory committee • Farm Bureau	<u>Phase1</u> June 30, 2019			April 2019:Approve contracts and encumber funds: Ag-Con Construction Inc., AgraTech, Andreini Bros, Griffin Concrete March 2019-Ag Practices rebuild benches (to be cont) April – May 2019: Ag students prep facilities	
<u>Phase 2</u>: Irrigation, electrical, automation, heating, shade curtain-lg greenhouse		<u>Phase 2</u> June 2020				
Purchase F250 diesel, 4x4, crew cab, tow and fifth wheel package	NCAP Grant	4-2-19	X			
Purchase stock trailer	Booster/ Advisors Grant / Community Resources	June 2022				
Expand Ag Lab facility to include a barn/learning lab	• Grant funding • Bond funding • Ag Boosters • Ag Advisory committee • Community resources	June 2024				
Expand tools and equipment storage area	• Grant • District & Community Resources • Ag students	June 2022			March 2019- Ag practices begin tool shed construction	
Improve poultry facilities	• Grant funding • Bond funding • Ag Advisory committee • Community resources	Jan 2021				
Create a plant production hardening off area	• Grant funding • Bond funding • Ag Advisory committee • Community resources	June 2021				

WHAT/ACTION	RESOURCES	WHEN/STATUS			RESULTS Achieved/ Evidence of Success	COMMENTS/REFLECTIONS What helps/hinders the achievement of results
		WHEN	DONE	ON TARGET		
Explore industry standard growing options (ex: hydroponics/ aquaponics etc.)	• Grant funding • Bond funding • Community resources • Ag Advisory Committee	June 2021				

List any concerns or barriers that may hinder successful completion of the goal(s):

1) Need a completed plan following review and input by industry representatives (kick-off event) prior to recommending district approval and incorporation into District CTE plan
2) *Need for creative scheduling to strengthen ability to offer broad curricular options and industry community supported work based learning for students to complete a four year program.
3) Extracurricular schedule conflicts limit students ability to participate in integral workbased learning (CC/CVE) and FFA leadership activities.

HALF MOON BAY HIGH SCHOOL AGRICULTURE/FFA BOOSTERS
and
AGRICULTURE & NATURAL RESOURCES ADVISORY COMMITTEE
FIVE YEAR PLAN
2019-2024

Recommendation to the Cabrillo Unified School District Governing Board

[redacted]
Agriculture/ FFA Boosters Chair

5/15/19
Date

[redacted]
Advisory Committee Chair Signature
Half Moon Bay High School Agriculture Program

5/15/2019
Date

Follow-up meeting comments on progress toward meeting goals to date:

Half Moon Bay High School Career Technical Education (CTE) Pathways
Industry Sector: Agriculture and Natural Resources

Core Pathway
102 Agriscience
Sub Pathway: 102B Sustainable Agriculture

7130 Introduction to Agriculture & Environmental Science 0613 **(Introductory)** America's agriculture industry is closely related to and affected by Environmental Science. This Agriculture science course is the first in a four-year sequence of Agriculture courses. It is open to all students interested in the fields of agriculture science and or related businesses. Emphasis is placed on natural resources and science principles involved in agriculture production. Students will be introduced to California agriculture, the diversity of agriculture careers and opportunities, record keeping, critical thinking, and leadership development. This class will focus on the scientific components of the agricultural industry, including the production of plants and animals, the environment, and food safety, while developing the skills needed for success in the higher level science courses. We will also learn about the National FFA Organization, evaluate career opportunities in the agriculture industry, and practice leadership development activities.

7133 Introduction to Sustainable *(Regenerative)* Agriculture 0616 **(Introductory):** course number is intended for the content of the UCCI adopted course **Biology and Sustainable Agriculture**. Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our environment. Sustainability creates and maintains the conditions under which humans and the biotic world can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generations.

7134 Intermediate Sustainable Agriculture (Concentrator): This course number is intended for the content of the UCCI adopted course **Chemistry and Agriscience** 0617. This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production.

7135 Advanced Sustainable *(Regenerative)* Agriculture & *Veterinary Science* 0624 **(Capstone)** This course number is intended for the content of the UCCI adopted course Advanced Interdisciplinary Science for Sustainable Agriculture. This integrated class combines an inter-disciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. *(Old name used with this code: Agriculture Leadership Practices 0611)*

Examples of Optional Pathways for Program Expansion:

101 Agricultural Mechanics

7120 Introduction to Agricultural Mechanics (Introductory) This course provides theory and hands-on experiences that provide opportunities for students to develop basic knowledge and skills in agricultural mechanics. Instructional areas include the basic fundamentals of maintaining and repairing small gasoline engines, basic electricity, welding, construction, cold metal work, and operating agricultural equipment safely.

7121 Intermediate Agricultural Mechanics (Concentrator)
This course in agriculture mechanics focuses on specialized skill development in welding, fabrication, equipment operation and repair.

7122 Advanced Agricultural Mechanics (Capstone) This course may include advanced skill development in welding, fabrication, equipment operation and repair.

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105 Ornamental Horticulture

7160 Introduction to Ornamental Horticulture (Introductory) This course exposes students to the art and science of growing plants, shrubs, trees, flowers, fruits, and vegetables. They provide information regarding the care and propagation of plants, flowers, trees, and shrubs, but place a special emphasis on those used for decorative and aesthetic purposes. In doing so, they cover a wide variety of topics, including greenhouse and nursery operations, soils and media mixtures, fruit and vegetable production, turf/golf course management, interior and exterior plantscaping, irrigation systems, weed and pest control.

7161 Intermediate Ornamental Horticulture (Concentrator)
This course addresses more specific areas of focus to include Landscape Design, Turf, Grass propagation, Greenhouse and Nursery production.

7162 Advanced Ornamental Horticulture (Capstone) This course expands on the areas of Landscape Design, Turf Grass propagation, Greenhouse and Nursery production. Additionally, the marketing, sales, economics, cash flow and management of landscape design, greenhouse, nursery and related enterprises.

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105 Ornamental Horticulture
Sub Pathway 105A

7163 Introduction to (Art and History of) Floral Design (Introductory) This course focuses on the art applied to floral design, care and handling of cut flowers, and the mechanics of floral design.

7164 Intermediate Floral Design
(Concentrator) This course builds on the introductory course with increased focus on the art of design, handling of cut flowers and the mechanics of floral design while including the selection of quality flowers and greens, budgeting, retail pricing and presentation.

7165 Advanced Floral Design (Capstone) This course builds on the concentrator course with the addition of marketing, sales, economics, cash flow and management of the retail and wholesale floral business. This will include how to prepare a bid for floral products and services for events.

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MEMORANDUM

MEETING DATE: November 7, 2019
TO: Members of the Governing Board
FROM: Leticia Bhatia, Assistant Superintendent, Curriculum & Instruction
CATEGORY: Approval
RECOMMENDATION: Approve Extension Request for Single Plan for Student Achievement (SPSA) from January 2020 to June 2020

BACKGROUND INFORMATION

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

In an effort to reduce redundancies at the local level, the templates for the Local Control and Accountability Plan (LCAP) and the School Plan for Student Achievement (SPSA) have been redesigned to work together. The LCAP is a local educational agency (LEA) level planning document with a three-year timeline, while the School Plan is specific to a school site with a one-year term. Despite these differences, the nature of each plan is similar by design. As a result, an LEA and its schools can benefit from the use of a shared vocabulary and planning process that is embedded in a context of continuous improvement.

The Local Control Accountability Plan (LCAP) is board approved every June. In order to allow for school sites to align the LCAP goals with SPSA goals, we are recommending to align the LCAP and SPSA due date by shifting the SPSA approval from January to June starting the 2019-2020 school year. In addition, the new LCAP template is pending final approval from the California Department of Education (CDE) Board of Education. The new LCAP template will be aligned with the new SPSA template in order to work together to support alignment within a Local Education Agency (LEA).

The original 2018-2019 SPSAs were board approved from December 2018-December 2019 (elementary SPSAs), February 2019-February 2020 (middle school SPSA), and January 2019-January 2020 (high school SPSA). In order to align the SPSA goals with our LCAP goals, we will need board approval to extend the 2018-2019 SPSA goals for an additional 4-6 months. This extension will allow for us to align SPSA board approval with our LCAP board approval. All SPSAs and our district LCAP will be sent for board approval at the same time during the month of June.

REPORT/PROPOSAL

It is recommended that the Cabrillo Unified School District Governing Board extend the 2018-2019 SPSA goals for an additional 4-6 months. This extension of goals will support the alignment of the SPSA and LCAP goals.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

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MEMORANDUM

MEETING DATE: November 7, 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: Action
RECOMMENDATION: Approve Form J-13A Request for Allowance of Attendance due to Public Safety Power Shutdown on October 9-10, 2019

BACKGROUND INFORMATION

On October 9, 2019 at approximately 11:15 pm, PG&E had a Public Safety Power Shutdown which resulted in a loss of power to all Cabrillo Unified schools. The power was restored by PG&E at approximately 5:00 pm on October 10, 2019.

All school districts that had closure or a material decrease in attendance are encouraged to file Form J-13A to receive an increase of apportionment days.

REPORT/PROPOSAL

The following documents are presented for the Board to review:

- California Department of Education Request for Allowance of Attendance due to Emergency Conditions, Form J-13A.
- San Mateo County Alert messages
- Half Moon Bay Review article

FINANCIAL IMPACT

There is no financial impact to the General Fund.

REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS

Form J-13A

(Revised December 2017)

California Department of Education

School Fiscal Services Division
Website: https://www.cde.ca.gov/fg/
Telephone: 916-324-4541
Email: attendanceaccounting@cde.ca.gov

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

SECTION A: REQUEST INFORMATION

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

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

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

LEA SUPERINTENDENT OR ADMINISTRATOR NAME:	FISCAL YEAR:
Sean McPhetridge, Ed.D	2019-20

ADDRESS:	COUNTY NAME:
498 Kelly Avenue	San Mateo

CITY:	STATE:	ZIP CODE:
Half Moon Bay	CA	94019

CONTACT NAME:	TITLE:	PHONE:	E-MAIL:
Jason Owens	Director of Student Services	650-712-7109	owensj@cabrillo.k12.ca.us

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

☉ SCHOOL DISTRICT	☐ COUNTY OFFICE OF EDUCATION (COE)	☐ CHARTER SCHOOL
Choose one of the following: ☉ All district school sites ☐ Select district school sites	Choose one of the following: ☐ All COE school sites ☐ Select COE school sites	

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

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

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

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

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

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

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

SECTION B: SCHOOL CLOSURE

☐ **Not Applicable (Proceed to Section C)**

☐ **Supplemental Page(s) Attached**

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

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

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No

SECTION C: MATERIAL DECREASE

☐ **Not Applicable (Proceed to Section D)**

☐ **Supplemental Page(s) Attached**

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

Public Safety Power Shutoff
On October 9, 2019 at approximately 11:15 pm, PG&E had a Public Safety Power Shutdown which resulted in a loss of power to all Cabrillo Unified schools. The power was restored by PG&E at approximately 5:00 pm on October 10, 2019.

This emergency occurred in October therefore we are using Aug/Sept as "Normal" Attendance.

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

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
Manuel F. Cunha Intermediate	6043665	738.00	8/19/19 - 9/13/19	10/10/19	660	89.43%	78.00
El Granada Elementary	6043624	364.00	8/19/19 - 9/13/19	10/10/19	266	73.08%	98.00
Farallone View Elementary	6043632	284.00	8/19/19 - 9/13/19	10/10/19	217	76.41%	67.00
Half Moon Bay High School	4132817	990.00	8/19/19 - 9/13/19	10/10/19	925	93.43%	65.00
Alvin S. Hatch Elementary	6043616	536.00	8/19/19 - 9/13/19	10/10/19	396	73.88%	140.00
Kings Mountain Elementary	6043657	49.00	8/19/19 - 9/13/19	10/10/19	44	89.80%	5.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
	Total:	2,961.00			2,508		453.00

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

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
Pilarcitos High School	4130027	78.00	10/3/19	10/10/19	24.00	30.77%	54.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
	Total:	78.00			24.00		54.00

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

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

☐ **Not Applicable (Proceed to Section E)**

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

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

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

SECTION E: AFFIDAVIT

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

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

Board Members Names	Board Members Signatures
Mary Beth Alexander	
Lizet Cortes	
Kimberly Hines	
Sophia Layne	
Freya McCament	

At least a majority of the members of the governing board shall execute this affidavit.

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

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

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

Superintendent (or designee): Sean McPhetridge, Ed.D. _____ Authorizing LEA Name: Cabrillo Unified School District
(Name) (Signature)

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

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

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

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

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

COE contact/individual responsible for completing this section:

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

SMC Alert - San Mateo County's Alert System

Due to significantly windy weather conditions and high fire risk, PG&E has announced a Public Safety Power Shutoff (PSPS) incident that will affect San Mateo County starting at noon on Wednesday October 9th.

Areas in San Mateo County where electrical power is very likely to be interrupted include:

- Coast-North Moss Beach/El Granada; Half Moon Bay to Santa Cruz border including Pescadero
- Foothills region west of Highway 280 including Portola Valley, Woodside, Skyline and the surrounding unincorporated area
- Areas shown shaded in orange on this map

The Public Safety Power Shutdown will affect the Tom Lantos Tunnel on Highway 1. The tunnel safety systems will be affected and the tunnel will be closed. Traffic will be turned back at Linda Mar Blvd. in Pacifica and at 2nd Street in Montara. Please plan alternative routes to use when the tunnel is closed.

For the latest traffic information consult: www.511.org

Per PG&E, the power outage has the potential to leave some areas without power for up to five days.

Please see attached PG&E release regarding a Community Resource Center opening in Half Moon Bay: http://www.pgecurrents.com/2019/10/08/pge-will-proactively-turn-off-power-for-safety-to-nearly-800000-customers-across-northern-and-central-california/

As information becomes available from PG&E, the County of San Mateo will help provide public updates via its social media platforms and SMC Alert. Individual cities impacted may also provide updates specific to their jurisdiction.

For more details on the specific PSPS announcement, see PG&E's current information page: www.pgecurrents.com

To prepare for the PSPS, PG&E is asking customers to:

- Update contact information at www.pge.com/mywildfirealerts or by calling 1-866-743-6589 during normal business hours. PG&E will use this information to alert customers through automated calls, texts, and emails, when possible, prior to, and during, a Public Safety Power Shutoff.
- Plan for medical needs like medications that require refrigeration or devices that need power.
- Identify backup charging methods for phones and keep hard copies of emergency numbers.

- Build or restock your emergency kit with flashlights, fresh batteries, first aid supplies and cash.

- Consider family members who are elderly, younger children and pets. Information and tips including a safety plan checklist are available at www.pge.com/wildfiresafety

For more information on what to do during and after a Public Safety Power Shutoff, visit: https://www.pge.com/en_US/safety/emergency-preparedness/natural-disaster/wildfires/outage-readiness.page

Sent by San Mateo County Office of Emergency Services

SMC Alert - San Mateo County's Alert System

Following the latest update provided by PG&E, the Public Safety Power Shutdown is now anticipated to occur at 8:00 PM on Wednesday the 9th of October. The estimated duration remains through Noon on Thursday the 10th.

-

For the latest electrical power information go to: www.pgecurrents.com
For the latest traffic information go to: www.511.org

-

This update Sent by San Mateo County Office of Emergency Services

SMC Alert - San Mateo County's Alert System

Per PG&E's latest Public Safety Power Shutdown update, the process power restoration has begun in the affected areas. Expect to see an increase in ground crews as well as low-flying helicopters inspecting the system to get the electricity turned on as quickly as possible

-

For the latest electrical power information go to: www.pgecurrents.com
For the latest traffic information go to: www.511.org

-

This update Sent by San Mateo County Office of Emergency Services

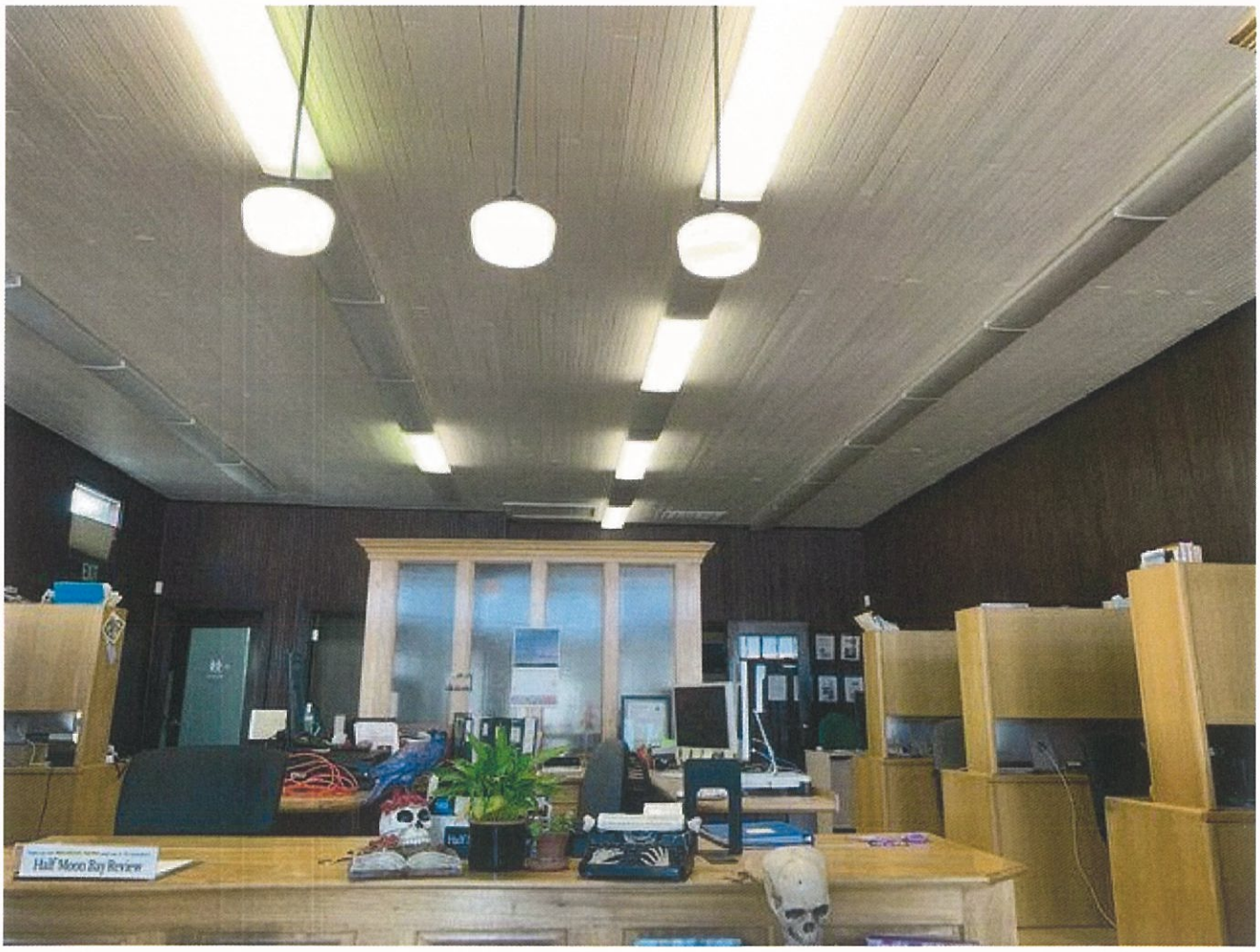
https://www.hmbreview.com/news/power-returning-to-coastside/article_2f5bd5d0-eb61-11e9-9ce7-cf2ee6808b4f.html

BREAKING

Power returning to Coastside

From staff reports Oct 10, 2019 Updated Oct 10, 2019

Home / Local News Stories



The lights came back on in the Half Moon Bay Review offices and across downtown at about 4:45 p.m. on Thursday — nearly 17 hours after they went out. County officials warned the power could remain out in

places through the evening. Libby Leyden / Review

MORE INFORMATION



Coastside makes do as electricity returns for some

Update 4:58 p.m. Power is returning to many parts of the coast. The lights came on at Half Moon Bay City Hall at 4:50 p.m. on Thursday, and there were similar reports from Moss Beach through Half Moon Bay.

Your results may vary, however. Almost simultaneously, the SMC Alert system sent a text to say only that the "visual inspection" portion of the re-energization protocol was "underway." The alert warned Coastsiders that they could be without power through the evening.

Peter Finch
@radiofinch

The power was on for about five minutes here at the coast, now it's off again.

4:23 PM - Oct 10, 2019 · Moss Beach, CA

See Peter Finch's other Tweets

Update 4:45 p.m. There are reports from Moss Beach to Half Moon Bay of the power being back on. It's still out in downtown Half Moon Bay. We're checking.

FireDispatch.com
@FireDispatchSMC

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: November 7, 2019
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Action
RECOMMENDATION: Approve Resolution No. 27-19 to Designate Authorized Representatives of Cabrillo Unified School District as Signatories Effective November 7, 2019

BACKGROUND INFORMATION

The Governing Board of the Cabrillo Unified School District, under the authority of the Education Code 42632, shall designate authorized representatives as signatories as specified on the attached Resolution No. 27-19.

REPORT/PROPOSAL

Update list of authorized signatories.

RESOLUTION NO. 27-19
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

DESIGNATING AUTHORIZED REPRESENTATIVES OF
CABRILLO UNIFIED SCHOOL DISTRICT AS SIGNATORIES

WHEREAS, Education Section 42632 states:
"each order drawn on the funds of a school district shall be signed by at least a majority of the members of the Governing Board of the district, or by a person or persons authorized by the Governing Board to sign orders in its name. No person other than an officer or employee of the district shall be authorized to sign orders"; and

WHEREAS, Education Section 42632 requires that the signatures authorized under Education Code Section 42632 shall be filed with the County Superintendent of Schools; and

WHEREAS, the Governing Board of the Cabrillo Unified School District has authorized any two of the following six officers' or employees' signatures on district orders:

Name	**Title**
Sean McPhetridge	Superintendent
Jesus Contreras	Chief Business Officer
Holly Wade	Assistant Superintendent, Education Support Services
Leticia Bhatia	Assistant Superintendent, Curriculum & Instruction
Jason Owens	Director of Pupil and Personnel Services
Rick Alva	Director of Technology

IT IS HEREBY RESOLVED that the County Superintendent be notified of this action on the Authorized Signature Form, issued by said County Superintendent.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 7th day of November, 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

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

_____
Nancy Magee
County Superintendent
San Mateo County Office of Education

Cabrillo Unified School District - Authorized Signatures Effective November 7, 2019

SIGNATURE / NAME & TITLE	Vendor Payments	Checking & Savings (Rev. Cash)	Contracts & Agreements	Government Projects	Interdistrict Agreements	Payroll Documents	Purchase & Bid Documents	County Documents	Reports	Use of Facilities	Dept of Real Estate
Sean McPhetridge Superintendent	X	X	X	X	X	X	X	X	X	X	X
Jesus Contreras Chief Business Official	X	X	X	X	X	X	X	X	X	X	X
Holly Wade Assistant Superintendent, Education Support Services	X	X	X	X	X	X		X	X		
Leticia Bhatia Assistant Superintendent, Curriculum & Instruction	X	X	X	X	X	X		X	X		
Jason Owens Director of Pupil and Personnel Services	X	X	X	X	X	X		X	X		
Rick Alva Director of Technology	X	X	X	X	X	X		X	X		

SAN MATEO COUNTY OFFICE OF EDUCATION
Excellence and Equity in Education

ACCOUNTS PAYABLE AUTHORIZED SIGNATURES

(Per Government Education Code Section 42632)

District: Cabrillo Unified School District **Date:** November 7, 2019

Authorized Personnel:

Sean McPhetridge	
Name (*Please Print*)	***Superintendent's Signature***
Jesus Contreras	
Name (*Please Print*)	*Chief Business Official Signature*
Holly Wade	
Name (*Please Print*)	*Assistant Superintendent Signature*
Leticia Bhatia	
Name (*Please Print*)	*Assistant Superintendent Signature*
Jason Owens	
Name (*Please Print*)	*Director Signature*
Rick Alva	
Name (Please Print)	*Director Signature*

Number of signatures required on the School Claims Accounts Payable Prelist document.

Please return this form to District Business Services.

F-9B (Revised 11/18)

SAN MATEO COUNTY OFFICE OF EDUCATION
Excellence and Equity in Education

REQUEST FOR PAYROLL ADJUSTMENT/CHECK

District: Cabrillo Unified School District **Date:** November 7, 2019

Authorized Personnel:

Sean McPhetridge _____
Name (*Please Print*) Signature

Jesus Contreras _____
Name (*Please Print*) Signature

Holly Wade _____
Name (*Please Print*) Signature

Leticia Bhatia _____
Name (*Please Print*) Signature

Jason Owens _____
Name (*Please Print*) Signature

Rick Alva _____
Name *(Please Print)* Signature

Superintendent's Signature: _____

Form F-146a