# Regular Governing Board Agenda

# CABRILLO UNIFIED SCHOOL DISTRICT

Thursday, November 12, 2020

Closed Session 6:00 PM | Via Zoom: https://cabrillok12.zoom.us/j/91230282867

(For public comments on Closed Session items only)

**Public Session 7:00 PM | Via Zoom: https://cabrillok12.zoom.us/j/94582783949**

Governing Board Meeting broadcast live on the CUSD YouTube Channel

In response to the COVID-19 pandemic, Governor Newsom issued Executive Order N-29-20, which temporarily suspended provisions of the Brown Act relating to public meetings. As such, Cabrillo Unified School District will be conducting its Governing Board meeting at the regular time, in a different modality. The District will be leveraging a Webinar format (using Zoom) in order for the Governing Board members to participate remotely, and to allow for orderly public comment. There will not be a physical location for this meeting.

The Governing Board will meet for Closed Session to discuss labor negotiations, student discipline, personnel matters, litigation, anc 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 items 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 an accessible format, etc.) should contact the Administrative Assistant to the Superintendent at acostar@cabrillo.k12.ca.us no later than 48 hours preceding the meeting.

**PUBLIC COMMENTS GUIDELINES**

There are two ways in which members of the public may provide comments as part of a Cabrillo Unified School District Governing Board remote meeting:

**1. Submit Comments in Advance:**
Members of the public may submit comments in advance of the meeting through the following link: http://bit.ly/cusdcomments. Comments will be read out loud by the Board President or a designee during the meeting. Written comments should be limited to no more than 300 words; longer comments might not be shared publicly during the meeting. However, all comments received, whether or not they are shared publicly during the meeting, will be made available to all Board

members.

**2. Provide Comment in Real-Time During Remote Meeting:**
Members of the public may submit a request to comment in real-time in advance of the meeting through the following link: http://bit.ly/cusdcomments. When called upon by Board president or designee, speakers will be unmuted. After the allotted time, speakers will be placed on mute.

**Because of technical limitations, please submit your comments or request to address the Board in real-time before 6:00 PM on the date of the meeting. We ask the participants to type their full name when joining the meeting, as prompted. "Hand Raised" feature only for interpretation.**

Individual speakers shall be allowed three minutes to address the Board on each agenda or nonagenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. (Governing Board Bylaw 9323 - Meeting Conduct)

**IMPORTANT BOARD PROTOCOLS REGARDING PUBLIC COMMENTS**

The CUSD Governing Board does not act upon any matter that has not been agendized except under limited circumstances as permitted by law. It is the policy of the CUSD Governing Board to refer matters raised in this forum to staff for further examination and/or action where appropriate.

**Instructions to join the Board Meeting are as follows:**

> **Please click the link below to join the webinar:** https://cabrillok12.zoom.us/j/94582783949
> **Webinar ID: 945 8278 3949**
> Or Telephone: +1 669 900 6833

Open Board meetings may be recorded and broadcast.

# 1. CALL TO ORDER

a. Public Comments on Closed Session Topics

b. Adjourn to Closed Session - 6:00 PM

Board Members will meet privately via videoconference for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

1. **Public Employee Performance Evaluation (Government Code §54957)**

   - **Title:** Superintendent

c. Reconvene to Public Session - 7:00 PM - Welcome

1. Closed Session Action Report: If applicable
2. Pledge of Allegiance

# 2. APPROVAL OF AGENDA

# 3. COMMUNICATIONS

a. Public Comments

b. Employee Organizations Report

1. CUTA Representatives
2. CSEA Representatives

c. Board Members Report

d. Student Board Representative Report

e. Superintendent Report

## 4. CONSENT AGENDA

a. Adoption of Resolution No. 33-30 Endorsing November 10, 2020 as Ruby Bridges Walk to School Day (Consent Agenda)

4.a Board Memo Ruby Bridges Walk to School Day.pdf (p. 6)

4.a.1 Resolution No. 33-20 Ruby Bridges Walk to School Day.pdf (p. 7)

b. Approval of Distribution/Disposal of Obsolete Textbooks at Various Schools (Consent Agenda)

4.b Board Memo Obsolete Materials.pdf (p. 9)

c. Approval of Three-Year Department of Rehabilitation Agreement and Adoption of Resolution No. 34-20, Authorization to Sign the Agreement and Associated Documents (Consent Agenda)

4.c Board Memo DOR Agreement.pdf (p. 10)

4.c.1 Department of Rehabilitation Agreement.pdf (p. 11)

4.c.2 Resolution No. 34-20 Authorization of Signatories.pdf (p. 13)

d. Approval of Classified Personnel Report (Consent Agenda)

4.d Board Memo Classified Personnel Report.pdf (p. 14)

e. Approval of SMCOE Piggyback Contract with Curative for Employee COVID-19 Testing (Consent Agenda)

4.e Board Memo SMCOE Piggyback Contract Curative.pdf (p. 15)

4.e.1 SMCOE-Curative Agreement for COVID-19 Testing.pdf (p. 16)

f. Approval of Donations to Cabrillo Unified School District (Consent Agenda)

4.f Board Memo Donations.pdf (p. 27)

4.f.1 Summary Site Donations.pdf (p. 28)

g. Approval of Measure B Parcel Tax Annual Report (Consent Agenda)

4.g Board Memo Parcel Tax Annual Report.pdf (p. 29)

4.g.1 Measure B Parcel Tax Annual Report.pdf (p. 30)

h. Approval of the Measure M Facility Bond Audit Report (Consent Agenda)

4.h Board Memo Measure M Audit Final Report.pdf (p. 44)

4.h.1 Measure M Final Audit Report 2020.pdf (p. 45)

i. Approval of Security Cameras Quote and Placement (Consent Agenda)

4.i Board Memo Security Camera.pdf (p. 73)

4.i.1 KIS Quote for Security Cameras.pdf (p. 74)

j. Approval of Developer Fees Report for Fiscal Year 2019-2020 (Consent Agenda)

4.j Board Memo Developer Fees.pdf (p. 77)

k. Approval of Amendment One to Facilities Planning Services Agreement QKA Project 1850.01 (Consent Agenda)

4.k Board Memo Facilities Planning Services QKA Amendment.pdf (p. 78)

4.k.1 QKA Amendment One to Facilities Planning Services.pdf (p. 79)

l. Response to the Grand Jury Report: "Hate@School --Opportunities Lost" (Consent Agenda)

4.l Board Memo Response to Grand Jury Report Hate at Schools.pdf (p. 82)

4.l.1 Response to Grand Jury Report Hate at Schools November 2020.pdf (p. 83)

4.l.2 Grand Jury Report Hate at Schools.pdf (p. 88)

m. Response to the Grand Jury Report: "Ransomware: It Is Not Enough To Think You Are Protected" (Consent Agenda)

4.m Board Memo Response to Grand Jury Report Ransomware.pdf (p. 114)

4.m.1 Response to Grand Jury Report Ransomware November 2020.pdf (p. 115)

4.m.2 Grand Jury Report Ransomware.pdf (p. 118)

n. Approval of Minutes of Special and Regular Governing Board Meetings (Consent Agenda)

4.n Board Memo Minutes.pdf (p. 140)

4.n.1 2020-09-09 Special Board Meeting Minutes.pdf (p. 141)

4.n.2 2020-09-10 Regular Board Meeting Minutes.pdf (p. 143)

4.n.3 2020-10-07 Special Board Meeting Minutes.pdf (p. 149)

4.n.4 2020-10-08 Regular Board Meeting Minutes.pdf (p. 150)

## 5. GENERAL BUSINESS

a. Demographer’s Enrollment Study Report (Information)

5.a Board Memo Demographers Enrollment Report 2020.pdf (p. 155)

5.a.1 EPC Forecast Presentation.pdf (p. 156)

5.a.2 2020-21 Forecast Update Report.pdf (p. 166)

b. Update on Opening of Schools: Modified Phase II & Phase III (Information)

5.b Board Memo Opening of Schools Update.pdf (p. 188)

5.b.1 Opening of Schools Update Presentation.pdf (p. 189)

c. Adoption of Supplemental Curriculum: Retablos by Octavio Solis for Freshmen Students (Action)

5.c Board Memo Retablos ELA HMBHS Curriculum Adoption.pdf (p. 198)

d. Update on CUSD's Early Learning Program (Information)

5.d Board Memo Early Learning Program Overview.pdf (p. 200)

5.d.1 Early Learning Program Overview Presentation.pdf (p. 201)

e. Approval of Job Description for New Community Engagement, Early Childhood, and Special Programs Coordinator Position (Action)

5.e Board Memo Special Programs Coordinator Position.pdf (p. 210)

5.e.1 Job Description Special Programs Coordinator.pdf (p. 211)

f. Approval of Board Policy 3515 Campus Security Update (Action)

5.f Board Memo Policy 3515 Campus Security Update.pdf (p. 214)

5.f.1 3515 BP Campus Security 201112 - Final Draft.pdf (p. 215)

5.f.2 3515 BP Campus Security 201112 - Packet Draft.pdf (p. 218)

## 6. FUTURE EVENTS

a. November 24-27 - Thanksgiving Recess - No School

b. November 26 & 27 - Thanksgiving Holiday - All Sites Closed

c. December 2 - School Finance Office Hours: LCAP Budget Process, via Zoom - 4:00 PM

d. December 8 - Regular Board Meeting, via Zoom - 7:00 PM

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

## 8. 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 12, 2020
**TO:** Members of the Governing Board
**FROM:** Sean McPhetridge, Ed.D., Superintendent
Jason Owens, Director of Personnel and Pupil Services
**CATEGORY:** Consent/Action
**ITEM TITLE:** Resolution No. 33-20, Endorsing November 10, 2020 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. 33-20 the Board recognizes and honors Ruby's impact on equality and desegregation.

## FISCAL ANALYSIS

There is no financial impact to the General Fund.

## RECOMMENDATION

Adopt Resolution No. 33-20, Endorsing November 10, 2020 as Ruby Bridges Walk to School Day as submitted.

**RESOLUTION NO. 33-20**
**BEFORE THE GOVERNING BOARD**
**OF THE CABRILLO UNIFIED SCHOOL DISTRICT**
**SAN MATEO COUNTY, CALIFORNIA**

**ENDORSING NOVEMBER 10, 2020, 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 12th day of November, 2020, 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:

_____

Mary Beth Alexander
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____

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

# CABRILLO UNIFIED SCHOOL DISTRICT

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

**SUPERINTENDENT**
Sean McPhetridge, Ed.D.

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


# MEMORANDUM

**MEETING DATE:** November 12, 2020
**TO:** Members of Board of Education
**FROM:** Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum & Instruction
**CATEGORY:** Consent/Action
**ITEM TITLE:** Approval of Distribution/Disposal of Obsolete Textbooks at Various Schools

## BACKGROUND INFORMATION

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

## REPORT/PROPOSAL

With the adoption of the new Edition of the Cunha Intermediate Social Studies Textbooks from TCI: Curriculum for Teachers & Textbook Publishing Company approved on April 16, 2019 board meeting the following textbooks are deemed obsolete:

| GRADE LEVEL | SUBJECT | BOOK TITLE | ISBN# | QUANTITY |
|---|---|---|---|---|
| 6 | Social Studies | History Alive the Ancient World | 1-583371-351-4 | 235 |
| 7 | Social Studies | The Medieval World and Beyond | 1-58371-376-X | 329 |
| 8 | Social Studies | The United States Through Industrialism | 1-58371-401-4 | 229 |

## FISCAL ANALYSIS

There is no financial impact to the General Fund.

## RECOMMENDATION

Approve for Distribution/Disposal of Obsolete Textbooks at various schools.

# 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 12, 2020
**TO:** Members of the Governing Board
**FROM:** Martha Ladd, Director of Educational Support Services
**CATEGORY:** Consent/Action
**ITEM TITLE:** Approval of Three-Year Department of Rehabilitation Agreement and Adoption of Resolution No. 34-20, Authorization to Sign the Agreement and Associated Documents

## BACKGROUND INFORMATION

Cabrillo Unified School District has had a contract with the State of California's Department of Rehabilitation since January 2004. This contract is designed to jointly serve the mutual clients receiving services from Cabrillo Unified School District (CUSD) and the Department of Rehabilitation (DOR). The DOR supports CUSD students with the most severe disabilities by providing funding to CUSD for a Transition Partnership Program (TPP), Vocational Specialist, and a TPP Vocational Assistant. The TPP staff provides employment preparation and placement services designed to prepare DOR students/clients to obtain and retain competitive employment. The District is required by Special Education law to provide this type of transition services to students with severe disabilities.

## FISCAL ANALYSIS

There is no financial impact to the General Fund.

## RECOMMENDATION

Approve as submitted.

SCO ID: 5160-31558

STATE OF CALIFORNIA - DEPARTMENT OF GENERAL SERVICES

**STANDARD AGREEMENT**

STD 213 (Rev. 03/2019)

| AGREEMENT NUMBER | PURCHASING AUTHORITY NUMBER (If Applicable) |
|---|---|
| 31558 | |

1. This Agreement is entered into between the Contracting Agency and the Contractor named below:

CONTRACTING AGENCY NAME
Department of Rehabilitation

CONTRACTOR NAME
Cabrillo Unified School District

2. The term of this Agreement is:

START DATE
July 1, 2020

THROUGH END DATE
June 30, 2023

3. The maximum amount of this Agreement is:
$231,147.00 Certified Expenditure: $128,175.00

4. The parties agree to comply with the terms and conditions of the following exhibits, which are by this reference made a part of the Agreement.

| | Exhibits | Title | Pages |
|---|---|---|---|
| | Exhibit A | Scope of Work | 1 |
| | Exhibit A.1 | Contractor's Program Scope of Work | 7 |
| | Exhibit B | Budget Detail and Payment Provisions | 4 |
| + - | Exhibit B.1 | Contractor's Program Budget and Narrative | B |
| + - | Exhibit C* | General Terms and Conditions 4-2017 | |
| + - | Exhibit D | Special Terms and Conditions | B |
| + - | Exhibit E | Additional Provisions - Federally Funded Agreements | 3 |
| + - | Exhibit F | Additional Provision | 3 |
| + - | Exhibit G | Additional Provisions - Contract Monitoring & Transportation | 1 |

*Items shown with an asterisk (*), are hereby incorporated by reference and made part of this agreement as if attached hereto.*
*These documents can be viewed at https://www.dgs.ca.gov/OLS/Resources*

*IN WITNESS WHEREOF, THIS AGREEMENT HAS BEEN EXECUTED BY THE PARTIES HERETO.*

**CONTRACTOR**

CONTRACTOR NAME (if other than an individual, state whether a corporation, partnership, etc.)
Cabrillo Unified School District

| CONTRACTOR BUSINESS ADDRESS | CITY | STATE | ZIP |
|---|---|---|---|
| 498 Kelly Ave. | Half Moon Bay | CA | 94019 |

| PRINTED NAME OF PERSON SIGNING | TITLE |
|---|---|
| | |

| CONTRACTOR AUTHORIZED SIGNATURE | DATE SIGNED |
|---|---|
| | |

STATE OF CALIFORNIA - DEPARTMENT OF GENERAL SERVICES
**STANDARD AGREEMENT**
STD 213 (Rev. 03/2019)

| AGREEMENT NUMBER | PURCHASING AUTHORITY NUMBER (If Applicable) |
|---|---|
| 31558 | |

**STATE OF CALIFORNIA**

| CONTRACTING AGENCY NAME | | | |
|---|---|---|---|
| Department of Rehabilitation | | | |
| CONTRACTING AGENCY ADDRESS | CITY | STATE | ZIP |
| 721 Capitol Mall, 6th Floor | Sacramento | CA | 95814 |
| PRINTED NAME OF PERSON SIGNING | TITLE | | |
| CONTRACTING AGENCY AUTHORIZED SIGNATURE | DATE SIGNED | | |
| CALIFORNIA DEPARTMENT OF GENERAL SERVICES APPROVAL | EXEMPTION (If Applicable) | | |

STATE OF CALIFORNIA DEPARTMENT OF REHABILITATION

# BOARD RESOLUTION 34-20

DR 324 (Rev 9/2011)

FULL Name of Corporation or Public Agency

Cabrillo Unified School District

WHEREAS, the Board of Directors or Board of Trustees of the above-named corporation or public agency has read the proposed agreement between State of California, Department of Rehabilitation (DOR), and above-named corporation or public agency and said Board of Directors or Board of Trustees acknowledges the benefits and responsibilities to be shared by both parties to said agreement.

NOW, THEREFORE, BE IT RESOLVED that said Board of Directors or Board of Trustees does hereby authorize the following person/position

Name/Position of Person Authorized to Sign Agreement

Sean McPhetridge/ Superintendent

of the above-named corporation or public agency on behalf of the corporation or public agency to sign and execute any and all documents required by DOR to effectuate the execution of said Agreement and all amendments. This authorization shall remain in effect until the expiration of the contract and shall automatically expire at that time, unless earlier revoked or extended by the Board of Directors.

## CERTIFICATION

I, the Recording Secretary named below, hereby certify that the foregoing resolution was duly and regularly adopted by the Board of Directors or Board of Trustees of above-named corporation or public agency at a meeting of said Board regularly called and convened at which a quorum of said Board of Directors or Board of Trustees was present and voting, and that said resolution was adopted by a vote of the majority of all Directors or Trustees present at said meeting.

IN WITNESS WHEREOF, I have hereunto set my hand as Recording Secretary of said corporation or public agency.

Address Where Board Meeting Held

498 Kelly Ave, Half Moon Bay, CA 94019

| Date of Board Meeting | Signature of Recording Secretary | Date Signed |
|---|---|---|
| 11/12/2020 | ✍ | |

# 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 12, 2020
**TO:** Members of the Governing Board
**FROM:** Jason Owens, Director of Personnel and Pupil Services
**CATEGORY:** Consent/Action
**ITEM TITLE:** Approval of the Classified Personnel Report

## BACKGROUND INFORMATION

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

### 1. PROMOTION

Jorge Betancourt, District Computer Technician, IT Department, formerly Lead Custodian, Maintenance Department, effective October 20, 2020.

Holly Lynne, Administrative Assistant V, Business Department, formerly Accounting Technician II, Business Department, effective October 5, 2020.

Stephanie Paoli, Food Service Account Technician, formerly Food Service Assistant II, Hatch Elementary School, effective September 14, 2020.

## FISCAL ANALYSIS

There is no financial impact to the General Fund.

## RECOMMENDATION

Approve as submitted.

# 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 12, 2020
**TO:** Members of the Governing Board
**FROM:** Sean McPhetridge, Ed.D., Superintendent
**CATEGORY:** Consent/Action
**ITEM TITLE:** Approval of SMCOE Piggyback Contract with Curative for Employee COVID-19 Testing

## BACKGROUND INFORMATION

On July 17, 2020, the California Department of Public Health ("CDPH") issued guidance stating as follows: "Once schools are re-opened to at least some in-person instruction, it is recommended that surveillance testing be implemented based on the local disease trends.… School districts and schools shall test staff periodically, as testing capacity permits and as practicable." The San Mateo County Office of Education has completed a contractual agreement with Curative to conduct COVID-19 testing for SMCOE programs and in the process created a piggyback contract for any interested public school districts in the county. A majority of county districts are using this service. The executed contract between Curative Labs, Inc. and the San Mateo County Office of Education is attached, and the piggyback contract for CUSD is attached.

Curative's mission is to provide simple-to-use and painless testing at scale to produce reliable data for patients and health officials. We know broad access to testing, robust contact tracing, and a vaccine are necessary to end the pandemic. Curative was founded in January 2020 with the initial aim of developing a new test for sepsis. The company pivoted to COVID-19 testing in early March 2020 as supply chains became strained and the need for a new testing process arose. Like a majority of the districts in San Mateo County, CUSD aims to test our employees monthly with roughly half of employees tested every two weeks.

Test kits will be ordered and shipped to district testing locations. Curative's tests are self-administered mouth swabs, but administration of the tests require a test facilitator who distributes the test kit, prints the test label, collects the sample, and places in the UPS shipping bag. The test facilitator should be a district employee but does not need special medical training other than what Curative provides. Curative bills employee insurance and assesses no administrative fees to the district. Employees receive their results directly. The employee registration process includes a signed consent form, and the Curative portal allows a designated HR administrator to access employee results for follow-up and contact tracing as needed.

## FISCAL ANALYSIS

There is no financial impact to the General Fund for Curative services provided to its employees. Curative will bill the District's employees' insurance or other third-party payors directly for the Services rendered pursuant to this Agreement. COVID-19 testing is a medically necessary basic health plan service for essential workers, including staff in the education sector. Health care plans are required to cover this COVID-19 testing for staff even if they are asymptomatic and there is no known or suspected exposure to a person with COVID-19.

## RECOMMENDATION

Approve as submitted.

**COVID-19 Testing Services Agreement for San Mateo County Schools**

This Agreement is entered into effective as of September 28, 2020 (the "Effective Date"), between Curative Labs, Inc., with offices located at 430 South Cataract Ave, San Dimas, CA 91773 with clinical laboratories certified under the Clinical Laboratory Improvement Amendments of 1988 (CLIA) (collectively, "Curative"), and the San Mateo County Office of Education, with offices located at 101 Twin Dolphin Drive, Redwood City, CA 94065-1064 ("SMCOE"). Curative and SMCOE shall be referred to hereafter individually as a "Party" and collectively as the "Parties" to this Agreement.

On July 17, 2020, the California Department of Public Health ("CDPH") issued guidance stating: "Once schools are re-opened to at least some in-person instruction, it is recommended that surveillance testing be implemented based on the local disease trends. … School districts and schools shall test staff periodically, as testing capacity permits and as practicable."

SMCOE wishes to engage Curative as a provider of COVID-19 testing Services for the purposes of screening its employees and students for working and learning on-site, upon the terms and conditions set forth in this Agreement and further described in Exhibit "A". The frequency of testing, test schedule and test sites shall be mutually agreed upon by the Parties.

The Parties further wish to allow public school districts in San Mateo County to access COVID-19 testing Services through this Agreement, as set forth in the district-specific Exhibits attached to this Agreement.

In consideration of the mutual covenants hereinafter set forth, the Parties, intending to be legally bound, agree as follows:

**1. Important limitations of the COVID-19 Employer Testing Service:**

a. All employees using the Services must sign a **Consent & Release Form** prior to the collection of samples to Curative as described herein and affirm they have sought in-network coverage before using our test.

b. It is the SMCOE's responsibility to obtain the employee consent and release, and the SMCOE covenants that it will obtain consent and release from all employees submitting a sample for the Services prior to shipping the samples to Curative.

c. It is the SMCOE's responsibility to associate/link the barcode on each collection device to individual employees.

d. The SMCOE understands:

   i. As with all tests, there is a risk of false negatives. There is also a risk that some infected individuals may have some level of COVID-19 infection below the sensitivity of the testing method.

   ii. There is an on-going risk of COVID-19 infection, so repeat testing of employees on a regular basis should be considered as appropriate.

iii. Influenza and other infectious diseases are not tested for under the Service. This Service only tests for the presence of the virus that causes COVID-19 (SARS-CoV-2).

iv. In accordance with CDC guidelines, employees displaying flu-like or COVID-like symptoms during sample collection should be sent home and instructed to contact their personal medical provider and self-isolate.

**2. Term**

The term of this Agreement shall be from September 28, 2020, to June 30, 2022, unless terminated earlier by either party, as set forth in Section 12.

**3. Testing Services; Curative Certification and Standard of Work**

(a) Services: Curative shall provide the Services in accordance with service ordering and delivery instructions provided by SMCOE. Curative will perform all Services under this Agreement in a professional and timely manner consistent with applicable laws as they relate to COVID-19 testing services. SMCOE will provide a licensed physician for the doctor's order for the testing under this Agreement. SMCOE understands Curative will not provide a medical review by a physician in the Services under this Agreement.

(b) Turn Around Time/Non-Reportable Rate: Curative shall use commercially reasonable efforts to ensure that its turnaround time for electronic delivery of COVID-19 testing results to the SMCOE Representative of the SMCOE typically within 48 hours from the time of specimen receipt at Curative. All test results shall be provided electronically to the customer. It is not uncommon for some percentage of samples to fail quality control and have a non-reportable result.

(c) The SMCOE Representative will serve as the primary point of contact and will contact Curative as needed, and the SMCOE Representative will be required to complete Curative's prescribed shipping, safety and private health information (PHI) training prior to assuming this role.

(d) All test results performed by Curative shall be reported to the SMCOE Representative. The SMCOE Representative shall provide all required information that is necessary for Curative to meet its reporting obligations as a clinical laboratory. Curative shall be responsible for all required COVID-19 test reporting to federal, state, and/or local health authorities in accordance with applicable laws and regulations.

**4. Certifications**

All testing performed by Curative shall be in accordance with applicable state and federal requirements. Curative shall maintain required licenses, permits, and certifications as required under applicable law and regulation for Curative and its designated laboratories to perform the Services ("Required Approvals").

SMCOE certifies that its employees are Essential Workers as defined by California state law and emergency COVID-19 rules (Cal Code Regs. Tit. 28, §1300.67.01).

**5. Pricing and Payments**

SMCOE asserts that it has sought in-network medical insurance coverage for the testing of its employees prior to requesting testing by Curative. Curative shall invoice SMCOE's medical insurance carrier for all testing of SMCOE's covered employees.

As it relates to SMCOE requesting that the Services be provided to students, the Parties agree to the payment terms set forth in Exhibit "A".

**6. Customer Support**

Customer Support: Curative will provide SMCOE support with troubleshooting, questions on billing, or other service-related questions via both email and phone during normal business hours and in a timely manner.

**7. Representations and Warranty**

(a) Curative represents that all protected health information (PHI) will be encrypted and protected within Curative's systems in compliance with the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and implementing regulations and will use PHI solely for the Services provided for herein and in accordance with each employee's authorization/consent.

(b) Warranty: Curative warrants the Services are performed by a CLIA-certified laboratory.

(c) Warranty; Limitation of Damages. EXCEPT AS OTHERWISE SET FORTH IN THE AGREEMENT, CURATIVE MAKES NO OTHER WARRANTIES, EXPRESS OR IMPLIED, WITH RESPECT TO THE SERVICES AND ALL OTHER WARRANTIES, EXPRESS OR IMPLIED ARE HEREBY DISCLAIMED. CURATIVE DISCLAIMS ANY LIABILITY ARISING FROM ANY DECISION OR DETERMINATION BY SMCOE OR THIRD PARTY CONCERNING WHETHER ANY EMPLOYEE OR CONTRACTOR'S PRESENCE IN THE WORKPLACE IS SAFE IF MADE, IN WHOLE OR IN PART, ON THE RESULTS OF THE SERVICES PROVIDED UNDER THE TERMS OF THIS AGREEMENT. EXCEPT IN THE CASE OF GROSS NEGLIGENCE OR WILLFUL MISCONDUCT, IN NO EVENT WILL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR ANY LOSS OF PROFITS, LOSS OF USE, BUSINESS INTERRUPTION, COST OF COVER, OR INDIRECT, SPECIAL, INCIDENTAL, OR CONSEQUENTIAL DAMAGES OF ANY KIND IN CONNECTION WITH OR ARISING OUT OF THE PERFORMANCE OF THIS AGREEMENT, WHETHER ALLEGED AS A BREACH OF CONTRACT OR TORTIOUS CONDUCT, INCLUDING NEGLIGENCE. IN NO EVENT SHALL CURATIVE'S LIABILITY UNDER THIS AGREEMENT EXCEED $500.00.

**8. Methods Modified or Added During the Contract Period**

Due to the evolving nature of the COVID-19 crisis and available test solutions, Curative may provide additional service options, collection devices, reporting, or modify the existing Service offering. Curative shall notify SMCOE of the change and provide training to SMCOE as necessary to provide reliable Services.

**9. Confidential Information**

(a) Confidential Information: Curative and SMCOE acknowledge that they may gain access to the confidential business information of the other and/or its affiliates in the course of performing

their obligations under this Agreement. Except as required by law or legal process, Curative and SMCOE each agrees that it will hold in confidence, safeguard, and not use (except as required by those employees, officers, directors, or consultants, acting pursuant to this Agreement or as required by law or legal process) or disclose, disseminate or make available to third parties, except the SMCOE's affiliates, information related to proprietary research techniques and technology, types of supplies, pricing for supplies, patient information (including but not limited to, social security numbers, addresses, insurance information, results, and diagnosis information), and any other confidential information of the disclosing party and/or its affiliates at the time of disclosure (together "Confidential Information"). Curative and SMCOE each agrees to treat such Confidential Information it receives from or on behalf of the other with the same degree of care that it treats its own proprietary information, but with no less than a reasonable degree of care.

(b) Exceptions to Confidential Information: Notwithstanding subsection (a) above, information shall not be deemed Confidential Information if it (i) is or becomes generally known to the public through no unlawful act of the recipient; (ii) was known to the recipient at the time of disclosure; (iii) is disclosed with the prior written approval of the disclosing party; (iv) was independently developed by the recipient without any use of the disclosing party's Confidential Information; (v) becomes known to the recipient from a source other than the disclosing party without breach of this Agreement and otherwise not in violation of the disclosing party's rights; or (vi) is required to be disclosed in accordance with law or court order.

(c) Return of Confidential Information: Each party shall promptly return or destroy all Confidential Information of the other party it holds in written form and all copies of it, in any format, upon the other party's written demand or the expiration or termination of this Agreement, except for Confidential Information that may be incorporated in any information that the recipient is required to maintain by law to verify the work that it performed, which may be retained by the recipient subject to the restrictions contained in this Section 9. For the avoidance of doubt, retention of electronic back-up and archival copies of Confidential Information maintained pursuant to regular data archiving and record retention policies and practices shall not be deemed to be a violation of this Agreement.

(d) Confidential Health Information. The Parties acknowledge that, in the performance of the Services under this Agreement, they may have access to certain sensitive or private information related to the health or well-being of an individual or individuals ("Confidential Health Information") which is stored by or accessible to the other Party. Each of the Parties agrees to: (i) use or disclose the Confidential Health Information only as such Party is required to use or disclose such information in connection with the matters referred to in this Agreement; (ii) safeguard such information to the same extent as it does its own Confidential Health Information and proprietary information; (iii) limit the making of any copies, extracts or reproductions of Confidential Health Information to those occasions which are necessary to carry out the duties under this Agreement and safeguard the copies, extracts or reproductions made of such information; (iv) not use such information after termination of this Agreement for any reason unless otherwise agreed; and (v) access only the Confidential Health information which is necessary to perform the duties under this Agreement.

(e) HIPAA/Protected Health Information. Except as required by law to report certain data pertaining to COVID-19 testing, all test results shall be kept confidential in accordance with all HIPPAA and PHI standards. In the event that any PHI within the meaning of the Health Insurance Portability and Accountability Act of 1996, and its amendments thereto, including 45 CFR Parts

160 and 164, as amended by the Health Information Technology for Economic and Clinical Health Act and the Final Omnibus Rules (collectively "HIPAA") is received by Curative, Curative shall comply with all applicable requirements under HIPAA to safeguard such PHI and prevent the use or disclosure of such PHI other than as provided for under this Agreement. Each of the Parties will, and will cause their respective personnel to, comply with its own applicable obligations under HIPAA and other guidelines, policies and regulations pertaining to using patient samples and PHI.

## 10. Indemnification, Insurance

(a) Indemnification. Subject to Section 7(c), each Party agrees to indemnify, defend and hold harmless the other Party and its members, managers, directors, officers, employees, representatives and agents from and against any and all third party claims, demands, actions, losses, expenses, damages, liabilities, costs (including, without limitation, interest, penalties and reasonable attorney's fees) and judgments for any bodily injury, property damage or any other damage or injury to the extent caused by the indemnifying Party or any of its employees or agents (i) breach of this Agreement or applicable law, and (ii) negligence, gross negligence or willful misconduct; except, in each case, to the extent that such claim arises out of or results from the negligence, gross negligence or willful misconduct of the indemnified Party or any of its employees or agents.

(b) Insurance: Curative agrees to maintain professional liability and commercial general liability insurance to cover its Services provided hereunder in the minimum amounts of One Million Dollars ($1,000,000) per claim and Two Million Dollars ($2,000,000) annual aggregate. Curative agrees to furnish SMCOE upon request with a current and valid certificate of insurance from Curative’s insurance carrier verifying the nature and amounts of coverage and Curative agrees to keep and maintain such insurance coverage in full force and effect during the term of this Agreement.

## 11. Regulatory Compliance

Compliance with Law/Material Breach: Each party represents and warrants that in the performance of its obligations under this Agreement, it will comply with all applicable laws. Failure by either party to comply with any applicable law as required hereby shall be considered a material breach of this Agreement. In the event of a determination that this Agreement is not in compliance with any Applicable Law, then the parties shall negotiate in good faith to bring this Agreement into compliance. All amendments to this Agreement to bring this Agreement into compliance must be mutually agreed to by both parties in writing. If such agreement cannot be reached, either party may terminate this Agreement by written notice to the other party.

## 12. Termination

This Agreement may be terminated as follows:

(a) In the event of a substantial failure by either Party to perform in accordance with the terms hereof, the non-defaulting party may terminate this Agreement upon three (3) days written notice setting forth the nature of the failure (the termination shall not be effective if the failure is fully cured prior to the end of the fifteen-day period), provided that said failure is through no fault of the non-defaulting party.

(b) Either Party may terminate this Agreement for convenience at any time upon three (3) days prior written notice to the other Party. Any outstanding balances owed by SMCOE to Curative, shall be paid within ten (10) business days of such termination for convenience.

**13. Miscellaneous**

(a) Assignment: Without the prior written consent of the other party hereto, which consent shall not be unreasonably withheld, neither party may assign any of its rights or obligations hereunder. Notwithstanding anything to the contrary herein contained, either party may assign its rights or obligations hereunder in the entirety (i) to its parent or any subsidiary or successor corporation without prior written consent and (ii) in connection with a merger, reorganization, consolidation, change of control, or sale of all or substantially all of the assets to which this Agreement pertains; provided, however, that nothing contained herein shall release the assigning party from its obligations hereunder. Subject to the foregoing, this Agreement inures to the benefit of, and is binding upon, the successors and assigns of the parties hereto.

(b) Notice: Except as otherwise expressly provided in this Agreement, all notices hereunder shall be in writing, personally delivered, sent by certified mail, return receipt requested, or by confirmed email, addressed to the other party as follows:

If to Curative:
430 South Cataract Ave
San Dimas, CA 91773

If to SMCOE:
Nancy Magee, San Mateo County Superintendent of Schools
San Mateo County Office of Education
101 Twin Dolphin Drive
Redwood City, CA 94065-1064

Either party may change its address to which notices shall be sent by a notice that conforms to the requirements of this subsection.

(c) Entire Agreement: This Agreement, including Exhibits, contains the entire understanding between SMCOE and Curative and supersedes any and all prior agreements, understandings, and arrangements between them relating to the subject matter hereof. No amendment, change, modification or alteration of the terms and conditions hereof shall be binding unless in writing and signed by the Parties to be bound.

(d) Choice of Law: This Agreement shall be governed by and construed in accordance with the laws of the State of California without regard to its choice of law rules, and any lawsuit concerning or arising out of this Agreement shall be venued in the County of San Mateo or in the United States District Court for the Northern District of California.

(e) Waiver: The failure of either Party to this Agreement to exercise or enforce any right conferred upon it hereunder shall not be deemed to be a waiver of any such right nor operate to bar the exercise or performance thereof at any time or times thereafter, nor shall a waiver of any right hereunder at any given time be deemed a waiver thereof for any other time.

(f) Severability: It is the intention of the Parties that the provisions of this Agreement shall be enforceable to the fullest extent permissible under applicable laws, and that the invalidity or unenforceability of any provisions under such laws will not render unenforceable, or impair, the remainder of the Agreement. If any provisions hereof are deemed invalid or unenforceable, either in whole or in part, this Agreement will be deemed amended to modify, or delete, as necessary, the offending provisions and to alter the bounds thereof in order to render it valid and enforceable.

(g) Non-Exclusive Arrangement: Curative acknowledges that this is a non-exclusive arrangement and that this Agreement places no restrictions on SMCOE's ability to use other laboratories and that SMCOE does not guarantee any minimum volume of specimens to be referred to Curative for Services under this Agreement.

(h) Relationship of the Parties: Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or employment relationship between the Parties. Neither Party is an agent of the other, and neither Party has any authority whatsoever to bind the other Party, by contract or otherwise.

(i) Force Majeure: Either Party shall be excused from non-performance or delay in performance to the extent that such non-performance or delay in performance arises out of causes beyond the control and without the fault or negligence of the non-performing Party. Such cases include, but are not limited to, acts of God, pandemics (including COVID-19), the public enemy or terrorism, laws or acts of any government in either its sovereign or contractual capacity, fires, floods, epidemics, pandemics, strikes or freight embargo. Each Party shall promptly notify the other of any such circumstances and its probable duration as a result of which such Party claims its inability to perform this Agreement.

(j) Section Headings: Section headings contained in this Agreement are for reference purposes only and shall not affect, in any way, the meaning and interpretation of this Agreement.

(k) Execution in Counterparts: This Agreement may be executed simultaneously in one or more counterparts, each of which shall be deemed an original, but all of which shall constitute the same instrument.

(l) Third Parties. Nothing in this Agreement, whether express or implied, is intended to confer any rights or remedies under or by reason of this Agreement on any person other than the Parties to it.

IN WITNESS WHEREOF, the duly authorized representatives of the Parties have executed this Agreement effective as of the Effective Date.

| | |
|---|---|
| Curative, Inc. | San Mateo County Office of Education |
| By: _____ | By: _____ |
| Name: | Name: Nancy Magee |
| Title: | Title: County Superintendent of Schools |

## Exhibit A

## SCHOOL TESTING SERVICE DESCRIPTION, PRICE AND PAYMENT TERMS

**Product Description:**

Curative has developed a COVID-19 testing (i.e., qualitative detections of nucleic acid from SARS-CoV-2) that provides employers with cost-effective, confidential access to SARS-CoV-2 RNA testing for their employees and contractors (the "Services") for the sole purpose of determining who may come on-site at SMCOE campuses and offices in order to maintain a safe workplace. The Services include:

a. Delivery of sample collection kits based on the number of tests ordered

b. Training on how to collect samples

c. Transportation of samples to Curative lab

d. Lab processing

e. Reporting of results through Curative's online portal

All employees must sign a consent and waiver form prior to receiving the Services, and the SMCOE must designate a SMCOE Representative that oversees the collection process, manages the de-identification of employee samples, and serves as a primary contact point. All test results are reported back to the SMCOE Representative, and it is the SMCOE's responsibility to decide the frequency of Services and course of action based on test results.

**Amount and Method of Payment:**

Curative will bill SMCOE's employees' insurance or other third-party payors directly for the Services rendered pursuant to this Agreement. COVID-19 testing is a medically necessary basic health plan service for essential workers, including staff in the education sector. Health care plans must cover testing for school staff even if they are asymptomatic and there is no known or suspected exposure to a person with COVID-19. There is no cost to SMCOE for Services provided to its employees.

**Student Testing:**

If SMCOE requests that Services be provided to its students, Curative will make good faith efforts to bill students' insurance or other third-party payors directly for the Services. If Curative does not receive payment from third party insurance programs for the Services provided to students including, but not limited to, due to lack of required authorization, non-covered charges, lapsed patient coverage, or outdated or incorrect patient or insurance plan submitted, Curative will bill the SMCOE directly within forty-five (45) days of third-party payor denial and the SMCOE will be responsible for payment of either $30-40 per student, depending on which option below is utilized:

1. $30 per student – Swabs from five students are placed in one test tube for “pool” testing. If the pool tests positive, it would require another test of the five students from Curative, or potentially utilize an “on hand” antigen test at the school to detect the positive student.
2. $40 per student – Swabs from five students are placed in individual test tubes and the lab mixes them, which would result in a slightly lower sensitivity. If the “pool” were to test positive, Curative could then run individual tests.

**Exhibit B**

**COVID-19 TESTING SERVICES FOR THE _____ SCHOOL DISTRICT**

The _____ School District, located at [insert address] ("District"), desires to engage Curative as a provider of COVID-19 testing Services for the purposes of screening its employees and students for working and learning onsite, upon the terms and conditions set forth in this Exhibit and as further described in the September 28, 2020 COVID-19 Testing Services Agreement for Schools between Curative and the San Mateo County Office of Education.

The frequency of testing, test schedule and test sites shall be mutually agreed upon by Curative and the District.

**Product Description:**

Curative has developed a COVID-19 testing (i.e., qualitative detections of nucleic acid from SARS-CoV-2) that provides cost-effective, confidential access to SARS-CoV-2 RNA testing (the "Services") for the sole purpose of determining who may come on-site at District campuses and offices in order to maintain a safe workplace. The Services include:

a. Delivery of sample collection kits based on the number of tests ordered

b. Training on how to collect samples

c. Transportation of samples to Curative lab

d. Lab processing

e. Reporting of results through Curative's online portal

All employees must sign a consent and waiver form prior to receiving the Services, and the District must designate a District Representative who oversees the collection process, manages the de-identification of employee samples, and serves as a primary contact point. All test results are reported back to the District Representative, and it is the District's responsibility to decide the frequency of Services and course of action based on test results.

**Amount and Method of Payment:**

Curative will bill the District's employees' insurance or other third-party payors directly for the Services rendered pursuant to this Agreement. COVID-19 testing is a medically necessary basic health plan service for essential workers, including staff in the education sector. Health care plans must cover testing for school staff even if they are asymptomatic and there is no known or suspected exposure to a person with COVID-19. There is no cost to the District for Services provided to its employees.

**Student Testing:**

If the District requests that Services be provided to its students, Curative will make good faith efforts to bill students' insurance or other third-party payors directly for the Services. If Curative does not receive payment from third party insurance programs for the Services provided to

students including but not limited to, due to lack of required authorization, non-covered charges, lapsed patient coverage, or outdated or incorrect patient or insurance plan submitted, Curative will bill the District directly within forty-five (45) days of third-party payor denial and the District will be responsible for payment of either $30-40 per student tested, depending on which option below is utilized:

1. $30 per student – Swabs from five students are placed in one test tube for "pool" testing. If the pool tests positive, it would require another test of the five students from Curative, or potentially utilize an "on hand" antigen test at the school to detect the positive student.

2. $40 per student – Swabs from five students are placed in individual test tubes and the lab mixes them, which would result in a slightly lower sensitivity. If the "pool" were to test positive, Curative could then run individual tests.

All other terms and conditions of the September 28, 2020 COVID-19 Testing Services Agreement for Schools between Curative and the San Mateo County Office of Education shall apply to the District.

THIS AGREEMENT IS NOT VALID UNTIL SIGNED BY BOTH PARTIES.

| | |
|---|---|
| Curative, Inc. | _____ School District |
| By: _____ | By: _____ |
| Name: | Name: |
| Title: | Title: Superintendent |

# 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 12, 2020
**TO:** Members of the Governing Board
**FROM:** Jesus Contreras, Chief Business Officer
**CATEGORY:** Consent/Action
**ITEM TITLE:** Approval of 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.

## FISCAL ANALYSIS

There is no financial impact to the General Fund.

## RECOMMENDATION

Approve as submitted.

# November 12, 2020 Board Meeting
## Summary Site Donations

| Site | Program | Donor | Amount | Site Total | Total Donations |
|---|---|---|---|---|---|
| HMBHS | ASB General-Leadership Class | Goldworks | $350 | **$350** | $350 |

# 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 12, 2020
**TO:** Members of the Governing Board
**FROM:** Jesus Contreras, Chief Business Officer
**CATEGORY:** Consent/Action
**ITEM TITLE:** Approval of Measure B Parcel Tax Annual Report

## BACKGROUND INFORMATION

Measure B was passed by the voters on June 3, 2014. This measure is a continuation of Measure E that provided ongoing funding to preserve academic programs in our local schools.

**Measure B will continue to provide funds to:**

- Preserve strong academic reading, writing, math and science programs
- Retain qualified teachers and staff
- Protect programs to keep struggling students on the right track
- Maintain and support classroom technology
- Keep all of the District's schools open

**Fiscal Accountability to keep funds in the Classroom**

- The independent citizen's oversight committee will continue to ensure all funds are spent as promised
- None of the funds can be used for administrators' salaries, benefits or pensions

## REPORT/PROPOSAL

Pursuant to the Local Agency Parcel Tax and Bond Accountability Act (Government Code 50075.3.), this Parcel Tax Report summarizes the historical and current fiscal year parcel tax levies, exemptions, expenditures and other related data and information related to the administration of the tax.

## FISCAL ANALYSIS

There is no financial impact to the General Fund.

## RECOMMENDATION

Approve the Measure B Parcel Tax Annual Report as submitted.

# CABRILLO UNIFIED SCHOOL DISTRICT

## EDUCATION SPECIAL TAX - MEASURE B

# PARCEL TAX REPORT

OCTOBER 2020
FOR FISCAL YEAR 2019-20

PURSUANT TO SECTION 4 OF ARTICLE XIIIA OF THE CALIFORNIA CONSTITUTION AND SECTION 50079 OF THE CALIFORNIA GOVERNMENT CODE

SPECIAL TAX LEVY ADMINISTRATOR:
**SCIConsultingGroup**
4745 MANGELS BOULEVARD
FAIRFIELD, CA 94534
PHONE 707.430.4300
FAX 707.430.4319
WWW.SCI-CG.COM

(This Page Intentionally Left Blank)

## CABRILLO UNIFIED SCHOOL DISTRICT

### GOVERNING BOARD

Kimberly Hines, President
Lizet Cortes, Vice President
Mary Beth Alexander, Member
Freya McCamant, Member
Sophia Layne, Clerk

### SUPERINTENDENT

Sean McPhetridge, Ed.D

### CHIEF BUSINESS OFFICER

Jesus Contreras

### SPECIAL TAX LEVY ADMINISTRATOR

Arcelia Herrera, SCI Consulting Group

## TABLE OF CONTENTS


EXECUTIVE SUMMARY ..... 1

FISCAL YEAR 2019-20 PARCEL TAX ..... 2

PARCEL TAX REVENUES ..... 2

PROJECTIONS FOR FISCAL YEAR 2020-21 ..... 3

ADMINISTRATIVE REQUIREMENTS ..... 4

TAXABLE PARCELS ..... 4
MANNER OF COLLECTION ..... 4
PARCEL TAX EXEMPTIONS ..... 4
DELINQUENCIES ..... 5
APPROPRIATIONS LIMIT ..... 6
AUDITOR FILING AND REPORTING ..... 6
INDEPENDENT CITIZEN OVERSIGHT COMMITTEE ..... 6
APPEALS PROCEDURE ..... 6
PUBLIC INFORMATION ..... 6

APPENDIX A – 2019-20 SENIOR EXEMPTION APPLICATION ..... 7

APPENDIX B – 2019-20 SSI & SSDI EXEMPTION APPLICATION ..... 8

APPENDIX C – 2019-20 CONTIGUOUS PARCEL EXEMPTION APPLICATION ..... 9

APPENDIX D – 2019-20 MEASURE E PARCEL TAX ROLL ..... 10

## EXECUTIVE SUMMARY

On June 3, 2014, the voters in the Cabrillo Unified School District ("District") approved the Education Special Tax, Measure B – a five-year $150 parcel tax that was set to start July 1, 2015 and end June 30, 2020.

Measure B also included provisions for an independent citizen oversight committee; an exemption for senior citizens; an exemption for supplemental security income (SSI) and social security disability insurance (SSDI); an application to exempt contiguous parcels; a commitment that no funds would be used for administrator salaries; and that all funds would stay in the community to promote student achievement. Specifically, the parcel tax proceeds will support the following purposes:

- To preserve strong academic programs including science, math, reading and writing;
- To keep all schools open;
- To retain qualified teachers and staff; and
- To maintain updated classroom technology.

Pursuant to the Local Agency Parcel Tax and Bond Accountability Act (Government Code § 50075.3.), this Parcel Tax Report ("Report") summarizes the historical and current fiscal year parcel tax levies, exemptions, expenditures and other related data and information related to the administration of the tax.

## FISCAL YEAR 2019-20 PARCEL TAX

### PARCEL TAX REVENUE S

There were 13,393 parcels within the boundaries of the District as of June 30, 2019. Of these, 11,878 parcels were taxable parcels. The District received and approved 875 senior citizen exemptions, 71 exemptions for contiguous parcel and two exemption for SSI/SSDI.

The total annual parcel tax that were submitted to the County for all taxable parcels within the District for fiscal year 2019-20 was $1,639,350.

Figure 1 represent the historical count of the taxable parcels, the senior citizen exemptions and the contiguous parcel exemptions for the last three years.

**FIGURE 1 - SUMMARY OF HISTORICAL PARCEL TAX LEVIES**

**Summary of Special Tax Revenues**

| Fiscal Year | Taxable Parcels | Senior Exemption | SSI & SSDI Exemptions | Contiguous Parcel Exemptions | Tax Units | Parcel Tax Rate | Total Parcel Tax revenue |
|---|---|---|---|---|---|---|---|
| 2019-20 | 11,878 | 875 | 2 | 71 | 10,929 | $150.00 | $1,639,350 |

Figure 2 provides the actual Parcel Tax levy expenditures for fiscal year 2019-20.

**FIGURE 2 – EXPENDITURES**

| | |
|---|---|
| **Revenues** | |
| Measure B - Cabrillo Parcel Tax [1] | $1,623,829.40 |
| **Funded Project / Programs** | |
| Teacher Salaries | $977,430.44 |
| Classified Salaries | $314,692.87 |
| Benefits | $488,717.13 |
| Supplies | $0.00 |
| Services | $751.98 |
| **Transfer from General Fund** | $157,763.02 |
| **Ending Balance** | $0.00 |

[1] Expenditures are based on final parcel tax revenue less County collection costs and fees.

## PROJECTIONS FOR FISCAL YEAR 2020-21

Figure 3 provides a summary of the proposed parcel tax levy expenditures for FY 2020-21.

**FIGURE 3 - SUMMARY OF PROPOSED PARCEL TAX EXPENDITURES**

| | |
|---|---|
| **Beginning Balance** | |
| Balance as of June 30, 2019 | $0.00 |
| **Revenues** | |
| Measure B - Education Special Tax | $1,630,000 |
| **Funded Project / Programs** | |
| Teacher Salaries | $977,432 |
| Classified Salaries | $316,735 |
| Benefits | $472,137 |
| Supplies | $0 |
| Services | $744 |
| **Transfer from General Fund** | $137,048 |
| **Preliminary Total** | $0 |

The Parcel Tax revenue amount submitted to the County for fiscal year 2020-21 is as follows.

**FIGURE 4 - SUMMARY OF PARCEL TAX REVENUES**

| Fiscal Year | Taxable Parcels | Tax Units | Parcel Tax Rate | Total Parcel Tax revenue |
|---|---|---|---|---|
| 2020-21 | 11,841 | 10,837 | $150.00 | $1,625,550 |

## ADMINISTRATIVE REQUIREMENTS

### TAXABLE PARCELS

A taxable parcel is any unit of real property in the District which receives a separate tax bill for ad valorem property taxes from the County Tax Collector's Office. All property which is otherwise exempt from or on which are levied no ad valorem property taxes in any year shall also be exempt from the parcel tax in such year.

### MANNER OF COLLECTION

The parcel tax is collected by the San Mateo County Tax Collector at the same time and in the same manner and is subject to the same penalties as ad valorem property taxes. Unpaid taxes bear interest at the same rate as the rate for unpaid ad valorem property taxes until paid.

The collection of the Parcel Tax shall not decrease the funds available from other sources of the District in any period from the effective date hereof.

### PARCEL TAX EXEMPTIONS

#### SENIOR CITIZEN EXEMPTION

In order to provide tax relief to senior citizens in the community, any parcel owned and occupied by a person 65 years of age or older shall be exempt from the parcel tax upon proper application to the District and approval. An exemption shall be granted on any parcel owned by one or more persons aged 65 years or older as of July 1 of any applicable tax year who occupies said parcel as a principal residence, upon application for exemption and approval.

#### SUPPLEMENTAL SECURITY INCOME & SOCIAL SECURITY DISABILITY INSURANCE EXEMPTION

To provide tax relief to property owners in the community, any parcel owned and occupied by a person receiving Supplemental Security Income ("SSI") shall be exempt upon proper application to the District. The SSI Exemption deadline for FY 2019-20 was June 30, 2019. The SSI exemption deadline for subsequent years will be June 30 prior to the applicable tax year. SSI exemption forms will be made available at the District office and the District's website or through the parcel tax administrator.

#### SOCIAL SECURITY DISABILITY INSURANCE EXEMPTION

To provide tax relief to property owners in the community, any parcel owned and occupied by a person receiving Social Security Disability Insurance ("SSDI") benefits, regardless of age and whose yearly income does not exceed 250 percent of the federal poverty guidelines issued by the United States Department of Health and Human Services, shall be exempt upon proper application to the District. The SSDI Exemption deadline for FY 2019-20 was June 30, 2019. The SSDI exemption deadline for subsequent years will be June 30 prior to the applicable tax year. SSDI exemption forms will be made available at the District office and the District's website or through the parcel tax administrator.

### CONTIGUOUS PARCELS EXEMPTION

An exemption shall also be granted on any parcels which are contiguous, used solely for owner-occupied single-family residential purposes and held under identical ownership, upon approval of application for exemption. They shall be treated as a single parcel for purposes of this special tax.

### EXEMPTION APPLICATION PROCESS

The deadline to file a senior citizen exemption and a contiguous parcel exemption for fiscal year 2019-20 was June 30, 2019. The senior exemption and contiguous parcel exemption deadline for subsequent years will be June 30 prior to the applicable tax year. Both exemption forms are available at the District office, the District's website at http://www.cabrillo.k12.ca.us/CUSD_topic/parcel_tax_measureE-exemption.html or through the District's special tax administrator – SCI Consulting Group.

### PARCEL TAX EXEMPTION RENEWAL PROCESS

The District will verify and renew existing senior and SSI/SSDI exemptions and, if necessary, confirm with the original applicant that they continue to own and occupy the property and/or are still eligible for SSI/SSDI. Exemptions for contiguous parcels must be renewed by the property owner on an annual basis.

## DELINQUENCIES

The District participates in the "Teeter Plan" with the County of San Mateo whereby the County pays all delinquent parcel taxes to the District and in return the County institutes collection proceedings and, when collected, keeps all delinquent payments with interest and penalties. This plan allows the District to maintain reliable parcel tax revenues and reduces the cost of collection. Contract to include in the Teeter Plan is at the option of the County. It is not anticipated that the County will discontinue the Teeter Plan unless the level of delinquencies becomes excessive. Delinquencies are 3.54% for fiscal year 2019-20, which is below the Teeter Plan upper threshold limit of 4% and, therefore, should continue to be closely monitored. See Figure 5 below:

**FIGURE 5 - SUMMARY OF % OF UNPAID DELINQUENCIES**

| | As of June 30, 2020 |
|---|---|
| Total Special Tax Levied | $1,526,175.00 |
| Total Special Taxes Delinquent | $54,075.00 |
| Percent of Special Tax Delinquent | 3.54% |

## APPROPRIATIONS LIMIT

Pursuant to Section 7902.1 of the California Government Code or any successor provision of law, the Board shall provide in each year for any increase in the District's appropriations limit as shall be necessary to ensure that parcel tax proceeds, and all qualified parcel tax levied by the District, may be spent for the authorized purposes.

## AUDITOR FILING AND REPORTING

Parcel tax levies for the upcoming fiscal year must be filed with the County Tax Collector in July. After submission of the parcel tax levies, the final levies should be confirmed with the County Auditor prior to the preparation of tax bills, which typically occurs in October. The parcel tax is collected by the County in two equal installments on the tax bills that are due on December 10 and April 10.

The FY 2019-20 parcel tax levies were submitted before the submission deadline of July 31, 2019 and confirmed with the County Tax Collector on the same day.

## INDEPENDENT CITIZEN OVERSIGHT COMMITTEE

To ensure additional accountability, the District has established an independent citizen oversight committee ("Committee"). The Committee is comprised of one representative from the business community; one from a senior citizens organization; two from represented bargaining units; and three selected by the Board, of which at least one has a child enrolled in a District school. The Committee will review expenditures and present an annual report.

## APPEALS PROCEDURE

Any property owner who feels that the parcel tax levied on a subject property is in error as a result of incorrect information being used to apply the tax, may file a written appeal with the District or the District's special tax administrator - SCI Consulting Group. Any such appeal is limited to correction of a tax during the then-current fiscal year or, if before July 1, the upcoming fiscal year. Upon the filing of any such appeal, the District or SCI Consulting Group will promptly review the appeal and any information provided by the property owner. If the District or SCI Consulting Group finds that the tax should be modified, the appropriate changes shall be made to the parcel tax roll. If any such changes are approved after the tax roll has been filed with the County for collection, the District or SCI Consulting Group is authorized to refund to the property owner the amount of any approved reduction. Any dispute over the decision of the District or SCI Consulting Group, shall be referred to the Governing Board and the decision of the Board shall be final.

## PUBLIC INFORMATION

Taxpayers and other interested persons can obtain information regarding the parcel tax, parcel tax exemption status and other information by contacting the District's parcel tax levy administrator, SCI Consulting Group at telephone number (707) 430-4300 or (800) 273-5167. SCI Consulting Group's toll-free property-owner inquiry line is also included with property tax bills.

## APPENDIX A – 2019-20 SENIOR EXEMPTION APPLICATION

### CABRILLO UNIFIED SCHOOL DISTRICT
### SENIOR PARCEL TAX EXEMPTION APPLICATION
**DEADLINE for FILING: July 1, 2019 - no exceptions**

**2019-2020**

**FOR *NEW* APPLICANTS ONLY**

To be completed by the person aged 65 or older as of July 1, 2019, who owns and **resides** at the property for which the exemption is claimed.

Owner Name: _____
Last Name First Name Initial

_____ _____
Telephone Number Email Address*

_____
Street Address City State Zip

**Assessor's Parcel Number:** _____

* SCI Consulting Group will email you to let you know that the application has been reviewed and approved.

To apply for the exemption from the parcel tax, please check the appropriate boxes below and attach required documents **to verify proof of age and primary residence** (do not send originals):

☐ I have attached a COPY of my current property tax bill for 2017-2018
☐ I have attached a COPY of identification (Driver's License or Medicare Card, etc.)

**CABRILLO UNIFIED SCHOOL DISTRICT CONTINUING EXEMPT STATUS**

*An exemption application from a qualified applicant will provide an exemption for that tax year only. However, qualified senior applicants will not be required to resubmit their senior exemption application for future tax years provided 1) the property was exempt in the immediately previous tax year, and 2) they continue to own and occupy the property. On an annual basis, the District will verify and renew existing exemptions and, if necessary, confirm with the original applicant that they continue to own and occupy the property.*

*I certify that I own and occupy the property listed above for which the parcel tax exemption is claimed. Under penalty of perjury, I declare that this claim (including the accompanying copies of proof documents) is, to the best of my knowledge, correct and complete.*

*Signature* _____ *Date* _____

Please mail or deliver the completed form with above documentation by **July 1, 2019** to:

**Cabrillo Unified School District**
**Parcel Tax Exemption – Business Services**
**498 Kelly Avenue, Half Moon Bay, CA 94019**

**For more information regarding the exemption process, please check our website at www.cabrillo.k12.ca.us** or call our parcel tax administrator: **SCI Consulting Group 1-800-273-5167**

## APPENDIX B – 2019-20 SSI & SSDI EXEMPTION APPLICATION

**CABRILLO UNIFIED SCHOOL DISTRICT**
**SUPPLEMENTAL SECURITY INCOME (SSI) &**
**SOCIAL SECURITY DISABILITY INSURANCE (SSDI)**
**TAX EXEMPTION APPLICATION**

**2019-2020**
**FOR NEW APPLICANTS**

**DEADLINE for FILING: July 1, 2019 - no exceptions**

To be completed by the person receiving SSI or SSDI regardless of age and who **owns** and **resides** at the property for which the exemption is claimed.

Owner Name: _____
Last Name First Name Initial

_____ _____
Telephone Number Email Address*

_____
Street Address City State Zip

**Assessor's Parcel Number:** _____

* SCI Consulting Group will email you to let you know that the application has been reviewed and approved.

To apply for the SSI or SSDI exemption from the parcel tax, please check the appropriate boxes below and attach required documents **to verify proof of SSI or SSDI and primary residence** (do not send originals):

☐ I have attached a COPY of my current property tax bill for 2018-2019
☐ I have attached a COPY of Benefits Verification Letter *

*A Benefits Verification Letter can be obtained by calling the Social Security Administration Office at (800)772-1213 or by visiting a local Social Security Administration Office. The letter must state which benefits are being received.

**CABRILLO UNIFIED SCHOOL DISTRICT CONTINUING EXEMPT STATUS**

*An exemption application from a qualified applicant will provide an exemption for that tax year only. To continue to receive the SSI or SSDI exemption status, applicants will be required to submit an exemption application for requalification for each future tax year.*

*I certify that I own and occupy the property listed above for which the parcel tax exemption is claimed. Under penalty of perjury, I declare that this claim (including the accompanying copies of proof documents) is, to the best of my knowledge, correct and complete.*

*Signature* _____ *Date* _____

Please mail or deliver the completed form with above documentation by **July 1, 2019** to:

**Cabrillo Unified School District**
**Parcel Tax Exemption – Business Services**
**498 Kelly Avenue, Half Moon Bay, CA 94019**

**For more information regarding the exemption process, please check our website at www.cabrillo.k12.ca.us**
or call our parcel tax administrator: **SCI Consulting Group 1-800-273-5167**

# APPENDIX C – 2019-20 CONTIGUOUS PARCEL EXEMPTION APPLICATION

## CABRILLO UNIFIED SCHOOL DISTRICT
## CONTIGUOUS PARCEL TAX ABATEMENT APPLICATION

**DEADLINE for FILING: July 1, 2019 – no exceptions**

**2019-2020 FOR NEW & CONTINUING APPLICANTS**

If you believe your principal parcel may qualify for the contiguous parcels abatement, please complete the following:

***An abatement must be requested each year and is due to the District Office annually by June 30.***

NAME AS IT APPEARS ON THE PROPERTY TAX BILL: _____

TELEPHONE NUMBER _____ EMAIL ADDRESS* _____

STREET ADDRESS _____ CITY _____ STATE _____ ZIP _____

MAILING ADDRESS (IF DIFFERENT) _____ CITY _____ STATE _____ ZIP _____

Please indicate the parcel or list of parcels for which you request that the parcel tax be abated by the Cabrillo Unified School District:

**ASSESSOR'S PARCEL NO. (s):** _____

* SCI Consulting Group will email you to let you know that the application has been reviewed and approved.

**Parcels must be contiguous to the principal parcel to receive the contiguous abatement (and under same ownership and constitute one economic unit). Parcels that are in proximity of but not contiguous to the principal parcel will not be granted an abatement unless the owner of the parcel chooses to have them combined or merged through the County, and submits a signed copy of one of one the following documents:**

☐ COPY OF A *RECORDED NOTICE OF MERGER* **OR**

☐ COPY OF THE SIGNED *REQUEST FOR COMBINATION OF ASSESSED PARCELS* FORM (available either at the San Mateo County Assessor's office or online at http://www.smcare.org/care/forms_index.asp)

**Please contact the San Mateo County Mapping Section for questions about either of these forms at 650-599-1278.**

***I certify that the parcels listed are contiguous and constitute one economic unit, and are held under identical ownership.***

_____ _____

Signature Date

Please mail or deliver the completed form with above documents by **July 1, 2019** to:

**Cabrillo Unified School District - Parcel Tax Exemption – Business Services**
**498 Kelly Avenue, Half Moon Bay, CA 94019**

**For more information regarding the exemption process, please check our website at www.cabrillo.k12.ca.us** or call our parcel tax administrator: **SCI Consulting Group 1-800-273-5167**

## APPENDIX D – 2019-20 MEASURE E PARCEL TAX ROLL

The tax roll listing the FY 2019-20 parcel taxes for all Assessors' parcels of land within the boundaries of the Cabrillo Unified School ("District") is filed with the County. Each lot or parcel listed on the Tax Roll is shown and illustrated on the latest County Assessor records and these records are, by reference, made part of this Report. These records shall govern for all details concerning the description of the lots or parcels.

# 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 12, 2020
**TO:** Members of the Governing Board
**FROM:** Jesus Contreras, Chief Business Officer
**CATEGORY:** Consent/Action
**ITEM TITLE:** Approval of the Measure M Facility Bond Audit Report

## BACKGROUND INFORMATION

Education Code Section 41020 requires that each district provide an audit of the accounts and funds of the district in each fiscal year and to accept the audit report no later than January 31st. For fiscal year ending in June 30, 2020, the firm of Chavan & Associates, LLP conducted an audit of the district's funds, accounts, and operations.

The independent audit was conducted in accordance with Government Auditing Standards. No material findings were discovered. Audit results revealed: No Exceptions in Audit Opinion; No Material Weakness; No Disagreements with Management; and No Significant Passed on Adjustments. Please see the attached Measure M Final Audit Report.

## FISCAL ANALYSIS

There is no financial impact to the General Fund.

## RECOMMENDATION

Approve the Measure M Facility Bond Audit Report as submitted.

# CABRILLO UNIFIED SCHOOL DISTRICT
# MEASURE M BOND BUILDING FUND

Audited Financial Statements &
Independent Auditor's Report
June 30, 2020

**Chavan & Associates, LLP**
Certified Public Accountants
1475 Saratoga Ave, Suite 180
San Jose, CA 95129

**CABRILLO UNIFIED SCHOOL DISTRICT**
**Measure M Bond Building Fund**
**For the Fiscal Year Ended June 30, 2020**

## Table of Contents


| | Page No. |
|---|---|
| **FINANCIAL SECTION:** | |
| Independent Auditor's Report | 1 - 2 |
| Financial Statements: | |
| Measure M Bond Building Fund Balance Sheet | 3 |
| Measure M Bond Building Fund Statement of Revenue, Expenditures and Changes in Fund Balance | 4 |
| Notes to the Basic Financial Statements | 5 - 13 |
| **SUPPLEMENTARY INFORMATION:** | |
| Measure M Bond Building Fund Schedule of Cumulative Expenditures | 14 |
| Notes to Program Schedule | 15 |
| Schedule of Findings and Recommendations | 16 |
| Schedule of Prior Year Findings and Recommendations | 17 |
| **OTHER INDEPENDENT AUDITOR'S REPORTS:** | |
| Internal Control: | |
| Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standard* | 18 - 19 |
| Performance and Compliance: | |
| Independent Auditor's Report on Performance and Compliance with Requirements that could have a Direct and Material Effect on the Measure M Bond Program | 20 - 22 |

# FINANCIAL SECTION

Chavan and Associates, llp
Certified Public Accountants

# INDEPENDENT AUDITOR'S REPORT

Measure M Facilities Bond Citizens' Oversight Committee and
Governing Board Members
Cabrillo Unified School District

## Report on the Financial Statements

We have audited the accompanying financial statements of the Measure M Bond Building Fund of the Cabrillo Unified School District, as of and for the year ended June 30, 2020, and the related notes to the financial statements, as listed in the table of contents.

## Management's Responsibility for the Financial Statements

The Cabrillo Unified School District's management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

## Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

## Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Measure M Bond Building Fund of the Cabrillo Unified School District, as


1475 Saratoga Ave, Suite 180, San Jose, CA 95129
Tel: 408-217-8749 • E-Fax: 408-872-4159
info@cnallp.com • www.cnallp.com

of June 30, 2020, and the changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

**Other Matters**

As discussed in Note 1, the financial statements present only the Measure M Bond Building Fund and do not purport to, and do not, present fairly the financial position of the Cabrillo Unified School District, as of June 30, 2020, and the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Measure M Bond Building Fund of Cabrillo Unified School District's basic financial statements. The Measure M Bond Building Fund Schedule of Cumulative Expenditures is presented for purposes of additional analysis and is not a required part of the basic financial statements. The Measure M Bond Building Fund Schedule of Cumulative Expenditures is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Measure M Bond Building Fund Schedule of Cumulative Expenditures is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have issued our report dated October 7, 2020 on our consideration of the Cabrillo Unified School District's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Cabrillo Unified School District's internal control over financial reporting and compliance.

C & A LLP

October 7, 2020
San Jose, California



1475 Saratoga Ave, Suite 180, San Jose, CA 95129
Tel: 408-217-8749 • E-Fax: 408-872-4159
info@cnallp.com • www.cnallp.com

# CABRILLO UNIFIED SCHOOL DISTRICT
## Measure M Bond Building Fund
## Balance Sheet
## June 30, 2020

| | | |
|---|---|---|
| **Assets** | | |
| Cash and investments | $ | 51,614,050 |
| Due from other funds | | 206,327 |
| Total Assets | $ | 51,820,377 |
| **Liabilities and Fund Balance** | | |
| Liabilities: | | |
| Accounts payable | $ | 5,038,663 |
| Total Liabilities | | 5,038,663 |
| Fund Balance: | | |
| Restricted for capital projects | | 46,781,714 |
| Total Fund Balance | | 46,781,714 |
| Total Liabilities and Fund Balance | $ | 51,820,377 |

*The notes to the financial statements are an integral part of this statement.*

# CABRILLO UNIFIED SCHOOL DISTRICT
## Measure M Bond Building Fund
## Statement of Revenue, Expenditures and Changes in Fund Balance
## For the Fiscal Year Ended June 30, 2020

| | | |
|---|---|---|
| Revenues: | | |
| Interest earnings | $ | 410,339 |
| Contributions | | 171,000 |
| Total Revenue | | 581,339 |
| Expenditures: | | |
| Classified salaries | | 47,663 |
| Classified benefits | | 22,024 |
| Supplies and materials | | 1,369,779 |
| Contract services | | 3,928,781 |
| Capital outlay | | 17,645,749 |
| Bond issuance costs | | 305,000 |
| Total Expenditures | | 23,318,996 |
| Excess (deficiency) of revenues over (under) expenditures | | (22,737,657) |
| Other financing sources (uses): | | |
| Sale of bonds | | 40,000,000 |
| Bond premiums | | 130,000 |
| Total other financing sources (uses) | | 40,130,000 |
| Net Changes in Fund Balance | | 17,392,343 |
| Fund Balance Beginning | | 29,389,371 |
| Fund Balance Ending | $ | 46,781,714 |

*The notes to the financial statements are an integral part of this statement.*

## NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES

A. Accounting Principles

Cabrillo Unified School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the U. S. Governmental Accounting Standards Board ("GASB") and the American Institute of Certified Public Accountants ("AICPA").

B. Reporting Entity

The District is the level of government primarily accountable for activities related to public education. The governing authority consists of five elected officials who, together, constitute the Board of Trustees.

In 2018-19, a committee to the District's Governing Board and Superintendent, called the Measure M Facilities Bond Citizens' Oversight Committee was established. The purpose of the committee is to inform the public concerning the expenditure and uses of the District's bond measure revenues. The committee's legal charge is to actively review and report on the expenditure of taxpayer money for school construction in accordance with voter approved projects.

The financial statements presented are for the Measure M Bond Building Fund and are not intended to be a complete presentation of the District's financial position on operations.

C. Basis of Presentation

**Fund Financial Statements:**

Fund financial statements report detailed information about the District. The Building Fund is a governmental fund and is presented as a major fund in the District's combined financial statements. The Building Fund is used to account for proceeds from the sale of real property and account for the acquisition of major governmental capital facilities and buildings from the sale of bond proceeds such as Measure M general obligation bonds.

The accounting and financial treatment applied to a fund is determined by its measurement focus. All governmental funds are accounted for using a flow of current financial resources measurement focus. With this measurement focus, only current assets, deferred outflows of resources, current liabilities, and deferred inflows of resources, are generally included on the balance sheet. The Statement of Revenues, Expenditures and Changes in Fund Balance for the Measure M Bond Building Fund presents increases (i.e., revenues and other financing sources) and decreases (i.e., expenditures and other financing uses) in net current assets.

D. Basis of Accounting

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Governmental funds use the modified accrual basis of accounting.

**Revenues - Exchange and Non-exchange Transactions :**

On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. "Available" means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. To achieve comparability of reporting among California districts, and so as not to distort normal revenue patterns with specific respect to reimbursement grants and correction to state-aid apportionments, the California Department of Education has defined available for district as collectible within one year.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, grants, and entitlements. Under the modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

**Unearned Revenue:**

Unearned revenue arises when assets (such as cash) are received before revenue recognition criteria have been satisfied. Grants and entitlements received before eligibility requirements (such as qualified expenditures) are met are recorded as liabilities from unearned revenue.

**Unavailable Revenue:**

In the governmental fund financial statements, receivables associated with non-exchange transactions that will not be collected within the availability period have been recorded as deferred inflows of resources as unavailable revenue.

**Expenditures:**

On the modified accrual basis of accounting, expenditures are generally recognized in the accounting period in which the related fund liability is incurred. However, under the modified accrual basis of accounting, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due. Allocations of cost, such as depreciation and amortization, are not recognized in the governmental funds. When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

E. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all governmental funds. By state law, the District's governing board must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements. These budgets are revised by the District's governing board and District superintendent during the year to give consideration to unanticipated income and expenditures. Formal budgetary integration was employed as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object.

F. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated on June 30.

G. Assets, Liabilities, and Equity

1. Cash and Investments

Cash balances held in banks and in revolving funds are insured to $250,000 by the Federal Deposit Insurance Corporation.

In accordance with *Education Code* Section 41001, the District maintains substantially all of its cash in the County Treasury. The county pools these funds with those of other Districts in the county and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool.

All District-directed investments are governed by Government Code Section 53601 and Treasury investment guidelines. The guidelines limit specific investments to government securities, domestic chartered financial securities, domestic corporate issues, and California municipal securities. The District's securities portfolio is held by the County Treasurer. Interest earned on investments is recorded as revenue of the fund from which the investment was made.

2. Cash & Cash Equivalents

The District's cash deposits are considered to be cash on hand and cash in banks. Cash and Cash Equivalents are generally considered short-term, highly liquid investments with a maturity of three months or less from the purchase date.

3. Investments

Investments are recorded at fair value in accordance with GASB Statement No. 72, Fair Value Measurement and Application. Accordingly, the change in fair value of investments is recognized as an increase or decrease to investment assets and investment income.

The following is a summary of the definition of fair value:

Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction. In determining this amount, three valuation techniques are available:

- Market approach - This approach uses prices generated for identical or similar assets or liabilities. The most common example is an investment in a public security traded in an active exchange such as the NYSE.

- Cost approach - This technique determines the amount required to replace the current asset. This approach may be ideal for valuing donations of capital assets or historical treasures.

- Income approach - This approach converts future amounts (such as cash flows) into a current discounted amount.

Each of these valuation techniques requires inputs to calculate a fair value. Observable inputs have been maximized in fair value measures, and unobservable inputs have been minimized.

4. Long-Term Obligations

In the Measure M Bond Building Fund financial statements, bond premiums, discounts and bond issuance costs are recognized during the current period. The face amount of the debt issued, premiums, or discounts are reported as other financing sources/uses.

5. Fund Balance Classifications

In accordance with Government Accounting Standards Board 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, the District classifies governmental fund balances as follows:

- Non-spendable includes fund balance amounts that cannot be spent either because it is not in spendable form or because of legal or contractual constraints.

- Restricted includes fund balance amounts that are constrained for specific purposes which are externally imposed by providers, such as creditors, or amounts constrained due to constitutional provisions or enabling legislation.

- Committed includes fund balance amounts that are constrained for specific purposes that are internally imposed by the government through formal action of the highest level of decision-making authority and does not lapse at year-end. Committed fund balances are imposed by the District's board of education.

- Assigned includes fund balance amounts that are intended to be used for specific purposes that are neither considered restricted or committed. Fund balance may be assigned by the Superintendent.

- Unassigned includes positive fund balance that has not been classified within the above-mentioned categories and negative fund balances in other governmental funds.

The District uses restricted/committed amounts to be spent first when both restricted and unrestricted fund balance is available unless there are legal documents/contracts that prohibit doing this, such as a grant agreement requiring dollar for dollar spending. Additionally, the District would first use committed, then assigned, and lastly unassigned amounts of unrestricted fund balance when expenditures are made.

6. Accounting Estimates

The presentation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

## NOTE 2 - CASH AND INVESTMENTS

Summary of Deposits

A summary of deposits as of June 30, 2020, is as follows:

| Deposit or Investment | Carrying Amount | Fair Value |
|---|---|---|
| Cash in county treasury investment pool | $ 51,614,050 | $ 52,636,008 |

Fair Value Measurements

GASB 72 established a hierarchy of inputs to the valuation techniques above. This hierarchy has three levels:

- Level 1 inputs are quoted prices in active markets for identical assets or liabilities.
- Level 2 inputs are quoted market prices for similar assets or liabilities, quoted prices for identical or similar assets or liabilities in markets that are not active, or other than quoted prices that are not observable.
- Level 3 inputs are unobservable inputs, such as a property valuation or an appraisal.

The District has the following recurring fair value measurements as of June 30, 2020:

Investments in the San Mateo County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at $1.00 net asset value per share.

Cash in County Treasury

The District is an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (Education Code Section 41001). The fair value of the District's investment in the pool is reported in the accounting financial statements at amounts based upon the District's pro rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

Risk Disclosures

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are described below:

*Interest Rate Risk*

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to the changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Treasury. The District maintains cash with the San Mateo County Investment Pool. The pool has a fair value of approximately $1.626 billion and an amortized book value of $1.595 billion. The average weighted maturity for this pool is 1.75 years.

*Credit Risk*

Credit risk is the risk of loss due to the failure of the security issuer. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The investment with the San Mateo County Investment Pool is governed by the County's general investment policy. The investment with the San Mateo County Investment Pool is rated at least A-1 by S&P Rating Investor Service.

*Custodial Credit Risk – Deposits*

Custodial credit risk is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. However, the California Government code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits.

*Concentration of Credit Risk*

The investment policy of the District contains no limitations on the amount that can be invested in any one issuer beyond the amount stipulated by the California Government code. District investments that are greater than 5 percent of total investments are in either an external investment pool or mutual funds and are therefore exempt.

## NOTE 3 - INTERFUND TRANSACTIONS

Interfund transactions are reported as loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables (Due From/To), as appropriate, and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers among governmental funds are netted as part of the reconciliation to the government-wide financial statements.

### Interfund Transfers

Interfund transfers consist of operating transfers from funds receiving revenues to funds through which the resources are to be expended. The District did not have any interfund transfers in the Measure M Bond Building Fund during the year.

## NOTE 4 - ACCOUNTS PAYABLE

Accounts payable consisted of the following as of June 30, 2020:

| | | |
|---|---|---|
| General contractor | $ | 3,758,686 |
| Sub-contractors | | 995,671 |
| Legal services | | 181,533 |
| Architect | | 63,415 |
| Engineers and inspectors | | 30,800 |
| Supplies and rentals | | 8,558 |
| Total | $ | 5,038,663 |

## NOTE 5 - MEASURE M GENERAL OBLIGATION BOND

In September of 2018, the District issued $35,000,000 in General Obligation Bonds, Series A, to finance the acquisition, construction, furnishing and equipping of District facilities. From the gross proceeds of $37,509,804, which included a premium of $2,509,804 and was netted by issuance costs of $313,500, net proceeds of $37,196,304 was deposited with the County in the District's name. The balance of $2,366,304 reported in the Interest and Sinking Fund is reserved to meet the debt reserve requirements of the bond, and consists of the bond premium net of associated issuance costs. The interest rates are fixed per maturity date for both serial and term bonds, resulting in a range of interest rates (from 3.5 to 5%) based on the maturity schedule.

The following schedule summarizes net proceeds from the bond issuance in September of 2018:

| | | |
|---|---|---|
| Par Value | $ | 35,000,000 |
| Premium | | 2,509,804 |
| Cost of Issuance Expense | | (313,500) |
| Interest and Sinking Fund | | (2,366,304) |
| Net Proceeds to Building Fund | $ | 34,830,000 |

In June of 2020, the District issued $40,000,000 in General Obligation Bonds, Series B, to finance the acquisition, construction, furnishing and equipping of District facilities. From the gross proceeds of $47,423,744, which included a premium of $7,423,744 and was netted by issuance costs of $305,000, net proceeds of $47,118,744 was deposited with the County in the District's name. The balance of $7,293,744 reported in the Interest and Sinking Fund is reserved to meet the debt reserve requirements of the bond, and consists of the bond premium net of associated issuance costs. The interest rates are fixed per maturity date for both serial and term bonds, resulting in a range of interest rates (from .625 to 4%) based on the maturity schedule.

The following schedule summarizes net proceeds from the bond issuance in June of 2020:

| | |
|---|---|
| Par Value | $ 40,000,000 |
| Premium | 7,423,744 |
| Cost of Issuance Expense | (305,000) |
| Interest and Sinking Fund | (7,293,744) |
| Net Proceeds to Building Fund | $ 39,825,000 |

The following schedule summarizes the District's Measure M general obligation bonds as of June 30, 2020:

| Bond | Original Issue | Outstanding June 30, 2019 | Issued | Redeemed | Outstanding June 30, 2020 | Current Portion |
|---|---|---|---|---|---|---|
| 2018 GOB-A | $ 35,000,000 | $ 35,000,000 | $ - | $ - | $ 35,000,000 | $3,065,000 |
| 2018 GOB-B | 40,000,000 | - | 40,000,000 | - | 40,000,000 | 5,980,000 |
| Total | $ 75,000,000 | $ 35,000,000 | $ 40,000,000 | $ - | $ 75,000,000 | $9,045,000 |

The following is a summary of the annual debt service requirements as of June 30, 2020:

| Fiscal Year | Principal | Interest to Maturity | Total |
|---|---|---|---|
| 2021 | $ 9,045,000 | $ 1,695,076 | $ 10,740,076 |
| 2022 | 450,000 | 3,065,425 | 3,515,425 |
| 2023 | 530,000 | 3,045,825 | 3,575,825 |
| 2024 | 685,000 | 3,021,525 | 3,706,525 |
| 2025 | 50,000 | 3,006,825 | 3,056,825 |
| 2026-2030 | 845,000 | 14,974,825 | 15,819,825 |
| 2031-2035 | 3,650,000 | 14,593,025 | 18,243,025 |
| 2036-2040 | 8,555,000 | 13,433,250 | 21,988,250 |
| 2041-2045 | 14,985,000 | 11,075,113 | 26,060,113 |
| 2046-2049 | 36,205,000 | 6,891,874 | 43,096,874 |
| Total | $ 75,000,000 | $ 74,802,763 | $ 149,802,763 |

## NOTE 6 - COMMITMENTS

Through October 7, 2020, the date on which the financial statements were available to be issued, the District had encumbered $2,583,772 of the Measure M Bond Building Fund proceeds to be spent on capital projects in the fiscal year ended June 30, 2020.

# SUPPLEMENTARY INFORMATION

# CABRILLO UNIFIED SCHOOL DISTRICT
## Measure M Bond Building Fund
## Schedule of Cumulative Expenditures
## For the Fiscal Year Ended June 30, 2020

| | Fiscal Year Ended June 30, 2020 | From Inception Through June 30, 2020 |
|---|---|---|
| **Program Budget:** | | |
| Program Proceeds | $ 40,130,000 | $ 75,273,500 |
| Contributions from Unrestricted Revenues | 171,000 | 171,000 |
| Interest Earnings | 410,339 | 951,749 |
| **Total Program Budget** | 40,711,339 | 76,396,249 |
| | | |
| **Site/Project Description:** | | |
| Energy Program | 2,644,146 | 2,670,361 |
| General Support Expenditures | 128,396 | 219,650 |
| Roofing | 41,500 | 59,022 |
| High School Cafeteria | 13,272 | 38,712 |
| High School Modernization | 80,926 | 168,799 |
| Playground Improvements | 235,464 | 364,595 |
| High School Track Project | 15,051 | 68,598 |
| Hatch Modernization | 12,498,062 | 14,610,831 |
| Cunha Water Infiltration | 2,479,168 | 4,718,632 |
| Cunha Building D Roof | 830,533 | 1,531,494 |
| Security, Safety Upgrades | 19,533 | 40,501 |
| District Site Improvements | - | 2,180 |
| Door Lock and Hardware | - | 1,665 |
| Technology Classroom Based | 369,200 | 378,819 |
| Technology Infrastructure | 15,650 | 15,650 |
| Energy Management | - | 14,800 |
| Waste Management | 86,931 | 86,931 |
| Purchases from Bond Interest (Furniture and Equipment) | 126,316 | 156,827 |
| Contract Services | 1,240,236 | 1,240,236 |
| El Granada Repairs | - | 9,241 |
| HMBHS Lighting | 723,867 | 760,870 |
| Heating Upgrades | 1,465,745 | 1,837,621 |
| Bond Issuance Costs | 305,000 | 618,500 |
| **Total Expenditures** | 23,318,996 | 29,614,535 |
| | | |
| **(Over) Under Budget/Remaining Budget** | $ 17,392,343 | $ 46,781,714 |

*The notes to the supplementary information are an integral part of this Schedule.*

## NOTE 1 - THE PROGRAM

Proposition 39 was enacted by the voters on November 7, 2000, and changed the required majority for local voter approval of public school and community college general obligation bonds from two-thirds to fifty-five percent of votes. It also required school districts to provide facilities to charter schools operating within their jurisdictions.

On June 5, 2018, local voters passed Measure M, which generates funding to provide safe, efficient, and modern facilities for Cabrillo Unified School District students and staff. Measure M will generate up to $99 million to repair, upgrade and expand our local schools. Funds will be generated through the sale of general obligation bonds, which will be repaid through assessments on residential and commercial property located within the Cabrillo Unified School District.

All projects funded by the issuance of Measure M general obligation bonds will be subject to review both by the District's Board of Trustees and by an independent citizens' oversight committee. The District will also provide many public forums to present progress and seek input from community members, parents, and staff.

## NOTE 2 - CITIZENS' OVERSIGHT COMMITTEE

Duties of the committee include verifying that bond revenues were expended only for the construction, reconstruction, rehabilitation or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities. The committee must also verify that no funds were used for any teacher or administrative salaries or other school operation expenses.

Furthermore, the committee is authorized to receive, and review copies of the annual independent performance audit and the annual independent financial audit required by Article XIIIA, Section 1(b)(3)(C) and Article XIIIA, Section 1(b)(3)(D), respectively, of the California Constitution.

The committee was formed by the Board trustees as required by state law. The Citizens' Oversight Committee was comprised of the following members during the fiscal year ended June 30, 2020:

| Name | Title/Function | Term Expiration |
|---|---|---|
| Mike Alifano | Parent of Student Enrolled | 2020 |
| Naomi Patridge | Taxpayer Organization | 2020 |
| Lisa Zanette | Parent of Student Enrolled | 2020 |
| James Marsh | At-Large Member | 2020 |
| Abe Jimenez | At-Large Member | 2020 |
| Charmion Donegan | Active Senior Citizens | 2020 |
| Diane Brosin | At-Large Member | 2020 |
| Zachary Bennington | At-Large Member | 2020 |
| Leni Liakos | At-Large Member | 2020 |

# SCHEDULE OF FINDINGS AND RECOMMENDATIONS

# CABRILLO UNIFIED SCHOOL DISTRICT
## Measure M Bond Building Fund
## Schedule of Findings and Recommendations
## For the Fiscal Year Ended June 30, 2020

This section identifies the deficiencies, significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*.

Our tests resulted in no findings and recommendations.

# CABRILLO UNIFIED SCHOOL DISTRICT
## Measure M Bond Building Fund
## Schedule of Prior Year Findings and Recommendations
## For the Fiscal Year Ended June 30, 2020

There were no prior year findings and recommendations to be reported.

# OTHER INDEPENDENT AUDITOR'S REPORTS

# INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Measure M Facilities Bond Citizens' Oversight Committee and
Governing Board Members
Cabrillo Unified School District

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Measure M Bond Building Fund of the Cabrillo Unified School District as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise Cabrillo Unified School District's Measure M Bond Building Fund financial statements, and have issued our report thereon dated October 7, 2020.

***Internal Control over Financial Reporting***

In planning and performing our audit of the financial statements, we considered the Cabrillo Unified School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Cabrillo Unified School District's internal control. Accordingly, we do not express an opinion on the effectiveness of the Cabrillo Unified School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

***Compliance and Other Matters***

As part of obtaining reasonable assurance about whether the Cabrillo Unified School District's financial statements are free from material misstatement, we performed tests of its compliance with


1475 Saratoga Ave, Suite 180, San Jose, CA 95129
Tel: 408-217-8749 • E-Fax: 408-872-4159
info@cnallp.com • www.cnallp.com

certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts.

However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

C & A LLP

October 7, 2020
San Jose, California



1475 Saratoga Ave, Suite 180, San Jose, CA 95129
Tel: 408-217-8749 • E-Fax: 408-872-4159
info@cnallp.com • www.cnallp.com

## INDEPENDENT AUDITOR'S REPORT ON PERFORMANCE AND COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON THE MEASURE M BOND PROGRAM

Measure M Facilities Bond Citizens' Oversight Committee and
Governing Board Members
Cabrillo Unified School District

***Compliance***

We have audited the Cabrillo Unified School District's (the District) compliance with Measure M Bond of the June 2018 election, as approved under Proposition 39, and with the performance requirements referred to in Proposition 39 and outlined in Article XIIIA, Section 1(b)(3)(C) of the California Constitution and the enactment of AB 1908 (Chapter 44, Statutes of 2000).

***Management's Responsibility***

Compliance with the requirements referred to above is the responsibility of the District's management.

***Auditor's Responsibility***

Our responsibility is to express an opinion on the District's compliance with the laws and regulations identified above based on our audit. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on compliance with the laws and regulations have occurred. An audit includes examining, on a test basis, evidence supporting the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

***Audit Objectives***

Our audit included the following objectives:

1. To obtain reasonable assurance that the proceeds of the sale of the Measure M Bonds were only used for the purposes set forth in the ballot measure and not for any other purpose, such as teacher and administrative salaries.

2. To obtain reasonable assurance that the Governing Board of the District, in establishing the approved projects set forth in the ballot measure, evaluated the remodeling, new construction and renovations of items which will relieve overcrowding, repair local schools and improve student safety conditions of the District.


1475 Saratoga Ave, Suite 180, San Jose, CA 95129
Tel: 408-217-8749 • E-Fax: 408-872-4159
info@cnallp.com • www.cnallp.com

3. To obtain reasonable assurance that the District complied with the performance requirements as referred to in Proposition 39 and outlined in Article XIIIA, Section 1(b)(3)(C) of the California Constitution and the enactment of AB 1908 (Chapter 44, Statutes of 2000). Management is responsible for the District's compliance with these requirements.

***Scope and Methodology***

To meet the objectives of our performance audit, procedures we performed included, but were not limited to, the following:

1. We documented and tested controls over financial reporting and compliance specific to the Measure M Bond Program, which included inquiries about, separation of duties, account coding, and procurement.

2. We verified that bond proceeds were deposited in the District's name and invested in accordance with applicable legal requirements.

3. We tested payments made to the architectural service companies and reviewed the terms of the contract.

4. We tested approximately 69% of the 2019-20 expenditures to ensure they were valid, allowable and accurate.

5. We verified that the funds were generally expended for the construction, renovation, furnishing, and equipping of school facilities constituting authorized bond projects.

6. We verified that the funds used to pay the salaries of district employees were allowable per Opinion 04-110 issued on November 9, 2004 by the State of California Attorney General.

7. We verified that the District was in compliance with Assembly Bill 1908 and Ed Code Section 15278, where the District is required to establish a bond oversight committee for Proposition 39 bonds that includes one active member from each of the following sectors: a business organization, senior citizens' organization, bona fide taxpayer's association, and one parent/guardian of a child enrolled in the District and one parent/guardian of a child enrolled in the District who is also a member of a parent teacher association.

8. We verified the Citizens' Oversight Committee met pursuant to Education Code Section 15280.

***Results of Procedures Performed***

We did not identify any exceptions to the procedures performed above, nor any exceptions to other tests that we conducted related to the Measure M Building Fund. Our audit of compliance was made for the purposes set forth in the Objectives section of this report and would not necessarily disclose all instances of noncompliance.


1475 Saratoga Ave, Suite 180, San Jose, CA 95129
Tel: 408-217-8749 • E-Fax: 408-872-4159
info@cnallp.com • www.cnallp.com

***Opinion***

In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on the Measure M Bond program for the fiscal year ended June 30, 2020.

***Purpose of This Report***

The purpose of this report is solely to describe the scope of our testing over compliance and the results of that testing based on the standards referred to above. Accordingly, this report is not suitable for any other purpose.

C & A LLP

October 7, 2020
San Jose, California



1475 Saratoga Ave, Suite 180, San Jose, CA 95129
Tel: 408-217-8749 • E-Fax: 408-872-4159
info@cnallp.com • www.cnallp.com

# 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 12, 2020
**TO:** Members of the Governing Board
**FROM:** Jesus Contreras, Chief Business Official
**CATEGORY:** Consent/Action
**ITEM TITLE:** Approval of Security Cameras Quote and Placement

## BACKGROUND INFORMATION

Due to the increase of vandalism on many of our campuses, the site administrators are recommending that we increase surveillance of our school facilities. KIS (Keep IT Simple) technology company has provided the district with a quote for the purchase of these surveillance cameras. Please see the attached quote for details.

## FISCAL ANALYSIS

There is no impact to the General Fund as Bond dollars are being used.

## RECOMMENDATION

Approve as submitted.




Michael Bernacchi
Senior Account Manager
C: (408) 802-3222
D: (510) 403-7552
michaelb@kiscc.com

48383 Fremont Blvd. # 122, Fremont, CA 94538
(510) 403-7500 ContactUs@kiscc.com

KIS
Keep IT Simple

# Quote

**KIS - Keep IT Simple**
48383 Fremont Blvd #122
Fremont, CA 94538
United States

| | |
|---|---|
| **Quote #** | **1420 v3** |
| **Date** | **2020/10/14** |
| **Expires** | **2020/11/13** |
| **Contact** | **Michael Bernacchi** |

**Prepared for**

Cabrillo Unified District
Randy Rudolph
498 Kelly Street
Half Moon Bay, CA 94019
United States

T: 650-712-7139
E: rudolphr@cabrillo.k12.ca.us

ACCEPT QUOTE

## Meraki Security Cameras

**Subtotal**

| Category | Item | Qty | Price | Total |
|---|---|---|---|---|
| Surveillance/Network Cameras | **Meraki MV72 4 Megapixel Network Camera - Dome**<br>Meraki MV72 4 Megapixel Network Camera - Dome - 98.43 ft Night Vision - H.264 - 1920 x 1080 - 3x Optical - CMOS - Wall Mount<br>• Meraki dashboard simplifies operation<br>• Machine learning capability for intelligent object detection<br>• Cloud-augmented edge storage minimizes physical infrastructure<br>• Suitable for deployments of all sizes: 1 camera or 10,000+<br>• Intelligent motion indexing with search engine<br>• Built-in motion analytics tools like motion search and motion heat maps<br>• Secure encrypted control architecture<br>• No special software or browser plugins required<br>• Granular user access controls<br>• Wireless options for easy upgrades from analog | 62 | $806.41 | **$49,997.42** |



KIS
Keep IT Simple

# Quote

Please contact us if you have any questions.

**Comments**

**Shipping Cost is Included**

| | |
|---|---|
| Subtotal | $49,997.42 |
| Tax (9.25%) | $4,624.76 |
| **Total Due** | **$54,622.18 USD** |

## Cost Breakdown

| Category | Subtotal |
|---|---|
| Surveillance/Network Cameras | $49,997.42 |
| Tax | $4,624.76 |
| **Total** | **$54,622.18 USD** |

ACCEPT QUOTE

**Terms and Conditions**

We're doing what we can for our customers during the Covid-19 outbreak, and we have WAIVED the fee!

*A convenience fee of three percent (3%) will be waived to credit card purchases.*

## Contact


**Michael Bernacchi** | Senior Account Manager
W : (510) 403-7552
C : (408) 802-3222
E : michaelb@kiscc.com
www.kiscc.com

KIS

Fremont Business Center
48383 Fremont Blvd. # 122, Fremont, CA 94538
Keeping your I.T. needs simple since 1988.

# 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 12, 2020
**TO:** Members of the Governing Board
**FROM:** Jesus Contreras, Chief Business Officer
**CATEGORY:** Consent/Action
**ITEM TITLE:** Approval of Developer Fees Report for Fiscal Year 2019-2020

## BACKGROUND INFORMATION

Sections 66001 and 66006 of the Government Code require that Cabrillo Unified School District provide public information on impact fees received from new residential and commercial/industrial development to mitigate the impact of new development on the school facilities. The district currently collects statutory school fees pursuant to Education Code 17620.

School districts are authorized to levy fees on new development to fund the construction and reconstruction of the school facilities. The District's current developer fees ("fees") are $2.97 per square foot for new residential construction and $0.47 per square foot on new commercial and industrial construction. These fees, statutory set by the State Allocation Board ("SAB"), are subject to biennial inflationary adjustment in an amount equal to the change in the statewide cost index on "Level 1" fees by 7.7% to $3.20 per square foot for new residential construction and $0.51 per square foot for commercial and industrial construction.

The District's last Developer Fee Justification Report ("Report") was completed 2008. In November 2011, a Request for Proposal was distributed to qualified applicants for an updated Report. In January 2012, SCI Consulting group was selected by the District to prepare an update Report in order for the District to continue to levy the maximum allowable fees. In March 2012, the Board ratified the agreement between the District and SCI Consulting for the purposes of preparing the Report.

At the May 10, 2012 the Governing Board authorized charging $3.20 square foot for residential construction and $0.51 square foot for commercial construction.

## REPORT/PROPOSAL

In the 2019-2020 school year, the District collected $267,232.40 in developer fees

| | |
|---|---|
| Beginning Balance | $ 1,232,970.40 |
| Interest | $ 25,400.08 |
| Revenue | $ 267,232.40 |
| Expenditures | $ 14,856.60 |
| Ending balance | $ 1,510,746.28 |

## FISCAL ANALYSIS

There is no financial impact to the General Fund.

## RECOMMENDATION

Approve as submitted.

# 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 12, 2020
**TO:** Members of the Governing Board
**FROM:** Jesus Contreras, Chief Business Officer
**CATEGORY:** Consent/Action
**ITEM TITLE:** Approval of Amendment One to Facilities Planning Services Agreement QKA Project 1850.01

## BACKGROUND INFORMATION

Attached is Amendment One to our August 29, 2019 Agreement for Facilities Assessment and Planning Services to continue to help the Cabrillo Unified School District determine the direction in which to best use the proceeds from Measure M to improve the Districts schools.

## FISCAL ANALYSIS

There is no financial impact to the General Fund as Bond funds are used for Facilities Master Plan work.

## RECOMMENDATION

Approve as submitted.

QUATTROCCHI KWOK
ARCHITECTS

September 30, 2020

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

RE: Amendment One to Facilities Planning Services
QKA Project 1850.01

Dear Sean:

Thank you for the opportunity to provide this Amendment One to our August 29, 2019 Agreement for Facilities Assessment and Planning Services to continue to help the Cabrillo Unified School District determine the direction in which to best use the proceeds from Measure M to improve the District's schools. This Amendment provides two requested additional services and are identified as Part One and Part Two below.

Part One: Assessment of existing facilities needs at Half Moon Bay High School to identify improvements needed to maintain the District's current educational program. This assessment will include a site visit to the school to make a general assessment of the conditions at the school. In addition to Architectural representatives from QKA, this site visit will include our Civil, Mechanical and Electrical Consulting Engineers. Following the site visit, we will provide a written report including the existing deficiencies and recommended solutions. This report will be similar to the facilities assessments provided for the elementary schools with the addition of consulting engineers' reports. Cost estimating is included.

Part Two: Update the QKA 2020 Measure M Implementation Plan draft to include options to accommodate all of the current and projected Farallone View Elementary School students and El Granada Elementary School students at a single campus – providing options at both campuses. We will study potential solutions and work with a facilities committee of members of your choosing to provide a recommended solution at each site. Since each site has been reviewed with site staff, teachers and the

MAIN OFFICE:
636 Fifth Street, Santa Rosa, CA 95404
PLEASANTON OFFICE:
600 Main Street, Suite E, Pleasanton, CA 94566
707.576.0829
A California Corporation
www.qka.com

local community, at this time we anticipate no more than one meeting for each site via Zoom or other electronic platform. Updated cost estimates will be provided.

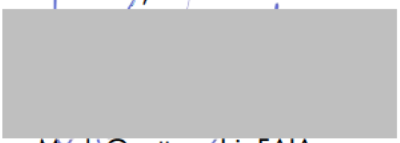
As stipulated in our original agreement, we will provide our services on a time and materials basis, using the attached schedule of hourly rates. For each of the two phases we propose the following initial authorizations of time and materials services. Consulting engineers' costs for the Facilities Study portion of the work are included in the amount below.

| | | |
|---|---|---|
| Part One: Half Moon Bay High School Facilities Study | | $53,448 |
| Part Two: Measure M Implementation Plan Update | | $57,680 |
| Credit for unused portion of Previous fees | | ($22,290) |
| Proposed Amendment One Fee Increase | | $88,838 |
| Previous Fees: 9/11/209 Purchase Order 200360 | $35,000 | |
| 1/29/2020 Purchase Order 200713 | $85,000 | |
| Total Previous Fee (Appx. $22,290 unused) | | $120,000 |
| Total Revised Fee with Amendment | | $208,838 |

In addition to this fee increase, we anticipate reimbursable expenses at direct cost plus 10% using an allowance of $2,500.

On verbal instructions we have commenced with the Part One services. I hope this Amendment meets with your approval; if so, please return once copy signed to our Contracts Manager, Carol Tonelli. Thank you again for this opportunity.

Sincerely,



Mark Quattrocchi, FAIA

Agree to Amendment Services & Fees

Sean McPhetridge, Superintendent Date

encl. 2020 Hourly Rates

**QKA Hourly Rate Schedule**
**For Calendar Year 2020**

| | |
|---|---|
| Principal | $240/hr. |
| Project Manager/Associate/Director | $225/hr. |
| Project Architect/Designer | $220/hr. |
| Job Captain | $210/hr. |
| Construction Admin Project Manager | $220/hr. |
| Assistant Construction Admin Project Manager | $200/hr. |
| Interior Designer | $220/hr. |
| CADD/Drafting / BIM Modeler | $195/hr. |
| Construction Admin Project Coordinator | $185/hr. |
| Clerical | $135/hr. |

Consultants: 1.10 times the consultants' standard hourly rates.

The above rates are effective January 1, 2020, and are in effect for the calendar year 2020. On January 1 of each of the subsequent years, the above rates shall be adjusted at the rate of the Consumers Price Index as published by the Bureau of Labor Statistics.

# 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 12, 20120
**TO:** Members of the Governing Board
**FROM:** Sean McPhetridge, Ed.D., Superintendent
**CATEGORY:** Action
**RECOMMENDATION:** Approval of Response to the Grand Jury Report: "Hate@Schools -- Opportunities Lost"

## BACKGROUND INFORMATION

The 2019-2020 Grand Jury of the Superior Court of California, County of San Mateo, recently filed a report which contains findings and recommendations pertaining to the Cabrillo Unified School District regarding how San Mateo County High Schools should respond to hate-related incidents and work to prevent their occurrence.

## REPORT/PROPOSAL

Districts in San Mateo County operating high schools are required to notify their Governing Boards of this report, to accept and respond to the findings of the Grand Jury as they relate to their respective high school programs, and to seek approval from the Governing Board for response. Staff have already discussed these findings and recommendations with the administrators of our high school programs in Cabrillo Unified School District, and CUSD staff intend to fulfill all recommendations according to the timeline outlined in this Grand Jury Report.

## FINANCIAL IMPACT

There is no financial impact to the General Fund.

# CABRILLO UNIFIED SCHOOL DISTRICT

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

**SUPERINTENDENT**
Sean McPhetridge, Ed.D.

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


November 13, 2020

*Via Email (grandjury@sanmateocourt.org)*

The Honorable Amarra A. Lee
Judge of the Superior Court
c/o Charlene Kresevich
Hall of Justice
400 County Center; 2nd Floor
Redwood City, California 94063-1655

*Re: Response to 2019-2020 Grand Jury Report "Hate@Schools --Opportunities Lost."*

Dear Judge Lee:

The Cabrillo Unified School District (the "District") has received and reviewed the 2019-2020 Grand Jury Report entitled "Hate@Schools -- Opportunities Lost." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds as follows, pursuant to section 933.05 of the California Penal Code:

## ***FINDINGS***

1. *Of 20 high school principals who responded to a Grand Jury survey, nine documented at least one hate incident/crime in the last five years for a total of 16 incidents. The low number of incidents reported could indicate either that County schools are not experiencing the rise in hate incidents documented by teachers nationwide, or that administrators, teachers and students in the County are not identifying, documenting, or otherwise reporting such incidents.*

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

2. *Of 16 hate incidents reported by principals that occurred since 2015, 12 were reported by teachers or staff. Only four were reported by students and of these only one was reported anonymously even though 15 of the 20 schools responding to the survey have mechanisms for anonymous reporting.*

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

3. *Based on responses from 19 of the 20 principals responding to the Grand Jury survey, five of the six County high school districts had policies concerning how the districts will address hate-motivated behavior. Only one district, with one high school, did not have a policy. The following are characteristics of those policies:*

    - *Policies affirm districts' commitment to providing a safe learning and working environment free from discrimination and harassment;*
    - *Except for one, policies do not provide clear definitions and guidelines;*
    - *Policies are generally only available in English;*
    - *Policies use technical and legal language and are not written for a general audience at the 7th to 9th grade reading level; and*
    - *None of the policies addressed hate speech or incidents anonymously targeted at a student.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. However, please know the District has its own policy concerning how the District will address hate-motivated behavior, namely District Policy 5145.9 (Hate-Motivated Behavior) which was adopted on September 9, 2018.

4. *The San Mateo Union High School District's policy was the most comprehensive, but it lacked information regarding how schools should deal with anonymous incidents or hate speech although the District's dress code policy prohibits students from wearing clothing with hate speech.*

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

5. *All school principals described activities to reinforce the messages of mutual respect and inclusivity. None cited Camp LEAD or were involved in the Anti-Defamation League's* No Place for Hate *school program.*

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

6. *Despite efforts by schools to sensitize students to the issues of hate incidents and crimes, it was unclear whether students are aware of school policies or even if they understand what constitutes a hate incident or crime.*

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

7. *Two incidents of hate and one hate crime reported in local media occurred on the campus of Burlingame High School between January 2018 and September 2019.*

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

8. *Staff at Burlingame High School did not use the two hate incidents that had occurred to denounce bias or reaffirm school values on a school-wide basis.*

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

9. *Following the hate crime at Burlingame High School, the school and District staff responded by involving students, community members and organizations including clergy, police and the Anti-Defamation League.*

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

10. *After three incidents, administrative staff do not believe the incidents reflect the dominant culture of the school, although at least some students believe there is a lack of tolerance for minorities.*

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

11. *Of the schools in San Mateo Union High School District, school administrators reported programs to address school climate, although only two offered specific programming to address bias and hate.*

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

12. *None of the other five schools in San Mateo Union High School District used the September 2019 incident at Burlingame High School to address bias or to discuss hate incidents / crimes.*

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

13. *There is much variability in school programming that includes on-going efforts versus one-time programs to address school climate.*

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

14. *The San Mateo Office of Education could be a resource for school districts to develop their policies to address hate incidents and hate crimes and for addressing such incidents at schools through three existing COE programs: the* Coalition for Safe Schools *and* Communities, Respect! 24/7*, and* Camp LEAD.

The District agrees with this Finding.

15. *The Anti-Defamation League offers a program,* No Place for Hate*, to support school climate goals with ideas for deepening understanding about diversity, building community and developing skills for students, teachers, parents, and community members. During the 2018-19 school year, 40 Bay Area schools participated in the ADL program, although none from the County.*

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

***RECOMMENDATIONS***

1. *By the beginning of the 2021-22 school year, all high schools and unified school districts need clear anti-bias policies to ensure that students are safe from harm, and that administrators are prepared to act swiftly and decisively to address all incidents of hate and bias when they occur, and to proactively foster an inclusive school climate. Policies should include:*
    - *Definitions of hate-motivated incidents and crimes, and hate speech;*
    - *District and school responsibilities for:*
        - *Preventive measures;*
        - *Immediate response;*
        - *Information on how to specifically address hate speech and anonymous incidents targeted at a specific student;*
        - *Guidance on how to respond after an incident has occurred that includes (1) how to communicate empathy, reconciliation and support to those who have been harmed; (2) communication to students and families directly affected; and (3) how to communicate with the student body in order to reinforce messages of inclusivity and respect;*
        - *Information on how students will be educated about hate crimes, hate incidents and hate speech at least annually;*
        - *Disciplinary actions that could result from an incident; and*
        - *Student responsibilities to report incidents.*

Generally speaking, the District supports this Recommendation; however, it requires further analysis given the coordination required among the District, other affected districts, and the San Mateo County Office of Education. Cabrillo Unified School District intends on working toward implementing the

Recommendation with the administrators at Half Moon Bay High School, Pilarcitos High School, and relevant support staff in the District Office.

2. *New materials should be written for parents/guardians and students at a 7th to 9th grade reading level, available in multiple languages, and distributed to them in print, in student handbooks and on school websites. This should be completed by the beginning of the 2021-22 school year.*

Generally speaking, the District supports this Recommendation; however, it requires further analysis given the coordination required among the District, other affected districts, and the San Mateo County Office of Education. Cabrillo Unified School District intends on working toward implementing the Recommendation with the administrators at Half Moon Bay High School, Pilarcitos High School, and relevant support staff in the District Office.

3. *During the first quarter of the 2020-21 school year, to be more proactive in addressing school climate regarding hate, districts should take steps to ensure that:*
    - *School administrators and/or teachers meet with small, diverse groups of students to understand from their perspective, the school climate and incidents of hate that may go either unnoticed by teachers and staff or unreported.*
    - *At the start of each school year, students should not only receive written information, but presentations should be arranged to inform students about what constitutes a hate incident/crime, anonymous reporting, and the follow up that will occur if an incident is reported.*
    - *Students in a leadership position should be required to undergo some training regarding school climate and student volunteers should be trained to provide peer counseling and presentations to groups of students regarding hate incidents and understanding diverse cultures.*

Generally speaking, the District supports this Recommendation; however, it requires further analysis given the coordination required among the District, other affected districts, and the San Mateo County Office of Education. Cabrillo Unified School District intends on working toward implementing the Recommendation with administrators at Half Moon Bay High School, staff at Pilarcitos High School, and other relevant support staff in the CUSD District Office.

Both the Grand Jury Report and these responses were presented to and approved by the District's Board of Trustees on November 12, 2020.

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

Sincerely,

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

# Hate @ Schools -- Opportunities Lost

**Issue** | **Summary** | **Glossary and Abbreviations** | **Background** | **Discussion** | **Findings** | **Recommendations** | **Requests for Responses** | **Methodology** | **Bibliography** | **Appendixes** | **Responses**

## ISSUE

How are high school district staff and principals in San Mateo County responding to hate incidents or hate crimes occurring on campus?

## SUMMARY

One cannot read newspapers or watch local or national TV news and be unaware of incidents of hate occurring around the country and among our country's youth. Crime data from the Federal Bureau of Investigations in 2018 identified K-12 schools and colleges as the third most likely location for hate crimes to occur.[1] Surveys of teachers nationwide document not only the increasing number of incidents but the lack of response by school leaders to discipline students, denounce the bias that occurred, or use the incident to reaffirm school values.[2] With an increase in students making derogatory remarks directed toward immigrants, racial and religious minorities, LGBTQ youth, and young women, there is heightened polarization on school campuses and incivility in classrooms which in some cases is leading to schools becoming hostile environments for racial and religious minorities and other vulnerable groups.[3]

Such incidents are also occurring in San Mateo County.

For example, between January 2018 and September 2019 three incidents, including one hate crime, were all reported at Burlingame High School. These publicized incidents led the San Mateo County Civil Grand Jury to investigate whether high school districts and school administrators in the County are identifying and tracking hate incidents and, if so, how are they responding. To answer these questions, the Grand Jury surveyed principals of County public high schools and conducted interviews with personnel in the San Mateo Union High School District where the three above-referenced incidents of hate occurred. Finally, the Grand Jury wanted to know whether there are local initiatives that support school climate goals with practical ideas for deepening understanding about diversity, building community and developing skills for students, teachers, parents, and community members.

---

[1] 2018 Hate Crime Statistics," FBI Uniform Crime Reporting, accessed May 4, 2020. https://ucr.fbi.gov/hate-crime/2018/topic-pages/location-type.

[2] *Hate in Schools,* Southern Poverty Law Center, 2019. https://www.edweek.org/ew/projects/hate-in-schools.html.

[3] John Rogers, *Teaching and Learning in the Age of Trump: Increasing Stress and Hostility in American's High School*, UCLA's Institute of Democracy, Education, and Access, October 2017 Executive Summary V-V1.

The Grand Jury found:

- Of the 20 school principals responding to the Grand Jury's survey, only 16 incidents were reported over the past five years which could indicate either that County schools are not experiencing the rise in hate incidents noted nationwide or that teachers, administrators, and other staff as well as students are not reporting them.
- District policies on hate-motivated behavior lacked details regarding definitions, reporting, and district/school responses. None provided the information in plain language that would be more understandable to a general audience of students and parents/guardians.
- School administrators could not confirm whether students understood what constitutes a hate incident or inappropriate behaviors.
- After the three incidents at Burlingame High School, school and District administrators stated they did not believe such incidents reflected the dominant school culture. Yet, some students at the school expressed a belief that there was a lack of tolerance for minorities.
- Most schools offered programs that addressed school climate, although not all focused on addressing bias and hate.
- Local resources do exist. The San Mateo County Office of Education could be a resource through three existing programs. In addition, the Anti-Defamation League offers anti-bias and anti-bullying programming in the Bay Area specifically for schools.

The Grand Jury recommends the following:

- School districts should have clearly written anti-bias policies that ensure students are safe from harm, and that administrators are prepared to act swiftly and decisively to address all incidents of hate and bias when they occur.
- Since policies are often written to address specific legal requirements, additional materials should be (1) written in plain language that parents/guardians and students can understand,[4] (2) available in multiple languages, and (3) distributed to parents/guardians and students at least annually.
- Districts and school staff must be proactive in addressing hate-motivated conduct and the school climate regarding such issues.
- The San Mateo County Office of Education should:
    - work with the Coalition for Safe Schools and Communities to consider either expanding their scope of work or forming an additional group to focus on how schools address hate.
    - continue to include speakers to address hate incidents and speech in schools at its annual conference; and
    - have staff develop a plan to make its *Camp LEAD* program accessible to County high schools.
- District staff should work with staff at the Anti-Defamation League to bring its program, *No Place for Hate,* into their schools.

[4] Generally, it is recommended that materials for a general population be written at a 7th to 9th grade reading level.

## GLOSSARY

**Anti-Defamation League (ADL):** a leading anti-hate organization. Part of its mission is to provide educational programs and resources to confront bias and bigotry.

**Hate Crime:** a criminal act committed because of one or more of the following actual or perceived characteristic of the victim: disability, gender, nationality, race, ethnicity, religion, or sexual orientation.[5]

**Hate Incident:** a non-criminal action that is motivated by one or more of the actual or perceived characteristics of the victim as noted under the definition of a hate crime.

**Hate Speech:** abusive or threatening speech or writing that expresses prejudice against a particular group, based on the actual or perceived characteristics of the victim as noted under the definition of a hate crime. The U.S. Supreme Court has repeatedly ruled that hate speech is legally protected free speech under the First Amendment.

**Restorative Practices:** behaviors to achieve discipline through participatory learning and decision making. Restorative practices focus on repairing harm.[6]

**San Mateo County Office of Education (SMCOE):** provides instructional support to local education agencies in curriculum and instruction, assessment, instructional technology, program improvement, and preschool and child-care quality improvement.

**San Mateo Union High School District (SMUHSD**): serves 8,900 high school students from the communities of San Mateo, Burlingame, Foster City, Hillsborough, Millbrae, and San Bruno. The District has six comprehensive or traditional high schools[7] and a seventh designed to help students get on track academically while receiving emotional support and career preparation.

**School Climate:** is defined as the quality and character of school life and reflects the norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.[8]

## BACKGROUND

One cannot read newspapers or watch TV news and be unaware of incidents of hate occurring in the country and among our country's youth. In Wisconsin, male high school students, almost all

---

[5] California Penal Code, Chapter 1, 422.55.

[6] International Institute for Restorative Practices, https://www.iirp.edu/restorative-practices/defining-restorative/. An example of a Restorative Practice is bringing victims and offenders and their supporters together to address the wrongdoing.

[7] Schools are Aragon, Burlingame, Capuchino, Hillsdale Mills, and San Mateo High Schools.

[8] https://www.schoolclimate.org/about/our-approach

white, were seen giving a Nazi salute in a prom photo.[9] A six-second video resurfaced and went viral showing two sixth grade girls at an elite private school in blackface swinging their arms around like apes.[10] Incidents such as these are not only reported by national media including the New York Times,[11] CNN,[12] and NPR,[13] but also by local media including the *San Francisco Chronicle*,[14] *San Mateo Daily Journal*[15], KTVU Fox 2 in San Francisco[1617] and the *J. The Jewish News of Northern Californi*a.[18] Less sensational perhaps is the increase in hate speech in schools that may not gain media attention. Examples abound: a Latina student finds a note inside her backpack that says: Go Back to Mexico,[19] or students using the "N-word" in halls or flashing swastikas when teachers are not looking.[20]

The rise of hate incidents across the country and their impact on school climate has been noted by teachers. In 2018 the Southern Poverty Law Center (SPLC) documented a surge of such incidents involving race, ethnicity, religion, or sexual orientation in schools nationwide by monitoring incidents reported in the media and surveying educators around the country. Although in 2018 only 821 school-based incidents were reported in the media, according to the SPLC, 3,265 incidents were identified by 2,776 educators in the fall of 2018 alone. The teachers reporting incidents were two-thirds of those who responded to the SPLC survey. The SPLC found that most of the incidents witnessed by educators were not addressed by school leaders and in 57% of the incidents no student was disciplined. Furthermore, nine times out of 10 administrators failed to denounce the bias or reaffirm school values.[21]

---

9 Christina Maxouris, Eric Levenson, and Artemis Moshtaghian, "Wisconsin high schoolers posed last spring in an apparent Nazi salute. Now police are investigating," *CNN*, November 13, 2018. https://www.cnn.com/2018/11/12/us/baraboo-high-school-nazi-salute-trnd/index.html.

10 Nikita Stewart and Eliza Shapiro, "Blackface Video Has Elite New York Private School in an Uproar," *The New York Times*, January 20, 2019. https://www.nytimes.com/2019/01/20/nyregion/poly-prep-blackface-scandal.html.

11 Neil MacFarquhar, "Finding the Tools to Spot, and Fight, Intolerance in Schools," *The New York Times*, November 24, 2019.

12 Maxouris, Levenson, and Moshtaghian, "Wisconsin high schoolers posed last spring in an apparent Nazi salute. Now police are investigating."

13 Tovia Smith, "Fighting Hate in Schools," *NPR*, April 5, 2017. https://www.npr.org/sections/ed/2017/04/05/522718288/fighting-hate-in-schools.

14 Anna Bauman, "FBI: Hate crimes rose 58% in San Francisco as nationwide numbers level off*," San Francisco Chronicle*, November 15, 2019. https://www.sfchronicle.com/bayarea/article/FBI-Hate-crimes-rose-58-in-San-Francisco-as-14836371.php.

15 Priscilla Jin, "When Cheers can become disrespectful by Priscilla Jin," *The Daily Journal Archives*, February 9, 2018. https://www.smdailyjournal.com/arts_and_entertainment/when-cheers-can-become-disrespectful/article_21aa9384-0e01-11e8-986d-47fb7b3a0df7.htmls.

16 "Hate Crimes jump after election," *KTVU Fox 2*, published April 27, 2017. https:www.ktvu.com/new/hate crimes jump after election. .

17 Jesse Gary, "Police investigating 3 instances of hate crimes at a San Jose school district,". *KTVU Fox* 2, published March 3, 2020. https://www.ktvu.com/news/police-investigating-3-instances-of-hate-crimes-at-a-san-jose-school-district.

18 Gabe Stutman, "Hate Flyers posted at 'love your neighbor' Modesto church," J. The Jewish News of Northern California, November 1, 2019.

19 *Hate in Schools,* Southern Poverty Law Center.

20 Grand Jury interview.

21 *Hate in School,* Southern Poverty Law Center.

A 2017 survey by the University of California of 1,535 high school teachers from around the country found that almost 30% of teachers reported an increase in students making derogatory remarks directed toward immigrants, racial and religious minorities, LGBTQ youth and young women during class discussions compared to prior years. Twenty percent of teachers reported heightened polarization on school campuses and incivility in their classrooms. Researchers noted these factors led to some schools becoming hostile environments for racial and religious minorities and other vulnerable groups. Forty-three percent of teachers reported that student concerns about hot-button issues (e.g. immigration) impacted their ability to focus on lessons and attendance and some teachers even noted the effect on students' education and career goals.[22]

Statistics from the Federal Bureau of Investigations indicate that, in addition to hate incidents, hate crimes are occurring at K-12 schools, colleges and universities. In 2018, 7,120 crimes motivated by hate or bias toward a certain race, ethnicity, ancestry, religion, sexual orientation, disability, gender and/or gender identity were documented by law enforcement agencies.[23] Of these 9.2% took place at schools, the third most common location for these hate crimes.[24]

As news reports and studies indicate, hate incidents and crimes are occurring in schools, including those in San Mateo County.[25] It was the publication of an incident at Burlingame High School that prompted the 2019-2020 San Mateo Grand Jury to investigate how high school districts and school administrators in the County are identifying and responding to such incidents. To answer those questions, the Grand Jury (1) surveyed principals of County public high schools, (2) conducted interviews in the San Mateo Union High School District, selected because it was the school district in which three publicized incidents of hate recently occurred, and (3) interviewed staff at the County Office of Education and community leaders.

During the writing of this report there has been a national outcry, led by Black Lives Matter, over the deaths of Black Americans, including George Floyd, Breonna Taylor, and Rayshard Brooks (among others), by police. The protests have forced many to recognize the systemic racism in the country. Systemic racism impacts life in San Mateo County for residents and is of concern and possibly should be investigated by a future Grand Jury. Unfortunately, it was beyond the scope of this report to proceed with a broader investigation into such issues. Notwithstanding this fact, the Grand Jury believes focusing on how school staff address incidents of hate is important. Schools not only educate our youth, but they also build character and prepare students for life in a diverse nation.

---

22 *Teaching and Learning in the Age of Trump: Increasing Stress and Hostility in American's High School*, UCLA's Institute of Democracy, Education, and Access, October 2017.

23 2018 Hate Crime Statistics," FBI Uniform Crime Reporting, accessed May 4, 2020. https://ucr.fbi.gov/hate-crime/2018/topic-pages/incidents-and-offenses.

24 Ibid. https://ucr.fbi.gov/hate-crime/2018/topic-pages/location-type.

25 Logan Stoner, "Arrest Made in Burlingame High School Hate Crime," The Daily Journal, October 18, 2019.

## DISCUSSION

### Surveys

The Grand Jury surveyed high school principals in six County high school and unified school districts[26] to:

- Document the number of hate incidents staff identified;
- Document how schools addressed hate incidents;
- Gather policies and procedures addressing hate motivated behavior and school response;
- Identify whether hate incidents could be reported anonymously;
- Identify school activities to raise student and/or staff awareness about hate issues; and
- Investigate whether students understand what constitutes a hate incident.

The survey was sent to 23 high schools; 20 responses were received.[27] (See Appendix A for a copy of the survey.)

#### *Incidents and Reporting*

Nine of the 20 respondents to the survey documented at least one hate incident in the last five years for a total of 16 incidents. Four incidents involved the use of inappropriate language in on-line chats. Four other incidents were racially motivated while three were motivated by gender and two by anti-Semitism. Two of the 16 incidents reported were recorded by principals as *potential* hate crimes because of insufficient information and one was under investigation at the time of the survey.

Disciplinary actions taken by the schools in response to 11 of the 16 incidents included completion of district programs by the perpetrators as an alternative to suspensions, (e.g., a program on hate speech or tolerance), counseling support for both perpetrators and victims, meetings with parents, and suspensions. Details regarding three incidents will be discussed in detail later in this report.

Six of the incidents were reported by school administrators, six by teachers and four by students. Only one was reported anonymously. The paucity of student reporting is noteworthy in view of the fact that 15 schools identified mechanisms for students to report anonymously, using either an on-line application or a suggestion box.

#### *Policies*

Of the 20 high school principals responding to the Grand Jury survey, 19 reported there was a district policy on hate-motivated behavior.[28] Fifteen principals noted that policies were posted on school websites and distributed to students either as part of a student handbook or in a registration packet. However, only nine of the 20 principals reported that parents/guardians received the policies. It is possible that parents/guardians access this information through student

---

[26] Districts surveyed: Cabrillo Unified School District, Jefferson Union High School District, La Honda-Pescadero Unified School District, San Mateo Union High School District, Sequoia Union High School District, and South San Francisco Unified School District.

[27] Responses were not received from three of the five schools in the Jefferson High School District.

[28] Pescadero High School did not have a policy.

handbooks, although no principal noted this. Ten of the principals specifically noted that their policies are distributed to teachers annually, many as part of annual trainings. Only three school principals reported that staff discuss the policies with students at the start of either the academic year or the semester.[29]

Of the six districts, only one did not have a policy. All five policies reviewed by the Grand Jury affirmed the district's commitment to providing a safe learning and working environment free from discrimination and harassment. Policies urged students, teachers and staff to report hate-motivated incidents. However, four of the five policies only included general statements, lacking details regarding, for example, how a student could report an incident and how the district would address it. Possible consequences mentioned (without details) included counseling, guidance, support to students who are victims of hate-motivated behaviors, and the development of effective prevention strategies and response plans. Policies referenced State and federal laws and regulations without explanation.

In the Grand Jury's survey, principals were not asked to comment on the content of student handbooks. A review of three student handbooks (accessed on school websites), however, merely noted that students would be suspended or expelled for acts of hate.

In contrast to other districts' policies, San Mateo Union High School District's (SMUHSD) Policy Bulletin provides clear definitions and guidelines. For example, it provides a description of what constitutes a hate-motivated incident/crime and articulates administrative responsibilities both to prevent and respond to an incident. The policy also notes six preventive measures including the need to identify staff responsible for responding to and reporting an incident/crime and providing in-service training to ensure staff is familiar with and able to respond to hate motivated behaviors. The policy also includes student responsibilities such as reporting incidents in cases where they witness an incident or crime.

None of the policies specifically addressed hate speech. Although students retain First Amendment rights related to freedom of speech, school administrators can censor expression that will cause a substantial disruption of school activities or invade the rights of others.[30] None of the policies addressed what actions districts and/or schools would take to curtail hate speech or any student consequences that could apply.[31] In addition, the five policies reviewed by the Grand Jury did not address how districts or schools would respond to students anonymously targeted nor did they address how schools would address the student body if incidents occurred.

The Grand Jury did not specifically request that student dress code policies be sent, although SMUHSD provided a copy of its policy. The policy prohibits students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.[32] While

---

[29] Schools were Half Moon Bay High School, Sequoia High School, and Woodside High School.

[30] *Tinker v. Des Moines Independent Community School District et al.*, 393 U.S. 503 (1969).

[31] "Preventing Harassment and Protecting Free Speech in Schools," ACLU, accessed June 28, 2020. https://www.aclu.org/other/preventing-harassment-and-protecting-free-speech-school.

[32] SMUHSD Board Policy 5132.

District administrators believe it is "sufficiently broad to prohibit all 'hate speech,'"[33] it is unclear whether a dress code policy would be sufficient to address other forms of hate speech.

Only one school district's policy was translated into a language other than English (*i.e.*, Spanish).[34] It was not clear from the surveys if other districts translated their policies into Spanish or any other language spoken in the community. However, a review of a number of school websites indicated that, at least, some materials were available in languages other than English.[35]

Experts advise that materials for a general population should be written for someone with language proficiency between the 7th and 9th grade level particularly when material is introducing new terms and concepts or specialized subject matter.[36] [37] Because of the complex language (even in SMUHSD's policy) and legal references cited throughout the various districts' policies, the Grand Jury found the documents difficult to understand. Not surprisingly, it likely would be difficult for a parent/guardian or student to understand the policy documents.

*School Initiatives*

All principals who responded to the survey described activities or programs they had implemented to reinforce the messages of mutual respect and inclusivity; some specifically focused on issues of hate speech and bullying. The following list is illustrative of the kinds of activities/programs undertaken at different schools:[38]

- A poster campaign against the use of the "N-word".
- Campaigns such as "Kindness" and "Challenge Days"[39] to foster values of tolerance and helping the students to get in touch with their inner-selves.
- Speakers to present to the student body. Speakers included Minnie Jean King from the Little Rock segregation group,[40] and Holocaust survivors.

---

[33] Official written communication from SMUHSC District staff.

[34] Sequoia Union High School District Annual Notification of Parent or Guardian 2019-2020.

[35] For example, schools in SMUHSD had a link to Google Translate on its website and one school in the District posted a student handbook in Spanish.

[36] "What is Readability," Clear Language Group, accessed May 1, 2020. http://www.clearlanguagegroup.com/readability/.

[37] "Measuring Readability," Clear Language and Design, accessed May 1, 2020. http://clad.tccld.org/measuring-readability/#gradereading.

[38] Some schools listed programs that occurred in years prior to 2020. Others noted programs that occur annually.

[39] Challenge Day goes beyond traditional anti-bullying efforts, to build empathy and inspire a school-wide movement of compassion and positive change. Facilitators address some common issues seen in schools including cliques, gossip, rumors, negative judgments, teasing, harassment, isolation, stereotypes, intolerance, racism, sexism, bullying, violence, suicide, homophobia, hopelessness, apathy, and hidden pressures to create an image, achieve or live up to the expectations of others. https://www.challengeday.org/.

[40] The Little Rock Nine® Foundation was created to promote the ideals of justice and equality of opportunity for all. https://www.littlerock9.com/index.html

- Professional development for teachers presented by Anti-Defamation League (ADL)[41] staff who focused on scenarios teachers may encounter in the classroom or elsewhere on campus.
- Ethnic studies course as a part of the regular curriculum in lieu of Contemporary World Studies.
- Leadership training to address issues of race, religion (by Breaking Down the Walls), and sexual consent (by Real You Group).
- Police officers speaking on bullying and hate crimes at student assemblies.
- Social-emotional learning through students' monthly advisory classes in which teachers walk through scenarios with students, asking for their input about what they would do, as well as giving input to students regarding best practices within those scenarios in order to de-escalate situations or make the right choices.

None of the principals indicated that students and faculty participated in the following two local programs: San Mateo Office of Education's *Camp LEAD* (Leadership for Equity & Access District-Wide) or the Anti-Defamation League's *No Place for Hate*. Both will be discussed later in this report.

Despite efforts by school staff to sensitize students to the issues of hate incidents/crimes, it is not clear that students are aware of their school's policies. In response to a survey question specifically asking about students' awareness of these issues, most principals reiterated that school policies are in student handbooks. Only four principals reported that staff review these policies with students. Six principals noted that it was unclear whether students understand what constitutes a hate incident. This observation was shared by a San Mateo Office of Education staff member who noted a rise in hate-related incidents in County schools and acknowledged that students find it difficult to understand what inappropriate behaviors are.[42]

*Conclusions*

It is difficult to know from this Grand Jury survey whether County high schools are experiencing widespread incidents of hate as noted in the media. With only 16 incidents reported over the last five years, it could be that the pattern occurring in other communities does not occur here. Alternatively, teachers, principals and other school and district staff may not be documenting incidents. Regardless, it is not clear that parents/guardians and students understand school policies and it is questionable whether students understand what inappropriate behaviors are.

**San Mateo Union High School District (SMUHSD)**

The San Mateo Union High School District (SMUHSD) serves approximately 8,900 students from the communities of San Mateo, Burlingame, Foster City, Hillsborough, Millbrae, and San Bruno. The district has six comprehensive high schools.[43] The Grand Jury focused on SMUHSD

---

41 The Anti-Defamation League (ADL) is a leading anti-hate organization. More information on the ADL is presented later in this report.

42 Grand Jury interview.

43 "General Information," San Mateo High School District, accessed May 2, 2020. ttps://www.smuhsd.org/domain/55. The district also has a Middle College program in conjunction with the College of San Mateo, an alternative/continuation school, and an Adult School Program.

because of two documented incidents of hate and a hate crime that occurred between January 2018 and September 2019 at one of the District's schools, Burlingame High School.

***Three Incidents at Burlingame High School***

*Incident Number 1: Burlingame vs Mills Basketball Game January 12, 2*018

At a basketball game at Burlingame High School, Mills High School was up by 20 points. Perhaps not surprisingly, Burlingame fans were not cheering and some students from Mills started chanting, "We can't hear you." In response, a chant from dozens of Burlingame students, responded with "You can't see us," a racial insult aimed at students and players from a school with a 52% Asian student body.[44] Some of the Burlingame students chanting were "student leaders."[45]

According to media reports, Burlingame's principal intervened to stop the chant, although the reports did not indicate how long the chanting lasted. According to a Burlingame school reporter, many teachers addressed the insensitive chant the following week in classes.[46] According to school administration, the Principal met with the 70-85 members of the Student Council and individually with student leaders. Student Council representatives were asked to "report out" to students in individual classes. A statement was also read by the Principal on the school loudspeaker and teachers were asked to check in with their classes and as noted above, some teachers did hold class discussions about the incident.[47]

Notwithstanding the school administration's actions, it is not clear what impact those steps had on students. The Grand Jury interviewed at least one student who could not recall school administration undertaking such steps and believed that, even if such efforts were undertaken the incident called for greater action. The Grand Jury noted that even though the students who participated in the chanting were identified, they were not disciplined by school staff.[48] Some Burlingame student leaders wrote an apology to Mills students and did go to Mills High School to apologize and discuss ways to prevent such incidents in the future. Although Mills students appreciated the visit, Mill's staff indicated that follow-up would have been more impactful if the students who caused the harm participated in the restorative process.[49] District staff were not involved in addressing the incident.[50]

A Burlingame student of Asian descent responding to the incident at the time noted, "I have often heard racist 'jokes' and stereotypes being tossed around casually in conversations, not just about Asians but many other ethnic groups. Racism is a large problem that affects our campus,

---

[44] David Louie, "Burlingame students chant racially insensitive remark at basketball game," *ABC 7 News,* Monday February 12, 201. https://abc7news.com/burlingame-racist-chant-high-school-basketball-game/3073261/.

[45] Grand Jury interview.

[46] Priscilla Jin, "When Cheers can be disrespectful," *The Daily Journal Archives*, February 9, 2018. https://www.smdailyjournal.com/arts_and_entertainment/when-cheers-can-become-disrespectful/article_21aa9384-0e01-11e8-986d-47fb7b3a0df7.html.

[47] Official written communication from SMUHSC District staff.

[48] Grand Jury interview.

[49] Grand Jury interview.

[50] Grand Jury interview.

and we need to confront it."[51] An editorial in the school newspaper at the time noted, "We need to use this incident not merely as a lesson in poor judgement but as a starting point to move forward. We need to remember that words can have more power than we might foresee."[52] There was no additional follow up for students or staff.

*Incident Number 2: Swastika and "Fag" Written on a School Locker, April 18, 2019*
A Jewish student's gym locker was vandalized with anti-Semitic and homophobic language. In contrast to the previous incident, the perpetrator was never identified. Indeed, months after the incident administrative staff even wondered whether the student could have defaced his own locker.[53] Police were notified of the incident by the family the afternoon it occurred. Staff did follow-up with the student, who was the target of the incident. The incident was perceived by school staff as an isolated incident and was not publicly addressed although the targeted student approached school staff multiple times requesting further follow up. School staff did not believe the incident reflected the school's culture nor that it required a school-wide response. District staff indicated that it would be "inappropriate for school staff to comment on the actions of a single student."[54]

The family was dissatisfied with the school's response both immediately following the incident and months later. The family advocated for policy changes noting that the District policy and the Student Handbook did not address anonymous incidents of graffiti or hate speech nor did they address how school staff should respond to incidents that anonymously target a student.[55] District staff became involved and met with the family and clergy.

Students at the school did learn of the incident through an article in the school newspaper.[56] The article connected the incident to what the author stated was "a lack of tolerance for minorities at the school" and called for the administration to do more in the face of such an act. The student reporter went on to note that, "By remaining virtually silent about the issue, the administration has made its own statement about the well-being of students at Burlingame. The administration must assume its role and teach the students of Burlingame why anti-Semitic hate is so wrong in order to prevent situations like this from happening again." [57] This sentiment was echoed by the student whose locker had been defaced who noted that there were many instances of offensive language at the school directed at minority groups including Muslims, gay and lesbian students, and Asians. In the student's opinion, inappropriate language is perceived by school staff as verbal attacks on an individual and not a reflection of attitudes regarding a specific group. Yet, in his opinion, it does reflect a "toxic" school culture that warrants further response.[58]

---

[51] Supra, Note 31.

[52] Randall, "High School Seeks to Change Anti-Asian Incident into Teaching Moment", (post), AsAMNews, February 16, 2018. https://asamnews.com/2018/02/16/high-school-seeks-to-change-anti-asian-incident-into-teaching-moment/.

[53] Grand Jury interview.

[54] Supra, Note 47.

[55] Grand Jury interview.

[56] Ethan Gardner, "Anti-Semitism alive and well at Burlingame," *Burlingame B,* May 23, 2019. ttps://theburlingameb.org/2115/news/anti-semitic-incident/.

[57] Ibid.

[58] Grand Jury interview.

*Incident Number 3: A Hate Crime--Homophobic, Racist and anti-Semitic Graffiti at Burlingame High School, September 5, 2019*

In the early morning of September 5, 2019, grounds crew discovered spray-painted hate speech in approximately a dozen outdoor spaces at Burlingame High School that included anti-Semitic symbols and phrases including swastikas as well as racist and homophobic slurs. The graffiti was covered up before most students arrived at school. In early October, a former Burlingame student was arrested for the graffiti attack and charged with felony vandalism and hate crimes.

Unlike, the previous two incidents, this was a crime and in addition to police involvement, there were multiple responses by school and District staff, as well as involvement by community members and outside organizations. Responses included:

- Information was communicated to students via emails and school announcements during the day. The principal met with groups of concerned students and wellness counselors offered drop-in counseling.[59]
- A public forum was held in a school courtyard at lunch time the following week which was attended by hundreds of students who met to voice their concerns and feelings about the hate-motivated incident. Students wore red T-shirts or hoodies, the school color, in a display of "unity against hate." Banners were made which hung in heavily trafficked hallways.[60]
- Talking points were developed for teachers to use in discussions with students.[61]
- ADL staff provided a training for teachers and other school staff that included pictures of the graffiti, which "shocked" school staff since they had not realized how bad it had been.[62]
- Clergy and a former County supervisor met with the principal.[63]
- ADL staff met with a small group of parents.
- Staff revamped the traditional "rules talk" at the beginning of the 2019 school year to a "Commit to Connect" presentation for all students that included a section on interrupting-bias based on work from *Teaching Tolerance*[64] and the National Equity Project.[65]
- ADL staff presented at the Burlingame City Council to address the City Council on the growing issue of anti-Semitism and white supremacy.[66]

---

59 Grand Jury interview.

60 Gabe Stutman, "After spate of bigoted graffiti, Burlingame students hold day of 'unity against hate," *The J. The Jewish News of Northern California*, September 11, 2019.

61 Grand Jury interview.

62 Grand Jury interview.

63 Grand Jury interview.

64 Teaching Tolerance's mission is "to help teachers and schools educate children and youth to be active participants in a diverse democracy." https://www.tolerance.org/about.

65 National Equity Project provides equity-focused professional development for schools. https://nationalequityproject.org/.

66 Vlad Khaykin, "Presentation to the Burlingame City Council." Accessed April 29, 2020. https://sanfrancisco.adl.org/news/adl-presents-burlingame-city-counci/.

- In March a leadership seminar for 600 students, "*Breaking Down the Walls*,"[67] focused on making the school a more inclusive environment.[68]

District staff were involved in the response to this incident. District staff provided police with information that led to the arrest of the perpetrator. District staff met with faith leaders, law enforcement, school staff, District board members, and elected community officials.[69]
Even after three publicized incidents, Administrative staff in both the District and at Burlingame High School do not believe that the incidents reflect the dominant culture at the high school.[70] Yet, as comments by students in the student newspaper and other community newspapers indicate, this may not be how students perceive the school environment. Students describe the "N-word" being used constantly in class along with other offensive language. At least one student speculated that some students still do not understand that jokes making fun of groups and/or individuals are hurtful, or, for example, racist, or anti-Semitic.[71]

Of further note is the position of District staff – confirmed in correspondence with the Grand Jury – that the vandalism of the Jewish student's gym locker with a swastika and the word "Fag" did not require an official school-wide response because the perpetrator was "a single student." Such an approach by administrators appears more aligned with the interests of the perpetrator as opposed to the student communities which were targeted. More specifically, notwithstanding that the hate incident may have been the result of one person's actions, District staff's approach did not appear to take into account the impact that the vandalism – as well as the school or District's subsequent silence – may have on the school's Jewish or LGBTQ students.

Since two of the three incidents described were anti-Semitic, the Grand Jury interviewed local Jewish clergy to discuss what Jewish students conveyed to them about the atmosphere at local high schools. According to the rabbis interviewed, students reported incidents that occurred with some regularity. These included: anti-Semitic language and name calling, swastikas being drawn and flashed at them during classes, and coins being thrown at them. Jewish students do not believe that teachers are aware of these incidents nor do they believe teachers would help in addressing them. Even after the anti-Semitic graffiti defaced Burlingame High School, students were reluctant to report their occurrence believing that nothing would be done. One rabbi acknowledged that it is difficult for school administrators to respond to less dramatic incidents that, nonetheless, impact school climate at schools and lead to student stress.[72]

---

[67] *Breaking Down the Walls* is a program for high school students designed to unify, empower, and engage students to create a positive and supportive campus culture. It usually includes an all school assembly, student leader training, and workshops. https://www.learningforliving.com/breaking-down-the-walls.

[68] Grand Jury interview.

[69] Grand Jury interview.

[70] Grand Jury interview.

[71] Grand Jury interview.

[72] Grand Jury interview.

***District and School Programming Addressing School Climate***

As previously noted, there are six comprehensive high schools in the SMUHSD. The District Board and administrative staff set policies and annual goals and provide some unique resources to District schools. The following list highlights some of the District's unique efforts to address school climate:

- Implementation of mental health services;
- Implementation of a web-based hotline for anonymous reporting by students (although principals report little usage);
- Leading the development of an ethnic studies program which has been or will be implemented in district schools;
- Coordinating the implementation of restorative practices throughout the District; and
- Providing assistance in investigations of hate incidents/crimes and offering mediation by trained counselors for victims and assailants, restorative practices to address the harm done, or student education through on-line programs.[73]

Table 1 shows the racial/ethnic make-up of student bodies at the six high schools in the SMUHSD. It is evident that these schools have diverse student bodies with substantial percentages of Asian, Hispanic[74] and white students but only a small percentage of African Americans. There are also many families where English is not the primary language. One administrator reported that there are 30 languages spoken at the school.[75]

**Table 1**
**Count and Ethnicity of Students in SMUHSD Schools**
**2019-2020 School Year[76]**

| Ethnicity | Aragon | Burlingame | Capuchino | Hillsdale | Mills | San Mateo | Total SMUHSD |
|---|---|---|---|---|---|---|---|
| **Asian** | 499 (30%) | 352 (24%) | 241 (20%) | 314 (20%) | 657 (55%) | 466 (28%) | 2529 **29%** |
| **Black/African American** | 9 (1%) | 11 (1%) | 11 (1%) | 15 (1%) | 7 (1%) | 14 (1%) | 67 **1%** |
| **Hispanic** | 455 (27%) | 281 (9%) | 586 (49%) | 560 (35%) | 240 (20%) | 719 (43%) | 2841 **32%** |
| **Multiple** | 198 (12%) | 146 (10%) | 99 (8%) | 159 (10%) | 108 (9%) | 120 (7%) | 830 **9%** |
| **Native American** | 4 (0%) | 5 (0%) | 1 (0%) | 4 (0%) | 3 (0%) | 1 (0%) | 18 **0%** |
| **Pacific Islander** | 51( 3%) | 4 (0%) | 47 (4%) | 15 (1%) | 30 (2%) | 28 (12%) | 175 **2%** |
| **White** | 464 (28%) | 695 (47%) | 203 (7%) | 543 (34%) | 157 (13%) | 316 (19%) | 2378 **27%** |

[73] Grand Jury interview.

[74] The term Hispanic is used since that is the term used in the District's records. Latinx is now often used to describe individuals in the United States who have Latin American roots.

[75] Grand Jury interview.

[76] Data provided by the San Mateo Union High School District.

School administrators have much flexibility in how schools are organized, and the programming offered as it relates to school climate. Although all administrators are concerned with school climate, not all have focused on the impact of hate incidents or biases on their students. The following summarizes the programming at the six District schools.

At San Mateo High School with a substantial low-income student population (i.e. 43% of students are eligible for the free or reduced lunch program),[77] a school administrator noted incidents related to gangs but none to anti-Semitism, gender, or hate speech and no specific programming addressed either school climate or hate incidents.

School administrators at Mills and Aragon High Schools described their schools' implementation of on-going efforts to address bias and gaps in the education of students of color. Examples of programs implemented[78] include:

- Participation in the United Against Hate coalition and an organized week of student activities (in November 2019) that included in-class lessons on the ADL's Pyramid of Hate (See Appendix B), portrait sessions with anti-hate messaging, an interfaith panel of local leaders on anti-hate messaging, and an after school film screening of the movie *The Hate U Give*;
- On-campus displays of student posters and artwork advocating for a safe and welcoming environment for all types of students. Posters and artwork include rainbow flags, safe space stickers, and posters from *Teaching Tolerance*;[79]
- Exploring teacher bias through optional staff summer reading of *White Fragility*: *Why It's So Hard for White People to Talk About Racism* by Robin Diangelo with follow-up discussions planned for the fall;
- Focus on student use of inappropriate language with:
    - a speaker from Little Rock Nine Foundation[80] addressing students regarding the use of language;
    - teacher training focusing on humanizing language with discussions to address how teachers can educate their students about the use of language; and
- Challenge Days, organized by a national organization, featuring experts to facilitate workshops designed to support emotional well-being, building connection, resiliency and healing.[81]

An administrator at Burlingame High School noted that the school (following the September 2019 hate crime incident previously described) revamped the school's traditional "rules talk" to a "Commit to Connect" presentation to all students. This included a section on interrupting-bias based on work from Teaching Tolerance and the National Equity Project. Teachers and

---

77 Grand Jury interview.

78 Based on Grand Jury interviews.

79 Teaching Tolerance is a project of the Southern Poverty Law Center to provide resources for teachers that help create civil and inclusive school communities with an emphasis on social justice and anti-bias. https://www.tolerance.org/about.

80 Supra, note 29.

81 Supra, note 28.

administrative staff also participated in training with the ADL and focused on scenarios teachers may encounter in the classroom or elsewhere on campus.

An administrator at Capuchino High School emphasized school climate, although programming does not specifically focus on incidents of hate. Programming includes[82]:

- Training for administrators and teachers on restorative practices;
- Implementation of *Multi-Tiered System of Support*;[83]
- Training for incoming 9th graders at the start of the 2019 school year on creating cultures of "connection and empathy;" [84]
- "Success Talks" by administrative staff at the start of the school year to discuss a variety of topics and a plan for the 2020-2021 school year to include hate speech, and toxic masculinity; and
- A program on rape awareness and consent[85] to be implemented in 2020.

Hillsdale High School is organized into "Houses" of 110 students with four teachers assigned in each House for the students' first two years. Students in the 9th and 10th grades attend all classes with members of their House, although students move to new Houses for 11th and 12th grades and no longer attend all classes together. One administrator interviewed believes the House model is responsible for the fact the school ranked in the 99th percentile in school climate in a recent statewide survey since it allows students who would not normally mix or meet to be educated together. Teachers serve as group advisers, meet daily with students and discuss community building, race, gender and sexual orientation. Topics regarding justice and equity are discussed through the curriculum, and ethnic studies is now a core component for all students. Special programs about stereotyping and healthy partnerships through One Love are provided to 11th and 12th graders.[86]

Notwithstanding the foregoing description, a school administrator at Hillsdale noted a number of hate incidents, not reported on the written survey previously discussed, that occurred at the school. In one instance a swastika and offensive language were written on a restroom wall. Students in an English class studying *Othello* came to class in blackface. Some students in attendance were offended and the teacher engaged the class in a discussion, but no further action was taken. The administrator also noted that offensive language is an issue and was unsure whether to categorize some incidents that involve race, gender, sexual orientation, ethnicity as hate incidents or "student disagreements," noting that such incidents "touched the edges of hate."[87] The difficulty this administrator expressed in identifying hate incidents likely leads to underreporting.

---

82 Grand Jury interview.

83 Multi-Tiered System of Support (MTSS) is a comprehensive framework used to provide targeted support for all learners. https://www.kickboardforschools.com/blog/post/rti-response-to-intervention/what-is-multi-tiered-system-of-support-mtss/.

84 https://keithhawkins.com/experiences/high-school

85 https://www.rapetraumaservices.org/

86 One Love Foundation One Love educates young people about healthy and unhealthy relationships, empowering them to identify and avoid abuse and learn how to love better. https://www.joinonelove.org/.

87 Grand Jury interview.

Some of the programming described involved one-time workshops or presentations while others involved curriculum innovations. It is worth noting that during interviews, the administrators at the five other schools were asked whether their schools used the graffiti incident at Burlingame High School in the fall as a "teachable" event to reinforce messages of inclusivity and respect. None had, thereby missing an opportunity to address hate in their schools.

**San Mateo County Office of Education: Resources (SMCOE) Addressing School Climate**
The SMCOE has initiatives to serve the unique needs of public education in San Mateo County. The Office could be a resource to address hate in schools through three programs.

- The *Coalition for Safe Schools and Communities* is a collaborative multi-agency group staffed by six SMCOE staff including the County Superintendent and the Deputy Superintendent for Student Services. The Coalition was formed in 2013 following the shooting at Sandy Hook Elementary School in Newtown, Connecticut. The Coalition, in part, addresses the safety needs, emergency response to threats and mental health needs of schools and County youth.

  To the extent that the SMCOE desires to expand its current focus, it could work with the Coalition for Safe Schools and Communities to consider either expanding its scope of work or forming an additional group to focus on how schools address hate. Surveys of teachers (cited earlier in this report) note that such incidents result in hostile environments for racial and religious minorities and as the Anti-Defamation League describes in its "Pyramid of Hate" (see below), such incidents can escalate to severe acts including vandalism and even violence.

- *Respect!24/7* is a once-a-year conference for educators and school staff launched by the SMCOE as an anti-bullying and civility initiative following a San Mateo Grand Jury report[88] that investigated anti-bullying policies at schools. The conference has broadened its scope to address diverse issues such as cyberbullying, digital citizenship, LGBTQ and gender identity[89] with a positive focus on respect. The 2019 conference included sessions offered by the ADL staff and a presentation focused on the importance of the "student voice." SMCOE should be commended for their initiative and should continue to offer workshops that focus on hate incidents and hate speech at their annual conferences.

- *Camp LEAD* (Leadership for Equity & Access District-Wide) engages students over three days in a series of activities designed to improve understanding and respect between students and foster leadership development. As described by SMCOE staff it is often a transformative event for students as they engage in self-reflection and discussions to build community with other students and adults at the camp. The first two camps in the County were offered during the summer of 2019. Usually a diverse group of students and

88 "Bullying within the County School Districts: A Survey of Policy within San Mateo County School Districts," 2010-2011 San Mateo County Civil Grand Jury.

89 https://www.smcoe.org/for-schools/safe-and-supportive-schools/school-climate.html. Accessed July 15, 2020.

staff participate from a school. Neither the principals responding to the Grand Jury survey nor the administrators interviewed were aware of *Camp LEAD*.

**Community Resources: The Anti-Defamation Leagues *No Place for Hate* School Program**
The ADL is a leading anti-hate organization that was founded in 1913. Initially founded to counter a rising climate of anti-Semitism, today it fights anti-Semitism and all forms of hate. The ADL's "Pyramid of Hate" (See Appendix B) shows the growing complexity of behaviors of hate. At the base are biased attitudes such as stereotyping and insensitive remarks such as name-calling, and bullying. If these behaviors are tolerated, they can lead to progressively more severe acts of discrimination and bias motivated violence including vandalism and desecration, actions higher up the pyramid. At the apex is genocide.

ADL staff work with schools and community partners to support school climate goals with practical ideas for deepening understanding about diversity, building community and developing skills for students, teachers, parents, and community members. Over 40 schools in the Bay Area in 2018-2019 were designated *No Place for Hate* sites by incorporating anti-bias and anti-bullying programming throughout the school. No County school was among the 40.[90]

## FINDINGS

*Surveys*

F1. Of 20 high school principals who responded to a Grand Jury survey, nine documented at least one hate incident/crime in the last five years for a total of 16 incidents. The low number of incidents reported could indicate either that County schools are not experiencing the rise in hate incidents documented by teachers nationwide, or that administrators, teachers, and students in the County are not identifying, documenting, or otherwise reporting such incidents.

F2. Of 16 hate incidents reported by principals that occurred since 2015, 12 were reported by teachers or staff. Only four were reported by students and of these only one was reported anonymously even though 15 of the 20 schools responding to the survey have mechanisms for anonymous reporting.

F3. Based on responses from 19 of the 20 principals responding to the Grand Jury survey, five of the six County high school districts had policies concerning how the districts will address hate-motivated behavior. Only one district, with one high school, did not have a policy. The following are characteristics of those policies:

- Policies affirm districts' commitment to providing a safe learning and working environment free from discrimination and harassment;
- Except for one, policies do not provide clear definitions and guidelines;
- Policies are generally only available in English;
- Policies use technical and legal language and are not written for a general audience at the 7th to 9th grade reading level; and

90 https://sanfrancisco.adl.org/initiatives/no-place-for-hate-5/. Accessed March 3, 2020.

- None of the policies addressed hate speech or incidents anonymously targeted at a student.

F4. The San Mateo Union High School District's policy was the most comprehensive, but it lacked information regarding how schools should deal with anonymous incidents or hate speech although the District's dress code policy prohibits students from wearing clothing with hate speech.

F5. All school principals described activities to reinforce the messages of mutual respect and inclusivity. None cited *Camp LEAD* or were involved in the Anti-Defamation League's *No Place for Hate* school program.

F6. Despite efforts by schools to sensitize students to the issues of hate incidents and crimes, it was unclear whether students are aware of school policies or even if they understand what constitutes a hate incident or crime.

*Burlingame High School*

F7. Two incidents of hate and one hate crime reported in local media occurred on the campus of Burlingame High School between January 2018 and September 2019.

F8. Staff at Burlingame High School did not use the two hate incidents that had occurred to denounce bias or reaffirm school values on a school-wide basis.

F9. Following the hate crime at Burlingame High School, the school and District staff responded by involving students, community members and organizations including clergy, police and the Anti-Defamation League.

F10. After three incidents, administrative staff do not believe the incidents reflect the dominant culture of the school, although at least some students believe there is a lack of tolerance for minorities.

*San Mateo Union High School District*

F11. Of the schools in the District, school administrators reported programs to address school climate, although only two offered specific programming to address bias and hate.

F12. None of the other five schools in the District used the September 2019 incident at Burlingame High School to address bias or to discuss hate incidents/crimes.

F13. There is much variability in school programming that includes on-going efforts versus one-time programs to address school climate.

*Community Resource*s

F14. The San Mateo Office of Education could be a resource for school districts to develop their policies to address hate incidents and hate crimes and for addressing such incidents at schools through three existing COE programs: the *Coalition for Safe Schools* and *Communities, Respect!24/7*, and *Camp LEAD*.

F15. The Anti-Defamation League offers a program, *No Place for Hate*, to support school climate goals with ideas for deepening understanding about diversity, building community and developing skills for students, teachers, parents, and community members. During the 2018-19 school year, 40 Bay Area schools participated in the ADL program, although none from the County.

## RECOMMENDATIONS

The Grand Jury recognizes that the pandemic and school closures have put enormous strains on districts and schools. Nevertheless, the Grand Jury recommends that districts and schools address the issue of hate in schools by undertaking the following:

R1. By the beginning of the 2021-22 school year, all high schools and unified school districts need clear anti-bias policies to ensure that students are safe from harm, and that administrators are prepared to act swiftly and decisively to address all incidents of hate and bias when they occur, and to proactively foster an inclusive school climate. Policies should include:
- Definitions of hate-motivated incidents and crimes, and hate speech;
- District and school responsibilities for:
  - Preventive measures;
  - Immediate response;
  - Information on how to specifically address hate speech and anonymous incidents targeted at a specific student;
  - Guidance on how to respond after an incident has occurred that includes (1) how to communicate empathy, reconciliation and support to those who have been harmed; (2) communication to students and families directly affected; and (3) how to communicate with the student body in order to reinforce messages of inclusivity and respect;
  - Information on how students will be educated about hate crimes, hate incidents and hate speech at least annually;
  - Disciplinary actions that could result from an incident; and
  - Student responsibilities to report incidents.

R2. New materials should be written for parents/guardians and students at a 7$^{th}$ to 9$^{th}$ grade reading level, available in multiple languages, and distributed to them in print, in student handbooks and on school websites. This should be completed by the beginning of the 2021-22 school year.

R3. During the first quarter of the 2020-21 school year, to be more proactive in addressing school climate regarding hate, districts should take steps to ensure that:
- School administrators and/or teachers meet with small, diverse groups of students to understand from their perspective, the school climate and incidents of hate that may go either unnoticed by teachers and staff or unreported.
- At the start of each school year, students should not only receive written information, but presentations should be arranged to inform students about what constitutes a hate

incident/crime, anonymous reporting, and the follow up that will occur if an incident is reported.
- Students in a leadership position should be required to undergo some training regarding school climate and student volunteers should be trained to provide peer counseling and presentations to groups of students regarding hate incidents and understanding diverse cultures.

R4. By the beginning of the 2021-22 school year, the San Mateo County Office of Education should:
- Work with the Coalition for Safe Schools and Communities to consider either expanding their scope of work or forming an additional group to focus on how schools address hate.
- Continue to include information at *Respect!24/7* conferences on hate incidents and hate speech by bringing in experts to address attendees.
- Have the Coordinator of School Climate develop a written plan on how to bring the *Camp LEAD* program to District High Schools and consider how to make it more accessible during the school year.

R5. The SMUHSD should work with the ADL to bring its program, *No Place for Hate*, to at least one school in the District starting in the 2021-2022 school year as a pilot for roll-out to other schools in the District.

## REQUEST FOR RESPONSES

Pursuant to Penal Code Section 933.05, the Grand Jury requests responses as follows:

From the governing bodies of:
- Cabrillo Unified School District – R1, R2, R3
- Jefferson Union High School District – R1, R2, R3
- La Honda-Pescadero Unified School District – R1, R2, R3
- San Mateo Union High School District – R1, R2, R3, and R5
- Sequoia Union High School District – R1, R2, R3
- South San Francisco Unified School District– R1, R2, R3

Superintendent of Schools, San Mateo County Office of Education – R4

The school boards of the district indicated above should be aware that the comment or response of the governing body must be conducted subject to the notice, agenda, and open meeting requirements of the Brown Act.

## METHODOLOGY

Information contained in this report is based upon the following:

- Surveys of public high school principals in the County
- 17 interviews including staff from the San Mateo Union High School District, the County Office of Education, the Anti-Defamation League, and clergy.
- Review of district policies and procedures.
- Information from newspaper articles and Internet sites.

Reports issued by the Civil Grand Jury do not identify individuals interviewed. Penal Code Section 929 requires that reports of the Grand Jury not contain the name of any person or facts leading to the identity of any person who provides information to the Civil Grand Jury.

## BIBLIOGRAPHY

*Hate in Schools,* Southern Poverty Law Center, 2019. https://www.edweek.org/ew/projects/hate-in-schools.html.

John Rogers, *Teaching and Learning in the Age of Trump: Increasing Stress and Hostility in American's High School*, UCLA's Institute of Democracy, Education, and Access, October 2017.

## APPENDIX A

Example of survey sent to high school principals.

## Hate Incidents in San Mateo County High Schools Survey
## 2019-2020 San Mateo County Civil Grand Jury
## Confidential

**School:** **Half Moon Bay High School**

| | |
|---|---|
| **1. Does your school have a policy that specifically addresses "hate incidents"? If yes, please answer the following:** | |
| a. When was the policy first developed? | |
| b. When was the policy last revised? | |
| c. How is the policy distributed to staff, students, and parents? | |
| d. How often is the policy circulated or recirculated? | |
| e. Does the policy include a clear protocol for reporting and responding to hate incidents? | |
| f. Please attach a copy of your policy and all previous revisions. | |
| **2. If you do not have a policy that describes a clear protocol for reporting, has staff been informed how to report hate incidents including the inappropriate use of language by students (whether in classrooms, athletic events, or hallways)?** | |
| a. How has staff been informed of the protocol? | |
| b. Please attach any documents that describe the protocol for reporting such incidents. | |
| **3. Can students report an incident anonymously? If yes, please answer the following:** | |
| a. How does a student report anonymously? | |
| b. Who reviews the reports? | |
| c. What is your school's process for investigating such incidents? | |
| **4. Have there been any reported hate incidents at your school in the past five years? If yes, please answer the following:** | |
| a. What was the date of the incident? | |
| b. What was the date of the report? | |

| | |
|---|---|
| c. What was the reported basis for the incident (i.e., race, religion, sexual orientation, disability or transgender identity)? | |
| d. Who reported the incident(s)? Was the reporting party a staff member or student? | |
| e. Who reviewed the incident(s)? | |
| f. How was the incident(s) addressed? | |
| g. When was the matter closed or resolved? | |
| **5. Has your school implemented any programs to address the overall school environment in order to promote a physically and emotionally safe environment? This could include, for example, the use of consultant, specifically developed curriculum, San Mateo Office of Education programs. If yes, please describe. When was the last time the program took place at your school?** | |
| | |
| **6. Have teachers or administrative staff met with groups of students to assess their perceptions of the school environment. If yes,** | |
| a. When was the last time these meetings occurred? | |
| b. Are students aware of what constitutes a hate incident? | |
| c. At these meetings, did any student report either being the target of a hate incident or knowing about a hate incident that occurred at school? | |

**Please email your responses to grandjury@sanmateocourt.org no later than February 10, 2020.**

## APPENDIX B

# ADL / PYRAMID OF HATE

The *Pyramid* shows biased behaviors, growing in complexity from the bottom to the top. Although the behaviors at each level negatively impact individuals and groups, as one moves up the pyramid, the behaviors have more life-threatening consequences. Like a pyramid, the upper levels are supported by the lower levels. If people or institutions treat behaviors on the lower levels as being acceptable or "normal," it results in the behaviors at the next level becoming more accepted. In response to the questions of the world community about where the hate of genocide comes from, the *Pyramid of Hate* demonstrates that the hate of genocide is built upon the acceptance of behaviors described in the lower levels of the pyramid.




© 2018 Anti-Defamation League

Issued: September 24, 2020

# 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 12, 2020
**TO:** Members of the Governing Board
**FROM:** Sean McPhetridge, Ed.D., Superintendent
**CATEGORY:** Action
**ITEM TITLE:** Approve Response to the Grand Jury Report: *"Ransomware: It Is Not Enough To Think You Are Protected."*

## BACKGROUND INFORMATION

The 2019-20 Grand Jury of the Superior Court of California, County of San Mateo, filed a report recently which contains numerous findings and recommendations pertaining to the Cabrillo Unified School District regarding how San Mateo County public agencies should work to prevent ransomware and improve organizational cybersecurity.

## REPORT/PROPOSAL

School districts in San Mateo County are now required to notify their respective Governing Boards of this report, to accept and respond to the findings of the Grand Jury as they relate to the Cabrillo Unified School District, and to seek approval from the Governing Board for response. CUSD staff have begun conducting an internal review as required by the Grand Jury Report after also participating last year in an institutional audit conducted with the assistance of San Mateo County Office of Education to help CUSD improve in its risk management in this regard. CUSD staff aim to follow the recommendations by the timeline listed, and staff now seek approval of our response.

## FINANCIAL IMPACT

There is no financial impact to the General Fund.

## RECOMMENDATION

Approve Response to the Grand Jury Report: *"Ransomware: It Is Not Enough To Think You Are Protected."*

# 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


November 13, 2020

*Via Email (grandjury@sanmateocourt.org)*

The Honorable Danny Y. Chou
Judge of the Superior Court
c/o Jenarda Dubois
Hall of Justice
400 County Center; 2nd Floor
Redwood City, California 94063-1655

*Re: Response to the 2019-2020 Grand Jury Report entitled "Ransomware: It Is Not Enough To Think You Are Protected."*

Dear Judge Chou:

The Cabrillo Unified School District (the "District") has received and reviewed the 2019-2020 Grand Jury Report entitled "Ransomware: It Is Not Enough To Think You Are Protected." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code.

Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District's Board approved these responses, on November 12, 2020.

***Findings:***

1. *Ransomware is a real and growing threat to public entities including those in San Mateo County.*

The District agrees with this Finding.

2. *Across the country, local governments and schools represent 12% of all Ransomware attacks.*

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

3. *The direct and indirect costs of Ransomware can be significant.*

The District agrees with this Finding.

4. *Cybersecurity reviews and assessments, and an updated, well-executed Cybersecurity plan, are critical components of IT security strategy.*

The District agrees with this Finding.

5. *A comprehensive Cybersecurity plan should include, at a minimum, information concerning prevention steps, spam and malware software, and backups and full recovery testing.*

The District agrees with this Finding.

6. *The identification of phishing attempts, including the use of spam filters, is an important component to protecting an IT system from Ransomware attacks.*

The District agrees with this Finding.

7. *Testing a full restore of a server to ensure that backups are reliable should be undertaken regularly as part an entity's backup plan to recover lost information.*

The District lacks information to fully agree or disagree with this Finding given that it did not conduct the research related to this Report. The District, however, accepts the Grand Jury's Finding for the purposes of this Response. Please note IT staff in CUSD currently maintain redundant servers at geographically disbursed locations, allowing the District to perform selective server restores of user data as part of our backup plan to recover lost information.

8. *Training of new employees, and the recurring training of existing employees, is an important component of defense against Ransomware.*

The District agrees with this Finding.

***Recommendations:***

*Each of the governmental entities in San Mateo County with an IT department or IT function (whether in-house, handled by another government unit or outsourced to a private enterprise) as listed in Appendix F, should by November 30, 2020, make a request for a report from their IT organization that addresses the concerns identified in the report, specifically:*

1. *System Security (Firewalls, Anti-malware/Antivirus software, use of subnets, strong password policies, updating/patching regularly)*
2. *Backup & Recovery (In the event of an attack, can you shut down your system quickly? What is being backed up, how it is being backed up, when are backups run, and where are the backups being stored? Have backups been tested? Can you fully restore a Server from a backup?)*
3. *Prevention (turning on email filtering, setting up message rules to warn users, providing employee training on phishing and providing a reporting system to flag suspect content)*

The District implemented this Recommendation on October 21, 2020 by directing the District's IT Department to prepare a confidential report addressing concerns specifically identified above.

1. *These confidential internal reports should be provided to the governing body by June 30, 2021. This report should describe what actions have already been taken and which will be given timely consideration for future enhancements to the existing cybersecurity plan.*

The District intends to implement this Recommendation, provided that the District may require an extension of time (not to exceed six months) beyond June 30, 2021 depending on the scope, complexity, and feasibility of any recommended actions and/or enhancements.

2. *Given the results of their internal reports, governmental entities may choose to request further guidance by means of a Cybersecurity review from the U.S. Department of Homeland Security and/or a cyber hygiene assessment from the County Controller's Office.*

The District will implement this Recommendation if warranted and appropriate based on the results of the District's confidential internal report.

3. *Given the results of their internal reports, governmental entities may choose to ask their IT departments to review their own Cybersecurity Plan with the detailed template provided by the FCC's Cybersecurity Planning Guide and consider customizing it using FCC's Create Custom Cybersecurity Planning Guide tool (see footnote 52).*

The District will implement this Recommendation if warranted and appropriate based on the results of the District's confidential internal report. Meanwhile, please know CUSD has already developed a training to review cybersecurity protocols with employees in our organization.

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

Sincerely,

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

Superior Court of California, County of San Mateo
Hall of Justice and Records
400 County Center
Redwood City, CA 94063-1655

NEAL TANIGUCHI
COURT EXECUTIVE OFFICER
CLERK & JURY COMMISSIONER

(650) 261-5066
FAX (650) 261-5147
www.sanmateocourt.org

October 7, 2020

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

Re: Grand Jury Report: "Ransomware: It Is Not Enough To Think You Are Protected"

Dear Governing Board Members:

The 2019-2020 Grand Jury filed a report on October 7, 2020 which contains findings and recommendations pertaining to your agency. Your agency must submit comments, within 90 days, to the Hon. Danny Y. Chou. Your agency's response is due no later than January 5, 2021. **Please note that the response should indicate that it was approved by your governing body at a public meeting.**

For all findings, your responding agency shall indicate one of the following:

1. The respondent agrees with the finding.

2. The respondent disagrees wholly or partially with the finding, in which case the response shall specify the portion of the finding that is disputed and shall include an explanation of the reasons therefore.

Additionally, as to each Grand Jury recommendation, your responding agency shall report one of the following actions:

1. The recommendation has been implemented, with a summary regarding the implemented action.

2. The recommendation has not yet been implemented, but will be implemented in the future, with a time frame for implementation.

3. The recommendation requires further analysis, with an explanation and the scope and parameters of an analysis or study, and a time frame for the matter to be prepared for discussion by the officer or director of the agency or department being investigated or reviewed, including the governing body of the public agency when applicable. This time frame shall not exceed six months from the date of publication of the Grand Jury report.

4. The recommendation will not be implemented because it is not warranted or reasonable, with an explanation therefore.

**Please submit your responses in all of the following ways:**

1. **Responses to be placed on file with the Clerk of the Court by the Court Executive Office.**

   - **Prepare original on your agency's letterhead, indicate the date of the public meeting that your governing body approved the response address and mail to Judge Chou.**

**Hon. Danny Y. Chou**
**Judge of the Superior Court**
**c/o Jenarda Dubois**
**Hall of Justice**
**400 County Center; 2nd Floor**
**Redwood City, CA 94063-1655.**

2. **Responses to be placed at the Grand Jury website.**

   - **Copy response and send by e-mail to:** grandjury@sanmateocourt.org. **(Insert agency name if it is not indicated at the top of your response.)**

3. **Responses to be placed with the clerk of your agency.**

   - **File a copy of the response directly with the clerk of your agency. Do not send this copy to the Court.**

For up to 45 days after the end of the term, the foreperson and the foreperson's designees are available to clarify the recommendations of the report. To reach the foreperson, please call the Grand Jury Clerk at (650) 261-5066.

If you have any questions regarding these procedures, please do not hesitate to contact Paul Okada, Chief Deputy County Counsel, at (650) 363-4761.

Very truly yours,

Neal Taniguchi
Court Executive Officer

Enclosure

cc: Hon. Danny Y. Chou
Paul Okada

Information Copy: Superintendent

# Ransomware:
# It Is Not Enough To Think You Are Protected

## ISSUE

City and county government computer systems are at risk of Ransomware attacks. Are adequate measures being taken by local government agencies to mitigate the risks and provide recovery options?

## SUMMARY

Ransomware has already hit many governmental Information Technology (IT) systems in San Mateo County. In December 2019 the Grand Jury sent an online survey to all 68 public entities in San Mateo County,[1] received 37 survey responses (a 54% response rate), and interviewed several responders including one IT Manager (who had refused to respond to the survey for fear of being successfully attacked once again), for a total of 38 responses via survey and interview. More than 25% (10 of 38) of the public entities responding to the Grand Jury reported that they have been a victim of one or more Ransomware attacks. More concerning is the certainty that there will be more attempts to violate the integrity of our local governments' electronic infrastructure.

This report is intended to present "best practices" in developing a Cybersecurity strategy, then implementing and testing that plan. It addresses actions that can be taken (and have been taken, in some cases) in order to guard against Ransomware attacks, recover from an attack and the additional measures that can be taken to reduce the possibility of an attack. However, it is not an exposé with details of potential system weaknesses, in light of the need for Cybersecurity strategies and practices to be highly confidential. As such, this report walks the line between providing an informed discussion of potential concerns without providing a road map of how to breach public government IT systems.

The single largest exposure every organization has to cyber-thieves is phishing, the illegal practice of sending legitimate-looking emails to an organization's employees. These emails may contain malware or links that, when clicked, infect the computer with a virus that can spread to the entire information systems network.

Although many email software programs include some level of protection against Ransomware attacks, such protections require customization and activation, and it is not clear that local public entity IT departments are undertaking these necessary customization and activation steps. In addition, training for new employees and recurring training for existing employees is critical to dramatically reducing the probability of a Ransomware infection. In some agencies, it appears

[1] See Appendix F: Public Entities in San Mateo County (Cities, County, School Districts, Special Districts)

that only limited training is provided for new employees with little or no recurring training provided for current employees.[2]

Ransomware and other malware attacks are a test to an organization's backup and restoration procedures.[3] The Grand Jury found that none of the survey responders has actually performed a full restore as a test of their backup process. However, without adequate testing, backups do not provide sufficient protection.

Rigorous preparation for an attack is essential if fast and full recovery is desired and the payment of a ransom is to be avoided. There are several significant steps that local public entities should take to improve their defenses, their ability to detect incursions, and their responses to Ransomware attacks. These steps include:

- Using firewalls to protect internal environments from breaches;
- Using malware detection software to monitor incoming emails and network activity;
- Ensuring that users are educated and tested to learn what to watch for and avoid, especially in emails;
- Developing and fully testing a thorough backup and restore strategy to enable a complete recovery from an attack;
- Putting in place internal controls such as subnets, which require departmental authorization to access other department's data or programs.

In addition, cloud hosting should be considered for email and certain applications to reduce the success of Malware and Ransomware attacks on information systems infrastructure.

While all attacks are malicious in terms of time and potential data loss, in the case of Ransomware (or worse, Ransomware 2.0 that also infects backup data) the financial cost of paying the ransom in order to remove the infection and restore a data system can be significant. Alternatively, if the decision is to not pay the ransom but to attempt to recover from the infection manually, the direct and indirect costs could be considerably more.

This report is directed to the governing bodies of government entities in San Mateo County urging them to have their IT staff confidentially and urgently assess their respective Ransomware protection strategies and training and then move with all deliberate speed to address any shortcomings in their Cybersecurity programs.

## GLOSSARY

CLOUD COMPUTING
Cloud computing is the delivery of on-demand computing services -- from applications to storage and processing power -- typically over the internet and on a pay-as-you-go basis. Rather than owning their own computing infrastructure or data centers, companies can rent access to

---

[2] Grand Jury interviews

[3] Epicor Corporation, *Protecting Yourself From Ransomware*, January 2020

anything from applications to storage from a cloud service provider.[4] Some examples of this are Yahoo Mail, services like Google Docs, and customer relationship management software.[5]

CYBERSECURITY
Cybersecurity refers to the body of technologies, processes, and practices designed to protect networks, devices, programs, and data from attack, damage, or unauthorized access.[6] Cybersecurity is a combination of secure systems (hardware and software) built into technology as well as human intervention, monitoring, training, awareness, and recovery.

ENCRYPTION
The process of locking out the contents of a file and the renaming of the file such that it cannot be opened and used in the intended application (e.g. Microsoft Excel). Typically, a 128 Bit (or larger) encryption key (a long series of letters and numbers) is used first to encrypt then later to un-encrypt a file.

MALWARE
Short for "malicious software," this software is designed specifically to damage or disrupt computer systems. Not all malware is Ransomware because some malware has no related attempt to extort money.

PHISHING
The illegal practice of sending email claiming to be from reputable companies to induce individuals to reveal personal information or click on website links or open attachments that then install malware.

RANSOMWARE
Ransomware can be simply described as an infection on a host machine that prevents access to data until a ransom is paid. The most common method of infection is to encrypt files making them totally unreadable by a user. The infection is usually delivered by a *Trojan Horse* (a term referring to the misleading of users of its true intent) installed when a user clicks on a malicious link or attachment in an email.

RANSOMWARE 2.0
This newer version of Ransomware no longer is just malware that encrypts data and asks for ransom, the attacker also threatens to release the data onto the internet and demands money in order not to do so. This newer Ransomware works in such a way that even backup copies of most important files will not be able to save an infected organization.[7] By planting the malware but delaying its activation, Ransomware 2.0 can infect backups thus defeating their value.

---

4 https://www.zdnet.com/article/what-is-cloud-computing-everything-you-need-to-know-from-public-and-private-cloud-to-software-as-a/

5 Pearson Education, Ubuntu Unleashed 2015 Edition: Covering 14.10 and 15.04, page 655

6 https://digitalguardian.com/blog/what-cyber-security

7 https://www.itproportal.com/news/welcome-to-the-era-of-ransomware-20/

## BACKGROUND

Ransomware is a real and serious threat to every entity: government organizations, corporations, and individuals. The more dependence an organization has on the software and data in its network(s), the more important the concern should be. Loss of access to mission-critical data, systems, and software can severely impact an organization in both the short and long term.

According to an October 2019 report by the National League of Cities, since 2013, Ransomware attacks have been reported by at least 170 county, city or state government entities across the United States.[8] The actual number is likely to be much higher because it represents only those attacks that have been reported. Many infections go unreported when ransoms are paid,[9] when organizations are seeking to avoid embarrassment, or when the attacks were simply undetected or untraceable.[10] This has been true even in San Mateo County where local public governing entities have had Ransomware attacks that were not publicly reported.[11]

Not only do such data breaches embarrass and slow organizational productivity, they can be very expensive. For example, the MIT Technical Review (2019) asserts: "Ransomware may have cost the U.S. more than $7.5 billion in 2019… the victims were 113 governments and agencies, 764 health-care providers, and up to 1,233 individual schools affected by Ransomware attacks…most local governments do a poor job of practicing Cybersecurity."[12] The cost to the city of Atlanta to recover from its Ransomware breach was estimated at $17 million.[13] Similarly, a recent Baltimore Ransomware breach is estimated to have cost over $18 million.[14] In 2020, the UC San Francisco School of Medicine paid $1.14 million in ransom to recover its own data.[15] These are large cities and entities and although the ransom amounts they paid may not represent the expenses a San Mateo County public organization could incur, they provide examples of the severity of the potential threat and the enormous costs.

Specifically, the costs of a Ransomware attack could include some or all of the following:[16]

- Direct Costs:
    - Paying the ransom to obtain an encryption key and hoping that it works;
    - Expenditures for outside IT professionals and new systems providers to plan and implement improved breach security based on new Ransomware strategies;

---

[8] National League of Cities report, *Protecting Our Data: What Cities Should Know About Cybersecurity*. Forward by Clarence Anthony, CEO and Executive Director.

[9] https://healthitsecurity.com/news/as-ransomware-attacks-increase-dhs-alerts-to-Cybersecurity-insights

[10] Sheehan, Patrick, Ohio Emergency Management Agency, *Cascading Effects of Cyber Security on Ohio*, September 19, 2012

[11] Grand Jury survey responses

[12] MIT Technology Review, *Ransomware may have cost the US more than $7.5 billion in 2019*, January 2, 2020

[13] The Atlanta Journal- Constitution, Stephen Deere. *Confidential Report: Atlanta's cyber attack could cost taxpayers $17 million.* August 2018.

[14] Baltimore Sun, Ian Duncan, Baltimore *estimated cost of ransomware attack at $18.2 million as government begins to restore email accounts*. May 29, 2019.

[15] San Jose Mercury News, David Wu, "*UCSF pays $1.14 million ransom to recover data*", July 4, 2020

[16] https://www.sentinelone.com/blog/what-is-the-true-cost-of-a-ransomware-attack-6-factors-to-consider/

- Paying for enrollments in credit reporting bureaus to stop or correct identity thefts (from the release of previously confidential or secure personal information) for client/customers.
- Replacing hardware and/or software.

- Indirect Costs:
  - Operations efforts to restore systems and data;
  - Organizational downtime as well as employee overtime;
  - Reputation loss including negative public relations and loss of confidence by the organizations' constituents;
  - Liabilities for legal costs, including defense of lawsuits for breach of private and confidential information and poor handling of personal data.

According to the Coveware Report,[17] the median ransom payment in the first quarter of 2020 was $44,021. This was an increase of roughly 10% over the last quarter of 2019. Public sector entities represented 12% of attacks, about half of which were school systems. The average days of downtime was 15 representing an alarming number of days of inability to service constituents.[18] This underlines an urgent need to understand and evaluate current local governments' Cybersecurity strategies.

The discussion that follows is intended to encourage local public agencies and their IT staff to confidentially evaluate their respective Cybersecurity plans, software and prevention strategies. Since data and systems security are essential to the operation of every public entity in the County, the discussion will not present a specific road map for potential Ransomware-prevention actions but rather establish a "best practice model" that will enhance understanding of the elements essential for an adequate protection plan.

## DISCUSSION

In December 2019, the Grand Jury developed an online survey that was sent to all 68 public entities in San Mateo County.[19] Responses were received from 37 of the entities (a 54% response rate). Additionally, follow-up interviews were conducted with three local public IT Managers, one of whom had refused to complete the online survey for fear of disclosing confidential information that could lead to a successful malware or Ransomware attack. These interviewees were questioned regarding the adequacy of Cybersecurity planning and execution. Following a general analysis of local government practices, this report concludes with a review of Cybersecurity best practices which local agencies should consider adopting.

### Two Ransomware Attacks Derailed: Best Practices in Action

In order to better understand how to successfully defeat a Ransomware attack, the Grand Jury interviewed an IT Manager of a private enterprise that was attacked twice by Ransomware and was able to fully restore the environment and re-establish workflow within just a few hours.

---

17 https://www.coveware.com/blog/q1-2020-ransomware-marketplace-report

18 https://www.msspalert.com/Cybersecurity-research/average-ransomware-payment-rises-again-research/

19 Appendix F

Given the usual secrecy involved in most malware incursions, the following description of this IT manager's actual experience is instructive since it offers an example of "best practices" that can guide others anticipating or facing a Ransomware threat.[20]

This organization suffered two serious breaches less than two months apart and successfully recovered both times. In the first breach, within 45 minutes of a user clicking on an email attachment, the Crypto virus had spread to 12 of the organization's 23 servers. The IT Manager was alerted to the problem both by the user whose PC was locked with the Ransomware demand on his screen and an auto alert from the network scanning software that reported unusual activity.

The IT Manager's first action was to rapidly shut down the entire server network. This of course stopped the spread of the virus, but also prevented users from performing their jobs. Fortunately, their backup strategy implementation worked well as they were able to fully recover within hours.

The major components of the protection strategy employed included:

- Separating the network into discrete departments or segments (creating subnets) which restricted individuals' access to only servers containing their department's software and network storage. This limited the spreading of the virus across various departments within the organization. The analogy is a modern ship with rooms and decks that can be completely closed off from each other in the event of a fire or explosion.
- Taking snapshots (copies) of their Storage Area Network (SAN) twice a day.
- Completing full nightly backups of their SQL databases and incremental backups of the databases at five-minute intervals.
- Performing server backups with a commercial external backup appliance and/or service. See Appendix D for examples of companies in this market.[21]
- Regularly testing the restore process to ensure the successful recovery of critical server hardware. Without testing, there is no assurance that the Cybersecurity plan will work. Moreover, even if it works once, that is no assurance it will work again, without periodic re-testing.
- Conducting weekly backups of critical personnel's full PC hard drives.
- Use the "3-2-1 strategy"[22]: do three backups into two different media including one offsite.

Having all of these Cybersecurity plan components was a good start but it took much more to affect a recovery. First a commercial Virus Removal Software Tool was used which did not work (in this case). Therefore, the IT team used the snapshot copies to replace corrupted data on infected server units followed by the application of the incremental backups of the database to complete the restore.

---

[20] Grand Jury Interview

[21] These services include onsite and offsite backup and recovery services which are usually located outside the immediate locale.

[22] Management Wire, *The 3-2-1 Backup Rule and Effective Cybersecurity Strategy,* January 7, 2020.

This detailed example represents a well thought out and highly prepared plan, executed with precision. The first breach resulted in 4½ hours of downtime as 12 servers were infected. The second breach resulted in 6 ½ hours of downtime to recover 19 affected servers. The IT team was able to recover the servers and their data both times, become fully operational within hours, and the organization did not pay any ransom demands.

Grand Jury Cybersecurity Survey and Follow-up Interviews

Survey question:[23] "*Has your Organization had a Ransomware attack? Specifically, has there been an instance or multiple instances when an attack has locked up a computer or computers and presented a demand for ransom to unlock the infection?*"

Nine survey responders and one non-survey responder interviewee, a total of 10 of 38 (37 responders to the online survey and one non-survey responder) affirmed an attack had occurred or had possibly occurred in their organization, a 26% "hit" rate. The circumstances of their attacks were reviewed.[24] The non-survey interviewee was the IT manager from a public entity in the County who was unwilling to complete the survey because they did not want to reveal that their organization had been subject to "one or more" Ransomware attacks. Nor were they willing to disclose how successful the Ransomware attack(s) were for fear that they would open themselves up to more attacks.

Survey Question:[25]
"*Is your Information Systems Budget adequate to secure your network properly from malicious attack?*"

Thirty-two of the 37 survey respondents, or 86%, answered Yes to this question. This high percentage of "Yes" responses either indicates a high level of confidence in their defense setup, a reluctance to complain about their IT budget, or as two of our follow-up interviewees revealed[26], a lack of understanding of the complexity of a well-written, well-executed Cybersecurity Plan.[27] Suggesting the latter, The National League of Cities conducted a similar survey of 165 city governments nationwide and asked the same question, ("*Is your budget adequate enough to secure your network properly?*"): 67% replied "No". [28]

Investigation Results Regarding Backup/Restore/Maintenance

The Grand Jury survey and follow-up interviews revealed that, while many local agencies have backup plans,[29] only a portion of those same agencies had successfully recovered lost files from backups and none of the survey responders had ever done a full restore of a server.[30] When an

---

[23] Appendix A – Question #1

[24] Grand Jury Interview

[25] Appendix A – Question #2

[26] Grand Jury Interviews

[27] Federal Communications Commission, *Cyber Security Planning Guide*, October 2012.

[28] National League of Cities report, *Protecting Our Data: What Cities Should Know About Cybersecurity*, page 8

[29] Appendix A – Question #3

[30] Appendix A – Question #4

attack occurs with inadequate backup processes in place, there is no way to recover. Moreover, a proactive and well-thought-out business continuity plan is something that all system and data administrators must embrace.

What is a good backup strategy? Certain applications provide the ability within the applications themselves to set up different types of backups and schedule them to be performed automatically. A good example of this is SQL.[31] Using a SQL-based approach, both nightly full database backups can be scheduled as well as intermittent transaction log backups (which capture activity during small time increments), so that a recovery could be completed with virtually no loss of data. These backups should then be stored according to the 3-2-1 backup rule[32] whereby three copies or versions are taken, stored on two different media, one of which is offsite. Operating systems and third-party vendors offer a multitude of backup solutions for servers. Snapshots or image backups[33] provide the most complete backup and the fastest restore option.[34]

Raj Samani, Chief Technology Officer for Europe at Intel Security captures the importance of a complete backup strategy, "Most Ransomware attacks can be avoided through good cyber hygiene and effective, regular data backups that are continually tested to ensure they can be restored if needed."[35]

As this discussion shows, the technology to prevent and if necessary, correct, the impact of a malware attack is available. Local government agencies must be pro-active and vigilant in using such to protect their data and their businesses.

Investigation Results Regarding Employee Training

Education is the best defense. "Preventing infection is far easier than correcting the situation as most of the infections are acquired either from a socially engineered email (one that appears reputable or from a familiar source), or from visiting an infected website, so controlling risk on your side is the easiest method."[36]

Answers to Survey Question #5 provide strong evidence for the need for the governing boards to review with their IT managers their defenses against cyberthreats: "*Do you provide training to employees regarding malware?"* 12 responded with a non-qualified "Yes". Nine responded "No" (24%) and 16 responded with a qualified "Yes" (42%) and described their training as needing improvements.[37] As one survey responder commented, "The answer is yes, but a lot more needs to be done."

---

31 Structured Query Language (SQL) is a programming language

32 Management Wire, *The 3-2-1 Backup Rule and Effective Cybersecurity Strategy,* January 7, 2020.

33 Image backup consists of block by block storing of the contents of a hard drive

34 https:\\www.ltnow.com/file-backup-vs-image-backup-which-is-best/

35 Zerto, Raj Samani, *Ransomware – Mitigating the Threat of Cyber Attacks, 2019*

36 Epicor, *Protecting Yourself from Ransomware,* January 2020

37 Grand Jury Survey responses

Cybersecurity training is a well-established industry – providing a focused set of classes and materials designed to reduce users' clicks on harmful links and attachments. Security training, awareness, and assessment should be a routine part of the Cybersecurity strategy in government. Deploying such a program covers the education, training and testing of employees to recognize, delete and report attempted attacks. Studies show these programs reduce but do not eliminate user error.

*Government Technology* magazine captured it best in their cover story entitled "In the quest to guard against cyberthreats, can we solve the people problem? The Weakest Link."[38] The article concluded that even with the best training programs and defenses, the human element may never be completely overcome.[39] This is precisely why recurring training and user testing is encouraged by best practices.

Handling Incoming Emails – Phishing Defenses

In a worldwide survey of Managed IT Service Providers (MSP's) in 2019, "67% of Ransomware attacks originated from a phishing or spam email…the easiest method of delivery and man does it pay off."[40] The greatest threats take advantage of users "within" the network, i.e., users who click on malicious links or open email attachments that contain viruses or make other mistakes that allow hackers to gain access to the entity's system or network. Trend Micro estimates that the vast majority of all attacks occur when a user clicks on something they should not.[41]

There are different ways to help the user community recognize and protect against a phishing attack. Most network environments utilize spam filters to automatically filter incoming messages. Spam filters are used to detect unsolicited, unwanted, and virus-infested email and stop it from getting into email inboxes.[42] "Additionally, malware detection software can also be highly successful in reducing the risk of Ransomware but the anti-malware definitions (a database of known infectious code) need to be constantly updated…which takes effort and time but represents the single most effective defensive strategy."[43]

Message rules can be used to flag external emails and thereby decrease the probability that a user clicks on bad content. An administrator can set up message rules on a users' client or the email server. An example of a message rule might be if the sending organization includes *@smithco.com* in the sender's address, the message is automatically moved the incoming message into a personal folder called "Smith Company." A better example would be a rule that flags all external emails (not from the host's domain) and warns about the threats of clicking on attachments or weblinks. An example of this visual potential threat message rule is displayed in Appendix C.

---

38 Government Technology Magazine, Adam Stone, *The Weakest Link*, Oct/Nov 2018

39 Ibid

40 VadeSecure – Predictive Email Defense, *Ransomware Attacks: Why Email is still the #1 Delivery Method"*, January 16, 2020

41 https://blog.trendmicro.com/online-phishing-how-to-stay-out-of-the-hackers-nets/

42 https://www.mailchannels.com/what-is-spam-filtering/

43 Epicor, *Protecting Yourself from Ransomware"*, January 2020

Message rules can be very powerful to alert users of potential threats or to be careful about what they might click on and endanger their system. Some of the vendors listed in Appendix B also can "report" a suspected phishing attempt to an IT administrator. The Grand Jury's review revealed that some of the Information Technology Services departments for local public entities have installed message rules on their email servers to notify users of external emails.[44] This is a "best practice" which all local governmental agencies should consider.

Phishing emails are easy to create, as they do not take a high level of skill to provide the illusion of legitimacy by mimicking web-site brands or using logos from Google images. They can also easily spoof (fake) an email address to look like a trusted source.[45] It can often be very difficult to catch these risky emails, as the spoofed emails are cleverly disguised. A YouTube video created by Cisco Systems illustrates the sophisticated approach a phishing email may take – "Anatomy of an Attack".[46] It shows an attacker constructing a realistic identity deception email and can be viewed at https://www.youtube.com/watch?v=4gR562GW7TI After you watch this video please note, had an email filter caught this message and flagged it as external and warned about clicking on links, the deception may have been caught.

What Does Excellent Cyber Defense Look Like?

Survey Question[47]: *"What defenses do you currently employ to block malware? Please be specific. (Firewall brand/model, Software filters/spam blocker, etc.)"*

Five survey responders did not divulge the infrastructure of their environment. 17 responders provided abbreviated details indicating they do have Cybersecurity protections in place. The remaining 15 responses were explicit about their organizations' hardware and software defense strategies. Below is a survey response that illustrates a well-protected environment using some of the best practices of Cybersecurity:

"At the first layer, we use a PAN 220 Firewall with all subscriptions enabled, (URL Filtering, Antivirus/Vulnerability, Wildfire, etc.), block all international countries both in and outbound. Once traffic is passed for email, it passes through a Barracuda spam filter, filtering and scanning phishing and virus emails, checks with External Reputation servers for known virus and spamming servers, then passes to an on-premise exchange server. The exchange servers have another layer installed, Symantec Antivirus, giving a third layer of scanning. All servers and workstations have the latest version of the antivirus installed controlled by a centralized server. Window patches are applied on a monthly basis to all servers and workstations, and servers are retired once Microsoft ends support for an operating system." [48]

The survey respondent's best practices:

- Filtering incoming email for viruses, malware, and phishing attempts;
- Utilizing protection software from multiple vendors;
- Utilizing multiple layers of defense;

---

44 Grand Jury interviews

45 Ibid

46 Cisco Systems, *Ransomware - Anatomy of an Attack,* https://www.youtube.com/watch?v=4gR562GW7TI

47 Appendix A - Question #6

48 Grand Jury Survey response

- Keeping systems up-to date.

Breaches and attacks that manage to extract data (Ransomware 2.0) expose additional risks to sensitive information. Security professionals point out additional options for securing organizational data:[49]

- Use Subnets[50] to section out servers with separate security permissions and limited access;
- Disable and block unused services, protocols and ports;
- Perform Backup & Recovery (focus on full testing of recovery);
- Strengthen the password policy (long, complex, with expiration dates);
- Employ 2-factor authentication (password then keycode) for external user access.[51]
- Install Anti-malware / Antivirus software on all machines and keep current (update at least monthly);
- Update at least monthly, patches for operating systems, firewalls, spam filters, malware, and other key applications;
- Perform monitoring and auditing of failed logins, password changes, resource usage, and services stopping.

Local public entities can get assistance from The Federal Communications Commission's (FCC) Cyber Security Planning Guide that includes a customized Cyber Security Planning Tool to craft and execute a customizable Cybersecurity plan.[52] As their introduction explains, "data security is crucial … customer and client information, payment information, personal files, bank account details … all of this information is often impossible to replace if lost and dangerous in the hands of criminals… losing (your data) to hackers or malware infection can have far graver consequences."[53] Public entities should take advantage of this Guide in reviewing the current status of their own data system security.

When answering questions of respondents via email it was found that some already use cloud hosting for email.[54] During the interviews it was further uncovered that a school IT manager is considering additional cloud hosting of one or more of their applications. Cloud providers are able to provide layers of protection for a customer's network and software, as well as creating a segregation between their network and their customers. A cloud provider will patch and maintain current software versions, leverage security and malware and have a dedicated security team (24x7x365) that is responsible for staying on top of the security risks.[55]

---

49 Government Technology Magazine, Adam Stone, *The Weakest Link,* Oct/Nov 2018

50 https://searchnetworking.techtarget.com/tutorial/Protocols-Lesson-6-IP-subnetting-The-basic-concepts

51 The County's Office of the Assessor-County Clerk-Recorder and Elections has already instituted 2-factor authentication. 2018-2019 Grand Jury Report – Security of Election Announcements.

52 Federal Communications Commission, *Cyber Security Planning Guide* https://transition.fcc.gov/cyber/cyberplanner.pdf and FCC *Cyber Security Planner* (customizable) https://www.fcc.gov/cyberplanner

53 Ibid, page PDS-1

54 eMails received from public domain accounts

55 Government Technology Magazine, Adam Stone, *The Weakest Link,* Oct/Nov 2018

Conclusions

Grand Jury survey results and in-depth interviews determined that some local government agencies have Cybersecurity strategies in place. For them, this report is asking those IT departments to re-challenge the sufficiency of their employee training, the regular (full) testing of their defense strategies and the adequacy/age of their Cybersecurity strategy including consideration of cloud hosting. For the rest, this is a good time to complete a review and see what additional measures can be taken to beef up their IT security using the information provided in this report as a guide. The biggest trap is believing that a malware attack, or in the worst case a Ransomware attack, is unlikely to happen to organizations and that the Cybersecurity strategies already in place are sufficient to successfully recover.

As learned from the best practices example of the IT manager who thwarted two attacks successfully, a comprehensive Cybersecurity plan includes user prevention steps, spam and malware software, back-ups and full recovery testing. These suggestions as well as those from the professional literature on Cybersecurity include the following list of best practices:

- Anti-Malware definitions need to be constantly updated to retain their effectiveness.
- Software updates need to be kept current.
- To identify external emails, message rules can be used to flag external emails and thereby decrease the probability that a user clicks on bad content.
- To thwart phishing attempts, footers can be added to incoming emails to warn about opening attachments and clicking on links (see Appendix C).
- Security training, awareness and assessment need to be routine along with testing all employees to recognize, delete and report attempted attacks (See Appendix B).
- Establishing a thorough and comprehensive backup process for all Servers using the 3-2-1 rule and establishing a separate backup process for key users' critical folders (e.g., administration, accounting, human resources) to be able to restore/recover from a secure onsite and/or offsite backup.
- Snapshots and/or image backups provide the most complete backup and the fastest recovery option.
- Consider cloud-hosting of email and other applications to provide added security, backup & restore capabilities and filtering benefits to close the largest and easiest route for Ransomware to penetrate entity systems.

## FINDINGS

F1. Ransomware is a real and growing threat to public entities including those in San Mateo County.

F2. Across the country, local governments and schools represent 12% of all Ransomware attacks.

F3. The direct and indirect costs of Ransomware can be significant.

F4. Cybersecurity reviews and assessments, and an updated, well-executed Cybersecurity plan, are critical components of IT security strategy.

F5. A comprehensive Cybersecurity plan should include, at a minimum, information concerning prevention steps, spam and malware software, and backups and full recovery testing.

F6. The identification of phishing attempts, including the use of spam filters, is an important component to protecting an IT system from Ransomware attacks.

F7. Testing a full restore of a server to ensure that backups are reliable should be undertaken regularly as part an entity's backup plan to recover lost information.

F8. Training of new employees, and the recurring training of existing employees, is an important component of defense against Ransomware.

## RECOMMENDATIONS

The Grand Jury recommends that each governing body undertake its own confidential effort to protect against Ransomware attacks. Specifically:

R1. Each of the governmental entities in San Mateo County with an IT department or IT function (whether in-house, handled by another government unit or outsourced to a private enterprise) as listed in Appendix F, should by November 30, 2020, make a request for a report from their IT organization that addresses the concerns identified in the report, specifically:

1. System Security (Firewalls, Anti-malware/Antivirus software, use of subnets, strong password policies, updating/patching regularly)
2. Backup & Recovery (In the event of an attack, can you shut down your system quickly? What is being backed up, how it is being backed up, when are backups run, and where are the backups being stored? Have backups been tested? Can you fully restore a Server from a backup?)
3. Prevention (turning on email filtering, setting up message rules to warn users, providing employee training on phishing and providing a reporting system to flag suspect content)

R2. These confidential internal reports should be provided to the governing body by June 30, 2021. This report should describe what actions have already been taken and which will be given timely consideration for future enhancements to the existing cybersecurity plan.

R3. Given the results of their internal reports, governmental entities may choose to request further guidance by means of a Cybersecurity review from the U.S. Department of Homeland Security[56] and/or a cyber hygiene assessment from the County Controller's Office.[57]

---

56 https://www.us-cert.gov/resources/assessments

57 2018-2019 San Mateo Grand Jury Report – Security of Election Announcements

R4. Given the results of their internal reports, governmental entities may choose to ask their IT departments to review their own Cybersecurity Plan with the detailed template provided by the FCC's Cybersecurity Planning Guide and consider customizing it using FCC's Create Custom Cybersecurity Planning Guide tool (see footnote 52).

## METHODOLOGY

### Documents

- Attack incident reports were requested from IT Departments who experienced attack(s). No incident reports were received.

### Site Tours

- No site tours were performed as a part of this report.

### Interviews

Reports issued by the Civil Grand Jury do not identify individuals interviewed. Penal Code Section 929 requires that reports of the Grand Jury not contain the name of any person or facts leading to the identity of any person who provides information to the Civil Grand Jury.

- Three Information Systems Managers of three different public entity IT organizations.
- Two non-public professional IT Managers. Both of these Managers' IT infrastructure environments had been infected with Ransomware attacks. One paid the ransom and the other did not.
- A professional Ransomware expert who often consults with companies who have been attacked or desire assistance preventing attacks. He also teaches classes on preparing for and preventing Ransomware attacks.
- Numerous security industry professionals at the RSA Conference held at Moscone Center in San Francisco between February 24th and 28th 2020.

## BIBLIOGRAPHY


Anslinger, Joe. *"File Backup vs. Image Backup – Which is Best?"* Lieberman Technology. June 11, 2013. https://www.ltnow.com/file-backup-vs-image-backup-which-is-best/

Cisco Systems. *Ransomware - Anatomy of an Attack.* https://www.youtube.com/watch?v=4gR562GW7TI

Coveware, *"Ransomware Payments Increase In Evolving Distribution of Enterprise Ransomware Variants."* April 29, 2020. https://www.coveware.com/blog/q1-2020-ransomware-marketplace-report

Davis, Jessica. *"As Ransomware Attacks Increase, DHS Alerts to Cybersecurity Insights."* Health IT Security, September 9, 2019. https://healthitsecurity.com/news/as-ransomware-attacks-increase-dhs-alerts-to-cybersecurity-insights

Deere, Stephen. *"Confidential Report: Atlanta's Cyber Attack Could Cost Taxpayers $17 Million."* The Atlanta Journal- Constitution. August 2018.

Department of Homeland Security (DHS): Cybersecurity and Infrastructure Security Agency (CISA). *"Assessments: Cyber Resilience Review (CRR)"* https://www.us-cert.gov/resources/assessments

Duncan, Ian. *"Baltimore Estimated Cost of Ransomware Attack at $18.2 Million as Government Begins to Restore Email Accounts."* Baltimore Sun, May 29, 2019.

Epicor Corporation. *Protecting Yourself From Ransomware*. January 2020.

Fadilpasic, Sead. *"Welcome to the era of Ransomware 2.0"* ITProPortal. February 12, 2020. https://www.itproportal.com/news/welcome-to-the-era-of-ransomware-20/

Federal Communications Commission. *Cyber Security Planning Guide.* https://www.fcc.gov/cyber/cyberplanner.pdf

Gutman, Yotam. *"What is the True Cost of a Ransomware Attack."* SentinelOne. January 8, 2020. https://www.sentinelone.com/blog/what-is-the-true-cost-of-a-ransomware-attack-6-factors-to-consider/

Iloh, Raphael. *"The 3-2-1 Backup Rule and Effective Cybersecurity Strategy."* Management Wire. January 7, 2020. https://www.managementwire.com/the-3-2-1-backup-rule-and-effective-cybersecurity-strategy/

Jendre, Adrien." *Ransomware Attacks: Why Email Is Still the #1 Delivery Method."* Vade Security. January 16, 2020. https://www.vadesecure.com/en/ransomware-attacks-why-email-is-still-the-1-delivery-method/

Kass, DH. *"Average Ransomware Payment Rises Again: Research."* MSSP Alert. April 30, 2020. https://www.msspalert.com/cybersecurity-research/average-ransomware-payment-rises-again-research/

Kraft Technology Group. *"When Was The Last Time You Tested Your Business Backups?"* https://www.kraftgrp.com/when-was-the-last-time-you-tested-your-business-backups/

MailChannels. *"What is Spam Filtering?"* https://www.mailchannels.com/what-is-spam-filtering/

MIT Technology Review, *"Ransomware May Have Cost the US More Than $7.5Billion in 2019."* January 2, 2020. https://www.technologyreview.com/2020/01/02/131035/ransomware-may-have-cost-the-us-more-than-75-billion-in-2019/

National League of Cities Report. *"Protecting Our Data: What Cities Should Know About Cybersecurity."* Forward by Clarence Anthony, CEO and Executive Director.

Pearson Education. *Ubuntu Unleashed.* 2015 Edition. Page 655.

Ranger, Steve. *"What is cloud computing? Everything you need to know about the cloud explained."* ZD Net, December 13, 2018. https://www.zdnet.com/article/what-is-cloud-computing-everything-you-need-to-know-from-public-and-private-cloud-to-software-as-a/

Samani, Raj. *"Ransomware – Mitigating the Threat of Cyber Security Attacks."* Zerto. 2019. https://www.zerto.com/wp-content/uploads/2019/09/ransomware-mitigating-the-threat-of-cyber-security-attacks.pdf

San Mateo Grand Jury Report. *Security of Election Announcements*. 2018-2019.

Search Networking, *"Protocols, Lesson 6: IP subnetting - The basic concepts."* October 2004. https://searchnetworking.techtarget.com/tutorial/Protocols-Lesson-6-IP-subnetting-The-basic-concepts

Sheehan, Patrick. *"Cascading Effects of Cyber Security on Ohio."* Ohio Emergency Management Agency. September 19, 2012.

Stone, Adam. *The Weakest Link.* Government Technology Magazine, October/November 2018.

Trend Micro. *"Online Phishing: How To Stay Out Of The Hackers' Nets"* November 20, 2019. https://blog.trendmicro.com/online-phishing-how-to-stay-out-of-the-hackers-nets/

Wu, David. *"UCSF pays $1.14 Million Ransom to Recover Data."* San Jose Mercury News. July 4, 2020.

## APPENDIX A – SURVEY QUESTIONS

1. Has your Organization had a Ransomware attack? Specifically, has there been an instance or multiple instances when an attack has locked up a computer or computers and presented a demand for ransom to unlock the infection?

If you answered Yes or Possibly to Question 1, please provide a detailed description of the attack. What actions were taken once the attack was realized?

2. Is your Information Systems Budget adequate to secure your network properly from malicious attack?

3. Please provide an explanation of your Systems Backup processes? How often are backups run, where do you store the Backups?

4. Have you ever had to Restore from Backups? Please describe in detail why you did the Restore and describe the process used.

5. Do you provide training to employees regarding Malware?

6. What defenses do you currently employ to block malware? Please be specific. (Firewall brand/model, Software filters/spam blocker, etc.)

## APPENDIX B – EMPLOYEE TRAINING OPTIONS

Phishing is the primary method of entry in cyber-attacks worldwide. Over the past few years, some security industry companies have come up with excellent testing, training, monitoring, measuring and reporting solution to help with employee training. The primary goal of an employee training program is to change user's behavior when viewing emails that might contain threats.

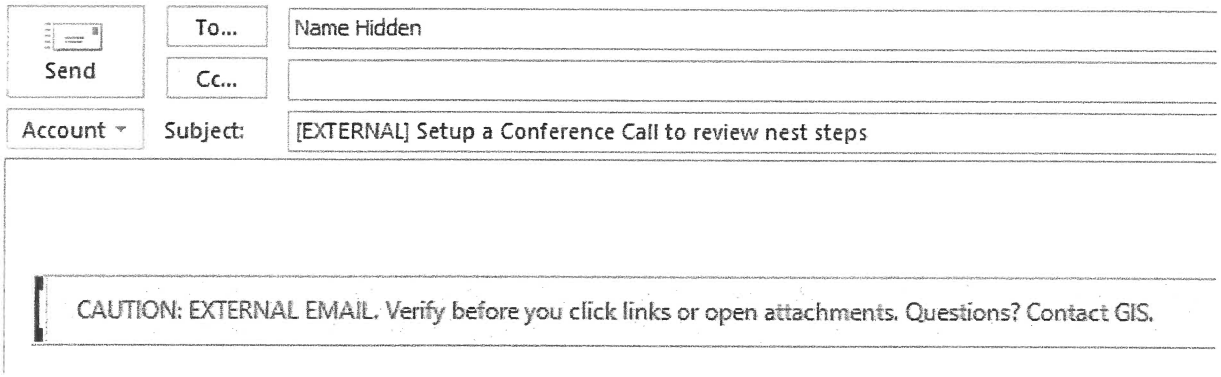
The typical components of these solutions include:

- Customized phishing attacks designed to test employees in spotting attack attempts
- Provide users a simple to use reporting tool to flag suspected attacks
- An incidence response platform for controlling the spread of an attack
- Reporting dashboards tracking user click-throughs
- Employee training programs

Here are some website links for the companies offering training solutions.
www.knowbe4.com
www.lucysecurity.com
www.metacompliance.com
www.mediapro.com
www.cofense.com
www.elevatesecurity.com
www.securitymentor.com

www.habitu8.io

## APPENDIX C – EMAIL MESSAGE RULE - EXTERNAL




## APPENDIX D – BACKUP & RECOVERY APPLIANCES & SERVICES

There are a large number of companies that provide Backup and Recovery solutions. Solutions Review has prepared a buyer's guide for the leading vendors. Click on the following link or copy and paste this URL into a browser to get your own copy of this guide.

https://solutionsreview.com/backup-disaster-recovery/get-a-free-backup-and-disaster-recovery-buyers-guide/

Specifically, some of the vendors in this report do not provide appliances, only virtual server support. Here is a partial list of appliance and solution vendors:

www.unitrends.com
www.barracuda.com
www.carbonite.com
www.commvault.com
www.dellemc.com
www.axcient.com
www.cohesity.com
www.datto.com
www.infrascale.com

## APPENDIX E – PHISHING DEFENSE VENDORS

Some companies that provide solutions that improve email defenses are:

https://www.opswat.com/products/metadefender/email-gateway-security
https://www.agari.com/products/phishing-defense/
https://www.inky.com/anti-phishing-software
https://www.mimecast.com/products/email-security-with-targeted-threat-protection/

## APPENDIX F: PUBLIC ENTITIES IN SAN MATEO COUNTY (68)

**City/Town Governments** (20)

Town of Atherton
City of Belmont
City of Brisbane
City of Burlingame
City of Colma
City of Daly City
City of East Palo Alto
City of Foster City
City of Half Moon Bay
City of Hillsborough
City of Menlo Park
City of Millbrae
City of Pacifica
Town of Portola Valley
City of Redwood City
City of San Bruno
City of San Carlos
City of San Mateo
City of South San Francisco
Town of Woodside

**County Government** (1)

County of San Mateo, Information Services Department

**School Districts** (25)

Bayshore Elementary School District
Belmont Redwood Shores School District
Brisbane School District
Burlingame School District
Cabrillo Unified School District
Hillsborough City School District
Jefferson Elementary School District
Jefferson Union High School District
La Honda Pescadero School District
Las Lomitas Elementary School District
Menlo Park City School District
Millbrae School District
Pacifica School District
Portola Valley School District
Ravenswood City School District
Redwood City School District
San Bruno Park School District
San Carlos School District

San Mateo Foster City School District
San Mateo Union High School District
Sequoia Union High School District
San Mateo County Community College School District
San Mateo County Office of Education
South San Francsico Unified School District
Woodside School District

**Independent Special Districts** (22)
Bayshore Sanitary District
Broadmoor Police Protection District
Coastside County Water District
Coastside Fire Protection District
Colma Fire Protection District
East Palo Alto Sanitary District
Granada Community Services District
Highlands Recreation District
Ladera Recreation District
Menlo Park Fire Protection District
Mid Peninsula Regional Open Space District
Mid-Peninsula Water District
Montara Water and Sanitary District
North Coast County Water District
Peninsula Health Care District
San Mateo County Harbor District
San Mateo County Mosquito and Vector Control District
San Mateo County Resource Conservation District
Sequoia Healthcare
West Bay Sanitary District
Westborough Water District
Woodside Fire Protection District

Not Included: County-governed special districts and subsidiary special districts governed by their respective city councils.

Issued: October 7, 2020

# CABRILLO UNIFIED SCHOOL DISTRICT

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

**SUPERINTENDENT**
Sean McPhetridge, Ed.D.

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


# MEMORANDUM

**MEETING DATE:** October 8, 2020
**TO:** Members of the Governing Board
**FROM:** Sean McPhetridge, Ed.D., Superintendent
**CATEGORY:** Consent
**ITEM TITLE:** Approval of Regular and Special Governing Board Meeting Minutes

## BACKGROUND INFORMATION

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

## REPORT/PROPOSAL

The unadopted minutes of the September 9, 2020 Special Governing Board meeting, the September 10, 2020 Regular Governing Board meeting, the October 7, 2020 Special Governing Board, and October 8, 2020 Regular Governing Board meetings and are included in this Board packet for consideration.

## FISCAL ANALYSIS

There is no financial impact to the General Fund.

## RECOMMENDATION

Approve as submitted.

# Special Governing Board Meeting – Closed Session

(Unadopted) Meeting Minutes

## CABRILLO UNIFIED SCHOOL DISTRICT

**Wednesday, September 9, 2020**

Closed Session 6:00 PM | Via Zoom: https://cabrillok12.zoom.us/j/91003877721

(For public comments on Closed Session items only)

**Public Session 7:00 PM | Via Zoom: https://cabrillok12.zoom.us/j/91593602357**

| | |
|---|---|
| Board Members Present: | Ms. Kimberly Hines, President<br>Ms. Lizet Cortes, Vice President (Joined meeting at 7:05 PM)<br>Ms. Mary Beth Alexander, Clerk to the Governing Board<br>Ms. Freya McCamant, Member<br>Ms. Sophia Layne, Member |
| Administrators Present: | Dr. Sean McPhetridge, Ed.D., Superintendent<br>Dr. Leticia Bhatia, Ed.D., Assistant Superintendent<br>Mr. Jesus Contreras, Chief Business Officer |

**1. CALL TO ORDER – 6:03 PM**

a. Public Comments on Closed Session Topics

None.

b. Adjourn to Closed Session – 6:04 PM

c. Reconvene to Public Session – 7:02 PM - Welcome

1. Closed Session Action Report: If applicable

President Kimberly Hines reported no action was taken in closed session.

2. Pledge of Allegiance

President Kimberly Hines led the Pledge of Allegiance.

**2. APPROVAL OF AGENDA**

Motion to approve the agenda, as presented, was made by Member Sophia Layne and seconded by Member Freya McCamant.

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

(M-109) Passed 5-0 with Student Representative voting aye

## 3. GENERAL BUSINESS

a. Public Hearing on Learning Continuity and Attendance Plan

Dr. Leticia Bhatia, Ed.D., Assistant Superintendent, presented an overview of the Learning Continuity and Attendance Plan that will be brought to the Board for approval on September 10, 2020.

At 7:05 PM, Dr. Bhatia opened the Public Hearing for Public Hearing on Learning Continuity and Attendance Plan. Hearing no comments, the public hearing was closed 7:08 PM.

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

At 7:19 PM, The Governing Board returned to Closed Session.

No action was taken.

## 5. ADJOURNMENT OF THE MEETING

Meeting was adjourned at 8:00 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:

_____ _____

Mary Beth Alexander Date
Clerk to the Governing Board

# Governing Board Meeting Agenda

(Unadopted) Meeting Minutes

## CABRILLO UNIFIED SCHOOL DISTRICT

**Thursday, September 10, 2020**

Closed Session 6:00 PM | Via Zoom: https://cabrillok12.zoom.us/j/95667940826

(For public comments on Closed Session items only)

**Public Session 7:00 PM | Via Zoom: https://cabrillok12.zoom.us/j/98767728201**

| | |
|---|---|
| Board Members Present: | Ms. Kimberly Hines, President<br>Ms. Lizet Cortes, Vice President<br>Ms. Mary Beth Alexander, Clerk to the Governing Board<br>Ms. Freya McCamant, Member<br>Ms. Sophia Layne, Member |
| Administrators Present: | Dr. Sean McPhetridge, Ed.D., Superintendent<br>Dr. Leticia Bhatia, Ed.D., Assistant Superintendent<br>Mr. Jesus Contreras, Chief Business Officer |
| Student Board Representative Present: | Miss Caroline Dodge, Student Board Representative |

### 1. CALL TO ORDER – 6:00 PM

a. Public Comments on Closed Session Topics

None.

b. Adjourn to Closed Session – 6:01 PM

c. Reconvene to Public Session – 7:01 PM - Welcome

1. Closed Session Action Report: If applicable

President Kimberly Hines reported no action was taken in closed session.

2. Pledge of Allegiance

Student Board Representative Caroline Dodge led the Pledge of Allegiance.

### 2. APPROVAL OF AGENDA

Motion to approve the agenda, as presented, was made by Member Sophia Layne and seconded by Member Freya McCamant.

**ROLLCALL**

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

(M-110) Passed 5-0 with Student Representative voting aye

## 3. COMMUNICATIONS

a. Public Comments

*Avis Calhoun, CUTA member*, spoke to the Board about the different focus groups teachers were asked to attend as volunteers during the summer to develop the Opening of Schools Plan. Ms. Calhoun said now teachers are counting on the district for a compensation agreement.

*Written Comments.* The Board received one (8) comments via the Google Public Comment Request form related to this agenda item.

To read full public comment submitted via Google Public Comment Request form, please follow the link provided below:

https://docs.google.com/spreadsheets/d/1rMNSjda9cidCTXLz6VovWN73vmARiO8IOe7quwv4VXo/edit?usp=sharing

b. Employee Organizations Report

1. CUTA Representatives

*CUTA Co-President Sean Riordan* shared with the Board and Public that CUTA leadership met with Superintendent McPhetridge to discuss the current MOU's expectations, including attendance requirements, student engagement, technological platforms, and instruction needs. Mr. Riordan also said he is looking forward to working cooperatively with CUSD management in the incoming bargaining meeting. Mr. Riordan also asked the Board to support fair compensation for educators.

2. CSEA Representatives

None.

c. Board Members Report

*Member Mary Beth Alexander* thanked everyone for the hard work done to make back to school planning happen. Ms. Alexander said she hopes students and adults are learning to use the technology in new ways and that this new kind of learning is carried forward into the future.

*Member Sophia Layne* congratulated the community for successfully kicking off the new school year. Ms. Layne said that the current pandemic, distance learning, societal issues, and climate change have given layers of challenges to our families and educators. Ms. Layne said she is happy to see the Hispanic Heritage Month and LGBTQ Month proclamations brought again this year to celebrate and support those specific groups of people.

*Member Freya McCamant* said she would like to ask people to be flexible with one another as we move forward and as circumstances change. Ms. McCamant thanked everybody for their hard work and said she hoped everybody could come to the same page in terms of negotiations to support one another.

*Member Lizet Cortes* said this has been a challenge for everyone regardless of economic status, and she said she hopes we all can continue to work together for our students.

*President Kimberly Hines* said it is very important to be diligent and vigilant of anyone who is disconnected and bring it to their school's attention. Ms. Hines said it is also important for us all to work for the whole system. Ms. Hines said she was thrilled to see the tremendous level of effort on the distribution of Chromebooks, and she appreciated the flexibility of our staff.

d. Student Board Representative Report

Student Board Representative Caroline Dodge provided the Board and the public an update on Los Listos Preschool, Kings Mountain Elementary, La Costa, El Granada Elementary, and Cunha Intermediate School's events and activities.

e. Superintendent Report

*Superintendent Dr. Sean McPhetridge* said that staff will present the Hispanic Heritage Month and the LGBTQ History Month proclamations that honor these groups' contributions and achievements and our collective history. Dr. McPhetridge also said the district takes very seriously the identification of COVID-19 cases to safeguard everybody's health. When a case is reported, the district takes procedures to investigate, trace contacts, and communicate with those contacts.

Dr. McPhetridge spoke about the waiver required to open schools for elementary students and the steps that are necessary for its submission to SMCOE, including working with bargaining unions, employees, and families.

## 4. CONSENT AGENDA

a. Approval of Certificated Personnel Report – Part 1
b. Approval of Classified Personnel Report
c. Approval of Cunha Intermediate School Roofs Design Proposal
d. Approval of Minutes of Special and Regular Governing Board Meeting
e. Approval of Board Policy Updates as Recommended by the California School Boards Association

Motion to approve consent items was made by Member Mary Beth Alexander and seconded by Member Lizet Cortes.

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

(M-111) Passed 5-0 with Student Representative voting aye

## 5. GENERAL BUSINESS

a. Proclamation Endorsing September 15, 2020 to October 15, 2020 as Hispanic Heritage Month

Motion to approve the Proclamation Endorsing September 15, 2020 to October 15, 2020 as Hispanic Heritage Month was made by Member Lizet Cortes and seconded by Member Sophia Layne.

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

(M-112) Passed 5-0 with Student Representative voting aye

b. Proclamation Designating October as LGBTQ History Month

Motion to approve the Proclamation Designating October as LGBTQ History Month was made by Member Lizet Cortes and seconded by Member Mary Beth Alexander.

**ROLLCALL**
Ms. Kimberly Hines, President - aye

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

(M-113) Passed 5-0 with Student Representative voting aye

c. Approval of Learning Continuity and Attendance Plan

Leticia Bhatia, Ed.D., Assistant Superintendent, J Jesús Contreras, Chief Business Officer, Jason Owens, Director of Personnel and Pupil Services, Martha Ladd, Director of Student Services, and Randy Rudolph, Director of Technology, presented the Learning Continuity and Attendance Plan for board approval. SB 98 establishes Learning Continuity and Attendance Plan requirements for the 2020–21 school year.

Motion to approve the Learning Continuity and Attendance Plan was made by Member Freya McCamant and seconded by Member Sophia Layne.

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

(M-114) Passed 5-0 with Student Representative voting aye

d. Approval of Opening of School Handbook

Leticia Bhatia, Ed.D., Assistant Superintendent, presented to the Board the Opening of Schools Handbook that supports staff regarding our Opening of Schools, Remote Learning, COVID19 Protocols, and Procedures.

e. Adoption of Resolution No. 28-20, Assigning Teachers on the Basis of Education Code 44265 Credential Types

Motion to adopt Resolution No. 28-20, Assigning Teachers on the Basis of Education Code 44265 Credential Types, was made by Member Freya McCamant and seconded by Member Lizet Cortes.

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

(M-115) Passed 5-0 with Student Representative voting aye

f. Presentation and Approval of the 2019-20 Unaudited Actuals

J Jesus Contreras, Chief Business Officer, presented the annual statement of all receipts and expenditures of the district for the 2019-20 fiscal year for Board approval.

Motion to approve the 2019-20 Unaudited Actuals was made by Member Lizet Cortes and seconded by Member Mary Beth Alexander.

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

(M-116) Passed 5-0 with Student Representative voting aye

g. Adoption of Resolution No. 29-20, Implementing Prequalification of Construction Contractors Under Public Contract Code 20111.6 Utilizing the Quality Bidders Questionnaire/Service

Motion to adopt Resolution No. 29-20, Implementing Prequalification of Construction Contractors Under Public Contract Code 20111.6 Utilizing the Quality Bidders Questionnaire/Service was made by Member Freya McCamant and seconded by Member Mary Beth Alexander.

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

(M-117) Passed 5-0 with Student Representative voting aye

h. Adoption of Resolution No. 30-20, Approving Gann Limit

Motion to adopt Resolution No. 30-20, Approving Gann Limit, was made by Member Lizet Cortes and seconded by Member Sophia Layne.

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

(M-118) Passed 5-0 with Student Representative voting aye

i. Adoption of Resolution No. 31-20, Declaring the Result of the Education Parcel Tax Election held on November 5, 2019 and Authorizing the San Mateo County Controller to Levy the Education Parcel Tax

Motion to adopt Resolution No. 31-20, Declaring the Result of the Education Parcel Tax Election held on November 5, 2019 and Authorizing the San Mateo County Controller to Levy the Education Parcel Tax, was made by Member Freya McCamant and seconded by Member Mary Beth Alexander.

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

(M-119) Passed 5-0 with Student Representative voting aye

j. Adoption of Resolution No. 32-20, Endorsing Schools and Communities Funding Act

Motion to adopt Resolution No. 32-20, Endorsing Schools and Communities Funding Act, was made by Member Sophia Layne and seconded by Member Freya McCamant.

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

(M-120) Passed 5-0 with Student Representative voting aye

## 8. ADJOURNMENT OF THE MEETING

Motion to adjourn the meeting was made by Member Lizet Cortes and seconded by Member Sophia Layne.

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

(M-121) Passed 5-0 with Student Representative voting aye

The meeting was adjourned at 9:55 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:

_____ _____
Mary Beth Alexander Date
Clerk to the Governing Board

# Special Governing Board Meeting – Closed Session

(Unadopted) Meeting Minutes

## CABRILLO UNIFIED SCHOOL DISTRICT

**Wednesday, October 7, 2020**

Closed Session 6:00 PM | Via Zoom: https://cabrillok12.zoom.us/j/92637451720

(For public comments on Closed Session items only)

| | |
|---|---|
| Board Members Present: | Ms. Kimberly Hines, President<br>Ms. Mary Beth Alexander, Clerk to the Governing Board<br>Ms. Freya McCamant, Member<br>Ms. Sophia Layne, Member<br>Ms. Lizet Cortes, Vice President |
| Administrators Present: | Dr. Sean McPhetridge, Ed.D., Superintendent |

**1. CALL TO ORDER – 6:00 PM**

a. Public Comments on Closed Session Topics

None.

b. Adjourn to Closed Session – 6:01 PM

President Hines reported the action taken in closed session at the October 8, 2020 Regular Governing Board Meeting.

**5. ADJOURNMENT OF THE MEETING**

Meeting was adjourned at 8:00 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:

_____ _____

Mary Beth Alexander — Date

Clerk to the Governing Board

# Governing Board Meeting Agenda

(Unadopted) Meeting Minutes

## CABRILLO UNIFIED SCHOOL DISTRICT

**Thursday, October 8, 2020**

Closed Session 6:00 PM | Via Zoom: https://cabrillok12.zoom.us/j/95891250369

(For public comments on Closed Session items only)

**Public Session 7:00 PM | Via Zoom: https://cabrillok12.zoom.us/j/94233285733**

| | |
|---|---|
| Board Members Present: | Ms. Kimberly Hines, President<br>Ms. Lizet Cortes, Vice President<br>Ms. Mary Beth Alexander, Clerk to the Governing Board<br>Ms. Freya McCamant, Member<br>Ms. Sophia Layne, Member |
| Administrators Present: | Dr. Sean McPhetridge, Ed.D., Superintendent<br>Dr. Leticia Bhatia, Ed.D., Assistant Superintendent<br>Mr. Jesus Contreras, Chief Business Officer |
| Student Board Representative Present: | Miss Caroline Dodge, Student Board Representative |

### 1. CALL TO ORDER – 7:00 PM

a. Public Comments on Closed Session Topics

None.

1. Closed Session Action Report: If applicable

The Governing Board met in Closed Session on Wednesday, October 7, 2020, from 6:01 PM to 8:00 PM. President Kimberly Hines reported the following action taken:

Under Student Matters, the Governing Board voted 5 to 0 to exempt Half Moon Bay High School **Student A** from compulsory attendance. This student has successfully passed the California High School Proficiency Examination (CHSPE) and would like to attend community college.

Under Student Matters, the Governing Board voted 5 to 0 to exempt Half Moon Bay High School **Student B** from compulsory attendance. This student has successfully passed the California High School Proficiency Examination (CHSPE) and would like to pursue his career in music production.

2. Pledge of Allegiance

Student Board Representative Caroline Dodge led the Pledge of Allegiance.

### 2. APPROVAL OF AGENDA

Motion to approve the agenda, as presented, was made by Member Mary Beth Alexander and seconded by Member Sophia Layne.

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

(M-122) Passed 5-0 with Student Representative voting aye

## 3. COMMUNICATIONS

a. Public Comments

*Breanna Lafontaine, Financial Advisory Committee member,* shared her family experience with remote learning and expressed her support for teachers' raise.

*Abby Foster, CUSD teacher,* talked to the Board about her experience teaching remotely. Ms. Foster said she appreciates the district's efforts to keep everybody safe and asked the Board to prioritize teachers' compensation.

*Written Comments.* The Board received one (1) comment via the Google Public Comment Request form related to this agenda item.

To read full public comment submitted via Google Public Comment Request form, please follow the link provided below:

https://docs.google.com/spreadsheets/d/1UZ-yQxwUPE4H6mf8Cu4qxk8G2qtQ6cFPfs8zWeMMSAc/edit?usp=sharing

b. Employee Organizations Report

1. CUTA Representatives

*CUTA Co-President Sean Riordan* said he believes the negotiation process can work and that a bargain can be agreed to accommodate both positions. Mr. Riordan said the CUSD and CUTA negotiating teams met in August to work on the MOU for remote learning and made changes necessary to implement instruction. Mr. Riordan said this MOU does not include payment compensation.

2. CSEA Representatives

*CSEA President Stig Lynne* asked the community to support Proposition 15 as a funding initiative for public education. Mr. Lynne congratulated Connie Giebelhausen on her retirement, and he also thanked Mayra Rodriguez and Tino Torres for their years of services to the district.

c. Board Members Report

*Member Sophia Layne* said the pandemic had added challenges, and it is important to take care of each other and our students. Ms. Layne also said it is important to make sure that decisions are based on evidence and context across all roles. Ms. Layne noted that in honor of Hispanic History Month, CUSD held their first meeting of a new Latinx Advisory Roundtable, and she said she is happy to support it.

*Member Mary Beth Alexander* shared she started a Masters in Governance course and had her first class where some statistics were shared, including that a Board talks about facilities and finance 60 percent of the time and about studying learning and achievement only 10 percent of the time. She shared a report that showed how high achieving boards talk about a focus on instruction. Ms. Alexander cited The Lighthouse Study that investigated student achievement in relation to Board expectations.

*Member Freya McCamant* said she values the work teachers do to be prepared and support the students. Ms. McCamant said she believes teachers are not paid enough and that if there is any money, a valuable

thing to do is honor them in that way. Lastly, Ms. McCamant said she will meet with Superintendent McPhetridge to move forward with the Environmental Committee formation.

*Member Lizet Cortes* said it is important to acknowledge and remember, in tribute to Hispanic Heritage Month, the minority group that has become the largest minority group in the US and also our district, noting how as a group they have been making remarkable contributions to this country. Ms. Cortez asked to move from an acknowledgment phase to an action phase by adopting a rich and robust curriculum to learn more about students' roots and history.

*President Kimberly Hines* said that everyone has their eyes on the future and a better district while in the pandemic. Ms. Hines also said she is interested in working with Assistant Superintendent Bhatia on the Visual and Performing Arts Committee that was put aside to prepare for back to school and to work on what is needed to make schools safer for teachers and students when they to go back to in-class instruction in a hybrid model.

d. Student Board Representative Report

Student Board Representative Caroline Dodge provided the Board and the public an update on Kings Mountain Elementary, Hatch Elementary, La Costa, Farallone View Elementary, and Cunha Intermediate School's events and activities.

e. Superintendent Report

*Superintendent Dr. Sean McPhetridge* said CUSD and CUTA leadership have been able to keep open lines of communication. Dr. McPhetridge said that the goal of negotiations is to find an agreement, and he is optimistic this will be resolved through the impasse process. Dr. McPhetridge also said the district also has to do their due diligence and provide data to the negotiations table and public about the data on affordability of new expenses, and CUSD continues working with CUTA until we have an agreement.

Dr. McPhetridge said that the safety, health, and emotional wellness of students, families, staff, and the community are very important, and he said he understands teachers and families alike want to return to in-class instruction as it is difficult to prepare young students for college and career remotely.

## 4. CONSENT AGENDA

a. Approval of Certificated Personnel Report
b. Approval of Classified Personnel Report
c. Approval of CUSD Districtwide COVID-19 Readiness Proposal Contract
d. Approval of Quarterly Report on Williams Uniform Complaints
e. Approval of Minutes of Special and Regular Governing Board Meetings
f. Approval of Board Policy Updates as Recommended by the California School Boards Association

Motion to approve consent items was made by Member Freya McCamant and seconded by Member Sophia Layne.

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

(M-123) Passed 5-0 with Student Representative voting aye

## 5. GENERAL BUSINESS

a. Presentation of Administrative Regulation 0415.1 Sexual Orientation, Gender Identity, and Gender Expression (SOGIE)

Superintendent Dr. Sean McPhetridge presented an overview of the new Administrative Regulation 0415.1 Sexual Orientation, Gender Identity, and Gender Expression (SOGIE) created with the collaboration of CUSD staff and CoastPride partners to ensure the rights of all learners are protected.

b. Proclamation Endorsing November as National Native American Heritage Month

Motion to adopt the Proclamation Endorsing November as National Native American Heritage Month was made by Member Lizet Cortes and seconded by Member Mary Beth Alexander.

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

(M-124) Passed 5-0 with Student Representative voting aye

c. Update on Opening of School Plan and Approval of New Recommendations

Leticia Bhatia, Ed.D., Assistant Superintendent, J Jesús Contreras, Chief Business Officer, and Martha Ladd, Director of Student Services, presented an update on the Opening of School Plan and provided new recommendations for board approval.

Motion to approve the submission of waiver for Phase 1.5 (modified Phase II) was made by Member Sophia Layne and seconded by Member Lizet Cortes.

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

(M-125) Passed 5-0 with Student Representative voting aye

At 9:56 PM, President Kimberly Hines requested a motion to continue past the 10:00 PM curfew. Motion was made by Member Freya McCamant and seconded by Member Lizet Cortes.

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

(M-126) Passed 5-0 with Student Representative voting aye

d. Update on the Cabrillo Unified School District Solar Project

Jesus Contreras, Chief Business Officer, provided an update on the next phase of energy work that is currently in the Project Development phase.

## 8. ADJOURNMENT OF THE MEETING

Motion to adjourn was made by Member Lizet Cortes and seconded by Member Freya McCamant.

**ROLLCALL**
Ms. Kimberly Hines, President - aye
Ms. Lizet Cortes, Vice President - aye

Ms. Mary Beth Alexander, Clerk to the Governing Board - aye
Ms. Freya McCamant, Member - aye
Ms. Sophia Layne, Member - aye

(M-127) Passed 5-0 with Student Representative voting aye

The meeting was adjourned at 10:56 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:

_____ _____

Mary Beth Alexander
Clerk to the Governing Board

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 12, 2020
**TO:** Members of the Governing Board
**FROM:** Jesus Contreras, Chief Business Official
**CATEGORY:** Information
**ITEM TITLE:** Demographer's Enrollment Study Report

## BACKGROUND INFORMATION

Staff presents Enrollment Projection Report with a study of student population and projections. The report contains information about enrollment and demographic trends for CUSD in years ahead. Mr. Tom Williams's data and projections will help us plan for the years ahead.

## FISCAL ANALYSIS

There is no financial impact to the General Fund.

## RECOMMENDATION

This item is presented for information.

# Projected Enrollments

## 2020 to 2025

*November 12, 2020, Board Presentation*

*by Thomas Williams of*

*Enrollment Projection Consultants*

# SUMMARY OF FORECAST FIGURES

(1) The total projected CUSD enrollment declines by 70 students to next October and by a net of 347 students over the next five years. This reduction occurs in every grade level, but becomes progressively more concentrated in the middle and high school levels during that period. The projected changes from the "current" (October 6, 2020) totals to those on October 1, 2021, are for 19, 22 and 29 fewer elementary, middle and high school students, respectively. The cumulative reductions forecast over the next three years are by 51 elementary, 94 middle school and 96 high school students, for a combined drop by 241. The projected October 2023 grade-level totals are at around 1,100 elementary students and fewer than 600 middle school and 1,000 high school students. Further decline is projected for the two secondary grade levels from 2023 to 2025, but the elementary total could stay in the 1,100 vicinity during those years.

(2) With forecast issues, however, that include which grade-to-grade advancement rates will occur in the future and what the kindergarten enrollments will be, there is an unusually large potential range of deviation in the projections in 2025. The probable range at the elementary level is between 1,030 and 1,160. Further decline is likely at the elementary level after 2025.

(3) The combined core sections of the Farallone View and El Granada attendance areas, which exclude their outlying sections of the Moonridge, Highway 92 and South Main Street parts, have 535 current CUSD TK-5 students and a projected total of 520 in 2023. That figure could rise moderately by 2025 if an affordable housing development is completed in Moss Beach by then. We are excluding the outlying sections from these totals because a new district policy allowing students in those sections to attend Hatch instead should soon result in most of those students attending Hatch. There are 607 current CUSD TK-5 students in the combined Hatch, Moonridge, Highway 92 and South Main Street area, with a forecast of 573 in 2023 and lower totals thereafter. With the Kings Mountain area included, the TK-5 total is 586 in 2023. The TK-5 total from within the Kings Mountain area should stay below 20, but enrollment at that school is higher than 20 (currently at 57) due to intra-district attendance.

**Appendix A1 (PowerPoint version, providing more detail than the summary Table 1 version of this data)**
**Detail for Actual and Projected Late September or Early October Enrollments by Grade and Grade Level**

*(with highlighting of green for classes that were, are, or are projected to be over 270 when in ninth; brown for classes between 250 and 269 when in ninth; pink for classes between 230 and 249 when in ninth; red for classes between 200 and 229 when in ninth; and purple for classes below 200 when in ninth)*

| Fall of | Actual and Projected Enrollment by Grade (incl. SDC, Alt. Ed. and NPS) | | | | | | | | | | | | | | Projected CUSD Totals | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | TK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TK-5 | 6-8 | 9-12 | TK-12 |
| **2016** | 40 | 224 | 218 | 225 | 255 | 225 | 263 | 270 | 261 | 264 | 254 | 237 | 266 | 274 | 1,450 | 795 | 1,031 | **3,276** |
| **2017** | 55 | 214 | 205 | 217 | 223 | 251 | 218 | 264 | 270 | 260 | 260 | 257 | 239 | 273 | 1,383 | 794 | 1,029 | **3,206** |
| **2018** | 32 | 201 | 214 | 204 | 213 | 220 | 250 | 230 | 265 | 274 | 275 | 253 | 268 | 250 | 1,334 | 769 | 1,046 | **3,149** |
| **2019** | 50 | 170 | 201 | 208 | 209 | 212 | 212 | 262 | 236 | 264 | 282 | 273 | 267 | 290 | 1,262 | 762 | 1,112 | **3,136** |
| **2020** | 29 | 189 | 164 | 196 | 190 | 198 | 195 | 212 | 240 | 223 | 283 | 271 | 262 | 272 | 1,161 | 675 | 1,088 | **2,924** |
| **2021** | 39 | 193 | 181 | 164 | 190 | 185 | 190 | 203 | 213 | 237 | 233 | 278 | 274 | 274 | 1,142 | 653 | 1,059 | **2,854** |
| **2022** | 40 | 199 | 187 | 179 | 161 | 187 | 178 | 198 | 201 | 211 | 246 | 231 | 282 | 286 | 1,131 | 610 | 1,045 | **2,786** |
| **2023** | 37 | 184 | 193 | 184 | 174 | 157 | 181 | 186 | 197 | 198 | 218 | 245 | 234 | 295 | 1,110 | 581 | 992 | **2,683** |
| **2024** | 36 | 179 | 178 | 190 | 179 | 171 | 152 | 192 | 185 | 196 | 205 | 217 | 249 | 245 | 1,085 | 573 | 916 | **2,574** |
| **2025** | 36 | 179 | 179 | 181 | 191 | 181 | 170 | 165 | 196 | 189 | 208 | 210 | 226 | 266 | 1,117 | 550 | 910 | **2,577** |
| **Projected Change in One Year to October 2021** | | | | | | | | | | | | | | | **-19** | **-22** | **-29** | **-70** |
| **Projected Change in Two Years to October 2022** | | | | | | | | | | | | | | | **-30** | **-65** | **-43** | **-138** |
| **Projected Change in Three Years to October 2023** | | | | | | | | | | | | | | | **-51** | **-94** | **-96** | **-241** |
| **Projected Change in Four Years to October 2024** | | | | | | | | | | | | | | | **-76** | **-102** | **-172** | **-350** |
| **Projected Change in Five Years to October 2025** | | | | | | | | | | | | | | | **-44** | **-125** | **-178** | **-347** |
| *Realistic Maximum Potential Lower Totals in 2025* | | | | | | | | | | | | | | | **1,030** | **520** | **850** | **2,400** |
| *Realistic Maximum Potential Higher Totals in 2025* | | | | | | | | | | | | | | | **1,160** | **570** | **950** | **2,680** |

Note: There is an unusually wide potential range of deviation that increases over time from these forecast numbers because of uncertainty about the ongoing impacts of the pandemic. This increasing range, but mainly for lower possible amounts than in the forecast, is greater than the norm because there is no past relevant trend data to factor into the forecast of those impacts.

**Table 2 (PowerPoint extract)**
**Current Resident-to-Enrollment Comparison and Projected Resident Students for Elementary Schools**

| School | *Actual Resident Students and Enrollment part* | | | | *Projected Resident Students part* | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Resident Shift from Fall 2019 | Actual October 6, 2020, Students | | | Projected Students (Relevant Grades) | | | | |
| | | Resident Students | Attending Adjustment | Attending Enrollment | Total in October of 2021 | 2022 | 2023 | Change to 2021 | 2023 |
| **Farallone View:** | | | | | | | | | |
| Core Area | -18 | 212 | | | 213 | 211 | 209 | 1 | -3 |
| Moonridge Area | -11 | 78 | | | 68 | 66 | 58 | -10 | -20 |
| **Total** | -29 | **290** | **-89** | **201** | 281 | 277 | 267 | **-9** | **-23** |
| **El Granada:** | | | | | | | | | |
| Core Area | -54 | 323 | | | 324 | 316 | 311 | 1 | -12 |
| Highway 92 Area | -4 | 37 | | | 39 | 39 | 37 | 2 | 0 |
| S. Main St. Area | -2 | 99 | | | 95 | 94 | 90 | -4 | -9 |
| **Total** | -60 | **459** | **-121** | **338** | 458 | 449 | 438 | **-1** | **-21** |
| **Hatch** | -10 | **393** | **172** | **565** | 384 | 387 | 388 | **-9** | **-5** |
| **Kings Mountain** | 0 | **16** | **41** | **57** | 15 | 14 | 13 | **-1** | **-3** |
| Resident TK-5 Total | -99 | 1,158 | 3 | 1,161 | 1,138 | 1,127 | 1,106 | -20 | -52 |
| Inter-District TK-5 | -2 | 3 | -3 | | 4 | 4 | 4 | 1 | 1 |

**Table 3 (PowerPoint extract, page 1 of 2): Comparison of Fall Enrollment Changes from 2018-to-2019 to 2019-to-2020 in Recent EPC Client Districts with Available Data in San Mateo and Santa Clara Counties**

| School District (sorted by in-County Total % Drop Difference) (excl. charters) | Mid September or Early October 2020 Enrollment | Fall Enrollment Data Comparison | Percentage Change in Grades | | | |
|---|---|---|---|---|---|---|
| | | | TK+K | 1-8 | 9-12 | Total |
| Cabrillo Unified | 2,924 | 2018 to 2019 | -5.6% | -3.5% | 6.3% | -0.4% |
| | | 2019 to 2020 | -0.9% | -10.3% | -2.2% | -6.8% |
| | | Difference from Prior to Latest Shift | 4.7% | -6.8% | -8.5% | -6.3% |
| Portola Valley | 499 | 2018 to 2019 | -9.2% | -3.0% | NA | -3.8% |
| | | 2019 to 2020 | -24.6% | -7.3% | NA | -9.4% |
| | | Difference from Prior to Latest Shift | -15.4% | -4.2% | NA | -5.6% |
| Menlo Park City | 2,796 | 2018 to 2019 | 3.4% | -0.8% | NA | -0.3% |
| | | 2019 to 2020 | -11.2% | -3.4% | NA | -4.2% |
| | | Difference from Prior to Latest Shift | -14.6% | -2.6% | NA | -3.9% |
| San Mateo - Foster City | 10,988 | 2018 to 2019 | -3.0% | -1.1% | NA | -1.3% |
| | | 2019 to 2020 | -12.4% | -3.9% | NA | -5.0% |
| | | Difference from Prior to Latest Shift | -9.4% | -2.8% | NA | -3.6% |

**Table 3 (PowerPoint extract, page 2 of 2): Comparison of Fall Enrollment Changes from 2018-to-2019 to 2019-to-2020 in Recent EPC Client Districts with Available Data in San Mateo and Santa Clara Counties**

| School District (sorted by in-County Total % Drop Difference) (excl. charters) | Mid September or Early October 2020 Enrollment | Fall Enrollment Data Comparison | Percentage Change in Grades | | | |
|---|---|---|---|---|---|---|
| | | | TK+K | 1-8 | 9-12 | Total |
| **Sequoia Union** | 9,426 | 2018 to 2019 | NA | NA | 0.9% | 0.9% |
| | | 2019 to 2020 | NA | NA | 0.4% | 0.4% |
| | | **Difference from Prior to Latest Shift** | NA | NA | **-0.5%** | **-0.5%** |
| **Average in San Mateo County from Districts with TK+K Data available** | 17,207 (sample total from four districts with 2020 TK+K data) | 2018 to 2019 | -3.6% | -2.1% | NA | -1.5% |
| | | 2019 to 2020 | -12.3% | -6.2% | NA | -6.4% |
| | | **Difference from Prior to Latest Shift** | **-8.7%** | **-4.1%** | NA | **-4.9%** |
| **Average in Santa Clara County from Districts with TK+K Data available** | 80,367 (sample total from eight districts with 2020 TK+K data) | 2018 to 2019 | -1.1% | -1.5% | NA | -1.4% |
| | | 2019 to 2020 | -10.2% | -3.6% | NA | -3.8% |
| | | **Difference from Prior to Latest Shift** | **-9.2%** | **-2.1%** | NA | **-2.4%** |

**Table 4 (PowerPoint version): Resident Student Trends by Housing Situation**

*(with gray shading applied to the highest K-2 and TK-12 totals in the last three years for each category)*

| Housing Category | Subject | Fall of | CUSD Students by Grade Group K-2 | 3-5 | 6-8 | 9-11 | TK-12 | Percent TK-12 Change |
|---|---|---|---|---|---|---|---|---|
| **Relatively Most Affordable and Affordable** | Resident Students | 2017 | 217 | 246 | 285 | 264 | 1,124 | |
| | | 2018 | 225 | 217 | 266 | 282 | 1,079 | |
| | | 2019 | 195 | 202 | 284 | 275 | 1,082 | |
| | | 2020 | 170 | 195 | 233 | 277 | 973 | |
| | **3-Year Change within Grade Group** | | **-47** | | | | **-151** | **-13%** |
| | 3-Year Change from Prior Grade Group | | | -22 | -13 | -8 | | |
| **Relatively Moderate Value** | Resident Students | 2017 | 261 | 271 | 267 | 220 | 1,115 | |
| | | 2018 | 233 | 269 | 274 | 238 | 1,105 | |
| | | 2019 | 221 | 261 | 260 | 262 | 1,094 | |
| | | 2020 | 204 | 242 | 242 | 271 | 1,047 | |
| | **3-Year Change within Grade Group** | | **-57** | | | | **-68** | **-6%** |
| | 3-Year Change from Prior Grade Group | | | -19 | -29 | 4 | | |
| **Relatively High Value** | Resident Students | 2017 | 153 | 172 | 231 | 260 | 930 | |
| | | 2018 | 156 | 194 | 222 | 263 | 932 | |
| | | 2019 | 162 | 166 | 213 | 272 | 932 | |
| | | 2020 | 174 | 144 | 186 | 260 | 877 | |
| | **3-Year Change within Grade Group** | | **21** | | | | **-53** | **-6%** |
| | 3-Year Change from Prior Grade Group | | | -9 | 14 | 29 | | |

**Table 5 (PowerPoint version): Recent Cumulative Advancement Rates by General Housing Value Category***

| General Housing Value Category | Current Resident CUSD-Enrolled Students | Cumulative Rates from First to Eighth Grades from Net Average Annual Grade-to-Grade Advancement Rates in | | | |
|---|---|---|---|---|---|
| | | Fall 2019 to Fall 2020 | Fall 2016 to Fall 2019 | Difference in Last Year | Normal Range |
| Relatively Most Affordable and Affordable | 973 | 0.66 | 0.95 | -0.29 | 0.60 - 1.00 |
| Relatively Moderate Value | 1,047 | 0.54 | 1.04 | -0.50 | 0.70 - 1.10 |
| Relatively High Value | 877 | 0.80 | 1.17 | -0.37 | 0.80 - 1.20 |

* Cumulative rates are the cumulative impact from the first to eighth grades of the individual grade-to-grade net "advancement rates" (a.k.a. "cohort survival rates") averaged over the relevant periods. The "Relatively Most Affordable and Affordable" areas, for example, collectively had net average annual grade-to-grade advancement rates between Fall 2016 and Fall 2019 that combine into a 0.95 cumulative rate. This means that, if these rates occur throughout the next decade, then there eventually would be 95% as many eighth graders (i.e., a net of -5%) from these same housing units as there had been first graders seven years earlier. The rates of change (a) from kindergarten to first grade and (b) from eighth grade to ninth grade are excluded from these cumulative rates because those often include significant impacts of students coming from and going to private schools. While such private school impacts are important forecast components, those are separate factors from the main purpose in determining these cumulative rates, which is to estimate the net enrollment impacts of housing turnover.

**Table 6 (PowerPoint version)**
**Comparison of Births in Four Main CUSD Zip Codes to Corresponding Kindergartners Five Years Later**

| Birth "Year" and School Enrollment Date | Total Births in Zip Codes 94018, 94019, 94037 & 94038 | Dist.-Enrolled Resident Kindergarten Students | Ratio of Kindergarten Students to Births |
|---|---|---|---|
| "2003" Births | 309 | | |
| "2004" Births | 321 | | |
| "2005" Births | 335 | | |
| "2006" Births | 330 | | |
| "2007" Births | 323 | | |
| "2008" Births | 318 | | |
| "2009" Births | 305 | | |
| "2010" Births | 272 | | |
| "2011" Births and early October 2016 Kindergartners | 250 | 216 | 87% |
| "2012" Births and early October 2017 Kindergartners | 264 | 207 | 78% |
| "2013" Births and early October 2018 Kindergartners | 239 | 198 | 83% |
| "2014" Births and late Sept. 2019 Kindergartners | 231 | 167 | 72% |
| "2015" Births and early Oct. 2020 Kindergartners (current) | 234 | 186 | 80% |
| Average Relevant to Last Four School Years | | | 78% |

| | births "2003" to "2009" average 320 but in "2011" to "2018" only average 245 | Potential CUSD Resident Kindergarten Students (excl. TK) | |
|---|---|---|---|
| | | at Four-Year Average Ratio | at Current Ratio |
| "2016" Births and Potential October 2021 Kindergartners | 246 | 193 | 196 |
| "2017" Births and Potential October 2022 Kindergartners | 260 | 204 | 207 |
| "2018" Births and Potential October 2023 Kindergartners | 232 | 182 | 185 |

Note: Years listed have proportionate birth amounts in the listed year and the prior year so as to properly correlate to the kindergarten eligibility period shown (five years later).

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

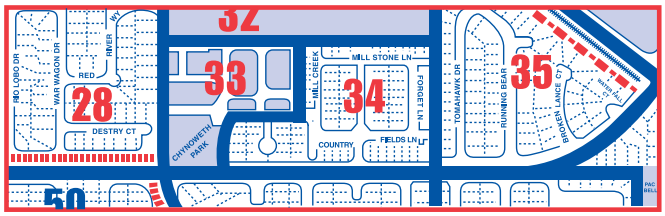
# ENROLLMENT PROJECTION CONSULTANTS

*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 31, 2020

Dear Superintendent McPhetridge:

This is the concluding documentation to the second phase of a two-phase enrollment forecast study, with such phasing necessary due to uncertainty of the enrollment impacts of the COVID-19 pandemic. We start this report with the summary below and then provide some background information. Subsequent sections follow the order of the tables, starting with the updated projections in Tables 1 and 2 and then the underlying factors to those numbers in Tables 3 to 7. The appendices provide more detail for those who want to delve further into the data.

## Summary of Findings and Projections

While nearly all of our client school districts had unusually severe enrollment reductions this year due to the pandemic, there is one key difference for the Cabrillo Unified School District (henceforth "CUSD" or "district"). This is in having a higher current kindergarten enrollment than in 2019-20. Your current totals in each of kindergarten and the first and second grades also essentially match what we projected last spring in our first phase of this study. That forecast was for what the enrollments would have been if not for the pandemic. The more notable CUSD negative deviations from that forecast instead are in the upper elementary and middle school grades. These and some other data findings resulted, in this update, in less of a *further* projected enrollment decline at the elementary level and more of an expected decline in the middle and high school enrollments.

The total projected CUSD enrollment declines by 70 students to next October and by a net of 347 students over the next five years. This reduction occurs in every grade level, but becomes progressively more concentrated in the middle and high school levels during that period. The projected changes from the "current" (October 6, 2020) totals to those on October 1, 2021, are for 19, 22 and 29 fewer elementary, middle and high school students, respectively. The cumulative reductions forecast over the next three years are by 51 elementary, 94 middle school and 96 high school students, for a combined drop by 241. The grade-level totals then (in October 2023) are forecast to be at around 1,100 elementary students and fewer than 600 middle school and 1,000 high school students, with the former two amounts being the lowest in those respective grade levels in decades. Further decline is projected in the two secondary levels from 2023 to 2025, but the elementary total could stay in the 1,100 vicinity during those years.[1] If a planned affordable housing development in Moss Beach is not completed by 2025, however, then even lower enrollment numbers are likely.

## Background Information

I have been providing in-depth enrollment forecasts covering more than 70 school districts since 1985. My firm specializes in these more thorough studies, where every key component of the recent trends is determined, analyzed, compared to the knowledge gained from our experience in over 350 previous studies, and then projected. To do this, we drive literally every street in our first study for a district to learn the community and

[1] Whenever just a year is stated, such as 2025, the reference is for, or in the year or years to, early October of that year.

divide it into suitable planning areas. These areas represent a single dominant housing type wherever feasible, including 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.

## District-Wide Enrollment Trends and Projections

The district enrollment has fallen by 445 students since 2014, as is shown in Table 1 on page 3. This reduction is the net of declines by 409 elementary and 69 middle school students and a rise by 33 high school students. The elementary enrollment declined by 26%, or the equivalent of over one out of every four students in just a six-year period.[2] Much of that loss came from lower kindergarten totals combined with larger classes graduating out of the elementaries and into the secondary schools. Graduating those larger classes upward created small net gains to 2019 in the middle and high school totals, which offset some of the elementary student decline in the district total. This was the first year, however, that one of those lower class totals in the elementary grades had graduated into Cunha Middle School and this contributed to the significant decline in that grade level in 2020.[3]

This current student distribution through the grades will shift where the enrollment reductions are concentrated in the next five years. As the lower totals now in the upper elementary grades graduate into Cunha and thereafter Half Moon Bay High, those secondary enrollments should notably decline, as is projected. With those lower totals now already being in all of the elementary grades, however, the differences between the sizes of the classes graduating from fifth and those incoming in kindergarten could be much smaller. The result is only a modest further projected elementary enrollment decline (to only moderately below our previous elementary forecast).

These by-grade findings, plus kindergarten expectations and grade “advancement” issues that are discussed later, lead to a forecast of around 1,100 elementary students and just under 600 and 1,000 middle and high school students, respectively, in 2023. Those are three-year losses of close to 50 elementary, 100 middle and 100 high school students. The elementary total then could stay in that 1,100 vicinity in subsequent years, while the secondary totals should fall further. The amounts forecast in 2024 would be the lowest in each of grade level in any year since at least the mid 1990s. And while there is no realistic chance of an elementary rebound to above 1,200 in 2025, going well below 1,100 is possible, including for reasons explained later in this report.

## Projected Resident Student Populations by the Current Attendance Areas

This forecast is based on analyses of where the students live (the resident population[4]) rather than the schools they attend (the attending enrollment). Resident totals differ from 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. We flip back-and-forth between these “resident” and "enrollment" amounts in the text below, and it is important to remember the distinction between these two types.

Table 2, on page 4, presents the key resident and enrollment findings and projections for each attendance area.

[2] It should be noted that three-fourths of that elementary student decline occurred from 2014 to 2019 and thus before the additional reduction this year that was partly caused by the pandemic. All figures in this report cover some or all of grades TK-12 (Transitional Kindergarten through twelfth grade), including SDC (Special Day Class, a.k.a., Special Education), Alternative Education (independent study) and a nominal number of NPS (Non-Public-School special needs) students.

[3] Totals by grade are provided in Appendix A1. Table 1 only has grade level totals for the sake of clarity.

[4] “Resident” throughout this report means physical resident, not legal resident.

**Table 1: Summary of Actual and Projected Total Fall Enrollments from 2014 to 2025**

| Enrollment Subject | Totals by Grade Level (incl. SDC and NPS) TK-5 | 6-8 | 9-12 | District TK-12 Total |
|---|---|---|---|---|
| **Actual Enrollment in Early October 2014** | **1,570** | 744 | 1,055 | **3,369** |
| **Actual Enrollment in Early October 2015** | **1,495** | 779 | 1,060 | **3,334** |
| **Actual Enrollment in Early October 2016** | **1,450** | 795 | 1,031 | **3,276** |
| **Actual Enrollment in Early October 2017** | **1,383** | 794 | 1,029 | **3,206** |
| **Actual Enrollment in Early October 2018** | **1,334** | 769 | 1,046 | **3,149** |
| **Actual Enrollment in Late September 2019** | **1,262** | 762 | 1,112 | **3,136** |
| **Actual Enrollment on October 6, 2020** | **1,161** | 675 | 1,088 | **2,924** |
| **Actual Change, October 2014 to October 2020** | **-409** | **-69** | **33** | **-445** |
| **Projected Enrollments:** | | | | |
| **Projected Enrollment for October 1, 2021** | **1,142** | 653 | 1,059 | **2,854** |
| **Projected Enrollment for October 1, 2022** | **1,131** | 610 | 1,045 | **2,786** |
| **Projected Enrollment for October 1, 2023** | **1,110** | 581 | 992 | **2,683** |
| **Projected Enrollment for October 1, 2024** | **1,085** | 573 | 916 | **2,574** |
| **Projected Enrollment for October 1, 2025** | **1,117** | 550 | 910 | **2,577** |
| **Change in One Year, from Fall 2020 to 2021** | **-19** | **-22** | **-29** | **-70** |
| **Change in Two Years, from Fall 2020 to 2022** | **-30** | **-65** | **-43** | **-138** |
| **Change in Three Years, from Fall 2020 to 2023** | **-51** | **-94** | **-96** | **-241** |
| **Change in Four Years, from Fall 2020 to 2024** | **-76** | **-102** | **-172** | **-350** |
| **Change in Five Years, from Fall 2020 to 2025** | **-44** | **-125** | **-178** | **-347** |

Note: Actual figures are from Calif. Dept. of Education for 2014 and 2015 and from student files provided by CUSD since then.

*Understanding the Data in Table 2*

Table 2 contains two data sets for each school. The figures on the left show both (1) the amounts by which the resident school totals changed in the last year and (2) how the current enrollment at each school differs from the resident population. Farallone View, for instance, has 201 currently enrolled TK-5 students, which is 89 less than the CUSD-enrolled resident TK-5 total of 290 students.[5] This net difference is identified by the "-89" in the top part of the column titled "Attending Adjustment". The second set of data, on the right side of the table, covers the projected pending resident amounts. These are not projected enrollments. They do indicate, however, the extent to which the current attendance areas and operating schools might continue to be suitable in the next three years. For Farallone View, the projected resident TK-5 reductions are by nine students in 2021 and a cumulative 23 to 2023 (to a total of 267 resident students). If the current attending adjustment of 89 outgoing students continues, however, then the resultant 2023 Farallone View enrollment could be fewer than 180 students.

[5] All figures include Alternative Education students, for which the numbers dramatically increased this year mainly if not entirely because of COVID concerns and the lack of in-classroom teaching. Most of these students are expected to be in regular school enrollment in 2021-22 if a vaccine is available and in-classroom teaching occurs. See Appendix A2 for Alt. Ed. totals.

**Table 2: Current Resident-to-Enrollment Comparison and Projected Resident Students for Current Attendance Areas**

| School | *Actual Resident Students and Enrollment part** Resident Shift from Sept. 2019 | Actual October 6, 2020, Students: Resident Students | Attending Adjustment | Attending Enrollment | *Projected Resident Students part** Projected Students (Relevant Grades) Total in October of 2021 | 2022 | 2023 | Change to 2021 | Change to 2023 |
|---|---|---|---|---|---|---|---|---|---|
| **Farallone View:** | | | | | | | | | |
| Core Area | -18 | 212 | | | 213 | 211 | 209 | 1 | -3 |
| Moonridge Area | -11 | 78 | | | 68 | 66 | 58 | -10 | -20 |
| **Total** | -29 | **290** | **-89** | **201** | 281 | 277 | 267 | **-9** | **-23** |
| **El Granada:** | | | | | | | | | |
| Core Area** | -54 | 323 | | | 324 | 316 | 311 | 1 | -12 |
| Highway 92 Area | -4 | 37 | | | 39 | 39 | 37 | 2 | 0 |
| S. Main St. Area | -2 | 99 | | | 95 | 94 | 90 | -4 | -9 |
| **Total** | -60 | **459** | **-121** | **338** | 458 | 449 | 438 | **-1** | **-21** |
| **Hatch** | -10 | **393** | **172** | **565** | 384 | 387 | 388 | **-9** | **-5** |
| **Kings Mountain** | 0 | **16** | **41** | **57** | 15 | 14 | 13 | **-1** | **-3** |
| Resident TK-5 Total | -99 | 1,158 | 3 | 1,161 | 1,138 | 1,127 | 1,106 | -20 | -52 |
| Other TK-5*** | -2 | 3 | -3 | | 4 | 4 | 4 | 1 | 1 |
| **Cunha****** | -96 | **661** | **14** | **675** | 636 | 591 | 565 | **-25** | **-96** |
| Other 6-8*** | 9 | 14 | -14 | | 17 | 19 | 16 | 3 | 2 |
| **HMB High** | | | | **1,061** | | | | | |
| **Pilarcitos** | | | | **27** | | | | | |
| **Res. 9-12 Total** | -16 | **1,078** | **10** | **1,088** | 1,047 | 1,031 | 973 | **-31** | **-105** |
| Other 9-12*** | -8 | 10 | -10 | | 12 | 14 | 19 | 2 | 9 |

* Figures include SDC (Special Day Class), Alternative Education and NPS (Non-Public-School) students. Resident students are district-enrolled students in relevant grades with home addresses in the attendance area, regardless of schools attended.

** The large El Granada Core Area reduction in 2020 is partly due to a large fifth-grade class having graduated.

*** "Other" usually covers both incoming inter-district students and a few students listed at unlocatable addresses, but there are no students at unlocatable addresses this year. These figures thus represent solely students at non-CUSD addresses.

**** The large Cunha resident reduction in 2020 is partly due to a large eighth-grade class having graduated.

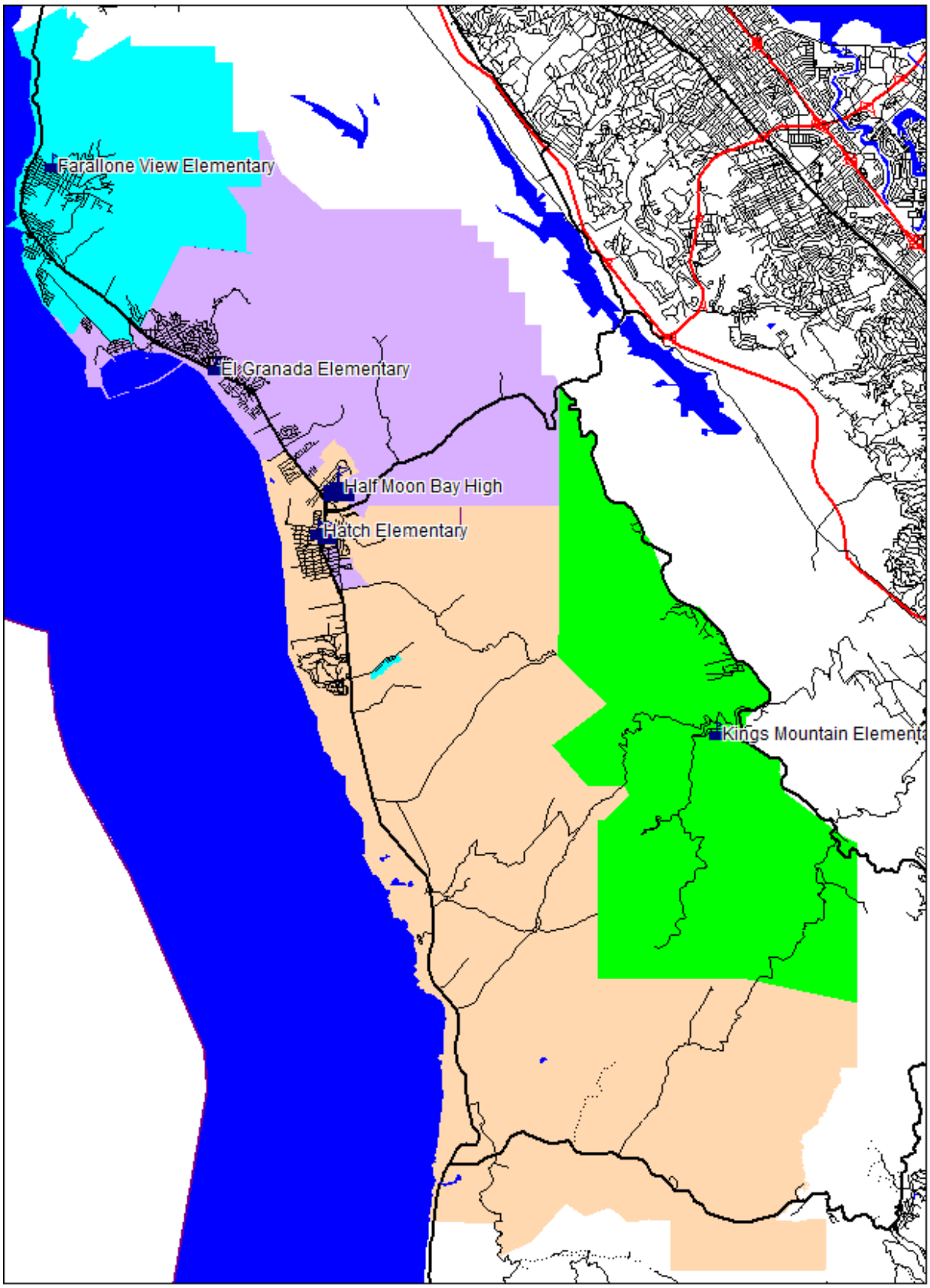
Note: Projections contain hidden fractions, so the totals shown above may not sum exactly to those in other tables.

*Key Findings Related to the Data in Table 2*

What is not shown in this Table 2 is how much the net attending adjustments have changed with the new district policy allowing all students in the Moonridge area (and Highway 92 and South Main Street areas) to attend Hatch. Farallone View's attending adjustment loss went from -30 a year ago to -89 now. The Hatch attending adjustment rose from +149 a year ago to +172 today. The El Granada adjustment surprisingly decreased from -150 to -121.

The outlying parts of the Farallone View and El Granada regions that we are identifying as the Moonridge, Highway 92 and South Main Street areas have a total of 214 elementary students, which almost matches the combined net adjustment amounts for those two schools of 210 outgoing students. This indicates that, despite the official attendance regions, the relevant resident amounts for those schools, in terms of correlation to potential future enrollments, are only from their "core" areas. Together those two "core" areas have just 535 current TK-5 students and a projected combination of 520 in 2023. That figure could rise moderately by 2025 (which is not shown in Table 2) if a planned affordable housing development in Moss Beach is completed by then.

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



For the same reason, the relevant resident total for Hatch could be considered to include these Moonridge, Highway 92 and South of Main Street areas. While that combined total would be more than the probable Hatch enrollment, due to some students choosing to attend Kings Mountain, it still should be much closer to the probable enrollment. Those combined areas have 607 current resident elementary students, with a forecast of 573 in 2023 and lower totals thereafter. With Kings Mountain included, the projected resident 2023 total is 586.

While the Kings Mountain resident TK-5 total could be virtually unchanged in the near future, that total should stay below 20. More than two-thirds of the current Kings Mountain enrollment comes from outside of that attendance area. How this large net attending adjustment evolves will be the bigger factor for the Kings Mountain enrollment.

Factoring into these projected elementary amounts are expected kindergarten totals that are slightly above the current figure for the next two years, but then become lower than at present in subsequent years. All of these kindergarten estimates are well below the district kindergarten totals in the decade before 2019.[6] We discuss these numbers in more detail later in this report, with the district kindergarten estimates shown in Appendix A1.

## Estimating the Impact of the Pandemic on Enrollments in 2020

While we cannot determine the exact degree to which the pandemic contributed to this year's significant CUSD enrollment decline, we can identify how the shifts differed between (1) 2018 to 2019 and (2) 2019 to 2020 in the CUSD and several of our other client districts. Table 3 on pages 7 and 8 presents these findings from five San Mateo County clients and nine Santa Clara County clients that have provided their fall 2020 enrollment figures.

### *Understanding the Data in Table 3*

Table 3 shows the percentage changes from (1) 2018 to 2019 and (2) 2019 to 2020 in the grade ranges of TK+K, first through eighth ("1-8"), ninth through twelfth ("9-12") and in total for each of the districts listed. For the CUSD, for example, the top data section on page 7 has the TK+K total declining by 5.6% from 2018 to 2019 and then falling by another 0.9% from 2019 to 2020. While the latter is an additional reduction (from a steep drop in TK, the K total instead rose), it nonetheless is a gain of 4.7% over what repeating the previous 5.6% decline would have been. This is what the yellow-highlighted "4.7%" in the TK+K data row for the CUSD is indicating.

### *Key Findings Related to the Data in Table 3*

The CUSD is the only district that we have fall 2020 data for so far that did not have a larger percentage TK+K drop this year compared to the decline in the previous year. The difference between those TK+K reductions in the Portola Valley, Menlo Park and San Mateo – Foster City districts, by contrast, were by the extreme degrees of -15.4%, -14.6% and -9.4%. The eight districts in Santa Clara County that provided their fall 2020 TK+K counts had differences of between -4.2% and -15.8%, with an average of -9.2%. Clearly for every district listed other than the CUSD, the evident negative pandemic-related impact was significant in TK+K. And all eleven of these other districts had much greater negative differences in TK+K than in 1-8.

For these other districts, we are interpreting this concentrated negative difference of change in TK+K as being due to parents opting to keep their children of those ages out of school for this year only. We expect many of them will become public school students next year if a vaccine is available and in-classroom teaching returns.

For the CUSD to have a 4.7% improvement in the TK+K difference is one of the surprises in this update, but that is more than offset by larger reductions in the other grade ranges listed. Your district had significantly negative shifts in the 1-8 (by -6.8%) and 9-12 (by -8.5%) differences, for an overall shift from declining by 0.4% in 2019 to falling by 6.8% this year (for a difference, with rounding factoring in, of -6.3%).

If we assume, however, that most of the Alternative Education students in the CUSD (who are included in these change percentages) return to regular classroom enrollments next year, then this improvement in TK+K indicates less of a continuing negative pandemic impact than we had expected on the elementary enrollments.

[6] These are for the kindergarten totals excluding TK, which the California Department of Education sometimes includes in the kindergarten figures, including on their website.

**Table 3: Comparison of Fall Enrollment Changes from 2018-to-2019 to 2019-to-2020 in Recent EPC Client School Districts with Available Data in San Mateo and Santa Clara Counties**

| **School District** (sorted by in-County Total % Drop Difference) (excl. charters) | **Mid September or Early October 2020 Enrollment** | **Fall Enrollment Data Comparison** | **Percentage Change in Grades** | | | |
|---|---|---|---|---|---|---|
| | | | **TK+K** | **1-8** | **9-12** | **Total** |
| **Cabrillo Unified** (including NPS) | 2,924 | 2018 to 2019 | -5.6% | -3.5% | 6.3% | -0.4% |
| | | 2019 to 2020 | -0.9% | -10.3% | -2.2% | -6.8% |
| | | **Difference from Prior to Latest Shift** | **4.7%** | **-6.8%** | **-8.5%** | **-6.3%** |
| **Portola Valley** (excluding NPS) | 499 | 2018 to 2019 | -9.2% | -3.0% | NA | -3.8% |
| | | 2019 to 2020 | -24.6% | -7.3% | NA | -9.4% |
| | | **Difference from Prior to Latest Shift** | **-15.4%** | **-4.2%** | NA | **-5.6%** |
| **Menlo Park City** (excluding NPS) | 2,796 | 2018 to 2019 | 3.4% | -0.8% | NA | -0.3% |
| | | 2019 to 2020 | -11.2% | -3.4% | NA | -4.2% |
| | | **Difference from Prior to Latest Shift** | **-14.6%** | **-2.6%** | NA | **-3.9%** |
| **San Mateo - Foster City** (excluding NPS) | 10,988 | 2018 to 2019 | -3.0% | -1.1% | NA | -1.3% |
| | | 2019 to 2020 | -12.4% | -3.9% | NA | -5.0% |
| | | **Difference from Prior to Latest Shift** | **-9.4%** | **-2.8%** | NA | **-3.6%** |
| **Sequoia Union** (excluding NPS) | 9,426 | 2018 to 2019 | NA | NA | 0.9% | 0.9% |
| | | 2019 to 2020 | NA | NA | 0.4% | 0.4% |
| | | **Difference from Prior to Latest Shift** | NA | NA | **-0.5%** | **-0.5%** |
| **Average in San Mateo County from Districts with TK+K Data available** | 17,207 (sample total from districts with 2020 TK+K data) | 2018 to 2019 | -3.6% | -2.1% | NA | -1.5% |
| | | 2019 to 2020 | -12.3% | -6.2% | NA | -6.4% |
| | | **Difference from Prior to Latest Shift** | **-8.7%** | **-4.1%** | NA | **-4.9%** |
| **Sunnyvale** (including NPS) | 5,957 | 2018 to 2019 | -0.6% | -2.5% | NA | -2.2% |
| | | 2019 to 2020 | -16.4% | -6.0% | NA | -7.5% |
| | | **Difference from Prior to Latest Shift** | **-15.8%** | **-3.5%** | NA | **-5.2%** |
| **Gilroy Unified** (excluding NPS) | 10,885 | 2018 to 2019 | -1.8% | 0.6% | 1.1% | 0.6% |
| | | 2019 to 2020 | -14.1% | -5.1% | -3.6% | -2.4% |
| | | **Difference from Prior to Latest Shift** | **-12.3%** | **-5.7%** | **-4.7%** | **-2.9%** |
| **Evergreen** (in southeast San Jose) (excluding NPS) | 9,769 | 2018 to 2019 | -7.9% | -3.4% | NA | -3.8% |
| | | 2019 to 2020 | NA | NA | NA | -6.3% |
| | | **Difference from Prior to Latest Shift** | NA | NA | NA | **-2.5%** |

*Table 3, Page 1 of 2, with notes at the bottom of the final page*

**Table 3: Comparison of Fall Enrollment Changes from 2018-to-2019 to 2019-to-2020 in Recent EPC Client School Districts with Available Data in San Mateo and Santa Clara Counties**

| **School District** (sorted by in-County Total % Drop Difference) (excl. charters) | **Mid September or Early October 2020 Enrollment** | **Fall Enrollment Data Comparison** | **Percentage Change in Grades** | | | |
|---|---|---|---|---|---|---|
| | | | **TK+K** | **1-8** | **9-12** | **Total** |
| **Berryessa Union** (in northeast San Jose) (including NPS) | 6,561 | 2018 to 2019 | -5.4% | -1.3% | NA | -1.8% |
| | | 2019 to 2020 | -9.6% | -3.6% | NA | -4.3% |
| | | **Difference from Prior to Latest Shift** | **-4.2%** | **-2.3%** | NA | **-2.5%** |
| **Santa Clara Unified** (including NPS) | 14,796 | 2018 to 2019 | -2.9% | -1.2% | 1.3% | -0.6% |
| | | 2019 to 2020 | -7.7% | -3.3% | -0.5% | -2.9% |
| | | **Difference from Prior to Latest Shift** | **-4.8%** | **-2.1%** | **-1.9%** | **-2.3%** |
| **Cupertino Union** (excluding NPS) | 15,729 | 2018 to 2019 | -5.1% | -3.5% | NA | -3.7% |
| | | 2019 to 2020 | -12.8% | -5.0% | NA | -5.9% |
| | | **Difference from Prior to Latest Shift** | **-7.7%** | **-1.5%** | NA | **-2.2%** |
| **Oak Grove** (in south San Jose) (including NPS) | 9,412 | 2018 to 2019 | -0.3% | -1.4% | NA | -1.3% |
| | | 2019 to 2020 | -9.0% | -2.7% | NA | -3.5% |
| | | **Difference from Prior to Latest Shift** | **-8.7%** | **-1.3%** | NA | **-2.2%** |
| **Campbell Union** (excluding NPS) | 6,610 | 2018 to 2019 | -0.6% | -4.4% | NA | -3.9% |
| | | 2019 to 2020 | -13.4% | -3.9% | NA | -5.2% |
| | | **Difference from Prior to Latest Shift** | **-12.7%** | **0.5%** | NA | **-1.2%** |
| **Milpitas Unified** (excluding NPS) | 10,417 | 2018 to 2019 | 8.3% | 2.0% | -1.5% | 1.4% |
| | | 2019 to 2020 | 1.1% | 1.2% | 1.3% | 1.2% |
| | | **Difference from Prior to Latest Shift** | **-7.2%** | **-0.9%** | **2.7%** | **-0.2%** |
| **Average in Santa Clara County from Districts with TK+K Data available** | 80,367 (sample total from districts with 2020 TK+K data) | 2018 to 2019 | -1.1% | -1.5% | NA | -1.4% |
| | | 2019 to 2020 | -10.2% | -3.6% | NA | -3.8% |
| | | **Difference from Prior to Latest Shift** | **-9.2%** | **-2.1%** | NA | **-2.4%** |

Notes: (1) September or October 2020 counts were provided by each district, with the exception of the Evergreen total coming from school board meeting minutes for September 10, 2020. (2) Figures from the Ravenswood City district are excluded due to varying severely negative enrollment impacts caused by charter school openings. (3) Figures from fall 2018 and 2019 are based mainly on student files provided to EPC by each district, but a few figures are from the CDE website. (5) Some recent EPC client districts are excluded from these figures (A) because 2020 counts had not been provided to EPC before this table was completed and (B) from a few Santa Clara County districts to fit this table on two pages. (6) Countywide birth totals in 2014 and 2015 were 9,098 and 9,040, for a 0.6% decline in San Mateo County, and 23,508 and 23,190, for a 1.4% decline, in Santa Clara County. As those birth years mainly correlate to the TK+K totals in 2019 and 2020, respectively, the TK+K percentage declines from 2019 to 2020 (by 12.2% in the San Mateo County sample and by 9.6% in the Santa Clara County sample) include these small birth differences. (7) Menlo Park City does not offer TK, so their "TK+K" figures are only in K.

*Table 3, Page 2 of 2*

**Resident CUSD-Enrolled Student Totals by General Relative Housing Value Levels**

After previously performing fieldwork to analyze the housing situation in every district neighborhood, we divided the CUSD into 67 EPC-created "planning areas" so that we could 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 type and value can generate divergent student trends in some districts. Please note, however, that the CUSD has some locations with a complete mix of housing conditions. 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 are shown in Table 4 on page 10.

*Understanding the Data in Table 4*

The figures in Table 4 are for the resident totals of district-enrolled students in the fall of the last four years (2016 to 2020) coming from aggregates of EPC-created planning areas. Each of those areas has been assigned a general relative dominant housing value (or average value) based on a standardized but nonetheless subjective EPC evaluation methodology. The purpose of this data is to identify how the student population is evolving within the three general value levels of "Relatively Most Affordable and Affordable", "Relatively Moderate Value" and "Relatively High Value". The student counts within these categories are provided in groups of three grades each (K-2, 3-5, 6-8 and 9-11, as well as in TK-12) so that we can easily show both (1) how the totals have changed as those students graduated upward by three grades in three years (i.e., since 2017, not 2016) and (2) the general age distribution of the students. The "Relatively Most Affordable and Affordable" dwellings, for instance, had 217 students in K-2 in 2017 and there are now 195 students in grades 3-5, which was a net loss of 22 students in that population as it graduated forward by three grades. This is shown by the "-22" in the table (see lowest row in the top section of page 10). We also show how the K-2 group itself changed during that time, which was a net loss of 47 students due to a reduction from 217 to 170. That shift in K-2 is "boxed" because it is an important indication of whether the families of the students are getting older, with declining kindergarten totals likely, or are instead becoming younger (via turnover), thereby generating potential kindergarten growth. We have included 2016 data solely to show whether the direction of the changes (positive or negative) since 2017 also occurred since 2016.

*Key Findings Related to the Data in Table 4*

The most significant finding in this data is in how the recent enrollment decline is greatest, in percentage terms, in the lowest income areas (with income interpolated from the housing situations). These "Relatively Most Affordable and Affordable" areas have 47 fewer K-2 students in net than three years ago, for a 22% decline. The total number of students in those dwellings has fallen by 151 since 2017, which is by 13%. While the "Relatively Moderate Value" areas also have 22% fewer students in K-2, with a drop by 57 since 2017, the overall reduction was by 6%, or less than half the rate of student decline as in the least expensive units. And the more expensive homes instead had an increase in K-2 students, to the highest amount in any recent year.

What these general housing value levels have in common, however, are distributions through the grades that have fewer students now in K-2 than in 6-8 and 9-11. The "Relatively Most Affordable and Affordable" areas, for example, have only 170 in K-2, 195 in 3-5, 233 in 6-8 and 277 in 9-11. There are thus over 100 more students in 9-11 than K-2. Graduating these amounts upward should create lower 2023 totals in each of 3-5, 6-8 and 9-11.

**Average Cumulative Advancement Rates**

Grade-to-grade advancement rates are calculations of the net change in the number of students in each grade as they graduate into the next grade in the following school year. For example, if there had been 100 students in kindergarten last year and 105 in first grade this year from the same group of homes, that would be a 5% (1.05) net advancement rate gain. Such rates usually are averaged over several years within each single-grade advancement to avoid giving too much influence to nuances in any one year.[7]

[7] These advancement rates also normally are determined only from housing built before the start of the trend-analysis period, but new residences were too minimal of a CUSD factor since 2015 to warrant that refinement in the trend data.

**Table 4: Resident Student Trends by Housing Situation**

| Housing Category | Subject | Fall of | CUSD Students by Grade Group K-2 | 3-5 | 6-8 | 9-11 | TK-12 | Percent TK-12 Change |
|---|---|---|---|---|---|---|---|---|
| **Relatively Most Affordable and Affordable** | Resident Students | 2016 | 220 | 280 | 268 | 254 | 1,126 | |
| | | 2017 | 217 | 246 | 285 | 264 | 1,124 | |
| | | 2018 | 225 | 217 | 266 | 282 | 1,079 | |
| | | 2019 | 195 | 202 | 284 | 275 | 1,082 | |
| | | 2020 | 170 | 195 | 233 | 277 | 973 | |
| | **3-Year Change within Grade Group** | | **-47** | | | | **-151** | **-13%** |
| | 3-Year Change from Prior Grade Group | | | -22 | -13 | -8 | | |
| **Relatively Moderate Value** | Resident Students | 2016 | 268 | 256 | 264 | 220 | 1,114 | |
| | | 2017 | 261 | 271 | 267 | 220 | 1,115 | |
| | | 2018 | 233 | 269 | 274 | 238 | 1,105 | |
| | | 2019 | 221 | 261 | 260 | 262 | 1,094 | |
| | | 2020 | 204 | 242 | 242 | 271 | 1,047 | |
| | **3-Year Change within Grade Group** | | **-57** | | | | **-68** | **-6%** |
| | 3-Year Change from Prior Grade Group | | | -19 | -29 | 4 | | |
| **Relatively High Value** | Resident Students | 2016 | 169 | 188 | 244 | 263 | 959 | |
| | | 2017 | 153 | 172 | 231 | 260 | 930 | |
| | | 2018 | 156 | 194 | 222 | 263 | 932 | |
| | | 2019 | 162 | 166 | 213 | 272 | 932 | |
| | | 2020 | 174 | 144 | 186 | 260 | 877 | |
| | **3-Year Change within Grade Group** | | **21** | | | | **-53** | **-6%** |
| | 3-Year Change from Prior Grade Group | | | -9 | 14 | 29 | | |
| **District Region** | Resident Students | 2016 | 657 | 724 | 776 | 737 | 3,199 | |
| | | 2017 | 631 | 689 | 783 | 744 | 3,169 | |
| | | 2018 | 614 | 680 | 762 | 783 | 3,116 | |
| | | 2019 | 578 | 629 | 757 | 809 | 3,108 | |
| | | 2020 | 548 | 581 | 661 | 808 | 2,897 | |
| | **3-Year Change within Grade Group** | | **-83** | | | | **-272** | **-9%** |
| | 3-Year Change from Prior Grade Group | | | -50 | -28 | 25 | | |
| **Incoming Inter-District Students and those Listed at Residentially Unlocatable Adr.** (mainly inter-dist.) | Resident Students | 2016 | 10 | 19 | 19 | 20 | 77 | |
| | | 2017 | 5 | 3 | 11 | 12 | 37 | |
| | | 2018 | 5 | 3 | 7 | 13 | 33 | |
| | | 2019 | 1 | 4 | 5 | 13 | 28 | |
| | | 2020 | 1 | 2 | 14 | 8 | 27 | |
| | **3-Year Change within Grade Group** | | **-4** | | | | **-10** | **-27%** |
| | 3-Year Change from Prior Grade Group | | | -3 | 11 | -3 | | |

Notes: (1) Value levels are subjective EPC evaluations of the dominant housing situation and student source in each EPC-created planning area. (2) Gray shading is applied to highest K-2 and TK-12 totals in the last four years for each category. (3) Figures include Alternative Education, SDC and NPS students. (4) See Appendix B2 for additional information.

For this study, however, there is a reason to look at how the advancement rates changed in the last year (2019 to 2020) compared to the averages over the previous three years (2016 to 2019). This shows how radically the pandemic altered the student trends through the grades. We therefore have determined the rates during those periods for the three relative value groups, as well as by some housing situations. These grade-to-grade rates are provided in Appendix B2, with the cumulative impacts of these rates from the first to eighth grades shown in Table 5 on page 12.

*Understanding the Data in Table 5*

Discussing many of the individual grade-to-grade rates can be an overload of data without providing clarity, so we prefer to summarize the results via what we call cumulative rates. Even those cumulative rates may seem to some readers to be obscure figures of limited importance, but these instead are a critical part of the forecast.

The cumulative rates shown in the column subtitled "Fall 2016 to Fall 2019" in Table 5 are the result of a compounding of the individual grade-to-grade advancement rates from first to eighth (averaged over those three years). This identifies the change, by housing group, in each student body class as it graduated upward through the grades. Using the "Relatively Most Affordable and Affordable" category as an example, the "0.95" means that 100 students in first grade in any one year would become 95 students seven years later in eighth grade (i.e., a 5% reduction) if these rates continuously occur in the future. That is near the top of the latest "Normal Range" of 0.60 to 1.00 that we are calculating from similar units elsewhere.

In the last year alone, however, the cumulative rate from these "Relatively Most Affordable and Affordable" units fell to 0.66, for a difference of -0.29, as is shown in the table.

*Key Findings Related to the Data in Table 5*

These are extraordinary cumulative rate declines from those in the 2016-to-2019 period to what occurred in just the last year. While we rarely consider what happened in a single year of change, to have the rates drop by these degrees between adjacent periods is still unprecedented. This greatly exceeds the differences that we calculated in many districts 20 years ago in the sudden shift from the "dot-com boom" to the "dot-com bust". For students in the "Relatively Moderate Value" category, for instance, continuing the rates from the 2016-to-2019 period would add slightly (by 4%) to the student totals in each first-grade class as it graduated upward into eighth. Continuing the grade-to-grade rates in just the last year, by contrast, would reduce that class total by 46%. That is a 50% difference. The changes in the other two housing categories are only slightly less extreme, with 29% and 37% negative swings. These are hugely different calculations for what could happen over the next five years.

Most of the underlying grade-to-grade advancement rate changes (shown in Appendix B2) occurred above second grade, with the net differences in the combined advancements into the first and second grades generally being modest. This resulted in our forecast from last spring (which was provided to show what the figures could have been if the pandemic had not occurred) being quite close to the current numbers in the first and second grades. The difference in kindergarten between what was forecast and the current total also is minimal. For these three grades combined, the net difference is by just three fewer students than were projected. But the differences are much more to the negative through virtually all of the remaining grades. The previous average district-wide trend in the advancement from the second to third grades, for example, had been to add 1%. This year that advancement instead lost a net of 9% of the students, for a 10% swing in that advancement alone.

Deciding which advancement rates, and corresponding cumulative rates, to apply to the forecast was the most difficult "call" to make. With the rates in just the last year being both (1) so far below the previous averages and (2) close to or below the bottom of our "normal range" findings, they are highly unlikely to continue. Once a vaccine is available and in-classroom teaching is restored, we suspect that many of the students who left will return (at least in net as residences become reoccupied) and that will raise the advancement and cumulative rates accordingly. But we also cannot fully ignore the potential for some student losses (again in net) to be a partially continuing trend. We therefore chose to run the updated forecast using advancement rates that are mostly the unweighted averages over the last four years, with minor fine-tuning. The result, compared to the previous forecast, is roughly the same in grades K-2 but has meaningfully lower numbers in the other grades.

**Table 5: Recent Cumulative Advancement Rates by General Housing Value Category***

| General Housing Value Category** | Current Resident CUSD-Enrolled Students | Cumulative Rates from First to Eighth Grades from Net Average Annual Grade-to-Grade Advancement Rates in | | | |
|---|---|---|---|---|---|
| | | Fall 2019 to Fall 2020 | Fall 2016 to Fall 2019 | Difference in Last Year | Normal Range*** |
| **Relatively Most Affordable and Affordable** | 973 | **0.66** | **0.95** | **-0.29** | **0.60 - 1.00** |
| **Relatively Moderate Value (incl. Full Mix)** | 1,047 | **0.54** | **1.04** | **-0.50** | **0.70 - 1.10** |
| **Relatively High Value** | 877 | **0.80** | **1.17** | **-0.37** | **0.80 - 1.20** |

* Cumulative rates are the cumulative impact from the first to eighth grades of the individual grade-to-grade net "advancement rates" (a.k.a. "cohort survival rates") averaged over the relevant periods. The "Relatively Most Affordable and Affordable" areas, for example, collectively had net average annual grade-to-grade advancement rates between Fall 2016 and Fall 2019 that combine into a 0.95 cumulative rate. This means that, if these rates occur throughout the next decade, then there eventually would be 95% as many eighth graders (i.e., a net of -5%) from these same housing units as there had been first graders seven years earlier. The rates of change (a) from kindergarten to first grade and (b) from eighth grade to ninth grade are excluded from these cumulative rates because those often include significant impacts of students coming from and going to private schools. While such private school impacts are important forecast components, those are separate factors from the main purpose in determining these cumulative rates, which is to estimate the net enrollment impacts of housing turnover.

** General housing value ranges are subjective EPC evaluations of the dominant residential situation in each of the EPC-created planning areas.

*** "Normal Range" is the recent vicinity that over 80% of our clients are in for the categories listed. A few districts have rates that are well outside these ranges.

Note: The net grade-to-grade rates underlying these cumulative figures have been modified in the forecast where warranted based on EPC evaluation, including via substitutions of alternative calculations that are shown, along with the by-grade data, in Appendix B2.

## Comparison of Local Birth Counts to Corresponding Kindergarten Populations

One method for estimating the pending kindergarten enrollments is to review local birth statistics. While we usually feel that identifying the evolving trends in each neighborhood and housing category are just as important, birth data is useful if (1) there is a consistent correlation between births and the corresponding (five years later) kindergarten students in the local area and/or (2) the change in the local birth totals is noteworthy, even when a strong births-to-kindergartners correlation does not exist. These figures are provided in Table 6 on page 13.

### *Understanding the Data in Table 6*

Two types of data are of importance in this table: (1) how the birth totals have changed and (2) how the ratio between births and kindergartners has evolved. In the top data row in Table 6, for example, there were 309 births in “2003” (as adjusted) to mothers with home addresses in the four zip code areas listed. That year is in quotes because the data actually is from a prorating of the totals from calendar years 2002 (one-twelfth, for December) and 2003 (eleven-twelfths, for all but December) to better correlate to the eligibility period for kindergarten five years later. The prorated ratios evolve starting in “2007” to match the evolution of the kindergarten birthdate eligibility cutoff from December 2 to September 1 in the fall of school years 2012 to 2014.

Starting with the births in “2011”, we can compare the births to the correlative number of district-enrolled kindergartners five years later. The 250 births in “2011” births, for example, correlate to 216 kindergartners from those four zip code areas. That is an 87% ratio for the resultant kindergartners.[8]

[8] The remaining births presumably became a combination of (1) students enrolled in private schools in kindergarten and (2) net losses of families having moved out of the district during the intervening five years.

**Table 6: Comparison of Births in Four Main CUSD Zip Codes to Corresponding Kindergartners Five Years Later**

| Birth Year* and School Enrollment Date | Total Births in Zip Codes 94018, 94019, 94037 & 94038 | Dist.-Enrolled Resident Kindergarten Students** | Ratio of Kindergarten Students to Births |
|---|---|---|---|
| "2003" Births | 309 | | |
| "2004" Births | 321 | | |
| "2005" Births | 335 | | |
| "2006" Births | 330 | | |
| "2007" Births | 323 | | |
| "2008" Births | 318 | | |
| "2009" Births | 305 | | |
| "2010" Births | 272 | | |
| "2011" Births and early October 2016 Kindergartners | 250 | 216 | 87% |
| "2012" Births and early October 2017 Kindergartners | 264 | 207 | 78% |
| "2013" Births and early October 2018 Kindergartners | 239 | 198 | 83% |
| "2014" Births and late Sept. 2019 Kindergartners | 231 | 167 | 72% |
| "2015" Births and early Oct. 2020 Kindergartners (current) | 234 | 186 | 80% |
| Average Relevant to Last Four School Years (poor correlation in 11% range from 72% to 83%)*** | | | 78% |

| | births "2003" to "2009" average 320 but in "2011" to "2018" only average 245 | Potential CUSD Resident Kindergarten Students (excl. TK) | |
|---|---|---|---|
| | | at Four-Year Average Ratio | at Current Ratio |
| "2016" Births and Potential October 2021 Kindergartners | 246 | 193 | 196 |
| "2017" Births and Potential October 2022 Kindergartners | 260 | 204 | 207 |
| "2018" Births and Potential October 2023 Kindergartners | 232 | 182 | 185 |

* These birth years in quotes are proportionate amounts from the listed year and the preceding year to properly correlate to the kindergarten eligibility period shown, such as "2003" births containing one-twelfth of the birth total in 2002 and eleven-twelfths (all but December) of the birth total in 2003. The ratios shift after the 2006 births 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 the data because that is in a zip code (94062) that is mainly outside the CUSD. The few addresses in the CUSD part of the La Honda zip code (94020) also are excluded.

** These are the CUSD-enrolled kindergartners with home addresses in the four specified zip code areas.

*** The range in the four latest births-to-kindergartners correlative periods is by 6% or less for most EPC clients.

**Note: These figures are one of many factors in the kindergarten projections.** Student trends by housing situations and any subsequent new housing contributions are also factors, with modest regional revisions based on the above data.

Sources: Birth totals from Calif. Dept. Health Statistics (before 2013) and San Mateo Co. Public Health Dept. (after 2012). Kindergarten figures are from student files provided to EPC by the CUSD.

*Key Findings Related to the Data in Table 6*

To mostly repeat from our last report: there are three major concerns from these birth and kindergarten figures. For the four latest birth-to-kindergarten ratios to have an 11% range (from 72% to 83% in this case) is far outside the norm. Most of our client districts have ranges of 6% or less. And for the correlative ratio to suddenly drop to 72% for last year's kindergartners is a huge shift. We do not have an explanation for how or why such major short-term differences have occurred in the CUSD. These figures make applying any of the more recent birth data to the corresponding future kindergartens more "iffy" than usual.

Nonetheless, the reduction in births over the years shown in Table 6, which is the third major concern, is too severe to ignore in the forecast. The average number of births from "2003" to "2009" is 320. The average number of births from "2011" to "2018" is only 245, for a 23% drop. The latest available figure, from "2018", virtually matches that from "2015", which correlates to the current kindergartners. This strongly indicates that the future kindergarten enrollments will not rise significantly from the current 186, let alone to recover to the much higher levels in the past, from these four zip codes.

If (1) a vaccine is not readily available by next summer and (2) in-classroom teaching does not return for all of 2021-22, then the kindergarten enrollment for next year probably will be lower than both what the data in this table suggests and that we have projected. We also expect the birth totals will be lower in 2021 due to the pandemic, with the kindergarten total in 2026 (which is beyond the forecast period) being less than that in 2025 accordingly.

## 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.

Due to the potential temporary negative impacts of the pandemic on the SGRs in the CUSD and elsewhere, we are using student counts from the fall of 2019 in the SGR calculations. These should be better indicators of what future dwellings will generate, in terms of student numbers, once the pandemic is over.

### *SGRs in Recently Built Housing*

Three SGRs have been determined, and a fourth estimated, for considering the impacts of future housing. The first of these is from 31 entirely new (non-replacement) single-family-detached (SFD) homes that were completed recently in the CUSD. These had six students last year, for a 0.19 SGR. Those students are mainly 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 student numbers any more. This is due to the high cost being unaffordable to most 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 6 the results from a large sample of such units in the San Mateo – Foster City SD. Since that district only enrolls students in TK-8, we have extrapolated the average of just over twelve students per middle school grade into the same ratio for each of the high school grades. The result is a TK-12 SGR of 0.11, or around one district-enrolled student in every nine units.

There also are no recent major in-CUSD developments of mainly-below-market-rate (BMR) units and we know of none elsewhere in San Mateo County that are comparable to a planned BMR development in Moss Beach. We have determined a 1.64 SGR from the "Moonridge" complex that was designed for low-income families, and this would be relevant if a similar BMR development is proposed. All of the Moonridge units have more than one bedroom, including some four-bedroom units. The planned Moss Beach development, by contrast, is planned for moderate-income occupants with a mix of one-to-three-bedroom units. We are estimating that development will average one CUSD student per unit with an even distribution through the grades. There is a greater likelihood, however, for a lower SGR than that.

**Table 7: Average Student Generation Rates (SGRs) as of Fall 2019 from Recently Built Housing**

| Housing Category | Sampled Units* | Total by Grade Range | | | | TK-12 SGR** |
|---|---|---|---|---|---|---|
| | | TK-5 | 6-8 | 9-12 | TK-12 | |
| **CUSD Mainly-Market-Rate SFD Homes** | 31 | 1 | 1 | 4 | 6 | **0.19** |
| **SMFCSD Mainly-Market-Rate ATT Developments** | 1,881 | 119 | 38 | 51 | 208 | **0.11** |
| **CUSD Below-Market-Rate ATT Development** | 160 | 88 | 67 | 107 | 262 | **1.64** |

* The "Mainly-Market-Rate SFD" sample from within the CUSD contains (1) one large new development of single-family-detached (SFD) homes and (2) twelve other individual SFD homes identified by "CoreLogic" as having been built in 2016 to 2018. 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 SD because no recent within-CUSD sample is available. This sample includes small percentages of BMR units. The "Below-Market-Rate ATT" (BMR) sample is from "Moonridge". That BMR development, however, has a higher average bedroom ratio and a greater concentration of lower income residents than is planned for a BMR development in Moss Beach. The future Moss Beach development is instead estimated to average one CUSD student per unit with an even distribution through the grades.

** SGR is the average number of students per unit (the average Student Generation Rate).

Note: Student numbers are from Fall 2019 because the pandemic is causing some SGRs to be temporarily lower this year. These 2019 SGR findings should be more relevant to what similar future housing will generate in the first years of occupation.

*Potential Pending Housing*

This subsection is mostly repeated from a fall 2019 document that we provided to the CUSD. There are four known developments of more than five residences that could be built in the next five years, along with a few new individual SFD homes annually at scattered locations. The most significant potential student source would be the aforementioned BMR development in Moss Beach. These planned 71 units could be completed in 2024, but a more likely timeline is 2025, and it is possible to be later than that. This is in the Farallone View attendance area.

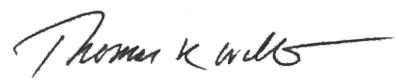
The other known locations with the potential for at least five new units are all in the Hatch attendance area. The largest of these is in the partially built development of 63 SFD homes off of Upper Terrace Avenue. The first 19 were completed recently, but the remaining lots are vacant and for sale. There are twelve duplex units proposed by Metzgar Street and eight-to-ten units proposed in a redevelopment at the northwest corner of Kelly Avenue and Highway 1. All three of these developments combined are unlikely to provide more than a dozen 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 elementary total back up to 1,200.

**Concluding Commentary**

The pandemic did not have as severe of a negative CUSD enrollment impact on the lowest grades as we had feared, but that impact was significant in all other grades. While that degree of impact will not be repeated, the total CUSD enrollment nonetheless will continue to decline, with the losses shifting from being almost solely in the elementary grades prior to this year to occurring in all three grade levels in the pending years. With forecast issues that include which grade-to-grade advancement rates will occur in the future and what the kindergarten enrollments will be, there is an unusually large potential range of deviation for the projections in 2025. As is shown in the bottom data rows of Appendix A1, that range at the elementary level is between 1,030 and 1,160 at essentially an 80% probability. Further decline is likely at the elementary level after 2025.

Sincerely,



Thomas R. Williams, Partner in Enrollment Projection Consultants

**Appendix A1: Detail for Actual and Projected Late September or Early October Enrollments by Grade and Grade Level***

*(with highlighting of green for classes that were, are, or are projected to be over 270 when in ninth; brown for classes between 250 and 269 when in ninth; pink for classes between 230 and 249 when in ninth; red for classes between 200 and 229 when in ninth; and purple for classes below 200 when in ninth)*

| Fall of | Actual and Projected Enrollment by Grade (incl. SDC, Alternative Education and NPS students) | | | | | | | | | | | | | | Projected CUSD Totals | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | TK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TK-5 | 6-8 | 9-12 | TK-12 |
| **2016** | 40 | 224 | 218 | 225 | 255 | 225 | 263 | 270 | 261 | 264 | 254 | 237 | 266 | 274 | 1,450 | 795 | 1,031 | **3,276** |
| **2017** | 55 | 214 | 205 | 217 | 223 | 251 | 218 | 264 | 270 | 260 | 260 | 257 | 239 | 273 | 1,383 | 794 | 1,029 | **3,206** |
| **2018** | 32 | 201 | 214 | 204 | 213 | 220 | 250 | 230 | 265 | 274 | 275 | 253 | 268 | 250 | 1,334 | 769 | 1,046 | **3,149** |
| **2019** | 50 | 170 | 201 | 208 | 209 | 212 | 212 | 262 | 236 | 264 | 282 | 273 | 267 | 290 | 1,262 | 762 | 1,112 | **3,136** |
| **2020** | 29 | 189 | 164 | 196 | 190 | 198 | 195 | 212 | 240 | 223 | 283 | 271 | 262 | 272 | 1,161 | 675 | 1,088 | **2,924** |
| **2021** | 39 | 193 | 181 | 164 | 190 | 185 | 190 | 203 | 213 | 237 | 233 | 278 | 274 | 274 | 1,142 | 653 | 1,059 | **2,854** |
| **2022** | 40 | 199 | 187 | 179 | 161 | 187 | 178 | 198 | 201 | 211 | 246 | 231 | 282 | 286 | 1,131 | 610 | 1,045 | **2,786** |
| **2023** | 37 | 184 | 193 | 184 | 174 | 157 | 181 | 186 | 197 | 198 | 218 | 245 | 234 | 295 | 1,110 | 581 | 992 | **2,683** |
| **2024** | 36 | 179 | 178 | 190 | 179 | 171 | 152 | 192 | 185 | 196 | 205 | 217 | 249 | 245 | 1,085 | 573 | 916 | **2,574** |
| **2025** | 36 | 179 | 179 | 181 | 191 | 181 | 170 | 165 | 196 | 189 | 208 | 210 | 226 | 266 | 1,117 | 550 | 910 | **2,577** |
| **Projected Change in One Year to October 2021** | | | | | | | | | | | | | | | **-19** | **-22** | **-29** | **-70** |
| **Projected Change in Two Years to October 2022** | | | | | | | | | | | | | | | **-30** | **-65** | **-43** | **-138** |
| **Projected Change in Three Years to October 2023** | | | | | | | | | | | | | | | **-51** | **-94** | **-96** | **-241** |
| **Projected Change in Four Years to October 2024** | | | | | | | | | | | | | | | **-76** | **-102** | **-172** | **-350** |
| **Projected Change in Five Years to October 2025** | | | | | | | | | | | | | | | **-44** | **-125** | **-178** | **-347** |
| *Realistic Maximum Potential Lower Totals in 2025 (essentially -8% in TK-5 and -6% in 6-8 and 9-12)* | | | | | | | | | | | | | | | **1,030** | **520** | **850** | **2,400** |
| *Realistic Maximum Potential Higher Totals in 2025 (essentially +4% in each of TK-5, 6-8 and 9-12)* | | | | | | | | | | | | | | | **1,160** | **570** | **950** | **2,680** |

* Actual early October enrollments, with exception of 2019 being from September 24, are from student files provided to Enrollment Projection Consultants (EPC) by the Cabrillo Unified School District (CUSD). Projected enrollments are for early October of each year.

Notes: (1) There is an unusually wide potential range of deviation that increases over time from these forecast numbers because of uncertainty about the ongoing impacts of the pandemic. This increasing range, but mainly for lower possible amounts than in the forecast, is greater than the norm for EPC projections because there is no past relevant trend data to factor into the forecast of those impacts. (2) Projections include an assumption that a proposed affordable housing development in Moss Beach will be completed and fully occupied in 2025. If it is not, then the 2025 forecast would be 71 students lower. (3) Realistic maximum deviations are for essentially an 80% probability. There are approximately 10% possibilities for each of even lower or higher totals.

**Appendix A2**
**Actual October 6, 2020, Resident Students versus Attending Enrollments for Elementary Schools**

| School | Subject | Actual CUSD-Enrolled Students by Grade TK | K | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|---|---|---|---|
| **Farallone View** | Actual Attendance (29 in AE) | 0 | 34 | 25 | 42 | 28 | 40 | 32 | 201 |
| | Resident Students: | 8 | 47 | 32 | 51 | 51 | 50 | 51 | 290 |
| | Core Area | 7 | 38 | 26 | 40 | 33 | 38 | 30 | 212 |
| | Moonridge | 1 | 9 | 6 | 11 | 18 | 12 | 21 | 78 |
| | **Net Difference (Act. - All Res.)** | **-8** | **-13** | **-7** | **-9** | **-23** | **-10** | **-19** | **-89** |
| **El Granada** | Actual Attendance (10 in AE) | 16 | 47 | 54 | 59 | 59 | 52 | 51 | 338 |
| | Resident Students: | 10 | 66 | 67 | 84 | 79 | 80 | 73 | 459 |
| | Core Area | 9 | 44 | 50 | 60 | 53 | 59 | 48 | 323 |
| | Highway 92 Area | 0 | 7 | 5 | 6 | 9 | 6 | 4 | 37 |
| | South Main Street Area | 1 | 15 | 12 | 18 | 17 | 15 | 21 | 99 |
| | **Net Difference (Act. - All Res.)** | **6** | **-19** | **-13** | **-25** | **-20** | **-28** | **-22** | **-121** |
| **Hatch** | Actual Attendance (24 in AE) | 8 | 101 | 81 | 84 | 93 | 95 | 103 | 565 |
| | Resident Students | 9 | 75 | 63 | 57 | 56 | 64 | 69 | 393 |
| | **Net Difference (Act. - Res.)** | **-1** | **26** | **18** | **27** | **37** | **31** | **34** | **172** |
| **Kings Mountain** | Actual Attendance (one in AE) | 5 | 7 | 4 | 11 | 10 | 11 | 9 | 57 |
| | Resident Students | 2 | 1 | 2 | 3 | 3 | 3 | 2 | 16 |
| | **Net Difference (Act. - Res.)** | **3** | **6** | **2** | **8** | **7** | **8** | **7** | **41** |
| Total | Actual Attendance (64 in AE) | 29 | 189 | 164 | 196 | 190 | 198 | 195 | 1,161 |
| | Resident Students | 29 | 189 | 164 | 195 | 189 | 197 | 195 | 1,158 |
| | Net Difference (Act. - All Res.)* | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 3 |

* Total net difference is three students listed at non-CUSD addresses and zero students at unlocatable addresses.

Note: All figures, including for school attendance, include Alternative Education (AE) students.

**Appendix B1: Resident CUSD TK-5 Students by EPC-Assigned Housing Value Groups from Planning Areas in the Four Elementary Attendance Areas, Fall of 2016, 2019 and 2020***

| Attendance Area (Section) | Data Subject | TK-5 Students Residing in Relative Housing Value Group that is* | | | | |
|---|---|---|---|---|---|---|
| | | Affordable | Moderate | High | Full Mix | All |
| **Farallone View (Core Area)** | **Fall 2016 Stu.** | 5 | 112 | 117 | 0 | 234 |
| | **Fall 2019 Stu.** | 7 | 117 | 106 | 0 | 230 |
| | **Fall 2020 Stu.** | 5 | 106 | 101 | 0 | **212** |
| | **4-Yr. # Change** | 0 | -6 | -16 | 0 | **-22** |
| | **4-Yr. % Change** | 0% | -5% | -14% | NA | **-9%** |
| **Farallone View (Moonridge)** | **Fall 2016 Stu.** | 121 | 0 | 0 | 0 | 121 |
| | **Fall 2019 Stu.** | 89 | 0 | 0 | 0 | 89 |
| | **Fall 2020 Stu.** | 78 | 0 | 0 | 0 | **78** |
| | **4-Yr. # Change** | -43 | 0 | 0 | 0 | **-43** |
| | **4-Yr. % Change** | -36% | NA | NA | NA | **-36%** |
| **El Granada (Core Area)** | **Fall 2016 Stu.** | 135 | 144 | 136 | 0 | 415 |
| | **Fall 2019 Stu.** | 124 | 125 | 128 | 0 | 377 |
| | **Fall 2020 Stu.** | 107 | 107 | 109 | 0 | **323** |
| | **4-Yr. # Change** | -28 | -37 | -27 | 0 | **-92** |
| | **4-Yr. % Change** | -21% | -26% | -20% | NA | **-22%** |
| **El Granada (Other Areas)** | **Fall 2016 Stu.** | 144 | 47 | 0 | 0 | 191 |
| | **Fall 2019 Stu.** | 97 | 45 | 0 | 0 | 142 |
| | **Fall 2020 Stu.** | 88 | 48 | 0 | 0 | **136** |
| | **4-Yr. # Change** | -56 | 1 | 0 | 0 | **-55** |
| | **4-Yr. % Change** | -39% | 2% | NA | NA | **-29%** |
| **Hatch (All)** | **Fall 2016 Stu.** | 105 | 186 | 113 | 29 | 433 |
| | **Fall 2019 Stu.** | 95 | 178 | 110 | 20 | 403 |
| | **Fall 2020 Stu.** | 91 | 153 | 121 | 28 | **393** |
| | **4-Yr. # Change** | -14 | -33 | 8 | -1 | **-40** |
| | **4-Yr. % Change** | -13% | -18% | 7% | -3% | **-9%** |
| **Kings Mountain (All)** | **Fall 2016 Stu.** | 0 | 0 | 0 | 26 | 26 |
| | **Fall 2019 Stu.** | 0 | 0 | 0 | 16 | 16 |
| | **Fall 2020 Stu.** | 0 | 0 | 0 | 16 | **16** |
| | **4-Yr. # Change** | 0 | 0 | 0 | -10 | **-10** |
| | **4-Yr. % Change** | NA | NA | NA | -38% | **-38%** |
| **Resident Total**** | **Fall 2016 Stu.** | 510 | 489 | 366 | 55 | 1,420 |
| | **Fall 2019 Stu.** | 412 | 465 | 344 | 36 | 1,257 |
| | **Fall 2020 Stu.** | 369 | 414 | 331 | 44 | **1,158** |
| | **4-Yr. # Change** | -141 | -75 | -35 | -11 | **-262** |
| | **4-Yr. % Change** | -28% | -15% | -10% | -20% | **-18%** |

* 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 Kings Mountain and south-of-HMB areas only. The majority of the students in these "Full Mix" locations are coming from "Moderate" housing, so student totals from these areas have been included in the "Moderate" group in most other tables. Resident figures are for the number of CUSD-enrolled TK-5 students who have stated addresses in the specified locations, regardless of the schools attended. All counts come from student files provided to EPC by CUSD.

** District resident totals exclude small numbers of students at outside-CUSD and unlocatable addresses.

**Appendix B2: Additional Information to Tables 4 and 5 on Student Populations and Average Grade-to-Grade Advancement Rates***

| Housing Type and Relative Value | Subject | Approx. Date | Number of Resident District-Enrolled Students by Grade and Resultant Net Avg. Advancement Rates Entering Each Grade | | | | | | | | | | | | | | TK-8 Total & Cum. 1-8 Rate** | 9-12 Total | TK-12 Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | TK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | |
| **SFD: Relatively Affordable** | Resident Students | 2016 | 0 | 1 | 0 | 0 | 1 | 0 | 2 | 0 | 3 | 3 | 1 | 1 | 3 | 2 | 10 | 7 | 17 |
| | | 2017 | 1 | 2 | 2 | 0 | 0 | 2 | 3 | 5 | 1 | 5 | 3 | 1 | 2 | 3 | 21 | 9 | 30 |
| | | 2018 | 0 | 1 | 2 | 2 | 0 | 0 | 2 | 2 | 5 | 1 | 4 | 2 | 1 | 3 | 15 | 10 | 25 |
| | | 2019 | 0 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 5 | 3 | 3 | 1 | 2 | 17 | 9 | 26 |
| | | 2020 | 0 | 2 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 3 | 1 | 2 | 1 | 15 | 7 | 22 |
| **SFD: Relatively Moderate Value (incl. Rural Mix Value but with most students in Moderate Value)** | Resident Students | 2016 | 19 | 77 | 75 | 81 | 74 | 73 | 70 | 93 | 72 | 68 | 65 | 63 | 73 | 74 | 702 | 275 | 977 |
| | | 2017 | 14 | 81 | 67 | 75 | 86 | 74 | 77 | 67 | 93 | 70 | 66 | 65 | 65 | 74 | 704 | 270 | 974 |
| | | 2018 | 9 | 58 | 79 | 69 | 76 | 83 | 69 | 77 | 66 | 90 | 76 | 66 | 65 | 67 | 676 | 274 | 950 |
| | | 2019 | 19 | 58 | 54 | 81 | 77 | 73 | 74 | 72 | 76 | 65 | 81 | 75 | 69 | 65 | 649 | 290 | 939 |
| | | 2020 | 11 | 68 | 60 | 47 | 71 | 69 | 68 | 72 | 67 | 68 | 69 | 86 | 76 | 68 | 601 | 299 | 900 |
| | ***Avg. Change Rate:*** | | | | | | | | | | | | | | | | | | |
| | *from Prior Grade in Last Year* | | | | *1.03* | *0.87* | *0.88* | *0.90* | *0.93* | *0.97* | *0.93* | *0.89* | *1.06* | *1.06* | *1.01* | *0.99* | *0.52* | | |
| | *from Prior Grade in 2016 to 2019* | | | | *0.93* | *1.02* | *1.06* | *0.98* | *0.96* | *1.00* | *0.99* | *0.97* | *0.99* | *1.00* | *1.03* | *1.01* | *0.98* | | |
| | ***from Prior Grade in 2016 to 2020*** | | | | ***0.95*** | ***0.98*** | ***1.02*** | ***0.96*** | ***0.95*** | ***0.99*** | ***0.98*** | ***0.95*** | ***1.00*** | ***1.01*** | ***1.02*** | ***1.01*** | ***0.84*** | | |
| **SFD: Relatively High Value** | Resident Students | 2016 | 9 | 52 | 59 | 55 | 62 | 53 | 71 | 75 | 80 | 86 | 81 | 82 | 97 | 86 | 602 | 346 | 948 |
| | | 2017 | 14 | 46 | 48 | 58 | 57 | 66 | 47 | 76 | 74 | 79 | 88 | 85 | 86 | 98 | 565 | 357 | 922 |
| | | 2018 | 7 | 62 | 42 | 50 | 59 | 59 | 74 | 57 | 81 | 84 | 85 | 86 | 91 | 90 | 575 | 352 | 927 |
| | | 2019 | 16 | 48 | 70 | 42 | 49 | 58 | 58 | 81 | 54 | 78 | 91 | 87 | 92 | 102 | 554 | 372 | 926 |
| | | 2020 | 13 | 58 | 44 | 70 | 38 | 51 | 54 | 56 | 74 | 55 | 91 | 87 | 80 | 99 | 513 | 357 | 870 |
| | ***Avg. Change Rate:*** | | | | | | | | | | | | | | | | | | |
| | *from Prior Grade in Last Year* | | | | *0.92* | *1.00* | *0.90* | *1.04* | *0.93* | *0.97* | *0.91* | *1.02* | *1.17* | *0.96* | *0.92* | *1.08* | *0.79* | | |
| | *from Prior Grade in 2016 to 2019* | | | | *0.99* | *1.01* | *1.01* | *1.03* | *1.00* | *1.13* | *1.00* | *1.03* | *1.06* | *1.02* | *1.06* | *1.06* | *1.21* | | |
| | ***from Prior Grade in 2016 to 2020*** | | | | ***0.97*** | ***1.01*** | ***0.98*** | ***1.03*** | ***0.98*** | ***1.09*** | ***0.98*** | ***1.03*** | ***1.09*** | ***1.00*** | ***1.03*** | ***1.06*** | ***1.09*** | | |
| **SFD: Total** | Resident Students | 2016 | 28 | 130 | 134 | 136 | 137 | 126 | 143 | 168 | 155 | 157 | 147 | 146 | 173 | 162 | 1,314 | 628 | 1,942 |
| | | 2017 | 29 | 129 | 117 | 133 | 143 | 142 | 127 | 148 | 168 | 154 | 157 | 151 | 153 | 175 | 1,290 | 636 | 1,926 |
| | | 2018 | 16 | 121 | 123 | 121 | 135 | 142 | 145 | 136 | 152 | 175 | 165 | 154 | 157 | 160 | 1,266 | 636 | 1,902 |
| | | 2019 | 35 | 107 | 125 | 125 | 128 | 132 | 133 | 155 | 132 | 148 | 175 | 165 | 162 | 169 | 1,220 | 671 | 1,891 |
| | | 2020 | 24 | 128 | 105 | 119 | 111 | 121 | 124 | 129 | 143 | 125 | 163 | 174 | 158 | 168 | 1,129 | 663 | 1,792 |
| | ***Avg. Change Rate:*** | | | | | | | | | | | | | | | | | | |
| | *from Prior Grade in Last Year* | | | | *0.98* | *0.95* | *0.89* | *0.95* | *0.94* | *0.97* | *0.92* | *0.95* | *1.10* | *0.99* | *0.96* | *1.04* | *0.64* | | |
| | *from Prior Grade in 2016 to 2019* | | | | *0.96* | *1.01* | *1.04* | *1.00* | *0.99* | *1.06* | *1.00* | *1.00* | *1.02* | *1.00* | *1.05* | *1.04* | *1.11* | | |
| | ***from Prior Grade in 2016 to 2020*** | | | | ***0.97*** | ***1.00*** | ***1.00*** | ***0.99*** | ***0.98*** | ***1.04*** | ***0.98*** | ***0.99*** | ***1.04*** | ***1.00*** | ***1.02*** | ***1.04*** | ***0.97*** | | |

*Appendix B2, page 1 of 4, with footnotes at the bottom of the final page*

**Appendix B2: Additional Information to Tables 4 and 5 on Student Populations and Average Grade-to-Grade Advancement Rates***

| Housing Type and Relative Value | Subject | Approx. Date | Number of Resident District-Enrolled Students by Grade and Resultant Net Avg. Advancement Rates Entering Each Grade | | | | | | | | | | | | | | TK-8 Total & Cum. 1-8 Rate** | 9-12 Total | TK-12 Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | TK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | |
| **ATT: Relatively Most Affordable and Affordable (including BMR)** | Resident Students | 2016 | 8 | 47 | 40 | 37 | 53 | 42 | 62 | 52 | 49 | 58 | 57 | 50 | 45 | 57 | 448 | 209 | 657 |
| | | 2017 | 11 | 48 | 44 | 43 | 37 | 49 | 42 | 64 | 54 | 50 | 59 | 59 | 47 | 48 | 442 | 213 | 655 |
| | | 2018 | 7 | 32 | 47 | 44 | 42 | 36 | 47 | 42 | 62 | 54 | 50 | 59 | 61 | 45 | 413 | 215 | 628 |
| | | 2019 | 9 | 28 | 33 | 41 | 43 | 39 | 34 | 50 | 50 | 61 | 57 | 48 | 64 | 71 | 388 | 240 | 628 |
| | | 2020 | 3 | 33 | 28 | 29 | 39 | 40 | 36 | 34 | 42 | 48 | 61 | 51 | 48 | 65 | 332 | 225 | 557 |
| | ***Avg. Change Rate:*** | | | | | | | | | | | | | | | | | | |
| | *from Prior Grade in Last Year* | | | | *1.00* | *0.88* | *0.95* | *0.93* | *0.92* | *1.00* | *0.84* | *0.96* | *1.00* | *0.89* | *1.00* | *1.02* | *0.58* | | |
| | *from Prior Grade in 2016 to 2019* | | | | *0.98* | *0.98* | *0.98* | *0.94* | *0.97* | *1.03* | *1.07* | *1.00* | *1.02* | *1.00* | *1.02* | *1.06* | *0.97* | | |
| | ***from Prior Grade in 2016 to 2020*** | | | | ***0.99*** | ***0.96*** | ***0.98*** | ***0.94*** | ***0.96*** | ***1.02*** | ***1.01*** | ***0.99*** | ***1.02*** | ***0.97*** | ***1.01*** | ***1.05*** | ***0.86*** | | |
| **ATT: Relatively Moderate Value** | Resident Students | 2016 | 0 | 0 | 2 | 0 | 2 | 3 | 3 | 1 | 3 | 0 | 2 | 0 | 0 | 2 | 14 | 4 | 18 |
| | | 2017 | 0 | 1 | 1 | 2 | 0 | 2 | 3 | 3 | 2 | 3 | 2 | 1 | 1 | 0 | 17 | 4 | 21 |
| | | 2018 | 0 | 0 | 1 | 1 | 2 | 0 | 2 | 3 | 3 | 1 | 3 | 1 | 1 | 1 | 13 | 6 | 19 |
| | | 2019 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 2 | 3 | 3 | 1 | 3 | 1 | 0 | 14 | 5 | 19 |
| | | 2020 | 0 | 1 | 2 | 1 | 2 | 0 | 2 | 0 | 2 | 3 | 1 | 1 | 3 | 1 | 13 | 6 | 19 |
| **ATT: Relatively High Value** | Resident Students | 2016 | 0 | 0 | 2 | 1 | 2 | 0 | 0 | 2 | 1 | 0 | 1 | 0 | 2 | 0 | 8 | 3 | 11 |
| | | 2017 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 2 | 5 | 3 | 8 |
| | | 2018 | 0 | 2 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 4 | 1 | 5 |
| | | 2019 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 3 | 3 | 6 |
| | | 2020 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 2 | 0 | 1 | 4 | 3 | 7 |
| **Mix SFD & ATT (but with most stu. from ATT): Mainly Relatively Affordable** | Resident Students | 2016 | 0 | 3 | 2 | 5 | 3 | 5 | 6 | 1 | 3 | 2 | 0 | 5 | 3 | 6 | 30 | 14 | 44 |
| | | 2017 | 2 | 2 | 3 | 2 | 4 | 4 | 5 | 5 | 3 | 3 | 2 | 0 | 3 | 5 | 33 | 10 | 43 |
| | | 2018 | 0 | 5 | 2 | 2 | 1 | 4 | 4 | 7 | 5 | 2 | 3 | 2 | 1 | 6 | 32 | 12 | 44 |
| | | 2019 | 1 | 2 | 4 | 2 | 4 | 1 | 4 | 5 | 5 | 4 | 2 | 2 | 3 | 1 | 32 | 8 | 40 |
| | | 2020 | 0 | 1 | 3 | 4 | 1 | 4 | 1 | 3 | 5 | 5 | 5 | 2 | 3 | 2 | 27 | 12 | 39 |
| **Mix SFD & ATT (but with most stu. from ATT): Mainly Relatively Moderate Value** | Resident Students | 2016 | 1 | 9 | 18 | 6 | 12 | 11 | 8 | 10 | 9 | 8 | 6 | 6 | 5 | 10 | 92 | 27 | 119 |
| | | 2017 | 1 | 6 | 9 | 19 | 6 | 12 | 11 | 8 | 11 | 10 | 8 | 6 | 6 | 7 | 93 | 27 | 120 |
| | | 2018 | 4 | 9 | 8 | 8 | 17 | 6 | 14 | 12 | 10 | 12 | 12 | 8 | 6 | 10 | 100 | 36 | 136 |
| | | 2019 | 0 | 7 | 8 | 9 | 8 | 18 | 9 | 14 | 13 | 12 | 10 | 14 | 8 | 6 | 98 | 38 | 136 |
| | | 2020 | 1 | 8 | 5 | 12 | 6 | 7 | 17 | 7 | 14 | 9 | 14 | 12 | 9 | 7 | 86 | 42 | 128 |
| **Rural SFD & Farms (but most stu. from Farms): Mainly Relatively Most Affordable** | Resident Students | 2016 | 1 | 9 | 8 | 9 | 9 | 7 | 8 | 7 | 8 | 7 | 8 | 4 | 8 | 7 | 73 | 27 | 100 |
| | | 2017 | 4 | 9 | 7 | 7 | 7 | 8 | 5 | 7 | 6 | 7 | 6 | 7 | 5 | 7 | 67 | 25 | 92 |
| | | 2018 | 0 | 6 | 11 | 7 | 6 | 6 | 7 | 4 | 7 | 6 | 7 | 6 | 7 | 5 | 60 | 25 | 85 |
| | | 2019 | 2 | 4 | 6 | 9 | 6 | 7 | 6 | 6 | 4 | 8 | 7 | 7 | 6 | 7 | 58 | 27 | 85 |
| | | 2020 | 0 | 9 | 3 | 4 | 9 | 3 | 5 | 5 | 6 | 3 | 9 | 7 | 6 | 8 | 47 | 30 | 77 |

**Appendix B2: Additional Information to Tables 4 and 5 on Student Populations and Average Grade-to-Grade Advancement Rates***

| Housing Type and Relative Value | Subject | Approx. Date | Number of Resident District-Enrolled Students by Grade and Resultant Net Avg. Advancement Rates Entering Each Grade | | | | | | | | | | | | | | TK-8 Total & Cum. 1-8 Rate** | 9-12 Total | TK-12 Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | TK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | |
| **MHP: Relatively Affordable** | Resident Students | 2016 | 1 | 22 | 9 | 28 | 30 | 27 | 25 | 19 | 31 | 25 | 27 | 20 | 22 | 22 | 217 | 91 | 308 |
| | | 2017 | 8 | 18 | 20 | 10 | 25 | 30 | 25 | 26 | 19 | 30 | 23 | 28 | 19 | 23 | 211 | 93 | 304 |
| | | 2018 | 4 | 25 | 21 | 18 | 9 | 24 | 29 | 25 | 25 | 19 | 32 | 20 | 27 | 19 | 199 | 98 | 297 |
| | | 2019 | 3 | 20 | 22 | 20 | 19 | 11 | 24 | 27 | 28 | 27 | 19 | 33 | 20 | 30 | 201 | 102 | 303 |
| | | 2020 | 1 | 9 | 18 | 24 | 21 | 22 | 9 | 25 | 25 | 27 | 27 | 18 | 34 | 18 | 181 | 97 | 278 |
| **Combined ATT, Mainly ATT, MHP & Mainly Farms (for stu. sources)** | Resident Students | 2016 | 11 | 90 | 81 | 86 | 111 | 95 | 112 | 92 | 104 | 100 | 101 | 85 | 85 | 104 | 882 | 375 | 1,257 |
| | | 2017 | 26 | 84 | 84 | 84 | 79 | 107 | 91 | 113 | 96 | 104 | 100 | 102 | 81 | 92 | 868 | 375 | 1,243 |
| | | 2018 | 15 | 79 | 90 | 80 | 78 | 76 | 104 | 93 | 112 | 94 | 107 | 96 | 104 | 86 | 821 | 393 | 1,214 |
| | | 2019 | 15 | 63 | 75 | 83 | 80 | 79 | 77 | 104 | 103 | 115 | 97 | 107 | 103 | 116 | 794 | 423 | 1,217 |
| | | 2020 | 5 | 61 | 59 | 76 | 78 | 76 | 71 | 74 | 94 | 96 | 117 | 93 | 103 | 102 | 690 | 415 | 1,105 |
| | ***Avg. Change Rate:*** | | | | | | | | | | | | | | | | | | |
| | *from Prior Grade in Last Year* | | | | *0.94* | *1.01* | *0.94* | *0.95* | *0.90* | *0.96* | *0.90* | *0.93* | *1.02* | *0.96* | *0.96* | *0.99* | *0.66* | | |
| | *from Prior Grade in 2016 to 2019* | | | | *0.98* | *0.97* | *0.95* | *0.98* | *0.98* | *1.01* | *1.05* | *1.00* | *1.02* | *0.99* | *1.02* | *1.09* | *0.94* | | |
| | ***from Prior Grade in 2016 to 2020*** | | | | ***0.97*** | ***0.98*** | ***0.95*** | ***0.97*** | ***0.96*** | ***1.00*** | ***1.01*** | ***0.98*** | ***1.02*** | ***0.98*** | ***1.00*** | ***1.06*** | ***0.86*** | | |
| **Combined All Mainly Relatively Most Affordable & Affordable** | Resident Students | 2016 | 10 | 82 | 59 | 79 | 96 | 81 | 103 | 79 | 94 | 95 | 93 | 80 | 81 | 94 | 778 | 348 | 1,126 |
| | | 2017 | 26 | 79 | 76 | 62 | 73 | 93 | 80 | 107 | 83 | 95 | 93 | 95 | 76 | 86 | 774 | 350 | 1,124 |
| | | 2018 | 11 | 69 | 83 | 73 | 58 | 70 | 89 | 80 | 104 | 82 | 96 | 89 | 97 | 78 | 719 | 360 | 1,079 |
| | | 2019 | 15 | 55 | 66 | 74 | 74 | 59 | 69 | 90 | 89 | 105 | 88 | 93 | 94 | 111 | 696 | 386 | 1,082 |
| | | 2020 | 4 | 54 | 53 | 63 | 72 | 70 | 53 | 68 | 80 | 85 | 105 | 79 | 93 | 94 | 602 | 371 | 973 |
| | ***Avg. Change Rate:*** | | | | | | | | | | | | | | | | | | |
| | *from Prior Grade in Last Year* | | | | *0.96* | *0.95* | *0.97* | *0.95* | *0.90* | *0.99* | *0.89* | *0.96* | *1.00* | *0.90* | *1.00* | *1.00* | *0.66* | | |
| | *from Prior Grade in 2016 to 2019* | | | | *0.98* | *0.97* | *0.96* | *0.98* | *0.98* | *1.02* | *1.05* | *1.00* | *1.02* | *0.98* | *1.01* | *1.08* | *0.95* | | |
| | ***from Prior Grade in 2016 to 2020*** | | | | ***0.97*** | ***0.96*** | ***0.96*** | ***0.97*** | ***0.96*** | ***1.01*** | ***1.01*** | ***0.99*** | ***1.02*** | ***0.96*** | ***1.01*** | ***1.06*** | ***0.87*** | | |
| **Combined All Mainly Relatively Moderate Value** | Resident Students | 2016 | 20 | 86 | 95 | 87 | 88 | 87 | 81 | 104 | 84 | 76 | 73 | 69 | 78 | 86 | 808 | 306 | 1,114 |
| | | 2017 | 15 | 88 | 77 | 96 | 92 | 88 | 91 | 78 | 106 | 83 | 76 | 72 | 72 | 81 | 814 | 301 | 1,115 |
| | | 2018 | 13 | 67 | 88 | 78 | 95 | 89 | 85 | 92 | 79 | 103 | 91 | 75 | 72 | 78 | 789 | 316 | 1,105 |
| | | 2019 | 19 | 67 | 62 | 92 | 85 | 93 | 83 | 88 | 92 | 80 | 92 | 92 | 78 | 71 | 761 | 333 | 1,094 |
| | | 2020 | 12 | 77 | 67 | 60 | 79 | 76 | 87 | 79 | 83 | 80 | 84 | 99 | 88 | 76 | 700 | 347 | 1,047 |
| | ***Avg. Change Rate:*** | | | | | | | | | | | | | | | | | | |
| | *from Prior Grade in Last Year* | | | | *1.00* | *0.97* | *0.86* | *0.89* | *0.94* | *0.95* | *0.94* | *0.87* | *1.05* | *1.08* | *0.96* | *0.97* | *0.54* | | |
| | *from Prior Grade in 2016 to 2019* | | | | *0.94* | *1.02* | *1.05* | *0.98* | *0.98* | *1.00* | *1.01* | *0.99* | *1.00* | *0.99* | *1.03* | *1.04* | *1.04* | | |
| | ***from Prior Grade in 2016 to 2020*** | | | | ***0.96*** | ***1.01*** | ***1.00*** | ***0.96*** | ***0.97*** | ***0.99*** | ***0.99*** | ***0.96*** | ***1.01*** | ***1.02*** | ***1.01*** | ***1.02*** | ***0.89*** | | |

**Appendix B2: Additional Information to Tables 4 and 5 on Student Populations and Average Grade-to-Grade Advancement Rates***

| Housing Type and Relative Value | Subject | Approx. Date | Number of Resident District-Enrolled Students by Grade and Resultant Net Avg. Advancement Rates Entering Each Grade | | | | | | | | | | | | | | TK-8 Total & Cum. 1-8 Rate** | 9-12 Total | TK-12 Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | TK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | |
| **Combined All Relatively High Value** | Resident Students | 2016 | 9 | 52 | 61 | 56 | 64 | 53 | 71 | 77 | 81 | 86 | 82 | 82 | 99 | 86 | 610 | 349 | 959 |
| | | 2017 | 14 | 46 | 48 | 59 | 57 | 68 | 47 | 76 | 75 | 80 | 88 | 86 | 86 | 100 | 570 | 360 | 930 |
| | | 2018 | 7 | 64 | 42 | 50 | 60 | 59 | 75 | 57 | 81 | 84 | 85 | 86 | 92 | 90 | 579 | 353 | 932 |
| | | 2019 | 16 | 48 | 72 | 42 | 49 | 59 | 58 | 81 | 54 | 78 | 92 | 87 | 93 | 103 | 557 | 375 | 932 |
| | | 2020 | 13 | 58 | 44 | 72 | 38 | 51 | 55 | 56 | 74 | 56 | 91 | 89 | 80 | 100 | 517 | 360 | 877 |
| | ***Avg. Change Rate:*** | | | | | | | | | | | | | | | | | | |
| | *from Prior Grade in Last Year* | | | | *0.92* | *1.00* | *0.90* | *1.04* | *0.93* | *0.97* | *0.91* | *1.04* | *1.17* | *0.97* | *0.92* | *1.08* | *0.80* | | |
| | *from Prior Grade in 2016 to 2019* | | | | *0.99* | *1.00* | *1.00* | *1.03* | *0.99* | *1.12* | *1.00* | *1.02* | *1.06* | *1.02* | *1.07* | *1.06* | *1.17* | | |
| | ***from Prior Grade in 2016 to 2020*** | | | | ***0.97*** | ***1.00*** | ***0.98*** | ***1.03*** | ***0.98*** | ***1.08*** | ***0.98*** | ***1.03*** | ***1.09*** | ***1.00*** | ***1.03*** | ***1.06*** | ***1.07*** | | |
| **Total for District Region** | Resident Students | 2016 | 39 | 220 | 215 | 222 | 248 | 221 | 255 | 260 | 259 | 257 | 248 | 231 | 258 | 266 | 2,196 | 1003 | 3,199 |
| | | 2017 | 55 | 213 | 201 | 217 | 222 | 249 | 218 | 261 | 264 | 258 | 257 | 253 | 234 | 267 | 2,158 | 1011 | 3,169 |
| | | 2018 | 31 | 200 | 213 | 201 | 213 | 218 | 249 | 229 | 264 | 269 | 272 | 250 | 261 | 246 | 2,087 | 1029 | 3,116 |
| | | 2019 | 50 | 170 | 200 | 208 | 208 | 211 | 210 | 259 | 235 | 263 | 272 | 272 | 265 | 285 | 2,014 | 1094 | 3,108 |
| | | 2020 | 29 | 189 | 164 | 195 | 189 | 197 | 195 | 203 | 237 | 221 | 280 | 267 | 261 | 270 | 1,819 | 1078 | 2,897 |
| | ***Avg. Change Rate:*** | | | | | | | | | | | | | | | | | | |
| | *from Prior Grade in Last Year* | | | | *0.96* | *0.98* | *0.91* | *0.95* | *0.92* | *0.97* | *0.92* | *0.94* | *1.06* | *0.98* | *0.96* | *1.02* | *0.65* | | |
| | *from Prior Grade in 2016 to 2019* | | | | *0.97* | *1.00* | *1.01* | *0.99* | *0.98* | *1.04* | *1.02* | *1.00* | *1.02* | *1.00* | *1.03* | *1.06* | *1.04* | | |
| | ***from Prior Grade in 2016 to 2020*** | | | | ***0.97*** | ***0.99*** | ***0.98*** | ***0.98*** | ***0.97*** | ***1.02*** | ***0.99*** | ***0.99*** | ***1.03*** | ***0.99*** | ***1.02*** | ***1.05*** | ***0.92*** | | |
| **Students Listed at Residentially Unlocatable Adr.** | Resident Students | 2016 | 0 | 0 | 2 | 0 | 2 | 1 | 2 | 2 | 1 | 3 | 2 | 0 | 3 | 2 | 13 | 7 | 20 |
| | | 2017 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 4 | 2 | 6 |
| | | 2018 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 2 | 2 |
| | | 2019 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 1 | 0 | 1 | 4 | 5 |
| | | 2020 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Total for Known Incoming Inter-Dist. Addresses** | Resident Students | 2016 | 1 | 4 | 1 | 3 | 5 | 3 | 6 | 8 | 1 | 4 | 4 | 6 | 5 | 6 | 36 | 21 | 57 |
| | | 2017 | 0 | 1 | 3 | 0 | 1 | 1 | 0 | 2 | 6 | 1 | 3 | 3 | 5 | 5 | 15 | 16 | 31 |
| | | 2018 | 1 | 1 | 1 | 3 | 0 | 2 | 1 | 1 | 1 | 5 | 2 | 3 | 6 | 4 | 16 | 15 | 31 |
| | | 2019 | 0 | 0 | 1 | 0 | 1 | 0 | 2 | 3 | 1 | 1 | 7 | 1 | 1 | 5 | 9 | 14 | 23 |
| | | 2020 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 9 | 3 | 2 | 3 | 4 | 1 | 2 | 17 | 10 | 27 |

* Figures are based on aggregates of EPC-created planning areas for the dominant housing category in each area. Usually we exclude from this data any areas with significant new housing amounts added during the years covered in this appendix, but too few new housing units have been added in the CUSD since 2015 to warrant such exclusions.

** Cumulative advancement rates are the net change, if these grade-to-grade rates continue, in each first grade population as it graduates upward over seven years into eighth grade from the same housing units. We exclude the rates from kindergarten to first grade from these cumulative figures because the changes entering first grade often are impacted by students coming out of private kindergarten programs. Those programs, which are a factor on enrollments, are a different issue than the net changes caused by housing turnover, which is the main purpose in identifying cumulative rates. The net changes in the advancements from the eighth to ninth grades also often have a private school factor.

# 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 12, 2020
**TO:** Members of the Governing Board
**FROM:** Leticia Bhatia, Ed.D., Assistant Superintendent Curriculum & Instruction
Jesus Contreras, Chief Business Officer
**CATEGORY:** Information
**ITEM TITLE:** Update on Opening of Schools: Modified Phase II & Phase III

## BACKGROUND INFORMATION

Cabrillo Unified School District staff will provide an update to the Governing Board on Opening of Schools Modified Phase II & Phase III.

## FISCAL ANALYSIS

There is no financial impact to the General Fund.

## RECOMMENDATION

This item is presented for information only.

CABRILLO UNIFIED SCHOOL DISTRICT

*Every Student, Every Day!*

# Opening of Schools Update

November 12, 2020

Board Presentation

# AGENDA

I. San Mateo County COVID-19 Risk Levels

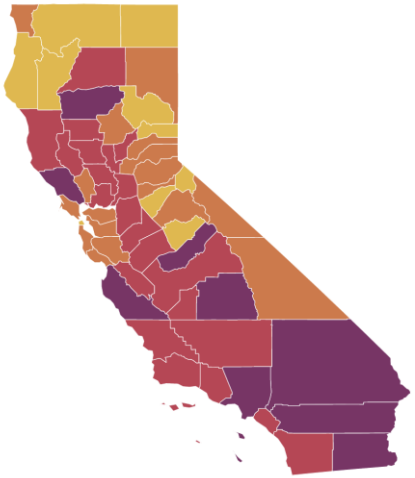
II. CUSD Opening of Schools Modified Phase 2

III. CUSD Opening of Schools Phase 3

IV. Next Steps

# San Mateo County COVID-19 Risk Levels

As per the [CA Blueprint for a Safer Economy,](#) San Mateo County has entered the moderate (orange) risk level.



**Moderate***
Some indoor business operations are open with modifications

**4.4** New COVID-19 cases per day per 100K
**3.0** Adjusted case rate for tier assignment

**1.6%** Positivity rate
**3.7%** Health equity quartile positivity rate

| 3 weeks prior | 2 weeks prior | 1 week prior | Current |
|---|---|---|---|
| 10/6 | 10/13 | 10/20 | 10/27 |
| Substantial | Substantial | Substantial | Moderate |

*See California Blueprint Data Chart for tier determination

| County risk level | Adjusted case rate* 7-day average of daily COVID-19 cases per 100K with 7-day lag, adjusted for number of tests performed | Positivity rate** 7-day average of all COVID-19 tests performed that are positive | |
|---|---|---|---|
| | | Entire county | Healthy equity quartile |
| WIDESPREAD<br>Many non-essential indoor business operations are closed | More than 7.0<br>Daily new cases (per 100k) | More than 8.0%<br>Positive tests | |
| SUBSTANTIAL<br>Some non-essential indoor business operations are closed | 4.0 – 7.0<br>Daily new cases (per 100k) | 5.0 – 8.0%<br>Positive tests | 5.3 – 8.0%<br>Positive tests |
| MODERATE<br>Some indoor business operations are open with modifications | 1.0 – 3.9<br>Daily new cases (per 100k) | 2.0 – 4.9%<br>Positive tests | 2.2 – 5.2%<br>Positive tests |
| MINIMAL<br>Most indoor business operations are open with modifications | Less than 1.0<br>Daily new cases (per 100k) | Less than 2.0%<br>Positive tests | Less than 2.2%<br>Positive tests |

# CUSD Opening of Schools Modified Phase 2

The following Modified Phase 2 Plan is a local document.

As per SMC Health and SMCOE guidelines, schools may begin to serve small groups of students in bubble cohorts within the substantial (red) COVID-19 risk level or a level with less risk.

CUSD plans on serving small cohorts beginning November 5, 2020:

- Selected at-promise students (SWD, Newcomers, English Learners, SED, students in need of help with technology for engagement)
- Special Day Classes & Learning Pods will be held at Half Moon Bay High School, Cunha Intermediate, Hatch, El Granada, and Farallone View to serve district-wide students

# CUSD Opening of Schools Phase 3

- Allow classroom staff to choose if they are comfortable returning for in-person instruction provided PPE is in place and if they feel safe

- Serve all students enrolled in our “Hybrid Learning Model” only if HMB risk levels are **orange (2%-4.9% “moderate” COVID positive cases) and Half Moon Bay cases comparable to the orange “moderate” level for at least 2-3 weeks then begin planning for entering Phase III**

- Begin Phase III no earlier than January 21, 2021 (tentative date)

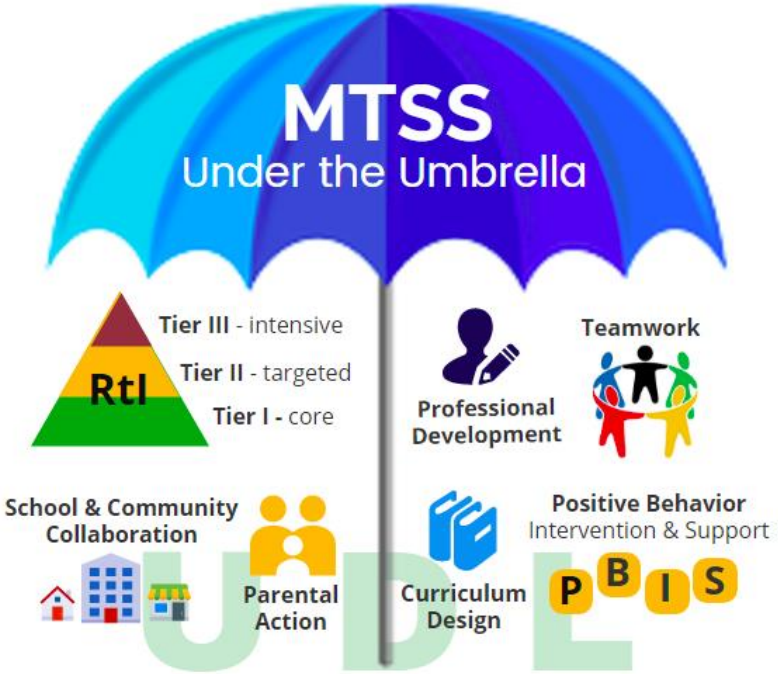
# Next Steps

- Meet with Opening of Schools Steering Committee to plan details of Phase III
- County to approve plan for in-person instruction more widely
- Work with OS Task Force group and site principals to begin return back to school for Phase III, including:
  - Maps
  - Entry/Egress
  - Isolation space
  - Schedule phasing in grades entering in-person instruction (Phase III)

# MTSS for Distance Learning

Multi-Tiered System of Support

- Including tiered support for SEL, behavior, and academics
- Please see appendix for MTSS Tiered support for intervention



# Appendix

MTSS Tiered support for intervention

# Questions?

*Thank you!*

# 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 12, 2020
**TO:** Members of the Governing Board
**FROM:** Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum & Instruction
John Nazar, Principal, Half Moon Bay High School
Andrew Boysen, Assistant Principal, Half Moon Bay High School
Claudia Lunstroth, English Language Arts Department Chair
**CATEGORY:** Action
**ITEM TITLE:** Adoption of Supplemental Curriculum: *Retablos* by Octavio Solis for Freshmen Students

## BACKGROUND INFORMATION

We would like to use the book *Retablos* by Octavio Solis with all Freshmen students at the high school for various reasons, most importantly because it will help all Freshmen better understand the Mexican-American experience. It is a coming-of-age memoir of vignettes that will appeal to all students while expanding their world views. Freshman English teachers see this novel as something that fills a multi-cultural hole in the books we can offer our students.

Recommended three times by the *New York Times,* and called one of year's Best Books by Buzzfeed! Seminal moments, rites of passage, crystalline vignettes—a memoir about growing up brown at the U.S./Mexico border.

The tradition of retablo painting dates back to the Spanish Conquest in both Mexico and the U.S. Southwest. Humble ex-votos, retablos are usually painted on repurposed metal, and in one small tableau they tell the story of a crisis, and offer thanks for its successful resolution.

In this uniquely framed memoir, playwright Octavio Solis channels his youth in El Paso, Texas. Like traditional retablos, the rituals of childhood and rites of passage are remembered as singular, dramatic events, self-contained episodes with life-changing reverberations.

Living in a home just a mile from the Rio Grande, Octavio is a skinny brown kid on the border, growing up among those who live there, and those passing through on their way North. From the first terrible self-awareness of racism to inspired afternoons playing air trumpet with Herb Alpert, from an innocent game of hide-and-seek to the discovery of a Mexican girl hiding in the cotton fields, Solis reflects on the moments of trauma and transformation that shaped him into a man.

The purchase of *Retablos* by Octavio Solis is directly aligned with Half Moon Bay High School's Single Plan for Student Achievement (SPSA) and Local Control Accountability Plan (LCAP).

- Single Plan for Student Achievement (SPSA) goals

    1. Increase ELA and math scores for EL students while continuing to make progress on reclassification.

    2. Increase support for students of disadvantaged communities by increasing parent communication and engagement, and support educational initiatives for struggling students not otherwise served by special education or English Learner programs.

- Local Control Accountability Plan (LCAP) goals

    Goal 1--- Literacy and the Reclassification of English Language Learners

    Goal 2--College and Career Readiness

Now more than ever, cultural competency and literature reflecting student cultures is imperative. The impact of this book would be an increase in student engagement among our Latinx students, through its reference to Mexican culture, the heritage culture of a majority of our students. Engagement can be measured through attendance, student behavior, completion and quality of assignments, and grades, and standardized test scores.

**FINANCIAL ANALYSIS**

The cost for this supplemental novel adoption for our high school freshmen is approximately $2,500. This purchase will be made using district categorical funding.

**RECOMMENDATION**

It is recommended the CUSD governing board approve this supplemental curriculum, *Retablos* by Octavio Solis to diversify our high school novels with inclusive books reflective of our student population.

# 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 12, 2020
**TO:** Members of the Governing Board
**FROM:** Leticia Bhatia Ed.D., Assistant Superintendent Curriculum & Instruction
Jesus Contreras, Chief Business Officer
Martha Ladd, Director of Educational Services
**CATEGORY:** Information
**ITEM TITLE:** Update on CUSD's Early Learning Program

## BACKGROUND INFORMATION

Cabrillo Unified School District (CUSD) staff will provide an update to the Governing Board on our Early Learning Program and its expansion of services to our future CUSD students.

## FISCAL ANALYSIS

Proposed braiding of Bond funds and Inclusive Early Education Expansion Program (IEEEP) funds to support the expansion of our early learning programs. CUSD will receive a total of $917,524 between 2019-2020 and 2021-2022 from the IEEEP partnership grant.

## RECOMMENDATION

This item is presented for information.

CABRILLO UNIFIED SCHOOL DISTRICT

*Every Student, Every Day!*

# CUSD Early Learning Program Overview

November 12, 2020

Board Presentation

# AGENDA

I. CUSD Goals for Early Learning

II. Overview of Early Childhood Education Programs

III. IEEEP Grant & Expansion

IV. Early Learning Facilities

# CUSD Early Learning Goals

1. Prepare students to be proficient readers by 3rd grade

2. Initiate a Full Inclusion Model to improve academic and social emotional outcomes for all students

3. Provide dual language early learning opportunities for seamless integration into our Dual Immersion Pathway

# Overview of Current Early Learning Programs

1. State Preschool / Migrant Preschool
   - Serves 2 cohorts of 15 students each cohort

2. Big Lift Program
   - Summer School Kinder-3rd
   - Professional Development
   - Preschool Supplemental Services

3. Special Day Class - Preschool
   - Currently serves 2 cohorts of up to 8 students in each cohort
   - Extended School Year

# Inclusive Early Education Expansion Program (IEEEP)

- **Full Inclusion:** is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum (Bui, Quirk, Almazan, & Valenti, 2010; Alquraini & Gut, 2012).

- This grant will allow us to merge our existing Special Day preschool program with our Los Listos preschool program.

- The grant includes funding for assistive technology and equipment both in the class and out in the play areas.

# Inclusive Early Education Expansion Program (IEEEP)

- **4 Year grant:** July 1, 2020 – June 30, 2024
- **$917,524** of IEEEP grant funding
- Increased services to support the expansion of early learning inclusive programs with the support of a coordinator and preschool supervisor position
- Increased services via inclusive facilities
- Emphasizes collaboration between school district early learning programs, special education, community early learning programs, and families
- Ensures children with disabilities, including children with severe disabilities, have greater rates of enrollment in inclusive, subsidized early learning and care (ELC) programs
- Increases access to inclusive ELC programs for children representing a broad range of disabilities and levels of support needs
- Provides the individualized and necessary supports to enable children with disabilities to meet high expectations within early learning and care settings

# Early Learning Facilities

- CUSD Early Learning Center would be housed at the portables K1 through K6 at the back of Hatch Elementary School.
- A proposal for purchase of these portables to house the Early Learning Center will be brought to the Governing Board for consideration at the December Board meeting. Staff proposes the purchase of the portables with Bond funds and grants secured through IEEEP.
- Expansion of the CUSD Early Learning Initiative will be named in adherence to BP 7310 Facilities.

# CUSD Early Learning Center (2020-2021)

| Pending Facility Naming Policy BP 7310 Facilities | | | | |
|---|---|---|---|---|
| | **Preschool Classroom #A EXISTING** | **Preschool Classroom #B EXISTING** | **Preschool Classroom #C NEW** | **Preschool Classroom #D NEW** |
| | **Los Listos (transfer from DO to Hatch)**<br><br>Preschool Teacher | **CUSD Special Day Class (transfer from EG to Hatch)**<br><br>Co-Teacher (Special Education) | **English Only Full Day (New)**<br><br>Preschool Teacher | **Dual Immersion Full Day (New)**<br><br>Preschool Teacher |
| **Language Program** | **English Only** | **English Only** | **English Only** | **Dual Immersion 90% Spanish 10% English** |

# Questions?

# 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 12, 2020
**TO:** Members of the Governing Board
**FROM:** Jason Owens, Director of Personnel and Pupil Services
**CATEGORY:** Action
**ITEM TITLE:** Approval of Job Description for New Community Engagement, Early Childhood, and Special Programs Coordinator Position

## BACKGROUND INFORMATION

Assembly Bill 1808 (Chapter 32, Statutes of 2018) established the Inclusive Early Education Expansion Program (IEEEP), appropriating $167,242,000 in General Funds to the State Superintendent of Public Instruction for allocation to local educational agencies for the purposes of increasing access to the IEEEP. In addition to the IEEEP, AB 1808 also established the Inclusive Early Care Pilot Program, now known as the Inclusive Early Learning and Care Coordination Program (IELCCP), which has been awarded to county offices of education.

During the 2019-2020 school year, CUSD joined the San Mateo County Office of Education IEEEP Consortium and applied for the IEEEP grant. We are excited to announce that SMCOE and 4 districts in San Mateo County will receive funding for the next 4 academic school years to support the inclusion and expansion of preschool.

The position proposed in this memo is a Community Engagement, Early Childhood, and Special Programs Coordinator. This position will replace the Community, Engagement, Early Childhood, and Special Programs Supervisor position. This position will continue to support all our grant-funded programs, early childhood programs, and additional special projects. Due to the expansion from 1 preschool to a district-wide preschool program, we will need the position to support the coordination of the expansion of our district-wide inclusive preschool model and expansion of preschool, which will be presented to the Board in our Early Learning Program Overview presentation.

## REPORT/PROPOSAL

It is recommended that the Cabrillo Unified School District Board of Trustees approve the job description for the Community Engagement, Early Childhood, and Special Programs Coordinator.

## FISCAL ANALYSIS

There is no fiscal impact to the LCFF base (also known as general fund). This position will be paid 100% from IEEEP, Big Lift, Migrant Education, and Title V.

## RECOMMENDATION

Approve as submitted.

# CABRILLO UNIFIED SCHOOL DISTRICT

## Community Engagement, Early Childhood, and Special Programs Coordinator

**Basic Functions:** Under the supervision of the Assistant Superintendent, Curriculum and Instruction, the function of the Community Engagement, Early Childhood, and Special Programs Manager is to establish, oversee, develop, and maintain positive community engagement, and manage and support special programs. Special programs include early childhood initiatives (ex: Big Lift Grant), migrant education, preschool programs, and special projects.

## REPRESENTATIVE DUTIES:

## ESSENTIAL DUTIES:

### Community Engagement

- Assist with the development, implementation, and evaluation of a comprehensive family engagement program which delivers quality and enrichment opportunities for CUSD families
- Support and lead family engagement components pertinent to special programs (Big Lift, Migrant, Preschool, other)
- Maintain and expand community partnerships in support of family engagement at CUSD
- Supervise and train Community Liaisons and designated staff under Migrant, Big Lift, Preschool, and other
- Support Community Liaisons to ensure their support is in alignment to EL program, intervention, family engagement, and district goals (includes but not limited to LCAP and SPSA goals)
- Coordinate and lead districtwide community engagement committees, including our District English Learner Advisory Committee and Early Childhood related community engagements
- Educate and empower CUSD families

### Early Childhood

- Coordinate, lead, and facilitate meetings of key stakeholders, including school districts, preschool providers, family engagement and summer providers, mental and behavioral health agencies, libraries, and other organizations serving the children and families of CUSD and the Big Lift communities, for the purpose of advancing the goal of improved reading proficiency
- Coordinate all program aspects of Big Lift and Early Childhood Education programs, reports, funding, and budget requirements
- Recruit, facilitate, coordinate, and support Early Childhood and Big Lift partners to work toward common goals
- Coordinate Collaborative meetings, develop agendas, manage follow-up items, and provide documentation to The Big Lift leadership team and evaluators, as requested.
- Engage elementary school districts and preschool providers to build collaboration and alignment across Preschool-3rd grade systems, such as implementing consistent transition practices from PK to TK and K (e.g., transition forms, parent engagement activities)

- Build public awareness of The Big Lift in the community to facilitate and enhance community awareness and participation in The Big Lift. This includes regular and continuous communication to the Collaborative to ensure all members are fully informed of Collaborative activities
- Use data and evaluation findings to help Collaborative members reflect on local progress and make improvements to local Big Lift interventions
- Districtwide lead in countywide Big Lift meetings, including The Big Lift Knowledge Network, Evaluation Advisory Committee and other Big Lift related committees
- Coordinate and triage the flow of volunteers who are interested in supporting The Big Lift in the community
- Coordinate and lead district and site needs for achieving compliance of programs based on the Big Lift Goals and Objectives, state requirements, district guidelines, and the preschool communities

**Migrant Education**

- Develop, guide, coordinate, and monitor implementation of a comprehensive strategy for family and community engagement initiatives within and on behalf of CUSD
- Comply and represent the district at both county and state level pertinent to Migrant Education
- Comply with high quality instruction for English language learners as an integral part of the K-12 instructional program
- Consult and communicate with principals, coordinators, facilitators, educational assistants, parents, and other staff members in developing and implementing a comprehensive, effective, and research based bilingual and migrant education program aligned with local, state, and federal guidelines
- Use current research and provide staff with information pertaining to trends in curriculum development and learning programs for students enrolled in bilingual and migrant education programs
- Manage, lead, and coordinate the development and oversight of the district service agreement with the state region and county. This includes a budget that meets state and federal guidelines and reflects the instructional needs of English language learners
- Understands the Common Core Standards
- Coordinate and lead in preparing and submitting annual reports to the district on the services provided to migrant students
- Comply with local, state, and federal regulations

**Special Programs**

- Assist and coordinate CUSD with exploration, implementation, and oversight of special programs as assigned
- Supports in searching and writing grants pertinent to community engagement, early childhood, and other special programs
- Coordinate the expansion of early childhood learning programs district wide, not limited to grant writing and implementation of existing programs which include the Inclusive Early Learning and Expansion Program (IEEEP)
- Manage, coordinate, and direct district community liaisons and Migrant, Categorical, and Special Projects staff

## OTHER DUTIES:

Perform related duties as assigned.

## KNOWLEDGE AND ABILITIES:

### KNOWLEDGE OF:

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

### EDUCATION AND EXPERIENCE:

- Associate's degree from an accredited college or university and three years teaching experiences in Pre-K – Early Elementary including content instruction and relevant program leadership or administrative experience
- Strong knowledge and/or experience in Early Education (Preschool, TK, K)
- Experience with Big Lift Program
- Experience with Migrant Education Program
- Experience with family engagement

### LICENSES AND OTHER REQUIREMENTS:

- Valid California driver's license; incumbents are required to use personal vehicle and provide proof of insurance
- Migrant enrollment certification

## WORKING CONDITIONS:

### ENVIRONMENT:

- Office, classroom, and students' home environment
- Driving a vehicle to conduct work.

### PHYSICAL ABILITIES:

- Dexterity of hands and fingers to operate office equipment
- Hearing and speaking to exchange information
- Walking to support home visits
- Reaching to retrieve and maintain files
- Seeing to read and assure accuracy to records and reports
- Ability to lift 40 pounds

# CABRILLO UNIFIED SCHOOL DISTRICT

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 12, 2020
**TO:** Members of the Governing Board
**FROM:** Sean McPhetridge, Ed.D., Superintendent
**CATEGORY:** Action
**ITEM TITLE:** Approval of Governing Board Policy 3515 (Campus Security) Updates as Recommended by the California School Boards Association, CUSD Administrators, and CUSD Legal Counsel

## 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 legally compliant. This revised CUSD policy is presented as an update to reflect CSBA's new recommendations and to meet the desire of school sites to install security cameras in order to deter vandalism and provide a way for administrators to review security camera footage in the investigation of harmful and/or illegal behavior.

## REPORT/PROPOSAL

A revised Board Policy 3515 is provided here. The CSBA updates have been incorporated along with revisions by staff and legal counsel to meet needs voiced by CUSD school administrators. Staff and legal counsel were specifically consulted about required signage to indicate to the public that security cameras are in operation. School administrators have indicated a desire to install security cameras to provide visual evidence that can be used for disciplinary action or referred to law enforcement agencies as needed. Recently school administrators followed the existing policy to discuss their rationale for use of security cameras with School Safety Committees and with other stakeholders (including students at Half Moon Bay High School and Cunha Intermediate School); staff reported that school stakeholders agreed to recommendations for security camera use considering administrators' voiced needs to address the safety and vandalism concerns that have presented in the last year.

## FISCAL ANALYSIS

There is no financial impact to the General Fund in approval of this policy revision. However, there will be costs for initial purchase of the cameras for the school sites, their installation, and ongoing service maintenance costs.

## RECOMMENDATION

Approve as submitted.

# Cabrillo USD
## Board Policy
**Campus Security**

BP 3515
**Business and Noninstructional Operations**

The Governing Board is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

*(cf. 4158/4258/4358 - Employee Security)*
*(cf. 5131.5 - Vandalism and Graffiti)*
*(cf. 5142 - Safety)*

The Superintendent or designee shall develop campus security procedures, which may be included in the district's comprehensive safety plan and/or site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

*(cf. 0450 - Comprehensive Safety Plan)*

**Surveillance Systems**

In consultation with the district's safety planning committee, other relevant stakeholders, and staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

*(cf. 5131.1 - Bus Conduct)*
*(cf. 5145.12 - Search and Seizure)*

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous and targeted locations around school buildings and grounds. These signs shall state that the facility uses video surveillance equipment for security purposes and that the equipment may be actively monitored at any time. Signs shall specifically read, “This area is protected by 24 hour video surveillance; equipment may be actively monitored at any time.” The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur and that the recordings may be used in disciplinary proceedings and/or referred to local law enforcement, as appropriate.

*(cf. 5144 - Discipline)*
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

*(cf. 4112.6/4212.6/4312.6 - Personnel Files)*
*(cf. 5125 - Student Records)*
*(cf. 5125.1 - Release of Directory Information)*

*Legal Reference:*

*EDUCATION CODE*
*17070.10-17079.30 Leroy F. Greene School Facilities Act, especially:*
*17075.50 Classroom security locks, new construction projects*
*17583 Classroom security locks, modernization projects*
*32020 Access gates*
*32211 Threatened disruption or interference with classes*
*32280-32289 School safety plans*
*35160 Authority of governing boards*
*35160.1 Broad authority of school districts*
*38000-38005 Security departments*
*49050-49051 Searches by school employees*
*49060-49079 Student records*
*PENAL CODE*
*469 Unauthorized making, duplicating or possession of key to public building*
*626-626.11 Disruption of schools*
*CALIFORNIA CODE OF REGULATIONS, TITLE 24*
*1010.1.9 Door operations*
*1010.1.11 Lockable doors from the inside*
*CALIFORNIA CONSTITUTION*
*Article 1, Section 28(c) Right to Safe Schools*
*UNITED STATES CODE, TITLE 20*
*1232g Family Educational Rights and Privacy Act*
*CODE OF FEDERAL REGULATIONS, TITLE 34*
*99.3 Definition of education records*
*COURT DECISIONS*
*Brannum v. Overton County School Board (2008) 516 F. 3d 489*
*New Jersey v. T.L.O. (1985) 469 U.S. 325*
*ATTORNEY GENERAL OPINIONS*
*83 Ops.Cal.Atty.Gen. 257 (2000)*
*75 Ops.Cal.Atty.Gen. 155 (1992)*

*Management Resources:*

*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*
*Safe Schools: A Planning Guide for Action, 2002*
*NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS*
*The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, rev. 2005*
*U.S. DEPARTMENT OF EDUCATION PUBLICATIONS*
*FAQs on Photos and Videos under FERPA*
*WEB SITES*
*CSBA: http://www.csba.org*
*California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss*
*National Institute of Justice: http://www.ojp.usdoj.gov/nij*

*National School Safety Center: http://www.schoolsafety.us*
*U.S. Department of Education, Protecting Student Privacy: https://studentprivacy.ed.gov*

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: December 11, 2008 Half Moon Bay, California
revised: August 11, 2011
revised: TBD

# Cabrillo USD

## Board Policy

**Campus Security**

BP 3515
**Business and Noninstructional Operations**

The Governing Board is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

~~The Governing Board is fully committed to preventing violence and crime on school grounds. The Superintendent and staff shall strictly enforce all Board policies related to crime, campus disturbances, campus intruders, student safety, student conduct and student discipline.~~

~~(cf. 3515.2 - Disruptions)~~
~~(cf. 3515.21 - Acts and/or Threats of Violence in the Workplace)~~
~~(cf. 3516 - Emergencies and Disaster Preparedness Plan)~~
***(cf. 4158/4258/4358 - Employee Security)***
~~*(cf. 5119 - Students Expelled from Other Districts)*~~
~~*(cf. 5131 - Student Conduct)*~~
~~*(cf. 5131.4 - Campus Disturbances)*~~
*(cf. 5131.5 - Vandalism* ***and Graffiti)***
~~*(cf(cf. 5131.6 - Alcohol and Other Drugs)*~~
~~*(cf. 5131.7 - Weapons and Dangerous Instruments)*~~
~~*(cf. 5136 - Gangs)*~~
~~*(cf. 5141.4 - Child Abuse Prevention and Reporting)*~~
***(cf. 5142 -*** *Student* ***Safety***
~~*(cf. 5144 - Discipline)*~~
~~*(cf. 5144.1 - Suspension and Expulsion/Due Process)*~~

The Superintendent or designee shall develop campus security procedures, which may be included in the district's comprehensive safety plan and/or site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

*(cf. 0450 - Comprehensive Safety Plan)*

~~The Superintendent or designee shall establish procedures for securing records and funds and for protecting buildings against vandalism and burglary during nonbusiness hours. The Superintendent or designee also shall investigate ways that school grounds can be made more secure.~~

~~The principal of each school shall ensure that his/her school has a comprehensive school safety plan which includes strategies for preventing crime and violence on school premises. The Board encourages principals to solicit the participation of local law enforcement agencies, staff, parents/guardians and students in the development of these plans.~~

~~For purposes of school safety and security, the principal or designee may design a visible means of identification for staff members on school premises.~~

**Surveillance Systems**

~~The Board believes that reasonable and limited use of surveillance cameras at school sites will help the district achieve its goals for campus security. Security cameras shall be utilized to promote a safe and secure campus for students, staff, and community members. The intent of surveillance cameras at school sites or on district property is to serve as deterrence to inappropriate student behavior and vandalism of school and district property. While security cameras are not actively monitored by school or distinct personnel, cameras shall be accessed after inappropriate student behavior or vandalism has been reported to site or district administration. Cameras are not intended to monitor school personnel or to be used in any disciplinary capacity.~~

In consultation with the **district's** ~~district and site~~ safety **planning** committee**,** ~~and~~ **other** relevant ~~CUSD~~ **stakeholders, and** staff, ~~and local police/sheriff authorities and the review of district and site safety plans,~~ the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. ~~Security~~ **C**ameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. ~~Thus, cameras should not be located in areas such as bathrooms, locker rooms, or private offices. Locations in which cameras may be generally used include hallways, stairwells, parking lots, and cafeterias.~~ Any audio capability on the district's ~~security cameras~~ **surveillance equipment** shall be disabled so that sounds are not recorded. ~~A camera may or may not be operational at any specific time.~~

*(cf. 5131.1 - Bus Conduct)*
*(cf. 5145.12 - Search and Seizure)*

Prior to the operation of the ~~security cameras~~ **surveillance system**, the Superintendent or designee shall ensure that signs are posted at conspicuous **and targeted** locations ~~at affected~~ **around** school buildings and grounds. These signs shall ~~inform students, staff, and visitors that the campus is protected by video surveillance and that security equipment is in use to aid in the prosecution of any crimes committed against the facility~~ **state that the facility uses video surveillance equipment for security purposes and that the equipment may be ~~or may not~~ be actively monitored at any time**. **Signs shall specifically read, "This area is protected by 24 hour video surveillance; equipment may be actively monitored at any time."** ~~Posted signs at sites shall disclose that cameras are not actively monitored in "real time" and that immediate assistance from administration or local authorities is not available.~~ The Superintendent or designee shall also provide prior written notice to students and parents/guardians ~~families (via the Annual Notification to Parents)~~ about the district's surveillance system, including the locations where surveillance may occur~~, explaining~~ **and** that the recordings may be used in disciplinary proceedings~~,~~ and**/or** ~~that matters captured by the camera may be~~ referred to local law enforcement, as appropriate.

~~In addition to informing students, families, and staff via the Annual Notification, security camera notifications will be included in student handbooks, administrative classroom visitations at the beginning of the school year, new student orientations, Parent Teacher Organization (PTO) meetings, staff meetings, and within district/site websites. Administration will be available as well~~

~~to meet with groups of students and parents in open forums to discuss the usage of cameras, as appropriate.~~

~~Site and/or district office administration shall engage in discussions with students, parents, and/or staff to solicit (and consolidate) their input before bringing a recommendation to install or add additional surveillance systems at a school or other district location to the Board for consideration of approval. Site Leadership classes at the secondary level would be a preferred mechanism to solicit input and identify/implement additional means to communicate to all students the purpose and objectives of new and/or additional surveillance cameras.~~

~~Administration shall also involve the District Technology Department to ensure no adverse impacts to site/district bandwidth.~~

***(cf. 5144 - Discipline)***
***(cf. 5144.1 - Suspension and Expulsion/Due Process)***

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

*(cf. 4112.6/4212.6/4312.6 - Personnel Files)*
*(cf. 5125 - Student Records)*
*(cf. 5125.1 - Release of Directory Information)*

*Legal Reference:*

*EDUCATION CODE*
***17070.10-17079.30 Leroy F. Greene School Facilities Act, especially:***
***17075.50 Classroom security locks, new construction projects***
***17583 Classroom security locks, modernization projects***
*32020 Access gates*
*32211 Threatened disruption or interference with classes*
*32280-~~32288~~* ***32289*** *School safety plans*
*35160 Authority of governing boards*
*35160.1 Broad authority of school districts*
*38000-38005 Security ~~patrols~~* ***departments***
*49050-49051 Searches by school employees*
*49060-49079 Student records*
*PENAL CODE*
*469 Unauthorized making, duplicating or possession of key to public building*
*626-~~626.10~~* ***626.11*** *Disruption of schools*
***CALIFORNIA CODE OF REGULATIONS, TITLE 24***
***1010.1.9 Door operations***
***1010.1.11 Lockable doors from the inside***
*CALIFORNIA CONSTITUTION*
*Article 1, Section 28(c) Right to Safe Schools*
*UNITED STATES CODE, TITLE 20*
*1232g Family Educational Rights and Privacy Act*
***CODE OF FEDERAL REGULATIONS, TITLE 34***
***99.3 Definition of education records***
*COURT DECISIONS*

***Brannum v. Overton County School Board* (2008) 516 F. 3d 489**
*New Jersey v. T.L.O.* (1985) 469 U.S. 325
*ATTORNEY GENERAL OPINIONS*
*83 Ops.Cal.Atty.Gen. 257 (2000)*
*75 Ops.Cal.Atty.Gen. 155 (1992)*

*Management Resources:*
*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*
*Safe Schools: A Planning Guide for Action, 2002*
*NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS*
*The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, ~~1999~~* ***rev. 2005***
***U.S. DEPARTMENT OF EDUCATION PUBLICATIONS***
***FAQs on Photos and Videos under FERPA***
*WEB SITES*
*CSBA: http://www.csba.org*
*California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss*
*National Institute of Justice: http://www.ojp.usdoj.gov/nij*
***National School Safety Center: http://www.schoolsafety.us***
***U.S. Department of Education, Protecting Student Privacy: https://studentprivacy.ed.gov***

Policy CABRILLO UNIFIED SCHOOL DISTRICT
adopted: December 11, 2008 Half Moon Bay, California
revised: August 11, 2011
**revised: TBD**