Regular Governing Board Agenda

CABRILLO UNIFIED SCHOOL DISTRICT

Thursday, January 14, 2021 • Closed Session: 6:00 PM • Public Session: 7:00 PM

Via Zoom: https://cabrillok12.zoom.us/j/99135905009 • Webinar ID: 991 3590 5009 • Telephone: +1 669 900 6833

Governing Board Meeting broadcast live on the CUSD YouTube Channel, on www.PacificCoast.TV, and on Xfinity Channel 27 in Half Moon Bay

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 will be disabled during the meeting.

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

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
2. **Conference with Labor Negotiators (Government Code §54957.6)**
    - **District-designated representatives:** Dr. Sean McPhetridge, Superintendent
    - **Employee organizations:** Cabrillo Unified Teachers' Association, California School Employees' Association Chapter 485, and Unrepresented

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. Approval of School Accountability Report Cards (Consent Agenda)

4.a Board Memo School Accountability Report Cards.pdf (p. 6)

4.a.1 2020_SARC_(CDE)_Hatch_20210113.pdf (p. 7)

4.a.2 2020_SARC_(CDE)_El_Granada_20210107.pdf (p. 19)

4.a.3 2020_SARC_(CDE)_Farallone_View_20210107.pdf (p. 31)

4.a.4 2020_SARC_(CDE)_Kings_Mountain_20210107.pdf (p. 43)

4.a.5 2020_SARC_(CDE)_Cunha_20210113.pdf (p. 54)

4.a.6 2020_SARC_(CDE)_HMBHS_20210107.pdf (p. 67)

4.a.7 2020_SARC_(CDE)_Pilarcitos_20210107.pdf (p. 86)

b. Approval of Comprehensive School Site Safety Plans (Consent Agenda)

4.b Board Memo Comprehensive School Safety Plans.pdf (p. 101)

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

4.c Board Memo Donations January 2021.pdf (p. 103)

4.c.1 Summary Site Donations January 2021.pdf (p. 104)

d. Authorization to Bid the Roofing Replacement Project at Cunha Intermediate School (Consent Agenda)

4.d Board Memo Cunha Roof Replacement Bid.pdf (p. 105)

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

4.e Board Memo Minutes.pdf (p. 106)

4.e.1 2020-12-07 Special Board Meeting Minutes.pdf (p. 107)

4.e.2 2020-12-08 Regular Board Meeting Minutes.pdf (p. 108)

4.e.3 2020-12-17 Special Board Meeting Minutes.pdf (p. 114)

f. Approval of Board Policy Updates as Recommended by the California School Boards Association (Consent Agenda)

4.f Board Memo Policy Updates.pdf (p. 119)

4.f.1 Policy Guide Sheet.pdf (p. 120)

4.f.2 BB 9012 Board Member Electronic Communications DRAFT.pdf (p. 121)

4.f.3 BB 9320 Meetings And Notices DRAFT.pdf (p. 124)

5. GENERAL BUSINESS

a. Adoption of African-American History Month Proclamation (Action)

5.a Board Memo Proclamation African America History Month.pdf (p. 131)

5.a.1 Proclamation African American History Month.pdf (p. 132)

b. Update on CUSD's Opening of Schools Plan - Revised (Action)

5.b Board Memo Opening of Schools Update Phase III - Revised.pdf (p. 134)

5.b.1 Opening of Schools Update Board Presentation - Revised.pdf (p. 135)

5.b.2 Opening School Phase III CUSD Plan.pdf (p. 157)

c. Approval of Unity Physical Education Course (Action)

5.c Board Memo Unity Physical Education Course.pdf (p. 183)

5.c.1 Unity Physical Education Course Proposal Presentation.pdf (p. 185)

d. Quattrocchi Kwok Architects Facilities Master Plan Update: Half Moon Bay High School Facilities Assessment (Information)

5.d Board Memo QKA Facilities Master Plan Update.pdf (p. 191)

5.d.1 QKA HMBHS Facilities Assessment Presentation - Revised.pdf (p. 192)

e. Measure M Facility Bond Citizens' Oversight Committee 2019-20 Annual Report (Information)

5.e Board Memo Measure M Facilities Bond COC Annual Report.pdf (p. 205)

5.e.1 Measure M Facilities Bond COC Annual Report 2019-20.pdf (p. 206)

5.e.2 Measure M Facilities Bond Audit Report.pdf (p. 235)

f. Approval of the Revision of the Purchase of Modular Portable Classrooms at Hatch Elementary to House the CUSD Early Education Program (Action)

5.f Board Memo Hatch Portable Purchase Revision.pdf (p. 263)

5.f.1 Hatch Portables Purchase Revised Quotation.pdf (p. 264)

g. Tentative Agreement between Cabrillo Unified School District and California School Employees Association (Information)

5.g Board Memo CSEA Tentative Agreement.pdf (p. 266)

5.g.1 CSEA-CUSD 2019-2020 Reopener Tentative Agreement.pdf (p. 267)

h. Approval of AB 1200 for Cabrillo Unified Teachers Association (Action)

5.h Board Memo CUTA AB-1200 Form.pdf (p. 269)

5.h.1 2019-20 CUTA Negotiated Salary Schedule 3.0 Increase.pdf (p. 270)

5.h.2 2020-21 CUTA Negotiated Salary Schedule 3.0 Increase.pdf (p. 271)

i. Approval of the Revised Schedule of Regular Governing Board Meetings for the Year 2021 (Action)

5.i Board Memo Regular Board Meetings Schedule 2021.pdf (p. 272)

5.i.1 2021 Board Meetings Schedule Revised.pdf (p. 273)

j. Approval of Governing Board Representatives for the Year 2021 (Action)

5.j Board Memo Board Representatives.pdf (p. 274)

6. FUTURE EVENTS

a. January 18 - Martin Luther King Day - No School

b. January 20 - PTO Alliance Meeting, via Zoom - 9:00 AM

c. January 25 - Latino Advisory Committee, via Zoom - 3:30 PM

d. January 27 - Budget Advisory Committee, via Zoom - 6:30 PM

e. February 9 - DELAC Meeting, via Zoom - 6:00 PM

f. February 11 - Regular Board Meeting, via Zoom - 6:00 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: January 14, 2021
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
CATEGORY: Consent/Action
ITEM TITLE: Approval of School Accountability Report Cards

BACKGROUND INFORMATION

The School Accountability Report Card (SARC) is a school profile mandated for schools receiving state funding as well as a requirement for the federal Elementary and Secondary Education Act (ESEA). The SARC provides parents and the community at large with information that is important about each school as well as a tool to demonstrate progress towards achieving their goals. The report includes the following type of information:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

The SARCs for all Cabrillo Unified School District schools are made available to parents in English and Spanish on our CUSD website under Curriculum and Instruction, Federal Reports and are accessible at the school site upon request.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

Alvin S. Hatch Elementary
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Alvin S. Hatch Elementary
Street	490 Miramontes Ave.
City, State, Zip	Half Moon Bay, CA 94019
Phone Number	(650) 712-7160
Principal	David Porcel
Email Address	porceld@cabrillo.k12.ca.us
Website	www.cabrillo.k12.ca.us/hatch
County-District-School (CDS) Code	41688906043616

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Cabrillo Unified
Phone Number	(650) 712-7100
Superintendent	Dr. Sean McPhetridge
Email Address	mcphetridges@cabrillo.k12.ca.us
Website	www.cabrillo.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

Hatch Elementary School, part of the Cabrillo Unified School District, is located in the historic coastal town of Half Moon Bay. The school is one of four elementary schools in the district, serving approximately 600 students in transitional kindergarten class (TK) through 5th grade. The school's attendance area extends from San Gregorio in the south to Wave Avenue and Terrace Avenue in the north. Hatch Elementary houses two programs, a structured English instruction program and a district school of choice program, a Two-Way Bilingual Immersion (Spanish) program.

The district provides various summer programs. There are two Head Start programs in the community and an on-site Coastside Children's Program which provides before/after school enrichment, full-time summer activities, a preschool readiness program, and extended learning for K-5th grade students. In addition, students are recommended for a district summer school program in conjunction with The Big Lift.

Hatch Elementary is in its second year of implementation of the curriculum for English Language Arts (Wonders) and Spanish Language Arts (Maravillas), a Common Core State Standards-based program addressing all four domains of language: reading, writing, listening, and speaking. The mission of the curriculum is to help young people become avid and skilled readers, writers, and inquirers. The model and its strategies promote English language acquisition, academic achievement, and cross-cultural skills. It is our goal for all children to read and write at standard or above.

Every student shall be empowered to achieve the highest skills academically, linguistically, and socially while developing self-esteem and creativity. Students will leave to middle school with a multitude of experiences that begin to prepare them for the multi-cultural, technologically sophisticated society of the twenty-first century. We believe education is the shared responsibility of parents, students, and the community in partnership with the school.

At Hatch Elementary School parents play many vital and important roles through active participation, involvement, and leadership in the Parent Teacher Organization (PTO), School Site Council (SSC), English Learner Advisory Committee (ELAC), Spanish Immersion Parent Association (SIPA), and by volunteering in the classroom. Parents and community members have been exceedingly generous to our school, freely donating countless hours of time, resources, and funds that directly support various programs.

The Hatch PTO gives generous support toward including but not limited to a comprehensive K-5 music program, Art in Action program, the Amity Institute intern program, physical education, our library program, student assemblies. In addition, parents and other volunteers contribute thousands of additional hours directly to Hatch classrooms, including serving breakfast to our students, teaching Kinder Movement, and organizing Playworks games at lunch. Parent volunteers drive on field trips, share their knowledge in the classroom, assist with special projects such as our Young Author's Week, SF Opera a la carte, Ocean's Week, and Scholastic Book Fair. Hundreds of additional volunteer hours are dedicated to supporting PTO and district fundraising events.

The Hatch School Site Council is a committee composed of school personnel (both certificated and classified), parents, and other community members. It provides a forum for the school community to come together to identify common goals and to establish this plan, to evaluate, revise, and allocate funds appropriately to reach the goals set in the plan.

The Spanish Immersion Parent Association (SIPA) is a nonprofit parent-teacher organization created to enhance the Cabrillo Unified School District's Two-Way Bilingual Immersion program. SIPA's mission is to serve as the primary support and advocacy group for the families of this program and inspire the continuation of bilingual education. This group raises funds to host Amity Interns from Spanish speaking countries to share their language and culture in the Two-Way Bilingual Immersion (Spanish) Program, as well as the traditional English program. They also celebrate the culture by hosting a yearly fiesta and other fundraising events.

Hatch parents are kept informed through the use of parent conferences, pupil progress reports, coffee with the principal, and parent education meetings, as well as through a school-wide monthly newsletter, classroom newsletters, calendars, web pages, and parent group meetings.

Vision Statement

Hatch Elementary is committed to helping children become lifelong learners in an environment that values academic excellence and global understanding. The school is unique in the district because two pathways are provided for students. The first is a traditional English program. The second is a Two-Way Bilingual Immersion Spanish-English program. Another key identifying characteristic includes participation in the international Amity Institute Intern Program. This program provides future educators from other countries the opportunity to gain teaching skills under the direct supervision of a certified teacher in an American classroom. In addition, interns often serve as living role models of language and culture. They offer a native perspective on their language, culture and country, enabling Hatch students to better understand and appreciate the languages they study.

Parents are active members of the Hatch community and support the school in many wonderful ways. Hatch is the recipient of numerous recognitions, including the 2011 San Mateo County Reading Association Award for Principal's Book of the Month Program and the 2014 Amity International Emily Stowell Scholarship.

Mission Statement

Every student shall be empowered to achieve the highest skills academically, linguistically, and socially while developing self-esteem and creativity. We believe education is the shared responsibility among parents, students, and the community in partnership with the school.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	96
Grade 1	80
Grade 2	83
Grade 3	95
Grade 4	100
Grade 5	98
Total Enrollment	552

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	1.1
Filipino	1.6
Hispanic or Latino	56.5
Native Hawaiian or Pacific Islander	0.2
White	37.1
Two or More Races	3.1
Socioeconomically Disadvantaged	46.6
English Learners	42.2
Students with Disabilities	6.7
Homeless	2.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	27	27	24.6	141.8818
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) K-5: Wonders: McGraw-Hill Education, 2017 -An English Language Arts/English Language Development Program Grade(s) K-7: Heinemann - Writing Workshop Units of Study, Lucy Calkins, 2013 Grade(s)K-5: Heinemann - Reading Units of Study, Lucy Calkins, 2015 Grade(s) K-5: The Fountas and Pinnell System 1 (Grades K-2) System 2 (Grades 3-5) Benchmark Reading Assessment	Yes	0
Mathematics	Bridges in Mathematics TK- 5 Program, 2017 Edition The Math Learning Center	Yes	0
Science	Grade(s) K-5: Delta Education FOSS California Edition, 2007	Yes	0
History-Social Science	Grade(s) K-5: Scott Foresman - History-Social Science for California, 2006 Grade 5: Oxford University - A History of US Grade(s) K-5: Scott Foresman - History-Social Science for California, 2006	Yes	0
Foreign Language	Grade(s) K-5: Maravillas:McGraw-Hill Education: Programa de artes del lenguaje en Español (Spanish Immersion Program) 2017	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The modernization of Hatch school started August 31, 2015. Completion of Phase IV construction of the Kindergarten complex was finished in the summer of 2020.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2020-2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	New construction
Interior: Interior Surfaces	Good	New construction
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	New construction
Electrical: Electrical	Good	New construction
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	New construction
Safety: Fire Safety, Hazardous Materials	Good	New construction
Structural: Structural Damage, Roofs	Good	New construction
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	New playground/New Construction
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	46	N/A	48	N/A	50	N/A
Mathematics (grades 3-8 and 11)	34	N/A	34	N/A	39	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	28	N/A	33	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

At Hatch Elementary School parents play many vital and important roles through their active participation and involvement in the Parent Teacher Organization (PTO), School Site Council, English Learner Advisory Committee (ELAC), Spanish Immersion Parent Association (SIPA), and by volunteering in the classroom. Parents and community members have been exceedingly generous to our school, freely donating countless hours of time, resources, and funds that directly support various programs.

The Hatch PTO supports available funds from the district, state, and federal level, by supporting a comprehensive TK-5 music program, Art in Action curriculum and instructors, Amity Institute intern program, physical education, our library program, student assemblies, and so much more. In addition, parents and other volunteers contributed thousands of hours directly to Hatch classrooms, teaching Kinder Movement, and organizing PlayWorks games at lunch. Parent volunteers drive on field trips, share their knowledge in the classroom, and assist with special projects such as our Young Author's Week, Ocean's Week, and Book Fair. Hundreds of additional volunteer hours were given to PTO and district fundraising events. More information can be found at the Hatch school web page: http://www.cabrillo.k12.ca.us/hatch/pto/welcome.html

The Hatch School Site Council is a committee composed of school personnel, both certificated and classified, parents, and other community members. It provides a forum for the school community to come together to identify common goals and to establish a plan to achieve these goals.

The Spanish Immersion Parent Association (SIPA) is a nonprofit parent-teacher organization created to enhance the Cabrillo Unified School District Two-Way Bilingual Immersion Spanish-English program. SIPA's mission is to serve as the primary support and advocacy group for the families of this program and inspire the continuation of bilingual education. This group raises funds to host Amity Scholars from Spanish speaking countries to share their language and culture in the Two-Way Bilingual Immersion Spanish-English program as well as the traditional English program. They also celebrate the culture by hosting a yearly fiesta and monthly pot-luck dinners. More information can be found at the Hatch school web page: http://www.cabrillo.k12.ca.us/hatch/SIPA.htm

Hatch parents are kept informed through parent conferences, pupil progress reports, parent education meetings, and Coffee with the Principal as well as through school-wide monthly newsletters, classroom newsletters, calendars, web pages, and parent group meetings.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.3	0.7	2.2	3.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	3.9	3.4
Expulsions	0	NA	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Comprehensive Safety Plan covers all contingencies and is clearly outlined with staff assignments, supply types, and location of emergency tools and supplies. Our multi-use/cafeteria room is earthquake retrofitted and to be used by the Red Cross as a community refugee center. All teachers and staff are fully aware that they will remain with students until parents have picked them up. CPR, cardiopulmonary resuscitation, training has been made available by the district; all classes are equipped with up-to-date emergency kits and telephone access to the office. We have Epipens and an AED, automated external defibrillator, on site for emergency use. All staff are trained on basic emergency protocols (choking, allergic reactions, the use of the AED and other basic emergency situations). Fire drills are practiced monthly, earthquake drills quarterly, and lock down drills three times a year. The school office maintains a current list of children with special medical needs and medications and a week's supply of food and water are on hand in the cafeteria.

The principal uses the Hatch Headlines to communicate key elements of the safety plan, and reminds parents of parking lot safety rules and policy when entering the campus.

Our primary goal is to always provide the safest possible environment for our children.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23		4		23		4	4	24			
1	23		4		19	1	3		20	1	3	
2	24		4		23		4		21	3		1
3	23		4		24		4		24		4	
4	30		2	1	28		3		25	1	3	
5	32		4		32		3	1	25	1	3	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,393	$469	$5,924	$73,886
District	N/A	N/A	$9,823	$73,886
Percent Difference - School Site and District	N/A	N/A	-49.5	0.0
State	N/A	N/A	$7,750	$75,706
Percent Difference - School Site and State	N/A	N/A	-26.7	-2.4

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

Music Program (PTO)
PE (District/PTO)
Art Program (PTO)
HEAL Program (Grant Funded)
Library (District/PTO)
Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50,000	$47,145
Mid-Range Teacher Salary	$72,455	$74,952
Highest Teacher Salary	$100,000	$96,092
Average Principal Salary (Elementary)	$120,693	$116,716
Average Principal Salary (Middle)	$122,764	$120,813
Average Principal Salary (High)	$148,715	$131,905
Superintendent Salary	$197,416	$192,565
Percent of Budget for Teacher Salaries	30.0	31.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6*

Calendar of Staff Development created by teachers and reflects the needs of the school. Staff Development is provided in two ways. The district schedules six early dismissal Tuesdays per year. In addition, the staff has early dismissal each Wednesday to review student data and plan collaboratively. Finally, the district sponsors extended staff development throughout the year for adopted curriculum.
*Due to Remote Learning model (pandemic), there is a 2 hours staff development, grade level meetings, data analysis, etc every Wednesday.

El Granada Elementary
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	El Granada Elementary
Street	400 Santiago Street
City, State, Zip	Half Moon Bay, CA, 94019
Phone Number	(650) 712-7150
Principal	Ms. Claire Beltrami
Email Address	beltramic@cabrillo.k12.ca.us
Website	http://www.cabrillo.k12.ca.us/elgranada/index.html
County-District-School (CDS) Code	41688906043624

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Cabrillo Unified
Phone Number	(650) 712-7100
Superintendent	Dr. Sean McPhetridge
Email Address	mcphetrdiges@cabrillo.k12.ca.us
Website	www.cabrillo.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

The mission of the Cabrillo Unified School District, an exemplary learning community committed to valuing our distinct cultural identities, is to develop critical thinkers and socially responsible citizens who actively participate in their individual learning and development fully prepared to embrace their next challenge. We accomplish this by utilizing our unique natural resources and engaging the entire Coastside community and its partners in providing a rich and academically rigorous curriculum in a safe and nurturing environment.

El Granada Elementary School is a diverse school community that fosters the academic and social development of each student. Among the academic highlights are a school-wide commitment to Reading and Writing Workshop, a robust implementation of hands-on science including a functional lab for 4th and 5th-grade students, and full implementation of Bridges Math program that focuses on concepts, skills, and numerical fluency highlighted in the common core mathematical practices. El Granada utilizes a high-level use of computers and technology in all content areas and has a 40-year tradition of celebrating Arts and Science Week. El Granada has an extended day Kindergarten enrichment program beginning each December that engages students in thematic units and project-based learning. The El Granada parent community is highly involved as evidenced by the PTO's commitment and support of enrichment programs and school resources and materials including classroom supplies and playground equipment. In addition to funding our Kindergarten through third grade PE and school-wide Music program, the PTO also supports the Art in Action program that teaches art technique and art history through the examination of great and world-recognized masters. Teachers and parents partner to make this a valuable learning experience.

El Granada is a Positive Behavior Intervention and Supports (PBIS) school. At El Granada we SWIM with the dolphins: we are Safe, we Work hard, we are Inclusive and we Make good choices. Staff and students have developed school-wide expectations for positive behavior in the classroom and in our outdoor spaces. We celebrate all of our progress in learning to be a kind, caring, empathetic campus that can persevere through problems with resiliency and determination. We also have a variety of therapeutic supports to enhance our social/emotional learning.

Due to COVID 19 Pandemic, the school transitioned to remote learning in March 2020. All meetings and events were held through virtual platforms.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	72
Grade 1	63
Grade 2	65
Grade 3	52
Grade 4	54
Grade 5	65
Total Enrollment	371

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Asian	0.5
Filipino	0.3
Hispanic or Latino	60.4
Native Hawaiian or Pacific Islander	0.3
White	34.5
Two or More Races	3
Socioeconomically Disadvantaged	51.5
English Learners	35.3
Students with Disabilities	14.3
Foster Youth	0.3
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	22	22.2	20.258	141.8818
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) K-5: Heinemann - Writing Workshop Units of Study, Lucy Calkins, 2013 Grade(s) K-7: Houghton Mifflin - Houghton Mifflin Reading California, 2003 Grade(s) 1-5: Great Source - Working Words in Spelling Grade(s) K-2: Hampton & Brown - Phonics & Friends Grade(s) K-5: Hampton & Brown - Into English Grade(s) K-5: The Fountas and Pinnell System 1 (Grades K-2) System 2 (Grades 3-5) Benchmark Reading Assessment	Yes	0
Mathematics	Bridges in Mathematics TK- 5 Program, 2017 Edition The Math Learning Center	Yes	0
Science	Grade(s) K-5 Delta Education FOSS California Edition, 2007	Yes	0
History-Social Science	Grade(s) K-5 Scott Foresman - History-Social Science for California, 2006 Grade 5: Oxford University - A History of US	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2020-2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	Repairs will be addressed by ongoing modernization bond.
Interior: Interior Surfaces	Poor	Carpets, hard surface floors will need replacing. Repairs will be addressed by ongoing modernization bond.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Repairs will be addressed by ongoing modernization bond.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Support beams are rusted & scaling and will be replaced or repaired, gutters will be replaced, roofs need replacing. Repairs will be addressed by ongoing modernization bond.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Repairs will be addressed by ongoing modernization bond.
Overall Rating	Poor	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	52	N/A	48	N/A	50	N/A
Mathematics (grades 3-8 and 11)	43	N/A	34	N/A	39	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	47	N/A	33	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

El Granada Elementary School actively seeks and welcomes parent and community involvement. The school climate is developed through a cooperative effort of the school staff, Parent-Teacher Organization (PTO), School Site Council (SSC), English Learner Advisory Committee (ELAC), and parent volunteers.

Parents are involved in many different capacities. The parent community at El Granada Elementary School participates inside the classrooms and/or directly assists in the school's educational programs. They volunteer in classrooms, provide transportation for educational field trips, raise funds for enrichment programs, supply educational materials, provide technical assistance, serve on committees, and take various leadership roles. In fact, the PTO raises about $90,000 per year and contributes significantly to educational enrichment activities on campus.

At the start of the 2019-20 school year El Granada formed a Parent Engagement Team. This group of parents, teachers, staff members, and principal work to develop literacy events to engage parents in ways to help their children at home with their reading. To enhance our Positive Behavioral Interventions and Support framework we have initiated regular meetings with families to discuss school safety and climate. In order to maximize parental involvement, there is an on-site bilingual liaison who organizes various parental involvement and educational activities throughout the school year.

The appropriate contacts are as follows:

- Bilingual Liaison: Aurora Doncov
- Parent-Teacher Organization President: Breanna La Fontaine
- School Site Council President: Doug Machado
- ELAC Vice President: Rosa Ruiz

Due to COVID 19 Pandemic, the school transitioned to remote learning in March 2020. All meetings and events were held through virtual platforms.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.9	0.0	2.2	3.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.03	3.9	3.4
Expulsions	0.0	NA	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

El Granada Elementary School published a comprehensive school safety plan in the 2019-20 school year. This comprehensive plan will be updated annually by the Safety Team and school staff and is approved annually by the School Site Council. The plan includes the following sections: assessment of current status, action plans for ongoing review and update of programs and safety protocols, and strategies and programs for student and staff and school safety. The key elements in the safety plan include emergency procedures for a wide variety of events, important phone numbers, and the roles and responsibilities of the staff. Our school safety plan includes training from the Coalition for Safe Schools and Communities, San Mateo County in "The Big Five" which provides comprehensive school emergency guidelines and immediate action response procedures. The school has an emergency alert radio; this system is tested weekly. El Granada has emergency medical supplies such as Epipens and an automated external defibrillator (AED), on-site for emergency use. All staff is trained on basic emergency protocols (choking, allergic reactions, the use of the AED, and other basic emergency situations). Staff is offered CPR, cardiopulmonary resuscitation, training annually. All visitors are required to check-in at the office. All staff wears ID badges.

Interpersonal skills are addressed through comprehensive classroom management systems that focus on respect for selves, others, and property. Second Step anti-bully curriculum is being implemented across all grade levels. El Granada Elementary School continues to develop and implement a framework for School-Wide Positive Behavioral Interventions and Supports (SW-PBIS): A systemic approach to proactive school-wide behavior. Expansion of the District's School Link Services program is providing additional social and emotional health supports for students and families and social and emotional learning training for teachers. This is based on the three branch model of social and emotional learning: prevention, intervention, and education. These efforts ensure that El Granada maintains a safe, respectful, compassionate school climate to meet the varying social, emotional, and academic needs of our students.

Due to COVID 19 Pandemic, the school transitioned to remote learning in March, 2020.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	15	3	3		20	1	3	2	18		2	
1	24		2		24		3		13	3	2	
2	24		2		21	1	1		21	2		1
3	23		3		16	2	2		13	2	2	
4	30		2		22	1	1	1	27	1		1
5	26	1	1	1	21	2	1	1	33		1	
Other**	10	1										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	
Other	3

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,441	$1,141	$7,300	$73,886
District	N/A	N/A	$9,823	$73,886
Percent Difference - School Site and District	N/A	N/A	-29.5	0.0
State	N/A	N/A	$7,750	$75,706
Percent Difference - School Site and State	N/A	N/A	-6.0	-2.4

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

El Granada is a Title I school and receives Title I funds which are allocated through the School Site Council. The School Site Council reviews site data for target student groups and develops goals and plans associated expenditures for activities, tasks and resources needed to support and assist students academically, socially and emotionally. El Granada also receives Title III funds which the School Site Council also allocates for specific student populations mainly in the area of parent engagement and professional development as well as supplementary resources for English Language Development.

In addition, El Granada Elementary School receives services in speech and language therapy, special education, and counseling. School-Linked Services provides support for families in regard to social and emotional health services as well as parent education. Centralized Services are also provided to support the school's needs in business, personnel, and curriculum development. Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education.

Due to COVID 19 Pandemic, the school transitioned to remote learning in March 2020. All meetings and events were held through virtual platforms.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50,000	$47,145
Mid-Range Teacher Salary	$72,455	$74,952
Highest Teacher Salary	$100,000	$96,092
Average Principal Salary (Elementary)	$120,693	$116,716
Average Principal Salary (Middle)	$122,764	$120,813
Average Principal Salary (High)	$148,715	$131,905
Superintendent Salary	$197,416	$192,565
Percent of Budget for Teacher Salaries	30.0	31.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

At El Granada Elementary teachers work in collaborative grade level groups and across grade level groups to develop units of study in Reading, Writing, Math and ELD. This provides our students with a coherent, consistent academic program throughout their attendance at El Granada. Teachers also examine student work to determine learning goals, develop units of study, and analyze effective teaching practice. This collaborative approach to teaching and learning also ensures that students' full range of academic, social and emotional needs are met.

El Granada's Leadership Team's primary focus areas are student achievement, curriculum, instruction, school climate and developing teacher leadership. This team sets our collaboration calendar, determines area of need with respect to professional development, and schedules supplemental professional development opportunities for teachers and staff. The professional development plan, collaboration calendar, and supplemental training are based on the site specific, job embedded needs of our staff. El Granada has implemented several different structures to provide teachers with opportunities to collaborate and learn from one another. This includes yearly data conferences, innovative workshops exploring effective strategies for building resilience in children to meet their social-emotional needs and peer visitations. The El Granada staff partners with their elementary colleagues at other sites to articulate the implementation of Multi-Tiered Systems of Support (MTSS).

El Granada's School Site Council provides opportunities for teachers to engage in professional development to enhance their individual needs and interests in the areas of literacy and math.

Early Release Days for Collaboration and Professional Development:
Cabrillo Unified School District has dedicated a block of time every week for an afternoon of teacher collaboration. At El Granada Elementary School every Tuesday is an early release day. Students are dismissed at 1:15 p.m. Teachers meet in grade level groups around topics determined by the Leadership Team. Topics could include unit planning, examination of student work, or examination of teacher practice and strategies. Teachers may also engage activities such as goal setting for student learning, reviewing student work and assessment results using protocols, and aligning best teaching practices to support our curricular programs. This is an invaluable part of our professional development as reflective adult learners. Collaboration time is built into the teacher work day, which helps drive our instruction and meet student needs.

Due to COVID 19 Pandemic, the school transitioned to remote learning in March, 2020. Our professional development focus shifted to trainings on the virtual platforms and curricula implemented during remote learning.

Farallone View Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Farallone View Elementary School
Street	1100 Le Conte Avenue, P.O. Box 371360
City, State, Zip	Montara, CA, 94037
Phone Number	(650) 712-7170
Principal	Ms. Amy McVicker
Email Address	mcvickera@cabrillo.k12.ca.us
Website	https://faralloneview.cabrillo.k12.ca.us/
County-District-School (CDS) Code	41688906043632

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Cabrillo Unified
Phone Number	(650) 712-7100
Superintendent	Dr. Sean McPhetridge
Email Address	mcphetrdiges@cabrillo.k12.ca.us
Website	www.cabrillo.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

Farallone View Elementary School is located in Montara, CA, a small community with access to San Francisco and the Silicon Valley. We provide approximately 209 students (288 during the 2019-2020 school year) with a Kindergarten through fifth grade education with an environmental science and mindfulness focus. Student enrollment by ethnic group is as follows (2019-2020 school year): 53.1% White, 38.5% Hispanic or Latino, 6.6% Two or More Groups, 0.7% Asian, 0.7% African American, and 0.3% Filipino.

Our mission is to ensure that all students acquire the knowledge and skills to excel in their next educational challenge, and develop a love of learning as well as a respect for others and the environment. Together, in partnership with our families and caring community, we strive to provide all students with a rich, academically challenging, and well-rounded educational program.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	48
Grade 1	51
Grade 2	51
Grade 3	48
Grade 4	47
Grade 5	43
Total Enrollment	288

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.7
Asian	0.7
Filipino	0.3
Hispanic or Latino	38.5
White	53.1
Two or More Races	6.6
Socioeconomically Disadvantaged	31.9
English Learners	24.3
Students with Disabilities	9.7
Homeless	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	13	17.51	11.5938	141.8818
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

Please note that, due to remote learning during the COVID-19 pandemic, not all textbooks and instructional materials are being utilized currently within the remote learning environment. Once in-person learning resumes, these materials may be utilized once more. Several additional instructional materials and online programs are being utilized this school year to address students' unique needs within the remote learning environment.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) K-7: Heinemann - Writing Workshop Units of Study, Lucy Calkins, 2013 Grade(s) K-5: Heinemann - Reading Units of Study, Lucy Calkins, 2015 Grade(s) 1-5: Great Source - Working Words in Spelling Grade(s) K-2: Hampton & Brown - Phonics & Friends Grade(s) K-5: The Fountas and Pinnell System 1 (Grades K-2) System 2 (Grades 3-5) Benchmark Reading Assessment	Yes	0
Mathematics	Bridges in Mathematics TK- 5 Program, 2017 Edition The Math Learning Center	Yes	0
Science	Grade(s) K-5 Delta Education FOSS California Edition, 2007	Yes	0
History-Social Science	Grade 4: Scott Foresman - History-Social Science for California, 2006	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2020-2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	Repairs will be addressed by ongoing modernization bond.
Interior: Interior Surfaces	Poor	Repairs will be addressed by ongoing modernization bond.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Repairs will be addressed by ongoing modernization bond.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Repairs will be addressed by ongoing modernization bond.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Repairs will be addressed by ongoing modernization bond.
Overall Rating	Poor	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	48	N/A	48	N/A	50	N/A
Mathematics (grades 3-8 and 11)	34	N/A	34	N/A	39	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	38	N/A	33	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parents and members of our caring community donate hundreds of hours and generate thousands of dollars to ensure we provide our students with many outstanding programs over and above the basic curriculum provided by the state. Art, music, physical education, and a science teacher program are not fully funded by the district, state, or federal government, but cost the school over $100,000 a year. This community considers these programs and staff a priority invaluable to our students and continues to fund them each year. Parent and community donations of time and money allow these programs and staff to exist. Additionally, Farallone View's very dedicated staff continues to actively seek out increased opportunities for parents to be highly involved in their students' education through the Parent Teacher Organization (PTO), which depends upon our families and communities in order to increase our capacity to serve our students. There are a number of events that bring parents, community members, and staff together and create a sense of community, such as Continent Day, Oceans Week, Literature Club Garage Sales, Holiday Bazaar, and Talent Show.

There are many opportunities for parents to get involved. Please visit the "Friends of Farallone PTO" link on our website: https://faralloneview.cabrillo.k12.ca.us/ or contact our school office at 650-712-7170.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	0.6	2.2	3.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.7	3.9	3.4
Expulsions	0.0	NA	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

As of January 2021, the school safety plan is in the process of finalizing and approving the safety plan. It will be posted to the school website (https://faralloneview.cabrillo.k12.ca.us/) and the school district website (https://www.cabrillo.k12.ca.us/) once approved by the School Site Council (SSC). Key elements of the plan include procedures during emergency situations such as environmental hazards, campus safety, fire, earthquake, and evacuations off-site in the event of an emergency. We have updated staff assignments for every situation, conducted an inventory of supplies and services. We have Epipens and an automated external defibrillator AED on site for emergency use. Our staff have been trained on basic emergency protocols (choking, allergic reactions, the use of the AED, and other basic emergency situations). We have also tested our emergency communication channels, including radio, email, text, and voice calls.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	20	2	2		24		3	1	16		2	
1	22		2		23		2		17	3		
2	23		2		25		2		17	1		2
3	24		2		24		2		24		2	
4	34			1	31		1		24	1	1	
5	34			2	31		2		22	1	1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.7

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,259	$484	$7,775	$73,886
District	N/A	N/A	$9,823	$73,886
Percent Difference - School Site and District	N/A	N/A	-23.3	0.0
State	N/A	N/A	$7,750	$75,706
Percent Difference - School Site and State	N/A	N/A	0.3	-2.4

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

English Language Learner Services; In addition, Farallone View receives services in Speech and Language Therapy, Occupational Therapy, Special Education, and Counseling. Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education. Academic Center is an after school tutorial program, which is funded through a local and county grant but has been temporarily suspended due to the COVID-19 pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50,000	$47,145
Mid-Range Teacher Salary	$72,455	$74,952
Highest Teacher Salary	$100,000	$96,092
Average Principal Salary (Elementary)	$120,693	$116,716
Average Principal Salary (Middle)	$122,764	$120,813
Average Principal Salary (High)	$148,715	$131,905
Superintendent Salary	$197,416	$192,565
Percent of Budget for Teacher Salaries	30.0	31.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	7*

The major areas of focus for staff development were selected by the school's professional development committee to support site-specific curricular goals that are aligned with our district's Local Control Accountability Plan (LCAP) and our school's School Plan for Student Achievement (SPSA). These areas include addressing the needs of struggling young readers, improving Tier 1 instruction, improving English Learners' reclassification rate and language development, providing social-emotional supports, and increasing family engagement.

During the 2018-2019 school year, our district provided eight hours of professional development on Super Tuesdays to all elementary school teachers in the following areas: Special Education and Math curriculum. At Farallone View, teachers participated in six hours of professional development centered on such topics as English Learner performance expectations and trauma-informed practices, ADHD, dyslexia, and environmental science.

During the 2019-2020 school year, our district provided eight hours of professional development on Super Tuesdays to all elementary school teachers in Multi-Tiered Systems of Support (MTSS), specifically in the following areas: Social-Emotional/Wellness Support, Inclusive Practices, Accessing Content through Reading, and Universal Design for Learning (UDL) Guidelines. At Farallone View, teachers participated in six hours of professional development centered on such topics as Mental Health & Supports, Positive Behavioral Interventions and Supports (PBIS) specifically with regard to the Check-in/Check-out (CICO) process, dyslexia, and structured literacy.

For the 2020-2021 school year, our district will provide eight hours of professional development on Super Tuesdays to all elementary school teachers in MTSS and Equitable practices for Remote Learning Design, Equity (Cultural Competence), Equitable Practices in MTSS - PLC (Cycles of Inquiry), and Equitable Practices (English Learner Best Practices). At Farallone View, teachers will participate in six hours of professional development centered on such topics as technology and remote learning, addressing special needs and supporting struggling learners during remote learning, as well as collaboration to examine curriculum and lessons from a more inclusive and diverse perspective. *Teachers have also participated in 75 minutes of professional development each Wednesday since the beginning of the school year in response to our transition to remote learning during the COVID-19 pandemic. Teachers continue to participate in weekly professional development opportunities regarding online programs/platforms, technology, equity, collaboration, addressing the unique needs of various student subgroups, and much more.

At Farallone View, we are committed to student achievement, social-emotional supports, and family engagement.

Kings Mountain Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Kings Mountain Elementary School
Street	211 Swett Road
City, State, Zip	Woodside, CA 94062
Phone Number	(650) 712-7180
Principal	Debbie Silveria/Site Coordinator
Email Address	silveriad@cabrillo.k12.ca.us
Website	http://www.cabrillo.k12.ca.us/kingsmountain
County-District-School (CDS) Code	41688906043657

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Cabrillo Unified
Phone Number	(650) 712-7100
Superintendent	Dr. Sean McPhetridge
Email Address	mcphetrdiges@cabrillo.k12.ca.us
Website	www.cabrillo.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

For over fifty-six years, Kings Mountain Elementary School has provided quality education in an intimate setting. It serves approximately sixty children in transitional kindergarten through 5th grade from the Kings Mountain and Coastside communities. Its small size allows teachers and staff to know each child and respond to their diverse educational needs. Teachers and staff remain connected and involved in all students' education as they progress through Kings Mountain School. Multi-aged groups are taught in all classrooms. In addition, para professionals and parent volunteers partner with teachers to focus on different academic subjects and grade levels. Library time is integrated into the weekly schedule, as well as art, science, music and physical education, which are taught by specialists through a combination of district and parent funding. On the playground, children of all ages play together, supervised and partnering with staff to create an inclusive and responsive social experience. Due to the COVID-19 pandemic, remote learning began 3/13/20 and we hope to return to a hybrid schedule in 2021.

Mission Statement:

We are here to foster the development of creative, courageous, compassionate human beings who are committed to realizing their full potential, while supporting others to do the same.

We will provide a safe and nurturing learning environment where each student receives an appropriate academically challenging curriculum; develops a sense of personal responsibility; respects all others and practices good citizenship.

We will promote a powerful cohesive partnership that actively involves students, parents, teachers, other school personnel, and the community in accomplishing our mission.

Student Outcomes:

Students will acquire and develop the basic skills and knowledge necessary to function independently and to pursue individual learning and interests.

Students will develop a sense of self-worth, will learn to value and respect others, and will be able to communicate effectively with adults and with one another.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	4
Grade 1	7
Grade 2	10
Grade 3	12
Grade 4	11
Grade 5	6
Total Enrollment	50

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	2
Asian	4
Filipino	2
Hispanic or Latino	12
White	64
Two or More Races	16
Socioeconomically Disadvantaged	4
Students with Disabilities	6
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	3	3	3.0	141.8818
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) K-5: Houghton Mifflin - Houghton Mifflin Reading California, 2003 Grade(s) K-7: Heinemann - Writing Workshop Units of Study, Lucy Calkins, 2013 Grade(s) K-5; Heinemann- Reading Workshops Units of Study, Lucy Calkins Grade(s) K-5: The Fountas and Pinnell System 1 (Grades K-2) System 2 (Grades 3-5) Benchmark Reading Assessment and other supplemental materials	Yes	0
Mathematics	Bridges in Mathematics TK- 5 Program, 2017 Edition-Remote Great Minds- Eureka program TK-5, The Math Learning Center and other supplemental materials	Yes	0
Science	Grade(s) K-5 Delta Education FOSS California Edition, 2007 and other supplemental materials	Yes	0
History-Social Science	Grade(s) K-5 Scott Foresman - History-Social Science for California, 2006 Grade 5: Oxford University - A History of US and other supplemental materials	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2020-2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Repairs will be addressed by ongoing modernization bond.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Repairs will be addressed by ongoing modernization bond.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Repairs will be addressed by ongoing modernization bond.
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	83	N/A	48	N/A	50	N/A
Mathematics (grades 3-8 and 11)	77	N/A	34	N/A	39	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	33	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Kings Mountain School benefits immensely from its supportive family community.

Our family volunteers participate in classroom activities, chaperone field trips, manage our school library, and a host of other opportunities through participation in our Parent Organization. KMES has two highly collaborative organizations: 1) The School Site Council (SSC): sets the school's curriculum goals and learning standards; and 2) Kings Mountain Associated Parents (KMAP): provides money for improvements that cannot be supported by statewide education budget. Currently, KMAP funds more than 25% of the school budget.

- Site Council-curriculum and school site plan development Contact Christy Walker, christy@1600grand.net
- KMAP fundraising and school operations support Contact Amber Stariha, kmappresident@gmail.com
- Classroom and school day activities (Art-in-Action, Library, Science)

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	2.2	3.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	3.9	3.4
Expulsions	0	NA	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

School Safety Plan Overview (The entire School Safety Plan is posted on the Cabrillo Unified School District and Kings Mountain Elementary School websites).

Safety of students and staff is a primary concern at Kings Mountain Elementary School. Our school safety plan is an ongoing process involving staff, parents, and local emergency professionals. The school is in compliance with laws, rules, and regulations pertaining to emergency standards. The plan is updated and reviewed with staff annually. The committee meets as needed to review and modify safety procedures and protocols site and district specific. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. The key elements in the plan include emergency procedures for a wide variety of events, such as fire, earthquake, outdoor environment hazards, imminent threat of violence or gunfire, as well as evacuation procedures. The plan includes an Incident Command System (ICS), and communication protocols. Fire and disaster drills are conducted on a monthly basis throughout the school year. The plan also addresses school discipline rules and procedures. The plan is comprehensive and includes all school functions, including the after-school daycare and any evening events. Students are supervised before and during school by certificated staff, classified staff, and the principal. There is a designated area for student drop off and pick up. Visitors must obtain a visitors' badge before entering the campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23		1		17	1			4		1	
1									7	1		
2									10			1
3	24		1		20	1			12	1		
4									11	1		
5	26		1		20	1			6	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.4

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,097	$833	$10,264	$73,886
District	N/A	N/A	$9,823	$73,886
Percent Difference - School Site and District	N/A	N/A	4.4	0.0
State	N/A	N/A	$7,750	$75,706

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and State	N/A	N/A	27.9	-2.4

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

SIP School Improvement Program:

In addition, Kings Mountain receives services in Speech and Language Therapy and Special Education. Centralized Services are also provided to support the school's needs in business, personnel, and curriculum development. Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50,000	$47,145
Mid-Range Teacher Salary	$72,455	$74,952
Highest Teacher Salary	$100,000	$96,092
Average Principal Salary (Elementary)	$120,693	$116,716
Average Principal Salary (Middle)	$122,764	$120,813
Average Principal Salary (High)	$148,715	$131,905
Superintendent Salary	$197,416	$192,565
Percent of Budget for Teacher Salaries	30.0	31.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6+	6+	6+

Kings Mountain Elementary School is dedicated to professional growth and development in support of our students' academic, social, and emotional success as 21st-century learners. All classroom teachers participate in district staff development. Staff members build teaching skills and concepts by participating in district, county, and state workshops throughout the year. In turn, they share their experiences and knowledge with their colleagues in regularly scheduled site meetings. Focus areas are aligned with the District Local Control Accountability Plan and the site's School Plan for Student Achievement. The focus of site staff training/development this year is Positive Behavioral Interventions and Supports, and Social-Emotional Learning. Credentialed staff received training on Multitiered systems of support, PBIS, and continue to work with a PBIS coach developing Tier 1, classroom supports. Staff participated in Project-Based Learning class paid by KMAP and worked virtually from 3/13/20 until 2021 when we hope to return to a hybrid schedule.

All teachers are members of KMES Leadership Team that meets monthly for an hour to reflect on student learning data, share new and best teachers' practices in classrooms, and troubleshoot areas of weakness. Monthly data meetings are used to reflect and target student needs and work on classroom practices that support student engagement and progress for all. Student achievement data in conjunction with classroom assessments direct focus of professional development.

Manuel F. Cunha Intermediate
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Manuel F. Cunha Intermediate
Street	600 Church Street
City, State, Zip	Half Moon Bay, CA, 94019
Phone Number	(650) 712-7190
Principal	James A. Barnes
Email Address	barnesj@cabrillo.k12.ca.us
Website	https://cunha.cabrillo.k12.ca.us/
County-District-School (CDS) Code	41688906043665

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Cabrillo Unified
Phone Number	(650) 712-7100
Superintendent	Dr. Sean McPhetridge
Email Address	mcphetrdiges@cabrillo.k12.ca.us
Website	www.cabrillo.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

Cunha Intermediate School is part of the Cabrillo Unified School District located in Half Moon Bay, California, a city of approximately 13,000. We are 25 miles south of San Francisco, 40 miles east of San Jose and 48 miles north of Santa Cruz. Our school has an enrollment of approximately 674 students (a drop of 100 students from 2019-20 during the COVID-19 pandemic remote learning) with 32 teachers instructing grades six, seven, and eight. Please note that the data included in this report for Manuel F. Cunha Intermediate is for the 2019-20 school year.

The majority of our students come from the following elementary schools: Alvin S. Hatch, Farallone View, El Granada, and Kings Mountain. We are also proud to open our doors to the many newcomers to our school community and are happy to welcome anyone that seeks an education at Cunha Intermediate.

Mission Statement:
Our mission is to meet the individual academic needs of each student and prepare them academically and socially for the transition into high school. We strive to create an atmosphere where our students are safe, responsible, positive, and respectful. We accomplish this through modeling behavior that showcases our kindness and intellectual abilities. As a school, we strive to make Cunha Intermediate a place where all of our students feel safe and want to attend on a daily basis.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 6	256
Grade 7	235
Grade 8	263
Total Enrollment	754

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.3
Asian	1.7
Filipino	0.7
Hispanic or Latino	52.7
White	39
Two or More Races	5.7
Socioeconomically Disadvantaged	45.9
English Learners	17.4
Students with Disabilities	13.8
Homeless	2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	33	33	29.43	141.8818
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	3	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020/December

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Mirrors & Windows ELA program 6-8 grades, 2016 Edition EMC Publishing, LLC	Yes	0
Mathematics	Grade 6: College Preparatory Mathematics: Core Connections (CPM) - Course 1, 2013 Grade 7 College Preparatory Mathematics: Core Connections (CPM) - Course 2, 2013 Grade 8 College Preparatory Mathematics: Core Connections (CPM) - Course 3 & Algebra 1, 2013	Yes	0
Science	Grade 6: Prentice Hall - Science Explorer Focus on Earth Grade 7: Prentice Hall - Science Explorer Focus on Life Grade 8: Prentice Hall - Science Explorer Focus on Physical	Yes	0
History-Social Science	Grade(s) 6-8: Teachers Curriculum Institute - History Alive! 2016 edition	Yes	0
Foreign Language	Grade(s) 6-8: Houghton Mifflin - Sanmaniego, Mundo 21, 3rd ed. (Immersion)	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

School renovations were completed in 2012. Rebuilding of C building was compete in 2019.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2020-2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	HVAC and heating systems are being updated
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Ongoing updates
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	44	N/A	48	N/A	50	N/A
Mathematics (grades 3-8 and 11)	30	N/A	34	N/A	39	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	29	N/A	33	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

As the only middle school in the district, Cunha receives strong family and community support. Parents participate in the events and organizations listed below:

- Parent/Srudent Orientations
- Music Boosters
- Athletic Boosters
- Parent Teacher Organization
- School Site Council
- English Learner Advisory Council
- Cabrillo Education Foundation
- Health & Wellness Committee
- Back to School Night
- Remote Learning Parent Information Nights
- 5th grade parent night
- Parent-Teacher Conferences
- Challenge Day

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.6	9.0	2.2	3.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	9.0	3.9	3.4
Expulsions	NA	NA	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Cunha believes that student health and safety come first. We are committed to ensuring a safe and secure learning environment where students enter class ready to learn. Certificated and classified personnel are visible on campus in strategic locations before, during and after the school day. In order to secure campus safety, Cunha has implemented a closed campus policy. Teachers stand at their classroom doors and in hallways during passing periods, and two campus supervisors patrol the grounds during the school day. At the end of the 2014-15 school year, Cunha implemented a Positive Behavioral Interventions & Support (PBIS) program. From the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA), PBIS is based on principles of applied behavior analysis and the prevention approach and values of positive behavior support. The Cunha PBIS team has established the following behavioral expectations;

Cunha Cubs are:
1. Responsible
2. Respectful
3. Positive
4. Safe

For the 2019-20 school year, the Cabrillo Unified School District adopted Multi-Tiered Systems of Support (MTSS) as a framework to support students academically, behaviorally, and social-emotionally. MTSS initiatives at Cunha include the implementation of Alternatives to Suspension for vaping or smoking of nicotine or cannabis. The program is supported by a TUPE Health Disparities grant, managed jointly by Cunha and Half Moon Bay High School. Cunha also began training all staff in Restorative Justice practices, with intensive training for counselors.

Our administrators, teachers, and campus supervisors monitor the school grounds before and after school and during lunchtime. At the beginning of each school year, school administration reviews the rules for safe, responsible behavior with all students at the beginning of the school. Administrators, teachers and counselors hold discussions and remind students of school rules and resources available to them. Our school website and school messenger system is used frequently to relay important information to parents and students. Within the first few weeks of school, both counselors visit classrooms and address bullying. School Messenger is in place to notify parents immediately in the event of an emergency. Parents along with teachers and administrators supervise dances. Cunha is a closed campus for lunch. Visitors must enter the school through the main office and sign in. Students are not allowed off campus during the school day unless parents pick the student up and sign the student out through the Student Office.

During the 2018/2019 school year, school administrators, with the help of the school site council, completely overhauled and updated the School Safety Plan. The School Safety Plan is updated annually and was last updated in December of 2020, and includes COVID safety information. In September 2018, the entire staff participated in CPR and First Aid training. Training will be offered again when school reopens in person. The plan includes procedures for emergencies, locations of exit routes, and inventories of emergency supplies. We share and discuss the plan with all staff members at a staff meeting. Copies of the plan are available in the office for parents. We practice two evacuations, and one drop, cover, and hold on, and one lockdown/barricade drill per semester as part of San Mateo County's Big 5 Protocols. On October 17th 2019, Cunha participated in the Great Shakeout and conducts a mock earthquake drills to help with being prepared for a disaster. Our school also updated the supply inventory for emergency disaster supplies and equipment with emergency water and backpacks for each classroom.

While our school's main building was constructed in 1939, the school was renovated in 2010, and the C building, which mainly houses science and English Language Arts classes, was rebuilt and reopened for the 2019-20 school year. Cunha Intermediate is located in downtown Half Moon Bay and remains an integral part of the local community. Classrooms are clean and well maintained. Class rules, curricular content, and student work are displayed. The school is used after hours by Boys and Girls Club, ALAS, AYSO, Parent Project, and Half Moon Bay Soccer Club. With so much community use we do everything within our means to keep the campus maintained, safe, and clean.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	25	8	31	1	27	7	32	1	24	10	26	3
Mathematics	24	4	18		25	3	12	1	28	3	9	6
Science	29		18		29	1	17		29	2	8	7
Social Science	29		19		31		17	2	31		10	6

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	342.7

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.9

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,614	$729	$6,885	$73,886
District	N/A	N/A	$9,823	$73,886
Percent Difference - School Site and District	N/A	N/A	-35.2	0.0
State	N/A	N/A	$7,750	$75,706
Percent Difference - School Site and State	N/A	N/A	-11.8	-2.4

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

- School Loop
- Homework Club
- Academic Dean
- AVID Courses
- Boys and Girls Club After School Tutorial
- Community Liaison
- Achieve 3000
- School Linked Services
- Google Apps for Education
- Brain Pop
- i-Ready
- Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50,000	$47,145

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	$72,455	$74,952
Highest Teacher Salary	$100,000	$96,092
Average Principal Salary (Elementary)	$120,693	$116,716
Average Principal Salary (Middle)	$122,764	$120,813
Average Principal Salary (High)	$148,715	$131,905
Superintendent Salary	$197,416	$192,565
Percent of Budget for Teacher Salaries	30.0	31.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	6	7

We believe that Administrative and staff participation in professional growth activities are essential for professional excellence and student success in achieving standards. Cunha is committed to routine individual and collective professional growth. Representatives from Cunha staff sit on the district staff development committee, which meets regularly to determine professional development for staff in-services. Assessment data, school improvement plans, teacher surveys, curriculum and student needs determine yearly activities.

Teachers participate in professional development throughout the school, district, county, and state. Numerous teachers, administrators, and counselors have attended the AVID Summer Institute the past three years. Our Math Department has participated in the annual Asilomar Conference of the California Math Council North Section, Agile Mind training, as well as participating in the Silicon Valley Math Initiative. Language Arts teachers have participated in the Young Adult Literature conference, Common Core State Standards (CCSS) workshops, and the Teacher's College Writer's Workshop.

For school year 2018-2019 the staff concentrated their professional development in the area of "Trauma Informed Instruction." We partnered with Soul Shoppe (Oakland) to create a PD that allows teachers to understand how to best reach students who have experienced substantial trauma in their lives. Additionally, our ELD staff was trained in AVID Excel, used in the 2018-19 school year. Our ELD staff has all been trained in using i-Ready and data to help inform their instruction. In addition, there were six Teachers on Special Assignment (TOSA) who helped implement Common Core State Standards throughout the school. In 2017-18 and 2018-19 the TOSAs became stipended Common Core Specialists who met regularly with their department members to discuss continued implementation of CCSS as well as instructional strategies that are best teaching practices.

In the 2019-20 school year, Cunha participated in district-sponsored MTSS (Multi-tiered Systems of Support) training, and dedicated three professional development days to Restorative Justice. The same year Cunha staff engaged in LGBTQ professional development and Drug and tobacco vaping recognition training.

For the 2020-21 school year, the focus has necessarily been on training for remote learning both synchronously and asynchronously due to the COVID-19 pandemic. Both district and site professional development has focused on best practices for remote learning and remote learning technology, including managing teaching through Zoom and the Google Suite. Cunha developed a team of teachers called the "Binary Quintet" who were trained as technology specialists and who assist the staff with remote teaching tech difficulties. We have also continued to pursue district and site professional development in diversity, Multi-Tiered Systems of Support for inclusivity, cultural competence, and equitable practices.

Cunha also offers numerous opportunities for all teachers to collaborate with other teachers, through our weekly collaboration time. Each year our staff develops professional consensus on curriculum, instruction, discipline and school operation via our Leadership Team, Department Chairs, and staff meetings. All members of our staff are essential components in fostering student achievement.

Half Moon Bay High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Half Moon Bay High School
Street	1 Lewis Foster Drive
City, State, Zip	Half Moon Bay, CA, 94019
Phone Number	(650) 712-7200
Principal	John Nazar
Email Address	nazarj@cabrillo.k12.ca.us
Website	hmbhs.cabrillo.k12.ca.us
County-District-School (CDS) Code	41688904132817

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Cabrillo Unified
Phone Number	(650) 712-7100
Superintendent	Dr. Sean McPhetridge
Email Address	mcphetrdiges@cabrillo.k12.ca.us
Website	www.cabrillo.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

Half Moon Bay High School (HMBHS) is the only comprehensive high school in the Cabrillo Unified School District. Feeder schools include Cunha Intermediate -- the only CUSD middle school -- as well as Seacrest and Wilkinson schools --both private institutions. HMBHS has an extremely supportive community that includes the following active organizations: The HMBHS PTO, Cougar Boosters, English Learner Advisory Committee (ELAC), Cabrillo Education Fund (CEF), Friends of Cougars in Concert (FOCIC), Agriculture Advisory Board, and the Health & Wellness Committee. HMBHS is also greatly supported by many other community organizations.

The Mission and Vision of Half Moon Bay High School:

Half Moon Bay High School is committed to providing a physically, emotionally, and socially safe environment, and to maintaining an atmosphere in which students develop the desire to learn by working in partnership with parents, staff, and community. Our school provides a strong comprehensive education for all of our students in order to prepare for and value citizenship, employment, and further education. Through educational excellence, we cultivate participation, enthusiasm, and success, all of which prepare our students to function in a rapidly changing world.

Special Programs include:

- Twenty-two Unique Advanced Placement offerings provided - Total of 18 Advanced Placement courses taught in 28 sections
- Five Unique "Advanced" (non-AP) course offered - Total of 15 "Advanced" classes taught
- Five-year language program in Spanish
- Spanish for Spanish Speakers
- English Language Development courses 1 -3 for students learning English as their second language

- Four-year language program in French
- Advancement Via Individual Determination (AVID) - Complete four-year program
- Vocal and Instrumental Music, including Jazz Band, Marching Band, and Chorale
- Sculpture, Art, and Metal Working
- Introduction to Agricultural and Natural Resources, Intermediate Agricultural and Natural Resources, and Advanced Agricultural and Natural Resources
- Introduction to Building and Construction and Trades, Intermediate Cabinetry, Millwork, and Woodworking, and Small Gas Engines
- 2-year mandatory Physical Education courses, with elective Power & Strength (Weight Training), and Independent Study PE
- Yearbook
- Drama
- Honors Marine Ecology
- Leadership Program
- Positive Psychology Course
- AP Computer Science and Information
- Broadcasting and Advanced Broadcasting
- Credit Recovery Program
- After school tutoring Program in the Library
- Lunchtime Tutoring twice a week in the library
- Extensive After School Athletic Program along with college counseling for students wanting to continue competing athletically in college
- One of a Kindness Campaign
- Vape Escape

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	284
Grade 10	274
Grade 11	252
Grade 12	263
Total Enrollment	1,073

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.4
Asian	1.3
Filipino	1.3
Hispanic or Latino	51.7
Native Hawaiian or Pacific Islander	0.2
White	40.8
Two or More Races	4.2
Socioeconomically Disadvantaged	45.5
English Learners	10.2
Students with Disabilities	11.1
Foster Youth	0.1
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	49	52.2	49.6	141.8818
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Grade(s) 9-12: Permabound; Everbind - Core full-length reading materials (novels, plays, and poems) English I, II, III, and IV Grade(s) 9 -12: Prentice Hall - Literature (Platinum, The American Experience, World Masterpieces) Grade(s) 9 - 12: Prentice Hall - Writing and Grammar, Communication in Action (Freshmen, Sophomore, Junior Level) Grade(s) 9-12: Houghton Mifflin - Perrine's Sound & Sense (AP) English Language Development Grade(s) 9-12: National Geographic--Impact (Foundation, 1, 2, 3) Grade(s) 9-12: English 3D--Course B and C	Yes	0
Mathematics	Algebra1, Geometry and Algebra 2 Grade(s) 9-12: College Preparatory Mathematics (CPM): Course 1,2, and 3. Core Connections. 2013 Second Edition, Version 5.0 Pre-Calculus Grade(s) 9-12: Cengage Learning - Larson, Hostetler and Edwards - Pre-Calculus with Limits: A Graphing Approach 7th. Ed., 2016 AP Statistics Grade(s) 11-12: W. H. Freeman and Company - The Practice of Statistics, 3rd Edition by Starnes, Tabor, Yates and Moore - 2015 Calculus Grade(s) 11-12: Cengage Learning - Calculus for AP, Larson and Battaglia, 2017	Yes	0

Science	AP Biology Grade(s) 11-12: Addison Wesley Longman, Inc. - Biology - 9th Edition (AP). Campbell, 2011 Marine Ecology Grade(s) 9-12: Glencoe/McGraw-Hill - Marine Biology. Castro and Huber, 2008 Biology Grade(s) 9-12: Pearson/Savvas - Biology. Miller & Levine 2020 Chemistry Grade(s) 9-12: Pearson – Chemistry. Wilbraham, Staley, Matta, Waterman, 2012 Earth Science Grade(s) 9-12: Prentice Hall - Prentice Hall Earth Science California Edition. Tarbuck and Lutgens, 2006 Physics Grade(s) 9-12: Holt - Physics. Holt California Edition, 2007 AP Physics Grade(s) 9-12: Pearson – Physics, Principles with Applications – 6th edition. Giancoli, 2009 AP Environmental Science Grade(s) 9 -12: Environment: The Science Behind the Stories 4th edition, Withgott and Brennan, 2010 Introduction to Agriculture & Natural Resources Grade(s) 9-12: Pearson - Conceptual Integrated Science 3rd Edition 2020, Hewitt, Lyons, Suchocki, Yeh Intermediate Agriculture & Natural Resources. Grade(s) 10-12: Pearson - Conceptual Integrated Science 3rd Edition 2020, Hewitt, Lyons, Suchocki, Yeh Advanced Agriculture & Natural Resources Grade(s) 11-12: Pearson - Conceptual Integrated Science 3rd Edition 2020, Hewitt, Lyons, Suchocki, Yeh	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Freshmen Social Studies Grade 9: Prentice Hall - World Geography Grade 9: Pearson - The Cultural Landscape, 11th edition AP Human Geography Grade 9: Prentice Hall: The Cultural Landscape: An Introduction to Human Geography (AP Human Geography) by Rubenstein, James M. 2011, 10th edition World History Grade 10: McDougall-Littell - Modern World History: Patterns of Interaction Grade 10 Prentice-Hall - Documents in World History, 3rd-6th Eds. 2003-2012. (AP World History) Grade 10: World Studies - World Geography: Pearson. Building a Global Perspective. 2009 Grade 10 McGraw-Hill - Traditions & Encounters, 5th Ed. 2011. (AP World History) United States History Grade 11: Houghton Mifflin - The Americans - Reconstruction to the 20th Century, 2003 Grade 11: Houghton Mifflin - The American Pageant 2002 (AP) Grade 11: Give Me Liberty - Eric Foner - Early College United States History American Government/Economics Grade 12: Glencoe McGraw-Hill - US Government - Democracy in Action (Ag. Govt) Richard C. Remy, PhD Grade 12 EMC Publishing- Economics New Ways of Thinking Arnold 2007 (need new book) AP Psychology Psychology - Myers, David G. - 8th edition - 2007	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Spanish Grade(s) 9-12: Vista Higher Learning: Descubre: Lengua y Cultura del Mundo Hispano (Spanish 1,2 and 3), 2017 Grade(s) 9-12: Houghton Mifflin: Sanmaniego, Mundo 21, 3rd edition (Inmersion) 2003 Grade(s) 9-12: Pearson: Encuentros Maravillosos:Gramática a través de la Literatura (Spanish for Spanish Speakers) 2011 French Grade(s): 9-12: French 1 - Discovering French 1 Bleu - 2001, Houghton Mifflin Harcourt Grade(s): 9-12: French 2 - Discovering French 2 Blanc - 2001, Houghton Mifflin Harcourt Grade(s): 9-12: French 3 - Discovering French 3 - 2001,Houghton Mifflin Harcourt Grade(s): 11-12: AP French Language - Themes - 2016, Vista Higher Learning	Yes	0
Visual and Performing Arts	Metal Sculpture Modern Metalworking- Gerhart-Wilcox - John Walker & Kenneth W Stier 2018	Yes	
Science Laboratory Equipment (grades 9-12)	Supplies	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Mechanical systems need attention and repairs to be addressed by ongoing modernization bond.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2020-2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Repairs have been addressed by ongoing modernization bond.
Interior: Interior Surfaces	Poor	Repairs will be addressed by ongoing modernization bond.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Repairs will be addressed by ongoing modernization bond.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	57	N/A	48	N/A	50	N/A
Mathematics (grades 3-8 and 11)	37	N/A	34	N/A	39	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	36	N/A	33	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

CTE, Career and Technical Education: a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. Courses and industries include:

- Agriculture: Introduction to Agricultural and Natural Resources,Intermediate Agricultural and Natural Resources, and Advanced Agricultural and Natural Resources
- Building and Construction Trades: Introduction to Building and Construction and Trades, Intermediate Cabinetry, Millwork, and Woodworking, Advanced Cabinetry, Millwork, and Woodworking (2021-2020), and Small Gas Engines,
- Broadcasting Communication Arts: Broadcasting Communication Arts, Advanced Video Production

All CTE programs are either approved or are pending approval for UC/CSU a-g eligibility. Introduction to Agricultural and Natural Resources and Intermediate Agricultural and Natural Resources are approved 'D' (Laboratory Science) courses. The other CTE courses are 'G' electives for graduation and 4-year college credit. The Assistant Principal for Curriculum and Instruction, Andrew Boysen, and CUSD CTE Coordinator, Diane Centoni, serve on the district CTE advisory committees.

Community Partnerships include:

- Articulation Agreement w/ Foothill College
- HMB Chamber and Rotary sponsor annual senior seminars in career preparation
- AG boosters arrange use of farms and ranches in the community for student projects

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	237
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	98.87
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	54.07

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Half Moon Bay High School offers many opportunities for parents and guardians to become involved in the school. The support for our students and programs is tremendous, and we encourage all parents to get involved in their child's school. Please contact the principal, John Nazar, at nazarj@cabrillo.k12.ca.us, call HMBHS at 650-712-7200, or connect via our website: https://hmbhs.schoolloop.com/

Some of our parent organizations include:

- School Site Council - Elected positions
- Half Moon Bay High School PTO - Open to all parents and guardians
- Boosters Athletic Corporation (BAC) - Open to all parents and guardians
- Agriculture Boosters (Future Farmers of America) - Open to all parents and guardians and community members
- Friends of Cougars in Concert (Band/Chorale) - Open to all parents and guardians
- Grad Night Committee - - Open to all parents and guardians
- English Language Advisory Committee (ELAC) - Open to all parents and guardians
- District English Learner Advisory Committee (DELAC) - Elected position
- Graduation Committee - Open to all parents and guardians
- School Beautification Committee - Open to all parents and guardians, students and community members
- School Safety Planning Committee - Open to all parents and guardians
- Health and Wellness Committee - Open to all parents, guardians, community members and students

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0.8	0.8	2.3	3.4	1.1	2.1	9.1	9.6	9
Graduation Rate	95.9	96.8	93.6	90.2	92.9	88.4	82.7	83	84.5

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.2	4.5	2.2	3.9	3.5	3.5
Expulsions	0.1	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.5	3.9	3.4
Expulsions	NA	NA	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Comprehensive School Safety Plan includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses. The key elements of the disaster procedures section are based on the San Mateo County Big Five Safety Protocol and include emergency plans for a wide variety of events, emergency contact numbers, and roles and responsibilities of staff. The School Safety Planning Committee includes the Assistant Principal, ASB Account Assistant, Maintenance Custodian, teachers, and parents. This committee meets regularly with sign-in sheets, agendas, and minutes. The committee's goals are to annually review the Comprehensive School Safety Plan, make significant changes to update the Plan, continue examining areas of need, and overall student and facility Safety. Staff members with special roles and responsibilities are annually contacted and retrained. The Safety Plan and procedures were reviewed at an all-staff meeting on August 31, 2019.

Throughout the school year, the following drills are executed to prepare students and staff for a real emergency: Evacuation; Drop, Cover and Hold On; Secure Campus; and Lockdown/Barricade. We participated in the California Shakeout Statewide Drill on October 17 at 10:17 am. We conducted an earthquake drill, evacuation, and set up a command center. Afterward, we reviewed our procedures with suggestions for improvements for future drills. Recent safety upgrades include the installation of keycard locks in the gym complex to improve access accountability, and lighting has been restored and upgraded to LEDs across campus, and times expanded to all-night hours. Solar path lighting has been installed up our main entry, Lewis Foster Drive. Emergency go-bags were given to all teachers in case of evacuation, and supply buckets are located in each classroom in case of a prolonged lockdown. HMBHS is working with a consultant to improve procedures for evacuation and reunification, and plans to improve signage at the entry to school property are underway.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	21	20	16	8	22	18	20	8	21	24	18	10
Mathematics	24	11	19	9	23	11	21	3	20	26	10	14
Science	23	10	9	12	27	5	14	9	26	9	7	13
Social Science	27	7	16	16	26	10	20	14	21	17	14	11

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	357.7

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,763	$675	$7,088	$73,886
District	N/A	N/A	$9,823	$73,886
Percent Difference - School Site and District	N/A	N/A	-32.3	0.0
State	N/A	N/A	$7,750	$75,706
Percent Difference - School Site and State	N/A	N/A	-8.9	-2.4

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

- Tech support and computer replacement
- 1-to-1 Chromebook program
- Bilingual (Spanish) Community Liaison
- English Learner Parent Education
- Increased ELD and SDAIE classes for English Learners
- Translation services
- TUPE tobacco education
- Advanced Placement support material
- Staff Development
- Enrichment course materials
- After school Homework Center
- AVID 4-year program
- Peer Helpers Class
- Social-Emotional Counselors
- Alternate to Suspension Program for Tobacco, Vaping and Marijuana use
- CTE program: Agriculture and Building Trades pathways
- Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50,000	$47,145
Mid-Range Teacher Salary	$72,455	$74,952
Highest Teacher Salary	$100,000	$96,092
Average Principal Salary (Elementary)	$120,693	$116,716
Average Principal Salary (Middle)	$122,764	$120,813
Average Principal Salary (High)	$148,715	$131,905
Superintendent Salary	$197,416	$192,565
Percent of Budget for Teacher Salaries	30.0	31.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts	3	N/A
Foreign Language	4	N/A
Mathematics	5	N/A
Science	2	N/A
Social Science	9	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
All courses	26	36.7

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10+	10+	10+

January, 10, 2018: Block Instructional Planning: CCSS/Integrated ELD
January 17, 2018: Block Instructional Planning: CCSS/Integrated ELD
January 23, 2018: Integrated ELD with Pilarcitos HS
February, 7, 2018: Block Instructional Planning: CCSS/Integrated ELD
February, 13, 2018: Integrated ELD with Pilarcitos HS and Cunha Intermediate School
February, 28, 2018: Block Instructional Planning: CCSS/Integrated ELD
March 6, 2018: Common Core Specialists (CCS) lead training on CCSS and integrated ELD in the classroom
April 10, 2018: CCS led AVID and ELD Share out with Pilarcitos HS and Cunha Intermediate School
April 11, 2018: Block Instructional Planning: CCSS/Integrated ELD
May, 23, 2018: Block Instructional Planning: CCSS/Integrated ELD
August 15, 2018: Chapter 2 WASC - Critical Academic Needs (CAN's) to prep for Chapter 5 Action Plan
September 11, 2018: WASC - Chapter 4 - Writing 5 Sections of Ch. 4 - Focus Group Leaders
September 14, 2018: WASC Home Group Work
September 28, 2018: WASC Focus Group work
October 12, 2018: Dr. O Presentation on Adolescent Psychology
October 16, 2018: WASC - Chapter 5 - Writing Action Plan
October 26, 2018: WASC Home Group Work
November 30, 2018: WASC Focus Group Work
December 7, 2018: WASC Home Group Work
January 22, 2019: WASC Finalize Action Plan
February 12, 2019: WASC - Evidence Compilation - Revisit Curricular Maps - Lesson Plans
March 1, 2019: WASC Finalize preparations by Department
March 5, 2019: Horizontal & Vertical Alignment: By Grade Level - WASC Messages
April 9, 2019: Vertical Technology Alignment by Department /Cunha Articulation
April 12, 2019: Vertical Alignment: By Department
May 3, 2019: Horizontal Alignment: By Department
May 24, 2019: WASC Action Plan Integration
Sept. 10, 2019 - MTSS: Social emotional, wellness support - Districtwide
Oct 4, 2019 - Gender Issues Training
Oct 15, 2019 - Drug/Vape education/and State and behavioral data review
Nov 22, 2019 - Student Intervention Meetings - Grade Level Groups to focus on specific students
Jan 22, 2020 - MTSS: Inclusive Practices and Accessing Content through Reading - Districtwide
Feb 11, 2020 - CPR/AED Training
March 3, 2020 - MTSS: Universal Design for Learning Guidelines - Districtwide
April 14, 2020 - Horizontal Alignment: By Grade Level / Vertical Alignment: By Department
May 1, 2020 - Subject Area Collaboration: aligning final exams to content and CCSS
May 15, 2020 - Subject Area Collaboration: presenting final exams to colleagues
August 10, 2020 - Universal Design Learning and MTSS
August 11, 2020 - Preparation for textbook/material distribution; instructional guidelines for remote learning
August 12, 2020 - Third party application research and proposals per departments; professional expectations for remote learning
August 19, 2020 - Collaboration and share out of remote learning strategies; Google Suite peer-led presentation
August 26, 2020 - Google Suite PD from San Mateo County Office of Education

September 2, 2020 - Suicide prevention/risk assessment; Trainer the Trainer: Third Party Applications and hardware and settings configuration
September 8 - 504 compliance training
September 9, 2020 - Family engagement; Learning Management System norms/expectations
September 15, 2020 - Equity and Cultural Competency Training
September 16, 2020 - Third party Applications; Google Suite; hardware and settings configuration
September 23, 2020 - CDE attendance and weekly engagement; Office Hours schedule; Zoom breakout rooms
October 13, 2020 - CCSS writing applications in the content area; turnitin.com training
October 21, 2020 - School Messenger use
November 4, 2020 - Departmental check in with site administration
November 18, 2020 - Remote learning check in: data comparison Q1 2019/2020, grading policy, family engagement, IEP/504 compliance; SEL survey results.
December 9, 2020 - Subject Area Collaboration: share out content area standards and CCSS writing application alignment

Pilarcitos High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Pilarcitos High School
Street	498 Kelly Ave.
City, State, Zip	Half Moon Bay, CA, 94019
Phone Number	(650) 712-7224
Principal	Jason Owens
Email Address	owensj@cabrillo.k12.ca.us
Website	http://www.cabrillo.k12.ca.us/pilarcitos/index_ae.htm
County-District-School (CDS) Code	41688904130027

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Cabrillo Unified
Phone Number	(650) 712-7100
Superintendent	Dr. Sean McPhetridge
Email Address	mcphetrdiges@cabrillo.k12.ca.us
Website	www.cabrillo.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

We recognize the importance of offering an alternative learning environment which provides students with an opportunity to:

- complete the required academic course of instruction to graduate from high school.
- participate in a program designed to meet the educational needs of each pupil, including but not limited to, Independent Study, Work Experience and Career Technical Education as a supplement to classroom instruction.
- receive holistic support for their physical, emotional and mental health.

In this type of atmosphere, we believe we can help students to:

- clarify their personal and educational values
- develop a positive self-concept
- achieve their personal and educational goals
- become more productive citizens

Lastly, the Pilarcitos High School family works together to create:

- a peaceful learning environment
- a safe setting to explore academic, social, and emotional success
- an atmosphere of unconditional support and guidance to continue on our path of lifelong learning

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 11	13
Grade 12	24
Total Enrollment	37

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Hispanic or Latino	67.6
White	32.4
Socioeconomically Disadvantaged	62.2
English Learners	24.3
Students with Disabilities	29.7
Homeless	5.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	4	3.4	3.4	141.8818
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) 9-12: Perfection Learning-Grammar in Practice Grade(s) 9-12: Great Source- Writers INC Grade(s) 9-12: Prentice Hall- Literature World Masterpieces Grade(s) 9-12: Prentice Hall-Literature Timeless Voices, Timeless Themes Platinum Level Grade(s) 9-12: Prentice Hall-Literature Timeless Voices, Timeless Themes Gold Level	Yes	0
Mathematics	Grade(s) 9-12: Glencoe McGraw-Hill - California Algebra 1: Concepts, skills & problem solving Grade(s) 9-12: Glencoe McGraw-Hill - California Algebra 2: Concepts, skills & problem solving Grade(s) 9-12: Glencoe McGraw-Hill - California Geometry: Concepts, skills & problem solving Grade(s) 9-12: American Guidance Service-Math for the Real World	Yes	0
Science	Grade(s) 9-12: Glencoe/McGraw-Hill- Earth Science Grade(s) 9-12: Glencoe/McGraw-Hill - Marine Biology Grade(s) 9-12: McDougal-Littell - Biology (Life Science) Grade(s) 9-12: Pearson - Chemistry Grade(s) 9-12: Pearson Education - Conceptual Physical Science Grade(s) 9-12: Pearson- Physical Science Grade(s) 9-12: Prentice Hall - Earth Science California Edition, 2006	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Grade 11: Houghton Mifflin - The Americans - Reconstruction to the 20th Century, 2003 Grade 11: Glencoe- American Vision Grade 11: Glencoe- American Vision Modern Times Grade 11: Steck-Vaughn- America's Story Grade 9-10: Prentice-Hall- World Geography Grade 9-10: Glencoe World Geography Grade(s) 9-12: Steck-Vaughn- History of our World Grade 10: McDougall-Littell - Modern World History: Patterns of Interaction Grade 7-8: Glencoe World History Grade(s) 9-12: Glencoe McGraw-Hill - US Government - Democracy in Action Grade 12: West Educational - Economics in Our Times Grade 12: Civics Today; Citizenship, Economics and You Grade(s) 9-12: Glencoe- Responsible Driving	Yes	0
Foreign Language	Grades 9-12 Vista Higher Learning Descubre 1 Grades 9-12 Prentice Hall Encuentros Maravillosos	Yes	0
Science Laboratory Equipment (grades 9-12)	Supplies	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2020-2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	New Construction
Interior: Interior Surfaces	Good	New Construction
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	New Construction
Electrical: Electrical	Good	New Construction
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	New Construction
Safety: Fire Safety, Hazardous Materials	Good	New Construction
Structural: Structural Damage, Roofs	Good	New Construction
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	New Construction
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	0	N/A	48	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	34	N/A	39	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	0	N/A	33	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Coyote Farms Project
Every week, Pilarcitos High School students leave their traditional classroom behind and head down to nearby Potrero Nuevo Farm, where they contribute to the many activities of running a diversified organic farm. The Coyote Farms Project empowers at-risk students to give back to the local Half Moon Bay community while gaining valuable skills for the future.

THE PROGRAM:
MARKETING: Students hone their business skills and learn what it takes to run and operate a small business. From marketing veggie boxes to creating specialty items like herbal lip balm and dried flower wreaths, Pilarcitos students learn to balance their creativity and innovative ideas with business strategies for success. Throughout the process, students research markets, develop marketing plans, advertise products, manage a budget, and engage with their community to earn trust and loyalty.

HANDS-ON SCIENCE & SUSTAINABLE AGRICULTURE: Coyote Farms utilizes science activities that link classroom coursework in biology, chemistry, and nutrition to time spent on the farm, starting seeds in the greenhouse, and tending vegetables in the field.

REAL FOOD EDUCATION: Throughout the year, cooking workshops teach students how to create nutritious dishes such as veggie quesadillas, salads, wood-fired pizza, bean chili and more. Back at school, Fridays are Farm-to-Desk day; part of the week's farm harvest is cooked by students and for students, emphasizing the importance of eating healthy, fresh, local food. Great satisfaction is taken knowing that the students not only cooked the dish but actually carried its contents from seed, to harvest, to the plate.

THE IMPACT: In the Coyote Farms Project, students who never knew that a potato comes from the ground, take potatoes from seed to field, to harvest, and eventually into the kitchen. They see for themselves that greens are the first veggies of the season, that berries ripen in summer, and apples and pumpkins mature in the fall. Encouraged to try new vegetables as they tend the fields and taught how to harvest a wide variety of produce, Coyote Farms students gain an understanding of local food systems and the confidence to positively influence these systems.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

We continue to receive support from our School Community Relations for 20 hours/week and provides invaluable support in making connections with parents and guardians. This position will contact parents and guardians when their students are either tardy or absent and also works with families in an effort to make them integral participants of Student Attendance Review Board Meetings, Individual Education Plan Meetings, and conferences regarding academics and behavior. Other opportunities for parent involvement in school activities include Coyote Fest, Parent-Teacher Conferences or becoming a member of School Site Council.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	31.6	6.3	0	3.4	1.1	2.1	9.1	9.6	9
Graduation Rate	31.6	37.5	41.7	90.2	92.9	88.4	82.7	83	84.5

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.0	5.9	2.2	3.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.9	3.9	3.4
Expulsions	NA	NA	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Certain elements of the school safety plan are dynamic as location and duties of staff in an emergency change. Staff receives training before, during and after scheduled emergency drills. The plan is updated yearly in the Fall. During each school year, we hold 2 Evacuation drills, 2 Drop, Cover and Hold On Drills and 2 Lockdown/Barricade Drills with all staff and students.

Our site is equipped with an Automatic Electronic Defibrillator and epinephrine pens. Our staff participates in cardiopulmonary resuscitation training.

The safety plan leader assisted us in adjusting our plan regarding maximizing the ingress and egress routes as well as safe locations on our site during an emergency.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	29		1		41			1	18	2		
Mathematics	7	3			10	2	1		1	1		
Science	20	2			10	3						
Social Science	9	5	1		13	4	2		18	2		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,714	$235	$11,479	$73,886
District	N/A	N/A	$9,823	$73,886
Percent Difference - School Site and District	N/A	N/A	15.5	0.0
State	N/A	N/A	$7,750	$75,706
Percent Difference - School Site and State	N/A	N/A	38.8	-2.4

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

English Language Learners services

In addition, Pilarcitos receives services in Speech and Language Therapy and Special Education.

Centralized Services are also provided to support the school's needs in business personnel and curriculum development. Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education.

This school year PHS was approved for 3 year grant from the Mental Health Student Services Act that will provide a .2 counselor position, exclusively for PHS students.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50,000	$47,145
Mid-Range Teacher Salary	$72,455	$74,952
Highest Teacher Salary	$100,000	$96,092
Average Principal Salary (Elementary)	$120,693	$116,716
Average Principal Salary (Middle)	$122,764	$120,813
Average Principal Salary (High)	$148,715	$131,905
Superintendent Salary	$197,416	$192,565
Percent of Budget for Teacher Salaries	30.0	31.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6+	6+	6+

Pilarcitos has 6 Super Tuesdays per year dedicated to staff development. During the 2017-2018 and 2018-2019 school years the focus was concentrated in Common Core Curriculum, meeting the needs of At-Risk and ELD students, as well as Restorative Justice. For the 2019-2020 SY the staff development has focused on Restorative Justice for our discipline needs, and Restorative Practices for the classroom and parent engagement. Due to the unique circumstances the COVID-19 pandemic created for students and staff we have added distance learning needs to our staff development goals.

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: January 14, 2021
TO: Members of the Governing Board
FROM: J Jesus Contreras, Chief Business Official
CATEGORY: Consent/Action
ITEM TITLE: Approval of Comprehensive School Safety Plans

BACKGROUND INFORMATION

Education Code Section 32282 (d) requires that a comprehensive school safety plan be developed and implemented. The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, and shall be evaluated at least once a year to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for review by the public.

Further, EC 32282 (f) requires that the comprehensive school safety plan, as written and updated by the school site council or school safety planning committee, shall be submitted for approval pursuant to subdivision (a) of Section 32288 to the Governing Board.

Finally, EC 32286 (a) requires that each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by no later than March 1 thereafter.

The 2020-21 Comprehensive School Safety Plans will be maintained at the district level, site level, and available on the district website for public review. These plans Site will be made available no later than Thursday, January 14, 2021.

California public schools are required to comply with California Education Code Sections 32280 dealing with the preparation of a “Safe School Plan.” Key elements of the plans are:

Collaborative Relationships - Students, parents, community organizations, and law enforcement agencies should be actively involved in the development and updating of the safety plan.

Strategies and Programs for School Safety - Appropriate strategies and programs that provide and maintain a high level of school safety need to be identified. An assessment of the current status of school crime committed on the school campus and at school-related functions must be included.

Counseling and Guidance Services - Clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, and school resource officers should be included to ensure a positive school climate.

Emergency Procedures - The plan must include disaster procedure and earthquake emergency procedures.

Discipline Policies - Discipline policies and procedures, specifically those which lead to suspension and/or expulsion, should be discussed.

FINANCIAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve 2020-21 Comprehensive School Site Safety Plans

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: January 14, 2021
TO: Members of the Governing Board
FROM: J 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.

January 14, 2021 Board Meeting
Summary Site Donations

Site	Items	Donor	Amount	Site Total Donations
HMBHS	Money for Coastside Running Club	Rachael Sage	$100	
HMBHS	Money for the Leadership Class	Fly on the Wall, Susan Clarkeek-Harris	$200	
HMBHS	Money for Band Club	Ms. Barbara McKee	$10,000	
HMBHS	Money for Staff & Student Recognition	Ohio Prints Inc.	$179	
Farallone View	Purchase of books	Julie Brookman	$906	
Cabrillo Education Fund	Bolster funds that will have a direct classroom impact	Quattrocci Kwok Architects	$1,000	
				$12,284

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: January 14, 2021
TO: Members of the Governing Board
FROM: J Jesus Contreras, Chief Business Official
CATEGORY: Consent
ITEM TITLE: Authorization to Bid the Roofing Replacement Project at Cunha Intermediate School

BACKGROUND INFORMATION

We now have plans and specifications for the replacement of four roofs at Cunha. With authorization to bid the project, the district will advertise, hold a job walk, collect and analyze bids, and bring a recommendation back to the school board.

FISCAL ANALYSIS

The budget is estimated between $1,200,000 to $1,500,000, with the work scheduled over the summer months.

RECOMMENDATION

Approval of bidding process for roof replacement at Cunha.

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: January 14, 2021
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Approval of Special and Regular 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 December 7, 2020 Special Governing Board meeting, December 8, 2020 Regular Governing Board Meeting, and the December 17, 2020 Special Governing Board meeting 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

Closed Session | Monday, December 7, 2020 - 10:00 AM

Via Zoom: https://cabrillok12.zoom.us/j/98248883334 (For public comments on Closed Session items only)

Board Members Present:	Ms. Kimberly Hines, President Ms. Mary Beth Alexander, Clerk to the Governing Board Ms. Freya McCamant, Member Ms. Sophia Layne, Member Ms. Lizet Cortes, Vice President
Administrators Present:	Dr. Sean McPhetridge, Ed.D., Superintendent

1. CALL TO ORDER – 10:03 AM

a. Public Comments on Closed Session Topics

None.

b. Adjourn to Closed Session – 10:05 AM

5. ADJOURNMENT OF THE MEETING

Meeting was adjourned at 12:00 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:

_____ _____

Freya McCamant
Clerk to the Governing Board

Date

Governing Board Meeting Agenda

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Tuesday, December 8, 2020 - 7:00 PM | Via Zoom: https://cabrillok12.zoom.us/j/98788306159

Board Members Present:	Ms. Kimberly Hines, President Ms. Lizet Cortes, Vice President Ms. Mary Beth Alexander, Clerk to the Governing Board Ms. Freya McCamant, Member Ms. Sophia Layne, Member
Administrators Present:	Dr. Sean McPhetridge, Ed.D., Superintendent Dr. Leticia Bhatia, Ed.D., Assistant Superintendent Mr. Jesus Contreras, Chief Business Officer
Student Board Representative Present:	Miss Caroline Dodge, Student Board Representative

1. CALL TO ORDER

a. Public Session – 7:00 PM

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 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-135) Passed 5-0 with Student Representative voting aye

3. COMMUNICATIONS

a. Public Comments

Nicholas Wrotniewski, Concerned Citizen, spoke to the Board about staff professionalism during Board meetings and time-sensitive discussions. Mr. Wrotniewski also talked about the CUSD website inconsistencies and missing links to important information.

Tina Lourenco, CUSD parent, spoke to the Board about a safe return to schools. Ms. Lourenco also said that although the County, state, and federal said the students are safest in classrooms, the District is not making movement to make it happen soon and that children's social and mental health is being affected.

Heidi Mills, CUSD teacher, thanked Board members and the Superintendent for helping CUTA come to a wage increase and thanked the community for their support. Ms. Mills also talked to the Board about prioritizing mental health support for students.

Adrianna Balentine, CUSD parent, spoke to the Board about Farallone View and El Granada schools with regard to their condition and maintenance. Ms. Balentine also talked to the Board about a safe return to schools and asked the District to provide a safe and clean environment for teachers and staff.

Colton Walter, CUSD parent, talked to the Board about some reopening of schools articles and how this data suggests that in-person instruction is safer under a controlled setting. Mr. Colton encouraged the Board to keep the January 25, 2021 reopening date regardless if the community is in an orange, red, or purple tier.

Written Comments. The Board received one (1) comment via the Google Public Comment Request form related to this agenda item.

To read the full public comment submitted via Google Public Comment Request form, please follow the link provided below:

https://docs.google.com/spreadsheets/d/10QPWnReQVQ68wvc4RvJ5_L1o1AbZT22OT9KHqQOD8zs/edit?usp=sharing

b. Employee Organizations Report

1. CUTA Representatives

CUTA Co-President Claudia Lunstroth shared with the Board her excitement about the new CUTA contract agreement after two years of negotiations. Ms. Lunstroth also shared that teachers like to live and work on the Coast to help students get the best possible education, and because the Coast is an inspiring community. Ms. Lunstroth said that CUTA recommends a budget examination to ensure every dollar spent helps all the students.

2. CSEA Representatives

CSEA President Stig Lynne thanked President Hines for serving during the 2020 year as President and congratulated Member Sophia Layne and President Kimberly Hines for their re-elections. Mr. Lynne announced the CSEA chair representatives that will serve office during the 2021 year: Cathy Gray as Secretary, Steve Goldberg as Treasurer, Diane Paoli as Vice President, and Stig Lynne will continue serving as President.

c. Board Members Report

Member Mary Beth Alexander talked about community and family members' conversations about COVID and the academic struggles of students during the pandemic. Member Alexander said that, despite the challenges, students are learning how to navigate and troubleshoot technology and are adapting to a new foreign school environment that will help them in years ahead. Member Alexander said that it is important to look at the positive outcomes and to work together with other entities for the wellbeing of the students.

Member Sophia Layne said, despite these difficult times, the work done by staff over the last two years and having a better basis for the budget leads to a firmer ground to build a sustainable plan for the district. Member Layne also said that the network of educators, parents, community leaders, and students is strong, and she said the district continues growing and developing into a building mode. Member Layne

also said everybody has different approaches and perspectives, but everybody wants what's best for the students, and we should all work together honoring our differences.

Member Freya McCamant shared she is happy the district was able to come to an agreement with CUTA and said she hopes to also move forward with CSEA. Member McCamant also said that it would be useful to discuss about mental health support and educational impact at a future meeting.

Member Lizet Cortes thanked community members that are listening to the meeting and made comments. Member Cortes invited community members to reach out to her with comments or concerns. Lastly, Member Cortes asked everybody to continue working together and to be nice to each other.

President Kimberly Hines shared she is delighted with the completion of contract negotiations and thanked the community and teachers for their patience. President Hines said she is also delighted that Board committees have been meeting behind the scenes. President Hines said that Visual and Performing Arts is not an embellishment but is fundamental to learning and could be an equity issue. President Hines also said she hopes that with stability the district will have a sustainable Visual and Performing Arts program.

d. Student Board Representative Report

Student Board Representative Caroline Dodge provided the Board and public an update on Half Moon Bay High School, El Granada Elementary, Kings Mountain Elementary, La Costa Adult School, Farallone View Elementary, and Hatch Elementary School events and activities.

e. Superintendent Report

Superintendent Dr. Sean McPhetridge congratulated CUTA for working with the District and persevering. Superintendent McPhetridge said the district experienced financial difficulties last year with millions of dollars in cuts and savings, and he reminded us we were told by the County that more cuts would be needed. Superintendent McPhetridge said that the district then received the results this fall that said that the tax funding was better than expected in mid-November. Superintendent McPhetridge shared that he is pleased the district was able to provide an offer and that his intention now is to sit with CSEA to negotiate well-deserved raises for all district employees.

Superintendent McPhetridge said the district is still negotiating with CUTA the return to school planning and shared they had a productive session last week. Superintendent McPhetridge said he is looking forward to working on this to address the concerns heard from speakers. Superintendent McPhetridge said the goal is to bring students back to campus when it is safe and make sure everybody is comfortable.

Lastly, Superintendent McPhetridge said it is important to continue working with community partners and thanked ALAS, Boys and Girls Club, Cabrillo Education Foundation, PTO Alliance, Coastsiders for Better Education Funding, and the HEAL Project (that recently received the Kent Award for their work).

4. CONSENT AGENDA

a. Approval of Specialized Agriculture Incentive Grant
b. Approval of Certificated Personnel Report
c. Approval of Donations to Cabrillo Unified School District
d. Acceptance of the Measure M Facility Bond Citizens' Oversight Committee 2019-2020 Annual Report
e. Approval of Amended Resolution No. 30-20, Approving Gann Limit
f. Approval of Notice of Completion of the Hatch Kindergarten Project
g. Approval of Minutes of Special and Regular Governing Board Meeting
h. Approval of Board Policy Updates as Recommended by the California School Boards Association

Motion to approve consent items as amended 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-136) Passed 5-0 with Student Representative voting aye

5. GENERAL BUSINESS

a. Approval of the 2021-2022 Student/Teacher Calendar

Motion to approve the 2021-2022 Student/Teacher Calendar 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-137) Passed 5-0 with Student Representative voting aye

b. Public Hearing for 2019-2020 Reopener Negotiations and Approve as Submitted by the California School Employees Association and Cabrillo Unified School District

At 8:16 PM, President Hines opened the Public Hearing on 2019-2020 California School Employees Association and Cabrillo Unified School District Reopener Negotiations. Hearing no comments, the public hearing was closed at 8:17 PM.

Motion to approve 2019-2020 Reopener Negotiations as Submitted by the California School Employees Association and Cabrillo Unified School District 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-138) Passed 5-0 with Student Representative voting aye

c. Approval of the First Interim Financial Report: Fiscal Year 2020-2021

Motion to approve the First Interim Financial Report: Fiscal Year 2020-2021 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-139) Passed 5-0 with Student Representative voting aye

d. Presentation of Tentative Agreement with CUTA

J Jesus Contreras, Chief Business Officer. presented the CUSD/CUTA Tentative Agreement as an information item. Cabrillo Unified School District and Cabrillo Unified Teachers Association reached a tentative agreement which includes a proposal for a retroactive 3% salary increase for the 2019-2020 school year (retroactive to July 1, 2019) as well as an additional 3% salary increase for the 2020-2021 school year (effective July 1, 2020).

e. Public Hearing and Approval of Budget Overview for Parents

Motion to approve the Budget Overview for Parents was made by Member Sophia Layne and seconded by Member Lizet Cortes.

At 9:01 PM, President Hines opened the Public Hearing on the Local Control Funding Formula (LCFF) Budget Overview for Parents. Hearing no comments, the public hearing was closed at 9:02 PM.

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-140) Passed 5-0 with Student Representative voting aye

f. Approval of the Purchase of Modular Portable Classrooms at Hatch Elementary to House the CUSD Early Education Program

Motion to approve the Purchase of Modular Portable Classrooms at Hatch Elementary to House the CUSD Early Education Program 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-141) Passed 5-0 with Student Representative voting aye

g. Approval of Amendment to February 23, 2015 Memorandum of Understanding Between Cabrillo Unified School District and the Coastside Tennis Association

Motion to approve the Amendment to February 23, 2015 Memorandum of Understanding Between Cabrillo Unified School District and the Coastside Tennis Association 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-142) Passed 5-0 with Student Representative voting aye

h. Approval of Board Bylaw 9250 Remuneration, Reimbursement and Other Benefits Update

Motion to approve revision of Board Bylaw 9250 Remuneration, Reimbursement and Other Benefits Update was made by President Kimberly Hines and seconded by Member Freya McCamant. Board agreed to change Compensation from Option 3 to Option 2: Each member of the Governing Board may receive a monthly compensation of $240.00. (Education Code 35120)

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-143) Passed 5-0 with Student Representative voting aye

8. ADJOURNMENT OF THE MEETING

Motion to adjourn 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-144) Passed 5-0 with Student Representative voting aye

The meeting was adjourned at 9:43 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:

_____ _____
Freya McCamant Date
Clerk to the Governing Board

Special Governing Board Meeting Agenda

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Via Zoom: https://cabrillok12.zoom.us/j/96120110560 • Webinar ID: 961 2011 0560 • Telephone: 669 900 6833
Closed Session: 6:00 PM • Public Session: 7:00 PM

Board Members Present:	Ms. Kimberly Hines, President Ms. Lizet Cortes, Vice President (Joined meeting at 7:06 PM) Ms. Mary Beth Alexander, Clerk to the Governing Board Ms. Freya McCamant, Member Ms. Sophia Layne, Member
Administrators Present:	Dr. Sean McPhetridge, Ed.D., Superintendent Dr. Leticia Bhatia, Ed.D., Assistant Superintendent Mr. Jesus Contreras, Chief Business Officer

1. CALL TO ORDER – 7:00 PM

a. Public Comments on Closed Session Topics

None.

b. Adjourn to Closed Session - 6:00 PM

1. Closed Session Action Report

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 Mary Beth Alexander 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-145) Passed 4-0

4. OATH OF AFFIRMATION

Superintendent Dr. Sean McPhetridge officiated the swearing-in ceremony for re-elected Member Sophia Layne and Member Kimberly Hines.

4. RECOGNITIONS

The Governing Board recognized retiring employee Connie Giebelhausen for 33 years of excellent service to Cabrillo Unified School District

5. COMMUNICATIONS

a. Public Comments

Karri Costa, CUSD parent, spoke to the Board about the CUSD independent studies program and the waitlist. Ms. Costa asked the Board to look for ways to accommodate all the students, especially struggling students. Ms. Costa also requested the Board to focus on the engagement and the social-emotional wellbeing of the students.

b. Employee Organizations Report

1. CUTA Representatives

CUTA Co-President Sean Riordan said that after contentious negotiations, an agreement was reached, thanks to our recent confirmation as a Basic Aid district. He also gave thanks to the parents and community members that advocated for CUTA, to the District Leadership who looked at the numbers, to the Board for approving the contract, and to the educators who engage in civic participation. Mr. Riordan also congratulated Connie Giebelhausen on her retirement.

2. CSEA Representatives

CSEA President Stig Lynne provided the Board an update on the COVID testing pilot program in the district. Mr. Lynne wished everyone safe holidays and asked us all to follow health recommendations of local and state officials. On behalf of CSEA, Mr. Layne presented a Certificate of Appreciation recognizing Connie Giebelhausen for her service to the district.

c. Board Members Report

President Kimberly Hines wished everyone lovely holidays, wishing teachers a restful break and parents a time to connect with their children. President Hines said it is important to take care of each other and themselves. President Hines also said she is proud the district is going back to Basic Aid, and now numbers are stronger: for this reason, the district was able to come to an agreement with CUTA.

Member Mary Beth Alexander shared she is happy to have served on the Board for two years now, and she is also sad to know that there is still misinformation and misunderstanding. Ms. Alexander said that part of the misinformation is the Board meeting's format because this is not a platform for interactive conversations and that there are rules that need to be followed in regards to topics not on the agenda. Ms. Alexander asked the community to reach out to the Board for more information, and she voiced her hope that we can work to move forward and collaborate together to make a great school district better.

Member Sophia Layne said that it is difficult to get into the usual holiday cheer when facing the worst time of the pandemic. Families are struggling with COVID, unemployment, and housing, but the vaccine's launch gives us hope. Member Layne said that the school community still will have to face difficult choices in the future, including the return to schools, because this is not going to be an easy process. Member Layne also said the district and Board would have to look at improvement of outcomes for students in a sustainable and thoughtful way.

Member Freya McCamant expressed how she is excited to see the Strong Workforce Program agreement on the Consent Agenda and the district participation in this program. Member McCamant said she hopes

to continue with the environmental committee in January and plan toward the future. Lastly, Member McCamant thanked the staff for their support and hard work.

Member Lizet Cortes said it is important to focus on people's well-being and asked us all to look toward the positive and bring this positivity into the new year. Member Cortes wished everyone happy holidays.

d. Student Board Representative Report

None.

e. Superintendent Report

Superintendent Dr. Sean McPhetridge wished everyone a safe and peaceful break and holiday. In regards to the Environmental Committee, Superintendent McPhetridge shared he is working with Principals to assess what schools are doing and that the district submitted an application for electrical vehicle chargers and incentives. Superintendent McPhetridge said it is important to take care of the environment and the Coast, and more than ever, it is important to take care of one another.

Superintendent McPhetridge spoke about the district's difficult financial situation over the last year, including the risk of takeover, fiscal insolvency, and the instability we faced financially this last year. Superintendent McPhetridge said now we would all need to wait until October of 2021 to know exactly what tax revenues will look like and how that will impact future funding, but he also said he looks forward to continuing in collaborative relations with bargaining unions to take care of district employees.

6. CONSENT AGENDA

a. Approval of Strong Workforce Program Grant Agreement
b. Approval of Classified Personnel Report
c. Approval of Phone System Update Proposal

Motion to approve consent items as amended 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-146) Passed 5-0

7. GENERAL BUSINESS

a. Update on our Opening of Schools: Modified Phase III Plan and Waiver Application

Leticia Bhatia, Ed.D., Assistant Superintendent, J Jesús Contreras, Chief Business Officer, Martha Ladd, Director of Educational Support Services, and Jason Owens, Director of Student Services provided an update on the Opening of Schools Modified Phase III and the status of the Waiver Application.

At 9:49 PM, President Kimberly Hines requested a motion to continue past the 10:00 PM curfew. Motion 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-147) Passed 5-0

b. Approval of AB 1200 Form for Cabrillo Unified Teachers Association Staff

Motion to approve the AB 1200 Form for Cabrillo Unified Teachers Association Staff 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-148) Passed 5-0

8. ORGANIZATION

a. Election of Governing Board Officers to serve from December 2020 through December 2021

Motion to nominate Member Lizet Cortes as President, Member Mary Beth Alexander as Vice President, and Member Freya McCamant as Clerk to the Governing Board for 2021 was made by Member Kimberly Hines and seconded by Member Sophia Layne.

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

(M-149) Passed 5-0

Motion to approve the appointment of Superintendent Dr. Sean McPhetridge as Secretary to the Governing Board and to approve the authorized Signatories for the Governing Board: President Lizet Cortes, Vice President Mary Beth Alexander, Clerk to the Governing Board Freya McCamant, and Secretary to the Governing Board Sean McPhetridge was made by Member Freya McCamant and seconded by Member Sophia Layne.

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

(M-150) Passed 5-0

b. Approval of the Schedule of Regular Governing Board Meetings for the Year 2021

Motion to approve the Schedule of Regular Governing Board Meetings for the Year 2021 as presented was made by Member Sophia Layne and seconded by Member Freya McCamant. The Board agreed to change the meeting's start time from 7:00 to 6:00 p.m. and bring back this item on January 14, 2021 for approval.

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

(M-151) Passed 5-0

c. Designation of Governing Board Representatives for the Year 2021

The Governing Board discussed Member assignments and agreed to bring back the revised list on January 14, 2021 for approval.

8. ADJOURNMENT OF THE MEETING

Motion to adjourn was made by President Lizet Cortes and seconded by Member Kimberly Hines.

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-152) Passed 5-0

The meeting was adjourned at 10:47 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:

_____ _____
Freya McCamant Date
Clerk to the Governing Board

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: January 14, 2021
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Approval of Governing Board Policy Updates as Recommended by the California School Boards Association

BACKGROUND INFORMATION

The Cabrillo Unified School District (CUSD) participates in the California School Boards Association's (CSBA) Policy Online and Manual Maintenance Service. One important component of this optional service is that participating districts receive a quarterly "Policy Maintenance Report" to help keep Board policies up to date and fully compliant. Most often, the proposed changes are mandate-driven. In such instances, staff will suggest that the Board waive additional readings and adopt the suggested revisions en masse and via action. In those instances, when a quarterly maintenance review indicates 1) a need for a change in a policy that provides optional courses of action or 2) the need for a new policy to address a particular issue, staff will suggest that the Board engage in a first and second reading of the document prior to considering policy adoption.

REPORT/PROPOSAL

This month, Board Bylaw 9012 Board Member Electronic Communications and 9320 Meetings are provided for adoption. These Board Policies have been reviewed by appropriate staff and are submitted for your consideration. Staff has further concluded that the proposed revisions reflect new laws and/or additional CSBA suggested wordsmithing that could be considered for adoption under action items.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT
POLICY GUIDE SHEET
January 14, 2021

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

Board Bylaw 9012 - Board Member Electronic Communications

Bylaw updated to clarify that electronic communications should not be used as a means to restrict access to a public forum, that meeting locations include teleconference locations, and that the prohibition against serial meetings includes a series of communications directly or through intermediaries. Bylaw reflects **NEW LAW (AB 992, 2020)** which authorizes board members to engage in separate conversations or communications on social media platforms that are open and accessible to the public as a long as a majority of the board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the board, board members do not respond directly to any communication from other board members, and board members do not comment on or use digital icons to express reactions to communications made by other board members. Bylaw also references court decisions which clarify that a public official's social media account which includes discussion of public business may be considered a public forum from which the official cannot exclude access or comments by members of the public based on viewpoint.

Board Bylaw 9320 - Meetings and Notices

Bylaw updated to clarify that meeting locations include teleconference locations and reflect **NEW LAW (AB 992, 2020)** which authorizes board members to engage in separate conversations or communications on social media platforms that are open and accessible to the public as a long as a majority of the board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the board, board members do not respond directly to any communication from other board members, and board members do not comment on or use digital icons to express reactions to communications made by other board members. Bylaw also updated to clarify the vote requirements for holding a closed session during an emergency meeting and for adjourning or continuing a board meeting to a later time or location.

Cabrillo USD

Board Bylaw

Board Member Electronic Communications

BB 9012
Board Bylaws

The Governing Board recognizes that electronic communication ~~among Board members and between Board members, district administration, and members of the public is an efficient and convenient way to communicate and expedite the exchange of information and to help keep the community informed about the goals, programs, and achievements of the district and its schools.~~ **is an efficient and convenient way for Board members to communicate and expedite the exchange of information within the district and with members of the public**. Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendized Board meeting**, circumvent the public's right to access records regarding district business, or restrict access to a public forum**.

(cf. 1100 - Communication with the Public)
~~(cf. 6020 - Parent Involvement)~~
(cf. 9000 - Role of the Board)
(cf. 9322 - Agenda/Meeting Materials)

A majority of the Board shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

(cf. 9320 - Meetings and Notices)

Examples of permissible electronic communications concerning district business include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent, and reminders regarding meeting times, dates, and places.

Board members may engage in separate conversations or communications with members of the public on a social media platform to answer questions, provide information, or solicit information regarding a matter that is within the subject matter jurisdiction of the Board, as long as a majority of the Board does not use the platform to discuss among themselves any business of a specific nature that is within the subject matter jurisdiction of the Board. A Board member is prohibited from responding directly to any communication from other Board members regarding matters that are within the subject matter jurisdiction of the Board or using digital icons (e.g., "likes" or emojis) to express reactions to communications made by other Board members. (Government Code 54952.2)

Whenever a Board member uses a social media platform to communicate with the public about district business or Board activities, the Board member shall not block access to a member of the public based on the viewpoint expressed by that individual.

Board members may use electronic communications to discuss matters that do not pertain to district business, regardless of the number of Board members participating in the discussion.

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that **the** ~~his/her~~ response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent in accordance with Board bylaws and protocols so that the issue may receive proper consideration and be handled through the appropriate district process. As appropriate, communication received from the media shall be forwarded to the designated district spokesperson.

(cf. 1112 - Media Relations)
(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3320 - Claims and Actions Against the District)
(cf. 9005 - Governance Standards)
(cf. 9121 - President)
(cf. 9200 - Limits of Board Member Authority)
~~*(cf. 9270 - Conflict of Interest)*~~

~~In order to minimize the risk of improper disclosure, Board members shall avoid reference to confidential information and information acquired during closed session.~~

~~*(cf. 4112.6/4212.6/4312.6 - Personnel Files)*~~
~~*(cf. 5125 - Student Records)*~~
~~*(cf. 9011 - Disclosure of Confidential/Privileged Information)*~~
~~*(cf. 9321 - Closed Session Purposes and Agendas)*~~

~~Board members may use electronic communications to discuss matters other than district business with each other, regardless of the number of members participating in the discussion.~~

~~Like other writings concerning district business, a Board member's electronic communication may be subject to disclosure under the California Public Records Act.~~

To the extent possible, electronic communications regarding any district-related business shall be transmitted through a district-provided device or account. When any such communication is transmitted through a Board member's personal device or account, the Board member shall copy the communication to a district electronic storage device for easy retrieval.

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE
35140 Time and place of meetings
35145 Public meetings
35145.5 Agenda; public participation; regulations
35147 Open meeting law exceptions and applications
GOVERNMENT CODE
6250-6270 California Public Records Act
11135 State programs and activities, discrimination
54950-54963 The Ralph M. Brown Act, especially:
54952.2 Meeting, defined
54953 Meetings to be open and public; attendance
54954.2 Agenda posting requirements, board actions
COURT DECISIONS
Garnier v. Poway Unified School District, No. 17-cv-2215-W (JLB), 2019 WL 4736208 (S.D. Cal. September 26, 2019)
Knight First Amendment Institute at Columbia University v. Trump, 928 F.3d 226 (2019)
City of San Jose v. Superior Court (2017) 2 Cal.5th 608

Management Resources:

CSBA PUBLICATIONS
Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017
*The Brown Act: School Boards and Open Meeting Laws, rev. ~~2014~~ **2019***
ATTORNEY GENERAL PUBLICATIONS
The Brown Act: Open Meetings for Legislative Bodies, 2003
WEB SITES
CSBA: http://www.csba.org
*CSBA, ~~Agenda Online~~ **GAMUT Meetings:***
*https://www.csba.org/ProductsAndServices/AllServices/~~AgendaOnline.aspx~~**GamutMeetingsPolicy***
California Attorney General's Office: https://oag.ca.gov

Bylaw CABRILLO UNIFIED SCHOOL DISTRICT
adopted: February 12, 2009 Half Moon Bay, California
revised: TBD

Cabrillo USD

Board Bylaw

Meetings And Notices

BB 9320
Board Bylaws

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

(cf. 9321 - Closed Session ~~Purposes and Agendas~~)
~~(cf. 9321.1 - Closed Session Actions and Reports)~~
(cf. 9322 - Agenda/Meeting Materials)
(cf. 9323 - Meeting Conduct)

A Board meeting exists whenever a majority of Board members gather at the same time and **location** ~~place~~**, including teleconference location,** to hear, discuss, ~~or~~ deliberate**, or take action** upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

However, an employee or district official may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

(cf. 9012 - Board Member Electronic Communications)

In order to help ensure the participation ~~in the meeting by disabled individuals~~ **of individuals with disabilities at Board meetings**, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1**, 54954.2**)

~~Meeting notices and agendas shall specify that any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee. (Government Code 54954.2)~~

~~Each agenda shall also list the address(es) designated by the Superintendent or designee for public inspection of agenda documents that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)~~

Regular Meetings

The Board shall hold one regular meeting each month. Regular meetings shall be held at ~~7:00~~ **6:00** p.m. on the second or third Thursday of the month ~~at the district office conference room~~.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public **and on the district's Internet web site**. (Government Code 54954.2)

(cf. 1113 - District and School Web Sites)

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. (Government Code 54957.5)

~~At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)~~

(cf. 1340 - Access to District Records)

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. **However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)**

(cf. 2121 - Superintendent's Contract)

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. **The notice also shall be posted on the district's Internet web site.** The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and ~~place~~ **location** of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an *emergency situation* for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An *emergency situation* means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time ~~he/she notifies~~ **notification is given to** the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

~~A majority vote by t~~**T**he Board may adjourn/continue any regular or special meeting to a later time and ~~place~~ **location** that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk

may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

(cf. 2000 - Concepts and Roles)
(cf. 2111 - Superintendent Governance Standards)
(cf. 9000 - Role of the Board)
(cf. 9005 - Governance Standards)
(cf. 9400 - Board Self-Evaluation)

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members

2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern

3. An open and noticed meeting of another body of the district

4. An open and noticed meeting of a legislative body of another local agency

5. A purely social or ceremonial occasion

6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

(cf. 9130 - Board Committees)

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135~~, including, but not limited to, religion, sex, or sexual orientation~~. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

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

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party

2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property

3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law

4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district

5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction

6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility

7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs

8. Attend conferences on nonadversarial collective bargaining techniques

9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district

10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a ~~place~~ **location** designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

Legal Reference:

EDUCATION CODE
35140 Time and place of meetings
35143 Annual organizational meeting, date, and notice
35144 Special meeting
35145 Public meetings
35145.5 Agenda; public participation; regulations
35146 Closed sessions ~~*s*~~ ***in connection with a student***
35147 Open meeting law exceptions and applications
GOVERNMENT CODE
3511.1 Local agency executives
*11135 State programs and activities****;*** ~~*,*~~ ***prohibition of*** *discrimination*

54950-54963 The Ralph M. Brown Act, especially:
54953 Meetings to be open and public; attendance
54954 Time and place of regular meetings
54954.2 Agenda posting requirements, board actions
54956 Special meetings; call; notice
54956.5 Emergency meetings
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.160 Effective communications ***for individuals with disabilities***
36.303 Auxiliary aids and services ***for individuals with disabilities***
COURT DECISIONS
Garnier v. Poway Unified School District, No. 17-cv-2215-W (JLB), 2019 WL 4736208 (S.D. Cal. September 26, 2019)
Knight First Amendment Institute at Columbia University v. Trump, 928 F.3d 226 (2019)
Wolfe v. City of Fremont, (2006) 144 Cal.App. ***4th*** *54433*
ATTORNEY GENERAL OPINIONS
88 Ops.Cal.Atty.Gen. 218 (2005)
84 Ops.Cal.Atty.Gen. 181 (2001)
84 Ops.Cal.Atty.Gen. 30 (2001)
79 Ops.Cal.Atty.Gen. 69 (1996)
78 Ops.Cal.Atty.Gen. 327 (1995)

Management Resources:
CSBA PUBLICATIONS
The Brown Act: School Boards and Open Meeting Laws, rev. ~~*2014*~~ ***2019***
INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS
The ABCs of Open Government Laws
LEAGUE OF CALIFORNIA CITIES PUBLICATIONS
Open and Public IV: A Guide to the Ralph M. Brown Act, 2nd Ed., 2010
WEB SITES
CSBA: http://www.csba.org
CSBA, ***GAMUT Meetings*** ~~*Agenda Online*~~*:*
https://www.csba.org/ProductsAndServices/AllServices/GamutMeetingsPolicy
~~*http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx*~~
California Attorney General's Office: ***https://oag.ca.gov/home*** ~~*http://www.ag.ca.gov*~~
Institute for Local Government: http://www.ca-ilg.org
League of California Cities: http://www.cacities.org

Bylaw CABRILLO UNIFIED SCHOOL DISTRICT
adopted: February 12, 2009 Half Moon Bay, California
revised: TBD

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

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

MEMORANDUM

MEETING DATE: January 14, 2021
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Action
ITEM TITLE: Adoption of Proclamation Declaring February 2021 as African American History Month

BACKGROUND INFORMATION

In 2013, President Obama proclaimed February as National African American History Month. In doing so, he called upon public officials, educators, librarians, and all the people of the United States to observe this month with appropriate programs, ceremonies, and activities.

This year the Cabrillo Unified School District Governing Board formally recognizes the countless contributions that African Americans have made and proclaims February 2021 as African American History Month. The observance calls our attention to the extraordinary contribution African Americans have made to the rich cultural history of our nation.

FINANCIAL IMPACT

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

RECOMMENDATION

Adopt Proclamation Declaring February 2021 as African American History Month.

CABRILLO UNIFIED SCHOOL DISTRICT
HALF MOON BAY, CALIFORNIA

PROCLAMATION

African American History Month
February 2021

WHEREAS, each year during the month of February the citizens of the United States celebrate African American History Month and the actions, words, and achievements of so many African Americans who have contributed to the success and prosperity of the United States; and

WHEREAS, African Americans have enriched our society through their commitment to promoting fairness, equality, and justice for all; and

WHEREAS, August 2019 marked 400 years since the first arrival of Africans to present-day America, and the United States Congress established the 400 Years of African American History Commission to commemorate the historic heritage and active contributions that Americans of African descent have made to help shape the cultural, academic, social, economic, and moral attributes of this nation; and

WHEREAS, in spite of the African slave trade that created an institution of white supremacy in this nation, Africans and African Americans have nonetheless continued to persevere and move forward in society, fighting for their freedom and also for the freedom of all Americans over time; and

WHEREAS, in 2008, the first African American President of the United States was elected; and

WHEREAS, in 2012, President Barack H. Obama was elected to serve a second term; and

WHEREAS, in 2012, California historically elected the most African Americans to serve in the Legislature, totaling 12 members; and

WHEREAS, 2018 marked the highest number of African American members serving in the United States Congress, totaling 55 members; and

WHEREAS, Africans and African Americans have been great inventors, inventing and improving on innovations such as the air-conditioning unit, almanac, automatic gearshift, blood plasma bag, clothes dryer, doorknob, doorstop, electric lamp bulb, elevator, fire escape ladder, fountain pen, gas mask, golf tee, horseshoe, lantern, lawnmower, lawn sprinkler, lock, lubricating cup, refrigerating apparatus, spark plug, stethoscope, telephone transmitter, thermostat control, traffic signal, and typewriter; and

WHEREAS, African American History Month commemorates and celebrates the many different achievements of African Americans, whether that be in academic pursuits, business, fine arts, political action, and science;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Cabrillo Unified School District that the District takes great pleasure in recognizing February 2021 as African American History Month, urges all Coastside citizens to join in celebrating the accomplishments of African Americans during African American History Month, and encourages the staff and students of CUSD to recognize not only the many different talents of African Americans but also the great achievements, contributions, and sacrifices they have made to help create equity and equality for all.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 14th day of January, 2021, 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:

_____
Freya McCamant
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: January 14, 2021
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
J Jesus Contreras, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Update on CUSD's Opening of Schools Plan

BACKGROUND

Cabrillo Unified School District's Governing Board will receive an update and overview of our Opening of Schools Plan Phase III and Governor Newsom's Safe Schools for All Plan. Please know the Opening of Schools board presentation will be updated prior to the board meeting on January 14, 2021.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

This item is presented for information. Once the San Mateo County Office of Education approves the waiver, we will bring it back as an action item for the Governing Board to approve.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Opening of Schools Update

Governing Board Meeting

January 14, 2021

AGENDA

I. Governor Newsom's *Safe Schools for All Plan*

II. SMCOE Opening of Schools Phase III Update

III. 4 Pillars

   A. Staff COVID-19 Testing

   B. Facilities COVID-19 Preparations

IV. Student Academic Performance Update

V. Next Steps

Governor Newsom's Safe Schools for All Plan (SSAP) Overview

Leticia Bhatia

Governor Newsom's Safe Schools for All Plan

On December 30, 2020, Governor Newsom released the State Safe Schools for All Plan, a framework to support schools to continue operating safely in-person and to expand the number of schools safely resuming in-person instruction. The Safe Schools for All Plan includes 3 major components:

1. Outlines a framework to continue and expand safe in-person instruction in early spring, including a $2 billion early action proposal to support school safety measures

1. Built on four pillars:
   a. Funding to Support Safe Reopening
   b. Safety & Mitigation Measures for Classrooms
   c. Hands-on Oversight & Assistance for Schools
   d. Transparency & Accountability for Families & School Staff

1. Announces Dr. Naomi Bardach, a UCSF pediatrician and expert on school safety for COVID-19, as the leader of a cross-agency Safe Schools for All Team

Safe Schools for All Plan: 4 Pillars

Funding to Support Safe Reopening:

The Budget will propose for immediate action in January $2 billion to support safety measures – including testing, ventilation, and PPE – for schools that have resumed in-person instruction or phasing in of in-person instruction by early spring.

Safety & Mitigation Measures for Classrooms:

To further ensure health and safety in the classroom, the Administration will support implementation of key health measures. This will include frequent testing for all students and staff, including weekly testing for communities with high rates of transmission; masks for all students and staff, including distribution of millions of surgical masks for school staff; improved coordination between school and health officials for contact tracing; and prioritization of school staff for vaccinations.

Safe Schools for All Plan: 4 Pillars (Cont.)

Hands-on Oversight & Assistance for Schools:

Dr. Naomi Bardach, a UCSF pediatrician and expert on school safety, will lead the Safe Schools for All Team, a cross-agency team composed of dedicated staff from CDPH, Cal/OSHA, and educational agencies. The Team will provide hands-on support to help schools develop and implement their COVID-19 Safety Plans. These supports include school visits and walkthroughs as needed, webinars and training materials, and ongoing technical assistance.

Transparency & Accountability for Families and Staff:

A state dashboard will enable all Californians to see their school's reopening status, level of available funding, and data on school outbreaks. Additionally, a web-based "hotline" will empower school staff and parents to report concerns to the Safe Schools for All Team, which will lead to escalating levels of intervention beginning with technical assistance and ending with legal enforcement.

Opening of Schools Phase III Update

Leticia Bhatia

OS Phase III Plan Update

Our CUSD OS Phase III Plan was submitted to SMCOE on December 11, 2020.

On December 17, 2020, SMCOE provided input regarding minor changes which have been updated in our OS Phase III Plan currently posted on our website.

CUSD submitted a revised version to SMCOE on December 17, 2020 and are waiting for approval from SMCOE and SMC Health Department.

SMCOE and SMC Health Department approved our OS Phase III Plan on January 13, 2021.

SMCOE: 4 Pillars

Jason Owens and Jesus Contreras

Staff COVID-19 Testing Update

- County contract for group testing with Curative fully implemented
- First testing held at District Office for all staff on December 14, 15, 16 -- appointment window scheduled by last name
- 54 staff members tested
- 100% negative
- The first testing round was a pilot and not considered mandatory
- Letter sent via email (1/6/21) and US mail (1/8/21) regarding mandatory testing starting in January
- Testing to continue monthly for staff, 50% tested every two weeks
- At this point, no staff member has become infected and/or spread exposure while on district property (at work).

Facilities COVID-19 Preparations

Site administrators and district maintenance and operations staff continue to collaborate to ensure that all classrooms and office spaces are COVID-19 ready. Actions taken and ongoing to ensure *"Four Pillars"* compliance include:

- Ingress and egress maps and markings
  - ➢ 4 Pillars signage in high traffic areas
- Classroom arrangement to ensure student stations are six feet apart
- Personal Protective Equipment (PPE), including plexiglass for teacher stations, provided for each classroom at each school
- Hand-washing stations are being identified and signage deployed
  - ➢ No fewer than 1 station per 100 students
- PPE Coordinators have been identified at each school to facilitate continuous PPE availability
- Air-scrubbers have been procured for each classroom and office space to ensure appropriate ventilation

Cleaning and Disinfection

Shared surfaces will be regularly cleaned and disinfected, and shared items will be minimized.

- CUSD has implemented the disinfection guidelines from the CDC, CDPH, and CDE.
- CUSD has purchased specialized cleaning and disinfecting equipment to optimize cleanliness.
- Common high-touch surfaces will be disinfected a minimum of 3 times per day (e.g. countertops, door handles, restrooms, student desks, student chairs, etc.) using the following CUSD cleaning schedule.
- Buses will be appropriately disinfected between routes.
- CUSD will deploy air-scrubbers in every classroom to ensure appropriate ventilation.
- CUSD's HVAC systems will be adjusted and programmed to maximize fresh air intake at all school sites.
- CUSD follows the San Mateo County Schools Insurance Group Cleaning and Disinfection Procedures as they relate to COVID.
- The term "cleaning" means mopping, vacuuming, removing trash, and cleaning doors and door jambs; this will happen at least 1x/day for every room.
- The term "disinfecting" means wiping down highly-touched surfaces with CDC approved disinfectant for the COVID-19 virus; this will occur a minimum of 3x per day at each campus; "sanitizing" means spraying daily each classroom/office/bathroom with a CDC approved solution.

Face Coverings & Other Protective Gear

Face Covering requirements will be satisfied and monitored. Please refer to the page 12 of our Opening of Schools Plan Phase III

Students and CUSD staff will wear face coverings during their time on campus and will be permitted mask breaks while physical distancing outdoors only. Teachers and school staff will monitor face covering requirements among students and themselves. Site administrators will also monitor face covering requirements among all personnel and students.

- Extra masks will be available in the MU Learning Pod spaces, the classroom spaces, and in the school office of each site with Learning Pods and/or small cohort classes.
- We will follow the CDPH guidelines for students wearing masks. Students 2 years or younger will be exempt from wearing masks as well as students who have trouble breathing or are unable to remove the face covering without assistance.
- Staff will have available to them face shields when working with students that require toileting or other types of medical procedures where close proximity is necessary as well as when they are working with students with disabilities.

Academic Performance Secondary

Leticia Bhatia

2019 vs 2020 - Grades Quarter 1

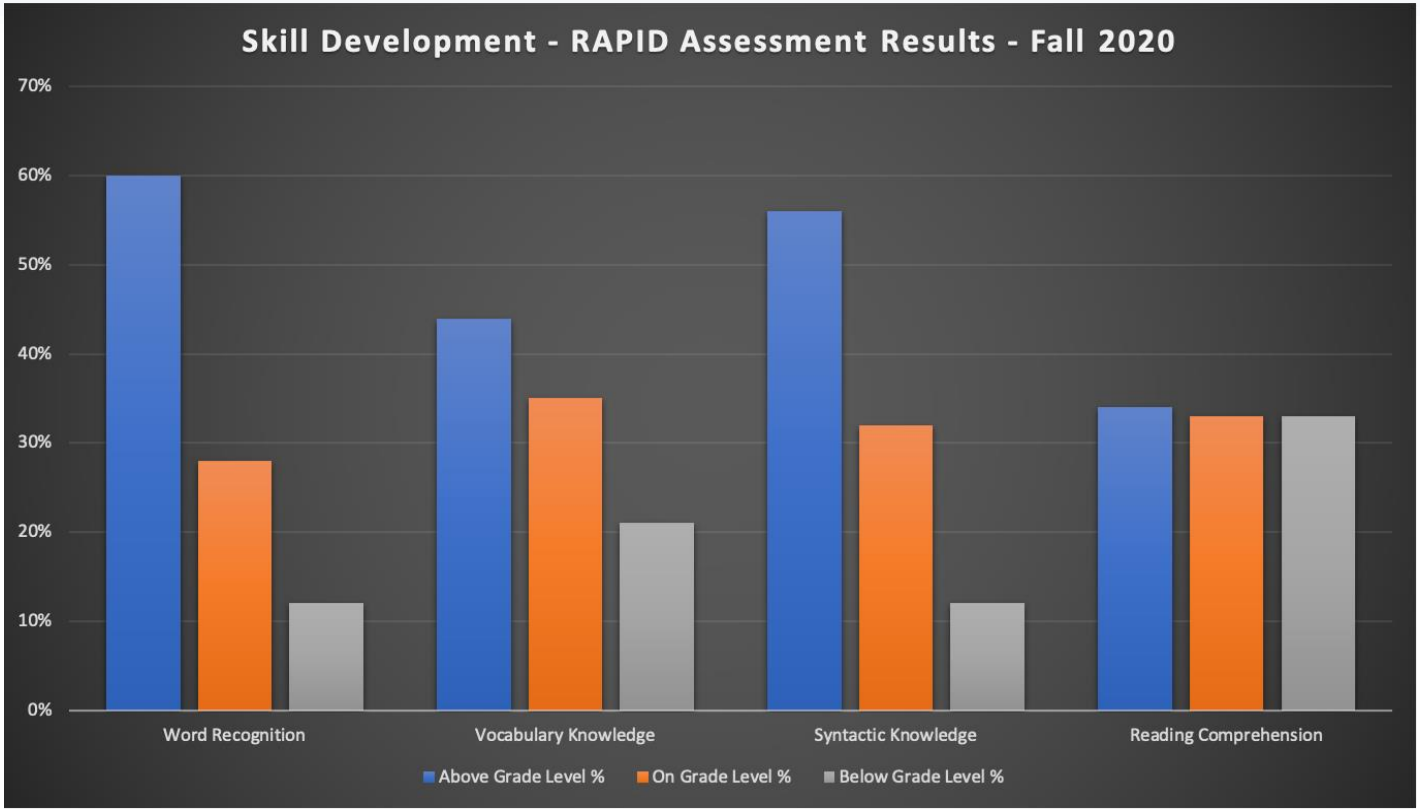
Per academic school year

19/20 school year	Ds 2019-2020	Fs 2019-2020	20/21 school year	Ds 2020-2021	Fs 2020-2021
6	38	25	6	68	86
7	101	137	7	121	232
8	138	94	8	97	254
9	93	100	9	125	363
10	126	150	10	104	246
11	82	92	11	78	219
12	78	73	12	55	104

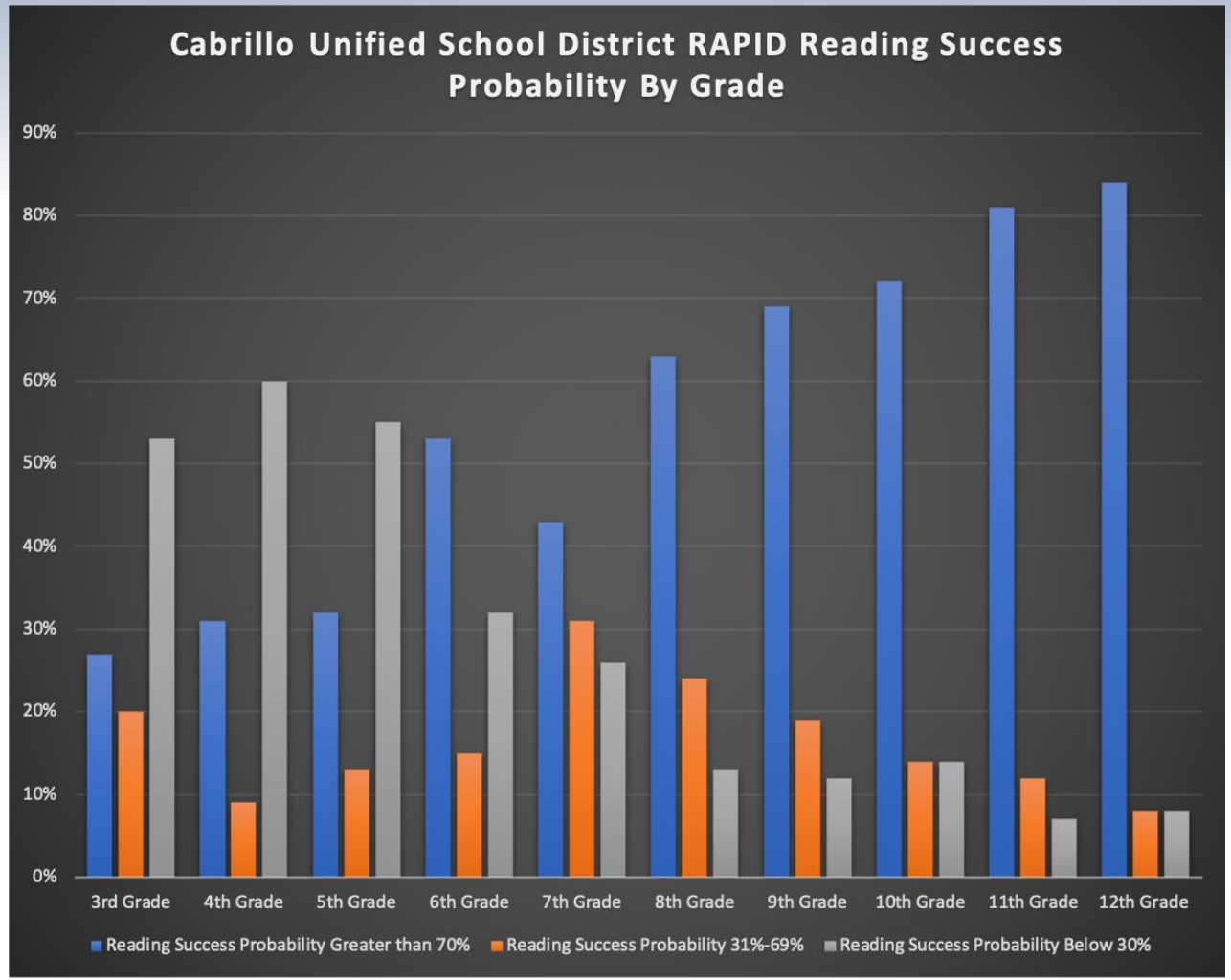
Per cohort

Grade in 19/20	Ds 2019-2020	Fs 2019-2020	Grade in 20/21	Ds 2020-2021	Fs 2020-2021
6	38	25	7	121	232
7	101	137	8	97	254
8	138	94	9	125	363
9	93	100	10	104	246
10	126	150	11	78	219
11	82	92	12	55	104
12	78	73			

Lexia Rapid Assessment



Lexia Rapid Assessment



Next Steps

Leticia Bhatia

Next Steps for CUSD

Continue to:

- Monitor COVID-19 Risk Status using CA Blueprint for a Safer Economy
- Meet with OSSC to review further details of the Governor's Safe Schools for All Plan
- Work with our local bargaining units for the planning of a safe reopening of schools
- Prepare school sites for a safe reopening of schools using our SMC 4 Pillars
- Open additional Learning Pods at Farallone View, El Granada, and Kings Mountain
- Work with Secondary OS Task Force teams with goal to submit an addendum to our current OS plan by February 2021
    - *Due to complexity of class schedules, teacher credentials, and personnel needs presented in middle school and high school, we need more time to determine the best plan to serve both academic and social needs of our students.*
- Obtain approval from CUSD Governing Board for opening of schools TK-5 as previously presented in our OS Phase III Plan

Next Steps for CUSD

- Change new OS start date to the following phrase:
  - **Plan to open after 2 weeks in Orange, estimated March 1st. This recommendation will continue to be evaluated as vaccinations become available.**

Addendum

CA's Safe Schools for All Plan: Summary and components

CA's Safe Schools for All Plan: Rationale behind the plan

CA's Safe Schools for All Plan: Science summary supporting the plan

Questions?

Thank you!

Cabrillo Unified School District

Opening of Schools Plan 2020-2021

Phase III

TABLE OF CONTENTS

- GOVERNING BOARD
- LETTER FROM THE SUPERINTENDENT
- ACKNOWLEDGEMENTS & PROCESS
- LEARNING MODELS
- HYBRID LEARNING MODEL & COHORTING
- CLEANING AND DISINFECTION
- ENTRANCE, EGRESS, AND MOVEMENT WITHIN THE SCHOOL
- FACE COVERINGS AND OTHER ESSENTIAL PROTECTIVE GEAR
- HEALTH SCREENINGS FOR STUDENTS AND STAFF
- HEALTHY HYGIENE PRACTICES
- IDENTIFICATION AND TRACING OF CONTACTS
- PHYSICAL DISTANCING
- STAFF TRAINING AND FAMILY EDUCATION
- TESTING OF STAFF
- MEASURES TO PROTECT EMPLOYEE HEALTH
- TRIGGERS FOR TRANSITIONING TO DISTANCE LEARNING
- COMMUNICATION PLANS
- REFERENCES

GOVERNING BOARD



Kimberly Hines
President
2020



Lizet Cortes
Vice-President
2020



Mary Beth Alexander
Clerk
2020



Freya McCamant
Member
2020



Sophia Layne
Member
2020

LETTER FROM THE SUPERINTENDENT



Dear CUSD Community,

In collaboration with San Mateo County Public Health, San Mateo County Office of Education, and in accordance with state guidance and input from local surveys with families and staff , Cabrillo Unified School District (CUSD) began the 2020-2021 school year in a distance-learning format for all students. It is our hope that as conditions improve we can now gradually bring staff and students back to school using a phased approach to reopening of campuses.

We thank our staff and families who helped guide our work in their participation in the Opening Schools Steering Committee that has guided CUSD's plans for returning to school. Safety of students and staff is our highest priority. With this in mind, over 250 stakeholders representing parents, teachers, staff, leadership, and community worked together in partnership to prepare a comprehensive and research-based plan in line with county, state, and federal guidance. As guidance changes, our plans will adapt in order to maintain compliance and adapt as necessary.

We want to remind everyone we have been working on our safety, cleaning, and distancing procedures, and while these procedures can help us mitigate transmission risk, there is no way to entirely eliminate risk. However, by working together to implement the "Four Pillars" safety measures, we can all do our part to greatly reduce the risk to our students, staff, and families. But we must still continue to encourage everyone to 1) wear masks, 2) maintain physical distancing, 3) wash hands regularly, and 4) avoid convening in groups. Please remember that following these "Four Pillars" can help protect us as a greater community.

In order to meet the needs of our community as voiced in our stakeholder participation process, CUSD offered three instructional models: (1) Remote Learning Model, (2) Hybrid Learning Model (In-Person and Remote), and (3) Home Study/Independent Study Learning Model. As we strive to bring students and staff back to campuses, we will continue to update our stakeholders on the options available to them. Regardless of the instructional model in use, CUSD will continue to strive to provide a high quality education in a supportive environment aligned to our district vision to serve "Every Child, Every Day."

Please know that we appreciate your cooperation and support during this time of community challenge, and please know that we hope you and your families are staying safe and healthy during this difficult time.

Sincerely,

Sean McPhetridge, Ed. D.
Superintendent

ACKNOWLEDGEMENTS & PROCESS

The Governing Board and leadership team of the Cabrillo Unified School District would like to thank all of the members of the Opening of Schools Steering Committee, Task Forces, and all stakeholders who participated in surveys and focus groups. We thank all these individuals for selflessly giving of their time and expertise in the creation of this plan. A special thanks to the leadership of our collective bargaining units for their continued partnership throughout CUSD's response to the global pandemic. CUSD would also like to acknowledge the guidance of the California Department of Education Stronger Together Framework and the San Mateo County Office of Education's Pandemic Recovery Framework as we used their thorough planning materials as the foundation of our work.

CUSD surveyed staff numerous times and worked closely with families over the last six months to seek input and solicit recommendations from stakeholders for the reopening of schools. Hundreds of our staff members completed these surveys, and thousands of families responded to the family surveys. Meanwhile, over fifty volunteers made up of parents, teachers, staff, and leadership showed up in many meetings to serve on the Opening Schools Steering Committee and Task Force. Below you will find the three main forms of input which supported and guided the development of our Opening of Schools Plan.

The OS Steering Committee reviewed state and local guidance and provided input that led to the development of a recommendation for Opening of Schools. Grade level specific OS Focus Group subcommittees grouped into elementary, middle, and high school teams to focus specifically on each grade level band. Likewise, focus groups provided input from specific stakeholder groups, including parents, parents of English Learners with Spanish as their primary language, parents of students with disabilities, parents new to CUSD, staff members, and community partners.

Each work group studied reopening resources and guidance from within our county, region, state, and nation. They diligently worked on answering essential questions posed for various focus areas within their function. The input of each work group was then aggregated into one document. The total membership of the Task Forces, campus leaders, union leadership, and the Board of Trustees reviewed the plan and provided input.

OPENING OF SCHOOLS STEERING COMMITTEE MEMBERS

Sandra Jonaidi Food Services Coordinator District Office	David Porcel Elementary Administrator Representative Hatch Elementary School	Kristeen Nunziati-Ament PTO Representative Farallone View Elementary School
Jaime Rico Maintenance, Operations, & Transportation District Office	James Barnes Middle School Administrator Cunha Intermediate School	Lisa Zanette PTO Representative Cunha Intermediate School
Rosalva Segura Family Engagement, Early Learning, & Special Projects Coordinator District Office	John Nazar High School Administrator Half Moon Bay High School	Christy Walker / Amber Stariha Co-Presidents Kings Mountain Elementary School
Susan Ciccarelli Vana Nurse District Office	Cathy Gray Elementary Administrative Assistant Hatch Elementary School	Kerri Costa SIPA Representative Dual Immersion Program Hatch Elementary School
Martha Ladd Director of Educational Support Services	Stig Lynne CSEA President District Office	Roxanna Irani & Kendra Holland PTO Co-Representatives Hatch Elementary School
Misty Veloso CUTA Member Hatch Elementary School	Sonja Krieger CSEA Member / Secondary Administrative Assistant Half Moon Bay High School	Amy Broome PTO Representative Half Moon Bay High School
Sean Riordan CUTA Co-President Half Moon Bay High School	Brendan Roth Athletic Director Half Moon Bay High School	Breanna LaFontaine PTO Representative El Granada Elementary School
Claudia Lunstroth CUTA Co-President Half Moon Bay High School	Catalina Maya DELAC President Hatch Elementary and Half Moon Bay High School	Jim Davis Dual Immersion Representative Hatch Elementary School
Elizabeth Murillo Community Liaison Hatch Elementary	Angelica Varela DELAC Member Hatch Elementary	Josefina Infanzon Notetakers / Administrative Support District Office
Diane Paoli CSEA Vice President District Office	Caleb Hartman Teacher CUTA member / Cunha Intermediate Teacher	Jesus Contreras & Leticia Bhatia Co-Facilitators District Office

ELEMENTARY TASK FORCE MEMBERS

Maile Springer
Teacher
King's Mountain Elementary School

Bryan Felts
Science 5th Grade Teacher
Districtwide

Robin Inglis-Arkell
Teacher
Hatch Elementary School

Celia Sanchez
Teacher
Hatch Elementary School

Ramlin Younan
Psychologist
Hatch Elementary School

Misty Veloso
Teacher
Hatch Elementary School

Debbie Silveria
Teacher
Kings Mountain Elementary School

Rachael Sage
Teacher
Farallone View Elementary School

Laurel Bigelow
Teacher
Farallone View Elementary School

Amy McVicker
Farallone View Principal

Avis Calhoun
Teacher
El Granada Elementary School

Erica Krein
Teacher
El Granada Elementary School

Martha Ladd
Director of Educational Support Services

David Porcel
Hatch Elementary School
Principal

MIDDLE SCHOOL TASK FORCE MEMBERS

Diane Angst
ELD Department Chair

Tom Cox
Social Studies
Department Chair

Karen Egan
Special Educations Teacher

Dena Grover
Librarian

Nicole Higaki
ELA/Reading Teacher

James Barnes
Principal

Ben Bartel
Assistant Principal

HIGH SCHOOL TASK FORCE MEMBERS

Michael Muramoto
Counselor

Traci Yerby
Teacher

Marsenne Kendall
Teacher

Nancy Damarodas
Paraprofessional

Joseph Centoni
Teacher

Hannah Carney
Teacher

John Nazar
Principal

Deanna Tower
Vice Principal

Andrew Boysen
Assistant Principal

LEARNING MODELS

In order to meet the needs of our community, CUSD offered 3 Learning Models.

Hybrid Learning Model (Model A: Hybrid of 2 days in-person and 3 days remote learning)
In this model, TK-12 students are split into two cohorts. Students will attend in-person synchronous instruction/support twice per week and learn via asynchronous learning three times a week. Cohort A attends in-person classes for two days while Cohort B is at home learning asynchronously. Cohort B attends in-person classes for 2 days while Cohort A is at-home learning asynchronously. Wednesdays are reserved for asynchronous learning, while staff engages in parent-teacher conferences, student-teacher check-ins, deep cleaning, teacher preparation/training/planning, and weekly staff meetings.

For TK/K, we are also highly considering a 4 days in person synchronous learning and 1 day asynchronous learning for two cohorts AM/PM. In this model, students in transitional kindergarten and kindergarten will attend school Monday, Tuesday, Thursday, and Friday as part of either a morning (AM) or afternoon (PM) cohort. This model is considered the most impactful model for our TK/K.

Remote Learning Model
In this model, TK-5th grade students receive a 100% online Remote Learning Model with a combination of Synchronous and Asynchronous Learning. All instructions will be a 100% at-home program for families who desire to remain in a distance learning format for the 20-21 school year. The program will mirror the instructional content being offered in the traditional modified model and will be instructed by CUSD teachers.

Home Study (TK-5)/Independent Study (6-12) Learning Model
Home Study is the alternative instructional program for grades kindergarten through twelve and is designed to serve those parents who are teaching their children at home. Parents provide direction and monitor student progress. Home Study is homeschooling. Their instructional strategies are responsive to the individual learning needs of their children. A credentialed teacher works directly with parents and provides appropriate educational materials.

A contract is signed establishing regular meetings with parents and students to assist families in the preparation of educational goals, to guide selection of curriculum development of instructional strategies, and to provide support. Through this cooperative effort, the Cabrillo Unified School District provides an instructional program designed to meet individuals students' needs as well as the legal requirements of California's compulsory attendance laws.

Home Study provides the opportunity for each student to be treated as all unique persons with individual needs, goals, and interests. We support the diversity of learning and teaching styles. We encourage students to interact with the world around them as well as learn from textbooks. This program is based on a commitment to a wide variety of educational philosophies.

For more information, please visit the home study /independent study program offered through Pilarcitos Alternative Education School at: Home Study Program at Pilarcitos High School.

HYBRID LEARNING MODEL & COHORTING

At this time, based on San Mateo County (SMC) Health's Blueprint for a Safer Economy , our reopening of schools plan is focused on schools serving TK-5th to open only when San Mateo County has officially been in the County COVID-19 Risk Level of Moderate (orange) for a minimum of 2 full weeks. An amendment will be submitted to San Mateo County Office of Education for schools serving 6th-12th grade students in January/early February 2021.

We will be using a measured and phased-in approach to return to school beginning no earlier than January 19, 2021. Once we begin our Phase III Remote Learning Model, the length of time will rotate on a 2-week rolling calendar.

Week 1 and 2 Return to School (RTS) = Transitional Kindergarten / Kindergarten / 1st Grade

Week 3 and 4 Return to School (RTS) = 2nd and 3rd Grade

Week 5 and 6 Return to School (RTS) = 4th and 5th Grade

For TK/K, two different models were considered. The first model is a 4 days in-person synchronous learning and 1 day asynchronous learning for two cohorts AM/PM. In this model, students in transitional kindergarten and kindergarten will attend school Monday, Tuesday, Thursday, and Friday as part of either a morning (AM) or afternoon (PM) cohort. The second model will follow the 1st - 5th grade model.

1st - 5th grade students are split into two cohorts. Students will attend in-person instruction/support twice per week and learn via Asynchronous Learning three times a week. Cohort A attends in-person classes for two days while Cohort B is at home learning asynchronously. Cohort B attends in-person classes for 2 days while Cohort A is at-home learning asynchronously. Wednesdays are reserved for asynchronous learning, parent-teacher conferences, student-teacher check-ins, deep cleaning, teacher preparation/training/planning, and weekly staff meetings. Each cohort will not exceed the capacity of a classroom (or no more than 20 students with an average of 16 students per class) and will adhere to the 4 pillars and 6 foot distanced desks.

DEFINITIONS:

Synchronous: Live Instruction between teacher and students (in-person or remote learning)

Asynchronous: Student independent self-directed learning (at home during remote learning) without teacher guidance

Below you will find samples of TK-5 sample schedules for the in-person Hybrid Learning Model.

SAMPLE TK & K GRADE SCHEDULES

960 Min per week	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort AM	2.5 hrs	2.5 hrs	Independent Assignments	2.5 hrs	2.5 hrs
Cleaning	2 hrs	2 hrs		2 hrs	2 hrs
Cohort PM	2.5 hrs	2.5 hrs	Independent Assignments	2.5 hrs	2.5 hrs

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In-person Synchronous	In-person Synchronous	Independent Assignments	Asynchronous	Asynchronous

Cohort B	Asynchronous	Asynchronous	Independent Assignments	In-Person Synchronous	In-Person Synchronous

SAMPLE TK & KINDERGARTEN INSTRUCTIONAL MINUTES

900 Min per week	In-Person Synchronous *4 days am/pm cohorts*	Asynchronous *4 days*	Asynchronous Independent *Wednesday*
Reading / Language Arts	30 Minutes	15 Minutes	15 Minutes
Writing	20 Minutes	15 Minutes	15 Minutes
FUNdations	30 Minutes		
Math	30 Minutes	15 Minutes	15 Minutes
SEL	20 Minutes		
Science / Social Studies / PE/ ELD	20 Minutes		
Enrichment / Etc.		15 Minutes	15 Minutes
TOTAL Minutes	150 Minutes (x4=600)	60 minutes (x4=240)	60 minutes (x1=60)

SAMPLE GRADES 1-3 SCHEDULE

Students in grades first through third (1-3) will attend on a rotating schedule. Students assigned to the A cohort will always attend Monday and Tuesday. Students assigned to the B cohort will always attend Thursday and Friday. Wednesday will be an Asynchronous day for all students.

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In-person Synchronous	In-person Synchronous	Independent Assignments	Asynchronous	Asynchronous
Cohort B	Asynchronous	Asynchronous	Independent Assignments	In-Person Synchronous	In-Person Synchronous

GRADES 1-3 INSTRUCTIONAL MINUTES

	In-Person Synchronous *2 full-day cohorts*	Asynchronous *2 days*	Asynchronous Independent *Wednesday*
Reading / Language Arts	40 Minutes (x2=80)	45 Minutes (x2=90)	45 Minutes
Writing	40 Minutes (x2=80)	50 Minutes (x2=100)	50 Minutes
FUNdations	30 minutes (x2=60)	30 Minutes (x2=60)	30 Minutes
Math	50 Minutes	50 Minutes	50 Minutes

	(x2=100)	(x2=100)	
SEL	30 Minutes (x2=60)	15 Minutes (x2=30)	15 Minutes
Science / Social Studies / PE / ELD	60 Minutes (x2=120)		
Enrichment / Etc.	40 Minutes (x2=80)		
TOTAL Minutes (1,150 Weekly)	290 Minutes (x2=580)	190 Minutes (x2=380)	190 Minutes (x1=190)

SAMPLE GRADES 4-5 SCHEDULE

Students in grades fourth through fifth (4-5) will attend on a rotating schedule. Students assigned to the A cohort will always attend Monday and Tuesday. Students assigned to the B cohort will always attend Thursday and Friday. Wednesday will be an Asynchronous day for all students.

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In-person Synchronous	In-person Synchronous	Independent Assignments	Asynchronous	Asynchronous
Cohort B	Asynchronous	Asynchronous	Independent Assignments	In-Person Synchronous	In-Person Synchronous

GRADES 4-5 INSTRUCTIONAL MINUTES

	In-Person *2 full-day cohorts*	Asynchronous *2 days*	Asynchronous Independent *Wednesday*
Reading / Language Arts	60 Minutes (x2=120)	60 Minutes (x2=120)	60 Minutes
Writing	45 Minutes (x2=90)	45 Minutes (x2=90)	45 Minutes
Math	60 Minutes (x2=120)	60 Minutes (x2=120)	60 Minutes
SEL	30 Minutes (x2=60)	20 Minutes (x2=40)	20 Minutes
Science / Social Studies / PE/ELD	90 Minutes (x2=180)		
Enrichment / Etc.	40 Minutes (x2=80)		
TOTAL Minutes (1,205 Weekly)	325 Minutes (x2=650)	185 minutes (x2=370)	185 minutes (x1=185)

CLEANING AND DISINFECTION

Shared surfaces will be regularly cleaned and disinfected, and shared items will be minimized.

- CUSD has implemented the disinfection guidelines from the CDC, CDPH, and CDE.

- CUSD has purchased specialized cleaning and disinfecting equipment to optimize cleanliness.
- Common high-touch surfaces will be disinfected a minimum of 3 times per day (e.g. countertops, door handles, restrooms, student desks, student chairs, etc.) using the following CUSD cleaning schedule.
- Buses will be appropriately disinfected between routes.
- CUSD will deploy in every classroom air-scrubbers to ensure appropriate ventilation.
- CUSD's HVAC systems will be adjusted and programmed to maximize fresh air intake at all school sites.
- CUSD follows the San Mateo County Schools Insurance Group Cleaning and Disinfection Procedures as they relate to COVID.
- The term "cleaning" means mopping, vacuuming, removing trash, and cleaning doors and door jambs; this will happen at least 1x/day for every room.
- The term "disinfecting" means wiping down highly-touched surfaces with CDC approved disinfectant for the COVID-19 virus; this will occur a minimum of 3x per day at each campus; "sanitizing" means spraying daily each classroom/office/bathroom with a CDC approved solution.

ENTRANCE, EGRESS, AND MOVEMENT WITHIN THE SCHOOL

Movement of students, staff, and parents will be managed to avoid close contact and/ or mixing of cohorts.

CUSD will adhere to the health and safety protocols outlined by San Mateo County's Pandemic Recovery Framework (PRF) . The Four Pillars are Health and Hygiene, Face Coverings, Physical Distancing, and Limiting Gatherings. To inform all health and safety decisions, CUSD will continuously review the following and update our procedures accordingly:

- California Department of Public Health (CDPH)
- CDPH Framework for Reopening Schools
- San Mateo County Health Orders;
- Centers for Disease Control

Elementary cohorts will meet socially distanced desks of 6 feet as per San Mateo County's Pandemic Recovery Framework (PRF).

Below are the entrance, egress, and movement maps specific to sites opening during our modified Phase III:

- Alvin A. Hatch Elementary School
- El Granada Elementary School
- Farallone View Elementary School
- Kings Mountain Elementary School

CUSD will not allow nonemployees on campus without an appointment.

FACE COVERINGS AND OTHER ESSENTIAL PROTECTIVE GEAR

Face Covering requirements will be satisfied and monitored.

Students and CUSD staff will wear face coverings during their time on campus and will be permitted mask breaks while physical distancing outdoors only. Teachers and school staff will monitor face covering requirements among students and themselves. Site administrators will also monitor face covering requirements among all personnel and students.

In regards to Face Coverings, CUSD will follow the guidelines below:

- Face Coverings Healthy Hygiene Practices

- Physical Distancing Protocol
- Extra masks will be available in the MU Learning Pod spaces, the classroom spaces, and in the school office of each site with Learning Pods and/or small cohort classes.
- We will follow the CDPH guidelines for students wearing masks. Students 2 years or younger will be exempt from wearing masks as well as students who have trouble breathing or are unable to remove the face covering without assistance.
- A cloth face covering or face shield can be removed for meals as long as 6-foot distancing is maintained. Meals include snacks, fluids, during outdoor recreation, or when it needs to be replaced.
- Removed masks will be placed in a paper bag marked with the student's name until in use again.
- In order to comply with CDPH guidance, we will exclude students from campus if they refuse to wear a face mask. As noted, spare face masks will be available in the classroom and school office in the event a student forgets or damages their face mask.
- Staff will have available to them face shields when working with students that require toileting or other types of medical procedures where close proximity is necessary as well as when they are working with students with disabilities.
- Teachers will develop activities and classroom protocols to help students understand the necessity for face mask compliance.
- Visual cues, including posters and signs, will be prominently displayed to reinforce the 4 Pillar Guidelines of SMCOE, including proper face covering protocols.

HEALTH SCREENINGS FOR STUDENTS AND STAFF

Students and staff will be screened for symptoms of COVID-19 and will be separated from others and sent home immediately.

Here are the Symptom Checking Questions:

Within the last 10 days have you been diagnosed with COVID-19 or had a test confirming you have the virus?	No	Yes
Do you feel ill today?		
Do you have a fever today?		
In the past 14 days, have you come into close contact, that is less than 6 feet for more than 15 minutes, with someone that has COVID-19?		
Please record your temperature here_____. If you do not have access to a thermometer there is one located in each site's front office. If your temperature is equal or more than 100.4 F, you may not participate.		
Within the past 14 days did you live in the same household as, or did you have close contact with, someone who tested positive for COVID-19 and/or someone who has been in isolation for COVID-19? Close contact is less than 6 feet for 15 minutes or more regardless of whether masks were worn or not.		
Please indicate your work location:		
In the past 14 days, have you traveled outside of CA or the US?		

To the best of my knowledge, I can attest that the above answers are accurate.		
Do you have:		
❏ Fever (temperature 100.4 F or above or subjective fever) ❏ Vomiting (unidentified cause, unrelated to anxiety or eating) ❏ Diarrhea ❏ Conjunctivitis or "pink eye" ❏ Rash (new or change) ❏ New loss of taste or smell ❏ Painful purple or red lesions on the feet or swelling of the toes ❏ Chills ❏ Repeated shaking with chills ❏ Cough (new or change) ❏ Shortness of breath or difficulty breathing (new or change) ❏ Chest pain with deep breathing ❏ Sore throat ❏ Hoarseness ❏ Muscle pain or body aches ❏ Severe Fatigue ❏ Abdominal pain ❏ Loss of appetite ❏ Nausea ❏ Headache ❏ Runny nose or congestion ❏ None of the above		

- Students will be screened by parents at home prior to coming to school, using the Hazel Health online application or web browser (through a district executed contract with Hazel Health) which aligns with the COVID-19 Health Screening Questionnaire. For students whose digital health screening has not been received by the school, they will be screened upon arrival at school. The screening will involve answering the COVID-19 Health Screening Questionnaire and a non-contact temperature check. There will also be a visual assessment of students at each school's entry point and again by the classroom teacher. Visual assessment looks for following signs of illness: cough, runny nose, headache, and/or stomach ache.
- Staff must self-screen before coming to work using the Frontline Health Screening Application and will attest to not having any new symptoms, and may be given additional screening.
- Active screening will take place for any student or staff who member acknowledges or exhibits symptoms.
- Isolation areas have been identified at each school for students who appear to be sick to wait for a family member or approved emergency contact to pick the student up.
- Students with Disabilities using transportation services as per their IEP, will engage in the health screening questionnaire before they enter the bus/transportation vehicle.
- Staff receive a symptom check questionnaire each morning and are required to complete the self screening and submit each day regardless of whether or not they are working on site.
- Visual cues, including posters and signs, will be prominently displayed to reinforce the 4 Pillar Guidelines of SMCOE, including health screening guidelines for both students and staff.

HEALTHY HYGIENE PRACTICES

Most health and safety efforts are designed to minimize the three most important factors to contagion: proximity + intensity + duration. When we limit all three and provide fresh and effective air ventilation and filtration, we limit the spread.

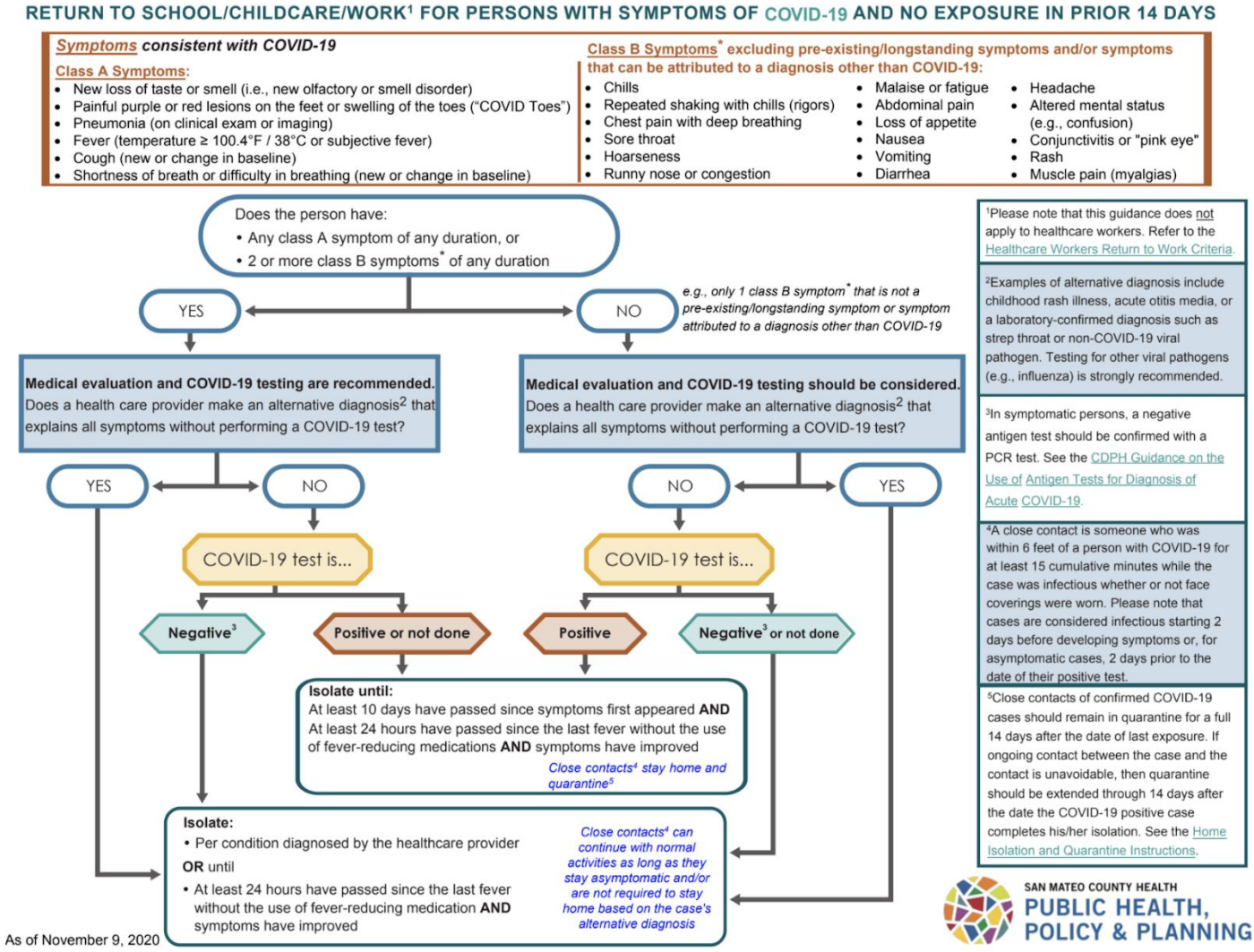
- Cleaning schedules will be posted in all rooms that will be used to serve students utilizing our cleaning schedule form.
- Custodial staff and Learning Pods facilitators will ensure that all cleaning and disinfecting materials are safely stored and are not within student reach.
- A *Welcoming Station* with thermometer, sanitizing gel, wipes, gloves, and any other pertinent PPE materials will be present at each location serving students.
- Cleaning and sanitizing schedules will reflect the frequency of cleaning and sanitation.
- Information about the sanitizers and cleaning materials will be available at all rooms serving students.
- Principals will regularly monitor that all locations where students will be served are appropriately cleaned and sanitized.
- All spaces used to deliver in-person services to students will be cleaned and sanitized daily.
- All cleaning and disinfection protocols will be available to all stakeholders.
- The schedule for bathroom cleaning will be posted and/or available at prominent places at all school campuses.
- Cleaning schedules may be procured from front office staff and/or site administrators.
- Visual cues, including posters and signs, will be prominently displayed to reinforce the 4 Pillar Guidelines of SMCOE, including proper hygiene guidelines as per the 4 Pillars of SMCOE.

To enforce the Four Pillars, all parents and students will be inserviced and trained on protocols for entrance, exit, and moving around the school.

CUSD wants to promote hand washing over hand sanitizing, handwashing will be promoted and, when students can't handwash, they will be able to sanitize their hands using hand sanitizer that is approved by CDPH. Handwashing stations will be incorporated into daily routines.

- Each campus will ensure there is a handwashing station per 100 students.
- Each class has a mounted hand sanitizer dispenser next to the doorway so students and staff can have access to hand sanitizer each time they enter or exit the classroom.
- For TK-5th grade, there will be designated bathrooms on campus which will also have a hand washing area and hand sanitizing station.
- Hand washing and other hygiene protocols will be taught and regularly prompted throughout the school day. Safe hygiene practices will be incorporated into each site's school-wide positive behavior and intervention strategies.
- Teachers and staff will also model proper hygiene protocols.
- Visual cues, including posters and signs, will be prominently displayed to reinforce the 4 Pillar Guidelines of SMCOE, including proper hand washing protocols as per the 4 Pillars of SMCOE.

IDENTIFICATION AND TRACING OF CONTACTS



This section will provide details on actions staff will take when there is a confirmed case and confirmation that schools have designated staff persons to support contact tracing and serve as a liaison with CUSD, SMCOE, and SMC Health staff. CUSD's Identification and Tracing of Contacts is directly aligned with SMCOE Pandemic Recovery Framework where there is detailed information on symptom checking and contact tracing. Additionally, the flowchart provided will detail actions to be taken in the event of a case or direct contact with a case occurs within our cohorts.

PHYSICAL DISTANCING

Space and routines will be arranged to allow for physical distancing of students and staff.

Our custodial and maintenance staff are working directly with site administrators and teachers to prepare classrooms and to mark outdoor spaces appropriately.

- Classrooms will be arranged to ensure that student stations are spaced six feet apart.
- Transparent physical plexiglass barriers will be available in every classroom.
- Playground equipment will not be used during recess.

- Entry, exit, lunch, and recess will occur on a staggered schedule.
- Routes will be designated for entry and exit to school, lunch, recess, and other transition times, as practicable.
- Group activities will be held virtually.
- Lunches will be individually packaged for "stop and go" delivery.
- Schools will restrict access to non-essential visitors, volunteers, and outside groups.
- Staff will be asked to practice physical distancing at all times when on school property.
- Transparent physical plexiglass barriers will be installed in front office areas where face-to-face interaction with the public occurs.

STAFF TRAINING AND FAMILY EDUCATION

Staff will be trained and families will be educated on the implementation and enforcement of the plan.

- For CUSD Staff: In-person training sessions on site will be initiated for staff to walk them through the new protocols. Staff will have access to protocols both electronically and via paper copy. Staff will also engage in reviewing COVID-19 videos as posted on our website.
- For CUSD Students and Families: A combination of remote and in-person training sessions on site will be initiated to review the new protocols. Students and families will have access to protocols both electronically and via paper copy. Students and families will also engage in reviewing COVID-19 videos as posted on our website.

From our CUSD COVID-19 Injury and Illness Prevention Plan:
The school district will provide regular training for employees, students and families on the following topics using interactive methods that are easy to understand including verbal, visual, audiovisual, and picture-centered handouts and other resources:

- What is COVID-19 and how is it spread?
- Signs and symptoms of COVID-19
- When to seek medical attention if not feeling well
- Prevention of the spread of COVID-19 if you are sick
- Physical distancing guidelines
- Importance of washing hands with soap and water for at least 20 seconds or use of hand sanitizer if soap and water are not readily available
- Hand washing should occur before and after using the toilet, eating, coming and going to work after interactions with others, after contacting shared surfaces or tools, before and after wearing masks or gloves, and after blowing nose or sneezing
- Methods to avoid touching eyes, nose, and mouth
- Coughing and sneezing etiquette
- Safely using cleansers and disinfectants
- Reading labels, wearing proper personal protective equipment (PPE), hazard review, and steps to minimize harm to employees using those products.

STAFF TESTING

CUSD leaders will ensure that staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be quarantined and highly recommended to take a COVID-19 test.

School staff are essential workers, and staff include teachers, paraprofessionals, cafeteria workers, janitors, bus drivers, or any other school employee that may have contact with students or other staff. CUSD will test 50% of staff every 2 weeks. Once schools are reopened to at least some in-person instruction, CUSD designated staff participate in surveillance testing based on the local disease trends. If epidemiological data indicates concern for increasing community transmission, we will increase testing of staff to detect potential cases as lab testing capacity allows.

CUSD will divide staff into two cohorts with 50% of staff in each cohort. Every two weeks, we will test half of the staff leading to testing each staff in 4 week cycles. We partnered with San Mateo County Of Education to implement our testing protocol through a contract with Curative.

We have adopted and are following the San Mateo County Health Public Health Policy & Planning Guide entitled Covid-19 Recommendations Checklist for K-12 Schools and other School Based Programs. Here is the flow chart from that document which visually describes the process of identifying and contacting staff, students, and their families of exposure to COVID-19:

Contact Tracing Checklist from SMCPH

Here is the detailed COVID-19 Recommendations Checklist from San Mateo County Public Health Policy and Planning: COVID-19 Recommendations Checklist SMCPH.

MEASURES TO PROTECT EMPLOYEE HEALTH

The district will monitor the health and welfare of staff and students during the changing COVID-19 situation in accordance with the CDC, SMC Health Policies, SMCOE Pandemic Framework Guidelines, HIPPA, and FERPA.

Reporting for Work

- Employees are required to adhere to the phasing plan approved by the Governing Board, including returning to worksites once deemed safe (unless otherwise arranged with the HR department).
- For employees who request to work from home (who have not been exposed), HR will consider such written requests. Determinations will be made based on job duties, job description, and the ability of completing the work remotely. In the event there are multiple employees in the same job classification requesting to work remotely, seniority will be used as a tool to assist in the determination process. HR may also request certain employees work from home. For those employees authorized to work from home, CUSD will require certain additional procedures to be followed. Please check with Human Resources. Employees are not permitted to work remotely unless approved by Human Resources.

Physical Distancing and Face Coverings

- The district will practice physical distancing by cancelling in-person group meetings, using video or telephonic meetings, and maintaining a distance of at least 6 feet between persons at the workplace when possible.

- Face coverings must be used in accordance with California Department of Public Health (CDPH) and OSHA guidelines unless a person is exempt as explained in the guidelines, particularly in indoor environments, on school buses, and in areas where physical distancing alone is not sufficient to prevent disease transmission.

- Cloth face coverings are not personal protective equipment (PPE), but combined with physical

distancing of at least six feet, they may help prevent infected persons without symptoms from unknowingly spreading COVID-19. Specific PPEs such as N95 masks are reserved for healthcare professionals, first responders, and cleaning crews.

- Where feasible, desks or individual workstations must be separated by at least six feet. If two or more employees with essential duties are assigned to workstations that cannot be separated by six feet, such as front office staff, they are permitted to move workstations to work at least six feet apart.

- In cases of shared workspaces (desks, offices, cubicles) and work items (phones, computers, other work tools, and equipment), workspaces and items will be cleaned and disinfected before and after use.

- Disinfectant and related supplies have been made available to all site custodial staff.

- Employees are allowed frequent breaks to wash their hands.
    - Soap and water are available to all employees at the following location(s): Public Restrooms, Kitchenettes, and Food Prep Areas.

Self-assessment/reporting and Quarantine Procedures

- Prior to arriving for their shift, employees are required each workday to self-report following the CDC guidelines for COVID-19 symptoms. This will be accomplished by completing the self- assessment questionnaire in the Google Daily Symptom Checker to be provided daily via email.

- If employees do not have a device for measuring their temperature, the District will have contactless thermometers available in the front offices for anyone that needs them in order to complete the self-assessment process to allow employees to enter their workplace.

- If an employee is exhibiting COVID-19 symptoms:
    - Fever
    - Vomiting
    - Diarrhea
    - Conjunctivitis or "pink eye"
    - Rash (new or changed)
    - New loss of taste or smell
    - Painful purple or red lesions on feet or swelling of toes
    - Chills
    - Repeated shaking with chills
    - Cough (new or change)
    - Shortness of breath or difficulty breathing
    - Chest pain with deep breathing o Sore throat
    - Hoarseness
    - Muscle pain or body aches o Severe Fatigue
    - Abdominal pain
    - New loss of appetite
    - Nausea
    - Headache
    - Exposure to anyone with a positive diagnosis

The employee will need to self-report in the Google Daily Symptom Checker. The district will be in contact for further information regarding the absence and provide a preliminary plan for return to work.

- An employee should stay home if they are sick, follow public health agency guidelines, self-report in Google Daily Symptom Checker, and follow the recommendation given by the District COVID-19 staff point person. The district will be in contact for further information regarding the absence and provide a preliminary plan to return to work.

- Employees who are out ill with fever or acute respiratory symptoms should not return to work until all of the following occur:

    - At least one full day (24 hours) pass with no fever (without the use of fever-reducing medications) and no acute respiratory illness symptoms; and
    - At least 10 days pass since the symptoms first appeared

The district will be in contact for further information regarding the absence and provide a preliminary plan to return to work.

- Employees that return to work following an illness must promptly report any recurrence of symptoms.
- The school district will send an employee home that is exhibiting COVID-19 symptoms and ask them to self-report later that day.
- For employees on self-quarantine, if they are able to work and are approved to work remotely while on quarantine, pay and benefits will continue.
- Employees would self-quarantine for the following reasons:
    - Employee is exhibiting COVID-19 symptoms
    - Employee has been in direct contact with a person testing positive for COVID-19 within the last 14 days
    - Employee has traveled outside the state or country and has returned home (dependent on current state guideline: see Guidance on Travel in Appendix)
- If an employee is confirmed to have COVID-19 infection, the district shall:
    - Require confirmed employee to isolate for 10 days from symptom onset or test date
    - Keep in contact with confirmed employee by daily self-reporting in Google Daily Symptom Checker and phone calls
    - Inform close contact employees of their possible exposure to COVID-19 in the workplace and to quarantine for 14 days from last date the confirmed employee was in contact
    - Recommend testing of close contacts (but this will not shorten the 14-day quarantine)
    - The district will maintain confidentiality as required by the Americans with Disabilities Act, California Department of Fair Employment and Housing, and HIPPA.
    - Temporarily close the general area where the infected employee worked until cleaning is completed
    - Conduct deep cleaning of the entire general area where the infected employee worked and may have been, including breakrooms, restrooms, and travel areas, with a cleaning agent approved for use by the EPA against coronavirus
    - Any person cleaning the area will be equipped with the proper PPE for COVID-19 disinfection in addition to PPE required for cleaning products.
    - School will remain open.

Reporting Procedures

1. Students will self report prior to school/work daily on the Symptom Checker.
2. If there are COVID-19 symptoms or exposure, staff will report to the Principal/Direct Supervisor.
3. The Principal/Direct Supervisor will report to the following district point person: District Nurse for students and staff.
4. School Nurse will triage and contact the appropriate individuals as needed, following the SMC Public Health guidelines. The findings will be reported to the Director of HR and Superintendent, as per required by SMC Public Health and SMCOE guidelines.

Based on findings/regulations

5. Superintendent informs County Superintendent
6. District Nurse informs Health Department

TRIGGERS FOR TRANSITIONING TO DISTANCE LEARNING

The criteria the superintendent or designee will use to determine when to close the campus to in-person learning will follow the SMC Pandemic Recovery Framework.

We will follow the California Department of Health Blueprint for a Safer Economy COVID-19 tiers and will begin our modified Phase III when we are in the "Moderate (orange tier)" for COVID-19 Risk Level of positive COVID-19 cases. However, if we change COVID-19 positivity levels, we will continue to stay open to ensure there is a consistent schedule for our students.

If COVID-19 local cases increase, we will follow the protocols from SMC Pandemic Recovery Framework and CDH In-Person Learning Framework Guidance. Below is a guide for us to transition from in-person instruction to remote learning instruction.

Should CUSD reopen to in-person instruction, we will not return to remote learning but will increase frequency of staff testing if the county COVID-19 positivity rate changes from orange to red or purple.

Guidance on School Closure

As per the recommendation of CDPH, individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school.

The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

CUSD will close if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.

We will reopen after 14 days and when the following have occurred:

- Cleaning and disinfection
- Public health investigation
- Consultation with the local public health department

COMMUNICATION PLANS

The Superintendent or designee will use the following guidelines as recommended by the CDPH and OSHA COVID-19 and Industry Guidance: Schools and School Based Programs so we can communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

Below are the measures that will be taken when a student, teacher, or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19.

Case, Close Contact, Indirect Contact

To understand the continuum of health concern for members of the public regarding the contracting of COVID-19, the Pandemic Recovery Framework uses the terms Case, Close Contact, and Indirect Contact to mean the following within a pandemic context:

- Case: A *Case* refers to a person who tests positive
- Close Contact: A *Close Contact* refers to a person who is within 6 feet of a confirmed case for more than 15 minutes, regardless of face covering use.
- Indirect Contact: *Indirect Contacts* are people who may have been in proximity to a *Close Contact*



Cases and Contact Tracing in the School Community

Table 1: Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts to Known COVID-19 Cases

Scenario	Immediate Actions
Scenario 1: A student or staff member either exhibits COVID-19 symptoms, answers "yes" to a health screening question, or has a temperature of 100.4°F or above	• Send home • Recommend testing (If positive, see Scenario 3; if negative, see Table 2) • School/classroom remain open
Scenario 2: A family member of a student or staff member OR someone in close contact with a student or staff member (outside the school community) tests positive for COVID-19	• Send home • Contacts should be quarantined for 14 days from the last exposure to the case • Testing can be considered but will not shorten quarantine. *One cannot test out of quarantine.* See Testing of Close Contacts section for details. • School/classroom remain open

Scenario	Immediate Actions

Scenario 3: A student or staff member tests positive for COVID-19	• **The school Principal or designee must immediately notify SMC CD Control**
	• Case should be isolated and excluded from school until at least 10 days have passed since symptoms first appeared AND at least 1 day (24 hours) have passed since the last fever without the use of fever-reducing medications AND symptoms have improved.
	  ○ If the case has *not* had any symptoms and remains symptom-free during his/her isolation period, the case still needs to wait until 10 days have passed since the positive sample was collected before resuming normal activities.
	  ○ If the case is initially asymptomatic and develops symptoms during his/her isolation period, then the case should be isolated and excluded from school until at least 10 days have passed since symptoms first appeared AND at least 24 hours have passed since the last fever without the use of fever-reducing medications AND symptoms have improved.
	• **Quarantine and exclude the affected cohort/pod** for 14 days after the last day the case was present at school while infectious. Specific questions should be directed to SMC CD Control.
	• Testing of contacts can be considered. See Testing of Close Contacts section for details.
	• Thorough cleaning and disinfecting of classroom and primary spaces where case spent significant time
	• Other cohorts/pods continue in-person instruction. I.e., **the entire school does *not* need to close.**

Table 2: Steps to Take in Response to Negative Test Results

Scenario	Immediate Actions
A **symptomatic** student or staff member tests negative for COVID-19 and was a **household contact** to a case	• Student/staff must remain in quarantine for a full 14 days after the COVID-19 positive household member completes his/her isolation. One cannot test out of quarantine.
A **symptomatic** student or staff member tests negative for COVID-19 and was a **non-household close contact** to a case	• Student/staff must remain in quarantine for a full 14 days after the date of last exposure. One cannot test out of quarantine.

Scenario	Immediate Actions
A **symptomatic** student or staff member tests negative for COVID-19 **without close contact** to a known case	• Student/staff may return to school based on the diagnosis and instructions given by the healthcare provider OR if at least 24 hours have passed since the last fever without the use of fever-reducing medication AND symptoms have improved.

Scenario	Immediate Actions
An **asymptomatic** student or staff member tests negative for COVID-19 and was a **household contact** to a case	• Student/staff must remain in quarantine for a full 14 days after the COVID-19 positive household member completes his/her isolation. One cannot test out of quarantine.
An **asymptomatic** student or staff member tests negative for COVID-19 and was a **non-household close contact** to a case	• Student/staff must remain in quarantine for a full 14 days after the date of last exposure. One cannot test out of quarantine.
An **asymptomatic** student or staff member tests negative for COVID-19 **without close contact** to a case	• Can return to school/work immediately.

Scenario	Immediate Actions
A symptomatic student or staff member who is ***not* a close contact** to a known COVID-19 case tests negative for COVID-19 after Scenario 1	• Student/staff may return to school based on the diagnosis and instructions given by the healthcare provider OR if at least 24 hours have passed since the last fever without the use of fever-reducing medication AND symptoms have improved.
A symptomatic or asymptomatic student or staff member who is a **close contact** to a known COVID-19 case tests negative after Scenario 2	• Student/staff must remain in quarantine for a full 14 days after the date of last exposure. If ongoing contact between the case and the contact is unavoidable, then quarantine should be extended through 14 days after the date the COVID-19 positive case completes his/her isolation.

Scenario	Immediate Actions
A staff member tests negative after routine surveillance testing (no symptoms and no close contact to a confirmed COVID-19 case)	• Can return to school/work immediately.

Below is the process if CUSD has a case of COVID-19.

Cabrillo Unified School District's process is directly aligned with the SMCOE Pandemic Recovery Framework.

- The School COVID-19 Point Person must report all COVID-19 cases and clusters of undiagnosed respiratory illness to SMC CD Control as soon as practicable (within 24 hours).
- The School Point Person should immediately notify the District Point Person of COVID-19 cases in the school community.
- The School COVID-19 Point Person and the assigned San Mateo County health investigator will be in daily contact Monday through Friday, unless instructed otherwise by SMC CD Control.
- The District COVID-19 Point Person collects data from all schools and must complete a daily report for all new cases (a line list) and submit it via secure email daily by 10:00 a.m.
- The District COVID-19 Point Person or Superintendent should notify SMCOE at (650) 802-5515.

REFERENCES

SMCOE Pandemic Recovery Framework

CDPH - Covid-19 Industry Guidance: Schools and School Based Programs

COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year

CDPH & OSHA COVID19 Industry Guidance: Schools and School Based Programs

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: January 14, 2021
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
Andrew Boysen, Assistant Principal Half Moon Bay High School
Angelle Gonzalez-Heldmaier, APE
CATEGORY: Action
ITEM TITLE: Approval of Unity Physical Education Course

BACKGROUND

In the current system of inclusion, special education students are included in their Physical Education (PE) classes with their general education peers. Unlike their general education peers who are mandated to attend two years of PE, special education students can attend PE as many years as they are able to and motivated. Thus, students of special needs are exposed to the same PE curriculum repeatedly while attending classes with much younger peers. Additionally, since students of special needs can attend high school until the age of 22, such classes as lifelong fitness, recreational sports and other transitional adult classes would be very beneficial for this group. These acquired skills can potentially prepare the student for independent living. This one section would serve up to 35 11th and 12th grade students with approximately half of the students coming from a Special Day Class (SDC) and the other half of general education students in grades 11 and 12.

Students enrolled in this class will benefit from this course in the following areas:

- Promoting social inclusion through sport
- A shared love for sports/activities that brings teammates together where they get to know each other and bridge any preconceptions or misunderstandings
- To play some meaningful role, as determined by his or her individual abilities, and to enjoy social interaction along the way that results in a positive experience for all involved.
- The benefits easily extend from the court or the gym, into the hallways, classrooms and lunchroom into the community
- By providing young people with appropriate tools and training and encouraging involvement with special-needs kids, the hope is to create leaders of a new, positive social movement
- An increased understanding and empathy on the part of gen-ed students, resulting in decreases in the amount of bullying and isolation suffered by the special-needs population.
- Character-building, sportsmanship, team-building and building friendships
- Mentoring allows gen-ed kids a chance to grow even further. They can participate hand-in-hand with students who maybe aren't as fortunate as they are, and have a big impact on those kids' lives
- Life skills, understanding the value of health and recreational activities that can be done throughout the lifespan and no matter what ability level
- Participation in disability awareness activities that will help give a first-hand experience to the challenges that some people of special needs face on a daily basis

This course is directly aligned with Half Moon Bay High School's SPSA goal "Positive School Climate: Safe and Supported Schools" to increase the number of services available to students, including Social/Emotional Health Services, student positive behavior education, and continue PBIS to support a positive climate on our campus.

“Unity Physical Education” Course Description

This course provides a unique opportunity for students of varying ability levels and backgrounds to come together on equal terms through ongoing fitness, sports, leadership and wellness activities. Unity PE will focus on the physical, intellectual and social growth of all participants. Engaging in physical activity and sports alongside peers with and without disabilities helps to foster important social relationships. Using a peer tutor system, a student with special needs will be paired with a general education student, who will act as an advocate and mentor in the class. The peer student will consistently broaden the opportunities of the student with special needs to socialize, communicate, and demonstrate learning competencies. The peer will learn leadership skills, problem-solving and collaboration skills. Additionally, the peer learns about disabilities, how these disabilities impact school, and the systems in place to assist students with special needs.

Since the class is geared to older students who have already taken two years of physical education, a focus on recreational sports, fitness for life activities, and wellbeing will be the focus. Additionally, by fostering leadership skills to work successfully with students/peers of all abilities, the aim of this class is to also promote career opportunity in impacted fields such as special education in teaching or other health related fields. Another important aspect will be the focus on disability awareness from Bay Area organizations and advocacy groups, such as US Paralympic, Special Olympics of Northern California and wheelchair etiquette with the San Francisco Bay Area Chapter of Spinal Association.

FISCAL ANALYSIS

There is no financial impact to the General Fund. Materials will mainly be from the Adapted Physical Education supplies.

RECOMMENDATION

It is recommended to the CUSD Governing board that we approve this Unity Physical Education course for implementation during the 2021-22 school year for HMB High School.

Unity Physical Education:

Providing a unique opportunity for students of varying abilities and backgrounds to come together on equal terms through fitness activities, sports, leadership, and disability awareness



Unity PE:

Character -building, sportsmanship, team -building, and building friendships



Using a peer tutor system, a student with special needs will be paired with a general education student, providing a true inclusion model that would benefit students in the following ways:

- Promote social inclusion through sport activities and physical fitness
- Create leaders with an increased understanding and empathy of people of all abilities
- Foster friendships



Unity PE: Peer Mentoring

- Unity PE broadens the opportunities of students of special needs to socialize, communicate, and demonstrate learning competencies.
- All peers will learn leadership skills, problem-solving, and collaboration skills
- All students will have the opportunity to learn about disabilities first-hand, how disabilities can be challenging for students to access their education, and what systems are in place to remove barriers.



Mentoring allows kids to participate hand -in -hand with students of varied abilities and to have a positive impact on all who are participating.



By fostering leadership skills to work successfully with students/peers of all abilities, the aim of this class is to promote career opportunities in impacted fields such as special education in teaching or other related fields.



Unity PE = Life Skills

Unity PE helps students understand the value of health and recreational activities that can be done throughout one's lifespan regardless of ability level











The learning and social outcomes learned in Unity PE will easily extend from the court or gym into the hallways, classrooms, and lunchrooms…into the whole community.

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: January 14, 2021
TO: Members of the Governing Board
FROM: J Jesus Contreras, Chief Business Official
CATEGORY: Information
ITEM TITLE: Quattrocchi Kwok Architects Facilities Master Plan Update: Half Moon Bay High School Facilities Assessment

BACKGROUND INFORMATION

CUSD has partnered with Quattrocchi Kwok Architects (QKA) to assess, plan, and develop the improvement of the district's schools through the use of Bond funds. QKA will present to the Board the possibilities it has developed and studied to improve CUSD elementary and high school sites.

FISCAL ANALYSIS

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

RECOMMENDATION

Receive Quattrocchi Kwok Architects Presentation.

Half Moon Bay HS Facilities Assessment

Cabrillo Unified School District







January 2021

QUATTROCCHI KWOK ARCHITECTS

QUATTROCCHI KWOK ARCHITECTS

Agenda + Goals

- Introduction
- Recap of Work to Date
- Facilities Assessments
- Probable Costs
- Next Steps







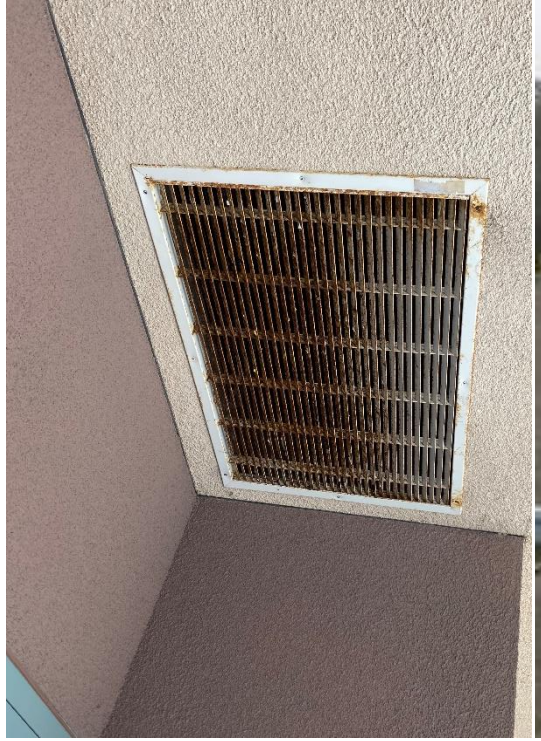


Facilities Assessment Process & Goals

- Determine needed facility infrastructure and safety upgrades
- Identify facility needs to support Educational Program
- Guide future facility growth and alterations

QUATTROCCHI KWOK




Facilities Assessment
Exteriors

- Roofing Repair/Replacement
- Site and Building Accessibility
- Building Age & Weather Damage
- Finish Repairs

QUATTROCCHI KWOK






Facilities Assessment

Exteriors







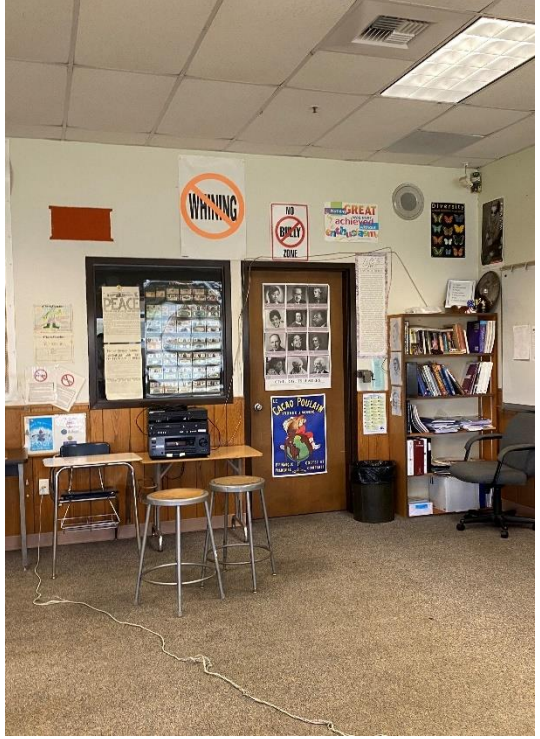

Facilities Assessment
Interiors

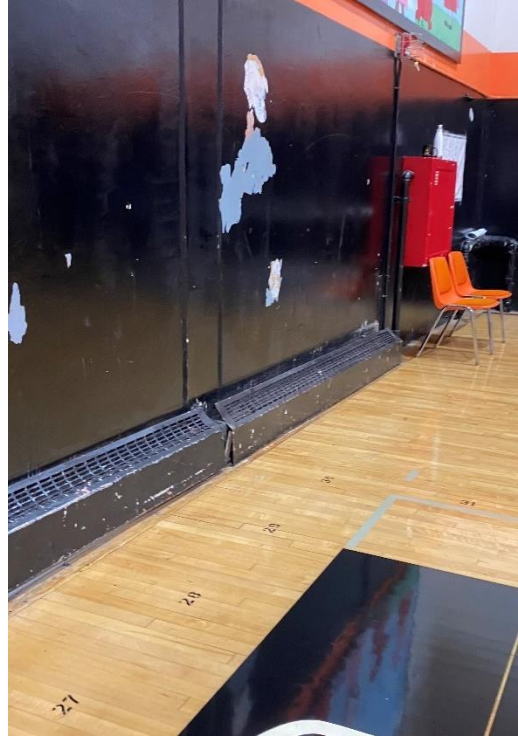
- Accessibility
- Building Age
- Finish Upgrades
- Telecom, Classroom AV
- Mechanical/Plumbing Replacement/upgrades

QUATTROCCHI KWOK









Facilities Assessment

Interiors

QUATTROCCHI KWOK ARCHITECTS

Probable Costs

Summary Costs INCLUDING:

- Construction Costs With Contractor Markups
- Change Order & Design Contingencies
- Non-Construction Costs Including DSA, Design, Testing, Inspection, etc.
- Construction Escalation – Assumed Construction Mid-Point in 2023

Excluding Furniture & Equipment, Off-site Work, Onsite Energy Generation (wind and solar) and Temporary Housing Rental and Setup if required

Facilities Assessment

Major Themes

- Roofing, Fascia and Gutters
- Electrical: Telecom and Classroom Audio/Visual
- Mechanical, Fire Protection and Plumbing Upgrades
- Exterior Finish Repairs due to Building Age & Climate Wear & Tear
- Repairs & Updates to Interior Finishes
- Accessibility Upgrades

Preliminary Draft Estimate

DESCRIPTION	%	GSF	$ / SF	TOTAL	COMMENTS
BASE ESTIMATES					
EXISTING BUILDINGS					
- BUILDING A (Classrooms)	7.5%	8,800	$230.10	**$2,024,894**	
- BUILDING B (Library)	6.6%	7,400	$239.56	**$1,772,754**	
- BUILDING C & D (Classrooms)	12.7%	14,550	$235.06	**$3,420,082**	
- BUILDING E (Administration)	4.2%	5,200	$215.86	**$1,122,473**	
- BUILDING F (Multi-Purpose & Kitchen)	14.3%	16,400	$234.83	**$3,851,262**	
- BUILDING G (Classrooms)	7.8%	8,800	$238.99	**$2,103,094**	
- BUILDING H (Classrooms & Locker Room)	8.6%	9,100	$253.92	**$2,310,632**	
- BUILDING I (Gymnasium & Breezeway)	7.8%	11,250	$185.42	**$2,085,965**	
- BUILDING J (Shop & Locker Room)	7.9%	9,100	$231.91	**$2,110,394**	
- BUILDING K (Science & Art Classrooms)	18.9%	24,100	$210.50	**$5,073,095**	
- BUILDING P (Temporary Buildings)	1.3%	1,950	$182.50	**$355,882**	
SITE IMPROVEMENTS					
- SITEWORK	2.3%			**$630,535**	
GRAND TOTAL CONSTRUCTION COSTS	100%			**$26,861,061**	**Exc. Bid Contingency**
BIDDING CONTINGENCY					Excluded
SOFT COSTS	30%			$8,058,318	
GRAND TOTAL CONSTRUCTION COSTS INC. SOFT COSTS				**$34,919,380**	

QUATTROCCHI KWOK ARCHITECTS

Facilities Assessment

Preliminary Estimate by theme

	Roofing	Electrical	HVAC/Fire/Plumb	Exteriors	Interiors	Misc.**	
Building A	$356,929	$592,388	$480,493	$48,767	$318,633		
Building B	$305,170	$498,145	$430,080	$109,951	$260,441		
Buildings C-D	$555,514	$1,044,159	$771,937	$96,300	$604,887		
Building E	$224,390	$311,153	$276,149	$0	$247,576		
Building F	$641,268	$981,330	$1,005,863	$35,977	$802,065		
Building G	$342,905	$526,567	$467,029	$7,480	$507,569		
Building H	$355,523	$544,519	$490,067	$22,439	$789,178		
Building I	$445,600	$455,511	$546,613	$32,910	$521,182		
Building J	$406,601	$544,519	$496,873	$70,870	$483,260		
Building K	$875,904	$1,442,077	$1,586,284	$897,857	$138,800		
Building P	$10,210	$175,024	$35,005	$36,463	$84,759		
	$4,520,012	**$7,115,391**	**$6,586,393**	**$1,359,015**	**$4,758,351**	**$1,891,364**	**$26,230,527**
Site							$ 630,535
Estimate Total							$26,861,062
Soft Costs 30%							$8,058,318
Project Cost							**$34,919,380**

** Miscellaneous includes items such as selective demolition, furnishings, hazmat allowance.

QUATTROCCHI KWOK ARCHITECTS

Project Costs & District Available Funds

Half Moon Bay High School - Assessment Needs	*$34,919,380	
Farallone View - **June 2020** Master Plan Cost	$56,038,318	
EL Granada - **June 2020** Master Plan Cost	$51,749,305	
Total Assessment & Master Plan Probable Costs		**$142,707,003**
District Current Available Funds:		
Remaining Funds from prior Bond Sale	$2,700,000	
Measure S:	$23,000,000	
Measure M:	$64,000,000	
Interest:	$1,000,000	
Total Funds		**$90,700,000**
Committed Use of Funds:		
Technology, Furniture and Solar	$6,700,000	
Deferred Maint./Repairs on Other Sites (Roofing, HVAC, Paving, Carpet, Plumb. & Elect.)	$7,000,000	
Total Committed Funds		<$13,700,000>
Funds for First Phase Projects: Half Moon Bay HS, El Granada & Farallone View		**$77,000,000**

*Preliminary Number: Approximate

QUATTROCCHI KWOK ARCHITECTS

QUATTROCCHI KWOK ARCHITECTS

Next Steps

- Board Input
- Study Options to ‘Right-Size’ Farallone View and El Granada ES based on Revised Demographics
- Work with Schools & Board to Prioritize Projects
- Develop Implementation Plan - First Phase Project List
- During Design – Seek additional funding & reduce costs



Questions/ Thoughts?

Thank You!

QUATTROCCHI KWOK ARCHITECTS



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: January 14, 2021
TO: Members of the Governing Board
FROM: Jesus Contreras, Chief Business Official
Mike Alifano, Citizens' Oversight Committee Chairperson
CATEGORY: Information
ITEM TITLE: Measure M Facility Bond Citizens' Oversight Committee 2019-20 Annual Report

BACKGROUND INFORMATION

On February 8, 2018, the Governing Board of the Cabrillo Unified School District approved a resolution placing a facility bond measure on the ballot. Included in the resolution was a commitment to establish a citizens' oversight committee to independently verify that the District would use bond proceeds in a manner consistent with the ballot language. On June 5, 2018, the voters within the attendance area of Cabrillo Unified School District approved Measure M to authorize the sale of $99 million in facility bonds. The project list was organized around three themes:

1. Complete basic upgrades to meet student health and safety concerns
2. Improve schools to meet current academic standards and provide access to modern instructional technology
3. Provide dedicated space for science, math, engineering, arts/music instruction, support 21st Century learning, and address specific priorities at individual school sites

The Governing Board appointed members to the District's Measure M Facility Bond Citizens' Oversight Committee (COC). The COC performed an analysis of the District's expenditures that included the review of independent fiscal and performance audits. The COC found the use of the Measure M Bond proceeds were used in a manner that is consistent with the commitment the Governing Board made to the community through the measure's ballot language.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

The Measure M Facility Bond Citizens' Oversight Committee met on November 17, 2020 and reviewed the Measure M Audit Report. Approve as submitted.

Measure M Facilities Bond Citizens' Oversight Committee

Annual Report

2019–2020

CONTENTS

I. EXECUTIVE SUMMARY 1

II. FORMATION OF MEASURE M CITIZENS' OVERSIGHT COMMITTEE 2

III. SUMMARY OF 2019-20 COMMITTEE PROCEEDINGS AND ACTIVITIES 3

IV. APPENDICES 4

A. FULL BALLOT TEXT 5

B. TAX RATE STATEMENT 14

C. COMMITTEE BYLAWS 16

D. ETHICS STATEMENT 25

E. COMMITTEE ROSTER 26

F. INDEPENDENT AUDITOR'S REPORT 2019-20 27

I. EXECUTIVE SUMMARY

On February 8, 2018, the Governing Board of the Cabrillo Unified School District formally approved placing on the June ballot a bond measure to raise $99 million to improve the District's facilities and to support technology infrastructure and acquisition. In approving the formal resolution and related exhibits, the Board also stipulated that a Citizens' Oversight Committee would be established as a public accountability measure. This provision was stipulated in both the Abbreviated Text and Full Ballot Text of a bond measure that would later be named Measure M by the County of San Mateo.

Soon after Measure M was approved by a majority of over fifty-five percent on June 5, 2018, a nine-member Committee was appointed by the Board to serve in this important oversight capacity. This Committee meets on a regular basis in sessions open to the general public to verify that Measure M dollars are expended only for the school facilities projects listed in the Bond Project List.

The report that follows is the Committee's method for annually communicating the results of this comprehensive oversight process to Coastside constituents.

II. FORMATION OF THE MEASURE M CITIZENS' OVERSIGHT COMMITTEE

In the fall of 2018, The Governing Board announced its process for recruiting and selecting members to fill the various slots on the Committee.

The Governing Board met on December 13, 2018 and approved the recommended slate of candidates. The following individuals were formally appointed to the District's Measure M Facilities Bond Citizens' Oversight Committee:

1) Mike Alifano
2) Zachary Bennington
3) Diane Brosin
4) Charmion Donegan
5) Abe Jimenez
6) Leni Liakos
7) James Marsh
8) Naomi Patridge
9) Lisa Zanette

III. SUMMARY OF 2019-20 COMMITTEE PROCEEDINGS AND ACTIVITIES

Meetings of the Measure M Facilities Bond Citizens' Oversight Committee were held in the District Office Board Room, 498 Kelly Avenue, in Half Moon Bay, or on-line, as required during Covid-19 pandemic.

All meetings were duly posted and conducted in open session. Approved agendas and adopted minutes from all of the Committee meetings held to date are available for public review at the Cabrillo Unified School District Office, 498 Kelly Avenue, Half Moon Bay, CA 94019.

During 2019-20 fiscal year, the Committee met on the following dates:

1) October 15, 2019
2) November 12, 2019
3) April 7, 2020
4) June 9, 2020

At the November meeting in 2020, the audit firm, Chavan & Associates, presented to the Committee the Annual Performance and Financial Reports. After asking clarifying questions and receiving acceptable responses from staff and the auditor, the Committee voted to accept the independent audit.

At the November meeting, Chair, Mike Alifano, acknowledged that he would present the Annual Report to the Governing Board on December 8, 2020.

IV. APPENDICES

A) FULL BALLOT TEXT **5**

B) TAX RATE STATEMENT **14**

C) COMMITTEE BYLAWS **16**

D) ETHICS STATEMENT **25**

E) COMMITTEE ROSTER **26**

F) INDEPENDENT AUDITOR'S REPORT, YEAR 2019-20 **27**

CABRILLO UNIFIED SCHOOL DISTRICT BOND PROPOSITION
FULL BALLOT TEXT

By approval of this measure by at least fifty-five percent (55%) of the registered voters voting thereon, the Cabrillo Unified School District shall be authorized to issue and sell bonds of up to $99 million in aggregate principal amount to provide financing for the specific school facilities projects listed below in the Bond Project List, subject to all of the accountability safeguards specified herein.

KEY FINDINGS

- The Cabrillo Unified School District is committed to continuing to provide a strong, high-quality education for all students in all its local elementary, intermediate and high schools; and

- Some Coastside schools have been updated, but others are nearly 50 years old and badly in need of improvements; and

- In 2012, local voters approved a school facilities bond, Measure S, to provide the District with the opportunity to complete basic repairs to education facilities, and a citizens' oversight committee has verified that all funds expended so far were spent in accordance with voter-approved priorities; and

- Though Measure S funding from 2012 made a significant impact, our local schools still have urgent needs that reach beyond of the scope of the District's annual operating budget such that passing this bond measure provides a guaranteed and necessary source of local funding to maintain and improve the Coastside community's local school facilities; and

- The District has conducted a project prioritization process with input from parents, teachers, staff, and members of the community to identify the upgrades needed at each school site in order to meet modern safety standards, to meet the District's goals for supporting current academic standards and to address specific priorities at individual school sites; and

- Addressing urgent needs includes completing identified repairs to replace leaky roofs, keep schools clean, well-maintained and in good condition, perform essential safety repairs and maintenance on classrooms and facilities and upgrade fire and earthquake safety; and

- Upgrades are also needed to update classrooms and science labs for a well-rounded, 21st-century education and equip schools with the learning technology needed to attract and retain the best teachers and staff; and

- Ensuring our Coastside schools provide a high-quality education keeps our property values and community strong; and

- Unlike the District's parcel tax funds, which support the District's educational programs and staffing, bond revenue is the primary means by which the District is able to keep its school buildings and classrooms in good repair, safe, designed and equipped to support changing educational standards, methods and approaches; and

- This bond measure will benefit local schools and no funds can be taken away by the State or other school districts, and by law, no money can be used for administrator salaries or pensions; and

- This bond measure requires strict fiscal accountability protections including mandatory annual audits and an independent citizens' oversight committee comprised of local residents to ensure funds are managed and spent properly.

- Specifically, as further described in the Bond Project List, the Board of Education desires to:

    - acquire, renovate, and update classrooms and other facilities to meet health & safety standards
    - perform essential safety repairs and maintenance on classrooms and facilities
    - fix leaky roofs, paint buildings, address playgrounds, athletic facilities and landscapes
    - equip classrooms with 21st-century learning technology
    - replace aging heating, plumbing, electrical, and other utility infrastructure
    - keep schools clean, well-maintained and in good condition
    - upgrade fire and earthquake safety
    - acquire sites and construct, furnish, and equip classrooms and buildings

ACCOUNTABILITY MEASURES

The provisions in this section are included in this proposition in order that the voters and taxpayers of the District may be assured that their money will be

spent to address specific facilities needs of the District, all in compliance with the requirements of Article XIII A, section 1(b)(3) of the State Constitution, and the Strict Accountability in Local School Construction Bonds Act of 2000 (codified at Section 15264 *et seq.* of the California Education Code).

Evaluation of Needs. The Board of Education has evaluated the facilities needs of the District, and has identified projects to finance from a local bond measure at this time. The Board of Education hereby certifies that it has evaluated safety, class size reduction and information technology needs in developing the Bond Project List.

Independent Citizens' Oversight Committee. The Board of Education shall establish an independent Citizens' Oversight Committee in accordance with Education Code sections 15278-15282 and applicable Board policy, to ensure bond proceeds are expended only for the school facilities projects listed in the Bond Project List. An existing Citizens' Oversight Committee may be empowered by the Board of Education to oversee the expenditure of bond proceeds from this measure. The committee shall be so empowered, or a new committee established, within sixty (60) days of the date when the Board of Education enters the results of the election in its official minutes.

Annual Performance Audit. The Board of Education shall conduct or cause to be conducted an annual, independent performance audit to ensure that the bond proceeds have been expended only on the school facilities projects described in the Bond Project List.

Annual Financial Audit. The Board of Education shall conduct or cause to be conducted an annual, independent financial audit of the bond proceeds until all of those proceeds have been spent for the school facilities projects described in the Bond Project List.

Annual Report to Board. Upon approval of this measure and the sale of any bonds approved, the Board of Education shall take actions necessary to establish an account in which proceeds of the sale of bonds will be deposited. As long as any proceeds of the bonds remain unexpended, the Superintendent shall cause a report to be filed with the Board of Education no later than January 1 of each year, commencing on the first January 1 after bonds have been issued and proceeds spent, stating (1) the amount of bond proceeds received and expended in the past fiscal year, and (2) the status of any project funded or to be funded from bond proceeds. The report may be incorporated into the annual budget, annual financial report, or other appropriate routine report to the Board.

BOND PROJECT LIST

This Bond Project List, which is an integral part of this proposition, describes the specific projects the District proposes to finance with proceeds of the bonds.

Proceeds from the sale of bonds authorized by this measure shall be used only for the construction, reconstruction, rehabilitation, or replacement of school facilities on the Bond Project List, including the furnishing and equipping of said school facilities, or the acquisition or lease of real property for said school facilities, and not for any other purpose, including teacher and administrator salaries and other school operating expenses.

In order to meet all identified facility needs, the District intends to complete projects using a combination of funding sources. These sources may include joint-use funds, development impact fees, state funds (if available), and other available funds. The District will pursue state matching funds if and when they become available, and if received, they will be used for and mainly applied to projects on the Bond Project List or other high priority capital outlay expenditures as permitted in Education Code section 17070.63(c). No project is dependent on the receipt of state funding for completion.

Specific projects to be funded by the bond measure include, without limitation, the following:

I. COMPLETE BASIC UPGRADES TO MEET CURRENT STUDENT HEALTH AND SAFETY STANDARDS

- Update aging classrooms and District facilities, or acquire and rehabilitate existing facilities, to meet current fire, seismic and safety codes
- Fix and/or replace leaking or deteriorating roofs
- Repaint school exteriors and interiors and refresh or replace landscaping
- Resurface playgrounds and asphalt areas
- Remove or replace aging portable buildings and classrooms
- Replace aging, outdated and/or deteriorating utility infrastructure, electrical, lighting, plumbing, heating and ventilation (HVAC) systems
- Acquire and install solar energy systems/equipment and upgrade any existing solar equipment for interconnection
- Repair and replace aging student restrooms and add restrooms in pre-kindergarten and kindergarten classrooms
- Create ADA-compliant access and safe pedestrian paths of travel at schools

- Improve security at schools by providing classroom intrusion alarms, video surveillance cameras, safety locks on classroom doors and exterior lighting for student safety

- Upgrade emergency communications and technology backup systems, signage and fencing

- Improve student safety and traffic circulation by upgrading or providing additional school drop-off areas and parking lots

- Install or repair shade structures on school campuses and create sheltered eating and outdoor learning areas as needed

- Repair, rebuild, equip and furnish school sites in the event of unforeseen emergency

II. IMPROVE SCHOOLS TO MEET CURRENT ACADEMIC STANDARDS AND PROVIDE ACCESS TO MODERN INSTRUCTIONAL TECHNOLOGY

- Provide updated classroom audio/visual technology for content delivery and presentation, which may include projectors and/or large format flat-screen monitors and sound and voice amplification systems

- Acquire and install centrally manageable, networked loudspeaker/bell/clock systems

- Acquire computer hardware for student use in the classroom that is current and up-to-date

- Improve school site network infrastructure in order to enhance network-based content and curriculum delivery, which may include:

    - Upgrading and improving the routing and network aggregation capabilities for each site in order to support the larger numbers of concurrent network and internet connections

    - Upgrading and improving the network access layer switching capabilities in order to support the larger numbers of devices on our school networks as well as supporting the higher speed requirements

    - Upgrading and improving classroom wiring for both wired and wireless data communication

- upgrading and improving fiber network cabling between data wiring closets

- Furnish classrooms and learning spaces with flexible furniture

- Build new or transform existing spaces to ensure functional kitchens, multi-use rooms and stages to meet District facility standards for elementary, middle and high schools

III. PROVIDE DEDICATED SPACE FOR SCIENCE, MATH, ENGINEERING, ARTS/MUSIC INSTRUCTION, SUPPORT 21ST-CENTURY LEARNING AND ADDRESS SPECIFIC PRIORITIES AT INDIVIDUAL SCHOOL SITES

- To accommodate 21st-century learning methods, acquire sites and construct, furnish and equip and/or renovate, modernize, upgrade, repair, replace, furnish and equip:

  - classrooms and buildings, including relocatable or modular buildings

  - school libraries

  - middle and high school performing arts and music spaces and venues

  - multipurpose rooms and play areas

  - food service facilities, community centers, meetings spaces, workrooms and parent/student support service areas

  - track and athletic facilities

Projects listed may be completed at any and all school sites and facilities where such project is determined by the Board to be necessary or required, and projects are authorized to be performed at each and all of the District's schools and sites, including without limitation:

- **El Granada Elementary School**,
  400 Santiago Street, El Granada

- **Farallone View Elementary School**,
  250 LeConte and Kanoff, Montara

- **Alvin S. Hatch Elementary School**,
  490 Miramontes Ave, Half Moon Bay

- **Kings Mountain Elementary School**,
  211 Swett Road, Woodside

- **Cunha Intermediate School**,
  600 Church St, Half Moon Bay

- **Half Moon Bay High School**,
  1 Lewis Foster Drive, Half Moon Bay

- **Pilarcitos High School**,
  498 Kelly Ave, Half Moon Bay

- **District Office**,
  498 Kelly Ave, Half Moon Bay

Listed projects, repairs, improvements, rehabilitation projects and upgrades will be completed only as needed, and the listing of projects does not imply a particular prioritization among such improvements. Projects may be done in phases, based on Board of Education priorities. Listed projects may be completed at any and all District schools, sites and education buildings where such project is determined necessary. Decisions regarding the scope, timing, prioritization or other facets of project implementation will be made solely by the Board of Education by subsequent action. Where terms such as "renovate," "upgrade," "repurpose" and "improve" are used in the Bond Project List, the Board of Education has the discretion to determine the best method for accomplishing the project's objective. For any listed project involving renovation or modernization of a building or the major portion of a building, the District may proceed with new replacement construction instead (including any necessary demolition), if the District determines that replacement and new construction is more practical than renovation, considering the building's age, condition, expected remaining life, comparative cost and other relevant factors. In addition, where feasible, projects may be completed in partnership with other agencies on a joint use basis using bond proceeds. Property, buildings and equipment on the bond project list may be acquired through lease, sale, lease-purchase, lease-leaseback or other project delivery or acquisition methods determined appropriate by the Board.

Each project is assumed to include its share of costs of bond issuance, architectural, engineering, legal and similar planning costs, construction management, bond project staff and consultants, staff development and training

expenses associated with learning construction techniques and approaches, new bond-funded equipment and systems and a customary contingency for unforeseen design and construction costs. In addition to the projects listed above, the Bond Project List also includes payment of the costs of preparation of all facilities planning and project implementation studies, feasibility and assessment reviews, master planning, environmental studies, permit and inspection fees and temporary housing and relocation costs for dislocated programs or activities caused or necessitated by construction projects.

The final cost of each project will be determined as plans are finalized and projects are completed. Based on the final costs of each project, certain of the projects described above may be delayed or may not be completed. Necessary site preparation, grading or restoration may occur in connection with acquisition of property, new construction, modernization, renovation or remodeling, or installation or removal of modular classrooms, including ingress and egress, removing, replacing or installing irrigation, utility lines, trees and landscaping, relocating fire access roads and acquiring any necessary easements, leases, licenses or rights of way to the property.

ADDITIONAL SPECIFICATIONS

No Administrator Salaries. Proceeds from the sale of Bonds authorized by this proposition shall be used only for the construction, reconstruction, rehabilitation or replacement of school facilities on the Bond Project List, including the furnishing and equipping of said school facilities, or the acquisition or lease of real property for said school facilities, and not for any other purpose, including teacher and administrator salaries and other school operating expenses.

Single Purpose. All of the purposes enumerated in this proposition shall be united and voted upon as one single proposition, pursuant to Section 15100 of the California Education Code, and all the enumerated purposes shall constitute the specific single purpose of the bonds and proceeds of the bonds shall be spent only for such purpose.

Other Terms of the Bonds. The bonds may be issued and sold in several series, and in accordance with a financing plan determined by the Board of Education pursuant to requirements of law. When sold, the bonds shall bear interest at an annual rate not exceeding the statutory maximum and with a maximum term not exceeding the statutory maximum, provided that the average useful life of bonds sold will not exceed one hundred twenty percent (120%) of the average life of the projects being financed or as otherwise provided by federal tax law. Bond funds may be used to reimburse the District for Bond Project list expenditures incurred prior to the election and bond issuance, in accordance with federal tax law.

Tax Rate, Estimated Annual Collection Amount, and Duration of Tax. Pursuant to California Elections Code section 13119(b), (i) the rate of the *ad valorem* tax is estimated to be the rate disclosed in the Tax Rate Statement contained in the voter pamphlet and separately provided; (ii) the estimated average amount of the *ad valorem* tax expected to be collected in each year is expected to range from $3,400,000-9,200,000 per year and will vary from year to year, depending on the amount needed to pay debt service on bonds outstanding in any year; and (iii) the duration of the collection of the *ad valorem* tax is expected to be (a) up to 30 years for each series of bonds authorized under the bond measure and (b) approximately 32 years from the date of issue of the first such series of bonds.

Attention of all voters is directed to the fact that the foregoing information is based upon the District's projections and estimates only, which are not binding upon the District, nor are the summary estimates, if any, provided in the Ballot Label. The actual tax rates, debt service and the years in which they will apply may vary from those presently estimated, due to variations from these estimates in the timing of bond sales, the amount of bonds sold and market interest rates at the time of each sale, and actual assessed valuations over the term of repayment of the bonds. The dates of sale and the amount of bonds sold at any given time will be determined by the District based on need for construction funds and other factors. The actual interest rates at which the bonds will be sold will depend on the bond market at the time of each sale. Actual future assessed valuation will depend upon the amount and value of taxable property within the District as determined by the County Assessor in the annual assessment and the equalization process.

In preparing this information, the District obtained reasonable and informed projections of assessed property valuations that took into consideration projections of assessed property valuations made by the County Assessor, if any, in accordance with Education Code Section 15100(c).

TAX RATE STATEMENT

An election will be held within the boundaries of Cabrillo Unified School District ("School District") on June 5, 2018 to authorize the sale of up to $99,000,000 in bonds to finance facilities as described in the proposition. If the bonds are approved, the School District expects to sell the bonds in multiple series. Principal and interest on the bonds will be payable from the proceeds of tax levies made upon the taxable property located within the School District. The following information is provided in compliance with Sections 9400 to 9404, inclusive, of the California Elections Code.

1. The best estimate from official sources of the average annual tax rate that would be required to be levied to fund this bond issue over the entire duration of the bond debt service, based on assessed valuations available at the time of the election or a projection based on experience within the same jurisdiction or other demonstrable factors, is estimated to be $0.0520 per $100 ($52.00 per $100,000). The final fiscal year in which the tax is anticipated to be collected is 2049-2050.

2. The best estimate from official sources of the highest tax rate that would be required to be levied to fund this bond issue, and an estimate of the year in which that rate will apply, based on assessed valuations available at the time of filing this statement or a projection based on experience within the same jurisdiction or other demonstrable factors, is estimated to be $0.0520 per $100 ($52.00 per $100,000) of assessed valuation in fiscal year 2018-2019.

3. The best estimate from official sources of the total debt service, including the principal and interest, that would be required to be repaid if all the bonds are issued and sold will be approximately $194,000,000, considering the assumptions set forth in paragraphs (1) and (2) above.

Voters should note that the estimated tax rate is based on the ASSESSED VALUE of taxable property on the San Mateo County official tax rolls, not on the property's market value. Property owners should consult their own property tax bills to determine their property's assessed value and any applicable tax exemptions.

Attention of all voters is directed to the fact that the foregoing information is based upon the District's projections and estimates only, which are not binding upon the District. The actual tax rates, debt service and the years in which they will apply may vary from those presently estimated, due to variations from these estimates in the timing of bond sales, the amount of bonds sold and market interest rates at the time of each sale, and actual assessed valuations over the term of repayment of the bonds. The dates of sale and the amount of bonds sold at any given time will be determined by the District based on need for construction funds and other factors. The actual interest rates at which the bonds will be sold

will depend on the bond market at the time of each sale. Actual future assessed valuation will depend upon the amount and value of taxable property within the District as determined by the County Assessor in the annual assessment and the equalization process.

Signed: _____
Jane Yuster, Superintendent
Dated: February 8, 2018

CABRILLO UNIFIED SCHOOL DISTRICT

MEASURE S/M FACILITIES BOND CITIZENS' OVERSIGHT COMMITTEE BYLAWS

1.0 Preamble

For school bonds passed pursuant to Article XIIIA, Section 1(b)(3) of the California Constitution, which allows a 55% majority to pass the bond, the Cabrillo Unified School District's ("District") Governing Board ("Board") is required by section 15278 of the California Education Code to appoint an independent Citizens' Oversight Committee ("Committee"). Per section 15282 of the Education Code, the Committee must have at least seven (7) members and represent specific segments of the community.

2.0 Purpose and Duties

2.1 Purpose

The purpose of the Committee is to inform the public concerning the expenditure and uses of the District's bond measure ("Measure") revenues from the Measure. 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 Committee shall convene to provide oversight of the following:

A. Measure revenues are to be expended only for bonded indebtedness incurred by the District for the construction, reconstruction, rehabilitation or replacement of school facilities, or the acquisition or lease of real property for school facilities. All of the following accountability requirements apply:

1. A requirement that the proceeds from the sale of the bonds be used only for the purposes specified in Article XIIIA, Section 1(b)(3), and not for any other purpose, including teacher and administrator salaries and other school operating expenses, except as provided for in Section 2.1.B below.

2. A list of the specific school facilities projects to be funded and certification that the Board has evaluated safety, class size reduction, and information technology needs in developing that list.

3. A requirement that the Board conduct an annual independent performance audit to ensure that the funds have been expended only on the specific projects listed.

4. A requirement that the Board conduct an annual independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects.

B. The District may use proceeds from the Measure to pay the salaries of District employees to the extent they perform administrative oversight work on construction projects authorized by the Measure.[1]

2.2 Duties

Committee members are expected to attend its regularly scheduled meetings, diligently review all pertinent information provided to the Committee pursuant to state laws, and abide by all rules of conduct established in these Bylaws. In furtherance of its purpose the Committee shall, at its discretion, engage in the following activities:

A. Receive and review copies of the annual performance audits required by Article XIIIA, section I, subdivision (b)(3)(C) of the California Constitution.

B. Receive and review the annual financial audits required by Article XIIIA, section I, subdivision (b)(3)(D) of the California Constitution.

C. Inspect school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements of Article XIIIA, section 1, subdivision (b)(3) of the California Constitution.

D. Review the District's efforts to maximize the use of bond revenues by implementing cost saving measures including, but not limited to the following, and have these efforts reviewed in the annual independent performance audit:

   a. Mechanisms designed to reduce the costs of professional fees;

   b. Mechanisms designed to reduce the cost of site preparation;

   c. Mechanisms designed to reduce costs by incorporating efficiencies in school site design;

   d. Recommendations regarding the joint use of core facilities;

   e. Recommendations regarding the use of cost-effective and efficient reusable facility plans.

3.0 Committee Composition

The Board shall have sole discretion to select and appoint Committee members and to determine its final size. The Committee shall consist of at least seven (7) members, including the following community representation:

[1] The California Court of Appeal has concluded that certain kinds of salary expenditures and other bond-related costs could permissibly be paid from bond proceeds.

A. One member shall, at the time of appointment, be active in a business organization representing the business community of the District;

B. One member shall, at the time of appointment, be active in a senior citizens organization, which may be a local, regional, statewide, or national organization;

C. One member shall, at the time of appointment, be active in a bona fide taxpayers organization, which may be a local, regional, statewide, or national organization;

D. One member shall, at the time of appointment, be the parent or guardian of a child currently enrolled in a school of the District;

E. One member shall, at the time of appointment, be both a parent or guardian of a child currently enrolled in a school of the District and be an active member in a District parent-teacher organization, such as the PTA or a school site council.

A single individual may be appointed as a representative of more than one of the above categories, if applicable.

3.1 Eligibility

A. The Committee shall be comprised of individuals who either live or work within the boundaries of the District.

B. No employee, official, vendor, contractor, or consultant of the District shall be appointed to the Committee.

C. Committee members shall be subject to prohibitions regarding incompatibility of office pursuant to Government Code sections 1125-1129 and financial interest in contracts pursuant to Government Code sections 1090-1098.

3.2 Term of Service

A. Committee members serve without compensation for a term of two (2) years, and for no more than three (3) consecutive terms.

B. Appointed Committee members shall be seated at the first meeting of each odd-numbered year, except those appointed to replace vacancies.

C. After appointment to a two-year term, Committee members who wish to be appointed for a second or third two-year term shall reapply to the Board for consideration. Members who serve three (3) two-year terms may be reappointed following a two-year absence from the Committee.

3.3 Replacing a Committee Member

A. If a Committee position becomes vacant, the Committee Chair shall request that the Board appoint a replacement. Unless failure to act results in the inability to meet a Committee quorum, if six months or less remain of the unexpired two-year term, the Board may choose to leave that position vacant for the remainder of the term.

B. Any Committee member may request that the removal of another Committee member be placed on the agenda for the Committee's next meeting and may, at that meeting, introduce a motion to remove said member from the Committee for excessive absence or for any violation of the Committee's Bylaws or Ethics Policy. Specific cause must be cited in the meeting agenda and motion for removal.

C. A replacement Committee member may be appointed by the Board if one or more of the following events occurs:

   1. The Committee member submits a written resignation to the Board, with a copy to the Committee Chair;

   2. The Committee approves a motion to remove a member for cause, including non-attendance at meetings (ref: Section 5.9 below), violating these Bylaws, and/or violating the Committee's Ethics Policy. A motion to remove a member shall be approved by an affirmative vote of not less than two-thirds of the members present at a Committee meeting, a quorum being present. The motion and its result shall be communicated in writing to the member under consideration and to the Board President within one week after the meeting that the motion was approved. Removal shall be effective immediately upon passing the motion.

D. Within sixty (60) days of being notified of a Committee vacancy, the Board shall appoint a new member to complete the term of the vacancy, following the process used to select the original Committee members.

E. Committee members appointed to fill vacant, unexpired terms may apply and shall be eligible for reappointment for up to two (2) succeeding full two-year terms.

F. A Committee member who no longer serves the group s/he was appointed to represent (e.g., ceases to be active within a taxpayers organization, or ceases to have a child enrolled in the District, etc.) shall be allowed to complete her/his current term. However, that Committee member shall not be entitled to serve a subsequent term as a representative of that group.

4.0 Committee Officers

Officers of the Committee shall be a Chair, a Vice-Chair, and a Secretary. The Committee may choose to establish other elected positions by amending these Bylaws.

4.1 Elections

At its first meeting in odd-numbered years, the Committee shall place into nomination and elect a Chair, a Vice-Chair, and a Secretary. If the Committee amends these Bylaws to establish other elected positions, their election shall take place at the same meeting as the elections of the Chair, Vice-Chair and Secretary.

4.2 Term of Office

Officers shall be elected for a two-year term and shall not be term-limited except for the limit on the terms of Committee members set forth in Section 3.2 above.

4.3 Duties of the Chair

A. The Chair shall call Committee meetings (ref: Sections 5.0 and 5.1 below).

B. The Chair shall establish the agenda for each Committee meeting.

C. The Chair shall preside over each Committee meeting, following the adopted Rules of Procedure (ref: Section 5.5 below).

D. The Chair shall, upon willing concurrence of candidates, appoint the members of each Subcommittee that the Committee chooses to form (ref: Section 7.0, 7.1, and 7.2 below).

E. The Chair, or her/his Committee-approved designee, shall serve as spokesperson for the Committee in all presentations of the Committee to the public, the Board and the media (ref: Section 6.0.A and 6.0.B below).

F. The Chair is an ex-officio member of all Subcommittees.

G. The Chair may appoint a Parliamentarian to assist in complying with Robert's Rules of Order during Committee meetings (ref: Section 5.5 below).

4.4 Duties of the Vice-Chair

The Vice-Chair shall perform each of the duties of the Chair as necessary in the absence of the Chair.

4.5 Duties of the Secretary

A. Subject to review by the Chair before publishing, the Secretary shall provide oversight in the preparation, recording, and distribution by District-provided secretarial support of the following documents in accordance with the Brown Act:

1. Committee meeting agendas;

2. All reports, materials, and meeting packets as required by or addressed to the Committee;

3. The minutes of Committee meetings (ref: Section 5.8 below);

4. All written material submitted by the public during Committee meetings;

5. All official correspondence addressed to the Committee;

6. Reports adopted by the Committee:

7. Committee attendance records (ref: Section 5.9.B, below).

B. The Secretary shall take and record roll at the beginning of each Committee meeting to determine the existence of a quorum. If a quorum ceases to exist during a meeting, the Secretary shall immediately inform the Chair.

4.6 Succession

The Vice-Chair shall accede to Chair when a vacancy occurs in that office. In the event of a vacancy in the office of Vice-Chair or Secretary, the position shall be filled by election, placed on the agenda at the next regular Committee meeting.

5.0 Meetings

All Committee meetings subject to the Brown Act shall be held in a handicapped-accessible facility at a District facility. The Committee shall meet at least four times each year.

5.1 Calling Meetings

Committee meetings may be scheduled on a regular basis by majority vote of the Committee. In addition, special meetings may be called by the Chair or Vice Chair, or by any group of Committee members whose number represents a quorum. All Committee meetings shall be arranged through the District-appointed Secretary and be noticed in accordance with the Brown Act.

5.2 Agendas

A. Agendas for regular Committee meetings shall be prepared by its Chair (ref: Section 4.3.B above).

B. Any member of the Committee may submit a request for placing an item on a future agenda.

5.3 Quorum

Actions may be undertaken at a meeting only if a quorum of seated members is present. A quorum is established when greater than half of the seated members are present. "Seated members" means the number of members set by the Board, less any who have resigned or been removed.

5.4 Committee Voting

Unless otherwise specified in these Bylaws (ref: 3.3.C.2 and 6.0.B), an action item on the agenda may be approved by a simple majority of Committee members in attendance, a quorum being present (ref: 5.3).

5.5 Rules of Procedure

Meetings shall be conducted with courtesy and decorum and in accordance with Robert's Rules of Order.

5.6 California's Open Meeting Law

All meetings of the Committee shall be open to the public and shall be noticed and conducted in strict compliance with the Ralph M. Brown Act.

5.7 Public Participation

Members of the audience will be given an opportunity to address the Committee. The Chair will recognize those members of the audience who wish to address the Committee. The Committee reserves the right to limit the time of presentations by individuals (three minutes) and to limit cumulative time (twenty minutes) when there are multiple speakers addressing the same issue. No action may be taken on matters not on the agenda.

5.8 Minutes

Minutes of Committee proceedings and reports issued shall be a matter of public record and, upon Committee approval, the District shall make them available on the Committee's page of the District's internet website. Minutes of Committee meetings and annual reports shall be kept for seven years from the conclusion of the work authorized by the Measure, and once they have been removed from the website shall

be available for inspection at the District office upon the request of a member of the public.

The District shall provide secretarial services to assist the Committee Secretary in preparation, distribution, and posting of minutes for all Committee meetings (ref: Section 4.5 above). Minutes distributed before adoption by the Committee shall always be labeled "Unadopted Minutes."

5.9 Attendance

Regular attendance at Committee and applicable Subcommittee meetings is a fundamental obligation of every member of the Committee. Absences are disruptive to Committee activity and representation. Failure to attend two consecutive meetings without acceptable reason announced in advance shall constitute due cause for member removal (ref: Section 3.3.C).

A. Members anticipating an absence must call or email the Committee Chair or Secretary no later than 24 hours before the scheduled meeting.

B. Committee attendance reports shall be distributed upon request by the Chair.

6.0 Committee Reports

A. The Committee shall prepare regular reports on its activities. A report shall be issued at least once each year. Upon completion of all projects authorized by the Measure, the Committee Chair shall prepare or cause to be prepared a final written report summarizing its activities and conclusions.

B. The Committee's legal charge is to actively review and report on the expenditure of taxpayer money for school construction (Section 1.1, above). All such reports, written and/or oral, that represent the Committee's position must proceed from Committee review, be duly approved as to substance by an affirmative roll call vote of not less than two-thirds of the members present at a Committee meeting, a quorum being present, and be faithfully articulated to the public only by the Committee Chair or an approved designee (ref: Section 4.3.E, above).

C. Reports of minority viewpoints shall be allowed. All such reports, written and/or oral, that represent the minority position must be reviewed, be duly approved as to substance without prejudice by a vote of the Committee, and be faithfully articulated to the public only by a designated minority spokesperson. To avoid the need for minority reports, and to maximize the working relationships on and public confidence in the Committee, all due diligence should be pursued to resolve divisive issues during the review process, thereby attaining fullest possible Committee support for the content of public reports.

D. Any member of the Committee may speak as an individual on Measure issues, but must clearly state for the record that such statements are their own personal views which do not necessarily represent those of the Committee or the District.

7.0 Subcommittees

The Committee may, on majority vote, form or disband Subcommittees (standing or ad hoc) to perform specific parts of its purpose and duties, such as performing audits and issuing reports. The Chair shall appoint all Subcommittee members. Subcommittees shall elect their own chairs. Subcommittee meetings may proceed only when a quorum is present, a quorum being defined as a simple majority of the seated Subcommittee members. Subcommittee chairs shall be responsible for calling its meetings, preparing its agendas, noticing its members, and delivering timely reports of Subcommittee actions to the Committee. Subcommittee meetings shall be conducted in accordance with the adopted Rules of Procedure (ref: Section 5.5 above).

7.1 Standing Subcommittees

A standing Subcommittee undertakes ongoing duties in preparation for deliberation by the Committee. All standing Subcommittees must fully comply with the Brown Act, irrespective of their number of members. Membership can include any number up to the full membership of the Committee.

7.2 Ad Hoc Subcommittees

Ad hoc Subcommittees are temporary in nature. They may be formed to undertake specific, one-time duties in preparation for deliberation by the Committee. An ad hoc Subcommittee shall be automatically disbanded upon acceptance of its final report to the Committee. Membership on an ad hoc Subcommittee shall normally be limited to less than a quorum of the Committee. If thus limited, an ad hoc Subcommittee meeting need not comply with Brown Act noticing.

8.0 Amendment

These Bylaws may be amended by majority vote of the Committee at any regular meeting at which said amendment is placed on the agenda and a quorum is present.

9.0 Liability Insurance

In acting within its official capacity as defined in these Bylaws, Committee members shall be covered by the District's liability insurance. In no event shall anything herein contained be construed as authorizing the District to insure any such officers or Committee members against any liability or expense by reason of willful malfeasance, bad faith, gross negligence or reckless disregard of the duties involved in the conduct of their office.

ATTACHMENT A

MEASURE M FACILITIES BOND CITIZENS' OVERSIGHT COMMITTEE ETHICS POLICY STATEMENT

This Ethics Policy Statement provides general guidelines for Committee members to follow while carrying out their roles. Not all ethical issues that Committee members face are covered in this Statement. However, this Statement captures some of the critical areas that help define ethical and professional conduct for Committee members. The provisions of this Statement were developed from existing laws, rules, policies and procedures as well as from concepts that define generally accepted good business practices. Committee members are expected to strictly adhere to the provisions of this Ethics Policy.

CONFLICT OF INTEREST. A Committee member shall not make or influence a District decision related to expending any bond monies in a manner which will benefit the Committee member's outside employment, business, or personal finance, or benefit an immediate family member, such as a spouse, child or parent.

COMMITMENT TO UPHOLD LAW. A Committee member shall uphold the federal and California Constitutions, the laws and regulations of the United States, the State of California (particularly the Education Code) and all other applicable government entities, and the policies, procedures, rules and regulations of the Cabrillo Unified School District.

COMMITMENT TO DISTRICT. A Committee member shall place the interests of the District above any personal or business interest of the member.

I have read the above Ethics Policy Statement and agree to abide by all of the conditions contained therein.

_____ _____

(Signature of Committee Member) (Date)

Printed Name of Committee Member: _____

COMMITTEE ROSTER

The Committee shall consist of at least seven (7) members appointed by the Board of Trustees based on the following criteria: (a) one member active in a business organization representing the local business community; (b) one member active in a senior citizens' organization; (c) one member active in a bona fide taxpayers organization; (d) one member shall be a parent or guardian of a student enrolled in the District; (e) one member shall be both a parent or guardian of a student enrolled in the District and active in a District parent-teacher organization; (f) two at-large members. [*From Education Code Section 15282(a) and Citizens' Oversight Committee Bylaws*]

Member Active in Local Business Community Organization:	Charmion Donegan
Member Active in Bona Fide Taxpayers' Organization:	Naomi Patridge
Parent of an Enrolled Student:	Lisa Zanette
Parent of an Enrolled Student and Active in a Parent Group:	Mike Alifano
At-Large Members (5):	Zachary Bennington Diane Brosin Abe Jimenez Leni Liakos James Marsh

INDEPENDENT AUDITOR'S REPORT, 2019-2020

Attached please find a copy of the Measure M Bond Building Fund Audited Financial Statements and Independent Auditor's Report.

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: January 14, 2021
TO: Members of the Governing Board
FROM: J Jesus Contreras, Chief Business Official
CATEGORY: Action
ITEM TITLE: Approval of the Revision of the Purchase of Modular Portable Classrooms at Hatch Elementary to House the CUSD Early Education Program

BACKGROUND INFORMATION

On December 11, the district was notified from Class Leasing that the prior quote for the five portable classrooms at Hatch Elementary was not correct. They calculated the sale price based on the buildings' size of 24'x40'. The actual size of those portables are 36'x40'. So, their original quote of $274,690 increased to $407,487, an increase of 48%.

REPORT/ PROPOSAL

The cost to purchase new portable classrooms would run over $150 per square foot, or over $200,000 per classroom. For the five rooms, that would be over $1,000,000 without the cost of installation. Installation would run about $200,000 to $400,000. Thus, the purchase price of the existing Class Leasing classrooms is probably about one third the cost of new portable classrooms. When compared to the new kindergarten classrooms at Hatch, those rooms were over $2,000,000 per classroom.

FISCAL ANALYSIS

Bond Funds will cover this expense.

RECOMMENDATION

Approve as submitted.

QUOTATION

October 13, 2020 (revised)

Class Leasing
1320 W. Oleander Ave, Perris, CA 92571

Lori Whittington
Vice President of Sales
Lori@classleasing.net
Ofc: 951.943.1908
Cell: 951.293.1589

District: Cabrillo Unified School District
498 Kelly Ave.
Half Moon Bay, CA 94019

Attn: James Crawford
Email: jcrawfordconsult@gmail.com
Phone: (408) 410-5983

Site Location: Hatch Elementary School
490 Miramontes Ave.
Half Moon Bay, CA 94109

Site Contact: James Crawford
Email: jcrawfordconsult@gmail.com
Phone: (408) 410-5983

DESCRIPTION (Sale Pricing)

	Description	Qty.	UOM	Unit Price	Total Charge
A)	36' X 40' Classroom, DSA approved, Purchase off Lease, AS IS Sale	6	EA.	$ 68,672.55	$ 412,035.30
B)	Customer discount	6	EA.	$ (758.00)	$ (4,548.00)
				Sub-Total - Sale:	**$ 407,487.30**

MOBILIZATION (One-Time Charges)

	Description	Qty.	UOM	Unit Price	Total Charge
C)	Existing portable buildings onsite	0		Not Applicable	Not Applicable
				Sub-Total - Mobilization:	**$ -**
				TOTAL CONTRACT:	**$ 407,487.30**

Pricing: This proposal is good for 30-days.

Delivery: Classrooms are existing onsite at Hatch Elementary School.

Special Notes: Lease ends upon receipt of payment in full. This proposal is for a "Purchase Off Rent" of existing 36' X 40' classrooms Lease 910.

EXCLUSIONS

THIS PROPOSAL DOES NOT INCLUDE ANY OF THE FOLLOWING

1. Engineering beyond Class Leasing DSA (Division of State Architect) Modular Engineering
2. If a DSA 1-MR is required (two reviews) is billed at $2,200.00
3. If shop rebar drawing review is required this is billed at $856.00 for (four hours)
4. If site is "High Seismic" the upgrade from a "Low Seismic" building to "High Seismic" is at an additional charge at time of change
5. Installation is at prevailing wages; PSA and PLA is excluded
6. Packages for State Modular Certification; unless stated otherwise herein.
7. Services, manifolds, conduits, panels, meters, disconnects, connections, etc. to site electrical or gas services; unless stated otherwise herein
8. Delivery and Installation (buildings exist onsite)
9. Any voice, security, notification, fire alarm or fire suppressions systems; unless stated otherwise herein
10. FFE, signage, HVAC testing and balancing, condensation drains, etc.; unless stated otherwise herein
11. Seismic separation (6" common wall foundation), option is available at an additional charge.
12. DSA site project approvals
13. Building permit submittal, and final site & building approval
14. Fire sprinklers, fire rating, or fire alarms
15. Concrete foundation
16. City permits, escorts, pilot cars
17. Transition of ramp toe to grade; ramps are fixed at 11' feet in length, transition to grade by District
18. Soundboard interior walls, unless otherwise noted herein
19. On site inspections
20. Connection of site utilities, FA & low voltage systems
21. Extraordinary cost related to rad closure or specialty moving permits, access, and transportation
22. Class Leasing is not responsible for STC ratings, unless specifically stated.
23. Class Leasing is not responsible for delays with the coastal commission, air pollution, FAA permits and restrictions
24. Pricing for proposal common wall foundation is based upon a required level site, assuming tolerances, as
25. Additional ramp and/or handrail extension beyond what is quoted above. Option is available at an additional charge
26. Security screens or security doors
27. Handling of, mitigation, or remediation of any hazardous materials
28. Tenant improvements, maintenance, paint, ramp, building upgrades are excluded
29. Anything not specifically included is excluded

REFERENCE DOCUMENTS

Building Drawing No. N/A
Building Specifications/PC Dated: N/A
RFP Documents: N/A

Class Leasing Standard Sale Agreement & Proposal
Cabrillo Unified School District Purchase Order

ACCEPTANCE & ACKNOWLEDGEMENTS

This proposal is subject to Class Leasing, LLC, herein known as "Class Leasing" credit approval of Customer. Equipment is subject to availability. By signing below, customer accepts the terms of this proposal including prices, specifications and referenced documentation, and instructs Class Leasing to make appropriate arrangements for the preparation and manufacturer of the Equipment identified herein and agrees that such signature constitutes customer's acceptance of and agreement to the Class Leasing Sales Agreement. Such sale, and the customer's agreement thereto, is subject to Class Leasing's standard terms and conditions that are incorporated by reference herein. Customer may request a copy of the terms and conditions from Class Leasing. No alterations, additions, exceptions, or changes to any Proposal or Agreement made by Customer shall be effective against Class Leasing, whether made hereon, contained in any printed form of Sale or elsewhere, unless accepted in writing by Class Leasing. Any customer purchase order or other customer-provided document purporting to replace, supersede or supplement the terms and conditions of the Class Leasing Sale Agreement shall carry no force or effect except as an instrument of billing.

CLASS LEASING, LLC

Signature: *Lori Whittington*
Name: Lori Whittington
Title: Vice President of Sales
Date: December 9, 2020

CUSTOMER

Signature:
Name:
Title:
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: January 14, 2021
TO: Members of the Governing Board
FROM: J Jesus Contreras, Chief Business Officer
Jason Owens, Personnel and Pupil Services Director
CATEGORY: Information
ITEM TITLE: Tentative Agreement between Cabrillo Unified School District and California School Employees Association

BACKGROUND INFORMATION

Cabrillo Unified School District (CUSD) and California School Employees Association (CSEA) have reached a tentative agreement (TA) which includes a proposal for a retroactive 3% salary increase for the 2019-2020 school year (retroactive to July 1, 2019) as well as an additional 3% salary increase for the 2020-2021 school year (effective July 1, 2020).

On October 15 and November 17, 2020, CUSD received new information about local San Mateo County taxes which indicated CUSD would be able to remain in Basic Aid status for the 2020-2021 school year rather than revert to LCFF status (and therefore not be subject to the lower funding levels contained in the state budget). This "flip" in funding status is due to a combination of events: 1) a spike in local property taxes and 2) a decline in enrollment. Consequently, CUSD now anticipates a positive ending fund balance for the third out year (2022-2023), and it is anticipated that the District will retain its Basic Aid funding status.

Based on the updated revenue information, CUSD is now able to afford employee compensation increases while maintaining its fiscal integrity as required by state law and as advised by the San Mateo County Office of Education. CUSD has stated throughout the negotiations process that it would propose to increase salaries when it could do so responsibly in both short and long terms. CUSD and CSEA reached a tentative agreement on December 18, 2020.

Staff are in the process of presenting AB 1200 documentation for SMCOE approval. Final approval of this agreement will be presented as a recommendation to the Board in February 2021.

FISCAL ANALYSIS

Three percent (3%) salary increase for the 2019-2020 school year (retroactive to July 1, 2019) as well as an additional three percent (3%) salary increase for the 2020-2021 school year (effective July 1, 2020).

RECOMMENDATION

Receive information on the Tentative Agreement between CUSD and CSEA.

Tentative Agreement Between
Cabrillo Unified School District (District) and
California School Employees Association (CSEA) and its Cabrillo Chapter 485

2019-2020 Reopener for the 2019-2020 and 2020-2021 School Years

The District and CSEA agree that the provision of the 2018-2021 Collective Bargaining Agreement shall remain in full force and effect except as specifically modified below. All attached tentative agreements are incorporated into the Collective Bargaining Agreement by reference.

Article VI: Salary

6.7 Salary Increase: 2018-2019 School Year: Effective July 1, 2018 the CSEA bargaining unit shall receive a 3% on schedule salary increase for the 2018-2019 fiscal year. This shall complete negotiations for the 2018-2019 school year. Due to current economic uncertainties facing the District, the parties agree to meet in the Fall of 2019 to begin negotiations for the 2019-2020 school year pursuant to Article XXII (Duration).

Effective July 1, 2019, the CSEA bargaining unit shall receive a 3% on schedule salary increase for the 2019-2020 school year. Effective July 1, 2020, the CSEA bargaining unit shall receive a 3% on schedule salary increase for the 2020-2021 school year.

The parties agree during 2021-2024 successor negotiations to engage in a comprehensive analysis of longevity increments to address compensation increases that have not been applied to longevity.

The parties agree to discuss language addressing compensation parity across bargaining units as part of the 2021-2024 successor negotiations.

Article VIII: Health and Welfare

8.1.1 Employees will have a choice of Anthem Blue Cross or Kaiser medical insurance, during the open enrollment period of the maximum premium paid will be calculated by the end of the first full week in October each year. Deductions will take effect on the October payroll warrant. **Effective January 1, 2021, Anthem Blue Cross shall be replaced with Sutter Health and United Health.**

Article XV: Layoff, Effects and Reemployment

15.6.2 A written notice of layoff shall be given to the affected employees no later than ~~forty-five (45)~~ **sixty (60)** days prior to the effective date of the layoff.

15.6.3 Notice of layoff may be given in less than ~~forty-five (45)~~ **sixty (60)** days when a financial inability to pay salaries of classified employees or a lack of work resulting from causes not foreseeable or preventable by the Governing Board exists.

Signed by:

For CSEA:	For District:
_____	_____
Stig Lynne	Jason Owens
_____	_____
Diane Paoli	Sean McPhetridge
_____	_____
Catherine Gray	Tami Culkar
_____	
Shane Modena	
_____	
David Wood	

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: January 14, 2020
TO: Members of the Governing Board
FROM: J Jesus Contreras, Chief Business Official
Jason Owens, Human Resources Director
CATEGORY: Action
ITEM TITLE: Approval of AB 1200 for Cabrillo Unified Teachers Association

BACKGROUND INFORMATION

The Cabrillo Unified School District (CUSD) reached a salary increase Tentative Agreement (TA) which was signed on November 24, 2020. The TA was presented to the CUSD Board at its scheduled December 8, 2020 meeting as an information item. The Board was informed that once ratified by the Cabrillo Unified Teachers Association (CUTA) membership and approved by the San Mateo County Office of Education (SMCOE), staff would bring the AB 1200 for final Board approval so that CUSD staff could then process the salary increase payments.

The TA has been ratified by CUTA membership, and SMCOE approved the AB 1200 on December 15, 2020. Staff is now presenting the AB 1200 for approval of the Board.

FISCAL ANALYSIS

Three percent (3%) salary increase for the 2019-20 school year (retroactive to July 1, 2019 – Refer to Salary Schedule), and an additional salary increase of three percent (3%) for the 2020-21 school year (retroactive to July 1, 2020 – Refer to Salary Schedule).

RECOMMENDATION

Approval of the AB 1200 as presented and approved by SMCOE.

CABRILLO UNIFIED SCHOOL DISTRICT

Half Moon Bay CA 94019

2019-20 CERTIFICATED SALARY SCHEDULE

Years	A MA or BA + 0 to 59	B MA+15 or BA+60	C MA+30 or BA+75	D MA+45 or BA+90
Step 1	51,500	51,500	52,747	54,678
Step 2	51,500	53,262	55,450	57,371
Step 3	53,262	55,965	58,144	60,064
Step 4	55,965	58,659	60,837	62,759
Step 5	58,659	61,352	63,531	65,451
Step 6	61,352	64,046	66,224	68,145
Step 7	64,046	66,739	68,917	70,838
Step 8	66,739	69,432	71,611	73,341
Step 9	69,432	72,126	74,114	76,224
Step 10	72,126	74,629	76,997	78,919
Step 11	74,629	77,512	79,691	81,612
Step 12	77,512	80,206	82,385	83,400
LONGEVITY				
Step 15		84,254	86,149	86,676
Step 18		87,755	89,549	90,722
Step 21			92,949	94,770
Step 24			94,770	98,817
Step 27			98,838	103,000

CALCULATIONS

1)	An annual stipend will be paid to each teacher for an earned Master's Degree.	$2,538
2)	Beginning in the 2005-06 school year, an annual stipend will be paid to each teacher who receives National Board Certification.	$2,538
3)	Number of paid days per school year:	185
4)	Teachers with valid California teaching credentials will initially be placed on Column A unless additional units are verified for higher placement.	
5)	A maximum of eleven (11) years prior credentialed experience shall be allowed for initial salary placement.	
6)	Calculated for CUTA Informational Purposes	

CABRILLO UNIFIED SCHOOL DISTRICT

Half Moon Bay CA 94019

2020-21 CERTIFICATED SALARY SCHEDULE

Years	A MA or BA + 0 to 59	B MA+15 or BA+60	C MA+30 or BA+75	D MA+45 or BA+90
Step 1	53,045	53,045	54,330	56,318
Step 2	53,045	54,860	57,114	59,092
Step 3	54,860	57,644	59,888	61,866
Step 4	57,644	60,418	62,662	64,642
Step 5	60,418	63,193	65,437	67,415
Step 6	63,193	65,968	68,211	70,189
Step 7	65,968	68,741	70,985	72,963
Step 8	68,741	71,515	73,759	75,541
Step 9	71,515	74,290	76,337	78,511
Step 10	74,290	76,868	79,307	81,286
Step 11	76,868	79,837	82,082	84,060
Step 12	79,837	82,612	84,856	85,902
LONGEVITY				
Step 15		86,782	88,734	89,276
Step 18		90,388	92,236	93,444
Step 21		0	95,738	97,613
Step 24		0	97,613	101,782
Step 27		0	101,803	106,090

CALCULATIONS

1)	An annual stipend will be paid to each teacher for an earned Master's Degree.	$2,538
2)	Beginning in the 2005-06 school year, an annual stipend will be paid to each teacher who receives National Board Certification.	$2,538
3)	Number of paid days per school year:	185
4)	Teachers with valid California teaching credentials will initially be placed on Column A unless additional units are verified for higher placement.	
5)	A maximum of eleven (11) years prior credentialed experience shall be allowed for initial salary placement.	
6)	Calculated for CUTA Informational Purposes	

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: January 14, 2021
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Action
ITEM TITLE: Approval of the Revised Schedule of Regular Governing Board Meetings for the Year 2021

BACKGROUND INFORMATION

Pursuant to Board Bylaw 9100, the Governing Board shall hold an annual organizational meeting. At this meeting, the Board shall approve the schedule of regular meetings for year. The Board holds one regular meeting each month. Upon approval of Board Bylaw 9320 revision, regular meetings will now be held at 6:00 p.m. on the second or third Thursday of the month.

REPORT/PROPOSAL

Attached is the revised schedule of regular Board meetings for 2021.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

RECOMMENDATION

Approve the revised schedule of regular Governing Board meetings for the year 2021.

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue • Half Moon Bay, CA 94019
Superintendent's Office

Revised Schedule of Regular Governing Board Meetings for 2021

DATE	TIME
Thursday, January 14, 2021	7:00 PM
Thursday, February 11, 2021	6:00 PM
Thursday, March 11, 2021	6:00 PM
Thursday, April 8, 2021	6:00 PM
Thursday, May 13, 2021	6:00 PM
Thursday, June 10, 2021	6:00 PM
Thursday, June 24, 2021*	6:00 PM
July - TBD	TBD
Thursday, August 12, 2021	6:00 PM
Thursday, September 9, 2021	6:00 PM
Thursday, October 14, 2021	6:00 PM
Thursday, November 18, 2021*	6:00 PM
Tuesday, December 14, 2021*	6:00 PM

**Not the second Thursday of the month.*
Times subject to change as needs require.

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: January 14, 2021
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Action
ITEM TITLE: Approval of Governing Board Representatives for the Year 2021

BACKGROUND INFORMATION

Pursuant to Board Bylaw 9100, the Governing Board shall hold an annual organizational meeting. At this meeting, the Board shall designate board representatives to serve on committees or commissions of the district, other public agencies, or organizations with which the district partners or collaborates. Tonight we bring this updated list of committees for Board approval.

The role of a Board Representative is to foster two-way communication and partnership with key groups in our community. Responsibilities include attending meetings and events, monitoring newsletters and websites, and providing information to inform and consult the group and board. Progress on partnership and upcoming activities and events shall be reported monthly to superintendent/board during 'Board Communications' updates.

REPORT/PROPOSAL

Designate the following board members as liaisons:

Committees and Assignments	Board Member
Career Technical Education Advisory Committee	Freya McCamant & Lizet Cortes
City-District (2+2) Committee	Lizet Cortes & Mary Beth Alexander
County Committee on School District Organization	Freya McCamant (Sophia Layne, back-up)
CSBA & Legislative Action Representatives	Freya McCamant & Kimberly Hines
District English Learner Advisory Committee	Lizet Cortes (Sophia Layne, back-up)
Environmental Sustainability Committee	Freya McCamant & Lizet Cortes
Financial Advisory Committee	Mary Beth Alexander & Sophia Layne
Latino Advisory Committee	Sophia Layne & Lizet Cortes
LGBTQ Round Table	Sophia Layne
Parent Teacher Organization (PTO) Alliance	Mary Beth Alexander & Sophia Layne
Real Estate and Surplus Property Committee	Mary Beth Alexander & Kimberly Hines
San Mateo County School Board Association	Mary Beth Alexander & Sophia Layne
Visual and Performing Arts Committee	Kimberly Hines & Lizet Cortes

FINANCIAL IMPACT

There is no financial impact to the General Fund.

RECOMMENDATION

Approval of Governing Board Representatives for the year 2021.