



Regular Governing Board Agenda - Revised

CABRILLO UNIFIED SCHOOL DISTRICT

Public Session • Thursday, May 13, 2021 • 6:00 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

5/13/2021 06:00 PM

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, and other matters as provided under California state law as set forth on the agenda below. Following Closed Session, the Board reconvenes to Public Session. Adjournment of the Public Session will be no later than 10:00 PM for all regular and special meetings unless extended by a majority vote of the Board. Writings relating to a board meeting agenda 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/cusdccomments>. 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 in advance of the meeting. The Google Public Comment Form opens on the agenda posting date and closes one hour before the meeting start time. We ask the participants to type their full name when joining the meeting, as prompted. "Hand Raised" future 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 Session - 6:00 PM - Welcome (Please note new time)

1. Roll Call / Quorum
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 Algebra 1 Waiver Submission to California Department of Education (Consent Agenda)

- [4.a Board Memo Algebra 1 Waiver.pdf \(p. 7\)](#)
- b. Designation of Representatives to the California Interscholastic Federation League for the 2021-22 School Year (Consent Agenda)
- [4.b Board Memo CIF League Representatives 2021-22.pdf \(p. 8\)](#)
- [4.b.1 CIF Representatives to League Form 2021-22.pdf \(p. 9\)](#)
- c. Approval of the Certificated Personnel Report (Consent Agenda)
- [4.c Board Memo Certificated Personnel Report.pdf \(p. 12\)](#)
- d. Approval of the Classified Personnel Report (Consent Agenda)
- [4.d Board Memo Classified Personnel Report.pdf \(p. 13\)](#)
- e. Approval of Donations to Cabrillo Unified School District (Consent Agenda)
- [4.e Board Memo Donations May 2020.pdf \(p. 14\)](#)
- [4.e.1 Summary Site Donations May 2021 \(Revised\).pdf \(p. 15\)](#)
- f. Approval of Cunha Intermediate School Landscaping Bid and the Half Moon Bay High School Tree Mitigation Project Bid (Consent Agenda)
- [4.f Board Memo Cunha Landscape & HMBHS Tree Mitigation Bid.pdf \(p. 16\)](#)
- g. Approval of the Public Agency Retirement Services (PARS) Supplementary Retirement Plan for Certificated Non-Management and Classified Non-Management Employees (Consent Agenda)
- [4.g Board Memo PARS Supplementary Retirement Plan.pdf \(p. 17\)](#)
- [4.g.1 PARS Supplementary Retirement Plan Proposal.pdf \(p. 18\)](#)
- h. Approval of Agreement for Professional Services with Law Firm Dannis Woliver Kelley Attorneys at Law (DWK) for 2021-22 School Year (Consent Agenda)
- [4.h Board Memo DWK Services Agreement.pdf \(p. 25\)](#)
- [4.h.1 DWK Agreement for Professional Services 2021-22.pdf \(p. 26\)](#)
- i. Approval of Regular and Special Governing Board Meetings Minutes (Consent Agenda)
- [4.i Board Memo Minutes.pdf \(p. 29\)](#)
- [4.i.1 2021-03-11 Regular Board Meeting Minutes.pdf \(p. 30\)](#)
- [4.i.2 2021-03-12 Special Board Meeting Minutes.pdf \(p. 37\)](#)
- [4.i.3 2021-03-15 Special Board Meeting Minutes.pdf \(p. 39\)](#)
- [4.i.4 2021-03-22 Special Board Meeting Minutes.pdf \(p. 42\)](#)
- [4.i.5 2021-04-08 Regular Board Meeting Minutes \(Revised\).pdf \(p. 46\)](#)
- [4.i.6 2021-04-09 Special Board Meeting Minutes.pdf \(p. 53\)](#)

5. GENERAL BUSINESS

- a. Student Recognition - Science Fair Winners: Jennifer Méndez Cortez and Louisa Kerns
[5.a Board Memo Recognition Cunha Science Fair Winners.pdf \(p. 55\)](#)
- b. Staff Recognition - Technology Assistance Teachers at Cunha--The Binary Quintet: Rajan Bechar, Caleb Hartman-Pickens, Jared Milhous, Kurt Murray, Erin O-Connor-Brown
[5.b Board Memo Recognition Cunha Technology Assistance.pdf \(p. 56\)](#)
- c. Adoption of Proclamation Recognizing June as LGBTQ+ Pride Month (Action)
[5.c Board Memo Proclamation LGBTQ Pride Month.pdf \(p. 57\)](#)
[5.c.1 Proclamation LGBTQ Pride Month.pdf \(p. 58\)](#)
- d. Adoption of Proclamation Declaring May 10-14, 2021 as Student Mental Health Week (Action)
[5.d Board Memo Proclamation Student Mental Health Week.pdf \(p. 60\)](#)
[5.d.1 Proclamation May Mental Health Week.pdf \(p. 61\)](#)
- e. Presentation on School Based Mental Health: Improving the Lives of Students (Information)
[5.e Board Memo Ed Support Services Report on Mental Health and SEL.pdf \(p. 63\)](#)
[5.e.1 Mental Health Program Presentation.pdf \(p. 64\)](#)
- f. Approval of the Expanded Learning Opportunities (ELO) Grant Plan (Action)
[5.f Board Memo Expanding Learning Opportunities Grant.pdf \(p. 77\)](#)
[5.f.1 Expanding Learning Opportunities Presentation.pdf \(p. 79\)](#)
[5.f.2 Expanding Learning Opportunities Grant Plan.pdf \(p. 92\)](#)
- g. Approval of the COVID-19 Expulsion Plan (Action)
[5.g Board Memo for COVID-19 Expulsion Plan.pdf \(p. 102\)](#)
[5.g.1 COVID-19_CUSD_Expulsion_Plan.pdf \(p. 103\)](#)
[5.g.2 2018_Cabrillo_USD_Plan_for_Expelled_Students.pdf \(p. 104\)](#)
- h. COVID-19 Relief Funding (Information)
[5.h Board Memo COVID-19 Funding.pdf \(p. 107\)](#)
[5.h.1 State and Federal Funding Strings - COVID 19 Presentation.pdf \(p. 108\)](#)
[5.h.2 COVID Funding Cheat Sheet Updated.pdf \(p. 121\)](#)
[5.h.3 Acronyms - COVID-19.pdf \(p. 125\)](#)
- i. Approval of Syserco Energy Solutions Energy Efficiency Project: Solar (Action)
[5.i Board Memo Energy Efficiency Project - Solar.pdf \(p. 126\)](#)
[5.i.1 Syserco Solar PV Ph2 Board Presentation.pdf \(p. 127\)](#)

[5.i.2 Exhibit A Syserco Energy Services Proposal.pdf \(p. 138\)](#)

- j. Review of CUSD Staffing Needs and Reinstatement of Previously Approved 2019-20 Budget Cuts (Information)

[5.j Board Memo Reinstatement of Certain Budget Cuts.pdf \(p. 154\)](#)

[5.j.1 Reinstatement of Certain Budget Cuts PPT.pdf \(p. 155\)](#)

- k. Approval of Additional Amendment to CUSD-CUTA MOU on Return to School (Action)

[5.k Approval of CUSD-CUTA MOU Amendment.pdf \(p. 163\)](#)

- l. Approval of the Final Outstanding Bargaining Provisions Agreed Upon by Cabrillo Unified School District and Cabrillo Unified Teachers' Association (Action)

[5.l Board Memo CUTA Reopeners.pdf \(p. 164\)](#)

[5.l.1 CUTA Reopeners MOU.pdf \(p. 165\)](#)

- m. Approval of Revised Governing Board Policy 5145.9 (Hate-Motivated Behavior) as Requested by the San Mateo County Civil Grand Jury (Action)

[5.m Board Memo BP Hate-Motivated Behavior.pdf \(p. 166\)](#)

[5.m.1 BP 5145.9 Hate-Motivated Behavior Recommendation.pdf \(p. 167\)](#)

[5.m.2 5145.9 BP Hate-Motivated Behavior 180909.pdf \(p. 170\)](#)

[5.m.3 Grand Jury Report Hate at Schools.pdf \(p. 172\)](#)

6. FUTURE EVENTS

- a. May 14 - Special Board Meeting Closed Session, via Videoconference, 9:00 AM
- b. May 17 - Latino Round Table, via Zoom, 3:00 PM
- c. May 18 - Family Engagement Night Series Hosted by SLS, via Zoom, 7:00 PM
- d. May 19 - Visual and Performing Arts Committee Meeting, via Zoom, 3:00 PM
- e. May 26 - School Finance Office Hours: Budget Development, via Zoom, 4:00 PM
- f. May 27 - Opening of Schools Steering Committee, via Zoom, 3:00 PM
- g. May 31 – Memorial Day Holiday – No School
- h. June 3 - Last Day of School
- i. June 7-10 - Public Inspection of LCAP & Budget, District Office, 8:00 AM-4:00 PM
- j. June 10 - Regular Board Meeting, via Zoom, 6:00 PM

7. END OF THE YEAR CELEBRATIONS

- a. June 2 - Farallone View Elementary School Promotion, Upper Grade Playground, Time TBD
- b. June 2 - Cunha Intermediate School Promotion, Cunha School, 9:00 AM - 4:00 PM
- c. June 3 - Hatch Elementary School Promotion, Playground, Time TBD
- d. June 3 - Kings Mountain Elementary School Promotion, KMES, 10:00 AM
- e. June 3 - El Granada Elementary School Promotion, School Field, 12:30 PM
- f. June 3 - Half Moon Bay High School Graduation, Football Field, Time TBD
- g. June 1-4 - Pilarcitos High School, Graduation Boxes Delivery, Times TBD
- h. June 30 - Los Listos Preschool Promotion, Location TBD, 3:00 PM

8. ADJOURNMENT OF THE MEETING



CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT

Sean McPhetridge, Ed.D.

GOVERNING BOARD

Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Governing Board
FROM: Martha Ladd, Director of Educational Support Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Algebra 1 Waiver Submission to California Department of Education

BACKGROUND INFORMATION

Education Code Section 56101 states “any district, special education local plan area, county office or public education agency, as defined in Section 56500, may request the board to grant a waiver of any provision of this code of regulations adopted pursuant to that provision if the waiver is necessary or beneficial to the content and implementation of the pupil’s individualized education program and does not abrogate any right provided individual with exceptional needs and their parents or guardians under the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), and federal regulations relating thereto.”

REPORT/PROPOSAL

The District has reviewed the criteria for eligibility to waive the requirements of Algebra 1 to earn a high school diploma and has identified two students with disabilities at Half Moon Bay High School that, with your approval, Staff/Administration and District staff agree that a waiver submission is appropriate at this time and will allow the students to graduate on time with their class in 2021.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

RECOMMENDATION

Approve Algebra 1 Waiver Submission to California Department of Education.



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MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Board Governing
FROM: Sean McPhetridge, Ed.D., Superintendent
John Nazar, Principal, Half Moon Bay High School
CATEGORY: Consent/Action
ITEM TITLE: Designation of Representatives to the California Interscholastic Federation League for the 2021-22 School Year

BACKGROUND INFORMATION

The Education Code gives the authority for high school athletics to Governing Boards and requires that the Boards designate their representatives to California Interscholastic Federation (CIF) leagues. (Ed. Code 33353(a)(1))

REPORT/PROPOSAL

The designation/appointment of a representative to the CIF league is required each year. The Half Moon Bay High School representatives to the CIF league for the 2021-22 school year are Mr. John Nazar, Principal, and Mr. Brendan Roth, Athletic Director. Ms. Deanna Tower, Assistant Principal, will also serve as the alternate.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Staff recommends approval of representatives to the California Interscholastic Federation League for the 2021-22 school year.



TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: RON NOCETTI, EXECUTIVE DIRECTOR

RE: FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

DATE: APRIL 12, 2021

Enclosed is a form upon which to record your district and/or school representatives to leagues for **next year, 2021-2022**. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We are asking that, after action by the governing board, you **send the names of league representatives to your CIF Section office**. Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p. 18) for the affected schools.

At the State Federated Council level, we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools, and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than June 28, 2021 directly to your CIF Section Office. Addresses of each section are listed on the back of the form. Please contact us if we can give you further information.

2021-2022 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2021.**

Cabrillo Unified School District/Governing Board at its May 13, 2021 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2021-2022 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Half Moon Bay High School

<u>NAME OF REPRESENTATIVE</u> Brendan Roth	<u>POSITION</u> Athletic Director
<u>ADDRESS</u> 1 Lewis Foster Drive	<u>CITY</u> Half Moon Bay <u>ZIP</u> 94019
<u>PHONE</u> 650-712-7200 <u>FAX</u> 650-712-7232	<u>E-MAIL</u> rothb@cabrillo.k2.ca.us

NAME OF SCHOOL Half Moon Bay High School

<u>NAME OF REPRESENTATIVE</u> John Nazar	<u>POSITION</u> Principal
<u>ADDRESS</u> 1 Lewis Foster Drive	<u>CITY</u> Half Moon Bay <u>ZIP</u> 94019
<u>PHONE</u> 650-712-7200 <u>FAX</u> 650-712-7232	<u>E-MAIL</u> nazarj@cabrillo.k2.ca.us

NAME OF SCHOOL Half Moon Bay High School

<u>NAME OF REPRESENTATIVE</u> Deanna Tower	<u>POSITION</u> Assistant Principal
<u>ADDRESS</u> 1 Lewis Foster Drive	<u>CITY</u> Half Moon Bay <u>ZIP</u> 94019
<u>PHONE</u> 650-712-7200 <u>FAX</u> 650-712-7232	<u>E-MAIL</u> towerd@cabrillo.k2.ca.us

NAME OF SCHOOL

<u>NAME OF REPRESENTATIVE</u>	<u>POSITION</u>
<u>ADDRESS</u>	<u>CITY</u> <u>ZIP</u>
<u>PHONE</u> <u>FAX</u>	<u>E-MAIL</u>

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Sean McPhetridge Signature _____

Address 498 Kelly Avenue City Half Moon Bay Zip 94019

Phone 650-240-3146 Fax 650-712-7232

PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.

CIF SECTION OFFICES

CIF CENTRAL SECTION

Ryan Tos, Commissioner
764 P Street, #105
Fresno, CA 93721
Phone: (559) 781-7586
Email: kellyjones@cifcs.org

CIF CENTRAL COAST SECTION

David Grissom, Commissioner
333 Piercy Road
San Jose, CA 95138
Phone: (408) 224-2994
Email: dgrissom@cifccs.org

CIF LOS ANGELES SECTION

Vicky Lagos, Commissioner
10660 White Oak Avenue, Suite 216
Granada Hills, CA 91344
Phone: (818) 767-0800
Email: vlagos@cif-la.org

CIF NORTH COAST SECTION

Pat Cruickshank, Commissioner
5 Crow Canyon Court, Suite 209
San Ramon, CA 94583
Phone: (925) 263-2110
Email: slivingston@cifncs.org

CIF NORTHERN SECTION

Elizabeth Kyle, Commissioner
2241 St. George Lane, Suite 2
Chico, CA 95926
Phone: (530) 343-7285
Email: lkyle@cifns.org

CIF OAKLAND SECTION

Franky Navarro, Commissioner
1000 Broadway, Ste. 150
Oakland, CA 94607
Phone: (510) 879-2846
No fax number

CIF SAC-JOQUIN SECTION

Michael Garrison, Commissioner
P.O. Box 289
Lodi, CA 95241
Phone: (209) 334-5900
Email: kjohnson@cifsjs.org

CIF SAN DIEGO SECTION

Joe Heinz, Commissioner
3470 College Avenue
San Diego, CA 92115
Phone: (858) 292-8165
Email: scandia@cifsds.org

CIF SAN FRANCISCO SECTION

Don Collins, Commissioner
555 Portola Drive, Bungalow 2
San Francisco, CA 94131
Phone: (415) 920-5185
Fax: (415) 920-5189

CIF SOUTHERN SECTION

Rob Wigod, Commissioner
10932 Pine Street
Los Alamitos, CA 90720
Phone: (562) 493-9500
Email: sharonh@cifss.org



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MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Governing Board
FROM: Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Certificated Personnel Report

BACKGROUND INFORMATION

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

1. OFFER OF EMPLOYMENT FOR 2021-2022

Rose Manning, Math Teacher, Cunha Intermediate School, effective August 9, 2021.

2. RETIREMENT

Claudia Frank, Elementary Teacher, Hatch Elementary School, effective June 4, 2021. Ms. Frank was hired by the district on January 2, 2001.

Nora Mote, Math Teacher, Cunha Intermediate School, effective June 4, 2021. Ms. Mote was hired by the district on August 31, 1989.

3. RESIGNATION

Tyler Elliott, Elementary Teacher, Kings Mountain Elementary School, effective June 4, 2021.

Bryan Long, Physics Teacher, Half Moon Bay High School, effective June 4, 2021.

Joseph Naple, Resource Specialist, Half Moon Bay High School, effective June 4, 2021.

FISCAL ANALYSIS

Financial impact is included in the budget.

RECOMMENDATION

Approve as submitted.



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MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Governing Board
FROM: Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Classified Personnel Report

BACKGROUND INFORMATION

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

1. RETIREMENT

Robin Murphy, Paraprofessional Special Education II, Cunha Intermediate School, effective June 3, 2021.
Ms. Murphy was hired by the district on August 25, 2014.

FISCAL ANALYSIS

Financial impact is included in the budget.

RECOMMENDATION

Approve as submitted.



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MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Governing Board
FROM: J Jesús 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.

**May 13, 2021 Board Meeting
Summary Site Donations**

Site	Items	Donor	Amount	Site Total Donations
HMBHS	Money to the HMB Pirates Rocky Perry Scholarship	Half Moon Bay Pirates	\$ 100.00	
HMBHS	Money to the Coastside Running Club Scholarship	Margaret Branick-Abilla	\$ 50.00	
HMBHS	Money to the Coastside Running Club Scholarship	High Point Roofing Services	\$ 100.00	
HMBHS	Money to the Coastside Running Club Scholarship	Sean Handel & Kathren Handel	\$ 200.00	
HMBHS	Money to the Coastside Running Club Scholarship.	Ronald P. Little II & Jennifer L. Hubbart	\$ 1,000.00	
HMBHS	Money to Art Club	HMB Beautification Committee	\$ 5,689.00	
HMBHS	Money to the Aaron McGregor Memorial Scholarship	Christine Maren Salon	\$ 500.00	
HMBHS	Money to the Coastside Running Club Scholarship	Liza Cristol-Deman	\$ 30.00	
HMBHS	Money to the Coastside Running Club Scholarship	Leslie Deman	\$ 30.00	
HMBHS	Money to the Coastside Running Club Scholarship	Carol Keller	\$ 170.00	
HMBHS	Money to the HMB Latino Coucil in Memory of Yanira Serrano Scholarship	Lorenzo Garcia	\$ 7,000.00	
HMBHS	Money to the Coastside Running Club	Omar Droubi	\$ 510.00	
HMBHS	Money to the Coastside Futures Scholarship	Cabrillo Education Foundation College Futures Initiative	\$ 21,500.00	
HMBHS	Money to the Seth Koller Creativity Scholarship	Mary Sanders	\$ 500.00	
Cunha	Earbuds & Flags for class use	Marilyn Wiens	\$ 56.82	

\$ 37,285.82



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MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Official
CATEGORY: Consent/Action
ITEM TITLE: Approval of Cunha Intermediate School Landscaping Bid and the Half Moon Bay High School Tree Mitigation Project Bid

BACKGROUND INFORMATION

At the April 8, 2021 Governing Board meeting, the Board authorized CUSD administration to go out to bid for the landscape project at Cunha Intermediate School and the tree mitigation project at the Half Moon Bay High School. Due to lack of interest by bidders, two projects were combined and bid as a single project.

Responsive Bidders:

Scapes Inc. \$562,000

FISCAL ANALYSIS

There is no financial impact to the General Fund. The Measure M school bond will fund the project.

RECOMMENDATION

Staff recommends that Scapes Inc. be awarded the bid with the lowest bid of \$562,000. Scapes Inc. contractor's license was checked and found in good standing. In addition, the contractor's insurance was checked and found that they are registered with the State of California.



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SUPERINTENDENT

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Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Public Agency Retirement Services (PARS) Supplementary Retirement Plan for Certificated Non-Management and Classified Non-Management Employees

BACKGROUND INFORMATION

The Cabrillo Unified School District has collaborated with Public Agency Retirement Services (PARS) to design a Supplementary Retirement Plan (SRP) for Certificated Non-Management and Classified Non-Management employees. The SRP was designed as a retirement incentive program that encouraged eligible employees to retire early. The goal of the program was to support retirees and generate savings by increasing the number of retirements in the 2020-21 school year.

The District offered a retirement incentive benefit equal to 60% percent of Final-Pay. This benefit encouraged six (6) employees to enroll in the plan and submit resignation letters effective no later than June 30, 2021.

FISCAL ANALYSIS

The general fund will ultimately benefit from the incurred savings.

RECOMMENDATION

Staff recommends the Board approve the implementation of the District's Supplementary Retirement Plan administered by PARS and accept the resignation of the six (6) employees who enrolled, as the plan has met the fiscal and operational objectives of the District.



CABRILLO UNIFIED SCHOOL DISTRICT

Proposal for
Supplementary Retirement Plan (SRP) – POST-ANALYSIS
May 4, 2021

PUBLIC
AGENCY
RETIREMENT
SERVICES

PARS

TRUSTED SOLUTIONS. LASTING RESULTS.

POST-ANALYSIS REPORT

May 4, 2021

Introduction

The primary objective of a retirement incentive is to increase and accelerate the retirement rate over and above natural attrition in order to facilitate specific District objectives such as personnel restructuring, fiscal savings, etc. Fiscal savings are achieved by replacing the retiring employee, who is typically at the top of the salary schedule, with a replacement employee at the bottom of the salary schedule. With retirement incentives involving teachers, the resulting salary differential is sufficient to pay for the costs of the plan and generate additional savings over and above natural attrition.

Analysis Method of Calculation

The analysis compares the savings projected over a five-year period from offering the PARS Supplementary Retirement Plan (SRP) during the 2020-21 academic year to the savings expected over the same period if natural attrition runs its normal course. The analysis examines current and future costs and compensation differentials, including projections of all compensation and benefit increases. This analysis has been used nationwide for well over one thousand plans, and is a well-accepted model of calculation.

The basic model of calculation is as follows:

Total Compensation Differential between Retiring Employee and Replacement Employee	
-	Retirement Health Care Cost
-	Retirement Incentive Cost
-	Current Natural Attrition
-	Future Loss in Natural Attrition
+	Savings due to Non-Replacements
=	Net Savings (Cost)

Assumptions

Eligibility Requirements	Certificated Employees - Age 55 with 5 years of District service; or - Age 50 with 30 years of service Classified Employees - Age 50 with 5 years of District service Employed by the District as of March 11, 2021 with an FTE of 0.50 or greater Resignation from District employment effective: - After the completion of the 2020-21 school year on or before June 30, 2021	
Benefit Level	60% of Final Pay Spend Amount* * 2020-21 Contract Salary multiplied by current FTE.	
Replacement Salaries	Certificated Non-Management: \$62,748* Classified Non-Management: 79.23% (Step A) *Includes a 6.00% increase for 2020-21; Based on PARS 2-Year New Hire Study	
Health Care Costs	Certificated: Active Eligible Employee (Cert NM): \$18,939* Replacement Employee: \$11,167** Retired Employee: \$0 *Assumes Two Party Kaiser High Plan plus Dental and Vision (if hired before 7/1/2011), and maximum District contribution (if hired on or after 7/1/2011) **Maximum District Contribution (Employees hired on or after 7/1/2011)	Classified: Active Eligible Employee (Class NM): \$14,685* Replacement Employee (Class NM): \$8,548** Retired Employee: \$0 *Prorated by FTE; Assumes Two Party Kaiser High Plan (if hired before 7/1/2011) and Employee Only Plan (if hired on or after 7/1/2011), plus Dental and Vision **Prorated by FTE; Employee Only Plan plus Dental and Vision (Employees hired on or after 7/1/2011)
PARS Plan Funding	5 years	
Replacement Positions	100% to 0% replacement of positions, in varying increments	

Fiscal projections illustrated in the post-analysis are based on the averages of the retirement age employees.

PARS has also provided non-replacement figures in this proposal with the District's understanding that these non-replacement numbers represent position cuts obtained through the offering of a retirement incentive plan. The District should be sure not to budget a similar number of position cuts, thereby double counting savings within this retirement incentive analysis and the budget. The following summarizes the results of the analysis:

FISCAL SUMMARY OF SAVINGS

60% of Final Pay Spend Amount Benefit

2020-21 Retirement Projections

Employee Group	# of Eligible Employees	Proj. Retirements with PARS SRP	Percentage Retirements
Certificated Non-Management	31	5	16.13%
Classified Non-Management	39	1	2.56%
TOTAL	70	6	8.57%

Projected Fiscal Impact: 100% Full-Replacement

Employee Group	Non-Replace PARS	Projected Savings in Year 1	Projected Savings over 3 Years	Projected Savings over 5 Years
Certificated Non-Management	0.00	\$41,369	\$76,916	\$60,316
Classified Non-Management	0.00	(\$3,887)	(\$11,662)	(\$19,721)
TOTAL	0.00	\$37,482	\$65,254	\$40,595

NON-REPLACEMENT SCENARIOS

60% of Final Pay Spend Amount Benefit

Certificated Non-Management

Replacement Scenario	Non-Replace PARS	Projected Savings in Year 1	Projected Savings over 3 Years	Projected Savings over 5 Years
100% Replacement	0.00	\$41,369	\$76,916	\$60,316
80% Replacement	1.00	\$75,974	\$184,993	\$249,529
60% Replacement	2.00	\$110,580	\$293,069	\$438,743
40% Replacement	3.00	\$145,186	\$401,146	\$627,956
20% Replacement	4.00	\$179,792	\$509,223	\$817,170
0% Replacement	5.00	\$214,398	\$617,300	\$1,006,383

Classified Non-Management

Replacement Scenario	Non-Replace PARS	Projected Savings in Year 1	Projected Savings over 3 Years	Projected Savings over 5 Years
100% Replacement	0.00	(\$3,887)	(\$11,662)	(\$19,721)
0% Replacement*	1.00	(\$3,887)	(\$11,662)	(\$19,721)

*There are no additional savings due to non-replacement of the Classified Non-Management position since it is assumed that this employee would be retiring this year, regardless of whether an incentive is offered (Natural Attrition). Thus, the 5-year cost is simply the cost of the PARS incentive.

Notice

This analysis attempts to quantify in economic terms - not budgetary terms - the fiscal impact of a retirement incentive program at the District. This analysis is entirely driven by the assumptions set forth by the District. If the assumptions are changed or modified by the District the results shall vary from what is set forth in this analysis. The accuracy of any results and/or analysis will depend entirely upon the accuracy of the information provided and the assumptions used.

The information, data and assumptions used in this analysis have been provided to Public Agency Retirement Services (PARS) by the District. It shall be the responsibility of the District to certify the accuracy, content and completeness of the information, data and assumptions so that PARS may rely on such information without further audit. PARS shall be under no duty to question the information, data and assumptions received from the District including, but not limited to, inquiries about how the analysis, information, data and assumptions work in conjunction with the District's budget.

PARS shall not be liable for non-performance of Services if such non-performance is caused by or results from erroneous and/or late delivery of information, data and assumptions.

PARS is not licensed to provide and does not offer tax, accounting, legal, investment or actuarial advice.

Cabrillo Unified School District
Projected Plan Contributions*
May 4, 2021

60% of Final Pay							
	# of SRP						
	Retirements	2021-22	2022-23	2023-24	2024-25	2025-26	TOTAL
Certificated Non-Management	5	\$64,832.79	\$64,832.79	\$64,832.79	\$64,832.79	\$64,832.79	\$324,163.95
Classified Non-Management	1	\$3,887.28	\$3,887.28	\$3,887.28	\$3,887.28	\$3,887.28	\$19,436.40
TOTAL CONTRIBUTIONS	6	\$68,720.07	\$68,720.07	\$68,720.07	\$68,720.07	\$68,720.07	\$343,600.35

Note: Projected Plan contributions reflect the assumption that participants' salaries will be increased by 6% prior to the end of the 2020-21 school year



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: May 13, 2021
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Approval of Agreement for Professional Services with the Law Firm Dannis Woliver Kelley Attorneys at Law (DWK) for the 2021-22 School Year

BACKGROUND INFORMATION

For a number of years, the District has relied on the firm Dannis Woliver Kelley Attorneys at Law for legal advice in most general aspects of school operations. Each year the District is asked to review and approve a new Agreement for Professional Services with DWK (proposed agreement for 2021-22 is included in this packet.)

FINANCIAL IMPACT

The fiscal impact to the general fund for the 2021-22 school year is unknown at this time.

RECOMMENDATION

This is an opportunity for the Board to review and approve the proposed Agreement for Professional Services as presented.



GREGORY J. DANNIS

Attorney at Law

gdannis@DWKesq.com

San Francisco

April 30, 2021

VIA EMAIL

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

Re: 2021-22 Agreement for Professional Services

Dear Dr. McPhetridge:

In the more than four decades we have been providing legal advice and counseling services to California school and community college districts, we have never felt more honored to be your partner over this last year in achieving your mission – in the face of extraordinary challenges - to educate and prepare all children and young adults to be responsible, mindful citizens in the global marketplace of ideas. We remain your steadfast allies and will support you with our full range of expertise to adapt, pivot and adjust to whatever the impending “new normal” may be in order to provide quality education programs to millions of California students.

Attached is our Agreement for Professional Services for 2021-2022. In light of the economic uncertainty confronting us all, no changes have been made to the billing ranges. Individual attorney hourly rates, however, may be adjusted within the existing ranges and my rate will increase to \$425.00 per hour beginning July 1, 2021.

We will continue to offer the Cabrillo Unified School District efficient and prompt service and the highest quality legal advice and counsel you have come to expect.

We look forward to serving the District in the coming school year and continuing our mutually rewarding partnership. Please sign the attached Agreement, insert the date of Board approval, and return to the undersigned via email.

Best regards,

DANNIS WOLIVER KELLEY

Gregory J. Dannis
GJD:ear

DWK SF 975886v1

SAN FRANCISCO

268 Bush Street, #3234
San Francisco, CA 94104
TEL 415.543.4111
FAX 415.543.4384

LONG BEACH

444 W. Ocean Blvd.
Suite 1070
Long Beach, CA 90802
TEL 562.366.8500
FAX 562.366.8505

SAN DIEGO

750 B Street
Suite 2600
San Diego, CA 92101
TEL 619.595.0202
FAX 619.702.6202

CHICO

2485 Notre Dame Blvd.
Suite 370-A
Chico, CA 95928
TEL 530.343.3334
FAX 530.924.4784

SACRAMENTO

555 Capitol Mall
Suite 645
Sacramento, CA 95814
TEL 916.978.4040
FAX 916.978.4039

SAN LUIS OBISPO

1065 Higuera Street
Suite 301
San Luis Obispo, CA 93401
TEL 805.980.7900
FAX 916.978.4039

BERKELEY

2087 Addison Street
2nd Floor
Berkeley, CA 94704
TEL 510.345.6000
FAX 510.345.6100

www.DWKesq.com

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on April 30, 2021, by and between the Cabrillo Unified School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

SCOPE OF SERVICES. District appoints Attorney to represent, advise, and counsel it from July 1, 2021, through and including June 30, 2022, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

CLIENT DUTIES. District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, ensure access for Attorney to communicate with the District's governing board as appropriate, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

FEES AND BILLING PRACTICES. Except as hereinafter provided, District agrees to pay Attorney two hundred sixty-five dollars (\$265) to three hundred sixty dollars (\$360) per hour for Shareholders and Of Counsel; two hundred forty-five dollars (\$245) to two hundred ninety-five dollars (\$295) for Special Counsel; one hundred ninety-five dollars (\$195) to two hundred sixty dollars (\$260) per hour for Associates; and one hundred thirty dollars (\$130) to one hundred eighty dollars (\$180) per hour for Paralegals and Law Clerks. The rate for Gregory J. Dannis will be four hundred twenty-five dollars (\$425) per hour. Rates for individual attorneys may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services provided. Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this Agreement are subject to change at any time by Attorney by written notice to Client and shall apply to all services rendered after such notice is given. Substantive communications advice (telephone, voice-mail, e-mail) is billed in a minimum increment of one-tenth (.1) of an hour, except for the first such advice in any business day, which is charged in a minimum of three-tenths (.3) of an hour. Actual travel time is charged at the rates above. In the course of travel it may be necessary for Attorney to work for and bill other clients while in transit. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

OTHER CHARGES. District further agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying charges (charged at \$0.10 per page), postage (only charged if in excess of \$1.00), and computerized legal research (i.e. Westlaw). Any discount received on computerized legal research is passed along to Client by Attorney. District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise. Such expenses shall be provided at cost unless otherwise specified.

District further agrees to pay third parties, directly or indirectly through Attorney, for major costs and expenses including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, District may either advance or reimburse Attorney for such costs and expenses.

Occasionally Attorney may provide District officials and/or employees with food or meals at Attorney-sponsored trainings or when working with District officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the District under this Agreement.

BILLING STATEMENT. Attorney shall send District a statement for fees and costs incurred every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. Upon District office's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request. District shall pay Attorney's statements within thirty (30) days after each statement's date.

INDEPENDENT CONTRACTOR. It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

CONFLICT OF INTEREST. In some situations, where Attorney has relationships with other entities, the Rules of Professional Conduct may require Attorney to provide disclosure or to obtain informed written consent before it can provide legal services for a client. Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other entities throughout California. The statutory and regulatory structure of the provision of education services results in many ways in which these entities interact which could result in a conflict between the interests of more than one of Attorney's clients. If Attorney becomes aware of a specific conflict of interest involving District, Attorney will comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

TERMINATION OF CONTRACT. District or Attorney may terminate this Agreement by giving reasonable written notice of termination to the other party.

COUNTERPARTS. This Agreement may be executed in duplicate originals, including facsimiles, each of which shall fully bind each party as if all had signed the same copy. Electronic copies of signatures shall be treated as originals for all purposes.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

CABRILLO UNIFIED SCHOOL DISTRICT

Sean McPhetridge, Ed.D.
Superintendent

Date

DANNIS WOLIVER KELLEY

Gregory J. Dannis
Attorney at Law

April 30, 2021

Date

At its public meeting of _____, 2021, the Board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.



CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT

Sean McPhetridge, Ed.D.

GOVERNING BOARD

Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Approval of Regular and Special Governing Board Meetings 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 March 11, 2021 and April 8, 2021 Regular Governing Board Meeting and the March 12, 2021, March 15, 2021, March 22, 2021, April 9, 2021 Special Governing Board Meetings are included in this Board packet for consideration.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.



Governing Board Meeting Agenda

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Public Session: Thursday, March 11, 2021 • 6:00 PM • Via Zoom: <https://cabrillok12.zoom.us/j/99135905009>

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

Administrators Present: Dr. Sean McPhetridge, Ed.D., Superintendent
Dr. Leticia Bhatia, Ed.D., Assistant Superintendent
Mr. J Jesús Contreras, Chief Business Officer

Student Board Representative Present: Miss Caroline Dodge, Student Board Representative

1. CALL TO ORDER

a. Public Session – 6:00 PM – Welcome

1. Roll Call / Quorum
2. Pledge of Allegiance

Student Board Representative Caroline Dodge led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Motion to approve the agenda, as presented, was made by Member Mary Beth Alexander and seconded by Member Kimberly Hines.

ROLLCALL

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

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

3. COMMUNICATIONS

a. Public Comments

Kate Livingston, community member, spoke to the Board about the economic consideration of CUSD unrepresented hourly employees. Ms. Livingstone said unrepresented hourly employees are frontline workers and asked the Board to create a salary schedule for this group of employees.

b. Employee Organizations Report

1. CUTA Representatives

CUTA Co-President Sean Riordan shared his back-to-school in-person instruction experience with a small group of student volunteers following the safety protocols. Mr. Riordan said that the instruction was different but real. Mr. Riordan also said that with the adoption of the MOU tonight and the return to the negotiation table to settle cohorts and bell schedules, more students would be able to return to in-person hybrid instruction this spring.

2. CSEA Representatives

CSEA President Stig Lynne shared that the district and CSEA have signed an Opening of Schools MOU for a safe return to schools for students and staff. This MOU will go to CSEA members for ratification and then back to the Board for adoption. Mr. Layne also shared that CSEA is working with unrepresented hourly employees and the possibility that this group of employees joins the union.

c. Board Members Report

Member Sophia Layne said today marks a year's anniversary since the World Health Organization declared COVID-19 a worldwide pandemic. The sentiment is bittersweet because now, a year after, unions and the district are ready to finalize the plans for returning to schools. Member Layne said that despite the uncertainty the pandemic brought, it is inspiring to see the community growing together, collaborating, building relationships, and helping each other. Lastly, Member Layne shared that this was a busy month attending CSBA webinars, County Board Members Association meetings, the PTO Alliance meeting, the LGBTQ Round Table, and some other events she attended as a district parent.

Member Kimberly Hines thanked Dr. Bhatia for hosting the Visual and Performance Arts (VAPA) Committee meeting. Member Hines shared that while bringing students back to the classroom is a priority, a group of representatives from elementary, middle, and high school is also working on a Visual and Performance Arts Plan to consider and propose a more intentional experience in grades K-12.

Member Freya McCamant said she is excited to continue working with the Environmental Committee who have their first meeting next week. Member McCamant also said she is excited to collaborate with the High School Sustainability Environmental Group who have taken the lead in sending invitations, drafting a resolution, and planning for moving forward. Member McCamant lastly said she is excited for next week and next month when they will bring a resolution for Earth Day.

Member Mary Beth Alexander acknowledged the amount of work going on in the district with the return to school plans and remote learning on top of staff regular responsibilities. Member Alexander said she recognized the amount of work involved in getting the information of 15 items on the Consent Agenda and eight on General Business. Lastly, Member Alexander said she is proud of the people who are making the change.

President Lizet Cortes said she also would like to recognize all the work that is being done. President Cortes said this month she attended the Family Engagement Meetings hosted by Mr. Contreras, Ms. Segura, and Dr. Bhatia. President Cortes said these meetings are constantly evolving because there is always something that needs to be improved, addressed, or changed. President Cortes said she also attended the VAPA meeting, and it was nice to see a push for the arts but, more importantly, a move to more culturally sensitive and relevant courses for students.

d. Student Board Representative Report

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

e. Superintendent Report

Superintendent Dr. Sean McPhetridge said he appreciates the comments received in recent weeks and the ones from the public tonight. Superintendent thanked Shannon Murray for inviting him to Hatch's Readathon, where he read a book about Tito Puente in English and Spanish. Superintendent McPhetridge said the district has a value for bilingualism and multiculturalism. Dr. McPhetridge said it was heartening to participate in the Environmental Committee and have the students take the lead and focus on the goals they wanted to see for the community.

Dr. McPhetridge thanked Kate Livingstone for reaching out to the Board to advocate for fair compensation for all employees. Dr. McPhetridge also said he had the opportunity to meet two of CUSD yard duty supervisors this week and hopes to bring an updated hourly rate that would reflect what the district is doing for represented employees and implementing a "me too" offer.

Lastly, Dr. McPhetridge said that the biggest presentation tonight and for the district for the last few months is on the Opening of Schools Plan, which is still a work in progress. Although this was brought as an Action item, he understands the Board might need more time and have another meeting because of the concern that arose from the secondary plans.

4. CONSENT AGENDA

- a. Approval of the Certificated Personnel Report
- b. Approval of the Classified Personnel Report
- c. Adoption of Resolution No. 01-21, Declaration for Substitute CBEST Waiver
- d. Approval of the Intent to Submit a Declaration of Need for Fully Qualified Educators for 2021-2022
- e. Approval of Donations to Cabrillo Unified School District
- f. Approval of Audit Report for Year Ending June 30, 2020
- g. Approval of Budget Overview for Parents Update Amendment
- h. Approval of New Bond Oversight Committee Members
- i. Approval of Professional Service Contract with Caldwell, Flores and Winters Inc. for the State School Facilities Program
- j. Adoption of Resolution No. 02-21 Accepting the Termination Agreement of Leases and Quit Claim Deed with Blach Construction
- k. Approval of Cunha Landscape Contract
- l. Approval of Cunha Intermediate School Roofing Project
- m. Authorization to Bid the Half Moon Bay High School Tree Mitigation Project
- n. Approval of Minutes of Regular and Special Governing Board Meeting
- o. Approval of Board Policy Updates as Recommended by the California School Boards Association

Motion to approve consent items as amended was made by Member Kimberly Hines and seconded by Member Sophia Layne.

ROLLCALL

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

(M-22) Passed 5-0 with Student Representative voting aye

5. GENERAL BUSINESS

- a. Adoption of Proclamation, Endorsing April as National Autism Awareness Month

Christy Walker, CUSD parent and community member, provided the Board background information on Autism Awareness Month. Ms. Walker asked the Board about changing the wording of the proclamation, particularly changing the title from Autism Awareness Month to Autism Acceptance Month to reflect better what the community would like to see in terms of inclusion.

After hearing the public comment, Superintendent McPhetridge asked the Board to table this item to review it to honor Ms. Walker's recommendations.

President Lizet Cortes requested motion to postpone the approval of item 5.a to the April 8, 2021 Board Meeting. Motion seconded by Member Sophia Layne.

ROLLCALL

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

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

b. Update on CUSD's Opening of Schools Plan

Leticia Bhatia, Ed.D., Assistant Superintendent, J Jesús Contreras, Chief Business Officer, Martha Ladd, Director of Educational Support Services, Jason Owens, Director of Student Services, John Nazar, Principal of Half Moon Bay High School, and James Barnes, Principal of Cunha Intermediate School, provided an update on the Opening of Schools Modified Phase III, including middle and high school Opening of School Plans.

Jaclyn Long, Hatch Elementary parent, talked to the Board about the mental health crisis the pandemic has created and how teens have been significantly impacted. Ms. Long also spoke about the health experts' recommendations on returning to school in the fall and how the recommendations were different. One recommendation was focused on physical health but the other on overall health, especially considering the social and emotional wellbeing of students. Ms. Long thanked the Board for thinking creatively on getting the students back to school quickly and safely.

Marin Holt, Hatch Elementary parent and SIPA Board Member, spoke to the Board about the rate of parent participation on the opening of schools' survey. Ms. Holt said that many voices are missing from this process and asked the district to consider communicating information in a timely manner, listening to teachers' input, involving all stakeholders on decisions, and using stimulus funds to create a robust summer program.

Kendra Holland, CUSD parent and OSSC volunteer, talked to the Board about the shared responsibility everyone has regarding returning to schools. Ms. Holland said the OSSC is a committed and creative group of people but still has not gotten plans approved to return to schools safely. Ms. Holland asked decision-makers, unions, leadership, and the Board to stop renegotiations and commit to a plan.

Christy Walker, CUSD parent and OSSC member, shared that she is excited to see the district try to get all the students back to school as quickly as possible. Ms. Walker also shared her concerns on the amount of learning loss, not only academic but also social-emotional learning loss. Lastly, Ms. Walker said she is looking forward to the time students come together to a room to interact safely.

Breanna Lafontaine, OSSC and PTO member, reiterated the recommendation in the elementary plan to reopen schools using one-week staggered schedules. Ms. Lafontaine said she speaks for herself and on behalf of elementary PTO leaders whose families want their kids back in school as soon as possible, putting in place the SMCOE safety protocols.

Kerri Costa, CUSD parent and OSSC member, said she appreciates all members of the OSSC Committee. Ms. Costa said she was happy to hear the Cunha and Half Moon Bay High School plans and hopes the plans continue to be student-centered and focused on students who are not thriving in distance learning and want to return to school, but at the same time she does not want to push students that don't want to return.

Motion to approve Elementary Schools reopening with AM and PM cohorts using one-week staggered schedules starting on April 5, 2021 was made by Member Mary Beth Alexander and seconded by Member Sophia Layne.

After discussion, Board agreed to table item 5.b for a Special Board Meeting on Monday, March 15, 2021. Motion to postpone the approval of item 5.b was made by Member Sophia Layne and seconded by Member Freya McCamant.

ROLLCALL

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

(M-24) Passed 5-0 with Student Representative voting aye

At 9:35 PM, Member Kimberly Hines requested a motion to continue past the 10:00 PM curfew. Member Mary Beth Alexander seconded the motion.

ROLLCALL

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

(M-25) Passed 5-0 with Student Representative voting aye

c. LCAP and California School Dashboard Academic Performance Indicators Presentation

Leticia Bhatia, Ed.D., Assistant Superintendent, and Martha Ladd, Director of Educational Support Services, provided an update on the LCAP and California School Dashboard Academic Performance Indicators.

d. Approval of Second Interim Financial Report for Fiscal Year 2020-2021

Motion to approve the Second Interim Financial Report for Fiscal Year 2020-2021 was made by Member Kimberly Hines and seconded by Member Freya McCamant.

ROLLCALL

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

(M-26) Passed 5-0 with Student Representative voting aye

e. Approval of the Memorandum of Understanding (MOUs) Between CUSD/CUTA - Revised

Motion to approve the Memorandum of Understanding (MOUs) Between CUSD/CUTA was made by Member Freya McCamant and seconded by Member Kimberly Hines.

ROLLCALL

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

(M-27) Passed 5-0 with Student Representative voting aye

f. Approval of Salary Increase for Unrepresented Staff

Motion to approve Salary Increase for Unrepresented Staff was made by Member Mary Beth Alexander and seconded by Member Sophia Layne.

ROLLCALL

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

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

- g. Adoption of Resolution No. 03-21 Approving the Supplementary Retirement Plan and Approval of Agreement with Public Agency Retirement Services (PARS)

Motion to adopt Resolution No. 03-21 Approving the Supplementary Retirement Plan and Approval of Agreement with Public Agency Retirement Services (PARS) was made by Member Kimberly Hines and seconded by Member Sophia Layne.

ROLLCALL

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

(M-29) Passed 5-0 with Student Representative voting aye

- h. Adoption of Resolution No. 04-21, Reducing and/or Discontinuing of Classified Positions

Motion to adopt Resolution No. 04-21, Reducing and/or Discontinuing of Classified Positions, was made by Member Kimberly Hines and seconded by Member Mary Beth Alexander.

ROLLCALL

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

(M-30) 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 Kimberly Hines.

ROLLCALL

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

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

The meeting was adjourned at 11:18 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
Cabrillo Unified School District

Date



Special Governing Board Meeting – Closed Session

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Closed Session: Friday, March 12, 2021 • 9:00 AM

Via Zoom: <https://cabrillok12.zoom.us/j/99135905009> (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 – 9:00 AM

a. Public Comments on Closed Session Topics

None.

b. Adjourn to Closed Session – 9:01 AM

c. Reconvene to Open Session – 11:05 AM

1. Closed Session Report: If Applicable

President Lizet Cortes reported the following Action taken in Closed Session:

Under Personnel Matters, the Governing Board voted 5 to 0 to non-reelect: One (1) Certificated employee for the 2021-22 school year equating to a Full Time Equivalent of 1.0.

Under Personnel Matters, the Governing Board voted 5 to 0 to release: Twenty-two (22) Temporary certificated employees for the 2021-22 school year equating to a Full Time Equivalent of 4.73.

5. ADJOURNMENT OF THE MEETING

Motion to adjourn was made by Member Freya McCamant and seconded by Member Kimberly Hines.

ROLLCALL

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

(M-32) Passed 5-0

The meeting was adjourned at 11:07 AM

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



Special Governing Board Meeting Agenda (Unadopted) Meeting Minutes **CABRILLO UNIFIED SCHOOL DISTRICT**

Public Session: Monday, March 15, 2021 • 7:00 PM • Via Zoom: <https://cabrillok12.zoom.us/j/99135905009>

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

Administrators Present: Dr. Sean McPhetridge, Ed.D., Superintendent
Dr. Leticia Bhatia, Ed.D., Assistant Superintendent
Mr. J Jesús Contreras, Chief Business Officer

1. CALL TO ORDER

a. Public Session – 7:01 PM – Welcome

1. Roll Call / Quorum

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

2. Pledge of Allegiance

President Lizet Cortes led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Motion to approve the agenda, as presented, was made by Member Kimberly Hines and seconded by Member Freya McCamant.

ROLLCALL

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

(M-33) Passed 5-0

3. COMMUNICATIONS

a. Public Comments

David Seaton, community member, spoke to the Board about his disapproval of the return to school plans and asked the Board to bring all students back to the classroom for full-day in-person instruction and create a robust summer school program. Mr. Seaton also requested the Board to look out for the students.

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 the Google Public Comment Request form, please follow the link provided below:

<https://docs.google.com/spreadsheets/d/1YI5TeKx4UtuUK8y8H5tFUW9oQyvqKjNOcXBcDJU8VG0/edit?usp=sharing>

b. Employee Organizations Report

1. CUTA Representatives

None.

2. CSEA Representatives

CSEA President Stig Lynne shared with the Board and the community a survey CSEA conducted with its members regarding the plan to reopen the schools. About 50% of the members provided feedback, and of those, 60% said they felt comfortable bringing students back to the classrooms, 20% were uncertain, and 20% were not comfortable.

c. Board Members Report

Member Mary Beth Alexander said she is glad that the Cunha Opening of Schools Plan is coming along. Member Alexander also clarified that families that prefer to stay remote are not necessarily doing so because they feel it is unsafe but because remote learning works for them until the full-time on-campus instruction is back to normal.

Member Sophia Layne said she is looking forward to hearing the Opening of Schools final recommendation, concluding the elementary plan's approval, and meeting next week to finalize the secondary plan.

Member Kimberly Hines just said she would hold her comments and questions for the Opening of Schools presentation.

Member Freya McCamant also said she had no comments for this section.

President Lizet Cortes thanked Dr. Bhatia, Mr. Contreras, the committee, and the schools for their work on putting together the Opening of Schools Plan.

d. Student Board Representative Report

None.

e. Superintendent Report

Superintendent Dr. Sean McPhetridge said he respects Mr. Seaton for raising his voice and pointed out he also respects Mr. Riordan for advocating for the interests and health of the staff. He also shared how he respects the role of his position and that of the Board in balancing the varying interests of the staff, the students, and their families. Dr. McPhetridge also said he also feels it is time to return to schools now that vaccinations are more widely available and staff would thus feel more comfortable returning.

Dr. McPhetridge reiterated that the district, colleagues, and the Board take this job very seriously because they must align the interests and needs of students, families, staff, and the community to be able to produce a plan and move forward. Lastly, Dr. McPhetridge said he is pleased the district is closed to having an approved plan.

5. GENERAL BUSINESS

a. Approval of CUSD's Elementary Opening of Schools Plan Amendment

David Seaton, community member, spoke about the return to school plan and how the new schedules might not work for working families. Mr. Seaton also said the families would keep students home not because they feel unsafe but because the plan is not strong.

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 the Google Public Comment Request form, please follow the link provided below:

<https://docs.google.com/spreadsheets/d/1YI5TeKx4UtuUK8y8H5tFUW9oQyvqKjNOcXBcDJU8VG0/edit?usp=sharing>

Motion to approve Elementary Schools Opening of Schools Plan Schedule B with AM and PM cohorts starting on April 5, 2021, with a 1-week transition was made by Member Sophia Layne and seconded by Member Mary Beth Alexander.

ROLLCALL

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

(M-34) Passed 5-0

5. ADJOURNMENT OF THE MEETING

Motion to adjourn was made by Member Kimberly Hines and seconded by Member Sophia Layne.

ROLLCALL

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

(M-35) Passed 5-0

The meeting was adjourned at 8:09 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
Cabrillo Unified School District

Date



Special Governing Board Meeting Agenda (Unadopted) Meeting Minutes **CABRILLO UNIFIED SCHOOL DISTRICT**

Public Session: Monday, March 22, 2021 • 7:00 PM • Via Zoom: <https://cabrillok12.zoom.us/j/99135905009>

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

Administrators Present: Dr. Sean McPhetridge, Ed.D., Superintendent
Dr. Leticia Bhatia, Ed.D., Assistant Superintendent
Mr. J Jesús Contreras, Chief Business Officer

1. CALL TO ORDER

a. Public Session – 7:00 PM – Welcome

1. Roll Call / Quorum

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

2. Pledge of Allegiance

President Lizet Cortes 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 Mary Beth Alexander.

ROLLCALL

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

(M-36) Passed 5-0

3. COMMUNICATIONS

a. Public Comments

None.

b. Employee Organizations Report

1. CUTA Representatives

CUTA Co-President Sean Riordan shared that teachers are thrilled to start returning to in-person instruction on April 5th and that staff got the classrooms ready following the standards of the Four Pillars. Mr. Riordan reassured that CUTA and CUSD are working actively to align options to ensure a speedy return to hybrid instruction and that in-person instruction will happen not in spite of CUTA and CUSD but because of all stakeholders who are working together to get the students back.

2. CSEA Representatives

CSEA President Stig Lynne said that tonight CSEA voted to ratify the MOU between CSEA and CUSD for a safe return to school for students and staff. The MOU will be presented later in the meeting for Board consideration. Mr. Lynne also said that union representatives work on behalf of its members and take this job very seriously for the best interest of its members, students, and everyone.

c. Board Members Report

Member Kimberly Hines thanked all parents, teachers, and administrators who participated in the meeting and thanked parents and staff who shared their concerns with the Board. Member Hines said they understand that the Board's decisions might conflict with some of the community's values. Member Hines reiterated that the Board holds the best interest of all the students.

Member Sophia Layne said she echoes Member Hines' thanks to everyone who was involved in getting to this point. Member Layne said it was encouraging to meet Board Members throughout the county where she heard other Members' learnings and their phases of returning to school plans. Member Layne also said she is grateful to everybody who is contributing to the community's progress.

Member Freya McCamant thanked Ms. Riordan and Mr. Lynne for their comments about the value of working together. Member McCamant spoke about communication and professionalism that embodies respect and trust. Member McCamant reminded Board and attendees to continue to work on that. Member McCamant lastly shared that the Environmental Committee met this week and worked on a resolution that they will bring to all.

Member Mary Beth Alexander thanked the staff and public for their comments regarding the opening of schools. Member Alexander said she appreciates all the comments, and she reassured everyone that she considers all of them. Member Alexander also said the Board tries to see the different opinions of different stakeholders to make decisions based on the different viewpoints.

President Lizet Cortes thanked the Board members for their comments and for highlighting all the points from public comments, including the values of professionalism, teamwork, being sensitive to people's different experiences and needs, and sharing information.

d. Student Board Representative Report

None.

e. Superintendent Report

Superintendent Dr. Sean McPhetridge said that the return to school process has been a long process because of all the required stakeholders' input, and he thanked the Opening of School Steering Committee, the site task forces, parents, and staff who participated in the process, including families who have sent comments, students that are coming back, PTOs, leadership team, and Board Members.

Dr. McPhetridge explained that the district's guideline regarding the reopening of schools comes from the local county department of public health. Dr. McPhetridge also explained that once the CDC issued the new guideline of 3 feet distance, Governor Newsom also announced that California Public Health

Department would issue something in response to that new CDC guideline. However, he reminded people that the district relies on guidelines from local county health authorities. Dr. McPhetridge also noted that things would change and that the district will need to adjust to the change. Once the district receives news from the local health authorities, input from stakeholders, and recommendations from the Opening of Schools Steering Committee, then negotiations with bargaining units will have to sit to talk and plan how to address all those considerations.

Lastly, Superintendent McPhetridge said the district received news from the San Mateo County Office of Education that the Cunha Intermediate School plan for return to school was approved.

5. GENERAL BUSINESS

- a. Approval of CUSD's Opening of Schools Plan: Cunha Intermediate School and Half Moon Bay High School

Lynette Curthoys, CUSD parent, spoke to the Board about her support for the Half Moon Bay High School Plan that has teachers livestreaming classes for those who chose to remain remote. Ms. Curthoys also spoke about her disapproval of Cunha's remote learning plan because Cunha will not be offering synchronous instruction.

Written Comments. The Board received three (3) comments via email related to this agenda item. To read the full public comments submitted via the Google Public Comment Request form, please follow the link provided below:

<https://docs.google.com/spreadsheets/d/1cAJ5dyioH37TZSRHdjwKDd5lC729sNN-0UelkHXC9Xo/edit?usp=sharing>

Motion to approve CUSD's Opening of Schools Plan: Cunha Intermediate School and Half Moon Bay High School as presented was made by Member Sophia Layne and seconded by Member Mary Beth Alexander.

Half Moon Bay High School's recommendation includes Hybrid In-Person Learning Model with one-week staggered return schedules for grades 11/12 and 9/10, Distance Learning, and Independent Study using Edgenuity.

Cunha Intermediate School's recommendation includes Hybrid In-Person Learning Model with AM/PM Cohorts using one-week staggered return schedules for grades 6/7/8, Remote Learning, and Independent Study.

ROLLCALL

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

(M-37) Passed 5-0

- b. Approval of Memorandum of Understanding (MOU) Between CUSD and CSEA

Motion to take a 10 minutes recess to give the Board and attendees time to read the recently uploaded MOU was made by Member Freya McCamant and seconded by Member Kimberly Hines.

ROLLCALL

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

(M-38) Passed 5-0

Motion to approve the MOU Between CUSD and CSEA was made by Member Freya McCamant and seconded by Member Sophia Layne.

ROLLCALL

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

(M-39) Passed 5-0

5. ADJOURNMENT OF THE MEETING

Motion to adjourn was made by Member Sophia Layne and seconded by Member Freya McCamant.

ROLLCALL

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

(M-40) Passed 5-0

The meeting was adjourned at 9:15 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
Cabrillo Unified School District

Date



Governing Board Meeting Agenda

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Public Session: Thursday, April 8, 2021 • 6:00 PM • Via Zoom: <https://cabrillok12.zoom.us/j/99135905009>

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

Administrators Present: Dr. Sean McPhetridge, Ed.D., Superintendent
Dr. Leticia Bhatia, Ed.D., Assistant Superintendent
Mr. J Jesús Contreras, Chief Business Officer

Student Board Representative Present: Miss Caroline Dodge, Student Board Representative (joined the meeting at 6:55 PM)

1. CALL TO ORDER

a. Public Session – 6:04 PM – Welcome

1. Roll Call / Quorum

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

2. Pledge of Allegiance

President Lizet Cortes led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Motion to approve the agenda, as presented, was made by Member Sophia Layne and seconded by Member Kimberly Hines.

ROLLCALL

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

(M-41) Passed 5-0

3. COMMUNICATIONS

a. Public Comments

None.

b. Employee Organizations Report

1. CUTA Representatives

CUTA Co-President Sean Riordan said that now that students and teachers are back in the classrooms, teachers reported that students are enthusiastic and eager. Mr. Riordan also said that it is important to acknowledge teachers, administrators, and classified staff for their hard work on this return to schools. Mr. Riordan said that unrepresented hourly staff needs to be compensated at the Half Moon Bay rate. Lastly, Mr. Riordan asked the Board to be on the lookout for the CUTA communication regarding the cancelation of arbitration.

2. CSEA Representatives

CSEA President Stig Lynne shared that CSEA members have worked hard to get everything ready for students to return to school. Mr. Lynne also shared that the unrepresented hourly yard duty supervisors will be able to join CSEA and receive the benefits of the membership, including being represented by CSEA. Lastly, Mr. Lynne thanked the leadership administrators for their job and open communication with CSEA.

c. Board Members Report

Member Sophia Layne said the return to schools is a big step for the district and thanked everybody involved in the planning and the implementation. Member Layne also said she is thankful for the proclamation that would be presented tonight because this represents the steps the district is taking regarding equity. To conclude, Member Layne shared that she was appointed to the Delegate Assembly for the California Schools Board Association as a representative of District 5, San Mateo and San Francisco Counties.

Member Kimberly Hines expressed that it was nice to know that students went back to school this week and that although this might be perfect, the district is moving in the right direction. Member Hines said that the Board has a wonderful agenda that includes an item about unrepresented hourly employees' compensation, followed by the item related to the Half Moon Bay High School and El Granada Elementary school improvements.

Member Freya McCamant said she would like to echo the appreciation for staff, teachers, and administrators who made it possible to return to schools. Member McCamant also shared that she attended the CSBA Legislative Action Day via Zoom. To end, Member McCamant said she feels very proud of the Half Moon Bay High School students that collaborated with the Environmental Committee and would be presenting the Earth Day Proclamation tonight.

Member Mary Beth Alexander thanked staff how they worked very hard to bring students back to the classrooms. Member Alexander also talked about the proposal being put together about unused properties and hopes the district can hire someone to help with it.

President Lizet Cortes also said she echoes the gratitude to the staff behind the scenes and in the front line that made possible a safe return to school. President Cortes stressed the importance of tonight's agenda because it includes a recognition to staff and a students' presentation. President Cortes said that it is very important to recognize all the great people who contribute to this district. To end, President Cortes shared that she attended a Main Street Apartments food drive and that it was a significant step to start a good relationship with the community and communication with the families.

d. Student Board Representative Report

Student Board Representative Caroline Dodge presented the schools' report at 7:39 PM (after item 5.g.)

e. Superintendent Report

Superintendent Dr. Sean McPhetridge said it was great to see Transitional Kindergarten, Kindergarten, 1st, and 6th grades back. Superintendent McPhetridge thanked the staff, administrators, parents, students, PTO leaders, and district partners who stepped up to make it possible.

Superintendent McPhetridge acknowledged Mr. Riordan's comment related to unrepresented hourly compensation and noted that the administration is presenting a recommendation to the Board later in the meeting that addressed this concern. Superintendent McPhetridge clarified that school districts are not required to follow local ordinances, but the district agreed that an increase needed to happen to show parity for all employee groups receiving raises.

4. CONSENT AGENDA

- a. Approval of the Certificated Personnel Report
- b. Approval of the Classified Personnel Report
- c. Approval of Donations to Cabrillo Unified School District
- d. Approval to Hire Architectural Services
- e. Approval of Quarterly Report on Williams Uniform Complaints (Education Code §35186)

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

ROLLCALL

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

(M-42) Passed 5-0

5. GENERAL BUSINESS

- a. Staff Recognition - District Reading Intervention Program: Rachael Sage, Nicole Robinson, Shannon Murray, Ana Leyva, Kathleen Roper, and Laura Butterfoss – Revised

Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction, and Martha Ladd, Director of Education Support Services, recognized Rachael Sage, Nicole Robinson, Shannon Murray, Ana Leyva, Kathleen Roper, and Laura Butterfoss for their creativity and support in the reading intervention for TK-8 students and teachers.

- b. Staff Recognition - Pilarcitos High School Teaching Staff Lizeth Bendaña, Dudley Hughes, and Courtney Parreira

Superintendent Dr. Sean McPhetridge, on behalf of Jason Owens, Director of Personnel and Pupil Services, recognized Lizeth Bendaña, Dudley Hughes, and Courtney Parreira for their adaptability, determination, and compassion in implementing the independent and home study programs during the COVID-19 pandemic.

- c. Adoption of Proclamation Recognizing April as National Autism Acceptance and Inclusion Month

Motion to adopt Proclamation Recognizing April as National Autism Acceptance and Inclusion Month was made by Member Kimberly Hines and seconded by Member Freya McCamant.

ROLLCALL

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

(M-43) Passed 5-0

d. Adoption of Proclamation Recognizing May as Jewish American Heritage Month

Motion to adopt Proclamation Recognizing May as Jewish American Heritage Month was made by Member Kimberly Hines and seconded by Member Mary Beth Alexander.

ROLLCALL

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

(M-44) Passed 5-0

e. Adoption of Proclamation Recognizing May as Asian American and Pacific Islander Heritage Month

Motion to adopt Proclamation Recognizing May as Asian American and Pacific Islander Heritage Month was made by Member Sophia Layne and seconded by Member Freya McCamant.

ROLLCALL

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

(M-45) Passed 5-0 with Student Representative voting aye

f. Adoption of Resolution No. 05-21, Supporting People of Asian Ancestry and Condemning Harassment, Violence, and Hatred Toward People of Asian Descent

Motion to adopt Resolution No. 05-21, Supporting People of Asian Ancestry and Condemning Harassment, Violence, and Hatred Toward People of Asian Descent was made by Member Kimberly Hines and seconded by Member Mary Beth Alexander.

ROLLCALL

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

(M-46) Passed 5-0 with Student Representative voting aye

g. Adoption of Proclamation Designating April 22 as Earth Day

Motion to adopt Proclamation Designating April 22 as Earth Day was made by Member Freya McCamant and seconded by Member Kimberly Hines.

ROLLCALL

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

(M-47) Passed 5-0 with Student Representative voting aye

At 7:39, President Cortes raised a Point of Privilege to allow Student Board Member Caroline Dodge to provide this month's schools report. Student Board Representative Caroline Dodge provided the Board and public an update on Half Moon Bay High School, Farallone View Elementary, El Granada Elementary, and Cunha Intermediate School events and activities.

h. Approve Proclamation Endorsing May as Employee Appreciation Month

Motion to adopt Proclamation Endorsing May as Employee Appreciation Month was made by Member Freya McCamant and seconded by Member Kimberly Hines.

ROLLCALL

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

(M-48) Passed 5-0 with Student Representative voting aye

i. Update on CUSD's Opening of Schools Plan

Leticia Bhatia, Ed.D., Assistant Superintendent, and J Jesús Contreras, Chief Business Officer, provided an update on the Opening of Schools Phase II for TK-12 grades.

j. Overview of Summer School 2021

Leticia Bhatia, Ed.D., Assistant Superintendent, J Jesús Contreras, Chief Business Officer, and Debbie Silveria, Kings Mountain Site Coordinator and Summer School District Leader, provided an overview of the goals for summer school programs for the 2020-2021 school year.

k. Approval of Job Descriptions for New Student Data Systems Coordinator, System Administrator, and Systems Support Specialist

Motion to approve the Job Descriptions for New Student Data Systems Coordinator, System Administrator, and Systems Support Specialist was made by Member Kimberly Hines and seconded by Member Sophia Layne.

ROLLCALL

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

(M-49) Passed 5-0 with Student Representative voting aye

l. Approval of Increase to Non-Bargaining Unit Hourly Salary Schedule

Motion to approve Increase to Non-Bargaining Unit Hourly Salary Schedule was made by Member Freya McCamant and seconded by Member Kimberly Hines.

Paul Harrison, Hatch Noon Duty Supervisor, thanked the Board, Kate Livingstone for reaching out to the Board, and Superintendent McPhetridge for getting this item to the Board. Mr. Harrison shared that being a yard duty is a gratifying job. Mr. Harrison also said that while they have this item on the agenda that would bring their rate slightly above Half Moon Bay's minimum wage, their objective since August has been to have competitive starting pay, a proper pay structure, and an accurate job description.

ROLLCALL

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

(M-50) Passed 5-0 with Student Representative voting aye

m. Approval of Construction Projects at El Granada Elementary School and Half Moon Bay High School

Motion to approve the Construction Projects at El Granada Elementary School and Half Moon Bay High School was made by Member Kimberly Hines and seconded by Member Sophia Layne.

ROLLCALL

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

(M-51) Passed 5-0 with Student Representative voting aye

At 9:53 PM, Member Kimberly Hines requested a motion to continue past the 10:00 PM curfew. Member Sophia Layne seconded the motion.

ROLLCALL

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

(M-52) Passed 5-0 with Student Representative voting aye

n. Public Hearing and Adoption of Resolution Approving the Statement for the Public Textbook and Instructional Incentive Program for the 2020-21 School Year

At 10:12 PM, President Cortes opened the Public Hearing on Adoption of the adoption of Resolution Approving the Statement for the Public Textbook and Instructional Incentive Program for the 2020-21 School Year. Having no comments, the public hearing was closed at 10:13 PM.

Motion to adopt Resolution 06-21 Approving the Statement for the Public Textbook and Instructional Incentive Program for the 2020-21 School Year was made by Member Freya McCamant and seconded by Member Kimberly Hines.

ROLLCALL

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

(M-53) Passed 5-0 with Student Representative voting aye

o. Approval of Amendments to CUSD-CUTA MOU on Return to School

Motion to approve the amendments to CUSD-CUTA MOU on Return to School was made by Member Freya McCamant and seconded by Member Sophia Layne.

ROLLCALL

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

(M-54) Passed 5-0 with Student Representative voting aye

8. ADJOURNMENT OF THE MEETING

Motion to adjourn was made by Member Kimberly Hines and seconded by Member Freya McCamant.

ROLLCALL

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

(M-55) Passed 5-0 with Student Representative voting aye

The meeting was adjourned at 10:26 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
Cabrillo Unified School District

Date



Special Governing Board Meeting – Closed Session

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Closed Session: Friday, March 12, 2021 • 9:00 AM

Via Zoom: <https://cabrillok12.zoom.us/j/99135905009> (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 – 9:00 AM

- a. Public Comments on Closed Session Topics

None.

- b. Adjourn to Closed Session – 9:01 AM

- c. Reconvene to Open Session – 10:55 AM

1. Closed Session Report: If Applicable

President Lizet Cortes reported no Action was taken in Closed Session.

5. ADJOURNMENT OF THE MEETING

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

ROLLCALL

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

(M-56) Passed 4-0

The meeting was adjourned at 10:56 AM

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



CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT

Sean McPhetridge, Ed.D.

GOVERNING BOARD

Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
Jason Owens, Director of Personnel and Pupil Services
James Barnes, Principal, Cunha Intermediate School
Kurt Murray, Cunha Intermediate School, Science Teacher
CATEGORY: Recognition
ITEM TITLE: Student Recognition - Science Fair Winners: Jennifer Méndez Cortez and Louisa Kerns

BACKGROUND INFORMATION

This year, the famous Cunha Intermediate Science Fair was made an optional assignment due to the pandemic and remote learning. However, students rose to the challenge, and two students earned awards in the County Science Fair.

Jennifer Méndez Cortez earned an Honorable Mention for her project of "Get your colors straight, don't clog, keep it logged."

Louisa Kerns placed first at the County Science Fair for her project of "Distance Dutch: testing online teaching methods." Louisa qualified for the State Science Fair also and earned fourth place.

We are extremely proud of these students who, despite the challenges of the year, were able to devise projects of real scientific merit which were recognized by our county judges and made Cunha proud!

FISCAL ANALYSIS

At this time, there is no financial impact to the General Fund.

RECOMMENDATION

Recognize Jennifer Mendez Cortez and Louisa Kerns for their placement in the San Mateo County Science Fair.



CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT

Sean McPhetridge, Ed.D.

GOVERNING BOARD

Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
Jason Owens, Director of Personnel and Pupil Services
James Barnes, Principal, Cunha Intermediate
CATEGORY: Recognition
ITEM TITLE: Staff Recognition - Technology Assistance Teachers at Cunha--The Binary Quintet: Rajan Bechar, Caleb Hartman-Pickens, Jared Milhous, Kurt Murray, Erin O-Connor-Brown

BACKGROUND INFORMATION

When we began the 2020-21 school year, we embarked on a transformation of our school and education itself into remote online learning. Never before in history would it have been possible to use internet-based applications and communication technologies to allow us to continue instruction virtually during a pandemic where students and staff remained home or in isolation while we carried on teaching and learning. Our IT Department expanded our infrastructure and made it possible for us to connect via Zoom and to easily manage application logins, while our Curriculum and Instruction Department helped us adopt a dizzying array of education applications. But at the site, each teacher had to learn for themselves how to manage these apps. They had to learn how to set for security, for best student use, to sync them, to take advantage of their features, and of course to deal with the maddening problems and issues that any new technology presents, both in the learning curve and with inevitable bugs.

During this time, a group of teachers volunteered to be trained in remote learning techniques and offered their skills as people comfortable with technology to help our whole staff navigate their way to competent and efficient use. In any school staff, people's comfort level and knowledge of technology ranges all over, and teachers have spent their careers teaching in person. Our group of technology assistants, calling themselves "The Binary Quintet," began to hold office hours every Wednesday. They set up professional development sessions for our staff on Google Classroom, Zoom, School Loop, department specific apps, tips, and tricks, et cetera, and all with videos they produced and their own Google Classroom site where techniques and advice could be found.

We could not have created the rich and robust remote online learning plan that we did without their help, and our staff has been aided immensely by their work to bring us up to speed with 21st Century technology. Their enthusiasm, initiative, and creativity have supported all of us at Cunha, staff, and students alike.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Recognize Rajan Bechar, Caleb Hartman-Pickens, Jared Milhous, Kurt Murray, and Erin O-Connor-Brown for their vital work assisting staff in application technology troubleshooting and training during remote learning.



CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT

Sean McPhetridge, Ed.D.

GOVERNING BOARD

Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Action
ITEM TITLE: Adoption of Proclamation Recognizing June as LGBTQ+ Pride Month

BACKGROUND INFORMATION

The Cabrillo Unified School District Governing Board supports the rights, freedoms, and equality of all people, including those who are lesbian, gay, bisexual, transgender, queer, and/or questioning (LGBTQ+). The Governing Board believes all students, staff, and families deserve to feel safe and welcome in their schools, to be known by their preferred name, gender identity, and story, and to see themselves represented in the curricula, in our staff, and in our community.

The District recognizes our students, staff, and families are legally entitled to a safe environment and community where their rights to be free from the harm of discrimination are guaranteed and upheld. June has become a symbolic month in which LGBTQ+ persons and allies come together in various celebrations of pride to support the community's right to live their lives out loud. Although meeting in person was more difficult this past year for us to physically come together as LGBTQ+ persons and allies, we are proud of the ongoing work done by CoastPride representatives with CUSD staff to continue our important work of helping all people feel safe in CUSD schools and in the Coastside community.

The Cabrillo Unified Governing Board, district leadership, faculty, students, and staff recognize and understand that creating an inclusive environment to increase understanding and acceptance requires daily diligence. The Cabrillo Unified School District recognizes the month of June as LGBTQ+ Pride Month in our schools, and CUSD's Governing Board and staff invite everyone to reflect during this month particularly on the ways we all can live and work together with a commitment to mutual respect and understanding. The Governing Board is committed to these efforts beyond June to ensure all students can learn and thrive in our inclusive schools.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

RECOMMENDATION

Adopt CUSD's Proclamation Recognizing June as LGBTQ+ Pride Month.

**CABRILLO UNIFIED SCHOOL DISTRICT
HALF MOON BAY, CALIFORNIA**

PROCLAMATION

Recognizing June as LGBTQ+ Pride Month in the Cabrillo Unified School District

WHEREAS, Cabrillo Unified School District is committed to supporting dignity, equity, and visibility for all people in the community; and

WHEREAS, the Cabrillo Unified School District and Coastsides region have a diverse Lesbian, Gay, Bisexual, Transgender, Queer, and/or Questioning (LGBTQ+) community; and

WHEREAS, many residents, students, family members, and school personnel are part of the lesbian, gay, bisexual, transgender, queer, and/or questioning community, and they contribute greatly to the enrichment of our CUSD schools and Coastsides community; and

WHEREAS, although advancements have been made with respect to equitable treatment of LGBTQ+ persons, LGBTQ+ persons still face discrimination simply for being who they are, thus making it important for all districts and all communities to stand up and show support for all our students, staff, and families who are affected; and

WHEREAS, many cities across the United States recognize and celebrate June as LGBTQ+ Pride Month; and

WHEREAS, June has historically become a symbolic month in America in which LGBTQ+ persons and allies come together in various celebrations of pride to support the community's right to live their lives out loud; and

WHEREAS, this year, although it was made more difficult by COVID-19 for us to physically come together as LGBTQ+ persons and allies, we continued to work closely with our partner CoastPride on our shared goals of developing and implementing ongoing educational, equity, and visibility projects for our LGBTQ+ students; and

WHEREAS, this June of 2021, we look forward to celebrating CoastPride's second birthday at the opening of the CoastPride Center and strongly endorse such a community center for all LGBTQ+ persons and allies; and

WHEREAS, this June, we will again be raising the LGBTQ+ flag at our school campuses and district office because we are proud to stand in solidarity with CoastPride and signal to all who are fortunate to live or visit the Coastsides that people of all sexual orientations and gender identities and expression are welcome here; and

WHEREAS, the Rainbow Flag, created in 1978, is a flag with six distinct colors (red, orange, yellow, green, blue, and violet) that has come to be known as the internationally recognized symbol of the LGBT community; and

WHEREAS, the Progress Flag, created in 2018, has added five arrow-shaped lines to the Rainbow Flag (including black and brown stripes to represent LGBTQ+ communities of color along with the colors pink, light blue, and white which are used on the Transgender Pride Flag), and the Progress Flag is now recognized as underscoring the intersections within the LGBTQ+ community and honoring LGBTQ+ people of color (whose activism inspired the very first Pride Month) as well as people of different gender identities; and

WHEREAS, flying the Progress Flag at the District Office throughout the month of June further symbolizes the District's celebration of diversity and support for all the LGBTQ+ students, families, and staff in our community;

NOW, THEREFORE, the Cabrillo Unified School District does hereby declare the month of June as LGBTQ+ Pride Month in our schools and invites everyone to reflect on ways we all can live and work together with a commitment to mutual respect and understanding; and

FURTHERMORE, CUSD will recognize June as LGBTQ+ Pride Month by flying the Rainbow Flag and/or the Progress Flag at the District Office and at our schools during the month of June.

PASSED AND ADOPTED this 13th day of May, 2021 at a regular meeting of the Governing Board of Cabrillo Unified School District 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



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SUPERINTENDENT

Sean McPhetridge, Ed.D.

GOVERNING BOARD

Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
Martha Ladd, Director of Educational Support Services
CATEGORY: Action
ITEM TITLE: Adoption of Proclamation Declaring May 10-14, 2021 as Student Mental Health Week

BACKGROUND INFORMATION

The CDC states that being mentally healthy during childhood means reaching developmental and emotional milestones and learning healthy social skills and how to cope when there are problems. Mentally healthy children have a positive quality of life and can function well at home, in school, and in their communities. It is critical that our education community continue to acknowledge and support our children in the areas of mental health and social emotional learning throughout the school year by acknowledging that education, prevention, early diagnosis, and proper treatment assist our children in reaching their full potential.

REPORT/PROPOSAL

This first week in May has typically been designated as Student Mental Health Week. The Cabrillo Unified School District Governing Board recognizes the importance of student emotional wellbeing and the complex mental health needs of our students.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve and adopt the proclamation.

**CABRILLO UNIFIED SCHOOL DISTRICT
HALF MOON BAY, CALIFORNIA**

PROCLAMATION

Declaring May 10-14, 2021 as Student Mental Health Week

WHEREAS, students' mental health too often can go unnoticed or unaddressed at school; and

WHEREAS, reducing the stigma surrounding mental health can help empower students to speak up when they need help; and

WHEREAS, research has shown that adverse childhood experiences can have lasting harmful impacts if not addressed; and

WHEREAS, students across the State of California can be subjected to both community-based acts of violence and school-based acts of violence or threats; and

WHEREAS, many students in California have experienced traumatic natural disaster events, such as wildfires, mudslides, evacuations, and earthquakes; and

WHEREAS, overuse of social media can result in students feeling disconnected from their peers; and

WHEREAS, early identification, intervention, and treatment of mental health and behavioral issues are paramount for a healthy student body and school community; and

WHEREAS, because we serve students in preschool and through grades K to 12 inclusive, we have an opportunity to address student health early and effectively; and

WHEREAS, the need for comprehensive, coordinated mental health services for students in school is a critical responsibility as part of an overall education plan; and

WHEREAS, addressing the complex mental health needs of California students today is fundamental to the future of California; and

WHEREAS, it is appropriate that a week should be set aside each year for the direction of our thoughts towards our students' mental health and well-being;

NOW, THEREFORE, the Cabrillo Unified School District Governing Board hereby does proclaim the week of May 10-14, 2021 as Student Mental Health Week.

PASSED AND ADOPTED this 13th day of May, 2021 at a regular meeting of the Governing Board of Cabrillo Unified School District 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



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SUPERINTENDENT

Sean McPhetridge, Ed.D.

GOVERNING BOARD

Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Governing Board
FROM: Martha Ladd, Director of Educational Support Services
Caroline Morton, MFT, ATR-BC, Program Director School Link Services
CATEGORY: Information
ITEM TITLE: Presentation on School Based Mental Health: Improving the Lives of Students

BACKGROUND INFORMATION

Cabrillo Unified School District's Governing Board will receive a report on the District's School Link Services program. This past year our community has faced many pandemic related challenges. These challenges have highlighted the importance of robust mental health supports for our students, family, and staff. Utilizing the MTTS Framework and School Linked Service's vision for mental health and social emotional learning, our district responded to a myriad of needs. This report highlights our work this year, our successes, and the road ahead.

FISCAL ANALYSIS

Support for the District's social emotional learning and mental health programing come from the general fund, Local Control Accountability Plan (LCAP), and a grant from the Mental Health Student Services Act of 2019 (MHSSA.)

RECOMMENDATION

This item is presented for information.



CABRILLO UNIFIED SCHOOL DISTRICT

Every Student. Every Day!

School-Based Mental Health: Improving the Lives of Students

Martha Ladd, Director Education Support Services

Caroline Morton, MFT, ATR-BC, Program Director School Link Services

Governing Board Meeting

May 13, 2021

Overview

- What We Know - Research and Experience
- MTSS: 3 Tiers of Intervention and School Link Services: Three Pillars of Support
- Staff Wellness
- Community Partners
- Successes in a Novel Year
- The Road Ahead



What we know...

Increased access to mental health services and supports in schools is vital to improving the physical and psychological safety of our students and schools, as well as academic performance and problem-solving skills.

Traumatic experiences can impact learning, behavior, and relationships at school. Recent neurobiological, epigenetics, and psychological studies have shown that traumatic experiences in childhood can diminish concentration, memory, and the organizational and language abilities children need to succeed in school.



<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-health/school-psychology-and-mental-health/school-based-mental-health-services>

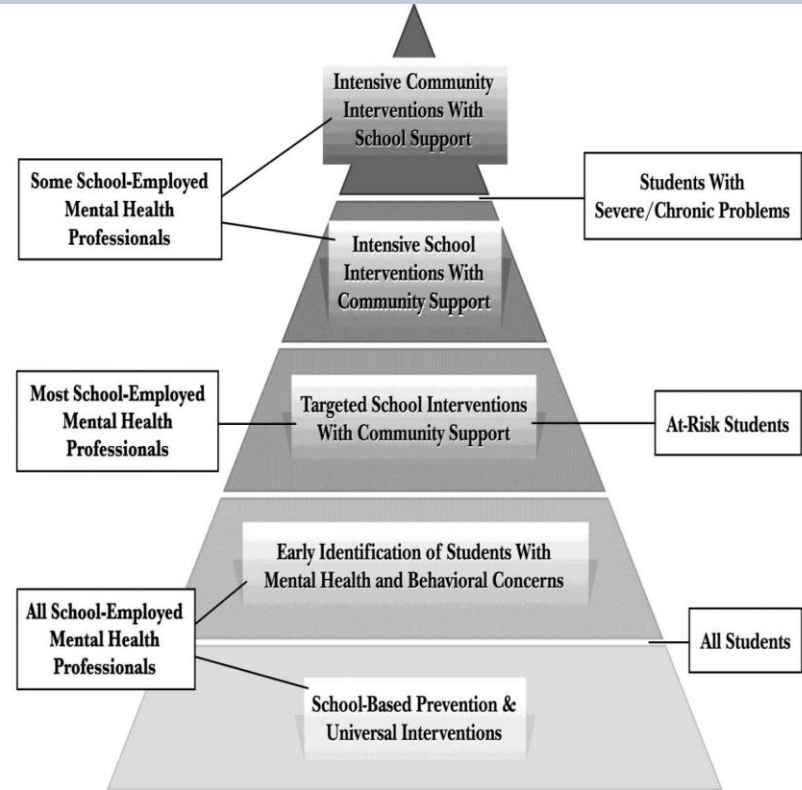
<https://traumasensitiveschools.org/trauma-and-learning/the-problem-impact/#:::text=Traumatic%20experiences%20can%20impact%20learning,need%20to%20succeed%20in%20school.>



Desired Impacts:

Outcomes for educational communities with a robust MH/SEL program:

- Lower truancy
- Lower dropout rates
- Lower substance abuse
- Increase graduation rate
- Increased academic success
- Increase wellbeing
- Increased resiliency



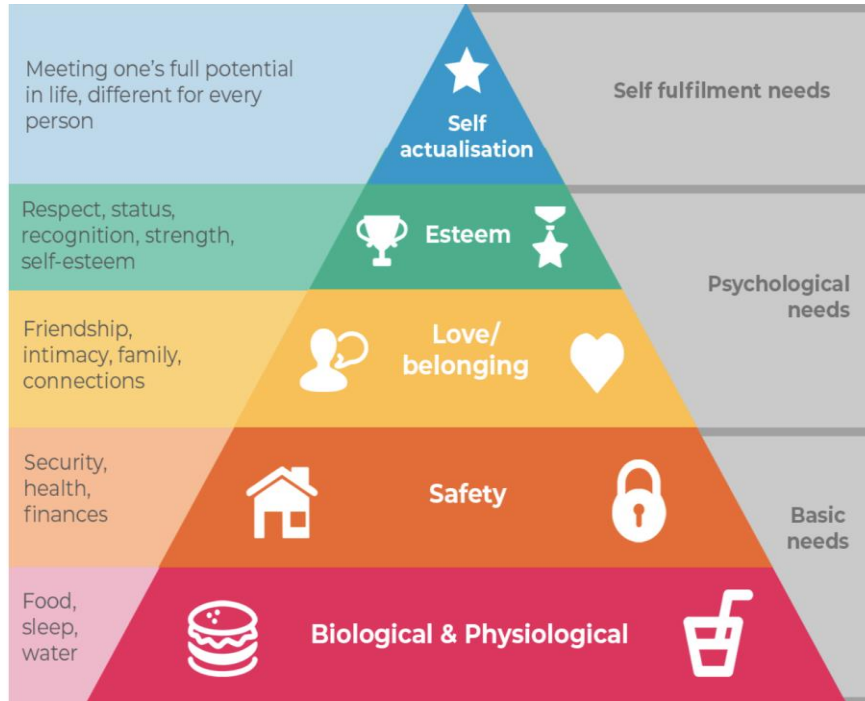
The Continuum of School Mental Health Services

Adapted from "Communication Planning and Message Development: Promoting School-Based Mental Health Services" in *Communique*, Vol. 35, No. 1. National Association of School Psychologists, 2006.

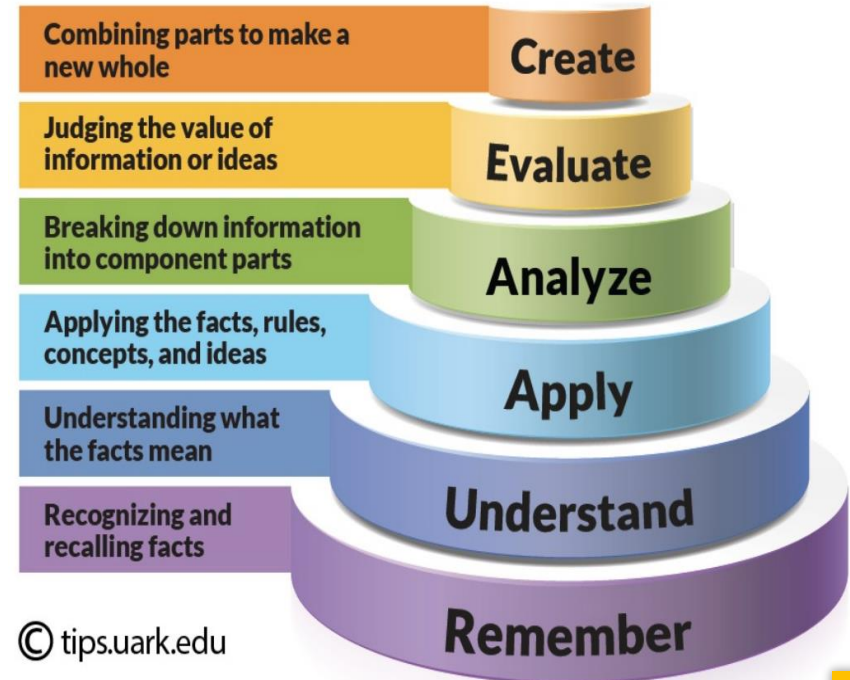


Putting it all together:

Maslow's Hierarchy of Needs:



Bloom's Taxonomy:



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SLS Three Pillars Approach:

- Prevention
- Intervention
- Education



CUSD

CABRILLO UNIFIED SCHOOL DISTRICT
Every Student. Every Day.

Three Tiers of Support

Prevention

- Classroom workshops
- Teacher/Staff consultation
- Weekly teacher/staff wellness groups
- COST meetings

Intervention

- 1:1 short term counseling
- 1:1 long term counseling
- Group therapy
- Case management
- COST meetings

Education

- Community-wide wellness fairs
- Monthly Family Engagement webinars
- Professional development

Each of these pillars is developed with maximum flexibility to allow for application to more than one MTSS Tiers. For instance, 1:1 short term counseling can be used as a Tier 2 or Tier 3 response. Professional Development can be a universal support (Tier 1) or a targeted (Tier 2) support to address a specific circumstance.

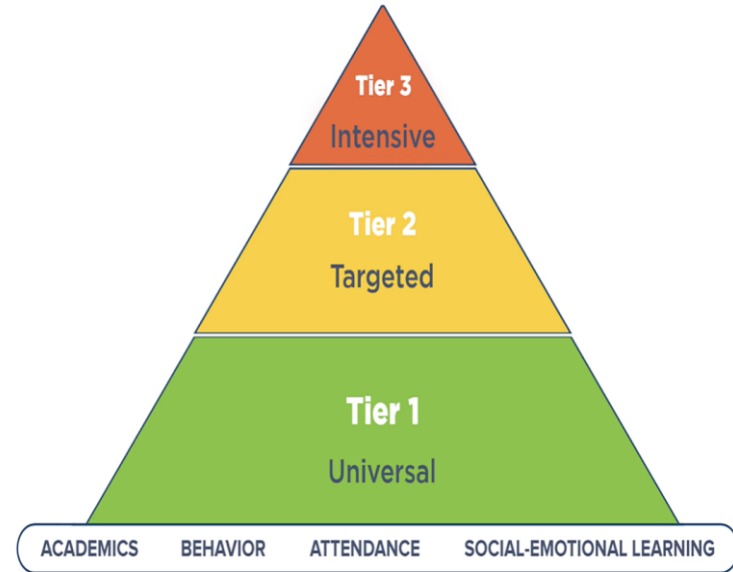


School Based Mental Health and Its Place within the MTSS Framework:

Components of MTSS:

- Universal Screening
- Identification of need
- Development and implementation of supports
- Monitoring of supports and adjustments as needed

***Mental Health supports and social emotional learning are uniquely positioned to be a part of each domain in the MTSS Framework.**



Teacher/Staff Wellness

“Teachers must be actively committed to a process of self-actualization that promotes their own well-being if they are to teach in a manner that empowers students.”

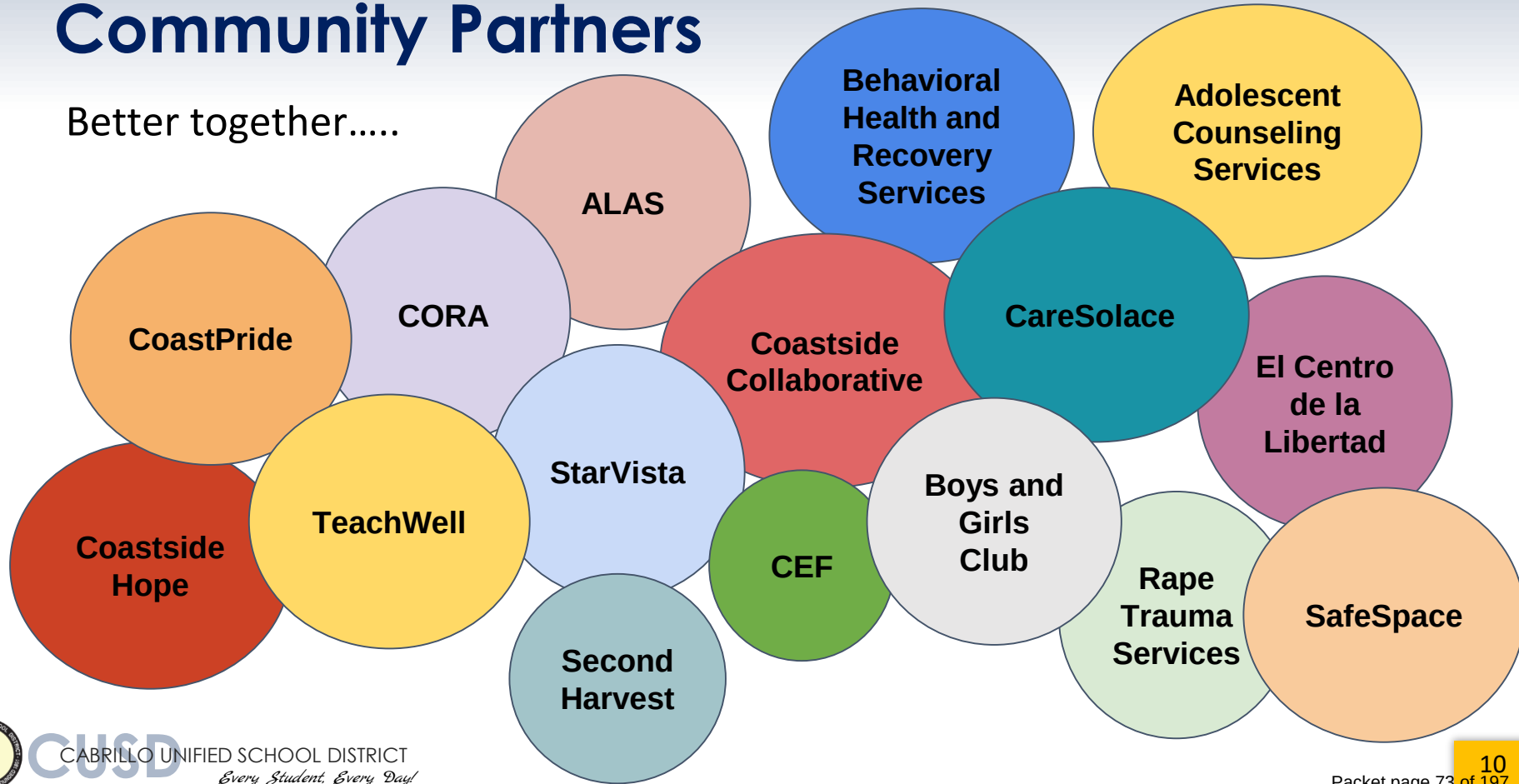
— *BELL HOOKS*

We believe that teachers must be well to teach well. ~Teachwell



Community Partners

Better together.....



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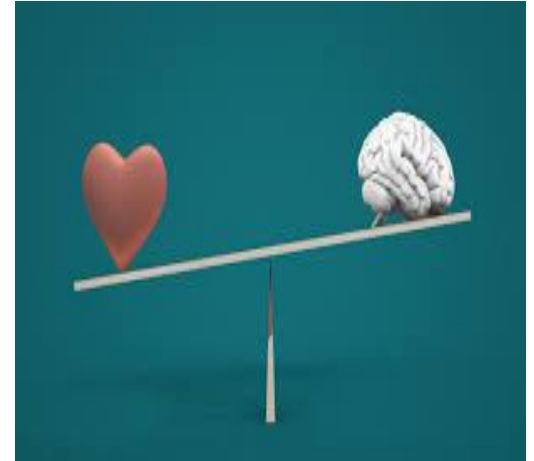
Distance Learning Successes in Mental Health and Social Emotional Learning

- Individual counseling by SLS Team: 120 students; averaged 960 face to face sessions (remote and/or in person)
- 6 Family Engagement evenings and over 120 participants
- Staff Wellness groups: 27 group meetings throughout the school year
- Home visits: The development of a tiered system of home visit supports at all sites. Hundreds of home visits across the district
- Classroom push-ins addressing emotional wellness upon commencement of in-person learning for 6-8th grade students (in progress)
- Full implementation of Coordination of Services Teams (COST) at all school sites
- Implementation of Care Solace mental health and wellness referral platform
- Development of Social Emotional Learning platform for TK-12th grade (part of MHSSA grant)
- Consultation with school counselors, principals, teachers across school district



The Road Ahead: Challenges and Looking Forward

- **School Linked Services:** Currently staffed with part-time interns and part-time program director/clinical supervisor.
- **Pandemic Fallout:** Data shows we can expect a ripple effect to mental/emotional wellness within school communities for years to come.
- **Staff Wellness:** Critical component to maintain and expand.
- **Community Partners:** Strengthen relationships to provide multiple and robust access points to mental health supports.
- **Conclusion:** How are we going to author our next chapter?



Questions?

Thank you!



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SUPERINTENDENT

Sean McPhetridge, Ed.D.

GOVERNING BOARD

Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent Curriculum and Instruction
J Jesús Contreras, Chief Business Office
CATEGORY: Action
ITEM TITLE: Approval of the Expanded Learning Opportunities (ELO) Grant Plan

BACKGROUND INFORMATION

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Cabrillo Unified School District Staff has secured input from multiple stakeholder groups.

FISCAL ANALYSIS

The Expanded Learning Opportunities Grant will provide Cabrillo Unified School District a total of \$2,000,449 one time grant funds.

RECOMMENDATION

It is recommended that the Cabrillo Unified School District approve our Expanded Learning Opportunity Grant Plan as presented to the CUSD governing board.



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Expanded Learning Opportunities (ELO) Grant Plan

Governing Board Meeting

May 13, 2021

AGENDA

1. Overview of the Expanded Learning Opportunity (ELO) Grant Plan
2. ELO Stakeholder Input
3. CUSD ELO Focal Areas
4. Questions/Comments



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Overview ELO Grant



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Expanded Learning Opportunities Grant (AB86): One-Time State Funds

Expanded Learning Opportunities Grant Plan must be completed by districts that receive Expanded Learning Opportunities (ELO) Grant funds under *Education Code (EC)* Section 43521(b).

The plan must be **adopted by the local governing board** on or before June 1, 2021 (**CUSD-May 13, 2020**) and must be submitted to the county office of education and the California Department of Education. **Funds expire on August 31, 2022**

The plan must be updated to include the **actual expenditures by December 1, 2022**.

Three Pots:

- > **In-Person Instruction Grant** → \$927,898
- > **Paraprofessional Set Aside** → \$200,045
- > **Expanded Learning Opportunities** → \$1,800,404



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Expanded Learning Opportunities Grant Plan

EC Section 43521 requires districts to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and meals and snacks to, at a minimum, students who are included in one or more of the following prioritized groups:

- ▷ low-income,
- ▷ English learners,
- ▷ foster youth,
- ▷ homeless students,
- ▷ students with disabilities,
- ▷ students at risk of abuse, neglect, or exploitation,
- ▷ disengaged students, and
- ▷ students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.



Expanded Learning Opportunities Grant Plan: Uses

EC Section 43522(b) identifies the seven supplemental instruction and support strategies

- (1) **Extending instructional learning time** by increasing the number of instructional days or minutes provided during the school year, providing **summer school or intersessional instructional programs**, based on student learning needs.
- (2) **Accelerating progress to close learning gaps** including, but not limited to, any of the following:
 - (A) Tutoring or other one-on-one or small group learning supports
 - (B) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both
 - (C) Educator training
- (3) **Integrated pupil supports to address other barriers to learning:** such as social emotional wellbeing
- (4) **Community learning hubs** that provide pupils with access to technology, high-speed internet, and other academic supports.
- (5) **Supports for credit deficient pupils** to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility
- (6) **Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.**
- (7) **Training** for school staff on strategies, including **trauma-informed practices, to engage pupils** and families in **addressing pupils' social-emotional health needs and academic needs.**



Expanded Learning Opportunities Grant Plan: Definitions

“Supplemental instruction” means the instructional programs **provided in addition to** and **complementary** to the **regular instructional programs**, including services provided in accordance with an individualized education program (IEP).

“Support” means **interventions provided as a supplement** to those regularly provided by the CUSD, including services provided in accordance with an IEP, that are **designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports**, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

“Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.



Fiscal Requirements

ELO requirements grant:

CUSD must use **at least 85 percent (85%)** of its apportionment for expenditures related to **providing in-person services in any of the seven purposes** described.

CUSD must use **at least 10 percent (10%)** of the funding to **hire/develop paraprofessionals** to provide supplemental instruction and support through the duration of this program, with a **priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities.**

15 percent (15%) of its apportionment **to increase or improve services for students participating in distance learning or to support activities intended to prepare the CUSD for in-person instruction, before in-person instructional services are offered.**



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CUSD ELO Input Overview



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ELO CUSD Input

We have obtained qualitative data from both zoom meetings and various surveys pertinent to our district goals and services. The information we obtained fall under the following categories.

1. Student Academic and Social Achievement
2. Equity
3. Engagement (Student, Staff, and Community)

ELO Input Meetings

April 14, 2021 - Opening of Schools Steering Committee & ELO Grant Plan Input Meeting

April 14, 2021 - Site Leadership Meeting

April 27, 2021 - District English Learner Advisory Committee (DELAC)

LCAP/ELO INPUT MEETINGS

March 22 & March 29, 2021 - Parents/Community (English & Spanish)

April 5, 2021 - PTO

April 19, 2021 - CUTA

April 14, 2021 - CSEA



CUSD ELO Focal Areas



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Focal Areas

Extending instructional learning time

1. After-school Services
2. Summer School
3. Professional Development

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

1. ELA & ELD Support (Ex: TOSAs, PD, Paraprofessionals and/or Curriculum)
2. Curriculum to support the acceleration of student progress: Digital & Non-Digital
3. Assessments and Data Monitoring to measure student performance in ELA, SEL, and other indicators

Integrated student supports to address other barriers to learning

1. Utilize the MTSS framework to support the whole child in the acceleration of learning
2. MTSS framework developed in academics, behavior, mental health, and social-emotional learning for students
3. MTSS framework training in the application of tiered supports
4. After-school intervention

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports

1. Technology Center for our students (Partnerships with our Community Partners: may include, Library, Coast Pride Center, Boys and Girls Club , ALAS, Other)
2. Staff to support technology

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility

1. Summer School for Credit Recovery
2. Online Credit Recovery sections during the regular academic school year
3. Counselors to support students that need acceleration and improve students' college eligibility & Mental Health Needs (Secondary Schools)

Additional academic services for students

1. Additional certificated staff to support push in services to help accelerate
2. Classroom paraprofessionals to English Learners & low performing students

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs

1. Professional development in MTSS, includes site data leaders, train the trainers (technology, math, ELA, ELD, staff wellness opportunities)
2. Data systems to support the measurement of SEL and Academic Needs (may include Panorama, Data Zone, SchoolLoop)
3. Sites to support distance, hybrid, and in-person learning through the support of technology
4. Technology and data leaders

Questions?

Thank you!



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Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cabrillo Unified School District	Sean McPhetridge Superintendent	mcphetridges@cabrillo.k12.ca.us (650) 712-7112

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

At Cabrillo Unified School District (CUSD), we have set up a group of stakeholders to support us with providing input on various initiatives. This group is comprised of site parent leaders, parent leaders of children learning English, classified union leaders and staff, certificated union leaders and staff, and site/district administrators. We have conducted the following meetings to obtain input:

April 14, 2021 - Opening of Schools Steering Committee ELO Grant Plan Input Meeting

April 14, 2021 - Site Leadership Meeting

April 27, 2021 - District English Learner Advisory Committee (DELAC)

LCAP/ELO INPUT MEETINGS

February 9, 2021

DELAC

5:00 - 6:00 pm

March 22 & March 29, 2021

Parents/Community (English & Spanish)

4:30-5:30 pm

April 5, 2021
PTO
3:30 - 4:30 pm

April 14, 2021
CSEA
3:30 - 4:30 pm

April 19, 2021
CUTA
3:30 - 4:30 pm

CUSD obtained qualitative and quantitative data from both zoom meetings and various surveys pertinent to our district goals and services. The information we obtained falls under the following categories:

- 1) Student Academic and Social Achievement
- 2) Equity
- 3) Engagement (Student, Staff, and Community)

A description of how students will be identified and the needs of students will be assessed.

Students at CUSD will be identified using multiple qualitative and quantitative measures of success. These metrics will reflect our Local Control Accountability Plan metrics. Below are a few of the metrics that will be used:

- 1) End of year local benchmark data
- 2) Social Emotional Universal Screener
- 3) Attendance, Suspension, and Expulsion data
- 4) Report Cards
- 5) Teacher Recommendation
- 6) Demographic Data not limited to SocioEconomic Disadvantaged Status, Language Status, and Academic Performance data

Students will be identified based on the academic, social-emotional, and other integrated student supports. Local metrics will assess the needs of those students a minimum of 3x per school year. CUSD will assess the academic needs of its students and will include the use of diagnostic and formative assessments.

A Multi-Tiered System of Support framework will be established around tiered supports (universal, targeted, and intensive) in the domains of academics, attendance, behavior, and mental health/social-emotional learning. These tiers of support will be based on universal screening

and referrals. Support plans will be developed through Coordination of Service Teams, Student Study Teams, 504 Teams, and IEP Teams. Supports will be monitored for duration and effectiveness with adjustments made as needed. Each domain will provide professional learning and training as needed to support universal programs and supports as well as targeted and intensive interventions. There will be a specific emphasis on trauma and social-emotional wellbeing overlaying each of the MTSS domains to ensure the safety and health of our students. Also interwoven into the MTSS framework will be school meal programs, after-school enrichment, academic programs, and community partner referrals to support families.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

At Cabrillo Unified School District, we will inform parents and guardians of students identified as needing services for Expanded Learning Opportunities (ELO). We will use the following approaches and strategies to best communicate with parents regarding supplemental instruction and support:

- 1) Welcoming letter from school site - will include how families can access school and community resources
- 2) Parent-Teacher conference for Elementary schools
- 3) Parent Orientation Meetings (ELAC, DELAC, PTO, PAC, other parent committees)
- 4) Back to school nights (if possible in person or Zoom)
- 5) Coordination of Services Team (COST), Student Study Team (SST), 504 Team and/or IEP Team or any Individual academic needs assessments conducted by teachers, counselors, liaison etc.
- 6) Progress report letters/notifications of services targeting students identified as needing supplemental instruction
- 7) Email, Text, Phone Calls
- 8) Marketing at Local Community Events
- 9) Bilingual Communication
- 10) Fliers and/or Pamphlets for identified/selected group of students
- 11) Involvement of school site and District Liaisons
- 12) Give Sites Packets of information regarding services
- 13) Define and communicate Tier 1/2/3 support services to site leaders/staff in order to provide appropriate services for identified/selected students

A description of the LEA's plan to provide supplemental instruction and support.

We will address all 7 areas of the ELO by partnering with local, state, and federal agencies and nonprofits to support our goal in providing a rich array of expanded learning opportunities for our students above and beyond our current core instruction provided by CUSD. The scope of work below outlines the areas of services but are not limited to the following:

Extending instructional learning time

- 1) After-school Services
- 2) Summer School
- 3) Professional Development

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports

- 1) ELA & ELD Support (Ex: TOSAs, PD, Paraprofessionals and/or Curriculum)
- 2) Curriculum to support the acceleration of student progress: Digital & Non-Digital
- 3) Assessments and Data Monitoring to measure student performance in ELA, SEL, and other indicators

Integrated student supports to address other barriers to learning

- 1) Utilize the MTSS framework to support the whole child in the acceleration of learning
- 2) MTSS framework developed in academics, behavior, attendance, and mental health/social-emotional learning for students
- 3) MTSS framework training in the application of tiered supports (Universal (Tier 1), Targeted (Tier 2), Intensive (Tier 3))
- 4) After-school intervention

Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports

- 1) Technology Center for our students (Partnerships with our Community Partners: May include, Library, Coast Pride Center, Boys and Girls Club, ALAS, Other)
- 2) Staff to support technology

Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility

- 1) Summer School for Credit Recovery
- 2) Online Credit Recovery sections during the regular academic school year
- 3) Counselors to support students that need acceleration and improve students' college eligibility & Mental Health Needs (Secondary Schools)

Additional academic services for students

- 1) Additional certificated staff to develop and implement push-in supports to bridge learning needs with learning goals.
- 2) Classroom paraprofessionals to bridge language development needs with academic demands available to English Learners & low performing students

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs

- 1) Professional development and training in MTSS, includes site data leaders, train the trainers (technology, math, ELA, ELD, staff wellness opportunities)
- 2) Data systems to support the measurement of SEL and Academic Needs (may include Panorama, Data Zone, SchoolLoop)
- 3) Sites to support distance, hybrid, and in-person learning through the support of technology
- 4) Technology and data leaders

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$550,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$550,000	
Integrated student supports to address other barriers to learning	\$300,000	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$100,000	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$125,000	
Additional academic services for students	\$300,000	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$75,449	
Total Funds to implement the Strategies	\$2,000,449	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

Expanded Learning Opportunities Grant funds will be coordinated with other federal Elementary and Secondary School Emergency Relief Funds. We will align the California Pandemic Funding received through SB 117 and SB98/820 and Federal Pandemic Funding through CARES, CRRSA, and ESSER I/II/III. All ELO activities will be integrated to meet the needs of our students in alignment with the requirements of each funding source. CUSD will ensure we maximize support for both students and staff. This includes the full implementation of the COVID19 4 Safety Pillars, opportunities for learning loss mitigation, social-emotional supports, and the procurement of all personal protective equipment to keep our students and staff safe.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact
ELOGGrants@cde.ca.gov or <mailto:lcff@cde.ca.gov>

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021



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SUPERINTENDENT

Sean McPhetridge, Ed.D.

GOVERNING BOARD

Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of Board of Education
FROM: Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Action
ITEM TITLE: Approval of the COVID-19 Expulsion Plan

BACKGROUND INFORMATION

The Countywide Plans for Provision of Educational Services to Expelled Students are plans required from each district in the county, and they are then compiled by SMCOE before being submitted to CDE. CUSD's section of this triennial county-wide plan needs to be reviewed. The complete 2018 plan is attached for your convenience.

REPORT/PROPOSAL

Board action is requested to approve the CUSD Plan for Provision of Educational Services to Expelled Students during COVID-19.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

RECOMMENDATION

Approve COVID-19 Expulsion Plan.



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Cabrillo Unified School District COVID-19 Expulsion Plan

COVID-19 Conditions

The district has moved many of the workshops and family meetings to virtual conferencing to meet the limited gathering restrictions. This includes family workshops, professional development trainings, SSTs, and SARBs. After gathering restrictions are lifted, the workshops and family meetings will return to in-person with an option for virtual since this option allowed families to attend while meeting other commitments.

Mental health services are offered virtually for students through our various partnerships. Once COVID-19 restrictions are decreased, we will offer these supports in person and adhering to any safety measures.

For students who were offered independent study or home teaching as alternatives to expulsion, the district will offer these options with distance learning. Students and families can safely drop off and pick up materials while meeting COVID-19 safety measures. Students on home teaching may receive instruction through distance learning sessions. After COVID-19 restrictions are lifted, the district will support the student and family with any transition that is to take place.

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

Jane Yuster
Superintendent

Brief Description of the Cabrillo Unified School District

The Cabrillo Unified School District serves approximately 3,250 students in Pre-Kindergarten through 12th grade. Services are provided in four elementary schools (Hatch, El Granada, Farallone View, and Kings Mountain), one intermediate school (Cunha), a high school (Half Moon Bay), and an alternative education high school (Pilarcitos). The district also has adult education and high school equivalency programs in its adult education school (La Costa).

The District plan addresses the following components:

1. The district believes that the best educational programs for expelled students centers on not having them expelled in the first place. The district has adopted both Alternative to Suspension programs along with Positive Behaviors Interventions and Supports (PBIS). Since adoption of these two key programs in 2015-2016, the district has seen significant improvement in the suspension rate and the expulsion rate has dropped to less than 2 students per year.

The current educational alternatives for CUSD expelled students include:

- The Cabrillo Unified School District Alternative Education Program located Pilarcitos High School.
- The Cabrillo Unified School District Independent Study Program located at Pilarcitos High School.
- Placement within the San Mateo Court and Community School program
- Other alternative educational placements in neighboring coastal school districts as appropriate.

2. CUSD continues to address gaps in educational services by ensuring that the curriculum and assessments utilized in all alternative educational placements are based on Common Core Standards. Staff for expelled students continue to receive training by both the San Mateo County Curriculum Department Administrators and Cabrillo Unified School District experts to ensure that curriculum for expelled students is aligned with Common Core Standards. In addition to curriculum training, staff also participated in

assessment training to ensure that expelled students are assessed based on CORE curriculum standards instruction. The strategies were successful but we continue monitor our programs.

The educational gaps addressed in the previous CUSD plans centered around ensuring that the curriculum for expelled students was similar for mainstream students. We needed to ensure that the Algebra books and programs used at Cunha Intermediate and Half Moon Bay High School were the same books and programs for expelled students. We have successfully aligned our curriculum and the success of our expelled students upon their return to the mainstream classroom has been well noted.

One additional strategy that was implemented was the on-line credit recovery and learning programs. These programs align with Half Moon Bay High School and allow our expelled students to obtain credit recovery so that when they return to the high school they will graduate with their peers.

The gaps for education services to expelled students are varied. Some students are in need of reading recovery while other students grapple with basic computation skills. The basic skills of reading, writing, and mathematics continue to be the common gaps for most of our expelled students. However, we also have students who are high achieving academic students who were expelled for mandatory recommendations for expulsions.

Our strategies for fulfilling the educational gaps begin with a solid diagnostic testing of expelled student upon entry to clearly identify their academic needs. Once the testing and review of academic history has been completed an individual plan is created to not only support the student during the terms of the expulsion period but to fully prepare the student for reentry, at some point, to a comprehensive middle or high school setting.

Our best practices for behavioral interventions to minimize the number of suspensions leading to expulsions are our proactive activities and programs to promote safe, secure, and positive learning environment at all of our sites. We have also maintained all of our counselors, administrators, School Resource Officers, and local support services to support our at-risk student and families. The practices have proven to be effective for all students including minority student groups.

All of our expelled students have complied with the terms of their rehabilitation plans and have returned to their home school after serving the terms and durations of their expulsion.

The San Mateo County Office has been supportive of our requests to consider placements with county programs. However, all of our placements for expelled students are within our district.

3. CUSD alternative placements are listed in number one above. We are fortunate, due to the ongoing support and monitoring from staff, that all of our expelled students have successfully adhered and completed all listed requirements on their rehabilitation plans.

If you have any questions, regarding this report, please contact Jane Yuster (Superintendent) at 650-712-7112.

[Redacted Signature]

Jane Yuster, Superintendent

5/18/18

Date



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SUPERINTENDENT

Sean McPhetridge, Ed.D.

GOVERNING BOARD

Mary Beth Alexander
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Freya McCamant

MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Information
ITEM TITLE: COVID-19 Relief Funding

BACKGROUND INFORMATION

In response to the 2019 Novel Coronavirus (COVID-19) the state of California passed legislation to mitigate its impact on students and schools. California passed SB 117, SB 98, and SB 820. The U.S. Congress passed the Coronavirus Aid, Relief, and Economic Security (CARES) Act, which was signed into law on Friday, March 27, 2020.

The congress also authorized two other sources: The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) and the Governor's Emergency Education Relief Fund (GEER Fund). This funding will provide school districts with emergency relief funds to address the impact COVID-19.

Additionally, in response to COVID-19 the U.S. Congress passed the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act), which was enacted on December 27, 2020. The two main funding sources are the Elementary and Secondary School Emergency Relief Fund (ESSER II Fund) and the Governor's Emergency Education Relief Fund (GEER II Fund). Within the GEER II there is the special carve-out for non-public schools, the Emergency Assistance to Non-Public Schools (EANS).

On March 5, 2021, the state of California approved The Extended Learning Opportunity grant.

FISCAL ANALYSIS

The COVID-19 Relief Funds are focused on mitigation of the learning loss and reopening our schools safely under the stress derived from COVID-19. These funds ameliorate the impact of COVID-19 on the General Fund.

RECOMMENDATION

This item is presented for information only.



CABRILLO UNIFIED SCHOOL DISTRICT

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COVID-19 Relief Funds

J Jesus Contreras, Chief Business Officer
Governing Board Meeting
May 3, 2021

COVID-19 Relief Funds

- Purpose
- CUSD Allocations
- Expiration Time
- Legislated Uses
- CUSD Plans



CUSD

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STATE and Federal COVID-19 Relief Funds

California Pandemic Funding:

- SB 117 - \$52,500
- Learning Loss Mitigation (LLM) - \$244,927 – SB98/820
- In-Person Instruction - \$ 927,898
- Expanded Learning Opportunity – 2,000,449

Federal Pandemic Funding:

- LLM - \$1,477,611 & GEER I - \$187, 225 - CARES
- ESSER I - \$96,772
- ESSER II - \$ 378,485 & GEER II - \$TBD - CRRSA
- ESSER III - \$TBD - ARP



COVID: Learning Loss Mitigation Funds

- CA First Response SB 117 - \$52,500
- Coronavirus Relief Fund (CRF) – CARES Act – March 2020
- Combination of State (SB 98/820) and Federal for similar purposes:
\$1,909,763
- ESSER (Federal): Based on Title 1 - \$96,772

	COVID 19 FUNDING RESOURCES				
Resource	Resource 3215 -Federal	Resource 3220-Federal	Resource 7420-State	Resource 3210-Federal	Resource 7388-State
Resource Name	Learning Loss Mitigation Paid from Governor's Emergency Education Relief (GEER)	Learning Loss Mitigation Paid from Coronavirus Relief (CR) Fund	Learning Loss Mitigation Paid from General Fund	Elementary & Secondary School Emergency Relief (ESSER I)	Senate Bill 117
Spending Timeline	March 13, 2020 to September 30, 2022	<u>March 1, 2020 to December 30, 2020</u>	March 1, 2020 to June 30, 2021	March 13, 2020 to September 30, 2022	No Timeline to Spend
Allocation Amount	\$187,225	\$1,477,611	\$244,927	\$96,772	\$52,550



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CARES Uses

Coronavirus Aid, Relief, and Economic Security – March of 2020

- **Facilitating distance earning**
- **Personnel & services diverted to a different use**
- COVID-19 testing & contract tracing
- Food programs
- Medical expenses
- **Personal Protective Equipment**
- **Improve telework for employees**



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SB 98/820+GEER I+CRF(CARES)= \$1,909,763

USE:

- **Learning supports** – before/after school programs focused on **addressing learning loss**.
- **Expanded learning** – extending the school year or day, or otherwise generally increasing the amount of instructional time/services provided
- **Additional academic services** – diagnostic assessments, intensive instruction, additional instructional materials
- **Devices or connectivity**
- **Integrated pupil supports** – health, counseling, mental health services, social and emotional learning
- **Professional development**
- **School breakfast and lunch programs**
- **Health and safety/public health** – testing, **PPE, cleaning supplies**



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ESSER I – CARES Act - \$96,772

USE:

- Coordination with public health,
- Activities to address unique needs of low-income students, children with disabilities, English learners, foster youth, and other vulnerable student populations.
- Purchasing educational technology,
- Planning for long term closures,
- Training and supplies for sanitation,
- Mental health support,
- Summer school and after school programs,
- Funds for principals to address local needs
- Other activities to continue school operations and employment of existing staff



CRRSA Act

- Coronavirus Response and Relief Supplemental Appropriations Act - December 2020
- ESSER II Funds - \$378,485
- GEER II – Not yet allocated by CDE



ESSER III: ARP Act

American Rescue Plan of 2021 – March 2021

- Same as ESSER I and ESSER II, but added
- Developing strategies and implementing public health protocols, including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to maintain the health and safety of students, educators, and other staff.
- 20% to address learning loss
- Address disproportionate impact of COVID 19 on underrepresented student groups



Expanded Learning Opportunities Grant (AB86): One-Time State Funds

Expanded Learning Opportunities Grant Plan must be completed by districts, that receive Expanded Learning Opportunities (ELO) Grant funds under *Education Code (EC)* Section 43521(b).

The plan must be **adopted by the local governing board** on or before June 1, 2021 (**CUSD-May 13, 2020**), and must be submitted to the county office of education and the California Department of Education. **Funds expire on August 31, 2022**

The plan must be updated to include the **actual expenditures by December 1, 2022.**

Three Pots:

> **In-Person Instruction Grant → \$927,898**

> **Paraprofessional Set Aside → \$200,045**

➤ **Expanded Learning Opportunities → \$1,800,404**

➤ **\$1,800,404+\$200,045=\$2,000,449 → CUSD ELO**



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Expanded Learning Opportunities Grant Plan: Include

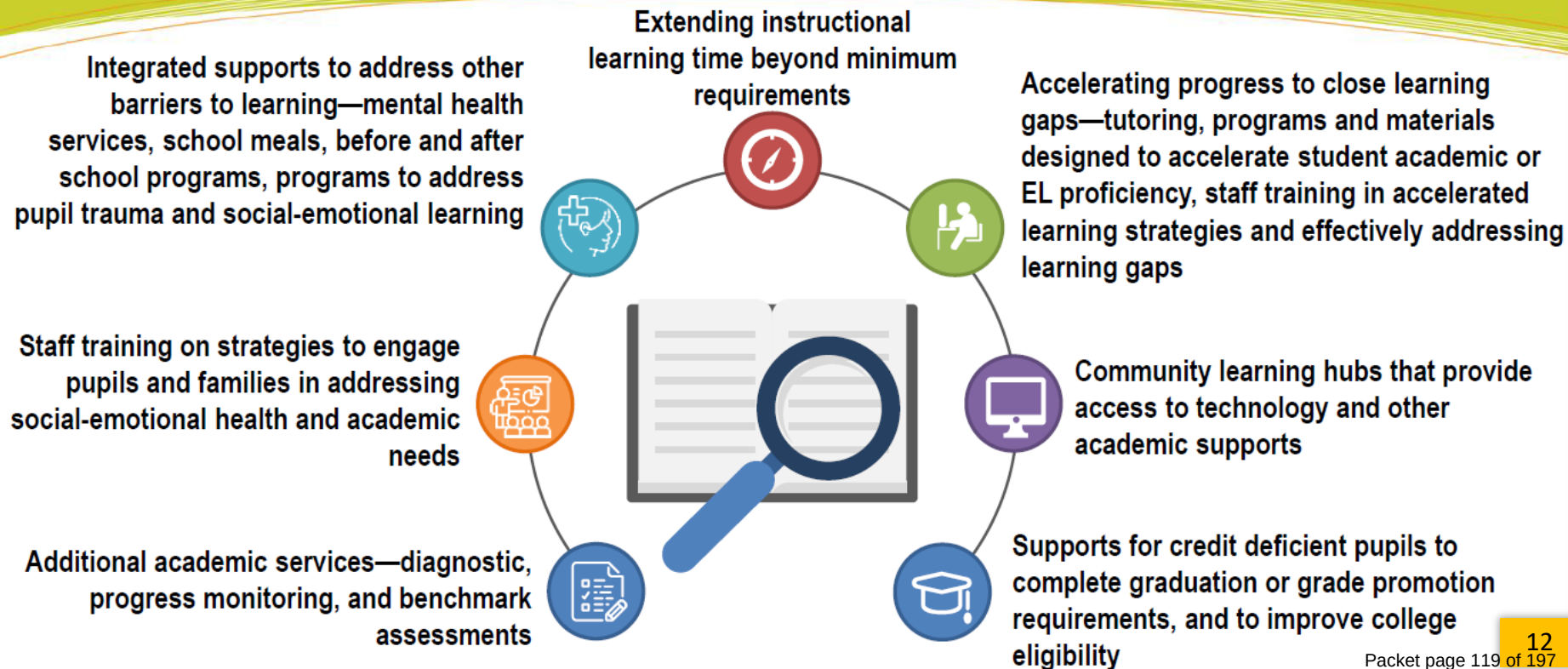
EC Section 43521 require to **implement a learning recovery program** that, at a minimum, **provides supplemental instruction, support for social and emotional well-being,** and, **meals and snacks** to, at a minimum, students who are included in one or more of the following prioritized groups:

- ▷ low-income,
- ▷ English learners,
- ▷ foster youth,
- ▷ homeless students,
- ▷ students with disabilities,
- ▷ students at risk of abuse, neglect, or exploitation,
- ▷ disengaged students, and
- ▷ students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.



(SF)² Expanded Learning Opportunities Grant—Allowable Uses

7



Questions?

Thank you!



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COVID-19 RELIEF FUNDING CHEAT SHEET

(updated 4/6/21)

Tony Thurmond

State Superintendent of Public Instruction

Funding Source	Timeline	Eligible Use of Funds	California Allocation Amount	Status
Coronavirus Relief Fund (CRF) CARES Act Used for LLMF	March 1, 2020 – May 31, 2021	CDE to provide funds to LEAs to mitigate learning loss related to COVID-19 school closures. Uses include: • Facilitating distance learning • Personnel & services diverted to a different use • COVID-19 testing & contract tracing • Food programs • Medical expenses • PPE • Improve telework for employees <i>Note: Since these are federal funds, they are subject to certain federal requirements, including that the cost be unbudgeted and result due to COVID-19 (e.g., cannot be used for planned salaries unrelated to COVID-19).</i>	\$4,439,844,000	99% expended or obligated as of 4/5/21 100% apportionment to LEAs on 8/21/20
ESSER I CARES Act	March 13, 2020 – September 30, 2022	CDE to provide funds to LEAs to address the impact of COVID-19. Uses include: • Coordination with public health, • Activities to address unique needs of low-income students, children with disabilities, English learners, foster youth, and other vulnerable student populations. • Purchasing educational technology, • Planning for long term closures, • Training and supplies for sanitation, • Mental health support, • Summer school and after school programs, • Funds for principals to address local needs • Other activities to continue school operations and employment of existing staff	\$1,482,575,514	\$681,913,479 expended as of 4/5/21 (54% Unexpended) 1 st quarterly apportionment to LEAs at 25% on 9/1/20 2 nd apportionment on 12/23/20 Quarterly through December 2022 based on LEA expenditure reporting



COVID-19 RELIEF FUNDING CHEAT SHEET

(updated 4/6/21)

Tony Thurmond

State Superintendent of Public Instruction

Funding Source	Timeline	Eligible Use of Funds	California Allocation Amount	Status
GEER I CARES Act Used for LLMF	March 13, 2020 – September 30, 2022	CDE to provide funds to LEAs to mitigate learning loss related to COVID-19 school closures. Uses include: • Learning supports – before/after school programs focused on addressing learning loss. • Expanded learning – extending the school year or day, or otherwise generally increasing the amount of instructional time/services provided • Additional academic services – diagnostic assessments, intensive instruction, additional instructional materials • Devices or connectivity • Integrated pupil supports – health, counseling, mental health services, social and emotional learning • Professional development • School breakfast and lunch programs • Health and safety/public health – testing, PPE, cleaning supplies <i>Note: Since these are federal funds, they are subject to certain federal requirements, including prior approval for capital expenditures with a per unit cost of over \$5,000.</i>	\$355,227,235	\$102,854,934 expended as of 4/5/21 (71% Unexpended) 1st quarterly apportionment to LEAs at 25% on 12/10/20 2nd apportionment on 3/2/21 Quarterly through December 2022 based on LEA expenditure reporting
General Fund SB 98/820 Used for LLMF	July 1, 2020 – June 30, 2021	CDE to provide funds to LEAs to mitigate learning loss related to COVID-19 school closures. Uses include: • Learning supports – before/after school programs focused on addressing learning loss. • Expanded learning – extending the school year or day, or otherwise generally increasing the amount of instructional time/services provided • Additional academic services – diagnostic assessments, intensive instruction, additional instructional materials • Devices or connectivity • Integrated pupil supports – health, counseling, mental health services, social and emotional learning • Professional development • School breakfast and lunch programs • Health and safety/public health – testing, PPE, cleaning supplies	\$539,926,000	\$290,985,545 expended as of 4/5/21 (46% Unexpended) 100% apportionment to LEAs on 8/21/20



COVID-19 RELIEF FUNDING CHEAT SHEET

(updated 4/6/21)

Tony Thurmond

State Superintendent of Public Instruction

Funding Source	Timeline	Eligible Use of Funds	California Allocation Amount	Status
ESSER II CRRSA Act	March 13, 2020 – September 30, 2023	Same as ESSER I Fund (CARES Act): Calls out “additional” LEA allowable uses of funds, such as: • Addressing learning loss • Preparing schools for reopening • Testing, repairing, and upgrading projects to improve air quality in school buildings. <i>Note: These are permitted under the CARES Act as well. Just not called out like they are in CRRSA.</i>	\$6,038,670,479	First quarterly allocation will go out May/June 2021. Subsequent allocations to LEAs will be sent out quarterly based on LEA expenditure reporting.
GEER II CRRSA Act	March 13, 2020 – September 30, 2023	The same as GEER I - Governors may provide subgrants to LEAs and IHEs within their jurisdiction that have been “most significantly impacted by coronavirus.” Uses and allocations have not yet been identified by the Governor.	\$341,442,086	This funding must go through the budget process.
In-Person Instruction AB 86	Expenditure Deadline: August 31, 2022	Funds may be used for any purpose consistent with providing in-person instruction, including: • COVID-19 testing • Cleaning • PPE • Ventilation and other school site upgrades • Salaries Social and mental health support services	\$2,000,000,000	Estimated Allocations released March 19, 2021. Initial apportionment for 50% of funds in May 2021.



COVID-19 RELIEF FUNDING CHEAT SHEET

(updated 4/6/21)

Tony Thurmond

State Superintendent of Public Instruction

Funding Source	Timeline	Eligible Use of Funds	California Allocation Amount	Status
Expanded Learning Opportunities AB 86	Expenditure Deadline: August 31, 2022	As part of a learning recovery program, funds are to be used for supplemental instruction and support, including: - Expanded learning – extending the school year or day, or otherwise generally increasing the amount of instructional time/services provided - Learning supports – tutoring or similar small group instruction, learning recovery programs, training on accelerated learning strategies - Integrated pupil supports – health, counseling, mental health services, social and emotional learning - Community learning hubs – includes access to technology and connectivity - Support to help credit deficient pupils graduate - Additional academic services – diagnostic assessments, progress monitoring Training for school staff – social-emotional health, academic needs	\$4,557,443,000	Estimated Allocations released March 19, 2021. Initial apportionment for 50% of funds in May 2021.
ESSER III ARP Act	March 13, 2020 – September 30, 2023	Same as ESSER I and II Funds. Calls out an “additional” LEA allowable use of funds: Developing strategies and implementing public health protocols, including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to maintain the health and safety of students, educators, and other staff. <i>Note: This is permitted under the CARES Act and the CRRSA Act as well. Just not called out like it is in ARP.</i> An LEA must reserve at least 20% of its total ESSER III allocation to address learning loss through intentions such as summer learning, extended school day/year, or afterschool programs. Any such intervention must respond to students’ academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student groups.	\$13,561,996,091	This funding has not been allocated to LEAs as of yet.

Acronyms

AB	Assembly Bill
ADA	Americans with Disabilities Act
CALPADS	California Longitudinal Pupil Achievement Data System
CBA	Collective Bargaining Agreement
CDE	California Department of Education
COLA	Cost-of-Living Adjustment
CR	Coronavirus Relief
CRF	Coronavirus Relief Fund
CRRSA	Coronavirus Response and Relief Supplemental Appropriations
EC §	Education Code Section
EL	English Learner
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief
FTE	Full-Time Equivalent
GEER	Governor's Emergency Education Relief
HR	Human Resources
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LLM	Learning Loss Mitigation
MOE	Maintenance of Effort
MOU	Memorandum of Understanding
P-2	Second Principal Apportionment
SB	Senate Bill
S/C	Supplemental and Concentration
SWD	Student with Disabilities



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SUPERINTENDENT

Sean McPhetridge, Ed.D.

GOVERNING BOARD

Mary Beth Alexander
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Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Approval of Syserco Energy Solutions Energy Efficiency Project: Solar

BACKGROUND INFORMATION

A detailed energy and operational audit of the Cabrillo Unified School District (CUSD) facilities was conducted, during which CUSD schools were analyzed for expected post energy efficiency project energy consumption, expected Electric Vehicle (EV) charging users and available space for solar Photovoltaic (PV) installations. To develop the recommended project, energy engineers, project managers and project developers from Syserco Energy Solutions assessed and analyzed energy profiles and site conditions. Syserco Energy Solutions has investigated multiple means for energy efficiency, including repowering equipment or installation of new devices.

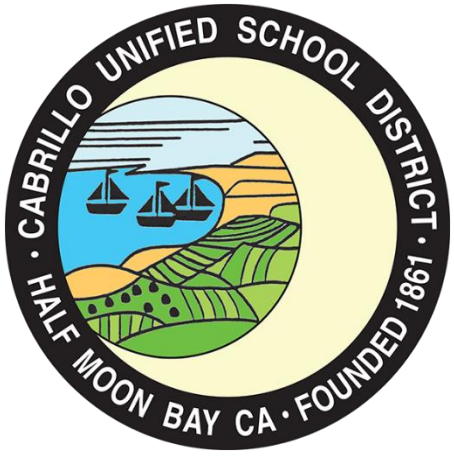
The primary goal of this energy efficiency proposal is to install new solar PV arrays at Hatch ES and Cunha IS as well as repower the existing arrays at Cunha IS. The systems have been sized to offset as much of the current electrical load as possible. A secondary goal includes installation of conduit and EV charging infrastructure at each school for future installation of chargers and conductors. Syserco's fixed price for this project is \$2,732,156 732,156 732,156.

FISCAL ANALYSIS

The savings achieved by this project will support the General Fund.

RECOMMENDATION

Approve project as presented.



CABRILLO UNIFIED SCHOOL DISTRICT

Focusing on Energy
Planning for the Future

with

Syserco Energy Solutions

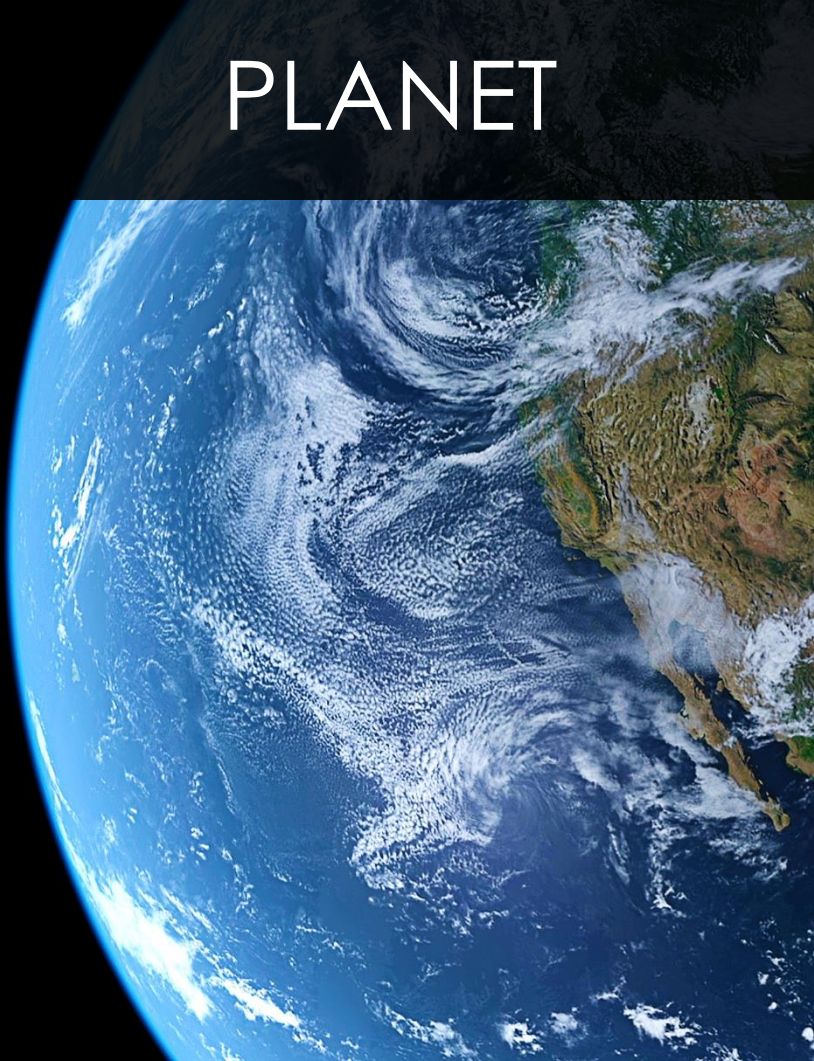


Renewable Energy Benefits the Triple Bottom Line:

PEOPLE



PLANET



PROSPERITY



ENERGY:

First Reduce Then Produce

REDUCE

2020: Phase 1 – Comprehensive Energy Efficiency Project

- Improved Infrastructure (Lighting, Transformers, HVAC, etc.)
- Annual Utility Cost Reduction = \$179,000 / year
- Project is 80% Complete

PRODUCE

2021: Phase 2 – Solar Photovoltaic (PV)

- 709 kW Total (3 Systems @ 2 Sites)
- Estimated Annual Utility Cost Reduction = \$252,000 / year
- Project Cost = \$2,732,156
- Payback w/ 2.75% annual escalation = 9.4 years

THE PROJECT



Solar PV Feasibility Analysis concluded the following:

The (3) Most Viable Sites for Additional Solar Are:

1. Cunha Middle School
2. Hatch + District Office (contiguous property)
3. Half Moon Bay High School

At Half Moon Bay High School, the combination of repowering existing solar PV system + current electricity reduction from Energy Efficiency Project = No Solar Required

Therefore, Solar PV Systems will be installed at (2) sites:

1. Cunha
2. Hatch/DO/Pilarcitos

Cunha Middle School



System 1 = "Power-Up" From 181.44 kW to 262.36 kW



System 2 = Roof top 109.62kW

Hatch Elementary School



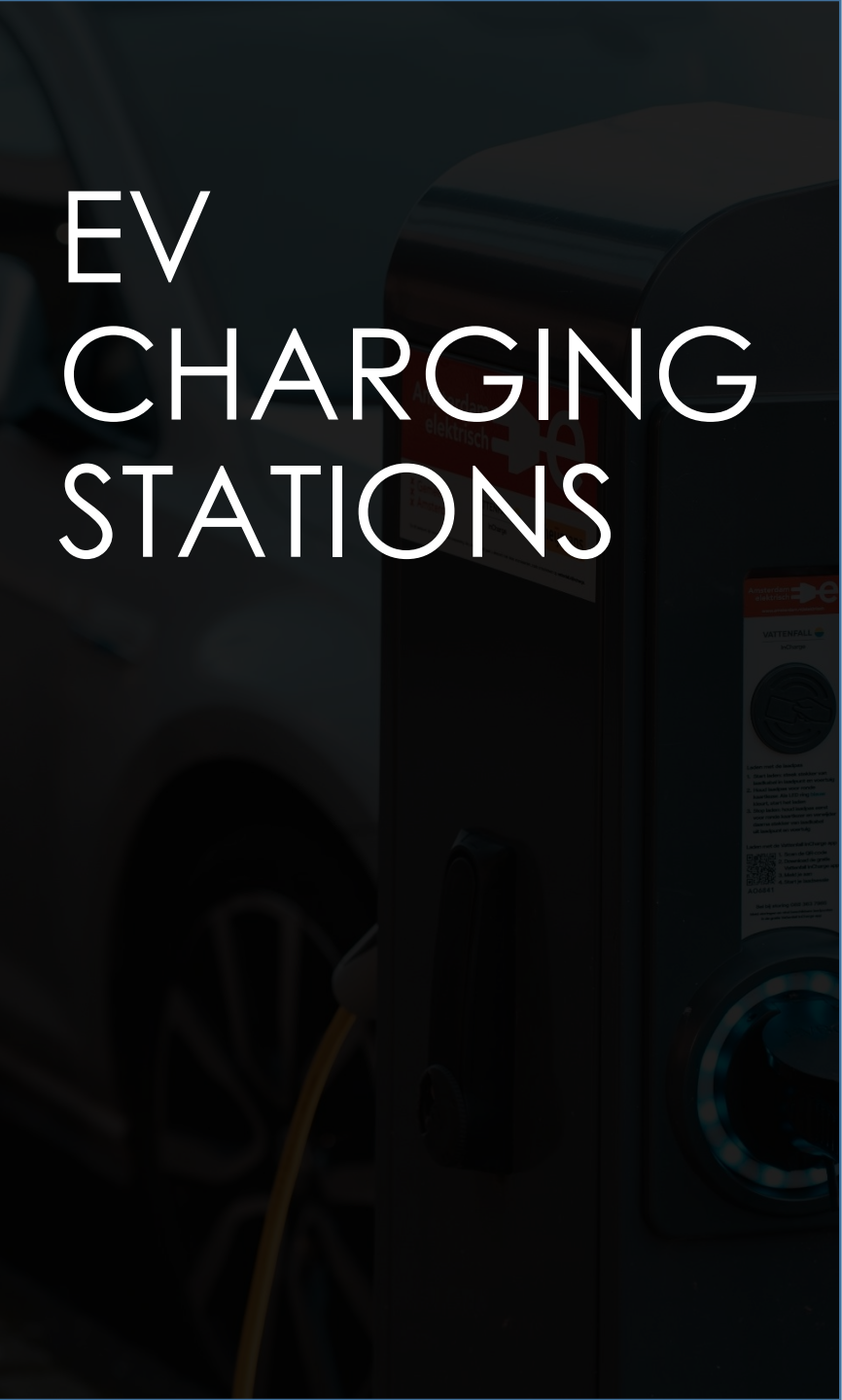
System = 336.7 kW



Example of the Carport Structure

PG&E will allow power generated at this meter to also offset use at the meter that serves the District Office and Pilarcitos

EV CHARGING STATIONS

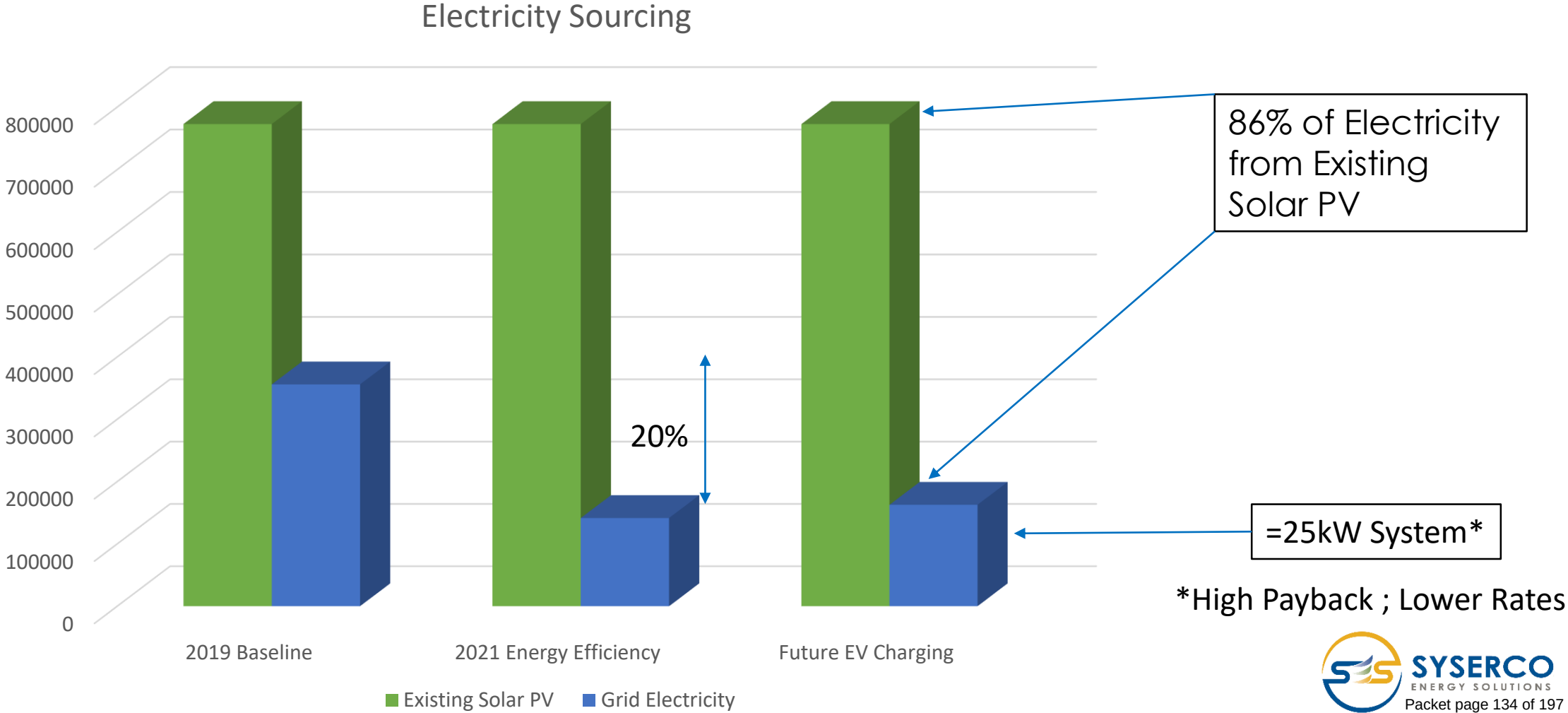


Each carport solar PV system is designed to accommodate future EV Charging Stations

- Cunha MS = 10 Future EV Chargers
- Hatch ES = 20 Future EV Chargers

The District is currently working with Syserco Energy Solutions to secure incentive funding from multiple programs to assist with costs for future EV Chargers

Half Moon Bay HS Solar Consideration



BATTERY STORAGE / RESILIENCY

Purpose

- Backup Power for Critical Operations
- Electricity Peak Shaving = Cost Savings

Potential Locations

- Cunha MS Gymnasium
- District Office
- Hatch Nursing Station
- High School

Incentive

- SGIP = 30-50% Project Cost Offset

Cost

- Estimate \$300-500K NET per site

Funding

- Applied for McCarthy Grant = Not Awarded
- Exploring Community Microgrid Enablement Program (CMEP) through PG&E
- FEMA? Stimulus ?

PROJECT HIGHLIGHTS

1. Reduce Ongoing Electrical Costs by \$250K+ per year
2. Eliminates Vulnerability to Future Electricity Rate Increases i.e., savings get bigger every time rates increase
3. Demonstrates Leadership and Example for Sustainable Practices
4. Greenhouse Gas Reduction
5. Educational Opportunity for Student Engagement
6. Software Interface to View District's Entire System Performance

PROJECT TIMELINE / MILESTONES

- | | |
|--|-----------|
| 1. Project Approval / Contract Execution | May 2021 |
| 2. Begin Engineering Pre-Construction Services | June 2021 |
| 3. Estimated Break-Ground | Feb 2022 |
| 4. Solar PV @ Hatch & Cunha Repower Complete | Aug 2022 |
| 5. Solar PV @ Cunha Rooftop Complete | Dec 2022 |



Exhibit A

Energy Services Proposal

Prepared for Cabrillo Unified School District, Half Moon Bay, CA



Date Submitted: May 13, 2021

Presented by: Chad Olsen, PE, CEM
Gabe Johnson, CEM

Doc Revision: R07

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SECTION 0 – EXECUTIVE SUMMARY

Cabrillo Unified School District selected Syserco Energy Solutions as its Design-Build Contractor for the development and implementation of District-wide Solar Photovoltaic (solar PV) and “make ready” for future Electric Vehicle Charging (EV Charge) systems. The process of developing the Solar PV project for the District involved performing an Investment Grade Audit (IGA) of the District’s facilities. The IGA established a historical energy use baseline and identified potential sites for new or additional solar PV, repowered solar PV and EV charging infrastructure as primary objectives of the District’s staff.

Syserco Energy Solutions is pleased to present the following solar PV project to Cabrillo USD. This project represents the approved Scope of Work by District Staff and shall result in improved on-site energy generation to be used behind the meter first and the net exported to the grid. Additionally, the Scope of Work includes installation of additional “make ready” conduit and EV charging infrastructure for future EV charging installations for the District.

The primary goal of this Project is to install new solar PV arrays at Hatch ES and Cunha IS as well as repower the existing arrays at Cunha IS. The systems have been sized to offset as much of the current electrical load as possible. Secondary goal includes installation of conduit and EV charging infrastructure at each school for future installation of chargers and conductors. The Firm Fixed price for this project is **\$2,732,156**.

The following table represents annual estimated production, utility dollar savings and environmental benefits for the proposed Project:

Site Name	Est 1st Yr Production (kWh/yr)	Est Annual Cost Savings (\$/yr)	Est GHG Reductions (mtCO2/yr)	Tree Seedlings Grown for 10 yrs (#)	Passenger Vehicles Driven for 1 yr (#)	Homes Electrical Use for 1 yr (#)
HATCH ES	439,500	\$101,085	99	2,538	21	66
CUNHA IS	554,300	\$138,076	125	3,201	27	83
Total	993,800	\$239,161	224	5,738	48	149

SECTION 1 – INTRODUCTION

Syserco Energy Solutions is pleased to present this Energy Services Proposal (ESP) to Cabrillo Unified School District for the purpose of implementing the recommended solar PV and “make ready” EV charging infrastructure scope as approved by District staff. By implementing this project, the District will realize reduced utility consumption resulting in ongoing operational cost savings.

This ESP marks the culmination of a detailed energy and operational audit of the District’s facilities, during which the sites were analyzed for their expected post energy efficiency project energy consumption, expected EV users and available space for solar PV installations. To develop the recommended project, experienced Energy Engineers, Project Managers and Project Developers from Syserco Energy Solutions have assessed and analyzed energy profiles and site conditions. Syserco Energy Solutions has investigated multiple means for accomplishing this goal, including repowering equipment or installation of new devices.

1.1 TEAM EFFORT

Syserco Energy Solutions would like to thank members of District staff and facilities personnel who worked closely with our team throughout this process. Without their assistance, this project would not have been possible.

1.2 APPROACH

The IGA process involved numerous site visits, interaction with Cabrillo USD management and facilities staff, as well as a detailed analysis of existing equipment and systems, current utility consumption and any available logs and profiles of equipment. Studies of the energy usage, operating conditions and interviews with facility personnel were valuable sources of information that contributed greatly to this effort. Syserco Energy Solutions has taken into consideration the input provided and has integrated the various infrastructure needs of the District through the proposed project.

SECTION 2 – SCOPE OF WORK

2.1 SCOPE OF WORK SUMMARY

For the detailed scope of work descriptions please refer to “2.6 DETAILED SCOPES OF WORK” in this section.

At Hatch Elementary School, a new 336.7 kw solar carport will be installed in the parking lot to the west of campus. This array will interconnect to the meter that provides electricity for Hatch Elementary School, but because of the proximity of other District sites, the array will provide Net Energy offset for the now completed Hatch Elementary School, Pilarcitos Alternative School and the District Office.

At Cunha Intermediate School, the existing 215 Watt solar panels will be removed from the existing carport. The carport support structure will be modified in accordance with DSA requirements in order to accommodate new, 450 watt solar panels. A new 109.6 kW solar array will be installed on rooftop of the Events Center and interconnected to the building electrical infrastructure through existing conduit.

2.2 ENERGY SERVICES

Syserco Energy Solutions will include the following services related to this project:

1. **ENERGY AUDIT:** The energy audit is complete and results and Project Recommendation is presented in the ESP report.
2. **DESIGN SERVICES:** Syserco Energy Solutions will provide detailed structural, electrical and civil engineering design as needed to install the proposed scope according to code and construction requirements. Syserco Energy Solutions will also provide Project/Construction Management Services, On-Site Supervision, Start-up, Testing, As-built drawings of systems designed, and relevant operations and maintenance manuals.
3. **CONSTRUCTION:** Syserco Energy Solutions will provide, or cause to be provided, all material, labor, and equipment, including paying for permits, fees, bonds, DSA compliance, and insurance, as required for complete working installation of the proposed equipment.
 - a. Syserco Energy Solutions will provide a Site Superintendent who will be responsible for the onsite supervision and coordination of trades and subcontractors. This individual's responsibilities will include regular work observations, quality control, enforcement of site specific safety plan, as well as coordinating any impact upon building occupants with the District.
 - b. Syserco Energy Solutions may perform portions of the contract work or may subcontract portions to qualified firms.
 - c. When Syserco Energy Solutions has completed the installation of the equipment, including start-up, operations verification, and training in accordance with the proposal, Syserco Energy Solutions will provide to District a “Notice of Commencement of Energy Savings”.
 - d. At the conclusion of the project, Syserco Energy Solutions will submit a “Notice of Substantial Completion” to the District.
4. **CONSTRUCTION MANAGEMENT:** Syserco Energy Solutions will provide an experienced Construction Manager who will provide contract administration services for the Project. The District is expected to coordinate day-to-day communications with tenants and any scheduling of tenant relocations in and around occupied areas.

5. **OPERATION TRAINING:** Syserco Energy Solutions will provide on-going training of building staff during the construction and close out period. Authorized staff shall be trained on the solar PV software interface as well as Standard Practices for Operation and Maintenance of installed systems.
6. **WARRANTY:** Syserco Energy Solutions will provide a 1-year material and workmanship warranty starting on the date of Substantial Completion. Following the first year, the manufacturer's warranties for materials will be in place. The materials provided in the Project offer:

25 year linear power output warranty (solar panels)
12 year product warranty (solar panels and inverters)
5 years Data Acquisition System Warranty (ALSO Energy)

7. **EQUIPMENT MAINTENANCE:** Syserco Energy Solutions will provide no equipment maintenance or repairs after the warranty period. Following the completion of the installation and District acceptance of the equipment, the District shall provide all necessary service, repairs, and adjustments to the equipment so that the equipment will perform in the manner and to the extent set forth in the proposal. Under this Proposal, Syserco Energy Solutions shall have no obligation to service or maintain the equipment after the warranty period.
8. **HAZARDOUS WASTE:** The Work and Services expressly exclude any work of any nature associated or connected with the identification, abatement, cleanup, control, removal, or disposal of hazardous materials or substances, including but not limited to asbestos, lead, or PCBs. As of the Effective Date, District represents that, to the best of its knowledge, there is no hazardous material on the premises that may in any way relate to the Work or affect the ability of Syserco Energy Solutions to deliver the Work or Services. Prior to the Commencement Date, District shall provide to Syserco Energy Solutions a comprehensive good faith survey that at a minimum complies with applicable regulatory requirements, and identifies all actual or suspected hazardous materials, quantities, and specific locations of such materials on the premises. Failure to timely provide such good faith survey shall result in an equitable adjustment to project schedule. If Syserco Energy Solutions becomes aware of or suspects the presence of hazardous materials on the premises during the Work or Services, Syserco Energy Solutions shall notify District. District shall investigate and correct the suspected hazardous materials in accordance with all applicable laws. Syserco Energy Solutions shall have the right to stop work in the affected area until the suspected hazardous materials are investigated and remediated by District, and the project schedule shall be equitably adjusted relative to the duration of District's investigation and remediation of the suspected hazardous materials.

2.3 CLARIFICATIONS & EXCLUSIONS

2.3.1 CLARIFICATIONS

- All work to be performed during regular work hours (Mon-Fri 7:00 am – 3:30 pm).
- All field craft labor will comply with prevailing wage requirements and current California DIR.
- Cabrillo USD to provide all IT support required for the installation of solar PV software or interface system for this project.

- All structural engineering related to the support of equipment as identified is included, all other structural work is included.
- It is assumed that the District will provide a laydown and storage area during the construction period.
- All permit drawings and permit fees required for the execution of the work are included.
- It is assumed that Cabrillo USD will provide electrical power to operate electrical construction tools and equipment.
- Pricing is based on a single phase project, multiple phases or extensions to schedule may constitute a change in scope and project schedule.
- A warranty from date of Notice of Substantial Completion is included.
- Cunha repower project assumes the use of existing conduits between existing array and inverter cage.
- Cunha repower assumes the use of existing lighting fixtures.
- Cunha Roof mount assumes a hybrid attached ballasted racking system. Total attachments with water proofing are assumed to be 50 points of attachment to the roof as this approach is the most cost effective. (DSA however may not allow for a ballasted system and as a result we may need more attachments to the roof and additional racking components. Final requirement may not be available until formal engineering has been submitted to DSA.)
- All carport solar PV structures shall include LED lighting, as required by code.
- For additional protection from the marine environment in Half Moon Bay, the solar PV structural steel shall include high-performance coating (Sherwin Williams – 3 coats). Additionally, the Galvanized Steel for the purlins shall be upgraded to G235 which is more durable and can be expected to perform 2.6x longer than standard G90 coating.

2.3.2 EXCLUSIONS

- Temporary heating, cooling, fans and domestic water are excluded.
- Any repair work for existing systems is to be excluded, all existing equipment is assumed to be in good working order.
- Work or other performance requirements shown in any other documents not stated in this proposal.
- Fire and life safety system programming or related work.
- Repairs or modifications to existing electrical, mechanical, controls, structural or other systems and code violations unless specifically stated in this scope.
- Temporary nighttime parking lot lighting at both Cunha and Hatch is excluded

2.4 EXTENT OF SUBCONTRACTING

Syserco Energy Solutions may subcontract portions of the final Mechanical/Electrical/structural design, equipment installation, start-up, and training of this contract to qualified firms.

2.5 PROJECT SCHEDULE

A proposed project schedule is shown as **Exhibit 1**, as part of Energy Services Contract. Final Construction Schedule start date shall be based upon execution of Contract as the predecessor milestone. Excluding

holidays, District directed work stoppages and weather events, overall schedule duration is as per schedule in **Exhibit 1**, as part of Energy Services Contract.

2.6 DETAILED SCOPE OF WORK

2.6.1 INTRODUCTION

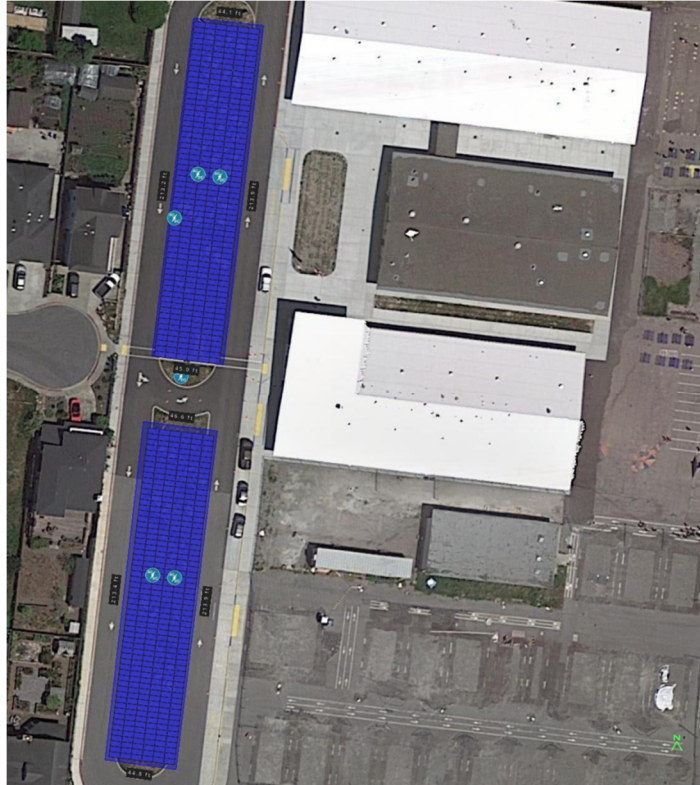
The design of the new and repowered solar arrays have been completed in conjunction with the energy efficiency project to offset the district's overall electricity use and costs from PG&E. Site identification and selection is the result of Syserco Energy Solution's detailed review of the sites, in conjunction with Cabrillo USD's building plans, specifications, physical equipment arrangements and site interviews with personnel. These new solar PV arrays are intended to reduce the annual true-up energy and cost consumption relative to the PG&E bills.

The following is the detailed description of the intent, benefits, impacted equipment, design method and construction methods.

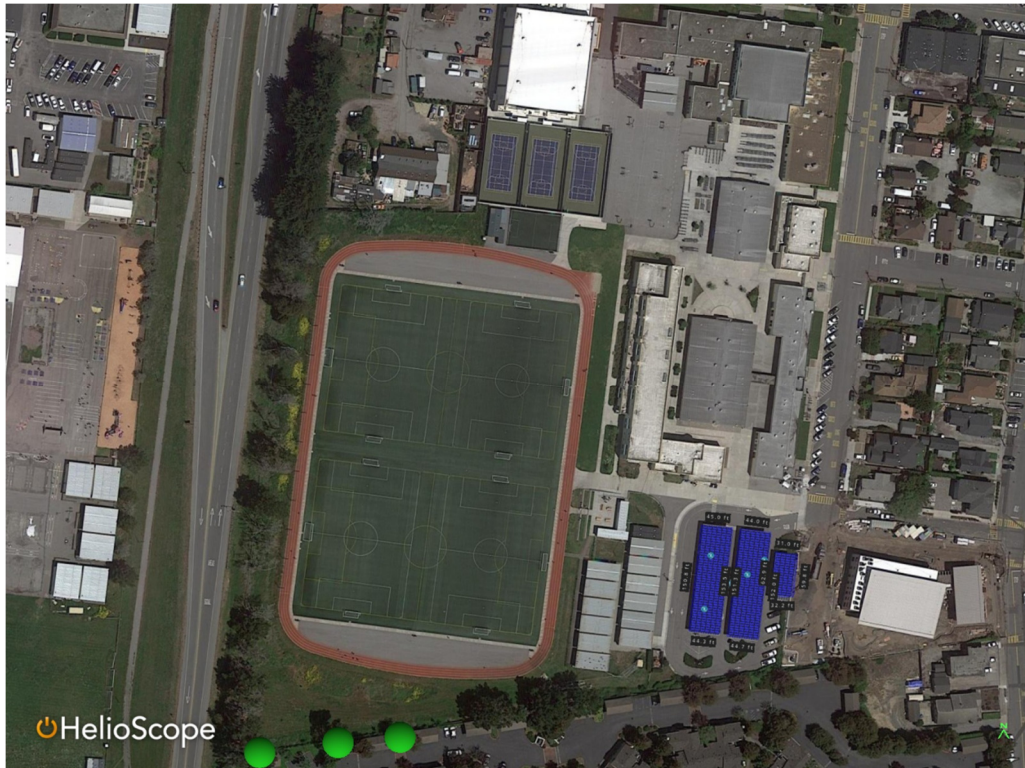
2.6.2 PROPOSED RENDERING OF SOLAR ARRAYS

The following images are proposed renderings for the solar arrays at each site.

Hatch Elementary School



Cunha Intermediate School – Car Port Repower



Cunha Intermediate School – Event Center Roof Top Array



2.6.3 DETAILED SCOPE OF WORK

General Intent

This project will install new solar PV car port structures at Hatch ES over the existing parking lots and a roof ballasted solar PV system on the Cunha IS Event Center and repower the existing solar PV car port arrays at Cunha IS. **These new systems will bring the sites near net zero energy balance relative to the grid purchased electrical energy.** In conjunction with the solar PV project, the scope includes installation of EV charging conduit and infrastructure to “make ready” these sites for when funding becomes available for the installation of EV charging ports.

ECM Benefits

The benefit to the District is to have increased solar production on site to offset the volume of electrical energy purchased from the grid, thus significantly reducing ongoing operational costs.

Impacted Equipment

Hatch ES: existing staff and visitor parking rows

Cunha IS: existing car port arrays, Event Center roof

Design Phase

1. Schematic Design of the PV systems to meet the targeted electrical production represented in the conceptual design provide in the technical documents at each site or to the maximum system size limits allowed by the footprint available or to an agreed upon size with SES. Sizing shall include accurate and detailed modeling of system production for each specific site and technology provided by SES based on shading analysis performed by SES, and other site constraints using industry standard modeling tools. Schematic Design shall also include sizing and design of other energy systems, and/or electric vehicle supply equipment (EV Car Chargers) to meet performance requirements in the agreement. Schematic Design shall include plans sufficient for presentation and discussion with SES.
2. Design development and complete construction drawings of the PV systems and all ancillary work sufficient for permitting and construction. Drawings must fully describe all aspects of the construction work including fencing, directional boring/trenching, excavations, racking and mounting systems, electrical systems, signage, foundations, lighting, ADA, etc. Firm will provide Electrical, Structural and all other required California licensed engineers and/or architects [Engineers of Record and Architect of Record] to provide a complete, stamped design set as required to permit and construct a complete energy project for DSA/AHJ submittal. The electrical construction drawings shall show and include all conduit below and above finished grade/finish. All plans and specifications must meet the approval of DSA/AHJ, the District, the District’s representative, Local Fire Authority and/or any other agency deemed as having jurisdiction over Project.
3. All design and engineering will follow the approved submittal process.

Construction Phase

1. Installation of all equipment necessary for a complete, interconnected, and operational energy system, including, but not limited to:
 - a. PV Solar Carport
 - b. Roof Mount racking
 - c. Attachments/ Foundations

- d. All electrical switch gear modification to interconnect the PV system, if necessary.
 - e. All electrical connectors, cabling, and components necessary for a complete energy system
 - f. Coordinate and execute any and all electrical work with PV Solar Canopy installation.
 - g. All mounting systems and equipment, including canopy structures, ground or roof- mount, as applicable.
 - h. All monitoring equipment necessary to remotely access and download real-time and historical energy data, with capability to provide reporting sufficient for WREGIS REC registration, and to remotely access and download real-time and historical site energy consumption data. Historical data on 15-minute interval shall be readily available for the full operating history of the energy system. SES will be providing the CTs and communication network to meet all requirements.
 - i. Any balance of system items for a complete, interconnected and operational energy system.
 - j. All lighting, security or other ancillary equipment described in the Contract documents.
 - k. Installation of accessible hardscape (concrete slabs) under canopies not currently hardscaped, where required by the AHJ for equal access to shade.
 - l. Care and custody of all materials will be the responsibility of SES and will remain their responsibility throughout the project until Final Completion has been achieved. Title will pass upon completion of the work throughout the project.
2. Spare Conduits: SES shall install spare conduits with pull strings and with terminations at each site (see PV Canopy Specification for further detail):
 - a. At all Canopies: (1) x 1.5-in conduits from nearest existing data connection to each canopy.
 - b. At all Carport Canopies: In addition to data spares, (1) x 3-in conduit for future EV charging, including additional spares if needed for ADA purposes, from the main service to carport canopy locations identified conceptual design documents. Assume (4) EV Car Chargers per site even at the repower site.
 3. Utility interconnection applications and process management will be provided by SES. All materials and coordination for inspection from the local utility is the responsibility of the SES.
 4. Identification of all Americans with Disabilities Act (ADA) compliance issues that are directly associated with the energy project. SES shall be responsible for covered parking space ratios, signage, and any other compliance issues that are located under the footprint of any PV array canopy, including canopies not located in parking lots. The cost of all other ADA compliance improvements outside of canopy areas (i.e., path-of-travel access issues that fall outside of the canopy footprint) is not known at this time and is therefore excluded from this scope of work at the moment but could be added as a change order at a later date. Preliminary discussions with DSA lead us to believe no upgrades will required at either site.
 5. Participate in weekly project meetings from Notice to Proceed (NTP) through project closeout with all stakeholders and phase of project. SES to maintain formal meeting minutes and a project schedule and distribute to all attendees no later than the next scheduled project meeting. Frequency of meetings is allowed to change upon the stakeholder availability and approval from SES however It is anticipated during execution phase meetings will be held weekly.
 6. Provide weekly reports for all work performed onsite when on site.
 7. Coordination with and support of inspectors, the District, SES, and their consultants during design, construction, commissioning, and close-out.
 8. Any significant changes to District property (i.e., ADA improvements, , removal of trees, light standard removal, new lighting, parking islands, etc.) that are required as a result of the installation of the energy projects are the sole responsibility of the Contractor.

9. Any demo of existing soft scape, hard scape, light standards will be the sole responsibility of the SES.
10. Project Commissioning, including all associated tasks and documentation related to successfully commissioning the system to the IEC 62446-1 International Standard and will be performed by SES.
11. Final energy system “as-built” Construction Documents clearly conformed with all changes during construction.
12. Provision of a comprehensive set of closeout documents, including an Operations & Maintenance Manuals for each installed system, per requirements.
13. Conduct a training for the District staff, with orientation to the Operations & Maintenance Manuals, systems and safety procedures.
14. Secure laydown and storage facility at job site for all canopy materials and energy system equipment and supplies, including any required security.
15. Legal toilet and hand wash sink facilities at job sites including all required safety for COVID safe distancing.
16. Daily cleanup to “broom clean” conditions.
17. Return disturbed areas to pre-construction conditions including repair of all pavement/concrete, street sweeping, restriping, landscape restoration, irrigation restoration, equipment track marks and scuffs on finished concrete surfaces.
18. Project closeout, inclusive of obtaining DSA closed and certified status for all project associated DSA applications.
19. If necessary, provide temporary ADA parking stalls during construction if construction activities make existing facility ADA parking stalls unusable. Quantity and location of temporary stalls shall be coordinated with the District.
20. Provide temporary lighting in place of removed overhead lighting until under-canopy lighting is fully operational.

Solar PV Software Interface

The solar PV software interface program shall provide the following:

Each new system will be seen independently and in aggregate for the school. Data from the existing SolarCity configuration will also be brought into the new DAS monitoring system to the extent possible, based on available data and supporting technology. Local environmental conditions will be measured. The new monitoring system will be able to determine the total expected production of the system using the local environmental conditions and each component within the system. It will provide insight to the systems health by measuring the actual production compared to the expected production sounding alarms and sending notifications when there is a reasonable deviation between the two.

This information will be updated every 2 hrs. A URL will be provided that is intended to be public facing and can be imbedded into any website illustrating the total energy produced and the carbon off set that was obtained by using renewable power rather than utility power.

SECTION 3 – PROJECT CLOSEOUT AND FINAL INSPECTION

Final project close out will include comprehensive commissioning for each system and major component per manufacturer and SES specifications. SES will support completion of punch list items noted by the District as they pertain to the installation, inspection, start-up, and operation of the installed equipment. Final inspection to be completed jointly with SES and the District to close out all punch list items. Upon satisfactorily completing the final inspection, SES will submit Substantial Completion documentation to the District for final signoff, payment and release of retention.

SECTION 4 – PROJECT FINANCIALS

4.1 FIRM-FIXED PROJECT COST

Costs presented in this proposal are valid for 60 days from the date of publication. If the Notice to Proceed is issued after 60 days from publication, Syserco Energy Solutions reserves the right to re-evaluate the project and make necessary modifications to the construction cost.

4.2 ITEMS INCLUDED IN PROJECT COST

Project costs include the following:

1. Engineering audit / Project Development, including the cost for preparation of this proposal.
2. Engineering design.
3. Construction/Project management and Site Supervision services.
4. Installation of Syserco Energy Solutions equipment including the following as specified in the scope of work:
 - a. All costs paid by Syserco Energy Solutions for the installation of the equipment. This includes costs paid to subcontractors or directly to Syserco Energy Solutions personnel, when related to installation or system verification of equipment.
 - b. The portion of reasonable travel, lodging, and meal expenses of officers or employees incurred while traveling in discharge of duties connected with the Work.
 - c. Cost of all equipment, materials, supplies, and equipment incorporated in the Work, including costs of transportation thereof.
 - d. Cost or rental charges, including transportation and maintenance, of all materials, supplies, equipment, temporary facilities, and hand tools not owned by the workers.
 - e. Cost of premiums for all bonds and insurance, which Syserco Energy Solutions is required to purchase and maintain.
 - f. Permit fees, royalties, and deposits lost for causes other than the Syserco Energy Solutions negligence.
 - g. Losses and expenses not compensated by insurance or otherwise, sustained by Syserco Energy Solutions in connection with the Work, provided they have resulted from causes other than the fault or neglect of Syserco Energy Solutions. Such losses shall include settlements made with the written consent and approval of the District. If, however such loss requires reconstruction and Syserco Energy Solutions is placed in charge thereof, they shall be paid for their services a fee.
 - h. Demolition cost and cost of removal of all debris.
 - i. Costs incurred due to an emergency affecting the safety of persons and property.
 - j. Other costs incurred in the performance of the Work if and to the extent approved in advance in writing by the District.

- k. Cost of equipment startup, training, system verification performed by Syserco Energy Solutions
5. Construction Bonds (including Performance & Payment and Retention bonds), Liability Insurance, and Builder's Risk Insurance.
6. Syserco Energy Solutions fee includes the remuneration for compensation of personnel, expenses, risks related to the project, overhead, and profit.
7. Syserco Energy Solutions shall provide a Schedule of Values. The schedule of values will include all costs related to the installation of the equipment as shown in **Exhibit 2**, as part of Energy Services contract.

4.3 SES COMPENSATION

1. **Terms:** Net 30 days from the date of invoice, monthly billing as the job progresses.
2. **Payments:** At a minimum, payments will be made in the amount of 100%, less retention of five percent (5%) per the contract, at the completion and implementation of any individual Energy Conservation Measure (ECM) in the amount of that ECM as delineated in the contract. If more than one ECM is completed in a monthly period, all of those ECM's will be paid.
3. **Mobilization / Project Development / Engineering Fee** invoice will be presented upon mutual execution of the Contract and will be in the amount of 30% of the Project's total value.

4.4 TERMS AND CONDITIONS

4.4.1 TERMS OF AGREEMENT

The Contract shall be effective and binding upon the parties immediately upon its execution and the period from contract execution until the Commencement Date shall be known as the "Interim Period". All energy savings achieved during the interim period will be fully credited to District as mutually agreed to by the District and Syserco Energy Solutions.

4.4.2 INSURANCE AND BONDING

Syserco Energy Solutions shall provide a Payment and Performance bond, Retention bond and Builder's Risk insurance

1. The bond amount consists of Labor and Materials and State Sales Tax.
2. This bond does not include any construction contingencies.
3. Certificates of General Liability Insurance will be provided prior to Contract Signing

Syserco Energy Solutions shall provide a payment and performance bond in the amount of 100% of the construction cost. The amount shall include all authorized changes and state sales tax.

The Bond shall specifically exclude coverage for those portions of the Energy Services Agreement and/or Energy Services Agreement Addendum pertaining to design services, maintenance, utility incentives, and any other clauses which do not relate specifically to construction management and supervision of work for purchasing and installing of SES Equipment, or for work to be accomplished by the District. The Bond shall be with a Surety or Bonding Company that is registered with the State of California Insurance Commissioner's Office.

Syserco Energy Solutions shall provide proof of insurance naming the Cabrillo USD, its officers, officials, agents, employees and volunteers as additionally insured under the General Liability Policy. Insurance will

comply with the Cabrillo USD requirements as provided for reference in **Exhibit 3**, as part of Energy Services Contract.



CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT

Sean McPhetridge, Ed.D.

GOVERNING BOARD

Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Action
ITEM TITLE: Review of CUSD Staffing Needs and Reinstatement of Previously Approved 2019-20 Budget Cuts

BACKGROUND INFORMATION

In October of 2019, CUSD received notice from the San Mateo County Office of Education in a "Letter of Lack of Going Concern" that detailed the need to make significant budget cuts to regain fiscal solvency and avoid district takeover by the county and state. The Governing Board then approved a list of cuts proposed by staff to address these concerns in 2020. By October of 2020, CUSD received news it had retained its newly gained Basic Aid or "Community Funded" status for a positive three-year budget outlook, resulting in our ability to provide compensation increases for staff in 2019-2020 and 2020-2021 at the end of the 2020 calendar year. Because we have averted takeover and regained fiscal solvency, this allows the Governing Board to now consider reinstatement of some staffing cuts that were once necessary but are now affordable and viable again.

FINANCIAL IMPACT

Reinstatement of the identified staffing and services cuts presented here are estimated to range from \$250,000 to \$300,000 annually.

RECOMMENDATION

Staff recommends that the Governing Board take formal action to approve work required to reinstate identified staffing and services.



CABRILLO UNIFIED SCHOOL DISTRICT

Every Student. Every Day!

Review of CUSD Staffing Needs and Reinstatement of Previously Approved 2019-20 Budget Cuts

Governing Board Meeting

May 13, 2021

Review of Budget Cut Process in 2019-2020

- In October of 2019, CUSD received notice from the San Mateo County Office of Education in a “Letter of Lack of Going Concern” that detailed the need to make significant budget cuts to regain fiscal solvency and avoid district takeover by the county and state. FCMAT confirmed the shortfall.
- The Governing Board then approved a list of cuts proposed by staff to address these concerns in 2020, and staff began to implement those cuts.
- By October of 2020, CUSD received news it had retained its newly gained Basic Aid or “Community Funded” status for a positive three-year budget outlook, resulting in our ability to provide compensation increases for staff in 2019-2020 and 2020-2021 at the end of the 2020 calendar year.
- Because we have averted takeover and regained fiscal solvency, this allows the Governing Board to now consider reinstatement of some staffing cuts that were once necessary but are now affordable and viable again.



Review of Budget Cut Process in 2019-2020

- In a resolution approving budget cuts and savings presented to the Governing Board in the beginning of 2020, staff detailed a list of cuts that could help address the budget shortfall at that time.
- The resolution requested official approval from the Board to plan and operationalize budget cuts and cost savings while “acknowledging these budget cuts may be re-evaluated and potentially restored if CUSD staff determine that new sources of district revenue are forthcoming and would allow for such.” Now is the time to do so.
- Thus, staff tonight want to present the reinstatement of several budget cuts made last year that we feel are appropriate and timely for the Board to discuss and provide direction on now.



Actions Proposed Now to Provide for Necessary Staffing for School Operations

- It is an established best practice for districts to hire an Athletic Trainer for high school athletics, and the San Mateo County Grand Jury has indicated as such. Previously the HMBHS Athletics Boosters funded half of the cost of this position, but because of a difficult year of HMBHS Boosters fundraising and cuts to the sports program last year, the HMBHS Athletic Boosters are now asking CUSD to pick up the full cost of this position. Staff recommend this new staffing allocation so we may continue to provide for health and safety needs of student athletes in a robust interscholastic sports program maintained at HMBHS.
- CUSD also right-sized the community liaison positions in our schools, and as such Farallone View lost its community liaison position due to the small school size and language needs of the school. As a result, staff recommend that we increase the hours of the clerical assistant at Farallone View to help address the staffing needs of the main office at that specific school site. This would result in adding extra hours of that position to help that school.



Actions Proposed Now to Provide for Necessary Staffing for School Operations

- During the consideration of Kings Mountain Elementary School operations, staff recommended only two teachers be hired because of the number of students there. Because the 2019-2020 budget crisis was averted and student enrollment appears to be growing at the school, staff recommend cost-sharing of the third teacher position whereby Kings Mountain Association of Parents would pay for a proportionate amount instead of paying for 100% of the teacher in 2021-2022.
- Staff recommend paying for the Cunha dean position entirely when this last year CEF picked up the cost of one period of the position. There is still a need for the position because of its assistance to English language learners, and district staff recommend paying for it in full now that CEF will be dedicating its funding to other ongoing priorities. We are grateful to CEF for working with us to align their contributions to our needs, and now that CUSD is in better fiscal condition, staff recommend we reinstate district staffing where CEF had helped us last year when we had a budget crisis.



Actions Proposed Now to Provide Necessary Staffing and Services for School Operations

- CUSD also cut two custodial positions in 2019-2020 to help cut costs, and now more than ever these positions are vital to us because of our need for clean and sanitary campuses because of COVID-19 pandemic responses. Staff recommends reinstatement of these two custodial positions also.
- Meanwhile, CUSD had proposed elimination of School Loop as a software application that is used by Cunha Intermediate School and Half Moon Bay High School. Although the administrators and faculty of those schools investigated cost savings through use of other district software, it has become clear that the convenience and service to families outweigh the minimal cost savings entailed, and thus staff recommend bringing back School Loop and Panorama (our district survey software) to help us with our ongoing school communication and district engagement efforts.



Some Things to Keep in Mind

- Despite staff recommendations now to reinstate several budget cuts made in 2019-20, we know we need to continue inquiry to assess and establish necessary resources for sustainable operations ongoing.
- As previously discussed with the Governing Board and public, CUSD will need to continue monitoring our funding in years ahead to help us make decisions that are financially prudent but that prioritize the services we provide to students and families.
- Thus, staff will continue to review our budget in the year ahead with an eye on both the increased funding anticipated by us continuing in Basic Aid status and our need to maintain a balanced budget.



Questions?

Thank you!



CUSD

CABRILLO UNIFIED SCHOOL DISTRICT
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SUPERINTENDENT

Sean McPhetridge, Ed.D.

GOVERNING BOARD

Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Action
ITEM TITLE: Approval of Additional Amendment to CUSD-CUTA MOU on Return to School

BACKGROUND INFORMATION

On April 8, the Governing Board approved amendments to the CUSD-CUTA MOU outlining the terms of agreement guiding the operations for a return to school for the rest of the school year. Later in April, CUSD and CUTA representatives met again to negotiate another concern, and agreed-upon language is now provided below:

CUTA Members reassigned from their daily positions to substitute for another teacher will be paid an hourly rate of \$40.00 beginning April 5, 2021 through the end of the 2020-21 school year. This rate will include time spent preparing, supervising, and instructing students. The time spent preparing and supervising students shall be established in consultation with the site administrator. The parties acknowledge this stipend is being provided due to additional duties being taken on by employees during the last few weeks of the 2020-2021 school year, the need for them to use additional time to prepare for any substitute duties, and the time required to perform their normally assigned duties. The parties agree this compensation is being provided due to the unique demands during 2020-2021 because of COVID-19 and will end automatically at the end of this school year.

REPORT/PROPOSAL

CUSD and CUTA have agreed the language above satisfactorily addresses a concern regarding compensation for CUTA members who are pulled from their normal duties to serve as substitute teachers during hybrid learning and the return to campuses this spring.

FINANCIAL IMPACT

There is estimated to be a nominal financial impact for the compensation that would be provided to a small number of teachers during remaining months of the school year.

RECOMMENDATION

Staff recommends approval of this additional CUSD-CUTA MOU amendment to address the shortage of available substitute teachers so hybrid learning can proceed. CUSD and CUTA representatives agreed this amendment was a logical way to address a concern that a few staff members were not being compensated appropriately when asked to substitute teach outside normal duties to help us implement a return to on-campus instruction.



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MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Governing Board
FROM: Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Action
ITEM TITLE: Approval of the Final Outstanding Bargaining Provisions Agreed Upon by Cabrillo Unified School District and Cabrillo Unified Teachers Association

BACKGROUND INFORMATION

On November 24, 2020, the Cabrillo Unified School District (CUSD) and the Cabrillo Unified Teachers Association (CUTA) agreed to the provisions of the 2019-2020 negotiated Bargaining Agreement with the exception of Article 23 (Duration and Reopeners). These provisions extended through the 2020-2021 school year.

On April 18, 2021, CUSD and CUTA finalized and agreed to the last of the outstanding provisions of Article 23 (Duration and Reopeners) of the Cabrillo Unified School District/Cabrillo Unified Teachers Association Bargaining Agreement. These provisions, along with those previously negotiated on November 24, 2020, will now extend through the 2021-2022 school year.

FISCAL ANALYSIS

Financial impact is included in the budget.

RECOMMENDATION

Approve the Final Outstanding Bargaining Provisions Agreed Upon by Cabrillo Unified School District and Cabrillo Unified Teachers' Association.

**Tentative Agreement Between
Cabrillo Unified School District and
Cabrillo Unified Teachers Association**

For the 2019-2020 through 2021-2022 School Years

The District and the Association agree the provisions of the 2019-2020 negotiated Agreement shall remain in full force and effect except as specifically provided below.

1. All provisions of the 2019-2020 through 2020-2021 ratified Tentative Agreement signed by the parties on November 24, 2020 remain in full force and effect except for Article 23 (Duration and Reopeners) which is set forth below.

2. **Article 23 Duration and Reopeners**

23.1 Duration: The term of the 2019-2020 through 2020-2021 Agreement shall be reformed to provide one additional year, resulting in a new term of July 1, 2019 through June 30, 2022.

23.2.1 2021-2022 Reopeners: The parties shall submit initial proposals for 2021-2022 on or before a date which allows for completion of the public notice (sunshine") process prior to the commencement of negotiations in August 2021. Each party may reopen negotiations on up to five (5) total articles of the Agreement, inclusive of Compensation (Article 2) and Health and Welfare Benefits (Article 3) (e.g., if a party reopens on these two articles, it would have up to three (3) additional articles to reopen).

23.2.2 The District and CUTA will negotiate the calendar annually or with any other frequency mutually agreed to. *[This is status quo 22.2.3.]*

23.2.3 Notwithstanding any provision of this Agreement, the parties may mutually agree to reopen negotiations at any time on any matter covered by this Agreement. *[This is status quo 22.3.4.]*

23.2.4 On or before March 1, 2022 the parties shall submit initial proposals for a successor negotiated agreement to begin in 2022-2023. *[This is status quo 22.2.5 with the years changed.]*

Dated: 4/18/21
For the District:



Dated: 4/18/21
For the Association:





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MEMORANDUM

MEETING DATE: May 13, 2021
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Action
ITEM TITLE: Approval of Revised Governing Board Policy 5145.9 (Hate-Motivated Behavior) as Requested by the San Mateo County Civil Grand Jury

BACKGROUND INFORMATION

With a recent rise of hate incidents across the country and an increase in derogatory remarks and other hate-motivated incidents based on nationality, immigrant status, race, color, religious beliefs, sexual orientation, gender, gender identity, and differing abilities (including specific incidents that happened between January 2018 and September 2019 in neighboring school districts), the San Mateo County Civil Grand Jury surveyed administrators of local high school districts who are addressing hate incidents to see how are they responding.

Out of the findings, the Grand Jury recommended that, beginning with the 2021-22 school year, all districts should have clearly written Hate-Motivated Behavior policies and that these should be shared in plain language that parents/guardians and students can understand by the beginning of the 2021-22 school year.

REPORT/PROPOSAL

With guidance from and consultation with the San Mateo County Office of Education, staff have now revised Governing Board Policy 5145.9 Hate-Motivated Behavior to align to the Grand Jury recommendations about what should be covered in this revised policy. This new policy is provided here for Governing Board consideration and approval. If approved, CUSD high school administrators will work to communicate this policy in user-friendly language to students and families and take steps with students and staff ongoing to work toward making sure all understand their roles in addressing and minimizing hate-motivated incidents in our schools.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

RECOMMENDATION

Approve Governing Board Policy 5145.9 Hate-Motivated Behavior Revision as recommended by CUSD staff.

Policy 5145.9: Hate-Motivated Behavior DRAFT

Original Adopted Date: 12/11/2008 | **Last Revised Date:** TBD

Cabrillo Unified School District is committed to providing a safe learning environment that protects students and staff from discrimination and harassment. CUSD takes a stand against hate-motivated incidents (such as bullying and intimidation) that are motivated by any person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, race, color, sex, gender, gender identity, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. As a district, CUSD is committed to ensuring all students and all staff are protected from hate-motivated behavior that might interfere with and negatively impact anyone's academic progress and/or social-emotional wellbeing.

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131- Conduct)

(cf. 5131.2 - Bullying)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Definition of "Hate-Motivated Incident"

A "hate-motivated incident" is an act or an attempted act which constitutes an expression of hostility against a person, property, or institution because of the target's real or perceived ethnicity, national origin, immigrant status, race, color, sex, gender, gender identity, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. This may include using bigoted insults, taunts, or slurs; distributing or posting hate group literature or posters; defacing, removing, or destroying posted materials or announcements; posting or circulating demeaning jokes or leaflets; or sending insulting or threatening messages by phone, e-mail, websites, or any other electronic or written communication. A "hate-motivated crime" means a "hate-motivated incident" that has been investigated by law enforcement and is then determined to be criminal in nature and a violation of the law.

District Roles and Responsibilities When Hate-Motivated Incidents Occur

Current law requires school districts to document and report hate-motivated incidents. All CUSD district staff are required to immediately report incidents of hate-motivated behavior to their supervisor(s) whenever they are made aware of them, including when such incidents occur off campus or outside of school hours, including when such incidents occur in social media. Students or staff who take part in hate-motivated actions are subject to disciplinary actions.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur. The Superintendent (or designee) and school leaders shall collaborate with regional programs and community organizations as necessary to help promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected

by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts. CUSD administrators shall provide counseling resources and disciplinary responses when hate-motivated incidents occur. CUSD administrators shall also work with affected students and staff to implement restorative practices aimed at communicating empathy and providing opportunities for support and reconciliation to those who are impacted by such incidents and also to those engaging in hate-motivated actions. CUSD will work to inform affected school communities as necessary when such actions occur.

The district and its schools shall work to provide students with age-appropriate instruction that includes the development of social-emotional learning. This instruction shall promote students' understanding of and respect for human rights, diversity, and acceptance in a multicultural society. This instruction shall provide strategies to manage conflicts constructively. As needed, the district shall provide counseling resources, guidance, and other support to students who are victims of hate-motivated behavior and also to students who exhibit hate-motivated behavior. The Superintendent (or designee) shall ensure rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and their families. The Superintendent (or designee) shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5148.2 - Before/After School Programs)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6142.94 - History-Social Science Instruction)

Staff Responsibilities

Employees shall support the District's efforts to prevent hate-motivated incidents by learning to recognize the indicators of such actions and effectively taking steps to intervene immediately when such actions occur. Employees are expected to report such situations/incidents to their principal or other site administrator immediately after becoming aware of any such incident(s). All CUSD employees share a responsibility for creating an environment where students and staff know that hate-motivated incidents will not be tolerated. Employees are expected to encourage anyone alleging that he or she is a target of, or a witness to, a hate motivated incident/crime to report such an incident. Moreover, employees are expected to cooperate in any investigation of a hate-motivated incident. Finally, employees are expected to guard against any actions that could be considered retaliatory against anyone who has made a report or is participating in an investigation of a hate-motivated incident/crime.

Student Responsibilities

Students shall be informed that Cabrillo Unified School District and its schools do not tolerate hate-motivated incidents or crimes. Hate-motivated incidents may result in school discipline, including but not limited to suspension or expulsion. Hate-motivated incidents may also result in involvement of local law enforcement agencies. Students share a responsibility with district employees for creating a safe school environment, and students need to know they can do that by treating others with mutual respect and acceptance. Students are expected to be sensitive as to how others might perceive their actions and/or words. Students are expected to not engage in or contribute to hate-motivated behaviors, actions, or words. In cases where students may be a witness to or a target of a hate-motivated incident/crime, they have a responsibility to report such an incident to the principal or other site administrator. Students

are expected never to engage in retaliatory behavior or to ask, encourage, or consent to anyone taking retaliatory actions on their behalf.

Steps Taken After Hate-Motivated Incidents Are Reported

School and/or district administrators will investigate all reports of hate-motivated incidents, and administrators will ask students, staff, and other witnesses to document what occurred as part of that investigation. Administrators will collect and maintain copies of incident report forms for completeness and then determine whether additional information might be needed and what District policy procedures are to be followed. School administrators will determine whether additional resources or assistance might be required or suggested to the school. As appropriate, school administrators will confer with district administrators and provide a summary of the incident reports to the Superintendent (or designee) as often as necessary. School and/or district administrators will work to inform the school and/or community as appropriate, denounce any hate-motivated incident(s), and discuss how counseling resources, disciplinary responses, and/or restorative practices will address the incident. In cases where hate-motivated incidents require the involvement of law enforcement, CUSD employees shall be expected to cooperate with local law enforcement agencies to investigate any potential hate-motivated crimes.

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal or other site administrator, or other staff member.

Any staff member who is notified a hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or other site administrator or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate and as determined with consultation with the principal or other site administrator or compliance officer, staff shall also contact law enforcement.

(cf. 3515.3 - District Police/Security Department)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and take all necessary actions to resolve the complaint.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Policy 5145.9: Hate-Motivated Behavior

Status: ADOPTED

Original Adopted Date: 12/11/2008 | **Last Revised Date:** 09/09/2018

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131- Conduct)

(cf. 5131.2 - Bullying)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 5148.2 - Before/After School Programs)

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6142.94 - History-Social Science Instruction)

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for

reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

(cf. 3515.3 - District Police/Security Department)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))



Hate @ Schools -- Opportunities Lost

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ISSUE

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

SUMMARY

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

Such incidents are also occurring in San Mateo County.

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

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

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

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

The Grand Jury found:

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

The Grand Jury recommends the following:

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

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

GLOSSARY

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

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

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

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

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

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

San Mateo Union High School District (SMUHSD): serves 8,900 high school students from the communities of San Mateo, Burlingame, Foster City, Hillsborough, Millbrae, and San Bruno. The District has six comprehensive or traditional high schools⁷ and a seventh designed to help students get on track academically while receiving emotional support and career preparation.

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

BACKGROUND

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

⁵ California Penal Code, Chapter 1, 422.55.

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

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

⁸ <https://www.schoolclimate.org/about/our-approach>

white, were seen giving a Nazi salute in a prom photo.⁹ A six-second video resurfaced and went viral showing two sixth grade girls at an elite private school in blackface swinging their arms around like apes.¹⁰ Incidents such as these are not only reported by national media including the New York Times,¹¹ CNN,¹² and NPR,¹³ but also by local media including the *San Francisco Chronicle*,¹⁴ *San Mateo Daily Journal*¹⁵, KTVU Fox 2 in San Francisco^{16,17} and the *J. The Jewish News of Northern California*.¹⁸ Less sensational perhaps is the increase in hate speech in schools that may not gain media attention. Examples abound: a Latina student finds a note inside her backpack that says: Go Back to Mexico,¹⁹ or students using the “N-word” in halls or flashing swastikas when teachers are not looking.²⁰

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

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

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

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

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

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

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

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

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

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

¹⁸ Gabe Stutman, “Hate Flyers posted at ‘love your neighbor’ Modesto church,” *J. The Jewish News of Northern California*, November 1, 2019.

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

²⁰ Grand Jury interview.

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

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

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

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

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

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

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

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

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

DISCUSSION

Surveys

The Grand Jury surveyed high school principals in six County high school and unified school districts²⁶ to:

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

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

Incidents and Reporting

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

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

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

Policies

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

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

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

²⁸ Pescadero High School did not have a policy.

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

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

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

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

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

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

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

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

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

³² SMUHSD Board Policy 5132.

District administrators believe it is “sufficiently broad to prohibit all ‘hate speech,’”³³ it is unclear whether a dress code policy would be sufficient to address other forms of hate speech.

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

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

School Initiatives

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

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

³³ Official written communication from SMUHSC District staff.

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

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

³⁶ “What is Readability,” Clear Language Group, accessed May 1, 2020. <http://www.clearlanguagegroup.com/readability/>.

³⁷ “Measuring Readability,” Clear Language and Design, accessed May 1, 2020. <http://clad.tcclld.org/measuring-readability/#gradereading>.

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

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

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

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

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

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

Conclusions

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

San Mateo Union High School District (SMUHSD)

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

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

⁴² Grand Jury interview.

⁴³ "General Information," San Mateo High School District, accessed May 2, 2020.

<https://www.smuhsd.org/domain/55>. The district also has a Middle College program in conjunction with the College of San Mateo, an alternative/continuation school, and an Adult School Program.

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

Three Incidents at Burlingame High School

Incident Number 1: Burlingame vs Mills Basketball Game January 12, 2018

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

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

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

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

⁴⁴ David Louie, "Burlingame students chant racially insensitive remark at basketball game," *ABC 7 News*, Monday February 12, 2018. <https://abc7news.com/burlingame-racist-chant-high-school-basketball-game/3073261/>.

⁴⁵ Grand Jury interview.

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

⁴⁷ Official written communication from SMUHSC District staff.

⁴⁸ Grand Jury interview.

⁴⁹ Grand Jury interview.

⁵⁰ Grand Jury interview.

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

Incident Number 2: Swastika and “Fag” Written on a School Locker, April 18, 2019

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

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

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

⁵¹ Supra, Note 31.

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

⁵³ Grand Jury interview.

⁵⁴ Supra, Note 47.

⁵⁵ Grand Jury interview.

⁵⁶ Ethan Gardner, “Anti-Semitism alive and well at Burlingame,” *Burlingame B*, May 23, 2019. <https://theburlingameb.org/2115/news/anti-semitic-incident/>.

⁵⁷ Ibid.

⁵⁸ Grand Jury interview.

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

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

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

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

⁵⁹ Grand Jury interview.

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

⁶¹ Grand Jury interview.

⁶² Grand Jury interview.

⁶³ Grand Jury interview.

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

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

⁶⁶ Vlad Khaykin, “Presentation to the Burlingame City Council.” Accessed April 29, 2020. <https://sanfrancisco.adl.org/news/adl-presents-burlingame-city-council/>.

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

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

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

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

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

⁶⁸ Grand Jury interview.

⁶⁹ Grand Jury interview.

⁷⁰ Grand Jury interview.

⁷¹ Grand Jury interview.

⁷² Grand Jury interview.

District and School Programming Addressing School Climate

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

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

Table 1 shows the racial/ethnic make-up of student bodies at the six high schools in the SMUHSD. It is evident that these schools have diverse student bodies with substantial percentages of Asian, Hispanic⁷⁴ and white students but only a small percentage of African Americans. There are also many families where English is not the primary language. One administrator reported that there are 30 languages spoken at the school.⁷⁵

Table 1
Count and Ethnicity of Students in SMUHSD Schools
2019-2020 School Year⁷⁶

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

⁷³ Grand Jury interview.

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

⁷⁵ Grand Jury interview.

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

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

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

School administrators at Mills and Aragon High Schools described their schools' implementation of on-going efforts to address bias and gaps in the education of students of color. Examples of programs implemented⁷⁸ include:

- Participation in the United Against Hate coalition and an organized week of student activities (in November 2019) that included in-class lessons on the ADL's Pyramid of Hate (See Appendix B), portrait sessions with anti-hate messaging, an interfaith panel of local leaders on anti-hate messaging, and an after school film screening of the movie *The Hate U Give*;
- On-campus displays of student posters and artwork advocating for a safe and welcoming environment for all types of students. Posters and artwork include rainbow flags, safe space stickers, and posters from *Teaching Tolerance*;⁷⁹
- Exploring teacher bias through optional staff summer reading of *White Fragility: Why It's So Hard for White People to Talk About Racism* by Robin Diangelo with follow-up discussions planned for the fall;
- Focus on student use of inappropriate language with:
 - a speaker from Little Rock Nine Foundation⁸⁰ addressing students regarding the use of language;
 - teacher training focusing on humanizing language with discussions to address how teachers can educate their students about the use of language; and
- Challenge Days, organized by a national organization, featuring experts to facilitate workshops designed to support emotional well-being, building connection, resiliency and healing.⁸¹

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

⁷⁷ Grand Jury interview.

⁷⁸ Based on Grand Jury interviews.

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

⁸⁰ Supra, note 29.

⁸¹ Supra, note 28.

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

An administrator at Capuchino High School emphasized school climate, although programming does not specifically focus on incidents of hate. Programming includes⁸²:

- Training for administrators and teachers on restorative practices;
- Implementation of *Multi-Tiered System of Support*;⁸³
- Training for incoming 9th graders at the start of the 2019 school year on creating cultures of “connection and empathy;”⁸⁴
- “Success Talks” by administrative staff at the start of the school year to discuss a variety of topics and a plan for the 2020-2021 school year to include hate speech, and toxic masculinity; and
- A program on rape awareness and consent⁸⁵ to be implemented in 2020.

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

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

⁸² Grand Jury interview.

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

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

⁸⁵ <https://www.rapetraumaservices.org/>

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

⁸⁷ Grand Jury interview.

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

San Mateo County Office of Education: Resources (SMCOE) Addressing School Climate

The SMCOE has initiatives to serve the unique needs of public education in San Mateo County. The Office could be a resource to address hate in schools through three programs.

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

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

- *Respect!24/7* is a once-a-year conference for educators and school staff launched by the SMCOE as an anti-bullying and civility initiative following a San Mateo Grand Jury report⁸⁸ that investigated anti-bullying policies at schools. The conference has broadened its scope to address diverse issues such as cyberbullying, digital citizenship, LGBTQ and gender identity⁸⁹ with a positive focus on respect. The 2019 conference included sessions offered by the ADL staff and a presentation focused on the importance of the “student voice.” SMCOE should be commended for their initiative and should continue to offer workshops that focus on hate incidents and hate speech at their annual conferences.
- *Camp LEAD* (Leadership for Equity & Access District-Wide) engages students over three days in a series of activities designed to improve understanding and respect between students and foster leadership development. As described by SMCOE staff it is often a transformative event for students as they engage in self-reflection and discussions to build community with other students and adults at the camp. The first two camps in the County were offered during the summer of 2019. Usually a diverse group of students and

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

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

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

Community Resources: The Anti-Defamation Leagues *No Place for Hate* School Program

The ADL is a leading anti-hate organization that was founded in 1913. Initially founded to counter a rising climate of anti-Semitism, today it fights anti-Semitism and all forms of hate. The ADL's "Pyramid of Hate" (See Appendix B) shows the growing complexity of behaviors of hate. At the base are biased attitudes such as stereotyping and insensitive remarks such as name-calling, and bullying. If these behaviors are tolerated, they can lead to progressively more severe acts of discrimination and bias motivated violence including vandalism and desecration, actions higher up the pyramid. At the apex is genocide.

ADL staff work with schools and community partners to support school climate goals with practical ideas for deepening understanding about diversity, building community and developing skills for students, teachers, parents, and community members. Over 40 schools in the Bay Area in 2018-2019 were designated *No Place for Hate* sites by incorporating anti-bias and anti-bullying programming throughout the school. No County school was among the 40.⁹⁰

FINDINGS

Surveys

- F1. Of 20 high school principals who responded to a Grand Jury survey, nine documented at least one hate incident/crime in the last five years for a total of 16 incidents. The low number of incidents reported could indicate either that County schools are not experiencing the rise in hate incidents documented by teachers nationwide, or that administrators, teachers, and students in the County are not identifying, documenting, or otherwise reporting such incidents.
- F2. Of 16 hate incidents reported by principals that occurred since 2015, 12 were reported by teachers or staff. Only four were reported by students and of these only one was reported anonymously even though 15 of the 20 schools responding to the survey have mechanisms for anonymous reporting.
- F3. Based on responses from 19 of the 20 principals responding to the Grand Jury survey, five of the six County high school districts had policies concerning how the districts will address hate-motivated behavior. Only one district, with one high school, did not have a policy. The following are characteristics of those policies:
- Policies affirm districts' commitment to providing a safe learning and working environment free from discrimination and harassment;
 - Except for one, policies do not provide clear definitions and guidelines;
 - Policies are generally only available in English;
 - Policies use technical and legal language and are not written for a general audience at the 7th to 9th grade reading level; and

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

- None of the policies addressed hate speech or incidents anonymously targeted at a student.
- F4. The San Mateo Union High School District's policy was the most comprehensive, but it lacked information regarding how schools should deal with anonymous incidents or hate speech although the District's dress code policy prohibits students from wearing clothing with hate speech.
- F5. All school principals described activities to reinforce the messages of mutual respect and inclusivity. None cited *Camp LEAD* or were involved in the Anti-Defamation League's *No Place for Hate* school program.
- F6. Despite efforts by schools to sensitize students to the issues of hate incidents and crimes, it was unclear whether students are aware of school policies or even if they understand what constitutes a hate incident or crime.

Burlingame High School

- F7. Two incidents of hate and one hate crime reported in local media occurred on the campus of Burlingame High School between January 2018 and September 2019.
- F8. Staff at Burlingame High School did not use the two hate incidents that had occurred to denounce bias or reaffirm school values on a school-wide basis.
- F9. Following the hate crime at Burlingame High School, the school and District staff responded by involving students, community members and organizations including clergy, police and the Anti-Defamation League.
- F10. After three incidents, administrative staff do not believe the incidents reflect the dominant culture of the school, although at least some students believe there is a lack of tolerance for minorities.

San Mateo Union High School District

- F11. Of the schools in the District, school administrators reported programs to address school climate, although only two offered specific programming to address bias and hate.
- F12. None of the other five schools in the District used the September 2019 incident at Burlingame High School to address bias or to discuss hate incidents/crimes.
- F13. There is much variability in school programming that includes on-going efforts versus one-time programs to address school climate.

Community Resources

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

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

RECOMMENDATIONS

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

- R1. By the beginning of the 2021-22 school year, all high schools and unified school districts need clear anti-bias policies to ensure that students are safe from harm, and that administrators are prepared to act swiftly and decisively to address all incidents of hate and bias when they occur, and to proactively foster an inclusive school climate. Policies should include:
- Definitions of hate-motivated incidents and crimes, and hate speech;
 - District and school responsibilities for:
 - Preventive measures;
 - Immediate response;
 - Information on how to specifically address hate speech and anonymous incidents targeted at a specific student;
 - Guidance on how to respond after an incident has occurred that includes (1) how to communicate empathy, reconciliation and support to those who have been harmed; (2) communication to students and families directly affected; and (3) how to communicate with the student body in order to reinforce messages of inclusivity and respect;
 - Information on how students will be educated about hate crimes, hate incidents and hate speech at least annually;
 - Disciplinary actions that could result from an incident; and
 - Student responsibilities to report incidents.
- R2. New materials should be written for parents/guardians and students at a 7th to 9th grade reading level, available in multiple languages, and distributed to them in print, in student handbooks and on school websites. This should be completed by the beginning of the 2021-22 school year.
- R3. During the first quarter of the 2020-21 school year, to be more proactive in addressing school climate regarding hate, districts should take steps to ensure that:
- School administrators and/or teachers meet with small, diverse groups of students to understand from their perspective, the school climate and incidents of hate that may go either unnoticed by teachers and staff or unreported.
 - At the start of each school year, students should not only receive written information, but presentations should be arranged to inform students about what constitutes a hate

incident/crime, anonymous reporting, and the follow up that will occur if an incident is reported.

- Students in a leadership position should be required to undergo some training regarding school climate and student volunteers should be trained to provide peer counseling and presentations to groups of students regarding hate incidents and understanding diverse cultures.

R4. By the beginning of the 2021-22 school year, the San Mateo County Office of Education should:

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

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

REQUEST FOR RESPONSES

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

From the governing bodies of:

- Cabrillo Unified School District – R1, R2, R3
- Jefferson Union High School District – R1, R2, R3
- La Honda-Pescadero Unified School District – R1, R2, R3
- San Mateo Union High School District – R1, R2, R3, and R5
- Sequoia Union High School District – R1, R2, R3
- South San Francisco Unified School District– R1, R2, R3

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

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

METHODOLOGY

Information contained in this report is based upon the following:

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

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

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APPENDIX A

Example of survey sent to high school principals.

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

School: Half Moon Bay High School

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

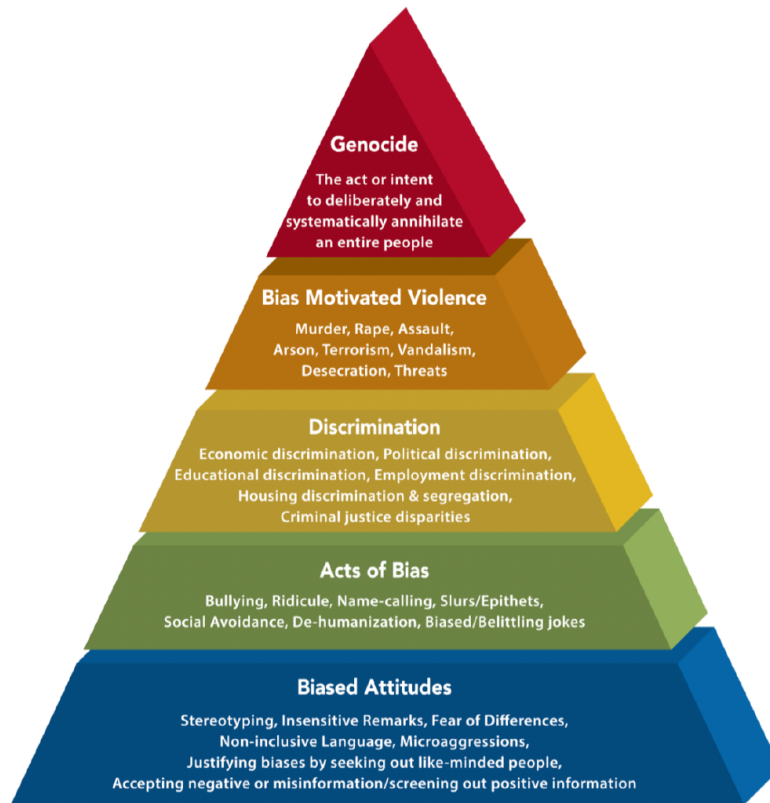
c. What was the reported basis for the incident (i.e., race, religion, sexual orientation, disability or transgender identity)?	
d. Who reported the incident(s)? Was the reporting party a staff member or student?	
e. Who reviewed the incident(s)?	
f. How was the incident(s) addressed?	
g. When was the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

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

APPENDIX B

ADL / PYRAMID OF HATE

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



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