Special Governing Board Meeting

CABRILLO UNIFIED SCHOOL DISTRICT

Saturday, September 16, 2023 • Public Session: 9:00 AM • Closed Session: Immediately Following the Public Session

District Office Board Room, 498 Kelly Avenue, Half Moon Bay, California 94019

In compliance with the Americans with Disabilities Act, 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. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids, or services.

Documents provided to a majority of the Governing Board regarding an open session item on the agenda will be made available for public inspection in the District Office located at 498 Kelly Avenue, Half Moon Bay, California, during regular business hours. In addition, such writings and documents are posted on the District's website, www.cabrillo.k12.ca.us.

PUBLIC COMMENTS GUIDELINES

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. There are two ways in which members of the public may provide comments:

1. Submit Written Comments in Advance: Members of the public wishing to provide comments in advance of the meeting may submit a Public Comments form at bit.ly/cusdcomments. Written comments will be accepted when the agenda is posted up to 8:00 p.m. on Friday, June 23, 2023. Comments will be read out loud by the Board President or a Designee. 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 and the public.

2. Provide Comments In-Person During Meeting: A person wishing to be heard by the Board during the meeting should submit a "Request to Address the Board" slip to the Administrative Assistant to the Superintendent prior to the introduction of the item. For meeting facilitation, please submit the slip at your earliest possible convenience. Upon recognition by the Board President, please proceed to the podium and comment as briefly as the subject permits.

Individual speakers will be allowed three (3) minutes to address the Board on each agenda or nonagenda item, and the Board will limit the total time for public input on each item to 20 minutes. However, in exceptional circumstances, when necessary to ensure

full opportunity for public input, the Board president may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint. The Administrative Assistant will keep the time and advise the speaker when there are 30 seconds left and again when the time is up. We ask speakers to keep within the time limits.

- Closed Session Items may be addressed under Public Comment on Closed Session Topics.
- Agenda Items may be addressed after the conclusion of the staff presentation on the item.

IMPORTANT BOARD PROTOCOLS REGARDING PUBLIC COMMENTS

The Cabrillo Unified School District 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 Cabrillo Unified School District Governing Board to refer matters raised in this forum to staff for further examination and/or action where appropriate.

1. OPENING BUSINESS

a. Call Public Session to Order - 9:00 AM - Welcome

b. Roll Call / Quorum

c. Pledge of Allegiance

2. APPROVAL OF AGENDA

3. GENERAL BUSINESS

a. Board Update on Cabrillo Unified School District's Strategic Plan (Work Session)

3.a Board Memo Update on Equity Audit and Strategic Plan 2023.pdf (p. 4)

3.a.1 Board Work Session_ Strategic Plan Presentation.pdf (p. 5)

b. Approval of CUSD Response to the 2022-2023 San Mateo County Civil Grand Jury Report Entitled "Education is Everyone's Business: School-Business Partnerships Make an Impact in County's High Schools" (Action)

3.b Board Memo Response to Grand Jury Report Education is Everyone's Business.pdf (p. 27)

3.b.1 CUSD Grand Jury Response 091623.pdf (p. 28)

3.b.2 Grand Jury Response Education is Everyone's Business.pdf (p. 31)

4. CLOSED SESSION

a. Public Comments on Closed Session Topics

b. Adjourn to Closed Session

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

1. **Confidential Student Matter** **(Vote)**

Action under consideration: Approval of Permanent Exemptions from Physical Education Courses for Half Moon Bay High School 11th and 12th Grades (Education Code §51241)

- Student identification number: 230916 HMBHS P.E. Exemption List (FPM mass exemption):
  11th grade: 239 students
  12th grade: 274 students

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

   - **Title:** Superintendent

c. Reconvene to Open Session

1. Closed Session Action Report: If applicable

5. ADJOURNMENT

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
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: September 16, 2023
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services
Aurora Lora, Insight Education Group Senior Associate
CATEGORY: Work Session/Presentation
ITEM TITLE: Board Update on Cabrillo Unified School District's Strategic Plan

BACKGROUND INFORMATION

Cabrillo Unified School District's Governing Board identified the need to engage in an equity audit that could help inform a renewed strategic plan for the district. An equity audit focuses on the fairness of district programs and the access provided to students and families through our current policies, programs, and practices. In turn, the equity audit process also dovetails with and informs CUSD's strategic planning process which will ultimately support our organization in affirming, defining, and renewing a vision and mission while identifying goals and objectives that will help CUSD achieve that vision for all students and families.

On June 9, 2022, the CUSD Governing Board reviewed and approved a contract with the Insight Education Group to help CUSD facilitate and engage Board, community, and staff in an equity audit that will support the development of a strategic plan. Beginning Fall 2022, Insight Education engaged in an equity audit process to identify ways that will ensure our policies, practices, and outcomes are more equitable for all students and adults. Insight Education has been unpacking CUSD data, inclusive of two types of data: quantitative data and qualitative data. Quantitative data included measures not limited to state and local assessment performance indicators, attendance indicators, engagement indicators, and student demographic data. Qualitative data included student, staff, and educational partner surveys and interviews. Starting in January of 2023, Insight Education and CUSD then convened a cross-section of stakeholders to help advise the development of CUSD's next Strategic Plan. The Steering Committee is responsible for analyzing feedback and providing suggestions for revisions based on trends in the equity audit feedback data.

This session will provide our Governing Board with an update on our steering committee Strategic Plan recommendations, educational partner input, and progress towards the completion of our Strategic Plan.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

This item is presented for information only.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Strategic Plan
Board Work Session

Cabrillo Unified School District

September 16, 2023

Agenda

- Welcome
- Agenda Review
- Review and Provide Feedback on Portrait of a Graduate
- Review and Provide Feedback on Priorities and Goals
- Closing and Next Steps

Portrait of a Graduate

What is a Portrait?

- Articulates the hopes, aspirations, and dreams the community has for its young people.
- Identifies and describes the skills and mindsets needed for success in our rapidly changing and complex world.
- No more than six words or phrases with descriptions.



PORTRAIT OF A GRADUATE

Gainesville Independent School District is committed to providing all students with the knowledge, experiences and opportunities necessary for them to develop the competencies required for success in school, in the workforce, and in life.

CONFIDENT LEADER

GISD graduates will develop a strong work ethic and leave our district grounded in a purpose enabling them to lead, embrace challenges and persevere to achieve their goals.

EMPATHETIC COLLABORATOR

GISD graduates will leave the district with a foundation for effective collaboration grounded in empathy and a desire to understand differing viewpoints and learn from others' experiences and cultures.

GLOBAL COMMUNICATOR

GISD graduates will be prepared to navigate a complex, ever-changing global society and economy via effective communication grounded in global thinking, digital literacy, and the understanding that communication includes verbal and non-verbal modes that are unique across cultures.

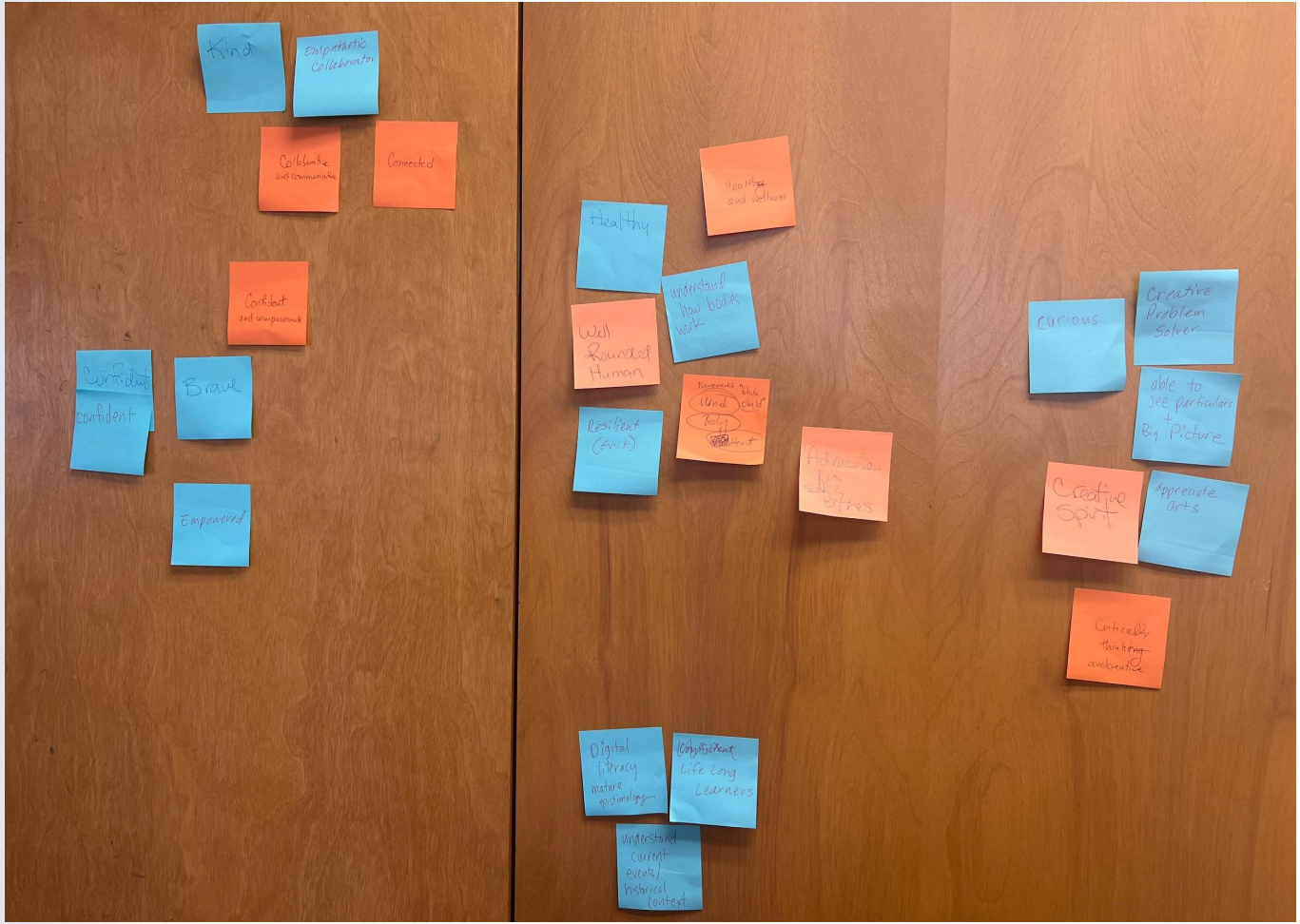
CREATIVE PROBLEM SOLVER

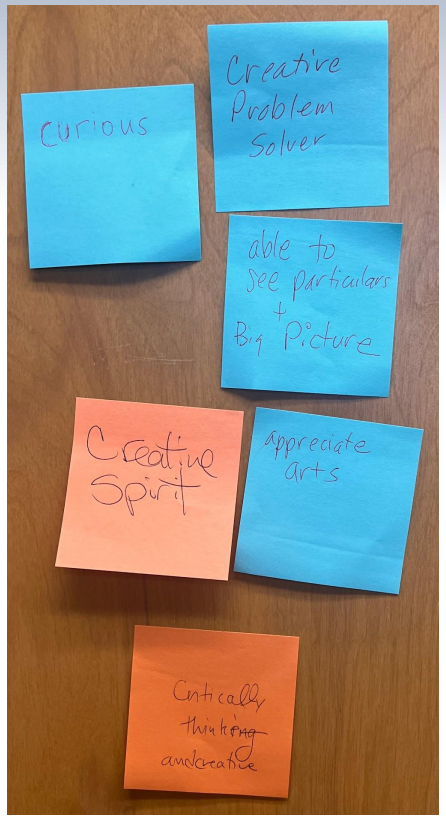
GISD graduates will develop creative minds that solve real-world problems that we are unable to predict in an ever-changing society.

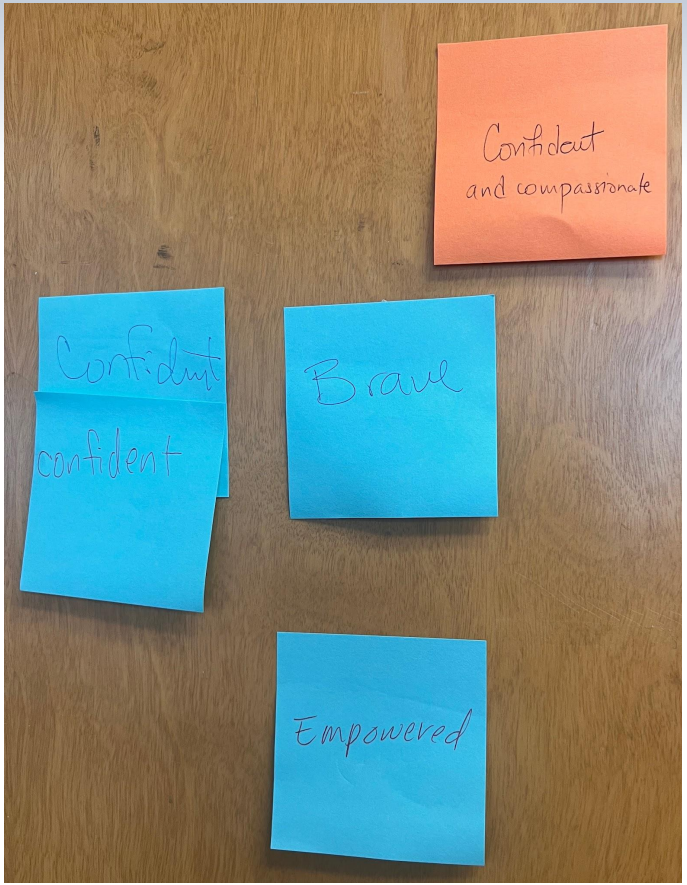
CRITICAL THINKER

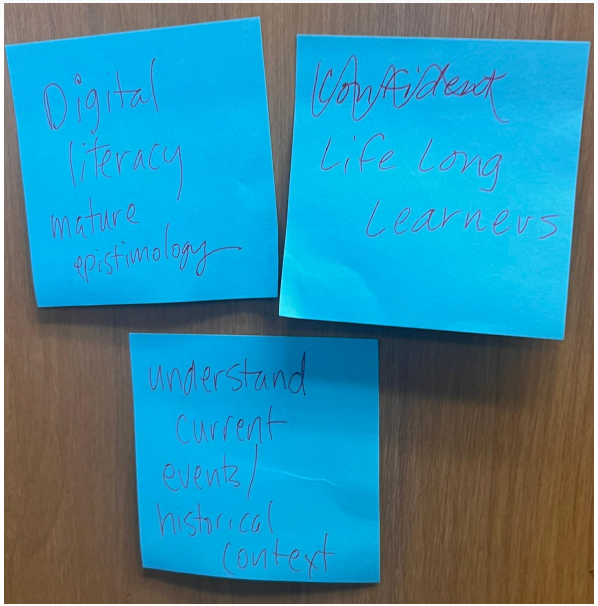
GISD graduates will develop critical thinking and curiosity about the world to foster life-long learning for themselves and service to others.

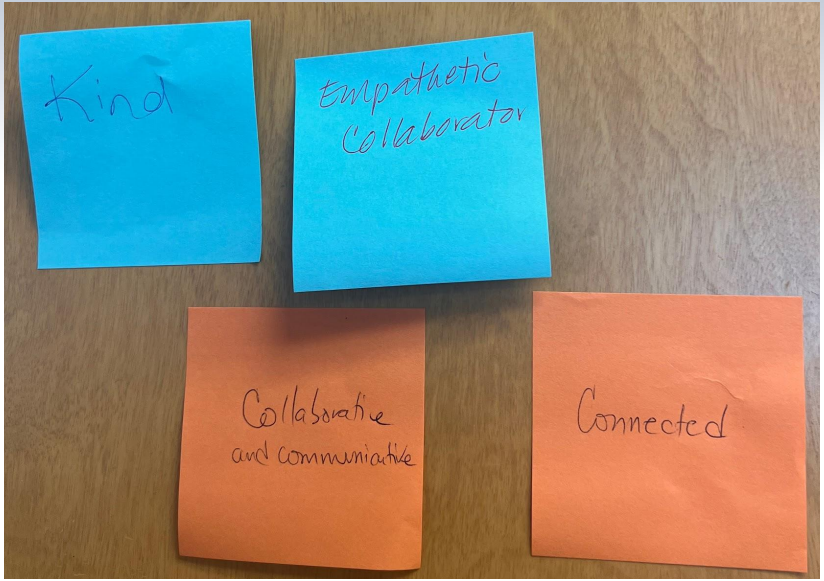
Portrait of a Graduate

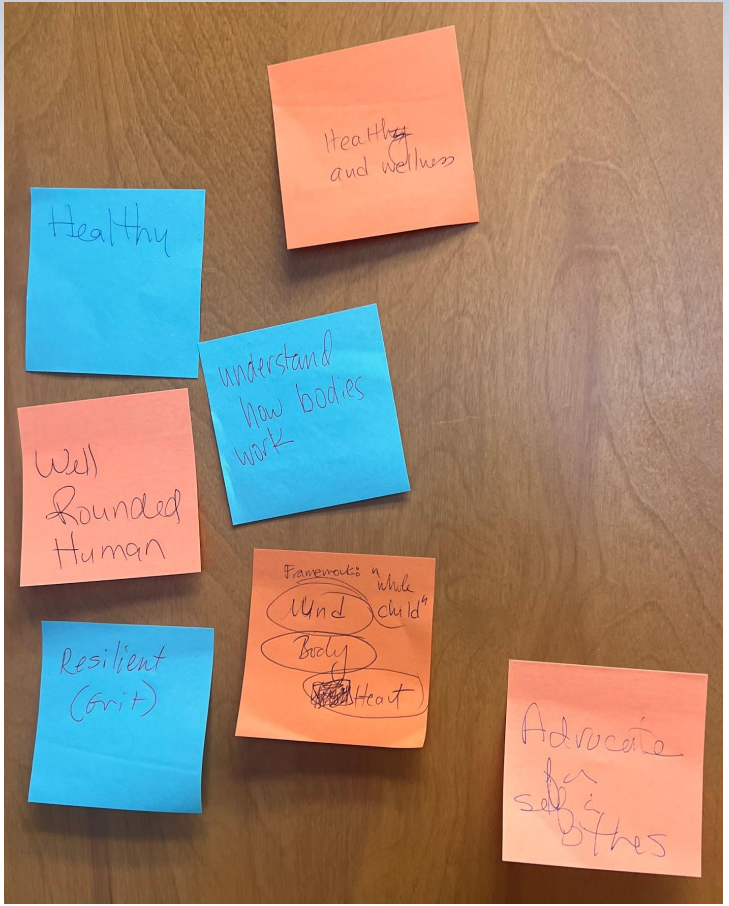



Curious
Creative Problem Solver
able to see particulars + Big Picture
Creative Spirit
appreciate arts
Critically thinking and creative


Confident and compassionate
Confident
confident
Brave
Empowered


Digital literacy mature epistimology
Confident Life Long Learners
understand Current events/ historical Context


Kind
Empathetic Collaborator
Collaborative and communicative
Connected


Healthy
Health and wellness
Understand how bodies work
Well Rounded Human
Framework: "whole child"
Mind
Body
Heart
Resilient (Grit)
Advocate for self & others

Board Feedback



Steering Committee & Cabinet Feedback



Steering Committee, Cabinet, and Board Feedback Combined



Draft Portrait of a Graduate - Top Words

- Collaborator
- Confident
- Resilient
- Critical thinker
- Digital literacy

—----------

- Empathetic
- Communicator
- College and career ready
- Lifelong learner

Draft Priorities and Goals

Key Priorities

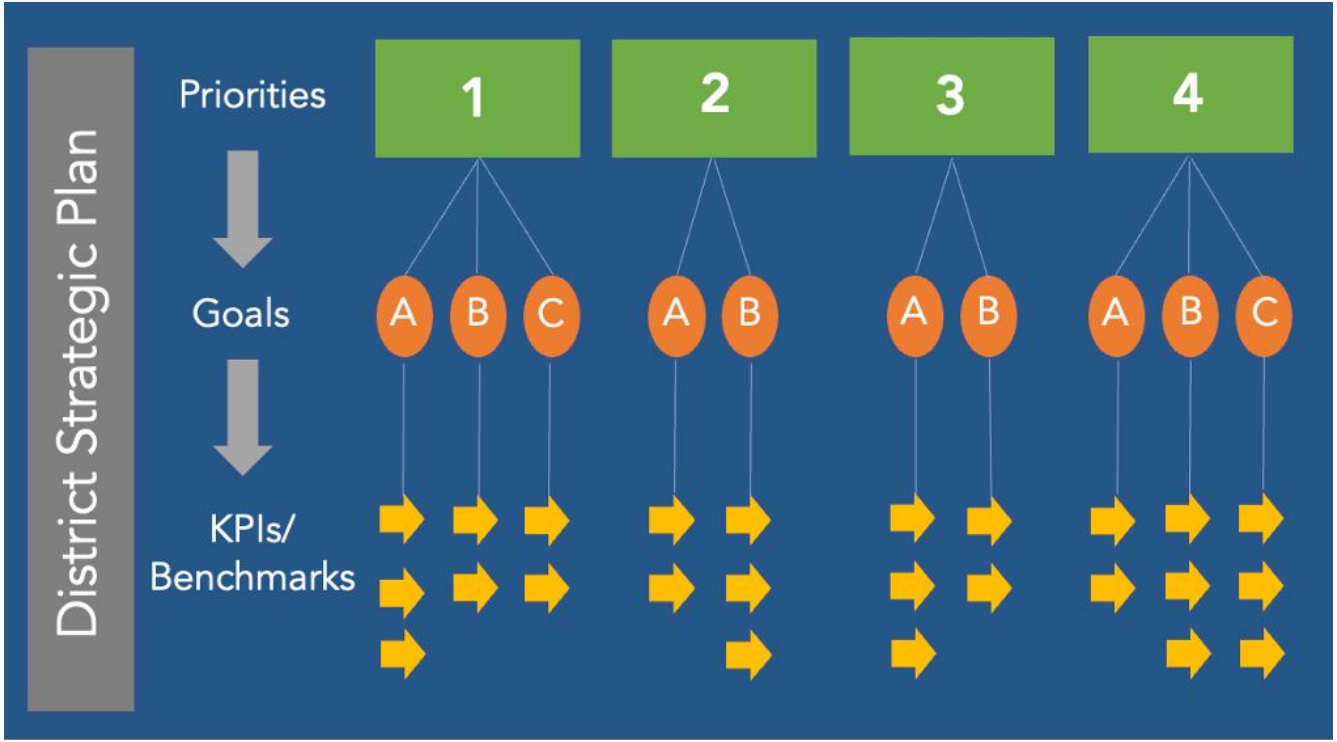
Top Rankings (408 responses)

1. Employee recruitment and retention (196 - 48%)
2. Mental health/social emotional wellness (192 - 47%)
3. High school readiness, graduation, and post-graduate success (168 - 41%)
4. Age & maintenance of facilities (166 - 41%)
5. School safety (154 - 38%)
6. Educational equity for all students (130 - 32%)
7. Academic outcomes in reading (119 - 29%)
8. Academic outcomes in math (109 - 27%)
9. Expanding school choice, career programs, and access to advanced courses (107 - 26%)
10. Accelerating student learning (93 - 23%)

Top Rankings (81 responses)

1. Seguridad escolar (53 - 65%)
2. Salud mental/bienestar socioemocional (37 - 46%)
3. Equidad educativa para todos los estudiantes (36 - 44%)
4. Preparación para la escuela secundaria, graduación y éxito de posgrado (23 - 28%)
5. Acelerar el aprendizaje de los estudiantes (debido a COVID-19) (22 - 27%)
6. Resultados académicos en matemáticas (19 - 24%)
7. Reclutamiento y retención de empleados (15 - 19%)
8. Desarrollo profesional y de carrera y capacitación para maestros y personal (14 - 17%)
9. (tie) Resultados académicos en lectura (13 - 16%)
10. (tie) Ampliar las opciones escolares, los programas profesionales y el acceso a cursos avanzados (13 - 16%)

Goal Setting Structure



Priorities

- Broad focus areas for the district
  - Typically there are 3-5 priority areas
- Aligned to state requirements and district values, vision, & mission
- Capture the district's core functions. Examples:
  - Academics
  - Human Resources / Talent
  - Social Emotional Learning / Wellness
  - Operations & Finance
  - Families & Communities
- Include a short description of each priority and its importance

Goals

- Provide more specific focus on a priority
  - Typically, multiple goals for each
- Based on specific areas of improvement
  - Needs assessment or other data analysis
- Long-term and measurable
  - Not yet broken into quarterly or annual measures

Focus on Equity

English Learner Achievement: Support English Learner development with best practice instruction

Design for Belonging: Evolve standard practices to put diversity and inclusion, including learning differences, at our core

Improve Student Access: Provide equitable access to district programs and pathways

Academic Achievement

Early Literacy: Further expand early literacy efforts from PK to 3rd grade

College and Career: Improve college and career focus and readiness levels for all students

Safe, Culturally Responsive Schools: Promote welcoming campuses and classrooms with meaningful, relevant instruction

Whole Child

Holistic Learning: Support students' social-emotional learning and exploration of personal interests and the arts

Family Engagement and Support: Strengthen community partnerships and support families with culturally competent methods and resources

Multi-Tiered Systems of Support: Continue reframing foundational and support structures for integrated, comprehensive student support

Sustainability

Employee Sustainability: Enhance systems to recruit, retain, and support a highly qualified and diverse staff

Fiscal Sustainability: Seek a parcel tax replacement to ensure district longer-term fiscal sustainability

Environmental Sustainability: Further optimize facilities use and promote environmental literacy

What resonates with you about these? (What do you like about them?)
What are considerations for improving the priorities and/or goals?

Feedback from the Steering Committee

- Consider adding a math goal under academic achievement
- Consider moving “whole child” to be in the first column / put them in order of importance
- Broaden the academic goals to include adult learners
- Family engagement goals really resonated with the committee
- Consider changing “early literacy” to “literacy” so it spans across all grades
- Consider moving the EL goal to go under academic achievement and think about adding something about partnering with EL families

Next Steps

- Focus groups for additional feedback - virtual and in-person (next week)
- Cabinet will make revisions to goals and add in KPIs and strategies for meeting the goals
- Steering Committee will come back to review the revised goals / KPIs / strategies and Portrait of a Graduate and provide feedback
- Final revisions before bringing the draft to the board


thank you!

Questions?

Thank you!

Strategic Plan Committee Members 2023

#	Name	Position	School	Name
1	CUTA	Union Rep	HMBHS	Sean Riordan
2	Coast Pride	Community	Community	Jenny Walter
3	Coastside Families Taking Action	Community	Community	Aisha Baro
4	DELAC*	School Community	Hatch	Mayte Flores
5	SIPA	School Community	Hatch	Kendra Holland
6	CSEA	Union Rep	District	Diane Paioli
7	CSEA	Union Rep	District	Josefina Infanzon
7	Elementary Site PTO	School Community	El Granada	Breanna Lafontaine
8	Middle School Site PTO	EO Parent	Cunha	Amber Stariha
9	High School Site PTO	EO Parent	HMBHS	Lisa Zanette
10	Elementary ELAC*	School Community	Hatch	President: Rocio Avila
11	Middle School ELAC*	School Community	Cunha	Yadira Ramos
12	High School ELAC*	School Community	HMBHS	Mireya Lopez
13	ALAS	Community	Community	Dr. Belinda Arriaga
14	CCP	Community	Community	Mei Clark
15	B&G Club	Community	Community	Jill Jacobson

Strategic Plan Committee Members 2023

16	Elementary Certificated Staff	School Community	El Granada	Erica Krein
17	Elementary Certificated Staff	School Community	El Granada	Brittany Hooker
18	Elementary Certificated Staff	School Community	Hatch	Luisa Hernández
19	High School Certificated Staff	School Community	HMBHS	Brittany Jolivette
20	High School Certificated Staff	School Community	HMBHS	Lisa Longaker
21	High School Certificated Staff	School Community	Pilarcitos	Lizeth Bendana
22	Preschool Staff	School Community	Los Listos	Rosalva Segura
23	Adult School Staff	School Community	La Costa	Drew Gamet
24	Middle School Classified Staff	School Community	Cunha	Nikki Galle
25	Pupil Services/Student Supports	School Community	DO	Bianca Forrester
26	Student Supports	School Community	DO	Martha Ladd
27	CEF	Community	Community	Corrine Bucher
28	HS Principal	Principal	HMBHS	Andrew Boysen
29	MS Principal	Principal	Cunha	Jeff Clinton
30	Elementary Principal	Principal	Hatch	Alyssa Jaramillo
31	Facilitator	Facilitator	Facilitator	Dr. Leticia Bhatia

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
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: September 16, 2023
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Action
ITEM TITLE: Approval of Response to the 2022-2023 Grand Jury Report entitled *"Education is Everyone's Business: School-Business Partnerships Make an Impact in County's High Schools"*

BACKGROUND INFORMATION

The 2022-2023 Grand Jury of the Superior Court of California, County of San Mateo, filed a report recently containing some findings and recommendations pertaining to how the San Mateo County Office of Education, San Mateo County public school districts, and businesses can work to increase career technical education offerings for students across the county. The Grand Jury Report is included here.

REPORT/PROPOSAL

School districts in San Mateo County are required to notify their respective Governing Boards of this report, to accept and respond to the findings of the Grand Jury as related to their districts, and to seek approval from the Governing Board for their responses.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Staff recommend approval of CUSD's Response to the 2022-2023 San Mateo County Civil Grand Jury Report *"Education is Everyone's Business: School-Business Partnerships Make an Impact in County's High Schools."*

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

September 16, 2023

Via Email (grandjury@sanmateocourt.org)

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

Re: Response to the 2022-2023 San Mateo County Civil Grand Jury Report entitled "Education is Everyone's Business: School-Business Partnerships Make an Impact in County's High Schools."

Dear Judge Lee:

Cabrillo Unified School District (the "District") has received and reviewed the 2022-2023 San Mateo County Civil Grand Jury Report entitled "Education is Everyone's Business: School-Business Partnerships Make an Impact in County's High Schools." We appreciate the Grand Jury's interest in this matter. Having reviewed and considered the Grand Jury's Findings and Recommendations, the District responds below pursuant to section 933.05 of the California Penal Code. Please be advised that the District presented the Grand Jury Report to its Board of Trustees, and the District's Board approved these responses, on September 16, 2023.

Findings:

1. Students benefit greatly from personal exposure to specialized work environments and gain experience from trained professionals in project-based instruction.

The District agrees with this Finding.

2. Businesses can provide schools with much-needed resources, from state-of-the-art equipment and facilities to curriculum development and instructor support.

The District agrees with this Finding.

3. San Mateo County's schools vary substantially in their CTE and work-centered offerings based on individual school district's available revenue, availability of qualified instructors, appropriate facilities, and connections to local businesses.

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

4. The availability of qualified CTE teachers which limits the choice of CTE pathways is a critical problem because of low pay compared to industry salaries and credentialing hurdles. This problem will become more acute as school districts try to respond to students and businesses demand for more CTE pathways.

The District agrees with this Finding.

5. The loss of San Mateo County's Regional Occupation Center and Program (ROCP) facility reduced the number of CTE offerings, especially among those pathways requiring expensive equipment and facilities, and disproportionately impacts smaller school districts.

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

6. Many comprehensive schools focus primarily on preparing students for college admissions based on the UC and CSU A-G course requirements, relegating CTE programs to secondary status, and ignoring data that demonstrates CTE offerings provide a vital gateway for vocation and college preparatory education.

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

7. For optimum effectiveness school districts' CTE coordinators must develop relationships with, and access to high-level decision-makers at prospective business partners.

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

8. SMCOE, school districts, and schools should leverage their relationships with local governments and networks to connect with business decision-makers.

The District agrees with this Finding.

9. There is a need for a Countywide forum to facilitate regular active discussions among the school administrations, business entities, and SMCOE on creating new school/business partnerships, reviewing the ones in operation, and confirming the actual benefits reported by students, teachers, and businesses.

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

10. Evaluation of students' results from the CTE pathway courses and school-business partnerships after graduation is incomplete, inconsistent, and rarely beyond anecdotal among San Mateo County high schools.

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

Recommendations:

1. By February 1, 2024, the SMCOE should prepare a plan, by which it supports and facilitates on an annual basis, initial contacts and meetings between school administrators and business leaders to explore potential partnerships, including financial support, curriculum development, internships, professional mentors, and on-site exposure to work environments.

The District cannot respond to whether SMCOE will implement this Recommendation, and as such the District notes the Recommendation will not be implemented by our staff as it is intended for SMCOE and not districts.

2. By February 1, 2024, the SMCOE and the school districts should consider proposing to the State's Department of Education a review of required credentials for CTE instructors to find ways to streamline, accelerate, and broaden approvals, thereby increasing the number of qualified CTE instructors.

The Recommendation requires further analysis as it requires collective action by SMCOE and other districts, but the District will work with SMCOE and other districts as needed to consider implementing the Recommendation.

3. By February 1, 2024, the SMCOE should consider sponsoring regular conferences to review and discuss ongoing and planned future school-business partnerships in the County with decision-makers among business leaders, school and CTE administrators, and community/government leaders.

The District cannot respond to whether SMCOE will implement this Recommendation, and as such the District notes the Recommendation will not be implemented by our staff as it is intended for SMCOE and not districts.

4. By March 1, 2024, SMCOE and school districts should investigate providing transportation for students to existing CTE facilities within the County without regard to a student's home school district.

The Recommendation requires further analysis as it requires collective action by SMCOE and other districts, but the District will work with SMCOE and other districts as needed to consider implementing the Recommendation.

5. By March 1, 2024, the SMCOE and school districts should investigate the feasibility and appropriateness of re-establishing at least one Regional Operation Center and Program facility in the County and publicly report the outcome of the investigation.

The Recommendation requires further analysis as it requires collective action by SMCOE and other districts, but the District will work with SMCOE and other districts as needed to consider implementing the Recommendation.

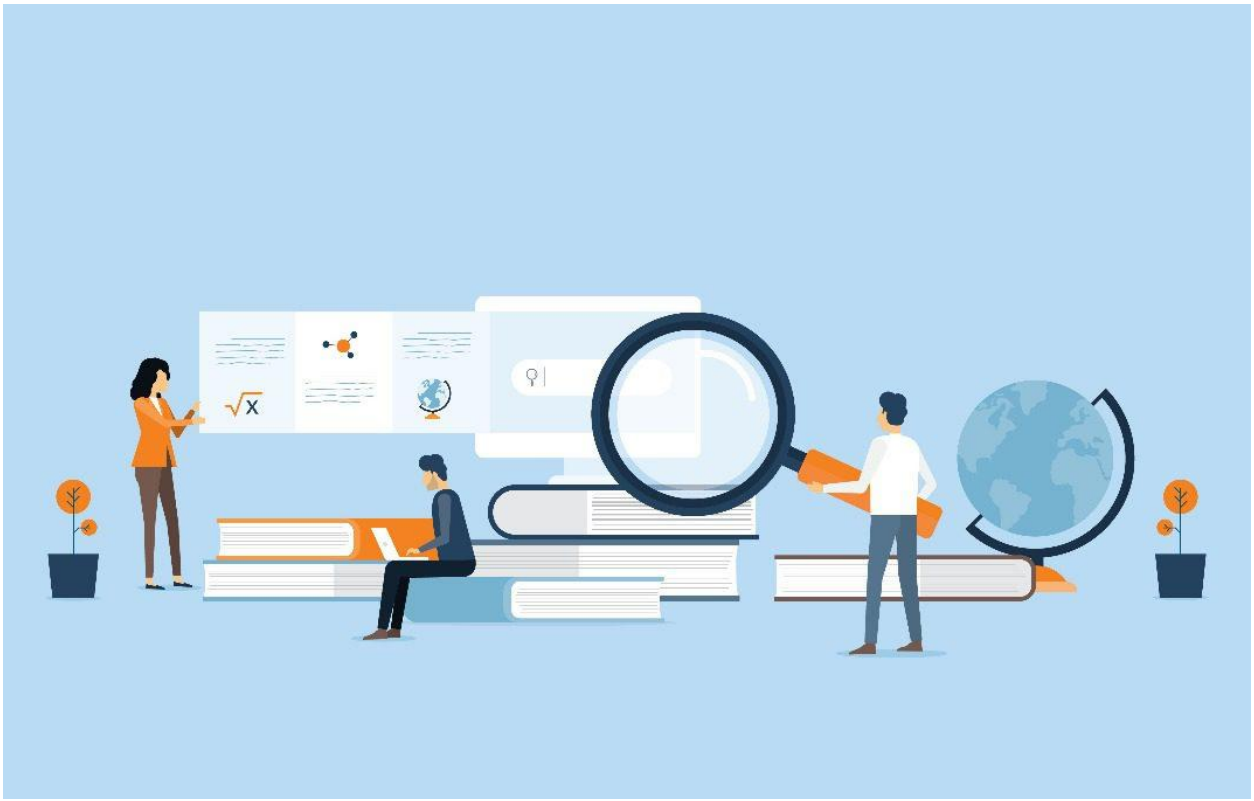
6. By March 1, 2024, SMCOE and school districts should develop and apply metrics and procedures to evaluate their CTE pathways and, if applicable, business partnership programs' effectiveness.

The Recommendation requires further analysis as it requires collective action by SMCOE and other districts, but the District will work with SMCOE and other districts as needed to consider implementing the Recommendation.

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

Sincerely,

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



Education is Everyone's Business

School-Business Partnerships Make an Impact in County's High Schools

Release Date: June 26, 2023
2022-2023 San Mateo County Civil Grand Jury

ISSUE

How have San Mateo County public high schools partnered with businesses in the education of students, and can lessons learned from those programs be used and implemented in schools across the County?

SUMMARY

Inspirational career-oriented and Career Technical Education (CTE) programs are abundant in San Mateo County, often with significant support and assistance from local businesses.

However, each of San Mateo County's six school districts with high schools approach CTE uniquely, as do the schools within those districts. Nonetheless, the unanimous opinion of administrators we interviewed within the County Office of Education, school districts, and high schools is that CTE and other profession-oriented courses are an important benefit to students.

Research suggests that by building these partnerships, schools can provide students with better opportunities to succeed, according to a November 2021 report published by Manpower Demonstration Research Corporation *(*MDRC), a Ford Foundation-founded think tank.

The MDRC report says that studies show these partnerships can lead to:

- More robust social and emotional skills development
- Enhanced engagement (higher attendance rates and lower chronic absenteeism)
- Improved academic outcomes (higher test scores and better grades, higher rates of on-time grade promotion, and higher graduation rates).

According to GPS Education Partners, a nonprofit work-based learning solutions provider and advocate, businesses connected to those programs likewise see significant benefits for their company. For example, business involvement in schools:

- Spreads awareness of the business and brand and enhances its image
- Increases employee loyalty and morale
- Develops possible future employees.

In executing these programs, schools often must navigate significant barriers, not the least of which are funding and credentialing of instructors.

An in-depth review of the various business-school partnership programs in San Mateo County makes it abundantly clear that students benefit from more and closer contact with local businesses but that there is ample room for improvement. Specifically:

- The San Mateo County Office of Education (SMCOE) could take a more substantial leadership role in coordinating connections between County businesses and school districts.
- The SMCOE and school districts could work to streamline, accelerate, and broaden approvals for CTE instructors, thereby increasing the number of qualified CTE instructors and fundable CTE pathway programs.
- The SMCOE and school districts could agree upon metrics and procedures to evaluate the benefits of CTE courses and career-oriented programs.

BACKGROUND

Educational institutions have a long history of working with local businesses to support and enhance their students' education. These relationships can be mutually beneficial because schools receive resources from the businesses through materials and expertise, and companies create a more powerful bond with their local communities and help develop a skilled workforce.

San Mateo County schools have many varied approaches to how these partnerships play out in local public high schools. From a corporately sponsored charter school or a fully equipped laboratory on the school campus to Career Technical Education (CTE) pathways in comprehensive, continuation, and charter high schools, each school district and each high school has tried to incorporate this type of education to fit their students' needs and available school and district resources.

Following are some of the ways School-Business Partnerships benefit the County's students:

1. Develop, sponsor, and fund curriculum development.
2. Teach courses in their area of professional expertise.
3. Fund construction of school facilities.
4. Provide ongoing financial support.
5. Provide paid or unpaid internships and apprenticeships.
6. Contribute equipment or furniture.
7. Arrange for students to visit company facilities and shadow staff for a workday.
8. Mentor and help with schoolwork.
9. Provide guest speakers and booths at job fairs.

Preparing students for a career or college is at the heart of every high school's mission. In California, 63% of high school students enroll in college after graduation, 37% do not, and 44% of those considered as socioeconomically disadvantaged students never pursue higher education.

But schools need to prepare students for success whether they are going to work after high school or going on to college or other higher education.

Professional Support by Businesses for Schools

Helping to train young people in professions has a long tradition reaching back to master craftsman or apprentice relationships over the centuries.

Experienced artisans with a certain level of expertise in their craft would oversee the training and certification of apprentices learning the trade. Professional organizations called Guilds that regulated the trade or craft managed these apprenticeship programs. Today, some unions – such as carpenters, electricians, and plumbers -- continue this practice.

Also, many businesses volunteer their expertise to assist schools in developing curricula, supplying materials, and instructing students.

Career Technical Education

California's Department of Education defines CTE as a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

A CTE pathway is a sequence of two or more CTE courses in a student's area of career interest.

California has established model CTE pathway curriculum standards that ensure students across the State all learn the same information, regardless of where they go to school. These standards describe the fundamental knowledge and skills that a career-ready student needs in order to prepare for transition to postsecondary education, career training, or the workforce.

By offering a wide range of pathways in high-demand industries, California is helping ensure that students are ready to meet the workforce needs of the States economy and that young people will have a path to financial security. CTE programs are integrated with traditional academic coursework, allowing students to gain both practical and theoretical knowledge.

CTE programs can be highly beneficial for students looking to enter the workforce after graduation or interested in pursuing a specific career path. By providing students with hands-on training and real-world experience, CTE programs can help bridge the skills gap many employers face in meeting their workforce hiring requirements today.

Additionally, CTE programs can be cost-effective for many students to gain valuable skills and credentials, as many CTE programs replace the need for traditional four-year college programs.

Several legislative acts and regulations on the Federal and State level play a significant role in the development of CTE education, including:

- The Smith-Hughes Act of 1917, also known as the National Vocational Education Act, established vocational and academic training in high schools.
- California Education Code Sections 52300-52334 in 1967, reauthorized in 2005, created Regional Occupation Centers and Programs to provide facilities, instructors, and equipment to improve the efficiency of the more expensive vocational/technical programs. At one time 35% of all California students took classes at an ROCP. Due to

budget cuts after the Great Recession of 2008/2009 San Mateo County no longer has an ROCP.

- School-to-Work Opportunities Act of 1994 is a federal law improving high school students' transition from school to work.
- Carl D. Perkins Vocational and Technical Education Act 1998 was reauthorized in 2006 and 2022 to improve the quality and availability of career and technical education.
- California AB 1412 and SB 1934 in 2002, reauthorized in 2013, mandated developing career and technology curriculum standards and frameworks.
- California Career Technical Education Incentive Grant (CTEIG) 2015
- California K12 Strong Workforce Program 2018 (K12 SWP) is an ongoing statewide funding opportunity.

(See Appendix A for a detailed description of these acts and regulations.)

CTE programs can provide students with the practical skills and knowledge they need to succeed in their chosen career paths. They can also help students become more prepared for college and the workforce by providing real-world experiences, such as internships and apprenticeships. CTE programs help address the skills gap many employers experience today by developing skills and competencies employers seek, thereby supporting economic growth. These programs can be customized to meet student's unique needs and interests.

The California CTE system covers 15 industry sectors, including 58 pathways (see Appendix B), designed to reflect the State's economy and provide students with a clear path to high-demand, living-wage careers. The sectors include:

1. Agriculture and Natural Resources
2. Arts, Media, and Entertainment
3. Business and Finance
4. Education and Child Development
5. Energy, Environment, and Utilities
6. Engineering and Architecture
7. Health Science and Medical Technology
8. Hospitality, Tourism, and Recreation
9. Information and Communication Technologies
10. Manufacturing and Product Development
11. Marketing, Sales, and Service
12. Public Services
13. Fashion and Interior Design
14. Transportation and Logistics
15. Building and Construction Trades

In addition to traditional CTE pathways, California offers programs focusing on entrepreneurship, innovation, and emerging technologies. These programs provide students with the skills and knowledge they need to start businesses or work in rapidly changing industries such as cybersecurity, artificial intelligence, and renewable energy.

(See Appendix B For CTE Sectors and Pathways, Appendix C for County High School Pathways, and Appendix D for example of TIDE Academy Graphic and Interface Design CTE pathway)

DISCUSSION

Comprehensive, continuation, and charter schools are three distinct types of high schools in San Mateo County that differ in their goals, structures, and funding methods:

- Comprehensive High Schools are traditional public high schools providing a range of academic, extracurricular, and support services to students, with a curriculum covering a range of subjects, including English, math, science, social studies, foreign languages, the arts, and CTE programs.

- Continuation High Schools are alternative schools providing extra support for students who have struggled academically or faced challenges in traditional (comprehensive) high schools. The curriculum focuses on core academic subjects such as English, math, and social studies, emphasizing practical skills and real-world applications. CTE courses can be an essential part of the course offerings. Students can earn credits through internships, work-study programs, or other experiential learning opportunities.

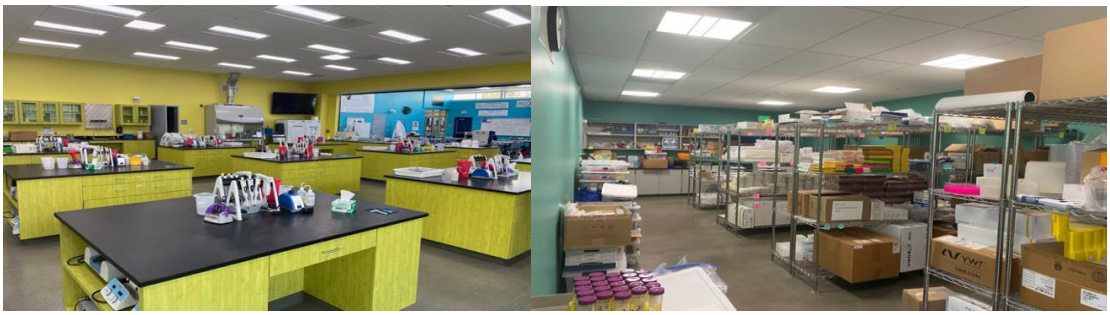
- Charter Schools are public schools that operate independently of the traditional public school system but receive government funds. Charter schools receive a "charter," essentially a contract outlining the school's mission, goals, curriculum, and accountability measures. A state or local government agency grants the charter. The school must meet specific performance standards to have its charter renewed. Charter schools receive funding using the Average Daily Attendance (ADA) metric, which can make teacher salaries nearly a third lower than other public schools. Some charter schools conduct development activities such as annual fundraisers to supplement their revenues. Some also rely on businesses to help them by providing resources to aid their students' education.

(See Appendix E for select San Mateo County high schools' demographics and academic performance.)

Corporate Champions of County High Schools

Without question, two of the largest multi-faceted benefactors of San Mateo County High Schools are Genentech and Oracle. Their commitment to two of the County's high schools is unrivaled by any other individual school-business partnership. Although companies such as Meta (Facebook) and others have contributed to schools throughout the County, the concentration of dollars and volunteerism by Genentech and Oracle is unparalleled.

South San Francisco Unified School District (SSFUSD)/Genentech



(South San Francisco High School (SSFHS) Science Garage Lab and Storage Rooms)

Multiple success factors make the SSFUSD/Genentech partnership especially effective and long-lasting:

- Spirit of Partnership: Key decision-makers were involved from the beginning to lay the initial foundations of the partnership. Both parties recognize each other's goals and responsibilities. SSFUSD believes its students and teachers benefit from the cutting-edge, real-world experience provided by Genentech's volunteers and facilities. Genentech believes that its employees benefit from Futurelab, the company's STEM education initiative, in many ways, such as greater pride in their jobs, more connections with other employees, and more vital skills they bring back to their jobs.

- Focus: The Genentech/SSFUSD partnership focuses solely on the schools within SSFUSD, from elementary through high school. Genentech headquarters is across Highway 101 from SSFHS, which allows the partners to continue building on their past relationships and experiences to improve the program structure.

- Careful Design of the Program: Futurelab programs provide real-world science activities appropriate to age and grade level and engage students at every skill level. It is not limited to just the so-called "best and the brightest" students and is available to any student within the school district.

- Mentoring: People learn best from other people. By connecting its employee volunteers with SSFUSD students, Genentech is spreading interest in science to the next generation and helping students see themselves in careers they never knew existed.

- Financial Assistance: Genentech donated $7.8 million in initial funding for Science Garage, providing additional teachers and yearly expenses for the ongoing programs of approximately $200,000 annually.

- Proactive Coordination: The partnership is managed through regularly scheduled meetings to discuss progress on mutually established milestones and plans for the future.

Design Tech (d.tech)/Oracle


(d.tech Design Realization Garage)


(d.tech Virtual Reality Class)

A school that connects with a company's foremost priority allows the school to benefit from the company's expertise in that discipline and as a logical recipient for monetary and personnel support from that business entity.

The Design Thinking model, as articulated by the Stanford Design School and practiced by Oracle, is an approach to problem-solving benefiting all professional pursuits that profit from experience-based judgment and future thinking. As with Genentech, discovering common goals with business enterprises can reap substantial rewards, from fiscal support to hands-on mentors and instructors. The more than $51 million in funding and thousands of hours of Oracle volunteers is an unparalleled contribution few schools anywhere have experienced.

As a charter school, d.tech is free of many constraints besetting traditional comprehensive and continuation high schools. Under the unique structure of d.tech, in concert with the Design Thinking approach, students engage in a two-week elective program exploration three times each year called Intersessions. During this time, students pause their core content work and do deep explorations in a self-selected topic. Exploration classes have included robotics, culinary arts, photography, coding, dance, financial literacy, martial arts, sports psychology, modern art, and more. Its innovative Intersession programs would be challenging at other schools, considering the rules regarding teachers' credentials and the type of employment status required by the school districts. Yet, almost all the administrators from most school districts agree that more hands-on experience for students benefits their education greatly. And d.tech's philosophy of not ‘teaching to the tests’ frees them from concerns about their ranking compared to others in their district, County, or State, while still enabling the vast majority of d.tech students to go on to four-year colleges.

As a charter school, one of d.tech's most significant hurdles to continued long-term success is that it doesn't share in property tax revenue. It only receives funds based on Average Daily Attendance (ADA). This approach creates bureaucratic hurdles for the school because ADA must be verified daily, and with students participating in Intersession activities and internships, often off campus, administrative efforts to track those attendance records can become burdensome. To make the situation even more problematic, the funds available through ADA provide only enough dollars to pay teachers at a rate substantially lower than other teachers in the same school district, sometimes as much as 30% lower. Without Oracle's assistance (and its

annual fund development drive generating about $500,000 per year) the school would have to alter its teaching philosophy fundamentally and cut back substantially just to survive.

(See Appendix F for further discussion of successful Business-School partnerships in San Mateo County identified by the Civil Grand Jury.)

Role of the San Mateo County Office of Education

The San Mateo County Office of Education (SMCOE) supports local school districts in San Mateo County by providing services at the County level, such as suggesting and implementing new standards, assisting in staff development, and training programs, proposing instructional procedures, designing business and personnel systems, and other services, including providing CTE instructional curricula.

To aid in the CTE effort, SMCOE believes it can serve the districts by finding and vetting new business relationships for the districts and their schools. As one administrator for the County said, we want businesses to get in and be more engaged with schools.

Creating relationships between schools and businesses comes from getting to know each other, their priorities, and then learning to trust each other, all of which requires investing time to develop those relationships. Small staffs limit the smaller school districts in developing community connections, so those districts often focus on maintaining existing relationships rather than expanding to new ones. SMCOE can play a role in making introductions and connections, especially for the time and resource-challenged districts.

One of the most significant roles for SMCOE is to take the lead in applying for grants like the community college administered K12 Strong Workforce Program (K12SWP) to fund CTE classes and instructors. San Mateo County is currently on its fifth K12SWP grant, some of which have been as much as $2 million. Each school district on their own applies for other grants like the CTE Incentive Grant (CTEIG) and the Perkins Grant.

Funding is a crucial part of being able to offer CTE programs. Because of significant discrepancies in available funds between districts within San Mateo County, these grants sometimes mean the difference between a robust set of CTE course offerings and minimal student opportunities. To enhance course offerings, SMCOE and County high schools work with community colleges on dual enrollment classes for students, providing professional-level training and college credit.

In addition to helping obtain grants, SMCOE offers the Designated Subjects Career and Technical Education (CTE) Credential Program through Orange County to teachers looking to become fully credentialed CTE instructors. The program integrates core academic knowledge with technical and occupational knowledge. It combines online coursework and in-person support to prepare educators to teach CTE courses.

SMCOE also hosts workshops for faculty and administrators, such as Keeping Your Students Safe on the Job. They help connect instructors to additional training opportunities like IBM

SkillsBuild, a free set of dozens of online courses allowing students to gain computer skills, earn verified digital credentials, connect with mentors, and explore fields and careers ranging from artificial intelligence to Cybersecurity.

Additionally, SMCOE has produced videos for students explaining each of the County's CTE pathways so they can better understand what the field is and promote the student's interest in exploring those areas.

A relatively new department for the SMCOE is Expanded Learning and Community Partnerships (ELCP), tasked with finding community partners to support, enhance, or resource classes and activities with the County's schools. The ELCP has been functioning for approximately a year but has yet to have a measurable impact. Senior administrators at the district and high school levels need to familiarize themselves with ELCP. In the future, SMCOE sees this department as key to strengthening advocacy and partnerships by enhancing processes for soliciting, analyzing, and applying broad community input. To date, a substantial focus of ELCP has been on community-based organizations such as Thrive Alliance, a network of 200+ organizations within the County. Still, direct contact with businesses is next on its agenda.

San Mateo County educators involved with CTE programs have voiced frustration that connecting at the decision-maker level in a business is challenging. When there are six school districts with high schools among the 23 school districts in San Mateo County, each prioritizing what they believe are the needs of their local communities, cooperation could often be improved. Administrators from the school districts acknowledge some connections SMCOE provides, but they also believe SMCOE can do more.

SMCOE exists for many vital reasons. One of the most important is leadership. It is easier to lead with authority, but that is not how the system works today. The school districts report to the state, not local governments or the SMCOE.

SMCOE must provide leadership based on influence, incentives, and benefits of the relationship between SMCOE and the school districts. That can only happen with clear and impactful communication about shared goals. Otherwise, SMCOE becomes just part of a bureaucracy, not necessarily accomplishing what the administrators of SMCOE and the school districts are hoping to do.

In addition to direct contact with businesses, one administrator with SMCOE believes partnerships between school districts and municipal governments is another wonderful area that is ripe with opportunity to link schools and companies in San Mateo County.

SMCOE is rolling out a new five-year strategic plan for the coming school years, and central to that strategy, SMCOE will be providing leadership for closer, fruitful ties to County businesses.

Role of Advisory Boards in Curriculum Development

Whether education comes in the form of CTE courses or work-based learning, the ability to survey and delve into the essential aspects of any profession allows students to envision their

future. Designing those experiences for students within the structure of current educational systems requires experience and often creativity.

One of the best aspects of California's approach to CTE is the establishment of advisory boards at the State and district levels for each CTE pathway. The board proposes the content of each pathway. Because they are composed of industry professionals, connection to actual companies and trade organizations often provides access for many schools to establish conduits for curriculum development, mentors, and internships.

A crucial role of the advisory boards is to anticipate the future needs of local and State economies. For example, the automotive advisory board might suggest training become focused on electric motors and systems as California phases out internal combustion engines. And what the computer-focused Advisory Boards will suggest as artificial intelligence (AI) rapidly plays an outsized role in most industries is still to be seen.

Looking For a Corporate Champion

For other schools, finding an Oracle or Genentech is problematic. But this is San Mateo County, and many exceptionally successful companies could provide similar levels of assistance.

Finding a willing corporate candidate with shared goals is not an overnight project, which is why SMCOE, the six school districts, and the 30 high schools, along with their public and private networks, need to marshal their resources and begin this pursuit, starting at the top of each target organization.

Success does not necessarily mean emulating SSFHS's or d.tech's business partnerships. However, tapping into corporate resources to enrich students' experiences is doable at many levels. Making this type of partnership work will require multiple touchpoints within each organization. But buy-in from the very top is crucial and usually irreplaceable.

Other Examples of Career Education with San Mateo County Public High Schools

Most school districts in the County would love to have the advantage of a corporate partner like Oracle or Genentech, which are deeply involved and prosperous enough to establish full-fledged educational enhancement programs. Yet, many corporate and nonprofit entities in San Mateo County, while deeply committed to educational enhancement, can only contribute at a lesser, but still significant level to local schools.

A full-throated CTE pathway system is complicated for some school districts to accomplish. A particular difficulty is that qualified teachers who are certified as CTE instructors are required to take courses to qualify as CTE instructors. They must also have significant work experience in that industry. School districts need more such qualified teachers to have the capacity to offer these courses, and they are in short supply.

If prospects have obtained the experience beforehand, they will likely be on a career path that does not include teaching. Full-time teachers may need more time or financial incentives to

acquire work experience or complete the CTE Foundations component of the program. The State has created this Catch-22 regarding credentialed CTE instructors, and the districts must live with it.

An example of how a school district has found a way to get the most out of limited resources is Jefferson Union High District. The school district has more CTE pathways than the well-resourced Sequoia Union High District and addresses as many CTE sectors as San Mateo Union High District. With all its accomplished, it still sees the opportunity/need to utilize more instructors if funds and teachers were available.

Nonetheless, some high schools and districts have created workarounds to allow students to get first-hand knowledge of specific professions, but only sometimes be certified as accomplishing a specific CTE pathway during high school. This results in the school or district having to fund those courses without the grant money given to schools with certified CTE pathways.

Several administrators in San Mateo County believe many comprehensive schools put less emphasis on CTE programs than college curriculum-required courses. It is easy to understand that high school administrators are more focused on college acceptance rates than instituting CTE pathways because of pressure from parents focused on their children going to college, even though those CTE classes also provide a good foundation for college courses.

Creativity in developing career and professional programs and classes is not limited to CTE pathways. For instance, in Burlingame, Peninsula High School's partnership with an international educational institution is an excellent example of thinking outside the box in developing a business/social studies/communication activity that benefits both institutions in multiple ways.

The Expedition Exploration program at Summit High School in Redwood City, like d.tech's Intersession program, often takes students outside the typical school setting to expose them to real-world professional experiences so students can see what opportunities are possible and make informed decisions about the approach they would like to take in determining their careers. And in Menlo Park, TIDE Academy's summer internship programs represent practical exposure to careers and provide income to many students who need that money to take the time to learn those skills.

Another approach high schools take to provide career development courses to students is offering dual enrollment classes where high school students receive college credit for specific courses.

Skyline College, Canada College, College of San Mateo, and Foothill College in Santa Clara County all partner with many of San Mateo County's high schools to design a college-level career curriculum that meets both high school or college course requirements. Some students have taken sufficient dual enrollment classes and they have earned enough college credits when they graduate from high school to have also earned an Associate degree from the participating community college.

There are so many very creative approaches the school districts have developed to expose students to careers. The districts often share these ideas, but there needs to be a structure within the County to ensure the word gets out.

FINDINGS

F1. Students benefit greatly from personal exposure to specialized work environments and gain experience from trained professionals in project-based instruction.

F2. Businesses can provide schools with much-needed resources, from state-of-the-art equipment and facilities to curriculum development and instructor support.

F3. San Mateo County's schools vary substantially in their CTE and work-centered offerings based on individual school district's available revenue, availability of qualified instructors, appropriate facilities, and connections to local businesses.

F4. The availability of qualified CTE teachers which limits the choice of CTE pathways is a critical problem because of low pay compared to industry salaries and credentialing hurdles. This problem will become more acute as school districts try to respond to students and businesses demand for more CTE pathways.

F5. The loss of San Mateo County's Regional Occupation Center and Program (ROCP) facility reduced the number of CTE offerings, especially among those pathways requiring expensive equipment and facilities, and disproportionately impacts smaller school districts.

F6. Many comprehensive schools focus primarily on preparing students for college admissions based on the UC and CSU A-G course requirements, relegating CTE programs to secondary status, and ignoring data that demonstrates CTE offerings provide a vital gateway for vocation and college preparatory education.

F7. For optimum effectiveness school districts' CTE coordinators must develop relationships with, and access to high-level decision-makers at prospective business partners.

F8. SMCOE, school districts, and schools should leverage their relationships with local governments and networks to connect with business decision-makers.

F9. There is a need for a Countywide forum to facilitate regular active discussions among the school administrations, business entities, and SMCOE on creating new school/business partnerships, reviewing the ones in operation, and confirming the actual benefits reported by students, teachers, and businesses.

F10. Evaluation of students' results from CTE pathway courses and school-business partnerships after graduation is incomplete, inconsistent, and rarely beyond anecdotal among San Mateo County high schools.

RECOMMENDATIONS

R1. By February 1, 2024, the SMCOE should prepare a plan, by which it supports and facilitates on an annual basis, initial contacts and meetings between school administrators and business leaders to explore potential partnerships, including financial support, curriculum development, internships, professional mentors, and on-site exposure to work environments.

R2. By February 1, 2024, the SMCOE and the school districts should consider proposing to the State's Department of Education a review of required credentials for CTE instructors to find ways to streamline, accelerate, and broaden approvals, thereby increasing the number of qualified CTE instructors.

R3. By February 1, 2024, the SMCOE should consider sponsoring regular conferences to review and discuss ongoing and planned future school-business partnerships in the County with decision-makers among business leaders, school and CTE administrators, and community/government leaders.

R4. By March 1, 2024, SMCOE and school districts should investigate providing transportation for students to existing CTE facilities within the County without regard to a student's home school district.

R5. By March 1, 2024, the SMCOE and school districts should investigate the feasibility and appropriateness of re-establishing at least one Regional Occupation Center and Program facility in the County and publicly report the outcome of the investigation.

R6. By March 1, 2024, SMCOE and school districts should develop and apply metrics and procedures to evaluate their CTE pathways and, if applicable, business partnership programs' effectiveness.

REQUEST FOR RESPONSES

Pursuant to Penal Code 933.05 the Grand Jury requests responses from the following governing bodies:

Local Education Agency	Finding	Recommendation
San Mateo County Superintendent	1,2,3,4,5,8,9,10	1,2,3,4,5,6
Cabrillo Unified School District	1,2,3,4,5,6,7,8,9,10	1,2,3,4,5,6
LaHonda-Pescadero Unified School District	1,2,3,4,5,6,7,8,9,10	1,2,3,4,5,6
Jefferson Union High School District	1,2,3,4,5,6,7,8,9,10	1,2,3,4,5,6
San Mateo Union High School District	1,2,3,4,5,6,7,8,9,10	1,2,3,4,5,6
Sequoia Union High School District	1,2,3,4,5,6,7,8,9,10	1,2,3,4,5,6
South San Francisco Unified School District	1,2,3,4,5,6,7,8,9,10	1,2,3,4,5,6

The governing bodies indicated above should be aware that the comment or response of the governing body must be subject to the notice, agenda, and open meeting requirement of the Brown Act.

RESPONSE REQUIREMENTS

California Penal Code Section 933.05, provides (emphasis added):

For purposes of subdivision (b) of Section 933, as to each grand jury finding, the responding person or entity shall report one of the following:

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

2. For purposes of subdivision (b) of Section 933, as to each grand jury recommendation, the responding person or entity shall report one of the following actions:

- The recommendation has been implemented, **with a summary regarding the implemented action.**
- The recommendation has not yet been implemented, but will be implemented in the future, **with a timeframe for implementation.**
- The recommendation requires further analysis, **with an explanation and the scope and parameters of an analysis or study, and a timeframe for the matter to be prepared for discussion by the officer or head of the agency or department being investigated or reviewed, including the governing body of the public agency when applicable. This timeframe shall not exceed six months from the date of publication of the grand jury.**
- The recommendation will not be implemented because it is not warranted or is not reasonable, **with an explanation, therefore.**

METHODOLOGY

Overview

The Grand Jury surveyed the superintendents of all 23 San Mateo County school districts with at least one of the 30 high schools. It was a simple five-question survey (see appendix A.) intended to understand what types of school-business partnerships currently exist within the County. Using this information, the Grand Jury began interviewing select administrators from five districts, 12 high schools, and the County Office of Education. As the interviews progressed, it became apparent that tours of some of the facilities would help inform the Grand Jury's analysis, findings, and recommendations. The Grand Jury also realized that additional information from public online sources was required to gain a more extensive understanding of the topic.

Survey

To gather basic information about school-business partnerships in all the school districts that have high schools, the Grand Jury surveyed school district superintendents in six school districts. The survey questions are in Appendix A.

Interviews

The Grand Jury conducted 31 interviews with administrators from the San Mateo County Office of Education, Cabrillo Unified School District, Jefferson Union High School District, La Honda-Pescadero Unified School District, San Mateo High School District, Sequoia Union High School District, and the South San Francisco Unified School District. The Grand Jury also conducted on-site tours of five high schools in the County, observing facilities and classes. From the private sector, the Grand Jury interviewed corporate representatives.

Documents/Sources

The Grand Jury reviewed and consulted numerous reports, news articles, presentations, and web pages to prepare this report. Sources included the County Office of Education, the County school districts, the CA Department of Education, affiliated non-profit organizations, and private industry partners. For a more extensive list, see Bibliography below.

GLOSSARY

- Basic Aid - A Basic Aid district is a school district that receives its core funding from local property taxes rather than from the State. These districts are sometimes called "excess tax or excess revenue districts." Under California's school funding system, most school districts receive most of their funding from the State, which is allocated based on a formula that considers factors such as student population (Average Daily Attendance or ADA) and demographics. However, Basic Aid districts have property tax revenues that exceed the amount they would receive from the State under this formula. As a result, these districts are not eligible for certain types of State funding, such as revenue limit funding. They must rely primarily on local property tax revenue to fund their operations. Basic Aid districts are typically in areas with high property values, e.g., wealthy suburban or coastal communities. They often have more resources than other school districts,

allowing them to provide their students with a higher level of education and support services. The excess funding creates disparities between Basic Aid districts and other school districts, as well as within Basic Aid districts themselves, depending on the distribution of property values within the district.

- Career Technical Education (CTE) - A program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

- Design Thinking - Design Thinking is an iterative, non-linear process focusing on collaboration between designers and users. It brings innovative solutions based on how real users think, feel, and behave. This human-centered design process consists of five core stages: Empathize, Define, Ideate, Prototype, and Test.

- Dual Enrollment - Dual enrollment is a program that allows high school students to enroll in college courses and earn college credit while still in high school. Community colleges, four-year colleges, or universities can offer this program to give students a head start on their college education by allowing them to take courses that count for both high school and college credit.

- Local Education Agency (LEA) - A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, County, or school district.

- Revenue Limit Funding - Revenue Limit Funding provides that each school district is allocated a specific amount of money per student based on a formula established by the State. The formula considers factors such as average daily attendance of students (ADA), teacher salaries, and cost of living adjustments. Under Revenue Limit Funding, each school district receives a "revenue limit," the maximum amount of funding the district can receive per student from the State. This limit is adjusted annually to reflect changes in the cost of living and other factors. If a district's local property tax revenue is less than its revenue limit, the State will provide additional funding to make up the difference. If a district's local property tax revenue exceeds its revenue limit funding, it does not receive that funding. Some critics argue that the formula used to calculate revenue limits can create inequities between districts with different cost structures and that the funding model does not provide enough resources to meet the needs of students in low-income communities.

- Socioeconomically Disadvantaged - Socioeconomically disadvantaged people have lower levels of education and lower incomes, which reduces their options for health care and healthy behaviors. Often, people with lower levels of education are less informed about their choices and the services available to them.

BIBLIOGRAPHY

- California Community Colleges, "K12 Strong Workforce Program." https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/K12-Strong-Workforce/Program-Overview
- California Department of Education, March 2023, "CTE Incentive Grant Program." https://www.cde.ca.gov/ci/ct/ig/#:~:text=Program%20established%20as%20a%20state,to%20employment%20and%20postsecondary%20education
- ED Source, June 2005, "The Evolution of Career and Technical Education in California", edsource.org/wp-content/publications/CareerTech05
- EdData Education Data Partnership," Fiscal, Demographic, and Performance Data on California's K-12 Schools," https://www.ed-data.org/index
- Iracheta, Michelle, "Redwood High School embraces artificial intelligence in art education," Redwood City Pulse, March 15, 2023.
- MDRC Center for Career and Technical Education, November 2021,"Learning From The Past: The Evolution of Vocational Education. "https://www.mdrc.org/publication/learning-past-evolution-vocational-education
- Philanthropic IMPACT Webinar Series, October 2017, "Public/Private Partnerships in Mentoring." https://www.youtube.com/watch?v=ku_GcLJnK6Y
- Policy Analysis for California Education, December 2018, "Where California High School Students Attend College." https://edpolicyinca.org/publications/where-california-high-school-students-attend-college
- San Mateo County Office of Education. "CTE College and Career Readiness." https://www.smcoe.org/for-educators/cte-college-and-career-readiness/
- San Mateo County Office of Education. " County Office of Education Receives Grant to Improve College and Career Readiness ." https://www.smcoe.org/about/county-office-of-education/press-releases/county-office-of-education-receives-grant-to-improve-college-and-career-readiness-in-north-san-mateo-county.html
- San Mateo County Office of Education. " SMCOE Offers Career and Technical Education (CTE) Credential Program ." https://www.smcoe.org/about/county-office-of-education/press-releases/smcoe-offers-career-and-technical-education-(cte)-credential-program.html
- Zook, Chris, January 27, 2022, "What are the California CTE Career Pathways?" https://www.aeseducation.com/blog/california-career-pathways,

APPENDICES

A. Federal And State CTE and Vocational Laws and Regulations

B. California CTE Sectors and Pathways

C. San Mateo County High Schools' CTE Programs

D. TIDE Academy Example of Graphic & Design Interface CTE Pathway

E. Selected SMC High School Demographics and Performance

F. Selected Business-School Partnerships in San Mateo County

G. School-Business Educational Partnerships survey results

APPENDIX A
Federal and Local CTE and Vocational Laws and Regulations

- Smith-Hughes Act of 1917 - At the high school level, CTE evolved from Vocational-Technical Schools whose history dates to the Smith-Hughes Act of 1917, also known as the National Vocational Education Act. The Smith-Hughes Act was a significant milestone in the history of U.S. vocational education. The Act provided Federal funding to states, thus laying the foundation for the development of vocational education programs in public schools. It helped to shift the focus of education from purely academic subjects to include vocational skills and training with the aim of improving the skills and employability of the workforce. The Act was later amended and expanded, leading to the development of additional vocational programs and the establishment of vocational-technical schools.

  While under the Act the Federal government provided funding to support vocational education programs, the responsibility for administering and implementing the programs was left to the states. States were required to establish advisory committees made up of representatives from industry, labor, and education to oversee the programs and ensure they were meeting the needs of local communities.

- California Education Code Sections 52300-52334 - Some of the oldest programs in California are the Regional Occupation Centers and Programs (ROCPs). They were created in 1967 and reauthorized in 2005 to serve students on a regional basis, often because of the expensive equipment needed for some programs. ROCPs operate both in centers at off-site locations and at high schools statewide. At one time in California there were over 70 ROCPs offering over 100 different career areas with hundreds of courses also being approved for college credit. Because of cutbacks at the local district level after the Great Recession of 2008/2009, that number has been reduced to 30. Prior to the 2008 recession, ROCPs served over 35% of California high school students. San Mateo County does not have an ROCP.

  By law, ROCPs must offer courses that meet the current labor market demand. They work with public agencies, businesses, and industry to design and provide programs that will meet local needs for skilled workers. Thousands of business and industry representatives statewide monitor the ROCP curricula. Course content is updated annually to stay current with industry needs.

- School-to-Work Opportunities Act of 1994 - A Federal law that aimed to improve the transition from school-to-work for high school students. The Act provided funding to states to establish and support programs that would help students gain work-based learning experiences and develop the skills needed to enter the workforce. The Act required states to create partnerships between schools, businesses, and other community organizations to provide these opportunities.

  The Act emphasized the importance of combining classroom instruction with work-based learning experiences, such as internships, apprenticeships, and cooperative education programs. One of the key components of the Act was the creation of a National School-

to-Work Office, which was responsible for providing technical assistance and support to states in the development and implementation of their programs. The Act also established a National School-to-Work Advisory Council, made up of representatives from business, labor, education, and government, to provide guidance and oversight.

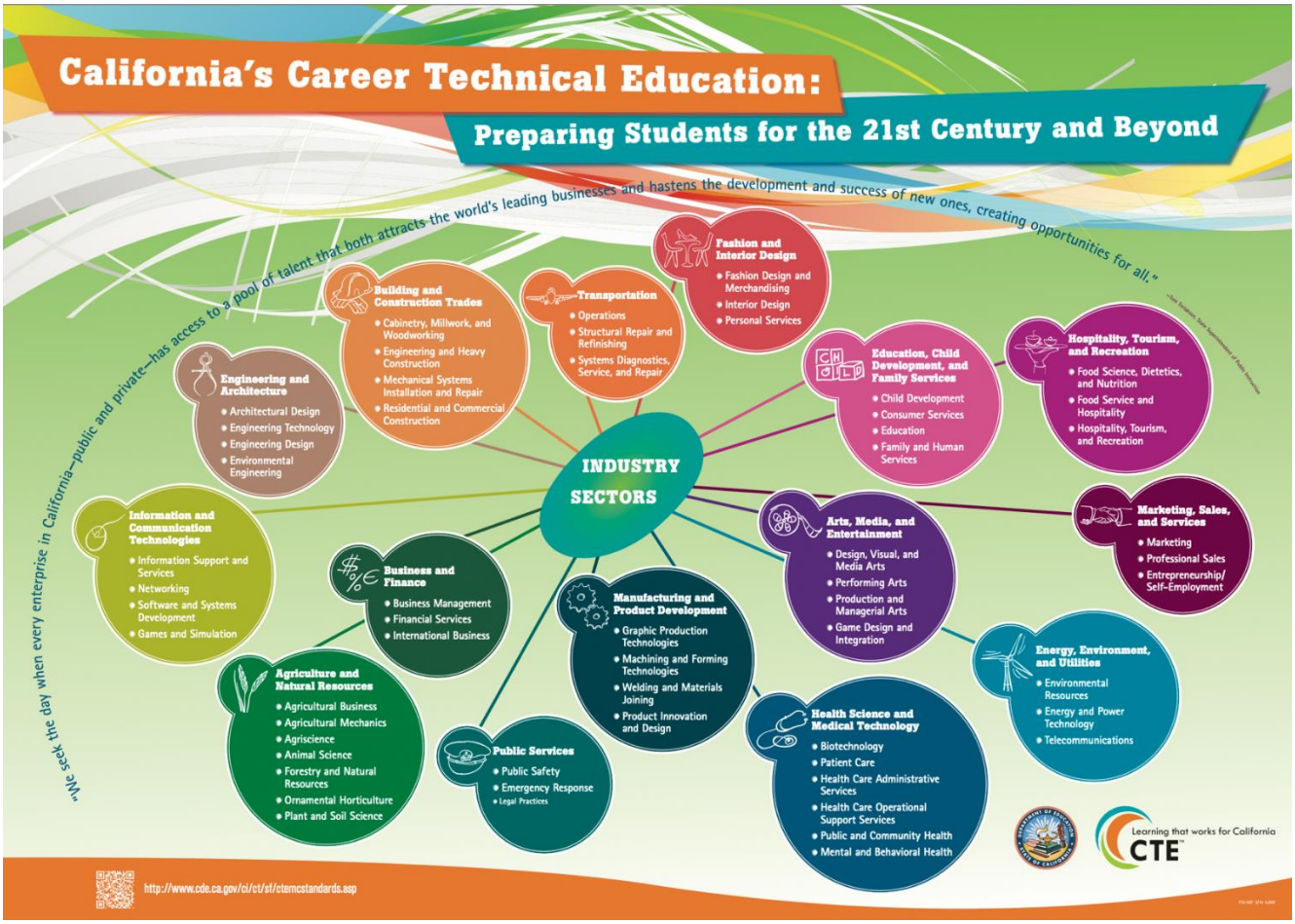
- Carl D. Perkins Vocational and Technical Education Act – In 1998 the authorization of the Carl D. Perkins Vocational and Technical Education Act sought to improve the quality and availability of career and technical education and has become a significant source of CTE funding for the states. On July 31, 2022, the President signed into law H.R. 2353, the Strengthening Career and Technical Education for the 21st Century Act, the bill that reauthorizes the 2006 Carl D. Perkins Career and Technical Education Act.

- AB 1412 and SB 1934 - In 2002 California passed AB 1412 and SB 1934 mandating development of career/tech curriculum standards and frameworks. An advisory group of 47 education and community stakeholders were appointed to a Career and Technical Education Advisory Group to develop the standards and frameworks. The standards, which emphasize both academic and technical skills, were adopted in 2005. In 2013, a new Advisory Group of 117 individuals adopted revised standards.

- California Career Technical Education Incentive Grant (CTEIG) – The program began allocating grant money in 2015. The program was established as a state education, economic, and workforce development initiative to provide pupils from kindergarten through grade 12 with the knowledge and skills necessary to transition to employment or post-secondary education. Approximately $300,000,000.00 is available for Local Education Agencies (LEA) to utilize in the State and requires the LEAs to match the state funds.
- K12 Strong Workforce Program (K12 SWP) - In summer 2018, the California legislature introduced the K12 Strong Workforce Program (K12 SWP) as an ongoing statewide funding opportunity. It is designed to support K–12 LEAs in creating, improving, and expanding CTE courses, course sequences, programs of study, and pathways for students transitioning from secondary education to post-secondary education to living-wage employment.

  This initiative annually funds $150 million to support K-12 LEAs in creating, improving, and expanding CTE pathways and programs that are aligned to regional workforce needs. The K12 SWP program provides an additional $12M in funding for a two-tiered system of technical assistance to the field in support of both SWP K12 and CTEIG. The funds are allocated to LEAs to hire 72 pathway coordinators providing the K-12 system $9.3M for direct technical assistance and $2.6M for eight technical assistance providers to provide regional support to LEAs. This team provides extensive direct assistance to the field to successfully implement the program.

APPENDIX B
California CTE Sectors and Pathways

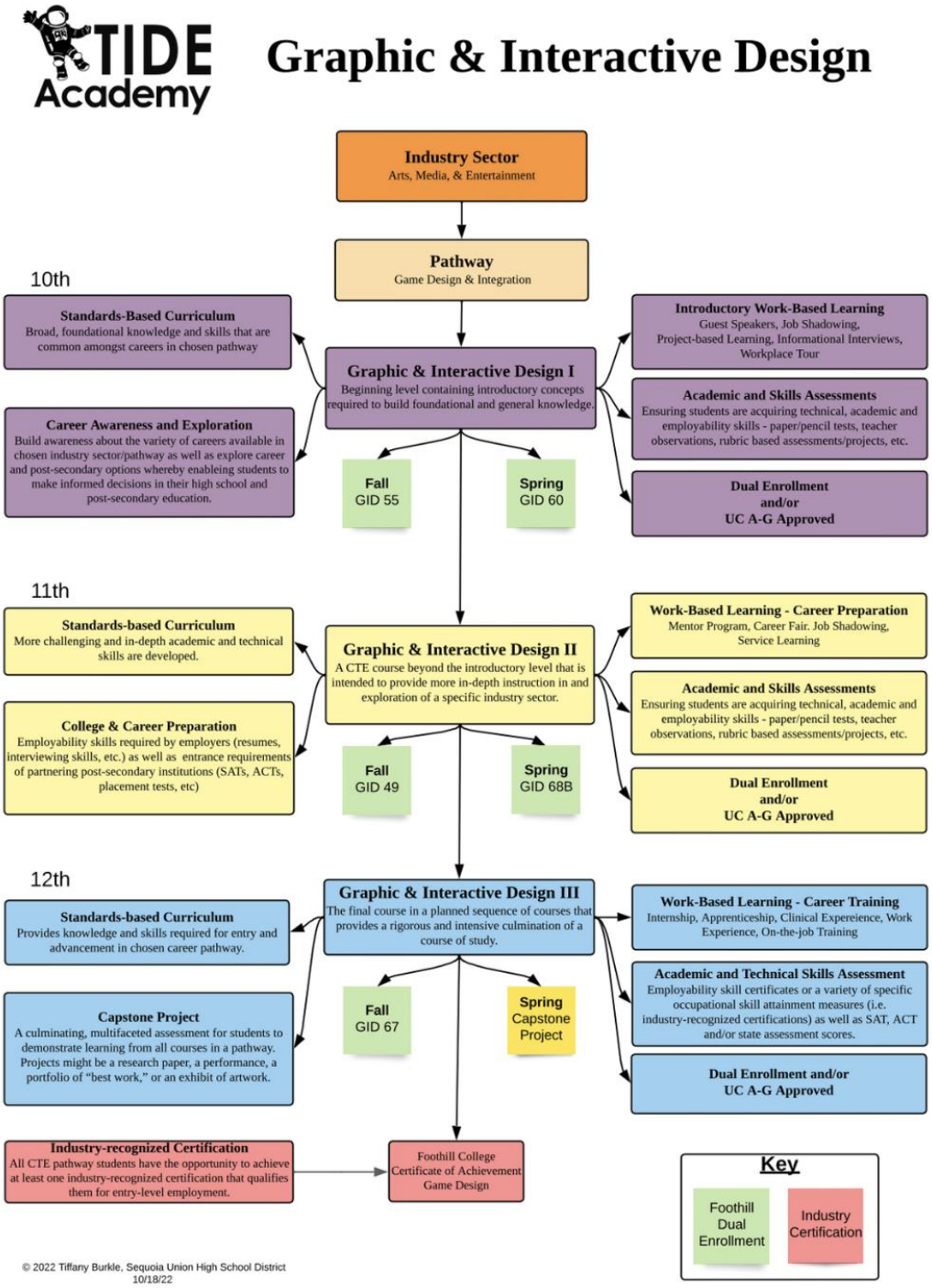


APPENDIX C
San Mateo County High Schools' CTE Programs

		1. Agriculture & Natural Resources	2. Arts, Media, & Entertainment	3. Building Trades and Construction	4. Education, Chilld & Family Services	5. Energy & Utilities	6. Engineering & Design	7. Fashion & Interior Design	8. Finance and Business	9. Health Science & Medical Technology	10. Hospitality, Tourism, and Recreation	11. Information Technology	12. Manufacturing & Product Development	13. Marketing, Sales, and Service	14. Public Services	15. Transportation	Total CTEs Pathways by School
Cabrillo Unified	Half Moon Bay HS	5	1	3													3
	Pilarcitos HS	No CTEs Reported															0
Jefferson Union HSC	Jefferson High		4		1		3			2	2	1					5
	Oceana High				2						2						2
	Summit Shasta HS																1
	Terra Nova HS		6	2												1	4
	Westmoor HS			2				2				2	2			3	6
	Thornton HS			2													2
La Honda - Pesdcadero Unified	Pescadero HS	No CTEs Reported															0
SMC Office of Educaiton	Oxford Day Academy	No CTEs Reported															0
San Mateo Union	Aragon HS		2				1			1	2	2					5
	Burlingame HS		6				3				2	2					4
	Capuchino HS		6								2	3					3
	Design Tech HS																
	Hillsdale HS		4		1							1			1		4
	Mills HS		4	1			3		2	2	2	2					7
	San Mateo HS		4							1	2	2			1		5
	San Mateo Middle College HS	No CTEs Reported															0
	Peninsula HS										2						1
Sequoia Union	Carlmont HS									1				1			2
	Menlo-Atherton HS		2	1			1				1	1					5
	Sequoia HS		1	1						1	1						4
	Tide Academy		1									1		1			3
	Woodside HS		5				1				1						2
	East PA Academy	NO CTEs Reported															0
	Everest HS																0
	Kipp Esperanza																0
	Summit Prep HS																
	Redwood HS			1							1						1
South San Francisco Unified	El Camino HS		2							1	1					1	4
	South San Francisco HS		3							1	1	2					4
	Baden HS	No CTEs Reported															0
Total # Schools Offering the CTE		1	15	8	3	0	6	1	1	13	14	11	1	2	2	3	

Source: SMCOE

APPENDIX D


TIDE Academy
Graphic & Interactive Design
Industry Sector
Arts, Media, & Entertainment
Pathway
Game Design & Integration
10th
Standards-Based Curriculum
Broad, foundational knowledge and skills that are common amongst careers in chosen pathway
Career Awareness and Exploration
Build awareness about the variety of careers available in chosen industry sector/pathway as well as explore career and post-secondary options whereby enableing students to make informed decisions in their high school and post-secondary education.
Graphic & Interactive Design I
Beginning level containing introductory concepts required to build foundational and general knowledge.
Fall
GID 55
Spring
GID 60
Introductory Work-Based Learning
Guest Speakers, Job Shadowing, Project-based Learning, Informational Interviews, Workplace Tour
Academic and Skills Assessments
Ensuring students are acquiring technical, academic and employability skills - paper/pencil tests, teacher observations, rubric based assessments/projects, etc.
Dual Enrollment and/or UC A-G Approved
11th
Standards-based Curriculum
More challenging and in-depth academic and technical skills are developed.
College & Career Preparation
Employability skills required by employers (resumes, interviewing skills, etc.) as well as entrance requirements of partnering post-secondary institutions (SATs, ACTs, placement tests, etc)
Graphic & Interactive Design II
A CTE course beyond the introductory level that is intended to provide more in-depth instruction in and exploration of a specific industry sector.
Fall
GID 49
Spring
GID 68B
Work-Based Learning - Career Preparation
Mentor Program, Career Fair. Job Shadowing, Service Learning
Academic and Skills Assessments
Ensuring students are acquiring technical, academic and employability skills - paper/pencil tests, teacher observations, rubric based assessments/projects, etc.
Dual Enrollment and/or UC A-G Approved
12th
Standards-based Curriculum
Provides knowledge and skills required for entry and advancement in chosen career pathway.
Capstone Project
A culminating, multifaceted assessment for students to demonstrate learning from all courses in a pathway. Projects might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork.
Graphic & Interactive Design III
The final course in a planned sequence of courses that provides a rigorous and intensive culmination of a course of study.
Fall
GID 67
Spring
Capstone Project
Work-Based Learning - Career Training
Internship, Apprenticeship, Clinical Expereience, Work Experience, On-the-job Training
Academic and Technical Skills Assessment
Employability skill certificates or a variety of specific occupational skill attainment measures (i.e. industry-recognized certifications) as well as SAT, ACT and/or state assessment scores.
Dual Enrollment and/or UC A-G Approved
Industry-recognized Certification
All CTE pathway students have the opportunity to achieve at least one industry-recognized certification that qualifies them for entry-level employment.
Foothill College Certificate of Achievement Game Design
Key
Foothill Dual Enrollment
Industry Certification
© 2022 Tiffany Burkle, Sequoia Union High School District
10/18/22

APPENDIX E
Selected SMC High School Demographics and Performance

	Cabrillo Unified HSD	San Mateo Union HSD		Sequoia Union HS District				So San Francisco Unified HSD
	Half Moon Bay HS	Design Tech HS	Peninsula Continuation HS	Carlmont High School	Redwood Continuation HS	Tide Academy	Summit Prep Charter HS	South San Francisco HS
Enrollment 2021-22	**1039**	**562**	**173**	**2,302**	**218**	**188**	**430**	**1320**
By Grade								
- 9th	240	147	0	575	0	61	105	341
- 10th	256	147	2	563	0	45	106	368
- 11th	257	141	56	583	37	82	107	307
- 12th	286	127	115	581	181	0	112	304
By Ethnicity 2021-22								
- American Indian/Alaska naïve	0	0	0	16	0	0	0	1
- Asian	14	137	4	640	1	9	12	136
- Black/African-American	4	5	1	25	13	9	3	20
- Filipino	8	21	4	58	3	2	7	228
- Hawaiian/Pac Islander	1	2	11	13	20	2	2	17
- Hispanic/Latino	528	71	131	318	168	100	337	790
- Non Reported	2	0	0	0	0	0	10	0
- Two or more Races	51	81	11	122	3	8	16	62
- White	431	245	11	1110	10	58	43	66
TOTAL	1039	562	173	2302	218	188	430	1320
By Gender 2021-22								
- Female	522	211	69	1174	77	67	211	671
- Male	516	347	104	1127	141	121	214	649
- Non-binary	1	4	0	1	0	0	5	0
Free & Reduced-Price Meals--2021-22								
TOTAL	371	38	96	202	122	56	213	486
English Language Arts Results	100.00%	100%	100%	99.99%	100.00%	100.01%	99.99%	100%
- Met/Exceeded Level 4	27.98%	45.11%	0.00%	65.48%	2.50%	40.51%	17.17%	27.95%
- Met Level 3	25.69%	28.57%	15.79%	22.51%	11.25%	27.85%	24.24%	37.40%
- Nearly Met Level 2	18.81%	15.04%	42.11%	7.50%	20%	21.52%	25.25%	22.44%
- Did Not Meet Level 1	27.52%	11.28%	42.11%	4.50%	66.25%	10.13%	33.33%	12.20%
Mathematics Results	100.00%	100.00%	100.00%	100.01%	99.99%	99.99%	100.00%	100.00%
- Met/Exceeded Level 4	8.92%	28.36%	0%	47.37%	0.00%	22.78%	4.04%	9.52%
- Met Level 3	18.78%	22.39%	0%	22.18%	1.23%	17.72%	8.08%	16.27%
- Nearly Met Level 2	19.25%	21.64%	11.11%	15.23%	3.70%	22.78%	18.18%	22.62%
- Did Not Meet Level 1	53.05%	27.61%	88.89%	15.23%	95.06%	36.71%	69.70%	51.59%
Cohort Graduates 2020-21	90.10%	94.6%%	60.0%	94.60%	62.60%		93.5%%	88.70%
- Female	91.10%	96.7%	68.2%	97.40%	62.50%	N/A 1st grads in 2023	95.50%	92.40%
- Male	89.20%	92.6%	72.9%	91.80%	62.70%		92.10%	83.90%

Source: EdData Education Data Partnership, https://www.ed-data.org/index,

APPENDIX F
Selected Business-School Partnerships in San Mateo County

South San Francisco Unified School District

A particularly successful example of a long-term partnership between a business and a school district is South San Francisco Unified School District (SSFUSD) and Genentech.

Called Futurelab, the partnership began in 2008. Genentech offered, and SSFUSD accepted, a volunteer-driven program called Gene Academy. The program helps 200 elementary school students with homework weekly, using 400 Genentech mentor volunteers, one hour twice per month. In 2014 the City of South San Francisco, recognizing the need to encourage STEM education for the city's underserved high school students, sponsored regular meetings of a group of stakeholders to create pathways to local biotech companies. The group was called the Biotech Steering Committee, comprising decision-makers from the school district, community colleges, biotech companies, and the County. The Biotech Steering Committee activities eventually led to the next two phases of the partnership.

Genentech offered to develop a yearly team competition called Helix Cup for eighth grade SSFUSD students, focused on basic science challenges with help from Genentech volunteers. The third phase of the partnership occurred in 2017. Genentech built a Biotech Lab and classroom at South San Francisco High School (SSFHS) called Science Garage, with an investment of $7.8 million. The Science Garage has since served as one of the SSFUSD biotech pathways available to SSFHS and El Camino comprehensive high school students. Genentech also provided financial support to SSFUSD to hire a dedicated science teacher to help develop the curriculum, design the building, and research what the students need to implement the pathway. In addition, 60 Genentech volunteers helped students and teachers with the biotech pathway curriculum. Genentech funded these volunteers training in teaching skills by a nonprofit company, Encore Careers.

The partnership evolved in an environment of open communications and respect for each other's needs. For SSFUSD, it has been to create "science excitement" through programs utilizing instructional best practices, while maintaining the alignment with Common Core State Standards and Next Generation Science Standards. Futurelab addresses all 8,500+ students in the district at every grade level. Genentech also provides financial support to graduating high school students through two $50,000 scholarships each year to study STEM in college.

For Genentech, it has connected it with the local community in a meaningful way and improved employee morale. Seventy percent of Genentech's employees say that the company's mentoring and volunteerism programs are a key reason why they stay at Genentech.

Design Tech High School – San Mateo Union High School District

Planning for Design Tech High School (d.tech) started in 2012 in consultation with parent focus groups. The first class was enrolled and met in August 2014. Dr. Ken Montgomery, current Executive Director, proposed the idea of the school to the San Mateo High School District based

on an applied practice called Design Thinking, a problem-solving method developed at the Stanford Design School,

Design Thinking (i.e., empathize, define, ideate, prototype rapidly, and inexpensively), with the idea that students learn to handle new technology comfortably. With input from the teachers' union, the district approved the idea as a charter school.

In May of 2014, the Oracle Education Foundation, with the direction of Oracle's CEO, Sefra Catz was looking for an educational program close to home to support through funding and volunteerism. After interviewing eight high schools, they chose d.tech because it closely aligned with Oracle's educational objectives around design thinking. Oracle had not seen its unique approach in a high school in 20 years of funding educational activities. After two years of operation, Oracle offered to build a facility on its campus with a 50-year lease to house d.tech. The present campus opened in the Fall of 2018.

Although the school curriculum focuses on Design Thinking for all 550 d.tech students, the University of California credentialed A-G graduation requirements are still applied and met. Under the unique structure of d.tech, in concert with the Design Thinking approach, students engage in a two-week elective program exploration three times each year called Intersessions. During this time, students pause their core content work and do deep explorations in a self-selected topic. Exploration classes have included robotics, culinary arts, photography, coding, dance, financial literacy, martial arts, sports psychology, modern art, and more. Many of these sessions occur in "design realization garages," where students begin identifying future challenges they want to work on and develop additional skills to solve them, such as fabrication, leadership, media arts, communication, and entrepreneurship.

D.tech, continuing its pursuit of educational innovation, has started a first-of-its-kind anywhere Virtual Reality class, which goes beyond game design to cover the history of VR, the introduction of VR tools, and then the creation of projects by each student.

In addition to onsite learning, d.tech offers its juniors and seniors 300 internships during the year with local businesses and community organizations, and at least half of the graduating seniors have taken a college course. D.tech reports a retention rate of about 90% and a 94.6% graduation rate in the 2021-22 school year).

Since d.tech is a charter school, instructors without credentials can teach for Intersessions. Intersession teachers are paid about $2,500 per two-week session, except for the Oracle employees who teach coding classes and provide services as part of their volunteerism commitment at Oracle.

In addition to volunteers, Oracle offers transportation to the students from the Redwood City Caltrain station to the campus and donates approximately $250,000 per year to cover the cost of the three Intersession programs. To date, Oracle has spent over $51 million supporting d.tech. And in the 2021-2022 school year, Oracle volunteers contributed almost 3,000 hours of assistance to the school.

Oracle has no operational authority over d.tech, but the Oracle Education Foundation meets quarterly with the staff to discuss the progress of the school and its students. D.tech holds an annual fundraiser – like other public schools that bring in approximately $500,000 annually.

Peninsula High School - San Mateo Union High School District

As with most Continuation High Schools, Peninsula has an academically diverse student population. Students arrive with a reading level from third grade to college and beyond. The question then becomes how to create an educational environment that can benefit all of them. One way is to have students engage in a Farmer's Market once a month. The students produce objects to sell. They have also created a relationship with Neema International Education Sponsorship (NIES) in Tanzania to sell NIES's products at the Burlingame Farmers market. This relationship allows Peninsula students to learn about another country through the weekly video call with NIES as well as how to market and sell their own and international products to local customers. As important as the marketing and sales experience is, many students who have communication issues also learn to have positive interactions with the public.

Every student is required to accrue 72 hours of work experience and 24 hours of community service to graduate. This type of work experience is core to how Peninsula approaches its mandate. Every Wednesday, the school puts on an event called Get Work Wednesday where community partners such as the plumbers union, In-N-Out Burger, Sephora Beauty Products, and the US Army, come on campus during lunch and set up a booth in the quad, allowing the student to network with participating organizations.

One tool they use to help prepare students for getting work experience is the five-week SFO Career Academy program that can lead to a summer internship at San Francisco International Airport, paying $20 an hour for 20 hours per week. This part-time work can also turn into full-time employment.

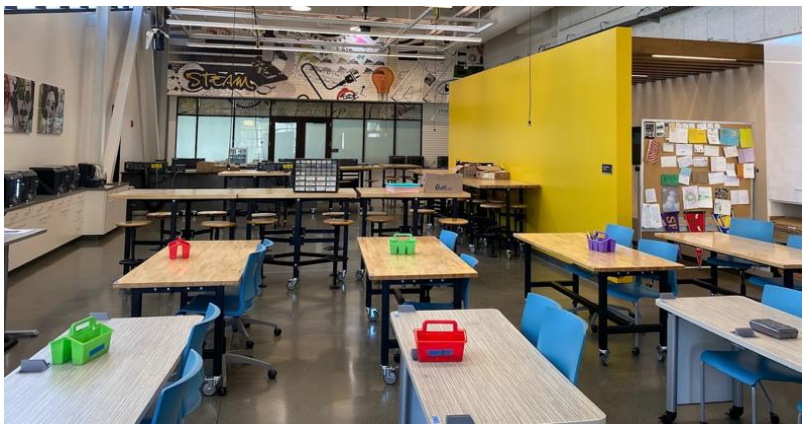
Through this work requirement, students learn the necessity and benefits of a job. As a result, attendance rates at Peninsula went from 44% before the work requirement to around 81%. Graduating from high school already having a resume with work experience, gives the students a leg up on finding future employment. Many students also have dual enrollment, taking classes at the community college level, which also adds to their resume entering college or full-time jobs.

Peninsula currently has CTE pathways in Food Service & Hospitality, teaching Food & Nutrition and Culinary Arts classes. It intends to add one in entrepreneurship soon.

Tide Academy – Sequoia Union High School District



(TIDE Internship poster)



(TIDE Maker's Space)

In Menlo Park, Tide Academy is a public magnet school open to any student in the Sequoia Union High School district (SUHSD). It was founded four years ago (2019) and will graduate its first class this June. It can accommodate an enrollment of 400 and currently has ~280 students. Basic Aid (property tax) funds Tide.

Tide would be considered a college prep school (all but one of the seniors plan to attend a 4-year college). They have English as a Second Language (ESL) and Special Ed services available for students who need them. Every student gets a PC in their freshman year. At least two school bus routes provide students with transportation to and from school throughout the district.

Student interest and the labor market determine what Pathways a school offers. Tide has three credentialed CTE teachers. One is a marketing teacher, although it is phasing out the Social Media Marketing Pathway – taught in conjunction with Foothill Community College and Facebook – because of a lack of student interest.

Students begin a CTE Pathway in their sophomore year. The two Pathways currently available at Tide are:

- Computer Science: Mobile App Development
    - 10th Grade – Python
    - 11th Grade—Mobile Apps
    - 12th Grade -- Javascript
- Graphics and Interactive Design (largely game development and AI)

Class size ranges from 8 to 22. Students can get dual credit with Foothill Community College for most Pathway classes, which makes it possible, though challenging, for a student to graduate from Tide with both a high school diploma and an Associate of Arts (AA) degree. Students can opt out or in to receive dual credit for up to five courses per semester. They usually opt for one class per semester because of the extra demands of classes providing dual credit.

We observed the eight seniors in their computer science capstone project class (culmination of an educational process), the smallest of the four Mobile Apps Development pathway classes. The

capstone project requires students to design a web application to help teachers do something. The students were working on an automated student request to consult with another teacher. This online system would replace the current system in which the student must walk a paper request from one teacher to another for signatures and then submit the paper request.

Tide has a Maker Space equipped with state-of-the-art equipment, such as 3-D printers, as does Menlo-Atherton High School in the Sequoia Union district. Other County high schools have Maker Spaces but do not use them consistently.

Tide has multiple business partnerships for internships and mentoring. Facebook, Genesis, Kaiser and the Boys and Girls Club support Tide students by providing summer internships. For example, Tide partners with the Boys and Girls Club to offer a 4-week summer work skills program. (This program is open to students district-wide, not just Tide Academy students.) participants attend training in the morning and work in the afternoon. Participating students get a $1500 stipend for the four weeks ($375/week).

Computer Science Internships**:** Tide's computer science pathway can result in the student earning certification in Python programming. Their computer science instructor has arranged 20, mostly paid, internships for his students. Tide's website lists:

- Little Warrior Productions, a professional recording and mixing studio, offers two, year-round, paid positions of indeterminate duration on Saturdays and Sundays.
- Kaiser Permanente, for medical research positions.
- G 2 Venture Partners offers one investor relations internship working with the Head of Investor Relations on an investor-related project. The intern learns about the investment process at a small venture capital fund focused on Climate Tech investing, takes meeting notes, synthesizes learnings, greets office guests, and helps with light administrative tasks. This internship is a summer position at minimum wage ($17.25/hour), eight hours a day, three days a week for four weeks.
- HP offers a full-time software internship, paying $16-$19.50/hour for a high school student or graduate.
- Abbott Labs has a STEM internship for a high school student in engineering, quality, supply chain, manufacturing, R&D, Operations, and Procurement.
- Cloudera (database management system) has a high school student internship.
- NIMBLE (National Institute for Mentoring Business Leaders & Entrepreneurs) offers an internship that includes social media marketing, event planning, website maintenance, content development (blog posts, articles, podcasts), video creation/editing, creativity and innovation research, and administration support).
- Kidizens is a LEGO-base Leadership and Civics Enrichment Program in the SF Bay Area. The program focuses on collaboration, SEL (Social-Emotional Learning), and real-life skills development. Tide students can apply to be Assistant & Lead Counselors at LEGO's Kidizens' summer camps, learning leadership experientially through role play.
- Galileo Camps have summer internships where students help support camp operations and learn and implement the Galileo Innovation Approach.
- Mission Bit – Meta Youth Summer Academy VP High School Student Internship for students with "a passion for coding, social justice, and community" to "assist with

designing creative content and connecting with students to provide an engaging, welcoming classroom environment."

- Kodely offers paid summer internships as a junior leader teaching various weekly after-school workshops on prototyping, design, hardware, game design, etc. Interns receive lesson plans, facilitation guides, and other class materials.
- Mathnasium offers internships as math tutors, teaching in-center, online, and hybrid delivery.

Mentoring**:** Tide has a mentorship program during the school year which matches students with an industry mentor. They meet monthly from 1:00 p.m. to 2:15 p.m. for seven sessions from November through May.

Redwood High School – Sequoia Union High School District



(Redwood HS Construction Pavilion project)



(Redwood HS Culinary Arts kitchen)

Redwood High School is a Continuation high school. Students are youth who were not succeeding in their comprehensive high school. In the 2022-23 school year, Redwood has 218 students: 37 juniors and 181 seniors. This year, 2023, Redwood is one of 26 schools in the country named a U.S. Department of Education ED Green Ribbon School and one of five schools in California to be a CA Green Achiever. They are among 26 schools, 11 districts, and four postsecondary institutions honored nationally.

Redwood High School (RHS) has two official CTE Programs:

- Building and Construction Trades
- Hospitality, Tourism, and Recreations (Culinary Arts)

They also have a strong program in Arts, Media, and Entertainment that does not qualify as a CTE program because they currently lack a credentialed teacher. The coursework uses an advanced science program that collaborates with NASA. This program features courses using artificial intelligence to create commercial artwork.

RHS's Building and Construction Trades CTE pathway has a state-of-the-art workshop where students tackle hands-on projects. Previously, they built a chicken coop (nicknamed Chicken Chalet) for their Capstone Project. This year their Capstone Project (a multifaceted assignment that serves as a culminating academic experience for students) is building a pavilion. Students went to a local metal shop to have custom-made brackets fabricated. Fourteen business sponsors support this project: Roban Construction, R&R Raingutters, and other construction companies donated lifts and additional equipment. Tradespeople have come to advise students on construction methods, such as roof installation.

RHS's Hospitality, Tourism, and Recreation (Culinary Arts) pathway program focuses on culinary arts. The kitchen classroom is impressive, with seven workstations. It partners with several organizations, including City College of San Francisco (which contributed to the curriculum), the University of California Cooperative Extension, and Sequoia Healthcare District. As part of this pathway, the Culinary Arts students are also a part of the Redwood Environmental Academy of Leadership (REAL) program. Students in this pathway earn credit on field trips in which they interact with nature. They visit places such as Hidden Villa Jasper Ridge, local farms, the Fitzgerald Marine Reserve, Stanford Farm, and the HEAL Project School Farm, among many others. They look at social, political, and environmental issues from multiple perspectives for sustainable solutions.

U.C.'s Cooperative Extension works with students on their master garden and nutrition education programs. They have a garden where they raise some ingredients (fruits, vegetables, and herbs) they incorporate into their meals. They will shortly have chickens inhabiting their chicken chalet and produce fresh eggs as part of the foodstuffs they produce on-site.

Sequoia Healthcare District partners with RHS to establish the Healthy Schools Initiative. The school receives grants supporting health programs, e.g., social/emotional support services, preventive education/health screening, physical education/activity, and nutrition education.

During our visit, the Culinary Arts class was doing an exercise in which they determined the environmental costs of a meal menu, using local sources versus imported sources for the ingredients. As their Capstone Project, the students are given a budget and sent to a grocery store to buy the ingredients and prepare a meal using them. They would prepare the meal later in the week, and a chef from Stanford University will direct the meal's preparation.

Through partnerships, RHS has an outdoor education fellow who works full-time managing the school's on-campus vegetable garden and orchard (called a Food Forest) used to prepare their dishes.

Summit Preparatory High School –Sequoia Union High School District

Since its founding in 2003, Summit's vision has been that every student should be equipped to lead a fulfilled life. Summit's educational approach is to have teachers instruct on 36 different interdisciplinary cognitive skills as they apply them to content and context. Utilizing those skills represent 70% of a student's grade, with 30% based on content knowledge. Based on this approach, Summit developed a learning platform with the help of the Chan-Zuckerberg Initiative (CZI) that they share with other schools nationwide.

Because Summit is a project-based learning school, hands-on community experience is critical to its learning model. Summit has created an Expedition Experience so that six times during the school year, following approximately six weeks of core educational classes, the students take up to two weeks to experience work in their community, from camp counselors and car mechanics to law and medical offices. Research shows that the school believes that exposure to academic interests and career opportunities is crucial to a fulfilled life. Many students, especially from historically marginalized communities, experience fewer different exposures than students in more affluent communities. And so, this program is designed to do career clusters with them over four years. The school has developed a network of businesses and partners in the community. They have a Dean of Expeditions whose full-time job is to develop these community-based partnerships.

In addition to project-based learning, Summit continues to focus on ensuring its students can attend a four-year college if they wish. Their acceptance rate for their students to four-year colleges ranges between 85-99%.

Cabrillo Unified School District (CUSD)

CUSD covers a linear coastal area stretching from the unincorporated community of Montara on the north through its lone municipality, Half Moon Bay, on the south. CUSD has a small continuation high school, Pilarcitos High School, and its comprehensive high school Half Moon Bay High School, one middle school, four elementary schools, and a daycare center.

School funding from the State is currently under the ADA formula but has been Basic Aid in the past. The district expenditures for the '21-'22 school year were about $39 million, about $33 million from the State, and the remainder from other local and Federal sources.

School-business partnerships in CUSD stem primarily from its economic base of agriculture. Agriculture business partners include:

- Half Moon Bay Feed and Fuel
- Wildflower Farms
- Rocket Farms
- Nurserymen's Exchange
- Potrero Nuevo Farm.

Lacking a major corporate partner able to supply funding and instruction support, CUSD focuses on its Career Technical Education program partnerships, which provide work-learning opportunities, advice, personnel, and some paid internships. It anticipates an outstanding CTE year in 2022-2023, with about 50 students completing a program, compared to ten or fewer in a typical year.

The program currently has two fully functional pathways, one in agriculture and one in building and construction. The latter has one credentialed teacher who is retiring soon. The value to the students will be diminished unless a replacement is available. However, the partnerships will probably not be affected. The CUSD is working on starting two new pathways in Digital Arts and Computer Science. Still, each will require credentialed personnel, who are challenging to recruit. It would also like to have metalworking and broadcasting pathways, but credentialing is an obstacle. However, CUSD has a credentialing fund to encourage current teachers to take required CTE courses. Few teachers have taken advantage of these funds because of bandwidth issues or lack of a substantial financial incentive.

Besides the barriers posed by CTE credentialing, there are other difficulties with training students for the workforce, including a State law that requires fingerprinting for all employees in contact with student workers, which discourages retail outlets from hiring students.

CUSD has other businesses and other organizations they consider partners, and there are partnership activities that do not involve CTE, a few examples of which include:

- The Cabrillo Education Foundation (CEF) has amassed a $3 million endowment to aid CUSD. CEF is also a business partner recruiter for the district. It helps in providing speakers and mentors that may serve as guides for students during job-shadow trips.
- The Heal Project is a nonprofit partner in the agricultural field, teaching younger kids "where their food comes from and why it matters."
- Junior Land Stewards (associated with the Coastside Land Trust) provides a set of 30 lessons on the coastal environment.
- Field visits for students in the alternative school, Pilarcitos High School, courtesy of Wildflower Farms.

APPENDIX G
School-Business Educational Partnerships Survey

Understanding what partnerships exist within San Mateo County

1. Do any of the high schools in your district have an ongoing partnership with business entities that augment their regular education programs for their students, e.g., providing funds, materials, facilities, instructors, or internships?
    1. Yes
    2. No
    3. Don't know

2. If yes, please indicate which high school(s) and business entities are involved and give contact information for the individuals managing those partnerships (school and business names, contact names, titles, addresses, phone numbers and email addresses).

3. Please provide a brief description of the programs at the high school and the business entity supporting them.

4. If no, are there any high schools in your district interested in developing such partnerships?
    1. Yes
    2. No

5. If yes, which high schools may be interested, and do you know which business entities interest them ?