



## Regular Governing Board Agenda - Revised

# CABRILLO UNIFIED SCHOOL DISTRICT

Thursday, July 16, 2020

Closed Session 6:30 PM | Via Zoom: <https://cabrillok12.zoom.us/j/94326643309>

(For public comments on Closed Session items only)

**Public Session 7:00 PM | Via Zoom: <https://cabrillok12.zoom.us/j/96904824943>**

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

The Governing Board will meet for Closed Session to discuss labor negotiations, student discipline, personnel matters, litigation, and other matters as provided under California state law as set forth on the agenda below. Following Closed Session, the Board reconvenes to Public Session. Adjournment of the Public Session will be no later than 10:00 PM for all regular and special meetings unless extended by a majority vote of the Board. Writings relating to a board meeting agenda items that are distributed to at least a majority of the Board members less than 72 hours before the noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District administrative offices, 498 Kelly Avenue, Half Moon Bay, CA. Such writings may also be available on the District's website. (Government Code 54957.5b).

Individuals who require special accommodations (Spanish interpreter, accessible seating, documentation in an accessible format, etc.) should contact the Administrative Assistant to the Superintendent at [acostar@cabrillo.k12.ca.us](mailto:acostar@cabrillo.k12.ca.us) no later than 48 hours preceding the meeting.

### **PUBLIC COMMENTS GUIDELINES**

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

#### **1. Submit Comments in Advance:**

Members of the public may submit comments in advance of the meeting through the following link: <https://bit.ly/cusdGBpc>.

Comments will be read out loud by the Board President or a designee during the meeting. Written comments should be limited to no more than 300 words; longer comments might not be shared publicly during the meeting. However, all comments received, whether or not they are shared publicly during the meeting, will be made available to all Board members.

## **2. Provide Comment in Real-Time During Remote Meeting:**

Members of the public may submit comments in advance of the meeting by through the following link: <https://bit.ly/cusdGBpc>. When called upon by Board president or designee, please use the "Raise Hand" feature. Speakers will be unmuted. After the allotted time, speakers will be placed on mute.

- To raise your hand on a PC or Mac desktop/laptop, click the button labeled "Raise Hand" at the bottom of the window on the right side of the screen. Lower your hand by clicking the same button.
- To raise your hand on a mobile device, tap "Raise Hand" at the bottom left corner of the screen. The hand icon will turn blue. To lower your hand, click on "Lower Hand."
- To raise your hand when participating by telephone, press \*9.

Individual speakers shall be allowed three (3) minutes. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard.

Public comments may be submitted beginning on Friday, July 10, 2020.

### **IMPORTANT BOARD PROTOCOLS REGARDING PUBLIC COMMENTS**

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

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

**Please click the link below to join the webinar:** <https://cabrillok12.zoom.us/j/96904824943>

**Webinar ID: 969 0482 4943**

Or Telephone: Dial(for higher quality, dial a number based on your current location): US: +1 669 900 6833 or +1 346 248 7799 or +1 253 215 8782 or +1 929 205 6099 or +1 301 715 8592 or +1 312 626 6799

International numbers available: <https://cabrillok12.zoom.us/j/96904824943>

Open Board meetings may be recorded and broadcast.

## 1. CALL TO ORDER

- a. Public Comments on Closed Session Topics
- b. Adjourn to Closed Session - 6:30 PM

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

### 1. Matters Related to Students (Education Code §35146, §48912, §49070)

The Board may hear expulsion cases and consider the requests from students for re-admittance following expulsion. Also, the Board may hear matters related to student suspensions/other disciplinary actions, student grade change appeals, and confidential student matters according to Education Code. The Education Code requires closed session in these cases to prevent disclosure of confidential student record information.

### 2. Public Employee Discipline/Dismissal/Release (Government Code §54954.5, §54957)

### 3. Conference with Legal Counsel—Anticipated Litigation (Government code §54956.9 (d)(2) or (3))

### 4. Conference Regarding Labor Negotiators (Government Code §54957.6)

- Cabrillo Unified Teachers' Association
- California School Employees' Association, Chapter 485

### 5. Public Employee Performance Evaluation (Government Code §54957)

- c. Reconvene to Public Session - 7:00 PM - Welcome
  1. Closed Session Action Report: If applicable
  2. Pledge of Allegiance

## 2. APPROVAL OF AGENDA

## 3. COMMUNICATIONS

- a. Public Comments
- b. Employee Organizations Report
  1. CUTA Representatives
  2. CSEA Representatives
- c. Board Members Report
- d. Superintendent Report

## 4. CONSENT AGENDA

- a. Approval of Certificated Personnel Report (Consent Agenda)  
[4.a Board Memo Certificated Personnel Report.pdf \(p. 5\)](#)
- b. Acceptance of Donations to Cabrillo Unified School District (Consent Agenda)  
[4.b Board Memo Donations.pdf \(p. 6\)](#)

[4.b.1 Summary Site Donations.pdf \(p. 7\)](#)

- c. Approval of Williams Uniform Complaints Quarterly Report (Consent Agenda)

[4.c Board Memo Williams UCP Report.pdf \(p. 11\)](#)

[4.c.1 2019-20 Williams UCP Report Q4.pdf \(p. 12\)](#)

- d. Approval of Minutes of the June 18, 2020 Regular Governing Board Meeting (Consent Agenda)

[4.d Board Memo Minutes.pdf \(p. 13\)](#)

[4.d.1 2020-06-18 Minutes.pdf \(p. 14\)](#)

## 5. GENERAL BUSINESS

- a. Cabrillo Unified School District Financial Report: 2020-21 Budget Update (Presentation)

[5.a Board Memo Budget Update.pdf \(p. 21\)](#)

[5.a.1 2020-21 Budget Update Presentation - Revised.pdf \(p. 22\)](#)

[5.a.2 Appx - CalMatters What Californias budget deal means.pdf \(p. 39\)](#)

[5.a.3 Teacher Compensation in San Mateo County VS. District Per-Pupil Funding.pdf \(p. 49\)](#)

[5.a.4 Appx - AB 1200 Public Disclosure of Collective Bargaining Workbook.pdf \(p. 53\)](#)

- b. Cabrillo Unified School District Technology Update (Presentation)

[5.b Technology Update Presentation.pdf \(p. 64\)](#)

- c. Approval of Preliminary Recommendations of Cabrillo Unified School District Opening of School Guidelines (Action)

[5.c Board Memo Opening of School Preliminary Recommendations.pdf \(p. 70\)](#)

[5.c.1 Opening of Schools Presentation.pdf \(p. 71\)](#)

## 6. FUTURE EVENTS

- a. August 13 - First Day of School
- b. August 13 - Regular Governing Board Meeting

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

## 8. ADJOURNMENT OF THE MEETING



# CABRILLO UNIFIED SCHOOL DISTRICT

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

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

## MEMORANDUM

**MEETING DATE:** July 16, 2020  
**TO:** Members of the Governing Board  
**FROM:** Jason Owens, Director of Personnel and Pupil Services  
**CATEGORY:** Consent  
**ITEM TITLE:** Approval of the Certificated Personnel Report

### BACKGROUND

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

#### 1. RETIREMENT

Lucinda Hitchner, Science Teacher, Cunha Intermediate School, effective June 5, 2020. Ms. Hitchner was hired by the district on August 22, 2001.

#### 2. PROMOTION

Martha Ladd, Director of Educational Support Services, District Office, formerly Principal, El Granada Elementary School, effective July 1, 2020.

### FISCAL ANALYSIS

There is no financial impact to the General Fund.

### RECOMMENDATION

Approve as submitted.



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Freya McCamant

## MEMORANDUM

**MEETING DATE:** July 16, 2020  
**TO:** Members of the Governing Board  
**FROM:** J Jesús Contreras, Chief Business Officer  
**CATEGORY:** Consent  
**ITEM TITLE:** Approval of Donations to Cabrillo USD

### BACKGROUND INFORMATION

The Governing Board routinely reviews the monthly donation reports.

### REPORT/PROPOSAL

Pursuant to the Governing Board Policy 3290, the Governing Board is to accept donations on behalf of the district or any school in the district.

### FISCAL ANALYSIS

There is no financial impact to the General Fund.

### RECOMMENDATION

Approve Donations to Cabrillo Unified School District

**July 16, 2020 Board Meeting  
Summary Site Donations**

<b>Site</b>	<b>Program</b>	<b>Donor</b>	<b>Amount</b>	<b>Site Total</b>	<b>Total Donations</b>
HMBHS	Spring Musical	John Booher Kimberly Booher	\$126		
HMBHS	Spring Musical	Ina Bork	\$30		
HMBHS	Spring Musical	Michelle Briggs	\$79		
HMBHS	Spring Musical	Sarah Bunkin	\$284		
HMBHS	Spring Musical	Catherine Burns	\$32		
HMBHS	Spring Musical	Avis Calhoun	\$32		
HMBHS	Spring Musical	April Campbell	\$32		
HMBHS	Spring Musical	Brandon Carter	\$32		
HMBHS	Spring Musical	Lynette Curthoys	\$47		
HMBHS	Spring Musical	Rose Doherty	\$100		

**July 16, 2020 Board Meeting  
Summary Site Donations**

<b>Site</b>	<b>Program</b>	<b>Donor</b>	<b>Amount</b>	<b>Site Total</b>	<b>Total Donations</b>
HMBHS	Spring Musical	Electra Field	\$37		
HMBHS	Spring Musical	Joan Franzen	\$113		
HMBHS	Spring Musical	Larry George	\$15		
HMBHS	Spring Musical	Chris Hammerstrom Grace Hammerstrom	\$173		
HMBHS	Spring Musical	Kate Handel	\$63		
HMBHS	Spring Musical	Chris Kammeyer	\$95		
HMBHS	Spring Musical	Maria King	\$63		
HMBHS	Spring Musical	Vicki Laffen	\$32		
HMBHS	Spring Musical	Freya McCamant	\$32		
HMBHS	Spring Musical	Maria Mesina	\$95		
HMBHS	Spring Musical	Shawna Montoya	\$63		
HMBHS	Spring Musical	Kathryn Mueller	\$40		

**July 16, 2020 Board Meeting  
Summary Site Donations**

<b>Site</b>	<b>Program</b>	<b>Donor</b>	<b>Amount</b>	<b>Site Total</b>	<b>Total Donations</b>
HMBHS	Spring Musical	Paula Murphy	\$63		
HMBHS	Spring Musical	Donna Nelson	\$126		
HMBHS	Spring Musical	Alyson Osgood	\$32		
HMBHS	Spring Musical	Branda Pohl	\$32		
HMBHS	Spring Musical	Tom Pohl Julianne Pohl	\$47		
HMBHS	Spring Musical	Maya Pratt-Bauman	\$16		
HMBHS	Spring Musical	Melinda Quick	\$32		
HMBHS	Spring Musical	Jeff Rogers Kelly Rogers	\$63		
HMBHS	Spring Musical	Mary Sheridan	\$32		
HMBHS	Spring Musical	Michael Griffith Susan Janes	\$47		
HMBHS	Spring Musical	Kyla Sutro	\$32		

**July 16, 2020 Board Meeting  
Summary Site Donations**

<b>Site</b>	<b>Program</b>	<b>Donor</b>	<b>Amount</b>	<b>Site Total</b>	<b>Total Donations</b>
HMBHS	Spring Musical	Catherine Treulich	\$79		
HMBHS	Spring Musical	Roberto Vetrone	\$95		
HMBHS	Spring Musical	Thanh Vo	\$63		
HMBHS	Spring Musical	Betsy Warren	\$63		
HMBHS	Spring Musical	Kay Webber	\$63		
			*Amounts have been rounded to the nearest dollar	<b>\$2,571</b>	<b>\$2,571</b>



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## SUPERINTENDENT

Sean McPhetridge, Ed.D.

## GOVERNING BOARD

Mary Beth Alexander  
Lizet Cortes  
Kimberly Hines  
Sophia Layne  
Freya McCamant

## MEMORANDUM

**MEETING DATE:** July 16, 2020  
**TO:** Members of the Board Governing  
**FROM:** Sean McPhetridge, Ed.D., Superintendent  
**CATEGORY:** Consent  
**ITEM TITLE:** Approval of Quarterly Report on Williams Uniform Complaints (Education Code §35186)

### BACKGROUND INFORMATION

In May 2000, the American Civil Liberties Union (ACLU) and other public interest groups filed a lawsuit against the State of California alleging the state had failed to provide poor and underprivileged students with equal educational opportunities by providing these students with inadequate facilities, insufficient educational materials, and with teachers who were not fully credentialed. This requirement only refers to the types of complaints listed above.

On August 13, 2004, Governor Schwarzenegger and the State of California settled the lawsuit. As part of the lawsuit, the State of California agreed to enact legislation and provide funding to address the issues in the lawsuit. On September 29, 2004, Governor Schwarzenegger signed five bills to implement the settlement as urgency measures. Assembly Bill 2727 and Education Code §35186 require school districts to submit quarterly reports on Williams Uniform Complaints to their Governing Boards.

### REPORT/PROPOSAL

There have been no Williams Uniform Complaints (Education Code §35186) received by the Cabrillo Unified School District during the previous quarter.

### FISCAL ANALYSIS

There is no financial impact to the General Fund.

### RECOMMENDATION

Approve as submitted.

**Quarterly Report on 2019-2020 *Williams* Uniform Complaints  
[Education Code § 35186]**

District: Cabrill Unified School District

Person completing this form: Rosibel Acosta Title: Admin. Assistant to the Superintendent

Quarterly Report:

(check one)

- 1<sup>st</sup> Quarter – 7/1/2019 through 9/30/2019 – DUE October 31, 2019
- 2<sup>nd</sup> Quarter – 10/1/2019 through 12/31/2019 – DUE January 31, 2020
- 3<sup>rd</sup> Quarter – 1/1/2020 through 3/31/2020 – DUE April 30, 2020
- 4<sup>th</sup> Quarter – 4/1/2020 through 6/30/2020 – DUE July 31, 2020

Date for information to be reported publicly at governing board meeting: 07/16/2020

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints. **Copies of the complaint and the district’s written response will be sent to SMCOE.**

General Subject Area	Number of Complaints Received	Number of Complaints Resolved	Number of Complaints Unresolved
Textbooks and Instructional Materials	0	0	0
Facility Conditions	0	0	0
Teacher Vacancy or Misassignment	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>

Sean McPhetridge, Ed.D.

Print Name of District Superintendent

\_\_\_\_\_  
Signature of District Superintendent

07/17/2020

\_\_\_\_\_  
Date

*Remember to sign and date the report **after** it is presented at the district’s board meeting.*

Please submit Quarterly Report via email [cmaponte@smcoe.org](mailto:cmaponte@smcoe.org).



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## MEMORANDUM

**MEETING DATE:** July 16, 2020  
**TO:** Members of the Governing Board  
**FROM:** Sean McPhetridge, Ed.D., Superintendent  
**CATEGORY:** Consent  
**ITEM TITLE:** Approval of Minutes of the June 18, 2020 Regular Governing Board Meeting

### BACKGROUND INFORMATION

The Governing Board routinely reviews and approves minutes from all regular meetings and special sessions.

### REPORT/PROPOSAL

The unadopted minutes of the June 18, 2020 Regular Governing Board meeting will be uploaded on Monday or as soon as it is when finalized.

### FISCAL ANALYSIS

There is no financial impact to the General Fund.

### RECOMMENDATION

Approve as submitted.



# Governing Board Meeting Agenda

## (Unadopted) Meeting Minutes

### CABRILLO UNIFIED SCHOOL DISTRICT

Thursday, April 16, 2020

Closed Session 5:30 PM | Via Zoom: <https://cabrillok12.zoom.us/j/93579634915> (For public comments on Closed Session items only)

Public Session 7:00 PM | Via Zoom: <https://cabrillok12.zoom.us/j/94662370880>

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

Administrators Present: Dr. Sean McPhetridge, Ed.D., Superintendent  
Dr. Leticia Bhatia, Ed.D., Assistant Superintendent  
Dr. Holly Wade, Ph.D., Assistant Superintendent  
Mr. Jesus Contreras, Chief Business Officer

Student Board Representative Present: Miss Lauren DuBose, Student Board Representative

#### 1. CALL TO ORDER

#### 2. ROLL CALL / QUORUM

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

#### 3. PUBLIC COMMENTS ON CLOSED SESSION ITEMS

There were no public comments prior to Closed Session.

#### 4. RECESS TO CLOSED SESSION – 5:30 PM

#### 5. RECONVENE OPEN SESSION – 7:05 PM

President Hines reported the following action taken in closed session:

Per Board Policy 5117, the Governing Board voted 5 to 0 to approve Student A Interdistrict Transfer into Cabrillo Unified School District.

#### 6. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Student Board Representative Lauren DuBose.

#### 7. APPROVAL OF AGENDA

Motion to approve the agenda as presented/amended by Member Mary Beth Alexander and seconded by Member Sophia Layne.

(M-78) Passed 5-0 with Student Representative voting aye

## 8. SPECIAL RECOGNITIONS

- a. The Governing Board recognized Miss Lauren DuBose for her excellent service as Board Student Representative for the 2018-19 and 2019-20 school years.

## 9. COMMUNICATIONS

- a. Public Comments

The Board received the following written comment via the Google Public Comment Request form:

CoastPride Vice President Jenny Walter presented on behalf of CoastPride each member of the Governing Board with CoastPride's first SOGIE commendation for their work to approve policies safeguarding the rights of all people regardless of their sexual orientation or gender identity or gender expression. Jenny Walter also asked the Board to acknowledge Superintendent Sean McPhetridge, Holly Wade, Jason Owens, John Nazar, James Barnes, Deanna Tower, and Marsenne Kendall who all received Super SOGIE awards.

- b. Employee Organizations Report

- i. CUTA Representative

CUTA Co-President Sean Riordan spoke to the Board about the bargaining process. Mr. Riordan also spoke about the approved 16 percent district reserve and the petition from teachers to raise compensation. Mr. Riordan said that in order to move forward it's necessary to work productively and collectively to meet students' needs in the incoming year.

- ii. CSEA Representative

None.

- c. Board Member Reports

Member Sophia Layne congratulated graduating students. Ms. Layne shared that besides the world challenges, schools are facing the challenges of opening campus safely given the ongoing pandemic and the expected budget cuts adding further challenges because of an inequitable and inadequate school funding system. Ms. Layne said that funding levels make a difference and that it's important to be attentive to that. Ms. Layne said, despite the challenges, all stakeholders should work collaboratively towards the common mission of the district: student learning and wellbeing.

Member Mary Beth Alexander thanked the staff for preparing the information provided on the agenda. Ms. Alexander also thanked the people who connect to listen to the meetings and said that this is important and helps the district to be transparent with the public. Ms. Alexander said it's also important to work together because of the uncertain funding, COVID-19, and declining enrollment in order to be part of the solution of maintaining a focus on the needs of students. Finally, Ms. Alexander encouraged the public who wished to be heard to reach out to the Board.

Member Freya McCamant thanked teachers, staff, and administrators that have worked harder this last year during these uncertain times. Ms. McCamant reiterated that the district is undergoing financial uncertainty and that she aspires to provide staff raises and resources to the students but the district needs to stay within a framework. Ms. McCamant also said she hopes to come together on the facts of economics and come to an agreement.

Member Lizet Cortes shared that members of the community have approached her concerned about staff compensation and student engagement. Ms. Cortes said she agrees staff deserves better compensation but it's difficult to do the right thing when there are so many people to do the right thing for. Ms. Cortes said funds

will need to come from somewhere and that eventually it will affect services and programs needed to support students that are already struggling. Ms. Cortes pleaded staff to continue supporting students and putting students first. Finally, Ms. Cortes thanked teachers that make a great impact on students' lives.

Member Kimberly Hines spoke about the constraints and uncertainty teachers faced when the schools moved to remote learning. President Hines thanked teachers for figuring how to wrap up the school year. President Hines said that the budget is a constraint and she hopes that through the impasse and mediation stakeholders can come together around the facts not only for one year but for the 3-year budget period. About the 16 percent reserve, President Hines said this percentage is aspirational and in reality districts that approached a reserve like this and with budget cuts will need to utilize the reserve because COVID-19 and the government cuts to schools' budgets.

d. Student Board Member Report

Student Board Member Lauren DuBose provided the Board and the public an overview of the end of the school year activities and events of El Granada Elementary, Farallone View Elementary, Kings Mountain Elementary, Cunha Intermediate, and Half Moon Bay High School

e. Superintendent Report

Superintendent Sean McPhetridge thanked Miss Lauren DuBose for her leadership and service as Student Board Representative. Superintendent McPhetridge also thanked parents, students, and staff who cooperated during the time of community challenges. Superintendent McPhetridge said the district is currently working with the different groups on the planning for reopening the schools and although there will be ambiguity and adaptation ahead, he is confident the district can make a positive change to balance the needs of students, families, and staff.

Superintendent McPhetridge said that as Board and district it's necessary to keep the focus on equity to make sure all students are provided access, inclusion, and resources to be prepared for college and career. Superintendent McPhetridge said this is the reason the district offered professional development on recognizing implicit bias last year and will do so again next year. Superintendent McPhetridge also said that as a district CUSD will continue instituting anti-racist education efforts, keeping equity as a focus, and improving district's services and programs for those historically unrepresented and underserved in K-12 education and college attainment.

Superintendent McPhetridge confirmed that School Resource Officers are not paid by the district and that this is a service the San Mateo County Sheriff's Department provides. Lastly, Superintendent McPhetridge spoke about the bargaining development and the challenge this has represented to staff as the district doesn't have the ability to provide what has been requested.

## 10. INFORMATIONAL REPORTS

a. Enrollment Projection Forecast Report 2019-24 Presentation

Tom Williams of Enrollment Projections Consultants presented the Enrollment Projection Forecast Report from 2019 to 2024, showing how significant declining enrollment in future years is expected.

b. Cabrillo Education Foundation's Partnership with Cabrillo Unified School District Presentation

Sean McPhetridge, Ed.D., Superintendent presented the Cabrillo Education Foundation's Partnership with Cabrillo Unified School District. He thanked CEF for working with CUSD to target CEF funding toward program needs, helping CUSD to offset cuts to programs in so doing.

c. Cabrillo Unified School District Local Performance Indicators Report Local Performance Indicators Report

Leticia Bhatia, Ed.D., Assistant Superintendent of Curriculum and Instruction, provided a report on local performance indicators: this report is required by California Department of Education.

d. 2020-21 District Budget Presentation

Mr. Jesus Contreras, Chief Business Officer, presented an overview of the 2020-21 District Budget

At 9:56 PM President Kimberly Hines requested motion continue past the 10:00 PM curfew. Motion made by Freya McCamant and seconded by Mary Beth Alexander.

(M-79) Passed 5-0 with Student Representative voting aye

e. Financial Overview Update After COVID-19 Presentation

Sean McPhetridge, Ed.D., Superintendent, presented the Financial Overview Update After COVID-19.

## 11. DISCUSSION ITEMS

a. Public Hearing on Excess Reserves and Disclosure for Fiscal Year 2019-20

President Kimberly Hines opened the Public Hearing on Excess Reserves and Disclosure for the Fiscal Year 2019-20 at 11:28 PM. Hearing no comments, the public hearing was closed at 11:29 PM.

b. Public Hearing on the Proposed Budget for Fiscal Year 2020-2021

President Kimberly Hines opened the Public Hearing on the Proposed Budget for Fiscal Year 2020-2021 at 11:30 PM. Hearing no comments, the public hearing was closed at 11:31 PM.

## 12. CONSENT ITEMS

- a. Approval of Agricultural Career Technical Education (CTE) Incentive Grant
- b. Approval of Migrant Education District Service Agreement (DSA)
- c. Approval of Certificated Personnel Report
- d. Acceptance of Donations to Cabrillo Unified School District
- e. Approval of Agreement for Professional Services with the Law Firm of Dannis, Woliver, and Kelley for the 2020-21 School Year
- f. Approve Minutes of the May 14, 2020 and May 27, 2020 Regular Governing Board Meetings
- g. Adoption of Resolution No. 20-20 Approving the San Mateo County Special Education Local Plan Area (SELPA) Local Plan 2020-23
- h. Adoption of Resolution No. 21-20 Designating Authorized Representatives of Cabrillo Unified School District as Signatories
- i. Approval of Candidate Policy Form, Administrative Contact & Incumbent List Form, and Resolution No. 22-20 Specifications of the Election Order

Motion to approve consent items was made by Member Sophia Layne and seconded by Member Freya McCamant.

(M-80) Passed 5-0 with Student Representative voting aye

## 13. ACTION ITEMS

a. Adoption of the 2020-2021 Site and District Professional Development Plan

Motion to adopt the 2020-2021 Site and District Professional Development Plan made by Member Sophia Layne and seconded by Member Freya McCamant.

(M-81) Passed 5-0 with Student Representative voting aye

### ROLLCALL

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

b. Approval of 8th Grade Curriculum: The Tequila Worm by Viola Canales

Motion to approve 8th Grade Curriculum: The Tequila Worm by Viola Canales made by Member Mary Beth Alexander and seconded by Member Lizet Cortes.

(M-82) Passed 5-0 with Student Representative voting aye

**ROLLCALL**

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

c. Approval of COVID-19 Operational Written Report

Motion to approve COVID-19 Operational Written Report made by Member Sophia Layne and seconded by Member Freya McCamant.

(M-83) Passed 5-0

**ROLLCALL**

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

d. Reaffirmation of Administrative Regulation 6112: School Day (Extended Kindergarten)

Motion to reaffirm Administrative Regulation 6112: School Day (Extended Kindergarten) made by Member Sophia Layne and seconded by Member Mary Beth Alexander.

(M-84) Passed 5-0

**ROLLCALL**

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

e. Approval of CUSD Budget for the Fiscal Year 2020-2021

Motion to approve of CUSD Budget for the Fiscal Year 2020-2021 made by Member Lizet Cortes and seconded by Member Sophia Layne.

(M-85) Passed 5-0

**ROLLCALL**

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

f. Adoption of Resolution No. 23-20 Temporary Interfund Borrowing for Fiscal Year 2019-20

Motion to adopt Resolution No. 23-20 Temporary Interfund Borrowing for Fiscal Year 2019-20 made by Member Freya McCamant and seconded by Member Sophia Layne.

(M-86) Passed 5-0

**ROLLCALL**

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

- g. Adoption of Resolution No. 24-20 Authorizing the District to Spend Funds Received in 2019-2020 from the Education Protection Account

Motion to adopt Resolution No. 24-20 Authorizing the District to Spend Funds Received in 2019-2020 from the Education Protection Account made by Member Freya McCamant and seconded by Member Lizet Cortes.

(M-87) Passed 5-0

**ROLLCALL**

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

- h. Adoption of Resolution No. 25-20 Reaffirming Responsibility of Governing Board to Represent All Coastside Students and Constituents

Motion to adopt Resolution No. 25-20 Reaffirming Responsibility of Governing Board to Represent All Coastside Students and Constituents made by Member Lizet Cortes and seconded by Member Freya McCamant.

(M-88) Passed 5-0

**ROLLCALL**

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

- i. Adoption of Resolution No. 26-20 Authorization of Dry-Period Loan from San Mateo County Office of Education

Motion to adopt Resolution No. 26-20 Authorization of Dry-Period Loan from San Mateo County Office of Education made by Member Mary Beth Alexander and seconded by Member Sophia Layne.

(M-89) Passed 5-0

**ROLLCALL**

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

**17. ADJOURNMENT OF THE MEETING**

Motion to adjourn made by Member Mary Beth Alexander and seconded by Member Sophia Layne.

(M-90) Passed 5-0

Meeting was adjourned at 11:53 PM

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent

Minutes presented by Sean McPhetridge, Ed.D., Secretary to the Governing Board

Certified by:

\_\_\_\_\_  
Mary Beth Alexander  
Clerk to the Governing Board

\_\_\_\_\_  
Date



# CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California, 94019 • 650 712-7100 • Fax 650 726-0279 • [www.cabrillo.k12.ca.us](http://www.cabrillo.k12.ca.us)

## SUPERINTENDENT

Sean McPhetridge, Ed.D.

## GOVERNING BOARD

Mary Beth Alexander  
Lizet Cortes  
Kimberly Hines  
Sophia Layne  
Freya McCamant

## MEMORANDUM

**MEETING DATE:** July 16, 2020  
**TO:** Members of the Governing Board  
**FROM:** J Jesús Contreras, Chief Business Officer  
**CATEGORY:** Information  
**ITEM TITLE:** Cabrillo Unified School District Financial Report: 2020-21 Budget Update

### BACKGROUND INFORMATION

The rapid changes resulting from the California response to the COVID-19 pandemic significantly alter the financial landscape of K-12 educational funding.

### REPORT/PROPOSAL

The purpose of this presentation is to provide the CUSD Governing Board with an update on the continuously changing realities of our financial landscape.

### RECOMMENDATION

Receive Cabrillo Unified School District Financial Update.



CABRILLO UNIFIED SCHOOL DISTRICT

*Every Student. Every Day!*

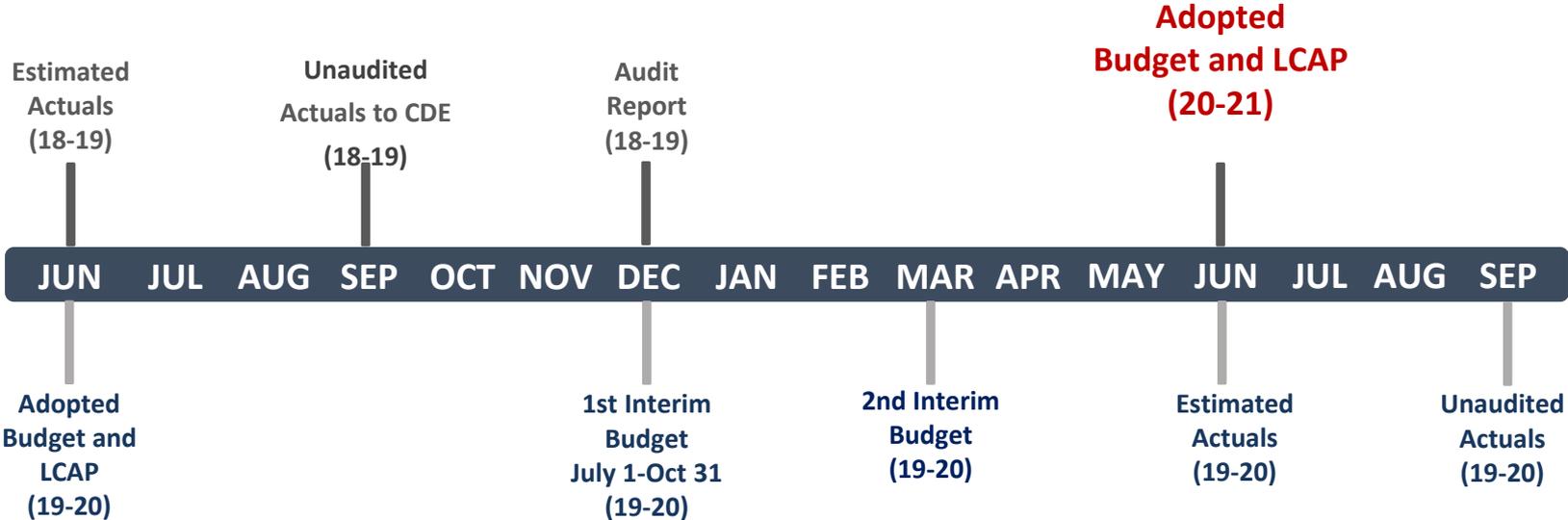
# Cabrillo Unified School District Financial Report: 2020-21 Budget Update

J Jesus Contreras, Chief Business Officer

Governing Board Meeting

July 16, 2020

# 2020-21 Budget Development



# Tony Thurmond: Budget Statement (6.26.2020)

“...COVID-19 has wreaked havoc on our economy, and we are grateful that this budget recognizes that investments in public education will be a critical driver to our state’s rebound.

“We are encouraged by this budget’s allocation of CARES Act dollars to address learning gaps experienced during the pandemic and to help schools implement their reopening plans safely.”

“...Many districts were already facing dire fiscal projections before the pandemic, and it will be critical that we continue to advocate for federal relief and seek new revenues in the weeks and months ahead.”



# California Budget: Signed 6.29.2020

On June 29, Governor Newsom signed [Senate Bill 98](#):

## [Signing Message](#):

“...preferred method of instruction will always be in-person. However, it is the expectation of the state that school offers hybrid or mixed-delivery models through a framework of maximum teacher-student engagement, with plans in place to ensure that no child falls through the cracks.”

Local Control Accountability Plan (LCAP) new requirement of the [Learning Continuity and Attendance Plan](#) will be due on September 30, 2020.



# Employer Contribution Rates

Proposes redirecting the \$2.3 billion for employer long-term unfunded liability provided in the 2019-20 Budget to further reduce CalPERS and CalSTRS contribution rates in 2020-21 and 2021-22

## CalSTRS

Fiscal Year	Under 2019 Budget Act	Under May Revision
2019-20	17.1	17.1
<b>2020-21</b>	<b>18.4</b>	<b>16.15 (-2.25)**</b>
2021-22	18.2*	16.02 (-2.18)**
2022-23	18.1*	18.4**
2023-24	18.1*	18.4**

## CalPERS

Fiscal Year	Under 2019 Budget Act	Under May Revision
2019-20	19.7	19.7
<b>2020-21</b>	<b>22.7</b>	<b>20.7 (-2.00)**</b>
2021-22	25.0*	22.8 (-2.20)**
2022-23	25.5*	25.8**
2023-24	26.2*	26.5**
2024-25	26.5*	26.8**
2025-26	26.4*	26.7**
2026-27	26.2*	26.5**

\*Latest projected rates

\*\*Does not reflect any rate increases STRS or PERS may enact to address investment losses

# May Revised Budget Assumptions:

## Cabrillo USD 2020-21 Assumptions: 2% Tax Revenue Increase

	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Statutory COLA & Augmentation (prefilled as calculated by the Department of Finance, DOF)	0.00%	2.48%	3.26%	1.80%	0.00%
Statutory COLA	2.31%	2.48%	3.26%	1.80%	0.00%
Augmentation/(COLA Suspension)	-2.31%	0.00%	0.00%	0.00%	0.00%
Base Grant Proration Factor	-7.92%	-12.1780%	-14.9505%	-16.4533%	-16.4516%
Add-on, ERT & MSA Proration Factor	-10.00%	-10.00%	-10.00%	-10.00%	-10.00%



## Cabrillo USD Budget Summary and Multi-Year-Projections with May Revised Assumptions

	2019-20: Basic Aid			2020-21: Basic Aid			2021-22: Basic Aid			2022-23: Basic Aid		
	UNRESTRICTED	RESTRICTED	COMBINED	UNRESTRICTED	RESTRICTED	COMBINED	UNRESTRICTED	RESTRICTED	COMBINED	UNRESTRICTED	RESTRICTED	COMBINED
LCFF	30,350,208	1,609,810	31,960,018	28,566,236	1,609,810	30,176,046	29,096,732	1,609,810	30,706,542	29,641,023	1,609,810	31,250,833
Federal Revenue	168,636	1,333,830	1,502,466	0	1,196,130	1,196,130	0	1,196,130	1,196,130	0	1,196,130	1,196,130
State Revenue	981,313	2,452,076	3,433,389	593,895	1,928,372	2,522,267	587,983	1,926,285	2,514,268	581,910	1,924,142	2,506,052
Local Revenue	173,751	2,769,883	2,943,634	125,450	2,543,912	2,669,362	125,450	2,542,917	2,668,367	125,450	2,542,917	2,668,367
<b>Total Revenues</b>	<b>31,673,908</b>	<b>8,165,599</b>	<b>39,839,507</b>	<b>29,285,581</b>	<b>7,278,224</b>	<b>36,563,805</b>	<b>29,810,165</b>	<b>7,275,142</b>	<b>37,085,307</b>	<b>30,348,383</b>	<b>7,272,999</b>	<b>37,621,382</b>
Certificated Salaries	11,834,971	3,454,114	15,289,085	12,155,573	3,435,508	15,591,081	12,398,564	3,500,258	15,898,822	12,646,535	3,570,263	16,216,798
Classified Salaries	2,725,104	3,459,027	6,184,131	2,935,147	3,451,064	6,386,211	2,985,991	3,510,724	6,496,715	3,038,246	3,572,162	6,610,408
Benefits	5,317,218	4,591,488	9,908,706	5,506,132	4,213,511	9,719,643	5,666,337	4,332,881	9,999,218	6,130,579	4,554,064	10,684,643
Supplies	304,174	776,924	1,081,098	304,174	862,188	1,166,362	304,174	635,537	939,711	304,174	633,394	937,568
Services	1,983,867	3,560,627	5,544,494	1,987,079	3,564,606	5,551,685	1,987,079	3,475,719	5,462,798	1,987,079	3,475,719	5,462,798
Capital Outlay	0	26,500	26,500	0	26,500	26,500	0	26,500	26,500	0	26,500	26,500
Other Outgo/Indirect	30,420	265,985	296,405	32,865	278,469	311,334	32,865	278,469	311,334	32,865	278,469	311,334
<b>Total Expenses</b>	<b>22,195,754</b>	<b>16,134,665</b>	<b>38,330,419</b>	<b>22,920,970</b>	<b>15,831,846</b>	<b>38,752,816</b>	<b>23,375,010</b>	<b>15,760,088</b>	<b>39,135,098</b>	<b>24,139,478</b>	<b>16,110,571</b>	<b>40,250,049</b>
Surplus/(Deficit)	9,478,154	(7,969,066)	1,509,088	6,364,611	(8,553,622)	(2,189,011)	6,435,155	(8,484,946)	(2,049,791)	6,208,905	(8,837,572)	(2,628,667)
Transfer in (891X)	0	0	0	0	0	0	0	0	0	0	0	0
Transfer out (761X)	313,712	0	313,712	332,544	0	332,544	332,544	0	332,544	332,544	0	332,544
Contribution	(8,049,453)	8,049,453	0	(8,235,833)	8,235,833	0	(8,484,946)	8,484,946	0	(8,837,572)	8,837,572	0
Other In / Out	(8,363,165)	8,049,453	(313,712)	(8,568,377)	8,235,833	(332,544)	(8,817,490)	8,484,946	(332,544)	(9,170,116)	8,837,572	(332,544)
<b>Total Surplus/(Deficit)</b>	<b>1,114,989</b>	<b>80,387</b>	<b>1,195,376</b>	<b>(2,203,766)</b>	<b>(317,789)</b>	<b>(2,521,555)</b>	<b>(2,382,335)</b>	<b>0</b>	<b>(2,382,335)</b>	<b>(2,961,211)</b>	<b>0</b>	<b>(2,961,211)</b>
9791	4,577,834	570,424	5,148,258	5,692,823	650,811	6,343,634	3,489,057	333,022	3,822,079	1,106,722	333,022	1,439,744
9795												
Beginning Balance	4,577,834	570,424	5,148,258	5,692,823	650,811	6,343,634	3,489,057	333,022	3,822,079	1,106,722	333,022	1,439,744
<b>Ending Balance</b>	<b>5,692,823</b>	<b>650,811</b>	<b>6,343,634</b>	<b>3,489,057</b>	<b>333,022</b>	<b>3,822,079</b>	<b>1,106,722</b>	<b>333,022</b>	<b>1,439,744</b>	<b>(1,854,489)</b>	<b>333,022</b>	<b>(1,521,467)</b>
Revolving Cash, Stores & Prepaid	35,500		35,500	35,500		35,500	35,500		35,500	35,500		35,500
Restricted Programs		650,811	650,811		333,022	333,022		333,022	333,022		333,022	333,022
<b>3% REU (9789)</b>	<b>1,159,324</b>	<b>0</b>	<b>1,159,324</b>	<b>1,172,561</b>	<b>0</b>	<b>1,172,561</b>	<b>1,184,030</b>	<b>0</b>	<b>1,184,030</b>	<b>1,217,478</b>	<b>0</b>	<b>1,217,478</b>
<b>UNASSIGNED (9790)</b>	<b>4,497,999</b>	<b>0</b>	<b>4,497,999</b>	<b>2,280,996</b>	<b>0</b>	<b>2,280,996</b>	<b>(112,808)</b>	<b>0</b>	<b>(112,808)</b>	<b>(3,107,467)</b>	<b>0</b>	<b>(3,107,467)</b>

# CA Budget Signed Revised Assumptions:

## Cabrillo USD 2020-21 Assumptions: 2% Tax Revenue Increase

	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Statutory COLA & Augmentation (prefilled as calculated by the Department of Finance, DOF)	0.00%	2.48%	3.26%	1.80%	0.00%
Statutory COLA	2.31%	2.48%	3.26%	1.80%	0.00%
Augmentation/(COLA Suspension)	-2.31%	0.00%	0.00%	0.00%	0.00%
Base Grant Proration Factor	-7.92%	-12.1780%	-14.9505%	-16.4533%	-16.4516%
Add-on, ERT & MSA Proration Factor	-10.00%	-10.00%	-10.00%	-10.00%	-10.00%



**Cabrillo USD Revised Budget Summary and Multi-Year-Projections with CA Signed-Budget 6.29.2020 Assumptions**

	2019-20: Basic Aid			2020-21: LCFF			2021-22: Basic Aid			2022-23: Basic Aid		
	UNRESTRICTED	RESTRICTED	COMBINED	UNRESTRICTED	RESTRICTED	COMBINED	UNRESTRICTED	RESTRICTED	COMBINED	UNRESTRICTED	RESTRICTED	COMBINED
<b>Total Revenues</b>	31,673,908	8,165,599	39,839,507	29,387,718	7,278,224	36,665,942	31,912,302	7,275,142	39,187,444	30,450,520	7,272,999	37,723,519
Certificated Salaries	11,834,971	3,454,114	15,289,085	12,155,573	3,435,508	15,591,081	12,398,564	3,500,258	15,898,822	12,646,535	3,570,263	16,216,798
Classified Salaries	2,725,104	3,459,027	6,184,131	2,935,147	3,451,064	6,386,211	2,985,991	3,510,724	6,496,715	3,038,246	3,572,162	6,610,408
Benefits	5,317,218	4,591,488	9,908,706	5,506,132	4,213,511	9,719,643	5,666,337	4,332,881	9,999,218	6,130,579	4,554,064	10,684,643
Supplies	304,174	776,924	1,081,098	304,174	862,188	1,166,362	304,174	635,537	939,711	304,174	633,394	937,568
Services	1,983,867	3,560,627	5,544,494	1,987,079	3,564,606	5,551,685	1,987,079	3,475,719	5,462,798	1,987,079	3,475,719	5,462,798
Capital Outlay	0	26,500	26,500	0	26,500	26,500	0	26,500	26,500	0	26,500	26,500
Other Outgo/Indirect	30,420	265,985	296,405	32,865	278,469	311,334	32,865	278,469	311,334	32,865	278,469	311,334
<b>Total Expenses</b>	22,195,754	16,134,665	38,330,419	22,920,970	15,831,846	38,752,816	23,375,010	15,760,088	39,135,098	24,139,478	16,110,571	40,250,049
<b>Surplus/(Deficit)</b>	9,478,154	(7,969,066)	1,509,088	6,466,748	(8,553,622)	(2,086,874)	8,537,292	(8,484,946)	52,346	6,311,042	(8,837,572)	(2,526,530)
Transfer in (891X)	0	0	0	0	0	0	0	0	0	0	0	0
Transfer out (761X)	313,712	0	313,712	332,544	0	332,544	332,544	0	332,544	332,544	0	332,544
Contribution	(8,049,453)	8,049,453	0	(8,235,833)	8,235,833	0	(8,484,946)	8,484,946	0	(8,837,572)	8,837,572	0
Other In / Out	(8,363,165)	8,049,453	(313,712)	(8,568,377)	8,235,833	(332,544)	(8,817,490)	8,484,946	(332,544)	(9,170,116)	8,837,572	(332,544)
<b>Total Surplus/(Deficit)</b>	1,114,989	80,387	1,195,376	(2,101,629)	(317,789)	(2,419,418)	(280,198)	0	(280,198)	(2,859,074)	0	(2,859,074)
9791	4,577,834	570,424	5,148,258	5,692,823	650,811	6,343,634	3,591,194	333,022	3,924,216	3,310,996	333,022	3,644,018
9795												
Beginning Balance	4,577,834	570,424	5,148,258	5,692,823	650,811	6,343,634	3,591,194	333,022	3,924,216	3,310,996	333,022	3,644,018
<b>Ending Balance</b>	5,692,823	650,811	6,343,634	3,591,194	333,022	3,924,216	3,310,996	333,022	3,644,018	451,922	333,022	784,944
Revolving Cash, Stores & Prepaid	35,500		35,500	35,500		35,500	35,500		35,500	35,500		35,500
Restricted Programs		650,811	650,811		333,022	333,022		333,022	333,022		333,022	333,022
3% REU (9789)	1,159,324	0	1,159,324	1,172,561	0	1,172,561	1,184,030	0	1,184,030	1,217,478	0	1,217,478
<b>UNASSIGNED (9790)</b>	4,497,999	0	4,497,999	2,383,133	0	2,383,133	2,091,466	0	2,091,466	(801,056)	0	(801,056)

# Cash Flow Crisis: Dry-Period Borrowing from SMCOE and Deferrals

- County of San Mateo recalculated ERAF for 2017-18, 2018-19, and 2019-20.
- Total loss due to ERAF now is \$14 M taken by the County of San Mateo Controller from CUSD.
- **CASH FLOW CRISIS.**
- SMCOE provided a short-term loan to close the books.
- LCFF deferrals schedule will impact our cash flow also.



# What to expect:

## Exercise local flexibility to effectively deal with:

- Deferrals and cash-flow constrictions
- 2020-21 Tax and Revenue Anticipation Notes (TRANS) – Short-term borrowing to deal with cash-flow deficit
- Potential Federal CARES Budget Compromise - \$2,192,916 earmarked to mitigate COVID-19 expenditures and “catch up” students (Not in the Budget)
- CARES-ESSER - \$96,235 for COVID-19 emergency response expenditures
- NOTE: State SB 117 funds of \$52,550 have been received and spent on COVID-19 response expenditures



EXCERPTS AND ANALYSIS OF  
FISCAL CRISIS & MANAGEMENT  
ASSISTANCE TEAM (FCMAT)  
“FISCAL HEALTH RISK ANALYSIS”  
PRESENTED TO CUSD  
IN FEBRUARY 2020



**FCMAT Report Page 6 (Summary):** "District expenditure increases can be attributed to negotiated increases in compensation and statutory benefits."

**Page 11:** "In September 2019, the district settled with the CCSEA bargaining group at 3% for the 2018-19 fiscal year. This compensation increase was retroactive to July 1, 2018. In May 2017, the district settled a multiyear agreement with CUTA for a 2.81% adjustment in 2017-18 and 4.29% in 2018-19. In comparison, the COLA for these years were 1.56% in 2017-18 and 3.7% in 2018-19."

**Page 14:** "For 2017-18, the statewide average of the unrestricted general fund budget allocated to salaries and benefits was 87.06% for unified districts. The district average was 90%. For 2015-16, the statewide average of the unrestricted general fund budget allocated to salaries and benefits was 85.95 for unified districts. The district average was 89%. For 2016-17, the statewide average was 86.14%, and the district average was 90%."

**Page 19:** "FCMAT found that the district's expenditures for salaries and benefits exceeded the statewide average in 2015-16, 2016-17, and 2017-18, yet the district settled collective bargaining agreement increases that exceeded the funded cost-of-living adjustment. No detailed plan was identified to fund the increases, and no action was taken to offset the increased costs."



**Analysis and Summary:** CUSD cannot continue our trend of spending beyond our means. Doing so is not sustainable now and threatens the ongoing fiscal solvency of the district.

Because CUSD was identified by San Mateo County Office of Education as being at risk of insolvency last year, we are at a crossroads. COLA for school districts is now zeroed out going forward into next year's state budget, and thus CUSD cannot afford new expenses now. The real question is actually this: how can we afford to spend more money now with really no new money (or not enough new money) coming in? We cannot. Our expenses continue to exceed revenues, requiring us to make cuts and spend down our reserves to avoid fiscal insolvency, even without new expenses added. Both CUSD leaders and CUSD's Governing Board recognize that this financial situation has personal impacts on both our families and our staff, but unfortunately we are seeing severe impacts on our budget now because of past spending decisions. Meanwhile, the uncertainty of economic impacts that COVID-19 will have on the state budget and on ours requires financial austerity of us now.



This is a time of great budget uncertainty now that is also compounded by a history of deficit spending in the district, requiring fiscal discipline of us ahead in order to honor our fiduciary responsibility to residents and families of the Coastsides. Meanwhile, both FCMAT and the San Mateo County Office of Education have told us we are deficit spending because increased costs of programs and employee compensation packages exceed our actual revenues. We just can't sustain this spending over time. That is the bottom line.

We cannot afford expenses that exceed revenues, nor can we try to submit another unsustainable budget yet again to the County Office. As staff, we have been told directly by San Mateo County Office of Education staff they would reject negotiated salary increases if we are unable to show how we can afford those increased costs. CUSD leaders cannot legally recommend expenditures to our Board if anticipated costs exceed projected future revenues, regardless of what our budget picture may look like this year in the short term.

CUSD staff have a fiduciary duty and a legal requirement to recommend decisions for sustainability now, knowing as we do that we are showing ongoing deficit spending and our reserves will run out in years ahead. Even though we want to provide increases to employee compensation, we are prevented from doing so by SMCOE and the California Department of Education who must follow the requirements of Assembly Bill 1200 and other state requirements. CUSD cannot submit an AB1200 proposal for increased employee compensation without presenting a plan to SMCOE showing what itemized cuts have already been approved by the Board of Education to do so. Although we wish things were different, CUSD is actually prohibited from proposing any increases to salaries until such time as we can show SMCOE how we will make the Board-approved itemized cuts required of us to afford new employee compensation expenses. The reality for us now is Assembly Bill 1200 and its requirements on SMCOE and CDE prevent us from being able to propose any increases to employee compensation until we show how we can pay for it.

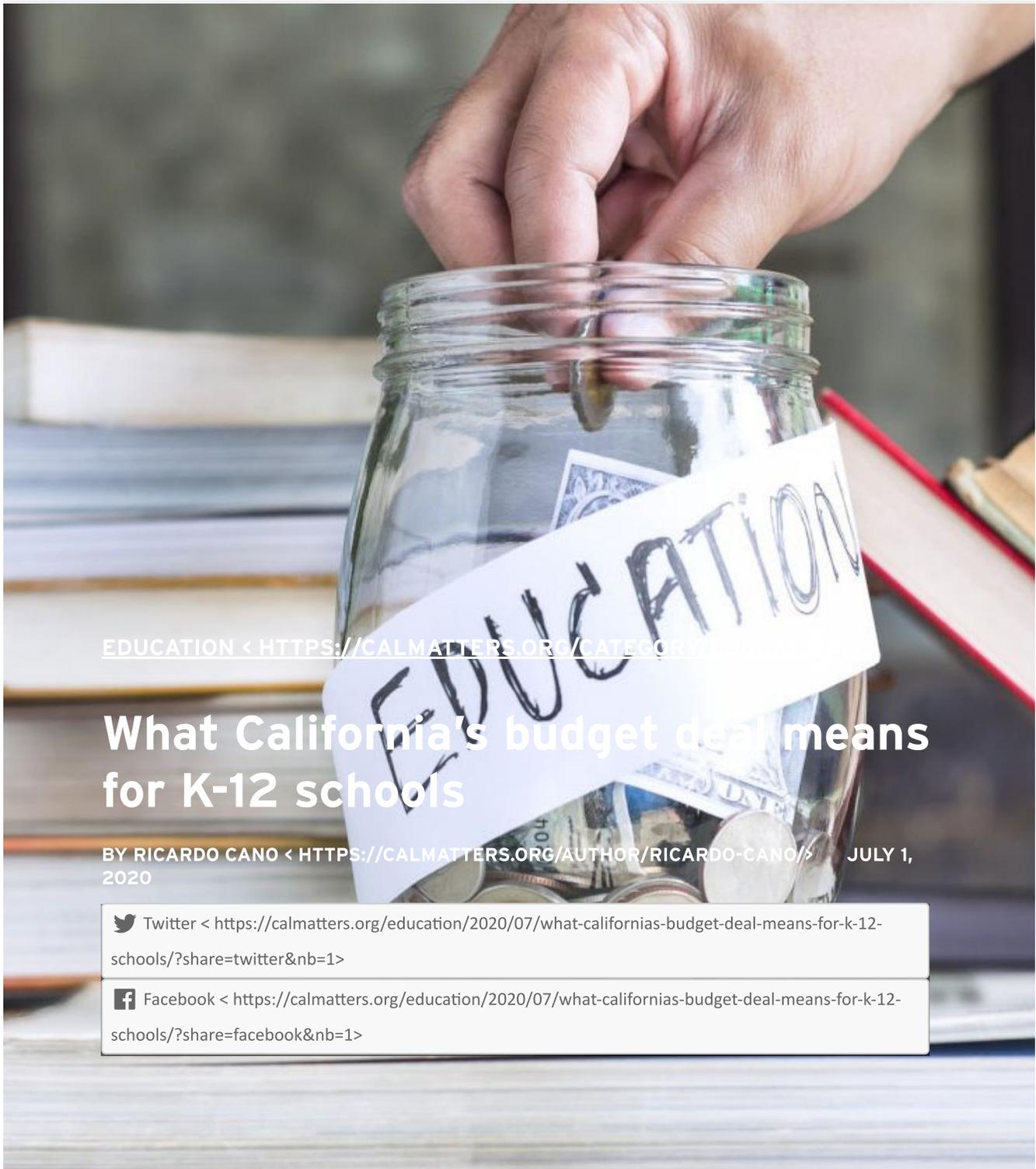
# Questions?

*Thank you!*



**CUSD**

CABRILLO UNIFIED SCHOOL DISTRICT  
*Every Student. Every Day!*



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## What California's budget deal means for K-12 schools

BY RICARDO CANO < [HTTPS://CALMATTERS.ORG/AUTHOR/RICARDO-CANO/](https://calmatters.org/author/ricardo-cano/) > JULY 1, 2020

 Twitter < <https://calmatters.org/education/2020/07/what-californias-budget-deal-means-for-k-12-schools/?share=twitter&nb=1> >

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Image via iStock

California's new budget provides enough funding for schools to pivot to hybrid learning when they reopen this fall. But school officials fear

“The good news is cuts are basically postponed, at this point, probably until next year,” said Michael Fine, CEO of the Fiscal Crisis and Management Assistance Team, the state’s school finance watchdog. “The bad news is the cuts will probably be much larger next year.”

“The state’s ability to defer more in (fiscal year) 2021-22 will be somewhat limited. If you’re already at \$11 billion, how much more are you gonna go?”

In an acknowledgment of [the uncertainties schools face this year < https://calmatters.org/education/2020/06/california-schools-fall-reopening-plan-k-12/>](https://calmatters.org/education/2020/06/california-schools-fall-reopening-plan-k-12/), the budget also guarantees schools will get paid regardless of whether they offer in-person instruction or distance learning due to local coronavirus outbreaks. But some legislators expressed concern that the state is unfairly punishing growing district and charter schools by calculating schools’ attendance-based funding using last year’s enrollment figures.

### **No layoffs for teachers and some employees**

Under the budget, schools will be prohibited from laying off classroom teachers and classified employees who work in nutrition, transportation or custodial services this school year. The next time they could be laid off would be some time after June 2021.

The temporary protections arrive as schools logistically plan to physically reopen campuses that meet social distancing guidelines. School employee unions successfully lobbied for the protections, previously warning that funding cuts would result in tens of thousands of layoffs at a time when schools need more teachers, bus drivers, cafeteria workers and janitors to [make the drastic changes < https://calmatters.org/education/2020/06/california-schools-reopening-guidelines/>](https://calmatters.org/education/2020/06/california-schools-reopening-guidelines/) outlined under recent [state guidance < https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>](https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf).

The governor and state legislators agreed, and included protections that extend to most certificated staff except those whose positions require an administrative credential, such as school principals. Faced with similar cuts a decade ago during the Great Recession, schools laid off tens of thousands of

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## Ricardo Cano

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Ricardo Cano covers California education for CalMatters. Cano joined CalMatters in September 2018 from The Arizona Republic and azcentral.com, where he spent three years as the education reporter. Cano... [More by Ricardo Cano < https://calmatters.org/author/ricardo-cano/>](https://calmatters.org/author/ricardo-cano/)

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Sacramento's decision to delay cuts could throw districts into the fiscal abyss later.

The \$202 billion budget Gov. Gavin Newsom signed into law Monday largely keeps intact funding for California's public schools, capping a turbulent couple months of budget negotiations.

Initially, schools were in line to receive a [steady increase in funding](https://calmatters.org/economy/2019/01/gavin-newsom-budget-takeaways/) <<https://calmatters.org/economy/2019/01/gavin-newsom-budget-takeaways/>> when the governor introduced his [January proposal](https://calmatters.org/economy/2020/01/gavin-newsom-budget-california-trump-housing-homelessness-schools-wildfire-surplus/) <<https://calmatters.org/economy/2020/01/gavin-newsom-budget-california-trump-housing-homelessness-schools-wildfire-surplus/>>, with money going to long-term efforts to expand early childhood programs and other targeted efforts, including grants to incentivize educators to teach in low-income schools.

In a 180-degree turn, after the coronavirus pandemic shelved much of those plans and drastically shifted priorities, Newsom's [revised May proposal](https://calmatters.org/education/2020/05/school-district-budget-cuts-california-k-12/) <<https://calmatters.org/education/2020/05/school-district-budget-cuts-california-k-12/>> included cuts to education so steep that school officials across the state warned they wouldn't be able to responsibly re-open campuses in the fall if passed.

The final version of the budget [signed by the governor](http://www.ebudget.ca.gov/FullBudgetSummary.pdf) <<http://www.ebudget.ca.gov/FullBudgetSummary.pdf>> reflects a compromise with state legislators who pushed back on the extent of proposed cutting. The state budget gives schools a short-term financial breather and enacts sweeping requirements for how schools will operate this fall. But it also heightens the stakes for potentially bigger, steeper cuts to schools in the long run.

Here are some main takeaways on the budget's impact on schools.

## California's education budget: What's in, what's out

---

After months of negotiations between the governor and state legislators, here is how the state's education budget played out.



## Learning loss money

Schools will receive **\$5.3 billion in federal funding** meant to address students' learning loss during campus closures.



## Boost to special education

A surviving item from January's proposal. Schools will get **\$645 million** for students with special needs.



## Pension payment relief

**\$2.3 billion** will go toward reducing schools' payment rates for employee pension obligations.



## Funding stability

Schools will be funded based on their prior year enrollment, stabilizing funding but negatively affecting growing districts and charters.



## Cuts to LCFF

The budget includes **\$11 billion in deferrals**, or delayed payments, in lieu of the 10% cut to the Local Control Funding Formula floated in May.



## Reductions to categoricals

Popular after-school and career tech programs will **remain unscathed**. The May revise proposed slashing funding for the programs by half.



## Coronavirus liability protections

A repeated concern from legislators, the budget does not broach the **limited liability protections** schools want as a deterrent for litigation when schools reopen.

## Funding cuts kicked down the road, though could become bigger

Forget that 10% cut to the Local Control Funding Formula that anchored a slew of other school reductions in the May proposal. Those cuts, which also would've slashed in half popular services such as after-school programs and career technical education, are gone.

In their place is roughly \$11 billion in deferrals to schools, with \$5.7 billion of that money tied to whether the state receives federal assistance. While these deferrals – delayed payments to schools the state employed to balance its budget – means no cuts to programs, schools will have to dip into their savings or borrow money to get by in the interim.

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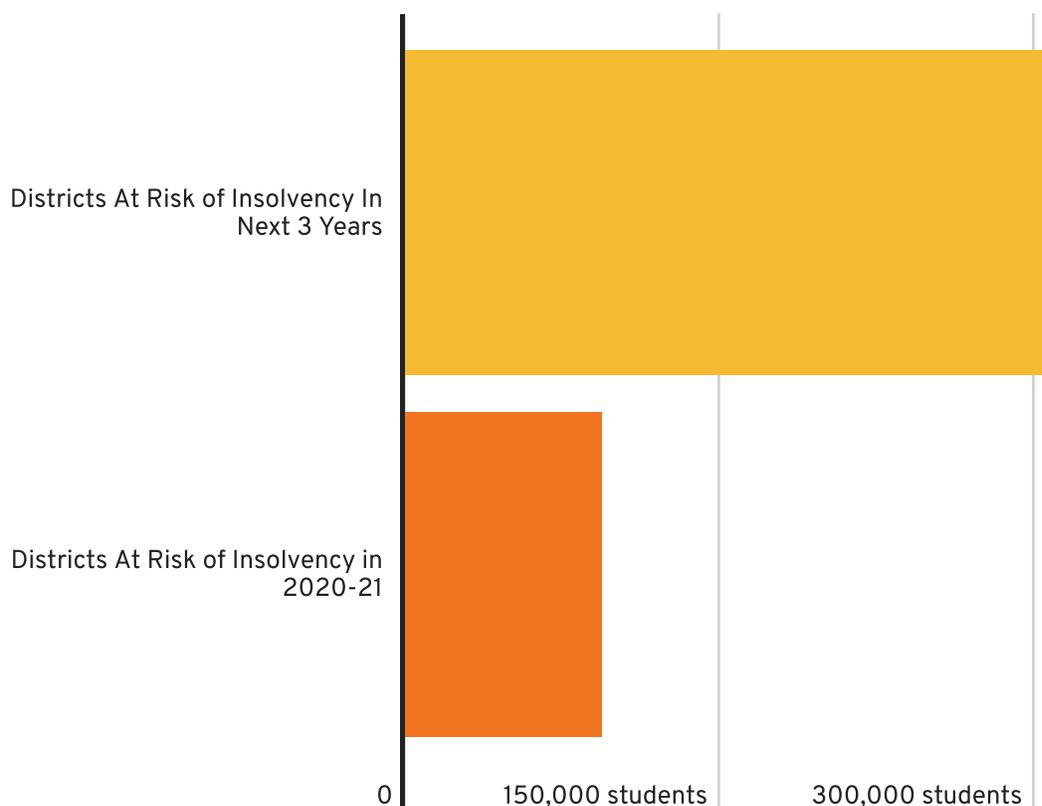
That will strain districts that entered the pandemic with shaky finances and little savings. Forty California districts had qualified budget certifications this past school year, according to the state Department of Education, meaning they're at risk of insolvency within the next three years. Another five school

districts are at risk of going bankrupt during the coming school year: Sacramento City Unified; Sweetwater Union High in Chula Vista; Dixon Unified in Solano County; and Southern Kern Unified and Belridge Elementary in Kern County.

By essentially kicking the can down the road on cuts to education, the state risks having to face larger deficits in future budget years if the federal relief that lawmakers are banking on to soften the fall doesn't arrive.

## California students in financially stressed schools

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Source: California Department of Education, Certifications of Interim Financial Reports.

educators, primarily teachers at the start of their careers. The cuts disproportionately affected low-income students of color.

Groups representing school boards and administrators, however, **[opposed the provision < https://edsource.org/2020/superintendents-school-boards-attack-ban-on-layoffs-they-suspect-will-be-in-state-budget/634154>](https://edsource.org/2020/superintendents-school-boards-attack-ban-on-layoffs-they-suspect-will-be-in-state-budget/634154)**, saying they will restrict schools' ability to respond to an economic downturn that threatens to bring years-long challenges for school budgets. Many local districts already faced strained budgets due to rising fixed costs such as rising employee healthcare and pension obligations before the pandemic, and employee salaries account for more than 80% of schools' budgets.

"Our position is that layoffs should be a last resort and exceedingly rare," said Troy Flint, spokesman for the California School Boards Association. "However, they exist for a reason, and in times of severe financial crisis, districts should have that tool available."

### **New requirements for distance learning**

When instruction resumes this fall, schools will be required to follow new standards for distance learning laid out in the budget. They will be required to track students' participation and attendance, provide "live daily interaction" with teachers and devise plans to track down students who aren't participating in distance learning.

## **Distance learning standards for schools**

---

Following a spring of uneven distance learning expectations for schools across California, the new state budget sets standards for fall instruction.



### **'Daily live interaction' required**

Teachers will have to connect with their students each school day through online instruction and/or phone check-ups.



## Taking student attendance

Schools must take students' attendance and participation under distance learning, or risk losing state funding. Students who don't participate will factor into schools' chronic absenteeism figures.



## Minimum instruction

Students must receive a minimum amount of daily instruction that can be met by a combination of teacher instruction and "time value" of work assigned.

- **3 hours per day** for kindergartners.
- **3 hours, 50 minutes** for grades 1-3.
- **4 hours** for grades 4-12.



## Serving students in need

Schools have to provide the "accommodations necessary" to serve students with special needs.



## No set requirements for live instruction

The state does not mandate a minimum daily amount of synchronous, or live, instruction, though experts strongly suggest it be a part of students' distance learning.



## Preventing disengagement

Schools must form a plan for re-engaging students who are absent from distance learning for more than three schooldays a week.



## Checking families' connectivity

Schools will have to ensure that students and families have the devices and connectivity necessary to participate in distance learning, or make accommodations if they do not.



## Weekly engagement records

An additional data requirement, schools must keep "weekly engagement records" noting how much synchronous or

asynchronous instruction a student has received.



## Replacing accountability plans

Schools will team up with parents and teachers to create a "learning continuity and attendance plan" by Sept. 30, replacing schools' usual annual planning documents.

Source: California 2020-21 state budget.

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The requirements aim to address an [uneven implementation < https://calmatters.org/education/2020/04/richest-schools-not-necessarily-faster-to-set-up-distance-learning/ >](https://calmatters.org/education/2020/04/richest-schools-not-necessarily-faster-to-set-up-distance-learning/) of distance learning this spring, in which schools hastily transitioned from brick-and-mortar instruction with [varying expectations and capacities < https://calmatters.org/education/2020/04/california-schools-parents-coronavirus-remote-learning/ >](https://calmatters.org/education/2020/04/california-schools-parents-coronavirus-remote-learning/) to engage students. Though the rules do not mandate that schools offer a specific amount of synchronous, or live, instruction each day – a distance learning opportunity desired by many parents – they do set minimum daily instructional minute requirements. Schools would be able to meet these requirements based on the combination of live interaction and “time value” of work assigned by schools.

Many school districts are contemplating hybrid schedules this fall, in which students go to school in person part of the week and learn at home for the remaining portion. They’re also giving parents who do not want to send their children to physical campuses the option of full-time distance learning.

If families choose to have their child do distance learning, or if schools have to make a wholesale transition in the event of local coronavirus outbreaks, schools will have to ensure students have access to the necessary devices and connectivity. And they will also have to make sure that students with special needs receive the “accommodations necessary to ensure that individualized education program can be executed in a distance learning environment,” according to the budget trailer bill language.

**Toward A Data-Based Comparison of  
District Expenses and Revenues:  
Comparing Average Teacher Salaries  
With Per-Pupil Funding in Public  
School Districts in San Mateo County**

July 13, 2020

# How District Expenses/Revenues Differ in San Mateo County

- Unfortunately funding of school districts in the Bay Area varies widely for a host of reasons
- CUSD has only ~\$12.5 K to spend per child while Woodside ESD spends ~\$30K per child
- Obviously that means Woodside can spend more on teacher compensation than CUSD can
- CUSD and many other Bay Area districts are unable to provide adequate compensation to teachers and other district employees, particularly considering the high cost of living here
- Until California implements full and fair funding at the state level, many Bay Area districts must rely on local funding measures like parcel taxes to supplement operational costs
- Because Cabrillo USD has less revenue than many of its San Mateo County counterparts, CUSD has less to spend on staff salaries and benefits, resulting in lower pay for teachers
- But the data on teacher compensation in San Mateo County is important for us to know so that we can understand how CUSD compares to others according to external data sources, both with regard to how much we receive in revenues and how much we spend on salaries

# Recent Data on Avg. Teacher Compensation in San Mateo County\*

San Mateo Union High School District: \$110,144  
Hillsborough Elementary: \$109,977  
Woodside Elementary: \$109,001  
Las Lomas Elementary: \$108,265  
Portola Valley Elementary: \$106,876  
Sequoia High School District: \$105,215  
Belmont-Redwood Shores Elementary: \$86,816  
San Carlos Elementary: \$85,861  
San Mateo-Foster City Elementary: \$85,329  
Millbrae Elementary: \$82,192  
Burlingame Elementary: \$81,920  
Redwood City Elementary: \$81,144  
Jefferson Elementary: \$78,215  
South San Francisco Unified: \$78,059  
**Cabrillo Unified School District: \$73,886**  
La Honda-Pescadero Unified: \$73,203  
Ravenswood Elementary: \$72,029  
San Bruno Elementary: \$71,509  
Jefferson High School District: \$70,369  
Pacifica Elementary: \$69,032

Note: These are average teacher salaries in most San Mateo County school districts as of 2018-2019 as reported by California Department of Education. Data in the source article was unreported for Bayshore Elementary, Brisbane Elementary, and Menlo Park Elementary. That data is omitted also in the next slide for data comparison purposes.

\* 2018-2019 CDE data as cited in recent article "Are Teachers Paid Enough?" (Reese), *Sacramento Bee* (1/28/20)

# District Expenses/Revenues Comparison in San Mateo County (Average Teacher Salaries Compared to District Per-Pupil Funding)

## Average teacher salaries as of 2018-2019

San Mateo Union High School District: \$110,144  
Hillsborough Elementary: \$109,977  
Woodside Elementary: \$109,001  
Las Lomas Elementary: \$108,265  
Portola Valley Elementary: \$106,876  
Sequoia High School District: \$105,215  
Belmont-Redwood Shores Elementary: \$86,816  
San Carlos Elementary: \$85,861  
San Mateo-Foster City Elementary: \$85,329  
Millbrae Elementary: \$82,192  
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Jefferson Elementary: \$78,215  
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**Cabrillo Unified School District: \$73,886**  
La Honda-Pescadero Unified: \$73,203  
Ravenswood Elementary: \$72,029  
San Bruno Elementary: \$71,509  
Jefferson High School District: \$70,369  
Pacifica Elementary: \$69,032

## 2018-2019 per-pupil funding of same districts

Woodside Elementary: \$30,076  
Portola Valley Elementary: \$27,545  
Las Lomas Elementary: \$23,223  
Hillsborough Elementary: \$22,336  
La Honda-Pescadero Unified: \$22,285  
Sequoia High School District: \$19,398  
San Mateo Union High School District: \$19,357  
Ravenswood Elementary: \$18,217  
Redwood City Elementary: \$13,558  
Jefferson High School District: \$13,382  
San Carlos Elementary: \$13,161  
Jefferson Elementary: \$12,715  
South San Francisco Unified: \$12,966  
San Bruno Elementary: \$12,699  
**Cabrillo Unified School District: \$12,687**  
Belmont-Redwood Shores Elementary: \$12,300  
San Mateo-Foster City Elementary: \$12,118  
Burlingame Elementary: \$11,532  
Millbrae Elementary: \$11,016  
Pacifica Elementary: \$10,860

**Public Disclosure of Collective Bargaining Agreement**  
in Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

**School District - Bargaining Unit:**

**Certificated, Classified, Other:**

The proposed agreement covers the period beginning: \_\_\_\_\_ and ending: \_\_\_\_\_  
(date) (date)

The Governing Board will act upon this agreement on: \_\_\_\_\_  
(date)

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY	Fiscal Impact of Proposed Agreement		
		Year 1 Increase/(Decrease) FY	Year 2 Increase/(Decrease) FY	Year 3 Increase/(Decrease) FY
1 <b>Salary Schedule</b> Increase (Decrease)				\$ -
		0.00%	0.00%	0.00%
2 <b>Step and Column</b> Increase (Decrease) due to movement plus any changes due to settlement	\$ -	\$ -	\$ -	\$ -
		0.00%	0.00%	0.00%
3 <b>Other Compensation -</b> Increase (Decrease) (Stipends, Bonuses, Longevity, Overtime, etc.)	\$ -	\$ -	\$ -	\$ -
		0.00%	0.00%	0.00%
<b>Description of other compensation</b>				
4 <b>Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare etc.</b>			\$ -	\$ -
		0.00%	0.00%	0.00%
5 <b>Health/Welfare Plans</b>			\$ -	\$ -
		0.00%	0.00%	0.00%
6 <b>Total Compensation -</b> Increase (Decrease) (Total Lines 1-5)	\$ -	\$ -	\$ -	\$ -
7 <b>Total Number of Represented Employees</b> (Use FTEs if appropriate)	0.00	0	0	0
8 <b>Total Compensation Average Cost per Employee</b>	\$ -	\$ -	\$ -	\$ -
		0.00%	0.00%	0.00%

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

11. Please include comments and explanations as necessary.

12. Does this bargaining unit have a negotiated cap for health and welfare bene: Yes  No   
If yes, please describe the cap amount.

**B. Proposed Negotiated Changes in Noncompensation Items** (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

**C. What are the specific impacts on instructional and support programs to accommodate the settlement?**  
Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

**D. What contingency language is included in the proposed agreement?** Include specific areas identified, such as reopeners, applicable fiscal years, and specific contingency language.

**E. Will this agreement create, increase or decrease deficit financing in the current or subsequent year(s)?**  
Deficit financing exists when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

**F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.**

**G. Source of Funding for Proposed Agreement**

1. Current Year

2. If this is a single-year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

**H. Impact of Proposed Agreement on Current Year Operating Budget**

**Unrestricted General Fund**

Enter Bargaining Unit: #N/A

	<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>
	Latest Board- Approved Budget Before Settlement (As of __/__/__ )	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Local Control Funding Formula Sources (8010-8099)				\$ -
Remaining Revenues (8100-8799)				\$ -
<b>TOTAL REVENUES</b>	\$ -	\$ -	\$ -	\$ -
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)				\$ -
Classified Salaries (2000-2999)				\$ -
Employee Benefits (3000-3999)				\$ -
Books and Supplies (4000-4999)				\$ -
Services, Other Operating Expenses (5000-5999)				\$ -
Capital Outlay (6000-6599)				\$ -
Other Outgo (7100-7299) (7400-7499)				\$ -
Direct Support/Indirect Cost (7300-7399)				\$ -
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	\$ -	\$ -	\$ -	\$ -
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ -	\$ -	\$ -	\$ -
TRANSFERS IN & OTHER SOURCES (8910-8979)				\$ -
TRANSFERS OUT & OTHER USES (7610-7699)				\$ -
CONTRIBUTIONS (8980-8999)				\$ -
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ -	\$ -	\$ -	\$ -
<b>BEGINNING BALANCE</b>				\$ -
Prior-Year Adjustments/Restatements (9793/9795)				\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ -	\$ -	\$ -	\$ -
<b>COMPONENTS OF ENDING BALANCE:</b>				
Nonspendable Reserves (9711-9719)				\$ -
Restricted Reserves (9740)	\$ -	\$ -	\$ -	\$ -
Stabilization Arrangements (9750)				\$ -
Other Commitments (9760)				\$ -
Other Assignments (9780)				\$ -
Reserve for Economic Uncertainties (9789)				\$ -
Unassigned/Unappropriated (9790)				\$ -

\* Please see question on page 7.

**H. Impact of Proposed Agreement on Current Year Operating Budget**

**Restricted General Fund**

Enter Bargaining Unit: #N/A

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of __/__/__ )	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Local Control Funding Formula Sources (8010-8099)				\$ -
Remaining Revenues (8100-8799)				\$ -
<b>TOTAL REVENUES</b>	\$ -	\$ -	\$ -	\$ -
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)				\$ -
Classified Salaries (2000-2999)				\$ -
Employee Benefits (3000-3999)				\$ -
Books and Supplies (4000-4999)				\$ -
Services, Other Operating Expenses (5000-5999)				\$ -
Capital Outlay (6000-6599)				\$ -
Other Outgo (7100-7299) (7400-7499)				\$ -
Direct Support/Indirect Cost (7300-7399)				\$ -
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)	\$ -	\$ -	\$ -	\$ -
TRANSFERS IN & OTHER SOURCES (8910-8979)				\$ -
TRANSFERS OUT & OTHER USES (7610-7699)				\$ -
CONTRIBUTIONS (8980-8999)				\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ -	\$ -	\$ -	\$ -
<b>BEGINNING BALANCE</b>				\$ -
Prior-Year Adjustments/Restatements (9793/9795)				\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ -	\$ -	\$ -	\$ -
<b>COMPONENTS OF ENDING BALANCE:</b>				
Nonspendable Reserves (9711-9719)				\$ -
Restricted Reserves (9740)				\$ -
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -	\$ -
Other Commitments (9760)	\$ -	\$ -	\$ -	\$ -
Other Assignments (9780)	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties (9789)	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated (9790)	\$ -	\$ -	\$ -	\$ -

\* Please see question on page 7.

**H. Impact of Proposed Agreement on Current Year Operating Budget**

**Combined General Fund**

Enter Bargaining Unit: #N/A

	<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>
	Latest Board- Approved Budget Before Settlement (As of __/__/__ )	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Local Control Funding Formula Sources (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ -	\$ -	\$ -	\$ -
<b>TOTAL REVENUES</b>	\$ -	\$ -	\$ -	\$ -
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$ -	\$ -	\$ -	\$ -
Classified Salaries (2000-2999)	\$ -	\$ -	\$ -	\$ -
Employee Benefits (3000-3999)	\$ -	\$ -	\$ -	\$ -
Books and Supplies (4000-4999)	\$ -	\$ -	\$ -	\$ -
Services, Other Operating Expenses (5000-5999)	\$ -	\$ -	\$ -	\$ -
Capital Outlay (6000-6599)	\$ -	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -	\$ -
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)	\$ -	\$ -	\$ -	\$ -
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ -	\$ -	\$ -	\$ -
CONTRIBUTIONS (8980-8999)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ -	\$ -	\$ -	\$ -
<b>BEGINNING BALANCE</b>	\$ -			\$ -
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ -	\$ -	\$ -	\$ -
<b>COMPONENTS OF ENDING BALANCE:</b>				
Nonspendable Reserves (9711-9719)	\$ -	\$ -	\$ -	\$ -
Restricted Reserves (9740)	\$ -	\$ -	\$ -	\$ -
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -	\$ -
Other Commitments (9760)	\$ -	\$ -	\$ -	\$ -
Other Assignments (9780)	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties (9789)	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated (9790)	\$ -	\$ -	\$ -	\$ -

\* Please see question on page 7.

**I. Impact of Proposed Agreement on Subsequent Years**

**Combined General Fund**

Enter Bargaining Unit: #N/A

	20__	20__	20__
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
<b>REVENUES</b>			
Local Control Funding Formula Sources (8010-8099)	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ -	\$ -	\$ -
<b>TOTAL REVENUES</b>	\$ -	\$ -	\$ -
<b>EXPENDITURES</b>			
Certificated Salaries (1000-1999)	\$ -	\$ -	\$ -
Classified Salaries (2000-2999)	\$ -	\$ -	\$ -
Employee Benefits (3000-3999)	\$ -	\$ -	\$ -
Books and Supplies (4000-4999)	\$ -	\$ -	\$ -
Services, Other Operating Expenses (5000-5999)	\$ -	\$ -	\$ -
Capital Outlay (6000-6999)	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -
Other Adjustments		\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ -	\$ -	\$ -
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ -	\$ -	\$ -
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$ -	\$ -	\$ -
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$ -	\$ -	\$ -
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ -	\$ -	\$ -
<b>BEGINNING BALANCE</b>	\$ -	\$ -	\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ -	\$ -	\$ -
<b>COMPONENTS OF ENDING BALANCE:</b>			
Nonspendable Reserves (9711-9719)	\$ -	\$ -	\$ -
Restricted Reserves (9740)	\$ -	\$ -	\$ -
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -
Other Commitments (9760)	\$ -	\$ -	\$ -
Other Assignments (9780)	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
Unassigned/Unappropriated (9790)	\$ -	\$ -	\$ -

**J. Impact of Proposed Agreement on Unrestricted Reserves**

1. State Reserve Standard

		20__-__	20__-__	20__-__
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ -	\$ -	\$ -
b.	State Standard Minimum Reserve Percentage for this District enter percentage:	0.00%	0.00%	0.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. OR \$50,000	\$ -	\$ -	\$ -

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Reserve for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
c.	Special Reserve Fund (Fund 17) Budgeted Reserve for Economic Uncertainties (9789)	\$	\$	\$
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$	\$	\$
g.	Total Available Reserves	\$ -	\$ -	\$ -
h.	Reserve for Economic Uncertainties Percentage	0.00%	0.00%	0.00%

3. Do unrestricted reserves meet the state minimum reserve amount?

20\_\_-\_\_  
20\_\_-\_\_  
20\_\_-\_\_

Yes   
Yes   
Yes

No   
No   
No

4. If no, how do you plan to restore your reserves?

If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total

5. Compensation Increase in Section A, Line 6, Page 1 (i.e., increase was partially budgeted), explain the variance below:

6. Please include any additional comments and explanations of Page 4 as necessary:

**K. Certification No. 1: Certification of the District's Ability to Meet the Costs of Collective Bargaining Agreement**

The disclosure document must be signed by the district superintendent and chief business officer at the time of public disclosure.

In accordance with the requirements of Government Code section 3547.5, the superintendent and chief business officer of the \_\_\_\_\_ School District hereby certify that the district can meet the costs incurred under the Collective Bargaining Agreement between the District and the \_\_\_\_\_ Bargaining Unit during the term of the agreement from \_\_\_\_\_ to \_\_\_\_\_.

The budget revisions necessary to meet the costs of the agreement in each year of its term are as follows:

<b>Budget Adjustment Categories:</b>	<b>Budget Adjustment Increase (Decrease)</b>
_____ Revenues/Other Financing Sources _____	_____
_____ Expenditures/Other Financing Uses _____	-
_____ Ending Balance Increase (Decrease) _____	-

N/A \_\_\_\_\_ (No budget revisions necessary)

\_\_\_\_\_  
**District Superintendent**  
**(Signature)**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Chief Business Officer**  
**(Signature)**

\_\_\_\_\_  
**Date**

**L. Certification No. 2**

---

The disclosure document must be signed by the district superintendent or designee at the time of public disclosure and by the president or clerk of the governing board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the governing board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code section 3547.5.

\_\_\_\_\_  
**District Superintendent (or Designee)**  
**(Signature)**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**President or Clerk of Governing Board**  
**(Signature)**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Contact Person**

\_\_\_\_\_  
**Phone**



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# Cabrillo Unified School District Technology Update

Sean McPhetridge, Ed.D., Superintendent

Randy Rudolph, Director of Technology

Governing Board Meeting

July 16, 2020

# Technology Update

## **Replacing old Windows 7 computers with Windows 10**

- Upgrading computers where we can
- Replacing old computers that cannot be upgraded

## **Rollout of New CUSD Mobile App**

- App available for Apple and Android Phones
- Spanish version in the works

## **CUSD Websites**

- All websites upgraded and fresh content put up on the websites
- Content providers throughout district being trained on how to upload information



# Technology Updates

## **New IT Guidelines and Procedures**

- New guidelines for use of technology have been developed for FY 2020-21

## **Chromebooks**

- All Chromebooks that have been returned have been sanitized and put back in their respective carts ready for checkout
- New checkouts will be via the Library system only
- Chromebooks that have not been returned are being deactivated until they are returned

## **Internet Access for Students**

- Moonridge partnership with Mid-Pen
- WiFi enabled buses
- Mobile internet ready to deploy to various locations



# Technology Updates

## **New Copiers**

- The new copiers are being installed this week
- Staff will be trained on their use, and training materials are posted on the staff section of the website
- The back-end system will be monitoring paper usage and paper consumption to help manage costs

## **New security framework**

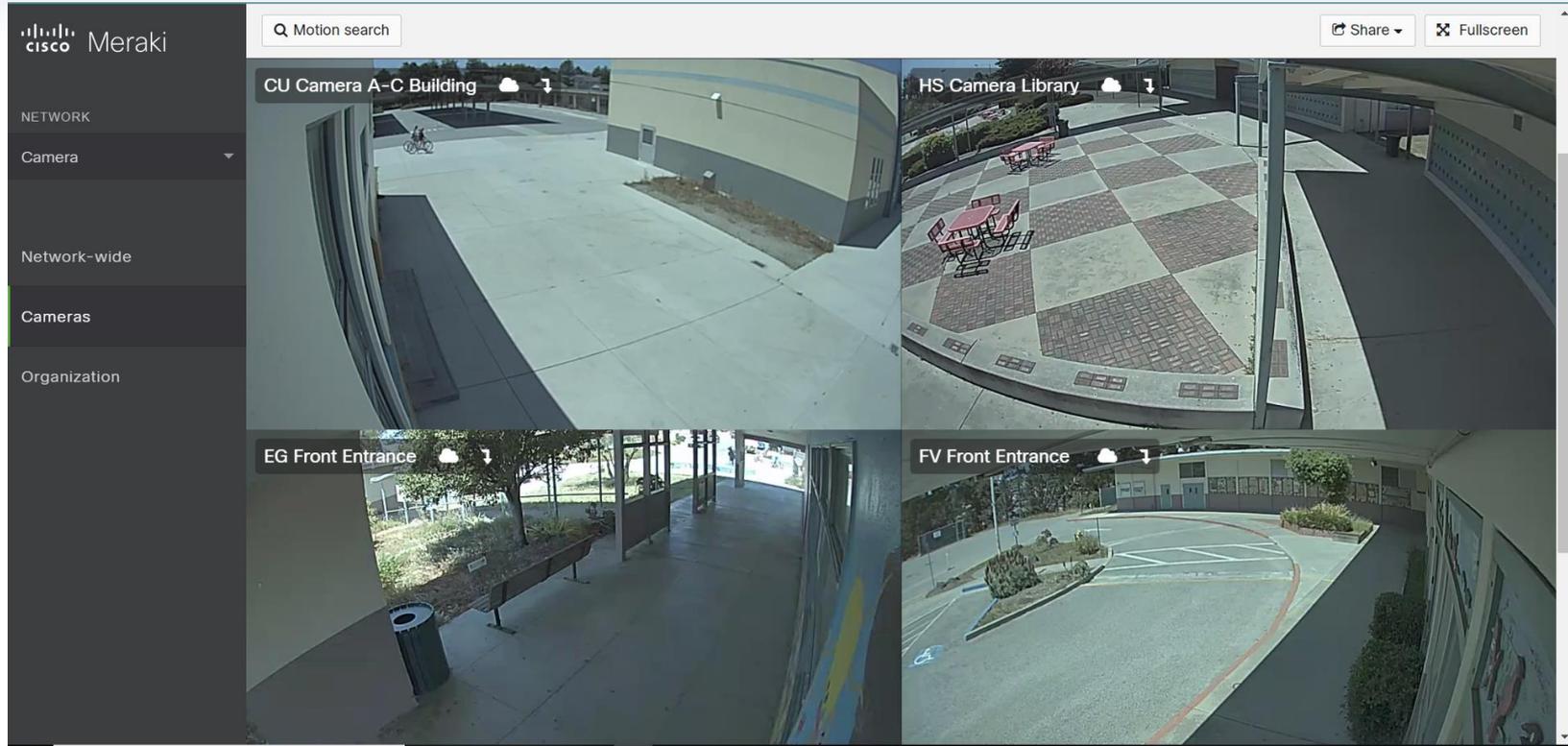
- New Firewall, Wireless Security, Web Security, and Virus Protection

## **Pilot of Security Cameras**

- HMBHS, Cunha, FV, and EG



# Pilot of Security Cameras – Video Wall



# Questions?

*Thank you!*



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# CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California, 94019 • 650 712-7100 • Fax 650 726-0279 • [www.cabrillo.k12.ca.us](http://www.cabrillo.k12.ca.us)

## SUPERINTENDENT

Sean McPhetridge, Ed.D.

## GOVERNING BOARD

Mary Beth Alexander  
Lizet Cortes  
Kimberly Hines  
Sophia Layne  
Freya McCamant

## MEMORANDUM

**MEETING DATE:** July 16, 2020  
**TO:** Members of the Governing Board  
**FROM:** Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum & Instruction  
J Jesús Contreras, Chief Business Officer  
**CATEGORY:** Action  
**ITEM TITLE:** Approval of Preliminary Recommendations of Cabrillo Unified School District Opening of School Guidelines

### BACKGROUND INFORMATION

Cabrillo Unified School District (CUSD) staff have worked over the past month to convene an Opening of Schools Committee, confer with focus groups representing families and staff, and collect input from families and staff with surveys.

### REPORT/PROPOSAL

Staff will present preliminary recommendations for CUSD's guidelines for return to school in August 2020. The presentation will be uploaded on Monday as soon as it is finalized.

### RECOMMENDATION

Approve preliminary recommendations Cabrillo of Unified School District Opening of School Guidelines.



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# Opening of Schools Plan

Leticia Bhatia, Ed.D., Assistant Superintendent

Jesus Contreras, Chief Business Officer

July 16, 2020

Presentation to the CUSD Governing Board and Superintendent

# AGENDA

- I. Welcome
- II. CUSD Opening of Schools Framework Proposal
  - A. Stakeholder Input Process
  - B. CUSD Survey Data Overview
- III. SMCOE Four Health Pillars
- IV. Instructional Program Recommendation
  - A. Secondary Schools
  - B. Elementary Schools
- V. New SB 98
- VI. Next Steps



# CUSD Opening of Schools Framework Proposal



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# Research and Guidance

At CUSD, we have interrogated global, federal, state, and local guidance to inform the development of our CUSD Opening of Schools Framework Proposal.

There are three main documents we have used and will continue to use to anchor the model(s) that will provide for a safe Reopening of Schools in the Fall.

1. [San Mateo County Health Orders](#)
2. [California Department of Education \(CDE\) "Stronger Together Guide" Guidebook for the safe reopening of schools](#)
3. [San Mateo County Office of Education \(SMCOE\) Pandemic Recovery Framework](#)

Note: Staff also used input from the [Centers for Disease Control and Prevention](#) Guides.



# CUSD Stakeholder Input Systems for Opening of Schools



# OS Steering Committee Members

<b>Food Service Coordinator</b>	Sandra Jonaidi
<b>Maintenance, Operations &amp; Transportation</b>	Jaime Rico & Jose Mata
<b>Technology Director</b>	Randy Rudolph
<b>Family Engagement, Early Learning and Special Projects Supervisor</b>	Rosalva Segura
<b>District Nurse</b>	Susan Ciccarelli Vana
<b>Director Educational Support Services</b>	Holly Wade & Martha Ladd
<b>Elementary CUTA Member</b>	Misty Veloso
<b>Secondary CUTA Member</b>	Sean Riordon & Claudia Lunstroth
<b>CUTA Bargaining Chair</b>	Kathleen Wall
<b>Elementary Administrator</b>	David Porcel
<b>Middle School Administrator</b>	James Barnes
<b>High School Administrator</b>	John Nazar
<b>Administrative Assistant(s)</b>	Cathy Gray (Elementary)

<b>CSEA Member</b>	Stig Lynne
<b>CSEA Member</b>	Sonja Krieger (Secondary)
<b>CSEA Bargaining Chair</b>	Diane Paioli
<b>Athletic Director</b>	Brendan Roth
<b>DELAC Parent Member</b>	Catalina Maya Martinez
<b>FV PTO Member</b>	Kristeen Nunziati-Ament
<b>Cunha PTO</b>	Lisa Zanette
<b>KM PTO co Prez 50%</b>	Christy Walker
<b>KM PTO co Prez 50%</b>	Amber Stariha
<b>Hatch SIPA</b>	Kerri Costa
<b>Hatch PTO member</b>	Dr. Roxanna Irani
<b>Hatch PTO (alternate)</b>	Kendra Holland
<b>HMB HS</b>	Amy Broome
<b>EG PTO</b>	Breanna LaFontaine
<b>CBO - Facilitator(s)</b>	J Jesus Contreras & Leticia Bhatia
<b>Notetaker(s) &amp; Admin Support</b>	Josefina Infanzon & Cristal Hernandez

# OS Focus Groups

**Parents** (English)

**Parents of Students  
with Disabilities**

(English)

**Certificated Staff**

**Parents &  
DELAC/ELAC** (Spanish)

**Parents of Students  
with Disabilities**

(Spanish)

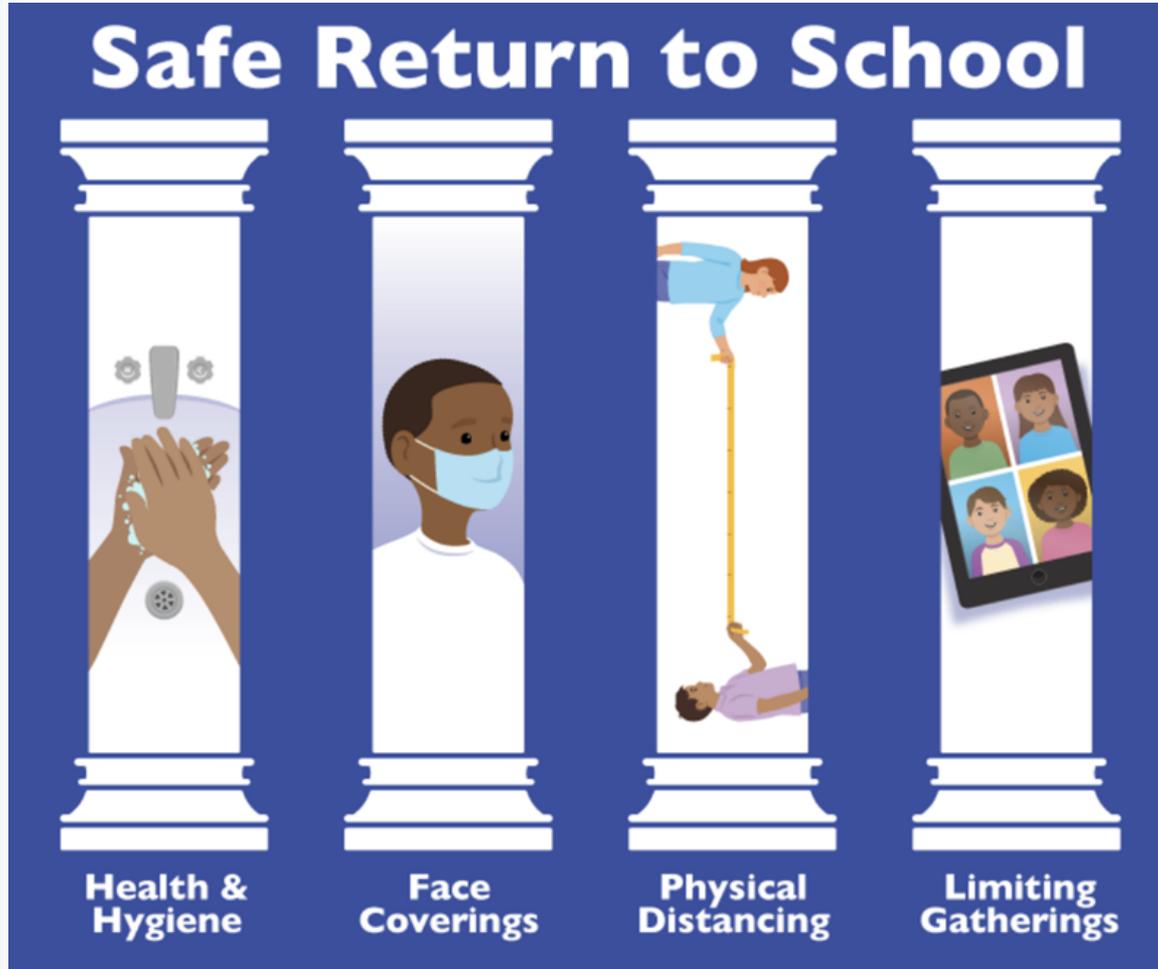
**Classified Staff**

**Parents new to  
CUSD**  
(English & Spanish)

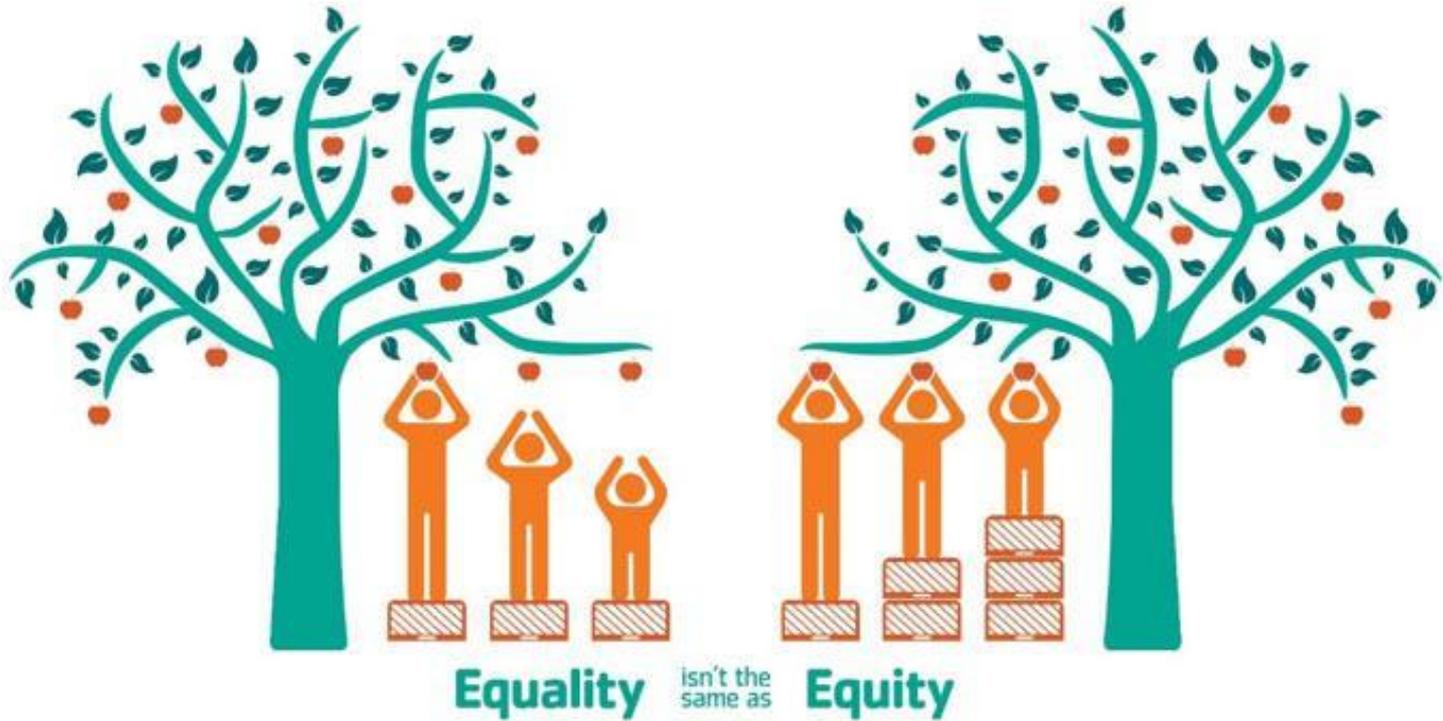
**Community  
Partners**

**Unrepresented Staff**

# 4 Health Pillars



# Equity Focus



# Key Terms

- **Hybrid Learning Model:** This is a blended learning model that will combine In-Person Instruction and Asynchronous Learning.
- **Synchronous learning:** This is a general term used to describe forms of education, instruction, and learning that occur live and remotely with a teacher instructing students.
- **Asynchronous learning:** This is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. The term is most commonly applied to various forms of digital and online learning in which students learn from instruction—such as pre-recorded video lessons or game-based learning tasks that students complete on their own—that is not being delivered in person or in real time.
- **Remote Learning:** This is a learning environment where the student and the educator are not physically present in a traditional classroom environment. Instruction occurs using technology, such as discussion boards, video conferencing, and online assessments.



# Opening of Schools CUSD Survey Data Overview

## Overview and Summary



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# OS Survey: Parent and Staff

Survey was open June 25, 2020 - July 3, 2020

A total of 689 Parents responded to the survey (647 in English and 42 in Spanish)

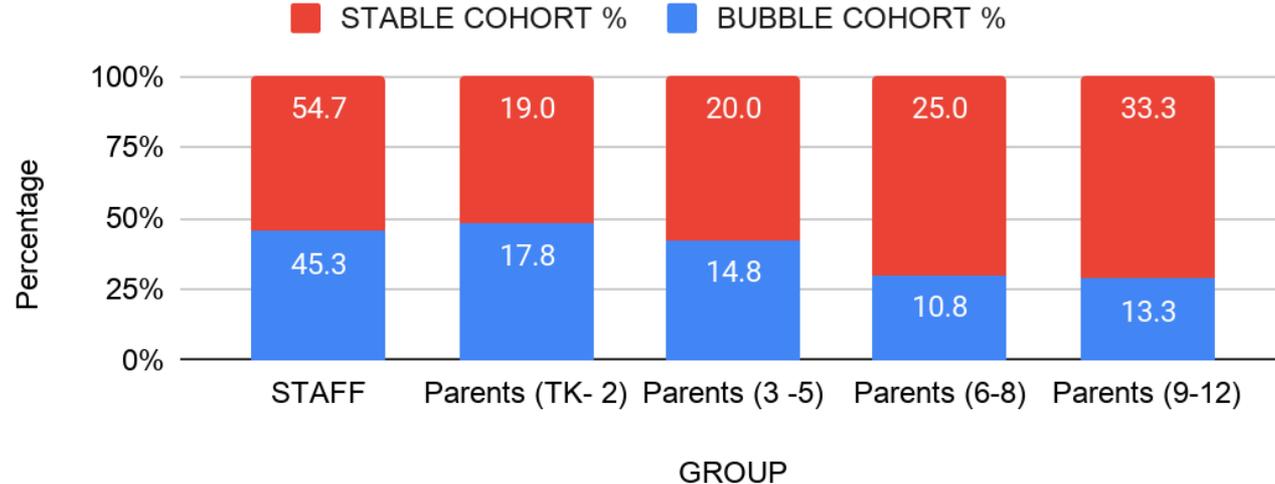
A total of 106 staff members responded to the survey (75 are Certificated Staff)



# OS Survey: Stable vs. Bubble Cohorts

## LEARNING MODELS

Per Stakeholder Group



# Learning Models

**LEARNING MODEL A: In-Person/Asynchronous A/B Day Hybrid:**

2 full days a week for In-Person Instruction, 2 days at home for Asynchronous learning, and 1 day a week for independent work assigned by a certificated teacher

**LEARNING MODEL B: In-Person/Asynchronous A/B Half Day Hybrid:**

Students would attend 2 half days a week for In-Person Instruction, 2 half days at home for Asynchronous learning, and 1 day a week for independent work assigned by a certificated teacher

**LEARNING MODEL C: In-Person/Asynchronous A/B Week Hybrid:**

Students would attend 4 full days a week for In-Person Instruction on week A and 4 days a week for Asynchronous learning on Week B, and 1 day a week for independent work assigned by a certificated teacher

**LEARNING MODEL D: In-Person/Asynchronous A/B Week Hybrid:**

Students would attend 4 half days a week for In-Person Instruction on week A and 4 half days a week for Asynchronous learning on Week B, and 1 day a week for independent work assigned by a certificated teacher

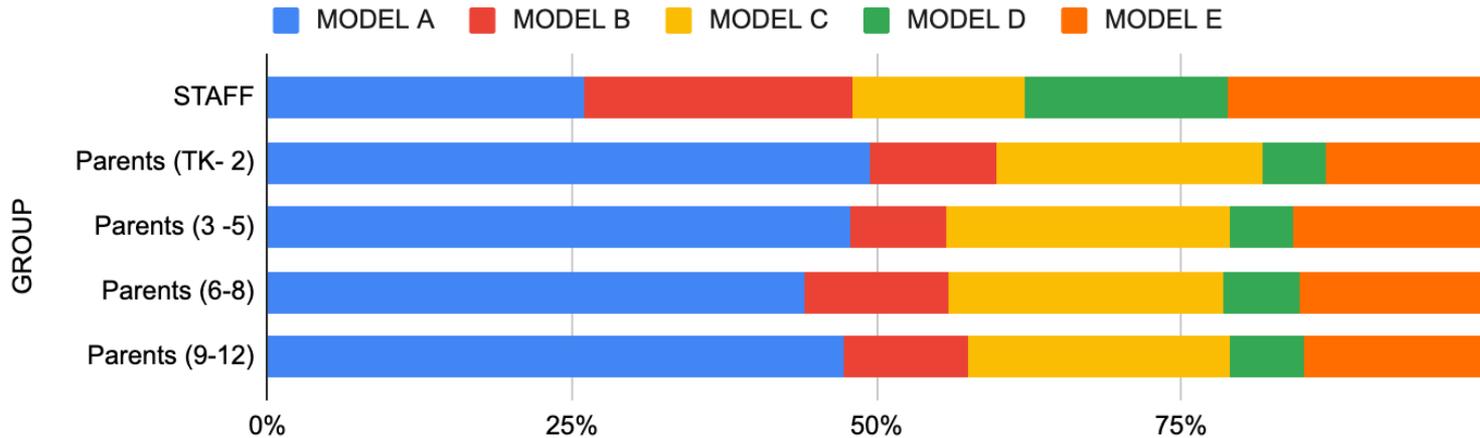
**LEARNING MODEL E: 100% Remote Learning (50% Live Synchronous Instruction and 50% Asynchronous instruction)**



# OS Survey: Learning Models

## LEARNING MODELS

Preference by Group



# OS Survey: Learning Models

GROUP	MODEL A	MODEL B	MODEL C	MODEL D	MODEL E
STAFF	33	28	18	21	27
Parents (TK- 2)	132	28	58	14	35
Parents (3 -5)	121	20	59	13	40
Parents (6-8)	121	32	62	17	42
Parents (9-12)	162	35	73	21	51



# OS Survey: Learning Models Analysis

Learning Model A is the one parents and teachers prefer the most

Learning Models teachers are least interested in: C & D

(1) 31% of teachers can make this option work, even though it's not their favorite

(2) 26% of teachers can make this option work, even though it's not their favorite

(3) 28% of teachers only if absolutely necessary

(4) 20% of teachers can make this option work, even though it's not their favorite

(5) 25% of teachers think this is a great model



# OS Survey: General Themes

The data indicate that the majority of staff and parents prefer a combination of In-Person/Online Distance Learning

The majority of staff (59%) and parents (81%) surveyed feel comfortable returning back to school if all safety precautions are accounted for and enforced

The majority of staff and parents prefer a learning model with a Stable Cohort

Learning Model A is the model parents and teachers prefer the most, followed by Learning Model E

Note that there was not a overwhelming Learning Model from all stakeholders exceeding more than 50%

The tools students used during Remote Learning parents thought more effective were Video Conferencing (Zoom or Meet) and Google Classroom



Online Learning Model Effectiveness	VERY EFFECTIVE		EFFECTIVE		SOMEWHAT EFFECTIVE		NOT AT ALL EFFECTIVE	
	STAFF	PARENTS	STAFF	PARENTS	STAFF	PARENTS	STAFF	PARENTS
"Live" / Synchronous meetings or lessons with teachers and staff via videoconferencing	17	119	34	187	33	219	5	90
Recorded / asynchronous learning assignments that can be accessed anytime	16	85	31	149	32	226	5	86
Established virtual "office hours" with teachers and staff	10	60	34	118	29	164	8	84
Opportunities for online community-building activities	10	34	25	67	26	97	5	95
Communicating learning expectations online	16	54	33	125	37	144	7	105
Group, collaborative projects	6	29	9	60	25	97	8	91
Communication with families about how to support their student's learning online	14	53	44	103	31	148	6	100
Flexibility with schedule	34	129	42	153	18	145	2	96
Online Discussions (e.g. discussion boards, blogs, video conferencing)	10	45	23	97	36	131	4	81
Frequent feedback on student progress	19	70	33	85	31	119	3	121
Phone conferences with the classroom teacher	12	59	33	51	21	69	3	89

# Focus Group Themes

## Parents

- Requested increased professional development for staff
- Requested protocols for student face coverings across all grade spans
- Scheduling of siblings on same days of in-person instruction
- Dual Immersion model concerns
- Parents are not in favor of a 100% Remote Learning Model

## Certificated

- Concerns about level of exposure to the COVID-19 upon reopening of schools
- Concerns about sufficient training, platforms, and applications to use for remote learning
- Secondary staff concerned about having larger exposure to (more) students and not enough space to maintain 6 foot separation
- Protocols for medical conditions that increase exposure to COVID-19
- Protocols for the use of student face coverings leaning towards 100% use of face coverings

## Classified

- Serving students with disabilities and students learning language (TK-1 and ELs)
- Prefer students on campus
- Procedures for Disinfectants (ex: Manipulatives, Toys)
- Protocols for medical conditions that increase exposure to COVID19
- All-Hands-on-Deck initiative & how to preserve as many jobs as possible

## Unrepresented

- Support 2 full day a week model
- Ponder the feasibility of two cohorts per day of instruction due to limited staff and time for effective sanitizing
- Secondary and Elementary specific Focus Groups to continue review of model(s) details
- Continue Elementary and Secondary Reopening of Schools Taskforce

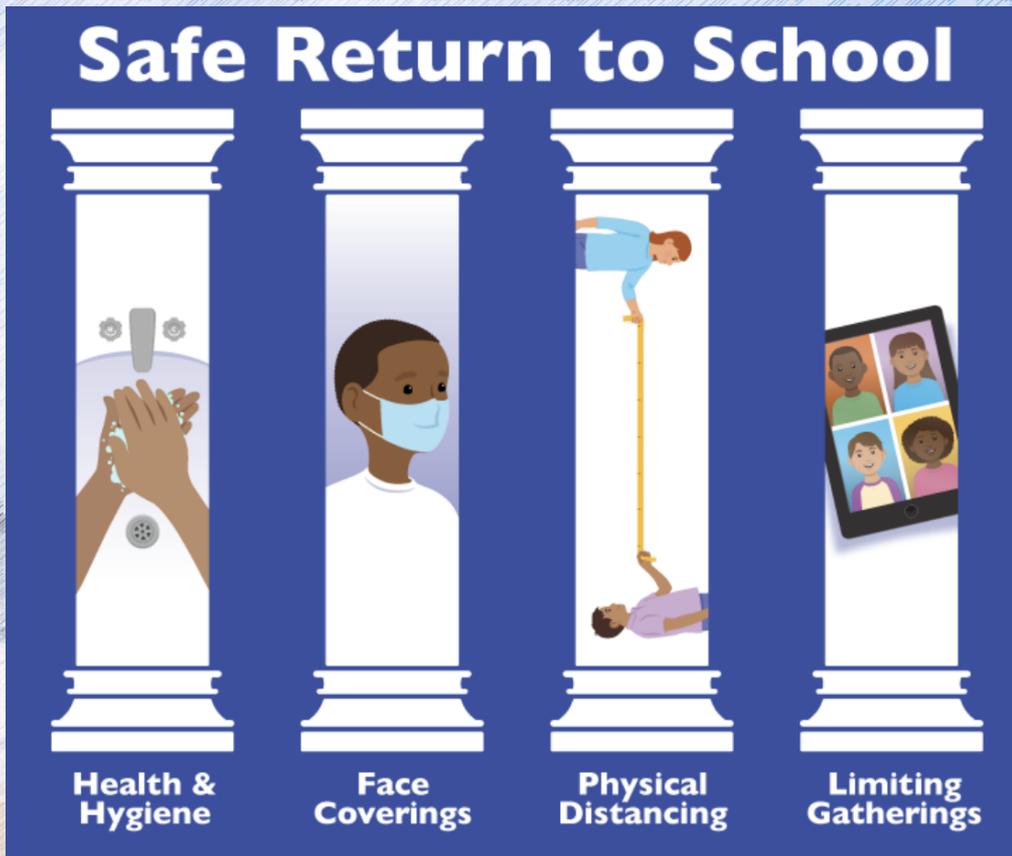


# Learning Model A is PREFERRED In-Person/Asynchronous (A/B Full Day Hybrid)

- Learning Model A
  - Would limit the number of students on campus to 50% of typical enrollment
  - Divide all classes into two equal groups
  - Each group would be scheduled to attend in-person learning on 2 days of the the week, Asynchronous learning 2 days of the week, and independent assignments/activities 1 full day a week
  - Nutritional requirements will be met



# SMCOE 4 Pillars



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# What We Know So Far About COVID

1. COVID is primarily spread through droplets.
2. Preventing droplet transmission: face coverings, 6 feet of distance, and hand washing
3. What is high-risk exposure?  
> 15 minutes within 6 feet without appropriate PPE protection
4. Children are less likely to get COVID.  
<18 years old are 2% of all confirmed cases in the US.
5. Children do not appear to be the major source of transmission to each other or other adults. Adults are more likely to transmit to each other.
6. Training is imperative to be successful. Students/staff/administrators





# Health and Hygiene (continued)

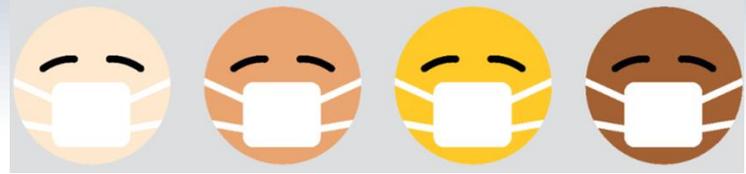
5. Temperatures will also be taken each day at home prior to leaving for school.
6. Temperatures will be taken every day when staff/students first enter a CUSD campus.
  - a. might be taken at cars
  - b. at campus washing stations
  - c. at the door to the classroom

Using the Berrcom non-contact infrared thermometer.

7. Bus Transportation (Special Education): Procedures that will be put in place at school campus entrances will be followed at bus, prior to student boarding.



# Face Coverings

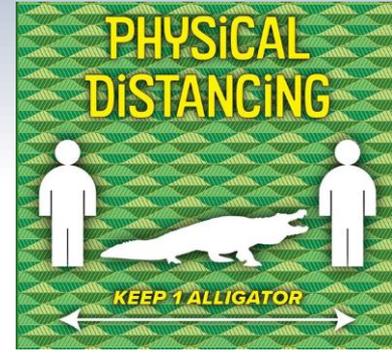


1. All CUSD community (staff/students) will wear face coverings.  
Special situations will apply for some in the wearing of face coverings.
2. Face covering must cover the mouth and nose and must go under chin.  
Two-ply or greater is preferred.
3. Shields will be provided to:
  - a. Staff working with SDC moderate-severe students
  - b. Nursing (suctioning, respiratory issues)
  - c. Janitorial staff
  - d. Medically compromised
4. Follow the SMCOE guidelines for the wearing of mask in younger children.
5. Use outdoor activities that are socially distanced to give break from mask fatigue (e.g., consider tents placed on fields to hold some classes).



# Physical Distancing/ Limited Gatherings

According to the CDC, physical distancing is one of the most effective tools to avoid exposure to COVID.



1. Keep desks 6 feet apart.
2. Lay tape around each teacher's desk for a 6 foot perimeter.  
Students/staff may not cross over without the teacher's permission.
3. If a person is under 6 feet of distance, a mask is required.
4. Break rooms should be sectioned off in 6 ft. social distancing marks.
5. Stable cohorts should be in practice.
6. Use outdoor space when available.
7. Most meetings will be held virtually, as much as possible.
8. Follow established framework for suspected/confirmed case on campus.



# Next Steps

1. Building the confidence of the staff and teachers.
2. Health handbook for the CUSD staff.
3. Training for all CUSD staff.
4. Posters and signage for the campuses and classrooms.
5. Continue to improve and grow in collaborating together with the goal to keep our school community safe and healthy.
6. Be positive in attitude to achieve what is possible.



# CUSD: Opening of Schools

## Program Recommendations and Considerations



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# Learning Program Recommendations & Considerations

## RECOMMENDATIONS

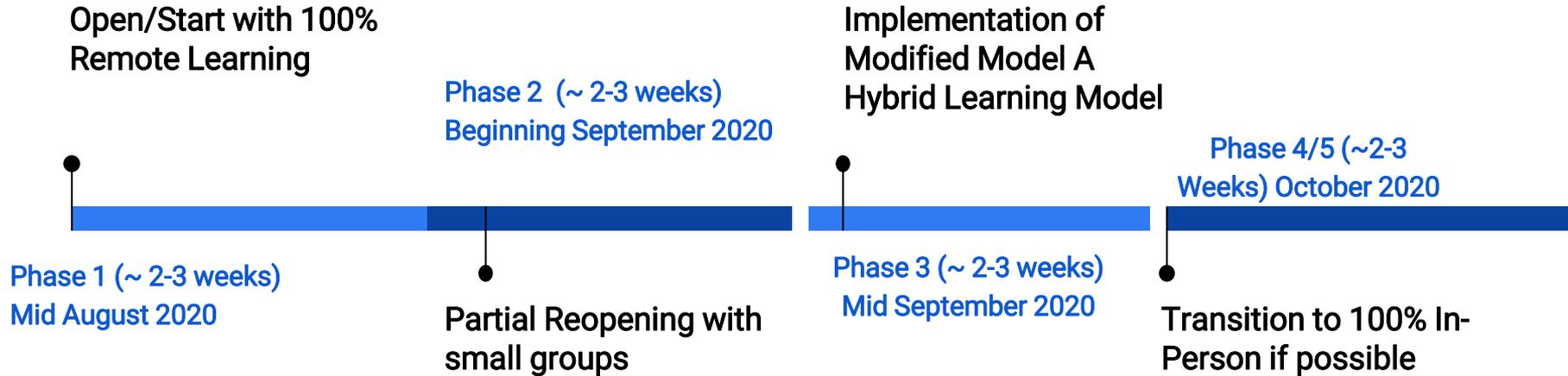
- **Learning Model A:** Hybrid In-Person and Remote Learning (Student 2 day In-Person/3 day Asynchronous)
- **1 day per week for certificated** reserved for planning, student/family communication, and/or professional development
- **Learning Model E:** Remote Learning to students who are not ready to return to in-person instruction
- **Staff and Parent Framework** via a handbook to define Protocols and Procedures
- **Continuation of OS Input Meetings** throughout 2020

## CONSIDERATIONS

- **Phase-In Reopening:** To allow for Teacher and Staff Professional Development (2-4 day later start)
- 2 week check-in to proceed to Phases
- **4 days per week:** sections or classes less than 12 (e.g., Special Education and English Language Development)
- **Considerations of Models:** should county health orders or CDE recommendations change, to offer increased synchronous and/or in-person instruction (ensuring safety of students and staff and adherence to state and local regulations)



# Timeline: Contingent on most current Updated Changes to SMC Health Orders



Remember to be flexible and expect changes in order to adjust to changes to San Mateo County Health Orders or State/Local Guidance



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# Secondary Learning Phase-in Model

## Secondary Task Force Members

### Cunha

James Barnes, Principal

Ben Bartel, Assistant Principal

Diane Angst, ELD Dept. Chair

Tom Cox, Social Studies Dept. Chair

Karen Egan, Special Education Teacher

Dena Grover, Librarian

Nicole Higaki, ELA/Reading Teacher

### Half Moon Bay High School

John Nazar, Principal

Deanna Tower, Assistant Principal

Andrew Boysen, Assistant Principal

Joseph Centoni, Teacher

Nancy Damarodas, Paraprofessional

Marsenne Kendall, Teacher

Michael Muramoto, Counselor

Traci Yerby, Teacher



# Cabrillo Unified School District - Secondary Learning Plan

Cunha Intermediate School 6th-8th Grades, Half Moon Bay High School 9th-12th Grade

## Fall 2020 Learning Plan

- Proposed learning schedule & calendar for beginning Fall 2020 Semester
  - Teacher and Student Orientations before beginning synchronous learning
  - Phased approach with flexibility to transition to different levels of remote learning
- Checkpoints for evaluating schedule and Phase level
- Recommended Phases
- Rationale for learning models
- Process for reassessing of Phases
- Synchronous remote learning examples
- Special considerations for student subgroups
- Weather conditions / Outdoor learning
- Next steps



# Staff Professional Development/Training, Campus Preparation

## Week of Aug. 10th Plan for teachers/staff:

- Welcome back packet for coronavirus procedures for teachers
- Coronavirus procedures in section of handbook and addition to Cub Agenda / HMBHS Student Handbook
- Teacher training in remote best practices
- IEP At-a-Glance and accommodations ready for general education teachers

## Campus Preparation:

- Marking of seating areas, assigned seats
- Marking halls, stairways (up and down), and outdoor areas for student movement
- Fans in rooms, open windows: ventilation secured
- Create outdoor seating/teaching areas if possible
- Hygiene stations readied and assigned to classrooms/buildings



# Week of August 17th - Student Orientation / Staff Course Preparation

*Goals introduction to the semester structure for learning as well as an introduction to the campus culture and classroom expectations.*

**Meetings are designed to create a positive climate for learning and collaboration among all stakeholders on campus.**

- Remote meeting with Site Administration with grade levels
- Remote meeting with Counselors
- Short remote meeting with course teachers to explain expectations
- Remote meeting with special campus groups/classes
  - Examples: Leadership, Broadcasting, Campus Clubs
- Scheduled times to come to campus for equipment / books
- Hygiene procedures (wash hands with warm water and soap, hand sanitizer)

*Goals for teachers: Opportunity to focus on planning learning experiences for students under the new model(s) and provide opportunity to orient students/families to courses*



# Phases and Checkpoints

**Phase Approach:** *The flexibility of this approach allows us to educate our students in the safest and most responsible way. Movement between Phases will be dependent upon the current status of COVID-19 and the checkpoints listed below, as well as the recommendations made by local, state, and federal governments.*

**Checkpoints** will be used to decide when to transition between Phases or modify the structure of the current Phase.

Checkpoints will evaluate:

- Health and safety concerns
- Effectiveness of instructional strategies
- Student engagement
- Instructional minutes
- Physical infrastructure modification



# Phase Descriptions *(see schedules on later slides)*

- **Phase 0:** Orientation/Preparation days for students and teachers.
- **Phase 1:** All students in remote learning with synchronous learning 4 days per week (block schedule, each class meets 2 days per week online). Asynchronous learning on Monday and teacher-directed meetings/outreach after lunch Tuesday through Friday.
- **Phase 2:** Limited student groups on campus. See differences between sites below.

High School	Cunha
Phase 1 remote learning with limited on-campus instruction; Possible small bubbles of English Learners, special education students, and hands-on courses with supervised spaces for students who need a safe physical space for remote learning	Students begin attendance in Home; Room Bubble Cohorts, using a hybrid weekly A/B group Schedule.



# Phase Descriptions *(see schedules on later slides)*

- **Phase 3:** 50% of all students on-campus at a time in A/B cohorts following block schedule in mix of indoor/outdoor learning sites. Students have each class 1 day per week in person. \*Potentially alternate in-person/remote weeks.
- **Phase 4:** Phase 3 with full access to indoor instruction.
- **Phase 5:** Return to normal schedule with all students on campus.



# Phase 1

Cabrillo Unified School District - Secondary

## Remote Learning: Blended Synchronous/Asynchronous

	Teacher PD / Planning Day	Synchronous Instruction Days			
	Mon	Tues	Wed	Thurs	Fri
8 - 8:50am	<i>Teachers: PD/Planning</i>  <i>Students: Independent (Digital Asynchronous)</i>	1st Period		1st Period	
9:00 - 9:50 am		3rd Period	2nd Period	3rd Period	2nd Period
10:00 - 10:50 am		5th Period	4th Period	5th Period	4th Period
11:00 am - 11:50 pm		7th Period	6th Period	7th Period	6th Period
11:50 am - 12:20pm	<b>Student and Teacher Lunch</b>				
12:30 - 3:30pm	<i>Teachers: PD/Planning</i>  <i>Students: Independent (Digital Asynchronous)</i>	<i>Teachers: digital check-ins with students, provide feedback on remote work, planning</i>  <i>Students: Independent (Digital Asynchronous)</i>			



# Phase 2

## Cabrillo Unified School District - Secondary

### **HMBHS**

Remote Learning (Phase 1) schedule for most students with limited on-campus instruction for specific groups of students

### **Cunha**

Students meet on campus in bubble cohorts with 1 classroom teacher (A/B groups); 2-hours of synchronous instruction with break (TBD) combined with asynchronous instruction.

# Phase 3

## Cabrillo Unified School District - Secondary

*Note: Divide Group A (A-M) and Group B (N-Z) by Alpha  
(Cunha/HMBHS same alpha groups)*

# Hybrid in-person instruction (A/B cohorts primarily in outdoor settings) with asynchronous remote learning

	Teacher PD / Planning Day	Synchronous Instruction Days							
	Mon	Tues		Wed		Thurs		Fri	
Groups	All Students/Teachers at Home	Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B
		In-Person	At-Home	In-Person	At-Home	At-Home	In-Person	At-Home	In-Person
8 - 8:50am	<i>Teachers: PD/Planning</i>  <i>Students: Independent (Digital Asynchronous)</i>	1st Period				1st Period			
9:00 - 9:50am		3rd Period		2nd Period		3rd Period		2nd Period	
10:00 - 10:50am		5th Period		4th Period		5th Period		4th Period	
11:00am - 11:50pm		7th Period		6th Period		7th Period		6th Period	
11:50am - 12:20pm	<b>Student and Teacher Lunch</b>								
12:30 - 3:30pm	<i>Teachers: PD/Planning</i>  <i>Students: Independent (Digital Asynchronous)</i>	<i>Teachers: digital check-ins with students, provide feedback on remote work, planning, opportunity for students to set meetings with teachers</i>  <i>Students: Independent (Digital Asynchronous), opportunities to meet with teachers</i>							

# Rationale for Learning Models - Phase 1

We will need to be able to smoothly shift back and forth from remote learning to in-person learning as conditions change. A Phase model with consistent online synchronous and in-person instruction time allows simple transitions.

## Phases 1 and (HS Phase 2): Synchronous / asynchronous remote

- Classroom spaces and student/faculty ratios are not conducive for a responsible shift to in-person learning.
- Time is required to evaluate and set up campus for new models in later Phases.
- The kinds of instructional strategies available for in-person instruction will be very limited given social distancing requirements (traditional group projects, hands-on learning, and lab based learning will be not be possible). There are more options for these activities with remote tools.
- Zoom fatigue (3-4 hours of online synchronous learning in a day is reasonable).



# Rationale for Learning Models - Phase 2 (Cunha)

## Phase 2: Cunha

- Students meet with 6th Period (Homeroom) teacher to address social/emotional needs.
- Teachers and staff can build rapport and relationships with students during their “bubble cohort.”
- Cunha students, especially entering 6th graders (@11 years of age), have never attended multi-period classes before. They are also not familiar with School Loop or online assignment calendars, platforms such as Google Classroom, and online coursework submission. Middle school is particularly dedicated to socialization and social-emotional learning. Middle school students need in-person contact for training and social development.
- English Learners, some special education students, and supervised spaces for small bubbles of students who need a safe physical space for remote learning, as needed.



# Rationale for Learning Models - Phase 2 (HMBHS)

## Phase 2: High School

Phase 2 would allow for the development of on-campus settings for students who would most benefit from small group, in-person learning environments.

- Potential to create small on-campus bubble cohort classes for:
  - Special Day Classes
  - Some students with IEPs and 504s
  - Some English language learners
- Potential to create safe, supervised spaces for some students to work on remote learning on campus for students that do not have technology access or other circumstances which require supportive learning environment.



# Rationale for Learning Models - Phase 3

## Phase 3: Hybrid in-person synchronous (A/B cohorts) / asynchronous remote

- Need to utilize outdoor spaces and smaller cohorts
- Provides weekly in-person instruction and academic check-ins with students
- Teachers need time to communicate with students/parents about remote lessons and to provide feedback on lessons (Monday full-day and Tues-Fri 12:30-3:30).
- In-person instruction periods that end at lunch would help reduce student crowding on campus and also aid in the challenges of enforcing social distancing.



# Rationale for Learning Models - Phases 4 & 5

## Phase 4: Hybrid in-person synchronous (A/B cohorts) / asynchronous remote

- Similar to Phase 3 with in-classroom learning
- Gives time to assess/prepare all indoor spaces to safely hold classes

## Phase 5: Normal master schedule if deemed practical and possible



# Process for Ongoing Evaluation of Phases

Site Administration will communicate with and gather feedback from the following stakeholders:

- Teachers and Staff
- Academic Council/Department Chairs
- Leadership Team
- Counseling Department and School Linked Services Providers
- School Site Council (SSC)
- Parent-Teacher Organizations (PTOs)
- English Learner Advisory Committee (ELAC)
- CUTA and CSEA
- Health and Wellness Committee

**Outcomes reported to CUSD Administration and School Board**



# Synchronous online learning examples

Students review a screencast or video and then engage in discussions through break-out rooms

Use of video conferencing and break-out rooms to conduct Socratic Seminars, Think-Pair-Share, Debates, etc.

Teacher conducts whole group discussion through video conferencing and use of chat tools

**“Synchronous” Online Learning:** Teacher and students interact in real time online through a variety of technologies

Small group collaboration on problem sets and enduring questions (example: examining case studies)

Student project presentations and reports

Teachers will integrate a variety of technology tools and utilize supplemental curriculum in the design of their courses



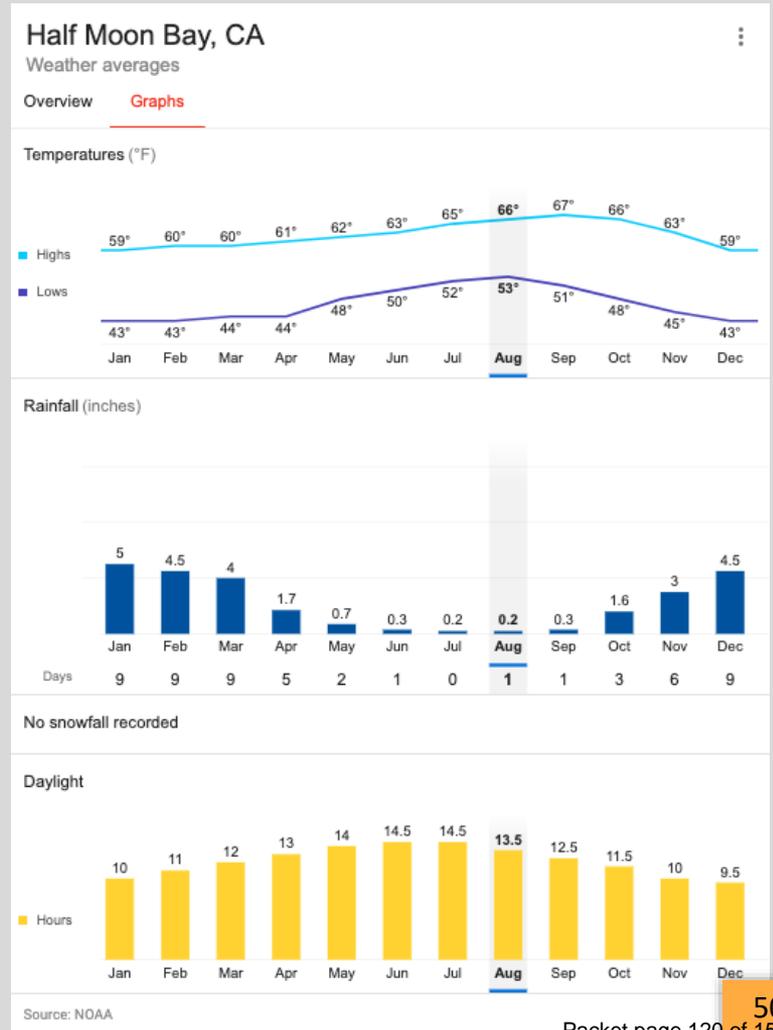
# Weather Conditions

In Phases 2 and 3, small groups of students could safely participate in in-person synchronous learning outside due to our temperate climate in Half Moon Bay.

This would allow safe physical distancing between students in outdoor learning spaces which eliminates working in a crowded classroom with poor air circulation.

Immediate transition back to Phase 1 during fire season, if necessary.

Resources on outdoor learning spaces:  
<https://www.greenschoolyards.org/covid-learn-outside>



# Next Steps

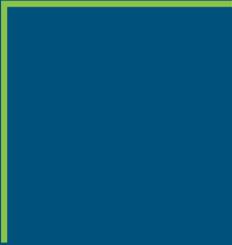
- Create task force to develop checkpoints and process for transition between phases and triggers for returning to earlier phases
- Identify Student Cohorts
- COVID-19 Safety Training (Staff & Students)
- Identify and purchase the technology and online instruction tools needed to successfully implement Phases
- Develop structures for communicating with all families
- Develop instructional expectations for faculty
- Facilities (indoor and outdoor)
  - Develop expectations for outside instructional areas
    - Create a task force to plan this (<https://www.greenschoolyards.org/covid-learn-outside>)
    - Identify safe locations for all classes to meet outdoors on campus
    - Shade and seating conducive to studying
    - Install additional outdoor wireless access points throughout campuses
    - Access to wash stations / sanitation protocols



# Things to Consider:

- Numbers of students who will not return in-person needed soon.
- Numbers of teachers who will meet criteria for not returning in-person needed soon.
- Temperature Checks - required? who will administer? procedures? Accuracy? (frequent false high temperatures)
- What happens when staff or students test positive? Protocols need to be in place for suspected COVID infection for contact tracing.
- Sanitation of equipment between classes? Students wiping desks, but no shared textbooks/lab equipment?
- In-person teaching under COVID-19 rules will be limited by the needs for safety, and more practically this will also provide social-emotional support and some return to normalcy for students
- Emotional support
- Attendance/Participation - Family/student accountability
- Bathrooms - water temperature, soap, hand sanitizer
- Masks supplied? Branded by school plus disposables?
- How to safely distribute textbooks/library books





# CUSD: Elementary Return to School Plan

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July 2020



# Task Force Members:

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Amy McVicker

David Porcel

Debbie Silveria

Bryan Felts

Maile Springer

Robin Inglis-Arkell

Rachael Sage

Ramlin Younan

Misty Veloso

Martha Ladd

# Overview

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- Return-to-school calendar recommendations - including professional learning and training schedule as well as preparation and distribution of student materials
- 4 phase model for return to school - including checkpoints and consideration of grade spans
- Instructional minutes across content areas - Recent SB 98 recommendations and consideration of grade spans

# Proposed Phase-in Timeline for Return to School\*

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1. August 10th - August 14th: Professional learning, materials and resource development for students, parent engagement
2. August 17th and 18th - Teacher work days, material distribution to families and caregivers
3. August 19th - Return to school Phase 1: 100% remote learning
4. September 8th - Begin Phase 2 of return to school plan: Intensive Support Model
5. September 21st - Begin Phase 3 of return to school plan: Hybrid Model A
6. To be determined - Phase 4 return to school plan: Traditional Model

\* These dates are proposed and could change based on School Board or local or State agency recommendations.

# 4 Phase Matrix Based on Risk Analysis:

	High Risk (Phase 1)	Medium to High Risk (Phase 2)	Medium to Low Risk (Phase 3)	Low Risk (Phase 4)
Who goes?	<b>Remote Learning Model:</b> All students - Digital synchronous and asynchronous learning	<b>Intensive Support Model:</b> Students in specialized programs ONLY (IEPs, ELLs with IEPs)	<b>Hybrid Model:</b> Two cohort groups <b>Intensive support model (4 days):</b> Students in specialized programs (IEPs, ELLs with IEPs)	<b>Traditional School Model:</b> All Students
How many days?	5 remote days	4 in-person days * work with special services * receive SAI instruction * SEL work	<b>Each cohort</b> * 2 in-person days * 1 independent day * 2 asynchronous days	5 in-person days
How long?	TK / K - 180 minutes 1st / 2nd - 230 minutes 4th / 5th - 240 minutes	TK / K - 180 minutes 1st / 2nd - 230 minutes 4th / 5th - 240 minutes	TK / K / 1 - 4 Half days 2nd - 5th - 2 Full school days Asynchronous - See Phase 1	Full school day

# Considerations for Content and Schedules

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- **Critical Content** - Must-do content areas in hybrid model. Critical skill and content building that must happen daily in each grade level.  
(Reading, Writing, Math, English Language Development (ELD), SEL)
- **Essential** - Important content for connecting/expanding skills. Content that is critical for the application of problem-solving/logic skills.  
(Science, Social Studies, PE)
- **Enrichment** - Given time constraints in a hybrid model, teachers are to determine the frequency and intensity of enrichment programs  
(e.g., Art, Music, HEAL Project, drama, library, coding)

# Phase 1 - Remote Learning

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- Live teacher-led (synchronous) instruction daily
- Asynchronous assignments daily
- Live Intensive Services for students with IEPs
- Access to support/supplementary programs for Tier II instruction
- Opportunities for virtual small group instruction

# Phase 1: Instructional Minutes for TK, Kindergarten and 1st Grade \*

Content Area	Total minutes	Grouping
Social Emotional Learning Attendance	20	Whole class synchronous
Break	10	
Reading	60	<u>Three 20-minute small group rotation:</u> 1. Synchronous 2. Digital/assignment 3. Digital/assignment
Break	20	
Writing	20-25	Whole class synchronous
Break	20	
Math	60	<u>Three 20-minute small group rotation:</u> 1. Synchronous 2. Digital/assignment 3. Digital/game
Lunch	45	
Essential/Enrichment/Critical (ELD)	30	Science, Social Studies, Art, PE, ELD Whole group synchronous and or asynchronous

## Phase 1: Instructional Minutes for 2nd and 3rd Grade

Content Area	Total minutes	Grouping
Social Emotional Learning Attendance	20	Whole class synchronous
Break	10	
Reading	60	30 minute synchronous whole group 30 minute asynchronous (digital/assigned work)
Break	20	
Writing	60	30 minute synchronous whole group 30 minute asynchronous (digital/assigned work)
Break	20	
Math	60	30 minute synchronous whole group 30 minute asynchronous (digital/assigned work)
Lunch	45	
Essential/Enrichment/Critical (ELD)	30	Science, Social Studies, Art, PE, ELD Whole group synchronous and or asynchronous

## Phase 1: Instructional Minutes for 4th and 5th Grade

Content Area	Total minutes	Grouping
Social Emotional Learning Attendance	20	Whole class synchronous
Break	10	
Reading	60	30 minute synchronous whole group 30 minute asynchronous (digital/assigned work)
Break	20	
Writing	60	30 minute synchronous whole group 30 minute asynchronous (digital/assigned work)
Break	20	
Math	60	30 minute synchronous whole group 30 minute asynchronous (digital/assigned work)
Lunch	45	
Essential/Enrichment/Critical (ELD)	45	Science, Social Studies, Art, PE, ELD Whole group synchronous and or asynchronous

## Phase 2: Limited on campus learning for special groups

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- Receive support services (Speech, OT, PT, Mental Health)
- Receive Specialized Academic Instruction and general education supports
- Receive English Language Development support for students with IEP's
- Student days would follow remote learning schedule

# Phase 3: Hybrid Model

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- Two days in-person learning for all students
- Two additional days of in-person support services for special groups
- Two days asynchronous learning for all other students
- One day independent asynchronous learning (all students)

# Hybrid Model Weekly Schedule: TK/K/1st

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort AM	2.5 hrs	2.5 hrs	Independent Assignments	2.5 hrs	2.5 hrs
Cleaning	2 hrs	2 hrs		2 hrs	2 hrs
Cohort PM	2.5 hrs	2.5 hrs	Independent Assignments	2.5 hrs	2.5 hrs

# TK / K

(900 minutes per week)

	<b>In-Person</b> <i>4 days am/pm cohorts</i>	<b>Asynchronous</b> <i>4 days</i>	<b>Independent</b> <i>Wednesday</i>
Reading / Language Arts	30 Minutes	15 Minutes	15 Minutes
Writing	20 Minutes	15 Minutes	15 Minutes
FUNdations	30 Minutes		
Math	30 Minutes	15 Minutes	15 Minutes
SEL	20 Minutes		
Science / Social Studies / PE/ ELD	20 Minutes		
Enrichment / Etc.		15 Minutes	15 Minutes
<b>TOTAL Minutes</b>	<b>150 Minutes (x4=600)</b>	<b>60 minutes (x4=300)</b>	<b>60 minutes (x1=60)</b>

# 1st Grade

(1,150 per week)

	<b>In-Person</b> <i>4 days of am/pm cohorts</i>	<b>Asynchronous</b> <i>4 days</i>	<b>Independent</b> <i>Wednesday</i>
Reading / Language Arts	30 Minutes	20 Minutes	20 Minutes
Writing	20 Minutes	20 Minutes	20 Minutes
FUNdations	30 Minutes		
Math	30 Minutes	30 Minutes	30 Minutes
SEL	20 Minutes		
Science / Social Studies / PE/ ELD	20 Minutes	20 Minutes	20 Minutes
Enrichment		20 Minutes	20 Minutes
<b>TOTAL Minutes</b>	<b>150 Minutes (x4=600)</b>	<b>110 Minutes (x4=440)</b>	<b>110 Minutes (x1=110)</b>

# Hybrid Model Weekly Schedule 2nd - 3rd Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In-person	In-person	Independent Assignments	Asynchronous	Asynchronous
Cohort B	Asynchronous	Asynchronous	Independent Assignments	In-Person	In-Person

# 2nd - 3rd Grade Schedule

(1,150 per week)

	<b>In-Person</b> <i>2 full-day cohorts</i>	<b>Asynchronous</b> <i>2 days</i>	<b>Independent</b> <i>Wednesday</i>
Reading / Language Arts	40 Minutes (x2=80)	45 Minutes (x2=90)	45 Minutes
Writing	40 Minutes (x2=80)	50 Minutes (x2=100)	50 Minutes
FUNdations	30 minutes (x2=60)	30 Minutes (x2=60)	30 Minutes
Math	50 Minutes (x2=100)	50 Minutes (x2=100)	50 Minutes
SEL	30 Minutes (x2=60)	15 Minutes (x2=30)	15 Minutes
Science / Social Studie / PE / ELD	60 Minutes (x2=120)		
Enrichment / Etc.	40 Minutes (x2=80)		
<b>TOTAL Minutes</b> <b>(1,150 Weekly)</b>	<b>290 Minutes</b> <b>(x2=580)</b>	<b>190 Minutes</b> <b>(x2=380)</b>	<b>190 Minutes</b> <b>(x1=190)</b>

# Hybrid Model Weekly Schedule 4th - 5th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In-person	In-person	Independent Assignments	Asynchronous	Asynchronous
Cohort B	Asynchronous	Asynchronous	Independent Assignments	In-Person	In-Person

# 4th - 5th Grade Schedule

*(1,205 minutes per week)*

	<b>In-Person</b> <i>2 full-day cohorts</i>	<b>Asynchronous</b> <i>2 days</i>	<b>Independent</b> <i>Wednesday</i>
Reading / Language Arts	60 Minutes (x2=120)	60 Minutes (x2=120)	60 Minutes
Writing	45 Minutes (x2=90)	45 Minutes (x2=90)	45 Minutes
Math	60 Minutes (x2=120)	60 Minutes (x2=120)	60 Minutes
SEL	30 Minutes (x2=60)	20 Minutes (x2=40)	20 Minutes
Science / Social Studies / PE/ELD	90 Minutes (x2=180)		
Enrichment / Etc.	40 Minutes (x2=80)		
<b>TOTAL Minutes</b> <b>(1,205 Weekly)</b>	<b>325 Minutes</b> <b>(x2=650)</b>	<b>185 minutes</b> <b>(x2=370)</b>	<b>185 minutes</b> <b>(x1=185)</b>



# Questions?

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# CUSD: Opening of Schools

Senate Bill 98



CUSD

CABRILLO UNIFIED SCHOOL DISTRICT  
*Every Student. Every Day!*

# SB 98: Budget Bill

On June 29, 2020, Governor Gavin Newsom signed into law SB-98  
Education Finance: Education Omnibus Budget Trailer Bill:

[Governor Newsom - SB 98](#)

[Full Copy of SB 98](#)

[Section 4359: Learning Continuity & Attendance](#)



# Attendance

## Attendance

*43509.c.1.B.iii How the school district, county office of education, or charter school will measure participation and assess pupil progress through live contacts and synchronous instructional minutes, as well as how the time value of pupil work will be measured.*

## Attendance

- Expectation is that “Attendance” will be students meeting instructional minutes requirements.

**43501.** *For the 2020–21 school year, the minimum schoolday for a local educational agency is as follows:*

- (a) 180 instructional minutes in kindergarten.*
- (b) 230 instructional minutes in grades 1 to 3, inclusive.*
- (c) 240 instructional minutes in grades 4 to 12, inclusive.*
- (d,e,f) 180 for special dual enrollments.*



# Learning Continuity

## Distance Learning

Spring 2020: Please just do the best you can, however you can.

2020-21: This is what “Distance Learning” means, and everyone must be in compliance.

## Distance Learning Shall Include:

43503.b.(1) Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.



# Learning Continuity

## Distance Learning Shall Include:

(2) Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

## Distance Learning Shall Include:

(3) Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.



# Learning Continuity

## Distance Learning Shall Include:

(4) and (5) *Meeting needs of students with IEPs with accommodations for distance learning. Meeting the needs of students who are learning English and Dual Language instruction.*

## Distance Learning Shall Include:

(6) Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.



# Learning Continuity

## Distance Learning Shall Include:

*(4) and (5) Meeting needs of students with IEPs with accommodations for distance learning. Meeting the needs of students who are learning English and Dual Language instruction.*

## Distance Learning Shall Include:

(6) Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.



# Learning Continuity

## Distance Learning Shall Include:

(6) *cont.* If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.



# Stay Tuned on SB 98 Implementation Details...



CUSD

CABRILLO UNIFIED SCHOOL DISTRICT  
*Every Student. Every Day!*

# OS Next Steps

- Continuation of Elementary and Secondary Task Force subcommittees (principals and teachers) along with Task Force
- Review requirements and implications of SB 98, State/Local Educational Program Recommendations, and Health Orders
- Consultation with unions (CUTA and CSEA)
- Implementation of 4 Pillars and Safety Plan
- Work with local partners to determine possible options for extended care
- Develop and communicate HR protocols with staff
- Finalize budget considerations for additional [costs associated with OS](#)



# WHAT WILL IT COST TO REOPEN SCHOOLS?

This document estimates some of the expenses school districts may incur in response to the COVID-19 pandemic and as they plan to reopen for the 2020-2021 school year. These calculations assume the statistics of an average\* school district with 3,659 students, 8 school buildings, 183 classrooms, 329 staff members, and 40 school buses (transporting at 25% capacity, or 915 students, to comply with recommended social distancing guidelines).



## ADHERING TO HEALTH MONITORING & CLEANING/DISINFECTING PROTOCOLS

Hand sanitizers for students in classrooms

**\$39,517**

Disinfectant wipes for classrooms  
*(four/day per classroom)*

**\$16,833**

No-touch thermometer  
*(one per school)*

**\$640**

Oximeter  
*(one per school)*

**\$360**

Electrostatic disinfectant sprayers

**\$33,600**

Deep cleaning of school after a confirmed case

**\$26,000**



## HIRING STAFF TO IMPLEMENT HEALTH & SAFETY PROTOCOLS

Additional custodial staff for increased cleaning/disinfecting of schools and buses to prevent spread

**\$448,000**

Ensuring at least one FT/PT nurse in every public school

**\$400,000**

Ensuring one aide per bus to screen student temperatures before boarding

**\$384,000**



## PROVIDING PERSONAL PROTECTIVE EQUIPMENT (PPE)

Gloves for custodial staff  
*(five pairs/day for two custodians per school)*

**\$1,440**

Daily disposable masks for in-school staff

**\$44,415**

Disposable masks for students who do not bring masks from home  
*(est. 30% of students)*

**\$148,190**



## PROVIDING TRANSPORTATION & CHILD CARE

Resume before/after school childcare programs  
*(with social distancing and cleaning protocols)*

**\$168,750**

Fog machines and cleaner for buses  
*(7 machines)*

**\$55,860**

Hand sanitizer for buses

**\$10,534**

**TOTAL ADDITIONAL EXPENSES AN AVERAGE\* DISTRICT MAY INCUR TO REOPEN: \$1,778,139**



# Appendix

## San Mateo County Health Orders

- <https://www.smchealth.org/health-officer-orders-and-statements>

## California Department of Education (CDE) "Stronger Together Guide" Guidebook for the safe reopening of schools

- <https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

## San Mateo County Office of Education (SMCOE) Pandemic Recovery Framework

- [https://www.smcoe.org/assets/files/Alert\\_FIL/Pandemic Recovery Framework.pdf](https://www.smcoe.org/assets/files/Alert_FIL/Pandemic_Recovery_Framework.pdf)

## Association School Business Officials International and The Schools Superintendents Association COVID19 Costs

- [https://www.asbointl.org/asbo/media/documents/Resources/covid/COVID-19-Costs-to-Reopen-Schools.pdf?utm\\_source=PDF%20Link%20-%20Reopening%20Schools&utm\\_medium=Link&utm\\_campaign=Reopening%20Schools](https://www.asbointl.org/asbo/media/documents/Resources/covid/COVID-19-Costs-to-Reopen-Schools.pdf?utm_source=PDF%20Link%20-%20Reopening%20Schools&utm_medium=Link&utm_campaign=Reopening%20Schools)





# Questions?

*Thank you!*



**CUSD**

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*Every Student. Every Day!*