



Governing Board of Trustees
AGENDA
Thursday, April 17, 2014, 4:30 PM

Ledyard Hakes ♦ Brenda Kracht ♦ Dawn Ovrom ♦ Bruce Shepherd ♦ Maria Simon
Student Board Representative: Keelin Shaughnessy
Superintendent/Secretary: Dr. Jeffrey Felix Recording Secretary: Maria Johnson

Times Indicated are Anticipated and Serve as Guidelines for Discussion

1.0 CALL TO ORDER4:30

1.1 Call to Order

2.0 OPEN SESSION.....4:30

2.1 Pledge to the American Flag

2.2 Approval of the Agenda: Any changes for either the full agenda or the consent calendar must be made at this time

2.3 Board Recognition

- Jay Marquand and Karin Mellina, Citation Award Winners from the California Parks and Recreation Society
- Classified Employees of the Year: Kelley Englehart, Linda Kirk, Erinn Martocchio, Nicola McMahon, and Traci Orth,
- CHS Varsity Boys’ and Girls’ Soccer Teams - CIF Division II Champions

2.4 Shareholder Reports

2.5 Comments from Board Members

3.0 COMMENTS FROM THE AUDIENCE (Agenda and Non-agenda items) 5:00

Anyone wishing to address the Board on agenda, non-agenda, and/or Closed Session items may do so. Individual speakers will be limited to three minutes. Total public input on any one subject will be limited to twenty minutes, and may be extended at the discretion of the Board President. Comments on an agenda item will be taken when the agenda item is discussed by the Board. Comments on non-agenda items will be held before the Consent Motion if there are three yellow cards or less per topic. If there are more than three yellow cards per topic then the comments from the audience will be held until the end of the agenda.

4.0 APPROVAL OF CONSOLIDATED MOTION FOR CONSENT CALENDAR.....5:15

The purpose of the consolidated motion is to expedite action on routine agenda items. All agenda items, which are not held for discussion at the request of a member of the Board, will be approved as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually. Any member of the audience who wishes to speak to an agenda item should **complete a yellow card** and present it to the Recording Secretary **before the agenda is approved.**

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4.8	Approve the California Career Pathways Trust (CCPT) Local Consortium Grant Application for \$600,000 for July 1, 2014, to June 30, 2018, Funded by Assembly Bill 86, Chapter 48, Statutes of 2013.....	17
4.9	Approve the San Diego County Career Pathways Consortium (SDCCPC) Partnership Agreement for an Anticipated Amount of \$430,275 for July 1, 2014, to June 30, 2019, Funded by Assembly Bill 86, Chapter 48, Statutes of 2013.....	19
4.10	Approve the Initial Proposal for Negotiations Presented by the California School Employees Association (CSEA) Chapter 386, to the Coronado Unified School District	20
4.11	Approve the Initial Proposal for Negotiations Presented by the Coronado Unified School District to the California School Employees Association (CSEA), Chapter 386.....	22
4.12	Adopt the Resolution Authorizing the Establishment of the “K-12 Public Schools and Community Colleges Facility Authority” Joint Powers Agreement	24
4.13	Approve the Title III Improvement Plan	27
5.0	REPORTS.....	5:20
5.1	Learning and Instruction Department Report (10 minutes).....	29
	• Common Core State Standards Mathematics Update	
	• Next Generation Science Standards Update	
5.2	Human Resources Report (30 minutes).....	34
	• Certificated Evaluation System	
	• Surveys	
5.3	Business Services Report (written).....	36
6.0	ACTION ITEM.....	6:00
6.1	Adopt New Board Policy 5131.62, and Revision to Board Policy 5144.1, to Include Unlawful Use of E-Cigarettes and other Vapor-Emitting Devices (5 minutes)	37
7.0	ORGANIZATIONAL BUSINESS	6:05
7.1	Proposed List of Agenda Items for Future Board Meetings	42
7.2	Upcoming Meetings:	
	• Regular Board Meeting, Thursday, May 15, 2014, 4:30 PM, District Office	
	• Special Board Meeting, Thursday, May 22, 2014, 5:00 PM, District Office	
	• Regular Board Meeting, Thursday, June 12, 2014, 4:30 PM, District Office	
	• Regular Board Meeting, Thursday, June 26, 2014, 4:30 PM, District Office	

8.0 CLOSED SESSION approximately **6:10**

8.1 Level IV Employee Grievance Hearing

8.2 Student Matters: Settlement Agreement, Government Code 54962 and Education Code 35146; Case #2014040014

8.3 Conference with Legal Counsel, Anticipated Litigation, Government Code Section 54956.9

9.0 RECONVENE TO OPEN SESSION

9.1 Report Any Action Taken in Closed Session

10.0 ADJOURN

Individuals who require special accommodation (American Sign Language Interpreter, accessible seating, documentation in accessible formats, etc.) should contact the Superintendent or designee at least two days before the meeting date. In compliance with Government Code section 54957.5, non-exempt writings that are distributed to a majority or all of the Board in advance of a meeting, may be viewed at 201 Sixth Street, Coronado, CA 92118, or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Maria Johnson, Executive Assistant to the Superintendent/Board, at (619) 522-8900, ext. 1025.

AGENDA – April 17, 2014

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

4.1 Approve the Regular Meeting Minutes of March 4, 2014, and Special Meeting Minutes of March 6, 2014 (Action)

Background Information:

Presented for Board Approval:

- March 4, 2014, regular meeting minutes
- March 6, 2014, special meeting minutes

Superintendent's Recommendation:

JPF

That the Board approve the attached minutes with any necessary modifications.

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____

CORONADO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING
UNADOPTED MINUTES
March 4, 2014, at 4:30 PM

Ledyard Hakes ♦ Brenda Kracht ♦ Dawn Ovrom ♦ Bruce Shepherd ♦ Maria Simon
Student Board Representative: Keelin Shaughnessy
Superintendent/Secretary: Jeffrey Felix ♦ Recording Secretary: Maria Johnson

Order of Business

1.0 CALL TO ORDER

President Ovrom called the meeting to order at 4:30 PM at Coronado Unified School District,
201 Sixth Street, Coronado, CA.

Roll Call

The following Board Members were present: Dawn Ovrom, Maria Simon, Ledyard Hakes and Bruce Shepherd. Member Brenda Kracht was absent. Also present were Jeffrey Felix, Superintendent, Keith Butler and Richard Erhard, Assistant Superintendents, and Student Board Representative Keelin Shaughnessy.

2.0 OPEN SESSION

2.1 Pledge of Allegiance by the NJROTC Color Guard

2.2 Approve the Agenda **#48**
Staff pulled the agenda item request for request for Out-of-State Travel that was TABLED at the February 18, 2014, Board Meeting, and will not be bringing this item forward to the Board for approval.

Motion: Hakes Second: Simon Vote: 4-0.

2.3 Special Presentation from Coronado Middle School Performing Arts

Sixth Grade Student Carmen Aznar De La Riera entertained the audience when she performed a song from the upcoming Coronado Middle School Musical Annie.

2.4 Board Recognition

Navy Junior Reserve Officers Training Corps (NJROTC) was recognized by the Governing Board for their outstanding performance at their annual inspection.

2.5 Shareholder Report

- Abby Buckley, CSF Business Partner and Events Coordinator, addressed the Board on the upcoming Telethon which will be held on March 13th
- Rich Brady updated the Board on CoSA's upcoming activities.
- Kevin Nicolls, Director of Coronado Pathways Charter School updated the Board on enrollment numbers of current Pathway students.

2.6 Comments from Board Members

None at this time.

3.0 COMMENTS FROM THE AUDIENCE

None.

4.0 APPROVAL OF CONSENT AGENDA

#49

Motion: Simon Second: Shepherd Vote: 4-0.

- 4.1 Approve the Special Meeting Minutes of February 6, 2014, and Regular Meeting Minutes of February 18, 2014 Accept Donation to the Coronado Unified School District
- 4.2 Accept Donation to the Coronado Unified School District
- 4.3 Approve/Ratify Contracts for Services
- 4.4 Approve Tentative Agreement between the Coronado Unified School District (CUSD) and Association of Coronado Teachers (ACT) for the Adoption of the 2014-2015 Calendar
- 4.5 Coronado Pathways Charter School 2013-14 Second Interim Report
- 4.6 Approve Certificated Personnel Register
- 4.7 Approve Classified Mid-Management Personnel Register

5.0 REPORTS (See Agenda for Written Reports)

- 5.1 **Learning and Instruction Department Report:** Coronado High School and Palm Academy for Learning Annual Update

Coronado High School Principal Jennifer Moore and Palm Academy for Learning Principal Kevin Nicolls presented a brief update of their schools and answered Governing Board questions.

- 5.2 **Student Services Department Report**

This report provided clarification of proposed budget reductions for special education.

6.0 ACTION ITEMS

- 6.1 **Adopt Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits** #50

Motion: Hakes Second: Simon Vote: 4-0

- 6.2 **Authorize District Certification of Second Period Interim Budget State Report for Period Ending January 31, 2014** #51

Motion: Simon Second: Shepherd Vote: 4-0

- 6.3 **Adopt Resolution Regarding the Release and Reassignment of Certificated Administrative Employee** #52

Each Principal addressed the Governing Board and gave a brief explanation of their philosophy on how they addressed the financial structural deficit and the cuts that they recommended to the Governing Board for approval.

The following individuals addressed the Board on this item: Laura Noonan, Susan Melnick, Dorian Edge-Martin, Joni Collins, John Bonnett, and Maria O'Donnell. Each individual was concerned that these cuts were going to be detrimental to the students of this District. Dr. Felix agreed and said that these cuts were reprehensible! However, in order for this District to stay solvent, there is no other solution, unless of course, this community joins together to keep local monies local by passing the school bond.

Motion: Simon Second: Hakes Vote: 4-0

6.4 **Adopt Resolution Regarding Commencement of Certificated Layoff: Discontinuances and Reductions of Particular Kinds of Services (As Listed in Exhibit A); Direction to Notify Affected Employees of Recommendation of Layoff; and Related Actions #53**

Due to the financial constraints and uncertainties regarding revenue being insufficient to maintain current levels of programs and services, including particular kinds of certificated services, and reassessment of educational priorities, and it being necessary to commence implementing program changes in a timely fashion within the current structure of the law, it is recommended that for the best interests of the District and the welfare of the schools and the pupils thereof, to commence certificated layoff proceedings to discontinue and reduce particular kinds of services ("PKS") and to reduce the corresponding number of certificated staff no later than the beginning of the 2014-2015 school year (in addition to the release of temporary certificated employees and/or the expiration of their contracts without renewals or re-issuances).

Motion: Shepherd Second: Simon Vote: 4-0

6.5 **Adopt Resolution Regarding the Reduction in Hours/Work Year of Classified Positions: Campus Assistant, Clerk Typist III, Instructional Assistants, Instructional Health Care Assistants, Workability Job Coach #54**

Motion: Hakes Second: Shepherd Vote: 4-0

6.6 **Adopt Resolution Regarding the Elimination of Classified Positions: Assistant Athletic Trainer, CiTV Executive Producer, Clerk Typist I, Clerk Typist II, Custodian I, Human Resources Technician I, Instructional Assistants; Corresponding Layoff of Classified Employees #55**

Motion: Simon Second: Hakes Vote: 4-0

7.0 ORGANIZATIONAL BUSINESS

7.1 Proposed List of Agenda Items for Future Board Meetings

7.2 Upcoming Governing Board Meetings

- Special Board Meeting, March 6, 2014, 5:00 PM, District Office, Budget Study Meeting
- Special Board Meeting, April 9, 2014, 5:00 PM, District Office, Budget Study Meeting
- Regular Board Meeting, April 17, 2014, 4:30 PM, District Office Board Room

8.0 CONVENE TO CLOSED SESSION

The meeting convened to Closed Session at 7:35 PM

9.0 RECONVENE TO OPEN SESSION

The Board reconvened to Open Session at 8:40 PM and the following was reported out: The Board took action pursuant to Education Code Section 44929.21(b) to issue a notice of non-reelection to a probationary certificated employee, 162-251, who serves as a classroom teacher, effective at the end of the 2013-2014 school year, and directed the Superintendent or designee to send out appropriate legal notices. The roll call vote was as follows:

Motion: Simon Seconded: Hakes. Members Simon, Hakes, Shepherd, and Ovrom voted yes. Member Kracht was absent.

10.0 ADJOURN

The meeting adjourned at 8:40 PM

Approved:

Jeffrey Felix, Ed. D.
Secretary to the Board of Education

CORONADO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES

SPECIAL BOARD MEETING

Budget Study Committee Meeting

UNADOPTED MINUTES

March 6, 2014

Ledyard Hakes ♦ Brenda Kracht ♦ Dawn Ovrom ♦ Bruce Shepherd ♦ Maria Simon

Student Board Representative: Keelin Shaughnessy

Superintendent/Secretary: Jeffrey P. Felix ♦ Recording Secretary: Maria Johnson

Order of Business

1.0 CALL TO ORDER

President Dawn Ovrom called the meeting to order at 5:03 PM at Coronado Unified School District, 201 Sixth Street, Coronado, CA.

Roll Call

The following Board members were present: Dawn Ovrom, Maria Simon, and Ledyard Hakes. Members Bruce Shepherd and Brenda Kracht were absent. Also present were Jeffrey Felix, Superintendent; Keith Butler and Richard Erhard, Assistant Superintendents. Student Board Representative Keelin Shaughnessy was absent.

2.0 OPEN SESSION

2.1 Pledge of Allegiance

2.2 **Approve the Agenda**

#56

Motion: Hakes Second: Simon Vote: 3-0.

3.0 COMMENTS FROM AUDIENCE NON-AGENDA ITEMS

None

4.0 BUDGET STUDY COMMITTEE MEETING

4.1 **2013-14 Second Interim Budget State Report**

Assistant Superintendent Keith Butler presented an overview of the Second Interim Budget State Report ending January 31, 2014, and answered questions.

5.0 ORGANIZATIONAL BUSINESS

5.1 Future Agenda Items/Board Member Comments

5.2 Special Board Meeting, April 9, 2014, Budget Study Meeting, 4:30 PM

Regular Board Meeting, April 17, 2014, 4:30 PM, District Office Board Room

Regular Board Meeting, May 15, 2014, 4:30 PM, District Office Board Room

Special Board Meeting, May 22, 2014, Budget Study Meeting, 5:00 PM

The Regular Board Meeting of June 19, 2014, has been rescheduled to **June 12, 2014**, 4:30 PM, District Office Board Room.

Regular Board Meeting, June 26, 2014, at 4:30 PM to adopt the 2014-2015 Budget

6.0 ADJOURNED

The meeting was adjourned at 6:25 PM

Approved:

Jeffrey Felix, Ed. D.
Secretary to the Board of Education

AGENDA – April 17, 2014

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS & FISCAL MANAGEMENT

4.2 Approve/Ratify Purchase Orders (Action)

Background Information:

A list of all purchase orders has been submitted to the Governing Board per Education Code 39657. Warrants then represent invoiced payments against purchase orders previously approved.

Report:

Separate cover

Financial Impact:

Purchase Orders	January 1 through January 31, 2014	\$451,276.29
	February 1 through February 28, 2014	\$307,258.58

Superintendent's Recommendation: *JPF*
That the Board approve/ratify the purchase orders.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

AGENDA – April 17, 2014

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS AND FISCAL MANAGEMENT

4.3 Approve/Ratify Contracts for Services (Action)

Background Information:

Board Policy 3312 states “The Superintendent or designee may enter into contracts on behalf of the District. All contracts must be approved or ratified by the Governing Board. No contract made under this delegation of power shall be valid until the Board approves or ratifies the contract.”

Report:

The following contracts need the approval/ratification of the Board.

Name	Description	Dates	Amount	Source of Funds
ACES	Student A Student B Student C	7/01/13-6/30/14 4/22/13-6/30/14 12/18/13-6/30/14	\$5,050 \$11,300 \$37,050	Special Ed
Cox Communication	Wide Area Network Lease Addendum RFP P2012-02	2/24/14-2/23/17	Addendum Increase Per Month Plus Taxes & Fees \$3,810-\$2,850=\$960 \$1,300-\$1,180=\$120 \$790-\$650=\$140 Monthly Total \$1,220	General Fund
Debra Rocha Munoz	Student D	2/02/14-6/30/14	\$800	Special Ed
Dependable Nursing	Student E	8/22/13-2/27/14	NTE \$20,000	Special Ed
Eric Hall & Associates	Comprehensive Facilities Services	4/01/14-6/30/15	\$3,950 Per Month	General Fund
K-12 Public Schools and Community Colleges Facility Authority	Municipal Stormwater Program Support	7/01/13-6/30/17	\$12,865	Maintenance, Operations and Transportation
Language Translation Inc.	Translation & Interpretation Services	11/12/13-6/30/14	\$2,000	Special Ed
MOU Between CUSD & COSA	Funding for the CoSA CTV Enrichment Program	1/01/14-6/30/14	N/A	CoSA
New Haven School	Master Contract	2/20/14-6/30/14	Per Fee Schedule	Special Ed

New Haven School	Student F	2/20/14-6/30/14	\$43,095.83	Special Ed
Poway Unified School District	Transportation Services Between San Diego County School Districts	7/01/14-6/30/16	Provider District's Daily Rate	Maintenance, Operations and Transportation
Progress Advisor	Additional Development to the Progress Advisor System	3/18/14-6/30/14	\$1,800	General Fund
Provo Canyon	Student G	7/01/13-6/30/14	Revision-Additional \$2,295	Special Ed
Raindrop Marketing	Social Networking Set-up and Training	12/01/13-1/31/14	\$1,550	General Fund
Raindrop Marketing	Create Commerce Store Design and Sales Setup	2/17/14-6/30/14	\$9,980	Special Reserve for Capital Outlay
San Diego Fire-Rescue Department	Automatic External Defibrillator-PAD Program	3/30/14-3/29/15	Per Fee Schedule	General Fund
School Dude	Maintenance Direct Management Software	4/01/14-7/01/15	\$4,202.50	General Fund
Sunbelt Staffing	Professional Health Care Staffing Services	4/14/14-7/03/14	Per Fee Schedule	Special Ed
Techmasters, Inc.	Management Support and Erate Consulting	7/01/14-6/30/15	NTE \$65,000	General Fund
Vincent Fall & Associates	Residency Verification Services	9/12/13-6/30/14	Amend to Increase \$5,000	General Fund
WIDCO Inc.	IT Technical Services Related to Connect-A-Thon 2014	1/13/14-3/14/14	\$14,000 (\$7,000 Reimbursed by Coronado Schools Foundation)	General Fund

Financial Impact:

The contracts listed above are included in the 2013-14 budget.

JPF

Superintendent's Recommendation:

That the Board approve/ratify the contracts for services.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

AGENDA – April 17, 2014

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

4.4 Approve Certificated Personnel Register (Action)

APPROVE RESIGNATION

Name	Position	Reason	Effective Date
Dinnen, Caroline	Teacher Village Elementary	Personal	3/18/14

Superintendent's Recommendation:

JPF

That the Board approve the Certificated Personnel Register.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – April 17, 2014

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

4.5 Approve Classified Personnel Register (Action)

APPROVE EMPLOYMENT

Name	Position	Salary	Effective Date
Frazier-Rubner, Nichole	Instructional Assist.-PE Village Elementary	Range 3, Step 3	3/14/14
Stellflug, Paula	Graduation Seat. Coord. Coronado High School	Stipend	3/14/14-6/05/14

APPROVE RESIGNATION

Name	Position	Reason	Effective Date
Haislip, Joanne	Instructional Assistant	Personal	3/28/14
Martin, Margaret	Library Technician Village Elementary	Personal	3/21/14
Uribe, Maria	Food Service Work. III Coronado High School	Personal	2/04/14

APPROVE RETIREMENT

Name	Position	Reason	Effective Date
Naple, Susan	Library Media Tech. CMS	Retirement	6/05/14
Neubauer, Katherine	Clerk Typist CHS	Retirement	6/05/14

Superintendent's Recommendation:

JPF

Subject to passage of a pre-placement physical and all pre-placement processing on all new hires, the Superintendent recommends Board approval of the Classified Personnel Register.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – April 17, 2014

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

4.6 Accept Uniform Complaint Quarterly Report

Background Information:

In May 2000 the ACLU and other public interest law firms and organizations filed a lawsuit alleging that the state of California lacked equal access to instructional materials and basic resources; provided inadequate instruction; and had massive overcrowding and inadequate, unsafe and unhealthy facilities. A settlement was reached in August 2004 resulting in several pieces of legislation requiring immediate implementation. Many of the new requirements apply to low performing schools, and some apply to all school districts and schools.

The Williams Settlement requires school districts to submit quarterly reports to the San Diego County Office of Education (SDCOE) on complaints each district has received related to instructional materials, emergency facilities issues, and teacher vacancies and misassignments.

Report:

This is the third quarter of the 2013-2014 school year reporting period. The District has received no complaints.

Financial Impact:

None.

This report is provided to the Board for acceptance.

The logo consists of the letters 'JPJ' in a stylized, blue, cursive font.

AGENDA – April 17, 2014

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

SITES AND CONSTRUCTION

4.7 Authorize Disposal of Surplus Property (Action)

Background Information:

According to Board Policy 3270, the Board must take action to declare materials and equipment obsolete so that the District may dispose of those materials. The District has identified an air filter that needs to be removed from inventory.

Report:

Air Filter: Coronado High School – Ceramics workshop has removed from inventory one Airflow Systems Inc. Air Filter, Model 1000D-STD, Serial Number 1022008. The air filter is no longer need for operations.

Financial Impact:

There is no immediate impact to the general fund as a result of this action. An attempt will be made to sell the air filter.

Superintendent’s Recommendation:

JPF

That the Board declares the air filter obsolete and that the District be authorized to dispose of it in accordance with District Policies and Education Code requirements.

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

4.8 Approve the California Career Pathways Trust (CCPT) Local Consortium Grant Application for \$600,000 for July 1, 2014, to June 30, 2018, Funded by Assembly Bill 86, Chapter 48, Statutes of 2013 (Action).

Background Information:

CCPT grants provide financial support for advanced study in a Career Technical Education pathway.

Report:

California Career Pathways Trust (CCPT) Grants, funded by Assembly Bill 86, Chapter 48, Statutes of 2013, provide funds for the establishment of a new Career Technical Education (CTE) pathway. Applicants must provide students with a sequenced pathway of integrated academic and career-based education and training, aligned to current or emerging regional economic needs. CTE programs are designed to lead students to a post-secondary degree or certification in a high-skill, high-wage, and high-growth field. The application for the CCPT grant was submitted on March 28, 2014.

Coronado School of the Arts applied for funding to implement the new pathway called Game Design and Integration to be piloted in the 2014-15 school year and to develop a Broadcast Television Strand in the Production and Managerial Arts Pathway. The key goals to be achieved by the new CTE programs include:

- Provide an opportunity for students to pursue careers within the game design industry, as well as related technical fields.
- Provide an opportunity for students to pursue careers within the broadcast television industry, as well as related technical fields.
- Provide an advanced curriculum that uses 21st century learning and innovation skills.
- Provide an environment that allows for interaction among peers and teachers; a flow of work; and a safe space for innovation.
- Provide the advanced technologies and skill-building processes that will provide relevance and support the students for entry into new high-skill, high-wage, high-growth industry sectors.
- Provide a synergy with Common Core Standards, integrating standards-based academics with a career-relevant, sequenced curriculum following industry-themed pathways.
- Provide connections to and collaborations with business, community organizations and community colleges to provide student access to the world of work and higher education.

Financial Impact:

Coronado Unified School District will receive \$600,000 from the California Career Pathways Trust (CCPT) Local Consortium Grant, if selected, to begin July 1, 2014.

JPF

Superintendent's Recommendation:

That the Board approve the California Career Pathways Trust (CCPT) Local Consortium Grant 2014-2018 application to implement the CTE pathways program authorized by Assembly Bill 86, Chapter 48, Statutes of 2013.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – April 17, 2014

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

4.9 Approve the San Diego County Career Pathways Consortium (SDCCPC) Partnership Agreement for an Anticipated Amount of \$430,275 for July 1, 2014, to June 30, 2019, Funded by Assembly Bill 86, Chapter 48, Statutes of 2013 (Action).

Background Information:

Partner school districts in San Diego County have formed a collaborative Consortium to support the development of comprehensive career pathways programs under the California Career Pathways Trust (CCPT) Request for Application. The Leading Educational Agency (LEA) is Grossmont/Cuyamaca Community College District.

Applicants for California Career Pathways Trust funding must target K-14 career pathway programs that provide students with a sequenced pathway of integrated academic and career-based education and training, aligned to current or emerging regional economic needs. Career pathway programs are designed to lead students to a postsecondary degree or certification in a high-skill, high-wage, and high-growth field.

Report:

Coronado Unified School District’s selected pathways will be in high-skill, high-wage, and high-demand jobs, or in emerging regional economic sectors and will be informed by the California Community Colleges Workforce and Economic Development Division’s *Doing What Matters for Jobs & the Economy* strategies, utilizing existing data and infrastructure. To ensure student success and postsecondary transitions, these pathways will also be aligned with community college curricula.

Based upon the above criteria, we commit to fully implementing career pathways programs in the industry sectors of Health Science and Medical Terminology-Patient Care and Advanced Manufacturing-Engineering Design. The Partnership Agreement for the SDCCPC was submitted March 18, 2014.

Financial Impact:

Coronado Unified School District anticipates receiving \$430,275 from the San Diego County Pathways Consortium (SDCCPC) Partnership Agreement, if selected, to begin July 1, 2014.

JPF

Superintendent’s Recommendation:

That the Board approve the San Diego County Career Pathways Consortium (SDCCPC) 2014-2019 partnership agreement to implement the CTE pathways program authorized by Assembly Bill 86, Chapter 48, Statutes of 2013.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – April 17, 2014

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION & BOARD OPERATIONS

- 4.10 Approve the Initial Proposal for Negotiations Presented by the California School Employees Association (CSEA) Chapter 386, to the Coronado Unified School District (Action)

Background Information:

In preparation for negotiations, CSEA, Chapter 386, has prepared a proposal to the Coronado Unified School District which is being submitted for negotiations during the 2013-2014 and 2014-2015 school years. This proposal is listed for public comment.

Report:

CSEA, Chapter 386 presents the following topics for negotiations:

Article II: Recognition

- 2.2 Negotiations Procedures

- 2.2.6 CSEA proposes a change in the number of designated unit members from 5 to 7 who shall be given reasonable release time to participate in negotiations sessions to align with the new language of the CSEA Chapter #386 Constitution and Bylaws.

Article XIII: Benefits

- 8.1, 8.2 *Insurance Coverage*

CSEA proposes language clarification to the definition of Unit 1 and Unit 2 Bargaining Unit Employees. The District will cover any increased costs of employee benefits for the 2014-2015 school year.

Article IX: Salary

- 9.1 *Salary Schedule*

CSEA proposes to negotiate a fair and equitable increase to the current salary schedule.

- 9.1.2 *Placement with Experience within the District*

CSEA proposes language that would increase the number of steps on the salary schedule in accordance with increased years within the District.

Article XI: Safety Conditions of Employment

CSEA proposes language to ensure safety conditions will adhere to the grievance procedure.

Article XV: Grievance Procedure

115.3 ***Review Procedures***

CSEA proposes language to change and increase the steps in the procedures.

Article XIX: Layoff and Reemployment Procedures

19.2.2, 19.2.3, 19.2.5

CSEA will change language in the number “45” days to “60” days per Education Code 45117.

Financial Impact:

No cost for presenting proposals. Final result of negotiations is unknown at this time.

Superintendent’s Recommendation:

JPF

That the Board approve the initial proposal for negotiations as presented by the California School Employees Association (CSEA) Chapter 386, to the Coronado Unified School District.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – April 17, 2014

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION & BOARD OPERATIONS

- 4.11 Approve the Initial Proposal for Negotiations Presented by the Coronado Unified School District to the California School Employees Association (CSEA), Chapter 386 (Action)

Background Information:

In preparation for negotiations, Coronado Unified School District has prepared a proposal to the CSEA, Chapter 386 which is being submitted for negotiations during the 2013-2014 and 2014-2015 school years. This proposal is listed for public comment.

Report:

The Coronado Unified School District presents the following topics for negotiations:

Article 1 – Definitions

Review Articles 1.1.6 and 1.1.7 and revise throughout agreement as needed.

Article 8 – Benefits

The District proposes revisions so that these sections provide a description of current District practice.

Article 10 – Leaves

Review and revise as needed.

Article 12 – Transfers

Review and revise as needed.

Article 13 – Evaluation Procedures

Review and revise as needed.

Using Article 13.8 Evaluation Procedure Revisions the District proposes revisions to the evaluation document - **Appendix C**.

Article 17 – Promotional Procedures

The District shall offer CSEA the opportunity to consult on the District’s implementation of modifications to positions and duties as outlined in Article 17.6.

Article 20 – Term of Agreement

The District proposes a three-year agreement commencing July 1, 2014 and ending June 30, 2017 with annual reopeners for both parties.

All Articles

Review and revise as needed those sections of the agreement that are out of compliance with existing law, outdated, redundant or internally inconsistent.

Appendix B – Employee Benefits

Update Responsibility Factor

Financial Impact:

No cost for presenting proposals. Final result of negotiations is unknown at this time.

Superintendent’s Recommendation: *JPF*

That the Board approve the initial proposal for negotiations as presented by the Coronado Unified School District to the California School Employees Association (CSEA), Chapter 386.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – April 17, 2014

4.0 **CONSOLIDATED MOTION FOR CONSENT CALENDAR**

BUSINESS AND FISCAL MANAGEMENT

4.12 Adopt the Resolution Authorizing the Establishment of the “K-12 Public Schools and Community Colleges Facility Authority” Joint Powers Agreement (Action)

Background Information:

It is recommended that the District enter into the “K-12 Public Schools and Community Colleges Facility Authority” Joint Powers Agreement (JPA) between the San Diego County Superintendent of Schools and the Julian High School District, the Lemon Grove School District, and the La Mesa/Spring Valley School District. The purpose of this JPA is to jointly provide members with the opportunity to achieve planning and construction savings by pooling the resources of its members and providing efficiencies and economies of scale potentially unavailable if the members undertook planning and construction projects on an individual basis.

The formation of a JPA is allowed by State law pursuant to Government Code Section 6500 *et seq.* Currently, CUSD is a member of several JPAs ranging from health benefits to liability insurance coverage. The proposed “K-12 Public Schools and Community Colleges Facility Authority” contains the minimum requirements as prescribed by law.

The JPA Board will consist of one Director from each participating public school district, unless and until such number is changed by amendment of this Agreement. The Board shall be called the “Board of Directors of the K-12 Public Schools and Community Colleges Facility Authority.” At least one regular meeting is held annually on or about the anniversary date of the establishment of the JPA. It is subject to the Brown Act. Each Director shall have one vote.

Intent:

While the District may choose to engage in other projects through the JPA, the one project currently under consideration is a contract for Municipal Stormwater Program Support (separate Board item in this Agenda).

Financial Impact:

There is no financial impact as a result of this action. Any financial impact will be derived from specific contracts entered into between the District and the JPA.

JPF

Superintendent’s Recommendation:

That the Board adopt Resolution #14-04-01 authorizing the establishment of the “K-12 Public Schools and Community Colleges Facility Authority” Joint Powers Agreement.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

RESOLUTION #14-04-01

**RESOLUTION OF THE GOVERNING BOARD OF
CORONADO UNIFIED SCHOOL DISTRICT
APPROVING AND AUTHORIZING EXECUTION OF A
JOINT EXERCISE OF POWERS AGREEMENT WITH RESPECT TO
SCHOOL FACILITY PLANNING AND CONSTRUCTION PROJECTS**

RECITALS

WHEREAS, a Joint Exercise of Powers Agreement (the "Agreement"), was initially entered into has been proposed by and between the San Diego County Superintendent of Schools and the Julian Union High School District, the Lemon Grove School District, and the La Mesa/Spring Valley School District for the purpose of forming a joint powers authority ("JPA") to provide the parties thereto with alternative solutions for school facility planning and construction projects; and

WHEREAS, the JPA is intended to provide members with the opportunity to achieve planning and construction savings by pooling the resources of its members and providing efficiencies and economies of scale which would potentially be unavailable if the members undertook planning and construction projects on an individual basis; and

WHEREAS, Section 1.01 of the Agreement provides that any other local education agency or public school district within or community college in the County State of San Diego California may become a member of the JPA and party to the Agreement by executing and delivering a counterpart thereof.

WHEREAS, the Coronado Unified School District, a local educational agency, desires to become a party to the Agreement and a member of the JPA.

NOW, THEREFORE, IT IS HEREBY RESOLVED, DETERMINED AND ORDERED BY THE GOVERNING BOARD OF THE CORONADO UNIFIED SCHOOL DISTRICT AS FOLLOWS:

Section 1. Approval of Agreement. The Agreement is hereby approved, and the Superintendent is hereby authorized and directed, for and on behalf of the Coronado Unified School District, to execute a counterpart of such Agreement in the form presented to this meeting.

Section 2. Delivery of Executed Counterpart. The Secretary is hereby directed to cause such executed counterpart to be delivered to the JPA's administrative agent, the San Diego County Office of Education Facilities Solutions Group, in accordance with Section 9.09 of the Agreement.

Section 3. Delegation of Authority. The Board hereby directs and delegates authority to the District and/or his/her designee to represent the District on the JPA's governing board, and to take all additional actions and execute any additional documents as necessary for the District to participate in the JPA, including but not limited to designating a District representative to the JPA's Executive Committee.

Section 4. Effective Date. This Resolution shall take effect upon its adoption.

PASSED AND ADOPTED at the regular meeting of the Governing Board of the Coronado Unified School District held on the 17th day of April, 2014, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

President of the Governing Board
Coronado Unified School District

ATTEST:

Secretary of the Governing Board
Coronado Unified School District

AGENDA – April 17, 2014

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

4.13 Approve the Title III Improvement Plan (Action)

Background Information:

Coronado Unified School District (CUSD) annually receives Title III funding from the federal government, the intent of which is to ensure that limited-English-proficient (LEP) students, also called English Learners (EL) under California law, including immigrant children and youths, attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet. For the 2013-14 school year, CUSD received approximately \$13,600. For accountability purposes, CUSD is part of a consortium of small school districts, led by the Warner Unified School District, including Alpine Union Elementary School District, Cardiff Elementary School District, Dehesa Elementary School District, and Julian Elementary School District.

As reported to the Governing Board on 2-18-2014, CUSD learned in November 2013 that the entire Warner EL Consortium did not meet federal Title III accountability requirements for both the 2011-12 and 2012-13 school years. As such, CUSD, along with each school in the Warner Consortium are now placed in Program Improvement and required to submit a Program Improvement Plan to be monitored by the SDCOE, the California Department of Education, and the federal government. For CUSD, AMAO 3 is the only accountability area that did not meet federal targets during the 2011-12 and 2012-13 school years. AMAO 3 requires that Redesignated Fluent English Proficient (RFEP) students achieve at increasingly higher levels of proficiency in English Language Arts and mathematics per Elementary and Secondary Education Act (ESEA)/NCLB. The target for 2014-15 will be 100% proficiency.

Annual Measure Achievement Objective 3: EL Subgroup Performance on AMAO 3 in ELA/Math on CST				
	2011-12		2012-13	
	ELA	Math	ELA	Math
Federal Target % Proficient	78.0%	78.2%	89.0%	89.1%
CUSD % Proficient or Above	57.3%	60.0%	61.4%	67.0%

The Senior Director of Learning and Instruction, who serves as the CUSD EL Coordinator, worked with site administration and staff and SDCOE to review data and create action steps based on best practices for instruction in all classrooms to support the entire EL program. The action steps were used to create CUSD's EL Improvement Plan, which was submitted to the CDE on March 10, 2014. Parents of all CUSD English Learners and RFEP students have been informed of our Program Improvement status. Local Control Funding Formula (LCFF) supplemental funds and Title III funds will be used to support program improvements for the 2014-15 school year and beyond.

Report:

The CUSD Title III Improvement Plan was provided under separate cover and is available to view at the District Office and on the CUSD website.

Financial Impact:

\$114,000 from LCFF Supplemental Funds and \$13,000 from Title III (LEP and Immigrant) federal funds, totaling \$127,000.

Superintendent's Recommendation:

JPF

That the Board approve the Title III Improvement Plan.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

AGENDA – April 17, 2014

5.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

- 5.1 Learning and Instruction Department Report: (1) Common Core State Standards Mathematics Update, and (2) Next Generation Science Standards Update

Background Information:

Major changes to the content standards for the nation, for California, and for the Coronado Unified School District (CUSD) have occurred in recent years. Common Core State Standards (CCSS) for English language arts and mathematics were adopted by the State Board of Education in August 2010. CUSD's Governing Board officially adopted the CCSS in 2012 and staff began the transition to these new standards in the fall of 2011. Currently, CUSD teachers in all grade levels and departments are transitioning fully to the CCSS, which will be officially assessed for the first time in the spring of 2014. On September 4, 2013, the State Board of Education formally adopted the Next Generation Science Standards, now the official science standards for our state.

Report:

(1) Mathematics (secondary focus):

The teachers from both Coronado Middle and High Schools have been collaborating since August 2013 on changes to secondary mathematics instruction to address the Common Core State Standards (CCSSM), which defines a new definition of math proficiency <http://www.corestandards.org/Math/Practice/>. Teachers now have the California Framework for Mathematics, recently adopted by the State Board of Education, providing the foundation for all math instruction:

<http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp>

CUSD expectations for addressing CCSSM include:

- All CUSD teachers and administrators develop a common understanding of math proficiency as defined by the CCSS.
- What students are able to do with math is at the forefront, rather than what standards have been covered.
- Math course sequences ensure math proficiency for ALL CUSD students; that pathways address acceleration, a “typical” path, and remediation as outlined in CCSS.
- Placement criteria be reevaluated and counselors highly involved.
- Instructional shifts embrace technology and digital resources; student learning is relevant and problem-based.
- Assessments and curriculum are aligned; all current math project work is aligned and coordinated.
- Parent training and communication is ongoing; unique cohorts of current students are considered for placement during transition.
- Ongoing updates to the Superintendent and the Board regarding math performance.

All secondary mathematics teachers have participated in high quality professional development and curriculum redesign since the fall as a coordinated secondary math team. During the course of this 2013-14 school year, all teachers have worked to redesign course content, curriculum/resources, pacing, and assessments to align to the new definition of math proficiency inherent in the CCSSM. Many of them work in like-course teams, and have been paid for this rigorous and time-consuming project through CCSS Implementation funds that were earmarked for this purpose. Many secondary teachers have attended several professional development trainings provided by the San Diego County Office of Education, and all secondary math teachers have participated in monthly after-hours professional development trainings provided by CUSD mathematics consultant, Dr. Patrick Callahan, statewide co-director of the California Math Project. Dr. Callahan provides the highest level of mathematics support available to CUSD staff, due to his expertise and networking across the state. He is also a content leader for Illustrative Mathematics, the national project to illustrate all of the Common Core standards with sets of tasks, student work, and other resources. Dr. Callahan is a member of the Smarter Balanced Assessment Item Quality Review Expert Panel. He has been working with other national leaders in mathematics on a design project to organize the high school standards into coherent units to support teachers and curriculum designers. He has also served as Executive Director for the UC Science and Math Initiative, was a senior researcher at WestEd, and is a Math for America Fellow through SDSU. A mathematician who has been deeply involved with improving education for the past two decades, Dr. Callahan offers broad experience, a California perspective, and relevant, practical content for teachers and administrators. He is also a Coronado resident and Islander parent. CCSS Implementation funds provide for Dr. Callahan's services.

Some examples of secondary math accomplishments are:

- Collaboratively, CHS and CMS teachers redesigned all course sequences for grade 6-12 mathematics to ensure that Common Core Standards were met for all grade levels and include compacted course options for students desiring to take high level math courses, such as calculus courses in grades 11 and 12. Of note, is that record numbers of students are enrolled in Calculus AB this year (99) and AP Physics B (100).
- Teachers worked diligently on the migration from Edline to Haiku for both online class content and for the new grade book, which is substantially upgraded in the functionality. Several common core aligned lessons developed for Algebra II.
- CMS math teachers continue to work on new course structures involving Common Core Math 6, 6A, 7, 7A, 8, and Algebra 1.
- All CHS teachers continue to completely revise their traditional courses (Algebra I, Geometry, Algebra II, including honors levels of these courses). CHS has agreed to investigate CCSS integrated math courses (Mathematics I, Mathematics II, and Mathematics III) during the 2014-15 school year.
- Three CHS mathematics teachers just completed their MA in Teaching (Sandra Davis, Betsy Andrews, and Michelle Walker).
- In Algebra 2, there has been an extensive shift from procedural test questions to open ended, critical thinking, and real-world type questions which require more thought, more explanations, and justification of solutions, in addition to alignment of assessments to CCSSM shifts requiring analysis, justification, and perseverance with questions.
- CMS math department created a letter for 5th grade parents explaining the new placement process for incoming 6th graders and are working on revised placement exam/procedures for placement in grade 6 mathematics.

- Mrs. Sue Howe and Mr. Brian Schumeyer have created the scope and sequence CCSS Math 8, a new course that is an integrated course. Mrs. Howe and Mr. Mark Barns have been teaching the course all year, editing the scope and sequence along the way. CMS staff will work over the summer together to create the math 6, 6A, 7, & 7A scope and sequence in order to be ready for 2014-15 instruction.
- Throughout the course of the year, most CMS and CHS mathematics teachers have been implementing performance tasks in the classroom and assessing students on their reasoning skills and their ability to explain solutions with mathematical evidence.
- CHS Geometry CP and Geometry Honors teachers (Katie Leverich, James Farrar, and Nancy McGreevy) report that their results of revisions to this curriculum for 2014-15 (“year zero”) have already exceeded expectations. Students are learning how to apply prior knowledge and completing exploration activities to discover theorems on their own. As a result, students have a deeper understanding of how to generate and apply algorithms. In addition, students are better able to explain their work and prove that their statements are correct. A variety of instructional strategies are being used, including “flipped classroom” strategies, and student collaboration in problem solving.

Progress in CCSSM for elementary grades will be the focus of the next mathematics update to the Governing Board.

(2) Next Generation Science Standards (NGSS)

Though California now has new science standards for grades K-12, an implementation plan for all California science instruction to address the NGSS has not been announced. An estimated timeline from the State Board of Education is as follows:

- 2013-14 Adoption, Awareness of NGSS
- 2014-15 Awareness of NGSS, begin transition
- 2015-16 Continue transition, NGSS Framework January 2016
- 2017-18 Transition and Instructional Materials, leading to full implementation
- New Summative Assessment: TBD

It is important to note that until CA has developed a new NGSS-aligned assessment for science, the California Standards Test for science for grades 5, 8, and 10 (life science) remains a component of the California Assessment for Student Performance and Progress (CAASPP) system.

Through a collaborative, state-led process, new K–12 science standards were developed that are rich in content and practice and arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education. The Next Generation Science Standards are based on the Framework for K–12 Science Education developed by the National Research Council. The following is taken from the NGSS Facts Sheet at <http://www.nextgenscience.org/>

Why Next Generation Science Standards (NGSS)?

- It has been more than 15 years since state science education standards' guiding documents were developed. Since that time, many advances have occurred in the fields of science and science education, as well as in the innovation-driven economy.
- The U.S. has a leaky K–12 STEM talent pipeline, with too few students entering STEM majors and careers at every level—from those with relevant postsecondary certificates to PhD's. We need new science standards that stimulate and build interest in STEM.
- We can't successfully prepare students for college, careers and citizenship unless we set the right expectations and goals. While standards alone are no silver bullet, they do provide the necessary foundation for local decisions about curriculum, assessments, and instruction.
- Implementing improved K–12 science standards will better prepare high school graduates for the rigors of college and careers. In turn, employers will be able to hire workers with strong science-based skills—including specific content areas but also skills such as critical thinking and inquiry-based problem solving.

What's Different in the Next Generation Science Standards?

- Every NGSS standard has three dimensions: disciplinary core ideas (content), scientific and engineering practices and cross-cutting concepts. Currently, most state and district standards express these dimensions as separate entities, leading to their separation in both instruction and assessment. The integration of rigorous content and application reflects how science is practiced in the real world.
- Science and Engineering Practices and Cross-cutting Concepts are designed so as not to be taught in a vacuum; the NGSS encourage integration with multiple core concepts throughout each year.
- Science concepts will build coherently across K-12. The emphasis of the NGSS is a focused and coherent progression of knowledge from grade band to grade band, allowing for a dynamic process of building knowledge throughout a student's entire K-12 scientific education.
- The NGSS focus on a smaller set of Disciplinary Core Ideas that all students should know by the time they graduate from high school – focus involving deeper understanding and application of content than the often fact-driven standards currently in use in states and districts.
- Science and engineering are integrated into science education by raising engineering design to the same level as scientific inquiry in science classroom instruction at all levels, and by emphasizing the core ideas of engineering and technology.
- The NGSS coordinate with English language arts and Mathematics Common Core State Standards. This allows an opportunity both for science to be a part of a child's comprehensive education as well as ensuring an aligned pace of learning in all content areas. The three sets of standards overlap in meaningful and substantive ways.

CUSD has applied unique, early strategies in addressing the NGSS during the 2013-14 school year. A proposal by Coronado Middle School asking CUSD permission to realign all CMS science instruction immediately to NGSS and create a digital text using the Haiku LMS prompted CUSD to create a one-year position for a teacher on special assignment for science to support this work. Ms.

Laura Noonan currently serves as the TOSA for science, providing high quality professional development and guidance on curriculum design for the entire CMS science department. In addition, Ms. Noonan has worked with Coronado High School science department teachers in a similar manner, providing important articulation between CMS and CHS, especially with regards to digital texts. She works in close collaboration with John Spiegel, San Diego County Office of Education science coordinator, and with the county-wide science network. To date, CMS is nearly finished with a digital text for grades 6-8, using a variety of open source resources and media.

Once completed, the Senior Director of Learning and Instruction will bring to the Governing Board a process for approving digital texts that align with recent changes to education code, Williams' law, and CUSD needs. Formal adoption of the NGSS by the CUSD Governing Board will occur at the May 2014 meeting.

Financial Impact:

Ongoing professional development for all CUSD math and science teachers.

AGENDA – April 17, 2014

5.0 PERSONNEL

5.2 Human Resources Report: Including 1) Certificated Evaluation System and 2) Surveys

Report:

Coronado Unified School District has made significant strides in accessing, reviewing and implementing feedback as it relates to the impact of teachers on students. In 2011 our teachers agreed to a groundbreaking initiative to analyze the impact of teachers on student achievement through the use of a revised 30%-70% evaluation process. They also agreed to allow student and parent feedback annually aggregated with the results provided to each teacher and site administrator. The unique culture of our district allowed this uncommon evaluation process to be developed.

The evaluation process is focused on prompt reflection about student learning, how teaching practice impacts learning, and the California Standards for the Teaching Profession. Teachers formulate professional goals to improve teaching practice in support of student learning. In addition, frequent feedback, guidance, and monitoring of teaching practice using the Continuum of Teaching Practice supports the progress of teachers as they work to attain these professional goals. The use of student achievement sources will change based on accepted or mandated student assessment practices.

The latter part of the 2010-2011 school year Coronado Unified School District administrators were asked to increase the impact of feedback on the teacher evaluation process through the use of student and parent input via surveys, student achievement as revealed through assessments and a revised evaluation document.

Accessing, reviewing and implementing feedback is important in the professional development of teachers. In addition, it is the hope of this district that certificated teachers using feedback provided through the evaluation process will increase the quality and intensity of academic experiences for district students.

The first step to begin this implementation was through the Professional Development Committee. A Professional Development Committee was developed using site representatives to provide input at a district wide level. This committee swelled and waned according to the topics at the table: implementing iObservation at a \$70,000 price tag, visiting districts to learn how iObservation was implemented within those districts, establishing student achievement scores as a component of the evaluation process, developing surveys to provide additional feedback for teachers, etc.

The individuals on the Professional Development Committee are the leading individuals within this process. They are consistently ready to provide feedback, access the voice of peers and provide the perspectives of unit members and administrators. Reflecting upon the makeup of this committee, it is extremely important to have a diverse representation within a committee charged with groundbreaking work.

Representatives from the Association of Coronado Teachers, administration and representation from all school sites were vital in providing an opportunity for perspectives of all kinds to be represented. Without doubt, what this district has achieved could not have been accomplished without the dedication and insight of the members on this committee.

Coronado is the first district in San Diego County and one of a few in the State of California to move in the direction of incorporating student achievement into the evaluation process and to seek and use student and parent feedback to improve and address the academic and social experience of CUSD students.

The committee's first step was to have a district wide reading of Marzano's The Art and Science of Teaching. This book was read and discussed by teachers and administrators at each school site. In addition, another book by Marzano, Effective Supervision was used by administrators to support a calibrated evaluation process throughout the district. Senior Director of Curriculum and Learning, Claudia Gallant, established the Principal Professional Learning Community (PPLC) which supports principals by providing them with a unique setting in which challenges regarding observations, evaluations, providing feedback and other items could be shared and discussed collaboratively on a monthly basis.

The amount of research available to support the creation of a revised evaluation process is great. Accessing what has already been created, reviewing the volumes of research determining the best practices and models and finally analyzing the existing evaluation used by administrators and teachers were components of this project.

After reviewing a number of online products which support the evaluation process, Progress Adviser was selected. At a cost of \$4,260 all administrators and certificated staff are able to use an online system to document evaluation goals, observations, self-reflections, summary reports and to calculate the 30%-70% metric. The yearly cost is \$2,460. Mitch Santala, the Progress Adviser Representative, has worked closely with CUSD staff to customize, train and provide support.

At this time CUSD teachers and administrators are utilizing the 30%-70% model of evaluation. 30% of a teacher's evaluation is determined by his/her impact on students as revealed by student achievement. 70% of the evaluation is determined by classroom observations conducted by trained administrators. Administrators and teachers meet to discuss teacher developed goals aligned to the California Standards for the Teaching Profession (CSTP). Connecting the Continuum of Teaching Practice (CTP) to accurately define the current practice of each teacher also is a component which further refines and documents a teacher's practice using a common language.

The development of surveys to access parent, student and staff feedback involved input from teachers, administrators and the expertise of Panorama Education Services. This process started the beginning of the 2013 school year. The surveys were developed by the PD Committee using current research (Measures of Effective Teaching, Youth Truth, etc.) and staff recommendations. Survey questions were reviewed by experts at Panorama and the final surveys were made available to parents, staff and students (Preschool through 12th grade) the month of February.

The surveys were closed March 22, 2014. An analysis of the data reveals multiple areas for discussions. Site Administrators and teachers will collaborate on best practices and areas for improvement using student and parent survey results before the end of the school year in preparation for 2014-2015. In addition, district and site administration will use this opportunity to also review survey data results. The data analysis and implications for improvement and recognition of exemplary practices district wide is rich.

AGENDA – April 17, 2014

5.0 **BUSINESS AND FISCAL MANAGEMENT**

5.3 Business Services Report

Background Information:

Business Services is responsible for the fiscal health and business operations of the District. Business operations include Financial Accounting, Financial Management, Payroll, Business Information Systems, Facilities, Maintenance and Operations, Transportation and Child Nutrition Services.

Report:

- A. Site-based budgeting. The Development of Site-based and Department-based budgeting is well underway. As discussed at the April 9, 2014 Budget Study Meeting, the next significant steps include:
 - a. April 24th: Period Two Average Daily Attendance is recorded, which will provide accurate attendance projections for 2014-15 budgeting.
 - b. Mid-May: The Governor’s May Revision to the proposed 2014-15 State budget is released, providing further refinement of Local Control Funding Formula revenue projections for 2014-15.
 - c. Mid-May: All Site/Department budgets for 2014-15 are completed.
- B. Summer 2014 Facilities Projects. Significant projects being prepared for Summer work include:
 - a. Repairing railings in the CHS football field bleachers
 - b. Repairing and minor replacement of exterior duct work at CHS
 - c. Survey of CHS perimeters to develop recommendations for increased security
 - d. Updating building condition ratings in the Facilities Maintenance Management Plan
 - e. Landscape Improvements to Sixth Street Corridor
- C. The next major financial report will be the draft 2014-15 Budget, to be presented at the June 12th or 19th, 2014, Board meeting.

Financial Impact:

There is no impact to the general fund as a result of this report.

AGENDA – April 17, 2014

6.0 DISTRICT ORGANIZATION AND BOARD OPERATION

- 6.1 Adopt New Board Policy 5131.62, and Revision to Board Policy 5144.1, to Include Unlawful Use of E-Cigarettes and other Vapor-Emitting Devices (Action)

Background Information:

Periodically the Board is presented with recommended revisions to Board Policies (BP), Board Bylaws (BB), Administrative Regulations (AR), and/or Exhibits (E). The recommendations are based on changes in law, the Education Code, Government Code, and/or rewording for better understanding.

Proposal:

The proposed new Policy and revised Regulation are attached.

JPF

Superintendent’s Recommendation:

That the Board adopt the Policies and Administrative Regulations as presented.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

Tobacco

Students

The Governing Board recognizes that tobacco use presents serious health risks and desires to provide support and assistance in reducing the number of students who begin or continue to use tobacco. The Superintendent or designee shall establish a comprehensive program that includes consistent enforcement of laws prohibiting tobacco possession and use by students, tobacco-use prevention education including youth development activities, and intervention and cessation activities and/or referrals.

(cf. 5141.23 - Asthma Management)

Prohibition Against Tobacco Use

Students shall not possess, smoke, or use tobacco, or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. (Education Code 48901) This prohibition also applies to electronic nicotine delivery systems, such as electronic cigarettes, electronic hookahs, and other vapor emitting device, with or without nicotine content, or any other type of device that serves as a nicotine delivery system or that mimic the use of tobacco products of any kind. (Education Code 48900, 48901)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

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

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

These prohibitions do not apply to a student's possession or use of his/her own prescription products. (Education Code 48900, 48901)

Prevention Instruction

The district may provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-12. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

Intervention/Cessation Services

The district may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. When appropriate, such intervention services may be provided as an alternative to suspension for tobacco possession.

(cf. 1020 - Youth Services)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

Legal References and Education Codes will be provided by CSBA

REVISION Grounds for Suspension and Expulsion - Number 8

Coronado USD

AR 5144.1

Suspension and Expulsion/Due Process

Students

Grounds for Suspension and Expulsion

Any student, including a student with disabilities, may be subject to suspension or expulsion when it is determined that he/she:

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products.

This prohibition also applies to electronic nicotine delivery systems, such as electronic cigarettes, electronic hookahs, and other vapor emitting devise, with or without nicotine content, or any other type of device that serves as a nicotine delivery system or that mimic the use of tobacco product of any kind.
(Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

12. Knowingly received stolen school property or private property (Education Code 48900(l))
13. Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
17. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

18. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)
(cf. 5131.2 - Bullying)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education under Section 504)

19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

20. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
(cf. 5131.1 - Bus Conduct)
3. During the lunch period, whether on or off the school campus
(cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

Regulation
approved: February 21, 2013
Revised: April 17, 2014

CORONADO UNIFIED SCHOOL DISTRICT
Coronado, California

AGENDA – April 17, 2014

7.0 ORGANIZATIONAL BUSINESS

DISTRICT ORGANIZATION AND BOARD OPERATION

7.1 Proposed List of Agenda Items for Future Board Meetings (Report)

Background Information:

The Board requested that a list of topics for future Board agendas be published monthly to inform the public of proposed Board reports, items that will be discussed, and items to be voted on by the Board.

Report/Information:

To assist the Board in planning, the topics listed below are tentatively scheduled for the months indicated. Dates may vary due to the availability of necessary information. The reports are in addition to regular information and action items such as personnel and business items which appear on the agenda every month.

May 15, 2014: Regular Board Meeting

- Board Policy Update – First Reading
- Budget Update
- Coronado SAFE Annual Report
- Coronado Schools Foundation Report
- Character Education Reports from Schools

May 22, 2014: Budget Study Meeting

- Progress on 2014-2015 Projected Budget

June 12, 2014: Regular Board Meeting

- Superintendent Evaluation/Goals/Contract
- GASB 45
- Uniform Complaint Quarterly Report
- Report on School Trips
- Board Policy Update – Approval
- 2014-2015 Budget Presentation

June 26, 2014: Regular Board Meeting

- Approve the 2014-2015 Budget
- Approve LCAP

August 21, 2014: Regular Board Meeting

- Learning and Instruction Report
- Human Resources Report
- Business Services Report

September 11, 2014: Regular Board Meeting

- Unaudited Actuals
- Williams Resolution of Sufficiency of Instructional Materials
- Resolution of Character Counts
- Board Policy Update – First Reading
- Learning and Instruction Report
- Human Resources Report
- Business Services Report
- Coronado Schools Foundation Report on Summer Enrichment Program

Financial Impact:

There is no impact to the general fund as a result of this report.

This report is provided to the Board for information.

JPF