



Governing Board of Trustees
AGENDA
Thursday, November 20, 2014, 4:00 PM

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

Times Indicated are Anticipated and Serve as Guidelines for Discussion

1.0 CALL TO ORDER4:00

1.1 Call to Order

2.0 CONVENE TO CLOSED SESSION

2.1 Conference Regarding Real Property: Coronado Unified School District/Villa Coronado
(§54956.8) (no action anticipated)

3.0 RECONVENE TO OPEN SESSION4:30

3.1 Pledge to the American Flag

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

3.3 Coronado Middle School Student Speakers

3.4 Coronado School of the Arts Foundation Contribution by Foundation President Rich Brady

3.5 Honoring Our Own– the Governing Board will honor the years of service performed by
retiring Board Members Bruce Shepherd and Brenda Kracht

3.6 Community Shareholder Reports (three minutes each)

3.7 Comments from Board Members

4.0 COMMENTS FROM THE AUDIENCE (Agenda and Non–agenda items).....5:10

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.

5.0 APPROVAL OF CONSOLIDATED MOTION FOR CONSENT CALENDAR5:15

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.**

5.1 Approve the Special Meeting Minutes of October 8, 2014, and Regular Meeting
Minutes of October 16, 20144

5.2 Approve/Ratify Contracts for Services..... 11

5.3	Approve/Ratify Purchase Orders and Warrants.....	13
5.4	Accept the Annual Report for the Accounting of Developer Fees.....	14
5.5	Approve Certificated Personnel Register	17
5.6	Approve Classified Personnel Register	18
5.7	Approve Agreement for District Participation in Regional Occupational Program (ROP) for 2014-2015	19
6.0	REPORTS.....	5:20
6.1	Interdistrict Transfer Enrollment Annual Report and Comparison (written)	20
6.2	Coronado Pathways Charter School Report (written).....	22
6.3	Proposed Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits (second reading, 5 minutes)	23
6.4	Learning and Instruction Report (30 minutes).....	24
	• Mathematics Instruction and Secondary Articulation	
	• Coronado Middle School’s Annual Report to the Board	
6.5	Human Resources Report (15 minutes)	33
	• The New Certificated Evaluation Process Two Years Later	
6.6	Business Services Report (45 minutes).....	35
	• Discuss possible financial scenarios to give direction to the Superintendent so that proper data may be incorporated into the First Interim Report in December	
7.0	ACTION.....	6:55
7.1	Approve the adoption of the California State Seal of Biliteracy, for CHS seniors who complete the criteria for this recognition (5 minutes)	42
7.2	Approve the Fifth Lease Amendment for the Glorietta Bay Property (10 minutes).....	44
7.3	Approve a Contract with School Services of California to Conduct a Study of the Organizational Efficiency and Comparative Staffing of the District Office and School Site Administration (10 minutes).....	50
8.0	ORGANIZATIONAL BUSINESS	7:20
8.1	Proposed List of Agenda Items for Future Board Meetings (5 minutes).....	62
8.2	Upcoming Meetings are at the District Office Board Room:	
	• The Superintendent will swear in our new Board Members on December 5, 2014, at 8:30 AM; the public is welcome to attend the ceremony	
	• Annual Organizational Meeting and Regular Board Meeting on Thursday, December 11, 2014, beginning at 4:30 PM; all further Board meetings for the calendar year 2015 will be approved at this meeting	
9.0	RECONVENE TO CLOSED SESSION	7:25
9.1	Discussion of pending negotiations with CSEA (Employee Organizations) with Superintendent Felix (Chief Negotiator), per GC 5495	
9.2	Conference with Legal Counsel, Anticipated Litigation (two cases), GC Section 54956.9	
9.3	Settlement Agreement, GC 54962 and EC 35146; Case #20141120	

10.0 RECONVENE TO OPEN SESSION

10.1 Report Any Action Taken in Closed Session (Action is Anticipated)

11.0 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 – November 20, 2014

5.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

5.1 Approve the Special Meeting Minutes of October 8, 2014, and Regular Meeting Minutes of October 16, 2014 (Action)

Background Information:

Presented for Board Approval:

- October 8, 2014, special meeting minutes; and
- October 16, 2014, regular 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
SPECIAL BOARD MEETING
UNADOPTED MINUTES
October 8, 2014

Ledyard Hakes ♦ Brenda Kracht ♦ Dawn Ovrom ♦ Bruce Shepherd ♦ Maria Simon
Student Board Representative: Lauren McBride
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: Brenda Kracht, Ledyard Hakes, Dawn Ovrom, Maria Simon, and Bruce Shepherd. Also present were Jeffrey Felix, Superintendent, Assistant Superintendent Keith Butler, and Student Board Representative Lauren McBride.

2.0 OPEN SESSION

2.1 Pledge of Allegiance

2.2 **Approve the Agenda**

#10

Motion: Simon Second: Hakes Vote: 5-0.

President Ovrom stated the purpose of this meeting was for the Board to sit with site administrators and listen to their ideas on where they could cut or ideas for efficiencies in order to offset the financial shortfall for next year. President Ovrom said that this is a time-certain meeting and Public Comments for this meeting will be limited to 90 seconds per speaker.

3.0 COMMENTS FROM AUDIENCE ON NON-AGENDA ITEMS

Michael Schmid and Peter Woodson addressed the Board in support of ROP Program. Tamara O'Brien and John Bonnett, ACT and CSEA Representatives addressed the Board and said they were disappointed that there were no teachers or classified invited to the sit at the Round Table.

4.0 ROUND TABLE DISCUSSION

4.1 The Board invited the Site Principals to come to this Special Board meeting and tasked them to "think outside the box". Each principal was to bring five ideas on where they can cut \$50,000 from their budget. Superintendent Felix, Assistant Superintendent Butler, and Senior Directors Claudia Gallant and Rebekah Barakos-Cartwright, will be available to answer Board questions that pertain to Education Code legal requirements

Administrators each reported that the beginning of the school year was a very difficult time period, combined with the low morale among staff and they were not in a place to begin a process of where to cut. The Administrators will work within their schools and work with staff and begin to brainstorm ideas and take a look at the curriculum and classes to see where they can cut back. Each concurred that future cuts will be devastating for their perspective sites.

Dr. Felix submitted a Proposal of Financial Strategy for the Future to the Governing Board for review and consideration. This item will be brought to the Governing Board at their next Regular Board Meeting on October 16, 2014.

5.0 ORGANIZATIONAL BUSINESS

5.1 Future Agenda Items/Additional Comments

5.2 Upcoming Meeting Dates. Each meeting will be held in the District Office Board Room and will begin at 4:30 PM

➤ Thursday, November 20, 2014, Regular Board Meeting

➤ Thursday, December 11, 2014, Regular Board Meeting

6.0 ADJOURN TO CLOSED SESSION

6.1 The Board adjourned to Closed Session at 6:00 pm for Level IV Employee Grievance Hearing

6.2 Superintendent's Public Employee Performance: Superintendent Dr. Felix, Government Code 54957 and Board Policy 2140. Attorney Peter Fagan was in attendance.

7.0 RECONVENE TO OPEN SESSION

The Board reconvened to Open Session at 8:15 PM

8.0 ADJOURN

The Meeting adjourned at 8:15 PM

Approved:

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

CORONADO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING
UNADOPTED MINUTES
October 16, 2014, at 4:30 PM

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

To view this meeting in full, please go to www.coronadotv.me

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 Brenda Kracht, and Bruce Shepherd. Also present were Jeffrey Felix, Superintendent, Keith Butler and Richard Erhard, Assistant Superintendents. Student Board Representative Lauren McBride was absent.

2.0 OPEN SESSION

2.1 Pledge of Allegiance

2.2 Approve the Agenda

#11

Agenda Item 5.2 will be moved ahead of Agenda Item 5.1.

Motion: Simon Second: Hakes Vote: 4-0. Member Kracht arrived after the vote was taken.

2.3 Board Recognition

The Board recognized and thanked Linda Rahn, Director of the City of Coronado Recreation Services, for her outstanding service to the students and staff of Coronado Unified School District. City Manager Blair King thanked the Board for their recognition of Linda Rahn. Mayor Casey Tanaka said that Linda Rahn has made a profound impact on the parents, students, and staff in the community.

2.4 Student Report

Village Preschool students, Ellie Harris and Hunter Naef, and Silver Strand Elementary School student Jack Wheeler, updated the Board on the school activities.

2.5 Shareholder Report

The following addressed the Board with their Shareholder reports:

- Patty Cowan, Executive Director of the Coronado Schools Foundation, updated the Board on upcoming activities
- Andrea Webster, Executive Director of SAFE, updated the Board and community on upcoming events, and also updated the Board on the Coronado School of the Arts upcoming events
- Kevin Nicolls, Director of Coronado Pathways Charter School, updated the Board on the activities of Coronado Pathways

2.6 Comments from Board Members

- Member Ovrom gave a better explanation of the video that we just saw that she found on Honeywell's website. This was a description of the program that the Middle School Students are going to see tomorrow that Honeywell and Nassau created. The program was created to inspire middle school students to explore science, technology, engineering and math. Member Ovrom said that this is the absolute crux of what we are doing in this District. Member Simon said this was a perfect example of partnership with others during these hard times of limited resources and how did we get so lucky to get this opportunity. Dr. Marquand was thanked for applying for and being approved for this program.

3.0 COMMENTS FROM THE AUDIENCE

- John Bonnett, President of CSEA, addressed the Board and said he was disappointed that no one from CSEA was invited to sit at the Round Table at the October 8, 2014, Special Board Meeting.
- John Coolidge addressed the Board and thanked Dr. Felix for following through with his word that in his emails, speeches and communication he will address the title of classified as well as the teachers. Mr. Coolidge also requested that the Board include a "me too" clause in the CSEA Agreement.

4.0 APPROVAL OF CONSENT AGENDA

#12

Motion: Hakes Second: Shepherd Vote: 5-0.

- 4.1 Approve the Special Meeting Minutes of September 4, 2014, and Regular Meeting Minutes of September 11, 2014
- 4.2 Accept Donations to the Coronado Unified School District
- 4.3 Approve/Ratify Contracts for Services
- 4.4 Approve/Ratify Purchase Orders and Warrants
- 4.5 Approve Certificated Personnel Register
- 4.6 Approve Classified Personnel Register
- 4.7 Accept Uniform Complaint Quarterly Report

5.0 REPORT (See Agenda for Written Report)

- 5.2 **Business Services Report** included Ten-Year Fiscal Sensitivity Analysis, Next Financial Report – December 11, 2014, Regular Governing Board Meeting, and the Coronado Pathways Charter School Update.

Coronado Pathways Charter School Update

Dr. Felix welcomed three Board Members of Coronado Pathways Charter School and invited them to speak. Dr. Butler gave a brief update on the finances of the Charter School since the Governing Board has fiduciary responsibility for Pathways. Member Ovrom allowed the Governing Board to ask questions of the Pathways Board. Member Kracht asked where we are going from here, what is their vision for Pathways, and what support do you need from this District besides money? She believes it will take a lot more than money to make Pathways viable.

Member Simon asked if the Governing Board is being asked to take a philosophical position. Dr. Butler answered that this Board has talked about two ways of looking at the debt of Pathways.

One is you have a debt that has incurred expenses that you have not been able to pay and you are recognizing your obligation to pay back. This is financial. The other way to look at it is to consider what the real exposure is to the District if Pathways had never existed. The District would be at the same place financially by paying all of Kevin Nicolls salary that last two years, so in that sense it is philosophical.

Member Shepherd said he would like to expand on Member Kracht's question. He said we have great programs and his concern is that there are great things we want to do in this District but we cannot continue to operate great programs with a structural deficit, it is just not going to work. How are we going to get out of this structural deficit? Member Shepherd would like to see a detailed plan that the Board can realistically count on to get out of this structural deficit mode so that the loan will not build. He would not like to put on an arbitrary cap on the loan because he does see the value in this program but this Board has a fiduciary duty in respect to that loan and he would like to see a viable plan because we have to find a solution as hard as this may be. So the plan should be detailed on how we are going to get out, where the students are going to come from, and what are the programs that are going to get us there.

Bill Seager, Board Member of Coronado Pathways Charter School, thanked the Governing Board for their service. He thanked the Governing Board for their vision to create Pathways. Mr. Seager said obviously it is where education is going now with blended learning. Pathways serves a large number of kids in personalized way. He said that he does not want the community to get the impression that if Pathways was not in existence than there would be this extra money. Half of Mr. Nicolls salary is being paid by Pathways, so it would be the same amount of money the District would encumber if there were no Pathways. Pathways has every intention to pay the District back. They are increasing their student population but it takes time.

Doug Metz, Board Member of Coronado Pathways Charter School, thanked the Governing Board for providing the "seed" money to start the Charter School. He also thanked Dr. Felix, Dr. Butler, Claudia Gallant, and Jennifer Moore for their counsel and assistance. He said the District and Pathways work together to: review all opportunities to incorporate state of the art online offerings appropriate for each grade in the District; to examine opportunities to encourage online learning as an option for some of our AP courses; reengineering the alignment of the high school and middle school periods would open opportunities for more effective staff utilization and economics. This would provide opportunities to explore the increased use of online learning in the lower secondary grades.

The Board concurred that no decisions will be made until the new Board Members are seated. The Board requested monthly reports from Director Nicolls which is to include enrollment numbers and the Board would like to see revenues and expenses projected out. Dr. Felix said that the best time for the Board to make any decisions would be when the First Interim Report is brought to the Board.

5.1 **Learning and Instruction Report**

Included: Academic Performance Index 3 Year Average, Science CST Scores, and New Elementary Report Card. Village Elementary School Principal Whitney DeSantis and Assistant Principal Tom Bevilacqua, and Silver Strand Elementary School Principal Bill Cass gave their annual site updates.

5.3 **Superintendent’s Statement to the Governing Board on the Current Wellbeing of the CUSD and a Proposal of Financial Strategy for the Future**

The Superintendent proposed a multiyear plan for Board consideration that not only allows for the District to subsist, but also to grow at a pace that supports the community’s expectations for academic excellence. The Board discussed the plan and had many questions and concerns. They discussed Fund 40 and the pass through funds. The Board would like a report back for discussion which includes some solutions and scenarios. There was a consensus by the Board that Fund 40 is protected but to use portions of the annual pass through money.

6.0 **ACTION ITEMS/PUBLIC HEARING**

6.1 **Public Hearing on Sufficiency of Instructional Materials for 2014-2015**

The Public Hearing was called to order at 8:27 pm. There were no comments and the Public Hearing ended at 8:27 pm

6.2 **Adopt Resolution #14-10-02 on Sufficiency of Instructional Materials for 2014-2015 #13**

Motion: Hakes Second: Kracht Vote: 5-0

6.3 **Approve a Memorandum of Understanding with Coronado Pathways Charter School for the Years 2014-15 to 2017-18, Inclusive #14**

Motion: Hakes Second: Simon Vote: 5-0

7.0 **PROPOSALS/FIRST READING**

7.1 Adopt Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits (First Reading)

8.0 **ORGANIZATIONAL BUSINESS**

8.1 **Proposed List of Agenda Items for Future Board Meetings**

November there will be a CoSA Report, a ceremony on December 5th to swear in the two new Board Members, with another swearing in on December 11th for their families. Member Simon requested that the Board policy regarding online classes be brought to the Board within the next few months. Dr. Felix will also check if this is a negotiated item.

8.2 **Upcoming Governing Board Meetings at 4:30 PM, District Office Board Room**

- Regular Board Meeting, November 20, 2014
- Regular Board Meeting, December 11, 2014

9.0 **CONVENE TO CLOSED SESSION**

The meeting convened to Closed Session at 8:50 PM

10.0 **RECONVENE TO OPEN SESSION**

The Board reconvened to Open Session at 9:40 PM, and reported the following: #14

9.2 Motion: Hakes Second: Shepherd Vote: 5-0, to reject Liability Claim, Government Code 54956.95; Claimant: #14-3714 - Agency Claimed Against: Coronado Unified School District

9.4 Motion: Shepherd Second: Hakes Vote: 5-0, approved the Settlement Agreement (OAH) Case #2014080174 #15

11.0 **ADJOURN**

The meeting adjourned at 9:40 PM

Approved:

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

5.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS AND FISCAL MANAGEMENT

5.2 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
Anne Bown-Crawford	Website & Graphic Design Services	10/28/14-4/30/15	\$1,000	CoSA
Northern Arizona University	Student Teaching Agreement	1/01/15-12/31/15	Master Teachers Paid Per Fee Schedule	N/A
Raindrop Marketing	BBMAC Marketing Services	11/01/14-10/31/15	\$42,500	BBMAC
Town and Country Resort & Convention Center	Hotel Reservation Agreement per AME Contract	4/07/15-4/12/15	\$19,644	General Fund/ AME Contract
VectorUSA	Professional Information Systems Services	11/21/14-11/20/15	\$24,000	General Fund

BBMAC POOL RENTAL CONTRACTS			
Name	Description	Dates	Rental Income Amount
Boise State	Collegiate Swim Team	12/29/14-1/04/15	\$2,460
Burlington Devilrays	Canadian Youth Team	3/11/15-3/19/15	\$1,975
Colorado State University	Collegiate Swim Team	1/06/15-1/11/15	\$1,529
Formula Endurance	Youth Triathlon Club	REVISED 11/03/14-8/01/15	\$16,240.50
House of Scuba	Scuba Instruction	10/01/14-12/31/15	Approximate Annual Income \$3,200

Rice	Collegiate Swim Team	1/04/15-1/10/15	\$2,035
St. Thomas Academy	High School Swim Team	12/27/14-1/03/15	\$2,644
Water And Sports Physical Therapy	Physical Therapy Providers	10/01/14-12/31/15	Approximate Annual Income \$31,587.13
Willamette University	Collegiate Swim Team	1/03/15-1/08/15	\$1,826.00

Financial Impact:

The contracts listed above are included in the 2013-14 budget and 2014-15 budgets, as applicable.

JPF

Superintendent's Recommendation:

That the Board approve/ratify the contracts for services.

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____

5.0 **CONSOLIDATED MOTION FOR CONSENT CALENDAR**

BUSINESS & FISCAL MANAGEMENT

5.3 Approve/Ratify Purchase Orders and Warrants (Action)

Background Information:

A list of all purchase orders has been submitted to the Governing Board per Education Code 39657. Warrants submitted for ratification and approval represent invoiced payments against purchase orders previously approved. Warrants were audited and approved by the County Superintendent of Schools prior to payment.

Report:

Separate cover

Financial Impact:

Purchase Orders	September 1, 2014 through September 30, 2014	\$ 521,748.06
Commercial Warrants	September 1, 2014 through September 30, 2014	\$1,857,309.81

JPF

Superintendent's Recommendation:

That the Board approve/ratify the listed purchase orders and warrants.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

5.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS & FISCAL MANAGEMENT

5.4 Developer Fee Accounting Annual Report (Action)

Background Information:

Sections 66001 and 66006 of the Government Code require that Coronado Unified School District ("School District") provide to the public information on impact fees received from new residential and commercial/industrial development to mitigate the impact of that new development on the school facilities of the School District ("Reportable Fees"). The School District currently collects statutory school fees ("Statutory School Fees") pursuant to Sections 17620 et seq. of the Education Code and Sections 65995 et seq. of the Government Code.

The School District is required to provide under the Government Code the following information on Reportable Fees for the prior fiscal year:

1. Amounts collected
2. Amount of interest earned
3. Amounts spent on projects to accommodate additional enrollment from new residential and commercial/industrial development.

The Reportable Fees do not include special tax proceeds, proceeds of bonds, or letters of credit to secure payment of Reportable Fees at a future date. Further, the School District is required to confirm that Reportable Fees have not been levied, collected, or imposed for general revenue purposes.

Report:

Attached

Financial Impact:

There is no financial impact to the District as a result of accepting this report.

JPF

Superintendent's Recommendation:

That the Board accept the Developer Fee Accounting Annual Report.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

Developer Fee Accounting Report Pursuant to Government Code Sections 66001(d) and 66006(b)

Annual Reporting Requirements (Government Code 66006(b))

Within 180 days after the last day of each fiscal year, the District needs to make the following information available to the public:

A. A brief description of the type of fee in the account or fund

The fees are authorized by Government Code section 65995 and Education Code section 17620. The fees are collected to mitigate the impact on facilities of new students coming from new development in the District.

B. The amount of the fee

Residential Development: \$3.20 per square foot

Commercial-Industrial Development: \$0.51 per square foot

Rental Self-Storage Development: \$0.51

C. The beginning and ending balance of the account of fund

The District began fiscal year 2013-14 with \$1,529,746.07 in its Developer Fee Fund and ended the fiscal year with \$1,037,684.00 in its Developer Fee Fund.

D. The amount of the fees collected and interest earned

During fiscal year 2013-14, the District collected \$299,401.28 in developer fees and earned \$5,412.76 in interest on its developer fees.

E. An identification of each public improvement on which fees were expended and the amount of the expenditures on each public improvement, including the total percentage of the cost of the public improvement that was funded with fees

During fiscal year 2013-14, the District expended the following developer fee amounts on the following projects:

Purchase Order #	Vendor	Purchase/Work	Amount	% Funded
Q1366	Architect Mosher Drew	facilities record drawings	5,753.32	100%
Q1368	Davy Architect	facilities record drawings	6,520.41	100%
Q1408	Eric Hall	long range facility maintenance management plan	68,962.35	100%
Q1427	Union Bank	payment of COPs administrative costs	1,660.00	100%
Q1732	Eric Hall	professional services to coordinate the DSA close of projects	19,634.90	100%
Q1736	Division of State Architect	DSA fees for CHS 500 building and gym	367.40	100%
Q2160	Visionary Construction	create and provide auto CAD drawings for ECDC	2,500.00	100%
Q2174	Dolinka Group	financial advisory service for facilities funding for CUSD	6,603.38	100%
J0651	Union Bank	wire for COPs payment	201,503.13	100%
J1763	Union Bank	wire for COPs payment	197,115.63	100%
J0651	Union Bank	wire for COPs payment	260,000.00	100%
J14063		administrative cost charged to Fund 25-18	8,982.04	100%
		Costs in 2013-14	779,602.56	
The following items were charged to Fund 25-18 during 2013-14, but were reimbursed to Fund 25-18 in 2014-15				
Q1877	Toshiba	copy machine Toshiba e studio 356	3,132.00	100%
Q2861	Widco Inc.	DO board room podium remodel	14,141.55	100%
		Total costs in 2013-14	796,876.11	

F. An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in paragraph (2) of subdivision (a) of Section 66001, and the public improvement remains incomplete

N/A

G. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the account or fund will receive on the loan

There were no interfund transfers or loans.

H. The amount of refunds made to the current owners of record of any funds collected in excess of what was required to complete the identified public improvements.

There were no such refunds.

End of report

AGENDA – November 20, 2014

5.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

5.5 Approve Certificated Personnel Register (Action)

APPROVE EMPLOYMENT

Name	Position	Salary	Effective Date
Agrella, Elise	School Counselor/ Clinical Social Worker	Mid-Manage. Range 8 Step 1	10/08/14
Beauchamp, Cheryl	Engineering Teacher CHS ROP	Range 5 Step 4	10/01/14
Centi, Katie	Special Ed. Coordinator CHS	Stipend	9/22/14
Dante, Thomas	Math/Study Skills CHS	Range 4 Step 1	10/09/14
Frost, Sophia	School Counselor/ Clinical Social Worker	Mid-Manage. Range 1 Step 5	10/06/14
Knapp, Evan	Dance Instructor CHS-ROP	Range 1 Step 7	10/01/14
Perrea, Amy Jo	Teacher Special Ed. ECDC	Range	10/07/14

LEAVE OF ABSENCE

Name	Position	Reason	Effective Date
O'Brien, Tamara	Teacher CHS	Extending medical leave	Through 12/01/14

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 Certificated Personnel Register.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

5.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

5.6 Approve Classified Personnel Register (Action)

APPROVE EMPLOYMENT

Name	Position	Salary	Effective Date
Arriaga, Paulina Santin	Food Service Work. 2 Village	Range 3 Step 2	10/07/14
Jenkins, Michelle	Instructional Assist. Village	Range 3 Step 1	9/25/14
Sebastian, Dyan	Childcare Worker Village	Range 3 Step 3	11/13/14

APPROVE LEAVE OF ABSENCE

Name	Position	Reason	Effective Date
Ellison, Amanda	Lifeguard II BBMAC	Maternity	Extend through 12/08/14

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 _____

5.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

5.7 Approve Agreement for Participation in Regional Occupational Program (ROP) for 2014-2015 (Action)

Background Information:

Annually the District enters into an Agreement for Participation with the San Diego County Office of Education authorizing the District to continue to establish and maintain a Regional Occupational Program (ROP). This program serves high school students, out-of-school youth and adults.

Report:

A copy of the agreement is available for public inspection at the District Office.

Financial Impact:

The \$306,588 transfer from the San Diego County Office of Education, along with ROP/CTE (Continuing and Technical Education) funds from the Local Control Funding Formula and Lottery funds dedicated to the ROP program, will cover projected ROP Maintenance of Effort expenditures in 2014-15.

Superintendent's Recommendation:

JPF

That the Board approve the Agreement for Participation in Regional Occupational Program (ROP).

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

AGENDA – November 20, 2014

6.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

6.1 Interdistrict Transfer Enrollment Comparison (Report)

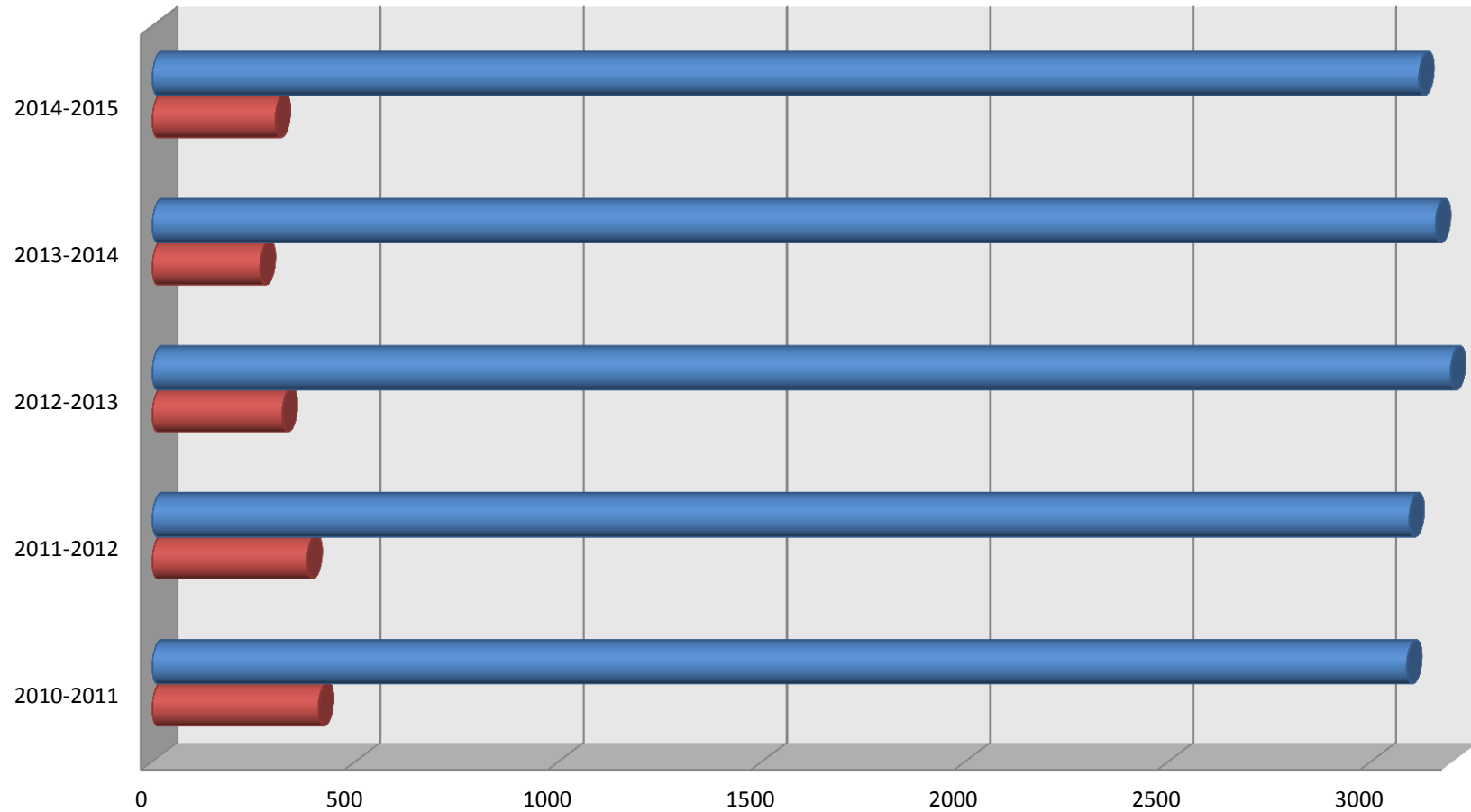
Background Information:

District staff regularly gathers and monitors enrollment figures. The attached graph shows current enrollment and Interdistrict data for the past five years.

Report:

The following table shows enrollment and Interdistrict data for the 2014-2015 school year and the past four school years.

CORONADO UNIFIED SCHOOL DISTRICT INTERDISTRICT TRANSFER ENROLLMENT COMPARISON



	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
■ Enrollment	3089	3095	3197	3160	3119
■ IDT	410	382	321	267	304

AGENDA – November 20, 2014

6.0 BUSINESS AND FISCAL MANAGEMENT

6.2 Coronado Pathways Charter School Report

- To date (11/12/14), 87 students served, 56 currently enrolled.
- 27 students referred by CHS, including 3 receiving SPED services.
- 19 enrolled through CoSA.
- 8 directly from CMS as freshmen.
- 4 joined from Palm Academy.
- 31 from other schools, including a handful of homeschooled students.

- Pathways facilitated summer school for 59 students, including 31 from CHS, 21 of whom received SPED services. The total expenditure for summer school, including the sole SPED teacher was \$15,000. Based on the MOU, Pathways should receive \$250 for each of the courses taken by CHS students at Pathways (\$7,750)
- Through planning and implementation grant, Pathways upgraded the site WAN, purchased all of the computers currently in use at the school site and the online courseware that has been used by students from all three high schools. Total Cost: \$40,000.
- Earned WASC accreditation, A-G certification for all core courses (including Chemistry and Biology labs), and signed a CIF Multi-School agreement allowing Pathways athletes to participate on CHS teams.

PCSGP Planning and Implementation Grant - \$250,000

2013-2014 2014-2015 (first quarter)

Allowed Staff Expenses		
(Director - 2mos sal./ben.)	\$26,000	\$13,000 (\$13,000 remaining)
(Professional Development)	\$15,000	\$7,000 (\$13,500 remaining)
(TOSA - 100% of salary)	\$17,000	\$ 4,250 (\$12,750 remaining)
Total Allowed Staff	\$58,000	\$24,250 (\$39,250 remaining)
Computers/WAN/Curriculum	\$40,000	(est \$26,500 remaining)
(upgrades to support online courses)		
Marketing/other	\$39,000	(est \$23,000 remaining)
Approximate Total from Grant	\$137,000	\$24,250 (\$88,750 remaining)

This report is provided to the Board for information and discussion.



6.0 DISTRICT ORGANIZATION AND BOARD OPERATION

- 6.3 Adopt Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits (Second Reading)

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 Board received the proposed Policies and Regulations at the October 16, 2014, School Board Meeting for first reading.

Copies of the policies have been available for the public for viewing at the District Office.

6.0 **INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES**

6.4 Learning and Instruction Report, Including: (1) Mathematics Instruction and (2) Coronado Middle School's Annual Update

1) **Mathematics Instruction**

Background Information:

CUSD teachers in all grade levels and departments are transitioning to new standards for mathematics, which will be officially assessed by the State of California for the first time in the spring of 2015. CUSD expects the full transition to take several years. All districts received Common Core implementation funds in order to support this transition. CUSD received approximately \$634K for this purpose; the Governing Board approved that 21% of these funds be apportioned to instructional materials and 79% to professional development. The last update to the Board regarding mathematics occurred in April 2014.

Report:

In the United States, math proficiency has been redefined to ensure that students have both conceptual understanding and skills, and are best described by the 8 Standards for Mathematical Practice:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

In spring 2015, Smarter Balanced Assessment math performance for students grades 3-8 and 11 will be reported to the district and parents which incorporate the above eight standards into 4 "claims":

- **Claim #1 – Concepts & Procedures**
Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- **Claim #2 – Problem Solving**
Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.
- **Claim #3 – Communicating Reasoning**
Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

- **Claim #4 – Modeling and Data Analysis**

Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

In order to address these claims, ensure all CUSD students are mathematically proficient, and continue to prepare students for the rigors of college and career, CUSD teachers of mathematics and administrators at all levels devote significant time to professional growth and to lesson, assessment, course content, and course sequence redesign based on CCSS and the new assessment system. Callahan Consulting, led by Dr. Patrick Callahan and a team of expert mathematics educators, provides training and support for all teachers of mathematics, administrators, and parents. Dr. Callahan is a Coronado resident and CUSD parent who serves as the co-director of the California Mathematics Project, is a member of the Smarter Balanced Assessment panel, and a writer for Illustrative Mathematics.

Professional Development and Collaboration:

CUSD

- long-standing mathematics Vertical Team meetings led by K-12 teachers and include best practices and ongoing dialogues about instruction and assessment. Teachers meet approximately 6 times per year
- a mathematics Leadership Team was reinstated as a district oversight committee comprised of teachers from each site and administration; this committee meets quarterly and assessment practices will be a focus for 2014-15
- Late Start Thursday collaboration; all secondary math teachers meet four mornings during the year, adding approximately eight hours to collaboration time
- seven full days of mathematics training by Senior Director of Learning and Instruction in 2013-14

Secondary

- successful revision of traditional secondary course sequence in 2013-14 (see attached at the end of the report) for grades 6-12 facilitated by Dr. Callahan
- participation by all grades 6-12 teachers in the Secondary Mathematics Redesign Project, which remunerates teachers at their per diem for redesigning courses content and course sequence (funding through 2014-15); all courses are still in process of this alignment
- focus of support by math expert consultants on grade 6 and Algebra I courses for 2014-15, grade 7 will be the focus for 2015-16, and other courses TBD
- attendance by many teachers at various conferences, including the National Council of Mathematics Teachers conferences
- participation by Nancy McGreevy and Elizabeth Wertz on the SDCOE Math Task Force as representatives of CUSD

Elementary

- attendance of many elementary teachers at two-day workshops on the new CA mathematics framework in spring 2014; all Silver Strand teachers and administrators attended
- two three-day summer workshops offered for teachers in K-2 and 3-5 based on the most critical math topics for primary and upper elementary grades
- full day of professional development and support for each grade (K-5) in September 2014 as a kick-off to the instructional year
- eighteen K-6 teachers and administrators visited Del Mar Union School District schools to observe conceptually-based mathematics instruction. This has now evolved into a book study group who will read and discuss *Children's Mathematics* <http://www.heinemann.com/products/E05287.aspx>
- attendance by several teachers at various conferences, including the National Council of Mathematics Teachers and SDCOE

Student Assessment and Achievement:

CUSD

State assessment data is unavailable until spring 2015, however all students in grades 3-8 and 11 participated in a field test of the Smarter Balanced Assessment, which gave teachers and students insight into how students will be asked to demonstrate their understanding. CUSD's local MAP data shows growth for all grades in mathematics based on past MAP performance. In every tested grade (gr 2-8), CUSD is well above the national norm for math. This data shows performance for both military and non-military students and was included in the recent Project STEPS annual report (full report will be included in the December Governing Board agenda).

Grade Level RIT	Group		Grade Level National Norm (2011) RIT
	Non Military	Military	
2			
RIT Mean	195.56*	191.57	191.30
3			
RIT Mean	213.13	212.01	203.10
4			
RIT Mean	217.64	221.07	221.00
5			
RIT Mean	231.84	235.34	225.60
6			
RIT Mean	233.05	231.23	230.50
7			
RIT Mean	239.25	241.11	234.50
8			
RIT Mean	246.33	246.68	234.50
Total RIT Mean	231.72	228.43	
Total Number of Students	776	467	

*Note: Orange color band indicates approaching grade level. Green color band suggests meeting or exceeding grade level expectations.

Secondary

AP Calculus BC and AP Physics B are recipients of an award sponsored by Google, administered by the College Board. The award is designed to support and recognize AP STEM programs that have increased their enrollment in “under-represented populations” such as Hispanic, African American, female. The CHS programs were identified as recipients because CHS enrollment of the under-represented populations increased in those classes and because our students have very high passing rates. In Calculus BC, 26 students passed the AP exam and in Physics B, 56 passed. All mathematics AP results for 2014 are below:

Calculus AB	78	78%
Calculus BC	27	96%
Statistics	20	70%

Instructional Materials:

CUSD made a decision not to adopt state-approved CCSS instructional materials for K-8 due to poor quality of these materials, exorbitant costs, and eight year lock-in contracts. Many educational institutions and non-profit groups devoted to providing open educational resources (OER) at no cost are on the rise. CUSD looks to Dr. Callahan, who is authoring such content, to assist in navigating all resources that are vetted and proven to improve instruction and student performance. CUSD is creating a resource link for our educators and parents with these OERs. However, CUSD has purchased for grade K-8 affordable supplemental materials written to the new standards and assessments. Blueprints for pacing, units of instruction, and specific lessons are being provided free of charge by our consultants. Many online resources valued by teachers and students for personalized learning and credit recovery (provided with Project STEPS funding) are in place specifically: ALEKS, Compass Learning, and Edgenuity.

Parent Involvement:

Parent education in mathematics has been ongoing. In addition to 5 opportunities provided to parents in 2013-14, the following has been planned for this fall:

- Elementary Mathematics
 - Tuesday, November 18 at Silver Strand from 6-7 pm in the Silver Strand library
 - Wednesday, November 19 at Village Elementary from 5-6 pm in Village Hall
 - TBD for middle school parents before winter break

Next Steps:

In order for CUSD to realize the shifts inherent in our standards and increase student achievement in mathematics based on the new definition of mathematics proficiency, sustained professional development is essential. Teachers and administrators need ongoing time and funding for units and course redesign in order to continue their significant professional growth they have already made and meet the needs of CUSD students.

Now in place is the California Framework for Mathematics, recently adopted by the State Board of Education, providing the foundation for all math instruction (1,100 pages): <http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp>.

CUSD expectations for addressing CCSS for mathematics include:

- all CUSD teachers and administrators continue to 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 digital resources, and that student learning is relevant and problem-based
- assessments and curriculum are aligned, and that 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

2) Coronado Middle School’s Annual Update

Background Information:

Each school in the Coronado Unified School District reports annually to the Governing Board with updated information on academic achievement, progress on Strategic Plan goals, and other components of the instructional program. Village and Silver Strand Elementary Schools report at the October 16, 2014 Board Meeting; Coronado High School and Palm Academy reports are scheduled for the Board Meeting on December 11, 2014.

Report:

Coronado Middle School provides outstanding instruction and social-emotional support for 755 students this year, capably led by Dr. Jay Marquand (principal) and Ms. Karin Mellina (assistant principal). The CMS staff leads CUSD in innovative instructional practices and use of formative assessment data to ensure that all students receive appropriate instruction and support. CMS prides itself on developing the potential of students through critical thinking and problem solving skills which are imbedded in the instruction and curriculum. Technology is an integral learning tool for accessing content, conducting research, assessment, and for communication and collaboration for all students with their teachers and peers. Examples that provide best practice instruction and support for today’s learner include:

- fully integrated Haiku learning management system
- CMS digital text for Next Generation Science standards for grades 6, 7, and
- Socratic seminar strategies in Humanities/English/History and science
- course offering such as Mouse Squad, Digital Media, KCMS, and other STEAM electives
- use of and value for MAP data which informs instructional decisions, placement, and interventions for below proficient students
- personalized education plans for all CMS students
- co-teaching by special educators and general educators for some CMS courses
- sharing of students' MAP data for reading, language, and mathematics to all teachers. Regardless of the course/content area, all teachers have current academic data available to them.
- 5 sections of academic support for literacy and mathematics are a part of the master schedule
- resiliency curriculum for all students embedded into 6th grade wheel class

State Assessment Data for 2013-14:

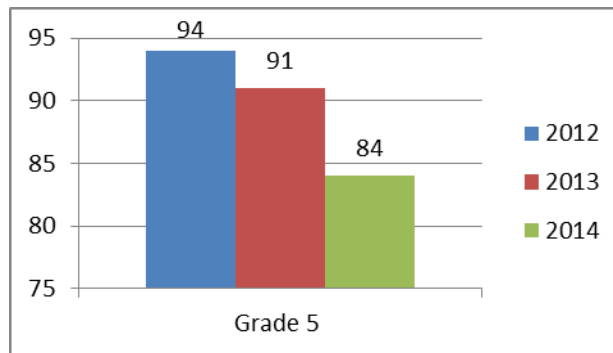
Academic Performance Index history is as follows, including the three-year average reported in 2013-14:

2014 (3-year average)	2013	2012	2011	2010	2009
915	923	919	909	891	891

These API scores are just one example of evidence of the outstanding education provided CMS, especially when considering the State's API target for all schools is 800.

Due to transitions in the entire state assessment and accountability system, for school year 2013-14, just two summative assessments of middle school students provide data on student achievement: California Standardized Testing and Reporting (STAR) Program reports for science grade 8 only and the grade 7 Physical Fitness Test (PFT). Local Rasch Unit (RIT) data via Measures of Academic Progress (MAP) provide ongoing current assessment data (three times a year) in the areas of reading, language, and math for all students. RIT scores are used to set learning goals for each student to improve their own RIT score. The MAP assessment allows for true benchmarking throughout the school year so individual student growth can be measured. Both the STAR, PFT, and MAP assessments are two primary, multiple measures of assessment utilized at CMS that are valuable in understanding the needs of the middle school child.

California Standards Test (CST) 2014 Science Performance Grade 8 Percent Proficient and Advanced



As reported to the Board in May 2014, there is now a mismatch between current CMS science instruction and the California Standards Test for science. Science instruction at CMS now completely aligns to Next Generation Science Standards, adopted by CUSD Governing Board in 2013-14. Despite the discrepancy between the assessment and instruction, CMS 8th graders performed well above the state target of 80% proficient/advanced. The CST for science for grades 5, 8, and 10 (life science) remains a component of the California Assessment for Student Performance and Progress (CAASPP) system until CA develops a new NGSS-aligned assessment for science, which is currently under development.

California PFT Data reports performance of students in grade 7 in 6 areas: aerobic capacity, body composition, abdominal strength, trunk extension strength, upper body strength, and flexibility. Together, these six areas are referred to as the Healthy Fitness Zone. In 2014, 80 percent of students in grade 7 were in the Healthy Fitness Zone. Students have access to their own data in the *Fitnessgram* system.

Local Assessment Data for 2013-14:

Mean RIT Score for Coronado Middle School Students Measures of Academic Progress (MAP) CCSS Math 6+ version End of Year 2014						
Grade	Reading			Mathematics		
	(Percent of students meeting or exceeding growth target, usually a few RIT points per year per grade)			(Percent of students meeting or exceeding growth target, usually a few RIT points per year per grade)		
	CMS	CMS Norm 2014	2011 National Norm	CMS	CMS Norm 2014	2011 National Norm
6	221.9 (51%)	224	216	233.1 (58%)	233	225
7	227.8 (47%)	229	220	240.5 (58%)	237	228
8	Only below proficient students were assessed; most 8 th grade students RIT score is above grade 11 national norm.	231	223	245.4 (59%)	241	233

The numbers in parentheses represent the percent of RIT point growth that the grade level achieved for the projected growth for that grade. For example, 51 percent of students in grades 6 exceeded projected growth for spring 2014. Projected growth is based on CUSD past performance; CMS has three years of data for grade 6 and two years of data for grades 7 and 8 upon which projected growth was based. Based on MAP data, CUSD middle school students exceed the national norm in reading and mathematics in every grade. When compared to our own past performance, we look to meet or exceed projected growth by increasing the percent of students who meet or exceed our projected growth.

Dr. Marquand and Ms. Mellina will provide additional information in their brief oral presentation to the Board at this meeting.

This report is provided to the Board for information.

The logo consists of the letters 'JPJ' in a stylized, blue, serif font. The letters are interconnected, with the 'J's having a decorative, curved bottom. The 'P' is in the center, also with a decorative, curved top. The overall appearance is that of a professional or institutional monogram.

Coronado Unified School District



Common Core Secondary Math Sequences

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Common Core 6	Common Core 7	Common Core 8	CC Algebra 1	CC Geometry	CC Algebra 2	Honors Pre Calculus or Statistics
				Honors CC Geometry	Honors CC Algebra 2	Calculus AB and/or AP Statistics
Common Core 6A (6/7)	Common Core 7A (7/8)	CC Algebra I	Honors CC Geometry	Honors CC Algebra 2	Calculus AB	Calculus BC and/or AP Statistics
			Honors Geometry	Calculus AB	Calculus BC	Independent Study and/or AP Statistics
			AND			
			Honors Algebra 2			

These mathematics course sequences are based on the Common Core State Standards. Placements are based on student performance and need using multiple sources of data. Students needing additional support in mathematics may receive additional services.

AGENDA – November 20, 2014

6.0 PERSONNEL

6.5 Human Resources Report: Certificated Evaluation Process

Background Information:

This Governing Board's direction regarding the evaluation process has increased the quality and intensity of academic experiences for district students through certificated teachers' and administrators' use and implementation of feedback, adherence to the California Standards for the Teaching Profession (CSTP) and connection to the Continuum of Teaching Practice (CTP).

Coronado Unified School District has made significant strides accessing, reviewing and implementing feedback through the evaluation process as it relates to the impact of teachers on students. In addition student, staff and parent feedback is accessed through an annual survey. Survey feedback is provided to each school site, teacher and site administrator for review and discussion.

The role of this Governing Board in spearheading these bold opportunities for growth for teachers, administrators and students is to be applauded.

Key Points

- CUSD teachers and administrators utilize 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 objectively reflect the current practice of each teacher is a component which documents a teacher's practice using a common language.
- Teachers on the evaluation cycle end the school year with a summative number based on the metric of 70% CSTPs and 30% SMART goal (focused on student achievement).
- Administrators are increasing observations, collaboration and feedback to teachers.
- Feedback is illuminated through many documented data points, observations and ratings using the California Standards for the Teaching Profession throughout the year, as well as increased opportunities to improve rankings within specific standard areas.
- Opportunities to improve rankings may be initiated by both teachers and administrators.
- Engagement on the part of teachers in the evaluation process has increased opportunities for individualized professional development.

- Observations may be categorized as a “formal observation,” or a “walk-through.”
- Feedback is qualitative and quantitative; teachers receiving valuable qualitative feedback also receive this quantified for the overall metric value.
- During formal observations, administrators script lessons for objective documentation and discussion with the teacher.
- Overall comments include a summary of the teacher’s reflection, and the discussion between administrator and the teacher, as well as any recommendations for future practice.
- Other professional opportunities i.e. staff meetings, district wide Professional Development, parent meetings and other professional work related discussions and activities are used to provide opportunities for ratings in areas such as CSTP 6: Developing as a Professional Educator.
- Progress Adviser is increasingly used to communicate with teachers regarding their practice as it affects instruction.

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.

Without doubt, what this District has achieved could not have been accomplished without the dedication and insight of the members of this Governing Board.

This report is provided to the Board for information.

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

6.0 **BUSINESS AND FISCAL MANAGEMENT**

6.6 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. Per a request from the CUSD Governing Board, attached is an analysis of various scenarios to utilize none, some or all of the 2% Pass-Through funds (formerly sent by the local Redevelopment Agency) to provide assistance to the General Fund. Staff is seeking direction as to how the Board wishes to incorporate this information into the preparation of the First Interim Report.

The first plan is to maintain status quo, with all Pass-Through funds continuing to flow into Fund 40. Scenarios 1-3 represent eleven year plans intended to reach the estimated achievement of basic aid status for CUSD, while providing some support to the General Fund. Scenarios 4 and 5 represent plans that are aligned with the state-mandated Multi-Year Projection (MYP) timeframe, and also provide some General Fund support.

- B. The next financial report will be the 2014-15 First Interim Report, to be presented at the December 11, 2014, Regular Governing Board Meeting.

Financial Impact:

The financial impact of direction received by the Governing Board will be incorporated into the CUSD First Interim Report.

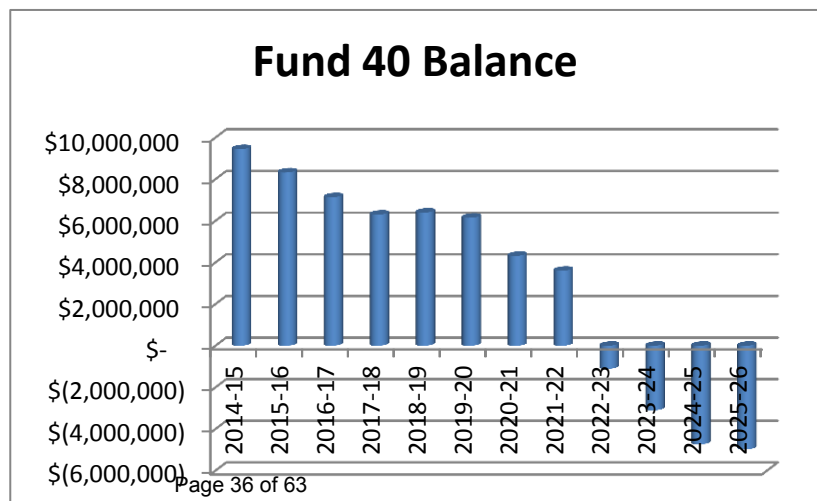
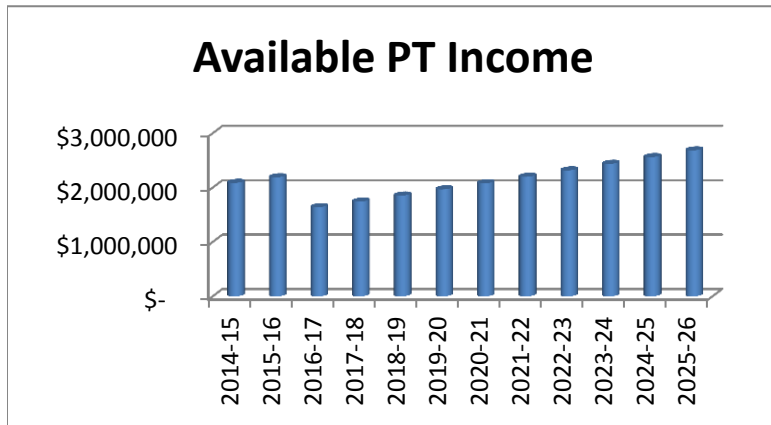
**CUSD 2% Pass-Through (PT) Analysis with
Facilities Management Plan (FMP) Expenses (including M&O and IT)**

Status Quo

Continue Placing PT into Fund 40

Fiscal Year	PT Income	COPS Payment	Available PT Income	FMP Estimated Expenses	Fund 40 Balance
2014-15	\$ 2,087,737		\$ 2,087,737	\$ 1,292,667	\$ 9,444,768
2015-16	\$ 2,190,666		\$ 2,190,666	\$ 3,311,033	\$ 8,324,401
2016-17	\$ 2,295,653	\$ 654,814	\$ 1,640,839	\$ 2,831,664	\$ 7,133,575
2017-18	\$ 2,402,740	\$ 659,025	\$ 1,743,715	\$ 2,578,563	\$ 6,298,728
2018-19	\$ 2,511,968	\$ 657,394	\$ 1,854,574	\$ 1,754,655	\$ 6,398,647
2019-20	\$ 2,623,381	\$ 654,988	\$ 1,968,393	\$ 2,217,896	\$ 6,149,144
2020-21	\$ 2,737,023	\$ 656,888	\$ 2,080,135	\$ 3,910,782	\$ 4,318,497
2021-22	\$ 2,852,937	\$ 653,288	\$ 2,199,649	\$ 2,915,384	\$ 3,602,762
2022-23	\$ 2,971,170	\$ 653,963	\$ 2,317,207	\$ 7,027,273	\$ (1,107,304)
2023-24	\$ 3,091,767	\$ 653,569	\$ 2,438,198	\$ 4,431,284	\$ (3,100,390)
2024-25	\$ 3,214,776	\$ 652,313	\$ 2,562,463	\$ 4,197,761	\$ (4,735,688)
2025-26	\$ 3,340,245	\$ 654,800	\$ 2,685,445	\$ 2,926,313	\$ (4,976,556)

- ◆COPS payments 2013-14 through 2015-16 paid from Developer Fees (Fund 25)
- ◆2014-15 includes \$1.4 million transfer from County School Facilities (Fund 35)
- ◆Assumes 4% inflation rate for FMP estimated expenses



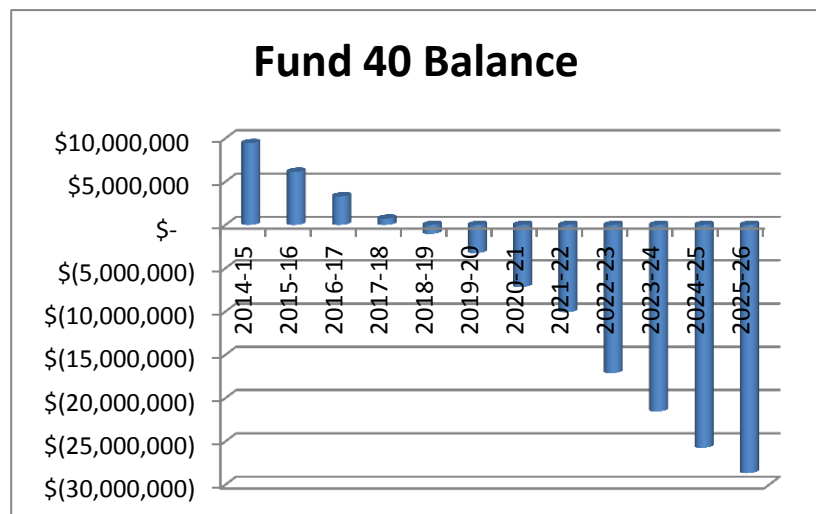
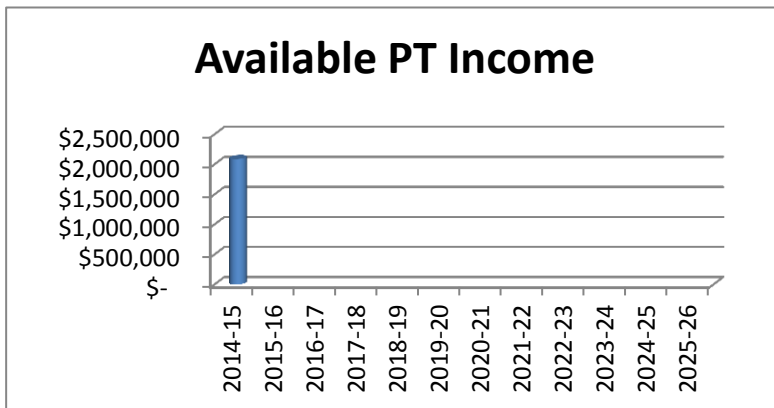
Bridge to Basic Aid — an Eleven Year Plan

Scenario 1

Divert ALL Available PT Income to the General Fund

Fiscal Year	PT Income	COPS Payment	Available PT Income	FMP Estimated Expenses	Fund 40 Balance
2014-15	\$ 2,087,737		\$ 2,087,737	\$ 1,292,667	\$ 9,444,768
2015-16	\$ 2,190,666			\$ 3,311,033	\$ 6,133,735
2016-17	\$ 2,295,653	\$ 654,814		\$ 2,831,664	\$ 3,302,071
2017-18	\$ 2,402,740	\$ 659,025		\$ 2,578,563	\$ 723,508
2018-19	\$ 2,511,968	\$ 657,394		\$ 1,754,655	\$ (1,031,147)
2019-20	\$ 2,623,381	\$ 654,988		\$ 2,217,896	\$ (3,249,043)
2020-21	\$ 2,737,023	\$ 656,888		\$ 3,910,782	\$ (7,159,826)
2021-22	\$ 2,852,937	\$ 653,288		\$ 2,915,384	\$ (10,075,209)
2022-23	\$ 2,971,170	\$ 653,963		\$ 7,027,273	\$ (17,102,482)
2023-24	\$ 3,091,767	\$ 653,569		\$ 4,431,284	\$ (21,533,766)
2024-25	\$ 3,214,776	\$ 652,313		\$ 4,197,761	\$ (25,731,526)
2025-26	\$ 3,340,245	\$ 654,800		\$ 2,926,313	\$ (28,657,840)

◆All Available PT income totals \$23.7 million during the eleven years



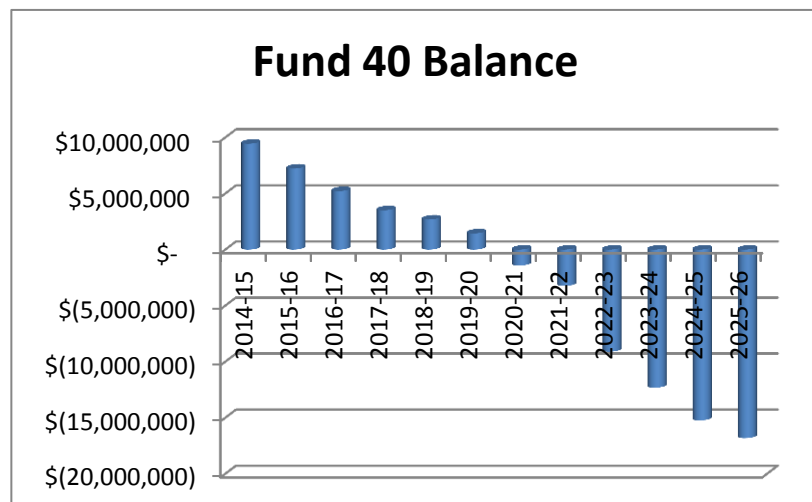
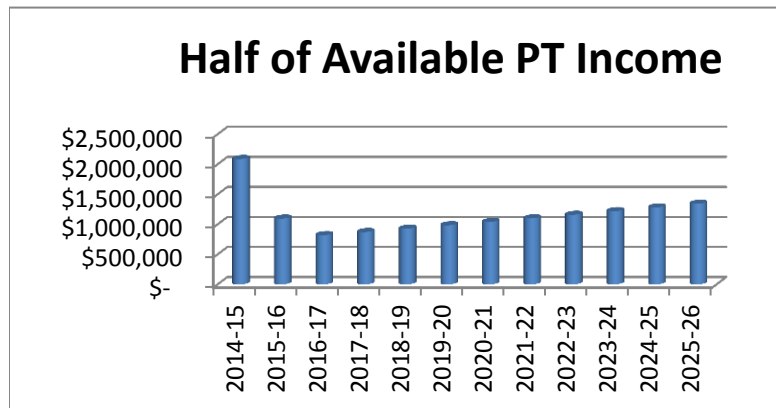
Bridge to Basic Aid — an Eleven Year Plan

Scenario 2

Divert HALF of Available PT Income to the General Fund

Fiscal Year	PT Income	COPS Payment	Half of Available PT Income	FMP Estimated Expenses	Fund 40 Balance
2014-15	\$ 2,087,737		\$ 2,087,737	\$ 1,292,667	\$ 9,444,768
2015-16	\$ 2,190,666		\$ 1,095,333	\$ 3,311,033	\$ 7,229,068
2016-17	\$ 2,295,653	\$ 654,814	\$ 820,419	\$ 2,831,664	\$ 5,217,823
2017-18	\$ 2,402,740	\$ 659,025	\$ 871,857	\$ 2,578,563	\$ 3,511,118
2018-19	\$ 2,511,968	\$ 657,394	\$ 927,287	\$ 1,754,655	\$ 2,683,750
2019-20	\$ 2,623,381	\$ 654,988	\$ 984,197	\$ 2,217,896	\$ 1,450,050
2020-21	\$ 2,737,023	\$ 656,888	\$ 1,040,067	\$ 3,910,782	\$ (1,420,664)
2021-22	\$ 2,852,937	\$ 653,288	\$ 1,099,825	\$ 2,915,384	\$ (3,236,224)
2022-23	\$ 2,971,170	\$ 653,963	\$ 1,158,603	\$ 7,027,273	\$ (9,104,893)
2023-24	\$ 3,091,767	\$ 653,569	\$ 1,219,099	\$ 4,431,284	\$ (12,317,078)
2024-25	\$ 3,214,776	\$ 652,313	\$ 1,281,231	\$ 4,197,761	\$ (15,233,607)
2025-26	\$ 3,340,245	\$ 654,800	\$ 1,342,723	\$ 2,926,313	\$ (16,817,198)

◆ Available PT income totals \$11.8 million during the eleven years



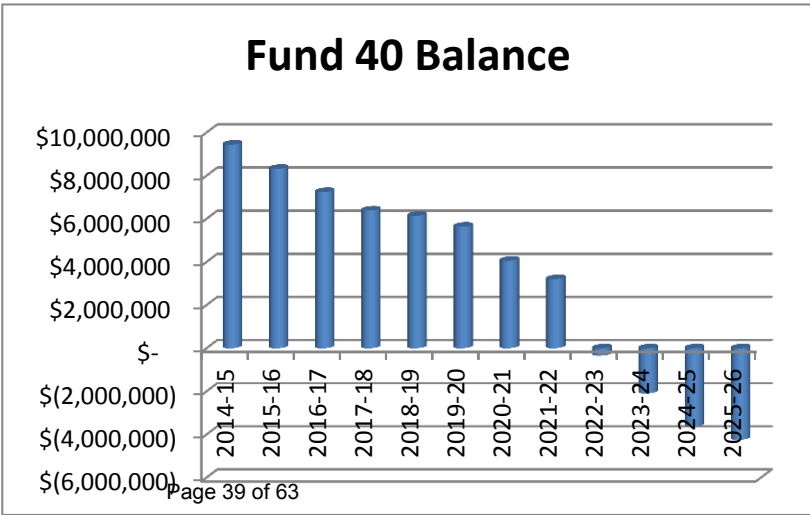
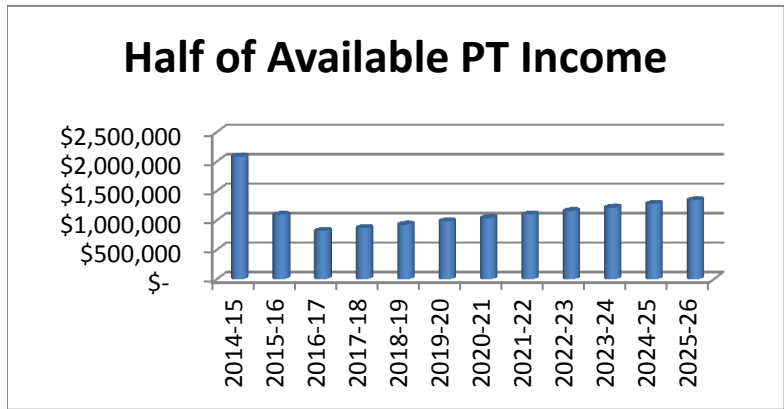
Bridge to Basic Aid — an Eleven Year Plan

Scenario 3

**Divert HALF of Available PT Income to the General Fund
Delay FMP Expenditures by 33%**

Fiscal Year	PT Income	COPS Payment	Half of Available PT Income	2/3 of FMP Estimated Expenses	Fund 40 Balance
2014-15	\$ 2,087,737		\$ 2,087,737	\$ 1,292,667	\$ 9,444,768
2015-16	\$ 2,190,666		\$ 1,095,333	\$ 2,218,392	\$ 8,321,709
2016-17	\$ 2,295,653	\$ 654,814	\$ 820,419	\$ 1,897,215	\$ 7,244,913
2017-18	\$ 2,402,740	\$ 659,025	\$ 871,857	\$ 1,727,637	\$ 6,389,134
2018-19	\$ 2,511,968	\$ 657,394	\$ 927,287	\$ 1,175,619	\$ 6,140,802
2019-20	\$ 2,623,381	\$ 654,988	\$ 984,197	\$ 1,485,991	\$ 5,639,008
2020-21	\$ 2,737,023	\$ 656,888	\$ 1,040,067	\$ 2,620,224	\$ 4,058,851
2021-22	\$ 2,852,937	\$ 653,288	\$ 1,099,825	\$ 1,953,307	\$ 3,205,369
2022-23	\$ 2,971,170	\$ 653,963	\$ 1,158,603	\$ 4,708,273	\$ (344,301)
2023-24	\$ 3,091,767	\$ 653,569	\$ 1,219,099	\$ 2,968,960	\$ (2,094,162)
2024-25	\$ 3,214,776	\$ 652,313	\$ 1,281,231	\$ 2,812,500	\$ (3,625,430)
2025-26	\$ 3,340,245	\$ 654,800	\$ 1,342,723	\$ 1,960,630	\$ (4,243,337)

- ◆ Available PT income totals \$11.8 million during the eleven years
- ◆ FMP expenses reduced by \$12.5 million during the eleven years
- ◆ Actual Fund 40 balance may be less due to increased costs as projects are deferred.



Multi-Year Projection (MYP) with Positive Certification

Scenario 4

Solving for 2015-16 and 2016-17

Fiscal Year	PT Income	COPS Payment	Available PT Income	FMP Estimated Expenses	Fund 40 Balance
2014-15	\$ 2,087,737		\$ 2,087,737	\$ 1,292,667	\$ 9,444,768
2015-16	\$ 2,190,666		\$ 1,790,666	\$ 3,311,033	\$ 7,924,401
2016-17	\$ 2,295,653	\$ 654,814	\$ 640,839	\$ 2,831,664	\$ 5,733,575

◆CUSD would use approximately \$400,000 from PT in 2015-16 to maintain 3% reserves

◆CUSD would use approximately \$900,000 from PT in 2016-17 to maintain 3% reserves

Multi-Year Projection (MYP) with Qualified Certification

Scenario 5
Solving for 2015-16 Only

Fiscal Year	PT Income	COPS Payment	Available PT Income	FMP Estimated Expenses	Fund 40 Balance
2014-15	\$ 2,087,737		\$ 2,087,737	\$ 1,292,667	\$ 9,444,768
2015-16	\$ 2,190,666		\$ 1,790,666	\$ 3,311,033	\$ 7,924,401

- ◆CUSD would use approximately \$400,000 from PT in 2015-16 to maintain 3% reserves
- ◆CUSD will receive a Qualified Certification due to insufficient reserves in 2016-17

7.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

7.1 Approve the California State Seal of Biliteracy (Action)

Background Information:

The CUSD Governing Board received information at its October 16, 2014 meeting regarding the California State Seal of Biliteracy (SSB), per Assembly Bill 815, which became effective January 1, 2012. This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. The SSB will be awarded by the Superintendent of Public Instruction in accordance with specified criteria set forth in the [legislation](#).

Report:

California is leading the way in rewarding students for becoming biliterate, culminating in the high school diploma award of the California State Seal of Biliteracy. Coronado High School seeks to include this for the first time on diplomas issued for qualifying seniors at the June 2015 graduation.

Seal of Biliteracy and related Pathway Awards for elementary and middle school students are a statement by the school system that mastery of two or more languages is important. It encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.

A Seal of Biliteracy is granted to all students who meet the criteria for the award. For each level, criteria are set for students whose first language is English who are learning a second language and for English Learners who are developing academic proficiency in their home language while mastering English.



To qualify for the SSB, high school graduates must meet all of the following criteria:

1. Completion of all English language arts requirements for graduation with an overall grade point average of 2.0 or above in those classes.
2. Passing the California Standards Test in English language arts administered in grade 11 at the proficient level or above. (This requirement is under revision to reflect the Smarter Balanced Assessment in English language arts for grade 11. Changes to this requirement will be reported in the November 20, 2014 Board Agenda.)
3. Proficiency in one or more languages in addition to English, demonstrated through one of the following methods:
 - a) Passing a foreign language Advanced Placement (AP) examination with a score of 3 or higher or an International Baccalaureate examination with a score of 4 or higher.
 - b) Successful completion of a four-year high school course of study in a foreign (world) language, and attaining an overall grade point average of 3.0 or above in that course of study.

- c) If no AP examination or off-the-shelf language test exists, and the school district can certify to the State Superintendent of Public Instruction (SSPI) that the test meets the rigor of a four-year high school course of study in that foreign (world) language, passing a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher. If a school district offers an examination in a language in which an AP examination or off-the-shelf language test does exist, the school district language examination shall be approved by the SSPI for the purpose of determining proficiency in a language other than English.
- d) Passing the Scholastic Assessment Test II foreign language examination with a score of 600 or higher.

If the primary language of a pupil in any of grades nine through twelve inclusive is other than English, he or she shall do both of the following in order to qualify for the SSB:

Attain the early advanced proficiency level on the California English Language Development Test (CELDT). For the purpose of determining SSB eligibility, a participating school district may administer the CELDT test an additional time as necessary.

Meet all the criteria listed above in 1, 2, and 3.

After identifying graduating high school students who qualify for the SSB, each district, COE, or direct-funded charter school must submit an Insignia Request Form to the CDE by mail far enough in advance of the date of the first graduation ceremony to allow time for the CDE to process the requests and for school staff to affix the insignias to the diplomas. Generally, insignias will be mailed within two weeks from the date that the CDE receives a request.

Pending Board approval, CUSD will begin marketing this award to students and their families, and ensure that a related Biliteracy Pathway awards for elementary and middle school students are incorporated into school celebrations. Additional information on the SSB may be obtained at <http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp> and <https://www.youtube.com/watch?v=OiZg2XbuVBo&noredirect=1>

Financial Impact:

None.

JPJ

Superintendent's Recommendation:

That the Board approve the adoption of the California State Seal of Biliteracy, an award given at graduation to those seniors who complete the criteria for this recognition.

Motion by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

7.0 BUSINESS AND FISCAL MANAGEMENT

7.2 Approve the Fifth Lease Amendment to Lease Regarding the Glorietta Bay Property (Action)

Background Information:

On July 1, 2009, the Fourth Amendment (and Settlement Agreement) to the lease for the Glorietta Bay property was executed. The Fourth Amendment intended to increase the total rent, combine Parcel 1 and 2 rent amounts, and to clarify the formula for future rent increases. Rent was combined and increased by 12.5% to \$19,500/month, and the parties agreed to continue using Consumer Price Index (CPI) formula.

On July 1, 2012, the first rent adjustment after the 2009 Settlement Agreement occurred. According to District legal counsel, the parties had difficulty applying the stated CPI formula but then resolved the matter by agreeing to the maximum allowable increase. The underlying issue of difficulty with CPI formula was not resolved at this time.

In April of 2014 the District requested from legal counsel clarification/correction of CPI formula used to determine next scheduled rent increase for 2017. The result of the subsequent research and discussion between the parties is the Fifth Lease Amendment.

Item:

The Fifth Lease Amendment resolves two problems with Fourth Amendment language:

1. Base rent. At first it appeared the problem with the calculation was that only one of the two base rents (\$5,000 only, not \$8,333) had been included in the formula. The real problem was that the negotiated increase to \$19,500/month didn't correspond to any previous rental amounts. The negotiated increase upped the rent by 12.5% without any relationship to CPI increases.
2. Five year calculation/application problem. Language was not clear that the CPI adjustment was to be applied to the rent increase annually, even though it was calculated only once every five years.

Financial Impact:

The intent of the Fifth Amendment is to codify previous understandings about rental increases, thus by agreeing to this amendment the CUSD Governing Board strengthens its position related to existing financial expectations.



Superintendent's Recommendation:

That the Board approve the Fifth Lease Amendment to Lease Regarding the Glorietta Bay Property.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

FIFTH AMENDMENT TO LEASE

(Coronado Unified School District / Villa Coronado)

THIS FIFTH AMENDMENT TO LEASE ("**Fifth Amendment**") is effective as of _____, 2014 ("**Effective Date**") between the CORONADO UNIFIED SCHOOL DISTRICT, a school district organized and existing under the laws of the State of California ("**District**" or "**Lessor**"), and ROYALE GUEST HOME OF CORONADO, LLC, a California limited liability partnership and VILLA CORONADO CONVALESCENT HOME, L.P., a California limited partnership (formerly Villa Coronado, L.P. and its General Partners) (collectively, "**Lessee**"). Individually, District/Lessor and Lessee may be referred to as a Party, and collectively, as "**Parties**").

RECITALS

A. District and Lessee entered into a lease dated February 1, 1983 for real property consisting of approximately 2.2 acres legally described as Parcel 1 and Parcel 2 of Parcel Map 15303, in the City of Coronado, County of San Diego, State of California, filed in the Office of the County Recorder of San Diego County on July 18, 1988 as File No. 88-345398 of Official Records ("**Property**"), amended by a First Amendment to Lease effective September 1, 1983, a Second Amendment to Lease effective September 1, 1986, a Third Amendment to Lease effective August 1, 1989, and a Fourth Amendment to Lease effective July 1, 2009 (as amended, the "**Lease**").

B. Under the Lease, Lessee constructed improvements on the Property and subleases the improved Property for operation of an assisted living facility on Parcel 1 and a convalescent hospital on Parcel 2.

C. The Parties now desire to amend the Lease as set forth below.

NOW THEREFORE, for good and valuable consideration, the receipt and adequacy of which are hereby acknowledged, the Lease is amended as follows:

1. **Rent.** Paragraphs 2(a) and 2(b) of the Lease are deleted in their entirety and replaced with the following:

Commencing July 1, 2009, and on the first day of each and every month thereafter during the lease term (including any extension pursuant to Paragraph 1 of the Lease), there shall be one consolidated rental amount for the entire lease premises (Parcel 1 and Parcel 2) ("**Rent**") for the remainder of the term, subject to the rental adjustments in Paragraph 2 of this Fifth Amendment.

Commencing July 1, 2009 through June 30, 2012, Lessee paid to Lessor Monthly Rent for the entire lease premises the amount of **\$19,611.00** per month.

As of the July 1, 2012 Adjustment Date, the Monthly Rent was adjusted to **\$20,592.00** and the Parties agree it will remain so until the next Adjustment Date, which is July 1, 2017.

2. **Rental Adjustments.** Paragraph 2(c) of the Lease is deleted in its entirety and replaced with the following:

a. **Adjustment Period.** Each five-year period of the Lease is an "**Adjustment Period.**" The first day of each Adjustment Period is the "**Adjustment Date.**" The new Rent shall be calculated and applied on the Adjustment Date beginning July 1, 2017, and on each successive Adjustment Date, using the method described in subsections (d) and (e) below.

b. **Future Adjustment Dates.** The next Adjustment Dates shall be **July 1, 2017, July 1, 2022, July 1, 2027, July 1, 2032**, continuing every five years through the end of the Lease term.

c. **Rent for Remainder of Adjustment Period.** The Rent as of the July 1, 2012 Adjustment Date and for the remainder of the current Adjustment Period is **\$20,592.00**.

d. **Adjustment Percentage.** On each Adjustment Date, the Rent shall be adjusted by a percentage ("**Adjustment Percentage**") based on the Consumer Price Index of the Bureau of Labor Statistics of the Department of Labor for All Urban Consumers (1967 = 100), All Items, for San Diego, California (the "**CPI**"). If there is no Consumer Price Index published at the time of any increase of the Adjustment Percentage, but a comparable index is published by an agency of the United States government, such index will be used. If no comparable index is published, the computation will be made in accordance with the change in the cost of living and, if agreement cannot be reached by the Parties, the change in the cost of living will be determined by arbitration under the rules and procedures of the American Arbitration Association in accordance with its Commercial Arbitration Rules in San Diego, California.

The Adjustment Percentage shall represent the sum of the CPI percentage changes for each year during the preceding Adjustment Period. As an example (*using hypothetical numbers for illustration purposes only*), the Adjustment Percentage for the July 1, 2017 Adjustment Date will be calculated as follows:

Year Span	Percent Increase/Decrease in CPI for Last Half Year of Year Span
July 1, 2012- June 30, 2013	2%
July 1, 2013- June 30, 2014	1%
July 1, 2014- June 30, 2015	3%
July 1, 2015- June 30, 2016	3%
July 1, 2016- June 30, 2017	5%

**Please note that the numbers used for "Percent Increase/Decrease" above are for illustration purposes only.*

Sum of the CPI percentage changes for each year during the preceding Adjustment Period (i.e., July 1, 2012 through June 30, 2017):

$$2\% + 1\% + 3\% + 3\% + 5\% = \mathbf{14\%}$$

The new Adjustment Percentage shall be set on each Adjustment Date and shall be fixed for the entire duration of the applicable Adjustment Period.

In no event shall the CPI percentage increase/decrease for each year during the preceding Adjustment Period be greater than five percent (5%) or be less than zero percent. Should any CPI percentage change for a given year exceed five percent (5%), the percentage increase shall be automatically converted to five percent (5%). Should any percentage change for a given year during the preceding Adjustment Period fall below zero (0%), the percentage decrease shall automatically be converted to zero (0%).

The Adjustment Percentage during any given Adjustment Period shall not exceed twenty-five percent (25%).

e. Calculation of New Monthly Rent. The new Monthly Rent on each Adjustment Date shall be calculated by multiplying the Monthly Rent amount for the immediately preceding Adjustment Period by the Adjustment Percentage, plus the Monthly Rent amount for the immediately preceding Adjustment Period.

For illustration purposes only, using the Adjustment Percentage in the example in subparagraph (d) above, the new Monthly Rent as of the Adjustment Date of July 1, 2017 would be:

$$(\$20,592.00 \times 14\%) + \$20,592.00 = \mathbf{\$23,474.88}$$

Continuing this illustration, \$23,474.88 would then be the new base rent to be used for the subsequent Adjustment Date.

Within twenty (20) business days of the publication of the applicable CPI for the final year of the Adjustment Period (which has typically been published in August), Lessee shall calculate the new Adjustment Percentage and notify Lessor in writing of the new monthly Rent, together with documentation evidencing the calculation thereof. Within ten (10) business days of receipt of Lessee's notification, Lessor shall advise Lessee in writing of either its agreement to the new monthly Rent set forth in Lessee's notice, or a revised calculation. Following determination of the new monthly Rent mutually agreed upon by Lessor and Lessee, Lessee shall pay to Lessor, together with the next Rent due, the difference between the monthly Rent previously paid and the new monthly Rent for the applicable period.

3. No Additional Compensation. Lessee shall not be liable for any additional compensation to Lessor for the difference in monthly Rent previously paid under the Fourth Amendment and the new monthly Rent under this Fifth Amendment.

4. General Provisions.

a. The Lease, as modified by this Fifth Amendment, remains in full force and effect.

b. From and after the full execution of this Fifth Amendment, all references in the Lease and in any other document related to the Lease shall be deemed to refer to the Lease as modified by this Fifth Amendment.

c. Each person executing this Fifth Amendment represents and warrants that he or she has the requisite authority to bind the Party on whose behalf the Fifth Amendment is being executed.

d. This Fifth Amendment may be executed in any number of counterparts, whether by original, copy, telecopy, or facsimile signature, and each counterpart of this Fifth Amendment so executed shall, taken together, comprise one and the same original document.

IN WITNESS WHEREOF, Lessor and Lessee have executed this Fifth Amendment to Lease effective as of the Effective Date.

LESSOR:

CORONADO UNIFIED SCHOOL DISTRICT,
a school district organized and existing under
the laws of the State of California

By: _____
Jeffrey P. Felix, Ed.D., Superintendent

LESSEE:

ROYALE GUEST HOME OF CORONADO, LLC,
a California limited liability company

By: JG Group GP, LLC, a California limited
liability company, a manager

By: _____
Barry Cayton, Manager

VILLA CORONADO CONVALESCENT HOME,
L.P., a California limited partnership

By: JG Group GP LLC, a California limited
liability company, a general partner

By: _____
Barry Cayton, Manager

7.0 BUSINESS AND FISCAL MANAGEMENT

- 7.3 Approve a Contract with School Services of California to Conduct a Study of the Organizational Efficiency and Comparative Staffing of the District Office and School Site Administration (Action)

Background Information:

The CUSD Governing Board requested that staff obtain a proposal for the conduct of an organizational efficiency and comparative staffing review. The intent of the study, if conducted, is to identify workflow efficiencies and potential classified staff reductions that will lead to increased fiscal prudence with minimal disruption to service provision.

Staff contacted three organizations to obtain a proposal to conduct this study:

- The Fiscal Crisis & Management Assistance Team (FCMAT) organization stated that they do not have the ability to undertake such a study in the foreseeable future given their new responsibilities under the Local Control Funding Formula.
- The San Diego County Office of Education is currently unable to conduct Management Assistance reviews due to staff turnover. It is estimated that the earliest they would be able to undertake such a study for Coronado would be late spring 2015.
- School Services of California (SSC) does have the capacity to undertake such a study.

Item:

As the attached proposal illustrates, the cost of contracting with SSC for this study would be \$39,600, plus expenses. If the CUSD Governing Board were to approve this item at tonight's Board meeting, SSC estimates they will have a draft of the report available by January 30, 2015. The study would include:

- An evaluation of the effectiveness and efficiency of the current organizational structure and existing staffing levels
- Identification and analysis of the functions performed by each position in the District Office and school site administration
- Recommendations for assigning/reassigning work duties, where appropriate
- Identification of ways to better integrate and coordinate administrative functions

- Detailed implementation suggestions that may include changes in the administrative structure, the reallocation of essential functions to the District’s major operational divisions, and/or staffing level
- Benchmark staffing analysis with three to five similar districts to determine appropriate staffing levels

Financial Impact:

The stated price of the review would be \$39,600 plus actual expenses. It is anticipated the total cost would not exceed \$45,000.

JPF

Superintendent’s Recommendation:

That the Board approve a contract with School Services of California to conduct a study of the Organizational Efficiency and Comparative Staffing of the District Office and school site administration.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____



September 30, 2014

1121 L Street

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Suite 1060

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Sacramento

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California 95814

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TEL: 916 . 446-7517

•

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www.sscal.com

*An Employee-Owned
Company*

Dr. Keith Butler
Assistant Superintendent, Business Services
Coronado Unified School District
201 Sixth Street
Coronado, CA 92118

Dear Dr. Butler:

School Services of California, Inc., (SSC) is pleased to respond to Coronado Unified School District’s (District) request for a proposal for an Organizational Efficiency and Comparative Staffing Review of the District Office and school site administration. Our staff is qualified to provide an expert, impartial analysis of the operational issues affecting your District.

Organizational Efficiency and Comparative Staffing Review

Issues to be considered during the Organizational Efficiency and Comparative Staffing of the District Office and school site administration will include:

- ✚ An evaluation of the effectiveness and efficiency of the current organizational structure and existing staffing levels
- ✚ Identification and analysis of the functions performed by each position in the District Office and school site administration
- ✚ Recommendations for assigning/reassigning work duties, where appropriate
- ✚ Identification of ways to better integrate and coordinate administrative functions
- ✚ Detailed implementation suggestions that may include changes in the administrative structure, the reallocation of essential functions to the District’s major operational divisions, and/or staffing level
- ✚ Benchmark staffing analysis with three to five similar districts to determine appropriate staffing levels

We approach every organizational review as objective outsiders with only one interest in mind—to ensure that findings and recommendations are supportive of positive change that is measurable by improved organizational performance.

Our approach is results-oriented, both in the way we conduct our work and in the criteria we use to assess and evaluate the organizations we review. Our review process assesses how well organizations are aligned to meet their business requirements (mission, goals, and objectives).

This approach assumes that an organization’s resources and efforts should relate to its mission and purpose. If something does not support the overarching mission of the organization, it should either be eliminated or revised, or the organization should change its mission to better focus its efforts. Below is an illustration of how the relationship between an organization and its mission and purpose works, and how it fits with an approach to planning for organizational improvement.



Resources are the people, dollars, and support that an organization has at its disposal. In the case of the District, the focus of this review will be on the resources available within the administrative structure of the District. Activities are the things that are done with those resources. Outputs refer to the results of activities. We work to identify areas where gaps exist and isolate the reasons behind them. Recommendations are developed to support improvement that is focused on results.

We rely on the following sources of information to support our work:

- ✚ **District and School Site Staff.** Interviews with District and school site leadership and staff in the department, as well as select staff at the District and school site, will be used to gather input regarding their understanding of the District’s mission, vision, and goals; business processes; workload targets, indicators, and measures; distribution of time to tasks; responsibilities; authority; range of supervision; background, skills, and experience; and relationships with and dependencies on other District and school site units. Periodic feedback regarding preliminary findings and recommendations will also be sought from the Superintendent and other designated staff before the final report is prepared.
- ✚ **Existing Documentation.** This process may include the review and analysis of strategic plans, position descriptions, organizational charts, annual budgets, Administrative and Board policies, and audit reports.

Following is an overview of the major task areas that comprise the study activities.

Step 1: Project Orientation

This step will be critical for establishing clear expectations for the project and ensuring that our plan for the work will meet the District's needs. An initial meeting with District project leaders will be held to review the study's scope, objectives, and approach; revise the proposed work plan as needed; and develop a protocol for future communication. We recognize that the success of this project is dependent on regular communication with the District, and we will work collaboratively and communicate regularly with the project contact(s) to ensure that project goals are met.

We will also gather background information, such as existing planning documents, job descriptions, and functional and organization descriptions, to prepare for subsequent interviews and meetings with District and school site administration and employees.

Step 2: Organizational Efficiency and Comparative Staffing Review

This step will consist primarily of interviews with District administration and employees in the District Office and school sites.

The interviews will focus on obtaining an understanding of the organizational business requirements, each key position's job content, placement within the current organizational structure, and efficiency issues of importance to the supervisor and the position's current incumbent. District Office and school site leadership personnel and employees should come prepared to discuss their placement within the organization, key duties, and any other ideas they may have on what works or does not work under the current organizational structure.

Key documents will also be analyzed during this phase including existing job descriptions, organization charts, and any other documents necessary to gain a complete understanding of workload and functions.

Step 3: Assessment of Current Organizational Structure and Formulation of Recommendations

We will review the data collected in Steps 1 and 2 to formulate suggestions for organizational and procedural changes aimed at improving the overall efficiency and effectiveness of the District Office and school sites. Questions and facts to be considered will include:

- ✚ How might the organizational structure be improved to meet anticipated budgetary and workload demands?
- ✚ Are the current positions the best to carry out required tasks effectively?

- ✦ Are there services that should be provided but are not because of the organizational structure?
- ✦ How might reorganization of the District’s management positions or changes in existing staffing levels affect services to the District, students, and employees?

Step 4: Comparative Staff Benchmarking

We will survey three to five districts with similar characteristics to provide comparative staffing and workload measures in the District. Based on the surveys, analysis will be done to compare and contrast differences in staffing.

Step 5: Consultant’s Report

Our report is expected to be organized in the following manner:

- ✦ **Executive Summary:** Synopsis of the organizational study results.
- ✦ **Study Objectives and Methodologies:** Detailed discussion of the study objectives in relation to key organizational issues identified. This section will also include an overview of our methodology in conducting the study.
- ✦ **Assessment of Current Organizational Structure and Recommendations:** Description of the existing organizational structure, functional areas required by the District, and any recommended changes. This section will include results of our interviews, review of key documents, and observations, such as (1) misalignment between functional needs and organizational structure, (2) identification of inefficiencies and duplication of work, and (3) other noted findings.

Step 6: Final Presentation and Follow-Up

The results of any consulting study must be a working tool for the districts we serve. To facilitate putting the recommendations into action, we recommend a meeting with SSC staff and the Superintendent or designee to discuss the results and recommended courses of action. Following the delivery of the final report, members of our team will also be available to present findings and recommendations to the Superintendent or to the Board.

Study Timeline

The review will commence at an agreed-upon date shortly after the approval and return of the signed contract to SSC. We expect to spend two to three days in the District gathering data and interviewing staff while surveying the comparative districts identified for review. The final report is expected to be completed within six to eight weeks following completion of the field

work and upon receipt of the required documents necessary to complete the project from the District and the comparative group.

SSC's Consultants

Staff for this project will be managed by two to three consultants from SSC. Each portion of the project will be led by a member of our firm with special expertise in the assigned area:

Jeff Bell, Director, Management Consulting Services, has served in the Education Unit at the State Department of Finance during three different Administrations, and he brings many years of education finance and legislative experience, most recently as an Assistant Program Budget Manager for budget, legislative, and policy issues surrounding the K-12 education budget. In addition to working at the State Department of Finance, Jeff served as both an Education Consultant and later as a Fiscal Staff Director in the State Senate. At the local level, Jeff served four years as the County Budget Administrator for Placer County during some of the most challenging fiscal times local governments have faced in decades. Prior to working in the education arena, Jeff was an active-duty officer in the U.S. Navy for ten years, where he served as an engineering officer, targeting officer, and intelligence officer.

Maureen Evans, Vice President, provides support to school districts, county offices, and community colleges in governance, management, collective bargaining, factfinding, fiscal health analysis, general consulting, and chief business officer search services. She has served on the Fiscal Crisis and Management Assistance Teams (FCMAT) in Vallejo City and West Fresno school districts and in the Compton Community College District. She has held positions at every level from school site to top-level administration. Prior to joining SSC, Maureen was the Assistant Superintendent, Business Services, in Little Lake School District. She was responsible for all business and finance functions and served as a key member of the district's cabinet. Her prior positions, including Chief Business Official in the La Cañada Unified School District and Director of Budget for Long Beach Unified School District, make her a valuable resource for educators in California.

Brianna García, Director, Management Consulting Services, has more than 14 years of full time, professional experience with responsibility for planning, design, funding, management, and development of major public facilities, over eight of which have been in public K-12 education. She has extensive experience in all aspects related to planning and development of long-term charter school facilities. Throughout her career, Brianna has continued to excel and has been promoted to positions with increasing levels of responsibility, most recently, as a Facilities Development Manager for the Los Angeles Unified School District. Prior to Brianna's work at the Los Angeles Unified School District, she spent six years with the Culver City Redevelopment Agency focusing on the management of all existing properties, including the management of contractors and city personnel, and the creation and administration of budgets, revenues, and expenditures for all property management functions.

John Gray, President, provides support to school districts, county offices, and community college districts in governance, management, collective bargaining, factfinding, fiscal health analysis, general consulting, and chief business officer search services. He has served on the Fiscal Crisis and Management Assistance Teams (FCMAT) in Vallejo, Oakland, and West Contra Costa Unified School Districts. John is a well-known presenter at statewide workshops on school finance, collective bargaining, and categorical funding. In addition, he presents annually at the Association of California Administrators (ACSA) Negotiators' Symposium, California School Boards Association (CSBA) conference, and the California Association of School Business Official (CASBO) conference. For nine years prior to joining SSC, John was the Director of Fiscal Services for a large urban school district. There he facilitated the implementation of a new integrated financial system for all business functions and a new human resources/payroll system. He also established the internal audit function.

Kathleen O'Sullivan-Spencer, Director, Management Consulting Services, has been with SSC since 2006 and works with school districts to implement and maintain effective and efficient operations through innovative strategies. Kathleen works with school districts to strengthen program management conducting organizational reviews, shared services and efficiency studies, budget reviews, comparative analyses of school district resources and staffing, and facilities reviews. She also specializes in compensation studies and salary schedule analyses. Kathleen assists in the preparation of case materials for SSC's many successful school district factfindings. She serves as SSC's liaison to the State Board of Education (SBE) monitoring emerging education policy issues and has guided many school districts through the SBE waiver process resulting in successful outcomes. Kathleen is committed to serving California's school districts during these challenging economic times.

Charlene Quilao, Consulting Coordinator, provides extensive technical and professional services to local school agencies and community colleges to help them implement and maintain effective and efficient operations. As an integral member of our Management Consulting Services team, Charlene prepares research and data analysis in order to conduct organizational reviews, efficiency studies, comparative analysis of school district resources and staffing, statewide workshops, informative publications, and other client services. She also serves as SSC's liaison to the State Board of Education, monitoring emerging education policy issues and providing this essential information to school districts. Charlene received her bachelor's degree from San Francisco State University, focusing on social sciences and research, and is an American Bar Association Certified Paralegal.

Suzanne Speck, Associate Vice President, provides support to school districts, county offices, and community college districts in management, collective bargaining, factfinding, contract risk analysis, special education, legislative issues, general consulting, and chief business officer search services. For more than 20 years, she has served school districts in California as a special education teacher, site administrator, and human resources professional. Suzanne has a strong background in collective bargaining, alternative dispute resolution, and organizational development. Suzanne is also an experienced workplace investigator and expert in the area of accommodation planning. She presents statewide on collective bargaining, human resources, and

employee benefits and leave administration. She has served on the Fiscal Crisis and Management Assistance Teams (FCMAT) for human resources in South Monterey Joint Union High School District and Compton Community College District. Suzanne is a skillful facilitator and has extensive experience leading large and small groups, on various topics, including strategic planning, budget advisory, and health benefit committees. Prior to joining SSC, Suzanne was the Assistant Superintendent, Human Resources, in the Travis Unified School District. Her prior positions, including Director of Personnel for the Vallejo City Unified School District and Special Education Principal for the Solano County Office of Education, make her a valuable resource for educators in California.

Sheila G. Vickers, Vice President, provides support to school districts, county offices, and community college districts in management, collective bargaining, legislative issues, information systems, chief business official search services, fiscal health analyses, and other management consulting services. She has served on Fiscal Crisis and Management Assistance Teams (FCMAT) for human resources and finance, and as a county-appointed fiscal advisor for school districts in financial distress. Prior to joining SSC, Sheila developed a strong background in public sector business and finance: 11 years in K-12 and community college districts and seven years at a public utility. She served most recently as the Director of Fiscal Services for a large single-campus community college district, where she was responsible for budget planning, development, and maintenance, as well as for all accounting and payroll functions. Prior to that, she was the Director of Accounting for a large high school district and Accounting Manager for a community college campus.

Proposed Fees

We propose conducting the project for \$39,600, plus expenses relative to completion of the project. Expenses are defined as actual, out-of-pocket expenses, such as travel, meals, shipping, and duplication of materials.

If additional meetings or presentations are required that are not described in this proposal (for example, an additional Board presentation), a charge of \$215 per hour, per director will be billed in addition to actual and reasonable expenses. We will submit monthly billings for services associated with the project.

If the proposal meets with your approval, please sign the enclosed Agreement for Special Services and return it to our office, whereupon a final executed Agreement will be returned for your records. Our proposal is valid for 60 days from the date of this letter.

The success of this project is highly dependent on staff cooperation. All of the timelines, costs, and outcomes assume that cooperation.

We appreciate the confidence you have in our firm and would be pleased to meet with you to discuss our proposed Organizational Efficiency and Comparative Staffing Review of the District Office and school site administration at more length. Please call if you have any questions about the enclosed proposal.

Sincerely,

A handwritten signature in cursive script that reads "Maureen Evans".

MAUREEN EVANS
Vice President

Enclosure

AGREEMENT FOR SPECIAL SERVICES
Consultation Services

This is an Agreement between the **CORONADO UNIFIED SCHOOL DISTRICT**, hereinafter referred to as “Client,” and **SCHOOL SERVICES OF CALIFORNIA, INC.**, hereinafter referred to as “Consultant,” entered into as of September 30, 2014.

RECITALS

WHEREAS, the Client needs assistance regarding an Organizational Efficiency and Comparative Staffing Review of the District Office and School Site Administration; and

WHEREAS, Consultant is professionally and specially trained and competent to provide these services; and

WHEREAS, the authority for entering into this Agreement is contained in Section 53060 of the Government Code and such other provisions of California law as may be applicable;

NOW, THEREFORE, the parties to this Agreement do hereby mutually agree as follows:

1. The Consultant agrees to assist the Client with an Organizational Efficiency and Comparative Staffing Review of the District Office and School Site Administration.
2. The Client agrees to pay the Consultant the amount of \$39,600, plus expenses, upon receipt of billing from Consultant.
 - a. “Expenses” are defined as actual, out-of-pocket expenses, such as travel, meals, shipping, and duplication of materials.
 - b. If additional meetings or presentations are required that are not described in our proposal (for example, an additional Board presentation), a charge of \$215 per hour, per director will be billed in addition to actual and reasonable expenses.
3. This Agreement shall be for the period commencing September 30, 2014, and terminating May 31, 2015. It may be terminated at any time prior to completion by either party on thirty (30) days’ written notice. In case of cancellation, the Client shall be liable for any costs accrued to date of cancellation.

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

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as indicated below:

BY: _____

DR. KEITH BUTLER
Assistant Superintendent, Business Services
Coronado Unified School District

DATE: _____

BY: _____

MAUREEN EVANS
Vice President
School Services of California, Inc.

DATE: _____

AGENDA – November 20, 2014

8.0 **ORGANIZATIONAL BUSINESS**

DISTRICT ORGANIZATION AND BOARD OPERATION

8.1 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.

December 11, 2014: Organizational and Regular Board Meeting

- First Interim
- Islander Sports Foundation Update

January 8, 2015: Special Board Meeting (Discuss the Direction of the District and Prioritizing District Finances)

January 15, 2015: Regular Board Meeting (date pending approval)

- State of District Address
- Superintendent's Evaluation
- Independent Auditor's Report on Financial Statements
- Uniform Complaint Quarterly Report
- Board Policy Update – First Reading

February 5, 2015: Special Board Meeting (date pending approval)

February 19, 2015: Regular Board Meeting (date pending approval)

- California School Boards (CSBA) Delegate Assembly Election
- Interdistrict Transfer (IDT) Agreements between South County School Districts
- STEAM Report
- Board Policy Update – Approval

March 5, 2015: Regular Board Meeting (date pending approval)

- Second Interim Budget
- Special Education Report
- Approve Site Strategic Plans
- Approve the 2015-16 School Calendar
- Association of Coronado Teachers (ACT) Topics for Negotiations
- Coronado Unified School District Topics for Negotiations
- Resolution Regarding Elimination of Particular Kinds of Services

March 26, 2015: Special Board Meeting (date pending approval)

April 16, 2015: Regular Board Meeting (date pending approval)

- Uniform Complaint Quarterly Report
- Local Board Policy Review
- Pilot Security System (TABLED on June 12, 2014)

May 7, 2015: Special Board Meeting (date pending approval)

May 21, 2015: Regular Board Meeting (date pending approval)

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

June 18, 2015: Regular Board Meeting (date pending approval)

- Superintendent Evaluation/Goals/Contract
- Consolidated Application
- GASB 45
- Uniform Complaint Quarterly Report
- Board Policy Update – Approval
- 2015-2016 Budget Presentation
- Capital Facilities Plan (Green Sheet)

June 25, 2015: Regular Board Meeting (date pending approval)

- Approve the 2014-2015 Budget

Financial Impact:

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