

**Governing Board of Trustees Agenda  
Thursday, December 11, 2014, 5:00 PM**

**Ledyard Hakes ♦ Dawn Ovrom ♦ Lee Pontes ♦ Maria Simon ♦ Lou Smith**  
**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 ORDER .....5:00**

1.1 Call to Order

**2.0 OPEN SESSION.....**

2.1 Pledge to the American Flag

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

2.3 Coronado High School Student Speaker

2.4 Board Recognition – the Board will recognize Rebekah Barakos-Cartwright for her years of service to CUSD as she embarks on a new position as Principal of Point Arena High School

2.5 Community Shareholder Reports (three minutes each)

2.6 Comments from Board Members

**3.0 COMMENTS FROM THE AUDIENCE (Agenda and Non-agenda items)**

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

**4.0 APPROVAL OF CONSOLIDATED MOTION FOR CONSENT CALENDAR.....5:50**

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.**

- 4.1 Approve the Regular Meeting Minutes of November 20, 2014 .....3
- 4.2 Approve/Ratify Contracts for Services .....7
- 4.3 Approve/Ratify Purchase Orders and Warrants.....9
- 4.4 Approve Management Personnel Register..... 10
- 4.5 Approve Certificated Personnel Register ..... 11
- 4.6 Approve Classified Personnel Register ..... 12

4.7	Approve the Child Care and Development Funding Terms and Conditions for the 2014-2015 School Year for the California State Preschool Program at Silver Strand Elementary School and Authorizing Staff to Sign the Contract .....	13
4.8	Adopt Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits .....	15
<b>5.0</b>	<b>REPORTS.....</b>	<b>6:00</b>
5.1	Human Resources Report (25 minutes) .....	16
	• The New Certificated Evaluation Process Two Years Later	
5.2	Learning and Instruction Report (60 minutes).....	18
	• Coronado High School’s Annual Update, which Includes Coronado School of the Arts, and Palm Academy for Learning’s Annual Update	
5.3	Student Services Report (written).....	33
	• Update on the Status of the New Counselor/Clinical Social Worker Positions Funded Under the Coronado Healthy Children’s Initiative Joint Powers Authority Agreement	
5.4	Coronado Pathways Charter School Report (written) .....	36
5.5	Business Services Report (written).....	37
<b>6.0</b>	<b>ACTION.....</b>	<b>7:30</b>
6.1	Elect One Board Member and One Alternate Board Member to Represent the Coronado Unified School District to Serve on the Coronado Financing Authority (5 minutes).....	39
6.2	Adopt Resolution Urging Legislature and Governor to Repeal SB 858, Section 27/Education Code 42127.01 (5 minutes) .....	40
6.3	Authorize District Certification of First Period Interim Budget State Report for Period Ending October 31, 2014 (60 minutes) .....	43
<b>7.0</b>	<b>ORGANIZATIONAL BUSINESS .....</b>	<b>8:40</b>
7.1	Proposed List of Agenda Items for Future Board Meetings .....	50
<b>8.0</b>	<b>ADJOURN</b>	

<p>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.</p>
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**AGENDA – December 11, 2014**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**DISTRICT ORGANIZATION AND BOARD OPERATION**

4.1 Approve the Regular Meeting Minutes of November 20, 2014 (Action)

**Background Information:**

Presented for Board Approval:

- November 20, 2014, regular meeting minutes

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**Superintendent's Recommendation:**

*JPF*

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

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Student \_\_\_\_\_

CORONADO UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES  
REGULAR MEETING  
UNADOPTED MINUTES  
November 20, 2014, at 4:00 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](http://www.coronadotv.me)*

**Order of Business**

**1.0 CALL TO ORDER**

President Ovrom called the meeting to order at 4:00 PM at Coronado Unified School District, 201 Sixth Street, Coronado, CA.

**Roll Call**

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

**2.0 CONVENE TO CLOSED SEESION**

The Board convened to Closed Session at 4:02 PM

**3.0 RECONVENE TO OPEN SESSION**

The Board reconvened to Open Session at 4:30 PM. No action was reported out.

**3.1 Pledge of Allegiance**

**3.2 Approve the Agenda**

**#16**

Agenda Item 5.4, Accept the Annual Report for the Accounting of Developer Fees, from the Consent Agenda

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

**3.3 Student Report**

Coronado Middle School student, Catherine Hardy updated the Board on the school activities.

**3.4 Coronado School of the Arts Foundation Contribution**

Seniors Caroline Carlson and Sophia Johnson performed a song from CoSA's Musical Chicago.

Foundation President Rich Brady presented a donation check to the District in the amount of \$215,000.

**3.5 Honoring Our Own**

The Governing Board thanked and honored the years of service performed by retiring Board Members Bruce Shepherd and Brenda Kracht

**3.6 Shareholder Report**

The following addressed the Board with their Shareholder reports:

- Tamara O'Brien was concerned about money and how we spend it. She asked the Board to stop spending money and not approve any additional expenses as suggested in this agenda. Member Shepherd stated that this was not a Shareholder report and the appropriate place for Ms. O'Brien's comments should have been in Comments from the Audience.

- Rich Brady updated the Board on the activities of SAFE and CoSA
- Patty Cowan, Executive Director of the Coronado Schools Foundation, updated the Board on upcoming activities

3.7 **Comments from Board Members**

- There were no comments from Board Members.

4.0 **COMMENTS FROM THE AUDIENCE**

- None

5.0 **APPROVAL OF CONSENT AGENDA**

#17

Agenda Item 5.5 was corrected with technical revisions.

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

- 5.1 Approve the Special Meeting Minutes of October 8, 2014, and Regular Meeting Minutes of October 16, 2014
- 5.2 Approve/Ratify Contracts for Services
- 5.3 Approve/Ratify Purchase Orders and Warrants
- 5.5 Approve Certificated Personnel Register
- 5.6 Approve Classified Personnel Register
- 5.7 Approve Agreement for District Participation in Regional Occupational Program (ROP) for 2014-2015

Pulled from Consent Agenda

5.4 **Accept Annual Report for the Accounting of Developer Fees**

#18

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

6.0 **REPORT (See Agenda for Written Report)**

6.1 **Interdistrict Transfer Enrollment Comparison Report**

Member Shepherd suggested that the Board take a look at their philosophy on Interdistrict Transfers and encouraged the Board to approve all Interdistrict Transfer students in order to bring in additional money to the District.

6.2 **Coronado Pathways Charter School Report**

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

6.4 **Learning and Instruction Report, Including: Mathematics Instruction and Coronado Middle School's Annual Update**

Principal Jay Marquand and Assistant Principal Karin Mellina gave their annual site update.

6.5 **Human Resources Report**

Senior Director Rebekah Barakos-Cartwright updated the Board on new Certificated Evaluation Progress on the last two years.

6.6 **Business Services Report**

The Board discussed the five possible scenarios and gave direction to the Superintendent so that proper data may be incorporated into the First Interim Report in December.

**7.0 ACTION ITEMS/PUBLIC HEARING**

7.1 **Approve the Adoption of the California State Seal of Biliteracy for CHS Seniors Who Complete the Criteria for this Recognition** #19

Motion: Simon Second: Kracht Vote: 4-0

7.2 **Approve the Fifth Lease Amendment to Lease Regarding the Glorietta Bay Property** #20

Motion: Simon Second: Kracht Vote: 4-0

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** #21

Member Ovrom read a statement written by Member Hakes, who was absent. Member Hakes stated reasons why he supported this item. The following people addressed the Board in opposition to this expenditure: CSEA Field Director Letitica Mungia, CSEA Labor Representative Joni Collins, and Coronado CSEA President John Bonnett. Superintendent Felix was not in favor of this expenditure.

Motion: Shepherd Second: Ovrom, Members Shepherd, Ovrom, and Simon voted yes. Member Kracht voted no. Vote: 3-1 - Motion Carried

**8.0 ORGANIZATIONAL BUSINESS**

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

Consensus for future Board Items: IDT Philosophy and CUSD Online Learning Policy

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

- The Superintendent will swear in our new Board Members on December 5, 2014, at 8:30 AM
- Annual Organizational Meeting and Regular Board Meeting, December 11, 2014

**9.0 RECONVENE TO CLOSED SESSION**

The meeting convened to Closed Session at 8:18 PMs

**10.0 RECONVENE TO OPEN SESSION**

The Board reconvened to Open Session at 9:11 PM, and reported the following: #22

9.2 Motion: Ovrom Second: Simon Vote: 4-0, approved the Settlement Agreement; Case #20141120

**11.0 ADJOURN**

The meeting adjourned at 9:12 PM

**Approved:**

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

**AGENDA – December 11, 2014**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**BUSINESS AND FISCAL MANAGEMENT**

4.2 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.

<b>Name</b>	<b>Description</b>	<b>Dates</b>	<b>Amount</b>	<b>Source of Funds</b>
<b>Alex Washington</b>	Referee Services Adult Education Men’s Basketball	2/01/15-6/30/15	\$3,160	Adult Ed
<b>American Fidelity Assurance Company</b>	Section 125 Service Provider for Flexible Benefit Plan Adoption Agreement	Dates Amended to: 1/01/15-12/31/15	N/A	N/A
<b>Clip Interpreting</b>	Student A	8/25/14-6/10/15	\$55,385	Special Ed
<b>Coronado TV (CTV), CoSA Foundation, and Raindrop Marketing</b>	Production of BBMAC Promotional Video	12/01/14-3/31/15	\$3,000	BBMAC
<b>Kristin Green</b>	Services for a Mosaic Workshop	9/10/14-3/18/15	\$1,000	General Fund
<b>Nevertardy Transit</b>	Transportation for Field Trips and Athletic Events	7/01/14-6/30/15	\$5,000	General Fund
<b>Sunbelt Staffing</b>	Professional Health Care Staffing Services	7/01/14-6/30/15	Per Fee Schedule	Special Ed
<b>Widco Inc.</b>	Professional Services for Support, Advice & Assistance for AV Support	7/01/14-6/30/15	\$12,000	General Fund

<b>BBMAC POOL RENTAL CONTRACTS</b>			
<b>Name</b>	<b>Description</b>	<b>Dates</b>	<b>Rental Income Amount</b>
<b>Fairview High School</b>	High School Swim Team	3/23/15-3/28/15	\$1,080
<b>Luther College</b>	Collegiate Swim Team	12/23/14-12/30/14	\$3,575

**Financial Impact:**

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

**Superintendent's Recommendation:**

*JPF*

That the Board approve/ratify the contracts for services.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Student \_\_\_\_\_



**AGENDA – December 11, 2014**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**BUSINESS & FISCAL MANAGEMENT**

4.3 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	October 1, 2014 through October 31, 2014	\$859,081.37
Commercial Warrants	October 1, 2014 through October 31, 2014	\$724,336.66

**Superintendent's Recommendation:**

*JPF*

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

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

**AGENDA – December 11, 2014**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**PERSONNEL**

4.4 Approve Management Personnel Register (Action)

**APPROVE RESIGNATION**

<b>Name</b>	<b>Position</b>	<b>Reason</b>	<b>Effective Date</b>
Barakos-Cartwright, Rebekah	Senior Director of Human Resources	Personal	1/01/15

**Superintendent's Recommendation:**

*JPF*

That the Board approve the Management Personnel Register.

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstained \_\_\_\_\_ Student \_\_\_\_\_

**AGENDA – December 11, 2014**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**PERSONNEL**

4.5 Approve Certificated Personnel Register (Action)

**APPROVE EMPLOYMENT**

<b>Name</b>	<b>Position</b>	<b>Salary</b>	<b>Effective Date</b>
Powers, Cassie	Ed. Related Mental Health Social Worker	Mid-Management	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 \_\_\_\_\_

**AGENDA – December 11, 2014**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**PERSONNEL**

4.6 Approve Classified Personnel Register (Action)

**APPROVE RESIGNATION**

<b>Name</b>	<b>Position</b>	<b>Reason</b>	<b>Effective Date</b>
Harris, Terrell	Custodian	Personal	11/28/14
Niedzwiecki, Andrea	Childcare Worker Crown Preschool	Personal	1/06/15

**Superintendent's Recommendation:**

*JPF*

That the Board approve the Classified Personnel Register.

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstained \_\_\_\_\_ Student \_\_\_\_\_

**AGENDA – December 11, 2014**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES**

4.7 Approve the Child Care and Development Funding Terms and Conditions for the 2014-2015 School Year for the California State Preschool Program at Silver Strand Elementary School and Authorizing Staff to Sign the Contract (Action)

**Background Information:**

The California Department of Education offers funds for school districts to establish preschool programs for three and four year old children. Families who wish to enroll their children must meet the criteria for enrollment which is based on family income.

**Report:**

The District has received an amended contract with the California Department of Education which allows the District to provide preschool services for three and four year old children. The amended contract funds one class at Silver Strand Elementary School.

The following resolution presented for Board approval authorizes the District to enter into an agreement with the California Department of Education and designates specific staff members to sign that agreement for the 2014-2015 school year.

**Financial Impact:**

The agreement states that the District will be reimbursed at a rate not to exceed \$36.10 per child per each day of attendance, with a Maximum Reimbursable Amount (MRA) of \$111,445.00 for the 2014-2015 school year.

*JPF*

**Superintendent's Recommendation:**

That the Board approve Resolution #14-12-01 accepting the Child Care and Development Funding amendment and authorizing staff to sign the contract.

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

**RESOLUTION**  
**#14-12-01**

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2014-2015**

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**RESOLUTION**

BE IT RESOLVED that the Governing Board of Coronado Unified School District authorizes entering into local agreement number/s CSPP-4416 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
<u>Jeffrey P. Felix</u>	<u>Superintendent</u>	_____
<u>Keith Butler</u>	<u>Asst. Superintendent</u>	_____
<u>Richard Erhard</u>	<u>Asst. Superintendent</u>	_____

PASSED AND ADOPTED THIS 11<sup>th</sup> day of December 2014, by the Governing Board of the  
Coronado Unified School District of San Diego County, California

I, \_\_\_\_\_, Clerk of the Governing Board of Coronado Unified School District, of San Diego County, California, certify that the foregoing is a full, true and correct copy of the resolution adopted by the said Board at a regular meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

\_\_\_\_\_  
Clerk's Signature

\_\_\_\_\_  
Date

**AGENDA – December 11, 2014**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**DISTRICT ORGANIZATION AND BOARD OPERATION**

4.8 Adopt Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits (Action)

**Background Information:**

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

**Proposal:**

The Board received the proposed Policies and Regulations at the October 16, 2014, School Board Meeting for first reading, and at the November 20, 2014, for second reading.

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

**Superintendent's Recommendation:**

*JPF*

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

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstained \_\_\_\_\_ Student \_\_\_\_\_

## AGENDA – December 11, 2014

### 5.0 PERSONNEL

#### 5.1 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.

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This report is provided to the Board for information.



## AGENDA – December 11, 2014

### 5.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

- 5.2 Learning Report: Learning and Instruction, Including: (1) Coronado High School’s Annual Update Which Includes (2) Coronado School of the Arts, and (3) Palm Academy for Learning’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 and Coronado Middle School reported at the October 16, 2014 and the November 20, 2014 meetings of the Governing Board, respectively. Approximately 1,215 high school students in Coronado are served by Coronado High School and its “school within a school” Coronado School of the Arts, and its partner school, Palm Academy for Learning.

#### Report:

- 1) Coronado High School Learning Report

The contents of this report include:

- ✓ Principal’s School Vision
- ✓ Student Learning Outcomes
- ✓ API and AYP
- ✓ English Learner Programs
- ✓ CAHSEE Data
- ✓ Advanced Placement Data
- ✓ SAT/ACT Data
- ✓ Professional Development/Common Core Update
- ✓ Mastery/Standards-Based Grading in Language Arts
- ✓ WASC Critical Areas of Need
- ✓ Campus-Wide Big Questions

#### Principal’s Vision for CHS

1. Providing personalized education and flexibilities for students

Action Plan:

- a) continue to offer diverse and rich course offerings aligned with student passions, including CTE pathways
- b) design bell schedules and course opportunities with students’ varied needs in mind (e.g., E-5, 1-6, 2-6 scheduling possibilities; online course opportunities)

- c) consider students' unique data, goals, and needs in planning course schedules
2. Promoting a culture of student voice in all aspects of campus life  
Action Plan:
    - a) involve students in all areas of planning, goal-setting, and monitoring of programs, curriculum, and activities, and
    - b) increase student voice and activity in classrooms
  3. Promoting teacher-centered staff development  
Action Plan:
    - a) (mirror the goal of student involvement) involve teaching staff in the planning and execution of professional development opportunities (e.g., instructional showcases)
    - b) involve all staff in meetings and planning sessions (e.g., open ILT meetings)
  4. Developing evidence-based approaches to intervention, placements, resource allocation, decisions, plans, and priorities  
Action Plan:
    - a) increase use of data (MAP, grades, attendance, local and state assessment data) to determine interventions
    - b) continue student-centered master planning, designation of resources
  5. Promoting a community culture of safety, health, and life balance, and of trust, value, and respect through open lines of communication and involvement of all shareholders  
Action Plan:
    - a) support counseling services related to health and life balance (groups, mental health awareness)
    - b) continue to develop and evolve relationship with School Resource Officer
    - c) send weekly staff and family emails

### **Coronado High School Learning Outcomes**

Coronado High School will prepare its graduates to be:

1. Self-aware and resilient individuals who
  - identify areas of strength and growth and develop, reflect on, and adjust goals
  - map their own unique learning paths, aligned with life and career interests
  - prioritize and manage short and long-term tasks
  - develop original and creative projects or services

- demonstrate confidence in their capability to influence communities local to global

2. Analysts who

- read, write, speak, and listen critically
- evaluate and synthesize multiple media and the reasoning of others to draw conclusions
- question, theorize, experiment, conclude, revise
- develop, defend, and justify claims with evidence
- choose appropriate strategies and resources for research, problem solving, and communication of understanding
- apply learning to real-world scenarios

3. Collaborative teammates who

- contribute to a co-curricular group (e.g., club, sport, civic organization)
- cooperate with others to develop common goals and outcomes
- balance leadership and contribution
- practice constructive self and peer critique

4. Community members who

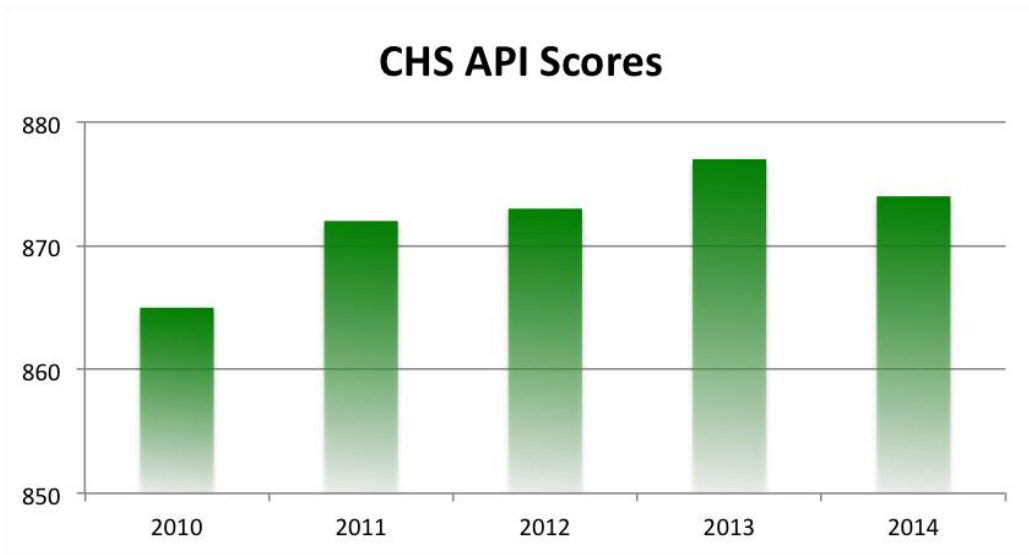
- make informed decisions about personal wellness and balance
- approach learning, expression, and relationships with respect and integrity
- demonstrate understanding and respect for diverse viewpoints, belief systems, and cultures

**API and AYP**

CHS has continued to meet all Academic Performance Index (API) growth targets.

**Academic Performance Index (State Accountability)**

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Growth API</b>	866	872	873	877	874
<b>Base API</b>	861	865	872	873	873
<b>Statewide Rank</b>	10	10	10	10	N/A
<b>Similar Schools Rank</b>	5	4	4	4	N/A



In 2013, CHS met ten out of thirteen criteria for Adequate Yearly Progress (AYP), but did not meet AYP. The table below shows our success or failure in meeting AYP goals in the 2012-2013 school year.

#### CHS 2013 Adequate Yearly Progress (federal accountability)

	English/ Language Arts		Math	
	% of Students Taking CAHSEE/CAPA	% Attaining Proficiency	% of Students Taking CAHSEE/CAPA	% Attaining Proficiency
<b>Schoolwide Results</b>	97%	81.6%	96%	85.5%*
<b>Students by Ethnicity</b>				
<b>Hispanic/Latino</b>	97%	74.0%	95%	--
<b>White/Other</b>	97%	82.4%	97%	83.5%*
<b>*met AYP goal via Safe Harbor</b>				

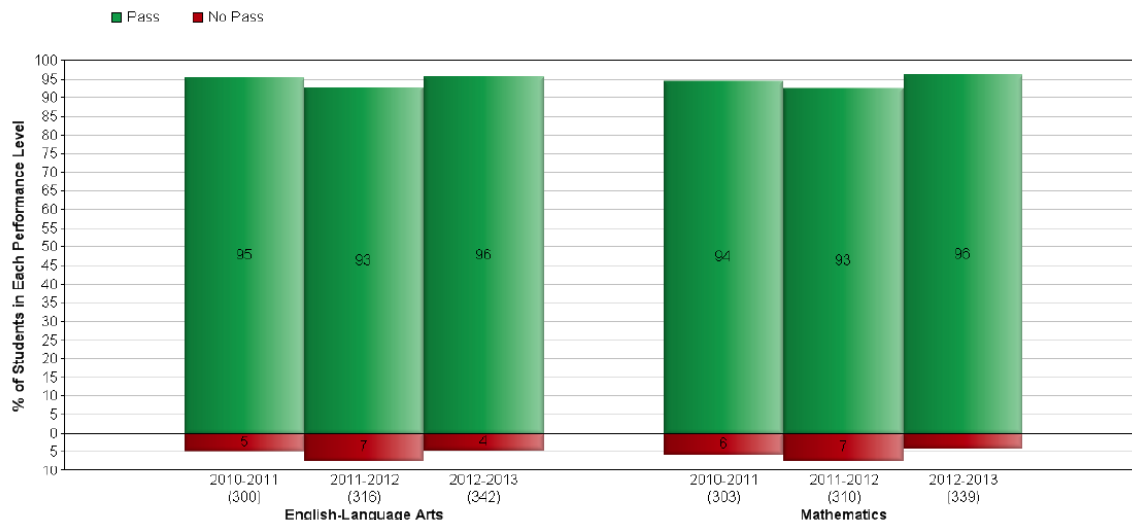
Coronado High School has made it a priority to meet the criteria for AYP that was not met in 2013. In order to do so, CHS, in conjunction with CUSD, is redesigning the English Language Development program. A new ELD Coordinator was hired for the 2014-15 school year and has conducted training at a Wednesday morning staff meeting and provided more access to data than in previous years.

The English Language Development (ELD) program at CHS is responding to a larger population of English Learners (EL) in CUSD and the need for improvements in the areas of English/Language Arts and Mathematics proficiency.

	EL Qualifying Students	Reclassified Fluent English Proficient (RFEP) Students
2014-15	0	pending
2013-14	5	91
2012-13	3	99
2011-12	4	84
2010-11	2	90

**California High School Exit Exam (CAHSEE)**

Coronado High School students consistently demonstrate strong performance on the California High School Exit Exam, with an average pass rate of 95% on the English/Language Arts portion of the test and an average of 94% on the Mathematics portion of the test.



## Advanced Placement (AP) Results

Coronado High School currently offers 17 Advanced Placement courses, with at least one course in every subject area, including electives. Our students boast strong numbers in AP test participation and scores.

The percentage of students achieving passing scores of 3 or better has remained steady since the 2009-2010 school year, when looking at all courses combined. The percentage of students achieving scores of 5, when looking at all courses combined since 2009-2010, has also remained fairly steady. These trends are especially significant given the increase in the number of students being tested, as well as the significant increase in the number of tests taken. CHS has an open-enrollment policy for AP courses, and students are not required to take the AP exam associated with the CHS course. This year is the second year we have offered Computer Science, and this year is the first year CHS has offered the new AP Physics 1 course, to be followed by AP Physics 2 next year.

### ADVANCED PLACEMENT

	2009-10		2010-11		2011-12		2012-13		2013-14		National Average Pass Rate
Number of tests given	683/367		731/366 Students		728/384 Students		826/405 Students		812/416 Students		
Score = 3, 4, or 5	75%		76%		77%		79%		74%		59.1
Score = 5	20%		18%		21%		16%		18%		
<b>Number tested and percent of students scoring 3 or better</b>											
<b>Vis &amp; Perf Art</b>	#	%	#	%	#	%	#	%	#	%	
Art-Drawing	2	100%	4	75%	4	75%	7	100%			77.5
Art 2D	3	100%	2	50%	3	100%	1	100%			78.5
Art 3D	2	100			1	100%					
Music Theory	8	50%	8	63%	8	63%	3	67%	6	67%	62.7
<b>History/Soc Sci</b>											
US History	136	71%	112	74%	115	77%	128	65%	110	68%	52.4
Govt & Politics: US	30	53%	49	73%	27	48%	69	74%	40	58%	50.7
Psychology	31	65%	61	85%	17	100%	61	89%	47	87%	65.5
World History	111	72%	103	77%	137	72%	112	70%	144	63%	54.5
<b>Science</b>											
Biology	41	61%	44	59%	61	61%	58	91%	55	89%	64.2
Chemistry	20	75%	45	71%	20	90%	25	96%	17	82%	52.8
Computer Sci									5	80%	61.2
Physics B	59	61%	58	72%	73	74%	44	77%	96	59%	60.7
<b>English</b>											
English Lang/Comp	58	97%	65	85%	87	90%	111	75%	82	73%	55.8
English Lit/Comp	15	93%	29	59%	20	75%	41	88%	29	79%	55
<b>Foreign Language</b>											
French Language	2	100%	8	75%	10	80%	9	89%	7	57%	75
Spanish Language	29	72%	26	85%	24	75%	27	85%	41	98%	84.6
Spanish Literature	9	89%			3	33%	8	100%	7	86%	74.5
<b>Mathematics</b>											
Calculus AB	76	80%	64	80%	69	94%	71	82%	78	85%	58.9
Calculus BC	27	100%	35	97%	24	92%	27	96%	27	96%	81.1
Statistics	10	60%	14	64%	22	59%	24	83%	20	70%	59.6

## SAT and ACT

Note the increasing numbers of students taking the ACT

Average SAT CHS vs. National (4 yrs)							
Year	#CHS Students	CHS Reading	National Reading	CHS Math	National Math	CHS Writing	National Writing
2014	240	562	497	557	513	549	487
2013	215	556	496	562	514	552	488
2012	245	574	496	582	514	563	488
2011	245	560	497	564	514	551	489

Average ACT CHS vs. State (5 yrs)									
Year	#CHS Students	CHS English	State English	CHS Math	State Math	CHS Reading	State Reading	CHS Composite	State Composite
2014	167	24.4	21.8	24.3	22.8	25.1	22.3	24.5	22.3
2013	145	25.4	21.6	26.0	22.8	25.8	22.0	25.5	22.2
2012	105	26.4	21.6	26.6	22.8	27.1	22.1	26.5	22.1
2011	137	25.5	21.6	25.9	22.7	26.2	22.3	25.5	22.1
2010	108	24.9	21.7	25.5	22.9	26.0	22.3	25.2	22.2

## Professional Development and Progress on Common Core

CHS has used the District-wide professional development themes of writing with evidence and performance assessments to guide professional development, along with department and focus group work on WASC tasks, including examining data and collaborating on responses to prompts about the effectiveness of our practices as they relate to organization, curriculum, organization, instruction, and assessment and accountability. Using late-start vertical teaming time as well, the social studies department is implementing and assessing writing tasks, science teachers are designing units and lessons aligned with the New Generation Science Standards, English teachers are designing common final assessments, math teachers continue to write curriculum aligned with the Common Core State Standards and adapt instructional strategies, and arts teachers are expanding writing in their courses.

**Questions we are asking teachers regarding their goals and objectives and as we observe and discuss instruction in the classrooms:**

*Are there opportunities for students to show their learning every day?*

*What is the ideal experience for students in your classroom? What would you like observers to see your students doing?*

*How are you involving students in daily instructional activities?*



## Standards/Mastery-Based Grading

English teachers are assessing students on standards-based rubrics which score students using a 1-4 scale in a variety of skills including analysis, comprehension, synthesis, evidence on skills-based assessments like essays, projects, and presentations. With separate scores in each skill available for view in the grade book, as well as a separate grade category for points-based work (quizzes or “maintenance” homework), students are aware of their proficiency levels in specific skills and how to improve.

## WASC Areas of Critical Need

Hispanic/Latino population: Ensure that all students from the Hispanic/Latino subgroup, including English language learners, achieve proficiency in the English language and meet state and Common Core academic standards in all subject areas.

- AYP Data:
  - 26% of the Hispanic/Latino subgroup did **not** achieve proficiency or above on Annual Measureable Objectives
- CST Data (average since 2009)
  - Hispanic/Latino population scoring basic or below:
    - 33% on the English Language Arts CST, compared to the schoolwide average of 22%
    - 64% on the Mathematics CST, compared to the schoolwide average of 52%
    - 39% on the end-of-course Science CSTs, compared to the schoolwide average of 27%
    - 40% on the 10<sup>th</sup> grade World History CST, compared to the schoolwide average of 27%
  - Reclassified Fluent English Proficient (RFEP) students scoring basic or below:
    - 58% on the ELA CST
    - 73% on the Math CST
    - 50% on the end-of-course Science CST
    - 50% on the 10<sup>th</sup> grade World History CST
  - EL students scoring basic or below
    - 100% on the Math, end-of-course Science and 10<sup>th</sup> grade World History CSTs
    - 94% on the ELA CST
  - Critical Questions:
    - What kind of information are we providing to teachers about English Language Learners and RFEP students?
    - Are we providing this information in a timely manner?
    - What kind of site and District training and supports are in place to assist teachers with meeting the needs of EL and RFEP students?
    - What are teachers doing to meet the needs of and engage students from a variety of cultural and ethnic backgrounds?

Math Skills: Improve student proficiency and achievement in Algebra and Geometry courses.

- CST Data:
  - The overall number of 9<sup>th</sup> grade students in Algebra 1 has decreased, with more students beginning high school with placement in higher level mathematics courses; however, since 2012, 75% of these students have performed at basic or below levels on the Math CST
  - As the number of students in 9<sup>th</sup> grade Algebra 1 has decreased, the number of students in 9<sup>th</sup> grade geometry has increased; however, there has been a slight decline in the percentage of students scoring proficient and advanced with that movement
  - Students in grade 10 who are taking Algebra 1 or Geometry score below their peers in grade 9 who take the same courses
  - Students in grade 11 who are taking Algebra 1 or Geometry score below their peers in grades 9 and 10 who take the same courses
- Critical Questions:
  - How do students with history in our District compare with students new to the District?
  - How will the implementation of Common Core integrated courses at CMS affect placement and achievement at CHS?
  - How will implementation of a new Common Core Algebra courses affect achievement of CHS students?
  - How will new CAASSP testing demonstrate achievement of our students? What other measures will we use?
  - How are we determining placement in mathematics courses, especially for students who have struggled in math previously, and students who are new to the District?
  - What strategies have we already put into place to improve proficiency levels for lower-level math students?
  - What instructional strategies can we implement to meet the needs of all students?

Upward Movement in Proficiency among Low-Performing Students: Improve student proficiency and achievement across all subjects and grade levels in order to move students up to the next level of mastery.

- CST Data:
  - The percentage of students scoring in each range of CST data has remained steady since 2009
  - For example, the percentage of students performing at a proficient level on the ELA CST each year since 2009 has been 29%, 26%, 28%, 30% and 33%
  - Little upward growth has been demonstrated throughout each of the core subject areas, i.e., students who perform at a basic level their first year in high school tend to stay at the basic level throughout their four years

- Critical Questions:
  - How do we maintain our advanced students' levels of mastery, while increasing the performance of all other students?
  - What instructional strategies have we already implemented to continually challenge our students and improve their performance?
  - What instructional strategies can we implement to provide additional support for students who are not showing academic growth?
  - What kind of site and district training and supports do we have in place to assist teachers in meeting the needs of students at all levels?

### **Big Questions at CHS**

- 1. Does our 240-credit graduation requirement support students pursuing passions and achievement at CHS?**
- 2. Does our current online/outside course policy (30 credits max, 10 per year and per discipline, excepting foreign language) properly support students' needs?**
- 3. Does our imbalanced semester with break at the winter holidays support student achievement?**
- 4. What kinds of basic (non A-G) courses should CHS offer to support learning levels of all students at CHS?**
- 5. Is our dress code reasonable and enforceable?**
- 6. How can we provide students with enrichment and credit opportunities, while acknowledging teacher time commitment in support of these pursuits?**
- 7. How can we maximize opportunities for vertical alignment, collaboration, and sharing of resources among sites?**

### 2) Coronado School of the Arts Annual Report

#### **Background Information:**

Coronado School of the Arts, CoSA, was established in 1996 by the Coronado Unified School District (CUSD) Governing Board as a school-within-a-school arts program at Coronado High School. Funding for the program was established through a special allocation of general funds, a Specialized Secondary Program (SSP) Grant for \$260,000, and private monies provided through the establishment of the CoSA Foundation, a California tax-exempt corporation. The CoSA program began with 60 students, grades 9-12, and provided accelerated education in the following arts areas: Classical & Contemporary Dance, Instrumental Music, Musical Theatre & Drama, Technical Theatre, and Visual Art. A sixth department, Digital Media, was added to CoSA curricular program in 2007-2008.

## **Report:**

### ***Design of the Program***

CoSA students must apply, interview, and audition or show a portfolio for entrance into the program. CoSA students must maintain a 2.0 overall grade point average (GPA) and a 2.75 CoSA course grade point average (GPA) while they are in the program. The components of the program are as follows:

- Pre-professional arts conservatory training with a school-to-career emphasis
- An individualized learning environment
- The academic day in the morning with arts classes in the afternoon until 4:30 pm
- Teachers for specialized classes who are professionals in their fields
- Authentic assessment (juries) twice a year for all students
- Partnerships with arts businesses and higher education

### ***CoSA Departments***

- Classical & Contemporary Dance
- Digital Arts (Animation, Film, Graphic Design, and starting 2015 - Game Design and Integration)
- Instrumental Music
- Musical Theatre & Drama
- Technical Theatre
- Visual Art

The CoSA program prepares students for college-level arts conservatory training and Career Technical Education. Special emphasis on auditioning for college arts programs is a feature of the junior and senior years. This special preparation helps CoSA seniors to be competitive when they audition for major performing arts schools and when they present their visual art or media art portfolios to major arts schools. The preparation includes:

- Providing jury experiences twice a year
- Helping students prepare art, media, and technical theatre portfolios and auditions for theatre, music, and dance
- Providing access to major higher education programs by inviting college recruiters to present on our campus, college fairs, and by assisting students with searches for appropriate programs
- Encouraging and supporting students to do their best academically

### ***Enrollment***

The CoSA program is presently in its eighteenth year of operation. This year's enrollment is 184 students. As of the writing of this report, 17 CoSA students attend Coronado Pathways Charter School. Six of the 17 students live in Coronado, the other 11 are IDT (Interdistrict Transfers) attending the charter school. Eighty students in CoSA attending Coronado high School are IDT's.

### ***CoSA Recruitment***

CoSA sponsors one Open House, one Prospective Student Workshop, and an early decision Audition/Portfolio Day on the CHS campus each year. This year the CoSA Open House was November 13, 2014 with almost 70 prospective students in attendance; the Prospective Student Workshop is January 20, 2015; and the Early Decision Audition/Portfolio Day is February 28, 2015. CoSA faculty and students recruit students from Coronado by partnering with CMS teachers and presenting an eighth grade assembly each year. Additional recruitment for San Diego County students is achieved by presenting assemblies and workshops at partner schools, through individual contacts with private and charter schools in the greater San Diego area, as well as outreach to youth arts organizations.

### ***Career Technical Education (CTE)***

A CTE designation by the state requires that the program has career pathways in at least one of the Industry Sectors designated by the standards and sequences of courses in each pathway. CoSA is a state leader with three pathways in Career Technical Education. The state will be releasing new CTE standards and CoSA will use these standards to guide our 21<sup>st</sup> century curriculum and instruction, which will include adding a new pathway, Game Design and Integration.

### ***Grants***

Coronado School of the Arts was awarded the California Career Pathways Trust grant to support adding the Game Design and Integration Pathway. This grant provides \$600,000 over five years to implement the new pathway. Coronado Unified School District has received Carl Perkins funding to support expanding the network of Arts, Media and Entertainment programs in California. Coronado School of the Arts will be a demonstration school to help meet the goals of the Perkins Leadership contract. By participating in sharing best practices CoSA will gain new ways to continue being a leader in the state.

### 3) Palm Academy for Learning Annual Report

#### **Background Information:**

Included here are excerpts from West Ed's *Descriptive Study of California Continuation High Schools (2008)*:

**Foundation:** Continuation high schools and the students they serve are largely invisible to most Californians. Yet, state school authorities estimate over 115,000 California high school students will pass through one of the state's 519 continuation high schools each year, either on their way to a diploma, or to dropping out of school altogether.

Since 1965, state law has mandated that school districts enrolling over 100 12th grade students make available a continuation school that provides an alternative route to the high school diploma for youth vulnerable to academic or behavioral failure. The law provides for the creation of continuation schools, designed to meet the educational needs of each pupil, including, but not limited to, independent study, regional occupation programs, work study, career counseling, and job placement services. It contemplates more intensive services and accelerated credit accrual strategies so that students whose achievement in comprehensive schools has lagged might have a renewed opportunity to complete the required academic courses of instruction to graduate from high school. Taken together, the size, scope and legislative design of the continuation high school program make clear that these schools are a cornerstone of the state's dropout prevention strategy.

**Students:** The modern continuation school serves a diverse student population. The single common denominator is that most continuation students have reached age 16 lacking sufficient academic credits to remain on track to graduate with their age cohort, but the data also reveal them to be a highly vulnerable population characterized by multiple risk behaviors and other nonacademic learning barriers.

**Mobility:** Compared to students in comprehensive schools, continuation students are more likely to move from school to school and, as a result, spend less time in any one school.

**Staffing:** Schools enrolling fewer than 200 students are generally staffed with only a principal, one or two clerical aids, and a part-time counselor (often shared with another school or program). The only departure from typical school staffing structure in a comprehensive school is the lower student-teacher ratio; and even that depends on district support and commitment to alternative instruction. This staffing system reflects the horizontal equity of the per-pupil funding system that assumes all students ought to be funded equally. However, students placed in continuation schools usually present great academic and behavioral challenges to school staff. The California Department of Education and the California Continuing Education Association recommend student/teacher ratios be no more than 1/15 in continuation schools. Palm Academy is staffed by five teachers at .2 of their contract day for a total of one FTE, one administrator at .5 FTE and a half-time Clerk Typist II

**Facilities:** The quality of school facilities and the location of the continuation schools also support or hinder school performance in important ways. Although excellence is as likely to be located in a somewhat run-down facility as in a sparkling new venue, school staff and students often observed that the quality and location of the facilities relative to other schools sent powerful signals to the community and to the students themselves about the priority the district placed on their education.

**Report:**  
**Instruction**

- Palm Academy shares highly qualified teachers with CHS and mirrors CUSD's instructional foci (literacy, writing, math, student-centered instruction)
- Students are all at different age, grade, and skill levels. Teachers differentiate instruction based on individual needs

- The curriculum is comprehensive and delivered in traditional or online formats as determined by staff and students. A-G courses are provided through Edgenuity
- 21st Century Learning is consistently evident in all courses. There are 20 student computers available and WiFi connectivity for those who prefer to use their own devices

### **Academic Achievement**

It is difficult to ascertain how well continuation high schools do in the aggregate at helping students succeed in the absence of a longitudinal data system that would enable researchers to track student progress across educational settings over time. State data systems do not make it currently possible to construct a comparable comparison group to students in continuation schools given that students are, by design, selected for continuation placement on the basis of prior credit deficiencies, inappropriate behavior, and/or a poor attendance record. We would need a data system that allowed us to assess continuation students by comparing them to students in comprehensive schools who have similar prior performance and behavioral characteristics. In the absence of such a data system, academic comparisons between continuation and comprehensive schools can be highly misleading.

Palm Academy voluntarily participated in West Ed's Alternative Schools Accountability Model (ASAM) for six years, from 2004-2009. In 2004, Palm's punctuality and attendance ratings warranted 'growth plan' status. The following year the punctuality and attendance were rated 'sufficient'. For these and all other performance indicators during the ASAM years the school consistently received 'commendable' status (student behavior, credit completion, graduations, punctuality and attendance).

Palm's best measures of student success are evident in the high CAHSEE passage rate (100% by senior year), course completions, improved GPAs, graduations, full or part-time employed students, service learning achievements, returns to CHS, college entrance, completion of vocational training, and parent testimonials about the significant maturation of their children.

### **Opportunities this year include:**

- WASC Accreditation (February)/Model Continuation High School Status (September 2015)
- Employment – Students learn a great deal about themselves, school, work, and life when gainfully employed. We are always looking for viable opportunities
- Increasing creative collaboration between CHS, CoSA, Palm, and Pathways in personalizing high school education

### **Other:**

- Social Emotional Well-Being/Climate/Engagement are top priorities at Palm Academy and are addressed in several ways, including: CRG Group and Individual Counseling/Social Skills Class, Independent Living
- Skills/Culinary Arts Class, Service Learning, CHS dual enrollments in Study Skills and ROTC, CHS Student Support Team (SST), and targeted early interventions with CHS Assistant Principal

- Response to Intervention – As a general education function, Palm provides Targeted (Tier II) & Intensive (Tier III) Interventions prior to comprehensive assessment and potential creation of IEPs, thus preventing SPED expenses, placement in Residential Treatment Centers, or Non-Public School Programs. This is serious loss prevention/risk management/long-range fiscal responsibility

**This past decade at Palm Academy:**

- Over 200 students served since the fall of 2004
- Average annual enrollment of 29
- 40 transferred out of CUSD before graduation
- 53 students received Special Education Services
- 19 returned to CHS before graduating
- 14 took the GED
- 7 dropped out of high school
- 6 transferred to Adult School
- 6 were incarcerated or institutionalized before graduating
- 3 died
- Of the remaining 104, 87 graduated from Palm Academy, with 6 current seniors on track to finish this spring.



## AGENDA – December 11, 2014

### 5.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

- 5.3 Student Services Report: Including (1) Update on the Status of the New Counselor/Clinical Social Worker Positions Funded Under the Coronado Healthy Children's Initiative Joint Powers Agreement (JPA) Between the District and the City of Coronado

#### **Student Services**

This report provides information on the status of the Counselor/Clinical Social Worker (Clinical Counselors) positions funded through the Coronado Healthy Children's Initiative Joint Powers Agreement (JPA) between the District and the City of Coronado. The School Counselor/Clinical Social Worker (Clinical Counselor) is a professional educator and clinician with specialized training in counseling and human behavior whose focus is on the optimum development and learning efficiency of the individual student. The Clinical Counselor works with students on developing emotional and social skills with peers and adults, as well as working closely with the staff on issues related to the educational and emotional success of students. A Clinical Counselor reports directly to a site level administrator or designee under the general oversight of the Assistant Superintendent of Student Services.

The Clinical Counselor holds a mid-management position with the District and may be either a certificated or a classified employee depending on credentials. The certificated employee holds a valid California Commission on Teacher Credentialing Pupil Personnel Services and/or Health Services Credential and/or Ph.D. in Psychology in addition to registration with the California State Board of Behavior Science as a Licensed Clinical Social Worker (LCSW) or Licensed Marriage and Family Therapist (LMFT).

The classified employee must document registration with the California State Board of Behavior Science as a Licensed Clinical Social Worker (LCSW) or Licensed Marriage and Family Therapist (LMFT) and/or Ph.D. in Psychology and registration with the California State Board of Behavior Science as a Psychologist (Clinical Psychologist).

Currently the District is employing four individuals in the capacity of Clinical Counselors:

- |   |           |
|---|-----------|
| 1. Elise Agrella: CMS and Elementary 5th-6th grade transition | (1.0 FTE) |
| 2. Sophia Frost: Strand Elementary                            | (.50 FTE) |
| 3. Afsaneh Safaie: CHS and Palm                               | (1.0 FTE) |
| 4. Jennifer Slusher: Village Elementary                       | (1.0 FTE) |

Please note, with the exception of Jennifer Slusher, who will either join us later this month or after the first of the year, the personnel above are now implementing these services in our schools.

The following timeline provides information regarding the activities completed by District staff to bring these essential positions online:

- April 14, 2014: Board of Directors of the Coronado Healthy Children's Initiative (JPA) approved District funding request for \$330,590
- June, 2014: Human Resources and Student Services developed a job description for the Clinical Counselors
- July, 2014 Human Resources flew the positions over the summer while site administration was on summer break
- August, 2014 Human Resources and Student Services screened all applicants in preparation for interviews
- September 9, 2014 Interviews held. Three candidates selected and references were checked. References confirmed on two of the candidates
- September 9, 2014 CHS Guidance Counselor notified District of interest for consideration of Elementary Clinical Counselor position
- On or about September 15, 2014 Human Resources flew Elementary Clinical Counselor position internally for a period of one week to accommodate CHS Guidance Counselor's request
- On or about September 22, 2014 CHS Guidance Counselor requested time to consider the offer of Elementary Clinical Counselor and permission to visit the site and speak with the Principal. Permission was given and encouraged
- October 6, 2014 Start date for Clinical Counselor following initial interviews.75 FTE CMS .25 FTE Elementary Strand/Village 5<sup>th</sup> - 6<sup>th</sup> grade transition
- October 8, 2014 Start date for Clinical Counselor following initial interviews .5 FTE Silver Strand Elementary
- On or about October 17, 2014 CHS Guidance Counselor notified Human Resources and declined to accept the Elementary Clinical Counselor position
- October 22, 2014 Human Resources offered the Elementary Clinical Counselor position to another of the initial interview Candidates after references were checked by Student Services
- October 31, 2014 Candidate contacted Human Resources and declined the Elementary Clinical Counseling position.

- November 6, 2014 Assistant Superintendent for Student Services met with Principal of Village Elementary to discuss next steps. Assistant Superintendent's recommendation was to contact preferred Candidates from the first set of interviews for a final interview to select a Clinical Counselor for the position
- November 19, 2014 Assistant Superintendent for Student Services and Village Principal met with Candidate in final interview for this position
- November 20, 2014 Assistant Superintendent for Student Services checked references for the Candidate and upon positive feedback submitted recommendation to hire to Human Resources. Senior Director for Human Resources contacted the Candidate who accepted the position
- December 3, 2014 Senior Director of Human Resources met with Candidate, Jennifer Slusher, to initiate required paperwork and negotiate start date

Please note, with the Clinical Counselor at Village Elementary on board, all of the positions under the JPA are filled.

Site administrators working with these individuals are extremely positive regarding the level of clinical expertise and professionalism these new employees bring to our District. We welcome these excellent professionals to the District.

**AGENDA – December 11, 2014**

**5.0 BUSINESS AND FISCAL MANAGEMENT**

5.4 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.



## AGENDA – December 11, 2014

### 5.0 BUSINESS AND FISCAL MANAGEMENT

#### 5.4 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. The First Interim Report, included in tonight's agenda as a separate Board item, includes the Coronado Unified School District self-reporting a Qualified Certification to the San Diego County Office of Education. A Qualified Certification means that a District may not be able to meet its financial obligations for the current year and subsequent two fiscal years. In the case of CUSD, we project being able to meet our financial obligations in the current fiscal year and 2015-16, but we are unsure at present about our ability to meet our obligations in the 2016-17 fiscal year.

The Fiscal Crisis & Management Assistance Team (FCMAT) Fiscal Procedural Manual For Business Officials in California County Offices of Education describes the practical results of a Qualified Certification thusly:

1. Education Code Section 42131 requires each school district filing a qualified certification to provide financial statement projection of the district's fund and cash balances through June 30. This report is for the period ending April 30 and is due to the county superintendent, the Superintendent of Public Instruction (SPI) and the Office of the State Controller by June 1. This is commonly referred to as the Third Interim Report.
2. For districts with qualified certifications, the county must also approve the issuance of any non-voter-approved debt (e.g., certificates of participation, capital leases, tax and revenue anticipation notes). The county superintendent must determine that the repayment is probable.
3. Education Code Section 1240 requires the county superintendent to annually present a report, on or before August 15th, to the governing board and the SPI regarding the fiscal solvency of any district with a disapproved budget, qualified or negative interim certification, or that has been determined at any time to be in a position of fiscal uncertainty. This is often referred to as the AB 139 letter.

The District will have the opportunity to reaffirm or change its Qualified Certification at the time of the Second Interim Report.

- B. The next financial report will be the 2014-15 Second Interim Report, to be presented at the March 5, 2015 Board meeting.

**Financial Impact:**

There is no financial impact as a result of the Governing Board receiving this report.

**AGENDA – December 11, 2014**

**6.0 DISTRICT ORGANIZATION AND BOARD OPERATION**

- 6.1 Elect One Board Member and One Alternate Board Member to Represent the Coronado Unified School District to Serve on the Coronado Financing Authority (Action)

**Background Information:**

One Board Member shall be selected to act as a liaison between the Coronado Unified School District and the Community Development Agency (CDA) by attending CDA Board meetings and providing any comment or questions to the Agency Board as a District Representative. Since the CDA has been dissolved, the Board member shall represent the District on the Coronado Financing Authority.

The role of the Board Member is to be responsible for making decisions regarding long-term financing, such as bonds. There are three individuals who are members: one elected School Board Member, one City Council member; and one Successor Agency member. Each member has one vote.

The Board appreciates the service of former Board member Bruce Shepherd who filled this position with excellence.

**Proposal:**

The Board shall select one representative to serve on the Coronado Financing Authority. The Board in the same motion shall select an alternate representative.

**Superintendent’s Recommendation:**

*JPF*

That the Board selects a representative to begin service at the next regularly scheduled Coronado Financing Authority meeting.

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstained \_\_\_\_\_ Student \_\_\_\_\_

**AGENDA – December 11, 2014**

**6.0 DISTRICT ORGANIZATION AND BOARD OPERATION**

6.2 Adopt Resolution Urging Legislature and Governor to Repeal SB 858, Section 27/Education Code 42127.01 (Action)

**Background Information:**

On June 20, 2014, Governor Brown signed SB 858 (Committee on Budget and Fiscal Review, Chapter 32, Statutes of 2014), which will require school districts to spend their assigned and unassigned account balances down to no more than two to three times the minimum level of the statutory reserve for economic uncertainties (depending on district size) in the fiscal year following the fiscal year in which the State of California makes a payment of any amount to the Public School System Stabilization Account (referred to as the Prop 98 Reserve).

The statutory minimum for school district reserves for economic uncertainties ranges from 1 to 5 percent, depending on district enrollment, and covers a few days to a couple of weeks of payroll, or less than 20 days of total cash flow. Reserves and ending balances help districts in bad economic times and allow them in good times to plan ahead for large expenditures such as maintenance projects, heating and air conditioning, roof replacement, school bus replacement, technology, and textbook purchases.

**Proposal:**

The California School Board Association (CSBA) urges school boards to pass a resolution stating that Section 27 of SB 858, now in Education Code 42127.01, needs to be repealed. As the state’s distribution of funds to schools has been overhauled and greater authority provided to local school boards through the subsidiarity component of the Local Control Funding Formula, this section runs in the opposite direction and weakens the financial position of school districts across the state, including Coronado Unified School District. With the LCFF not yet fully implemented, many school districts are still funded below their 2007-08 levels, and districts cannot survive another downturn without fiscally responsible reserves. In addition, Coronado Unified School District will never be fully funded by LCFF and must out of necessity maintain reserves that simply allow the District to survive from one year to the next.

**Superintendent’s Recommendation:**



That the Board adopt Resolution #14-12-02 urging Legislature and Governor to repeal SB 858, Section 27/Education Code 42127.01

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstained \_\_\_\_\_ Student \_\_\_\_\_



**Coronado Unified School District  
Resolution of Local Reserves Cap  
SB 858, Section 27/California Education Code 42127.01**

**Resolution #14-12-02**

**WHEREAS**, School district governing boards have the obligation to provide a quality education that is essential for an informed citizenry, a competitive economy, a fulfilling life for all students, and the foundation of our democratic society; and

**WHEREAS**, School district governing boards are responsible for maintaining fiscal solvency of the school systems they govern; and

**WHEREAS**, The Local Control Funding Formula (LCFF), based on the principle of subsidiarity, provides governing boards, working with interested stakeholders, with the authority to prioritize funds in order to provide quality education for all students, especially those who are English learners, from low income households and who are Foster Youth; and

**WHEREAS**, Funds for crucial services for school operations, such as payroll, classroom materials, school construction projects, technology, home-to-school transportation, deferred maintenance, etc. often require successful ongoing cash-flow management and disciplined planning, including the creation and maintenance of prudent financial reserves; and

**WHEREAS**, School district reserve levels, as well as their fund balances, are determined by governing boards to meet local priorities and allow districts to save for potential future expected and unexpected expenditures and for eventual economic downturns; and

**WHEREAS**, community funded schools (Basic Aid Districts) receive funds only twice a year and must rely on adequate reserves to manage cash flow for normal daily operations and for future purchases and unforeseen events; and

**WHEREAS**, the statutory minimum for school district reserves for economic uncertainties ranges from 1 to 5 percent, depending on district enrollment, and covers between one to five weeks of payroll, or less than 20 days of total cash flow; and

**WHEREAS**, Prudent budgeting raises expectations for school districts to establish and maintain reserves above the statutory minimum; and

**WHEREAS**, On June 20, 2014, the Governor signed into law SB 858 (Committee on Budget and Fiscal Review, Chapter 32, Statutes of 2014), now embodied in California Education Code 42127.10, and

**WHEREAS**, SB 858, Sec. 27 Education Code 42127.01, will become operative should voters pass Proposition 2 on the November 2014 state ballot, and will require school districts to spend their assigned and unassigned account balances down to no more than two to-three times the minimum level of the statutory reserve for economic uncertainties (depending on district size) in the fiscal year following the fiscal year in which the State of California makes a payment of any amount to the Public School System Stabilization Account; and

**WHEREAS**, Under SB 858 this provision, a deposit by the State of California of even \$1 to the Public School System Stabilization Account would result in school districts throughout California having to spend down billions of dollars in their reserves and ending balances; and

**WHEREAS**, It could take many years for the State of California to build up an adequate Public School System Stabilization Account; yet, in one year, school districts would be forced to spend down their reserves and ending balances to levels that could jeopardize fiscal solvency; and

**WHEREAS**, The LCFF is not fully implemented, many school districts are still funded below their 2007-08 levels, and districts cannot survive another downturn without fiscally responsible reserves; now, therefore, be it

**THEREFORE BE IT RESOLVED**, That the Governing Board of the Coronado Unified School District calls upon the Legislature and the Governor to repeal the language contained in Sec. 27 of SB 858 (Chapter 32, Statutes of 2014) now in Education Code 42127.01 immediately.

**PASSED AND ADOPTED** by the Governing Board on December 11, 2014, by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)

)SS

COUNTY OF SAN DIEGO

I, Jeffrey Felix, Secretary of the Governing Board, do hereby certify that the foregoing is a full and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date: December 11, 2014.

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Secretary of the Governing Board

**AGENDA – December 11, 2014**

**6.0 BUSINESS AND FISCAL MANAGEMENT**

6.3 Authorize District Certification of First Period Interim Budget State Report for Period Ending October 31, 2014 (Action)

**Background Information:**

During the fiscal year, there are two interim periods to review the budget; the first ending October 31, 2014, and the other ending January 31, 2015. This report will certify that the Coronado Unified School District will be able to meet its financial obligations for the current fiscal and 2015-16, but may not be able to meet its financial obligations for the 2016-17 fiscal year.

A copy of the following report has been provided to the Board of Trustees under separate cover and is available on the District website.

SACS Form 01I (the report furnished to the State Department of Education). This report includes a General Fund summary of revenues, expenditures, and changes in fund balance; attendance detail; and a cash flow projection for the balance of the fiscal year.

**Financial Impact:**

See First Interim Budget State Report (under separate cover).

*JPF*

**Superintendent’s Recommendation:**

That the Board authorize District Certification of the First Period Interim Budget State Report for period ending October 31, 2014.

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

# Coronado Unified School District 2014-15 First Interim Report

December 11, 2014



## Annual Budget Reports

- June— Adopt Budget for new year
- September— Actual results for previous year
- **December— First Interim Report**
- March— Second Interim Report
- May— Third Interim Report  
(for Qualified Districts)

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## First Interim Comparison Budgets

with \$2.2M in ongoing cuts beginning in 2014-15

	2013-14 Actuals	2014-15 Budget	First Interim
<b>Revenues</b>	\$28.8M w/\$1.3M from Fund 17	\$27.9M	\$28.8M
<b>Expenses</b>	\$30.2M	\$28.5M	\$29.7M
<b>Net</b>	(\$1.3M)	(\$0.6M)	(\$0.9M)
<b>Unassigned reserves</b>	<b>\$2.3M</b> <b>7.6%</b>	<b>\$1.6M</b> <b>5.5%</b>	<b>\$1.3M</b> <b>4.3%</b>

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## Significant Changes to Budget

- \$ 87K Title I/Title II revenue/expense
- \$ 84K Common Core carryover/expense
- \$685K new AME and CTE grants/expenses
- \$ 70K increased STRS/PERS expense
- \$150K increased utilities expense

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## Reserve Categorizations per BP 3100

- Restricted        \$1,885,260
- Committed      \$ 625,000 GASB 45 OPEB
- Assigned        \$ 446,176 Site Carryovers  
                         \$ 496,782 Textbook Flex Funds
- Unassigned     \$1,291,314  
                         4.3% of total expenditures

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## Multi-Year Projection

	2013-14 Actuals	2014-15 First Int	2015-16	2016-17
<b>Revenues</b>	\$28.8M w/\$1.3M from Fund 17	\$28.8M	\$29.5M w/\$1.4M from 2% PT	\$28.4M
<b>Expenses</b>	\$30.2M	\$29.7M	\$29.8M	\$30.7M
<b>Net</b>	(\$1.3M)	(\$0.9M)	(\$0.2M)	(\$2.2M)

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## Multi-Year Projection

	2013-14	2014-15	2015-16	2016-17
<b>Structural Deficit</b>	(\$2.6M)	(\$0.9M)	(\$1.6M)	(\$2.2M)
<b>Unassigned Reserves</b>	\$2.3M 7.6%	\$1.3M 4.3%	\$0.9M 3.0% after \$1.4M from 2% PT	(\$1.5M) (4.9%)

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## Major Assumptions of the Multi-Year Projection

Each year assumes:

- Steady economic recovery
- No LCFF increases above conservative estimates
- No employee raises
- No additional curriculum money

## Major Assumptions of the Multi-Year Projection

### 2015-16

- 1.9% LCFF increase, flat ADA
- Loss of Project STEPS revenue/expenses
- Additional STRS and PERS expenses

### 2016-17

- 1.8% LCFF increase, flat ADA
- Additional STRS and PERS expenses

## Next Step

- Second Interim Report at the March Board meeting



## Coronado Unified School District--Summary of Significant Budget Events

### Summary of Budget Events 2014-15

12/3/2014	A	B	C	D	E	F	G	H	I	J	K
		Budget		Mid Year Net Changes			Mitigating the Structural deficit				
	Starting Reserves	Revenues	Expenses	On-going Revenues	On-going Expenses	Structural Deficit =(B-C) - G + H plus reserve adjustments	One-time Revenues	One-time Exp. Cuts (negative = cut)	Actual Deficit	Ending Reserve (after reserve adjustments)	Unasng. Reserve %*
<b>2014-15 Adopted Budget</b>	<b>1,570,412</b>	27,924,096	28,494,992			<b>(570,896)</b>			<b>(570,896)</b>	<b>1,225,065</b>	<b>4.3%</b>
<b>First Interim</b>	1,570,412	28,788,815	29,689,008		220,000	<b>(900,193)</b>	951,000	951,000	<b>(900,193)</b>	<b>1,291,314</b>	<b>4.3%</b>
<i>\$95,000 additional revenue and expenses from Common Core carryover; \$87,000 additional revenues and expenses from Title I/Title II                      \$685,000 additional revenues and expenses from Arts &amp; Media Education grant and Career Technical Education grant.                      \$70,000 increased PERS/STRS; \$150,000 additional SDG&amp;E/water expenses</i>											
<b>Second Interim</b>											
<b>Third Interim</b>											
<b>Unaudited Actuals</b>											

\*Unasng. Reserve % equals all Unassigned Reserves, used to meet the State mandated 3% minimum Reserve for Economic Uncertainties.

Fund 40, Special Reserve for Capital Outlay Projects, is available for Capital (facilities) expenses.

Fund 40 has a projected Ending Balance of \$10.3M for 2014-15.

## AGENDA – December 11, 2014

### 7.0 **ORGANIZATIONAL BUSINESS**

#### **DISTRICT ORGANIZATION AND BOARD OPERATION**

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

#### **Background Information:**

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

#### **Report/Information:**

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

#### **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
- Review CHS Online Learning Policy
- Board Policy Update – First Reading

#### **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
- Interdistrict Report and Board Philosophy
- 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

#### **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 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.