



**Governing Board of Trustees Agenda
Thursday, November 19, 2015
Closed Session will begin at 3:30 PM
Open Session will begin at 4:00 PM**

Kristina Cook ♦ Dawn Ovrom ♦ Lee Pontes ♦ Maria Simon ♦ Lou Smith
Student Board Representative: Cheyne Ostrander
Superintendent/Secretary: Dr. Jeffrey Felix Recording Secretary: Maria Johnson

Times indicated are Anticipated and Serve as Guidelines for Discussion; this meeting will be videotaped and will show live on Time Warner Cable, Channel 19, and also on the internet at www.coronadotv.me

1.0 CALL TO ORDER3:30

1.1 Call to Order

2.0 CONVENE TO CLOSED SESSION

2.1 Conference with Legal Counsel, Anticipated and/or Pending Litigation, Government Code Section 54956.9 (one case)

2.2 Superintendent’s Public Employee Performance: Annual Evaluation of Superintendent Dr. Felix, Government Code 54957 and Board Policy 2140

3.0 OPEN SESSION..... 4:00

Speaker Cards will be accepted by the President via the Recording Secretary at this time. Speaker Cards will be accepted prior to the start of that item you wish to address. Once an item begins Speaker Cards will not be accepted.

3.1 Report Any Action Taken in Closed Session

3.2 Pledge to the American Flag

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

3.4 Student Speakers from Coronado Middle School: Sophia Shaeffer and Jack Becker

3.5 Assistant Superintendent Richard Erhard will Report to the Board on the Reformation of the Special Education Parent Advisory Committee (SEPAC)

3.6 Superintendent’s Comments

3.7 Comments from Board Members

4.0 COMMENTS FROM THE AUDIENCE (Agenda and Non–agenda items).....4:35

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 may be taken when the agenda item is discussed by the Board. Comments on non–agenda items will be heard before the Consent Motion if there are three speaker cards or less per topic. If there are more than three speaker cards per topic, then the comments from the audience may be held until the end of the agenda.

5.0 APPROVAL OF CONSOLIDATED MOTION FOR CONSENT CALENDAR.....4:50

The purpose of the consolidated motion is to expedite action on routine agenda items. All agenda items will be approved as written as part of the consolidated motion. Items held for discussion will be acted upon individually after all other agenda items have been considered. 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 approval of the Consent Calendar**.

- 5.1 Approve the Special Meeting Minutes of October 7, 2015, and Regular Meeting Minutes of October 15, 20154
- 5.2 Accept Donations to the Coronado Unified School District..... 10
- 5.3 Approve/Ratify Purchase Orders and Warrants..... 11
- 5.4 Approve/Ratify Contracts for Services..... 12
- 5.5 Approve Certificated Personnel Register 14
- 5.6 Approve Classified Personnel Register 15
- 5.7 Approve the Tentative Agreement between the California School Employees Association and its Coronado Chapter #386 and the CUSD 17
- 5.8 Approve the Proposed Job Classifications, Titles, and Descriptions for Coronado Unified School District Classified Employees..... 22
- 5.9 Developer Fee Accounting Annual Report..... 23
- 5.10 Ratify Change Order Number 12 through Change Order Number 17 from California Commercial Pools for the CUSD 2014/15-012 Pool Deck Replacement and Miscellaneous Improvements at the Brian Bent Memorial Aquatics Complex 24
- 5.11 Authorize Disposal of Surplus Property 26
- 5.12 Approve Out-of-State Conference 27
- 5.13 Approve and Adopt Revised Board Protocols, Numbers Two, and Eleven, within the Governance Handbook..... 28

6.0 ACTION ITEMS..... 5:00

- 6.1 Public Hearing on Sufficiency of Instructional Materials for 2015-2016 (5 minutes) 30
- 6.2 Adopt Resolution on Sufficiency of Instructional Materials for 2015-2016 (5 minutes) ... 31
- 6.3 Public Hearing on Transitional Kindergarten (TK) and Kindergarten Instructional Minutes for 2015-2016 (5 minutes)..... 35
- 6.4 Approve a State Board of Education Waiver Indicating that Coronado Unified School District’s Transitional Kindergarten and Kindergarten Instructional Minutes for 2015-2016 are not the same pursuant to EC 37202 (5 minutes) 36
- 6.5 Accept the Initial Proposal for Reopening Negotiations Presented by the Association of Coronado Teachers to the Coronado Unified School District (5 minutes) 38
- 6.6 Accept the Initial Proposal for Negotiations Presented by the Coronado Unified School District to the Association of Coronado Teachers to Negotiate the 2016-2017 School Calendar (5 minutes) 39
- 6.7 Adopt Resolution Endorsing *Live Well San Diego* as the Foundation for a Healthy, Safe and Thriving District (15 minutes) 40

7.0	REPORTS (written reports indicate no oral report; however, staff is available for questions).....	5:45
7.1	Learning Department Report, Including: 1) Department of Defense Education Activity (DoDEA) Project STEPS Annual Report 2014-15 (executive summary), 2) Instructional Materials Guidance, and 3) Coronado Middle School annual update to the Board (60 minutes).....	43
7.2	Human Resources Report (written).....	61
7.3	Business Services Report: Addition of Two Positions for CUSD (20 minutes).....	62
7.4	Coronado Schools Board Association Annual Education Conference (20 minutes)	66
8.0	FIRST READING	7:25
8.1	Adopt Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits (First Reading) (5 minutes)	73
9.0	ORGANIZATIONAL BUSINESS	7:30
9.1	Proposed List of Agenda Items for Future Board Meetings (5 minutes)	74
9.2	Upcoming Meetings, 4:00 PM in the District Office Board Room:	
	<ul style="list-style-type: none"> • Organizational Meeting and Regular Board Meeting, December 10, 2015 • Special Board Meeting, December 17, 2015, Site and Department Budget Updates 	
10.0	ADJOURN	approximately 7:40

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 19, 2015

5.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

5.1 Approve the Special Meeting Minutes of October 7, 2015, and Regular Meeting Minutes of October 15, 2015 (Action)

Background Information:

Presented for Board Approval:

- October 7, 2015, special meeting minutes; and
- October 15, 2015, regular meeting minutes.

Superintendent's Recommendation:

JPF

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

Motion by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

CORONADO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
SPECIAL BOARD MEETING
UNADOPTED MINUTES
October 7, 2015

Kristina Cook ♦ Dawn Ovrom ♦ Lee Pontes ♦ Maria Simon ♦ Lou Smith
Student Board Representative: Cheyne Ostrander
Superintendent/Secretary: Jeffrey Felix ♦ Recording Secretary: Maria Johnson

Order of Business

1.0 CALL TO ORDER OPEN SESSION

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: Kristina Cook, Dawn Ovrom, Maria Simon, Lou Smith, and Lee Pontes. Also present was Jeffrey Felix, Superintendent, and Associate Superintendent Keith Butler.

2.0 OPEN SESSION

2.1 Pledge of Allegiance

2.2 **Approve the Agenda** **#13**

Motion: Cook Second: Simon Vote: 5-0

3.0 COMMENTS FROM AUDIENCE ON NON-AGENDA ITEMS

None

4.0 ACTION ITEMS

4.1 **Adopt 2014-15 Unaudited Actual SACS Financial Report** **#14**

Motion: Smith Second: Simon Vote: 5-0

4.2 **Adopt the “Gann” Limit Resolution** **#15**

Motion: Pontes Second: Smith Vote: 5-0, approved the “Gann” Limit Resolution #15-10-01.

5.0 REPORT/DISCUSSION

5.1 The Board discussed their Financial Philosophy, Board Policy 3050; the four reporting periods mandated by the state; and the Superintendent’s Statement to the Governing Board on the Current Wellbeing of the Coronado Unified School District and a Proposal of Financial Strategy for the Future, which was presented to them on October 8, 2014. The Board will not use the proposal of Financial Strategy for the Future. The Board would like to discuss in future items: the expense for air-conditioning; the budget for textbooks; the SSC Study implementation; and the site’s carryover budgets.

6.0 ORGANIZATIONAL BUSINESS

6.1 Future Agenda Items/Additional Comments

6.2 Upcoming Board Meetings:

- Regular Board Meeting, Thursday, October 15, 2015
- Special Board Meeting, Thursday, November 5, 2015, SSC Report; PeopleSoft
- Regular Board Meeting, Thursday, November 19, 2015
- Regular Board Meeting, Thursday, December 10, 2015
- Special Board Meeting, Thursday, December 17, 2015

7.0 ADJOURN

The Meeting adjourned at 6:02 PM.

Approved:

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

CORONADO UNIFIED SCHOOL DISTRICT GOVERNING BOARD
REGULAR MEETING, October 15, 2015
UNADOPTED MINUTES

Kristina Cook ♦ Dawn Ovrom ♦ Lee Pontes ♦ Maria Simon ♦ Lou Smith
Student Board Representative: Cheyne Ostrander
Superintendent/Secretary: Jeffrey Felix ♦ Recording Secretary: Maria Johnson

Video of this meeting has been archived at 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, Kristina Cook, Lee Pontes, and Lou Smith. Also present were Superintendent Jeffrey Felix, Associate Superintendent Keith Butler, Assistant Superintendent Richard Erhard, and Student Board Representative Cheyne Ostrander.

2.0 OPEN SESSION

2.2 Pledge to the American Flag

2.3 Approve the Agenda

#16

Motion: Smith Second: Pontes Vote: 5-0

2.4 Zach Chisholm and Harry McCue, students from Village and Silver Strand Elementary Schools updated the Board on their projects

2.5 Superintendent's Comments: Announced that the District is sponsoring the Google Summit which will take place at Coronado High School this weekend. This is a very exciting event with over 400 participants from around the country; new employees Stacy Morrissey, TOSA for the DoDEA Grant; and Terri Freepartner and Kelley Englehart both assigned to Human Resources were introduced and welcomed; The Coronado Unified School District joined 28 million other people in the 2015 International ShakeOut Day of Action earthquake drill held today at 10:15 a.m.; and Assistant Superintendent Richard Erhard announced that after 28 years of service to special education he will be retiring June, 2016. Superintendent Felix and Board Members wished Mr. Erhard well and said he will be sorely missed.

3.7 Comments from Board Members

- Member Simon said her site visit this month was at Silver Strand and she happened to go on Bill Cass' birthday. She said it was amazing to see that school and also how beloved the principal is.
- Member Smith said he attended Silver Strand's PTO meeting; walked around the High School and saw Cheyne in her ceramics class. Member Smith encouraged all to get involved with their students education and join the PTO and help out at the schools.
- Member Pontes attended the High School PTO meeting. He also attended the Small School Districts' Association Meeting and everyone was trying to explain the new assessment. He said in our District Claudia Gallant is doing a wonderful job spreading the word and explanation to all our parents.
- Member Ovrom attended the Small School Districts' Association Meeting with Member Pontes and said she was fascinated to see the camaraderie between the superintendents and their board members.

She also visited Village Elementary School. As she walked around with Principal DeSantis, she was impressed that Principal DeSantis and Vice Principal Bevilacqua knew each student's name.

3.0 COMMENTS FROM THE AUDIENCE

- Sam McNeal, CSF Student Representative, updated the Board on the upcoming Auction that will be held on October 24th at the Hotel Del.
- John Bonnett, President of CSEA, commented on respect and safety issues; he asked the Board to pull Dr. Butlers contract; and said CSEA should have been notified regarding the Resolution regarding the elimination of one classified position.
- The following individuals addressed the Board regarding special education issues at a specific Village Elementary School classroom and the overall special education program issues they have experienced in this District: Faith Petersen, Dani Wykes, Veleria Fabiszak, Rita Alipour, Liz Forsyth-Lovell, Marlene Scheffer, and Nancy Parrett.
- Rich Brady addressed the Board with an update on SAFE and CoSA activities.

4.0 APPROVAL OF CONSENT AGENDA

#17

Motion: Smith Second: Simon Vote: 5-0

- 4.1 Approve the Regular Meeting Minutes of September 10, 2015, and Special Meeting Minutes of September 15 and 17, 2015.2
- 4.2 Approve/Ratify Purchase Orders and Warrants
- 4.3 Approve/Ratify Contracts for Services
- 4.4 Approve Certificated Personnel Register
- 4.5 Approve Classified Personnel Register
- 4.6 Accept Uniform Complaint Quarterly Report
- 4.7 Approve Agreement for Participation in the San Diego County Career Technical Education (CTE) program for 2015-16
- 4.8 Approve Kevin Nicolls as the Member Representative to the Adult Education Block Grant Consortium
- 4.9 Approve Employment Agreement of Associate Superintendent between the Coronado Unified School District and Keith Butler, Ph.D
- 4.10 Approve Change Order from Southern California Soil and Testing, Inc. - Change Order No. 01 in the amount of \$10,930 for the CUSD 2014/15-012 Pool Deck Replacement and Miscellaneous Improvements at the Brian Bent Memorial Aquatics Complex
- 4.11 Adopt Resolution Authorizing Change Orders Related to Previous Closeout Issues for the CUSD 2014/15-012 Pool Deck Replacement and Miscellaneous Improvements at the Brian Bent Memorial Aquatics Complex
- 4.12 Ratify/Approve Out-of-State Conferences

5.0 ACTION ITEMS

- 5.1 **Approve Comprehensive Safety Plans for Village and Silver Strand Elementary Schools, Coronado Middle School, Coronado High School, and Palm Academy #18**

Motion: Simon Second: Smith Vote: 5-0

- 5.2 **Adopt Resolution Regarding the Elimination of One (1) Classified Position: Assistant Athletic Trainer; Corresponding Layoff of Classified Employee** #19
 Motion: Cook Second: Smith Vote: 5-0
- 5.3 **Approve and Adopt Revised Board Protocols within the Governance Handbook** #20
 Motion: Cook Second: Simon Vote: 5-0, to Adopt the revised Board Protocols within the Governance Handbook with the exception of 2 and 11b. Number 2 and 11b will be brought back for action at the next Regular Board Meeting, with clarification and rewording.
- 6.0 REPORTS (See Agenda for Written Reports)**
- 6.1 **Interdistrict Transfer Enrollment Comparison**
- 6.2 **Learning Department Report, including: 1) Student-centered Learning, 2) Arts Survey, and 3) Village and Silver Strand Elementary Schools Annual Update**
 Senior Director Claudia Gallant, CoSA Director and Assistant Principal of Coronado High School Shane Schmeichel along with Director of the Southern Counties Arts Project Courtney Sawada, each presented their reports to the Board. There was also a joint annual report given by Principals DeSantis and Cass. There were many accolades for each report.
- 6.3 **Human Resources Report**
- 6.4 **Business Services Report, including: Air-conditioning Assessment Process BBMAC Update, and Affordable Health Care Act**
 Superintendent Felix will bring a 10 year incremental approach for air-conditioning back to the Board. Support for a professional to create this should not exceed \$15,000.
- 7.0 ORGANIZATIONAL BUSINESS**
- 7.1 **Proposed List of Agenda Items for Future Board Meetings**
- 7.2 **Upcoming Meetings**
- Special Board Meeting, Thursday, November 5, 2015, SSC Report; PeopleSoft
 - Regular Board Meeting, Thursday, November 19, 2015
 - Regular Board Meeting, Thursday, December 10, 2015
 - Special Board Meeting, Thursday, December 17, 2015
- 8.0 CONVENE TO CLOSED SESSION**
 The Board convened to Closed Session at 8:00 PM
- 9.0 RECONVENE TO OPEN SESSION**
 The Board reconvened to Open Session at 8:45 PM. The following action was reported:
 On motion by Member Simon, seconded by Member Ovrom, the Board voted unanimously on Agenda Item 8.1 to reject the Liability Claim, Claimant #15-1010. Members Simon, Ovrom, Pontes, and Smith voted yes. Member Cook was absent.
- 11.0 ADJOURNED**
 The meeting adjourned at 8:45 PM.

Approved:

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

AGENDA – November 19, 2015

5.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

5.2 Accept Donations to the Coronado Unified School District (Action)

The following described donations to the Coronado Unified School District have been approved for acceptance.

Report:

The following donated to Coronado Middle School Sixth Grade Camperships: Robert Jordan, Carrie Siegenthaler, Bonnie Van Vugt, Jean Bauer, Mr. and Mrs. William Perkins, Suzanne Manuel, Mr. and Mrs. Gary Caster, Leslie Granger, Mr. and Mrs. Froomin, Lynn Cihak, and Jaimie Centeno, totaling \$3,025.

The following donated to the KCMS Program at Coronado Middle School toward the purchase of camera equipment: Paul and Gabriela Corriere, and Charles and Rita Steel, totaling \$3,357.04.

Judy Martin, Matteo Maggioni and Cecilia Mirandola donated money towards air-conditioners for specific teacher’s classrooms, totaling in the amount of \$1,500.

Financial Impact:

Positive financial impact to the District and support for our students.

The District is grateful for the above donations.

Superintendent’s Recommendation:



That the Board approve and accept with gratitude the donations as listed.

Motion by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – November 19, 2015

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	Sept. 1, 2015 through Sept. 30, 2015	\$536,021.93
Commercial Warrants	Sept. 1, 2015 through Sept. 30, 2015	\$894,708.44

JPF

Superintendent's Recommendation:

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

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – November 19, 2015

5.0 BUSINESS AND FISCAL MANAGEMENT

5.4 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
AP Test Service	AP Testing Through APTS	11/04/15-11/03/16	\$.095/Exam	CHS
At Home Nursing	Nursing Services	8/27/15-6/30/16	Per Fee Schedule	Special Ed
Banyan Tree	Master Contract	7/01/15-6/30/16	Per Fee Schedule	Special Ed
Banyan Tree	Student A	7/01/15-6/30/16	NTE \$57,000	Special Ed
Cumming	Analysis for HVAC Districtwide	11/19/15-1/31/16	NTE \$9,000	Special Reserve for Capital Outlay
Eric Hall & Associates LLC	Facility Support Services for BBMAC Project	Amendment No. 3 6/30/15-11/30/15	New NTE \$21,000; \$8,400 Additional	Special Reserve for Capital Outlay
First Class Vending, Inc.	Vending Services for Village and ECDC	12/01/15-12/01/20	N/A	N/A
Joaquin Aganza	Student B Student C	8/24/15-6/30/16 8/24/15-6/30/16	NTE \$1,500 NTE \$1,500	Special Ed
Mission Federal Credit Union	Credit Union Services	Beginning 9/18/15	NA - Agreement to Terms	N/A
MOU CUSD, Classroom of the Future, San Diego County Superintendent of Schools, and the Greaves Group	Collaboration on Project Red Technology Implementation at CUSD	Extension of Previous MOU for 7/01/15-6/30/16	N/A	N/A
My PT	District Staff Training In-Services	8/12/15-6/30/16	NTE \$2,000	Special Ed
My PT	Student D	8/12/15-6/30/16	NTE \$4,900	Special Ed

Raindrop Marketing LLC	CMS Logo Re-Design and Wall Art Design	8/20/15	NTE \$600	CMS
Raindrop Marketing LLC	BBMAC Marketing Services	11/01/15-10/31/16	NTE \$20,500	BBMAC
San Diego County Office of Education	Participation and Services for CMS Outdoor Education Program	7/01/15-6/30/16	NTE \$71,225	CMS
San Diego County Office of Education	BTSA-South County Induction Program Agreement	10/14/15-6/30/16	N/A	N/A
Worxtime	Affordable Care Act Reporting Service	10/28/15-10/27/16	NTE \$3,500	General Fund

BBMAC POOL RENTAL CONTRACTS			
Name	Description	Dates	Rental Income Amount
Boise State	Collegiate Swim Team	12/27/15-1/06/16	\$3,300
Five Star Swim Club	Collegiate Swim Team	11/22/15-11/28/15	\$1,008
Janis Bloomquist	Adult Private Lessons	11/01/15-12/31/16	\$1,000
ROC Swimming	Collegiate Swim Team	4/21/16-4/30/16	\$2,225
Seattle University Swimming	Collegiate Swim Team	12/13/15-12/18/15	\$2,150
Sweetwater Unified	High School Water Polo	11/10/15	\$250

Financial Impact:

The contracts listed above will be paid from the sources as noted. All of the listed contracts are included in the current approved District budget except for Cumming (due to a recent Board request) and Eric Hall & Associates (due to unforeseen circumstances of the BBMAC deck project).

JPF

Superintendent's Recommendation:

That the Board approve/ratify the contracts for services.

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____

AGENDA November 19, 2015

5.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

5.5 Approve Certificated Personnel Register (Action)

APPROVE EMPLOYMENT

Name	Position	Salary	Effective Date
Tiffany Corrigan	Temporary Teacher .5145 FTE Silver Strand	Range 1, Step 1	11/02/15-6/10/16
Leanna McCollum	Teacher CHS .40 FTE	Range 5, Step 7	10/13/15
Stacy Morrissey	DoDEA Project Director/Teacher on Special Assignment 1.0 FTE	Range 5, Step 8	10/15/15
Deborah Simmons	Teacher Village 1.0 FTE	Range 1, Step 1	10/23/15

APPROVE CHANGE OF FTE

Name	Position	Reason	Effective Date
Eric Bachman	Teacher Silver Strand Increase from .50 FTE to .75 FTE	Range 1, Step 3	10/26/15

APPROVE LEAVE OF ABSENCE

Name	Position	Reason	Effective Date
Heather Bice	Teacher	Personal	11/14/15-6/10/16
Gabriela Montgomery	Teacher	Personal	10/23/15-6/10/16

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 – November 19, 2015

5.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

5.6 Approve Classified Personnel Register (Action)

APPROVE EMPLOYMENT

Name	Position	Salary	Effective Date
Adeile Ahmu	JV Men’s Volleyball Coach CHS	Stipend	11/01/15
Alicia Began	Health Tech II ECDC .625 FTE	Range 10, Step 1	11/02/15
Nina Church	Child Care Worker Silver Strand .2187 FTE and .25 FTE	Range 3, Step 1	11/09/15
Ashley Clay	Instructional Aide Village .75 FTE	Range 3, Step 1	10/13/15
Phillip Cummins	Varsity Baseball Coach CHS	Stipend	11/01/15
Janet Espinoza	Instructional Aide Village .75 FTE	Range 3, Step 1	10/07/15
Erik Gonzalez	Instructional Aide CHS .75 FTE	Range 3, Step 1	10/09/15
Shannon Moffatt	Campus Supervisor CMS .20 FTE	Range 3, Step 1	10/22/15
Megan Pettit	Instructional Aide ECDC Position change from IA to IHCA	Range 7, Step 5	8/24/15
Julie Spsychalski	Varsity Girl’s Lacrosse Coach CHS	Stipend	10/20/15
Tina Tafuri	Instructional Aide Village .75 FTE	Range 3, Step 1	10/19/15
Donald Woolf	Campus Supervisor CMS .25 FTE	Range 3, Step 1	11/02/15
Chhem Young-Pen	JV Girls’ Soccer Coach CHS	Stipend	11/03/15

APPROVE CHANGE OF FTE

Name	Position	Salary	Effective Date
Melinda Clay	Clerk Typist II CHS Voluntary reduction 1.0 FTE to .75 FTE	Range 8, Step 13	11/02/15
Lisa Kinzel	Crown Preschool Teacher Increase from .4375 FTE to .6375 FTE	Range 4, Step 3	10/26/15
Linda Leal	Child Care Worker Village/ECDC Increase from .25 FTE to .4688 FTE	Range 3, Step 1	10/25/15
Gina Mirtallo	Child Care Worker II ECDC Voluntary reduction 1.0 FTE to .50 FTE	Range 5, Step 5	8/24/15
Laura Orozco	Health Tech I CHS Increase from .487 FTE to .75 FTE	Range 8, Step 7	8/24/15

APPROVE RESIGNATION

Name	Position	Reason	Effective Date
Jessica Battle	Varsity Girls' Lacrosse Coach CHS	Personal	8/16/15
Melody Cosgrove	Instructional Aide & Child Care Worker Village	Personal	8/03/15
Jesus De La Rosa	JV Men's Soccer Coach CHS	Personal	9/09/15
Victoria Enriquez- Campos	Child Care Worker Village	Personal	11/03/15
Roderick Hebron	Campus Supervisor CMS	Personal	10/30/15
Lawrence Kislack	Varsity Baseball Coach CHS	Personal	9/29/15
Donald Woodhouse	JV Men's Volleyball Coach CHS	Personal	10/01/15

JPF

Superintendent's Recommendation:

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

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – November 19, 2015

5.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

5.7 Approve the Tentative Agreement between the California School Employees Association and its Coronado Chapter #386 and Coronado Unified School District (Action)

Background Information:

Negotiations between representatives of the California School Employees Association and its Coronado Chapter #386 (CSEA) and the Coronado Unified School District (CUSD) representatives occurred during the 2014-2015 and 2015-2016 school years.

Report:

CSEA and CUSD representatives met during the 2014-15 and 2015-16 school years to discuss, clarify and revise language contained within certain articles in the Agreement between CSEA and CUSD.

Amendments to two appendices (A and B) were tentatively agreed to when negotiations were concluded on October 20, 2015. A tentative agreement on a Memorandum of Understanding (MOU), regarding professional development stipends, was reached. As part of the agreement on Appendix A, it was agreed that all Ewing study job classifications, titles, and salary recommendations will be adopted upon ratification of the agreement. The two appendices and the MOU have been reviewed and ratified by CSEA membership. A revised contract will be provided to the Board and CSEA membership.

The amendments and MOU are attached.

Financial Impact:

The financial impact of the agreement regarding the salary schedule is estimated to be an ongoing increase in salary of \$233,168. The cost for the implementation of the Ewing study job classifications, titles, and salary recommendations is estimated to be an ongoing increase in salary of approximately \$50,801. Adding in payroll taxes for these items leads to an ongoing increase totaling \$339,769.

The exact cost of the additional professional development stipends is not known at this time, as it is unknown how many employees will qualify for this increase. It is anticipated that this will not exceed \$30,000 in ongoing adjustments to salary.

Superintendent’s Recommendation:



That the Board approve the Agreement between the California School Employees Association and its Coronado Chapter #386 and the Coronado Unified School District.

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____

The California School Employees Association
and its
Coronado Chapter # 386
Proposal to
Coronado Unified School District

Dr. CSEA
7/21/15

July 21, 2015

Appendix B: Longevity Steps

Longevity increments, for years of service in Coronado Unified School District, will be added to steps as follows:

+0.75% Per each year from year 12 to year 15

+1.2% Per each year from year 16 to year 20

+1.8% Per each year from year 21 to year 25

~~+ .4% Per each year from year 26 to year 30~~

Status Quo

CSEA agrees to the District's longevity proposal on May 8, 2015

TA 7/21/15

District

Rita S. Reyes

CSEA

John Bonetto LPR
Jami Wilbur

Coronado Unified School District Counter Proposal to
The California School Employees Association
and its
Coronado Chapter # 386

October 20, 2015

9.1 Salary Schedule

No change in current contract language.

Appendix A: Salary Schedule

To bring all classified employees to an average or better salary versus comparison districts, CUSD proposes the following:


1. **Upon ratification of this agreement**, implement a 5.3% across the board increase on the classified salary schedule effective July 1, 2015.
2. **Upon ratification of this agreement, adopt salary recommendations, job classifications, and titles as detailed in the August 12, 2015 Ewing implementation spreadsheet. The estimated cost of this is equivalent to a 1.7% across the board increase for classified, non-management employees. If the exact cost is more than the equivalent of 1.7%, the district will cover the remaining cost. If the exact cost is less than the equivalent of 1.7%, the difference will be added to the 5.3% across the board increase as proposed in #1 above.**
3. **Upon ratification of this agreement, adopt all Ewing job classifications and titles, not already covered by the August 12, 2015 Ewing implementation spreadsheet, as current CUSD job classifications and titles.**
4. Upon ratification of this agreement, CSEA and CUSD will collaborate on any revisions to the new **CUSD** job titles and job classifications, using the **new CUSD** job classifications and titles as the basis for this collaboration. This collaboration will include:
 - a. **An opportunity for CUSD employees to review their new job classifications/titles and provide input.**
 - b. **An option for CSEA will have the option to review and discuss any changes to the new CUSD job classifications.**
 - c. Any revisions to **new CUSD job classifications** will be based upon CSEA, employee and supervisor input.
5. **Any additional salary range recommendations**, will be analyzed using the existing collective bargaining agreement language regarding reclassification.
- ~~6. If CSEA and CUSD agree upon job titles, job descriptions, and ranges in 2015-16, 4% additional monies will be used to implement the job titles, descriptions, and ranges; if this implementation costs less than 4%, the remaining percentage will be used for an across the board increase on the classified salary schedule retro to July 1, 2015.~~

7. ~~If CSEA and CUSD agree upon job titles, job descriptions, and ranges after December 4, 2015, but before June 30, 2016, an 4% additional monies will be used to implement job titles, descriptions, and ranges at the time of agreement. If this implementation costs less than 4%, the remaining percentage will be used for an across the board increase on the classified salary schedule effective July 1, 2016. If agreement for full implementation of job titles, descriptions, and ranges as described in this agreement is not reached by June 30, 2016, the 3% across the board increase on the classified salary schedule effective July 1, 2015 described in #1 above will be the only salary increase implemented from this agreement.~~


6. Neither party will reopen salary, benefits, or work year for the 2015-16 or 2016-17 school years. With the exceptions of salary, benefits, and work year, per Article 20.2, each party shall have the right to open two articles for the 2016-17 contract year.

SIGNATURES FOR CSEA



John Bonnett, CSEA President


Joni Collins, CSEA Labor Representative

SIGNATURES FOR DISTRICT


Rita Sierra Beyers,
Senior Director, Human Resources


Keith Butler, Associate Superintendent


Tom Bevilacqua, Assistant Principal

MEMORANDUM OF UNDERSTANDING (MOU)

By and Between the Coronado Unified School District
and its Coronado Chapter # 386
and the California School Employees Association

October 20, 2015

It is hereby agreed to between the California School Employees Association (CSEA) and its Coronado Chapter #386 and the Coronado Unified School District (District) that, effective July 1, 2015; the professional growth differential shall be paid for courses earned either before or after employment. Current employees who have not submitted coursework earned prior to employment with the District may do so until December 18, 2015. Employees who submit valid coursework no later than December 18, 2015 will receive differential compensation retroactive back to July 1, 2015. Acceptable documents are original, unopened transcripts for college, adult education or trade school courses pertinent to the unit member's job classification. The courses must be completed with a grade of "C" or better or "pass" if grading is done on a pass/fail basis. The Superintendent or his designee shall be the sole evaluator of the applicability of coursework to an employee's job classification, and thus determining eligibility for awarding of the professional growth stipend. This MOU is subject to internal ratification procedures of each party.

Dated: 10-20-15

John Bonnett
John Bonnett, Chapter 386 President

Dated: 10-20-15

[Signature]
Chapter 386 Representative v. p.

Dated: 10-20-15

Joni Collins
Joni Collins, Labor Relations Representative

Dated: 10-20-15

Rita Sierra Beyers
Rita Sierra Beyers,
Senior Director, Human Resources

Dated: 10/20/15

Keith Butler
Keith Butler, Associate Superintendent

Dated: 10/20/15

[Signature]
Tom Bevilacqua, Assistant Principal

AGENDA – November 19, 2015

5.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

5.8 Approve the Proposed Job Classifications, Titles, and Descriptions for Coronado Unified School District Classified Employees (Action)

Background Information:

Negotiations between representatives of the California School Employees Association and its Coronado Chapter #386 (CSEA) and the Coronado Unified School District (CUSD) representatives occurred during the 2014-2015 and 2015-2016 school years.

Report

During the 2014-15 and 2015-16 school years, CSEA and CUSD representatives met and negotiated an agreement regarding the job classifications, titles, and descriptions as recommended by the Ewing study. The agreed to job classifications, titles, and descriptions were provided to the Board under separate cover and are available to view at the District Office.

Financial Impact

The cost for the implementation of the Ewing study job classifications, descriptions, and titles is included in the agenda item regarding contract negotiations.

JPF

Superintendent’s Recommendation

That the Board approve the job classifications, titles, and descriptions for Coronado Unified School District classified employees.

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____

AGENDA – November 19, 2015

5.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS & FISCAL MANAGEMENT

5.9 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:

Provided under separate cover

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 _____

AGENDA – November 19, 2015

5.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

SITES AND CONSTRUCTION

- 5.10 Ratify Change Order Numbers 12 through Change Order Number 17 from California Commercial Pools for the CUSD 2014/15-012 Pool Deck Replacement and Miscellaneous Improvements at the Brian Bent Memorial Aquatics Complex (Action)

Background Information:

On June 25, 2015, the Governing Board authorized staff to award a contract for the CUSD 2014/15-012 Pool Deck Replacement and Miscellaneous Improvements at the Brian Bent Memorial Aquatics Complex. The contract was awarded to California Commercial Pools.

Report:

Change Order Numbers 01-08 were approved at the September 10, 2015 Board Meeting.

Change Order Number 09 was approved at the October 15, 2015 Board Meeting.

Change Order Number 10 is voided, and Change Order Number 11 is still pending additional information.

All of Change Order Numbers 12-17 are to be considered part of enhancements to the original bid, and not part of work needed to mitigate preexisting DSA closeout conditions.

Change Order Number 12 is a District request to install an explosion proof fan in the acid storage room.

Change Order Number 13 is a District request to paint facility doors.

Change Order Number 14 is a District request to install concrete in a planter area between the east side of BBMAC and the fire lane.

Change Order Number 15 is a District request to paint hand rails throughout the BBMAC facility.

Change Order Number 16 is a District request to paint the electrical enclosure outside of the chemical rooms.

Change Order Number 17 is a District request to install new fiberglass double doors for the chemical rooms.

Listed below is a summary of the revisions.

Original Contract Sum:	\$1,084,000
Contract Sum will be Increased by Change Order Number 01:	\$36,402
Contract Sum will be Increased by Change Order Number 02:	\$9,844
Contract Sum will be Increased by Change Order Number 03:	\$5,152
Contract Sum will be Increased by Change Order Number 04:	\$2,484
Contract Sum will be Increased by Change Order Number 05:	\$2,734
Contract Sum will be Increased by Change Order Number 06:	\$22,466
Contract Sum will be Increased by Change Order Number 07:	\$2,706
Contract Sum will be Unchanged by Change Order Number 08:	\$0
Contract Sum will be Increased by Change Order Number 09:	\$8,223
Contract Sum will be Increased by Change Order Number 12:	\$5,654
Contract Sum will be Increased by Change Order Number 13:	\$5,424
Contract Sum will be Increased by Change Order Number 14:	\$8,121
Contract Sum will be Increased by Change Order Number 15:	\$497
Contract Sum will be Increased by Change Order Number 16:	\$390
Contract Sum will be Increased by Change Order Number 17:	\$20,296

Total Change Orders

Contract Sum Including Change Orders: \$1,214,393

Financial Impact:

These change orders are funded from the Special Reserve Fund for Capital Projects.

JPF

Superintendent's Recommendation:

That the Board Ratify Change Order #12 through Change Order #17, from California Commercial Pools for the CUSD 2014/15-012 Pool Deck Replacement and Miscellaneous Improvements at the Brian Bent Memorial Aquatics Complex.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

AGENDA – November 19, 2015

5.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

SITES AND CONSTRUCTION

5.11 Authorize Disposal of Surplus Property (Action)

Background Information:

According to Board Policy 3270, the Board must take action to declare materials and equipment obsolete so that the District may dispose of those materials. The District has identified the following District electronic piano keyboards and Nutrition Services kitchen equipment that have reached the end of their useful life for the District and need to be removed from inventory.

Report:

M-Audio Keystation Pro, Electronic Piano Keyboards, 5 Keyboards. These keyboards have been determined, by contacting an appropriate seller of similar equipment, to have no resale value. According to Board Administrative Regulation 3270, the District may sell the property without advertising for bids if the Governing Board members attending a meeting unanimously agree that the property, whether one or more items, does not exceed \$2,500 in value.

Nutrition Services Kitchen Equipment:

Hobart Mixer, Model H-600-T, Serial Number 1890151, Tag Number 00606
Beakel Company Slicer, Model 919A, Serial Number 9640-11111-1698
Salad Bar-Black; Salad Bar-Blue, CU07929; Sneeze Guard
Cres Cor Proofer, Serial Number KSD-K8694B; Proofer, CU00794

Financial Impact:

Any funds recovered from disposal of these items will be returned to the General Fund.

JPF

Superintendent’s Recommendation:

That the Board declares the piano keyboards and kitchen equipment obsolete, and that the keyboards have a value of less than \$2,500, and that the District be authorized to dispose of them in accordance with District policies and Education Code requirements.

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____

AGENDA – November 19, 2015

5.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS & FISCAL MANAGEMENT

5.12 Approve Out-of-State Conference (Action)

Background:

Board Policy 3350 requires that out-of-state travel be approved. Board Policy further establishes that the Governing Board shall authorize payment for actual and necessary expenses, incurred by any employee performing authorized services for the district.

In addition, the Board of Trustees has authority, under Education Code Sections 35044, 35172, and 44032, to reimburse employees for necessary travel expenses.

Report:

The following employee will be attending an out of state conference:

Kelly Schnorr will be attending the National Conference for the Education of the Ceramic Arts (NCECA) held in Kansas City Missouri from March 16th-19th 2016. The 50th Anniversary conference titled “Makers, Mentors and Milestones” will highlight issues of contemporary practice, celebrate the impact of influential figures and movements that have shaped the field, and create opportunity to envision collectively what lies ahead. The conference will enhance the CHS ceramics curriculum by directly influencing concepts for projects and enrich instruction. The CHS student learning outcome that will be most impacted is SLO #6 ”strong communicators who are able to communicate in a wide range written, oral, and visual means, as well as receive, interpret, and respond to verbal and nonverbal forms of communication.” The goal is to come back to CHS with a wealth of inspiration for new projects and make connections with visiting artists to enhance the curriculum.

Financial Impact:

Total cost for this conference is approximately \$1,590 and is supported from the CSF Block Grant fund.



Superintendent’s Recommendation:

That the Board approve out-of-state travel for the above employee and that the Board approve the actual and necessary expenses, including travel that will be incurred.

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____

AGENDA – November 19, 2015

5.0 DISTRICT ORGANIZATION AND BOARD OPERATION

5.13 Approve and Adopt Revised Board Protocols, Numbers Two, and Eleven, within the Governance Handbook (Action)

As part of its regular review of Board Policies and Procedures, and since adding a new Board Member to the team, the Board wishes to update and reaffirm the Governance Handbook. Specifically, the Board wishes to revise Protocols addressing the following items: Bringing New Agenda Items, Types and Timing of Board Meetings, Hearing Agenda Items and taking Public Comment. Additionally, the Board will discuss attendance and participation in District and community panels and events.

At the October 15, 2015, regular meeting, the Board approved their revised Board Protocols with the exception of Numbers Two and Eleven, which all agreed needed more clarification.

The following proposed changes include the new updated verbiage to those two numbers.

2) Bringing New Agenda Items

1. The best time to request items is during the period at the end of each meeting that is set aside for Organizational Business. This allows the President to determine if there are at least two members interested in future discussion of the item, and also allows the Superintendent to recommend a future meeting date for the item based on anticipated length of time staff will need to prepare information for the discussion.
2. The Board recognizes that from time to time issues may arise during the period between meetings that require immediate presentation to the Board. In these cases of urgency, the President may give the Superintendent and/or a single Board Member the latitude to include the items on the upcoming agenda.
3. The Public may submit written requests for items to any Board member, who will then forward the request to the Superintendent and Board President. The Public may also make a verbal request for an agenda item at the meeting during time set aside for Comments from the Audience. Such requests will be discussed at the end of the meeting during Organizational Business to ensure support for inclusion of the item from two Board members.

11) Board Member's Role in Public

- a. Board Members are reminded of their obligations as public servants. Board Bylaw 9010 provides great detail with regards to that obligation and should be reviewed periodically by Board Members for compliance.
- b. To best understand the programs and needs within the District, Board Members shall visit school sites on rotating calendared visits (see para 13 below) as well as chance opportunities such as Back-to-School nights, Open Houses and special events (ASB functions, sports contests, CoSA shows, NJROTC drill meets, Harvest Hoedown, Strand Luau, 6th Grade Olympics, CMS Veteran's Day, etc.)
- c. Additionally, Board presence is desirable and encouraged at meetings, events, and functions of organizations that routinely support the District either financially or through volunteering their time to promote District goals. Civic organizations that have long-established relationship with our District include but are not limited to the following:

Site Parent/Teacher Organizations (PTOs)
Coronado Schools Foundation
Islander Sports Foundation
Coronado School of the Arts Foundation
SAFE Coalition

- d. From time to time Board Members will receive requests for their standing support and participation as members within these civic organizations. Although there is no legal restriction against such involvement, Board Members must be cognizant of the fact that he/she has a sworn responsibility at all times during their tenure to act as an advocate for the District. Consequently, careful thought should be given before accepting roles in these organizations, particularly if a conflict of interest may be perceived. Should a Board Member accept a position, he/she should make that known to the public and fellow Board Members during General Meeting time set aside for "Comments from Board Members."

DSO

Board President's Recommendation:

That the Board approve and adopt revised Board Protocols, numbers two and eleven within the Governance the Handbook.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA—November 19, 2015

6.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

6.1 Public Hearing on Sufficiency of Instructional Materials for 2015-2016

Background Information:

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

Report:

The Board of Education must conduct an annual public hearing to make a determination that every pupil has sufficient textbooks and instructional materials in the core areas of language arts, mathematics, science and history/social studies consistent with the content and cycles of the state framework; every student enrolled in foreign language and health have sufficient textbooks and instructional materials; science laboratory equipment is sufficient for science lab courses in grades 9 through 12.

This is the opportunity for public comment at this meeting. The president of the Board of Education will open the hearing with this announcement:

“Now is the time and place for comments from the public concerning the sufficiency of textbooks and instructional materials in the subject areas of language arts, mathematics, science, history/social science, foreign language and health and science laboratory equipment for science lab courses in grades 9 through 12. Are there any comments?”

Financial Impact:

Holding of a public hearing carries no financial consideration.

AGENDA—November 19, 2015

6.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

6.2 Adopt Resolution on Sufficiency of Instructional Materials for 2015-2016 (Action)

Background Information:

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

Report:

The Board of Education must conduct an annual public hearing to make a determination that every pupil has sufficient textbooks and instructional materials in the core areas of language arts, mathematics, science and history/social studies consistent with the content and cycles of the state framework; every student enrolled in foreign language and health have sufficient textbooks and instructional materials; science laboratory equipment is sufficient for science lab courses in grades 9 through 12.

Education Code Section 60119, as amended by the Williams Settlement legislation, defines “sufficient textbooks or instructional materials” to mean that “each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home. Districts are not required to provide two sets of textbooks or instructional materials for each pupil. Sufficient textbooks or instructional materials, as defined does not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. Through 2014-2015, “sufficiency” also means that all pupils within the District who are enrolled in the same course must have standards-aligned textbooks or instructional materials from the same adoption, consistent with Education Code Sections 60119 and 60422.

Additionally, if a district provides students with standards-aligned electronic textbooks, each student must have the electronic equipment necessary to access the materials in class and at home in order to meet the sufficiency standard. If a district provides students with standards-aligned web-based instructional materials, each student must have the electronic equipment necessary to access the materials and an active Internet connection in class and at home.

If any students cannot access the electronic instructional materials at home because they do not have the necessary electronic equipment and/or active Internet connection, the district may still meet the sufficiency standard if those students receive printed instructional materials that are identical in content to the electronic or web-based instructional materials.

Alternatively, school districts may meet the sufficiency standard by providing those students with the electronic equipment and/or active Internet connections they need at home to access the materials, but they cannot require students or their parents/guardians to pay for the electronic equipment and/or Internet **connections**.

If insufficiency of materials is determined, the resolution must explain the reasons for the insufficiency and the action to be taken to remedy the insufficiency.

The attached resolution provides all of the information.

Financial Impact:

None for the approval of the resolution.

JPF

Superintendent's Recommendation:

That the Board adopt Resolution #15-11-01 on Sufficiency of Instructional Materials for 2015-2016.

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____

**CORONADO UNIFIED SCHOOL DISTRICT
RESOLUTION #15-11-01**

**Williams Settlement Legislation
Resolution on Sufficiency of Instructional Materials for 2015-2016**

On motion of Member _____, Seconded by Member _____,
the following resolution is adopted:

WHEREAS, in order to receive state instructional materials funds, the Governing Board is required by Education Code Section 60119 to make a diligent effort to hold a public hearing and adopt a resolution determining that every pupil, including English learners, has sufficient textbooks or instructional materials in each of the following subjects that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education: mathematics, science, history-social science, reading/language arts.

WHEREAS, as part of the required hearing, the Governing Board must also make a written determination as to whether each pupil enrolled in a foreign language or health course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the state board for those subjects.

WHEREAS, the Governing Board shall also determine the availability of laboratory science equipment as applicable to science laboratory courses offered in grades 9 to 12 inclusive.

WHEREAS, “sufficient textbooks or instructional materials,” means that each pupil, including English learners, has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments. This does not require two sets of textbooks or instructional materials for each pupil.

THEREFORE BE IT RESOLVED, that the Governing Board hereby determines, as required by Education Code Section 60119, that the school district has sufficient instructional materials for each pupil in the following areas:

1. Mathematics
2. Science
3. Reading/language arts, including the English language development component of an adopted program
4. Health
5. Foreign Language
6. History/social science

BE IT FURTHER RESOLVED, that there is available science laboratory equipment for students in science laboratory courses offered in grades 9 to 12.

AGENDA—November 19, 2015

6.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

- 6.3 Public Hearing on Transitional Kindergarten (TK) and Kindergarten Instructional Minutes for 2015-2016

Background Information:

Pursuant to EC 37202, TK programs operated by a district must be of equal length to any kindergarten programs operated by the same district, unless there is an approved State Board of Education waiver on file. By statute, the maximum school day in kindergarten is 4 hours (EC 46111). An exception to this statute allows schools that have adopted an early primary program (extended-day kindergarten) to exceed 4 hours (EC8973). Furthermore, EC 48000 states that a TK shall not be construed as a new program or higher level service. The number of required instructional minutes for TK is 36,000 minutes per year; the minimum length of instructional time that must be offered to constitute a school day is 180 minutes (EC 46117 and 46201).

Report:

For the 2013-14 school year, the CUSD *traditional* kindergarten program was extended to a full day program where students attended school from 8:20-2:25, except for Wednesdays (8:20-11:50), which mirrors the minimum day for all students in grades 1-5. This increase in instructional minutes supported the first year of full implementation of the Common Core State Standards. This same schedule has continued for traditional kindergarten students since that time with great success. Also during 2013-14, we implemented the first year of our TK program. Based on school and parent input we felt our full day kindergarten program would be a very long day for our TK students, thus we established a TK schedule as it had been for all kindergarten students prior to 2013-14

We are requesting to continue with the above current TK schedule for the 2015-16 school year. This schedule allows teachers to better modify the curriculum and program for TK students as well as traditional kindergarten students in order to meet the academic, social/emotional, and developmental needs of our students, especially since two of our three TK classrooms are TK/K combination classes. As a small unified school district in a small community, we find the TK schedule to be appropriate and meet students' needs, and have both school and parent support.

Since implementing CUSD's TK program in 2013-2014, the instructional minutes for TK have always been different from the kindergarten instructional minutes. This has never been identified as an audit exception for the District.

This is the opportunity for public comment at this meeting. The president of the Board of Education will open the hearing with this announcement:

“Now is the time and place for comments from the public concerning the TK and Kindergarten Instructional Minutes for 2015-2016. Are there any comments?”

Financial Impact:

Holding of a public hearing carries no financial consideration.

AGENDA—November 19, 2015

6.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

- 6.4 Approve a State Board of Education Waiver Indicating that Coronado Unified School District's Transitional Kindergarten and Kindergarten Instructional Minutes for 2015-2016 are not the same pursuant to EC 37202 (Action)

Background Information:

Coronado Unified School District has two elementary schools - Village Elementary School and Silver Strand Elementary School. For the 2015-16 school year, we have a total of 43 students currently enrolled as Transitional Kindergarten students. At Silver Strand Elementary, TK students are enrolled in a TK/K combination class serving 13 TK students and 15 kindergarten students, supported by an instructional aide (pending). At Village Elementary School there are two classes with TK students - one is a full TK class which also supports students with special needs (full inclusion model), and the other is a TK/K combination class serving 8 TK students and 15 kindergarten students.

Prior to the 2013-14 school year and the implementation of Transitional Kindergarten, the instructional day for all traditional kindergarten students was the following:

- Fall Trimester: all students attend half day kindergarten program
- Winter Trimester: all students attend a full day kindergarten 2 days per week
- Spring Trimester: all students attend a full day kindergarten 5 days per week

For the 2013-14 school year, the CUSD *traditional* kindergarten program was extended to a full day program where students attended school from 8:20-2:25, except for Wednesdays (8:20-11:50), which mirrors the minimum day for all students in grades 1-5. This increase in instructional minutes supported the first year of full implementation of the Common Core State Standards. This same schedule has continued for traditional kindergarten students since that time with great success. Also during 2013-14, we implemented the first year of our TK program. Based on school and parent input we felt our full day kindergarten program would be a very long day for our TK students, thus we established a TK schedule as it had been for all kindergarten students prior to 2013-14 (same as above).

We are requesting to continue with the above current TK schedule for the 2015-16 school year. This schedule allows teachers to better modify the curriculum and program for TK students as well as traditional kindergarten students in order to meet the academic, social/emotional, and developmental needs of our students, especially since two of our three TK classrooms are TK/K combination classes. As a small unified school district in a small community, we find the TK schedule to be appropriate and meet students' needs, and have both school and parent support.

Since implementing CUSD's TK program in 2013-2014, the instructional minutes for TK have always been different from the kindergarten instructional minutes. This has never been identified as an audit exception for the District.

Once the Board approves the State Board of Education waiver, it will be completed electronically with the California Department of Education. The date for hearing this waiver is pending.

Financial Impact:

None for the approval of the waiver.

JPF

Superintendent's Recommendation:

That the Board approve a State Board of Education Waiver indicating that Coronado Unified School District's Transitional Kindergarten and Kindergarten Instructional Minutes for 2015-2016 are not the same pursuant to EC 37202.

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____

AGENDA – November 19, 2015

6.0 DISTRICT ORGANIZATION & BOARD OPERATIONS

6.5 Accept the Initial Proposal for Reopening Negotiations Presented by the Association of Coronado Teachers to the Coronado Unified School District (Action)

Background Information:

In accordance with the requirements of Government Code Section 3547, the Association of Coronado Teachers (ACT) hereby gives notice of ACT’s initial proposal to reopen collective bargaining with the Coronado Unified School District for the 2016-2017 school-year. This proposal is listed for public comment.

Report:

ACT presents the following reopeners for negotiations:

Article XIV-Evaluation Procedures

Article XV – Hours and Adjunct Duties

Article XXI-California and Federal Law Regarding Special Education

ACT presents the following topics for discussion only:

Article XIX-Salary Provisions

Article XX-Class Size

Financial Impact:

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

JPF

Superintendent’s Recommendation:

That the Board accepts ACT’s sunshine proposals to reopen negotiations on Article XIV - Evaluation Procedures, Article XV- Hours and Adjunct Duties, and Article XXI – California and Federal Law Regarding Special Education.

It is also recommended that the Board authorize discussion only regarding salary provisions and class size, and enforce its contractual rights to not engage in 2016-17 negotiations on any contractual article covering salary and class size.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – November 19, 2015

6.0 DISTRICT ORGANIZATION & BOARD OPERATIONS

- 6.6 Accept the Initial Proposal for Negotiations Presented by the Coronado Unified School District to the Association of Coronado Teachers to Negotiate the 2016-2017 School Calendar (Action)

Background Information:

In accordance with the requirements of Government Code Section 3547, the Coronado Unified School District (CUSD) hereby gives notice of CUSD’s initial proposal to negotiations for collective bargaining with the Association of Coronado Teachers (ACT) for the 2016-2017 school year. This proposal is listed for public comment.

Report:

CUSD presents the following item for negotiations:

Appendix C – 2016-2017 Calendar

Financial Impact:

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

Superintendent’s Recommendation:

JPF

That the Board accept the initial proposal by Coronado Unified School District to negotiate the 2016-2017 school calendar.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – November 19, 2015

6.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

6.7 Adopt Resolution Endorsing *Live Well San Diego* as the Foundation for a Healthy, Safe and Thriving District (Action)

Background Information:

In 2010, the County of San Diego Board of Supervisors adopted a comprehensive initiative called *Live Well San Diego* which includes three components: *Building Better Health*, adopted on July 13, 2010; *Living Safely*, adopted on October 9, 2012; and, *Thriving*, adopted on October 21, 2014.

Proposal:

Live Well San Diego connects organizations of every kind—cities and governments, businesses, healthcare organizations, schools and community and faith-based organizations—through a shared purpose. School district partners have the potential to reach children and families throughout San Diego County. Working together, we are able to support healthy, safe and thriving students, teachers and families through updated wellness programs, farm-to-market cafeteria programs, school gardens, safe routes to school, disaster preparedness and environmentally conscious buildings.

By adopting this resolution this will fulfill Board Goals to offer social-emotional supports so that student needs are met for optimal learning.

Financial Impact:

None for this proposal

Superintendent’s Recommendation: *JPF*

That the Board adopt Resolution #15-11-02 Endorsing *Live Well San Diego* as the Foundation for a Healthy, Safe and Thriving District

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

**CORONADO UNIFIED SCHOOL DISTRICT
RESOLUTION #15-11-02**

**Resolution in Support of the County of San Diego
LIVE WELL, SAN DIEGO! INITIATIVE**

On motion of Member _____, Seconded by Member _____,
the following resolution is adopted:

WHEREAS, it is known that poor nutrition, lack of exercise, tobacco use and environmental degradation pose harmful health implications such as heart disease, type 2 diabetes, obesity, and respiratory ailments which account for a significant portion of deaths in San Diego county; and

WHEREAS, the Coronado Unified School District recognizes the link between student health and learning and academic success and has adopted a comprehensive Student Wellness policy to incorporate nutrition education, physical education, and ongoing wellness programs at its schools; and

WHEREAS, each school in the District has adopted a Safe and Drug-Free School Plan protocol; and

WHEREAS, the district administers the California Healthy Kids Survey to collect and analyze data related to students' sense of health and wellbeing, school safety, and behavior, experiences, and attitudes about use of alcohol, tobacco, other drugs; and

WHEREAS, the Coronado Unified School District has adopted the CHARACTER COUNTS curriculum, centered on basic values called the Six Pillars of Character (trustworthiness, respect, responsibility, fairness, caring and citizenship) that is closely aligned with the County of San Diego Live Well, San Diego! Initiative encouraging a safer school and community environment; and

WHEREAS, the Food Services Department at Coronado Unified School District works to surpass the state and federal standard nutrition requirements, providing salad bars at all schools, while also creating meals and an environment that is attractive to students; and

WHEREAS, the District's Child Nutrition Program is targeting the reduction of fat, sugar, and salt on the menu to include prohibition of high sugar drinks and carbonated beverages sold on campuses; and

WHEREAS, the District collaborates with public agencies and community groups such as Coronado SAFE in order to connect students with resources and programs for physical and psychological health, including substance abuse prevention education; and

WHEREAS, the District, recognizing the need for clinically trained professionals to address the mental health needs of its students, through a Joint Powers Agreement (JPA) with the City of Coronado has recruited and retained four licensed mental health professionals to provide individual and group counseling, peer mediation, crisis management, classroom presentations, staff training, community outreach and collaboration, as well as general on-site support for students, families and teachers; and

WHEREAS, the District collaborates with the City of Coronado to access school resource officers at all school sites and ensure safe routes to school; and

WHEREAS, the District has sought to reduce its utility demands and water usage through water efficient landscaping; and

WHEREAS, in collaboration with community partners, campus beautification and school gardening programs provide outdoor educational opportunities and fresh, organic herbs and vegetables for students and staff; and

WHEREAS, the District embraces a comprehensive recycling program, to include reduction of paper waste through web-based curriculum, and recycling bins throughout each campus and in all classrooms and offices; and

NOW, THEREFORE, be it resolved that through these many efforts, the Coronado School District Board of Trustees supports the adopted Building Better Health and Living strategies and joins in the County of San Diego *Live Well, San Diego! Initiative*.

PASSED AND ADOPTED, this 19th day of November, 2015, by the Governing Board of the Coronado School District by the following vote:

AYES: _____ NOES: _____ ABSENT: _____ ABSTAINED: _____

I hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted by said Governing Board of the Coronado Unified School District at a regularly called and conducted meeting held on said date, which resolution is on file and of record in the office of said Board.

Dawn Ovrom
President of the Board

Lou Smith
Clerk to the Board

AGENDA – November 19, 2015

7.0 **INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES**

- 7.1 Learning Department Report, Including: 1) Department of Defense Education Activity (DoDEA) Project STEPS Annual Report 2014-15 (executive summary), 2) Instructional Materials Guidance, and 3) Coronado Middle School annual update to the Board

DoDEA Project STEPS Annual Report 2014-15(executive summary)

Background Information:

In 2012, CUSD was the recipient of a 1.6 million dollar grant from the Department of Defense Education Activity (DoDEA). This was the second grant award to CUSD after a previous DoDEA award in 2009, Project SATT 21. 2014-15 was the third year of implementation of Project STEPS: Science, Technology, Education Plans=Success.

Report:

Executive Summary of Year 3 of Project STEPS for SY 2014-2015

During SY 2014-15, CUSD implemented Year 3 of Project STEPS: Science, Technology, and Education Plans = Success, an award of funds in the amount of \$1.6 million over three years from the Department of Defense Education Activity (DoDEA) program. The aim of this award has been to close the achievement gap for all students, in particular our target group of below proficient military-identified students, by implementing district-wide individualized, technology-assisted instructional models, and prepare all students for both college and career. The three goals are:

Goal 1: Student Achievement (STEM): Increase elementary students' achievement in science through project-based learning

Goal 2: Student Achievement (STEM): Increase student achievement in mathematics in grades 3-9 through the use of technology

Goal 3: Support of Military Students: Support each military/transfer student's readiness to take charge of his/her learning through identification of and planning for student individual needs

Oversight and evaluation of Project STEPS is done each semester and annually by the Senior Director of Learning, Claudia Gallant, in conjunction with Dr. Shannon Coulter of the San Diego County Office of Education, with input from each CUSD site administrator. Results of increased opportunities for students and achievement after three years of implementation are as follows:

Goal 1: Elementary STEM/Engineering

- In 2014-15 all grade K-5 students participated in an engineering unit of instruction in science lab incorporating project-based learning and performance assessment. Students received approximately 3 hours of engineering instruction; this was the first year for engineering instruction in the science lab for grades K-1, the second year for students in grades 2-3, and the third year for students in grades 4-5.

Combined with extra-curricular robotics facilitated in part by relationships with NAVAIR and other Navy personnel, there is now an established K-12 engineering pathway in CUSD.

- Professional development in engineering continued for our two elementary science lab teachers, as well as NGSS awareness training for all teachers in grades 4-5 led by the entire CMS science team.
- Grade 5 students participated in Junior Achievement's Biztown simulation, which incorporates STEAM-related businesses, mathematics/economics, and real-life skills; all grade 5 students received 16 hours of instruction relating to STEAM and business/econ/math, communication, problem solving, critical thinking, and job skills.
- Military-dependent and non-military students in all grades except one met the established achievement targets on the engineering performance tasks.

CUSD considers this goal to be met. Recommendations for 2015-16 (year 4/carryover) include:

- Completion of the NGSS transition plan for grades K-5 to align with grades 6-8, starting with grades 4 and 5
- Revision of the K-1 engineering units to include more hands-on experiences such as modeling
- Study and evaluation of the current elementary science lab services and overall instructional time devoted to science instruction
- Articulation of the K-5 engineering units with grades 6-8 instruction
- Use of the San Diego County Office of Educations' pending evaluation rubric for exemplary STEAM programs
- Maintain engineering electives at Coronado High School to include Principles of Engineering, Introduction to Engineering, Engineering Project section, and AP Computer Science; maintain STEAM elective at Coronado Middle School
- Maintain *Project Lead the Way* curricula for CMS and CHS engineering-related courses <http://www.pltwcalifornia.org/>
- Maintain use of a massive online course (MOOC) from *Amplify* for AP Computer Science as curriculum <https://users-mooc.amplify.com/>
- Continue to provide professional development for new CHS engineering teacher on MOOC and *Project Lead the Way*
- Continue to revise NGSS digital textbooks for grades 6, 7, and 8
- Ongoing support for NGSS training for all grades per transition plan
- NGSS awareness training for all administrators and teachers
- Maintain after-school robotics clubs at all sites

Goal 2: STEM/Math Achievement and Support (grades 2-8 and grade 9)

- Intervention support in math for identified military and non-military students occurred daily from the following: two part-time Academic Support and Enrichment Teachers each for Village and Strand Elementary Schools; one section of math intervention each for CMS and CHS; and before/after school intervention services for Village and Strand. Students were identified using MAP and other data to determine needs and appropriate placement.
- MAP data was used to gauge progress for mathematics in 2014-15. In 2014-15 military students in grades 2, 4, and 6 met or exceeded the established RIT target; non-military students met or exceeded the established RIT target in grades 4 and 7. In grades 2, 3, 4, 5, 6 and 8, military students outperformed non-military students. For all tested grades, both military and non-military students met or exceeded the national norm.
- For grade 9, the Mathematics Diagnostic Testing Project (MDTP) from UC San Diego continued to be administered a valid secondary math formative assessment available to CUSD. This assessment is given to all students in grade 9 to determine readiness for Algebra 1 and Geometry. Grade 9 data for 2014-15 showed that military and non-military dependent students are equally prepared for their math class.
- Baseline CAASPP spring 2015 results are the following for military and non-military dependent students:

Grade	Target Groups	Percent of Students Who Met or Exceeded Standards *military student performance is above non-military student performance
3	All CUSD	70
	Military	75*
	Non-military	67
4	All CUSD	71
	Military	70
	Non-military	73
5	All CUSD	56
	Military	56
	Non-military	57
6	All CUSD	60
	Military	66*
	Non-military	59
7	All CUSD	64
	Military	63
	Non-military	65
8	All CUSD	55
	Military	62*
	Non-military	51
11	All CUSD	49
	Military	47
	Non-military	51
All Grades	CUSD	60
	Military	63*
	Non-military	59

The evaluation plan for Project M³: Math, Mindset, and Mastery will investigate further CUSD's military students' transiency/longevity in CUSD schools and other factors contributing to military students' achievement compared to that of non-military students.

DoDEA fully funds the following tools for supporting mathematics achievement:

- Formative assessments in math (and English language arts for grades 2-8, and high school mathematics) via Measures of Academic Progress (MAP) 2-3 times a year (\$12.00 per license per year); all students in these grades participate in these interim assessments which allow CUSD to have real-time data on student performance in mathematics and English language arts.
- Compass Learning Odyssey is fully funded for all students in grades 2-8, providing personalized pathways in mathematics and English language arts connected to MAP results. Students are encouraged to participate in Compass Learning approximately 1 hour/week at home and in school.
- Edgenuity (online courseware) is DoDEA-funded for credit recovery and is one option for recovering credits along with several other ways at CHS. All of these credit recovery methods ensure that nearly all CHS students, whether military and non-military identified, graduate from high school. The Coronado High School graduation rate is one of the highest in San Diego County—the 2013-14 cohort graduation rate is 98.3% (most recent data). Most of the students recovering credits were in grades 11 and 12.
- ALEKS online math tutorial program funded for identified students 3-12 at all 5 school sites, and is a trusted personalized program for mathematics intervention and extension.
- Approximately 300 Chromebooks and carts were purchased with grant funds for all school sites.

CUSD considers Goal 2 to be on target/not fully met. The goals and evaluation will continue with Project M3. Recommendations for 2015-16 (year 4/carryover) include:

- Train new DoDEA Project Director who will serve as a teacher on special assignment supporting K-12 mathematics
- Implementation of Project M³: Math, Mindset, and Mastery. The new grant goals are to increase teachers' content knowledge of conceptually based mathematics principles and practices and close the achievement gap in mathematics by implementing data driven practices, small group instruction, and research-based online assessment and educational software programs
- Continuance of sustained professional development for all CUSD math teachers based on the new definition of mathematics proficiency inherent in the CCSS, performance assessments including the SBA on a personalized education practices, documentation, and opportunities for students
- Continuance of the redesign of all grade level and course units of study and assessment
- Continuance of use technology-based resources such as CLO, ALEKS, Edgenuity, open educational resources, and expand to vetted/proven additional resources in mathematics

Goal 3: Support of Military Students through a Personalized Education Plan

- Professional Development via NWEA Fusion Conference attendance for 4 CUSD teachers and administrators on Measures of Academic Progress.

- Use of a Personalized Education Plan (PEP) continued to grow throughout CUSD significantly in 2014-15. A PEP is currently defined as: students with a document that is used two or more times during the year for recording achievement data in ELA and/or mathematics based on local assessment data, and that students have access to their own data and set appropriate goals assisted by their teacher (s) via a conference two or more times a year. Results are below:

CUSD Personalized Education Plan Data (2013-14 and 2014-15)

Grade Level	Number of CUSD students with some kind of PEP in 2013-14	Number of CUSD students with some kind of PEP in 2014-15
2	32	62*
3-5	604	607
6-8	754	737
9-12	41	1170**
Total PEPs	1431 (45.7% of total enrollment of 3127)	2576 (83% of total enrollment of 3096)

*Grades K-2: students with disabilities, some EL/Reclassified, military and non-military identified below proficient students

**Grades 9-12: CHS considers all students to have a PEP, given that the Family Connection/*Naviance* counseling resource is used to document student progress and interests, enter courses, and four-year plans. Students access this at least once a year. Each Palm Academy student has a very specific PEP.

- Approximately 90% of military students who are below proficient in mathematics have some version of a PEP.
- A cohort of matched military students with a PEP were surveyed for the third year in a row at the end of the school year with questions to reveal their sense of ownership of learning; a scale of 4 was the highest possible on the survey. The average of all student responses equates to “almost true” to “very true for me”. Survey results showed that in CUSD schools, military students and non-military students are highly engaged, with average scores of 3.35 and 3.29, respectively, on a four-point scale. There was very little change over 2013-14 data.
- In January 2015 during its strategic planning annual meeting, with significant shareholder input, the CUSD Governing Board revised its five-year board goals. The primary goal is: *integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.*
- CUSD’s initiative to personalize learning to meet each student’s learning needs and prepare them for their post-high school dreams of college and/or career has been growing steadily for approximately seven years, culminating in the primary CUSD Governing Board goal. Since 2009 DoDEA grant funds, goals, and evaluation plans have provided the fuel, organization, and accountability to ensure this lofty and critically important mission grows.
- The increase in the percent of students with personalized education plans is one of the greatest successes CUSD has realized. Since this goal was established by the Governing Board during the 2009-10 school year, CUSD has been laying a solid foundation for personalized learning, which in large part are largely due to DoDEA funding, including:
 - Secure, reliable technology infrastructure
 - Devices for all students (DoDEA)

- Learning management system (Haiku LMS with Google accounts for all students)
- Formative assessments in real-time (MAP from DoDEA)
- Personalized learning instructional resources (CLO, ALEKS, Edgenuity from DoDEA)
- Intervention specialists for every site (most are from DoDEA funding)
- Professional development (DoDEA)

CUSD considers this goal to be met. Recommendations for 2015-16 (year 4/carryover) include:

- A thorough study of our Personalized Education Plan (PEP) initiative during 2015-16. A district team of shareholders will look at where we have been, what successes we have realized, and what the future should look like. A subset of action steps for the strategic plan for PEP will be an outcome of these meetings by June 2016. This study will most likely incorporate the following:
 - Redesign/alignment of PEP documents
 - Establishing PEP conference protocol expectations
 - More and frequent observation of PEP conferences
 - PEP focus groups (teachers, students, parents)
 - Begin to explore technology-based systems for student academic data and portfolios
 - More professional development to include new teachers to CUSD and English Learner resource teachers

Financial Impact:

\$1.6 million to CUSD over the life of the grant (2012-2015), with a final carryover year for 2015-16 of approximately \$500,000; \$1.25 million in funding from Project M3: Math, Mindset, and Mastery through August 2020.

Instructional Materials Guidance

Background Information:

In 2012, Assembly Bill 1246 (statutes of 2012) ended the Instructional Materials Funding Realignment Program (IMFRP), thereby requiring districts to use general district funds, at present Local Control Funding Formula (LCFF) dollars or Proposition 20 lottery funds. In 2013, the State of California provided to districts one-time funds for Common Core Implementation to be spent by June 30, 2015. CUSD received \$637,855 with \$74,592 (11.6%) used for purchasing Common Core instructional materials. The remaining funds were used for professional development and technology to support the transitions to new standards and assessments.

Report:

During this era of transition to new standards, assessments, accountability, and funding, the laws and guidance regarding instructional materials in California public schools has changed.

This report provides updated information (2013 legislation) that pertains to all preschool-adult instruction in CUSD schools on the following topics relating to instructional materials:

- Definitions
- Adoptions information and timelines
- Grades K-8 and grades 9-12 processes for acquiring new instructional materials, and the role of the Governing Board
- CUSD budgets for instructional materials
- Inventory in 2015-16
- Open Educational Resources (OER) use in CUSD
- New supplemental materials request process
- Williams Law requirements

More detailed information on instructional materials is available at

<http://www.cde.ca.gov/ci/cr/cf/imfrpfaq1.asp>

Definitions

Instructional Materials: The definition of instructional materials is in EC Section 60010 (h). This law states “‘instructional materials’ means all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials, and tests.”

Curricula (pl.)/curriculum (sing.): Generally speaking, curricula are materials that support instructional materials, such as frameworks, pacing guides, curriculum maps, rubrics, and other related resources.

Technology-based Materials: The definition of technology-based materials is in *EC* Section 60010(m)(1). This law states “‘technology-based materials’ means basic or supplemental instructional materials that are designed for use by pupils and teachers as learning resources and that require the availability of electronic equipment in order to be used as a learning resource. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, and data bases.”

State-adopted Instructional Materials: “State-adopted” instructional materials are those instructional resources which the State Board of Education (SBE) has formally “adopted” for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (*EC* 60200) and regulations (*CCR*, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under *EC* Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

Supplemental Materials: In 2013, the laws changed to allow districts to use instructional materials that have not been adopted by the State Board of Education (SBE) as long as they are aligned to academic content standards.

Open Education (from the US Dept. of Education) <http://tech.ed.gov/open-education/>

“We believe that educational opportunities should be available to all learners. Creating an open education ecosystem involves making learning materials, data, and educational opportunities available without restrictions imposed by copyright laws, access barriers, or exclusive proprietary systems that lack interoperability and limit the free exchange of information.”

Open Educational Resources (OER) or Openly Licensed Educational Resources (from the US Dept. of Education): Openly licensed educational resources are learning materials that can be used for teaching, learning, and assessment without cost. They can be modified and redistributed without violating copyright laws.

What Instructional Materials May Be Used in California Classrooms?

Adopted materials (K-8), Board approved materials (9-12), and supplemental materials (K-12) may be used for instruction.

Adoptions (K-8)

In 2011, the Governor and State Legislature extended the suspension of SBE adoptions of instructional materials until the 2015-16 school year (*EC* Section 60200.7). While the suspension of adoptions ends in July 2015, there is not yet a schedule established in law for the cycle of future adoptions. There is no longer a mandate to adopt from the State Board of Education approved list thus there is no timeline for doing so.

CA Ed Code requires the district to ensure that a majority of the participants of any review process conducted by the district are classroom teachers who are assigned to the subject area or grade level of the materials. CUSD administrators and teachers collaborate to determine if State Board-approved instructional materials are worthy of consideration. Typically, a team of teachers and administrators attend an instructional materials “fair” provided by the County Office of Education to begin the initial review. Available choices are narrowed to two options, and then teachers volunteer to pilot and evaluate potential materials. Evaluation information is shared with staffs who vote on a preference. Budget considerations are a part of the process. All students in the same grade level or course within a district must use instructional materials for the same adoption.

There is no required action for a Governing Board to take regarding the selection of K-8 adoptions.

Mathematics

EC Section 60207 authorized the SBE to adopt new CCSS-aligned K-8 instructional materials for mathematics. The SBE adopted new mathematics instructional materials in January 2014. The SBE has no provision for these materials to be revised. CUSD decided not to adopt new mathematics materials due to the lack of CCSS quality of the materials, the cost of approximately \$100,000 for an adoption, and the fact that adoption materials will not be updated until there is another adoption, which is not scheduled at this time. CUSD has been using supplemental instructional materials and OER.

More information is available on the [CDE Mathematics webpage](#).

English Language Arts/English Language Development

EC Section 60211 authorized the SBE to adopt new CCSS-aligned K-8 instructional materials for English language arts/English language development (ELA/ELD) which was done at the recent November 4, 2015, SBE meeting. SDCOE will be tentatively scheduling an ELA adoption event in spring 2016 to start the review process. CUSD will form a committee to investigate K-8 general education and special education ELA/ELD materials. More information about this adoption is available on the [CDE English Language Arts/English Language Development \(ELA/ELD\) webpage](#).

Next Generation Science Standards

SBE is scheduled to adopt a new curriculum framework for science aligned to the Next Generation Science Standards by February 2016. The proposed date for adopting new NGSS instructional materials is November 2018. A great resource for the NGSS timeline and other information is the [California Science Teachers Association](#). Additional information is available on the [Science Curriculum Framework](#) Web page.

History Social Science

New [HSS Framework](#) is slated to be approved and ready summer 2016. At present there is no information about an upcoming adoption for History Social Science (HSS).

State Superintendent Tom Torlakson will make recommendations to the SBE regarding new assessments, frameworks, etc. in March 2016, including HSS, Visual and Performing Arts (VAPA), and other content areas, which will affect future instructional materials.

Board Approved Materials (Grade 9-12)

There are no state adoptions for grades nine through twelve. Districts' governing boards have the authority and responsibility under EC Section 60400 to approve instructional materials for use in their high schools for grades nine through twelve. CA Ed Code requires the district to ensure that a majority of the participants of any review process conducted by the district are classroom teachers who are assigned to the subject area or grade level of the materials. CUSD administrators and teachers collaborate to determine if State Board-approved instructional materials are worthy of consideration. Once selected, approval is decided by the governing board after a two-month process: there is an initial Board item for information about the potential instructional materials, the materials are made available for public viewing in the district office, high school parents are required to review the materials, with final governing board approval thereafter.

Supplemental Materials (Grades K-12)

Per Education Code, regarding the purchase of supplemental materials, if a district chooses to use instructional materials that have not been adopted by the SBE, the district shall ensure that a majority of the participants of any review process conducted by the local educational agency are classroom teachers who are assigned to the subject area or grade level of the materials and that the instructional materials align to the adopted state content and social content standards. There is no required action from the governing board.

CUSD budgets relating to instructional materials

CUSD has two major budgets for purchasing instructional materials: a general fund set aside for instructional materials and instructional materials related restricted Lottery funds (previously referred to as the Textbook Flex budget).

General Fund Instructional Materials

In 2010, the balance in this account was approximately \$600,000. To date, the balance is \$494,560. Since 2010, the average yearly expenditure has been \$132,885. This account has been used for all Coronado High School new textbook purchases and all instructional materials that are not consumable or license-based.

Instructional Materials related restricted Lottery Funds (previously referred to as the Textbook Flex budget)

CUSD receives approximately \$116,000 in Lottery Funds annually. To date, the balance is \$69,797. Since 2010, the average yearly expenditure has been \$75,203. This account has been used for all instructional materials that are consumable or license-based.

Inventory

In 2015-16, CUSD will do a complete inventory of all instructional materials, including all adoptions that are considered the key or “core” instructional materials, and all supplemental materials for preschool through grade 12. This inventory will be essential for determining short-term and long-range needs for instructional materials for all grades and departments. When the inventory is complete, it will be made available for teachers, administrators, and the Governing Board.

Open Educational Resources (OER) Use in CUSD

Every year, school districts across the country spend billions of dollars on instructional materials. At present, most of these materials are not well aligned to the instructional shifts contained in the Common Core, NGSS, and 21st century teaching and learning. The textbook industry seems unable or unwilling to provide materials to fill this need, providing an opportunity for open materials that are truly aligned to the Standards and support quality teaching and learning in the classroom (see definitions above). Recently, the Council of Chief State School Officers (CCSSO) reported on their survey that examined the state of Open Educational Resources in K-12. They found that:

- Twenty states are currently planning OER initiatives.
- Sixty percent of state education agency respondents recognize the value of OER in school districts in their state and are promoting OER as either a supplement and/or replacement for traditional instructional materials.
- States with existing OER programs are utilizing a variety of online methods to develop, curate, and access OER materials and integrate them within school programs.
- They are also launching the K-12 OER Collaborative and are currently asking for people to participate.

OER provide benefits to teachers by providing them with cost-effective materials that are available for sharing, accessing, and collaborating for personalized learning. Over the last four years, CUSD has been using OER to create core and supplemental instructional materials. To date, the following OER are being used in our District:

- CHS biology digital textbook written and coordinated by CHS science teachers using *CK-12* as the foundation
- CMS Next Generation Science Standards digital textbooks for grades 6, 7, and 8 written and coordinated by CMS science teachers and a Teacher on Special Assignment using *CK-12* as the foundation
- CHS Geometry digital textbook, written and coordinated by CHS math teachers
- K-5 Math Curriculum Map using OER to support math instruction written and coordinated by a team of elementary teachers and Senior Director of Learning, Claudia Gallant.
- CMS Hybrid PE for grades 7-8 written and coordinated by CMS physical education teachers using our current *Teen Health* textbook, 2005 edition, series 3 for the health lessons. They used the physical education standards and OER to design this course and instructional materials.
- Massive Open Online Course for AP Computer Science (less than \$200 annually). More information can be found at <https://edhesive.com/apcs>
- *How to Learn Math* MOOC for students in secondary math intervention courses was used in 2014-15 and planned for 2015-16. This course was written by Dr. Jo Boaler and her Stanford mathematics education team. They also have a version for parents and teachers called *How to Teach Math*. It was piloted by the K-5 Elementary Math Framework team and Mrs. Gallant this summer. It is available at minimal cost (less than \$100 per teacher, with savings for groups of educators) to all teachers and parents.

CUSD teachers were remunerated to write and coordinate these OER into curricula and instructional materials, and we are currently working to calculate the approximate number of hours needed to initially design these resources and update them annually. Current OER experts estimate that the cost of this work is one third of the cost of traditional adoptions. It is important to note that it takes a like-minded, motivated team of educators and countless hours of curating and revising OER into a usable tool for instruction for the benefit of students and teachers. However, through this work, a significant benefit to teacher-writers is the professional development inherent in this work on current standards, assessments, and exemplary instructional practices, as well as alignment between members of the department or grade level who create the materials. CUSD will continue to promote the use of OER as a means to provide up-to-date instructional materials and professional development for teachers.

New Materials Request Process

Following the inventory of instructional materials, CUSD will initiate a new process for requesting K-12 supplemental instructional materials and grade 9-12 adoptions. For each upcoming K-8 adoption over the next several years, CUSD will create the appropriate review committee, follow the process, and keep the Governing Board informed.

Sufficiency of Instructional Materials Requirements (Williams Settlement)

EC Section 1240.3(c)(2)(B), states the following: "For the purposes of this section, "sufficiency" means that each pupil has sufficient textbooks and instructional materials in the four core areas as defined by Section 60119..." This specifically applies to four subject areas: reading/language arts, mathematics, science, and history-social science. The LCAP must address actions to achieve state priorities, including "the degree to which every pupil...has sufficient access to the standards-aligned instructional materials as determined pursuant to EC section 60119." EC Section 60119(c)(1) states that sufficient textbooks or instructional materials means, "each pupil, including English Learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home. This does not require two sets of textbooks or instructional materials for each pupil."

In addition, the *Williams* settlement instructional materials sufficiency requirements apply equally to technology-based materials. This presumes that students with web-based materials have access to computers and the Internet in school and at home and students with electronic textbooks have access to computers in school and at home. Though annually CUSD ensures that all students have appropriate instructional materials and devices to access their resources at school and at home, we are reviewing these processes, which will be later reported to the Governing Board.

Financial Impact:

The cost of instructional materials and devices for all CUSD students, as well as the cost of accompanying staff professional development and the design, creation, and use of OER.

Coronado Middle School 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 reported at the October 15, 2015 Board Meeting; Coronado High School, Coronado School of the Arts (CoSA), Student Organized Learning Opportunities (SOLO), and Palm Academy reports are scheduled for the Board Meeting on December 10, 2015.

Report:

See attached PowerPoint.

Financial Impact:

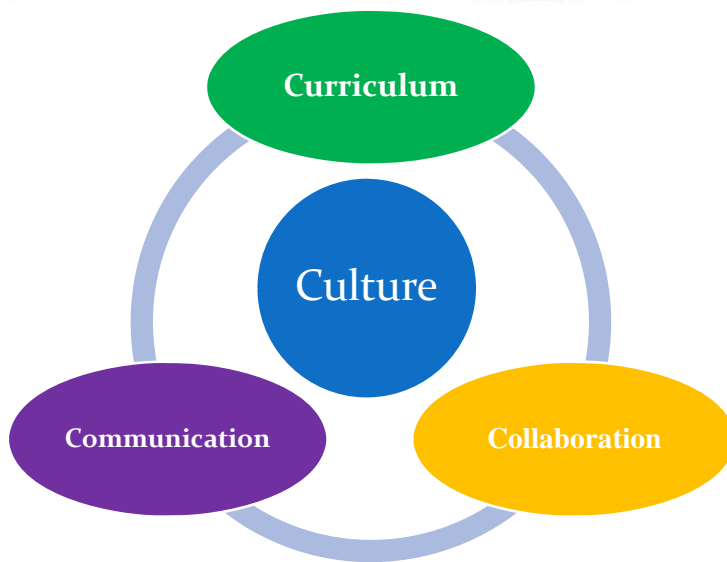
None.



**Coronado Middle School Annual Update
Coronado Unified School District Governing Board Meeting
November 19, 2015**



1



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Accomplished Through:

Collaboration:

- Professional Development (CSF), Wednesday Articulation, CUSD Vertical Teaming/Late Start Thursday

Curriculum:

- CCSS & NGSS Focused, Technology Based, Online “Open Resources”, BYOD, Character Education

Communication:

- Website, Haiku, Facebook, Twitter, Parent Education Night, Partner In Education Groups; PTO, Optimist, Rotary

3

Academics:

Science:

- Next Generation Science Standards (NGSS)
- Digital Textbooks Across the Entire Department
- Past Teacher On Special Assignment (TOSA)
- Developing and Aligning Common Assessments
- Supporting Writing Across the Curriculum
- Kinesthetic Labs and Visiting Professionals = Lunch With A Scientist Series
- Presenting and Collaborating Regionally

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Academics:

English Language Arts (ELA) / Literacy:

- Writing: Across Curriculum, Three Themes
- Reading: Non-Fiction, Text Complexity, Annotation
- Speaking/Listening: Student Collaboration, Socratic Seminar
- MTSS: Intervention classes

Mathematics:

- Student-Centered/Group-Centered
- Varied approaches to problem solving
- Mathematical discourse and content depth
- Viable arguments and valuing others reasoning
- Curriculum Development
- MTSS: Math B Classes

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Assessments and Achievement:

ELA: SMARTER BALANCED Students MET or EXCEEDED Standards			
GRADE	CMS	SD County	CA
6	78%	52%	43%
7	76%	51%	44%
8	77%	51%	45%

MATH: SMARTER BALANCED Students MET or EXCEEDED Standards			
GRADE	CMS	SD County	CA
6	60%	39%	33%
7	64%	40%	34%
8	55%	36%	33%

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Assessments and Achievement:

MAP - MATH			
GRADE	Fall 2014	Spring 2015	Spring National Norm
6	228.1	234.8	225
7	233.5	239.8	230
8	240.1	244	231

MAP - READING			
GRADE	Fall 2014	Spring 2015	Spring National Norm
6	220.1	225	216
7	223.1	227	218
8	229.3	232.6 (Winter)	221

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Assessments and Achievement:

MAP - LANGUAGE USAGE			
GRADE	Fall 2014	Winter 2015	Winter National Norm
6	220	N/A	214
7	222.7	N/A	217
8	226.6	230.3	218

Text Complexity Grade Bands	National Lexile Ranges Aligned to CCR Expectations	CMS Grade	Mean Lexile Fall 2015
6-8	925L-1185L	6	900L
9-10	1050L-1335L	7	1050L
11-CCR	1185L-1385L	8	1120L

8

Next Steps:

- Mindset - <http://coronadotv.me/cms/09182015-699>
- Physical Education: Online / Hybrid P.E. Course
- Data Articulation: CAASPP & MAP
- STEAM: Coronado Schools Foundation (CSF)
- Social / Emotional Support Services
- Professional Sharing / Collaboration – local & state level

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Thank you for your continued support!



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AGENDA –November 19, 2015

7.0 HUMAN RESOURCES

7.2 Human Resources Report

Report:

Open Enrollment, for 2016 benefits, was held from November 2 through November 13, 2015. Employees had the option of completing their benefits on-line or on paper forms. All employees have been asked to review and update their benefits as needed. The Human Resources department will conduct a benefits audit prior to January 2016.

The District wide Benefits Fair was held on November 9, 2015. A total of 12 vendors were on hand to assist Coronado Unified employees. The vendors included: Kaiser, United Health Care, VSP (vision), Delta Dental, and the Fringe Benefits Consortium. Employees also had the opportunity to receive flu shots, chair massages, and health assessments.

Subject to Governing Board approval, the Human Resources Department is gearing up to implement new classified job descriptions and providing classified employees with an opportunity to have transcripts reviewed for salary placement. New job descriptions will be placed on the District website. Classified employees will have until December 18, 2015, to submit transcripts for review.

Financial Impact:

None.

This report is provided to the Board for information.

JPF

AGENDA –November 19, 2015

7.0 BUSINESS AND FISCAL MANAGEMENT

7.3 Business Services Report Regarding the Addition of Two Positions for CUSD

Background Information:

As discussed at the November 5, 2015, Board meeting, CUSD Administration believes that the addition of two positions as described herein will be beneficial to the District both from a financial perspective and from the increased level of service that will be delivered to school sites. The Board requested additional information regarding the expectation that these positions will be, at a minimum, cost neutral to the District.

The first position is that of a Journeyman-level Maintenance Worker. As this classification does not exist currently in the District, the title of the position and the applicable salary range need to be negotiated with CSEA. We intend to present the title, salary range and the District-determined job classification at the December 10, 2015, Board meeting for approval. It is estimated that the Journeyman-level Maintenance Worker position will cost approximately \$65,008 in salary and benefits annually. It is estimated that the cost savings as detailed below for this new position are, at a minimum, \$69,032.25 annually and that these savings are in addition to other work the position should be able to accomplish during the year, leading to enhanced service levels for school sites.

The second position is that of an Accountant II. This classification does exist in the District as a result of the Ewing study adoptions done at this Board meeting. It is estimated that the Accountant II position will cost approximately \$51,984 in salary and benefits annually. It is estimated that the cost savings as detailed below for this new position are, at a minimum, \$46,908 to \$63,908 annually and that these savings are in addition to other work the position should be able to accomplish during the year, leading to enhanced service levels for school sites and reduced overtime expenses.

Report:

Journeyman-level Maintenance Worker

The person hired for this position should have sufficient training and experience to handle large and small HVAC and electrical repairs/projects, and have a backflow inspection certificate. Wage rates paid to external contractors will rise sharply in the 2015-16 year, as, for projects at or above \$1,000, CUSD is now required to use entities registered with the Department of Industrial Relations. Part of that registration includes an assurance that the entity will pay employees the prevailing wage rate for labor. One of our outside contractors, Pride Plumbing, has estimated that due to compliance with these new regulations their wage rates for projects with CUSD will rise from \$70 per hour to \$200 per hour.

Cost savings from this position include:

- The District uses San Diego Refrigeration for HVAC and refrigeration service and repairs. They perform a bi-annual filter replacement and service for HVAC systems District-wide at a cost of \$8,700 per visit. To improve preventative maintenance we are increasing this to a quarterly service, costing \$34,800 annually at pre-prevailing wage rates. In the 2014-15 year we also spent \$7,925 with this vendor for labor other than filter replacement costs. Total estimated savings due to bringing this work in-house are a minimum of \$42,725.
- The District uses Robinson Electric for electrical contractor needs. We paid \$9,567.50 in 2014-15 for labor at \$89 per hour. Robinson stated their crew is already paid at current prevailing wage rates, thus rates are not expected to increase in 2015-16. Total estimated savings due to bringing this work in-house are \$9,567.50.
- The District uses Pride Plumbing for plumbing contractor needs. We spent \$10,164.75 for labor costs in 2014-15 at the rate of \$70 per hour. Given that Pride has estimated that their labor rates will increase to \$200 per hour, we are looking for another plumbing contractor. Total estimated savings due to bringing this work in-house are a minimum of \$10,164.75.
- We are paying \$6,575 annually for backflow certification services, and would save that amount, at a minimum, by bringing this work in-house.

The total labor savings as detailed above for this new position are a minimum of \$69,032.25 versus an anticipated salary and benefit cost of \$65,008. The work detailed above is estimated to take approximately 1/3 of the work year for the new position. This person could then perform additional District work, as well as train other employees to elevate their skill levels. Additionally, this position fully supports the work at all school sites by increasing our ability to respond more rapidly to maintenance needs. This position can be implemented at a much better than cost-neutral return on investment.

Accountant II

Business Services does not have excess capacity, as has been attested to by CUSD Administration and as affirmed by the SSC study report. And, as can be seen by the use of overtime since beginning the implementation of PeopleSoft, there are not enough hours in the regular workweek for Business Services to meet all of the demands for its work. In addition, due to exceptional work by Mr. Shane Schmeichel and his team, CUSD has been the recipient of numerous new grant funds. Each of these grants contains lengthy requirements for cost accounting and reporting that did not exist previously.

The Accountant II position will provide new services that lead to significant cost savings. The position will also cover some existing duties, and thus will reduce overtime currently being paid. And, as recommended by SSC, this position will allow for departmental cross-training, back-up capacity, and business process documentation.

Cost savings from this position include:

- New monitoring Special Education contracts for cost minimization (e.g. SE transportation routes). This work is not currently being done. Adding oversight for Special Education transportation contracts alone is estimated to save \$17,000 - \$34,000 annually through route maximization.
- New Special Education position control information. We do not have a best practice in place to create an amalgamation of specific SE services and personnel needed by site and for the District as a whole. By generating solid data in this area it is estimated that the District can save, at a minimum, \$29,908 for one 1:1 aide position annually. This estimate is backed up by the results obtained from implementing the FCMAT Special Education review from 2013-14. That study resulted in over \$400,000 in personnel savings that, with proper information, could have been recognized and saved earlier.
- Grant accounting due to new awards. The following new grants/budgets come to CUSD through the California Dept. of Education. These funding sources require reporting, often quarterly. Each year the California legislature and CDE make changes to requirements, reporting and systems for each funding source. If accounting for these grants is moved to the new position, overtime for the District Accountant will be reduced:
 - Arts and Media Education (AME) Career Technical Education (CTE) Leadership Contract, \$95,000.
 - AME CTE Demonstration Grant, \$15,000.
 - Career Pathways Trust Local Grant \$600,000 - Digital Arts (Game Design and Broadcasting).
 - Career Pathways Trust Consortium Grant \$31,500 - Clean Energy and Game Programming.
 - Adult Ed Consortium (Southwestern/ Sweetwater) Adult Education Block Grant (amount TBD).

Overtime related to PeopleSoft:

- In 2014-15 the District paid \$75,653.65 in Business Services overtime related to implementing the new PeopleSoft finance and Human Capital Management (HCM) modules, and has paid an additional \$48,292.03 in overtime through the first four months of 2015-16.
- Some portion of this overtime is due to implementation issues (normal start-up and familiarization with a new system). These are to be expected, and should decrease over time.
- The majority of implementation issues are due to the system errors that have occurred as the San Diego County Office of Education has put pieces of PeopleSoft in place (i.e. issues not caused by the District employees or business processes, but that District employees have spent time to correct). It is hoped that this second area of implementation issues will also decrease over time.

- Some portion of the overtime is due to the inherently slower business process of using PeopleSoft—more steps are needed for similar transactions as compared to the previous financial system, and the processing speed of the PeopleSoft system is significantly slower. Overtime costs related to this area are not expected to decrease over time.

While it is impossible to quantify the exact amount of savings that will occur from adding the proposed new position, any time that is saved from existing employee workloads will reduce the overtime paid to current employees. Additionally, existing employees earning overtime are paid at a higher base hourly rate than the anticipated rate for the new position, and overtime for all employees is paid at 1.5 times their hourly rate. Sustained overtime can also take an emotional toll on employees and their families.

The Special Education items listed above will offset between \$46,908 and \$63,908 in existing expenses. It is a certainty that overtime costs will also be reduced as detailed above. This position can be implemented, at a minimum, as a cost-neutral return on investment. This position will also allow for enhanced service levels for school site grant and budget information needs.

Financial Impact:

It is estimated that the Accountant II position will cost approximately \$51,984 per year, paid from the General Fund. It is estimated that the Journeyman-level Maintenance Worker position will cost approximately \$65,008 per year, paid from the General Fund. The Journeyman-level Maintenance Worker position will offset expenses currently being paid through funds budgeted in the General Fund and Fund 40.

Neither salary was part of the original 2015-16 budget for the General Fund. However, as detailed above it is expected that these positions will be, at a minimum, cost-neutral to the District from funds already budgeted in the General Fund and Fund 40.

AGENDA – November 19, 2015

7.0 ORGANIZATIONAL BUSINESS

DISTRICT ORGANIZATION AND BOARD OPERATION

7.4 Coronado Schools Board Association Annual Education Conference (Discussion)

Background Information:

The Board will discuss their attendance at the 2015 CSBA Annual Education Conference (AEC) and Trade Show in San Diego on December 3 - 5. AEC is CSBA's premier continuing education program delivering practical solutions to help governance teams from districts and county offices of education improve student learning and achievement. All Board members will take back practical ideas and a renewed commitment to help our District staff accomplish the critical work ahead.

The Board will discuss the attached recommended workshops and which ones they wish to attend while at the CSBA Annual Education Conference.

This report is provided to the Board for information.

JPF

Following are recommendations from Jeff for the CSBA Annual Education Conference on December 3-5, 2015.

You can find and search for these sessions at <http://cpm.csba.org/searchSessions.aspx>

Or you can print each day's agenda here... <http://cpm.csba.org/files/scheduleoverview.pdf>

Thursday			
Date	Time	Title	Comment
TH	8:30	Building a Culture of Trust in L Room 6F [LG] by Steve Lamb, Governance Consultant/Educator, California School Boards Association	The research is clear — school districts with high trust levels are up to three times more likely to enjoy positive student outcomes. Students achieve more, the staff performs better, parents are happier, and communities love their schools. The task of creating a culture of trust is a critical leadership role for governance teams. This session will review the primary domains and builders of trust, as well as the confounding factors. Participants will discuss real-world scenarios and take home practical protocols.
TH	8:30	Enhancing Employee/Employer Relationships Through an Interest-Based Approach in L Room 6D [LG] by James Laird, Board Member, Gregory Franklin, Superintendent, and Charles Lewis, Chief Personnel Officer, Tustin USD; and Roger Kavigan, President, Tustin Educators Association	Developing positive employer/employee relationships is essential to district success. Research shows that successful organizations treat the management-labor relationship as a partnership. This requires a paradigm shift from “us vs. them” to “we.” To this end, labor and management commit to a collaborative, problem solving model, dedicated to positive change. This session addresses the principles of the interest-based approach, the changing role of the board and the overwhelming benefits to an organization. Participants who attend this session will be provided with detailed information that can be applied at the local level to enhance employee/ employer relationships.
TH	8:30	Multiyear Budget Projections as a Communications Tool L Room in 6C [FF] by Betsy Sandoval, Board Member, Janet Young, Superintendent, and Michael Johnston, Associate Superintendent of Administrative Services, Clovis USD	Multiyear budget projections are no longer just something that the business office should be aware of. Districts should be utilizing this tool to help in all areas of district communication on a regular basis at all levels. The governing board should be using this tool to determine where they stand financially and look at the long-term impact of decisions. This workshop will address the functions of this tool for potential communications for all stakeholders.
TH	8:30	Should School Leaders and Governance Teams Leverage Social Media? in L Room 6A [CC] by Barbara Bigelow, Board Member, Daniel Ching, Principal, Minarets High School, Chawanakee USD; and Bob Nelson, Chief of Staff, Fresno Unified Education Center	Many board members and school leaders are fearful of utilizing social media sites such as Facebook and Twitter due to the reduced ability of regulating potential responses. However, reliance upon communicating via traditional newsletters and autodialing systems is quickly fading, as 70 percent of all adults online use social media regularly. Come discuss how leveraging social media can increase a school district's media presence, better manage communication and lead to greater transparency and trust.
TH	10:00	Building a More Effective Governance Team L Room in 6F [LG] by Luan Burman Rivera, and Steve Lamb, Governance Educators/ Consultants, California School Boards Association	This session will focus on the critical discussions boards and superintendents must have in order to build an effective team. These crucial conversations ensure a smooth transition when a new member joins the team and are essential to building and maintaining a more cohesive governance team. Additionally, learn how to orient new team members to the district and the board, as well as incorporate board self-evaluation into governance practices.

Date	Time	Title	Comment
TH	10:00	Supporting Common Core State Math Standards: Implementing District Wide Professional Development in L Room 1A [SL] by Kristin Gibson, Board Member, Shelley Petersen, Assistant Superintendent of Instructional Services, Dinah Brown, Coordinator, Curriculum and Instruction; and Rachel Matteson, Teacher, Del Mar Union SD	For the past four years, Del Mar Union SD has prioritized high quality professional development for teachers. In this session, Del Mar Union SD shares their implementation of a large scale, sustained, research-based teacher training program in the area of elementary mathematics and its impact on student achievement. Presenters will highlight the role of the school board in supporting teaching and learning, the importance of a strategic plan that provides the focus necessary for success and the collaboration among teachers, administrators, school board and the community, including parents and university faculty. Participants will also learn ways to effectively meet both the fiscal and instructional challenges posed by the Common Core State Standards.
TH	4:00	Brown Act: The Basics and Beyond in L Room 6E [LG] by Keith Bray, General Counsel, CSBA.; Karen Rezendes, Managing Partner, Lozano Smith; Peter Fagen, Partner, Fagen Friedman & Fulfroost; and Roman Muñoz, Shareholder, Kronick Moskovitz Tiedemann & Girard	Serial meetings, closed sessions, public testimony, agenda setting, social media and e-communications all have potential Brown Act compliance issues. Get a concise overview of CA's open meeting law requirements and answers to difficult questions in a roundtable discussion format with top legal practitioners. Session is for newly elected board members, or those just in need of a refresher course. This session will help participants learn what a meeting under the Brown Act is, how the public must be informed of closed sessions, how the public may participate in open sessions and how the use of social media may involve the Brown Act.
TH	4:00	School Climate: Improving Student Learning and Achievement in L Room 5 [SL] by Shari Simon, Board Member, Moraga SD; Christopher Maricle, Policy and Programs Officer III, CSBA; and Rick Phillips, Executive Director, Community Matters	Research shows that when a school focuses on improving its climate, attendance increases, learning improves and behavior improves. In contrast, negative school climate is linked to various stressors that undermine learning and safety, leaving school districts and boards to respond to resulting incidents. This presentation helps leaders better understand the importance of school climate and provides a method for organizing improvement efforts. Best practices are highlighted and cost effective strategies that can achieve measurable results are shared.
TH	4:00	The Digital Transition: How and Why Districts Should Do It in L Room 9 [EA] by Ann Cash, Board Member, and Barbara Nemko, County Superintendent, Napa COE; and Hall Davidson, Senior Director of Global Initiatives, Discovery Education	Districts across the country have transitioned from textbooks to digital materials and techbooks at all levels. Digital materials are dynamic, engaging, easily updated and less expensive than print. Most importantly, data shows how going digital helps to close the achievement gap, and saves money. Participants will learn specific strategies on how to overcome the obstacles, including ways to remain in compliance with the Williams Settlement legislation. Attendees will be amazed by the power of digital materials, and walk away with the steps to replicate at other districts.

Friday			
Date	Time	Title	Comment
F	8:30	Using Funding Adequacy to Strategically Create a District’s “Big Picture” in L Room 6F [FF] by Keith Bray, General Counsel, and Dennis Meyers, Asst Exec Dir Gov Relations, CSBA; Rob Manwaring, Fiscal & Policy Consultant; Shelley Holt, Deputy Chief of Schools, Fontana USD; and Brandon Castillo, Partner, Bicker, Castillo and Fairbanks Public Affairs	This workshop will urge attendees to think about what their districts are able to do with current funding. It will also compare what attendees consider the “big picture” for their district and create dialogue around what a fully funded school and student looks like. The workshop will also explore ways that funding adequacy can help a district strategically plan and achieve their larger, overall vision. Board members will come away with a unique and positive approach to thinking about adequacy and be able to both effectively communicate and advocate this to their peers and the community.
F	8:30	Plan, Fund and Implement a One-to-One Initiative in L Room 4 [EA] by Manuel Jarvis-Martinez, Board Member, Darryl Adams, Supt, Israel Oliveros, Mobile Tech Coord, and Michelle Murphy, Exec Dir of Tech, Coachella Valley USD	Coachella Valley USD’s Mobile Learning Initiative places an iPad in the hands of over 22,000 students and faculty with the sole purpose of preparing students for college, career, citizenship and the Common Core. Learn how districts can fund, plan and implement a one-to-one environment to provide students with the resources to thrive in the 21st century.
F	8:30	Special Education Litigation and Compliance: Managing the Encroachment in L Room 11B [EA] by Brad Tooker, Superintendent, Dry Creek Joint ESD; and Ricardo Silva and Sloan Simmons, Attorneys, Lozano Smith	Special education laws provide extensive protections to students with disabilities and their parents. Board members, as stewards of the school districts they serve, are frequently thrust into special education litigation. This is usually in conjunction with administrators called upon to navigate complex special education questions. This workshop provides a comprehensive analysis of special education obligations, factors leading to disputes, principles of mediation and litigation, what to expect once litigation has commenced, how to support district administrative teams and how to best position a district during litigation, including the federal appeals process.
F	8:30	A Better Way to Manage Online Agendas and Meeting Packets in L Table #8 by Leticia Sisneros, Governance Technology Specialist, California School Boards Association	Streamline your agenda preparation and delivery process with California School Boards Association’s new and improved Agenda Online service. As governance teams continue to embrace the use of technology, districts and county offices can reap the many benefits of going paperless such as less staff time required, decreased printing, bindery and delivery costs, and a reduced carbon footprint to name a few. Join us to see how this enhanced service will benefit your district or county office.
F	8:30	Can We Talk? Practical Tips for Strong Superintendent/Board Communication in L Table #12 by Terilyn Finders, Director of Communications, Fagen Friedman & Fulfrost (Highly recommend)	In this session, discuss what constitutes as healthy district communication between a superintendent and board members. Participants will take the temperature of their own governance team’s methods and messages and learn practical tips for getting in shape for the heavy lifting of leadership in this lively, interactive discussion.

Date	Time	Title	Comment
F	8:30	Do's and Don'ts of Parliamentary Procedures in L Table #15 by Marilyn Cleveland, Attorney, Dannis Woliver Kelley	This session will discuss how to feel more confident conducting or participating in board meetings and how to apply Robert's Rules of Order. Participants will learn how to formulate the agenda, bring a motion, seek reconsideration, revision or rescission, manage public comment and public hearings, and other helpful hints.
F	10:00	Adequacy and 21st Century Education in L Room 6F [FF] by Keith Bray, General Counsel, CSBA; Patrick Henning, Director, CA Employment Development Dept; Armalyn De La Oh, Pres Elect, CA Art Educ Assoc; and Kim Pattillo Brownson, Dir Educ Equity for the Advancement Project	The California School Boards Association is leading the charge in continuing the conversation on what an ideally funded education in the 21st Century should look like. Attendees will hear viewpoints on underserved communities, early education, racial and ethnic diversity on student outcomes, arts education and workforce development. Panelists will also share their thoughts and observations regarding the impacts of insufficient school funding to promising practices they have seen or would like to implement with adequate funding.
F	10:00	Juanita Haugen Memorial Lecture on Civic Education Revitalizing Civic Learning in California in L Room 1B [SL] by Judith McConnell, Presiding Justice, Fourth District Court of Appeals; David Gordon, Superintendent, Sacramento COE; and Mike McQuary, Board Member, San Diego USD	The success of the nation and state depends on educated, informed and active citizens and residents. However, public education is not adequately preparing the diverse residents of this state with the civic knowledge, skills and values needed to succeed in college, career and civic life. The California Supreme Court Chief Justice teamed up with the state superintendent of public instruction to create a Task Force on K-12 civic learning. Not only will this session highlight model partnerships that are replicable across California, but attendees will also hear directly from students about how civic learning can be made meaningful.
F	10:00	Bargaining in an LCFF World: More Money Equals More Confusion in L Room 6D [FF] by Devin Vodicka, Supt, Vista USD; Namita Brown and Peter Fagen, Partners, Fagen Friedman & Fulfrost; and Ron Bennett, CEO, School Services of CA (Highly Recommended)	Learn what steps your organization can take to help the governance team set priorities for negotiations and what action plan must be put in place to hold firm to them. This expert panel will discuss the guiding questions and thoughts to help chart a course for negotiations in light of state budget trends, the local interests of a Local Control and Accountability Plan, and mounting union pressures and concerted activities.
F	10:00	Critical Legal Issues Facing Districts in 2016 in L Room 6E [LG] by Victor Torres, Board Member, Castaic Union SD; Ramona Bishop, Supt, Vallejo City USD; Josh Daniels, Staff Attorney, CSBA; and Michael Smith, Partner, Lozano Smith	Presenters will focus on critical legal issues impacting school districts and COEs in 2016. Issues include: Vergara v. California, funding adequacy, important court decisions from 2015 and the impact of new laws and regulations, including Local Control Funding Formula and Local Control and Accountability Plans, Common Core and SBAC. Attendees will leave with knowledge of how these issues impact their school districts and COEs and what actions can and should be taken as a result. The presentation will be on behalf of CSBA's Education Legal Alliance.
F	10:00	Governance that Works in L Room 16 [LG] by Christopher Maricle, Policy & Programs Officer III, California School Boards Association	Governing boards play a critical role in school leadership, and the effectiveness of their board practices has real implications for student success. Participants will learn about and discuss the elements of board commitments, practices, decisions and community leadership activities that are supported by school board research and literature.

Date	Time	Title	Comment
F	4:00	Join San Diego USD: Calculate and Define Funding Adequacy in L Room 6F [FF] by Marne Foster and John Lee Evans, Board Members, Cindy Marten, Superintendent, and Martha Alvarez, Director of Government Relations, San Diego USD	<p>One of the biggest challenges California school districts face is coming up with a formula that will assist in creating the definition of funding adequacy for public schools and students. Attend this workshop to hear from San Diego USD on how they developed an adequacy template that represents the estimated costs of educating their students based on realistic expenditures, aligned with a vision for the services and programs students need; and how template results will be used to advocate for increased resources at the local and state level. Participants will also learn how to get involved in budget advocacy efforts to build momentum to call for additional revenues that are both sustainable and predictable.</p>
F	4:00	Getting Technology Right: What Every Board Member Should Know in L Room 5 [SL] by Carol Skiljan, Board Member, Encinitas Union SD; Brandon Olszewski, Senior Educ Cons, Int Society of Tech in Educ; Craig Osborne, VP Amplify Digital; and Tim Watrous, K-12 Strategic Advisor, Cisco Systems	<p>Education technology leads to innovations in student learning, but also possesses the potential for getting school leaders in trouble fast. With hundreds of products and vendors today, school technology can be fragmented and incoherent. Join this discussion about learning from experience and identifying good practices in technology leadership.</p>
F	4:00	Superintendent Evaluation: Focus, Alignment and Continuous Improvement in L Room 17 [LG] by Luan Burman Rivera, Governance Educator/Consultant, CSBA; and Barry Reed, Retired Supt, Cascade Union ESD	<p>Superintendent evaluation is the primary tool boards use to provide accountability and oversight to districts. The evaluation process is about focus, alignment and continuous improvement. Participants will receive practical guidance on how the process can be performance-based, supportive of district priorities and goals, and aligned to student achievement. In addition, they will learn how to conduct productive and meaningful evaluation discussions that improve the board and superintendent partnership.</p>

Saturday			
Date	Time	Title	Comment
S	8:30	Statewide Task Force on Special Education: Reforming Education to Serve All Students in L Room 4 [SL] by Vicki Barber and Maureen O’Leary Burness, Co-Executive Directors, Statewide Special Education Task Force	Hear directly from the California Statewide Task Force on what needs to be changed in providing special education to reach the vision of a single, coherent education system for all students. Recommendations presented will include discussion on early learning, evidence-based school and classroom practices, educator preparation and professional learning, assessment, accountability, family and student engagement and special education financing.
S	8:30	Board, Bargaining and (Avoidable) Blunders in L Room 11B [LG] by Elizabeth Jaka, Board Member, and Brett Killeen, Asst Supt, Vista USD; and Christopher Keeler and Peter Fagen, Partners, Fagen Friedman & Fulfrost	From Los Angeles USD to single-school districts, this legal team represents over 100 bargaining tables. Board members must negotiate the shaky ground between being accused of stonewalling with an icy “No Comment” policy regarding negotiations and the perception of undermining management’s team by sharing too much with teachers and classified staff. Learn from this panel the top ten avoidable blunders that can and should be avoided in order to help facilitate more collaborative negotiations with your union groups.
S	8:30	Board Communications During Labor Negotiations: Who Can Say What and How Best to Say It in L Room 8 [LG] by Lisa Masten, Siegrid Stillman, Board Members, and Candace Singh, Superintendent, Fallbrook Union ESD; and Jonathan Pearl, Attorney, Dannis Woliver Kelley	There is a lot of confusion about what the board can communicate to stakeholders and the general public during collective bargaining with employee groups. Consistent, factual and positive written communications about negotiations can make a meaningful difference. In this interactive presentation, the rules for lawful communication will be clarified. Then, presenters will explore effective communication plan strategies for governing boards and district negotiation teams to utilize in order to promote successful negotiations.
S	8:30	Call to Order! in L Room 6C [FF] by Scott Burns, Parliamentarian; Christopher Maricle, Policy and Programs Officer, and Josh Daniels, Staff Attorney, California School Boards Association	What would happen if your County or district board meetings were great? Boards do their governing work at board meetings, so the effectiveness and efficiency of those meetings is critical to good governance. But great meetings don’t just happen. They require collaboration and planning. Participants will receive an overview of the content of the revised and expanded 2nd edition of CSBA’s 2nd best-selling book. Come explore how to make your board meetings great by design.

AGENDA – November 19, 2015

8.0 DISTRICT ORGANIZATION AND BOARD OPERATION

- 8.1 Adopt Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits (Proposal/First 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:

Recent changes in the law require adoptions, and revisions of policies and regulations. Policies are included under separate cover and are available for review at the District Office.

This report is provided to the Board for information.

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

AGENDA – November 19, 2015

9.0 ORGANIZATIONAL BUSINESS

DISTRICT ORGANIZATION AND BOARD OPERATION

9.1 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 10, 2015: Organizational Meeting and Regular Board Meeting

- Board Policy Updates – Approval
- Child Nutrition Annual Report
- First Interim Report
- Coronado School of the Arts Report
- Learning Report – Coronado High School
- Human Resources Report
- Business Services Report

December 17, 2015: Special Board Meeting

- Budget Study Session

January 12, 2015: Strategic Planning Meeting

- District Office

January 14, 2015: Special Board Meeting

- Budget Study Session

January 21, 2016: Regular Board Meeting - TBD

- Superintendent's State of the District Address
- Accept Uniform Complaint Quarterly Report
- Accept Audit
- Review and Accept the Audit Report for the Fiscal Year Ending June 30, 2015
- Board Policy Updates – First Reading
- Learning Report – Strategic Planning
- Human Resources Report
- Business Services Report

February 2, 2015: Strategic Planning Meeting

- Coronado High School

February 4, 2015: Strategic Planning Meeting

- Coronado Middle School

February 9, 2015: Strategic Planning Meeting

- Silver Strand Elementary

February 11, 2015: Strategic Planning Meeting

- Village Elementary School

February 18, 2016: Regular Board Meeting - TBD:

- Nominate 2016 CSBA Delegate Assembly Representatives
- First Reading of Elimination of Particular Kinds of Services
- Board Policy Updates – Approval
- Approve the 2016-2017 School Calendar
- Learning Report
- Human Resources Report
- Business Services Report

March 3, 2016: Regular Board Meeting - TBD:

- Preliminary Elimination of Particular Kinds of Services
- Second Interim Report

March 24, 2016: Regular Board Meeting - TBD:

- Learning Report
- Human Resources Report
- Business Services Report

April 21, 2016: Regular Board Meeting – TBD

- Uniform Complaint Quarterly Report
- Approve DO and Site Strategic Plans
- Board Policy Updates – First Reading
- Special Education Report
- Learning Report
- Human Resources Report
- Business Services Report

May 19, 2016: Regular Board Meeting – TBD

- Final Elimination of Particular Kinds of Services
- Board Policy Updates – Approval
- SAFE Annual Report
- CSF Annual Report
- Character Counts Report
- Learning Report
- Human Resources Report – Staff Evaluation
- Business Services Report

June 16, 2016: Regular Board Meeting – TBD

- GASB 45 Resolution
- Board Policy Updates – First Reading
- Designate Funds held in Reserve
- Accept Uniform Quarterly Report
- LCAP Hearing/Approval
- Budget Hearing/Approval
- Learning Report
- Human Services Report
- Business Services Report

June 23, 2016: Second Regular Board Meeting – TBD

- Approve the 2016-2017 CUSD Budget
- Board Policy Updates - Approval

Financial Impact:

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

This report is provided to the Board for information.

JPF