Meeting Packet

Governing Board Meeting Agenda

Governing Board Meeting Agenda

CABRILLO UNIFIED SCHOOL DISTRICT

District Office Board Room
498 Kelly Avenue, Half Moon Bay, CA 94109
May 10, 2018
7:00 PM (Closed Session 6:00 PM)

1. CALL TO ORDER - 6:00 P.M.

2. ROLL CALL / QUORUM

___ Mr. Rob Pappalardo, President
___ Ms. Sophia Layne, Vice President
___ Ms. Kimberly Hines, Clerk to the Governing Board
___ Dr. Kirk Riemer Ph.D, Member
___ Ms. Freya McCamant, Member

3. COMMENTS FROM THE PUBLIC RELATED TO ITEMS ON THE CLOSED SESSION AGENDA

Anyone wishing to address the Board regarding any of the Closed Session matters may do so at this time.

4. RECESS TO CLOSED SESSION

a. Pupil Personnel/Student Matters (Education Code §35146).

   The Board may hear expulsion cases and consider the requests from students for re-admittance following expulsion. Also, the Board may review student disciplinary reports, exemption requests, and other student related matters that are regarded to be confidential according to Education Code. The Education Code requires closed session in these cases to prevent disclosure of confidential student record information.

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

c. Conference with Legal Counsel – Anticipate Litigation (Government code §54956.9).

   Conference regarding anticipated litigation pursuant to Subdivision (b) of Section §54956.9.

d. With respect to every item of business to be discussed in closed session pursuant to (Government Code §54957.6): Update School Facilities Construction.

e. Conference Regarding Labor Negotiations with District-Designated Representatives Dannis/Wolliver/Kelley, Jane Yuster (Government Code §54957.6).

i. Cabrillo Unified Teachers' Association

ii. California School Employees' Association, Chapter 485

5. RECONVENE OPEN SESSION – 7:00 P.M.

Report action from Closed Session: if applicable.

6. PLEDGE OF ALLEGIANCE

7. ADOPTION OF AGENDA AS PRESENTED / AMENDED

8. STUDENT / STAFF / COMMUNITY RECOGNITION

The Governing Board recognizes the following Cunha Intermediate School students. These students participated and placed in the Golden Gate Science Fair. This fair serves over 8 different counties.

Eric Dubois 1st place

Skye Samuels 1st place

Ben Hooper 3rd place

9. COMMENTS FROM THE PUBLIC RELATED TO ITEMS NOT ON THIS AGENDA

Public Participation at Board Meetings

The Board of Education encourages your participation in its deliberations. If you wish to address the Board on an agenda item, please fill out a speaker card located on the agenda table at the back of the room and present it to the Administrative Assistant seated to the immediate left of the Superintendent prior to the item being called. Any additional materials you choose to present will be copied and presented to all Board members following the meeting. The Board President will randomly call on persons submitting cards. The general order of discussion on any particular agenda item during the course of a meeting is: 1) Staff presentation on item, 2) Public comment, and 3) Board deliberation and action, if so warranted. If you wish to address the Board on a matter that is not on the agenda, you may speak during the "Comments from the Public" portion of the meeting that is held near the beginning of the meeting following the same general procedures noted above. Board members are legally prohibited from discussing non-agenda items and, therefore, cannot respond to items presented at this time. Open session is audio and/or video recorded.

Board agendas are often long and time is limited. For that reason, the Board reserves the right to limit the time allocated to each speaker (three minutes) as well as the cumulative time allocated to multiple speakers who are addressing the same topic (twenty minutes). The presiding officer may rule out of order persons who unduly interrupt or otherwise interfere with the orderly conduct of business, or who use defamatory, abusive, or profane language. Irrelevant or redundant presentations may likewise be ruled out of order. In the unlikely event that the behavior of an individual is such that the Board is unable to continue to conduct its business in an orderly manner, the Board President may direct the offending individual(s) to vacate the meeting room. Finally, a citizen may place an item on the Board Agenda by submitting a written request and supporting information to the Superintendent's Office.

The Superintendent, in consultation with the Board President, will determine at which upcoming regular Board meeting the item will be scheduled. The person who requested the item will be allowed three

minutes at the meeting to present the information to the Board. Following this presentation the Board may address the issue, put the issue on a future agenda for more discussion and action, refer the issue to the administration for follow-up, or take no action. In compliance with the Americans with Disabilities Act, those individuals requiring assistance and/or accommodations or *Spanish language translation in order to participate in this meeting are asked to contact the Superintendent's Office in advance at (650) 712-7112. (*Si usted necesita traducción al español para participar en esta reunión se pide que se ponga en contacto con la oficina del Superintendente antes de esta fecha al (650) 712-7112.)

10. REPRESENTATIVE REPORTS

a. CUTA Representatives

b. CSEA Representatives

11. REPORTS / INFORMATION / PRESENTATIONS

a. None

12. DISCUSSION ITEMS

a. Discuss First Reading on the Proposed English Language Arts Textbook Adoption at Cunha Intermediate School

12.a Green Sheet Discuss Proposed Textbook Adoption-Mirrors and Windows.pdf (p. 7)

12.a.1 New Curriculum Adoption Proposal 5-10-18.pdf (p. 9)

b. Discuss First Reading on the Proposed Mathematics Textbook Adoption for all Elementary Schools

12.b Green Sheet Discuss Proposed Textbook Adoption Elementary Mathematics.pdf (p. 17)

12.b.1 New Curriculum Adoption Proposal - Bridges in Mathematics 5-10-18.pdf (p. 19)

13. COMMUNICATIONS

a. Board Members

b. Student Board Member

c. Superintendent

14. CONSENT ITEMS

The Consent Agenda

Consent items are those items judged by staff to be routine in nature, consistent with policy, and reflective of established practice. As a time-saving measure, such items are typically grouped together on what is called the "Consent Agenda" for Board consideration of action. The Consent Agenda requires a motion and a second and must be approved by a roll call vote of the Governing Board. Any Board member may direct that one or more of these items be removed from the Consent Agenda for the purpose of discussion and consideration of action.

a. Approve Certificated Personnel Report

14.a Green Sheet Certificated Personnel Report.pdf (p. 22)

b. Approve Classified Personnel Report

14.b Green Sheet Classified Personnel Report.pdf (p. 24)

c. Approve Change to Administrative/Confidential Salary Schedule

14.c Green Sheet Change to Administrative Confidential Salary Schedule.pdf (p. 25)

14.c.1 Admin-Confidential Salary Schedule 5-10-18.pdf (p. 26)

d. Accept Donations to Cabrillo Unified School District

14.d Green Sheet Donations.pdf (p. 27)

e. Accept Enrollment Report for the Seventh Month of the 2017-2018 School Year

14.e Green Sheet Enrollment Report for the Seventh Month.pdf (p. 28)

14.e.1 Period 7 Enrollment Report.pdf (p. 29)

f. Approve Designation of Representatives to the California Interscholastic Federation League for the 2018-2019 School Year

14.f Green Sheet Designation of Representatives to CIF League for 18-19.pdf (p. 30)

14.f.1 CIF Representatives to Leagues Form.pdf (p. 31)

g. Approve and Adopt Minutes of April 19, 2018 Regular Governing Board Meeting

14.g Green Sheet Meeting Minutes 4-19-18.pdf (p. 33)

14.g.1 Meeting Minutes Unadopted 4-19-18.pdf (p. 34)

15. ACTION ITEMS

a. Adopt Fiscal Year-End Resolution No. 08-18, to Approve Appropriating Ending Balance to a Reserve

15.a Green Sheet Resolution No 08-18 Appropriating Ending Balance to a Reserve.pdf (p. 41)

15.a.1 Resolution No 08-18.pdf (p. 42)

b. Adopt Fiscal Year-End Resolution No. 09-18, to Approve Budgetary Increases and Transfers at Year-End

15.b Green Sheet Resolution 09-18 Budgetary Increases and Transfers Year End.pdf (p. 43)

15.b.1 Resolution No. 09-18.pdf (p. 44)

16. FUTURE BOARD AGENDA ITEMS

a. Discussion/Public Hearing LCAP

b. Discussion/Public Hearing CUSD Budget

c. Approve Proposed English Language Arts Textbook Adoption at Cunha Intermediate School

d. Approve Proposed Mathematics Textbook Adoption for all Elementary Schools

e. Approve and Adopt LCAP

f. Approve and Adopt CUSD Budget

g. Adopt On-going Policies Monthly Maintenance Update/Revisions

17. FUTURE EVENTS/DATES/REQUESTS

a. May 16 - Incoming Kindergarten Parent Night, 6:00 PM, El Granada Elementary School

b. May 17 - Cunha Intermediate School Open House, 6:00 PM, Cunha School

c. May 18 - J. Russell Kent Awards, 5:30 PM, Crowne Plaza-Foster City

d. May 24 - El Granada Elementary Arts and Science Day

e. May 24 - Kings Mountain Elementary Open House, 6:30 PM, Kings Mountain

f. May 25 - Non School Day for Student and Teachers

g. May 28 - Holiday, All Sites Closed

h. May 29 - Middle College Graduation Ceremony, 5:50 PM, CSM Theater

i. May 31 - El Granada Open House 5:00 PM, El Granada

j. May 31 - Farallone View Elementary School Open House, 6:00 PM, Farallone View

k. May 31 - Half Moon Bay High School Awards Night, 8:00 PM, HMBHS MU

l. June 1 - Half Moon Bay High School Braid and Yearbook Ceremony, 9:30 AM

m. June 5 - Big Lift Meeting 3:00 PM, District Office

n. June 5 - Chamber Education Committee Meeting, 4:00 PM, District Office

o. June 7 - Regular Governing Board Meeting, 7:00 PM, District Office

18. RETURN TO CLOSED SESSION (IF NECESSARY)

19. ADJOURNMENT OF THE MEETING

Meeting Curfew

Board Bylaw 9323 stipulates that the meeting of the Board shall conclude no later than 10:00 p.m. The Board, at its discretion, may extend the meeting for a defined time to finish the business at hand.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: May 10, 2018

☐ **ACTION**
☐ **CONSENT**
☒ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 12.a

BOARD AGENDA ITEM: Discuss First Reading on the Proposed English Language Arts Textbook Adoption at Cunha Intermediate School

DEPARTMENT: Curriculum & Instruction

CONTACT PERSON: Joy Dardenelle, Assistant Superintendent, Curriculum & Instruction

BACKGROUND INFORMATION:

During the 2016-2017 school year, Cunha Intermediate School's entire English Language Arts (ELA) Department piloted McGraw Hill's *StudySync* program. After much deliberation and consideration of feedback from students and parents, the ELA Department decided not to adopt *StudySync* and to proceed with piloting a second program.

During the 2017-2018 school year, three ELA teachers piloted EMC School's *Mirrors & Windows* program. In November 2017, the piloting teachers used a checklist to evaluate the program's structure, content, organization, assessments, and alignment with the district's Local Control Accountability Plan, also referred to as the Strategic Education Plan. Based on this evaluation, *Mirrors & Windows* is now being recommended to the Governing Board for adoption at this time.

REPORT/PROPOSAL:

The Governing Board is asked to discuss *Mirrors & Windows* as the adopted curriculum for English Language Arts classes at Cunha. "New Curriculum Adoption" forms are included in this packet.

The cost of an eight-year adoption for this program would be $99,849.

FINANCIAL IMPACT:

Costs for the program will be paid by Lottery Fund allocations for the 2017-2018 school year.

RECOMMENDATION:

Discuss first reading on the proposed English Language Arts textbook adoption at Cunha Intermediate School.

Cabrillo Unified School District

Selection and Evaluation of Instructional Materials
Textbook Adoption Form
Date: 5/10/2018

Title of Text:	*Mirrors & Windows*
Grade/Course(s) in which book will be used:	English Language Arts Department Manuel F. Cunha Intermediate School Grades 6-8
Publisher:	EMC
Date:	2016
Basic or Supplemental:	Basic
Cost for Adoption:	$99,849.75
Originator of Request:	Joy Dardenelle, Carrye DeMers, Amy McVicker

(1) How is the reading level appropriate for the course in which the course will be used?

The reading level for each textbook is grade-level appropriate. The *Mirrors & Windows* program offers three different levels of support as students participate in guided, directed, and independent reading for each selection. This program possesses a strong blend of easy, moderate, and more challenging selections, all of which pose questions that assist students in making cross-curricular, text-to-self, text-to-text, and text-to-world connections.
The differentiated instruction workbook provides scaffolding for struggling readers and English Learners as well as more challenging reading instruction options for advanced readers. These supports and scaffolds provide equal access to grade-level reading selections for *all* students.

(2) Why did you choose this particular book?

Mirrors & Windows is on the 2015 ELA/ELD Adoption list for basic ELA programs in grades 6-8. After piloting two very different ELA programs and examining a few others via physical curriculum samples and/or online components, the English Language Arts Department at Cunha has found that *Mirrors & Windows* is a comprehensive program with extensive and rigorous materials with which to teach our students under the Common Core State Standards (CCSS).

Mirrors & Windows will be a great foundation for Cunha's ELA program because of its:

- Complete alignment with Common Core State Standards as well as the College & Career Readiness Standards
- Complete alignment with the California State English Language Development Standards

- Numerous ancillary materials focused on meeting the standards, exceeding the standards, differentiating instruction, lesson planning, assessment of student learning, and so much more
- Differentiated instruction with scaffolding and supports focused on reading proficiency (for struggling readers), enrichment (for advanced readers), English language learning (for English Learner students), as well as special needs and/or learning styles
- Outstanding literature selections in addition to its current and relevant informational texts
- Opportunities for comparing texts, a skill which students must master in order to thrive under the Common Core State Standards and to be considered proficient on the California Assessment of Student Performance and Progress (CAASPP)
- Close reading strategies, modeling techniques, and opportunities for practice
- Gradual release of responsibility model
    - Guided reading offers students ample support before, during, and after reading
    - Directed reading offers extensive support before and after reading, but students are directed to practice specific skills during reading
    - Independent reading allows for minimal support before and after reading, but students are asked to apply the reading skills independently
- Text-dependent questions, posed to students after reading, which are based on Bloom's Taxonomy of Educational Objectives
    - "Find Meaning" questions assess reading comprehension, "Make Judgments" questions employ higher level reasoning skills as do the "Reason with Text" questions which are paired with "Refer to Text" questions that ask students to recall facts from the text.
- Rigorous writing prompts after each text selection that cover creative, argumentative, informative, narrative, and descriptive writing
- End-of-unit performance tasks (similar to the CAASPP performance tasks)
- In-depth, skill-based workshops focused on mastery in writing, vocabulary, spelling, grammar, writing style, speaking, listening, and test practice
- Enriching extension activities after each text selection to foster students' research skills with regard to media literacy, critical literacy, collaborative learning, and lifelong learning
- Technology tools such as:
    - Multiplatform eBooks (which allow for highlighting, note-taking, and bookmarking)
    - Visual teaching package with "unit-based lectures, games, critical viewing art activities, writing workshops," etc. in digital form
    - Core Student eBook with hundreds of contemporary and classic selections featuring Fiction, Nonfiction, Poetry, Folk Literature, and Drama. Also included are Writing, Speaking and Listening, and Test Practice workshops at the end of each unit
    - Authentic Audio for selections and hyperlinks for related media and graphic organizers
    - Language Handbook embedded in Student eBook
    - Interactive eWorkbooks which support the student edition as well as allow students to complete work online and check their answers for immediate feedback
        - Meeting the Standards (study guides for units and selections)

        - Exceeding the Standards (lessons for grammar and style, lessons for vocabulary and spelling, additional writing and speaking lessons/workshops, other literature extensions, college and career-ready tasks)
        - Common Core Assessment Practice Book
        - Differentiated Instruction (support for English Learners, Developing Readers, and Advanced Readers)
    - For ELL Students, the Differentiated Instruction guide also has Foundational Lessons featuring phonemic awareness, Spanish summaries of specific selections (audio and text), a Spanish Literary Term handbook, as well as Tiered Lessons for Emerging, Expanding, and Bridging students
    - eLibrary with over 300 literary selections (long and short) for further enrichment at the end of each unit
- Opportunities for and ideas about whole-group and flexible group instruction embedded into the lessons
- Annotated novels for teacher preparation as well as ebooks that are aligned with unit selections to provide enrichment reading
- Qualitative (Lexile Level) and quantitative (specific areas of difficulty) measures of text complexity provided for each selection
- Standardized test practice at the end of each unit that will help prepare students for such state assessments as the SBAC/CAASPP, SAT, and ACT
- Flexibility with regard to print and digital materials
    - Any temporary technological difficulties (power or internet outages, etc.) would not pose a tremendous problem as they would have with curriculum that is primarily online

The publisher, EMC, offers the following statements about the benefits of the *Mirrors & Windows* program:

- EMC School is proud to present its exciting literature program, *Mirrors & Windows*. This seven-level program (grades 6-12) is built on a collection of rich, diverse, and timeless writings by renowned, award-winning authors.
- The California Adoption Review panel said, *Mirrors & Windows* has "...the best range of literature we've ever seen."
- Our Access Editions novels and full-length plays offer a wide range of extended independent reading. These literary works include a complete study apparatus with close reading support and related nonfiction and informational texts.
- Our program aligns 100% with the California Common Core State Standards.
- *Mirrors & Windows* is also 100% aligned with the California English Language Development Standards and offers differentiated instruction to support students learning English as a new language.
- [Support for students who may not be reading at grade level is provided through the] Core book, Meeting the Standards, Exceeding the Standards, Differentiated Instruction booklet, and we also have audio for selections.
- ELL (English Language Learner) support offered throughout the program includes:

- Teacher's Edition Differentiated Instruction English Language Learning and Reading Proficiency activities for every selection
- *Differentiated Instruction for English Language Learners* Resource with Spanish summaries for selections in text and audio and Spanish Literary Terms Handbook
- Authentic audio recordings for all selections in textbook
- Unit Vocabulary & Spelling and Grammar & Style language development workshops in textbook and in *Exceeding the Standards* Resources
- Comprehensive Language Arts Handbook in student textbook
- Oral Fluency Assessments in *Assessment Guide*

- Here are the top ten reasons why EMC's Mirrors & Windows ELA Program is the best choice for California.
    - Love of Literature
        - The most diverse range of Literature and Informational Texts
        - Engage students with award winning classic and contemporary authors such as Carl Sandburg, Robert Frost, Ray Bradbury, Annie Dillard, Ernest Hemingway and Elizabeth Bishop
        - Multicultural selections from authors such as Toni Cade Bambara, Sandra Cisneros, Arthur Ashe, Amy Tan, Judith Ortiz Cofer and Langston Hughes
        - Local California authors such as Francisco Jimenez, Gary Soto, Cherylene Lee, Janet S. Wong, William Saroyan, and Fae Myenne Ng
    - Digital Learning Technologies
        - EMC Bookshelf™ provides multi-platform eBooks for all program components
        - Interactive eWorkbooks with student feedback in Bookshelf
        - Common Core PARCC & SBA practice assessments online
    - Meets California English Language Development Standards
        - Aligned with California ELD Standards
        - ELL and Differentiated Instruction support in Teacher's Edition
        - Differentiated Instruction Resource for English Language Learners, Developing Readers, and Advanced Students
        - Unit Vocabulary & Spelling and Grammar & Style language development workshops in textbook and Exceeding the Standards Resources
        - Comprehensive Language Arts Handbook in student textbook as an additional resource
        - Audio recordings for all selections
        - Spanish summaries for Differentiated Instruction ELL selections in text and audio
        - Oral Fluency Assessments in Assessment Guide
    - Meets all California English Language Arts CCSS
        - Mirrors & Windows fully meets the CA CCSS Framework Category 1 for Content Alignment with ELA standards.
        - The program was also cited for strengths in Categories 2 through 5 for:
            - Program Organization
            - Assessment
            - Universal Access

        - Instructional Planning & Teacher Support
- Integrates California English Language Arts Framework's Five Key Themes
    - Meaning Making: Mirrors & Windows essential questions; literal comprehension and critical close reading
    - Language Development: Vocabulary development; academic language; syntax; text structure
    - Effective Expression: Writing; speaking; digital and visual media
    - Content Knowledge: Wide range of texts; informational text connections; cross-curricular connections; inquiry and project-based learning
    - Foundational Skills: Print concepts, building on phonics and word recognition; fluency assessments
- Scaffolded Close Reading
    - Mirrors & Windows is built around 8 thematic genre-based units covering Fiction, Nonfiction, Poetry, Drama, and Folk Literature.
    - Each unit gives students a Gradual Release of Responsibility opportunity through three levels of reading support: selections of Guided Reading, Directed Reading, and Independent Reading.
    - Gradual Release uses scaffolding to model and apply close reading skills and strategies.
- Range of Texts and Complexity
    - *Mirrors & Windows* provides 100% of CCSS text types and range of texts within grade level text complexity levels – all in student textbook
    - Selections in all levels are at or above the recommended Lexile range for each respective grade
    - Lexiles for every selection provided in ATE Scope & Sequence, pre-reading pages, and in Lesson Plans
    - Qualitative and quantitative text complexity levels with difficulty and ease consideration are provided.
    - Independent reading Access Edition novels and plays with built-in study apparatus
    - EMC E-Library with over 200 literary and nonfiction texts
- Integrated Language Arts
    - Skill development such as Grammar & Style and Vocabulary & Spelling based on the selections are integrated within the units.
    - End-of-unit performance tasks in Writing, Speaking & Listening, Viewing, and Test Practice Performance Tasks to apply skills.
    - Skill development culminates at the end of each book with a Language Arts Handbook.
    - *Meeting the Standards* and *Exceeding the Standards* Resources provide interactive language arts activities online.
- Comprehensive Assessments
    - Test Practice at end of textbook units
    - *Assessment Guide* includes formative assessments with remediation rubrics
    - Lesson and unit exams

        - Oral fluency assessments
        - EXAMVIEW® customizable exams
        - *Exceeding the Standards*: Test Practice Resource
        - *Meeting the Standards* Unit Practice Tests
        - *Common Core Assessment Practice* in PAARC and Smarter Balanced formats online
    - Best Value
        - Best personalized customer service and professional development at no cost
        - Best value: For one low price you will have a complete print and digital package including all print and digital supplements

Student and parent feedback regarding the two programs piloted at Cunha was also taken into consideration when evaluating the new curriculum options. Student engagement with the *Mirrors & Windows* curriculum was quite high and students thoroughly enjoyed the text selections. Teachers who piloted the program noted that the literary selections in particular were quite memorable as students were able to recall events of a story covered in class previously as well as the literary concepts taught while reading that story.

Parents were able to inspect the *Mirrors & Windows* textbooks at Cunha's Back-To-School Night and several parents expressed their excitement at the possibility of new English Language Arts curriculum for their children.

(3) How does the book relate to standards in the content area?

All of the Common Core State Standards for English Language Arts are addressed within the *Mirrors & Windows* program. In the very beginning of the Annotated Teacher's Edition (ATE) for each grade level is a list of all ELA content standards and the pages in which each standard is covered. Each unit begins with a list of objectives that are aligned with the CCSS and each lesson shows the standards being addressed within that particular lesson. There is a similar list of all California English Language Development Standards and the pages in which each standard is covered.

(4) How does the content of the book reflect current State Frameworks?

Since this program has been approved by the California Department of Education, it meets all requirements of the state board, including the current state frameworks for English Language Arts (ELA) and integrated English Language Development (ELD).

(5) What other textbooks have been reviewed? Why was this textbook selected?

Of the few basic English Language Arts programs that have been approved by the State Board of Education, Cunha's ELA Department and/or the Teacher on Special Assignment (TOSA) for the current school year have examined and evaluated most of these. In spite of all the technological bells and whistles these programs had to offer, the ELA Department found the notable shortage of actual literature in most of these programs to be quite troublesome. With half of the state reading standards focused on

literature and half on informational text, it is imperative that the new ELA curriculum possess a healthy balance of the two types of text. *Mirrors & Windows* was selected primarily for its stellar anthology of literary and nonfiction selections, but also for its quality blend of print and digital materials, easy-to-access content, clear objectives, obvious alignment with the Common Core State Standards, literary selections that are well-aligned with teaching specific elements of literature, strong connections to prior knowledge (before and after stories), and more.

The entire ELA Department piloted McGraw Hill's *StudySync* for two quarters and unanimously decided not to pursue curriculum adoption for that specific program for various reasons:

- The program seemed to be designed for high school students originally but slightly modified in some areas in an attempt to meet the needs of middle school students.
- Most of the literary selections were only excerpts and not entire short stories or literary works.
- The lack of diversity with regard to race and gender among the authors of *StudySync's* literary selections was quite alarming.
- Some of the focus questions were too verbose, too advanced, and too time-consuming for the vast majority of middle school students and had to be re-written by Cunha teachers for each selection.
- *StudySync* offered a very tech-savvy approach to instruction, but most department members found that students were being asked to spend too much time in front of a Chromebook screen in order to fully engage with all the digital materials. Several students even complained of headaches after some of the *StudySync* lessons.
- Creating, assigning, and then grading *StudySync's* online assignments was often cumbersome and time-consuming.
- The pilot team was originally excited to find the worksheets specifically designed to meet the needs of our English Learner students but later found them to be too basic to be effective in meeting the cognitive demands of the curriculum.
- *StudySync's* grammar materials left much to be desired as the skills-based lessons were presented in no logical or sequential order and assumed that the students already had a strong grasp of English grammar.
- Many students were happy when the pilot was over.
- The minimum course of study didn't cover all of the state standards.
- Any work assigned online couldn't be made up by any absent students without internet access at home.

StudySync did possess quite a few positive features, but not enough to adopt the curriculum. Among its noteworthy attributes were its alignment to the Common Core State Standards (CCSS), engaging introductory videos before each selection, online videos that modeled relatively grade-appropriate classroom discussion with a blend of academic and colloquial language, interesting unit topics, lightweight consumable materials for students, and online text features such as numbered lines, audio for each text with different speed settings and accompanying highlighted text features, note-taking opportunities, etc.

The Teacher on Special Assignment (2017-2018) thoroughly reviewed additional materials from two other publishers, as well.

1. *Collections* by Houghton Mifflin Harcourt: *Collections* has a very sleek design for its print and digital materials, but the actual "collections" or chapters boasted few anchor texts that aligned with the department's vision of grade level-appropriate literature. Also, the topics for each "collection" seemed rather random. *Collections* offered numerous print and digital supplementary materials, but the core textbook left much to be desired.

2. *Springboard* by College Board: *Springboard* has a very outdated design for its online interface that wasn't very user-friendly either. Unfortunately, the publisher does not provide physical samples for evaluation.

(6) How do you intend to meet the "standards?"

Cunha's English Language Arts Department intends to meet the "standards" by using *Mirrors & Windows* as our core ELA instructional program to instill communication, collaboration, and critical thinking skills within our students. The three teachers who piloted the program during the 2017-2018 school year received three hours of training before piloting. The rest of the department requires initial training in the *Mirrors & Windows* curriculum, but all department members need additional, in-depth training to teach effectively within the guidelines of this unique program. Ideally, the initial training would take place during the summer, before the newly adopted curriculum is implemented at Cunha, and a follow-up training would take place before the end of second quarter. During the summer of 2016, before piloting the *StudySync* curriculum the following fall, all ELA teachers received three days of extensive training (two days led by the TOSA at that time and one day led by McGraw Hill representatives) that were pivotal in the implementation of the pilot. Effective and thorough professional development is key in preparing teachers to meet the "standards."

ELA teachers at Cunha will also meet the "standards" by using collaboration time to discuss and evaluate the implementation of the program as well as students' progress in mastering 21st-century skills as measured by *Mirrors & Windows'* common assessment program.

Approved by:

Date:

Department Chair:

Date

Principal: Seth Feldman

Date

Assistant Superintendent, Curriculum and Instruction: Joy Dardenelle

Exhibit CABRILLO UNIFIED SCHOOL DISTRICT

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: May 10, 2018.

☐ **ACTION**
☐ **CONSENT**
☒ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 12.b

BOARD AGENDA ITEM: Discuss First Reading on the Proposed Mathematics Textbook Adoption for all Elementary Schools

DEPARTMENT: Curriculum & Instruction

CONTACT PERSON: Joy Dardenelle, Assistant Superintendent, Curriculum & Instruction

BACKGROUND INFORMATION:

During the 2016-2017 school year, the Elementary Math Committee reviewed available Common Core-aligned Math programs and selected *Bridges in Mathematics* and *Eureka Math* to be piloted.

During the 2017-18 school year, nine teachers piloted both programs. The materials were evaluated by the Elementary Math Committee, which included representatives from each school as well as Cunha Intermediate School. The Committee shared their findings with the larger elementary teaching staff. The final survey of teachers showed a 67% preference for Bridges in Mathematics, which was consistent with the experience and recommendation of the piloting teachers. Based on the information gathered through this process, *Bridges in Mathematics* is being recommended to the Governing Board for adoption at this time.

REPORT/PROPOSAL:

The Governing Board is asked to discuss *Bridges in Mathematics* as the district-wide adopted curriculum for Math in grades Transitional Kindergarten through fifth grade across the district. "New Curriculum Adoption" forms are included in this packet. The Governing Board will be asked to consider formal action to approve this new curriculum for all our elementary schools at the June 7, 2018 Board meeting.

The cost of an eight-year adoption for this program would be $145,000.

FINANCIAL IMPACT:

Costs for the program will be paid by Lottery Fund allocations for the 2018-19 school year.

RECOMMENDATION:

Discuss first reading on the proposed Mathematics textbook adoption for all Elementary Schools.

Cabrillo Unified School District

Selection and Evaluation of Instructional Materials
Textbook Adoption Form
Date: May 10, 2018

Title of Text:	*Bridges in Mathematics*
Grade/Course(s) in which book will be used:	Mathematics at Elementary Schools Grades TK-5
Publisher:	The Math Learning Program
Date:	2017
Basic or Supplemental:	Basic
Cost for Adoption:	$145,000
Originator of Request:	Joy Dardenelle Assistant Superintendent, Curriculum and Instruction

(1) How is the reading level appropriate for the course in which the book will be used?

Bridges in Mathematics appropriately supports student language and literacy. One of the reasons that the Math Committee selected *Bridges* over the other piloted program, *Eureka*, is because it supported conceptual development through hands-on activities. *Bridges* had more concise writing, allowing for easier access to concepts, in comparison to *Eureka*, which is more text heavy. Bridges also provides excellent resources for language learners such as sentence frames, vocabulary cards, and "Work Places" (i.e., stations).

(2) Why did you choose this particular book?

Over the past two years, the Elementary Math Committee has reviewed several possible Math curricula. In Spring of 2017, *Bridges in Mathematics* and *Eureka Math* were selected out of all other curricula to be piloted, based on ratings and analysis of components.

After the pilot, *Bridges* was selected for several reasons. The piloting teachers experienced *Bridges* as a more child-centered versus paper-driven program. The curriculum is engaging, with an emphasis on conceptual learning and processes. To support diverse learners, there are resources for language learners to promote language development in math and routines that make

it easier to differentiate instruction and independent practice because small groups can be pulled out easily. The workbooks are child and family-friendly. There is also support for how parents can help students at home.

In addition to the qualities of the program, the final poll of elementary teachers showed an overwhelming majority of teachers, 67%, preferred *Bridges*, compared with 33% who preferred *Eureka*. The preference for *Bridges* was consistent with the piloting teachers' experience and recommendation.

(3) How does the book relate to standards in the content area?

Bridges is aligned with the Common Core Math Standards and has be highly rated through the independent research of EdReports.org for focus and coherence, rigor and mathematical practices, as well as usability.

(4) How does the content of the book reflect current State Frameworks?

Bridges is aligned with the Common Core Math State Framework, published in 2013. Bridges focuses on developing mathematical thinkers, as the publisher, The Math Learning Center, describes, "The curriculum focuses on developing students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful."

(5) What other textbooks have been reviewed? Why was this textbook selected?

The list of programs reviewed included: Bridges in Mathematics, Connecting Math Concepts - Elementary, Creative Core Curriculum for Mathematics, Envision 2.0, Eureka Math, Everyday Math 4, Go Math, JUMP Math, Math Expressions, Math in Focus, Math Trailblazers, My Math, Ready, Saxon Math, Stepping Stones, Zearn, and Investigations in Number, Data, and Space.

During the 2017-18 school year, staff from all our elementary schools attended trainings on the materials to be piloted. From October 2017 through March 2018, the staff completed a formal pilot of both program units. After the pilot, the staff were surveyed using the Mathematics Adoption Toolkit provided by the California State Department of Education.

Based on the results of this thorough process, *Bridges in Mathematics* is being recommended to the Board to be adopted at this time.

(6) How do you intend to meet the "standards"?

Professional development and data analysis will be part of the implementation of the *Bridges in Mathematics* program at all our elementary schools to ensure that the curriculum is implemented effectively. With consistent implementation of this Common Core Standards-based curriculum, standards will be met.

Approved by:

Date:

Math Committee Chair:

Date

Assistant Superintendent, Curriculum and Instruction: Joy Dardenelle

Exhibit CABRILLO UNIFIED SCHOOL DISTRICT

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: May 10, 2018

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.a

BOARD AGENDA ITEM: Approve Certificated Personnel Report

DEPARTMENT: Personnel

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

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

1. APPROVE SUMMER INTERVENTION TEACHERS, Subject to Student Enrollment

Teacher	***Class***	***Site***
Annette Angeles-Hagarty	Rising K	EG
Erica Krein	Rising K	EG
Lauren Fisher	Rising 1st Grade	EG
Stephanie Joe	Rising 1st Grade	EG
Luisa Hernandez	Rising 2nd Grade	EG
Jesus Ogarrio Silva	Rising 2nd Grade	EG
Alejandra Villegas	Rising 2nd Grade	EG
Marianne Benson	Rising 3rd Grade	EG
Maile Springer	Rising 5th Grade	EG
Jason Blum	Summer Site Coordinator	EG

FINANCIAL IMPACT:

Financial impact is included in the budget.

RECOMMENDATION:

Approve the Certificated Personnel report.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: May 10, 2018

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.b

BOARD AGENDA ITEM: Approve Classified Personnel Report

DEPARTMENT: Personnel

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

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

1. PROMOTION

Shane Modena, Maintenance Worker, Maintenance Department, formerly Lead Custodian II, Maintenance Department, effective April 23, 2018.

2. OFFERS OF EMPLOYMENT FOR 2017-2018

Jacqueline Vidrio, Clerical Assistant II, El Granada Elementary School, effective April 12, 2018.

FINANCIAL IMPACT:

Financial impact is included in the budget.

RECOMMENDATION:

Approve the Classified Personnel report.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: May 10, 2018

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.c

BOARD AGENDA ITEM: Approve Change to Administrative/Confidential Salary Schedule

DEPARTMENT: Personnel

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

Two new Administrative job descriptions were approved at the April 19, 2018 Board Meeting – Director of Technology and Director of Personnel/Pupil Services. Both of these positions require a 220 work-day calendar. There is no current Director salary range for a 220 work-day calendar.

REPORT/PROPOSAL:

A new salary range entitled "Director" has been added to the existing Administrative/Confidential Salary Schedule which allows for a 220 work-day calendar for the two Administrative positions.

FINANCIAL IMPACT:

There is no additional cost to the General Fund.

RECOMMENDATION:

Approve change to Administrative/Confidential salary schedule.

CABRILLO UNIFIED SCHOOL DISTRICT
ADMIN/CONFIDENTIAL SALARY SCHEDULES
2017-2018
Submitted for Governing Board Approval 5/10/2018

Middle School Assistant Principal: 210 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$98,351	$100,317.59	$102,324	$104,370	$106,458	$108,587	$110,759

High School Assistant Principal: 215 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$110,899	$113,117	$115,379	$117,687	$120,041	$122,442	$124,890

Elementary Principal: 207 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$107,245	$109,390	$111,577	$113,809	$116,085	$118,407	$120,775

Hatch Elementary Principal: 207 Work Days (Effective July 1, 2017)

YEARS	1	2	3	4	5	6	7
SALARY	$117,545	$119,896	$122,293	$124,739	$127,234	$129,779	$132,374

Elementary Assistant Principal: 207 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$90,341	$92,148	$93,991	$95,871	$97,788	$99,744	$101,739

Middle School Principal: 210 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$111,192	$113,415	$115,684	$117,997	$120,357	$122,764	$125,220

High School Principal: 220 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$132,054	$134,695	$137,389	$140,137	$142,940	$145,799	$148,715

Certificated Director: 215 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$122,310	$124,757	$127,252	$129,797	$132,393	$135,041	$137,741

Director: 220 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$125,154	$127,657	$130,210	$132,814	$135,471	$138,180	$140,944

Superintendent: 225 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$186,029	$189,750	$193,545	$197,416	$201,364	$205,391	$209,499

Specialized Programs Coordinator: 210 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$103,597	$105,669	$107,783	$109,938	$112,137	$114,380	$116,667

Assistant/Associate Superintendent: 220 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$134,695	$137,389	$140,137	$142,940	$145,798	$148,714	$151,689

Psychologist: 200 Work Days (Effective July 1, 2017)

YEARS	1	2	3	4	5	6	7
SALARY	$86,520	$88,250	$90,015	$91,816	$93,652	$95,525	$97,436

Behavior Intervention Specialist: 215 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$85,656	$87,369	$89,116	$90,899	$92,717	$94,571	$96,462

Superintendent Administrative Assistant: 243 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$70,630	$72,043	$73,484	$74,953	$76,452	$77,981	$79,541

Personnel Technician: 243 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$69,553	$70,944	$72,363	$73,810	$75,286	$76,792	$78,328

Food Service Coordinator: 210 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$55,697	$56,811	$57,947	$59,106	$60,288	$61,494	$62,724

Classified Supervisor: 225 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$62,792	$64,048	$65,329	$66,635	$67,968	$69,327	$70,714

Director Maintenance and Operations: 225 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$100,255	$102,260	$104,305	$106,391	$108,519	$110,690	$112,903

Construction Supervisor: 243 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$100,255	$102,260	$104,305	$106,391	$108,519	$110,690	$112,903

Director Fiscal Services: 225 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$109,278	$111,463	$113,693	$115,967	$118,286	$120,652	$123,065

Chief Business Officer: 225 Work Days

YEARS	1	2	3	4	5	6	7
SALARY	$132,679	$135,333	$138,040	$140,800	$143,617	$146,489	$149,419

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: May 10, 2018

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.d

BOARD AGENDA ITEM: Approve Donations to Cabrillo Unified School District

DEPARTMENT: Business Department

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

The Governing Board routinely reviews the monthly donation reports.

REPORT/PROPOSAL:

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

HALF MOON BAY HIGH SCHOOL **$16,200**

Athletics $1,200
David W. George, Jennifer K. George
Casildo Guevara, Ana M. Ramirez-Guevara
Graham P. Hurrell, Lynne Hurrell
Julia S. Ginna TTEE, Brian J.Ginna TTEE
Joakim G. Bye, Angela D. Bye
Andrew Nemiccolo,
Shigeru Tanaka

Scholarship
Cañada Cove, LLC DBA $15,000

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Approve donations to Cabrillo Unified School District.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: May 10, 2018

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.e

BOARD AGENDA ITEM: Accept Enrollment Report for the Seventh Month of the 2017-2018 School Year

DEPARTMENT: Business Department

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

The Governing Board routinely reviews the monthly enrollment reports.

REPORT/PROPOSAL:

The enrollment report for the seventh month of the 2017-2018 school year is being presented to the Governing Board for information.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Accept enrollment report for the seventh month of the 2017-2018 school year.

CABRILLO UNIFIED SCHOOL DISTRICT
2017-2018 SCHOOL YEAR
ENROLLMENT REPORT

School Month No. 7 **Date:** 3/30/2018

Grade	El Granada	Farallone View	Hatch	Kings Mountain	Cunha	Half Moon Bay High	Pilarcitos	Home & Independent Study	TOTALS
TK	18	16	17	0	-	-	-	0	51
K	72	58	77	13	-	-	-	0	220
1	49	51	93	10	-	-	-	0	203
2	56	48	100	11	-	-	-	0	215
3	64	46	97	12	-	-	-	0	219
4	71	47	108	13	-	-	-	0	239
5	57	53	89	13	-	-	-	0	212
6	-	-	-	-	257	-	-	0	257
7	-	-	-	-	256	-	-	1	257
8	-	-	-	-	259	-	-	2	261
9	-	-	-	-	-	252	0	3	255
10	-	-	-	-	-	249	5	3	257
11	-	-	-	-	-	214	12	6	232
12	-	-	-	-	-	236	17	12	265
Total Regular Enrollment	387	319	581	72	772	951	34	27	3143
SDC Student Enrollment	21	0	0	0	19	14	0	0	54
TOTAL ENROLLMENT	**408**	**319**	**581**	**72**	**791**	**965**	**34**	**27**	**3197**
Total Enrollment as of 3/31/17	428	318	615	66	787	948	37	30	3229
Difference between 3/31/17 Total Enrollment and 3/30/2018 Total Enrollment	**-20**	**1**	**-34**	**6**	**4**	**17**	**-3**	**-3**	**-32**
Total Enrollment as of 3/2/18	404	317	581	71	786	968	30	24	3181
Difference between 3/2/18/18 Total Enrollment and 3/30/18 Total Enrollment	**4**	**2**	**0**	**1**	**5**	**-3**	**4**	**3**	**16**

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: May 10, 2018

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.f

BOARD AGENDA ITEM: Approve Designation of Representatives to the California Interscholastic Federation League for the 2018-2019 School Year

DEPARTMENT: Superintendent/Governing Board

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

The Education Code gives the authority for high school athletics to Governing Boards and also requires that the Boards designate their representatives to California Interscholastic Federation (CIF) leagues. (Ed.Code 33353(a)(1))

REPORT PROPOSAL:

The designation/appointment of a representative to the CIF league is required each year. The Half Moon Bay High School representatives to the CIF league for 2018-2019 school year are Mr. John Nazar - Principal, and Mr. Justin Ferdinand - Athletic Director. Mr. James Barnes - Assistant Principal, will also serve as the alternate.

FINANCIAL IMPACT:

No financial impact to the General Fund.

RECOMMENDATION:

Approve designation of representatives to the California Interscholastic Federation League for the 2018-2019 school year.

RECEIVED
Cabrillo Unified School District
APR 26 2018
Superintendent's Office

TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: ROGER L. BLAKE

RE: FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

DATE: APRIL 19, 2018

Enclosed is a form upon which to record your district and/or school representatives to leagues for **next year, 2018-2019**. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We are asking that, after action by the governing board, you **send the names of league representatives to your CIF Section office**. Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p.17) for the affected schools.

At the State Federated Council level we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than June 29, 2018 directly to your CIF Section Office. Addresses of each section are listed on the back of the form. Please contact us if we can give you further information.

2018-2019 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 29, 2018.**

Cabrillo Unified School District School District/Governing Board at its May 10, 2018 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2018-2019 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Half Moon Bay High School
NAME OF REPRESENTATIVE Justin Ferdinand POSITION Athletic Director
ADDRESS 1 Lewis Foster Dr. CITY Half Moon Bay ZIP 94019
PHONE 650-712-7200 FAX 650-712-7232 E-MAIL ferdinandj@cabrillo.k12.ca.us

****

NAME OF SCHOOL Half Moon Bay High
NAME OF REPRESENTATIVE John Nazar POSITION Principal
ADDRESS 1 Lewis Foster Dr. CITY Half Moon Bay ZIP 94019
PHONE 650-712-7200 FAX 650-712-7232 E-MAIL nazarj@cabrillo.k12.ca.us

****

NAME OF SCHOOL Half Moon Bay High School
NAME OF REPRESENTATIVE James Barnes POSITION Assistant Principal
ADDRESS 1 Lewis Foster Drive CITY Half Moon Bay ZIP 94019
PHONE 650-712-7200 FAX 650-7232 E-MAIL barnesj@cabrillo.k12.ca.us

****

NAME OF SCHOOL
NAME OF REPRESENTATIVE POSITION
ADDRESS CITY ZIP
PHONE FAX E-MAIL

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Jane Yuster Signature
Address Cabrillo Unified School District City Half Moon Bay Zip 94019
498 Kelly Ave
Phone 650-712-7112 Fax

PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.

SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: May 10, 2018

☐ **ACTION**
☒ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 14.g

BOARD AGENDA ITEM: Approve and Adopt Minutes of April 19, 2018, Regular Governing Board Meeting

DEPARTMENT: Superintendent/Governing Board

CONTACT PERSON: Jane Yuster, Superintendent

BACKGROUND INFORMATION:

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

REPORT/PROPOSAL:

The unadopted minutes from the April 19, 2018, regular Governing Board meeting are included in this Board packet for consideration.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Approve and adopt minutes of April 19, 2018, regular Governing Board meeting.

Governing Board Meeting Minutes (Unadopted)

CABRILLO UNIFIED SCHOOL DISTRICT
District Office Board Room
498 Kelly Avenue, Half Moon Bay, CA 94109
April 19, 2018
7:00 PM (Closed Session 6:00 PM)

Board Members Present:	Mr. Rob Pappalardo, President Ms. Sophia Layne, Vice President Ms. Kimberly Hines, Clerk to the Governing Board Dr. Kirk Riemer, Ph.D., Member Ms. Freya McCamant, Member
Administrators at the Table:	Ms. Jane Yuster, Superintendent Ms. Joy Dardenelle, Assistant Superintendent Dr. Holly Wade, Ph.D., Assistant Superintendent Ms. Crystal Leach, Chief Business Official
Student Board Representative:	Cesar Sarabia, Student Board Representative

1. **CALL TO ORDER - 6:03 P.M.**

2. **ROLL CALL / QUORUM**

___ Mr. Rob Pappalardo, President
___ Ms. Sophia Layne, Vice President
___ Ms. Kimberly Hines, Clerk to the Governing Board
___ Dr. Kirk Riemer, Ph.D., Member
___ Ms. Freya McCamant, Member

3. **COMMENTS FROM THE PUBLIC RELATED TO ITEMS ON THE CLOSED SESSION AGENDA**

None

4. **RECESS TO CLOSED SESSION – 6:03 P.M.**

5. **RECONVENE OPEN SESSION – 7:01 P.M.**

The Governing Board met in closed session from 6:03 p.m. to 6:59 p.m. President Rob Pappalardo reported no action taken in closed session.

6. **PLEDGE OF ALLEGIANCE**

The pledge of allegiance was led by Miss Malia Menary, 4th grade student at Kings Mountain Elementary School.

7. **ADOPTION OF AGENDA AS PRESENTED / AMENDED**

Motion to adopt the agenda as presented was made by Member Kirk Riemer and seconded by Member Kimberly Hines.

(M-69) Passed 5-0 with Student Representative voting aye.

8. **STUDENT / STAFF / COMMUNITY RECOGNITION**

The Governing Board recognizes the Cabrillo Education Foundation.

The Cabrillo Education Foundation (CEF) is a non-profit organization that works in partnership with the Cabrillo Unified School District for the benefit of enriching educational excellence. The foundation supports three key areas, including Literacy, College and Career Readiness, and Innovation Grants.

The Cabrillo Unified School District would like to recognize CEF for their support of key programs. In the area of Literacy, CEF supports Readers Workshop, Information Literacy, and the Big Lift Initiative. In the area of College and Career Readiness, CEF supports the Advancement Via Individual Determination (AVID) program, Computer Science, Science Teacher Collaboration, and the Coastside Futures Initiative. In addition to these two areas, CEF also provides grants to fund innovative projects across the district.

At this time, the District would like to give special recognition to CEF for their support in partnering with the District to fund the 5th Grade Science Teacher position for the 2018-2019 school year. The District had eliminated the position for the 2018-2019 school year due to chronic underfunding of education by the State of California requiring that the district make cuts to its budget. The partnership with CEF allows the District to continue providing excellent instruction in the Next Generation Science Standards and Computer Science.

9. **COMMENTS FROM THE PUBLIC RELATED TO ITEMS NOT ON THIS AGENDA**

Ms. Kate Shea, 301 County Road, Woodside, Ca. Ms. Shea came to address the Governing Board regarding suspended students not being able to attend a school dance.

Ms. Elizabeth Weatherly, 782 Sierra St., Moss Beach, Ca. Ms. Weatherly came to address the Governing Board regarding bullying at Kings Mountain Elementary School.

Miss Daisy Weatherly, 782 Sierra St., Moss Beach, Ca. Miss Weatherly came to address the Governing Board regarding bullying at Kings Mountain Elementary School.

Miss Lola Weatherly, 782 Sierra St., Moss Beach, Ca. Miss Weatherly came to address the Governing Board regarding bullying at Kings Mountain Elementary School.

Mr. Scott Menary, 2799 Lobitos Creek Road, Half Moon Bay, Ca. Mr. Menary came to address the Governing Board regarding bullying at Kings Mountain Elementary School.

Miss Malia Menary, 2799 Lobitos Creek Road, Half Moon Bay, Ca. Miss Menary came to address the Governing Board regarding bullying at Kings Mountain Elementary School.

Ms. Maria Polonchek, 13876 Silver Sky Way, Woodside, Ca. Ms. Polonchek came to address the Governing Board regarding her personal concerns with Kings Mountain Elementary.

Ms. Christy Walker, 635 Spindrift Way, Half Moon Bay, Ca. Ms. Walker came to address the Governing Board regarding the release of a teacher at Kings Mountain Elementary School.

10. REPRESENTATIVE REPORTS

CUTA President Sean Riordan said CUTA is ready to endorse the upcoming Measure M. He said the members are ready to staff the phone banks, pound the pavement and come up with a modest donation for the cause. Mr. Riordan said the passage of Measure M will not only serve the students of Cabrillo Unified School District, but it will also serve the entire Coastside community.

11. REPORTS / INFORMATION / PRESENTATIONS

a. Receive Presentation on Visual and Performing Arts

Ms. Joy Dardenelle presented to the Governing Board a report on the Visual and Performing Arts in the District.

Ms. Noreen Cooper Heavlin, P.O. 2848, El Granada, Ca. Ms. Copper Heavlin came to address the Governing Board regarding the importance of providing funds supporting the Visual and Performing Arts Program.

12. DISCUSSION ITEMS

a. Discuss Board Member Representation at End-of-the-Year School-Based Ceremonies

The Governing Board discussed and took assignments for representation at the end of year school based ceremonies.

13. COMMUNICATIONS

Board Members:

Member Freya McCamant thanked CUTA President Sean Riordan for his comments regarding Measure M. She said the campaign is up and rolling, everyone can start looking for phone banking opportunities, flyers, yard signs and other ways to get involved.

Ms. McCamant said she wanted to commend the students who so eloquently spoke tonight regarding the issues they are facing and said it shows the strength of the children of our district.

Member Sophia Layne said it seemed like every month it is the month of collaboration between the school district and community. This month it was CEF helping us out with the budget shortfall. Ms. Layne said she attended the Blood Drive event for a El Granada student. It shows us that as a community we can make progress working together in so many ways. She thanked everyone who chips in and help make things happen for the students.

Member Kimberly Hines thanked Assistant Superintendent, Joy Dardenelle for the Visual and Performing Arts presentation. She said Visual and Performing Arts are part of an education that is well rounded and will take the students well in to adulthood and will continue to nurture them. Ms. Hines said she appreciated Ms. Dardanelle's comments on sustainability of these programs, something that we all can work towards.

Member Kirk Riemer said this was the first time in many years that we have seen a presentation on the Visual and Performing Arts. Dr. Riemer said this serves to remind us of all of the great things going on in our district and how it is very inspirational to see all of the way for our students to hold on to education and get something wonderful out of it.

Student Board Member Report:

Cunha Intermediate School-
The March for Our Lives walkout had a huge turnout! The event was student run with no help from teachers or staff. Over 500 students participated in this peaceful walkout. On March 17 many Cunha girls has a great experience at the Expanding Your Horizons event at Skyline College. The March Madness activities (March 6-29) will be ping pong, dodgeball, hula-hoop, hot potato, 3 on 3 basketball tournaments, Volleyball and much more. Approximately 20 Cunha students attended the San Mateo County Science Fair on March 3 and 4. Two Cunha Students were top winners of this event, Eric Dubois and Skye Samuels, qualifying them to attend the California State Science Fair on April 23 and 24. On April 13th 500 Cunha students attended the Jellyfish Jam Dance.
Upcoming events:
Meme Day-April 20
Dress up week-4/23 – 4/27
State Testing begins on April 30th

Half Moon Bay High School-
Last month the high school held Wellness Week and there were great responses from our students. During Wellness Week there was rock painting, art therapy, and even nap time during lunch. Many students participated in the nationwide walkout to honor those who were killed in the Florida shooting and to pay our respects. The spring musical was an amazing production of the Little Mermaid and each night was filled with excitement and cheers. The yearly spirit week was also held in March, the themes were VS, a competition between upper classmen and lower classmen. For example, tourists vs locals, rainy vs sunny. For the month of April, we had Spring Break which was enjoyed by all. This week students at the high school are testing and that ends tomorrow. Next month will be Prom on May 5th at the Cocoanut Grove in Santa Cruz.

Seniors will also be finished picking a future school and AP testing is just around the corner. Lastly, the high school held a Blood Drive a few weeks ago and there will be Talent Show coming soon.

Superintendent:

Superintendent Jane Yuster said as she is listening to the reports it amazes her how complex is the tapestry that is the school district. You hear about the academics and science fair winners going on to the state level, you hear about the Drama, Art, and Music programs, you hear about our athletics and the Football Team Ring ceremony on Sunday as well as a celebration of the retirement of Coach Diaz after 40 years of coaching Cougar Football. Ms. Yuster said every one of these threads of the tapestry woven by the school district, employees, teachers, our students, and what gives it the depth and breadth and dimensionality, are our parents and this community. This tapestry is an amazing thing that keeps us all together and moving forward.

14. **CONSENT ITEMS**

a. Approve Certificated Personnel Report

b. Approve Classified Personnel Report

c. Approve Changes to Non-Bargaining Employee Salary Schedule

d. Approve the Intent to Submit a Declaration of Need for Fully Qualified Educators for 2018-2019

e. Approve Assistant Superintendent of Educational Support Services Job Description

f. Approve Director of Personnel and Pupil Services Job Description

g. Approve Director of Technology Job Description

h. Accept Donations to Cabrillo Unified School District

i. Accept Enrollment Report for the Sixth Month for the 2017-2018 School Year

j. Approve William Uniform Complaint Report

k. Approve and Adopt Minutes of March 8, 2018 Regular Governing Board Meeting

Motion to approve the consent items agenda as presented was made by Member Kimberly Hines and seconded by Member Kirk Riemer.

(M-70) Passed 5-0 with Student Representative voting aye.

15. **ACTION ITEMS**

a. Approve Proposed Half Moon Bay High School Textbook Adoption

Motion to approve the proposed math textbook adoption for Half Moon Bay High was made by Member Freya McCamant and seconded by Member Kirk Riemer.

(M-71) Passed 5-0 with Student Representative voting aye.

b. Adopt Resolution No. 05-18: Declaration for Substitute CBEST Waiver

Motion to adopt Resolution No. 05-18: Declaration for Substitute CBEST Waiver was made by Member Kimberly Hines and seconded by Member Kirk Riemer.

(M-72) Passed 5-0 with Student Representative voting aye.
Roll Call:
Mr. Rob Pappalardo-aye
Ms. Sophia Layne-aye
Ms. Kimberly Hines-aye
Dr. Kirk Riemer-aye
Ms. Freya McCamant-aye

c. Approve Resolution No. 06-18, Certificated and Classified Employee Appreciation Week

Motion to adopt Resolution No. 06-18: Certificated and Classified Employee Appreciation Week was made by Member Freya McCamant and seconded by Member Sophia Hines.

(M-73) Passed 5-0 with Student Representative voting aye.
Roll Call:
Mr. Rob Pappalardo-aye
Ms. Sophia Layne-aye
Ms. Kimberly Hines-aye
Dr. Kirk Riemer-aye
Ms. Freya McCamant-aye

d. Adopt Resolution No. 07-18 in Support of Autism Awareness Month

Motion to adopt Resolution No. 07-18: Support of Autism Awareness Month was made by Member Kimberly Hines and seconded by Member Sophia Layne.

(M-73) Passed 5-0 with Student Representative voting aye.
Roll Call:
Mr. Rob Pappalardo-aye
Ms. Sophia Layne-aye
Ms. Kimberly Hines-aye
Dr. Kirk Riemer-aye
Ms. Freya McCamant-aye

e. Approve Cabrillo Unified School District Governing Board Policy Updates and Adopt the Proposed Revisions as Recommended by the California School Boards Association

Motion to approve BP 6179 updates and adopt the proposed revisions was made by Member Kirk Riemer and seconded by Member Freya McCamant.

(M-74) Passed 5-0 with Student Representative voting aye.

16. **ADJOURNMENT OF THE MEETING**

Motion to adjourn made by Member Kirk Riemer and seconded by Member Freya McCamant.

(M-75) Passed 5-0 with Student Representative voting aye.

Meeting was adjourned at 8:32 p.m.

Minutes prepared by Patricia Serrano, Administrative Assistant to the Superintendent

Minutes presented by Jane Yuster, Secretary to the Governing Board

Certified by:

_____ _____

Kimberly Hines Date
Clerk to the Governing Board

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: May 10, 2018

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 15.a

BOARD AGENDA ITEM: Adopt Fiscal Year-End Resolution No. 08-18, to Approve Appropriating Ending Balance to a Reserve

DEPARTMENT: Business Department

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

Every year, the Governing Board adopts the following resolution allowing the Business Office to perform the accounting necessary to close the previous fiscal year books. By adopting this resolution at this time, the Business Office does not have to call a Special Governing Board Meeting to accomplish this task.

A. Resolution No. 08-18, Appropriating Ending Balance to a Reserve.

   Establishes a reserve account and appropriates any funds not already appropriated. This action allows the appropriation of all ending balance amounts to a reserve account, thereby eliminating the ending balance from being subject to the Gann Limitation in the next fiscal year.

REPORT/PROPOSAL:

Fiscal, year-end resolution is presented for Governing Board approval.

FINANCIAL IMPACT:

There is no financial impact to the General Fund. Appropriations will be presented with unaudited actuals.

RECOMMENDATION:

Adopt Fiscal Year-End Resolution No. 08-18 to approve appropriating ending balance to a reserve.

CABRILLO UNIFIED SCHOOL DISTRICT

Resolution No. 08-18

RESOLUTION FOR APPROPRIATING ENDING BALANCE TO A RESERVE

WHEREAS, all public agencies including school districts must appropriate revenues pursuant to Article XIIIB of the California Constitution; and,

WHEREAS, Section 2 of Article XIIIB requires that any revenues not appropriated in compliance with the Article be returned through a revision in tax rates or fee schedules; and,

WHEREAS, Section 5 of Article XIIIB allows an entity of government, including a school district, to establish a reserve and that contributions made to such a reserve are considered to be appropriations subject to the limitations of Article XIIIB in the year in which the contribution is made and that expenditures of withdrawals from such a reserve are not subject to the limitations of Article XIIIB; and,

WHEREAS, the district wishes to ensure that all revenues received during the 2017-2018 fiscal year have been appropriated and, furthermore, that such revenues not be subject to limitation in any future fiscal year;

NOW, THEREFORE, BE IT RESOLVED that, at the close of the 2017-2018 fiscal year any moneys from revenues and beginning balances not expended during the fiscal year are hereby appropriated to a Reserve Account within the General Fund, as authorized by Section 5 of Article XIIIB of the California Constitution.

REGULARLY passed and adopted this 10th day of May, 2018 Resolution No.08-18 by the Governing Board, of Cabrillo Unified School District, by the following vote:

AYES in Favor of Said Resolution: NOES Against Said Resolution:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

ABSTENTIONS: ABSENCES:

_____ _____

_____ _____

Certified by: Kimberly Hines Date
Clerk to the Governing Board

_____ _____

Jane Yuster (District Superintendent) * Date
*My signature certifies the above vote of the Board of Trustees to be accurate and true.

_____ _____

Anne Campbell (County Superintendent of Schools) Approved/Filed Date

CABRILLO UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

BOARD MEETING DATE: May 10, 2018

☒ **ACTION**
☐ **CONSENT**
☐ **DISCUSSION**
☐ **INFORMATION**

BOARD AGENDA NUMBER: 15.b

BOARD AGENDA ITEM: Adopt Fiscal Year-End Resolution No. 09-18, to Approve Budgetary Increases and Transfers at Year-End

DEPARTMENT: Business Department

CONTACT PERSON: Crystal Leach, Chief Business Official

BACKGROUND INFORMATION:

Every year, the Governing Board the following resolution allowing the Business Office to perform the accounting necessary to close the previous fiscal year books. By adopting this resolution at this time, the Business Office does not have to call a Special Governing Board Meeting accomplish these tasks.

A. Resolution No. 09-18 Budgetary Increases and Transfers at Year-End

   Fiscal year-end posting of warrants, liabilities or both may cause overages in expenditure Accounts that will need budget transfers between major objects or reserve accounts. District governing board must approve budget revisions and transfers to any over expended major object of expenditure. Resolution authorizes the Chief Business Official to implement any necessary changes on behalf of the Governing Board.

REPORT/PROPOSAL:

Fiscal, year-end resolution is presented for Governing Board approval.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

RECOMMENDATION:

Adopt Fiscal Year-End Resolution No. 09-18 to approve budgetary increases and transfers at year-end.

CABRILLO UNIFIED SCHOOL DISTRICT

Resolution No. 09-18

RESOLUTION FOR BUDGETARY INCREASES AND TRANSFERS AT YEAR-END

WHEREAS Education Code Section 42600 limits school district expenditures in each major expenditure classification to the total budgeted amount, as approved by the Board of Trustees of the school district,

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees, in accordance with Education Code Sections 42601 and 85201, does hereby authorize the San Mateo County Superintendent of Schools to make transfers between the unappropriated fund balance and expenditure classifications, and to transfer budgeted amounts between expenditure classifications, as necessary to permit payment of obligations of the district for fiscal year 2017-2018; and,

BE IT FURTHER RESOLVED that the Secretary of the Board of Trustees be instructed to prepare two copies of this resolution and present them to the County Superintendent of Schools for approval.

REGULARLY passed and adopted this 10th day of May, 2018 Resolution No.09-18 by the Governing Board, of Cabrillo Unified School District, by the following vote:

AYES in Favor of Said Resolution:	NOES Against Said Resolution:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
ABSTENTIONS:	ABSENCES:
_____	_____

_____ _____

Certified by: Kimberly Hines Date
Clerk to the Governing Board

_____ _____

Jane Yuster (District Superintendent) * Date
*My signature certifies the above vote of the Board of Trustees to be accurate and true.

_____ _____

Anne Campbell (County Superintendent of Schools) Approved/Filed Date