Special Governing Board Meeting Closed Session

Adopted Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Saturday, March 2, 2024 • 10:00 a.m.

Cabrillo Unified School District Board Room, 498 Kelly Avenue, Half Moon Bay, California 94019

1. OPENING BUSINESS

a. Call Public Session to Order

President Hines called the meeting to order at 10:01 a.m.

b. Roll Call / Quorum

Board Members Present:	Kimberly Hines, President Carmen Daniel, Vice President Mary Beth Alexander, Member Lizet Cortes, Clerk Sophia Layne, Member
Administrators Present:	Leticia Bhatia, Ed.D., Deputy Superintendent of Educational Services

c. Pledge of Allegiance

President Hines led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Member Alexander motioned to approve the agenda as presented. Motion seconded by Member Daniel.

Motion (19) passed by a 5-0 vote

3. GENERAL BUSINESS

a. Discussion of Superintendent Search Process

Jenny Scarpaci emphasized the need for transparent communication in the Superintendent search, citing past concerns and advocating for broader participation in agenda prioritization. She proposed virtual board meetings for increased accessibility and fair dialogue. Additionally, Scarpaci spoke about the request to delay the vote on the superintendent's search for enhanced community input and clarity, stressing stakeholder engagement's importance for a successful transition.

Kathleen Wall, representing the Cabrillo Unified Teachers Association, presented priorities and recommendations for the superintendent search and community healing. She emphasized fairness, openness, and collaboration, proposing a community stakeholder team to handle the interview and selection process. Wall stressed the importance of public input and ongoing stakeholder involvement to bridge the gap between the board and the community.

Nicole Riley spoke about specific qualifications for the new superintendent, emphasizing community involvement, budget management, and leadership skills. She suggested creating a community liaison group to gather input on selection criteria, aiming to bridge gaps between the board, district, and community and foster a cohesive vision for the superintendent selection process.

Jesse Shick offered feedback on the superintendent search questionnaire, recommending a revision to question six to differentiate between teaching and administrative experience. He stressed qualities such as earning trust, taking responsibility, and prioritizing students' educational needs. Shick emphasized focusing on fundamentals and measurable results across district operations.

Traci Yerby expressed appreciation for a Saturday meeting on the superintendent search, offering insights and suggestions after reviewing the board packet. She expressed concerns about potential biases and suggested revisions to align with recent changes. Yerby advocated for more personalized surveys and diverse stakeholder representation on the search committee, emphasizing the community's active involvement and the importance of a superintendent valuing education at all grade levels.

Charmion Donegan expressed concurrence with previous comments but stressed the importance of communication, highlighting difficulties in locating the meeting venue.

Ed Walkins provided background on his involvement with the school district and the Boys and Girls Club, noting his continued support for facility maintenance. He emphasized a need for community and external funding for future projects, particularly highlighting the importance of maintaining sports facilities like the Cunha field.

The Board received two (2) comments via the Google Public Comment Request form. To read the full public comments, please follow the link provided below:

https://drive.google.com/file/d/1qX1IgHvKGBYQukHPUl-z__BRT7d2WkDo/view?usp=drive_link

Angie Work shared insights on the importance of providing equitable playing opportunities for students, referencing the conditions of Hatch Field. She emphasized the significance of sports in student engagement and future opportunities and urged support for improved facilities.

After hearing comments from the public, Peggy Lynch and Jacki Horejs, consultants from Leadership Associates, provided the Board with an overview of the search process. This included a discussion on various aspects such as the online survey, stakeholder groups, input sessions, community engagement, communication strategies, desired qualities and characteristics of a superintendent, application process, candidate selection criteria, interview process, and assessment of district challenges and strengths.

DESIRED QUALITIES IN A SUPERINTENDENT

- Equity minded
- Outcomes oriented
- Student centered
- Teacher, principal, administrator, District Office experience
- Highly visible
- Accessible to parents and staff
- Ideally someone bilingual
- Working with some diverse community experience, particularly socioeconomic disadvantage
- Track record of academic improvement with English Learners and Special Education
- Experience with budget and finances
- Willingness to wear multiple hats
- With declining enrollment willingness to make changes within the District
- Being able to repair relationships
- Knowledge of what it means to value teachers and staff
- Clear vision for bridging elementary to middle and middle to high school
- Understanding of the value of Visual and Performing Arts, including Music
- Interventions and projects with VAPA to support academic achievement and attendance
- Importance of having credentialed teachers in the classroom

- Value of soft humanities and how it connects to math and reading
- Collaborative leadership
- Balance of being able to empower their direct reports to ensure they do what they need to do
- Connections with people on the ground and supporting them with coaching
- Equity focus and bilingualism preferred
- Aligned with our values as a school district and our board, including being aligned with our new strategic plan's focus on Academic Improvement, Equity, Whole Child, and Sustainability
- Ability to think strategically (10-20 years) but also get things done today
- Experience with facilities construction
- Soft skills: self-confident and assertive but can deal with incident command and also be humble
- Conversational but can also hear others
- Can hear voices in the room and also those that are not in the room
- Someone who doesn't get overwhelmed that easily
- Someone who is strong at strategic communications both verbally and in writing

DISTRICT STRENGTHS AND CHALLENGES

STRENGTHS
- Being a right sized district
- Geographically a very wealthy part of the world with many non-profit resources
- Well-resourced region
- Activated and passionate community
- Teachers and staff
- Many community alliances
- Collaborative community that is passionate
- Hiring of more Latinx employees as teachers and classified
- Employees are community members
- Natural resources that we can benefit from
- Smart and outspoken community members
- Beauty of working by the coast
- Strong foundation for academic improvement, equity, and a clear strategic plan
- Unified board

CHALLENGES
- Challenge hearing from the silent majority
- Labor problems
- Relationship with our community and how to work on those relationships
- Relationship with only a portion of our community
- Board is here to help with a team that needs to work on the relationships
- Finances are a challenge
- Low achievement and performance with our English Learners and Latinx students
- Dynamic meetings are a challenge
- Challenge of to fix local problems but need to look at larger picture
- Transitions are important: willingness to reach back and not ignore what happened in the past
- Treating the teachers as experts and asking what is best for our students
- Need to hear bottom up on suggestions
- VAPA needs to improve, music particularly
- Declining enrollment
- Being a flipper district (Revenue Limit vs. Basic Aid)
- Need to improve on our relationships with our families and students falling through the cracks
- Top challenge of funding being inequitable compared to other school districts in SMC
- Relationship is more positive with CSEA than CUTA, and financial strain may be a culprit
- Someone who can help our community with regards to equity
- Someone who can understand and communicate the difference between equal vs. equitable
- Improving the structure of our meetings
- One-time funding and stabilization funding that is winding down
- Acculturating a sense of agility, knowing things are not certain, working together through uncertainty

4. CLOSED SESSION

a. Identification of Closed Session Topics of Discussion

b. Public Comments on Closed Session Topics

None.

c. Adjourn to Closed Session – 1:02 p.m.

Board Members met privately for Closed Session. Any action taken during Closed Session is reported under "Closed Session Action Report."

1. Public Employment Appointment (Government Code §54957)

- Position: Superintendent

c. Adjournment of Closed Session

5. RECONVENING OF OPEN SESSION

a. Closed Session Action Report: President Hines reported that no action was taken in Closed Session.

8. ADJOURNMENT OF THE MEETING

At 2:00 p.m., Member Alexander motioned to adjourn the Special Board Meeting. The Motion was seconded by Member Daniel.

Motion (20) passed by a 5-0 vote.

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent

Minutes presented by Sean McPhetridge, Ed.D., Secretary to the Governing Board

Certified by:

_____ _____

Lizet Cortes
Clerk to the Governing Board

Date