

CABRILLO UNIFIED SCHOOL DISTRICT



Governing Board Agenda

**Regular Governing Board Meeting
June 3, 2010
498 Kelly Avenue
Half Moon Bay, CA
7:00 P.M.**

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue • Half Moon Bay, California

GOVERNING BOARD MEETING

District Office Conference Room

THURSDAY, June 3, 2010

A G E N D A

1. CALL TO ORDER – 5:00 P.M.

2. ROLL CALL/QUORUM ESTABLISHED

___ Mr. Dwight Wilson, President

___ Dr. Jolanda Schreurs, Vice President

___ Mr. John Moseley, Clerk

___ Mr. Charles Gardner, Member

___ Dr. Kirk Riemer, Member

3. RECESS TO CLOSED SESSION – 5:01 P.M.

a. Conference regarding labor negotiations with district designated representative:
Dannis, Woliver, Kelley/Robert Gaskill/John Corry (Government Code 54957.6)

1. California School Employees Association, Chapter 485,
2. California Unified Teachers Association

b. Pupil Personnel/Student Matters (Education code 35146). The Board may hear expulsion cases and consider the requests from students for re-admittance following expulsion in closed session. Also, the Board may review student disciplinary reports exception 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.

c. Public Employee Discipline/Dismissal/Release (Government Code 54954.5)

d. Public Employee Evaluations: Superintendent (Government Code 54954.5, 54957)

4. RECONVENE OPEN SESSION - 7:00 P.M.

Report action from closed session, if applicable.

5. PLEDGE OF ALLEGIANCE

6. ADOPTION OF AGENDA AS PRESENTED/AMENDED

7. STUDENT/STAFF/COMMUNITY RECOGNITION

Recognize Naomi Patridge for her 27 seasons at Half Moon Bay High School as the Varsity Softball Coach.

Recognize Chris Probert for his service as our student representative to the Governing Board for 2009-2010.

8. COMMENTS FROM THE PUBLIC ON ITEMS NOT ON AGENDA

NOTICE TO THE PUBLIC

Members of the audience will be given an opportunity to address the board. The President will recognize those members of the audience who wish to speak. Each person wishing to speak will be asked to identify himself or herself prior to speaking. Each individual speaker will need to fill out a request card. The card will allow the administration to respond to the person on an individual basis. The Board reserves the right to limit the time of presentations by individuals (three minutes) as well as cumulative time (twenty minutes) for any one issue. This will allow the board to complete the business at hand in a timely manner. Matters not listed on the agenda will be referred to administration for review. No action may be taken at this time on matters not listed on the agenda. Board members usually will not comment regarding matters not listed on the agenda until the information is reviewed by the administration. Matters listed on the agenda will be addressed in order unless the President determines that the order listed should be revised. As this is a public meeting of the Governing Board, the President will generally request board members to comment before recognizing requests from the audience to speak. Please remember that the board can take no action on items that are not listed on the agenda for action. A sound and/or video recording is made of all regular meetings except closed session and those designated as special and/or workshops. Thank you for your support and understanding of this procedure.

9. REPORTS/INFORMATION

a. Student Representative

b. Association Representatives

- c. Update on 2009-2010 District wide energy savings
- d. Update on Governor's May Revise Proposal

10. CONSENT ITEMS

NOTICE

Consent items are routine in nature. The items are in agreement with current board policies and procedures and are presented for formal action, information, or adoption of routine resolutions. Any item in this section may be considered individually, if requested by a board member or the Superintendent. Consent items will be approved by a roll call vote of the Governing Board.

- a. Approve Certificated Personnel Report
- b. Approve Classified Personnel Report
- c. Approve Minutes of the February 25, 2010 Special Governing Board Meeting
- d. Approve Minutes of the May 13, 2010 Regular Governing Board Meeting
- e. Accept Enrollment Report: Tenth Month 2009-2010 School Year
- f. Approve Submission of a 2010 CSBA Golden Bell Nomination on behalf of Art in Action

11. ACTION ITEMS

- a. Conduct Public Hearing and Approve Tentative Agreement for 2010-2011 and 2011-2012 with the Cabrillo Unified Teachers' Association
- b. Approve the Meet and Confer Agreement for the 2010-2011 and 2011-2012 School Years with District Unrepresented Employees
- c. Approve Proposed Revisions for 2010-2011 Student/Teacher Calendar
- d. Adopt Resolution No. 8-10 Declaration for Substitute CBEST Waiver as required by the Commission on Teacher Credentialing in order to expedite hiring of substitute teachers
- e. Approve 2010-2011 Staff Development Plans
- f. Approve Declaration of Need for Fully-Qualified Educators for 2010-2011

12. DISCUSSION

- a. Discuss Proposed Facility Use Rate Schedule, 2010-2011
- b.

14. COMMUNICATIONS

- a. Board Members
- b. Superintendent

15. FUTURE BOARD AGENDA ITEMS

- a. Adopt 2010-2011 District Budget – June 24
- b. Determine whether to schedule July board Meeting – June 24
- c. Adopt Facility Use Rate Schedule – June 24
- d. Approve Site Budgets
- e. Approve Consolidated Application, Part 1
- f. Complete Quarterly Maintenance on Board Policy

16. FUTURE EVENTS/DATES/REQUESTS

- a. June 8 General Election/Measure E
- b. Promotion/Graduation Ceremonies

June 9

Farallone View Elementary - 11:00

Pilarcitos – 10:00

Cunha Intermediate – 6:30

June 10

Kings Mountain Elementary – 10:00

HMBHS – 6:30

- c. June 24 CUSD Board Meeting

17. CLOSED SESSION (IF NECESSARY)

18. ADJOURNMENT OF THE MEETING

SPECIAL FOOTNOTE

Board Bylaw 9323, requires that the meeting of the board shall end at 10:00 p.m. The board, at its discretion, may extend the meeting for a defined time to finish the business at hand.

In compliance with the Americans with Disabilities Act, should assistance be required to participate in this meeting, please contact the Superintendent's office at (650) 712-7112. Notification 48 hours prior to the Board meeting will enable the District to make reasonable arrangements to assure accessibility to this meeting.

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: June 3, 2010

ACTION
 CONSENT
 DISCUSSION
 INFORMATION

BOARD AGENDA NUMBER: 10.a.

BOARD AGENDA ITEM: Approve Certificated Personnel Report

DEPARTMENT: Personnel

CONTACT PERSON John Corry

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

**1. APPROVE INTERVENTION SUMMER SCHOOL TEACHERS,
Subject to Student Enrollment**

<i>Teacher</i>	<i>Class</i>	<i>Teacher</i>	<i>Class</i>
Balciunas, Mary	Pre-Kindergarten	Putnam, Geneva	Pre-Kindergarten
Davis, Sue	Pre-Kindergarten	Rothenberg, Margaret	Pre-Kindergarten
Furst, Raye	Pre-Kindergarten	Scarpaci, Jennifer	Pre-Kindergarten
Kavanagh, Susan	Pre-Kindergarten	Teige, Pamela	Pre-Kindergarten
Leiva, Karen	Pre-Kindergarten	Silveria, Debbie	Pre-Kindergarten
O'Donnell, Amanda	Pre-Kindergarten	Wall, Kathleen	Pre-Kindergarten

2. REQUEST FOR LEAVE OF ABSENCE 2010-2011

Theresa Callicott, Teacher, Alternative Education, for the period August 2010 through June 2011.

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: June 3, 2010

ACTION
 CONSENT
 DISCUSSION
 INFORMATION

BOARD AGENDA NUMBER: 10.b.

BOARD AGENDA ITEM: Approve Classified Personnel Report

DEPARTMENT: Personnel

CONTACT PERSON: John Corry

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

1. OFFERS OF EMPLOYMENT

<i>Employee</i>	<i>Position</i>	<i>Site</i>	<i>Date</i>	<i>Replace/New</i>
Gobert, Christopher	Workability Student	HMBHS	04/27/10	New
Huerta, Jose	Workability Student	HMBHS	04/28/10	New
Luviano, Daniel	Workability Student	HMBHS	05/03/10	New
Procopio, Erik	Workability Student	HMBHS	04/19/10	New

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: June 3, 2010

 ACTION
 X **CONSENT**
 DISCUSSION
 INFORMATION

BOARD AGENDA NUMBER: 10.c.

BOARD AGENDA ITEM: Approve Minutes of the February 25, 2010 Special Governing Board Workshop Meeting

DEPARTMENT: Superintendent/Governing Board

CONTACT PERSON: Superintendent Rob Gaskill

BACKGROUND INFORMATION: The following minutes are submitted for your approval.

RECOMMENDATION: Approve Minutes of the February 25, 2010 Special Governing Board Workshop Meeting.

Cabrillo Unified School District

600 Church Street, Half Moon Bay, CA 94019

Minutes (Unadopted) of Special Governing Board Workshop

Date and Place: February 25, 2010 – Cunha Intermediate School Library

Board Members Present: Dwight Wilson, President
 Dr. Jolanda Schreurs, Vice President
 Dr. Kirk Riemer, Member
 Charles Gardner, member
 John Moseley, Clerk

Administrators at the Table: Robert Gaskill, Superintendent
 Elizabeth Schuck, Assistant Superintendent
 John Corry, Director, Personnel & Pupil services
 Diane Stupi, Director, Fiscal Services

CALL TO ORDER/QUORUM ESTABLISHED

President Wilson called the meeting to order at 5:15 p.m.

RECESS TO CLOSED SESSION

The Governing board recessed to closed session at 5:16 p.m.

RECONVENE OPEN SESSION

President Wilson called the open session to order at 6:00 p.m.

He announced that the Board had met in closed session from 5:16 to 5:58 p.m. and that no action was taken.

He further announced that there would be two meetings this evening: The Special Governing Board Budget Workshop followed by a Special Governing Board Meeting to consider modifications to the previously approved parcel tax resolution.

COMMENTS FROM THE PUBLIC RELATED TO ITEMS NOT ON THIS AGENDA

There were no public comments.

President Wilson called the Budget Workshop portion of the meeting at 6:03 p.m. and asked staff to provide an overview on proposed program cuts and reductions.

Superintendent Gaskill noted that the Board would be receiving a listing of proposed cuts and reductions in “first cut, last reinstated order. He distributed copies of the “Potential Program Reductions, 2010-2011” to the Board members as well as those in attendance. He noted that the list of reductions did make use of approximately half a million dollars in one-time federal stimulus dollars and that this shortfall would need to be addressed for the 2011-2012 school year. He also commented that many things could happen to change our assumptions regarding revenues and expenditures. This list would provide the Board with a priority order for restoring cuts if additional dollars are identified.

Superintendent Gaskill concluded by discussing his rationale for not including several items on the list including the closure of Kings Mountain Elementary, the library tech positions, any reduction in regular education busing , and literacy coaches.

President Wilson asked the board members if they had any questions for clarification before receiving public comment.

Trustee Riemer called the presentation “crystal clear” and indicated he had no further questions.

Trustee Moseley requested more information about the reduction in office personnel.

Trustee Schreurs called for seeking more creative solutions and commented that cutting all school counseling positions could lead to a chaotic situation for the sites.

Trustee Gardner noted that a successful parcel tax could save twenty-five positions. He questioned whether revising the policy for granting physical education credit for certain kinds of activities would result in a savings. He also noted that he could not, in good faith, reduce site level administration for safety reasons. He concluded by calling any increase in class sizes as difficult but extremely hard.

Board President Wilson questioned why items in columns 1 and 2 were presented in the same order.

Trustee Schreurs noted that the practice of providing uncapped health insurance to employees needed to be addressed.

President Wilson opened the meeting to public comment.

Natalia Lindberg noted that counselors and literacy coaches are vital to student’s welfare and that the Board needed to continue to provide full health care.

Karen Lee, a senior and ASB President at HMBHS urged support for maintaining the current level of funding for the athletic program.

Martha Jenkins also spoke in favor of the athletic program.

Parent Wendy Brown commented on the high quality of the coaches and how those coaches serve as mentors, noting it is proven that kids involved in sports do a lot better in school academically. Keep items #12.

Colleen Armor, a parent of a 7th grader called the athletic program “great.”

Sylvio Aguilar – a 4/5 grade physical education teacher argued that this is the wrong time to eliminate the elementary PE program and that childhood obesity is becoming a huge problem. He noted that district

students earned a Fitness Gram aerobic score of 41% in the “healthy fitness zone” rating. Ten years later with our current program our students are at 81%.

Teacher Sherri Baldock noted that everything on the list is going to affect teachers, classified staff, and kids. Tough decisions have to be made. She cannot do her job without counselors, classified staff, Repo Depo, and School Librarian Brian Gerber.

Parent Ninfa Patinor noted that school counselors help students who do not always have someone at home to help. She hoped that the same people will show up to work on the parcel tax since it is so critical for many of our core services.

Jill Lazar, a teacher at HMBHS noted that counselors meet with every student and have opportunities that teachers do not have. Cutting counselors is no way to share the pain. Teachers are not being hard headed but it is difficult to give what little is already there.

Brian Gerber, HMBHS Librarian, noted that the library is visited by over 7,000 students per month. Students need computer and technical help, a place to collaborate and complete FAFSA forms and college applications. The library is the hub of student learning before, during, and after school.

Holly Lynne, Duplications Center Operator suggested that sites could make better use of Repo Depo services. There are ways for district sites to consolidate printing work in a manner that would make far greater use of the Repo Depo facility and services.

Parent Lisa Garcia commented on how important the athletic program has been for her children. Counselors and coaches telephone to find out what is going on. Her son’s decision to attend college was based on his high school experiences. She closed by saying she was willing to do what is needed to help with parcel tax.

Doug Pomeroy commented that the district was doing as good of job as possible given the “horrific” cuts to funding. His son received important help from counselors in his first year at Cunha. He also noted that if librarians are completely eliminated, you will have rooms that are simple “accumulations of books.” Counseling is a first line of school safety, especially for students who do not receive support at home. Take backs for existing benefits for school teachers or administrators can destroy morale and drive out good people.

HMBHS teacher Andrew Boysen commented on how counselors help students with post secondary planning and college applications. Having a credentialed teacher in the school library is especially important—particularly a librarian who has been in the classroom.

Teacher and parent Lisa Longacre said she would have a hard time with increased class sizes and noted that every program (Kings Mountain, Special Education) needs to be examined carefully. All the extras have to go first. What is going to benefit kids the most?

Cunha teacher Erin O’Connor-Brown called for the district to adhere to its motto “Every Child, Every Day” in making decisions about cuts. The people who may be hurt the most by cuts are the students.

Cindy Turgeon commented that she was pleased to see the passion from everyone in the room. She is committed to athletic programs. Kids need sports. A school counselor was able to get her daughter back on track and Librarian Brian Gerber has helped get kids into college.

Teacher Patti Kowalczyk spoke in favor of retaining counselors and commented that she was a single teacher who cannot afford an apartment here in Half Moon Bay.

Teacher James Barnes addressed the community noting “No matter what your anger is, please pass the parcel tax. No one else will fix it for us. Do the right thing and keep this district alive.”

Teresa Kammerer noted her support for class size reduction and that she has witnessed the difference that it can make for first graders who all exit the grade reading... a big, good change.

Arthur Hofmayer asked what the impact of Item #12 (cutting the district contribution for athletics) would mean.

Superintendent Gaskill responded that the simple answer is that the Board action is not a cut of programs but rather a cut to the district portion of the funding placing greater strain on parents and booster clubs to keep sports programs in place.

CSEA President Gary Aldrich noted his concern that too much attention seemed to be focused on class size, certificated positions, and sports and not enough on the work done by classified employees. He questioned why teachers get extra stipends to coach, for example, when we could ask for volunteers to step up and perform some of these functions.

Board President Dwight Wilson called the public hearing portion of the meeting to a close at 7:53 and called for a five minute break.

He called the meeting back to order at 7:58 p.m. and suggested a format for a board discussion. He stated that the goal is to vote on an action tonight.

Following a significant amount of discussion, Trustee Gardener made a motion to move the two counseling items to 18 and 19, class size reduction to 16 and 17, and move 12 up to 15.

Additional discussion followed on the role of literacy coaches and Principals Mark Loos, Katie Berger, and Carrie Betti each briefly addressed the board.

The original motion was seconded by Trustee Moseley.

Following a considerable amount of Board discussion, Dwight Wilson called the question.

Passed: AYES: 1 Jolanda Schreurs

NOES: 4 Charles Gardner, Dwight Wilson, John Moseley, Kirk Riemer

(M – 38)

President Dwight Wilson gaveled the Budget Workshop portion of the meeting closed at 8:55 p.m. and called for a five minute break.

President Wilson called the Special Governing Board Meeting back into open session at 9:00 p.m. and noted that there was one business item remaining—whether or not to rescind the original parcel tax resolution and adopt a new one that would establish different tax rates for improved and unimproved properties.

Superintendent Gaskill asked Attorney Chad Graff (Miller, Brown, and Dannis) to join the Board at the table for this portion of the discussion.

President Wilson opened this agenda item to public comment.

Anne Carrey, speaking for herself and on behalf of her mother, spoke in support of schools and advocated for the same parcel tax language that was originally placed before the voters in 2006 that differentiated between improved and unimproved parcels. She felt that this type of taxation was fair.

Tom Bishop, noting that a number of residents own small, odd-shaped, and difficult-to-build on lots that are regressing in value, argued that if the objective is to get a parcel tax passed, tax proposals and policies need to be equitable. A 2/3 vote is difficult and anything that is perceived as negative will give people a reason to vote against it. He argued for a lower tax rate for such unimproved property.

President Wilson closed the public hearing on this issue and returned the discussion to the board.

Following a considerable amount of discussion, President Wilson called the question.

Moved by Trustee Schreurs, seconded by Trustee Riemer to rescind Resolution #01-10 to establish the amount and term of a Parcel Tax Measure for the June 8, 2010 ballot as originally approved February 11, 2010.

Motion Defeated: AYES: 4 Charles Gardner, Dwight Wilson, John Moseley,

Kirk Riemer

NOES: 1 Jolanda Schreurs

(M – 39)

ADJOURNMENT OF THE MEETING

President Wilson declared the meeting adjourned at 9:24 p.m.

Minutes prepared by Janice Olson, Administrative Assistant to the Superintendent

Minutes presented by Mr. Gaskill, Secretary to the Board

Certified by the Clerk of the Board

Date

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: June 3, 2010

 ACTION
 X **CONSENT**
 DISCUSSION
 INFORMATION

BOARD AGENDA NUMBER: 10.d.

BOARD AGENDA ITEM: Approve Minutes of the May 13, 2010 Regular Governing Board Meeting

DEPARTMENT: Superintendent/Governing Board

CONTACT PERSON: Superintendent Rob Gaskill

BACKGROUND INFORMATION: The following minutes are submitted for your approval.

RECOMMENDATION: Approve Minutes of the May 13, 2010 Regular Governing Board Meeting.

Cabrillo Unified School District
498 Kelly Avenue, Half Moon Bay, CA 94019

Minutes (UnAdopted) of Regular Governing Board Meeting
Date and Place: May 13, 2010 – District Office Conference Room

Board Members Present: Dwight Wilson, President
Dr. Jolanda Schreurs, Vice President
Dr. Kirk Riemer, Member
John Moseley
Charles Gardner, Member

Administrators at the Table: Robert Gaskill, Superintendent
Elizabeth Schuck, Assistant Superintendent
John Corry, Director, Personnel & Pupil Services
Diane Stupi, Director, Fiscal Services

Chris Probert, Student Representative (arrived 7:02)

CALL TO ORDER/QUORUM ESTABLISHED

President Wilson called the meeting to order at 5:00 p.m.

RECESS TO CLOSED SESSION

The Governing Board recessed to closed session at 5:01 p.m.

RECONVENE OPEN SESSION

President Wilson called the open session to order at 7:09 p.m. President Wilson reported that the board met in closed session from 5:01 – 6:45 p.m. No action was taken.

Pledge of Allegiance was led by Alvin S. Hatch Elementary School students Zoe and Alexander Phillips.

ADOPTION OF AGENDA

Dr. Riemer made the motion to approve the agenda as presented. Member Gardner made the second.

Passed: 5-0 (M-59)

STUDENT/STAFF/COMMUNITY RECOGNITION

Dr. Schuck introduced Kim Borick, Director of The HEAL Project. Ms. Borick shared with the audience there are currently eighty-six 4th and 5th grade students who volunteer with planting, harvesting, and cultivating produce for school and market sales. They also participate in service learning projects for our Senior Center and a garden day video project with San Francisco State students. Recently, forty four students participated in the annual state AG Certification.

Dr. Loos Principal, Alvin S. Hatch Elementary presented the following students and Ms. Borick with certificates: Zoe Phillips, Alexander Phillips, Coel Miller, Sam Walker, Ben Walker, Carly Bunuan, Jack Crofton, Leanne Alves, Riley Donovan, Sophia Pappalardo, Anna Picolotti, Katelyn Moore, Lelia Snyder,

Brenda Noriega, Eric Jeronimo Martinez, Jose Luis Contreras-Martinez. Also, Katie McHugh was introduced and acknowledged. She is the noon time sports director and a partner with The HEAL Project.

Trustee Riemer presented each of the students with a pair of colorful gardening gloves as a special surprise reward.

COMMENTS FROM THE PUBLIC ON ITEMS NOT ON THE AGENDA

Courtney Parreira was joined by members of the Cunha English/Language Arts Department. She brought up the fact there has been some “confusion regarding the reading program” from teachers and parents. She wanted to publicly note the following:

- CST scores have increased by double digits over the last seven years in all categories and reached safe harbor for 2009-2010 school year. (The Board received a data summary sheet)
- Because the curriculum is successful, the department is not interested in adopting a new reading program.
- The Department has had the opportunity to pilot elements of the reading workshop program. Some have worked perfect, some have not. The elements that have worked are being used and implemented next year.

Debbie Dei Rossi read a letter clarifying that the Department was not interested in implementing the Reading and Writing Workshop strategy in its entirety at Cunha.

PUBLIC HEARINGS

- 9. a.** Mr. Corry presented to the board two additional articles that CSEA (California State Employees Association) has asked to formally discuss at the negotiations table: Article XV, Layoff, Effects and Reemployment, 2) Article XVII Grievance Procedure.

President Wilson opened the Hearing for public comment at 7:15. No comments were offered. The Public Hearing was closed at 7:16.

REPORTS/INFORMATION

a. Student Representative

Chris Probert, Student Representative for Half Moon Bay High School, noted the following:

- AP testing is complete
- CCS will be hosting the softball games using our HMBHS fields
- PAL swimming finals are May 15
- Marching, Jazz bands and Chorale are headed for competition in Anaheim next week
- The Academic Awards Program will be held on Thursday, May 20th, 6:30 p.m.
- May 21st competition for “Battle of the Bands”, 7:00 – 10:00
- May 22nd Prom will be held
- Measure E – students have volunteered at the phone banks and distributed yard signs
- Most Seniors have decided which colleges they are attending
He shared that he will attend UC-San Diego

b. Association Representatives

CUTA President Tom Cox, spoke about activities at Cunha including:

- Super Bowl
- Honor Roll field trip
- Faculty/Student Basket ball games
- End-of-year Dance

Mr. Cox noted CUTA is clearly behind Measure E. Mr. Cox thanked Debbie Silvera, CUTA liaison to the Parcel Tax Committee, who has worked very hard on the phone bank and getting people involved. Mr. Cox wanted to commend the CUTA negotiations team for working extremely hard and reaching a tentative agreement early today with the District.

CSEA Chapter President Gary Aldrich was present. He indicated he had no comments to offer at this time.

c. Report on Governor's May Revise and Related Budget Action

Mrs. Diane Stupi, Director of Fiscal Services, noted the Governor is scheduled to issue the May Revise tomorrow. She distributed a letter from the County Office with the 2010/11 Budget Development Guidelines. Ms. Stupi and Superintendent Gaskill will attend a workshop sponsored by School Services on Friday, May 21 to learn more about the Governor's proposal.

d. Update on CUSD Summer Intervention Programs

Dr. Schuck noted that our school district can no longer provide "regular" summer school. The Administration has identified categorical sources of funding that will be used to provide specific intervention programs.

Dr. Schreurs questioned what categorical amounts were being used to provide the summer programs. Dr. Schuck noted Hatch and El Granada Elementary are using approximately \$24,000 and, Half Moon Bay High School \$8,000. Additionally, \$10,000 in hourly program funds are being used.

Dr. Riemer asked if students are aware of how difficult credit recovery is going to be without regular summer school.

Counselor, Mandi Robinson addressed the board on how they have notified students of their options.

Dr. Schreurs asked if we are offering alternatives like tutoring, on-line programs, scholarships, or private sources.

Ms. Robinson noted our Community Colleges (Skyline, CSM, and Canada) offer free concurrent enrollment to all high school students. The Colleges have also suffered reduction of whole programs. This will present a challenge as students are being re-prioritized.

Ms. Streshly thanked the PAC parent group for funding the after school tutoring program. Enrollment has increased; students are taking advantage of the afterschool and SAT prep courses.

CONSENT AGENDA

School Courtyard Renovation DSA file # 41-32, Dr. Riemer made the second.

Passed: 5-0 (M - 62)

12. c. Award Contract to Successful Bidder for Cunha Intermediate School Building D & A Construction DSA File # 41-37

Superintendent Gaskill noted he had received a written request from S&H Construction to withdraw its bid due to clerical error. He recommended that the board award the contract to the second lowest bidder, DRP Builders.

Mr. Tjogas and Mr. Diffenderfer described the scope of work, and answered questions.

Dr. Schreurs made a motion to Award Contract to Successful Bidder for Cunha Intermediate School Building D&A Construction DSA File # 41-37 to DRP Builders to the amount of \$2,266,000, Dr. Riemer made the second.

Trustee Gardner noted that this contract was the last significant project in the renovation work at Cunha Intermediate School. The work continues on schedule and under budget. Mr. Gardner wanted to commend the entire team for this accomplishment.

Passed: 5-0 (M - 63)

12. d. Approve Application for the 2010-2011 Carl D. Perkins Grant Funding

Dr. Schuck spoke briefly about this grant and asked Principal Mary Streshly to approach the podium and answer any questions. Principal Streshly noted that the projected funding will provide web design and advanced computer application courses. The money would be spent to purchase software, provide professional and curriculum development, textbooks, adoption of a new course, research, collaboration with community colleges and technical support.

President Wilson clarified the funding level for the grant is \$15,000.

Dr. Riemer made the motion to Approve Application for the 2010-2011 Carl D. Perkins Grant Funding, Dr. Schreurs made the second.

Passed: 5-0 (M - 64)

DISCUSSION

13 a. Discuss with Consideration of Action the Proposed District Goals for the 2010-2011 School Year

Superintendent Gaskill noted there was a closed special session held on Saturday, May 1, 2010 to consider potential board and district goals for the upcoming 2010-2011 school year. The Board had identified fourteen potential topics and directed staff to re-group and re-prioritize the list.

Dr. Schreurs made the motion to adopt the proposed District goals for the 2010-2011 School Year as suggested by staff, Dr. Riemer made the second.

Passed: 5-0 (M - 65)

13. b. Receive and Discuss Facilitator's Notes from May 1, 2010 Special Session Relating to the Board's Annual Self-Evaluation Process

Superintendent Gaskill, noted that Education Code requires that the Board conduct a self-review on an annual Basis and that the notes from the May 1 session were included in the Board packet for further reflection and discussion.

Trustee Moseley noted he appreciated the honesty, openness and time well spent.

Dr. Riemer noted he is pleased with the goals, it was a great exercise, and the facilitator was “brilliant”.

Dr. Schreurs agreed it was an opportunity to be open; the notes are tactfully written, and nicely summarized.

President Wilson felt this activity helped the group grow, everyone was a good listener, and it was a healthy exercise. He is particularly pleased with item #3 “How Could We Work Better as a Governance Team?” He congratulated the facilitator for a great session and is looking forward to continuing to work together as a group. He noted CSEA President Gary Aldrich attended as an observer.

COMMUNICATIONS

Board Members:

Dr. Schreurs stated the San Mateo County School Board Association has in place the new Executive Board for the 2010-2011 year.

Mr. Gardner attended the Half Moon Bay High School Surf Team Luau. It was well attended with great Food and great community support. It was inspiring to see the team’s progress.

Mr. Moseley noted the Surf Club would like to be designated as an official Half Moon Bay High School athletic team. Also, he is very involved in Measure E and suggests that community members visit the website www.focus.coastside.net for more information.

President Wilson noted fundraising for the measure has hit the \$100,000 mark. The Community School efforts have come to a temporary close. The three governing bodies have agreed to look at other projects that they could possibly work together on.

Superintendent Gaskill noted Katie Berger Principal, Farallone View Elementary presented her last gift to the District by hanging the Farallone View art work. Cathie Treulich is the interim Principal and holding her own after four days. Mr. Gaskill had the pleasure of attending an extra special softball game coached for the last time by Naomi Patridge who is retiring. The District will honor her at the June 3, Governing Board meeting. State Teacher Appreciation Week is May 3-7, 2010. The California “Day of the Teacher” is May 12. Next week is Classified Employees Appreciation Week. Mr. Gaskill noted “we have a great team in this district.”

The motion was made by Mr. Gardner to adjourn the meeting, Mr. Moseley made the second.

Passed: 5-0 (M - 66)

ADJOURNMENT OF THE MEETING

The meeting was adjourned at 8:45 p.m.

Minutes prepared by Janice Olson, Administrative Assistant to the Superintendent
Minutes presented by Mr. Gaskill, Secretary to the Board

Certified by the Clerk of the Board

Date

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: June 3, 2010

ACTION
 CONSENT
 DISCUSSION
 INFORMATION

BOARD AGENDA NUMBER: 10.e.

BOARD AGENDA ITEM: Accept Enrollment Report:
Tenth Month 2009-2010 School Year

DEPARTMENT: Business Department

CONTACT PERSON: Diane Stupi, Director, Fiscal Services

REPORT/PROPOSAL: The Enrollment Report for the Tenth month of the 2009-2010 School Year is being presented to the Governing Board for information.

**CABRILLO UNIFIED SCHOOL DISTRICT
2009-2010 SCHOOL YEAR
ENROLLMENT REPORT**

School Month No.

10

Date:

4/30/2010

Grade	El Granada	Farallone View	Hatch	Kings Mountain	Cunha	Half Moon Bay High	Pilarcitos	Home & Independent Study	TOTALS
K	80	68	110	20				0	278
1	81	71	102	20				0	274
2	84	80	89	14				0	267
3	61	69	82	13				0	225
4	78	70	101	10				1	260
5	87	76	72	6				0	241
6					267			1	268
7					250			1	251
8					236			5	241
9						220	0	1	221
10						241	2	5	248
11						246	20	11	277
12						205	18	14	237
Total Regular Enrollment	471	434	556	83	753	912	40	39	3288
SDC Student Enrollment	20				7	17			44
TOTAL ENROLLMENT	491	434	556	83	760	929	40	39	3332

Total Enrollment as of 05/15/2009	500	441	549	80	719	972	39	39	3339
Difference between 04/30/2010 Total Enrollment and 05/15/2009 Total Enrollment	-9	-7	7	3	41	-43	1	0	-7

Regular Enrollment as of Oct 2009	499	428	562	83	773	955	40	31	3371
Difference between Oct 2009 and Total Enrollment as of 04/30/2010	-8	6	-6	0	-13	-26	0		

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: June 3, 2010

ACTION
 CONSENT
 DISCUSSION
 INFORMATION

BOARD AGENDA NUMBER: 10.f.

BOARD AGENDA ITEM: Approve Submission of a 2010 CSBA Golden Bell Nomination on behalf of Art in Action

DEPARTMENT: Curriculum & Instruction

CONTACT PERSON: Elizabeth Schuck, Ed.D., Assistant Superintendent

BACKGROUND INFORMATION:

The California School Board Association (CSBA) Golden Bell Awards program recognizes exemplary programs in 19 different categories. Nominated programs must make a difference for students, be innovative or exemplary, and be sustainable. Art in Action is being nominated in the category of curriculum.

Art in Action provides an engaging state-standard aligned K-12 visual arts curriculum that teaches art history, art appreciation, and art techniques. It includes a sequential curriculum based on the Great Masters, lesson-specific art materials, training of teachers and parent volunteers, online resources, and ongoing support.

REPORT/PROPOSAL:

A consortium of San Mateo County school districts has joined together to nominate Art in Action for a 2010 CSBA Golden Bell award. The districts include: Belmont/Redwood Shores, Burlingame, Cabrillo, Hillsborough, Jefferson Elementary, Millbrae, Portola Valley, Ravenswood, Redwood City, San Bruno, San Carlos, and San Mateo. In Cabrillo Unified School District, Art in Action is currently in use at the following schools: El Granada, Farallone View, Hatch, and Kings Mountain.

The four elementary schools in the Cabrillo Unified School District are extremely proud of their Art in Action programs and wholeheartedly support this nomination.

FINANCIAL IMPACT:

None

RECOMMENDATION:

The Administration recommends Board approval of submitting a 2010 CSBA Golden Bell nomination on behalf of Art in Action.

ART IN ACTION NARRATIVE

A consortium of twelve San Mateo County school districts representing 52 schools nominates Art in Action for a Golden Bell Award. The districts include Belmont/Redwood Shores, Burlingame, Cabrillo, Hillsborough, Jefferson Elementary, Millbrae, Portola Valley, Ravenswood, Redwood City, San Bruno, San Carlos, and San Mateo/Foster City. Art in Action is a nonprofit 501(c)(3) organization founded in 1982 dedicated to bringing visual arts education to the K-8 classroom through a program that teaches art appreciation, art history, and art techniques. Through training and support for teachers, Art in Action seeks to make visual art an integral part of every student's experience. Art education is basic to students' lives because it develops creativity, critical thinking, cultural awareness, and promotes self-expression. Art in Action includes the following components:

1. The **School Program** is a sequential K-8 visual arts curriculum. Aligned with California State and National Academic Content Standards for Visual Arts, each grade level contains 12 lessons (108 lessons in total K-8) where students are introduced to art elements and design principles through guided discussions of art masterpieces. Students then apply what they have learned to a related hands-on art project, followed by a classroom assessment of student artwork. Convenient lesson-specific art materials are available to ensure the program is easy to use, yet flexible enough to allow for the creativity of the individual class and student needs.
2. The **Curriculum Handbook** includes recipe-style illustrated directions for teachers and docents, providing clear instruction on analyzing the masterpieces, using the materials, promoting student success, and showing how to integrate the art topics and concepts into other academic subjects. Lessons cover themes such as Art Around the World, Art Tells a Story, The Artist's Vision, Perspective in Art, Modern Art, American Art, Ancient Art, Renaissance Art, Art and the American Experience. The spiral curriculum builds on the art concepts, vocabulary, and skills learned each year.
3. The **Online Lessons** (currently 84 of the 108 print lessons are offered online) provide teachers and parent docents with animated examples and video demonstrations of how to analyze a work of art, make a project successful, and use various media. The Online Lessons also contain web links to art resources for the particular masterpiece artist. Online Lessons reinforce the hands-on

training for teachers and parents and allow quality training via the web to schools throughout California and the United States. Currently, more than 1,400 of the over 2,000 Art in Action teachers and parent volunteers access the Online Lessons.

4. Teacher Trainings, Workshops, and Support help teachers and parent docents build skills and confidence in teaching art and integrating art into their core curriculum. Training includes grade level themes and lesson objectives, hands-on demonstrations of each project, media techniques, and curriculum integration. Art in Action workshops strengthen art skills and techniques and help build an art community among teachers and parents. Art in Action provides on-going support in person, via telephone, e-mail, and through online resources. Each Art in Action school appoints a coordinator who acts as the main liaison to the school.

5. Community Art Shows partner schools, local libraries, businesses, and banks in the display of student artwork throughout the year, building students' self-esteem, strengthening community connections, and promoting the arts locally. More than 45 schools participate in the annual Art in Action Summer Art Show in 7 public libraries.

How has Art in Action made a difference for students?

Teachers and parents respond enthusiastically to the curriculum and training. They often comment that they have gained the skills and confidence to integrate visual art into classroom instruction and they are able to use art to enhance learning in other subject areas. A third grade teacher recently declared, "Art in Action not only provides an exposure to the arts, it also helps students develop self-esteem, is an outlet for creative expression, and increases parent participation within the school. Our students are fortunate to have this program." Consistent teacher feedback praises the value of the Art in Action curriculum for supporting multiple learning styles and for integrating with core curriculum subject areas. Teachers note that Art in Action is especially beneficial in helping students develop the following skills: critical analysis, following directions, anticipating outcomes, problem solving, and teaching English language skills.

How is Art in Action innovative and exemplary?

Art in Action provides K-8 schools with a comprehensive, unique, affordable, and complete solution for bringing students a quality visual art education. The Online Lessons enable teachers and parents throughout the United States to access a comprehensive, easy-to-use, interactive quality visual arts

curriculum based on state-of-the-art technology. No other visual arts education organization has this capability.

How is Art in Action sustainable?

Art in Action provides curriculum and materials and trains teachers and parent volunteers each year. This gives a sense of ownership of the curriculum within each school. Because of Art in Action's ongoing support, if a teacher leaves, a new teacher is trained so the program can continue uninterrupted. Parents are also trained and work together with teachers to ensure high quality and ease of implementation. Most importantly in these challenging economic times, Art in Action is affordable (typical cost is just \$14/student/year, including curriculum, art materials, training and support).

How is Art in Action connected to a district, county or state plan?

All of the districts participating in this application place a priority upon making sure students receive instruction in and opportunities to explore the visual arts. The California Content Standards for the Visual/Performing Arts provide the framework within which Art in Action lessons have been developed. In addition, local districts include the importance of visual arts in mission statements, strategic plans, and school site plans. The California State PTA's SMARTS Program to bring art back to the classroom is also a natural connection with Art in Action since so many PTAs help fund the program at their schools.

How has the district/county office communicated with the community about the program?

Communities learn about Art in Action in a variety of ways. The most prevalent mechanism is through web links on district websites. In addition, PTA and teacher newsletters often carry Art in Action news home to families. Local schools host art shows. The greater community gets the chance to see student art created from Art in Action lessons on display at public libraries, banks, and local businesses. These art shows always include information about Art in Action and how it is implemented in local schools.

How is Art in Action replicable?

Art in Action has been providing art curriculum to schools since 1982. In 1999, Art in Action was incorporated as a nonprofit organization to expand its curriculum and provide better training and assistance to the teachers and volunteers who bring the program into the classroom. Today over 100 schools teach the Art in Action curriculum, and the program reaches over 25,000 students each year. Art in Action continues to grow throughout the San Francisco Bay Area and beyond, bringing art education to more communities, more schools, more classrooms, and more children each year. This expansion testifies to the ease with which Art in Action can be incorporated into a school and is also a strong indicator of its replicability.

2010 Golden Bell Entry Form

Please read the Golden Bell brochure and official entry form carefully. All instructions must be followed or the entry may be disqualified. This form may be duplicated. Programs must be operating in CSBA member school districts or county offices of education to be eligible. School districts and county offices of education may submit up to three (3) entries.

For Office Use Only

PROGRAM TITLE		
SCHOOL(S)	COUNTY	
DISTRICT OR COUNTY OFFICE OF EDUCATION	DISTRICT ENROLLMENT	
DISTRICT OR COUNTY OFFICE ADDRESS	CITY	ZIP
DISTRICT OR COUNTY OFFICE PHONE NO.	FAX	
SUPERINTENDENT	BOARD PRESIDENT	

Lead Person responsible for submitting the entry form *(can answer program-specific inquiries. All letters will be mailed directly to the person stated below):*

NAME	TITLE	PHONE NO.	SUMMER PHONE NO.
ADDRESS		E-MAIL ADDRESS	

NOTE: In the event this entry is awarded a Golden Bell, the lead person may be contacted by others to share further information regarding the winning program.

(SIGNATURE) BOARD PRESIDENT	DATE
(SIGNATURE) SUPERINTENDENT	DATE
(SIGNATURE) CURRICULUM DIRECTOR OR ADMINISTRATOR RESPONSIBLE FOR PROGRAM AREA	DATE

NOTE: Each program will be judged in only one grade/level category and one program category. Entries may be disqualified if more than one or if no category or subject area is checked.

GRADE/LEVEL CATEGORY:

(check only one)

- Pre-Kindergarten/K-8
- Jr. High/Middle/Intermediate School
- High School
- Multi-level/Districtwide
- Multi-District/Countywide/Statewide/Nationwide/International

PROGRAM CATEGORY *(check only one):*

- Curriculum (circle one)
 - Career Technical Education
 - English/Language Arts/Reading
 - History/Social Science
 - Mathematics
 - Science
 - Visual and Performing Arts
 - Other Content Areas
- English Language Acquisition
- Instruction
- Early Childhood Education
- Professional Development and Teacher Recruitment/Retention
- Accountability/Assessment
- Bridging the Achievement Gap
- Technology
- Invigorating High Schools
- Partnerships and Collaboratives
- Student Services
- School Safety
- Parental/Community Involvement
- County Offices of Education
- Special Education
- Focus on Middle Grades
- Juanita Haugen Memorial Award for Civic Education
- Sustainable, Renewable, Energy and Resource Efficient Programs
- Wellness

Failure to complete each of the following areas will result in disqualification.

1. When was the program initiated in the district? (month/year) _____ / _____

2. Describe the program in 40 words or less:

3. In the space provided below, please address the following points: a) the program goals and objectives; b) the need the program was developed to meet; and c) how the program is innovative or exemplary. (A three-page narrative, described below, must also be completed.)

4. In the three-page narrative (printed in type no smaller than 10 point and double-spaced), please address the following specific topics, in addition to providing a complete description of the program:

- How the program has made a difference for students, including specific evidence of success.
- Why the program is innovative or exemplary.
- How the program is sustainable.
- How the program is connected to a district, county or state plan.
- How the district/county office has communicated with the community about the program's implementation.
- How the program is replicable.

GOLDEN BELL ENTRY CHECK LIST

Please review carefully all instructions for submitting entries and ensure that:

- The program meets all eligibility requirements and has been in operation two years prior to the deadline for receipt of the official entry form.
- All areas of the entry form are complete, including all necessary names, addresses and phone numbers.
- The superintendent, board president and responsible administrator signatures are included.
- The three-page narrative is printed in type no smaller than 10 point, double-spaced and attached to the entry form.
- Three high-resolution, digital color photos are included or e-mailed to Lisa Durant at ldurant@csba.org.
- Three **additional copies** of the entry form and three page narrative are included.
- The official entry form will be received or postmarked no later than **Friday, June 18, 2010**.

- Internet Permission. Please check box if you agree:** The California School Boards Association will be placing the 2010 winning programs on our Internet home page. If your district would like to be included, please check the box granting us permission to do so. Thank you for your assistance.

Mail or fax complete application forms to:

Golden Bell Awards
California School Boards Association
3100 Beacon Blvd.
West Sacramento, CA 95691-1660
FAX: 916-371-3407

Additional information or entry forms may be obtained by calling CSBA at (800) 266-3382 or by e-mail at: ldurant@csba.org.

All entries must be received or postmarked by Friday, June 18, 2010 in order to be considered.

For the detailed call for entries outlining the program categories and judging criteria, go to www.csba.org.

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: June 3, 2010 **ACTION**
 CONSENT
 DISCUSSION
 INFORMATION

BOARD AGENDA NUMBER: 11.a.

BOARD AGENDA ITEM: Public Hearing and Approval of Agreement with
Cabrillo United Teachers' Association

DEPARTMENT: Personnel

CONTACT PERSON: John Corry

BACKGROUND INFORMATION:

On May 13, 2010, the certificated bargaining unit, Cabrillo Unified Teachers' Association (CUTA), and Cabrillo Unified School District (CUSD) tentatively approved temporary reduction in work years 2010-2011 and 2011-2012; leaves of absence-personal necessity; health and welfare benefits for 2010-2011 and 2011-2012 and duration and reopeners.

In accordance with AB1200, school districts are required to publicly disclose the provisions of all collective bargaining agreements before they enter into a written agreement.

RECOMMENDATION: Approval of agreement for 2010-2011 and 2011-2012 with Cabrillo Unified School District Teachers' Association as presented.

**TENTATIVE AGREEMENT BETWEEN
CABRILLO UNIFIED SCHOOL DISTRICT AND
CABRILLO TEACHERS ASSOCIATION
For the 2010-2011 and 2011-2012 School Years**

May 13, 2010

The provisions of the current 2008-2011 negotiated Agreement between the parties shall remain in full force and effect except for the changes specifically set forth below.

Temporary Reduction in Work Years 2010-2011 and 2011-2012

1. The unit member work year shall be reduced temporarily (and salary adjusted accordingly) in both of the above referenced years as follows:
 - a. If Parcel Tax Measure E passes: Three (3) days, 2 of which are student instructional days and 1 of which is a staff development day.
 - b. If Parcel Tax Measure E fails: Seven (7) days, 5 of which are student instructional days, 1 of which is a staff development day, and 1 of which is a teacher work day. Unit members may select which teacher work day will be utilized as the reduced day, with reasonable advance notice to the site administrator.
2. The 2012-2013 unit member work year shall automatically revert to 185 days as configured in section 13.5 of the 2008-2011 Agreement unless changed through a subsequent negotiated agreement by the parties.

Leaves of Absence – Personal Necessity

1. For the 2010-2011 and 2011-2012 school years, unit members may use up to five (5) unused personal illness days per year for personal necessity at his/her discretion pursuant to the conditions described in section 4.5.1 (i) of the 2008-2011 Agreement. Unit members may not take more than two (2) personal necessity days in a consecutive manner.
2. The number of such personal necessity days shall automatically revert to two (2) per year beginning with the 2012-2013 school year unless changed through a subsequent negotiated agreement by the parties.

Health and Welfare Benefits

1. **For the 2010-2011 Plan Year**: The District will continue to provide fully paid health and welfare benefits as set forth in Article 3 of the Agreement.
2. **For the 2011-2012 Plan Year and Thereafter**: Unit members shall contribute through monthly (12 months) automatic payroll deduction direct out of pocket payments as follows:

- a. Employee Only – \$0.
 - b. Employee +1- \$75.00
 - c. Family - \$100.00
3. The contribution amounts set forth in section 2 directly above shall not increase unless agreed to by the parties in a subsequent negotiated agreement.
4. **New Employees** The maximum District contribution for health benefits for employees whose first date of paid service is on or after July 1, 2011 shall be equal to the annual cost of coverage for the employee only.
- a. New employees may elect to contribute out of pocket through monthly (12 months) automatic payroll deduction if they wish to purchase coverage beyond the employee only level.
 - b. The definition of "new employees" as used herein excludes unit members who were employed during the 2009-2010 school year who were laid off at the end of that year, or in any subsequent year, if such employee(s) are rehired within the statutory 39 month reemployment period.

Duration and Reopeners:

1. Duration: This Agreement shall be effective July 1, 2010 and shall continue in full force and effect through and including June 30, 2012. (Reform current Duration in Article 24.)
2. Reopeners
 - a. 2010-2011: This Agreement shall be closed; there shall be no negotiations between the parties for the 2010-2011 school year.
 - b. 2011-2012: This Agreement shall be closed; there shall be no negotiations between the parties for the 2011-2012 school year except as follows:

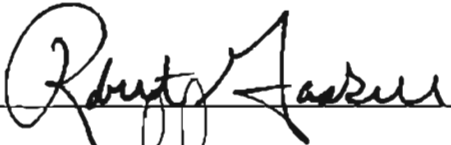
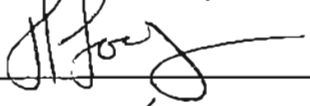
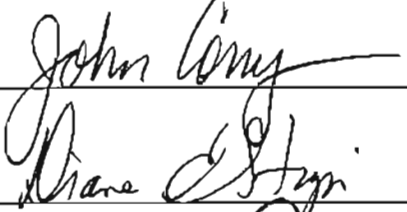

If there is a change in federal or state law through legislative, judicial, administrative or other action during or applying to the 2011-2012 school year which has or could impact the terms and conditions set forth in this Agreement, or there is an increase or decrease in District unrestricted revenue, either party may reopen negotiations for the 2011-2012 school year on specific provisions of the Agreement which are or could be affected by


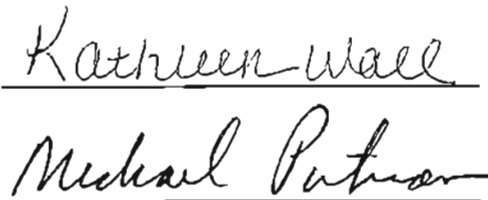

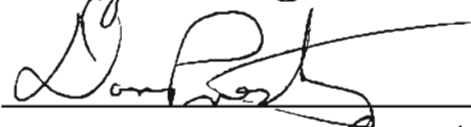
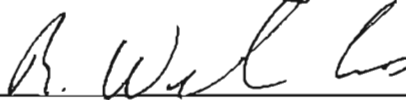
such action. Negotiations will begin within ten (10) school days after a request is made by either party.

By their signatures below, each party commits to advocating ratification and approval of this Tentative Agreement by their constituents.

Dated: May 13, 2010
For Cabrillo Unified School
District:

Dated May 13, 2010
For Cabrillo Unified Teachers
Association:

3 Day Furlough
SAN MATEO COUNTY
DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
 In Accordance with AB 1200 (Statutes of 1991, Chapter 1213) G.C. 3547.5

School District: Cabrillo Unified School District
 Bargaining Unit: CUTA Cert X Clas _____ # of Employees 172
 What are the effective dates of the proposed agreement? From 07/01/2010 To 06/30/2012
 Date of Public Meeting: 06/03/2010 Date Disclosure Available: 05/27/2010

A. Percentage of Proposed Change in Salary and Benefits

ATTACH A COPY OF THE CURRENT AND REVISED SALARY SCHEDULE.

Year of Proposed Agreement	Yr: 2010-2011	Yr: 2011-2012	Yr: N/A
Indicate % of Salary Change over Prior Salary Schedule	0.00%	0.00%	
Are Salary Costs Ongoing or One-time?	Ongoing	Ongoing	
Indicate % Change in H & W Benefits over Prior Schedule	0.00%	0.00%	
Are H & W Costs Ongoing or One-time?	Ongoing	Ongoing	

B. Cost of Agreement

Year of Proposed Agreement	Yr: 2010-2011	Yr: 2011-2012	Yr: N/A
Salary Cost (including Mandates)	\$ 0.00	\$ 0.00	\$
Benefits Cost (H & W)	\$ 0.00	\$ 0.00	\$
Other Costs (Provide detail in Section D)	\$(171,663)	\$(279,963)	\$
Total Cost	\$(171,663)	\$(279,963)	\$

C. Source of Funding

Cost of 1% increase in total compensation for this bargaining unit \$107,071
 Fiscal impact on current year ending fund balance as a result of this proposed agreement None
 Amount previously available in fund balance for this agreement 0
 Source of Funding: General Fund
 Will staff reductions be required to implement this agreement this year? No Next year? No

D. Major Provisions

The District & CUTA have agreed to three furlough days for 2010-2011 and 2011-2012 saving approximately \$171,663 each year. In addition, beginning in the 2011-2012 year CUTA members will begin contributing monthly towards their health & welfare premiums. This savings to the district is estimated at \$108,300 annually.

In accordance with the requirements of Government Code Section 3547.5(b), we hereby certify that the District can meet the costs incurred under this agreement for the current and subsequent fiscal years.

Superintendent	Date	<u>Robert Gaskill</u> Contact Person
Chief Business Official	Date	<u>Diane Stupi</u> Contact Person

7 Day Furlough
SAN MATEO COUNTY
DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
 In Accordance with AB 1200 (Statutes of 1991, Chapter 1213) G.C. 3547.5

School District: Cabrillo Unified School District
 Bargaining Unit: CUTA Cert X Clas _____ # of Employees 172
 What are the effective dates of the proposed agreement? From 07/01/2010 To 06/30/2012
 Date of Public Meeting: 06/03/2010 Date Disclosure Available: 05/27/2010

A. Percentage of Proposed Change in Salary and Benefits

ATTACH A COPY OF THE CURRENT AND REVISED SALARY SCHEDULE.

Year of Proposed Agreement	Yr: 2010-2011	Yr: 2011-2012	Yr: N/A
Indicate % of Salary Change over Prior Salary Schedule	0.00%	0.00%	
Are Salary Costs Ongoing or One-time?	Ongoing	Ongoing	
Indicate % Change in H & W Benefits over Prior Schedule	0.00%	0.00%	
Are H & W Costs Ongoing or One-time?	Ongoing	Ongoing	

B. Cost of Agreement

Year of Proposed Agreement	Yr: 2010-2011	Yr: 2011-2012	Yr: N/A
Salary Cost (including Mandates)	\$ 0.00	\$ 0.00	\$
Benefits Cost (H & W)	\$ 0.00	\$ 0.00	\$
Other Costs (Provide detail in Section D)	\$(400,547)	\$(508,847)	\$
Total Cost	\$(400,547)	\$(508,847)	\$

C. Source of Funding

Cost of 1% increase in total compensation for this bargaining unit \$107,071
 Fiscal impact on current year ending fund balance as a result of this proposed agreement None
 Amount previously available in fund balance for this agreement 0
 Source of Funding: General Fund
 Will staff reductions be required to implement this agreement this year? No Next year? No

D. Major Provisions

The District & CUTA have agreed to seven furlough days for 2010-2011 and 2011-2012 savings approximately \$400,547 each year. In addition, beginning in the 2011-2012 year CUTA members will begin contributing monthly towards their health & welfare premiums. This savings to the district is estimated at \$108,300 annually.

In accordance with the requirements of Government Code Section 3547.5(b), we hereby certify that the District can meet the costs incurred under this agreement for the current and subsequent fiscal years.

Superintendent	Date	<u>Robert Gaskill</u> Contact Person
Chief Business Official	Date	<u>Diane Stupi</u> Contact Person



RECOMMENDED ACTION: Approve the Meet and Confer Agreement for the 2010-2011 and 2011-2012 School Years with District Unrepresented Employees as presented.

**AGREEMENT BETWEEN
CABRILLO UNIFIED SCHOOL DISTRICT AND
UNREPRESENTED EMPLOYEES
For the 2010-2011 and 2011-2012 School Years**

May 18, 2010

Temporary Reduction in Work Years 2010-2011 and 2011-2012

1. The unrepresented employee work year shall be reduced temporarily (and salary adjusted accordingly) in both of the above referenced years as follows:
 - a. If Parcel Tax Measure E passes: Three (3) days, 2 of which are student instructional days and 1 of which is a staff development day.
 - b. If Parcel Tax Measure E fails: Seven (7) days, 5 of which are student instructional days, 1 of which is a staff development day, and 1 of which is a teacher work day.
2. The 2012-2013 unrepresented employee work year shall automatically revert to the number of work days assigned in the 2009-2010 work year unless changed through a subsequent agreement by the parties.

Health and Welfare Benefits

1. For the 2010-2011 Plan Year: The District will continue to contribute to health and welfare benefits at the same level as in the current, 2009-2010 school year.
2. For the 2011-2012 Plan Year and Thereafter: Unrepresented employees shall contribute through monthly (12 months) automatic payroll deduction direct out of pocket payments as follows:
 - a. Employee Only – \$0.
 - b. Employee +1- \$75.00
 - c. Family - \$100.00
3. The contribution amounts set forth in section 2 directly above shall not increase unless agreed to by the parties in a subsequent negotiated agreement.
4. New Employees The maximum District contribution for health benefits for unrepresented employees whose first date of paid service is on or after

July 1, 2011 shall be equal to the annual cost of coverage for the employee only.

- a. New employees may elect to contribute out of pocket through monthly (12 months) automatic payroll deduction if they wish to purchase coverage beyond the employee only level.
- b. The definition of "new employees" as used herein excludes unrepresented employees who were employed during the 2009-2010 school year who were laid off at the end of that year, or in any subsequent year, if such employee(s) are rehired within the statutory 39 month reemployment period.

Duration:

This Agreement shall be effective July 1, 2010 and shall continue in full force and effect through and including June 30, 2012.

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: June 3, 2010

ACTION
 CONSENT
 DISCUSSION
 INFORMATION

BOARD AGENDA NUMBER: 11.c.

BOARD AGENDA ITEM: Approve Revisions to the 2010-2011 Student/Teacher Calendar

DEPARTMENT: Pupil Services

CONTACT PERSON: John Corry

BACKGROUND INFORMATION: The Cabrillo Unified Teachers' Association (CUTA) in conjunction with the California School Employees' Association (CSEA) jointly negotiated the 2010-2011 Student/Teacher Calendar that was approved by the Board in April. A tentative agreement reached with CUTA on May 13th included provisions for a reduced work year.

On May 27, 2010, a District Calendar Committee convened to consider revisions to the calendar based on two scenarios for a reduced work year— one if the Measure E parcel tax is approved on June 8 and a second if the measure fails.

REPORT/PROPOSAL: The Board is asked to review and approve the proposed revisions pending the conclusion of negotiations with both represented groups.

FISCAL IMPACT: A reduced 2010-2011 Student/Teacher Calendar will result in a savings to the District that is stipulated in the AB1200 Collective Bargaining Disclosure.

RECOMMENDATION:

Approve the two proposed 2010-2011 Student/Teacher Calendars as presented.

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: June 3, 2010

ACTION
 CONSENT
 DISCUSSION
 INFORMATION

BOARD AGENDA NUMBER: 11.d.

BOARD AGENDA ITEM: Adopt Resolution No. 8-10: Declaration for Substitute CBEST Waiver is required by the Commission on Teacher Credentialing in order to expedite hiring of substitute teachers.

DEPARTMENT: Personnel

CONTACT PERSON: John Corry

BACKGROUND INFORMATION:

The California Commission on Teacher Credentialing is relaxing the requirement that each individual who wishes to be employed as a substitute and has not yet taken the CBEST must be approved by the Governing Board before a waiver is submitted to the Commission.

Instead, the Commission is requiring that a Governing Board declare that the district has hired teachers from its substitute pool to implement the Class Size Reduction Program and is now experiencing difficulty in recruiting individuals who qualify for the 30-Day substitute Teaching Permit. This declaration need be approved only once for all substitute CBEST waivers requested in 2010-11.

REPORT/PROPOSAL: The formal Declaration is attached for the approval of the Governing Board. This approved declaration from the Governing Board's minutes will be attached to each substitute CBEST waiver.

FINANCIAL IMPACT: There is no financial impact to the district

RECOMMENDATION:

Approve and adopt the attached Resolution No. 8-10 Declaration for Substitute CBEST Waiver.

Cabrillo Unified School District

Resolution No. 8-10

WHEREAS, the Governing Board of Cabrillo Unified School District declares that teachers were hired from the district's substitute pool to implement class size reduction; and

WHEREAS, as a consequence of this action, the district is unable to recruit substitutes who have had an opportunity to take and pass the California Basic Education Skills Test (CBEST);

NOW, THEREFORE BE IT RESOLVED that the district anticipates employing 15 substitutes on Variable Term CBEST Waivers.

PASSED and ADOPTED this 3rd day of June 2010.

AYES in Favor of Said Resolution:

NOES Against Said Resolution:

Signed: _____

Date: _____

Secretary to the Governing Board

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: June 3, 2010
 ACTION
 CONSENT
 DISCUSSION
 INFORMATION

BOARD AGENDA NUMBER: 11.e.

BOARD AGENDA ITEM: Approve 2010-2011 Site Staff Development Plans

DEPARTMENT: Curriculum & Instruction

CONTACT PERSON: Elizabeth Schuck, Ed.D., Assistant Superintendent

BACKGROUND INFORMATION:

Per the CUTA/CUSD contract~

“There will be one full-day, District wide staff development day at the beginning of the school year. There will be six minimum days, which shall occur on the same day of the week at all schools in each of the following months: September, October, January, February, March and April. There will be District wide staff development activities on the minimum days specified. The District Staff Development Committee will determine these District wide staff development activities. All unit members shall be required to attend all District wide staff development activities in their entirety. If such activities occur at a time that a unit member is not required to be at work based on his/her part time assignment or job share status, the unit member will be compensated for such attendance at the unit member’s hourly rate. Those unit members whose part time work is scheduled in semester increments shall not be required to attend staff development activities during the semester on which they are on leave of absence.”

REPORT/PROPOSAL:

The 2010-2011 District wide Staff Development Committee members included the following representative staff members:

Site	Staff Development Committee Members
El Granada Elementary	Carrie Betti, Martha Ladd
Hatch (Alvin S.) Elementary	Mark Loos, Jan McFarland Brown
Kings Mountain Elementary	Debbie Silveria
Cunha (Manuel F.) Intermediate	Mike Andrews, Deborah Cowden, Lisa Longaker, Logan Medina
Half Moon Bay High School	Mary Streshly, Pete Macker

Pilarcitos (Continuation)	Dudley Hughes
Curriculum & Instruction	Elizabeth Schuck, Catherine Treulich (BTSA)

The Committee was convened on April 15th and given general parameters for the establishment of new site staff development plans, including a focus on the recently adopted district goals for 2010-2011. As part of the process, each school completed a needs assessment of their staff members and identified areas for professional growth. The results of the needs assessment became the basis for the 2010-2011 staff development plan for each site. The Committee met to discuss progress on their plans on April 29th and to review and approve the individual site staff development plans on May 13th.

In addition to the individual site plans, for the first time, a staff development plan for Special Education staff members has also been developed and is being submitted for approval.

FINANCIAL IMPACT:

No impact to District General Budget



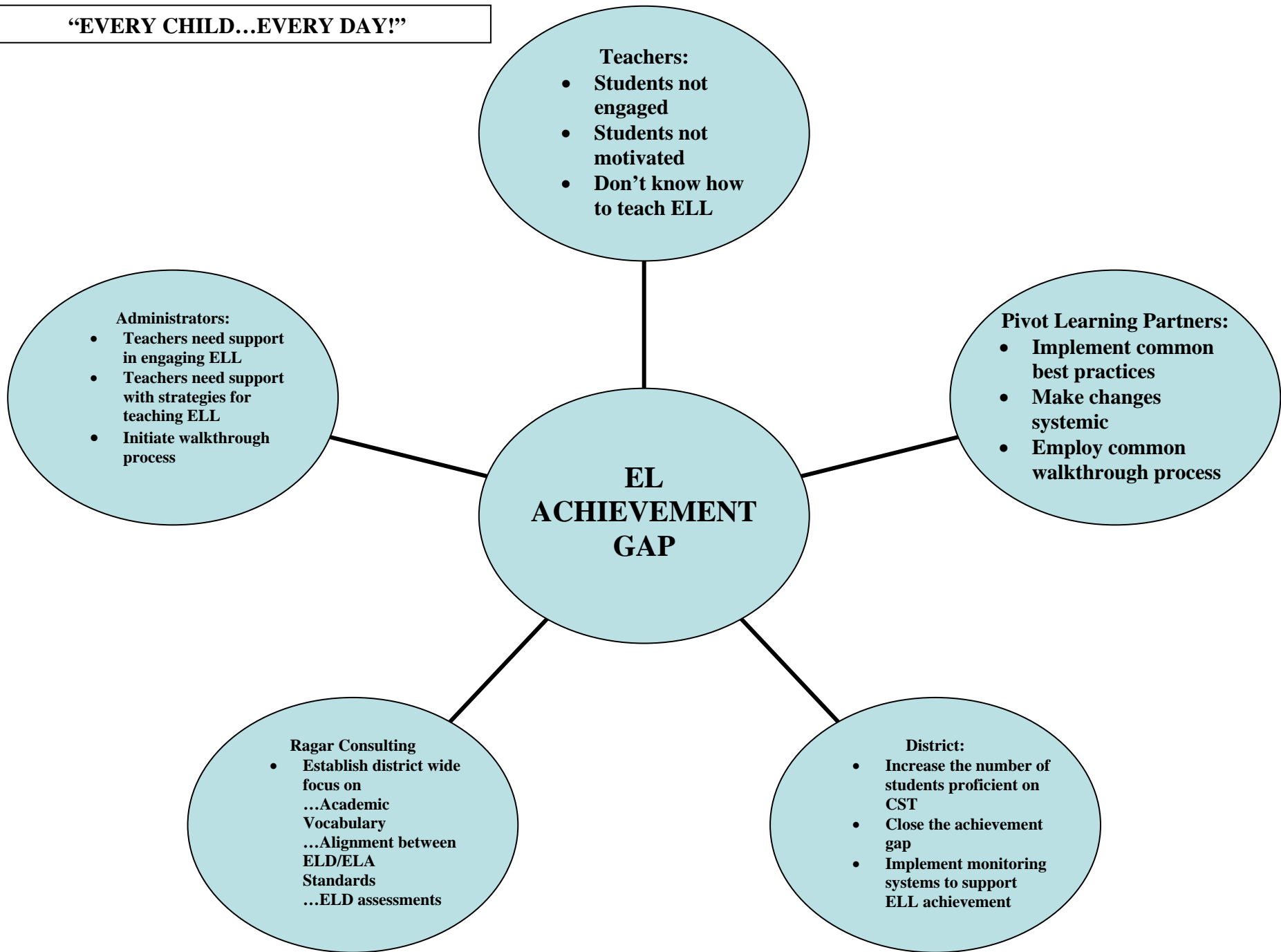
RECOMMENDATION:

Approve 2010-2011 Site Staff Development Plans as presented.

**Cabrillo Unified School District
Site Staff Development Plans
2010-2011**

	August 18	Sept. 14 Min. Day*	November 16 Min. Day*	January 11 Min. Day*	February 8 Min. Day*	March 22 Min. Day*	April 12 Min. Day*
El Granada	Welcome Back! Infinite Campus Cycle of Inquiry Word Study	Examining Data Using benchmark CST data	Planning Word Study Units	Using Key Strategies to develop common formative assessments	Intervention: Identifying students that have not reached learning goal	Planning Word Study Units Across the Year	Word Study Across the Curriculum
Farallone View	Welcome Back! Infinite Campus Everyday Math Training/Curric. Planning	STAR Data Review	Addressing the Challenges with the Skills Block	Extending Our work on Aligning ELA units and ELD units of study	Addressing English Language Learners in the content areas	Addressing English Language Learners in the Content Areas	Addressing the Challenges with the Skills Block
Hatch	Welcome Back! Infinite Campus Everyday Math and Academic Language	Review 2010 STAR Data	Everyday Math and Academic Language	Aligning ELD and ELD Standards	Cross Curricular Strategies for ELL	Cross Curricular Strategies for ELL	3 rd Trimester ELA Assessment Data Review
Kings Mountain	Welcome Back! Infinite Campus Everyday Math Training/Curric. PLanning	Interactive Notebooks Math and Literacy	Special Education: What Qualifies and What Doesn't? What Modifications Can You Suggest for Our Classrooms?	Centers to Facilitate Hands On Practice and Small Group Instruction	Continue work with Learning Centers	Bringing it All Together to Strengthen Skills Acquisition	No Cold Reads! Preparing Students for Text in Subject Areas
Cunha	Welcome Back! Infinite Campus CST Data Review	Vocabulary & Language Development	Quarter 1 Assessment and Collaboration	Drug and Alcohol Awareness Training	Metacognition & Authentic Assessment	Quarter 3 Assessment and Collaboration	Explicit Instruction
HMBHS	Welcome Back! Infinite Campus CST Data Review	Explicit Instruction Peer Expert Workshops	Q1 Benchmark Data Review	Meaning Based Context and Universal Themes: Interdisciplinary/cross curricular collaboration	Guided Interaction Peer Expert Workshops	Q3 Data Review	Crucial Conversations and Effective Communication Practices
Pilarcitos	Welcome Back! Infinite Campus @HMBHS CST Data Review	Explicit Instruction Peer Expert Workshops @HMBHS	Metacognition & Authentic Assessment CAHSEE	Drug and Alcohol Awareness Training @ Cunha	Guided Interaction Peer Expert Workshops @HMBHS	Meaning Based Context & Universl Themes Post High School Plans for Pilarcitos Students	Crucial Conversations and Effective Communication Practices @HMBHS
Special Education	Welcome Back! Infinite Campus @ individual school sites Aug. 31: Professional Learning Comm.	Training in legal compliance on IEP forms	Differentiated Instructional Strategies/Learning Strategies	SPED Collaboration Time (Elementary, Middle, High School groups)	@ individual school sites	@ individual school sites	@ individual school sites

*Minimum Day Staff Development = 2 hours and 40 minutes



Staff Development Plan

2010-2011

School: El Granada

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
<p>Wednesday, August 18, 2010</p>	<p>8:30-10:30 Infinite Campus Training</p> <p>11:00-4:00 The cycle of inquiry and word study: Where are we and where do we want to go?</p>	<p>#1 Vocab and Language Devel.</p> <p>#2 Guided Interaction</p> <p>#6 Modeling graphic organizers and Visuals</p>	<p>Student Learning: What to learn? CA ELA Standards and EL Standards Map.</p> <p>Teacher Practice:</p> <ul style="list-style-type: none"> • Taking on-line attendance. • Data collection instruments and methods 	<ul style="list-style-type: none"> • Training in on-line attendance taking • Introduction of building coaches as resources. <hr/> <ul style="list-style-type: none"> • Review of strategies 1, 2 and 6. How are strategies currently integrated in planning process across ELA? • Word Study: Overview of theory, resources, assessments and planning. 	<p>Successful and full implementation of on- line attendance program.</p> <p>Development of weekly instructional calendar to include Word Study.</p> <p>Administration and scoring of common benchmark assessment</p>

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
<p>Tuesday, September 14, 2010</p>	<p>Examining Data: What do students know and what do they need to learn?</p> <p>Using benchmark and CST data to discern trends and establish learning goals linked to CA ELA Standards and EL Standards Map</p>	<p>#1 Vocab and Language Devel.</p> <p>#2 Guided Interaction</p> <p>#6 Modeling graphic organizers and Visuals</p>	<p>Student Learning:</p> <ul style="list-style-type: none"> • Understanding learning goals (daily, weekly, monthly). • Working in learning groups to achieve learning goal. <p>Teacher Practice:</p> <ul style="list-style-type: none"> • Identify trends in data. • Develop learning groups based on data trends and areas of need. • Research scope and sequence for reaching goals. • Explicitly State Learning goal to students 	<ul style="list-style-type: none"> • Review process to analyze spelling inventory and CST data as related to Word Study. • Work at grade levels to uncover trends in data. • Determine implications for teaching as identified in data. • Establish classroom and grade level learning groups based on data. • Establish long term (CA Standards) and short term learning goals for groups of students. 	<p>Action items by grade level to bring identified trends in student work to grade level and classroom level planning.</p> <p>Identify grade level trends and report to teaching staff.</p> <p>Develop “checking for understanding” processes in word study.</p>

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
<p>Tuesday, November 16, 2010</p>	<p>Planning word study units: Investigate models for instruction and resources to create: Monthly unit, weekly plan, daily planning and flexible group instruction i.e., whole class, small group, individual, centers.</p>	<p>#1 Vocab and Language Devel. #2 Guided Interaction #6 Modeling graphic organizers and Visuals</p>	<p>Student Learning:</p> <ul style="list-style-type: none"> • Proficiency of appropriate word study skills as identified by teacher and grade level, linked to CA ELA Standards and EL Standards Map. • Skill in guided interaction strategies and use of graphic organizers. <p>Teacher Practice:</p> <ul style="list-style-type: none"> • Use models for word study instruction in class. • Discuss progress in using word study instructional model in grade level PLC using Standards in Practice Protocol. 	<ul style="list-style-type: none"> • Current resources: strengths and weaknesses. • How to harness what we have to create a cohesive, consistent, coherent plan for instruction. • Creating unit of instruction for word study by grade level. • Establishing potential areas for assessment. 	<p>Record outcomes from using Standards in Practice Protocol.</p> <p>Plan word study unit by grade level.</p>

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
<p>Tuesday, January 11, 2011</p>	<p>Using key strategies to develop common formative assessments in word study for teacher and student examination of data.</p>	<p>#1 Vocab and Language Devel. #2 Guided Interaction #6 Modeling graphic organizers and Visuals</p>	<p>Student Learning:</p> <ul style="list-style-type: none"> • Engaged in vocab and language development on instructional level and content vocab level. • Engaged in guided interaction using appropriate activities as modeled in instruction. • Learning and using graphic organizers and visuals to reach learning goals. <p>Teacher Practice:</p> <ul style="list-style-type: none"> • Modeling and demonstrating use of strategies 1, 2 and 6 to engage and motivate students towards learning goals. • Use student work from use of strategies 1,2 and 6 to determine student proficiency towards learning goals. • Explicitly state learning goal. 	<ul style="list-style-type: none"> • Understand and explore 3 key strategies for student learning. What do we already do? • Using 3 key strategies to leverage student learning. Understanding when and why to use a specific strategy. • Look at current units and integrate strategies as part of units. Use CA ELA standards and EL standards maps as guides. • Determine by grade level which strategy to collect student work samples on. 	<p>Use Student Work protocol to determine level of student understanding of learning goal/goals in word study.</p> <p>Use “check for understanding” processes to report on student progress towards learning goals.</p> <p>Use Tuesday collaboration day for examining student work.</p>

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
Tuesday, February 8, 2010	Intervention: Identifying students that have not reached learning goal. Creating and implementing intervention strategies to advance students towards learning goal. Individually and by grade level.	#1 Vocab and Language Devel. #2 Guided Interaction #6 Modeling graphic organizers and Visuals	Student Learning: <ul style="list-style-type: none"> Consistent understanding of learning goal and process to reach learning goal. Teacher Practice: <ul style="list-style-type: none"> Develop process for identifying students not reaching learning goal. Create interventions and assessments to move students toward learning goal. 	<ul style="list-style-type: none"> Determine students that have not met learning goal/goals Creating intervention groups to address areas learning needs. Create action plan to address student needs Create timeline to review student progress toward learning goals 	Action items by grade level to bring identified trends in student work to grade level and classroom level planning. Identify and report on specific interventions by grade level. Implement interventions as appropriate and record results/effectiveness of intervention.
Tuesday, March 22, 2011	Planning word study units across the year, month and week using the cycle of inquiry.	#1 Vocab and Language Devel. #2 Guided Interaction #6 Modeling graphic organizers and Visuals	Student Learning: <ul style="list-style-type: none"> Consistent understanding of learning goal and process to reach learning goal. Teacher Practice: <ul style="list-style-type: none"> Using backward planning process to connect word study units of study to CA ELA Standards and EL Standards Map. 	<ul style="list-style-type: none"> Determining learning goals based on standards and student need. Creating a plan of instruction Deciding assessment opportunities using student work, including tests and quizzes Making adjustments to teaching practice based on student progress toward learning goal. 	Action items by grade level to bring identified trends in student work to grade level and classroom level planning. Develop coherent scope and sequence for school year and determine resources used for instruction.
Tuesday, April 12, 2011	Word Study across the curriculum as part of the balanced literacy model.	#1 Vocab and Language Devel. #2 Guided Interaction #6 Modeling graphic organizers and Visuals	Student Learning: <ul style="list-style-type: none"> Consistent understanding of learning goal and process to reach learning goal. Teacher Practice: <ul style="list-style-type: none"> Use of key strategies # 1,2 and 6 to engage students in word study across the curriculum. 	<ul style="list-style-type: none"> Opportunities to apply word study skills in reading. Opportunities to apply word study skills in writing. Opportunities to apply word study skills in non-ELA content areas. 	Action items by grade level to bring identified trends in student work to grade level and classroom level planning.

**Other Professional Development Sessions
2010-2011**

Tuesday Collaboration Days: (Monthly)

- ELD Unit and Assessment Planning
- ELA Unit Planning
- Examine Student Data/Student Work
- Undesignated

Wednesday Staff Meetings: (Monthly)

- School Business Meeting
- Examine Student Data/Student Work

Data Conferences: (2 times annually with monthly follow-up on action plan)

- Initial Data Conference – 1st week October
 - Identify trends in data
 - Determine focus students
 - Develop action plan
- Follow-up on action plan every 4 weeks with grade level
- Mid-year Data Conference 1st week March
 - Compare data points from assessments to determine current rate of student achievement towards benchmark standards
 - Revise/Review focus student data
 - Revise action plan

Teacher's College Professional Development: (Fall and Spring dates TBD)

- Whole school work on integration of Word Study in Balanced Literacy Model.

On-Site Coaching: (On-going through-out the school year)

- Cycles of coaching by grade level
- Peer visitations
- Individual coaching
- Labsites by grade level and intra-grade level as appropriate

Staff Development Plan 2010-2011

Farallone View Elementary School

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
<p>Wednesday August 18</p> <p><i>KINGS MOUNTAIN STAFF WITH US THIS DAY</i></p>	<p>8:30–10:30 AM Infinite Campus Training</p> <p>11AM–4 PM Everyday Math Training / Curriculum Planning</p>	<p>N/A</p> <p>Strategy #2 Guided Interaction</p>	<p>Student Learning:</p> <ul style="list-style-type: none"> • Reinforcement and mastery of CA math standards <p>Teacher Practice:</p> <ul style="list-style-type: none"> • Taking on-line attendance • Mastery of Everyday Math games/ On-line Component 	<p>Infinite Campus Training:</p> <ul style="list-style-type: none"> • Training in on-line attendance taking • Building coaches: T. Ferenz & D. Purucker <p>Everyday Math Training:</p> <ul style="list-style-type: none"> • Everyday Math representative to train teachers on the on-line component of the adoption (<i>Elizabeth Schuck to call and organize arrival of Everyday Math Rep</i>). • Time for grade levels to assemble and play/test Everyday Math games 	<p>Teacher successfully taking attendance on-line</p> <p>Teachers independently seeking advise from T Ferenz and D Purucker</p> <p>Students/Families participating in the on-line component of Everyday Math</p> <p>Games assembled and implemented in curriculum</p> <p>Evaluation Survey</p>
<p>Tuesday Sep 14</p>	<p>1:30 – 4 PM STAR Data Review</p>	<p>Data Assessment</p>	<p>Student Learning:</p> <ul style="list-style-type: none"> • Identify and target areas of need for students <p>Teacher Practice:</p> <ul style="list-style-type: none"> • Create and implement action plans to target areas of need in curriculum 	<p>STAR Data Review:</p> <ul style="list-style-type: none"> • Review 2010 STAR Data • Time for 2nd – 5th grade teachers to analyze data/create a 2010-11 action plan • Time for grade levels to discuss ELD groupings • Time for K-1 Teachers to administer RESULTS Assessments after STAR review 	<p>STAR data reviewed</p> <p>Action plans created and reviewed mid-year</p> <p>ELD groups finalized</p> <p>K-1 Teachers administered RESULTS assessments</p> <p>Evaluation Survey Board Packet Page 53</p>

<p>Tuesday Nov 16</p>	<p>1:30 – 4 PM Addressing the challenges with the Skills Block</p>	<p>Strategy #4 Explicit Instruction</p>	<p>Student Learning:</p> <ul style="list-style-type: none"> • Target mastery of writing strategies and conventions • <i>CST writing strategies and conventions scores are weak across the school</i> <p>Teacher Practice:</p> <ul style="list-style-type: none"> • Target instruction of writing strategies and conventions 	<p>Addressing the challenges with the Skills Block:</p> <ul style="list-style-type: none"> • Questions for staff: What does your skills block currently look like? • What is not working with your skills block? • What is working with your skills block – share expertise • Ways to incorporate more writing strategies and conventions into Writers Workshop • <i>Coach to partner with teacher volunteers before November to develop units which address this issue; teacher/coach share work with staff in April</i> • Time for grade levels apply information to an ELA unit of study 	<p>Complete staff development day</p> <p>Coach to partner with grade levels or individual teachers to implement instructional strategies</p> <p>Incorporate a follow-up session as part of April’s Staff Development Day</p> <p>Evaluation Survey</p>
<p>Tuesday Jan 11, 2011</p>	<p>1:30 – 4 PM Extending our work on aligning ELA units to ELD units of study</p>	<p>Strategy #3 Meta-cognition and Authentic Assessment</p>	<p>Student Learning:</p> <ul style="list-style-type: none"> • Students aware of progress toward mastering ELD standards <p>Teacher Practice:</p> <ul style="list-style-type: none"> • Use assessment in ELD to target instruction and drive student achievement 	<p>Extending our work on aligning ELA / ELD units of study:</p> <ul style="list-style-type: none"> • Leadership Team to consult with Dr. Lopez on finalizing this agenda • Materials needed: new ELA/ELD aligned units created at the December 1 and December 15 faculty meetings (see attached) • Teacher share on existing assessments during ELD and how incorporate CELDT into ELD • Focus on assessment and addressing the CELDT test in ELD units of study • Question for staff: What is assessment for during ELD? • Instructional Purposes • Re-grouping during the year • Time for grade levels to apply information to their new ELD unit of study 	<p>This day is a follow-up/extension to our 2009-10 Staff Development Plan</p> <p>We will be extending our work on aligning ELA and ELD units of study to address assessment and the CELDT test</p> <p><i>Coach/teachers share to partner with grade levels or individual teachers to implement instructional strategies</i></p> <p>Incorporate a follow-up session as part of Feb and March Staff Development Days</p> <p>Evaluation Survey</p>

<p>Tuesday February 8</p>	<p>1:30 – 4 PM Addressing English Language Learning in the content areas</p>	<p>Strategy #4 Explicit Instruction</p>	<p>Student Learning:</p> <ul style="list-style-type: none"> • Providing English Learners and all students with targeted support during small group strategy lessons <p>Teacher Practice:</p> <ul style="list-style-type: none"> • Target instruction in the content areas 	<p>Addressing English Language Learning in the content areas:</p> <ul style="list-style-type: none"> • May 2010: Dr. Lopez to interview all staff on the challenges of English language learning in the content areas • Fall 2010: Dr. Lopez to share findings with leadership team (principal and literacy coach are standing members of the leadership team) and staff • Fall 2010: Leadership team drafts agenda for February and March Staff Development Days • Incorporate the following into February's Staff Development: <ul style="list-style-type: none"> - <i>Coach/teachers share implementation of February's instructional strategies</i> - Using an ELA unit of study, introduce ways to pre-assess and frontload skills rather than waiting for failure/re-teaching (Benefits of frontloading/EL participation during the lesson) - <i>Coach to partner with teacher volunteers before March to develop units which address this issue; teacher/coach share work with staff in March (Purucker)</i> - Grade levels apply pre-assessing and frontloading skills to an ELA unit 	<p>This day is a follow-up/extension of our 2009-10 Staff Development Plan</p> <p><i>Coach/teachers share to partner with grade levels or individual teachers to implement instructional strategies</i></p> <p>Incorporate a follow-up session as part of March's Staff Development Day</p> <p>Evaluation Survey</p>
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<p>Tuesday March 22</p>	<p>1:30 – 4 PM Addressing English Language Learning in the content areas</p>	<p>Strategy #4 Explicit Instruction</p>	<p>Student Learning:</p> <ul style="list-style-type: none"> • Providing English Learners and all students with targeted support in the content areas <p>Teacher Practice:</p> <ul style="list-style-type: none"> • Target instruction in the content areas 	<p>Addressing English Language Learning in the content areas:</p> <ul style="list-style-type: none"> • See Tuesday February 8 • Agenda TBD in Fall 2010 by Dr. Lopez and the Leadership Team • Include a follow-up to February’s Staff Development Day into this agenda 	<p>This day is an extension to February’s Staff Development</p> <p><i>Coach/teachers share to partner with grade levels or individual teachers to implement instructional strategies</i></p> <p>Evaluation Survey</p>
<p>Tuesday April 12</p>	<p>1:30 – 4 PM Addressing the challenges with the Skills Block</p>	<p>Strategy #4 Explicit Instruction</p>	<p>Student Learning:</p> <ul style="list-style-type: none"> • Target mastery of decoding, word recognition, vocabulary and concept development <p>Teacher Practice:</p> <ul style="list-style-type: none"> • Target instruction of decoding, word recognition, spelling, vocabulary and concept development in Reading Workshop 	<p>Addressing the challenges with the Skills Block:</p> <ul style="list-style-type: none"> • Follow-up on November’s Staff Development Day • Ways to incorporate more decoding, word recognition, vocabulary, spelling and concept development into Reading Workshop • <i>Coach to partner with teacher volunteers before April to develop units which address this issue; teacher/coach share work with staff in April</i> • Time for grade levels apply information to an ELA unit of study 	<p>Complete staff development day</p> <p>Coach to partner with grade levels or individual teachers to implement instructional strategies</p> <p>Incorporate a follow-up session as part of April’s Staff Development Day</p> <p>Evaluation Survey</p>

2010-2011 FACULTY MEETINGS

- September Address interruptions to the school-wide ELD time, causing ELD to be cancelled: fieldtrips, holidays, STAR testing, beginning and end of school year. Find a solution for these interruptions.
- October FOSS Representative to provide training on the on-line component of the program. **Call Elizabeth Schuck to arrange the trainer.**
- December 1 Grade levels complete First Trimester Math data analysis
K-1 Teachers will participate in the “Application” section of the Math trimester data analysis
Begin First Trimester ELA data analysis if time permits
(This faculty meeting will frontload January’s Tuesday Staff Development Day)
- December 15 Grade levels complete First Trimester ELA data analysis
Grade levels align a **new** ELA and ELD unit
Look again at identifying ELA standards, ELD standards and academic vocabulary
(This faculty meeting will frontload January’s Tuesday Staff Development Day)
- March 23 Grade levels complete First Trimester Math data analysis
K-1 Teachers will participate in the “Application” section of the Math trimester data analysis
Begin First Trimester ELA data analysis if time permits
- March 30 Grade levels complete First Trimester ELA data analysis
- April 6 Time for ELD teachers to meet to discuss the implementation process for ELD/aligning ELA and ELD units; Time for EO teachers to meet to discuss instruction for EOs during ELD

School Site Council Membership

Approved Thursday May 6, 2010

Catherine Berger, Principal

Signature of SSC member

Date

Annie Blair, Teacher

Signature of SSC member

Date

Sarah Ibarra, Teacher

Signature of SSC member

Date

Kelly Farnsworth, Teacher

Signature of SSC member

Date

Liz Osborne, Parent

Signature of SSC member

Date

Tina Watts, Parent

Signature of SSC member

Date

Tracy Yerby, Parent

Signature of SSC member

Date

Christine Prentice, Classified Staff

Signature of SSC member

Date

Staff Development Plan
2010-2011
School: Hatch Elementary School

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
<p>Wednesday, August 18, 2010</p>	<p>Infinite Campus Training. Transition to online attendance taking. (Half Day – At Cunha)</p> <p>Everyday Math and Academic Language.</p>	<p>N/A</p> <p>ELL Strategy #1 (Vocabulary & Language Development)</p> <ol style="list-style-type: none"> 1) Introduce new concepts through essential academic vocabulary 2) Distinguish word meanings and use for subject specific tasks 	<p>Student Learning: N/A</p> <p>Teacher Practice: Teachers will learn how to take online attendance.</p> <p>Student Learning: Students will access the curriculum through learning academic language within the Math curriculum.</p> <p>Teacher Practice: Grade levels will tie Everyday Math curriculum to academic language lessons for the students.</p>	<p>Replaces expired SASI system. Teachers will spend half day learning new program.</p> <p>Teachers in grade levels with Everyday Math curriculum. Grade levels will identify academic language and teaching strategies to deliver academic language to all students. Teacher will chart the vocabulary and strategies – share out.</p>	<p>Principal will monitor attendance records and provide additional training as needed for support.</p> <p>Principal will meet with grade levels and review the plans. Principal will observe/monitor classroom implementation.</p> <p>Follow up on November 16, 2010</p>

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
Tuesday, September 14, 2010	Review 2010 STAR Data. Cross check goals of SIPSA and goals of all subgroups. 2 nd - 5 th grade will have time to analyze data and create action plan for this year.	<p>STAR test scores will be reviewed to determine ELL SISPA goals (1,3) attainment.</p> <p>Action plan will focus on bridging the gap of test scores and assessment goals.</p> <p>ELL Strategy #3 (Metacognition & Authentic Assessment)</p> <p>1) Ensure assessment tasks are appropriate to students' assessed language development.</p>	<p>Student Learning: Student learning will be tied to revised grade level goals.</p> <p>Teacher Practice: All grade levels will create goals tied to the STAR results – focusing on all subgroups.</p>	<p>Principal will present STAR test results. Review AYP and API growth areas. 2nd through 5th grades will be given time to analyze the data and compare to STAR blueprints in an effort to identify academic areas of improvement and strength. K-1 teachers will create grade level goals using RESULTS as data source.</p> <p>(Session will be pre-planned with L/T and consultant)</p>	<p>Follow up at October and November collaboration time in Language Arts to assess progress of grade level goals.</p> <p>Grade level goals will be posted in D#2 and teacher classrooms. Principal will observe/monitor classroom implementation.</p>

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
Tuesday, November 16, 2010	Everyday Math	<p>Teachers will continue work started 8/18 with special emphasis on ELL and identifying academic language to ELL Math lessons and delivery.</p> <p>ELL Strategy #1 (Vocabulary & Language Development)</p> <ol style="list-style-type: none"> 1) Introduce new concepts through essential academic vocabulary 2) Distinguish word meanings and use for subject specific tasks 	<p>Student Learning: Students will benefit from ELL standards woven into Math curriculum. Improved access to daily lessons.</p> <p>Teacher Practice: Teachers will learn how to teach academic language skills students' need to complete subject specific tasks.</p>	<p>Leadership Team will plan the day around improved access to Math curriculum for ELLs. Prerequisite language applications, reading directions, checking for understanding and pattern drills will be covered. Marzano will be used as reference.</p>	<p>November 24 Math Collaboration time grade levels, Coach and Principal will follow up and check progress. Principal will observe/monitor classroom implementation.</p>

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
Tuesday, January 11, 2011	Aligning ELA and ELD standards	ELL Strategy #4 (Explicit Instruction) <ol style="list-style-type: none"> 1) Teach essential grade level concepts and build on students' background knowledge. 2) Teach academic language and cognitive reading skills needed to complete subject specific tasks. 3) Model explicit language with repeated practice. 	Student Learning: Students will receive essential grade level concepts tied to both ELA and ELD standards. Teacher Practice: Teachers will choose ECRW lessons to work from containing essential grade level concepts built on students' background knowledge as needed.	Leadership Team will plan workday on streamlining instruction of ELLs using best practices of both ELA and ELD standards. Time will also be spent on planning the implementing of Curriculum Associates quarterly assessment for measuring ELL and CELDT levels.	Follow up of progress and check in with Coach and Principal at next 2/8 Staff Development meeting. Continued work on standards during ELA and ELD collaboration time 1/19, 2/2 and 3/2. Principal will observe/monitor classroom implementation. Principal will schedule class observations in an effort to monitor classroom implementation.

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
Tuesday, February 8, 2010	Cross Curricular strategies for ELLs	Strategy #4 (Explicit Instruction) 1) Teach essential grade level concepts and build on students' background knowledge. 2) Teach academic language and cognitive reading skills needed to complete subject specific tasks. 3) Model explicit language with repeated practice.	Student Learning: Learn grade level cross curricular concepts and build background knowledge as needed. Teacher Practice: Explicit teaching of reading comprehension skills across all subject areas.	Leadership Team will preview the use of different (Marzano) suggested strategies in their class before 2/8 and report out to staff. Next, they will demonstrate these strategies to the staff on 2/8. After demonstration, grade levels identify which ELL teaching lesson they will use in their own class – plan to report out to staff on 3/22.	Follow up will occur during Math collaboration February 16, ELD collaboration March 2, and ELA collaboration March 16, 22 as grade levels, coach and Principal will assess success of these strategies and ELL performance in the classroom. Principal will schedule class observations in an effort to monitor classroom implementation.
Tuesday, March 22, 2011	Cross Curricular strategies for ELLs	Strategy #4 Explicit Instruction Strategy #4 (Explicit Instruction) 1) Teach essential grade level concepts and build on students' background knowledge. 2) Teach academic language and cognitive reading skills needed to complete subject specific tasks. 3) Model explicit language with repeated practice.	Student Learning: Learn grade level cross curricular concepts and build background knowledge as needed. Teacher Practice: Explicit teaching of reading comprehension skills across all subject areas.	Leadership Team will plan a day focused on teaching specific reading comprehension skills for completing lessons in Math, Science, and Social Studies – understanding text, graphics and word problems more thoroughly.	Final day of Cross Curricular strategies for ELLs. Follow up to this session will be collaboration in grade levels March 30 (ELD) and April 6 (Math). Principal will schedule class observations in an effort to monitor classroom implementation.

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
Tuesday, April 12, 2011	Complete within grade levels the third quarter ELA assessments. Grade level goals will be applied to scores to determine if these goals have been reached within grade levels.	<p>ELL Strategy #3 (Metacognition & Authentic Assessment)</p> <p>1) Ensure assessment tasks are appropriate to students' assessed language development.</p>	<p>Student Learning: Students will receive intervention according to grade level student goals.</p> <p>Teacher Learning: Teachers will identify areas of need within strands and tie student intervention to least successful strands.</p>	<p>Leadership Team will lead grade level teams and complete the grade level portions of the third quarter ELA assessments. Grade level goals will be posted and referred to as the strands strengths and weaknesses are determined.</p>	<p>Principal will analyze and complete school summary of the grade level strands in ELA third trimester assessment. Will take these trends back to grade level groups at May 11 Staff Meeting. Principal will schedule class observations in an effort to monitor classroom implementation.</p>

**Staff Development Plan
2010-2011
Kings Mountain Elementary School**

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
<p>Wednesday, August 18, 2010</p>	<p>Infinite Classroom 8:30-10:30</p>	<p>N/A</p>	<p>All teachers will use the Infinite Classroom program to record/track student attendance</p>	<p>Teachers will transition to on-line attendance process as the SASI system is replaced by Infinite Campus.</p>	<p>Site director/principal will assess progress as teachers utilize new program successfully.</p>
	<p>Math Online Games EveryDay Math 10:30-12:30</p> <p>This portion of the day (8:30-12:30) will take place at FV and the afternoon will be spent on KM campus putting games in place in classrooms</p>	<p>Providing concrete experiences with number concepts and skill building through games in pairs and small groups</p>	<p>Teacher Practice: Implementation of guided games as a means of practicing and refining computational skills and metacognitive strategical thinking.</p> <p>Student Learning: Students will be engaged in hands-on learning with concepts and application of skills in low stakes peer oriented environment</p>	<p>Teachers will be comfortable with “game format” as a tool for skill practice/concept building for students.</p>	<p>Games will become a scheduled activity in all classrooms (in centers preferably) implemented with student outcomes related to student achievement and math standards targeted/addressed. Principal/site director will monitor for implementation.</p>

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
Tuesday, September 14, 2010	Interactive Notebooks Math and Literacy	<p>*Strategy#1 Subject specific notebooks/journals</p> <p>*Strategy #2 Support language interactions with review/preview of language forms, use of graphic organizers and structures for modeling</p> <p>For Math: provide a reference point for students needing to review concept/build vocabulary /include diagrams and steps for understanding in own words.</p>	<p>Teacher Practice: Teachers will define the goal, format, content base for interactive notebooks based on student outcomes related to data review (STAR, benchmark, teacher observation) and areas for improvement.</p> <p>Student Learning: Students will create their own notebook as resource for learning that will be passed on year to year to support learning and help align curriculum school-wide.</p>	<p>Teachers will actually put sample notebook together</p> <ul style="list-style-type: none"> *establish focus *establish procedure *direct instruction *Centers *review concepts in own words <p>Establish schedule for notebook review as a staff (ie how often? How communicated?)</p>	<p>Interactive notebooks will be received/shared each trimester as part of student goal setting/target plans.</p>

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
Tuesday, November 16, 2010	<p>Special Education</p> <p>What Qualifies and What Doesn't?</p> <p>What Modifications Can You Suggest For Our Classrooms?</p>	<p>* Strategy #3</p> <p>Use a variety of activities and tasks to check for understanding(Jen)</p> <p>*Become familiar with explicit instruction to support speech/pragmatics in language arts</p>	<p>Teacher Practice:</p> <p>Better understanding of what is and what is not a special education diagnosis.</p> <p>An increased repertoire of strategies for supporting individual student learning styles/needs.</p> <p>Student Learning:</p> <p>Students will receive a differentiated curriculum delivery to better meet individual needs.</p>	<p>We would like to have CeCe explain the overall SpEd program--Criteria for inclusion and non-participation in the program.</p> <p>We would like Jennifer F. to share language acquisition ideas to support students with speech and pragmatics challenges in the regular classroom.</p>	<p>Teachers will identify students needs through observation-attempted modification-assessment process before formal SST so that students are properly supported in areas of challenge. Specific targeted interventions could then be put into place.</p>

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
Tuesday, January 11, 2011	Centers To facilitate Hands-On Practice and Small Group Instruction	<p>Strategy #4 Content Knowledge *explicitly teach academic language and cognitive reading skills needed to complete subject specific tasks-- =analyze, interpret, classify, compare, synthesize, persuade-solve.</p> <p>Strategy #6 Support content knowledge and academic language by creating Venn diagrams, story maps, etc. to reinforce reading/writing workshop</p>	<p>Teacher Practice: Teachers will provide “Centers” in class for small group student work to reinforce skills and practice while providing explicit small group instruction to properly grouped/targeted students.</p> <p>Student Learning: Students will be on task/focused on reinforcement and challenge work in small groups as teacher delivers explicit instruction to small groups.</p>	<p>Teachers will decide *when to use Centers, *how to group for Centers *Purpose of Centers</p> <p>Student Outcomes</p> <p>*differentiation *reinforcement *challenge *frontloading</p>	<p>Literacy Coach to observe and give suggestions as we begin this process and implementation of targeted scheduled small group instruction related to language arts. Site director/principal will monitor implementation.</p>

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
Tuesday, February 8, 2010	Continue work with Learning Centers Teachers sharing center ideas/procedures	See Above	<p>Teacher Practice: Teachers will have the opportunity to share findings, concerns, center ideas to problem solve and improve this method of increasing student engagement.</p> <p>Student Learning: Students will be on task/focused on reinforcement and challenge work in small groups as teacher delivers explicit instruction to small groups.</p>	<p>We will actually experience a Center about Centers as a jump off for our discussion.</p> <p>Center#1 Groupings Center #2 Content Center #3 Directed instruction Center #4 assessment</p>	<p>Students will be involved in learning center work on a regularly scheduled basis and student outcomes will be assessed with benchmark assessments and teacher observation. Site director/principal will monitor implementation.</p>

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
<p>Tuesday, March 22, 2011</p>	<p>Bringing It All Together to Strengthen Skills Acquisition *Notebooks *Centers *Readers’/Writers’ Workshop EveryDay Math</p>		<p>Teacher Practice: Teachers will have time to share findings and identify strengths and challenges of what they are trying in their classes. They will be working to increase efficacy of incorporating these methods and realia for maximum time on task and student learning.</p> <p>Student Learning: Increased time on task, increased motivation and decreased off task behaviors.</p>	<p>We will design a Center prototype for identified “skill” we need to reinforce at each grade level (because of the time of the year we will coincide with test prep as the identified area for our 2/3 and 3/4/5.)</p>	<p>Learning Centers, Readers’/Writers’ Workshop, Everyday Math will be linked to strengthen student learning and reinforce necessary skills.</p> <p>Benchmark assessments and Portfolios will be used to determine student growth in skills areas.</p>

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
Tuesday, April 12, 2011	No Cold Reads! Preparing students for text in subject areas	<p>Strategy #5 *introduce new concepts through familiar resources, prompts, visuals or themes</p> <p>*Use models, choral response, small group response, meaning based activities and high cognitive demand activities to increase comprehension</p>	<p>Teacher Practice: Implement a model for preparing students for text and high cognitive demand activities</p> <p>Student Learning: Focus on demonstrated understanding through explanation and presentation (active involvement) as opposed to filling in selected responses on prepared worksheets.</p>	<p>Discussion of vocabulary preparation – familiarity with text and text features for information acquisition</p> <p>Student presentation as a tool for learning</p>	<p>Students will increase vocabulary and comprehension as evidenced by STAR, benchmark, Portfolio assessments.</p> <p>Site director/principal will monitor for implementation.</p>

Additional Notations:

Wed. Aug 18th FV has requested EveryDay Math staff developer for the 10:30-12:30 portion of the day for FV and KM at FV.

The math portion of this day will provide activity base for math centers during the year. We will implement and review these practices at staff meetings to discuss student needs and targets identified in data discussions.

Tues. Sept 14: STAR data will have been discussed on Aug. 19th staff meeting. Portfolio (WW) and the 09-10 student notebooks (started in the very beginning stages in Jan. 2010) will have been reviewed prior to this minimum day.

Tues. Nov. 16: With our often changing staff(teachers, assistants, administrative support) this is an area(SpEd) needing updating to help students and teachers better assess student challenges and appropriate interventions.

Tues. Jan 11: Teachers will orchestrate learning environment where all students are engaged in learning/skills building as teacher works explicitly with rotating small groups. Center activity will be relevant, cognitively demanding, and promote student learning and critical thinking.

Tues. Feb. 8: Students will increase time on task and work on authentic products (manipulatives, realia) to increase student achievement s reflected by STAR, Portfolio, Benchmark assessments, projects, and teacher observation.

Monitoring by observation of Site and District personnel.

Tues. Mar. 22: In a school where students are often in multigrade/multiage configurations a variety of curriculum delivery systems must be utilized and refined to support students, keep students motivated and learning, and allow students to progress on a well thought out continuum that is not direct instruction dependent.

Tues. April 12: We will utilize technology (SmartBoard, PowerPoint, realia camera) and theme based projects for student presentations as learning tool. This would include but not be limited to Science Projects and History/Soc. Studies projects.

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
Tuesday, November 16, 2010	Qtr. 1 Assessment and Collaboration	Increase the number of students proficient on the CST. Close the achievement gap.	Student Learning: Mastery of essential standards in subject area. Teacher Practice: Assess data and collaborate with peers to strengthen instruction. Instruction will reflect the data i.e., reteaching.	Departments will meet to analyze and discuss assessment data and create intervention strategies. Departments will agree on strategies that maximize student learning.	Retesting at the end of 3 rd Qtr. Depts. will meet monthly to discuss progress and administrative observations.
Tuesday, January 11, 2011	Drug and Alcohol Awareness Training	Provide training so staff can better identify at-risk students and provide early intervention	Student Learning: Teacher Practice: Provide early intervention for at-risk students to appropriate school personnel.	Sheriffs' Dept. will present comprehensive training on current trends regarding drug use among students. Staff's knowledge will enhance a safe school environment.	Student referrals for at-risk behavior. Referrals will be recorded for types of interventions implemented.
Tuesday, February 8, 2010	Strategy 3 Metacognition & Authentic Assessment	Build background knowledge in ELs through pre-reading & pre-writing skill development & methods to monitor reading comprehension	Student Learning: Reading comprehension, word analysis, students' descriptions of their thinking processes verbally & in writing Daily utilization of these skills will be implemented. Teacher Practice: Align formative assessment activities to student assessed language development levels.	Ray Garcia will present and coordinate presentation with Principal.	Guided reading, chapter pre-reading guides, reciprocal teaching, learning logs & quick-writes. These strategies will be observed by administration.

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
Tuesday, March 22, 2011	Qtr. 3 Assessment and Collaboration	Continue to focus on closing the achievement gap. Reteach in preparation for the CST.	<p>Student Learning: Mastery of essential standards in subject area.</p> <p>Teacher Practice: Focus on areas that need reteaching for success on the CST and the next grade level. Depts. will agree on standards that need to be revisited.</p>	Depts. will analyze data and determine where the gaps in instruction exist and implement strategies to effectively reteach. These will be agreed upon at Grade Level meetings.	CST testing and Qtr. 1 testing in the fall. Monitoring will be done by classroom observations.
Tuesday, April 12, 2011	Strategy 4 Explicit Instruction	Build background knowledge in ELs through the explicit teaching of academic vocabulary & cognitive reading skills	<p>Student Learning: Reading directions, idioms, pattern drills & story maps. Students will practice these skills daily.</p> <p>Teacher Practice: Explicit modeling of language use with repeated practice. Modeling by staff for students will make this practice routine.</p>	Ray Garcia will present and coordinate presentation with Principal.	<p>Specific reading comprehension skills for completing: task procedures, word problems, understanding text & graphics.</p> <p>Observations of classroom practice will be done by administration.</p>

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
Tuesday, November 16, 2010	<u>Q1 Data Review: Benchmark analysis and collaboration</u>	<i>Disaggregate data for all subgroups, including English Learners, to evaluate strengths and weaknesses</i>	Student Learning: <i>mastery of targeted essential standards for first quarter</i> Teacher Practice: <i>Assess data and collaborate with peers to strengthen instruction</i>	<i>Dept. chairs will coordinate the administration of the Q1 benchmarks, help tabulate/disaggregate results using the district data tool and facilitate subject area collaboration. Teachers will use this data to develop an action plan, which includes at least one common, researched based instructional strategy.</i>	<i>Q2 & Q3 benchmark exams</i> <i>The analysis template will show what further steps the teachers will take to continue incremental improvement in selected skill gap areas.</i>
Tuesday, January 11, 2011	<u>Strategy #5 Meaning Based Context and Universal Themes</u> <u>Interdisciplinary/cross-curricular collaboration</u>	<u>AALD Strategy: Meaning-Based Context & Universal Themes</u>	Student Learning: <i>students find interest in information meaningful to their lives</i> Teacher Practice: <i>teacher links ideas to resources or concepts that reflect student interests & socio-cultural or linguistic backgrounds.</i>	<i>Leadership, in cooperation w/ department chairs, will coordinate joint collaborations with subject areas. Teachers will agree to jointly create and implement shared components of the cross-curricular units of study. Students will engage in authentic, context/universal theme based activities/assessments</i>	<i>Evidence of interdisciplinary projects, units, and/or experiences created by teacher teams. Staff will be surveyed on perceived effectiveness of the collaboration time. Student performance and interest level on collaborative projects will also be tracked</i>
Tuesday, February 8, 2010	<u>Strategy #2 Guided Interaction Peer Expert Workshops: IC Follow-up & EL Key Strategies in Accelerating Academic Language Development</u>	<u>AALD Strategy: Guided Interaction</u>	Student Learning: <i>students work together to understand what they read by listening, speaking, reading and writing collaboratively about the academic concepts in the text.</i> Teacher Practice: <i>teachers structure multiple opportunities for peer-to-peer interactions</i>	<i>Staff will design workshops to present to peers. Outside experts with key knowledge in this area will also be recruited</i>	<i>Faculty PD surveys will be used and a peer observation template that assesses the effectiveness of PD in influencing/adjusting teacher practice will be drafted and piloted by participating staff</i>

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
Tuesday, March 22, 2011	<u>Q3 Data Review:</u> <i>Benchmark analysis and collaboration</i>	<i>Disaggregate data for all subgroups, including English Learners, to evaluate strengths and weaknesses</i>	<p>Student Learning: <i>mastery of targeted essential standards for first quarter</i></p> <p>Teacher Practice: <i>Assess data and collaborate with peers to strengthen instruction</i></p>	<i>Dept. chairs will coordinate the administration of the Q3 benchmarks, help tabulate/disaggregate results using the district data tool and facilitate subject area Teachers will use this data to develop an action plan, which includes at least one common, researched based instructional strategy.</i>	<i>Data analysis of 2011 CST data in the fall The analysis template will show what further steps the teachers will take to continue incremental improvement in selected skill gap areas.</i>
Tuesday, April 12, 2011	<u>Guest Speaker: TBA</u> <i>Crucial Conversations and Effective Communication Practices</i>	<u>CSTP Standard # 6:</u> <i>collaborate effectively with peers, students and parents</i>	<p>Student Learning: <i>Students will better understand teacher expectations, learning objectives and long range goals</i></p> <p>Teacher Practice: <i>Regular communication with students , parents, classified and admin staff</i></p>	<i>Administration will collaborate with guest expert to design an engaging and highly inter-active workshop format</i>	<i>Leadership will follow up with additional exercises and ongoing discussion topics within the PODS throughout the year and survey the staff to gauge teacher growth and student benefit with the expanded use of effective communication techniques.</i>

**Staff Development Plan
2010-2011**

School: Pilarcitos High School

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
<p>Wednesday, August 18, 2010</p>	<p>Infinite Campus Training @ HMBHS CST Data Review</p>	<p>IC training will include identifying EL classification; data review will highlight disaggregated EL data in all content areas</p>	<p>Student Learning: Students will improve basic literacy skills which enable them to grasp grade-level content.</p> <p>Teacher Practice: Mastery of IC program.</p> <p>Teachers will be made aware of performance gaps and a year-long goal will be set to narrow the gap.</p>	<p>All Staff meeting to include CST data review followed by Campus 101 and a two hour hands on attendance/gradebook training in the labs. After lunch teachers will individually investigate IC w/ mentoring help from teacher coaches, admin and district personnel</p>	<p>Teachers will work to develop goals, target focus standards and collaborate on units of study to improve student performance in the target areas. Teachers will meet quarterly to discuss student progress, goals, and adjustments will be made based on teacher input and student performance.</p> <p>IC prof. dev. will continue throughout the year and both grade and attendance reports will show teacher proficiency</p>
<p>Tuesday, September 14, 2010</p>	<p><u>@ HMBHS: Peer Expert Workshops:</u> IC Follow-up & EL Key Strategies in Accelerating Academic Language Development</p>	<p><u>AALD Strategy #6:</u> Modeling, Graphic organizers & visuals – keys to differentiated instruction in the core secondary classroom</p>	<p>Student Learning: students will easily recognize essential information and its relationship to supporting ideas</p> <p>Teacher Practice: teachers will model how to complete tasks and provide organizers to support recognition of essential information</p>	<p>Staff will design workshops to present to peers. Outside experts with key knowledge in this area will also be recruited.</p> <p>Teachers will agree to use some of these strategies in the classroom.</p>	<p>Faculty PD surveys and a peer observation template that assesses the effectiveness of PD in influencing/adjusting teacher practice. Teachers will meet quarterly to discuss the effectiveness of these strategies and make adjustments accordingly</p>

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
Tuesday, November 16, 2010	@ Pilarcitos CAHSEE – How to help our EL’s pass the English portion of the exit exam	AALD Strategy #3 Metacognition & Authentic Assessment	<p>Student Learning: Students will learn pre-reading & prewriting skills, word analysis, & methods to monitor their reading comprehension.</p> <p>Teacher Practice: Assess CAHSEE data and collaborate with peers to develop strategies to improve student scores on the English portion of the CAHSEE</p>	Staff will study the exit exam data and determine what areas we need to work on to help our students pass. Develop strategies we can use weekly across all curriculum to improve student writing and reading comprehension	Improvement on CAHSEE for our students. Teachers will meet quarterly to discuss student progress and make adjustments to teaching strategies.
Tuesday, January 11, 2011	Drug and Gang awareness @ Cunha	NA	<p>Student Learning:</p> <p>Teacher Practice: Staff will be able to better recognize warning signs of drug use and gang involvement.</p>	Team up with the Cunha staff to learn about what to look for and how to help our students regarding drugs and gang involvement. What will happen after the training? What will teachers do with the knowledge?	Teachers will be more aware of the challenges students face and be trained to spot warning signs of drug and/or gang involvement. Teachers will agree to communicate with each other and parents about suspected drug use and gang involvement.

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
Tuesday, February 8, 2010	@ HMBHS: Peer Expert Workshops: IC Follow-up & EL Key Strategies in Accelerating Academic Language Development	<u>ACLD Strategy#2:</u> Guided Interaction	<p>Student Learning: Students' work together to understand what they read by listening, speaking, reading and writing collaboratively about the academic concepts in the text.</p> <p>Teacher Practice: teachers structure multiple opportunities for peer-to-peer interactions</p>	<p>Staff will design workshops to present to peers. Outside experts with key knowledge in this area will also be recruited</p> <p>Teachers will agree to use some of these strategies in the classroom.</p>	<p>Faculty PD surveys and a peer observation template that assesses the effectiveness of PD in influencing/adjusting teacher practice</p> <p>Teachers will meet quarterly to discuss student progress and make adjustments to teaching strategies.</p>
Tuesday, March 22, 2011	@ Pilarcitos: Post-High School Plans for the Pilarcitos student	ACLD Strategy #5 Meaning-based context & Universal Themes	<p>Student Learning: Students will start on a path towards thinking about a career. They will create a resume and go through mock interviews with business people from the community</p> <p>Teacher Practice: teachers will work with students to help them figure out their career interests, determine what education is needed, and help them create a plan to get there.</p>	<p>Staff will contact members of the community to serve as mock interviewers and set up templates for creating student resumes. Staff will also contact counselors and outreach staff at the area community colleges to set up presentations.</p>	<p>Teachers will produce sample resumes and create a schedule and timeline to have community members in for mock interviews and community college advisors in for presentations.</p>

Date	Topic	EL Strategy Addressed	Outcome	Plan	Follow-up/ Assessment
Tuesday, April 12, 2011	@ <i>HMBHS</i> Interdisciplinary collaboration	<u><i>AALD Strategy#5:</i></u> Meaning-Based Context & Universal Themes	Student Learning: students find interest in information meaningful to their lives Teacher Practice: teacher links ideas to resources or concepts that reflect student interests & socio-cultural or linguistic backgrounds	Leadership, in cooperation w/ department chairs, will coordinate joint collaborations with subject areas. Teachers will agree on a collaborative project to implement and a timeline to carry it out.	Evidence of interdisciplinary projects, units, and/or experiences created by teacher teams. Teachers will meet to discuss how to implement collaborative projects and will meet regularly to ensure a smooth implementation.

CABRILLO UNIFIED SCHOOL DISTRICT

Professional Development Plan 2010-2011

Special Education Department

Date: May 11, 2010

GOAL: Improve SPED student achievement by 12.6% in Language Arts and 12.00% in Math on the CST.

OBJECTIVE:

- **Develop a professional learning community (PLC) with a focus on student learning and outcomes to narrow the special education achievement gap.**
- **In-service SPED staff in professional learning communities.**
- **Create SPED common planning time to develop a vision of best instructional practices in SPED.**
- **Use scheduled planning time to review assessments of student progress and share best practices for instruction.**

PURPOSE:

- **To increase SPED student achievement by at least 1 year's growth in the CST for Language Arts and Math.**
- **To engage in collaboration with the purpose of differentiating instruction to meet students where they are and systematically increase student progress.**

SPED STAFF DEVELOPMENT PLAN:

- **Train staff in collaborative processes to promote teacher inquiry and support student achievement.**
- **Train staff in legal compliance on IEP forms to decrease barriers to monitoring student progress.**
- **Train staff in differentiated instructional and learning strategies to increase student achievement.**
- **Train staff in behavior and classroom management to support student progress.**
- **Train staff in stress management to support student learning.**
- **Train staff in problem solving and positive communication skills to decrease litigation and increase focus on student achievement.**

CONNECTION TO DISTRICT STRATEGIC PLAN:

- **Expands development of PLC to SPED staff.**
- **Promotes teacher inquiry skills and use of best practices.**
- **Supports district goal of increasing SPED student achievement by 12% in Math and 12.6 % in Language Arts.**

STRATEGIES USED TO IMPLEMENT OBJECTIVE

- X** **Workshops**
- X** **Site SPED staff meetings**
- X** **Collaboration meetings**
- X** **Site visitations**
- X** **Analysis of student work**

HOW WILL THE EFFECTIVENESS OF THE STAFF DEVELOPMENT BE EVALUATED?

- **Evaluation and reflection following each staff development session.**
- **Site data conferences (team meetings).**
- **Site visitation and feedback to staff by Director and support staff.**

FUNDING:

- **Medi-Cal funds (\$'s TBD)**

STAFF DEVELOPMENT TIMELINE (Includes minimum day Tuesdays (3) plus 3 other Tuesday afternoons)

MONTH	MINIMUM DAY	OTHER TUESDAYS
August 31st	Training in PLCs <ul style="list-style-type: none"> • Monitoring of student progress • Cycle of Inquiry • Accountability for improved achievement/student learning • Collaboration 	
September 14th	Training in legal compliance on IEP forms <ul style="list-style-type: none"> • Decrease barriers to monitoring student progress • Increase focus on student learning 	
28th		Stress Management
October 12th		Behavior Management, Classroom Management
26th		Communication Strategies/Problem Solving Strategies
November 18th	Differentiated Instructional Strategies/Learning Strategies <ul style="list-style-type: none"> • Promote student achievement • Increase student access/participation in core curriculum 	
December	No professional development scheduled	Site visits to monitor progress and support staff
January 11th	SPED collaboration time (elementary, middle, high school groups)	

February	No professional development scheduled	Site visits to monitor progress and support staff
March	No professional development scheduled	Site visits to monitor progress and support staff
April	No professional development scheduled	Site visits to monitor progress and support staff
May	No professional development scheduled	Site visits to monitor progress and support staff
June	No professional development scheduled	Summary of progress, evaluation of results

PARAPROFESSIONALS

September	Professional development monthly in behavior management, classroom management, instructional strategies, learning strategies and PLC
Through	
May	
	2 x per month feedback and check-in meetings with paraprofessionals by Behavior Specialist, support staff or Director.

CABRILLO UNIFIED SCHOOL DISTRICT BOARD AGENDA ITEM

BOARD MEETING DATE: June 3, 2010

ACTION
 CONSENT
 DISCUSSION
 INFORMATION

BOARD AGENDA NUMBER: 11.f.

BOARD AGENDA ITEM: Approve Declaration of Need for Fully-Qualified Educators for 2010-11

DEPARTMENT: Personnel

CONTACT PERSON: John Corry

BACKGROUND INFORMATION:

With the approval of Title 5 Regulations, starting July 1, 1994, the ability to employ or assign persons who are not appropriately credentialed for their assignment will be under the legal authority of the Commission on Teacher Credentialing.

A Declaration of Need for Fully Qualified Educators must be submitted annually to the Commission on Teacher Credentialing. This declaration is valid for no more than twelve months and expires on June 30 following its submission.

The declaration must include:

- titles of Limited Assignment Permits the employing agency anticipates will be requested;
- efforts the employing agency made to recruit certificated individuals and to certify, assign, and develop fully-qualified individuals; and
- verification the declaration was adopted by a school district, county superintendent, or state school administrator.

REPORT/PROPOSAL: The 2010-11 Declaration of Need for Fully-Qualified Educators anticipates emergency permits for the following areas: CLAD Credential, BCLAD Credential.

FINANCIAL IMPACT: There is no financial impact to the District.

RECOMMENDATION: Approve Declaration of Need for Fully-Qualified Educators for 2010-11 for the following areas: CLAD Credential, BCLAD Credential.

PROPOSED FACILITY USE RATES EFFECTIVE JULY 1, 2010

	*Rates For Non-Profit Groups	*Rates For Fair Market Groups (Two Hour Minimum)	Park & Recreation SAL & PAL
Classroom	\$41.00/hour	\$92.00/hour	\$20.00/hour
Gym	\$169.00/hour	\$255.00/hour	\$50.00/hour
Multi-Use	\$141.00/hour	\$198.00/hour	\$50.00/hour

Non-Profit Youth and Adult Groups & Park & Rec.

**For Profit Groups
Plus District Employee
Actual Salary for Position**

H.S. Football Field - \$20.00/hour	Adults - \$50.00/hour	\$250.00/hour
H.S. Baseball Field - \$20.00/hour	Adults - \$50.00/hour	\$250.00/hour
H.S. Softball Field - \$20.00/hour	Adults - \$50.00/hour	\$250.00/hour
Cunha FB Field \$10.00/hour	Adults - \$20.00/hour	\$100.00/hour
Hatch Field - Football, Softball, Baseball		
\$10.00/hour	Adults - \$20.00/hour	\$100.00/hour
E.G. Field \$10.00/hour	Adults - \$20.00/hour	\$100.00/hour

All users of District/School facilities must complete a "Use of Facilities Request" form, which must be signed by the administrator responsible for that facility. The completed and signed form is then forwarded to the District Maintenance Office for final approval and coordination. Dates and times requested are final. No changes or add-ons will be allowed after the form has been posted and billed. If any organization wishes to use the facility for additional time and/or a different date, then a new Use of Facilities Request form is required.

School-sponsored organizations (Cabrillo District PTA's, Pac's, Ed Funds, and Booster organizations) using District facilities shall not pay for the use of school facilities, but are responsible for any personnel costs incurred providing all proceeds go to the District.

The Superintendent or designee will determine which rate structure applies to which group.

Board Policy No. 1330 Use of School Facilities

NOTE: Effective July 1, 2010
Facilities Use Rates Updated 7/10

FACILITY USE RATES EFFECTIVE JULY 1, 2009

	*Rates For Non-Profit Groups	*Rates For Fair Market Groups (Two Hour Minimum)	Energy Surcharge for both Non-Profit & Fair Market Groups	Park & Recreation
Classroom	\$34.00/hour	\$85.00/hour	\$7.00/hour	\$18.00/hour
Gym	\$143.00/hour	\$229.00/hour	\$26.00/hour	\$46.00/hour
Multi-Use	\$115.00/hour	\$172.00/hour	\$26.00/hour	\$46.00/hour

****SAL and PAL will be charged as per Jim Tjogas on 09/18/09****

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School-sponsored organizations (Cabrillo District PTA’s, Pac’s, Ed Funds, and Booster organizations) using District facilities shall not pay for the use of school facilities, but are responsible for any personnel costs incurred.

Child service organizations using District facilities are responsible for the appropriate personnel costs incurred and any additional energy costs the District will incur.

Should District personnel have to report outside of their regular work hours for the facility use, user shall be charged the actual cost of the employee’s time.

The Superintendent or designee will determine which rate structure applies to which group.

Board Policy No. 1330 Use of School Facilities

NOTE: Effective July 1, 2009
Facilities Use Rates Updated 7/09