

Governing Board of Trustees
AGENDA
Thursday, May 24, 2012, 4:30 PM

Ledyard Hakes ♦ Brenda Kracht ♦ Doug Metz ♦ Dawn Ovrom ♦ Bruce Shepherd
Student Board Representative: Will Funk
Superintendent/Secretary: Jeffrey Felix Recording Secretary: Maria Johnson

Times Indicated are Anticipated and Serve as Guidelines for Discussion

1.0 CALL TO ORDER 4:30

2.0 OPEN SESSION 4:30

 2.1 Pledge to the American Flag

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

 2.3 Board Recognition

 2.3.1 Teacher Leaders in CUSD who significantly impact student learning, assessment of student learning, and the professional development of CUSD teachers, by participating in leadership roles in our District: Kathy Shady, Jeffrey Beckley, John Cox, Ellen Cody, Caroline Dinnen, Nancy Ratcliffe, Nikki Gelso, Heather Bice, Robyn Fullmer, Toni Neubert, Amber MacDonald, and Linda Kullmann

 2.4 Middle School Student Report

 2.5 Shareholder Reports

3.0 COMMENTS FROM THE AUDIENCE (Agenda and Non-agenda items)..... 5:00

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

4.0 APPROVAL OF CONSOLIDATED MOTION FOR CONSENT CALENDAR5:15

The purpose of the consolidated motion is to expedite action on routine agenda items. All agenda items, which are not held for discussion at the request of a member of the Board, will be approved as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually. Any member of the audience who wishes to speak to an agenda item should **complete a yellow card** and present it to the Recording Secretary **before the agenda is approved.**

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4.14	Brian Bent Memorial Aquatics Complex (BBMAC) Third Quarter Financial Report	44
5.0	ACTION ITEMS/PUBLIC HEARINGS	5:20
5.1	Coronado Student and Family Enrichment (SAFE) Annual Report; Approve Memorandum of Understanding between the Coronado Unified School District (CUSD) and Coronado Student and Family Enrichment Organization (SAFE) (10 minutes).....	46
5.2	Approve Closure of State Preschool Program at the Early Childhood Development Center (15 minutes).....	52
5.3	Adopt the Transitional Kindergarten Policy and Approve Implementation of the Transitional Kindergarten Program for the 2012-2013 School Year (5 minutes).....	53
5.4	Adopt Revisions to Administrative Regulation 6154, Homework Policy (10 minutes)	59
5.5	Approve Resolution to Adopt the Common Core State Standards (10 minutes)	66
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6.0	REPORTS.....	6:15
6.1	Patty Cowan, Executive Director of Coronado Schools Foundation, will present the Annual Report (15 minutes)	72
6.2	Director of Learning Report: Assessment of Character Education at all Coronado Unified School District Sites (15 minutes).....	75
6.3	Director of Human Resources – Certificated Evaluation Process (written)	79
6.4	Budget Update – May Revise (10 minutes).....	80
7.0	PROPOSALS/FIRST READINGS	6:55
7.1	Adopt Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits (First Reading) [5 minutes]	83

8.0 ORGANIZATIONAL BUSINESS	7:00
8.1 Superintendent’s Management of Board Goals for 2011-2012 (5 minutes)	84
8.2 Proposed List of Agenda Items for Future Board Meetings (5 minutes)	86
8.3 Future Agenda Items/Comments from Board Members	
8.4 Next Regular Meeting is Thursday, June 21, 2012, 4:30 PM	
Second Regular Meeting is Thursday, June 28, 2012, 4:30 PM to adopt the 2012-2013 Budget	
9.0 CLOSED SESSION (Conference Room)	7:15
9.1 Negotiations Discussion: Employee Organizations: ACT and CSEA	
9.2 Superintendent’s Evaluation	
9.3 Student Matters: Settlement Agreement, Government Code 54962 and Education Code 35146; Case #2012030176 & 2012050518	
10.0 RECONVENE TO OPEN SESSION (District Board Room)	
10.1 Report Any Action Taken in Closed Session	8:00
11.0 ADJOURN	8:00

<p>Individuals who require special accommodation (American Sign Language Interpreter, accessible seating, documentation in accessible formats, etc.) should contact the Superintendent or designee at least two days before the meeting date. In compliance with Government Code section 54957.5, non-exempt writings that are distributed to a majority or all of the Board in advance of a meeting, may be viewed at 201 Sixth Street, Coronado, CA 92118, or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Maria Johnson, Executive Assistant to the Superintendent/Board, at (619) 522-8900, ext. 1025.</p>
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AGENDA – May 24, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

4.1 Approve the Regular Meeting Minutes of April 26, 2012 (Action)

Background Information:

Presented for Board Approval:

- April 26, 2012, regular meeting minutes

Superintendent's Recommendation:

JPF

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

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____

CORONADO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING
UNADOPTED MINUTES
April 26, 2012, at 4:30 PM

Ledyard Hakes ♦ Brenda Kracht ♦ Dawn Ovrom ♦ Doug Metz ♦ Bruce Shepherd
Student Board Representative: Will Funk
Superintendent/Secretary: Jeffrey Felix ♦ Recording Secretary: Maria Johnson

Order of Business

1.0 CALL TO ORDER

President Shepherd called the meeting to order at 4:32 PM at Coronado Unified School District, 201 Sixth Street, Coronado, CA.

Roll Call

The following Board Members were present: Ledyard Hakes, Brenda Kracht, Bruce Shepherd, Dawn Ovrom, and Doug Metz. Also present were Jeffrey Felix, Superintendent, Randie Allen, Associate Superintendent, Richard Erhard, Assistant Superintendent, and Emily Kob, Incoming Student Board Representative. Student Board Representative Will Funk was attending the Academic League Decathlon. The Board welcomed and congratulated Emily Kob who will replace Will Funk as Student Board Representative.

2.0 OPEN SESSION

2.1 Pledge of Allegiance

2.2 Approve the Agenda

#55

Motion: Metz Second: Ovrom Vote: 5-0.

2.3 Board Recognition

2.3.1 The Board Recognized our Coronado High School Boys' and Girls' CIF Division IV Soccer Champions

2.3.2 The Board Recognized CUSD Classified Employees of the Year: Cathy Hewitt, Karen Maggio, Kathy Redding, Sue Rippel, and Julie Salvatierra

2.3.3 The Board Recognized the Manning Family for their generous donation refurbishing the basketball court to Coronado Middle School

2.4 Student Report

➤ Avery Dozier and Madison Shanks reported on Village Elementary School activities

2.5 Stakeholder Reports

➤ President Lina Douglas updated the Board on SEPAC activities

➤ CSF Executive Director Patty Cowan reported STEAM funding for CUSD programs will increase by five percent as well as Block Grants for fiscal year 2012-13. A full report will be provided at the next Board Meeting.

➤ Rich Brady thanked all for attending the CoSA Annual Gala and said it was a successful event

3.0 COMMENTS FROM THE AUDIENCE ON NON-AGENDA AND AGENDA ITEMS

None

4.0 APPROVAL OF CONSENT AGENDA

Motion: Ovrom Second: Hakes Vote: 5-0

#56

- 4.1 Approve the Regular Meeting Minutes of February 16, 2012, and Special Meeting Minutes of February 2 and February 23, 2012
- 4.2 Approve the Regular Meeting Minutes of March 12, 2012, and Special Meeting Minutes of March 22, 2012
- 4.3 Approve/Ratify Warrants and Purchase Orders
- 4.4 Approve/Ratify Contracts for Services
- 4.5 Approve Certificated Personnel Register
- 4.6 Approve Classified Personnel Register
- 4.7 Approve Classified Job Description: High School Registrar
- 4.8 Brian Bent Memorial Aquatics Complex Update
- 4.9 Uniform Complaint Quarterly Report
- 4.10 Approve Coronado Unified School District 2012 School Site Strategic Plans

5.0 ACTION ITEMS/PUBLIC

- 5.1 **Approve the Employment of Whitney DeSantis as the New Principal of Village Elementary School** #57

Motion: Ovrom Second: Hakes Vote: 5-0

- 5.2 **Public Hearing on Proposed Developer Fee Increase**

The Public Hearing was called to order at 5:32 PM. There was no public comment and the Public Hearing ended at 5:33 PM.

- 5.3 **Adopt Resolution Authorizing Developer Fee Increase** #58

Motion: Hakes Second: Metz Vote: 5-0.

6.0 REPORTS

- 6.1 **Report from the Director of Human Resources**

Director Rebekah Barakos-Cartwright provided a written update to the Board on the progress of the Evaluation Document.

- 6.2 **State Preschool Program - Early Childhood Development Center**

CUSD staff believes there is a need for more preschool services in Coronado. CUSD administration is discussing and investigating the opening of a fee-based preschool for SY 2013-14. A proposed "Crown Preschool," to be located at the Early Childhood Development Center, would fulfill the original vision of CUSD to provide a complete education continuum as a lifelong foundation for our community's children.

The Board asked for a comprehensive plan including hard data, a multi-year projection, and an electronic survey to see the need for another preschool in Coronado. Dr. Felix said he will develop a survey and develop a complete proposal for a fee-based preschool.

There was a consensus on reports

7.0 PROPOSALS/FIRST READINGS

7.1 Adopt Revisions to Administrative Regulation 6154, Homework Policy (First Reading)

8.0 ORGANIZATIONAL BUSINESS

8.1 Superintendent's Management of Board Goals 2011-2012

8.2 Proposed List of Agenda Items for Future Board Meetings

Agenda Items in May: Contract Renewal between Coronado Unified School District and the CoSA Foundation for Naming Rights to the High School Theatre; and an action item for a Fee-based Preschool at ECDC. In addition, some minor revisions will be added to the Homework Policy for adoption in May.

8.3 Future Agenda Items/Additional Comments

8.4 Board Meetings/Workshops

May 10, 2012, 4:30 PM, Workshop - first annual report on progress made within the Technology Department to fulfill the recommendations from the July 2011 Fiscal Crisis and Management Assistance Team (FCMAT) Technology Review. Technology Coordinator Ramona Loiselle and representatives from Techmasters will present this report.

May 24, 2012, 4:30 PM Regular Board Meeting

9.0 CLOSED SESSION

The Board adjourned to Closed Session at 6:52 PM

10.0 RECONVENT TO OPEN SESSION (Report any action taken in Closed Session)

The Board reconvened to Open Session at 9:00 PM. No action taken.

11.0 ADJOURNED

Meeting was adjourned at 9:00 PM

Approved:

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

AGENDA – May 24, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS & FISCAL MANAGEMENT

4.2 Approve/Ratify Warrants and Purchase Orders (Action)

Background Information:

Warrants submitted for ratification and approval represent invoiced payments against purchase orders previously approved. Warrants were audited and approved by the County Superintendent of Schools prior to payment. A list of all purchase orders has been submitted to the Governing Board per Education Code 39657.

Report:

Separate cover

Financial Impact:

Commercial Warrants	#12-033361 - #12-042299	\$580,520.66
Purchase Orders	April 1 through April 30, 2012	\$320,558.92

Superintendent's Recommendation:

JPF

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

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

AGENDA – May 24, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS AND FISCAL MANAGEMENT

4.3 Approve/Ratify Contracts for Services (Action)

Background Information:

Board Policy 3312 states “The Superintendent or designee may enter into contracts on behalf of the District. All contracts must be approved or ratified by the Governing Board. No contract made under this delegation of power shall be valid until the Board approves or ratifies the contract.”

Report:

The following contracts need the approval/ratification of the Board:

Name	Dates	Amount	Source of Funds
Banyon Tree Foundation Academy Student A	6/18/12-7/30/12	\$8,548.20	Special Ed
Bill Yeager Consultant – Director for Jazz Fest	5/12/12	\$500	General Fund
Bob Boss Consultant – Judge for Jazz Fest	5/12/12	\$350	General Fund
Bob Magnusson Consultant – Judge for Jazz Fest	5/12/12	\$350	General Fund
Calico Software Systems, Inc. License Fee and Services Agreement	7/01/12-6/30/13	\$3,619.60	Special Ed
Chris Lea Consultant – Saxophone Musician Salt & Pepper Band for Jazz Fest	5/12/12	\$100	General Fund
Christopher Hollyday Consultant – Saxophone Musician Salt & Pepper Band for Jazz Fest	5/12/12	\$100	General Fund
Christy White Accountancy Corp. Annual Independent Audit	Fiscal Year Ending 2011-12 2012-13 2013-14	Total Maximum Audit Fees \$24,416 \$24,905 \$25,403	General Fund

Debora B. Rocha Munoz Student B	3/01/12-6/30/12	\$800	Special Ed
Derek Cannon Consultant – Trumpet Musician Salt & Pepper Band for Jazz Fest	5/12/12	\$100	General Fund
Dick McGuane Consultant – Saxophone Musician Salt & Pepper Band for Jazz Fest	5/12/12	\$100	General Fund
Discovery Education DE Streaming Coronado Middle School License	7/01/12-6/30/13	\$1,570	CSF Block Grant
Dolinka Group Financial Advisory Services for Facilities Funding	3/15/12-6/30/13	Increase by \$15,000 Total \$30,000	Capital Funds
Don Kuhli Consultant – Rhythm Musician Salt & Pepper Band for Jazz Fest	5/12/12	\$100	General Fund
Doug Meeuwsen Consultant – Trumpet Musician Salt & Pepper Band for Jazz Fest	5/12/12	\$100	General Fund
Dr. Rienzi Haytasingh Student C Student D	5/03/12-6/30/12 5/04/12-8/24/12	\$5,000 \$8,000	Special Ed
Fred Bivin Consultant – Trombone Musician Salt & Pepper Band for Jazz Fest	5/12/12	\$100	General Fund
Gasper Costantini Consultant – Saxophone Musician Salt & Pepper Band for Jazz Fest	5/12/12	\$100	General Fund
Gina Maggio Consultant – CPR Instructor	3/21/12	\$50	CSF Block Grant
Greg Soresek Consultant – Trombone Musician Salt & Pepper Band for Jazz Fest	5/12/12	\$100	General Fund
Karl Soukup Consultant – Trumpet Musician Salt & Pepper Band for Jazz Fest	5/12/12	\$100	General Fund
Kathleen A. Milnes Consultant – Provide Content and Guidance on Program Criteria for Create the State at CoSA	3/15/12-4/30/12	\$2,506.35	Perkins Leadership Contract
Kevin Jones Consultant – Rhythm Musician Salt & Pepper Band for Jazz Fest	5/12/12	\$100	General Ed

Mack Leighton Consultant – Rhythm Musician Salt & Pepper Band for Jazz Fest	5/12/12	\$100	General Ed
Macrina Rosales Consultant – Debate Moderator	2/15/12-3/30/12	\$105	General Ed
Marshall Hawkins Consultant – Judge for Jazz Fest	5/12/12	\$350	General Fund
Mary Stone Hanley Consultant – Organizing Member of Blue Ribbon Task Force Travel Reimbursement for Create the State at CoSA	3/30/12-3/31/12	\$944	Perkins Leadership Contract
Maximus, Inc. State Mandated Cost Reimbursement Services	Exercise Option to Extend 7/01/12-6/30/13	\$11,200	General Fund
Melissa Hernandez Student E	3/21/12-3/28/12	\$238	Special Ed
Melonie Grinnell Consultant – Judge for Jazz Fest	5/12/12	\$350	General Fund
Paul Nowell Consultant – Trombone Musician Salt & Pepper Band for Jazz Fest	5/12/12	\$100	General Fund
Peter August Consultant – Saxophone Musician Salt & Pepper Band for Jazz Fest	5/12/12	\$100	General Fund
Peter Green Consultant – Trumpet Musician Salt & Pepper Band for Jazz Fest	5/12/12	\$100	General Fund
Richard Ciavarelli Consultant – Rhythm Musician Salt & Pepper Band for Jazz Fest	5/12/12	\$100	General Fund
Richard Thompson Consultant – Judge for Jazz Fest	5/12/12	\$350	General Fund
Richard Vevia Consultant – Debate Moderator	2/15/12-3/30/12	\$105	General Fund
Rick Helzer Consultant – Judge for Jazz Fest	5/12/12	\$350	General Fund
Scott Kyle Consultant – Trombone Musician Salt & Pepper Band for Jazz Fest	5/12/12	\$100	General Fund
Sherry White Student F	2/01/12-6/30/12	\$76	Special Ed
South Bay Union School District Student Transportation	Exercise Option to Extend 7/01/12-6/30/13	\$401,000	General Fund

Techmasters, Inc. Professional Services-Technology	3/23/11-6/30/12	Increase by \$15,000 Total \$175,000	Capital Funds
Teresa Yost Student G	2/01/12-6/30/12	\$76	Special Ed
Terry Pesta Consultant – Debate Moderator	2/15/12-3/30/12	\$210	General Fund

Financial Impact:

It is estimated that the total General Fund unrestricted contribution for Special Education services will be \$2,067,760 for the 2011-12 school year. In addition, the contracts listed above are included in the 2011-12 budget.

JPF

Superintendent's Recommendation:

That the Board approve/ratify the contracts for services.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

AGENDA – May 24, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

4.4 Approve Certificated Personnel Register (Action)

APPROVE – EMPLOYMENT

<u>NAME</u>	<u>POSITION</u>	<u>REASON</u>	<u>EFFECTIVE DATE</u>
Black, Alison	Humanities Teacher Coronado Middle School	Range 5, Step 4	7/01/12
Quinly, Katie	Special Ed. Teacher Village Elementary	Range 4, Step 2	7/01/12
Moore, Kellie	Social Studies Teacher Coronado High School	Range 4, Step 3	7/01/12

APPROVE – LEAVE OF ABSENCE

<u>NAME</u>	<u>POSITION</u>	<u>REASON</u>	<u>EFFECTIVE DATE</u>
Perrin, Krystal	Counselor Coronado High School	Personal	8/21/12-10/09/12

APPROVE – RESIGNATION

<u>NAME</u>	<u>POSITION</u>	<u>REASON</u>	<u>EFFECTIVE DATE</u>
Sappenfield, Anne	English Teacher Coronado High School	Personal	6/07/12

JPF

Superintendent’s Recommendation:

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

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – May 24, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

4.5 Approve Classified Personnel Register (Action)

APPROVE EMPLOYMENT

<u>NAME</u>	<u>POSITION</u>	<u>SALARY</u>	<u>EFFECTIVE DATE</u>
Maggio, Karen	Reclassification from School Secretary I to High School Registrar	Range 13, Step 9	4/01/12
Spychalski, Julie	Instructional Assistant Village Elementary-16.25 hours/weekly	Range 3, Step 3	4/30/12

APPROVE – RESIGNATION

<u>NAME</u>	<u>POSITION</u>	<u>REASON</u>	<u>EFFECTIVE DATE</u>
Cohan, Hannah	Girls’ Golf Coach CHS- Stipend	Personal	4/27/12
Cordallos, Jessica	Campus Assistant Village Elementary-30 hours/weekly	Personal	4/12/12
Pontes, Matt	JV Football Assistant CHS-Stipend	Personal	4/27/12
Reinks, Kelly	Instructional Assistant Silver Strand-18.75 hours/weekly	Personal	4/13/12

Superintendent’s Recommendation:

JPF

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

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – May 24, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS AND FISCAL MANAGEMENT

4.6 Approve Out-of-State Conferences (Action)

Background Information:

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

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

Report:

The following employees will be attending out of state conferences:

Jim Farrar will be attending the NSF Noyce Scholarship Conference in Washington DC, from May 23 through May 25, 2012. The conference relates to learning theories relevant to Math for America San Diego’s professional development program; namely, DNR.

Eric Rempe will be attending the Utilitarian Clay Conference in Gatlinburg, Tennessee, from September 19 through September 22, 2012. This conference provides an atmosphere for meaningful dialogue and discussion among those who are interested in not only the practical concerns with making functional objects, but also in the more theoretical issues related to the field. The knowledge gained would help the teacher bring back new ideas and skills to share with the students in the classroom.

Debbie Collins and Joe Geiger will be attending the National Association for College Admission Counseling Conference in Denver, Colorado, October 3 through October 5, 2012. Attending this conference will allow CHS counselors to better serve students in the transition to college by networking with college admission directors and acquainting themselves with the most current counseling programs and admissions practices.

Financial Impact:

The NSF Noyce Scholarship Conference is supported by the Math for America fund; all costs will be covered by Math for America San Diego. The Utilitarian Clay Conference is supported by the Coronado High School General Travel and Expense fund. The Travel expenses for CHS counselors are approximately \$2,900, and are supported by the Coronado Schools Foundation.

JPF

Superintendent’s Recommendation:

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

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – May 24, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS AND FISCAL MANAGEMENT

- 4.7 Approve a Five Year Extension to the Agreement between the Coronado Unified School District and the Coronado School of the Arts Foundation for Naming Rights of Selected Facilities (Action)

Background Information:

Per BP 7310, the Governing Board may grant to any person or entity the right to name any district building or facility. In May 2007 the Governing Board entered into a five year agreement with the Coronado School of the Arts (CoSA) Foundation for the naming rights of the Visual and Performing Arts Center at Coronado High School. Since the Foundation was not successful in obtaining a donor who wished to purchase the naming rights, the Foundation is requesting a five year renewal on the naming rights agreement.

Report:

Per BP 7310, the written agreement:

1. Specifies the benefits to the district from entering into the agreement
2. States the roles and responsibilities of the parties to the agreement, including whether or not the Board shall retain the power to approve any proposed name
3. Provides details related to the naming right granted, including the building, grounds, or facility involved and the duration for which the name shall be in effect
4. Prohibits any message, image, or other depiction that advocates or endorses the use of drugs, tobacco, or alcohol, encourages unlawful discrimination against any person or group, or promotes the use of violence or the violation of any law or district policy
5. Reserves the authority to terminate the naming right if it determines that the grantee, subsequent to receiving the naming right, has engaged in any of the prohibited acts stated in item #4 above or other criminal or unlawful acts that might bring the District into disrepute

If approved, the Agreement (provided to the Board under separate cover) will allow the CoSA Foundation to seek individuals and/or foundations who may wish to donate significant funding to CoSA and arts education and, in return, have their name associated with the CoSA Program at Coronado High School.

The CoSA Program has been in existence since 1996 and the Foundation has successfully raised funds used to support and enhance the program during those years. The members of the Foundation want to ensure that the CoSA Program will maintained and improved as it is an excellent arts education program for the children of Coronado.

Financial Impact:

The financial impact will be positive. However, the amount is unknown at the present.

Superintendent's Recommendation:

JPF

That the Board Approve a five year extension to the Agreement between the Coronado Unified School District and the Coronado School of the Arts Foundation for naming rights of selected facilities.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – May 24, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

4.8 Approve Declaration of Need for Fully Qualified Educators for the 2012-2013 School Year (Action)

Background Information:

The Education Code requires that all certificated employees be appropriately certified by the Commission on Teacher Credentialing (CTC). Certain permits are available for individuals who have not fully completed the certification program and are available for employment, if needed. In order to consider applicants who may have intern credentials, or to issue emergency CLAD certificates, the Board must approve a Declaration of Need for all vacancies which the District may anticipate having problems in filling.

Coronado Unified School District anticipates few vacancies to be filled by intern teachers. However, the Declaration of Need is available in the Human Resources Department at the District Office for review.

Financial Impact:

None

Superintendent's Recommendation:

JPF

That the Board approve the Declaration of Need for Fully Qualified Educators for the 2012-2013 school year.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

AGENDA – May 24, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

4.9 Approve Request for Continuing Membership and Agreement to Conditions of Membership between the Coronado Unified School District and the California Interscholastic Federation (CIF), San Diego Section for the 2012-2013 School Year (Action)

Background Information:

Each year districts are requested to have their superintendent and governing board review, accept, and adopt the “Sixteen Principles of Pursuing Victory with Honor” as operating principles (attached), renew their application for voluntary membership in CIF and agree to the conditions of membership (attached).

Superintendent’s Recommendation:

JPF

That the Board renew its application for voluntary membership in the California Interscholastic Federation and affirm and agree to the Sixteen Principles of Pursuing Victory.

Motion _____ Seconded by _____

Ayes _____ Noes _____ Abstain _____ Absent _____ Student _____



CIF-San Diego Section
 6401 Linda Vista Road, Room 504
 San Diego, CA 92111
 Phone 858-292-8165
 Fax 858-292-1375
 www.cifsd.org

ETHICS IN SPORTS (OFFICIALS' ASSOCIATION) – 2011-12
 (Revised 3/09)

I. POLICY STATEMENT

- It is the mission of the California Interscholastic Federation, San Diego Section (CIFSDS) to promote high standards of sportsmanlike and ethical behavior in and around athletic contests played under its sanction and, in life, in general. Citizenship, Integrity, and Fairness are embodied in that mission. CIF and CIFSDS contests must be safe, courteous, fair, controlled, and orderly for the benefit of all athletes, coaches, officials, and spectators, and behavior by all involved at all times should manifest the highest standards of conduct.
- It is the intent of the section membership that poor sportsmanship, unethical behavior, and violence, in any form, will not be tolerated in athletic contests or practices. In order to enforce this policy, the membership, through its Board of Managers, has established rules and regulations.
- Officials assume the responsibility and demand high standards of conduct of athletes on the field of play.
- It is the officials' responsibility to enforce all the rules of sport, the CIFSDS, and CIF State rules and regulations, regarding playing the contest and to demand high standards of conduct from coaches, athletes, and spectators.
- The CIFSDS Board of Managers requires that the following Code of Ethics be issued to and signed by each student-athlete, parent/guardian, coach, and officials' association. Penalties for failure to submit a signed Code of Ethics are:

1. Athlete	Ineligibility for participation in CIF-San Diego Section athletics
2. Coach	Restricted from coaching in CIF-San Diego Section contests
3. Officials Association	Not approved to officiate in the CIF-San Diego Section
4. Parent	Prohibition/Removal from attendance at CIF or CIFSDS event
- **Failure to abide by the standards of behavior as agreed will result in the official's ability to work CIFSDS contests being suspended or terminated.**

II. CODE OF ETHICS FOR STUDENT-ATHLETE, PARENT/GUARDIAN/CAREGIVER, COACH, CONTEST OFFICIAL

- A. Comply with the six pillars and 16 Principles of the Pursuing Victory with Honor program (on reverse side).
- B. Be courteous at all times with school officials, opponents, game officials, and spectators.
- C. Exercise self-control.
- D. Know all rules of the contest, of CIF State, and the CIFSDS and agree to follow the rules.
- E. Show respect for self, players, officials, coaches, and spectators.
- F. Refrain from the use of foul and/or abusive language at all times.
- G. Respect the integrity and judgment of game officials.
- H. An athletic director, sports coach, school official or employee or booster club/sport group member may not provide any muscle-building nutritional supplements to student-athletes at any time. A school may only accept an advertisement, sponsor, or donation from a supplement manufacturer that offers only non-muscle building nutritional supplements. A school may not accept an advertisement sponsorship or donation from a distributor of a dietary supplement whose name appears on the label. Permissible non-muscle building nutritional supplements are identified according to the following classes: Carbohydrate/electrolyte drinks; energy bars, carbohydrate boosters, and vitamins and minerals. (Revised - Federated Council May 2007.)
- I. **Win with character; lose with dignity.**

I have read, understand, and accept the Policy Statement, Code of Ethic, and The Pillars and Principles of Pursuing Victory with Honor of the CIF-San Diego Section **ETHICS IN SPORTS** Policy. I agree to abide by this policy while participating and/or being a spectator at CIFSDS athletic events regardless of contest site or jurisdiction.

 Signature – Officials' Association President

 Printed Name

 Date

 Name of Officials' Association

PURSUING VICTORY WITH HONOR

SIX PILLARS OF CHARACTER

TRUSTWORTHINESS

RESPECT

RESPONSIBILITY

FAIRNESS

CARING

GOOD CITIZENSHIP

SIXTEEN PRINCIPLES OF PURSUING VICTORY WITH HONOR

1. The essential elements of character building and ethics in CIF sports are embodied in the concept of sportsmanship and six core principles: trustworthiness, respect, responsibility, fairness, caring, and good citizenship. The highest potential of sports is achieved when competition reflects these “six pillars of character.”
2. It’s the duty of School Boards, superintendents, school administrators, parents, and school sports leadership - including coaches, athletic administrators, program directors, and game officials - to promote sportsmanship and foster good character by teaching, enforcing, advocating, and modeling these “six pillars of character.”
3. To promote sportsmanship and foster the development of good character, school sports programs must be conducted in a manner that enhances the academic, emotional, social, physical, and ethical development of student-athletes and teaches them positive life skills that will help them become personally successful and socially responsible.
4. Participation in school sports programs is a privilege, not a right. To earn that privilege, student-athletes must abide by the rules, and they must conduct themselves, on and off the field, as positive role models who exemplify good character.
5. School Boards, superintendents, school administrators, parents, and school sports leadership shall establish standards for participation by adopting and enforcing codes of conduct for coaches, athletes, parents, and spectators.
6. All participants in high school sports must consistently demonstrate and demand scrupulous integrity and observe and enforce the spirit as well as the letter of the rules.
7. The importance of character, ethics, and sportsmanship should be emphasized in all communications directed to student-athletes and their parents.
8. School Boards, superintendents, school administrators, parents, and school sports leadership must ensure that the first priority of their student-athletes is a serious commitment to getting an education and developing the academic skills and character to succeed.
9. School Boards, superintendents, principals, school administrators, and everyone involved at any level of governance in the CIF must maintain ultimate responsibility for the quality and integrity of CIF programs. Such individuals must assure that education and character development responsibilities are not compromised to achieve sports performance goals and that the academic, social, emotional, physical, and ethical well-being of student-athletes is always placed above desires and pressure to win.
10. All employees of member schools must be directly involved and committed to the academic success of student-athletes and the character-building goals of the school.
11. Everyone involved in competition including parents, spectators, associated student body leaders, and all auxiliary groups have a duty to honor the traditions of the sport and to treat other participants with respect. Coaches have a special responsibility to model respectful behavior and the duty to demand that their student-athletes refrain from disrespectful conduct including verbal abuse of opponents and officials, profane or belligerent trash-talking, taunting, and inappropriate celebrations.
12. School Boards, superintendents, and school administrators of CIF member schools must ensure that coaches, whether paid or voluntary, are competent to coach. Training or experience may determine minimal competence. These competencies include basic knowledge of: 1) The character building aspects of sports, including techniques and methods of teaching and reinforcing the core values comprising sportsmanship and good character. 2) The physical capabilities and limitations of the age group coached as well as first aid and CPR. 3) Coaching principles and the rules and strategies of the sport.
13. Because of the powerful potential of sports as a vehicle for positive personal growth, a broad spectrum of school sports experiences should be made available to all of our diverse communities.
14. To safeguard the health of athletes and the integrity of the sport, school sports programs must actively prohibit the use of alcohol, tobacco, drugs, and performance-enhancing substances, as well as demand compliance with all laws and regulations, including those related to gambling and the use of drugs.
15. Schools that offer athletic programs must safeguard the integrity of their programs. Commercial relationships should be continually monitored to ensure against inappropriate exploitation of the school’s name or reputation. There should be no undue interference or influence of commercial interests. In addition, sports programs must be prudent, avoiding undue financial dependency on particular companies or sponsors.
16. The profession of coaching is a profession of teaching. In addition to teaching the mental and physical dimension of their sport, coaches, through words and example, must also strive to build the character of their athletes by teaching them to be trustworthy, respectful, responsible, fair, caring, and good citizens.

CALIFORNIA INTERSCHOLASTIC FEDERATION – SAN DIEGO SECTION
Request for Continuing Membership and Agreement to Conditions of Membership

DUE ON OR BEFORE AUGUST 1 EACH SCHOOL YEAR*

The superintendent and board of trustees of the school district/private school identified below renew its application for voluntary membership in the California Interscholastic Federation – San Diego Section (CIFSDS) and affirm and agree as follows:

1. That membership in the CIFSDS is voluntary and conditioned upon actual compliance with the conditions of membership as set forth at Article 2 Section 22 of the State CIF Constitution and Bylaws and the CIFSDS application for membership;
2. That the superintendent, board of trustees and each school in the district accept and adopt the “Sixteen Principles of Pursuing Victory with Honor” as operating principles;
3. That membership in the CIFSDS is a privilege, not a right;
4. That student participation in interscholastic athletics is a privilege, not a right;
5. That participation by member schools in the CIFSDS playoffs is a privilege, not a right;
6. That the CIFSDS will adopt bylaws, policies and procedures in accordance with its governance and will enforce those bylaws, policies and procedures consistently and in accordance with the operating principles;
7. That the superintendent, board of trustees, each school in the district **and its employees, to include but not limited to, its coaches, volunteers, team attendants or the like, and booster organizations** for each school will abide by the decisions of the CIFSDS and seek redress of any grievance only through the adopted procedures of the CIFSDS;
8. That the superintendent, board of trustees, school administration, and coaches (**including booster organizations and team attendants and volunteers**) of each school in the district will not take an adverse position to the CIFSDS at any time; or encourage, expressly or impliedly, that a party take any adverse action against the CIFSDS; or benefit from any adverse decision imposed on the CIFSDS that contravenes a bylaw, or the spirit of a bylaw, adopted by the membership;
9. That a failure by the district, site administration or coaching staff to abide by the current rules, regulations or decisions of the CIF or CIFSDS may cause the school district or one of its schools to be subject to discipline up to and including exclusion from membership in the CIFSDS.

AGREED AND ACCEPTED:

School District

Date: _____

Date: _____

Reviewed by Governing Board

Signature of Superintendent

Print name of Superintendent

• Return to: CIFSDS: 6401 Linda Vista Road, Room 504; San Diego, CA 92111; Attn: Compliance
(forms/complianceformfordistricts.doc)

AGENDA – May 24, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

4.10 Authorize Karl Mueller, Coronado High School Principal, as School League Representative to California Interscholastic Federation (CIF), San Diego Section for the 2012-2013 School Year (Action)

Background Information:

Each public school district Board of Education with one or more CIF-SDS member schools must notify the CIF, San Diego Section, of its representative to CIF League for the coming year.

Report:

The League representative to the CIF, San Diego Section for Coronado High School has traditionally been the high school principal.

Financial Impact:

None

Superintendent's Recommendation:

JPF

That the Board designate Karl Mueller, High School Principal, as District Representative to the CIF School League for the 2012-2013 school year.

Motion _____ Seconded by _____

Ayes _____ Noes _____ Abstain _____ Absent _____ Student _____

AGENDA – May 24, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS & FISCAL MANAGEMENT

4.11 Adopt Resolution Authorizing the Temporary Transfer of Funds from the County Treasurer during the 2012-13 Fiscal Year (Action)

Background Information:

In order to safeguard our district from unforeseen cash flow needs, the County Treasurer offers a temporary loan. With the attached resolution, the Associate Superintendent may draw upon this process for temporary cash flow needs. All borrowed funds will be repaid as timely as possible.

Report:

Transfer of funds would be processed only when necessary and repaid each time the apportionment arrives.

Financial Impact:

None

Superintendent’s Recommendation:

That the Board approve and adopt resolution #11-12-17 authorizing the Staff to process temporary cash transfers of funds from the County Treasurer during the 2012-13 Fiscal Year when needed to assist with cash flow shortfalls.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

RESOLUTION FORM 11-12-17

RESOLUTION OF GOVERNING BOARD OF
THE CORONADO UNIFIED SCHOOL DISTRICT
REQUESTING TEMPORARY TRANSFER OF
FUNDS

County Office Use Only		
Date of Transfer	Amount of Transfer	Available Balance
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____

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

WHEREAS, the California Constitution, Article XVI, Section 6 and Education Code section 42620 or 85220 provide that the Treasurer of the County shall have the power and it shall be his duty to make such temporary transfer from the funds in his custody as may be necessary to provide funds for meeting the obligations incurred for maintenance purposes by any district whose funds are in his custody and are paid out solely through his office; such temporary transfer of funds shall be made only upon resolution adopted by the governing board of the County to make such temporary transfer; such temporary transfer of funds shall not exceed 85% of taxes accruing to the district, shall not be made prior to the first day of the fiscal year nor after the last Monday in April of the current fiscal year, and shall be replaced from the taxes accruing to such district before any other obligation of the district is met from such taxes; and

WHEREAS, on June 28, 2012, the Governing Board will:

- _____ Adopt a tentative budget (community college only)
- x Adopt a final budget
- _____ Adopt a revised final budget (school district only)

for this District for the fiscal year 2012-13 pursuant to the provisions of the Education Code sections 42127 or 70901, and taxes accruing to the District for said fiscal year are estimated to be \$3,000,000; and

WHEREAS, taxes accrued to this District during the 2011-12 fiscal year were \$2,997,898; and

WHEREAS, it is necessary to provide funds for meeting obligations incurred for maintenance purposes by this District; AND NOW THEREFORE

IT IS RESOLVED AND ORDERED pursuant to the provisions of the California Constitution, Article XVI, Section 6, and Education Code section 42620 or 85220 as follows:

1. The Board of Supervisors of the County of San Diego is requested to direct the Treasurer of the County of San Diego to make a temporary transfer from the funds in his custody to this district during the 2012-13 fiscal year to meet obligations incurred for maintenance purposes in the amount of:
 - (a) \$510,000 for the period from July 1 until August 31 not to exceed 17% of the authorized limit.

(b) \$2,550,000 after August 31 but not to exceed a total of 85% of taxes accruing to the District. This amount represents the total available temporary transfer approved by the Governing Board for the 2012-13 fiscal year inclusive of the 17% shown in (a) above.

2. If directed by the Board of Supervisors, funds will be transferred to this District by the Treasurer of the County of San Diego in sums as requested by the District Superintendent and certified by him/her to be necessary to provide funds for meeting the obligations incurred for maintenance purposes by the district not to exceed the maximum amount herein specified, provided the Treasurer determines that funds in his custody are available for such transfers.
3. The Clerk/Secretary of this Board is directed to file a copy of this resolution with the Board of Supervisors, the County Superintendent of Schools, the County Auditor and Controller, and the County Treasurer-Tax Collector.

PASSED AND ADOPTED by the Governing Board of the Coronado Unified School District, County of San Diego, State of California, this 24th day of May 2012, by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO)

I, Jeffrey P. Felix, Secretary of the Governing Board of the Coronado Unified School District, County of San Diego, State of California, do hereby certify that the foregoing is a true copy of a resolution adopted by said Board at a meeting thereof, at the time and by the vote therein stated, which original resolution is on file in the office of said Board.

Date

Secretary of the Governing Board

AGENDA – May 24, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS AND FISCAL MANAGEMENT

4.12 Approve Resolutions for Routine Payroll and Financial Reports to the San Diego County Office of Education (Action)

Background Information:

Pursuant to various sections of the Education Code, it is necessary that the Governing Board approve a series of resolutions prior to the beginning of each fiscal year in order to maintain a current register of persons authorized to act on behalf of the School District.

Financial Impact:

None. For reporting purposes only.

Superintendent's Recommendation:

JPF

It is recommended that the Board approve Resolutions #11-12-18 through #11-12-21 for Routine Payroll and Financial Reports to the San Diego County Office of Education.

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____

RESOLUTION #11-12-18

RESOLUTION DESIGNATING AUTHORIZED AGENT TO RECEIVE MAIL AND PICK UP WARRANTS AT THE COUNTY OFFICE OF EDUCATION

Coronado Unified School District, San Diego County on motion of Member _____, seconded by Member _____, effective July 1, 2012, through June 30, 2013.

IT IS RESOLVED AND ORDERED that:

- 1. The authorized agent (one person only) to receive mail from the Accounting/Payroll Section is Randie A. Allen.
- 2. The authorized person(s) or district(s) to pick up warrants from the County Office (other than the mail addressee) are Randie A. Allen, Jeffrey P. Felix, Sharon Jimenez, or designee.

- | | | | | |
|--------------|-------------|-------------|-------------------|--|
| | <u>mail</u> | <u>hold</u> | <u>consortium</u> | |
| 3. Check one | x | | | Monthly payroll warrants each and every month |
| Check one | | x | | Daily/Hourly payroll warrants each and every month |

IT IS FURTHER RESOLVED that this motion shall stand and that all additions and deletions shall be submitted in writing to the San Diego County Office of Education.

PASSED AND ADOPTED by said Governing Board on May 24, 2012, by the following vote:

AYES: _____ MEMBERS

NOES: _____ MEMBERS

ABSENT: _____ MEMBERS

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO) SS

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

Secretary of the Governing Board

Manual signature(s) of authorized person(s):

Facsimile signature(s), if applicable:
(Rubber Stamp)

RESOLUTION #11-12-19

PAYMENT ORDER RESOLUTION

Coronado Unified School District, San Diego County on motion of Member _____,
seconded by Member _____, effective July 1, 2012, through June 30, 2013.

IT IS RESOLVED AND ORDERED that, in accordance with the provisions of Section 3100 et
seq., Chapter 8, Division 4, Title I of the Government Code, the following person(s) be and are
hereby designated to ascertain and certify that each employee of said district has taken the oath of
allegiance.

Jeffrey P. Felix, Randie A. Allen or Designee by Authorized Letter.

IT IS FURTHER RESOLVED that, this motion shall stand and that all additions and deletions shall
be submitted in writing to the San Diego County Office of Education.

PASSED AND ADOPTED by said Governing Board on May 24, 2012, by the following vote:

AYES: _____ MEMBERS NOES: _____ MEMBERS ABSENT: _____ MEMBERS

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO) SS

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

Secretary of the Governing Board

Manual signature(s) of authorized person(s): Facsimile signature(s), if applicable:
(Rubber Stamp)

RESOLUTION #11-12-20

**RESOLUTION DESIGNATING AUTHORIZED AGENT TO SIGN SCHOOL ORDERS
(COMMERCIAL WARRANTS)**

Coronado Unified School District, San Diego County on motion of Member _____,
seconded by Member _____, effective July 1, 2012, through June 30, 2013.

IT IS RESOLVED AND ORDERED that, pursuant to the provisions of Education Code Section
42632 or 85232, Jeffrey P. Felix or Randie A. Allen be and are hereby authorized to sign any and
all orders in the name of said District, drawn on the funds of said District.

IT IS FURTHER RESOLVED that this motion shall stand and that all additions and deletions shall
be submitted in writing to the San Diego County Office of Education.

PASSED AND ADOPTED by said Governing Board on May 24, 2012, by the following vote:

AYES: _____ MEMBERS

NOES: _____ MEMBERS

ABSENT: _____ MEMBERS

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO) SS

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

Secretary of the Governing Board

Manual signature(s) of authorized person(s): Facsimile signature(s), if applicable:
(Rubber Stamp)

RESOLUTION #11-12-21

**RESOLUTION AUTHORIZING THE COUNTY OFFICE OF EDUCATION
CREDENTIALS DEPARTMENT TO RELEASE CREDENTIAL HELD
WARRANTS TO EMPLOYEES**

Coronado Unified School District, San Diego County on motion of Member _____,
seconded by Member _____, effective July 1, 2012, through June 30, 2013.

IT IS RESOLVED AND ORDERED that, The County Office of Education Credentials Department
is authorized to release credentials held warrants to employees who have provided the required
credential paper work.

PASSED AND ADOPTED by said Governing Board on May 24, 2012, by the following vote:

AYES: _____ MEMBERS

NOES: _____ MEMBERS

ABSENT: _____ MEMBERS

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO) SS

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

Secretary of the Governing Board

AGENDA – May 24, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS AND FISCAL MANAGEMENT

4.13 Approve Revisions to Board Policy, Administrative Regulation, and Exhibit 1330, Use of School Facilities (Action)

Proposal:

Staff recommends minor changes to Board Policy, Administrative Regulation, and Exhibit 1330, Use of School Facilities. Changes are due to the uniqueness of the Brian Bent Memorial Aquatics Complex (BBMAC). Changes to the attached policy, regulation, and exhibit are in bold.

Superintendent's Recommendation:

JPF

That the Board approve revised revisions to Board Policy, Administrative Regulation, and Exhibit 1330, Use of School Facilities.

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____

Coronado USD

Board Policy

Use of School Facilities

BP 1330

Community Relations

The Governing Board recognizes that district facilities are a community resource whose primary purpose is to be used for school programs and activities. The Board authorizes the use of school facilities by community groups for purposes provided for in the Civic Center Act when such use does not interfere with school activities or district policies.

(cf. 3153.3 - Tobacco-Free Schools/Smoking)

(cf. 6145.5 - Student Organizations and Equal Access)

The Board believes that school facilities provide an important link between the district and community. The Board authorizes the use of school facilities, without charge, by nonprofit organizations and clubs or associations organized to promote youth and school activities. These groups include, but are not limited to: Girl Scouts, Boy Scouts, Islander Sports Foundation, and City of Coronado Recreation Services. Other groups requesting the use of school facilities under the Civic Center Act shall be charged at least direct costs.

1. **Actual Cost:** The Board shall not charge any fees for the use of school buildings or grounds (as approved for athletic facilities) by clubs, associations, or nonprofit organizations that promote youth and school activities.

However, these organizations (with the exception of the Islander Sports Foundation and the City of Coronado Recreation Services) may be charged field fees for use of athletic facilities. Groups that must pay Field Fees include, but are not limited to: Girl Scouts, Boy Scouts, PTA, Pop Warner Football, Little League Baseball, Coronado Youth Soccer League, and any school/community advisory councils. The rates for field fees shall be set from time to time by the Board.

Due to the costs associated with operations of the Brian Bent Memorial Aquatics Complex (BBMAC), all users must “pay to play” according to the established rates. No user group is exempt from being charged for the use of the BBMAC facilities, unless authorized by the Superintendent or designee.

Further, should any free-use group prefer to use school buildings, grounds, or fields at a time when custodial services are not normally available, the district may charge a fee equal to the cost of those services. Fee considerations will be determined by the type, duration, requirements for services, and/or location of activity. The principal or designee shall first ensure the availability of other times when the facility could be provided without charge, and this availability shall be pointed out to the free-use group.

2. Charge Use: Approved activities other than those specified for free use or fair rental value shall be charged a fee not to exceed direct costs to the district.

The following activities shall be charged direct costs:

- a. Youth recreational services sponsored and provided by religious groups.
- b. Charitable fund-raising activities that is not beneficial to youth or public school activities of the district, as determined by the Board.
- c. Events sponsored by religious or community groups, except those that qualify for free use.
- d. Public agencies. In lieu of direct costs, the district may enter into a written joint-powers agreement with local public agencies.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

- e. Activities not previously identified which do not fall within the free-use or fair-rental-value classifications and which are included here through subsequent Board action.
3. Fair Rental-Value Fee: Groups shall be charged a fair-rental-value fee for using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the district's students. Fair rental value includes direct costs plus the amortized costs of the facilities or grounds used for the duration of the activity.
(Education Code 38134)

Priority of Users

Applications for use of individual school facilities shall be given preference in the following order:

1. School site uses.
2. CUSD district uses.
3. Contracts and written agreements with Coronado public agencies.
4. Contracts and written agreements with other Coronado community agencies.
5. Coronado community recreational, cultural, and special interest groups.
6. Coronado-based private, non-school connected classes, and educational events.

- 7. BBMAC users in order of priority are Short Term Rental Groups, Long Term Rental Groups (with first right of refusal to pay the short term rental fee to maintain designated pool time and space), written contractual agreements, CUSD Athletic Clubs, CUSD Physical Education classes.**

Damage and Liability

All groups using school facilities under the provisions of the Board policy shall be liable for any property damages caused by the activity. The Board shall charge the amount necessary to repair the damages and may deny the group further use of school facilities. (Education Code 38134)

All groups agree to indemnify and hold harmless the Coronado Unified School District (CUSD), its officers, agents and employees, against any and all loss, damaged and/or liability including but not limited to personal injury, bodily injury, accident, illness or death or any loss of damage to property and liability that may be suffered or incurred by the school district, its officers, agents and employees, and against any and all claims demands, cause of action or credits, obligations, judgments, suits, attorneys' fees, costs and expenses that may be made or brought against the CUSD, its officers, agents and employees, caused by, arising out of, or in any way connected with the use by the group of the CUSD facility or the exercise of the privilege herein granted.

All groups further agrees to be personally responsible, on behalf of his/her organization, for any damaged sustained by the school premises, furniture or equipment because of the use or occupancy of said premises by his/her organization and to abide by and enforce the rules, regulations and policies of CUSD governing the use of school facilities and equipment. The group shall certify that they will uphold the state and federal constitutions and do not intend to use school premises to conduct unlawful acts.

All groups agree to submit a certificate of insurance in the amount of one million dollars, listing Coronado Unified School District as "Additional Insured." The group shall bear the cost of insuring against this risk and defending itself against claims arising from this risk.

Application for Use of Facilities

The Superintendent or designee shall maintain application procedures and regulations for the use of school facilities. Regulations shall include, but not be limited to:

1. Providing encouragement and assistance for any of the activities listed above.
2. Preserving order in school buildings and on school grounds, and protecting school facilities. If necessary, a person may be designated to supervise this task.
3. Ensuring that the use of facilities or grounds under this policy is not inconsistent with the use of the school facilities or grounds for school purposes and does not interfere with the regular conduct of schoolwork. (Education Code 38133)

Any person applying for the use of school property on behalf of any society, group, or organization shall be a member of the applicant group. Unless he/she is an officer of the group, the applicant shall present written authorization from the group to make the application.

Persons or organizations applying for the use of school facilities shall certify on the application that the organization upholds the state and federal constitutions and does not intend to use school premises to commit unlawful acts.

Legal Reference:

EDUCATION CODE

10900-10914.5 Community recreation programs

32282 School safety plan

37220 School holidays

38130-38138 Civic Center Act, use of school property for public purposes

BUSINESS AND PROFESSIONS CODE

25608 Alcoholic beverage on school premises

MILITARY AND VETERANS CODE

1800 Definitions

UNITED STATES CODE, TITLE 20

7905 Equal access to public school facilities

COURT DECISIONS

Good News Club v. Milford Central School, (2001) 533 U.S. 98

Lamb's Chapel v. Center Moriches Union Free School District, (1993) 508 U.S. 384

Cole v. Richardson, (1972) 405 U.S. 676

Connell v. Higgenbotham, (1971) 403 U.S. 207

ACLU v. Board of Education of Los Angeles, (1961) 55 Cal .2d 167

Ellis v. Board of Education, (1945) 27 Cal.2d 322

ATTORNEY GENERAL OPINIONS

82 Ops. Cal. Atty. Gen. 90 (1999)

79 Ops. Cal. Atty. Gen. 248 (1996)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

1101.89 School District Liability and "Hold Harmless" Agreements, LO: 4-89

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Policy
adopted: August 19, 2010

CORONADO UNIFIED SCHOOL DISTRICT
Coronado, California

Coronado USD

Administrative Regulation

Use Of School Facilities

AR 1330

Community Relations

The Superintendent or designee shall maintain application procedures and regulations for the use of school facilities which:

1. Encourage and assist groups desiring to use school facilities for approved activities.
2. Preserve order in school buildings and on school grounds, and protect school facilities. If necessary, a person may be designated to supervise this task.
3. Ensure that the use of facilities or grounds is not inconsistent with the use of the school facilities or grounds for school purposes and does not interfere with the regular conduct of schoolwork. (Education Code 38133)

Civic Center Use

Subject to district policies and regulations, school facilities and grounds shall be available to community groups as a civic center for the following purposes:

1. Public, literary, scientific, recreational, educational, or public agency meetings. (Education Code 38131)
2. The discussion of matters of general or public interest. (Education Code 38131)
3. The conduct of religious services for temporary periods, on a one-time or renewable basis, by any church or religious organization that has no suitable meeting place for the conduct of the services. (Education Code 38131)
4. Child care programs to provide supervision and activities for children of preschool and elementary school age. (Education Code 38131)
5. The administration of examinations for the selection of personnel or the instruction of precinct Board of Education members by public agencies. (Education Code 38131)
6. Supervised recreational activities. (Education Code 38131)
7. Mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. (Education Code 38132)

8. Other purposes deemed appropriate by the Board. (Education Code 38131)

Restrictions

School facilities shall not be used for any of the following activities:

1. Any use by an individual or group for the commission of any crime or any act prohibited by law.
2. Any use of school facilities or grounds which is inconsistent with their use for school purposes or which interferes with the regular conduct of school or school work.
3. Any use which is discriminatory in the legal sense.
4. Any use, which involves the possession, consumption, sale, or advertising of alcoholic beverages, tobacco, or any restricted substances on school property.
5. Any use, which involves the possession of an item, considered to meet the legal definition of a firearm and/or weapon.

For safety and/or security reasons, the following are excluded from community use except as allowed by the Superintendent or designee:

1. Areas
 - a. Offices
 - b. Computer rooms
 - c. Science rooms and other rooms containing hazardous chemicals or equipment that cannot be used safely without special knowledge or skills
 - d. Kitchens (unless directly supervised by district administrator or Nutrition Services personnel)
 - e. Maintenance/Operations areas
2. Activities including, but not limited to:
 - a. Rollerblading
 - b. Model rocketry
 - c. Dunking booths
 - d. Skateboarding

- e. Archery
- f. Trampolines
- g. Golfing activities
- h. Animal activities
- i. Model airplanes/helicopters
- j. Weddings, receptions, and memorials
- k. Any use by an individual or group for the commission of any crime or any act prohibited by law.
- l. Any use of school facilities or grounds which is inconsistent with their use for school purposes or which interferes with the regular conduct of school or school work.
- m. Any use which is discriminatory in the legal sense.
- n. Any use that involves the possession, consumption, or sale, or advertising of alcoholic beverages, or any restricted substances on school property. Use of tobacco products on school property is strictly prohibited.

Fees

The Board believes that school facilities provide an important link between the district and community. The Board authorizes the use of school facilities, without charge, by nonprofit organizations and clubs or associations organized to promote youth and school activities. These groups include, but are not limited to: Girl Scouts, Boy Scouts, Islander Sports Foundation, and City of Coronado Recreation Services. Other groups requesting the use of school facilities under the Civic Center Act shall be charged at least direct costs.

- 1. **Actual Cost:** The Board shall not charge any fees for the use of school buildings or grounds by clubs, associations, or nonprofit organizations that promote youth and school activities. These groups include, but are not limited to Girl Scouts, Boy Scouts, City of Coronado Recreation Services, PTA, Islander Sports Foundation, and any school/community advisory councils.

However, Field Fees apply to these organizations with the exception of the Islander Sports Foundation and the City of Coronado Recreation Services. Groups that must pay Field Fees include, but are not limited to: Girl Scouts, Boy Scouts, Pop Warner Football, Little League Baseball, Coronado Youth Soccer League, and any school/community advisory councils.

Due to the costs associated with operations of the Brian Bent Memorial Aquatics Complex (BBMAC), all users must “pay to play” according to the established rates. No user group is exempt from being charged for the use of the BBMAC facilities, unless authorized by the Superintendent or designee.

Should any free-use group prefer to use school buildings, grounds, at a time when custodial services are not normally available, the district may charge a fee equal to the direct cost required to support the scheduled activity. Fee considerations will be determined by the type, duration, requirements for services, and/or location of activity. The principal or designee shall first ensure the availability of other times when the facility could be provided without charge, and this availability shall be pointed out to the free-use group.

2. Charge Use: Approved activities other than those specified for free use or fair rental value shall be charged a fee not to exceed direct costs to the district.

The following activities shall be charged direct costs:

- a. Youth recreational services sponsored and provided by religious groups.
 - b. Charitable fund-raising activities that is not beneficial to youth or public school activities of the district, as determined by the Board.
 - c. Events sponsored by religious or community groups, except those that qualify for free use.
 - d. Public agencies. In lieu of direct costs, the district may enter into a written joint-powers agreement with local public agencies.
 - e. Activities not previously identified which do not fall within the free-use or fair-rental-value classifications and which are included here through subsequent Board action.
3. Fair Rental Value Fee: Groups shall be charged a fair-rental-value fee when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the district's students. Fair rental value includes direct costs plus the amortized costs of the facilities or grounds used for the duration of the activity. (Education Code 38134)
 4. Cancellation Fee: Cancellation of a reservation by an applicant (with prior notification of two working days) shall be accepted, and no charges will be assessed. Cancellation without notification, or failure to appear at reserved time, will be subject to full charges being assessed. **Contracts with the BBMAC that include a deposit will forfeit the deposit upon cancellation of the event, unless the BBMAC Director is able to replace the event with another rental.**

5. Fee Schedule: A separate fee schedule for use of facilities and fields will be implemented (exhibit A).
6. Fee Waiver Requests: Any request to waive fees should be put into writing and will be submitted to the Board for consideration. All requests must be submitted within a timely manner to ensure Board consideration before the scheduled event.
7. Availability of Facilities: Facilities may not be available for use during holiday weeks or weekends. Cancellation of use of facility due to inclement weather will be at the discretion of the district.

Damage and Liability

All groups using school facilities under the provisions of the Board policy shall be liable for any property damages caused by the activity. The Board shall charge the amount necessary to repair the damages and may deny the group further use of school facilities. (Education Code 38134)

All groups agree to indemnify and hold harmless the Coronado Unified School District (CUSD), its officers, agents and employees, against any and all loss, damaged and/or liability including but not limited to personal injury, bodily injury, accident, illness or death or any loss of damage to property and liability that may be suffered or incurred by the school district, its officers, agents and employees, and against any and all claims demands, cause of action or credits, obligations, judgments, suits, attorneys' fees, costs and expenses that may be made or brought against the CUSD, its officers, agents and employees, caused by, arising out of, or in any way connected with the use by the group of the CUSD facility or the exercise of the privilege herein granted.

All groups further agree to be personally responsible, on behalf of his/her organization, for any damages sustained by the school premises, furniture or equipment because of the use or occupancy of said premises by his/her organization and to abide by and enforce the rules, regulations and policies of CUSD governing the use of school facilities and equipment. The group shall certify that they will uphold the state and federal constitutions and do not intend to use school premises to conduct unlawful acts.

All groups agree to submit a certificate of insurance in the amount of one million dollars, listing Coronado Unified School District as "Additional Insured." The group shall bear the cost of insuring against this risk and defending itself against claims arising from this risk.

Application for Use of Facilities

All school-related activities (clubs, class events, etc.) shall be given priority in the use of facilities under the Civic Center Act.

Any person applying for the use of school property on behalf of any society, group, or organization shall be a member of the applicant group. Unless he/she is an officer of the group, the applicant shall present written authorization from the group to make the application.

Persons or organizations applying for the use of school facilities shall certify on the application that the organization upholds the state and federal constitutions and does not intend to use school premises to commit unlawful acts. Long-term use of facility applications must be submitted yearly.

Priority of Users

Applications for use of individual school facilities shall be given preference in the following order:

1. School site uses.
2. CUSD district uses.
3. Contracts and written agreements with Coronado public agencies.
4. Contracts and written agreements with other Coronado community agencies.
5. Coronado community recreational, cultural, and special interest groups.
6. Coronado-based private, non-school connected classes and educational events.
7. **BBMAC users in order of priority are Short Term Rental Groups, Long Term Rental Groups (with first right of refusal to pay the short term rental fee to maintain designated pool time and space), written contractual agreements, CUSD Athletic Clubs, CUSD Physical Education classes.**

EXHIBIT A

Facilities Use Rules and Regulations

In accordance with Education Code Sections 40040 through 40058 and Board Policy 1330:

1. All applicants for permits for the use of school property must sign the “Statement of Information” as prescribed by the Coronado Unified School District.
2. Use of the facilities shall not interfere with the regular schoolwork or the activities of the school.
3. The hours on a permit shall determine the length of time the school property may be used, and special permission must be obtained from the school site approving the permit before any extension of time may be allowed.
4. Groups shall not use school premises later than 11:00 p.m., except upon special permission. **BBMAC events should conclude in the water by 9 pm, unless severe weather or other unforeseen conflicts delay the event. All users must vacate the BBMAC by 10:00 PM.**
5. Each meeting place shall be under the immediate control of the principal of the school. It shall be his/her responsibility to see that the Board rules are followed.
6. Adult or recreation leaders shall supervise activities of those using school playgrounds, athletic fields, courts, and multi-purpose room for civic center purposes. **BBMAC participants will not be permitted into the pool until an approved coach is on deck supervising the in-water activity.**
7. All meetings qualifying under the provisions of the Civic Center Act shall be non-exclusion and be open to the public.
8. An individual or group for the commission of any crime or any act prohibited by law shall not use school premises.
9. School facilities shall not be used in any legal discriminatory sense.
10. There will be no smoking on any school facility, or any use, which involves the possession, consumption, or sale of alcoholic beverages, or any restricted substance on school property.
11. All groups shall be required to include the district as an additional insured on their liability policies.
12. Groups using school facilities shall be liable for any property damages caused by the activity. The board may charge the amount necessary to repair the damages and may deny the group further use of the facilities.
13. Any person applying for the use of school property on behalf of any society, group, or organization shall present written authorization from the group to make the application.
14. Any group using school facilities shall be liable for any injuries resulting from its negligence during such use. The group shall bear the cost of insuring against this risk and defending itself against claims arising from this risk. They shall submit a certificate of insurance in the amount of one million dollars, listing Coronado Unified School District as “Additional Insured.”
15. No vehicles of any kind are allowed on the fields without the expressed written consent of the Superintendent or designee.

AGENDA – May 24, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS AND FISCAL MANAGEMENT

4.14 Brian Bent Memorial Aquatics Complex (BBMAC) Third Quarter Financial Report

Background Information:

BBMAC financials are reported quarterly. Attached is the third quarter financial report that includes activity from January 2012 through March 2012.

Report/Information:

The report shows the income is below the projected third quarter income; however, expenses are lower than projected.

Financial Impact:

The Pool Operation Reserve Fund [PORF] balance at the end of the third quarter is \$528,976.

This report is provided to the Board for information.

JPF

Coronado Unified School District
 Brian Bent Memorial Aquatics Complex
 BBMAC 2011-2012 QUARTER 3 ACTUALS

Description	Type	2011-12	2011-12	2011-12	2011-12	2011-12	2011-12	2011-12	2011-12	2011-12	%	FY 2011-12 TASK FORCE APPROVED BUDGET Total
		Q1 PROJ July - Sept	Q1 ACT July - Sept	Q2 PROJ Oct - Dec	Q2 ACT Oct - Dec	Q3 PROJ Jan-Mar	Q3 ACT Jan-Mar	Q4 PROJ April - June	Q4 ACT April - June	PROJ Total		
Revenue												
Program - Community		7,000	9,797	2,400	4,323	3,400	4,680	10,000		22,800	7.47%	12,400
Club Contract Rentals		62,700	64,148	61,550	63,400	77,744	66,503	58,000		259,994	85.18%	327,951
Donations		4,800	1,760	4,800	1,950	4,800	1,550	4,800		19,200	6.29%	0
Interest		0	0	0	0	0	0	3,250		3,250	1.06%	500
Total Revenue	*	74,500	75,705	68,750	69,673	85,944	72,733	76,050		305,244	100.00%	340,851
Expense												
Salaries	F	59,995	43,943	65,940	47,974	63,003	46,342	68,101		257,039	54.24%	263,261
Benefits			10,331		14,566		14,410					
Chemicals	F	10,555	10,985	9,700	7,623	8,400	9,978	9,700		38,355	8.09%	33,811
Non-Capitalized Equipment		0	2,478	0	0	11,000	0	0		11,000	2.32%	0
Supplies & Equipment		8,100	5,064	7,650	5,668	9,650	5,003	2,800		28,200	5.95%	9,411
Dues & Memberships		1,795	1,060	0	0	274	0	0		2,069	0.44%	4,673
Utilities	V	16,584	17,896	19,844	29,680	35,544	29,655	21,644		93,616	19.75%	78,992
Contracted Services		11,437	11,615	6,265	4,446	4,765	7,000	4,265		26,732	5.64%	39,701
Advertising & Legal	V	3,830	5,487	3,855	1,000	3,855	1,954	3,855		15,395	3.25%	35,000
Other Fees	V	0	247	1,000	0	0	0	500		1,500	0.32%	0
Total Expense		112,296	109,105	114,254	110,957	136,491	114,342	110,865		473,906	100.00%	464,849
Profit/(Loss)		(37,796)	(33,400)	(45,504)	(41,284)	(50,547)	(41,609)	(34,815)		(168,662)		(123,998)
District Contribution		24,890	24,890	24,890	24,890	24,890	24,890	24,890		99,561		99,661
Net Profit/(Loss)		(12,906)	(8,510)	(20,614)	(16,394)	(25,657)	(16,719)	(9,925)		(69,101)		(24,337)
Pool Operation Reserve Fund		557,693	562,089	537,080	545,695	511,423	528,976	501,498		501,498		475,428

AGENDA – May 24, 2012

5.0 DISTRICT ORGANIZATION AND BOARD OPERATION

5.1 Coronado Student and Family Enrichment (SAFE) Annual Report; Approve Memorandum of Understanding between the Coronado Unified School District (CUSD) and Coronado Student and Family Enrichment Organization (SAFE) [Action]

Background Information:

Coronado SAFE is a grassroots 501(c)(3) non-profit organization that partners with parents and the community to develop and sustain healthy, responsible youth.

SAFE hosts an extensive list of holistic enrichment programs, youth and parent educational opportunities, and no-cost confidential support programs that empower youth to become strong, successful, contributing members of the community.

Coronado SAFE relies on charitable donations to maintain its extensive network of enrichment programs and support services that strengthen Coronado's youth and families to boost the quality of life for all our citizens.

Report:

Executive Director Andrea Webster will present an overview to the Board.

Financial Impact:

Coronado SAFE is funded through Community Organization Grant Funding from the City of Coronado.

Proposal:

CUSD and SAFE have agreed upon a Memorandum of Understanding that details the relationship of both organizations. The Memorandum of Understanding for Board approval is provided to the Board under separate cover, and is available to view in the District Office.

Superintendent's Recommendation:

JPF

That the Board receive SAFE's annual report and approve the Memorandum of Understanding between the Coronado Unified School District and Coronado Student and Family Enrichment Organization.

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____



Student And Family Enrichment Annual Report

One year ago, the Coronado Unified School District approved the 2011-2012 Governing Board Goal of promoting character education community-wide. The plan listed the key action of developing stronger relationships with community organizations like Coronado SAFE to build programs that educate students and parents on social skills, life skills, civic virtue, and emotional stability using the Six Pillars of Character.

In an enormously successful partnership between the **Coronado Unified School District**, and **Coronado SAFE (Student And Family Enrichment)**, CUSD Students and their parents were provided with the following:

- **Enrichment:**
Seven (6) student enrichment programs to help direct children towards making positive, educated, and responsible choices
- **Education:**
Five (4) parent education programs to improve family communication, enhance family relationships, and equip parents with the skills necessary to raise children in today's changing world
- **Support:**
Four (4) types of no-cost counseling and family consultation support to re-direct problematic behavior and improve families' lives; oversee weekly mentored community support opportunities for youth to build life-skills and work-skills while giving back to their community
- **Community:**
Engage families new to Coronado with welcome support; involve community stakeholders in monthly meetings and frequent conversations to enhance inter-community relations, and decrease overlaps in services; Partner with youth serving organizations to provide support to any and all student and families in need

Population Served:

The rate of population served by Coronado SAFE's programs rapidly expanded during the last fiscal year. We anticipate that as we continue to raise awareness regarding the expansion of our services, create new partnerships, and carry out our agency's 5 year strategic plan that we will continue to see growth in the numbers of Coronado citizens who utilize our services during the upcoming years.

Coronado Population Served			
2009-2010	2010-2011	2011-2012	2012-2013
1,691	1,983	5,322	5,750 <i>(modest estimate)</i>



Student And Family Enrichment Annual Report

Overall Results

Student Enrichment: 1,736 students, aged pre-kinder through high school benefited from 11,383 units of direct impact through monthly enrichment lessons that fostered strong character, positive life-skills, coping-skills, self-esteem, social-skills, character development, leadership, health, and safety.

STUDENT ENRICHMENT PROGRAMS

- **On Applebee Pond-** a puppet-show designed for pre-kinder through 3rd grade students that provides age-appropriate enrichment training to promote safety, life-skills, positive coping-skills, and healthy self-esteem
- **Club SAFE-** an intensive small-group 4th-5th grade life-skills/character education club that assists elementary school counselors in providing additional life-skills, social-skills, and character development training for specific targeted youth at Silver Strand Elementary and Village Elementary
- **Team SAFE-** a 6th-8th grade on campus enrichment club that fosters leadership, healthy-living, and character education at Coronado Middle School
- **Trading Card Club-** a 9th-12th grade healthy living, cross mentorship on-campus club
- **The Drug Store-** an annual large-scale 6th grade experiential drug prevention event
- **Teen Talks-** an on-campus pre-teen and teen seminar series of strength-building, skill-enhancing instruction

Parent Education: 1,865 recipients of parent education received 2,243 units of direct impact through seminars, classes, and workshops that helped them to instill motivation, provide positive discipline, enhance communication, and establish clear boundaries and expectations with their children.

PARENT/COMMUNITY EDUCATIONAL PROGRAMS

- **Family Friendly Evening Seminar Series-** an on-campus evening parent education seminar series featuring parenting expert Fred Becker, CEO of the Becker Institute
- **Developing Capable Young People-** a 10-week course for parents, teachers, and all others who interface with youth that helps adults recognize the core capabilities that children must develop to grow to be strong, capable citizens
- **Redirecting Children's Behavior-** a 4-week course that focuses on basic tactics to redirect undesirable behavior by enforcing positive, loving, discipline
- **Parent Advisory Council-** a monthly meeting designed to facilitate communication among parents and community leaders regarding pertinent community issues that affect the health and wellbeing Coronado's youth



Student And Family Enrichment Annual Report

Support: 210 youth and families were engaged in 1,058 units of direct support services that aided in improved self-awareness, enhanced family relational skills, and assisted Coronado youth in increased coping skills and redirected problematic behavior.

SUPPORT SERVICES

- **Brief Parent/Family Consultation-** confidential assessments, consultations, drug testing kits, and resource information
- **Youth Intervention Services-** eight topic-specific one-on-one sessions designed to raise awareness and increase coping skills related to: depression or anxiety, anger management, eating disorders, smoking cessation, bullying/being bullied, drug and alcohol abuse, and/or other risky youth behaviors
- **Youth, Parent, or Family Support Sessions-** no-cost counseling sessions for students, parents, or families with SAFE staff who possesses graduate level training in marriage and family therapy.
- **Mentored Community Service-** student service projects overseen by SAFE mentors who possess graduate level training in counseling

Community Enrichment, Engagement, and Outreach: While SAFE maintains only a small record of 1,511 citizens served through community enrichment, engagement, and outreach, the amount of citizens served and hours of service provided to the community in this department are truly innumerable.

COMMUNITY ENRICHMENT, ENGAGEMENT & OUTREACH

- **SAFE Coalition-** a monthly meeting of key community stakeholders invested in the health and wellbeing of Coronado children, intended to facilitate communication and provide opportunities for partnerships and collaborative work
 - **SAFE Ambassadors-** a new family support service and welcoming committee that aids transitioning parents and their children to better integrate into their new community
 - **Community Engagement-** Implementation and/or participation in annual community enrichment events, school events, educational opportunities, and organizational presentations to assist the Coronado community in remaining a safe and stellar community in which to raise a family
-



Student And Family Enrichment Annual Report

AREA	Benefits to CUSD
STUDENT ENRICHMENT	<ul style="list-style-type: none"> • Piloted 10 sessions of Teen Talks, 7 Habits of Highly Effective Teens for middle school students • Re-vamped existing On Applebee Pond puppet show curriculum to include a larger focus on child-safety issues • Launched an intensive 4th/5th grade coping-skills group: Club SAFE at two local elementary schools • Expanded community service opportunities for Team SAFE middle school students • Engaged the Trading Card Club high school students in additional cross mentorship opportunities with both elementary and middle school students
PARENT EDUCATION	<ul style="list-style-type: none"> • Featured one community showing and two student showings of a presentation by international best-selling author Sean Covey, Author of <i>7 Habits of Highly Effective Teens</i> • Launched monthly meetings of the <i>Parent Advisory Council</i> to aid in increased communication among parents in the community • Hosted the following classes, workshops, and seminars to Coronado parents and grandparents: <ul style="list-style-type: none"> ○ Spring and Fall sessions of Developing Capable Young People ○ Spring and Fall sessions of Redirecting Children’s Behavior ○ Nov. 14 – Fred Becker Seminar: Instilling Motivation ○ Dec. 8 – Fred Becker Seminar: Privileges vs. Entitlements ○ Jan. 12 – Fred Becker Seminar: Promoting Positivity ○ Feb. 16 – Fred Becker Seminar: Communicating with Your Teen, Part I ○ Feb. 23 – Fred Becker Seminar: Communicating with Your Teen, Part II ○ March 1 – Fred Becker Seminar: Communicating with Your Teen, Part III ○ March 22 — Fred Becker Seminar: Youth Drug Trends • Published 7 articles on Parenting for the <i>Coronado Eagle & Journal</i>
YOUTH AND FAMILY SUPPORT	<ul style="list-style-type: none"> • Increased counseling department by adding an additional MFT intern to assist in the expansion of counseling services • Expanded department to aid youth and families in depression, anxiety, anger management, bullying, behavior, drugs, alcohol, and smoking cessation • Worked closely with school counselors at elementary, middle, and high school levels to provide intensive support to students and families in need • Implemented new protocols to co-treat clientele from school/community referrals • Provided 284 hours of youth oversight during mentored community service projects to fulfill outside requirements



Student And Family Enrichment Annual Report

AREA	Benefits to CUSD
COMMUNITY ENRICHMENT AND ENGAGEMENT	<ul style="list-style-type: none"> • Hosted 9 SAFE Coalition Monthly Meetings that afforded key stakeholders the opportunity to communicate and collaborate on projects that support youth and families in Coronado • Welcomed dozens of new families to Coronado through the launching of the SAFE Ambassador program • Hosted a food table and tent for new families at Sept. 11 Concert in the Park • Partnered with VONS, Albertsons and Boney’s to set-up Family Day display tables Sept. 24 – 26 to encourage parents to eat and make dinner with their children • Promoted a Clothing Drive with Team SAFE • Funded a New Family Holiday Gathering at Awesome Artist Pottery Studio • Chaperoned Team SAFE during Ladle Day (Soup Kitchen) • Coordinated “Take My Hand, Coronado” Week and student poster contest/presentations • Hosted the Annual Peacemaker Awards Ceremony • Promoted Random Acts of Kindness Week with displays at local businesses and an end-of-the-week drawing for a free pizza to those who wrote the best Random Act of Kindness • Created and implemented D’Arabian’s Kids in the Kitchen with Food Network Host and Coronado Mom Melissa d’Arabian • Partnered with the Coronado Recreation Center to host a St. Patrick’s Family Fun Day at the Community Center • Engaged Team SAFE in the median Community Planting • Engaged multiple agencies and organizations for the Drug Store • Launched a bi-weekly eNewsletter to engage and educate Parents and the Community
SCHOOL EVENTS	<ul style="list-style-type: none"> • Provided a presence at 4 Back-to-School Nights/Events • Provided a presence at Military Family Night at CMS • Attended Village PATT Welcome Tea and PATT meetings • Attended Silver Strand PTA meetings and CMS PTO meetings • Hosted Sean Covey for Breakfast with key school officials • Presented a Sean Covey Student Assembly for middle and high school students • Offered a Character Counts webinar at the district office

5.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

5.2 Approve Closure of State Preschool Program at the Early Childhood Development Center (Action)

Background Information:

At the March 12, 2012, meeting, in evaluating anticipated income and expenditures for the 2012-2013 school year, the Governing Board of the Coronado Unified School District (CUSD) voted that the best interests of this District would be served by the elimination of services being provided in certain classified employee positions. And, based upon such elimination of services, classified employees will be subject to layoff for lack of work and/or lack of funds within the meaning of Education Code section 45308. The Board did this to comply with state law that compels this type of decision to occur before the new budget has been approved. As directed by the Board, further information on the financial impact to the District regarding these state preschool programs, as well as information on CUSD’s investigation of operating a fee-based preschool at the Early Childhood Development Center in the future, was presented to the Board at the April 26, 2012, meeting. The Board requested an action item on this issue be presented at the May 24, 2012, Governing Board meeting, as well as information on a market analysis of the need for a fee-based preschool program at the Early Childhood Development Center for the 2013-14 school year.

Report:

Based on the financial impact to the District and previous information presented to the Coronado Unified School District Board at the March 12, 2012, and April 26, 2012, Governing Board meetings, the Superintendent of Schools recommends that the state-funded preschool program at the Early Childhood Development Center be closed.

Financial Impact:

Reduced contribution to the preschool program in the amount of approximately \$53,000.00.



Superintendent’s Recommendation:

That the Board approve the closure of the state-funded preschool program at the Early Childhood Development Center.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – May 24, 2012

5.0 DISTRICT ORGANIZATION AND BOARD OPERATION

5.3 Adopt the Transitional Kindergarten Policy and Approve Implementation of the Transitional Kindergarten Program for the 2012-2013 School Year (Action)

Background Information:

A new policy on Transitional Kindergarten was brought to the Board on January 19, 2012, for a first reading. At the February 16, 2012, Board Meeting, the Superintendent recommended that the Board postpone adoption of this new policy because of the uncertainty in the State of California as to the funding of the Transitional Kindergarten Program.

Recent ruling by the state legislature states that Transitional Kindergarten, as it is outlined in the Kindergarten Readiness Act, must proceed despite Governor Brown’s budget proposal to not fund Transitional Kindergarten. Therefore staff is now recommending adoption of the Transitional Kindergarten Policy so that Transitional Kindergarten will be ready for the 2012-13 school year. The policy is attached with a minor change from the first reading which is highlighted.

Claudia Gallant, Director of Learning, is currently working on the implementation plan.

Financial Impact:

Costs for Instructional Materials are not known at this time.

Superintendent’s Recommendation:

JPF

That the Board adopt the Transitional Kindergarten Policy and approve implementation of the Transitional Kindergarten Program for the 2012-2013 School Year.

Motion by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

CSBA Sample

Board Policy

Instruction

BP 6170.1(a)

TRANSITIONAL KINDERGARTEN

Note: The following **optional** policy is for use by districts that maintain kindergarten and may be revised to reflect district practice. Education Code 48000, as amended by the Kindergarten Readiness Act of 2010 (SB 1381, Ch. 705, Statutes of 2010), gradually raises the age for admission into kindergarten over a four-year period. Children are eligible for kindergarten enrollment if they have their fifth birthday on or before December 2 in 2011-12, November 1 in 2012-13, October 1 in 2013-14, and September 1 in 2014-15 and beyond; see AR 5111 - Admission. Pursuant to Education Code 48000, children whose admission would be delayed because of the new age requirements must be offered a transitional kindergarten program beginning in the 2012-13 school year.

Education Code 48000 defines "transitional kindergarten" as the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Education Code 48000 also specifies that transitional kindergarten shall not be construed as a new program or higher level of service; therefore, many of the requirements applicable to kindergarten (e.g., class size, minimum school day, facilities, teacher certification) are also applicable to transitional kindergarten. The district shall receive state apportionments for students in a transitional kindergarten program who meet the program requirements specified in Education Code 48000.

A district could choose to accelerate implementation of the program prior to the dates specified in law, thus allowing all children whose fifth birthday will be between September 1 and December 2 to enroll in transitional kindergarten prior to 2014-15 at a date determined by the Governing Board. However, according to the California Department of Education (CDE), if a parent/guardian requests that his/her kindergarten-eligible child be admitted to kindergarten instead of transitional kindergarten, the district would need to honor that request because of the phase-in stipulated in law. Furthermore, whenever kindergarten-eligible children are enrolled in transitional kindergarten, the district must obtain a continuance form signed by the parent/guardian consenting to the child's enrollment in kindergarten the following year. The continuance form is necessary in order to receive kindergarten apportionments for those children since they would otherwise be age-eligible for first grade. The CDE recommends that approval for a student to continue in kindergarten not be given until near the end of the year of transitional kindergarten, since permission obtained unreasonably far in advance could be found invalid.

The Governing Board desires to offer a high-quality transitional kindergarten program for eligible children who do not yet meet the minimum age criterion for kindergarten. The program shall assist children in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's transitional kindergarten shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

TRANSITIONAL KINDERGARTEN (continued)**Eligibility**

Note: Pursuant to Education Code 48200, each person between the ages of 6 and 18 years is subject to compulsory full-time education, unless otherwise exempted by law. Thus, parents/guardians are not required to enroll children in transitional kindergarten or kindergarten but, if they do so, are subject to the age criteria specified below.

On a case-by-case basis, Education Code 48000 authorizes early entrance into kindergarten for children who reach age 5 later than the date specified below, provided the parent/guardian approves, the district determines it is in the child's best interests, and the district has provided the parent/guardian with information on the advantages and disadvantages of early admittance; see AR 5111 - Admission.

The district's transitional kindergarten program shall admit children whose fifth birthday lies between: (Education Code 48000)

1. November 2 and December 2 in the 2012-13 school year
2. October 2 and December 2 in the 2013-14 school year
3. September 2 and December 2 in the 2014-15 school year and each school year thereafter

Parents/guardians of eligible children shall be notified of the availability of this program and the age, residency, and any other enrollment requirements. Enrollment in the transitional kindergarten program shall be voluntary.

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

(cf. 5111.13 - Residency for Homeless Children)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

Curriculum and Instruction

The district's transitional kindergarten program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

TRANSITIONAL KINDERGARTEN (continued)

Note: In designing a modified kindergarten curriculum for purposes of transitional kindergarten, the district may refer to state model content standards for core subjects at the kindergarten level, Common Core Standards adopted pursuant to Education Code 60605.8, and state "preschool learning foundations"; see BP 6011 - Academic Standards.

Upon recommendation by the Superintendent or designee, the Board shall approve academic standards for transitional kindergarten that bridge preschool learning foundations and kindergarten standards. Such standards shall be designed to facilitate students' development in essential skills which may include, as appropriate, language and literacy, mathematics, physical development, the arts, science, social sciences, English language development, and social-emotional development.

(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6011 - Academic Standards)
(cf. 6174 - Education for English Language Learners)

Note: The following **optional** paragraph should be revised to reflect district practice. Pursuant to Education Code 46111 and 46117, at the kindergarten level the minimum school day is 180 minutes and the maximum school day is four hours (240 minutes), unless the district has adopted an extended-day kindergarten pursuant to Education Code 8973. The CDE advises that the district's annual instructional minutes for kindergarten, as reflected in its annual audit, is the number of instructional minutes that should be offered to transitional kindergarten students; also see AR 6112 - School Day.

The number of instructional minutes offered in transitional kindergarten shall be no fewer than four hours (EC 46100). An exception to this statute allows schools that have adopted an early primary program (extended-day kindergarten) to exceed four hours (EC 8973).

(cf. 6111 - School Calendar)
(cf. 6112 - School Day)

Note: The following **optional** paragraph may be revised to reflect district practice. According to the CDE's "Transitional Kindergarten FAQs," it is the intent of the law to provide separate and unique experiences for transitional kindergarten and kindergarten students. However, districts have flexibility to determine how best to meet the curricular needs of each child and whether transitional kindergarten and kindergarten students may be enrolled in the same classrooms.

Transitional kindergarten students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

Staffing

Note: The Commission on Teacher Credentialing, in its Credential Information Alert on "Transitional Kindergarten Assignments," clarifies that a transitional kindergarten classroom is appropriately staffed by any holder of a multiple subjects teaching credential. A holder of a child development permit is not authorized to teach transitional kindergarten since the definition of transitional kindergarten in Education Code 48000, as amended by SB 1381 (Ch. 705, Statutes of 2010), clarifies that transitional kindergarten classrooms are not preschool classrooms or child development programs. Transitional kindergarten assignments are subject to assignment monitoring and reporting by county offices of education in accordance with Education Code 44258.9.

TRANSITIONAL KINDERGARTEN (continued)

Teachers assigned to teach in transitional kindergarten classes shall possess a teaching credential or permit that authorizes instruction at the kindergarten grade level.

(cf. 4112.2 - Certification)

The Superintendent or designee may provide professional development as needed to ensure that transitional kindergarten teachers are knowledgeable about district standards and effective instructional methods for teaching young children.

(cf. 4131 - Staff Development)

Continuation to Kindergarten

Note: The following **optional** paragraph is consistent with guidance in the CDE's "Transitional Kindergarten FAQs."

Students who complete the transitional kindergarten program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed parental permission form for kindergarten attendance.

Note: Pursuant to Education Code 46300, the district may not include for apportionment purposes the attendance of any student for more than two years in a combination of transitional kindergarten and kindergarten.

A student shall not attend more than two years in a combination of transitional kindergarten and kindergarten. (Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

Program Evaluation

The Superintendent or designee shall develop or identify appropriate assessments of transitional kindergarten students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

TRANSITIONAL KINDERGARTEN (continued)*Legal Reference:*EDUCATION CODE

- 8973 *Extended-day kindergarten*
- 44258.9 *Assignment monitoring by county office of education*
- 46111 *Kindergarten, hours of attendance*
- 46114-46119 *Minimum school day, kindergarten*
- 46300 *Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten*
- 48000 *Minimum age of admission (kindergarten)*
- 48002 *Evidence of minimum age required to enter kindergarten or first grade*
- 48200 *Compulsory education, starting at age six*
- 60605.8 *Academic Content Standards Commission, development of Common Core Standards*

*Management Resources:*CSBA PUBLICATIONS

Transitional Kindergarten, Issue Brief, July 2011

CALIFORNIA COUNTY SUPERINTENDENTS EDUCATIONAL SERVICES ASSOCIATIONPUBLICATIONS

Transitional Kindergarten (TK) Planning Guide: A Resource for Administrators of California Public School Districts, November 2011

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONSTransitional Kindergarten FAQs

California Preschool Curriculum Framework, Vol. 1, 2010

California Preschool Learning Foundations, Vol. 1, 2008

Prekindergarten Learning Development Guidelines, 2000

First Class: A Guide for Early Primary Education, 1999

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

11-08 Transitional Kindergarten Assignments, Credential Information Alert, August 25, 2011

WEB SITES

CSBA: <http://www.csba.org>

California County Superintendents Educational Services Association: <http://www.ccsesa.org>

California Department of Education: <http://www.cde.ca.gov>

California Kindergarten Association: <http://www.ckanet.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Transitional Kindergarten California: <http://www.tkcalifornia.org>

Policy Reference UPDATE Service

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AGENDA – May 24, 2012

5.0 DISTRICT ORGANIZATION AND BOARD OPERATION

5.4 Adopt Revisions to Administrative Regulation 6154, Homework Policy (Action)

Background Information:

In the spring of 2011, the Coronado community had an opportunity to view the movie “Race To Nowhere”, whose premise was that current amounts and types of homework were overloading students. Afterwards, the subject of homework and its purpose in our schools was discussed. As a result of these discussions, Superintendent Felix brought an action item before the board proposing no homework on weekends and holidays. The Board received a great deal of input from parents in the community about this proposal. After much discussion, the Board rejected the no homework proposal, opting to revise existing District policy.

In May 2011, the Board voted to revise Board Policy 6154 (Homework Policy), approved a revised structure and template of Administrative Regulation 6154, and directed the Superintendent to create an ad hoc committee to continue revisions, with recommendations to be brought to the Board for adoption on or before the regular May 2012 Board Meeting.

Board direction included adding sections to the policy to outline specific guidelines for homework at the elementary, middle and high school levels, as well as define the responsibilities for homework of students, parents, teachers and administrators.

Vicki Abeles, the creator of “Race To Nowhere”, reached out to Superintendent Felix with support for this undertaking and shared processes undertaken by other districts struggling to find balance with homework, and their successful results. Using this information as a resource and base for going forward, a committee consisting of students, teachers, parents, and administrators representing elementary, middle and high school levels began meeting in September of 2011 to review, research, discuss, debate, and draft recommendations for appropriate guidelines and responsibilities on the subject of homework in our District. The product of this work came before the Board for a first reading at the April 26, 2012, Board Meeting.

In response to Board Member requests and concerns, changes and additions to the policy presented last month are incorporated in the attached policy for approval by the Board.

Changes were also made to the School-Site Homework plan to reflect the availability and use of virtual resources and modern technology.

Students, teachers, parents, and administrators volunteered tremendous time and effort over six months to create the policy before you. Communication, personal responsibility, and transparency underlie every aspect of the resulting recommendations. The revised policy defines the purpose of homework, outlines expectations for creating, completing, assessing, and monitoring homework, and spells out the responsibilities each party has in the homework process. The policy also reflects a teacher’s ability not to assign homework.

The policy is not perfect, it will not mollify outliers, nor will it satisfy everyone. The policy signifies a shift in our District and in our schools that homework will no longer be automatically assigned, but that, when done so, it will be “meaningful, purposeful and appropriate”.

Superintendent Felix wishes to thank the members of the committee for the dedication, honesty and tenacity they exhibited during this process.

Superintendent’s Recommendation:

JPF

That the Board adopt revisions to Administrative Regulation 6154, Homework Policy.

Motion by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

Homework/Makeup Work

Homework is an integral component of education that deepens student learning and understanding. Although teachers are not required to assign homework, when it is assigned, K-12 students will participate in homework that is meaningful, purposeful and appropriate, as determined by the teaching staff. While we understand that homework is merely one of many components of a **21st Century** student's life, it is inevitable that at times, choices will need to be made between homework and other obligations.

Section I. Guidelines For All Grade Levels

Guidelines in this policy are based on the needs of the average student. Assignments and homework may be differentiated for individual students, or represent different levels of challenge for students; therefore, amount of homework, or time required to complete homework, may be variable.

1. Teachers are not required to assign homework but are required to apply professional discretion and flexibility in determining the balance of in- and out-of-class schoolwork for the purpose of meeting standards and curricular and individual students' needs.
2. The purpose, meaning, and value of homework and its role in **providing feedback to students and** assessment of students' **skills** should be clearly communicated. Expectations, required materials and resources (**traditional, digital and/or virtual**), and timelines for homework and long-term project assignments are to be clearly communicated to students and families, particularly as they relate to group projects.
3. Since parents are the primary educators of their children, and their involvement is recognized as a critical dimension of effective schooling, the Board expects teachers at all grade levels to involve parents/guardians as a contributing resource. (cf. 6020 Parent Involvement)
4. Homework is meant to be completed largely independently by students (see grade level guidelines). Homework should inspire curiosity and thoughtful performance.
5. Homework may:
 - a. Reinforce skills or further understanding of information introduced during daily lessons (practice),
 - b. Introduce students to new material to be reviewed and reinforced the next day (preparation), and/or
 - c. Provide an opportunity for students to independently apply knowledge gained in school (extension).
6. Timely assessment of homework or the provision of self-assessment tools is necessary to ensure that students and families are aware of progress and skills acquisition.
7. Open communication between students, families, and teachers regarding homework is vital. Students and parents are encouraged to contact teachers with questions and concerns about homework and achievement in school. If a student repeatedly fails to complete homework, the teacher shall notify parents/guardians in a timely manner. (cf. 5020 Parents' Rights and Responsibilities)

Homework/Makeup Work

Grade-Level Guidelines

Elementary School

The purpose of homework in elementary school is to practice and encourage mastery of basic skills and to provide opportunities for students to connect classroom learning with daily life.

1. Except for reading and work on projects assigned over a week or more, weekend and holiday homework is not to be assigned.
2. Long-term or multi-step projects should be initiated and primarily undertaken in the classroom. While portions of projects may require completion at home, these tasks should not require group participation, significant assistance from parents, or costly materials. Long-term assignments should include clear benchmarks with which to monitor progress toward completion.

See general guidelines.

Middle School

The purpose of homework in middle school is to develop and reinforce good study habits and personal responsibility for time management and mastery of skills. Middle school homework provides opportunities for students to recognize the relevance of classroom learning to the outside world.

1. Weekend and holiday homework assignments should be carefully considered in terms of necessity and appropriateness; however, weekends may provide an appropriate opportunity for students to read independently, complete projects assigned over several weeks, and take advantage of extra-credit opportunities.
2. Homework, projects, and assessments requiring in-depth study should be scheduled with an awareness of and sensitivity to major tests, assignments, and projects for other classes/disciplines and/or all-school events and holidays occurring simultaneously.
3. Students opting to enroll in honors courses should expect rigorous content and homework, reading, and project time commitments which exceed those of regular courses, including the potential necessity to review material over weekends and holidays.
4. Long-term, multi-step, or group projects should be initiated in the classroom. Time in class should be provided for group collaboration, acknowledging the logistical challenges of group work after school hours. While portions of projects may require completion at home, these tasks should not require significant assistance from parents or costly materials. Long-term assignments should include clear benchmarks with which to monitor progress toward completion.

See general guidelines.

High School

The purpose of homework in high school is to expand and reinforce good study habits, personal responsibility, time management, and mastery of skills. High school homework provides opportunities for students to explore and envision learning as an integral part of lifetime growth.

1. Course syllabi should include specific information regarding the types and role of homework in the assessment of student achievement.
2. Weekend and holiday homework assignments should be considered in terms of necessity and appropriateness. It is acknowledged that students in high school assume greater responsibility for time management and long-term project planning; therefore, student

Homework/Makeup Work

- may decide to use weekends as opportunities to catch up, get ahead, or work on long-term assignments.
3. When possible, homework and assessments requiring in-depth study should be scheduled with an awareness of and sensitivity to major tests, assignments, and projects for other classes/disciplines and/or all-school events and holidays occurring simultaneously.
 4. College Board Advanced Placement courses are college-level courses with curricula which may earn a student college credit. Students opting to enroll in AP or honors-level courses should expect rigorous content and homework, reading, and project time commitments which exceed those of regular college-preparation courses, including the potential necessity to review material over weekends and holidays.

See general guidelines.

Section II. School-Site Homework Plan

The principal and staff at each school shall develop and regularly review a school-site homework plan, which ~~includes~~ **follows CUSD Governing Board Guidelines and Responsibilities with respect to homework.** ~~for the assignment of homework and describes the responsibilities of students, staff and parents/guardians.~~ The plan shall identify all of the following:

1. For each grade level, the amount of time that students shall be expected to spend on homework
2. For each grade level, the extent to which homework assignments shall systematically involve participation by parents/guardians
3. The means by which parents/guardians shall be informed about:
 - a. Homework expectations
 - b. How homework relates to the student's grades
 - c. How best to help their children
4. Techniques that will be taught to help students allocate their time wisely, meet their deadlines and develop good personal study habits
5. The access that students shall have to obtain:
 - a. **Traditional, digital and/or virtual** resource materials ~~from the library media center~~
 - b. Assistance and/or tutoring through telephone help lines and/or after-school centers
6. The means by which teachers shall coordinate assignments so that students do not receive an overload of homework one day and very little the next
7. For each grade level, the extent to which homework assignments shall emphasize independent research, reports, special reading and problem-solving activities

Makeup Work

The Superintendent or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205.

(cf. 5121 - Grades/Evaluation of Student Achievement)(cf. 5145.6 - Parental Notifications)

Homework/Makeup Work

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension.

(Education Code [48913](#))(cf. [5144.1](#) - Suspension and Expulsion/Due Process)

Section III. Responsibilities

It is understood that these responsibilities evolve as students develop.

Students are responsible for:

1. Being prepared for the school day and class assignments by regularly reviewing previously covered information and materials and practicing good study habits and strategies.
2. Producing work to the best of their abilities and demonstrating academic honesty, being accountable for choices, and completing assignments with integrity.
3. Working with teachers to catch up on instruction and assignments when absent (in accordance with teacher, department, and attendance policy), and working with teachers to review assessments in order to solidify understanding and to determine missed material.
4. Creating a support group of peers from whom to ask for help with class information and assignments.
5. Communicating with teachers about external factors affecting classroom and homework performance.
6. Understanding his or her own strengths and areas of growth as a learner, and working with parents, counselors, and teachers to form expectations for himself or herself and set appropriate personal academic and extracurricular paths and college and career goals.
7. Considering the time commitment and workload of honors and AP courses before enrolling in them, and speaking with counselors and teachers, as well as other students who have taken the course(s), in order to gauge expectations and rigor.
8. Working with parents to manage the demands of extracurricular and academic obligations, prioritizing when necessary.
9. Keeping records/a calendar of homework, projects, and assignments, and checking and monitoring progress and achievement through online grade reports.

Parents/Guardians are responsible for:

1. Supporting the teacher's goals in providing education to students and fostering positive relations between their child and his or her teacher(s) in order to facilitate learning.
2. Recognizing the integral role they play in the success of students and providing a supportive environment for homework and sharing of learning.
3. Helping their child understand his/her strengths and areas of growth as a learner, and working with counselors and teachers to form expectations and set appropriate personal academic and extracurricular paths and college and career goals.
4. Guiding their child to advocate for him/herself and, when necessary, advocating for their child.
5. Reinforcing effective study habits and strategies, including but not limited to time management and organization, reading for pleasure, goal setting, and review of content.

Homework/Makeup Work

6. Supporting students in setting priorities and managing healthy balance between extracurricular and academic obligations.
7. Encouraging their child to communicate, to teachers, counselors and/or administrators, external factors that might affect their performance and/or attentiveness to school.
8. Providing feedback for teachers on their student's ability to complete homework independently and efficiently (within a reasonable amount of time) so that appropriate steps can be taken to support the student.
9. Recognizing that the parents' role in homework and class assignments evolves as their child matures.
10. Reviewing their child's agenda/calendar of homework, projects, and assignments, and checking and monitoring progress and achievement through online grade reports.

Teachers are responsible for:

1. Assigning standards-based homework with purpose, meaning, and value and communicating clearly the expectations, objectives, and parameters of homework and class assignments.
2. Encouraging a partnership between family and students that promotes timely and clear communication about classwork, homework, and long-term projects and assignments.
3. ~~In the context of the subject,~~ **Providing timely feedback on homework and clearly communicating the type, manner and frequency of feedback the students should expect to receive on their assignments, as well as the manner in which performance on the assignment will be incorporated into the grade of the student within the teacher's class.**
4. Considering the resources, time, and logistics required for homework and projects (and families' potential limitations therein), particularly as they relate to group projects.
5. Assisting parents and students in understanding that homework is a multi-faceted opportunity, with tasks and outcomes that may vary in order to encourage creative thinking, analysis, synthesis, evaluation, patient problem-solving, mechanical practice, and a necessary degree of challenge.

Administrators are responsible for:

1. Guiding and serving as advocates for students, families, and teachers in their approach to and responsibilities for school, assignments, and homework.
2. Facilitating communication between students, families, and teachers.
3. Providing course descriptions, to students and parents that describe course rigor and define expectations.
4. Reviewing course syllabi and teacher and department policies to ensure accordance with board policies and ed. code.
5. Supporting teachers in exercising discretion in determining the balance of in- and out-of-class schoolwork for the purpose of meeting standards and curricular and individual students' needs.

AGENDA – May 24, 2012

5.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

5.5 Approve Resolution to Adopt the Common Core State Standards (Action)

Background Information:

The California Department of Education adopted the Common Core State Standards (CCSS) in English language arts (ELA), mathematics, and literacy standards in History/Social Science, Science, and Technical Subjects in August 2010. 85% of the CCSS for California align identically with the national Common Core Standards, now adopted by 45 states in the United States. Common Core State Standards provide a consistent, clear understanding of what students are expected to learn so teachers and parents know what they need to do to help their students. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Report:

Coronado Unified School District is already taking steps to transition to the Common Core State Standards. The California Standards Test/STAR assessment system will sunset in the spring of 2013. Assessment of student achievement based on the CCSS is scheduled for implementation in SY 2014-15, via a new system called the Smarter Balanced Assessment Consortium (SBAC). SBAC will assess students in grades 3-8, and grade 11 in English language arts and mathematics. Students will be assessed in several ways, mostly using a computer:

- Multiple choice questions in a computer-adaptive system, similar to Measures of Academic Progress (MAP), in ELA and mathematics
- Computer-enhanced questions which will allow students to use embedded tools to demonstrate knowledge of a question
- Writing assessment for each tested grade
- Performance assessments for ELA and mathematics

There will be a transition period of approximately three years beginning in SY 2014-15 which may allow for students to demonstrate their understanding on SBAC using traditional pencil/paper testing methods or via computer to allow for districts to ready district technology infrastructure so that all tested students will be able to use the computer for most parts of the SBAC assessment.

In order to prepare students for the instructional rigor of the CCSS and the related SBAC assessment, each grade level and department has a unique timeline for implementation. The Director of Curriculum and Learning is working closely with administrators and teachers to address these needs and provide related professional development. All district administrators have received initial training on CCSS. In the 2012-13 school year, all District kindergarten and first grade students will be taught using the Common Core in ELA and mathematics. Teachers in first grade are also prepared to address previous standards in these subject areas in order that students are prepared to be assessed on STAR in spring 2013 and 2014, as well as to be prepared for SBAC in spring 2015.

Transitioning to the <i>Common Core State Standards</i>	
2011-12	Awareness: Understanding the CCSS
2011-12 /2012-13	Transition: Moving to New Standards
2011/12/13/14	Implementation: Making Meaning of CCSS
2014-15	Transformation: What is the impact on teaching/learning?

More information regarding Common Core State Standards and the Smarter Balanced Assessment Consortium can be found at:

<http://www.sdcoe.net/commoncore/> and <http://www.smarterbalanced.org/>.

Many parent information opportunities are planned for 2012-13 and beyond.

Financial Impact:

Professional Development funds through Title IIA (NCLB).

JPF

Superintendent’s Recommendation:
 That the Board approve Resolution #11-12-16 to adopt the Common Core State Standards.

Motion by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

CORONADO UNIFIED SCHOOL DISTRICT

Resolution to Adopt Common Core State Standards

RESOLUTION #11-12-16

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

WHEREAS, the Coronado Unified School District mission is for all Coronado students to graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow; and

WHEREAS, Common Core State Standards initiative is a state-led effort coordinated by the National Governors Association and the Council of Chief State School Officers, with the support of President Obama; and

WHEREAS, the Common Core State Standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare the children of the United States for college and career; and

WHEREAS, the Common Core State Standards will provide all students in the nation with a common core of high educational expectations for college and career readiness no matter which part of the country they come from; and

WHEREAS, the Common Core State Standards also provide states and local school districts with the flexibility to meet the needs of different regions and their strategic plans for student achievement; and

WHEREAS, the Common Core State Standards are relevant for the real world, reflecting the knowledge and skills that young people need for success in both college and career; and

WHEREAS, the California Academic Content Standards Commission, endorsed the adoption of the national common core standards with the certain fortification of English Language Arts and Mathematics standards; and

WHEREAS, the Common Core State Standards are consistent with the Board adopted Goals for Student Achievement.

RESOLUTION, NOW, THEREFORE, BE IT RESOLVED that the Coronado Unified School District Governing Board hereby adopts the California Common Core State Standards.

Adopted and approved by the Board of Education of the Coronado Unified School District at the regular meeting held on the 24th day of May, 2012, by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA

COUNTY OF SAN DIEGO

I, Jeffrey P. Felix, Secretary of the Governing Board, do hereby certify that the foregoing is a full and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date: May 24, 2012.

Secretary of the Governing Board

AGENDA – May 24, 2012

5.0 BUSINESS AND FISCAL MANAGEMENT

5.6 Public Hearing on Tier III Categorical Flexibility and Approval of the Proposed Use of Funding (Public Hearing/Action)

Background Information:

Education Code Section 42605 allows school districts to use funds from a specified list of State categorical programs for any educational purpose. This flexibility provision is extended through 2014-15 (SB 70). Assembly Bill (AB) 189 became effective January 1, 2012 and changed the way Districts must conduct the public hearing for Tier III flexibility beginning in fiscal year 2012-13. The changes include requiring the public hearing to be held prior to and independent of the meeting at which the annual budget will be adopted. In addition, the governing board must now identify any program that is proposed to be closed in the notice of the agenda of the public hearing or at another public hearing.

Report:

As a condition of receipt of the funds, an open public hearing must be held at a regularly scheduled board meeting to take testimony from the public on the proposed use of funding. Following the public hearing, the governing board must discuss and approve or disapprove the proposed use of funding. Attachment A lists each program and the proposed use of funds for 2012-13.

It is recommended that opportunity be provided for public comment at this meeting through announcement by the President as follows:

“Now is the time and place for comments from the public concerning the District’s Tier III Categorical Flexibility that are to be included in the 2012-13 proposed budget. Are there any comments?”

Financial Impact:

As shown in Attachment A.



Superintendent’s Recommendation:

That the Board approve the proposed use of funding.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

Coronado Unified School District
2012-13 Tier III Categorical Flex Programs
Attachment A

Program	Estimated Funding	Proposed Use
Administrator Training Program (AB430)	\$7,274	Unrestricted
Adult Ed	101,726	Unrestricted \$40,000
Art and Music Block Grant	43,003	Art & Music Program
Deferred Maintenance	105,554	Unrestricted
Gifted and Talented Education (GATE)	19,621	GATE
Instructional Materials IMFRP	165,892	Unrestricted
International Baccalaureate	20,820	Unrestricted
Middle and High School Counseling Program, Grades 7 - 12	92,828	Counseling
Morgan-Hart Class Size Reduction (9th Grade)	52,462	CSR
Peer Assistance and Review (PAR)	12,898	PAR
Physical Education Teacher Recruitment Grants	58,702	PE
Professional Development Block Grant	98,862	Unrestricted
Pupil Retention Block Grant	122,567	Pupil Retention
ROP	435,037	ROP
School and Library Improvement Block Grant	180,818	SLIP
School Safety Block Grants (Carl Washington)	23,910	School Safety
Staff Development Math and Reading	1,002	Unrestricted
Supplemental Hourly Programs	87,478	Unrestricted
Target Instructional Improvement Block Grant	53,183	TIIG

AGENDA – May 24, 2012

6.0 DISTRICT ORGANIZATION AND BOARD OPERATION

- 6.1 Patty Cowan, Executive Director of Coronado Schools Foundation, will present the Annual Report

Background Information:

Coronado Schools Foundation (CSF) is in its 30th program year, returning over \$4.9M through June 30th, 2011, with more than half of those proceeds since 2004. During the 2011-12 school year, CSF Board and staff have completed a thorough legal review of its Bylaws with Jon Grissom, an expert in nonprofit law at Higgs, Fletcher and Mack; the revised Bylaws were approved at the May 15th Board Meeting. Major changes include restructuring Board committees to empower committee chairs and encourage community members to serve on these committees, a natural “feeder” to eventually serving on the Board. In addition, the President and Executive Director will be referred to as Chairperson and Chief Executive Officer (CEO) respectively. CSF will be hiring a part-time Chief Financial Officer (CFO) to oversee the financials with a budget now exceeding \$1.1M annually. The CFO will serve as the Treasurer to the Board of Directors and will oversee the annual audit for both CSF and the Coronado Schools Endowment Board.

CSF has launched its first program, **Coronado Summer Enrichment**, with registration ongoing at www.coronadoenrichment.org, K-12. Kathy Shady has been hired as Summer Enrichment Principal with classes held at Coronado Middle School except for SAT Prep and Summer Musical Theatre which will be held at Coronado High School. Limited financial aid is still available to qualifying families.

Coronado Schools Endowment Board:

In order to effectively manage the CSF Endowment/Legacy gift, now exceeding \$5.2M, the Endowment Board has filed for IRS and CA State authorization as the “Supporting Organization” to CSF, the “Supported Organization”. Chaired by Tim Cusick, inaugural Board Members include Scott Metzger (past CSF President), Mark Andrews (Past CSF President, has managed the endowment fund for over a decade), Missy Cook, Bob Spear, CSF VP/Finance Chair Jim Grady and one other CSF Board Member will be named. Funds will be transferred to this entity via a Vanguard investment account once the TAX ID number is received. CSF will be developing a Planned Giving Program in 2012-13 with the hope of growing this endowment to \$20,000,000 over the next ten years. With the schools receiving 4% annually for STEAM (science, technology, engineering, arts and music) as of the balance in this account on March 31st annually, these locally controlled funds will ensure our schools have funding in perpetuity. Megan Stanley, CSF Executive Assistant, will work directly serve as the CSF interface with this supporting NPO.

SITE	STEAM Funding 2012-13
PALM/CHS	\$70,870
CMS	\$43,350
VILLAGE	\$60,270
STRAND	<u>\$36,091</u>
Total	\$210,581(5%increase)

CSF June 30th Projections: Based on June 30th projections, CSF anticipates returning nearly \$700,000 to our schools with over \$110,000 already returned during the school year for Fund an Item (Digital Library Portal), Lipp Foundation Grants, Scholarships, Designated Donations, and printing of Directories for all Parent Teacher Groups. CSF Board has approved net program funding of \$303,301 (5% increase) for Site Block Grants and Technology Resource Teachers (TRT) per the attached chart.



CSF PROGRAM FUNDING Allocations 2012-13							5/4/2012				
CSF Net Income	\$303,301										
Available for Programs	\$303,301										
Net Program Funding	\$303,301	\$96/student									
Program Funding 2010-11	*Does not include STEAM or "pass through" funding during the year such as designated donations, fund an item, scholarships, \$30K Lipp M										
TRT FUNDING	\$134,000										
BLOCK GRANTS	\$169,301										
Block Grant Distribution											
Less 21% Base (Fixed)	\$35,553										
Variable Component	\$133,748		\$42.51	Per student							
Total Block Grants	\$169,301										
School	Block Grant Fixed Component	CBEDS Enrollment 10/2011	Variable Component @44.92	Block Grant Per Site	Site Designated Donations	BLOCK GRANT 2012-13	Approved Carryover from 2011-12	TOTAL BLOCK GRANT 2012-13	TRT FUNDING 2012-13	TOTALS INCLUDING CARRYOVER 2012-13	
Palm	\$356	20	\$850	\$1,206	\$ -	\$1,206	\$0	\$1,206		\$1,206	
CHS	\$8,799	1082	\$46,000	\$54,799	\$ -	\$54,799	\$0	\$54,799	\$44,360	\$99,159	
CMS	\$8,799	762	\$32,395	\$41,195	\$ 7,125	\$48,320	\$0	\$48,320	\$48,711	\$97,031	
Village	\$8,799	917	\$38,985	\$47,784	\$ 6,000	\$53,784	\$0	\$53,784	\$22,464	\$76,248	
Village Pre-School	\$0	23	\$978	\$978	\$ -	\$978	\$0	\$978		\$978	
Silver Strand	\$8,799	318	\$13,519	\$22,319	\$ 7,125	\$29,444	\$24,700	\$54,144	\$18,465	\$72,609	
Strand Pre-School	\$0	24	\$1,020	\$1,020	\$ -	\$1,020	\$0	\$1,020	\$0	\$1,020	
Totals	\$35,553	3146	\$133,748	\$169,301	\$ 20,250	\$189,551	\$24,700	\$214,251	\$134,000	\$348,251	
					<i>Per Pupil</i>	\$60				\$111	
Program Funding Comparison*	2010-11	2010-11	Projected 2012-13	Designated Donor:	Designated Village:	Designated Strand:	Designated CMS:	Designated C:			
Block Grants	\$140,877	\$170,466	\$189,551	DBMF		\$7,125	\$7,125				
TRT Funding	\$108,071	\$120,000	\$134,000	2nd/Campbell	\$5,000	\$0	\$0				
STEAM		\$200,000	\$210,571		\$0						
LIPP	\$30,000	\$30,000	\$30,000								
Program Funding	\$278,948	\$520,466	\$564,122	PPS/Bayer	\$1,000	\$0	\$0				
Per student*	\$89	\$166	\$179	TOTAL	\$6,000	\$7,125	\$7,125	\$20,250			

AGENDA - May 24, 2012

6.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

- 6.2 Director of Learning Report: Assessment of Character Education at all Coronado Unified School District Sites

Background Information:

Coronado Unified School District adopted Character Counts as a District-wide model for character education in 2009. Since the inception of Character Counts in all Coronado Unified School District (CUSD) schools and by many organizations in the City of Coronado, each CUSD school site has incorporated the Six Pillars of Character into discipline plans, character education instruction, and the culture of each school. The Governing Board established Strategic Planning goal 4.3 “to develop an assessment plan to show the effectiveness of character education”.

Report:

The following report outlines the current impact of each CUSD site’s character education program on students, teachers, and the overall school culture.

Coronado High School:

Character Education is embedded within the shared experience between students and staff at Coronado High School. Members of our faculty recognize individual students as *Islander of the Day* for demonstrating positive character on our campus. Recent examples include helping a new student find their way around campus, returning a lost cell phone to the office, or supporting a peer that is having a difficult time navigating around campus on crutches. Selected students are celebrated during our daily bulletin and receive a student-created *Islander of the Day* shirt—delivered to their classroom. CHS counselors, teachers, and administrators facilitate *Human Relations Day (HRD)*—a daylong exercise of community building and problem-solving, each semester. Teachers nominate students, who in turn nominate peers, to participate. HRD encourages students to think in new ways about relationships within our community. Students leave the experience with a renewed sense of responsibility to pursue inclusive ways to connect with all members of our school community. It is our goal to offer HRD six times next year. This year, we hosted a mental health awareness week of activities that included classroom presentations and discussions for all students. We believe this experience promoted effective communication between our faculty and staff, while providing authentic opportunities for our students to reflect on relevant issues that impact members of our community. CHS teachers participate in an annual ‘student connections’ exercise, where members of our faculty identify students that do not have a connection with an adult on our campus. The list generated from our connections activity is sent out to specific teachers that follow up by forming relationships and facilitating connections within our community. In addition, our commitment to character development at CHS is illustrated by our ongoing reinforcement of expectations for *Islander* behavior at sporting events, assemblies, and off-campus school events (fieldtrips, dances, etc.)

Assessment: We continue to gather referral data and anecdotal feedback from colleagues, community members, officials, and vendors that reflect our students' interactions with one another and within our community.

Palm Academy:

At Palm Academy, we are fortunate to have a course in our master schedule that focuses almost exclusively on Character Education and related themes. We call it Social Skills and it meets three days per week. The class is facilitated by Afsaneh Safaie, Coronado Response Group (CRG) Counselor. The students spend time in a therapeutic group context, work in small groups, and on independent projects that focus on social/emotional/academic wellness, positive ways to communicate, respect, conflict resolution, anger management, development of coping skills, goal setting, career awareness, resume and cover letter writing, and workplace skills. This year, Ms. Safaie added an ongoing unit called Exploring Careers and Character, a series of invited guest speakers from a variety of careers that facilitate explorations of the relationship between character and careers. Every Palm student also participates in the Service Learning class, which includes volunteering as construction laborers for San Diego Habitat for Humanity's projects, working as volunteer food servers at St. Vincent de Paul's Homeless Shelter and demonstrating responsibility at school by completing their weekly "chores". Each student is also assigned a district Service Learning Internship. They work every Tuesday as teacher's assistants in the state preschool and kindergarten and with moderate/severely challenged students at Village Elementary School.

The recipients of the service provided by Palm Academy students in the CUSD, Coronado, and San Diego, consistently rave about the efforts of the students, their professionalism, courtesy, maturity, and personalities. We are recognized as the "favorite" volunteer team at both St. Vincent de Paul's and Habitat for Humanity. The elementary teachers who work with Palm students also express strong appreciation for the service they provide.

The Six Pillars of Character are evident in all of these activities and certainly extend across the curriculum. Some of the ways Palm students have been recognized for strong character this year include:

- Student of the Month Awards – Four awarded, so far this year, for exemplary attendance, punctuality, academic performance, and demonstrating exceptional character.
- Two Palm Academy students were recognized by the Optimists' Club this year for their embodiment of the tenets of the Optimist Creed.
- The annual Pirate Award (a \$250 unrestricted "scholarship" endowed by the parent of an alumnus) is given to the student who exemplifies what it means to be a "Pirate" at Palm Academy: respect for self, others, and the environment (school and world), demonstrated through social, emotional, and academic leadership among their peers. This year's winner does not know she was unanimously chosen for the award...yet.
- Student volunteers catered (prepared/served/delivered/cleaned up) events for the Human Relations Commission's "Take My Hand" awards ceremony, the Empty Bowls event, the R.O.P. awards, CSF donor recognition gifts, and other "charity" functions.

- ...and, probably the best indicator of strong character development (responsibility, perseverance, self-respect) this year is the graduation rate (6 graduates in the fall and another 8 this June).

Coronado Middle School:

Data from these resources reveal the impact of character education on Coronado Middle School:

- From Student Information System: 55% decrease in referrals (September 2011-May 2012); .5% decrease in N on report cards (P5 report only 2011 & 2012)
- From student survey on Character Education:
 - *Students act in ways that demonstrate the character qualities the school stands for - 74% students agree (458 surveyed)*
 - *I talk about others and spread rumors – 85% never or rarely do (458 surveyed)*
- Quotes from students:
 - New 7th grade student (female): *“I’ve been in four different schools, and CMS is the most welcoming and friendly. In my classes it feels like I’m with family. I like to give back too, especially to new students because I know what it’s like to be there.”*
 - Associated Student Body (ASB), 8th grade (male): *“Being a school leader on ASB this year has helped me grow into a person who reaches out to others and opens up more. I was pretty shy and withdrawn.”*
 - Character Education Committee Member (7th grade, female): *“Our character survey tells us that 80% of the students agree that CMS students help new students to feel welcomed and accepted.”*

There are many ways in which the CMS Character Education Plan is part of the school culture, including: Strategic Plan goals, ongoing lessons in classroom instruction, special days focused on character education, student recognitions, citizenship/honor roll, Associated Student Body (ASB) expectations and activities, CMS Character Education Committee, CMS designated Character Education Teacher Liaison, student intervention program, Awards Program, Student-2-Student / Ambassador Club, Military Family Life Counselor and shared school counselor, anti-bullying presentations, etc.

Village and Silver Strand Elementary Schools:

Based on data below, Village and Silver Strand Elementary Schools have an effective Character Education program:

- Village Elementary: 37% decrease in referrals (January 2011-January 2012)
- Silver Strand: 35% decrease in referrals (January 2011-2012); 54% decrease in N on report cards (June 2012-November 2012)

Student Quotes:

- New fourth grade student *“The student ambassador helped make my first day at Village awesome; I had a buddy to sit with at lunch and play with at recess”*
- Peace Patrol team member *“I really like helping solve problems on the little kid playground, because of this I don’t fight with my little sister as much”*
- Third grade student *“Friday flagpole assemblies are my favorite part of the week, I really like to sing the school song; I think we should sing it everyday”*

Key elements of the Character Education Plan for both Village and Silver Strand Elementary Schools are: character education embedded into each site’s Restorative Discipline Plan and part of the Strategic Plans, District-wide Recognition of Character Counts Week, monthly promotion of a new character trait, shared School Counselor gives lesson ideas to all staff, Character Counts Tickets and Voyager Way Tickets, Ambassador Clubs (5th graders who welcome new students to the school), Curbside Hosts, Peace Patrols, monthly all school assemblies, classroom, Military Family Life Counselor and Shared School Counselor, anti-bullying presentations, class presentations based on specific need, etc.

Additional Programs at Silver Strand Elementary School are: weekly all-school Flag Pole Assemblies, Enrichment Club offerings (Club Terrific, Inner Beauty Club, Club Fun, Young Scientists), Military Student After School Supports (Operation Bigs, Operation Hero, Operation Pals, FOCUS Deployment Club/resiliency training, “Culture of Character” video posted to web site, Principal Honor Roll (4th and 5th), and Primary Citizenship Honor Roll (no N’s on report card).

Financial Impact:

None for this report

AGENDA – May 24, 2012

6.0 DISTRICT ORGANIZATION AND BOARD OPERATION

6.3 Director of Human Resources – Certificated Evaluation Process (Report)

Background Information:

In order to support continuous professional development for certificated employees and to ensure high levels of student learning, the Coronado Unified School District Board of Education requested a revised evaluation instrument be researched, discussed and developed. The Professional Development Committee completing this process consists of certificated employees: site and district administrators, teachers representing each school site in the District and an ACT negotiating team member.

Report:

Evaluations should address professional development needs, intervene when there are persistent performance issues and differentiate how to accelerate student success. The updated Evaluation Process meets proven aspects of evaluation processes:

- Opportunities for consistent and frequent feedback
- Consistency of the evaluation process amongst school sites in the District
- Evaluation of specific elements of teaching for effective practice and positive impact on student performance
- Self-reflection regarding teaching practice
- Common language of instruction and performance

Future discussions regarding the 2012-2013 and the 2013-2014 iteration of the Certificated Evaluation Process will include student assessment, parent and student feedback and individualized, professional development for each teacher according to specific needs.

A Principal's Academy is schedule on June 14, 2012, and August 13, 2012. Site administrators will review the updated Certificated Evaluation Process and be trained to observe classrooms, access evidence, and provide feedback all in support of reflective practice.

This report is provided to the Board for information.



AGENDA – May 24, 2012

6.0 BUSINESS AND FISCAL MANAGEMENT

6.4 Budget Update – May Revise (Report)

Background Information:

The Governor’s May Revision was made public on May 14, 2012. The May Revision includes a 15 month economic forecast.

Report:

The Governor’s May revision estimates that the State’s budget shortfall has grown from \$9.2 billion (the January estimate) to \$15.7 billion. The K-12 education budget continues to be premised on the passage of the governor’s tax initiative in November. If the initiative fails, the trigger reduction for school districts is estimated to be an additional \$402.00 per ADA or \$1.2 million for Coronado. The chart below illustrates the cuts that the District has experienced over the last several years:

Coronado Unified School District

Revenue Limit History

Year	Revenue Limit	Decrease from 07-08	ADA	% Loss	Revenue Loss
2007-08	5,773.72				
2008-09	5,624.02	-149.70	2,934	2.66%	-439,212
2009-10	4,947.37	-826.35	2,984	16.70%	-2,465,827
2010-11	5,200.92	-572.80	2,981	11.01%	-1,707,528
2011-12	5,147.15	-626.57	2,980	12.17%	-1,867,179
Total					-6,479,746

The attached Goldenrod Executive Summary is current as of the Second Interim Report. However, the additional cuts required to balance column has been deleted.

Financial Impact:

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

This report is provided to the Board for information.



Coronado Unified School District

Executive Summary of Budget Events

"The Goldenrod"

	Column I	II	III	IV	V	VI	VII	VIII	IX	X	XI	
	Date	Description	Projected General Fund Combined Exp (nt 1)	Projected General Fund Unrestricted Exp	Structural Surplus/Deficit (nt 2)	Proj Operating Reserve Balance June 30, 2012	Proj Operating Reserves as % of Exp	Other Reserves or One time Revenue (nt 3)	Proj "Other Res" One Time Rev as % of Exp	Total Reserves 6/30/2012 (nt 4)	Total Reserves % of Exp	
CUSD 2011-12 Budget	June 30, 2011	2011-12 Adopted Budget	25,564,122	19,558,771	-2,363,443	797,928	3.12%	3,030,298	11.85%	3,828,226	14.97%	
	September 15, 2011	2010-11 Unaudited Actuals	25,564,122	19,558,771	-2,363,443	784,228	3.07%	3,078,235	12.04%	3,862,463	15.11%	
	November 17, 2011	2011-12 First Interim	25,635,081	19,563,287	-2,216,188	931,483	3.63%	3,078,235	12.01%	4,009,718	15.64%	
		Mid-Year Trigger cuts - (\$55 per ADA) retained \$672,145 as one time dollars										
	March 12, 2012		25,965,224	19,808,165	-2,216,188	931,483	3.59%	3,750,380	14.44%	4,681,863	18.03%	
	Date	Description	Change	Structural Deficit	Description							
MYP Events	November 17, 2011	2011-12 First Interim	25,635,081	-2,216,188	Reduced Structural Deficit - Potential Trigger Set Aside (\$330 per ADA, \$983,400) Reduced -147,255. Remaining trigger set aside = \$836,145							
	March 12, 2012	Governor's 2012-13 Budget Proposal	25,965,224	-393,455	-2,609,643	Trigger cuts if tax proposal fails: \$370 per ADA + 100% Transportation funding \$1,229,600 - \$836,145 = 393,455 delta						
	March 12, 2012	Increase Expense	26,130,224	-165,000	-2,774,643	K-3 CSR 25:1 in 11-12. 3 teachers funded from the Jobs Fund.						
	Date	Inherited Structural Deficit (nt 2)	Effect of Continued Flex Transfers & Furloughs Adopted Spring 2010*	One time Funds (nt 5)	Net Remaining Inherited Structural Deficit	Cost of Step/Column/H&W (nt 6)	Total Deficit	Portion of Deficit Funded By Draw Upon Reserves (nt 7)	Total Reserves at 06-30	Total Reserves % of Exp		
MYP Projection	June 30, 2013	-2,774,643	1,118,380	0	-1,656,263	-300,000	-1,956,263	1,956,263	2,725,600	10.31%		
	June 30, 2014 (CSR Ends)*	-2,774,643	492,000	0	-2,282,643	-300,000	-2,882,643	2,882,643	-157,043	-0.59%		
	June 30, 2015 (Serp x Ends)* (Flex Ends)	-2,924,643	492,000	0	-2,432,643	-300,000	-3,332,643	3,332,643	-3,489,686	-13.35%		
	*SB 70 re-authorized											

Coronado Unified School District Executive Summary of Budget Events Notes and Comments

Notes:

1. "Projected General Fund Combined Exp" includes expenses for which the District receives restricted revenues (e.g., title I, ROP, economic impact aid, and special ed). Generally, the revenues are sufficient to cover the expenses. To the extent the restricted revenues are not sufficient to cover these expenses, the gap is included in the projected Structural Deficit.
2. The "Structural Surplus/Deficit" figure represents a projection of the anticipated excess, for the current year, of the **on-going** projected expenses (including an annual set aside of \$117,000 for health benefits) relative to **on-going** projected revenues. Note the following:
 - (a) For purposes of this calculation, the expenses include any encroachment caused by restricted revenues being insufficient to cover the associated expenses;
 - (b) in 09-10, the District addressed that year's structural gap (1) by utilizing special authority provided by the state (for the years 09-10 through 12-13) to reallocate categorical funds to cover unrestricted general fund expenses (sometimes referred to as a "flex transfer"), with resulting savings of about \$1,100,000, (2) by sweeping approximately \$80,000 of adult education ending balance funds, and (3) by utilizing approximately \$950,000 of one-time special federal stimulus funds;
 - (c) in 10-11, the District addressed the structural gap as follows: (1) about \$1,100,000 by re-authorizing flex transfers undertaken in 09-10 and further implementing 7 furlough days (5 school days), with the furloughs saving about \$625,000/yr, (2) \$100,000 taken from site carryforward and \$200,000 from Deferred Maintenance reserves (see nt 5), (3) about \$125,000 saved by implementing the early retirement program approved in the Spring of 2010, and (4) the resulting balance will be drawn from the Operating Reserve Balance. Accordingly, a change in revenues or expenses results in a correlative change in the projected year end Operating Reserve Balance.
 - (d) In the Multi-year Projection (MYP), the spreadsheet further projects the impact on future reserves, assuming (1) continuation of the same structural gap, (2) continued **board utilization of the flex transfer authority (some of which will have to be reauthorized to use in such years), and (3) negotiated furlough days through 2012-13. The spreadsheet also acknowledges, however, that additional expenses will be incurred through step and column and health benefit increases (see note 6). Accordingly, the "annual draw on reserves" will increase if the noted "Additional Cuts" can not be achieved. In addition, the 2011-12 revenue and expense budget does not include the 3 professional development days funded by the Federal Jobs Funds.**
3. **This amount consists of Fund 17 (Mandated Costs one time payment and Impact Aid PY) and Categorical Flex ending balance.**
4. "Total Reserves" includes, in addition to traditional operating reserves, the following amounts: Fund 17 and Categorical Flex ending balance. This figure does not include reserve amounts held in categorical reserves. The District's remaining categorical reserves include a \$685,000 reserve for textbooks. Generally speaking, state law limits use of categorical reserves except for the respective categorical purposes (though, as per note 2 above, an exception permits a local board to convert certain categorical reserves to cover other district expenses in 09-10 to 12-13). This figure also does not include (a) funds set aside for retirement benefits (the first such set aside is \$117,000 in calendar year 2010-11) or (b) separate reserves arising from CDA collections (including funds in Fund 40 from 2% pass through revenues).
5. This figure in 2011-12 consists of Deferred Maintenance Sweep (\$200K remaining) and \$165K from the Federal Jobs Funding to fund 3 teachers CSR 25:1.
6. As stated in note 2, projected increases in step and column and health insurance premiums will add to the deficit in future years unless offset by equivalent cuts at that time.
7. The maximum permissible "Draw Upon Reserves" for each fiscal year has been calculated (per board direction) by (a) subtracting the required minimum reserve (3% of 11-12 Expenditures, or \$769,052) from the projected "Total Reserves" as of 06-30-2012, and then (b) dividing the resulting balance by the number of years through 14-15, and then applying that amount in equal amounts over said years.
8. The "Additional cuts required to balance" for each fiscal year has been calculated by subtracting the maximum permissible "Draw Upon Reserves" for the fiscal year from the District's "Total Deficit". Note further that (a) the model assumes that there will be no further state revenue cuts - if there are any such further cuts (or if there are any increases in expenditures), the Required cuts in Expenditures will have to be increased by like amounts (or else there will be unanticipated further decrease in the District's Total Reserves); and (b) if one time funds are received for a fiscal year, such receipts could be applied to reduce the Required Cut in Expenditures for that year (but any such reduction would not reduce the structural deficit, which means the Inherited Structural Deficit would be increased by an equal amount for the succeeding fiscal year).

In addition, \$816 K one time funds included in 2010-11 due to the Adopted State Budget revenue

AGENDA – May 24, 2012

7.0 DISTRICT ORGANIZATION AND BOARD OPERATION

- 7.1 Adopt Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits (Proposal/First Reading)

Background Information:

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

Proposal:

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

AGENDA – May 24, 2012

8.0 ORGANIZATIONAL BUSINESS

DISTRICT ORGANIZATION AND BOARD OPERATION

8.1 Superintendent’s Management of Board Goals for 2011-2012 (Report)

Report:

The Board requested several projects that will require careful management of staff time and resources. At the August 15, 2011, Regular Board Meeting, the Superintendent provided a draft in graphic form of the first five months of those projects. The Board requested this graphic be brought back each month to use as an update and to monitor the progress of the projects.

Attached are the updated projects in graphic form.

Financial Impact:

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

This report is provided to the Board for information.

JPF

Coronado Unified School District Superintendent Management of Board Goals for 2011-2012

Projects	Board Goals	Feb 6-10	Feb 13-17	Feb 20-24	Feb 27-2	Mar 5-9	Mar 12-16	Mar 19-23	Mar 26-30	Apr 9-13	Apr 16-20	Apr 23-27	Apr 30-4	May 7-11	May 14-18	May 21-25	May 28-1	Jun 4-8	Jun 11-15	Jun 18-22	Jun 25-29		
1 Admin Cabinet	1, 3, 5		Meeting		Meeting Prep	Meeting		Meeting Prep	Meeting	Meeting Prep	Meeting		Meeting Prep	Meeting				Meeting Prep	Meeting				
2 Gov Board Meetings	1, 2, 3, 4, 5	Meeting Prep	Meeting	Meeting Prep	Meeting Prep	Meeting	Meeting Prep	Workshop			Meeting Prep	Meeting	Meeting Prep	Workshop	Meeting Prep	Meeting			Meeting Prep	Meeting	Meeting		
3 Common Core Standards	1, 5	Ongoing Staff Training						Board Training				First Reading Before Adoption				Board Adoption							
4 Trans Kindergarten	1, 2, 5		Board Approval	Marketing		Enrollment																	
5 Strategic Plans	1, 2, 3, 4, 5					Board Approval																	
6 Tech Plan	1, 2, 3, 5	Committee Work										Committee Work											
7 Negotiations	2, 3	Ongoing						Report to the Board	Ongoing						Report to the Board	Ongoing			Report to the Board				
8 Demonstration Garden	2	Planting Begins	Public Input	Public Input	Public Input	Public Input	Public Input	Public Input	Board Report														
9 VES Principal Selection	3	Applicants	Screening	Screening	Contact	Interviews	Interviews	Interviews	Candidate Announced			Board Approval											
10 Staff Development	1, 3, 5	Marzano Book Study																					
11 Big History Project	1, 5	State Board to Decide on AP												Ongoing Teacher Training									
12 Homework Committee	1, 3, 5											First Reading				Board Approval							
13 Calendar Forums	1, 3, 5		Board Approval																				
14 Staff Evaluation Tool	1, 2, 3, 4, 5	Discuss with Staff				Board Report	Ongoing Committee Work						Ongoing Committee Work										
15 Dig Txtbk/ BYOT	1, 2, 5							Pilot Evaluation													Report to the Board		
16 Character Ed Assmnt	4.3																						
17 Personal Educ Plan	1.3																						
18 Business Dashboard	2.1	Escape/SAS			HR Setup	Weekly Meetings and Trainings										Dashboard Pilot							
19 Academic Dashboard	2.1																						
20 Communication Assmnt	3.1																						
21 Project Based Learning	1.1, 1.2, 1.3																						
21 Charter Application	1.1, 1.2, 1.3	Charter Implementation Committee Meetings															Board Report						
22 One To One Initiative	1.1, 1.2, 1.3	Planning for 3 Day Training																		3 Day Training for 30 Staff			

updated 5/17/12

AGENDA – May 24, 2012

8.0 ORGANIZATIONAL BUSINESS

DISTRICT ORGANIZATION AND BOARD OPERATION

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

Background Information:

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

Report/Information:

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

June 21, 2012: Regular Board Meeting

- California School Employee Association (CSEA) and Association of Coronado Teachers (ACT) Topics for Negotiations
- Superintendent Evaluation/Goals/Contract
- Director of Learning Report - STEAM
- Consolidated Application
- GASB 45
- Data and Assessment Update
- Uniform Complaint Quarterly Report
- Report on School Trips
- Traffic and Safety Report
- Board Policy Update – Approval
- NWEA MAP
- 2012-2013 Budget Presentation
- Capital Facilities Plan (Green Sheet)
- Report on the Progress of Staff Evaluation Tool

June 28, 2012: Regular Board Meeting

- Adopt Budget

August 23, 2012: Regular Board Meeting

- BBMAC Fourth Quarter Financial Report
- Data and Assessment Update
- Human Resources Report
- Business Services Report
- Student Services Report
- Report on the Progress of Staff Evaluation Tool

September 6, 2012: Board Workshop

- TBD

September 13, 2012:

- Unaudited Actuals
- Williams Resolution of Sufficiency of Instructional Materials
- Resolution of Character Counts
- Assessment Report (STAR/Advanced Placement)
- Board Policy Update – First Reading
- Report on the Progress of Staff Evaluation Tool
- Business Services Report
- Student Services Report

October 4, 2012: Board Workshop

- Candidate Training

October 18, 2012: Regular Board Meeting

- Student Enrollment Report
- Coronado School of the Arts Report
- Uniform Complaint Quarterly Report
- Data and Assessment Update
- Superintendent's Evaluation
- Board Policies – Approval
- Report on the Progress of Staff Evaluation Tool
- Business Services Report
- Student Services Report
- Approve All Site Safety Plans

November 15, 2012: Regular Board Meeting

- BBMAC First Quarter Financial Report
- Language Arts Report
- Data and Assessment Update
- Report on the Progress of Staff Evaluation Tool
- Business Services Report
- Student Services Report

November 29 - December 1, 2012:

- CSBA Educational Conference and Annual Trade Show

December 13, 2012: Regular Board Meeting

- Annual Organizational Meeting
- Board Protocols
- First Interim Budget

December 20, 2012: Regular Board Meeting

- Islander Sports Foundation Update
- Data and Assessment Update
- Approve District Strategic Plan
- Report on the Progress of Staff Evaluation Tool
- Business Services Report
- Student Services Report

January 2013: Regular Board Meeting TBD

- State of District Address
- Silver Strand Elementary Strategic Plan Update
- Superintendent's Evaluation
- Audit
- Uniform Complaint Quarterly Report
- Approve District Strategic Plan
- Business Services Report
- Student Services Report
- Human Resources Report
- Board Policy Update – First Reading

February 2013: Regular Board Meeting

- California School Boards (CSBA) Delegate Assembly Election
- Interdistrict Transfer (IDT) Agreements between South County School Districts
- MAP Update
- STEAM Report
- BBMAC Second Quarter Financial Report
- Human Resources Report
- Board Policy Update – Approval

March 2013: Regular Board Meeting

- Second Interim Budget
- English Language Arts
- Approve All Site Strategic Plans
- Local Board Policy Review
- Special Education Report
- Business Services Report
- Human Resources Report
- Superintendent's Evaluation

April 2013: Regular Board Meeting

- Uniform Complaint Quarterly Report
- Data and Assessment Update
- Business Services Report
- Human Resources Report
- Student Services Report
- Approve All Site Strategic Plans
- Coronado Schools Foundation Report
- Local Board Policy Review

Financial Impact:

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