

**Governing Board of Trustees**

**AGENDA**

**Thursday, October 20, 2011, 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 (District Board Room)** ..... 4:30
  - 2.1 Pledge to the 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 Student Reports
  - 2.4 School or District Committees: representatives speaking on behalf of official committees must complete a yellow card in order to be recognized
    - a. SEPAC Update
    - b. SAFE Update
    - c. Parent Presidents Update
    - d. Homework Committee Update
    - e. Calendar Committee Update
  - 2.5 Association Reports: ACT and CSEA
  - 2.6 Superintendent Announcements
  - 2.7 Comments from Board Members
- 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 CALENDAR ..... 5:10**

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.**

4.1 Approve the Regular Meeting Minutes of September 15, 2011, and Special Meeting Minutes of September 22, 2011 ..... 4

4.2 Accept Donations to Coronado Unified School District ..... 10

4.3 Approve/Ratify Warrants and Purchase Orders ..... 11

4.4 Approve/Ratify Contracts for Services..... 12

4.5 Approve Certificated Personnel Register ..... 14

4.6 Approve Classified Personnel Register ..... 15

4.7 Brian Bent Memorial Aquatics Complex Update..... 17

4.8 Approve the Arts, Media, and Entertainment Industry Sector Contract for 2011-12 as Authorized by the Carl D. Perkins Career and Technical Education Improvement Act of 2006 ..... 19

4.9 Uniform Complaint Quarterly Report ..... 21

4.10 Adopt the Initial Proposals for Negotiations Presented by the Coronado Unified School District to Association of Coronado Teachers..... 22

4.11 Approve One Part-Time Short-Term Employee ..... 26

4.12 Approve Notice of Completion – USS CAL – Coronado High School ADA Upgrades..... 27

4.13 Approve Change Order – USS CAL, Change Order No. 2 in the Amount of \$10,747.40 Credit for the Coronado High School ADA Upgrades Project ..... 28

4.14 Approve Out-of-State Conferences ..... 29

4.15 Deny Employment-Related Interdistrict Requests ..... 30

**5.0 REPORTS ..... 5:15**

5.1 Coronado Schools of the Arts – (10 minutes) .....31

5.2 Project Manager – (10 minutes) ..... 38

5.3 Student Enrollment Report – (5 minutes) ..... 39

5.4 Superintendent Project Management Schedule for 2011-2012 – (5 minutes) ..... 44

5.5 Learning Report: (1) the Common Core State Standards (CCSS) and the National Educational Technology Standards (NETS), (2) Coronado High School Annual Report, (3) Palm Academy Annual Report – (30 minutes)..... 46

5.6 Volunteer Assistance – (5 minutes) ..... 58

5.7 Crisis Prevention and Threat Assessment – (10 minutes)..... 61

<b>6.0 PROPOSALS/FIRST READINGS .....</b>	<b>6:30</b>
6.1 Proposed List of Agenda Items for Future Board Meetings – (5 minutes).....	65
6.2 Adopt Revisions to Board Policy (BP) 5117 and Administrative Regulations (AR), 5111.1 and 5111.12, Interdistrict Attendance and Residency (First Reading) (10 minutes).....	69
<b>7.0 ACTION ITEMS/PUBLIC HEARINGS .....</b>	<b>6:45</b>
7.1 Adopt Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits – (10 minutes) .....	70
7.2 Approve Charter School Application Development Proposal for Coronado Unified School District – (15 minutes).....	71
7.3 Adopt Revisions to Board Policy 6146.1, High School Graduation Requirements (10 minutes).....	87
7.4 Public Hearing on Sufficiency of Instructional Materials for 2011-2012 (5 minutes).....	92
7.5 Adopt Resolution on Sufficiency of Instructional Materials for 2011-2012 (5 minutes).....	93
<b>8.0 ORGANIZATIONAL BUSINESS .....</b>	<b>7:30</b>
8.1 Future Agenda Items/Additional Comments	
8.2 Calendar Forum, October 18, 2011, at 6:00 PM at Coronado Middle School in Granzer Hall	
Next Regular Meeting is on November 17, 2011, at 4:30 p.m.	
<b>9.0 CLOSED SESSION .....</b>	<b>7:45</b>
9.1 Student Discipline Matters: Student#09-10-01 – Reinstatement	
<b>10.0 OPEN SESSION .....</b>	<b>8:15</b>
10.1 Report Out Any Action Taken	

**11.0 ADJOURN**

<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 – October 20, 2011**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**DISTRICT ORGANIZATION AND BOARD OPERATION**

4.1 Approve the Regular Meeting Minutes of September 15, 2011, and Special Meeting Minutes of September 22, 2011 (Action)

**Background Information:**

Presented for Board Approval:

- September 15, 2011, regular meeting minutes; and
- September 22, 2011, special meeting minutes

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**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  
September 15, 2011, 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 4:31 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 Will Funk, Student Board Representative.

**2.0 OPEN SESSION**

**2.1 Pledge of Allegiance**

**2.2 Approve the Agenda** **#06**

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

**2.3 Award-** Lisa Stahley received a Board Award for twenty-one years of dedicated service to the staff, students, and community of the Coronado Unified School District.

**2.4 Student Reports**

- Josie Morressey and Shelby Linde reported on Silver Strand Elementary School
- Siovahn Homan and Max Perryman updated the Board on Middle School activities

**2.5 School or District Committees**

- President Lina Douglas, and Vice President Virginia Bayer updated the Board on SEPAC activities
- Andrea Webster, Executive Director, updated the Board on the activities of Coronado SAFE

**2.6 Association Reports:** None

**2.7 Superintendent's Announcements**

- Dr. Felix reported that Time Warner sent their apologies because there was no audio on the last two broadcasts of our Board Meetings. Time Warner staff made the necessary repairs and tonight we are filmed live with full audio and video;
- Dr. Felix visited all sites and reported that the start of school went smoothly. He thanked the principals; and the best news is we are at capacity at each site;
- There will be no school for students on October 10<sup>th</sup>. This day is scheduled as a Professional Development Day;
- The major blackout that occurred last Thursday throughout San Diego County affected our schools. All phones and technology were disabled. Alarms were out but Jim Mazurkiewicz reported there was no vandalism to any of our facilities. Our Technology Team along with Techmasters worked diligently all day Friday to slowly bring up our systems. Fortunately, we did not lose any machines;
- Three Hundred Netbooks were delivered to the schools using funds from the SAT21 Grant. Dr. Felix said he appreciated the hard work the Tech Team did in programming them;

- New Board Brochures were published to include minor changes that were approved by the Board in June;
- October is Character Counts Month. There is a Resolution in the Consent Calendar. Dr. Felix thanked the City Council and SAFE for joining us in partnering this wonderful program;
- There was an incident that occurred in Strand Housing. Dr. Felix sent out a voice and email to all parents in that community. There is a regularly scheduled PTA meeting tomorrow morning at 9:00 AM. At that meeting there will be a representative from the Navy, Military Housing, Coronado Police, and District Office staff attending the meeting to address any concerns the parents may have.

## 2.8 **Comments from Board Members**

Member Hakes thanked the Optimist Club of Coronado for donating iPads to Village and Strand, \$1,080 to Coronado Middle School towards Sixth Grade Camperships, and \$600 to Everyone a Reader Program.

Member Ovrom reported that the Homework Committee had their first meeting and it was very successful. She said the talent pool in this town and our staff is amazing. Member Ovrom said she is looking forward to their next meeting on September 27<sup>th</sup>. On a personal note, Member Ovrom said she enjoys working with Member Kracht who pushes her to make things better. The Committee will bring the Homework Policy to the Board for first reading in March and for final approval to the Board in April. Student Representative Will Funk commented that Myles Manning, a sixth grade student at Coronado Middle School, who sits on the committee, is phenomenal and adds very good insight to this Committee.

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

Rich Brady addressed the Board and said he would like to commend the Superintendent on the action he took allowing students and staff to leave class to show respect to the Navy Seals commemoration. Mr. Brady said by taking this action, Dr. Felix sent a large message out to the community. Mr. Brady said Dr. Felix's stand was phenomenal and to see all the students, staff, and parents out on the avenue showing support to the families made him very proud to be a part of this District and community.

## 4.0 **REPORTS**

### 4.1 **Coronado Schools Foundation Annual Report**

Executive Director Patty Cowan presented the Coronado Schools Foundation's Annual Report to the Board. Ms. Cowan said that CSF has been supporting Coronado Unified School District for 30 years, with over \$4.8 million being returned to the District. The following upcoming event fundraisers are: Mosaic Donor Wall Dedication, October 27<sup>th</sup> at 3:30 p.m. at CHS; November 12<sup>th</sup>, Benefit Auction, 5:30 p.m. at the Hotel Del; and the 24<sup>th</sup> Telethon on March 14<sup>th</sup> at Coronado High School. Ms. Cowan, on behalf of CSF presented a check the District in the amount \$552,971. Members thanked Patty Cowan and the CSF staff for all they do for the students in this District. Member Metz said over the past few years it was a pleasure to watch CSF grow under Ms. Cowan's vision. He is very grateful to her. Members echoed Mr. Metz's statement.

### 4.2 **Brian Bent Memorial Aquatics Complex Annual Report and Marketing Update**

Carrie Fisher-Fernan presented the BBMAC Annual Report and updated the Board on marketing the BBMAC.

### 4.3 **Coronado High School Islander Sports Summary**

ASB Director Robin Nixon shared a summary of student participation and accomplishments for Islander Athletics for the 2010-2011 school year. Members thanked Ms. Nixon for compiling this informative report.

4.4 **Community Use of Coronado High School Track and Field**

The Superintendent did not recommend changing the current procedures for opening and closing the Coronado High School Track and Field due to many issues which included: unusual wear of the track, especially on lane one, would lead to premature replacement; experience of La Jolla High with same issues that led to expensive replacement of track; harmful objects left of the field would create additional maintenance or cleaning or partial replacement of artificial turf; men's soccer leagues illegal use fields that are not gated and locked cause extreme wear to turf; and liability of the District for accidents or incidents that may occur without proper supervision. Members Kracht, Shepherd, Metz and Hakes supported the Superintendent's recommendation. Member Hakes suggested Dr. Felix meet with Linda Rahn from the City and look into the possibility of a cooperative model with facilities. Member Ovrom said she appreciates all the concerns raised but felt she did not have enough information. She asked that this item be brought back for further discussion after staff looks at costs involved in maintenance and repair in opening the track and field to the public. Member Shepherd said the Superintendent's report was very clear that we cannot open the track economically. Given that conclusion it would be a good idea to talk with the City to see if there is any avenue to pursue. Dr. Felix said he will bring back a report in December which will include expenses to mitigate.

4.5 **District Calendar Discussion**

The School Board, by consensus at the August 18<sup>th</sup> Regular Meeting, asked the Superintendent to create a District Calendar Committee and also to schedule a series of community forums that will allow all shareholders a chance to voice their opinion and discuss the many variables of creating a school calendar. Three Forums have been set: October 6<sup>th</sup> at 4:30 PM in the District Office; October 10<sup>th</sup> at 2:30 PM at Coronado High School in the Multipurpose Room; and October 18<sup>th</sup> at Coronado Middle School in Granzer Hall. The Committee will then meet and work together creating a calendar that will be brought to the November 17<sup>th</sup> Board Meeting for the Board to view. Members Kracht and Hakes volunteered to be a part of the Calendar Committee.

4.6 **Superintendent Project Management Schedule for 2011-2012**

The Board requested this item be brought forth every month in order for the Board to be kept updated on ongoing projects. Member Ovrom asked that the graph be sectioned into three parts: 1) Scope of Superintendent's Duties; 2) Superintendent Generated Projects; and 3) Board Generated Projects.

4.7 **Curriculum and Instruction, Including State Testing and Reporting 2011 Data and Academic Performance Index and Adequate Yearly Progress Results**

Director of Curriculum and Learning Claudia Gallant presented an overview to the Board which included STAR 2011 Results and API and AYP Results for 2011.

4.8 **Financial Update**

Associate Superintendent Randie Allen provided a brief financial update to the Board. Ms. Allen acknowledged and thanked District Accountant Angelica Paredes for all her hard work. Ms. Paredes has done an amazing job in closing the books.

There was a consensus on reports

**5.0 PROPOSALS/FIRST READINGS**

**5.1 Proposed List of Agenda Items for Future Board Meetings**

The following items will be added to the list of upcoming agenda items each month: Homework Committee Update and Calendar Committee Update.

Member Ovrom asked to bring an item of discussion or action of the \$816,000 noted in the Goldenrod Sheet to the next Board Meeting. There was a consensus of opinion from the other members to wait until early next year. Member Ovrom said she respected the other Members' opinion but still felt strongly that this item should be addressed sooner.

**6.0 APPROVAL OF CONSENT AGENDA**

Motion: Metz Second: Ovrom Vote: 5-0

**#07**

- 6.1 Approve the Regular Meeting Minutes of August 18, 2011
- 6.2 Approve/Ratify Warrants and Purchase Orders
- 6.3 Approve/Ratify Contracts for Services
- 6.4 Approve Management Personnel Register
- 6.5 Approve Certificated Personnel Register
- 6.6 Approve Classified Personnel Register
- 6.7 California Voting Rights Act
- 6.8 Approve Resolution Endorsing Character Counts as the Foundation for Character Education
- 6.9 Adopt 2010-2011 Unaudited Actual SACS Financial Report
- 6.10 Approve 2011-2012 Class Size Reduction Program Application, K-3
- 6.11 Adopt the "Gann" Limit Resolution

**7.0 ORGANIZATIONAL BUSINESS**

**7.1 Future Agenda Items/Additional Comments**

**7.2 Board Meetings**

September 22, 2011, Board Workshop, 4:30 PM at Coronado Middle School  
October 6, 2011, Board Workshop on Calendar Proposal, District Office Board Room  
October 20, 2011, Regular Board Meeting, 4:30 PM, District Office Board Room

**8.0 ADJOURNED**

Meeting was adjourned at 8:04 p.m.

Approved:

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



CORONADO UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES

**SPECIAL BOARD MEETING**  
UNADOPTED MINUTES  
September 22, 2011

Ledyard Hakes ♦ Brenda Kracht ♦ Doug Metz ♦ Dawn Ovrom ♦ Bruce Shepherd  
Student Board Representative: Will Funk  
Superintendent/Secretary: Jeffrey P. 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 Middle School Library, 550 F Avenue, Coronado, CA.

**Roll Call**

The following Board members were present: Bruce Shepherd, Brenda Kracht, Ledyard Hakes and Doug Metz. Also present were Jeffrey Felix, Superintendent, Richard Erhard and Randie Allen, Assistant Superintendents. Member Dawn Ovrom and Student Board Representative Will Funk were absent.

**2.0 OPEN SESSION**

3.1 Pledge of Allegiance

3.2 **Approve the Agenda**

**#08**

Motion: Metz Second: Hakes Vote: 4-0

**3.0 COMMENTS FROM AUDIENCE NON-AGENDA ITEMS**

None

**4.0 WORKSHOP – TOUR OF SUMMER PROJECTS**

The School Board toured the summer projects at various sites

4.1 **Coronado Middle School Library**

4.2 **Coronado High School 600 Building**

4.3 **Green Field Artificial Turf Project within the Niedermeyer Field Complex**

4.4 **GoMac Lab at Coronado Middle School/Dedication Ceremony**

The Board acknowledged and thanked Supervisor of Maintenance Jim Mazurkiewicz for all the work he has done. The Board also thanked and acknowledged the Gomez family for their generous donation which allowed for the creation of the GoMac Lab.

**5.0 ORGANIZATIONAL BUSINESS**

5.1 Future Agenda Items/Additional Comments

5.2 October 6, 2011, Board Workshop on Calendar Proposal, District Office Board Room  
October 20, 2011, Regular Board Meeting, 4:30 PM, District Office Board Room

**6.0 ADJOURNMENT**

The meeting was adjourned at 6:14 PM

**Approved:**

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

**AGENDA – October 20, 2011**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**DISTRICT ORGANIZATION AND BOARD OPERATION**

**4.2 Accept Donations to the Coronado Unified School District (Action)**

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

**Report:**

- The following donations were made towards the cost of Sixth Grade Camperships:
  - Lucy Freeman - \$200
  - Coronado Optimist Foundation - \$1,080
  - Coronado Junior Woman’s Club - \$540
  - Guadalupe Quintana - \$270
  - Mark and Debbie McBride - \$540
  - In addition, Jeffrey and Katie Horvath, Nicholas White, Andrew and Kathryn Kriechbaumer, Mindy Porter Farmer, Claude and Lisa Lawler, Donald and Susan Lektorich, Gretchen Von Helms, Cdr. Edmond Weisbrod, and Melissa Perkins, Kevin and Margaret Schulte, Jonathan and Kellie Rienks, and Jennifer Hale each made donations towards Sixth Grade Camperships.
  
- F.D. Goetschius donated garden equipment to Coronado Middle School for the beautification of school grounds.

**Financial Impact:**

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

The District is grateful for the above donations.

**Superintendent’s Recommendation:**



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

Motion by \_\_\_\_\_ Seconded by \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

**AGENDA – October 20, 2011**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**BUSINESS & FISCAL MANAGEMENT**

4.3 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	#12-952937 - #12-962795	\$976,756.79
Purchase Orders	September 1 through September 30	\$619,313.62

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**Superintendent's Recommendation:**

*JPF*

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

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

**AGENDA – October 20, 2011**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**BUSINESS AND FISCAL MANAGEMENT**

4.4 Approve/Ratify Contracts for Services (Action)

**Background Information:**

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

**Report:**

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

<b>Name</b>	<b>Dates</b>	<b>Amount</b>	<b>Source of Funds</b>
<b>Accent Care</b> Student A	10/24/11-10/27/11	\$805.32	Special Ed
<b>April Leslie</b> Consultant	9/15/11-5/18/12	\$1,600	CoSA
<b>ARC of San Diego</b> Student B	9/12/11-7/01/12	\$12,000	Special Ed
<b>Employment and Community Options Adult Day Care Program</b> Student C	9/06/11-6/30/12	\$7,000	Special Ed
<b>Family Guidance and Therapy Center of Southern California</b> Student D	9/22/11-11/22/11	\$700	Special Ed
<b>Judy Lem Consulting</b> Consultant - Human Resources	5/02/11-7/19/11	\$350	General
<b>Leo Dombecki</b> Consultant	10/01/11-5/18/12	\$1,820	CoSA
<b>Matthew Scott</b> Consultant	10/20/11-2/04/12	\$2,000	CoSA
<b>Missouri State University Communication Sciences and Disorders Department</b> Internship Program	8/30/11-8/30/12	No Cost	Special Ed
<b>Pamela Widden</b> Consultant	9/01/11-5/31/12	\$1,260	CoSA`
<b>PT in Motion</b> Student E Student F	9/13/11-11/05/11 10/10/11-11/08/11	\$350 \$550	Special Ed

**AGENDA – October 20, 2011**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**BUSINESS AND FISCAL MANAGEMENT**

4.4 Approve/Ratify Contracts for Services (Action)

<b>Name</b>	<b>Dates</b>	<b>Amount</b>	<b>Source of Funds</b>
<b>San Diego Center for Vision Care</b>			
Student G	9/12/11-9/11/12	\$1,800	Special Ed
Student H	9/22/11-9/22/12	\$2,500	
Student I	5/27/11-10/23/11	\$587	
Student J	9/13/11-9/13/12	\$2,500	
Student K	9/27/11-9/27/12	\$1,400	

**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.

**Superintendent's Recommendation:**

*JPF*

That the Board approve/ratify the contracts for services.

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

**AGENDA – October 20, 2011**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**4.5 PERSONNEL CERTIFICATED PERSONNEL REGISTER**

**APPROVE EMPLOYMENT**

<u>NAME</u>	<u>POSITION</u>	<u>SALARY</u>	<u>EFFECTIVE DATE</u>
Ferguson, Sarah	Hourly/ASE Village	\$25.85/hour	9/22/11
Mann, Kara	Hourly/ASE Village	\$25.85/hour	9/27/11
Moy, Molly	Hourly/ASE Village	\$25.85/hour	10/06/11
Resovsky, Leslie	Science Position 66.6% CHS (Melody Jensen)	Range 6, Step 3	9/27/11
Turner, Catherine	Hourly/ASE Village	\$25.85/hour	9/24/11
Waller, Amie	Hourly/ASE Silver Strand Transfer from VAPA/Strand	\$25.85/hour	10/03/11

**APPROVE – RESIGNATION**

<u>NAME</u>	<u>POSITION</u>	<u>REASON</u>	<u>EFFECTIVE DATE</u>
Arnold, Kathryn	Hourly/ASE Village	Personal	8/23/11
Johnston, Kristine	20% Counseling CHS	Personal	9/30/11

*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 – October 20, 2011**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**4.6 PERSONNEL**

**CLASSIFIED PERSONNEL REGISTER**

**APPROVE EMPLOYMENT**

<u>NAME</u>	<u>POSITION</u>	<u>SALARY</u>	<u>EFFECTIVE DATE</u>
Burt, Victoria	FSWII 2.5 hours CHS	Range 3, Step 1	10/12/11
Clay, Christy	Lifeguard BBMAC	Range 1, Step 1	9/07/11
Dysart, Hakim	Aquatics Instructor Lifeguard	Range 5, Step 4	9/16/11
Gottlieb, Sam	Lifeguard BBMAC	Range 1, Step 3	9/07/11
Gross, Kelly	Instructional Assistant/PE Village Elementary	Range 3, Step 2	9/13/11
Lozano, Rachel	Instructional Assistant/PE Village Elementary	Range 3, Step 11	8/25/11
Schlosser, Gosia	FSWII 3.0 hours Silver Strand Elementary	Range 3, Step 1	10/01/11
Wamhoff, Ryan	Instructional Assistant Village – Sub for Karen Vandenakker	Range 3, Step 1	09/12/11

**APPROVE – RESIGNATION**

<u>NAME</u>	<u>POSITION</u>	<u>REASON</u>	<u>EFFECTIVE DATE</u>
Schelkun, Julia	Instructional Assistant CMS	Personal	8/25/11
Lozano, Rachel	Bus Driver (2 hours)	Transfer	9/05 /11

**AGENDA – October 20, 2011**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**4.6 PERSONNEL CLASSIFIED PERSONNEL REGISTER (continued)**

**APPROVE – RESIGNATION**

<u>NAME</u>	<u>POSITION</u>	<u>REASON</u>	<u>EFFECTIVE DATE</u>
Andersen, Nick	Lifeguard BBMAC	Personal	9/16/11
Gallardo, Hillary	Lifeguard BBMAC	Personal	9/16/11
Coppernoll, Carrie	Instructional Assistant CMS	Personal	10/10/11

**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 – October 20, 2011**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**DISTRICT ORGANIZATION AND BOARD OPERATION**

**4.7 Brian Bent Memorial Aquatics Complex Update**

**Background Information:**

Carrie Fisher-Fernan, Director of the Brian Bent Memorial Aquatics Complex (BBMAC), provides the Board a monthly report.

**Report:**

See Attached.

**Financial Impact:**

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

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This report is provided to the Board for information.

*JPF*



**Brian Bent Memorial Aquatics Complex Update**  
**October 20, 2011, Board Meeting**

1. The BBMAC just hosted Hyack Swim Club for their third rental. Typically this team comes in the spring. They came out in the fall for staging for the Pan Am Games which will be held in Guadalajara, Mexico this week. They have one athlete who will be competing in the games in the 400 and 800 freestyle events.
2. Senior Guard Amanda Buford and I attended the California Aquatics Management School October 12-14 in South Lake Tahoe. This was Amanda's first conference experience. We are both excited to implement the new information we received at the conference.
3. This month has been heavy on the maintenance as a leak in the Instructional Pool Chlorine Room has occupied my time. I pulled the LMI pump that was having the problems and installed the LMI pump I had rebuilt in the spring.
4. The BBMAC marquee sign blew a panel in the power outage in September. The marquee sign company was able to come out and replace the broken parts on October 11.
5. The Water Safety Instructor Class for the fall is beginning to fill. We still have room in the class, but this will be the first Fall WSI to run for the BBMAC.
6. The fall lessons are beginning to dwindle as the weather has changed. To that extent I have cut and rearranged lessons where I can so that we minimize the staffing expense.
7. Spring facility scheduling is now in full effect. I have the outline for spring down and just need to get closer to the actual months to refine the information.

## AGENDA – October 20, 2011

### 4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

#### **INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES**

- 4.8 Approve the Arts, Media, and Entertainment Industry Sector Contract for 2011-12 as Authorized by the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Action)

#### **Background Information:**

Carl D. Perkins Career and Technical Education Improvement Act of 2006 funding provides financial support for Career Technical Education for districts and state-wide. Coronado High School and Coronado Middle School have an award-winning, model, sequential Career Technical Education Program in the Arts, Media, and Entertainment (AME) Industry Sector. Coronado School of the Arts, Coronado High School ROP, and Coronado Middle School have established a six-year, scope and sequence aligned to CTE standards in Musical Theatre, Technical Theatre, Instrumental Music, Dance, Digital Media and Filmmaking, and Commercial Art. The administrators and teachers for this program are in the vanguard of CTE education in the state.

#### **Report:**

The goals and outcomes of this contract were developed in collaboration with state-level Carl Perkins administrators, input from regional AME program directors, and pathway specific industry advisors. They are aligned with both the Perkins Leadership Contract Priorities and the suggested outcomes of the recent Education Leaders Institute (ELI) supported by the State Superintendent of Public Instruction.

#### **Project Description**

The emphasis of this project will be:

- Convene state education, non-profit and creative industry leaders to continue AME Statewide Advisory Group work including curriculum review, program design, sector specific student certifications, and intern and mentorship guidelines and opportunities at the Coronado School of the Arts in the Coronado Unified School District.
- Create a Model Program identification document that aligns to the California State Plan for Career and Technical Education. The document will identify Quality Criteria; contain a rubric for program evaluation, and a Frequently Asked Questions (FAQ) component.

**AGENDA – October 20, 2011**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES**

4.8 Approve the Arts, Media, and Entertainment Industry Sector Contract for 2011-12 as Authorized by the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Action) [continued]

- Create a “Model Practice Demonstration Day” guide to provide support for sharing best practices regionally and State-wide.

The project funding will support a Project Director who will oversee all of the work at Coronado School of the Arts (CoSA), a part-time support staff person at the CUSD district office who will handle fiscal aspects of the contract, an independently contracted Industry Liaison who will be the primary interface with the entertainment industry and workforce, compensation for CoSA teachers and other experts to develop various documents and guides described in the contract, various experts and service providers in support of the conference, supplies, and necessary travel to meet the contract needs.

The contract continues to position the Coronado Unified School District as a state leader in AME Career Technical Education.

**Financial Impact:**

Coronado Unified School District will receive \$75,000 from the California State Department of Education for December 31, 2011 to June 30, 2012 to implement this contract. The contract is subject to the pending approval of the California General Services Administration.

*JPF*

**Superintendent’s Recommendation:**

That the Board approve the Arts, Media, and Entertainment Industry Sector Contract for 2011-12 as authorized by the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstained \_\_\_\_\_ Student \_\_\_\_\_

**AGENDA – October 20, 2011**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**DISTRICT ORGANIZATION AND BOARD OPERATION**

**4.9 Uniform Complaint Quarterly Report**

**Background Information:**

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

The Williams Settlement requires school districts to submit quarterly reports to the San Diego County Office of Education (SDCOE) on complaints each district has received related to instructional materials, emergency facilities issues, and teacher vacancies and misassignments.

**Report:**

This is the first quarter of the 2011-2012 school year reporting period. The District has received no complaints.

**Financial Impact:**

None.

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This report is provided to the Board for information.

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

**AGENDA – October 20, 2011**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**DISTRICT ORGANIZATION AND BOARD OPERATION**

4.10 Adopt the Initial Proposals for Negotiations Presented by the Coronado Unified School District to Association of Coronado Teachers (Action)

**Background Information:**

In preparation for negotiations, Coronado Unified School District has prepared initial collective bargaining proposals to the Association of Coronado Teachers. These proposals are submitted for negotiations during the 2011-2012 school year. The proposals are listed for public comment.

**Report:**

The Coronado Unified School District presents the following topics for negotiations:

**Article I - Agreement**

Consider extension of current agreement.  
Review and revise as needed.

**Article II- Recognition**

Review and revise as needed.

**Article III Definition of Terms**

Review and revise as needed.  
Update positions to be included in the bargaining unit.

**Article IV- Negotiations Procedures**

Review and revise as needed.

**Article V - Maintenance of Standards**

Review and revise as needed.

**Article VI - Nondiscrimination**

Review and revise as needed.

**Article VII - Savings Clause**

Review and revise as needed.

**Article VIII - Statutory Changes**

Review and revise as needed.

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**DISTRICT ORGANIZATION AND BOARD OPERATION**

4.10 Adopt the Initial Proposals for Negotiations Presented by the Coronado Unified School District to Association of Coronado Teachers (Action) [continued]

**Article IX - Miscellaneous Provisions**

Review and revise as needed.

Consider consolidation with other articles addressing similar topics.

**Article X - Grievance Procedure**

Review and revise as needed.

**Article XI- Dues Authorization**

Review and revise as needed.

**Article XII - Association Rights**

Review and revise as needed.

**Article XIII - Transfer and Reassignment**

Review and revise as needed.

**Article XIV - Evaluation Procedure**

Review and revise as needed.

Focus on the evaluation process, the content of documents used in the evaluation process and performance standards related to the evaluation process.

**Article XV - Unit Member Hours and Adjunct Duties**

Review and revise as needed.

Discuss proposals regarding unpaid furlough days beyond the 2011-2012 school year.

**Article XVI - Safety Conditions of Employment**

Review and revise as needed.

**Article XVII - Leaves**

Review and revise as needed.

Examine existing leave provisions to ensure they comply with existing law.

**Article XVIII - Health and Welfare**

Review and revise as needed.

**AGENDA – October 20, 2011**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**DISTRICT ORGANIZATION AND BOARD OPERATION**

4.10 Adopt the Initial Proposals for Negotiations Presented by the Coronado Unified School District to Association of Coronado Teachers (Action) [continued]

**Article XIX- Salary Provisions**

Review and revise as needed.

Clarify standards for salary schedule advancement based upon the acquisition of additional units.

**Article XX - Class Size**

Review and revise as needed.

**Article XXI - California and Federal Law Regarding Special Education**

Review and revise as needed.

Eliminate provisions that involve non-mandatory subjects of bargaining.

**Article XXII - Peer Assistance and Peer Review (PAR)**

Review and revise as needed.

Modify article to reflect current funding and process.

**Article XXIII - Professional Growth**

Review and revise as needed.

**Article XXIV - Just Cause Discipline**

Review and revise as needed.

**Article XXV - Committee on Assignment**

Review and revise as needed.

**Appendix A**

Review and revise as needed.

**Appendix B**

Review and revise as needed.

**Appendix C**

Review and revise as needed.

**Appendix D**

Review and revise as needed.



**AGENDA – October 20, 2011**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**DISTRICT ORGANIZATION AND BOARD OPERATION**

4.10 Adopt the Initial Proposals for Negotiations Presented by the Coronado Unified School District to Association of Coronado Teachers (Action) [continued]

**Appendix E**

Review and revise as needed.

**Appendix F**

Review and revise as needed.

**Article XIX- Salary Provisions**

Review and revise as needed.

**All Articles**

The words “review and revise as needed” refer to contract provisions that are out of compliance with existing law, outdated, redundant, internally inconsistent or involve matters that are not mandatory subjects of bargaining.

**Financial Impact:**

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

**Superintendent’s Recommendation:**

*JPF*

That the Board adopt the initial proposal for negotiations as presented.

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

**AGENDA – October 20, 2011**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**PERSONNEL**

4.11 Approve One Part-Time Short-Term Employee (Action)

**Background Information:**

Education Code 45103 (d) (2) states that a “Short-term employee” means any person who is employed to perform a service for the district, upon the completion of which, the service required or similar services will not be extended or needed on a continuing basis. Before employing a short-term employee, the governing board, at a regularly scheduled board meeting, shall specify the service required to be performed by the employee pursuant to the definition of “classification” in subdivision (a) of Section 45101, and shall certify the ending date of the service. The ending date may be shortened or extended by the governing board, but shall not extend beyond 75 percent of a school year.

Short-term employees are required to fill the needs of students with Individualized Education Plans. These needs will be filled until the next Individualized Education Plan meeting.

**Proposal:**

The service and the completion date of this assignment is as follows:

**Position**– Classification: Instructional Assistant, Village Elementary (ECDC), three hours per day, Expected end date, December 16, 2011.

The term of employment will be less than 75% of the school year (195 days or less).

**Financial Impact:**

Final cost of employment for one part-time short-term employee:

*Position* – 90 hours from October 21, 2011, through December 16, 2011, approximately \$1,025 salary (no benefits, Range 3, Step 1).

**Superintendent’s Recommendation:**



That the Board approve one part-time short-term employee.

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

**AGENDA – October 20, 2011**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**SITES AND CONSTRUCTION**

4.12 Approve Notice of Completion – USS CAL – Coronado High School ADA Upgrades (Action)

**Background Information:**

In 2010, USS CAL was awarded the contract for the ADA Upgrades at Coronado High School. The project consisted of bathroom upgrades, path of travel improvements, and replacement of the front gates.

**Report:**

This was a summer 2010 project. The architect of record and Tom Silva, the District’s Project Manager, find the project, as revised, to be substantially complete and are recommending that a Notice of Completion be approved by the Board. The “Notice of Completion” will be filed with the County Recorder.

**Financial Impact:**

There is no impact to the General Fund as a result of this action.

**Superintendent’s Recommendation:**

*JPF*

That the Board direct staff to file the Notice of Completion.

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

**AGENDA – October 20, 2011**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**SITES AND CONSTRUCTION**

4.13 Approve Change Order – USS CAL, Change Order No. 2 in the Amount of \$10,747.40 Credit for the Coronado High School ADA Upgrades Project (Action)

**Background Information:**

The USS CAL, Change Order No. 2 for the Site Preparation for the Coronado High School ADA Upgrades Project is ready for review and approval.

**Report:**

The USS CAL, Change Order No. 2 for the Site Preparation for the Coronado High School ADA Upgrades Project has been reviewed by Tom Silva.

The components of the change order are as follows:

Item 1	Credit for the labor related to the installation of the new front gates	-\$240
Item 2	Credit for the deletion of decorative letters at the front of the theatre	-\$870
Item 3	Credit for handrail and path of travel improvements	-\$525.40
Item 4	Credit for the remaining gate work on the campus	-\$6,182
Item 5	Credit for mechanical work not done	-\$2,780
Item 6	Credit for tape strip at second floor of 300 Building	-\$150
Total		-\$10,747.40

**Financial Impact:**

There is no impact to the General Fund as a result of this action.



**Superintendent's Recommendation:**

That the Board direct staff to approve the Change Order in the amount of \$10,747.40 credit for the Coronado High School ADA Upgrades Project.

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstain \_\_\_\_\_ Student \_\_\_\_\_

**AGENDA – October 20, 2011**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**BUSINESS AND FISCAL MANAGEMENT**

4.14 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:

Assistant Superintendent Richard Erhard will be attending the LRP’s National Institute on Legal Issues of Educating Individuals with Disabilities in San Antonio, Texas, May 6 through May 9, 2012. This national forum allows for professional development through the exchange of ideas and networking with colleagues, and the most comprehensive overview of significant special education court cases.

Superintendent Jeffrey Felix, Principals Karl Mueller and Kevin Nicolls, Director Claudia Gallant, Technology Coordinator Ramona Loiselle, will be attending the International Association for K-12 Online Learning (iNACOL) Virtual School Symposium (VSS) 2011 in Indianapolis, Indiana, from November 9 to November 11, 2011. The Virtual School Symposium (VSS), iNACOL's Annual Conference, provides professional development for more than 2,000 attendees and K-12 administrators, policy leaders and practitioners; important networking opportunities; access to expertise and analysis, trends and research; and thought-provoking sessions for leaders looking to help shape the future of education. Presentations will highlight K-12 education solutions for college-readiness, credit recovery, teacher improvement and overcoming teacher shortages, web-based core and advanced courses, as well as personalized learning solutions for students across the grade-levels.

**Financial Impact:**

Conference Costs for the LRP National Institute on Legal Issues of Educating Individuals with Disabilities is approximately \$2,041 and will be funded by the *Special Education ARRA Fund*. Costs for the iNACOL Conference, approximately \$1,051 per person, will be funded by the General Fund.

*JPF*

**Superintendent’s Recommendation:**

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

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstained \_\_\_\_\_ Student \_\_\_\_\_

**AGENDA – October 20, 2011**

**4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR**

**INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES**

**4.15 Deny Employment-Related Interdistrict Requests (Action)**

**Background Information:**

One of the conditions governing denial of an Employment-Related Request for transfer for a student is that the district denying the transfer must communicate in writing to the pupil's parent/guardian, the specific reason(s) for the denial and shall record the reasons in the governing board minutes.

**Report:**

At the beginning of the 2011-2012 school year, 50 elementary (K-5), 15 middle school (grades 6-8), and five high school (9-12), students who had applied for transfer to the Coronado Unified School District with Employment-Related Requests were denied admission because of insufficient room at the grade level requested.

The parent/guardian of each student has been notified of the denial. The denial of requests will be stated in the October 20, 2011, minutes to be approved at the November 17, 2011, Board meeting.

*JPF*

**Superintendent's Recommendation:**

That the Board deny approval of 70 Employment-Related requests for admission to Coronado Unified School District for the 2011-2012 school year due to insufficient room at the grade levels requested.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Student \_\_\_\_\_

## AGENDA – October 20, 2011

### 5.0 DISTRICT ORGANIZATION AND BOARD OPERATION

#### 5.1 Coronado School of the Arts (Report)

##### **Background Information:**

Coronado School of the Arts, CoSA, was established in 1996 by the CUSD Board of Education as a school-within-a-school arts program at Coronado High School. Funding for the program was established through a special allocation of general funds, a Specialized Secondary Program (SSP) Grant for \$260,000, and private monies provided through the establishment of the CoSA Foundation, a California tax-exempt corporation. The CoSA program began with 60 students, grades 9-12, and provided accelerated education in the following arts areas: Classical & Contemporary Dance, Instrumental Music, Musical Theatre & Drama, Technical Theatre, and Visual Art. A sixth department, Digital Media, was added to CoSA curricular program in 2007-2008.

Coronado Unified School District was awarded a Career Technical Education Facilities Grant from California Department of Education in 2009. Improvements to facilities for Career Technical Education courses and departments in the Arts, Media, and Entertainment Industry were completed in the 2010-2011 fiscal year. The upgrades and improvements include: main stage theatre, Black Box theatre, music classrooms and practice rooms, music technology lab, TV studio and newsroom lab. Upgrades in technology include equipment allowing CUSD to participate in Internet 2 activities, giving CoSA Digital Media students the ability to produce distance learning productions. The theatre upgrades include a hydraulic orchestra pit, improvements to Vortek rigging system computerized lighting, and sound upgrades. All of the targeted CTE spaces are connected with audio, video and communication cable in order to allow media, technical theatre and performing arts students to film or make audio recordings.

##### ***Design of the Program***

CoSA students must apply, interview, and audition or show a portfolio for entrance into the program. CoSA students must maintain a 2.0 grade point average (GPA) while they are in the program. The components of the program are as follows:

- Pre-professional arts conservatory training with a school-to-career emphasis
- A "small school" environment
- The academic day in the morning with arts classes in the afternoon until 4:30 pm
- Teachers for specialized classes who are professionals in their fields
- Authentic assessment (juries) twice a year for all students
- Partnerships with arts businesses and higher education

## AGENDA – October 20, 2011

### 5.0 DISTRICT ORGANIZATION AND BOARD OPERATION

#### 5.1 Coronado School of the Arts (Report) [continued]

CoSA Departments include:

- Classical & Contemporary Dance
- Digital Media and Filmmaking
- Instrumental Music
- Musical Theatre & Drama
- Technical Theatre
- Visual Art

The CoSA program prepares students for college-level arts conservatory training and Career Technical Education. Special emphasis on auditioning for college arts programs is a feature of the junior and senior years. This special preparation helps CoSA seniors to be competitive when they audition for major performing arts schools and when they present their visual art or media art portfolios to major arts schools. The preparation includes:

- Providing jury experiences twice a year
- Helping students prepare art, media, and technical theatre portfolios and auditions for theatre, music, and dance
- Providing access to major higher education programs by inviting college recruiters to present on our campus, by taking students to college fairs, and by assisting students with searches for appropriate programs
- Encouraging and supporting students to do their best academically

#### **Report:**

##### ***Enrollment***

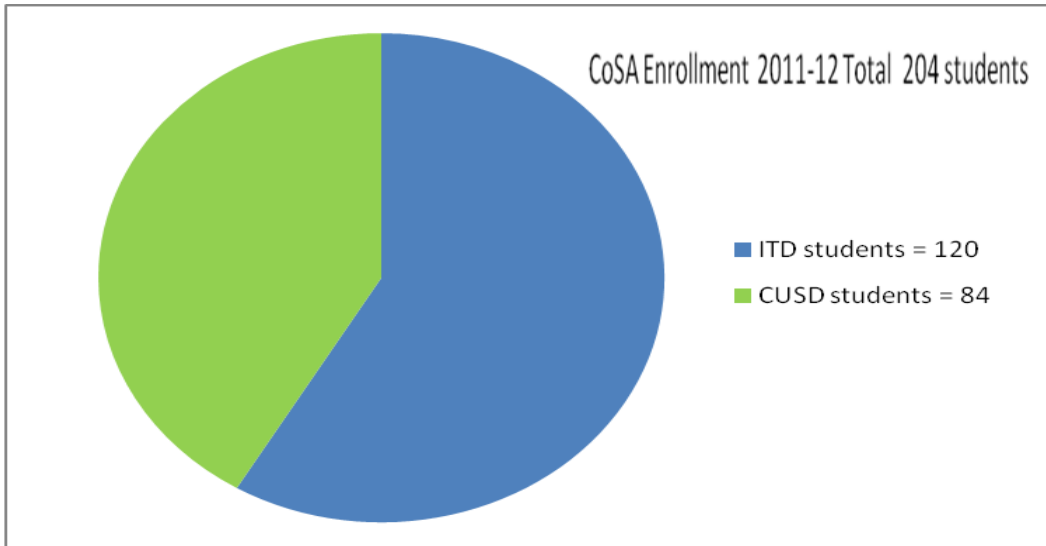
The CoSA program is presently in its sixteenth year of operation. This year's enrollment is 204 students, a growth rate of almost 10 percent over 2010-11. As of the writing of this report, there are 120 inter-district transfer students, or 60 percent of the enrollment.



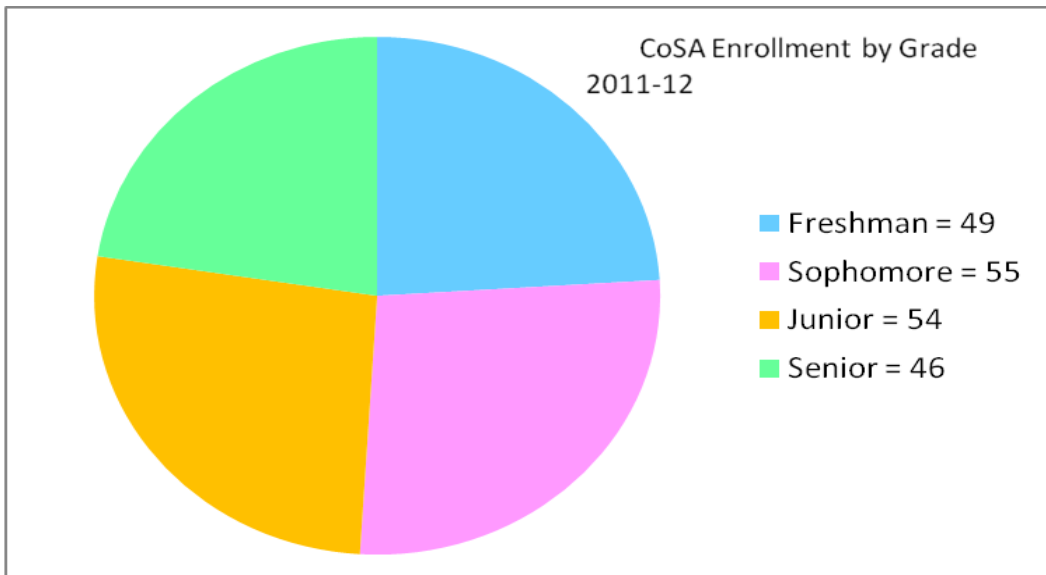
**AGENDA – October 20, 2011**

**5.0 DISTRICT ORGANIZATION AND BOARD OPERATION**

5.1 Coronado School of the Arts (Report) [continued]



Interest in and demand for CoSA from both in-district and out-of-district students remains high. Inter-district acceptances have allowed the high school to cap enrollment at capacity by grade level. Enrollment in CoSA is fairly evenly distributed throughout all four grade levels. In addition, CoSA was named a “unique” specialized secondary program by the San Diego County Office of Education in 2009, which enabled CUSD to accept IDTs for CoSA from our neighboring districts.

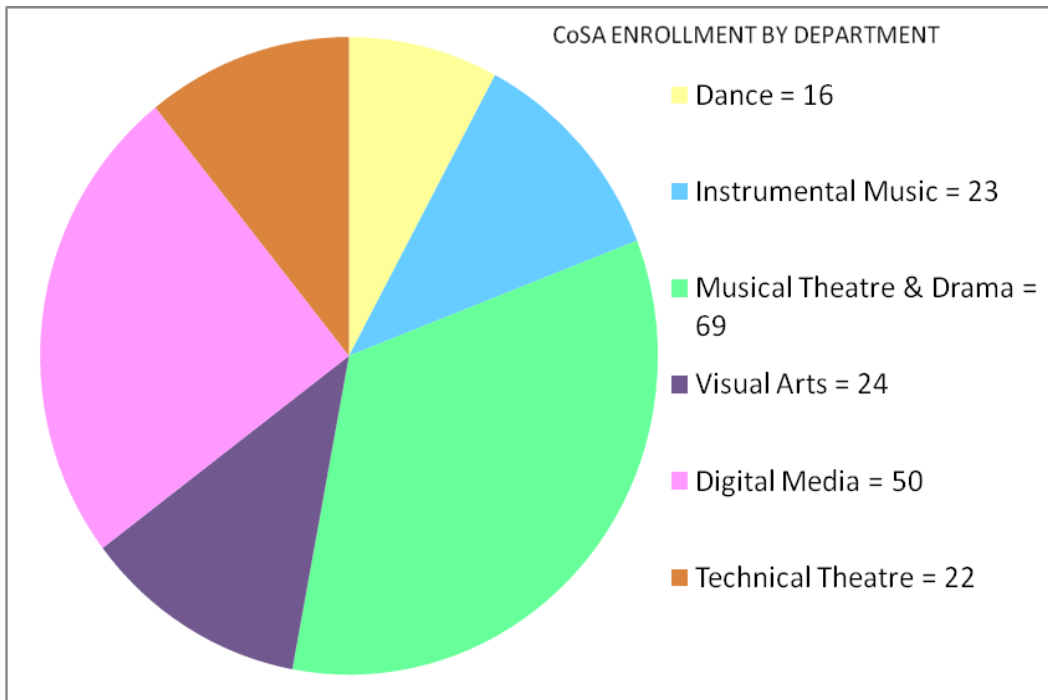


## AGENDA – October 20, 2011

### 5.0 DISTRICT ORGANIZATION AND BOARD OPERATION

#### 5.1 Coronado School of the Arts (Report) [continued]

The breakdown of students within each of CoSA's six departments is shown below. In addition to the 204 full-time CoSA students, a number of CHS students participate in the CoSA program, including instrumental music and technical theatre classes, and CoSA students attend CHS entry-level arts courses, including Animation, Video Production, Electronic Music and Band.



#### ***CoSA Recruitment***

CoSA sponsors one Open House, one Prospective Student Workshop, and an early decision Audition/Portfolio Day on the CHS campus each year. This year the CoSA Open House is November 2, 2011; the Prospective Student Workshop is January 24, 2012; and the Early Decision Audition/Portfolio Day is February 25, 2012. CoSA faculty and students recruit students from Coronado by partnering with CMS teachers and presenting an eighth grade assembly each year. Additional recruitment for San Diego County students is achieved by presenting assemblies and workshops at partner schools, through individual contracts with private and charter schools in the greater San Diego area, as well as outreach to youth arts organizations.

## AGENDA – October 20, 2011

### 5.0 DISTRICT ORGANIZATION AND BOARD OPERATION

#### 5.1 Coronado School of the Arts (Report) [continued]

##### *Career Technical Education (CTE)*

Career Technical Education is a relatively new area of interest by the California State Department of Education. The standards were published in 2006, and CUSD also adopted them that year. A CTE designation by the state requires that the program has career pathways in at least one of the Industry Sectors designated by the standards and sequences of courses in each pathway. CoSA is set up in this manner, and, therefore, qualifies. CoSA is a state leader in Career Technical Education.

##### *Grants and Awards*

Coronado Unified School District was awarded a Career Technical Education Facilities Grant from California Department of Education in 2009. Improvements to facilities for Career Technical Education courses and departments in the Arts, Media, and Entertainment Industry were completed in the 2010-2011 fiscal year. The upgrades and improvements include: main stage theatre, Black Box theatre, music classrooms and practice rooms, music technology lab, TV studio and newsroom lab. Upgrades in technology include equipment allowing CUSD to participate in Internet 2 activities, giving CoSA Digital Media students the ability to produce distance learning productions. The theatre upgrades include a hydraulic orchestra pit, improvements to Vortek rigging system, computerized lighting, and sound upgrades. All of the targeted CTE spaces are connected with audio, video and communication cable in order to allow media, technical theatre and performing arts students to film or make audio recordings.

- Tech Prep Demonstration Site Grant was awarded to Coronado School of the Arts/Coronado High School to strengthen the CTE Arts, Media and Entertainment Industry Sector: This grant supports staff development for teachers to become certified on software (in order to certify their labs and certify students); develop state prototypes of assessments and certifications for graduating animation, video/film, and technical theatre students; presentations at state conferences. A CTE Demonstration Site Day was held on February 3, 2011 for educators from throughout the state.
- National Endowment for the Arts Grant: This prestigious grant of \$13,000 supported a cross-disciplinary CoSA arts project “Terra Nova” which was completed in May 2011.
- CoSA was selected as one of the top five Outstanding Arts Schools in the nation by Art Schools Network in 2011; there are over 300 schools who are members of the network.

## AGENDA – October 20, 2011

### 5.0 DISTRICT ORGANIZATION AND BOARD OPERATION

#### 5.1 Coronado School of the Arts (Report) [continued]

##### *CoSA Achievement*

CoSA students out-perform their CHS, state and national peers on SAT tests. The following scores track CoSA students for five years:

##### **SAT Scores**

<b>Verbal and Math and Writing</b>	<b>05-06</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>11-10</b>
CoSA	1690	1694	1625	1707	1758
CHS – School-wide	1663	1662	1715	1693	1693
California	1520	1513	1512	1511	1517
US	1518	1511	1511	1509	1509

##### *Southwestern College*

With support from Jean Roesch who is now a trustee on the Southwestern College Board, Southwestern College has a partnership, although on a limited basis. One class each semester will be offered in musical theatre and dance for concurrent credits in 2011-2012.

##### *Strategic Planning*

CoSA staff and CoSA Foundation board members initiated a Strategic Planning process in the 2007-08 school year and created the first Strategic Plan for the school and the CoSA Foundation. The plan was revised in August 2009 and October 2010. Currently, the CoSA Director is being assisted by the Foundation in gathering feedback and data from all CoSA stakeholders; the information gathered will aid with the development and writing of a CoSA Five-Year Plan with faculty and staff.

CoSA contributes to the CHS Strategic Planning Goals that state:

**Goal/Strategy:** Improve Academic Performance of Students

1.7 Maintain and Grow Vocational Opportunities

**Goal/Strategy:** Increase Staff Collaboration and Staff Development

2.2 Develop plans to increase the variety of instruction and learning opportunities to insure standards based learning experiences

##### *Arts Business and Education Connections for CoSA*

The CoSA Professional Advisory Council is a group of professionals from local arts organizations, schools, and businesses who serve as advisors to the school. The Advisory Council members for 2011-2012 have not all been confirmed; The Council is expected to be in place by November 15, 2011.

## AGENDA – October 20, 2011

### 5.0 DISTRICT ORGANIZATION AND BOARD OPERATION

#### 5.1 Coronado School of the Arts (Report) [continued]

Higher Education partners include professors from Southwestern, UCSD and SDSU.

#### *CoSA Graduates*

Of thirty CoSA 2011 graduates, 78% were accepted at four-year colleges and specialized arts schools and were awarded approximately \$200,000 in scholarships. These students will attend the following arts programs at public and private four-year schools and conservatories: Northwestern University, MIT, Cal Poly San Luis Obispo, UC Berkeley, UC Santa Cruz, California Institute for the Arts, Savannah College of Art and Design, New York University, Art Institute of Chicago, Cornish College for the Arts, Emerson College, Dominican University (Alonzo King LINES Ballet), CSU Fullerton, San Diego State, Pomona College, Marymount College, Azuza Pacific, Humboldt State, Wagner College, Cogswell Polytechnical, Grossmont Community College, San Diego City College.

#### **Financial Impact:**

None for this report.

**AGENDA – October 20, 2011**

**5.0 SITES AND CONSTRUCTION**

5.2 Project Manager (Report)

**Background Information:**

At the meeting of May 27, 2010, the Board approved a Facilities Support Services Agreement with the San Diego County Office of Education. On June 30, 2011, the Board extended their contract to June 30, 2012.

**Report:**

Tom Silva, from SDCOE, will present an update on current projects.

**Financial Impact:**

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

**AGENDA – October 20, 2011**

**5.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES**

5.3 Student Enrollment (Report)

**Background Information:**

District staff regularly gathers and monitor enrollment figures. The following tables show current enrollment and interdistrict numbers and figures for the past eight years.

**Report:**

The following tables show enrollment and interdistrict numbers for the 2011-2012 school year and the past eight school years.

**2011-2012**

	<b>CHS</b>	<b>CMS</b>	<b>VILLAGE</b>	<b>STRAND</b>
<b>Continuing</b>	183	77	49	34
<b>New Students</b>	36	0	2	1
<b>Total IDTs</b>	219 **(8-ER)	77 **(7-ER)	51 **(9-ER)	35 **(3-ER)
<b>Enrollment</b>	1086	763	926	320
<b>% IDTs</b>	20%	10%	6%	11%

\*Of the new students, 31 were accepted into CoSA

\*\*ER – employment-related students: one or both parents work in Coronado

Total District enrollment: 3,095  
 Total number of IDTs: 382  
 Percentage of IDTs: 12%

**2010-2011**

	<b>CHS</b>	<b>CMS</b>	<b>VILLAGE</b>	<b>STRAND</b>
<b>Continuing</b>	177	92	57	49
<b>New Students</b>	33	0	2	0
<b>Total IDTs</b>	210 **(8-ER)	92 **(7-ER)	59 **(8-ER)	49 **(3-ER)
<b>Enrollment</b>	1107	742	898	342
<b>% IDTs</b>	19 %	12 %	7 %	14 %

\*Of the new students, 33 were accepted into CoSA

\*\*ER – employment-related students: one or both parents work in Coronado

Total District enrollment: 3,089  
 Total number of IDTs: 410  
 Percentage of IDTs: 13%

**AGENDA – October 20, 2011**

**5.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES**

5.3 Student Enrollment (Report) [continued]

**2009-2010**

	<b>CHS</b>	<b>CMS</b>	<b>VILLAGE</b>	<b>STRAND</b>
<b>Continuing</b>	183	96	72	39
<b>New Students</b>	39	14	24	26
<b>Total IDTs</b>	222 **(1-ER)	110 **(16-ER)	96 **(23-ER)	65 **(19-ER)
<b>Enrollment</b>	1109	747	884	345
<b>% IDTs</b>	20 %	15 %	11 %	19 %

\*Of the new students, 35 were accepted into CoSA

\*\*ER – employment-related students: one or both parents work in Coronado

Total District enrollment: 3,085  
 Total number of IDTs: 493  
 Percentage of IDTs: 16%

**2008-2009**

	<b>CHS</b>	<b>CMS</b>	<b>VILLAGE</b>	<b>STRAND</b>
<b>Continuing</b>	194	104	59	39
<b>New Students</b>	41	19	13	46
<b>Total IDTs</b>	235 **(9-ER)	123 **(7-ER)	72 **(6-ER)	85 **(19-ER)
<b>Enrollment</b>	1,108	745	840	334
<b>% IDTs</b>	21 %	17%	9%	25%

\*Of the new students, 37 were accepted into CoSA

\*\*ER – employment-related students: one or both parents work in Coronado

Total District enrollment: 3,027  
 Total number of IDTs: 515  
 Percentage of IDTs: 17%



**AGENDA – October 20, 2011**

**5.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES**

5.3 Student Enrollment (Report) [continued]

**2007-2008**

	<b>CHS</b>	<b>CMS</b>	<b>VILLAGE</b>	<b>STRAND</b>
<b>Continuing</b>	203	101	57	31
<b>New Students</b>	24*	43	29	24
<b>Total IDTs</b>	227 **(10-ER)	144 **(9-ER)	86 **(14-ER)	55 **(14-ER)
<b>Enrollment</b>	1,074	723	846	339
<b>% IDTs</b>	21%	20%	10%	16%

\*Of the new students, 22 were accepted into CoSA

\*\*ER – employment-related students: one or both parents work in Coronado

Total District enrollment: 2,982  
 Total number of IDTs: 512  
 Percentage of IDTs: 17 %

**2006-2007**

	<b>CHS</b>	<b>CMS</b>	<b>VILLAGE</b>	<b>STRAND</b>
<b>Continuing</b>	127	81	37	28
<b>New Students</b>	123*	38	44	24
<b>Total IDTs</b>	250 **(1-ER)	119 **(3-ER)	81 **(19-ER)	52 **(11-ER)
<b>Enrollment</b>	1,091	713	837	346
<b>% IDTs</b>	23%	17%	10%	15%

\*Of the new students, 76 were accepted into CoSA, and 32 were accepted into CNMA

\*\*ER – employment-related students: one or both parents work in Coronado

Total District enrollment: 2,987  
 Total number of IDTs: 502  
 Percentage of IDTs: 17 %

**5.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES**

5.3 Student Enrollment (Report) [continued]

**2005-2006**

	<b>CHS</b>	<b>CMS</b>	<b>VILLAGE</b>	<b>STRAND</b>
<b>Continuing</b>	137	68	23	31
<b>New Students</b>	91*	36	19	18
<b>Total IDTs</b>	228 **(5-ER)	104 **(6-ER)	42 **(22-ER)	49 **(3-ER)
<b>Enrollment</b>	1,023	697	796	375
<b>% IDTs</b>	22%	15%	5%	13%

\*Of the 91 new students, 57 were accepted into CoSA, and 14 were accepted into CNMA

\*\*ER – employment-related students: one or both parents work in Coronado

Total District enrollment: 2,891  
 Total number of IDTs: 423  
 Percentage of IDTs: 15%

**2004-2005**

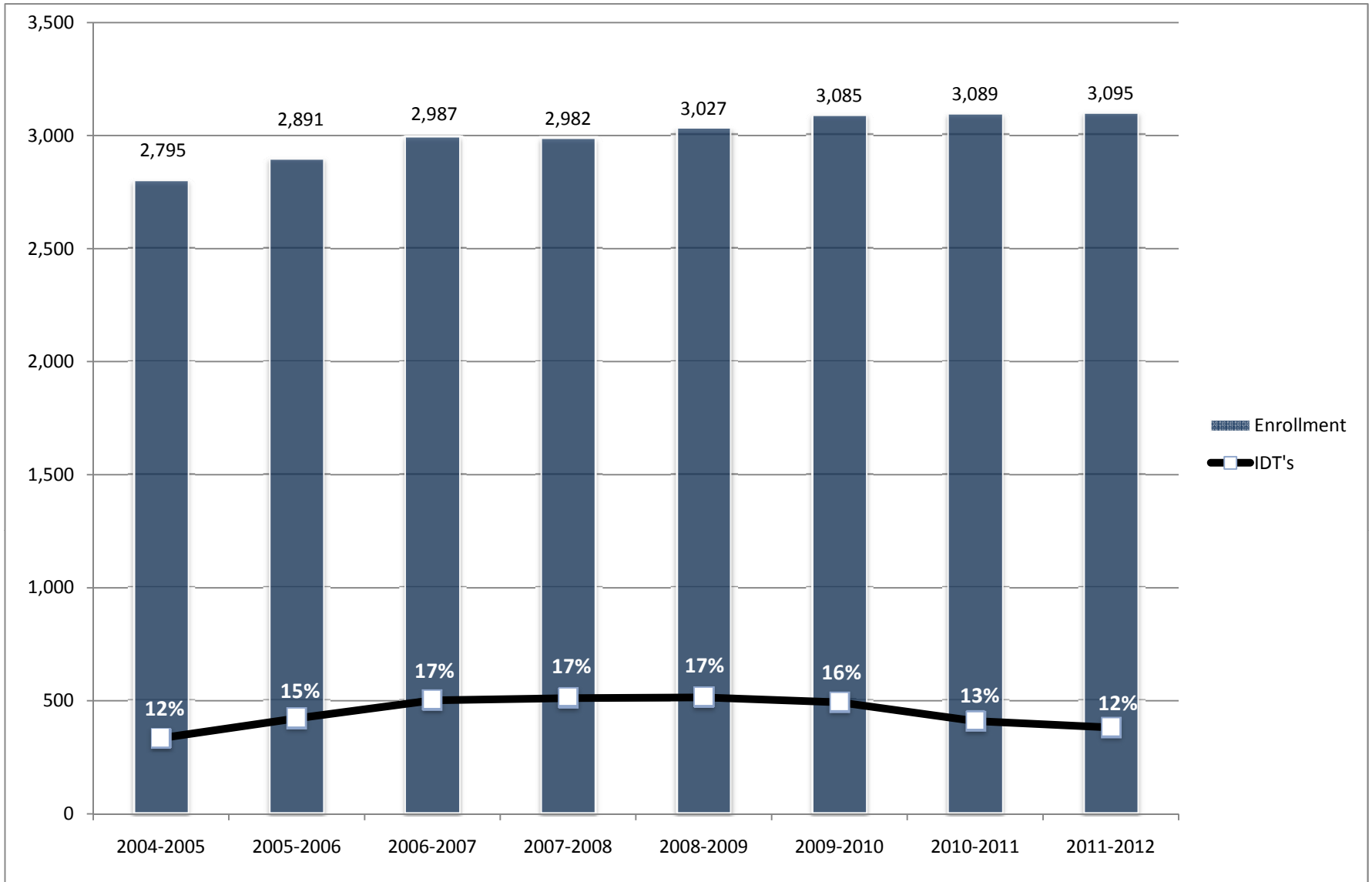
	<b>CHS</b>	<b>CMS</b>	<b>VILLAGE</b>	<b>STRAND</b>
<b>Continuing</b>	137	63	17	36
<b>New Students</b>	50*	12	9	11
<b>Total IDTs</b>	187 **(1-ER)	75 **(8-ER)	26 **(16-ER)	47 **(14-ER)
<b>Enrollment</b>	945	696	786	368
<b>% IDTs</b>	20%	11%	3%	13%

\*Of the 50 new students, 21 were accepted into CoSA, and 11 were accepted into CNMA

\*\*ER – employment-related students: one or both parents work in Coronado

Total District enrollment: 2,795  
 Total number of IDTs: 335  
 Percentage of IDTs: 12%

# Coronado Unified School District Enrollment Trends



## AGENDA – October 20, 2011

### 5.0 **DISTRICT ORGANIZATION AND BOARD OPERATION**

#### 5.4 Superintendent Project Management Schedule 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, 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.

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This report is provided to the Board for information.



# Coronado Unified School District Superintendent Project Management Schedule for 2011-2012

Projects	Sept 19-23	Sept 26-30	Oct 3-7	Oct 10-14	Oct 17-21	Oct 24-28	Nov 1-4	Nov 7-11	Nov 14-18	Nov 28-2	Dec 5-9	Dec 12-16	Jan 2-6	Jan 9-13	Jan 16-20	Jan 23-27	Jan 30-3
Administrative Cabinet			Meeting Prep	Meeting		Meeting Prep	Meeting			Meeting Prep	Meeting						
School Board Meetings		Workshop Preparation	Workshop	Meeting Preparation	Regular	Workshop Preparation	Workshop	Meeting Preparation	Regular	CSBA Convention	Meeting Preparation	Regular					
Common Core Standards				Staff Training Day													
Pre-Kinder & State Preschool																	
District/School Strategic Plans						Planning	District					Pupil Services	Palm	High School	Middle School	Village	Strand
Five Year Technology Plan																	
ACT Contract Negotiations	Meeting		Meeting		Meeting		Meeting		Meeting		Meeting						
Demonstration Garden	Pre Planning				Board Report			Final Review					Planting Begins	Public Input	Public Input	Public Input	Public Input
VES Principal Selection							Staff Discussion	Community Discussion	Community Discussion	Staff Discussion	Draft of Description	Draft to Board	Brochure Edited	Brochure Prepared	Digital Posting	Applicants	Applicants
Staff Development	Create Training	Create Training	Create Training	Staff Training Day	Evaluate Training	Meetings with staff	Meetings with staff			Create Training	Create Training	Create Training					
Homework Committee		Committee Study			Committee Study				Committee Draft Proposal		Committee Draft Proposal						
School Calendar Forums	Calendar Committee Formed	Plan for Forums	Forum 1	Forum 2	Forum 3	Committee Creates Calendar	Committee Edits Calendar	Committee Completes Calendar	Proposal to the Board								
Big History Project	Initial Meeting	Study Website	Decision to Proceed	Sign Agreement	Teacher Training	Teacher Training	Teacher Training	Teacher Training	Report to the Board	Teacher Training	Teacher Training	Teacher Training					
New Staff Evaluation Tool				Staff Study & Discuss	Staff Study & Discuss	Discuss with Staff	Discuss with Staff	Proposal to the Board	Discuss with Staff	Volunteer Request for Pilot	Training Begins	Report to the Board	Continue Training	Continue Training	Schedule Spring Pilot		
Digital Textbook and BYOD																	
Character Ed Assessment																	
Personalized Education Plan																	
Dashboard																	
Communication Assessment																	
Project Based Learning																	
Palm Charter Application					Proposal to Board	Study & Write	Study & Write	Study & Write	Study & Write	Study & Write	Study & Write	Draft to Board	Study & Write	Study & Write	Draft to Board		
One To One Initiative	Phone Contact										Initial Meeting			Training Begins	Training	Training	Training

## **AGENDA—October 20, 2011**

### **5.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES**

- 5.5 Learning Report: (1) the Common Core State Standards (CCSS) and the National Educational Technology Standards (NETS), (2) Coronado High School Annual Report, (3) Palm Academy Annual Report

#### **Background Information:**

Since 1997, the California Department of Education has adopted academic content standards designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. In addition to the first set of standards in English language arts in 1997 through 2009, content standards have been adopted in the following curricular areas: mathematics, science, history-social science, visual and performing arts, health, physical education, English language development, career technical education, model school library, and world languages.

#### **Report:**

##### **(1) New Content Standards**

California has new content standards, adopted by the California State Board of Education in August 2010. These new content standards are called the Common Core State Standards (CCSS), and encompass the following new standards:

- K-12 English Language Arts
- K-12 Mathematics
- Grades 6-12 Literacy Standards for History Social Science, Science, and Technical Subjects

Embedded in these standards are rigorous expectations for all students, including English Learners and Students With Disabilities.

These new Common Core State Standards are national standards, and have been adopted by 45 states to date. Each state was allowed to include an additional 15% of new standards in order to align with state education philosophy and rigor, which California has done. Now each adopting state's standards will be 85% identical with the other adopting states. The CCSS have a solid, well-aligned foundation for college and career readiness in that anchor standards for college and career readiness were first written and then backwards mapped to kindergarten, thus creating a staircase of skills and complexity from kindergarten through grade 12. Educators from the university and K-12 systems collaborated in the writing of these standards in order to address the need for remediation in the university system for English and mathematics.

## AGENDA—October 20, 2011

### 5.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

- 5.5 Learning Report: (1) the Common Core State Standards (CCSS) and the National Educational Technology Standards (NETS), (2) Coronado High School Annual Report, (3) Palm Academy Annual Report (continued)

Significant shifts in the English Language Arts CCSS are:

- Movement to improved literacy in informational text and literary text throughout the grades
- Building knowledge in the disciplines through the shared responsibility for literacy by all teachers including content area teachers
- Staircase of complexity from grade to grade
- Deep comprehension using evidentiary arguments of a variety of texts with many opportunities for rich and rigorous discussions
- Reading and writing from different sources and using these sources to inform or make an argument; narrative writing still has a place, but the percent of time with narrative diminishes as a student moves from K-12
- Constant building of academic vocabulary needed for complex text that focuses on comprehension

Significant shifts in the mathematics CCSS are:

- **Focus:** a narrowed and deepened scope of mathematics instruction; depth over breadth
- **Coherence:** between grades and skills so that teachers can begin to count on deep conceptual understanding of core content and build on it
- **Fluency:** students are expected to have speed and accuracy with simple calculations so that they are able to understand and manipulate more complex concepts
- **Deep Understanding:** students demonstrate deep conceptual understanding of core math concepts rather than trying to just “get the answer”; teachers support the students’ ability to access concepts from a number of perspectives so that students see math as much more than discrete procedures
- **Application:** Teachers are expected to teach and students are expected to use math in “real world” situations; students are expected to choose the appropriate concept for application on their own
- **Dual Intensity:** students are practicing and understanding and both are occurring with intensity

## **AGENDA—October 20, 2011**

### **5.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES**

- 5.5 Learning Report: (1) the Common Core State Standards (CCSS) and the National Educational Technology Standards (NETS), (2) Coronado High School Annual Report, (3) Palm Academy Annual Report (continued)

#### **21<sup>st</sup> Century Skills/National Education Technology Standards (NETS)**

21<sup>st</sup> century skills are also embedded into the Common Core State Standards. CUSD staff has been examining the National Education Technology Standards (NETS) as a foundational resource for 21<sup>st</sup> century instruction. The foundations of the NETS are:

1. Students demonstrate creative thinking, construct knowledge, and develop innovative products using technology
2. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
3. Students apply digital tools to gather, evaluate, synthesize, and ethically use information from a variety of sources and media
4. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources
5. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior
6. Students demonstrate sound understanding of technology concepts, systems, and operations

#### **Assessment**

Additionally, California will have a new assessment system for the 2014-15 school year in order to measure student progress on the CCSS. Legislation was passed in June 2011 to align with the Smarter Balanced Assessment Consortium (SBAC). This will replace the current California Standards Test, or STAR, system, which will sunset in the spring of 2014. To date, information about the new assessment is as follows:

- State-of-the art computer-based, adaptive exams
- Accurate information with quick turn-around
- Grades 3-8 and grade 11
- Summative during the last 12 weeks of the school year
- Optional formative/benchmark exams
- A variety of item types



## AGENDA—October 20, 2011

### 5.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

- 5.5 Learning Report: (1) the Common Core State Standards (CCSS) and the National Educational Technology Standards (NETS), (2) Coronado High School Annual Report, (3) Palm Academy Annual Report (continued)

#### Timeline

The recent passage of AB250 on October 10, 2011, provides a timeline for frameworks and materials to support the Common Core State Standards.

Math Framework 2013	CCSS aligned, adoptable math materials 2016
ELA Framework 2014	CCSS aligned, adoptable math materials 2018

The Director of Curriculum and Learning will be conducting an inventory of all instructional resources later this year in order to determine the needs of each CUSD level and department before purchasing any supplemental materials to support the transition to the CCSS.

The CUSD timeline for full implementation is the following:

- 2011-2012                      **Awareness:** Unpacking Common Core State Standards
- 2011-12 /2012-13            **Transition:** Moving to New Standards
- 2011-2014                      **Implementation:** Making Meaning
- 2014-2015                      **Transformation:** What is the impact on teaching/learning?

Transition may be different for grade levels and department based on need and supporting data. A revised and resurrected vertical team structure for CUSD content areas will begin supporting the work of transitioning to the CCSS in the next several weeks.

## AGENDA—October 20, 2011

### 5.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

- 5.5 Learning Report: (1) the Common Core State Standards (CCSS) and the National Educational Technology Standards (NETS), (2) Coronado High School Annual Report, (3) Palm Academy Annual Report (continued)

#### Professional Development and Parent Education

The preschool through grade 12 teaching staff, including classroom instructional aides, attended a full day of professional development about the Common Core State Standards. The day included a presentation on the CCSS for the entire teaching staff as well as two other foundational resources: the NETS (referred to above) and the California Standards for the Teaching Profession. The day included customized breakout sessions for each level and department in order to do a first read of these Common Core State Standards. Trained teacher leaders and secondary department chairs facilitate these conversations. Now all CUSD administration and teachers have common information regarding the future of teaching and learning in CUSD. Many future professional development opportunities on the CCSS, the NETS, and the CSTP are planned. In addition, opportunities to learn about the new standards for parents are planned for this school year.

#### Financial Impact:

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

## CHS Achievement Data 2010-11 Highlights

### English/Language Arts

- ⊙ Steady growth of students scoring PROFICIENT or ADVANCED (81% – 82% Eng 9, 72% – 77% Eng 10, 71% – 71% Eng 11)
  - 9th grade class size reduction, 20:1
  - 9–12 teachers' alignment of curriculum
  - 10<sup>th</sup> Grade 5% increase in proficient or advanced students
  - MAP assessments for all 9<sup>th</sup> graders

### Social Studies

- ⊙ Number of PROFICIENT and ADVANCED students increased in both WH and US History for 5<sup>th</sup> consecutive year!
  - US History 80% proficient or advanced, WH 76% proficient or advanced
  - Study and success skills incorporated into curriculum
  - Four-year social studies graduation requirement

### Science

- ⊙ Number of students enrolled in CHS science courses increases for third consecutive year.
  - Biology and Chemistry teachers' alignment of curriculum
  - Physics CST scores increase from 72% proficient or advanced in 2010 to 85% in 2011.
  - Additional AP science courses added

### Mathematics

- ⊙ All subject and grade levels 48% proficient or advanced in 2011.
  - Math placement: tracking cards and cross verification
  - New math intervention courses created to support instruction
  - 'Like' teacher teams use of common/formative assessments and alignment of instructional pacing

# CORONADO HIGH SCHOOL

## DEFICIENCY NOTICE

This report is sent to you so you may counsel with your son/daughter enrolled in \_\_\_\_\_.

Subject

If you have any questions please email me at \_\_\_\_\_@coronado.k12.ca.us

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Name of Teacher

\_\_\_\_\_  
Current Grade in Class

### BEHAVIOR

- Eager to learn
- Respectful and courteous to others
- Lacks motivation
- Does not pay attention/sleeps or daydreams
- Disrupts learning environment
- Does not bring materials to class

### ATTENDANCE

- Attends class on time/regularly
- Frequent absences/tardies
- Poor attendance affecting student work
- Assignments not made up regularly

### ACHIEVEMENT

- |  |                                   |                                    |                                       |
|--|-----------------------------------|------------------------------------|---------------------------------------|
| <input type="checkbox"/> Performance is satisfactory on        | <input type="checkbox"/> Homework | <input type="checkbox"/> Classwork | <input type="checkbox"/> Examinations |
| <input type="checkbox"/> Overall performance is not consistent |                                   |                                    |                                       |
| <input type="checkbox"/> Poor performance on                   | <input type="checkbox"/> Homework | <input type="checkbox"/> Classwork | <input type="checkbox"/> Examinations |

#### **ADDITIONAL CONCERNS (SKILLS, TEST PERFORMANCE, CLASS PARTICIPATION, ETC):**

- Student is in danger of receiving no credit for this course.

#### **REASON:**

**REMINDER TO PARENTS:** National Honor Society Tutoring is available in the CHS Library, Tuesdays 3:00 – 4:30 p.m. and Thursdays 4:30 – 6:00 p.m.

#### **ADDITIONAL OPPORTUNITIES FOR SUPPORT/IMPROVEMENT:**

\_\_\_\_\_  
Signature

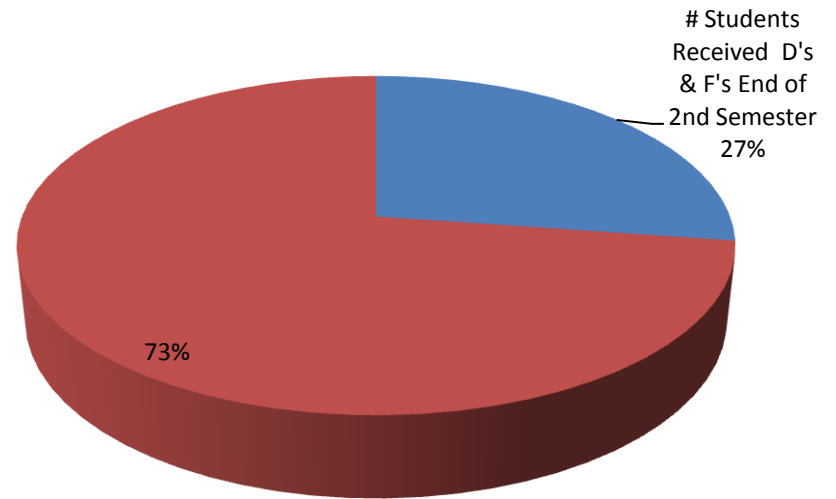
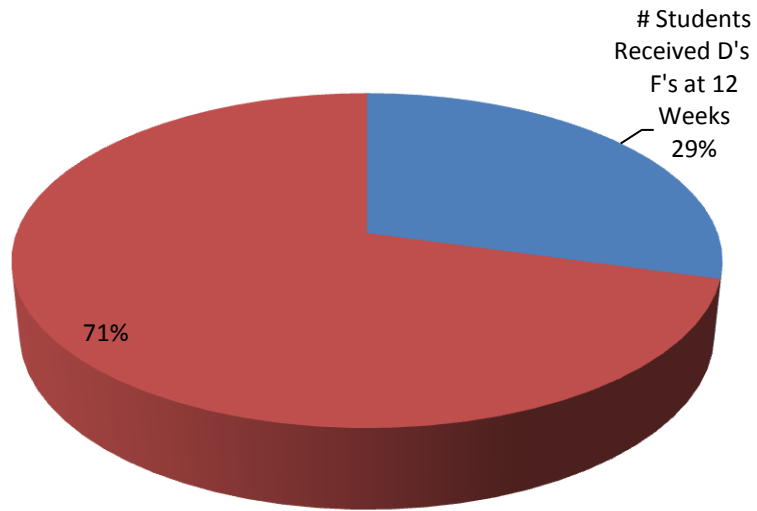
\_\_\_\_\_  
Date

Copies: Mailed to parent(s)

Registrar

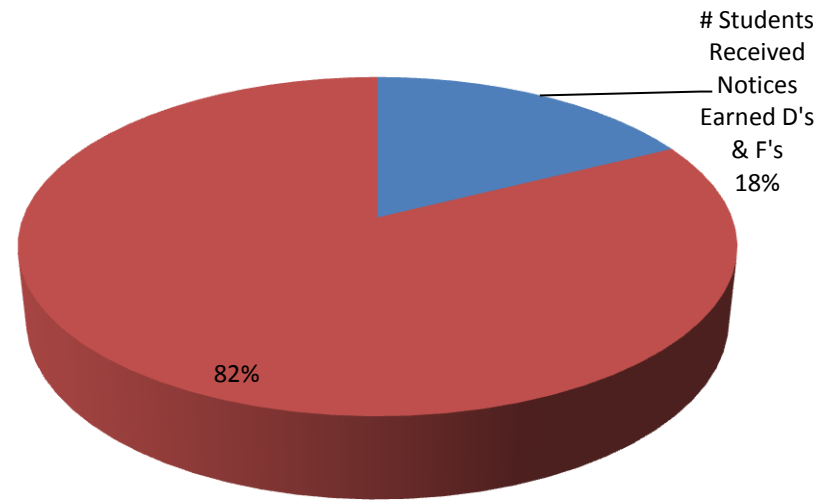
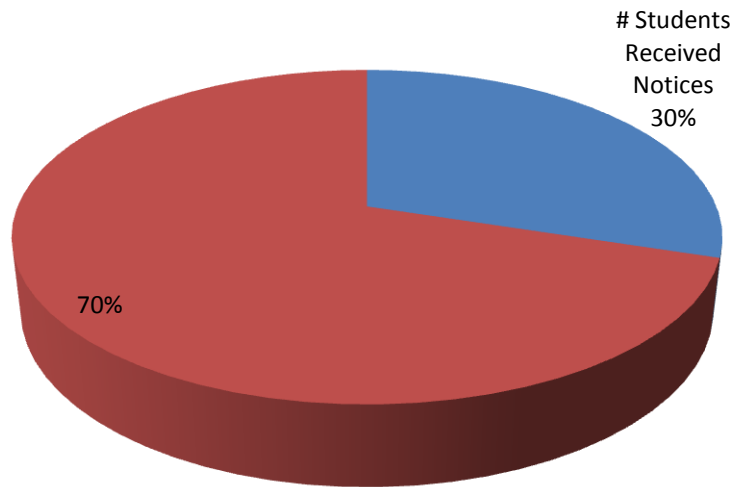
## Deficiency Notice Summary Second Semester 2009-2010

	# Students Received D's & F's at 12 Weeks	# Students Received D's & F's End of 2nd Semester	Total Enrollment
<b>All Grades</b>	<b>314</b>	<b>292</b>	<b>1070</b>



## Deficiency Notice Summary Second Semester 2010-2011

	# Students Received Notices	# Students Received Notices Earned D's & F's	Total Enrollment
<b>All Grades</b>	<b>319</b>	<b>188</b>	<b>1068</b>



# CORONADO HIGH SCHOOL

## 2011-2012 Profile

650 D Avenue  
Coronado, CA 92118  
Phone: (619) 522-8907  
Fax: (619) 522-4053  
[www.chs.coronado.k12.ca.us](http://www.chs.coronado.k12.ca.us)  
CEEB Code: 050680

Principal: Karl Mueller  
Counselor: Debbie Collins  
Counselor: Joe Geiger  
Counselor: Kristine Johnston  
Counselor: Krystal Perrin

### Community and School

Coronado High School (CHS) is a four-year public high school located in the island village of Coronado near downtown San Diego. CHS is the only high school in the Coronado Unified School District and has an enrollment of approximately 1,100 students. Over 130 students are transfers from San Diego County schools participating in special programs. Coronado students consistently test in the top 5% of students attending schools across the county. From 2008-2011, CHS ranked at or near the top of all comprehensive public high schools in San Diego County based on the state's Academic Performance Index (API). CHS is accredited by the Western Association of Schools and Colleges (WASC) and has received the distinctions of being named a 2010 National Blue Ribbon School and a 2011 California Distinguished School with an Exemplary Career Technical Education (CTE) Program .

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### Curriculum

Coronado High School offers the following Advanced Placement (AP) and Honors (H) courses:

Geometry H	AP US History	AP Spanish Language
Algebra 2/Trig H	AP Government	AP Spanish Literature
Pre-Calculus H	English 10 H	AP French Language
AP Statistics	AP English Language	AP Music Theory
AP Calculus AB	AP English Literature	AP Studio Art
AP Calculus BC	AP Biology	AP Visual Art
World History 9 H	AP Chemistry	AP Psychology
AP World History	AP Physics B	

**Coronado School of the Arts:** CoSA is a school-within-a school on the campus of CHS. Students attend academic classes in the traditional high school and then spend an additional three hours a day in CoSA's conservatory style classes. CoSA students major in one of six disciplines: instrumental music, musical theatre, dance, technical theatre, visual arts, and digital media.

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### Graduation Requirements

240 credits are required for graduation (one semester= 5 credits)

English: 40 credits; Social Studies: 40 credits; Math: 30 credits; Science: 20 credits; Health/PE: 20 credits; Visual/Performing Art or Foreign Language: 10 credits; Practical Art: 10 credits; Electives: 70 credits.

## Class of 2011 College Matriculation

Auburn University	Iona College	The American University of Paris
Aurora University	James Madison University	The University of Arizona
Berklee College of Music	Kansas State University	The University of Iowa
Boston College	Lehigh University	Tufts University
Boston University	Lenoir-Rhyne University	United States Naval Academy
Brigham Young University	Lesley University	University of California, Berkeley*
Bucknell University	Loyola Marymount University	University of California, Davis*
California Lutheran University	Loyola University Maryland	University of California, Irvine
Cal Poly, Pomona*	Marquette University	University of California, Los Angeles*
Cal Poly, San Luis Obispo*	Miami University, Oxford	University of California, Riverside
CSU Channel Islands	Middlebury College	University of California, San Diego*
CSU Chico*	Montana State University (Bozeman)	University of California, Santa Barbara*
CSU Fullerton	Mount Olive College	University of California, Santa Cruz*
CSU Long Beach	New Mexico Military Institute	University of Central Florida
Carroll College (Montana)	New York University	University of Colorado, Boulder*
Chapman University	Northern Arizona University	University of Colorado, Denver
Clemson University	Norwich University	University of Dallas
Colorado State University	Notre Dame de Namur University	University of Hawaii, Manoa
Cornell University	Pepperdine University	University of New England
Cornish College of the Arts	Philadelphia University	University of North Florida
D'Youville College	Purchase College	University of Notre Dame
Denison University	Reed College	University of Oklahoma
Dominican University of California	Rutgers University	University of Oregon
FIDM, San Diego	San Diego State University*	University of Pennsylvania
Florida A&M University	San Francisco State University*	University of Puget Sound
Florida International University	San Jose State University	University of Redlands
George Mason University	Santa Clara University	University of San Diego
Georgetown University	Scripps College	University of Southern California*
Gettysburg College	Seattle Pacific University	University of Washington
Gonzaga University	Sonoma State University	University of Wisconsin, Madison
Harvard University	Southern Oregon University	Villanova University
Hastings College	Stanford University*	Wagner College
Hillsdale College	SUNY Maritime College	Wake Forest University
Hope College	Texas A&M University	Walla Walla University
Humboldt State University	Texas Christian University	Westmont College

\*Institutions to which 3 or more students have matriculated

## School Statistics

Grading Scale: A=90-100, B=80-89, C=70-79, D=60-69, F=0-59

GPA: A four point scale is used in computing the GPA: A=4, B=3, C=2, D=1, F=0.

All subjects are included in the GPA calculation.

AP courses are weighted by one point. Honors courses are not weighted, with the exception of Pre-Calculus Honors.

## STUDENTS ARE NOT ASSIGNED A CLASS RANK

<u>GPA Breakdown for the Class of 2011</u>			<u>2010-2011 Test Results</u>				
			<i>*Average Scores for Class of 2011</i>				
61 earned 4.0+	(22%)	Highest GPA: 4.48	SAT	245 participants	Critical Reading	Mathematics	Writing
72 earned 3.5-3.99	(25%)	Average GPA: 3.35			*560	*564	*551
54 earned 3.0-3.49	(19%)		ACT	137 participants	Composite Score		
60 earned 2.5-2.99	(21%)				*25.5		
36 earned < 2.5	(13%)		AP	367 participants	Total # of Exams	Scores of 3 or Higher	
					733	557 (76%)	

## Post-High School Placement

2011 Graduates: 283

Attending a four year college/university: 68%

Attending a two year college: 27%

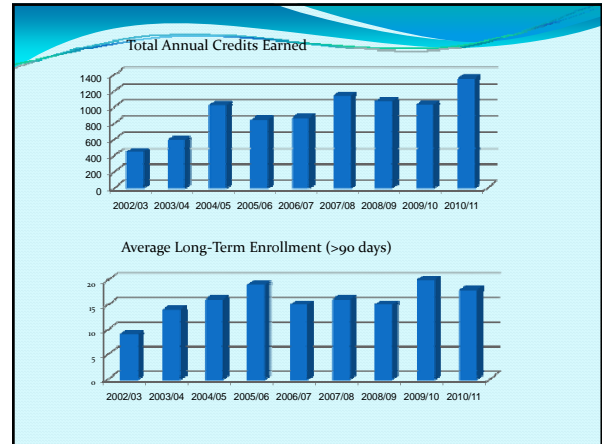
Military, work, trade school, or gap year: 5%



**Palm Academy School Board Update  
October 2011**

**Good News:**

- ✓ Applied for WASC Accreditation Spring semester initial visit
- ✓ Principal enrolled in Leading Edge (Online Learning/Teaching) Certification Program
- ✓ Joined SDCOE's new PLC for Continuation Administrators
- ✓ 8 seniors graduating this semester
- ✓ There is no bad news!



**Goal:**

Increase experiential learning opportunities for Palm students in district and community

**Actions:**

- ✓ Integrated scheduling (Palm/CHS/CoSA/SPED)
- ✓ ECDC & Village Elementary internship training on September 1<sup>st</sup>
  - This program is highly valued by staff and students at all sites.
  - Last Tuesday employed students spoke to the kindergarteners about jobs.
- ✓ Workability program is providing pre-employment skills and local jobs for qualified students.
- ✓ 10 of 17 students are currently employed in town.

**Goal:**

Develop/Implement Individualized Learning Plans

**Actions:**

- ✓ MAP installed on Macs at Palm for pre/post assessments in Math and Language Arts
- ✓ Activated Naviance accounts for Palm students, specifically aptitude /interest surveys and college/career research components
- ✓ Modified CRG curriculum focusing on group therapy models and individual counseling
- ✓ MFLC dependent student group orientation and individual consultations
- ✓ Community College Previews (Mesa 11/3)

**Goal:**

Increase/Enhance Credit/Unit Recovery, Remediation, Acceleration, Adult Ed. & Independent Studies Options

**Actions:**

- ✓ E Period Voluntary Credit Recovery Lab open (for all high school students) in CHS Library using e2020. 9 students currently attending.
- ✓ If/when need increases, 5<sup>th</sup> period and 7<sup>th</sup>/8<sup>th</sup> period online credit recovery at Palm Academy, primarily using Aventa and ALEKS software programs.

## AGENDA – October 20, 2011

### 5.0 DISTRICT ORGANIZATION AND BOARD OPERATION

#### 5.6 Volunteer Assistance (Report)

The governing board recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. The board encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with students. The Board encourages community members to serve as mentors providing support and motivation to students.

The Volunteer Assistance policies were updated by the Coronado Unifies School District Board in May of 2011. Administrative Regulation 1240 and Board Policy 1240(a) reflect the essence of the Volunteer Assistance policies.

The Human Resources Department has developed, formalized and implemented the process for screening and placing volunteers. These documents are attached and available on the District's website under the tab Human Resources.

Director of Human Resources Rebekah Barakos-Cartwright is available to answer Board questions.

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This report is provided to the Board for information.



**CORONADO UNIFIED SCHOOL DISTRICT  
SCHOOL VOLUNTEER APPLICATION**

Information provided on this form is confidential and will be used only for school Volunteer Program purposes.

SCHOOL SITE \_\_\_\_\_

FULL NAME \_\_\_\_\_  
(First) (Middle) (Last)

ADDRESS \_\_\_\_\_  
(Street) (City) (State) (Zip)

E-MAIL ADDRESS \_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_ HOME PHONE \_\_\_\_\_ WORK PHONE \_\_\_\_\_  
Mo/Day/Yr

DO YOU HAVE CHILDREN OR GRANDCHILDREN IN SCHOOL?  Yes  No

WHERE DO THEY ATTEND? \_\_\_\_\_

VOLUNTEER EXPERIENCE \_\_\_\_\_

**INDIVIDUALS TO CONTACT IN CASE OF AN EMERGENCY:**

1. \_\_\_\_\_  
(Name) (Address) (Phone)

2. \_\_\_\_\_  
(Name) (Address) (Phone)

Do you have any criminal charges pending against you?  Yes  No  
 Have you ever been convicted of a felony?  Yes  No  
 Have you ever been convicted of a sex or drug-related offense or crime of violence?  Yes  No  
 Are you required to register as a sex offender under Penal Code 290.95?  Yes  No

*"I understand that the district may research my personal and professional background. I give my permission to have my personal and professional references researched and hold the district and any individuals providing the district with information harmless. I also understand that I may have a criminal history check run by law enforcement if I serve as a volunteer. It is possible that as a volunteer I may have more than occasional or infrequent contact with students. Under Penal Code 290.95 I am required to disclose to school officials if I am a registered sex offender. My failure to disclose this fact could result in my arrest, prosecution, and likely fine and imprisonment. By placing my name below, I declare under penalty of perjury, that I am not a registered sex offender, and that I have not suffered convictions for sex or drug related offenses or for crimes of violence, and there are no criminal charges pending against me. I agree to abide by the district's safety and health rules and regulations."*

Print Name: \_\_\_\_\_ Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

**For Office Use Only:** Megan's Law check - Date \_\_\_\_\_ Initial \_\_\_\_\_  
 TB CHECK Date \_\_\_\_\_ Initial \_\_\_\_\_ (Photocopy TB Clearance Info and Attach)  
 FINGERPRINT CLEARANCE REQUIRED  Yes  No PAYMENT  Yes  No (Attach Live Scan receipt)  
 DRIVER'S LICENSE or Picture ID (Photocopy and Attach)

***As a volunteer, I agree to abide by the following code of volunteer conduct:***

1. Immediately upon arrival, I will sign in at the main office or the designated sign-in station.
2. I will wear or show a volunteer identification whenever required by the school to do so.
3. I will use only adult bathroom facilities.
4. I agree to never be alone with individual students unless I have completed and been cleared through the FBI and DOJ fingerprint clearance process.
5. I will not solicit outside contact with students.
6. I will exchange home directory information only with parental and administrative approval and only if it is required as part of my role as a volunteer. I agree not to exchange telephone numbers, home address, e-mail addresses or other home directory information with students for any other purpose.
7. I will maintain confidentiality outside of school and will share any concerns that I may have only with teachers and school administrators.
8. I agree to not transport students without the written permission of parents or guardians or without the expressed permission of the school or district.
9. I will not disclose, use, or disseminate student photographs or personal information about students, self or others.
10. I agree not to post, transmit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive or sexually explicit or that could be construed as any form of harassment.
11. I agree not to engage in violent behavior, smoking, alcohol or controlled substance use, or possession of explosives or weapons while on school campus.
12. I agree only to do what is in the best personal and educational interest of every child with whom I come into contact.
13. I agree to report to the appropriate school site/district personnel when a student is in danger of hurting him/herself or others or being hurt by someone else.
14. I agree to treat all school personnel and students with dignity and respect.

***I agree to follow the District Volunteer Code of Conduct at all times or cease student volunteering immediately.***

Name (Printed) \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_

**AGENDA – October 20, 2011**

**5.0 DISTRICT ORGANIZATION AND BOARD OPERATION**

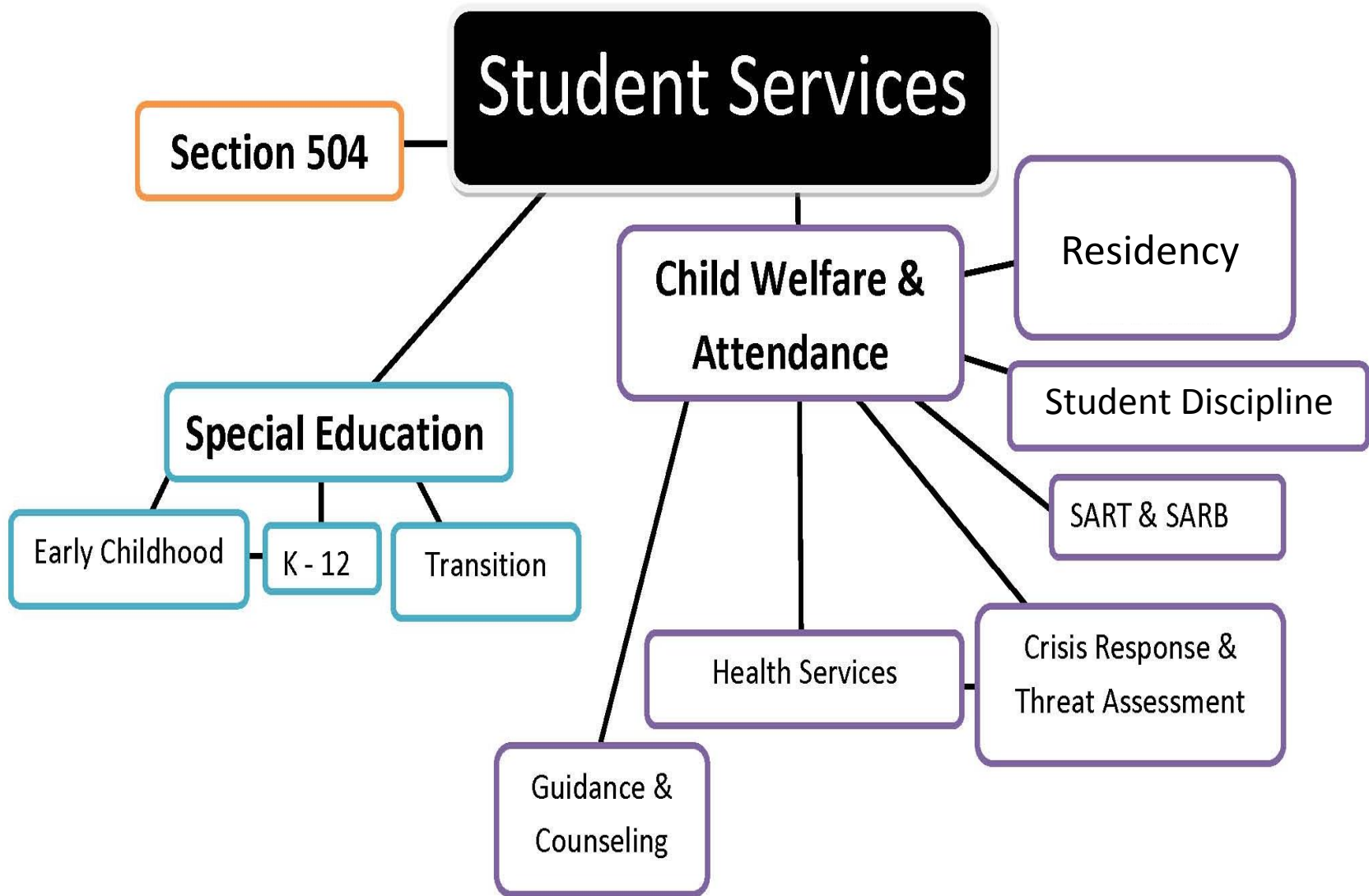
5.7 Crisis Prevention and Threat Assessment (Report)

Assistant Superintendent Richard Erhard will address the concepts of Crisis Prevention and Threat Assessment in the current Organizational Chart and Strategic Plan for Student Services (attached). An update on the District actions following a recent incident at Silver Strand enlisted housing will also be addressed.

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This report is provided to the Board for information.

*JPF*





## STUDENT SERVICES STRATEGIC PLAN

Child Welfare and Attendance  
Crisis Response and Threat Assessment

### QUALITY EDUCATION FOR LIFE

Strategy: Operationalize the Process  
Action Plan: 1  
Update: SY 2011/12

**STRATEGY:** Operationalize the crisis response and threat assessment process for the District

**ACTION PLAN:** Develop vertical planning process to ensure consistent intervention District-wide

Board Goal	Step No.	Action Steps	Who's Responsible	Who's Involved	Resources (\$, People, Time)	Timeline	Evidence of Implementation
3	1.1	Create Crisis Response Team (CRT) with District-wide and site specific plans	Assistant Superintendent, Business Services, Student Services, Principals	Assistant Superintendents, Principals, Counselors, School Psychologists, Contractors	Staff Time, Professional, Development Fiscal support	SY 2011/12 On-going	List of CRT members, Budget, Training log
3	1.2	Investigate/Adopt a model crisis response and threat assessment plan	Assistant Superintendent, Student Services, Principals	Assistant Superintendents, Principals, Counselors, School Psychologists, Contractors	Staff Time, Fiscal support	SY 2011/12 On-going	Prospective model plans brought to Superintendent's and Administrator's Cabinet
3	1.3	Develop a flow chart for action plan of various crisis' including roles of personnel	Assistant Superintendent, Principals	Assistant Superintendents, Principals, Counselors, School Psychologists,	Staff Time	SY 2011/12 On-going	Flow Chart

1. Safety and security of our students and staff of the utmost importance
2. Process of Review and Revision
  - District has Emergency Preparedness Plans in place for all school sites developed in collaboration with Coronado Police and Fire Department
  - Two examples of the review and revision are:
    1. All of the additional security measures in Principal Cass's September 21, 2011 letter to the parents have been implemented
    2. District taking affirmative steps to initiate a district-wide and site specific threat assessment involving a private contractor
3. District working with a security consultant to address all types of disasters whether they be natural or man-made. This involves a multi-prong approach
  - Infrastructure
  - Training of Staff and Students (looking at/for things that are out of the ordinary)
  - Comprehensive review of our Emergency Preparedness Plans



## AGENDA – October 20, 2011

### 6.0 **DISTRICT ORGANIZATION AND BOARD OPERATION**

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

##### **Background Information:**

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

##### **Report/Information:**

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

##### **November 3, 2011: Board Workshop**

- Planning for CSBA Educational Conference and Trade Show in San Diego

##### **November 17, 2011: Regular Board Meeting**

- Language Arts Report
- Data and Assessment Update, CMS Report
- Homework Committee Update
- Local Board Policy Review
- First Interim Budget
- Approval of Site Safety Plans
- District Calendar Approval
- BBMAC Quarterly Financial Report
- Superintendent Project Report
- Interdistrict Transfer Policy Change – Approval
- Proposal for New Staff Evaluation Tool
- Big History Project Report

##### **December 1-3, 2011:**

- CSBA Educational Conference and Trade Show in San Diego

##### **December 15, 2011: Regular Board Meeting**

- Organizational Meeting
- Islander Sports Foundation Update
- Data and Assessment Update, Village Elementary
- Homework Committee Update
- Track and Field Use

## AGENDA – October 20, 2011

### 6.0 **DISTRICT ORGANIZATION AND BOARD OPERATION**

#### 6.1 Proposed List of Agenda Items for Future Board Meetings (Report) [continued]

##### **December 15, 2011: Regular Board Meeting (continued)**

- Approve District Strategic Plan
- School Sponsored Trips
- Superintendent Project Report
- Local Board Policy Review
- Approve Brochure to Advertise for New Principal at Village Elementary School
- Progress on New Staff Evaluation Tool

##### **January TBD, 2012: Regular Board Meeting**

- BBMAC Quarterly Financial Report
- State of District Address
- Data and Assessment Update, Silver Strand Elementary
- Homework Committee Update
- Superintendent's Evaluation
- Superintendent Project Report
- Audit
- Uniform Complaint Quarterly Report
- Progress of Palm Charter Academy
- Board Policy Update – First Reading

##### **February TBD, 2012: Regular Board Meeting**

- California School Boards (CSBA) Delegate Assembly Election
- Interdistrict Transfer (IDT) Agreements
- Data and Assessment Update
- Homework Committee Update
- Superintendent Project Report
- Human Resources Report
- Board Policy Update – Approval
- Approve Student Services Strategic Plan

## AGENDA – October 20, 2011

### 6.0 **DISTRICT ORGANIZATION AND BOARD OPERATION**

#### 6.1 Proposed List of Agenda Items for Future Board Meetings (Report) [continued]

##### **March TBD, 2012: Regular Board Meeting**

- Second Interim Budget
- Community Development Agency (CDA) Report
- Data and Assessment Update
- Local Board Policy Review
- Homework Policy (First Reading)
- Superintendent Project Report
- Special Education Report
- Superintendent's Evaluation

##### **April TBD, 2012: Regular Board Meeting**

- BBMAC Quarterly Financial Report and Marketing Update
- Uniform Complaint Quarterly Report
- Data and Assessment Update
- Homework Policy (Action)
- Capital Facilities Funds (Green Sheet)
- Coronado Schools Foundation Report
- Superintendent Project Report
- Approve All Site Strategic Plans
- Local Board Policy Review

##### **May TBD, 2012: Regular Board Meeting**

- Board Policy Update – First Reading
- Budget Update
- Data and Assessment Update
- Coronado SAFE Annual Report
- Superintendent Project Report
- BBMAC Quarterly Financial Report and Marketing Update
- Capital Facilities Plan (Green Sheet)

## AGENDA – October 20, 2011

### 6.0 DISTRICT ORGANIZATION AND BOARD OPERATION

#### 6.1 Proposed List of Agenda Items for Future Board Meetings (Report) [continued]

##### June TBD, 2012: Regular Board Meeting

- California School Employee Association (CSEA) and Association of Coronado Teachers (ACT) Topics for Negotiations
- Declaration of Need for Fully Qualified Educators
- Superintendent Evaluation/Goals/Contract
- Consolidated Application
- GASB 45
- Data and Assessment Update
- Superintendent Project Report
- Uniform Complaint Quarterly Report
- Report on School Trips
- Board Policy Update – Approval
- NWEA MAP
- 2012-2013 Budget Presentation

##### June TBD, 2011: Regular Board Meeting

- Adopt Budget

##### Financial Impact:

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

**AGENDA – October 20, 2011**

**6.0 DISTRICT ORGANIZATION AND BOARD OPERATION**

- 6.2 Adopt Revisions to Board Policy (BP) 5117 and Administrative Regulations (AR), 5111.1 and 5111.12, Interdistrict Attendance and Residency (Proposal/First Reading)

**Background Information:**

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

**Proposal:**

Board Policies and Administrative Regulations have been revised to reflect recent changes in the law. Policies and Regulations have also been reworded to reflect current District objectives.

Policy and Regulations are included under separate cover and are available for review at the District Office.

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This report is provided to the Board for information.



**AGENDA – October 20, 2011**

**7.0 DISTRICT ORGANIZATION AND BOARD OPERATION**

7.1 Adopt Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits (Action)

**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:**

The Board received the proposed Policies and Regulations at the September 15, 2011, School Board Meeting for first reading.

Copies of the policies have been available for the public for viewing at the District Office.

*JPF*

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**Superintendent's Recommendation:**

That the Board adopt the Policies and Administrative Regulations as presented.

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstained \_\_\_\_\_ Student \_\_\_\_\_

**AGENDA – October 20, 2011**

**7.0 DISTRICT ORGANIZATION AND BOARD OPERATION**

7.2 Approve Charter School Application Development Proposal for Coronado Unified School District (Action)

**Proposal:**

It is the goal of the Coronado Unified School District Governing Board to offer more Coronado High School students learning opportunities by lengthening school hours, increasing course offerings, and supporting online learning, especially at Palm Academy. The Superintendent proposes to serve this goal by creating a new charter school that supports its students mainly through online learning. Using a “hybrid” model of learning (virtual and physical courses), the new charter school would integrate critical thinking, problem solving and collaboration skills for all students. This charter school would enroll not only students currently enrolled in CHS or Palm Academy, but would also enroll students living in Coronado who attend other schools and also students from adjacent geographic areas who could benefit from such a learning experience.

Coronado’s Palm Academy Charter (CPAC) would be a new public high school offering students the opportunity to earn a high school diploma primarily online. Courses would be accredited, rigorous, and suitable for college-bound students. While monitored and supported by local teachers, students would complete coursework in a much more flexible, self-directed manner than in a traditional classroom. See attached Proposal.

*JPF*

**Superintendent’s Recommendation:**

That the Board approve the Charter School Application Development Proposal for Coronado Unified School District

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstained \_\_\_\_\_ Student \_\_\_\_\_



## **Superintendent's proposal to offer more high school students learning opportunities by creating an online hybrid charter school.**

**October 20, 2011**

### **Overview**

It is the goal of the Coronado Unified School District Governing Board to offer more Coronado High School students learning opportunities by lengthening school hours, increasing course offerings, and supporting online learning, especially at Palm Academy. The Superintendent proposes to serve this goal by creating a new charter school that supports its students mainly through online learning. Using a "hybrid" model of learning (virtual and physical courses), the new charter school would integrate critical thinking, problem solving and collaboration skills for all students. This charter school would enroll not only students currently enrolled in CHS or Palm Academy, but would also enroll students living in Coronado who attend other schools and also students from adjacent geographic areas who could benefit from such a learning experience.

Coronado's Palm Academy Charter (CPAC) would be a new public high school offering students the opportunity to earn a high school diploma primarily online. Courses would be accredited, rigorous, and suitable for college-bound students. While monitored and supported by local teachers, students would complete coursework in a much more flexible, self-directed manner than in a traditional classroom.

#### **Advantages of this structure include:**

- Option to work from home.
- Flexible scheduling.
- Access to curriculum any time and any place there's an internet connection.
- Potential to borrow an internet-enabled laptop.

While most interaction takes place online, students use physical lesson materials, offline tools, and will meet face to face with their instructors. In addition to providing individualized learning, Palm Academy Charter provides the structure, administrative support, oversight, accountability, and state testing required of all public schools.

#### **Method of Instruction**

The method of instruction used at Coronado's Palm Academy Charter is independent study/home study. Each student is assigned a content teacher according to the student's schedule. The content teacher grades the hard copy portion of student work and provides support with academic planning, subject matter and program questions. The content teacher also proctors exams and student labs.

All students also have a supervising teacher who facilitates enrollment, distributes materials, coordinates student studies, and collects student work. The parent, student, and supervising teacher sign agreements that outline what is to be studied and when the work is due.

Students also have subject expert teachers who teach study groups and assess student work. Students may attend study groups on campus for additional direct instruction, collaborative learning, and enrichment.



## **Roles and Expectations**

### **The Student**

1. Attends the on campus student orientation the first week of school.
2. Presents a completed work binder to the supervising teacher.
3. Reads each course syllabus thoroughly.
4. Follows all syllabus and assignment directions.
5. Complete and submit assignments on time.

### **The Parents**

1. Assist students by helping with assignments, syllabus interpretation, due dates, time management, and work quality as needed.
2. Provide or arrange student transportation for scheduled and proctored exams, labs, and student study group.
3. Monitor student academic progress.

Parent involvement and collaboration is a key factor in helping students to achieve and be successful.

### **The Content Teacher**

1. Communicate regularly with all students.
2. Proctor student exams and labs.
3. Facilitate student study group sessions.

### **The Supervising Teacher**

1. Supports the student to foster student success skills and encourage student growth.
2. Monitor student academic performance and quality of work.
3. Emphasize and foster essential student skills such as communication methods, working independently, following directions, adhering to deadlines, attention to detail, and time management.
4. Troubleshoot student performance problems.

## **Courses**

Students at Coronado's Palm Academy Charter will use a virtual online learning program such as e2020 or the APEX Learning program for their courses. There are 120+ online courses to suit a student's unique interests and goals. Along with the supervising teacher, who will oversee all student work, and a local Coronado Unified School District subject expert teacher, students will have an online subject expert teacher. The online teacher will be the subject teacher while the CUSD teacher will provide guidance and direction for student's success.

## **Schedule**

Students take three classes per nine week session. This enables the student to complete 6 credits per semester or 12 credits per year.

## **Who Attends Palm Academy Charter?**

Students who attend Palm Academy Charter are motivated, self-directed, and can manage their time. They come from various geographic locations, and are from a broad range of backgrounds and abilities. Students who might be interested in attending Coronado's Palm Academy Charter:

- Want an opportunity to take Advanced Placement classes
- Want to earn credits for college before they graduate
- Want to accelerate their high school progress
- Have difficulty coping with time and place restrictions of a classroom and want to proceed at their own pace
- Cannot attend a local school because they are homebound
- Want a quality education in a home-school setting

## Who Governs Palm Academy Charter?

Although a charter school petition must describe the school's governance structure, the school is not required to have any particular type of governing body or board per se. However, school authorities must consult regularly with parents and teachers about the school's educational programs. The relatively few requirements for a governance structure have led to a variety of approaches. Districts or other agencies that grant charter authority are required to oversee charter schools and are allowed to charge for this oversight.

## Superintendent's Proposal

To create a charter school, an application detailing the mission and vision would be written by people experienced in the charter school process. In addition to the professional writers and legal team, a strong community team consists of three to four core members with experience, knowledge, and commitment to your mission charged with writing the vast majority of the petition and a group of ancillary members who can provide specific information and support when needed. The petition is a lengthy document covering all aspects of school design, implementation, governance, and operations. It requires input from a wide range of experience and backgrounds including school management, school finances, human resources, and of course education leadership.

The Superintendent proposes that the Governing Board contract with Advanced Education Ventures, LLC (AEV) to facilitate the application process. Their primary responsibility would be for charter application development and timeline development and management, charter presentation coaching support, charter application transition to founding board, application revision support as needed. AEV would also provide guidance to designated CUSD personnel for development of the startup grant application.

The Superintendent also proposes that the law firm of Procopio, Cory, Hargreaves & Swatch, LLP (Procopio) also be contracted to develop this application because of their long-standing reputation with successful charter applications. Procopio's primary responsibility would be for legal review and adherence, and operating entity establishment.

The total Professional Fees for this project are not to exceed \$31,800. The legal fees with Procopio would be on an as needed basis with an estimate of \$10,000.

*The information above was obtained from various charter schools, including San Diego Unified School District's iHigh Virtual Academy, to form a draft of ideas for the Coronado Unified School District Governing Board to consider as they deliberate on hiring a charter application writer. All ideas expressed may be changed as the writer and community members discuss what is best for the local community.*

# **Advanced Education Ventures**

*Developing Excellence in Education*

## **Charter School Application Development Proposal for**

# **Coronado Unified School District**

**October 20, 2011**

### Situation

Like most public school districts, Coronado Unified School District (CUSD) is facing unprecedented challenges. Budgets have been severely constrained and competition for student enrollment is intensifying with increasing school choice options available in charter and private schools. Parents and students are looking for districts to do more – from adding online course options to meeting specialized needs such as language immersion programs. CUSD wishes to offer the Coronado community a more broad and flexible range of learning options AND do so more economically.

CUSD desires to start an innovation cycle by facilitating the creation of a charter high school. CUSD anticipates partnering with this charter school to implement innovations in course design and delivery, learning models, and teaching methods with the goal of developing prototype school designs for the future.

Advanced Education Ventures (AEV) proposes to assist the District with the creation of a charter school application and provide guidance in the acquisition of startup grant funds. AEV will also bring to the design of the charter school its considerable experience in developing charter schools and innovative learning models.

The leadership of CUSD and its Board of Directors recognize the need to update the traditional school model to meet the needs of 21<sup>st</sup> century learners. The primary focus of this project will be to establish a school where innovative programs can be developed.

### Background

#### School options for the 21<sup>st</sup> Century learning needs

Virtual schools and schools for blended learning are becoming common in K-12 education as leaders seek ways to meet the needs of today's students and families. In fact, 45 of the 50 U.S. states, plus Washington D.C., have some form of virtual education available to K-12 students (Watson, Gemin, Ryan & Wicks, 2009), and "online programs run by a single district, for students in that district, represent an emerging category of online learning activity" (p. 7). The National Education Technology Plan, released by the U.S. Department of Education in January 2005 recommended that all students have the opportunity to take online courses and all teachers should be provided with professional development to allow success in these endeavors (U.S. Department of Education, 2004). Students indicate interest in taking online courses beyond what is available to them at their school site, according to 2008 Project Tomorrow survey results (2010). Schools now find themselves in the unique situation of competing with other schools and organizations seeking to attract students into their virtual schools. Boundaries created to keep students in neighborhood schools are no longer effective in keeping enrollment intact. The world of education is changing!

E-learning experiences prepare students to become lifelong learners while acquiring essential 21st century skills. Many researchers concur that these experiences provide skills that prepare students to lead productive lives in a global, digital, information-based society. Online course design, interactive content, and carefully planned activities can engage K-12 students who participate in virtual school settings. However, traditional school structures are not well suited for supporting the needs of virtual schools. For this reason, many districts have opted to open charter schools to provide virtual learning options for their students.

### What are the benefits of going charter?

1. **Curriculum flexibility:** Charter law releases many of the requirements for State-mandated curriculum and instructional materials although charter schools must follow testing mandates and accountability measures. Creativity in curriculum design and delivery is key to the success of virtual learning.
2. **Charter Grants:** Start-up and other grants are available in sums from \$250,000 – \$750,000 for schools that meet the application and award requirements.
3. **ADA funding:** ADA may sometimes be higher for a charter school offering virtual courses in that charters are not funded on a K-12 blended model as would be the case within a school district. The current ADA is \$6,148 for high school and \$5,306 for middle school. The current categorical funding is \$410.
4. **School Design:** A charter may be written to accommodate blended, online, Independent study, and alternative learning models. This can allow charter schools and school districts to establish partnerships to create mutually beneficial learning opportunities and choices for students and district staff.
5. **Staffing Models/Personnel:** Charters may be creative in developing new paradigms for personnel responsible for teaching and learning (within the scope of the charter law). Duties, responsibilities, and scheduling may reflect the charter needs and new learning models.

Charters may be written to govern one or more programs within the same application. The approval process takes several months to a year, depending on the depth of stakeholders involved and the level of focus in the direction of the developers. The grant development process follows the charter approval.

### References

- Hayden, K. L. & Hood, A. W. (2005). The e-environment: A 21st century approach to building community. In M. Orey, J. McClendon, & R. M. Branch, (Eds.). *Educational media and technology yearbook (Vol 30)*. Englewood, CO: Libraries Unlimited.
- iNACOL. (2009). *National Standards of Quality for Online Courses*. Retrieved on November 26, 2009 from <http://www.inacol.org/research/nationalstandards/>
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- U. S. Department of Education. (2004). *National education technology plan*. Office of Educational Technology: U.S. Department of Education.
- Watson, J., Gemin, B., Ryan, J., & Wicks, M. (2009). Keeping pace with K-12 online learning: A review of state-level policy and practice. Evergreen Consulting Associates.

# Advanced Education Ventures

## Project Overview

### Tasks and Deliverables:

1. School definition (what, where, when, who – students and staffing)
2. Charter development – legal issues (naming of school, initial board creation, incorporation)
3. Charter development - application (prepare charter application and complete submittal documents)
4. School startup plan and budget (hiring, teacher/administrator training, curriculum acquisition/development, technology implementation, student recruiting and enrollment, school administration policies)\*
5. School operations requirements definition (school calendar, class schedules, class sizes, staffing details, course offerings and delivery, curriculum and technology needs, staff calendars/contracts, pay schedules, benefits plan, facility management/security, sports and extra-curricular activities, field trips, parent involvement, promotion of school and recruiting, food services program, transportation, security, mandated testing and reporting)\*
6. Timeline – Timetable of school establishment milestones and deliverables
7. Guidance for the development of an application for a startup grant\*

*\* Tasks 4 and 5 will be developed by AEV only to the extent that is required to complete the charter school application. Full definition and implementation in these areas will be the responsibility of CUSD. Task 7 will consist of guidance to CUSD personnel in the procedures and requirements to submit the application for a startup grant. The application submission and sponsoring will be the responsibility of CUSD.*

## Advanced Education Ventures

### Project Overview

**Participants and Responsibilities:**

**Coronado Unified School District (CUSD)** – Primary responsibility for school definition, facility definition and selection, significant support for all elements of charter application development, timeline management, funding of charter application development and implementation. Development and submission of startup grant application.

**Advanced Education Ventures, LLC (AEV)** – Primary responsibility for charter application development and timeline development and management, charter presentation coaching support, charter application transition to founding board, application revision support as needed. Guidance to designated CUSD personnel for development of startup grant application.

**Procopio, Cory, Hargreaves & Swatch, LLP (Procopio)** or CUSD designated legal counsel – Primary responsibility for legal review and adherence, operating entity establishment.

### Project Overview

**Task Allocation:**

1. School definition – **CUSD** with AEV and Procopio support
2. Document charter approval process – **AEV** with Procopio review
3. Develop non-profit - **Procopio** with AEV and CUSD support
4. Develop Charter Application – **AEV** with CUSD support and Procopio support and review
5. School three year budget forecast – **AEV** with CUSD support
6. Facility identification and preparation plan – **CUSD**
7. Startup grant application – **CUSD** with AEV guidance



## Advanced Education Ventures

Project Timeline	
9/29/11	◆ Present project proposal
10/21/11	◆ Project approval/PO
11/15/11	◆ Complete school definition
11/30/11	◆ Complete charter application first draft
12/15/11	◆ Final version of charter application complete
12/16/11	◆ Charter application submission training complete
1/15/12	◆ Startup grant guidance provided by AEV to CUSD
2/15/12	◆ Review and revise assessment results with managers

## Advanced Education Ventures

### Project Lead Profile

**Thomas Halfaker**

Mr. Halfaker has thirty years of experience in the high tech industry and public education administration in positions ranging from programming to senior management. He has extensive experience in information systems, having held positions as a programmer, financial systems analyst, and data center manager. For a combination of hardware and software vendors Mr. Halfaker has held the positions of IS Director, Director of Product Management, VP of Field Operations, and COO. For public charter school operators, Mr. Halfaker has held the positions of Director of Information Systems and Director of Business Development.

Mr. Halfaker is the founder of Advanced Education Ventures, LLC a consultancy based in Poway, California and was the founder/owner of Applied Management Solutions (AMS) a high tech business development consultancy in Poway, California. He also has prior consulting experience as a Senior Partner of the Crimson Consulting Group in Los Altos, California. While with AMS and Crimson, he performed projects for Netscape, Sun, Adaptec, Lotus Development, VeriFone, Hitachi, Palomar-Pomerado Health System, Memorial Health System, Schools for Integrated Academics and Technologies (SIATech), New Education for the Workforce, and numerous small companies. Mr. Halfaker holds a BS in Management Sciences and an MBA in Organizational Development from San Diego State University.

In this project, Mr. Halfaker will serve as the project leader. Mr. Halfaker will supervise subcontractor efforts in fulfillment of the projects deliverables detailed herein.

**Stephen Halfaker**

Dr. Halfaker has over 30 years of experience in K-12 education, ranging from English teacher, curriculum specialist, to superintendent. He has extensive experience in school administration having served as principal for 10 years, including experiences at Twin Peaks Middle School, (ADA 1800) and Rancho Bernardo High School (ADA 2950). Following his experience as principal, Dr. Halfaker was CEO/Superintendent of a charter school system, Guajome Park Academy, which included a 6-12 IB Academy and 14 dropout recovery high schools across the country (ADA 4000).

Most recently, he was superintendent of Lakeside Union School District for seven years and while there, leveraged and started two charter schools and a trilingual magnet school where students learn English, Spanish, and Mandarin. Additionally, he leveraged online and blended learning platforms for the district.

Dr. Halfaker is known for developing successful cutting edge programs. He is an assistant professor at Ashford University and a consulting partner with Advanced Education Ventures, LLC, a consultancy based in Poway, California. Dr. Halfaker is currently working on K-12 projects with Poway Unified and the County Office of Education.

He received his advanced degrees from USC, Ed.D., and San Diego State University, M.A. He has been a trainer in Steven Covey's 7 Habits of Highly Successful People and is a certified online instructor for master's level education courses.

**Project Lead Attorney Profile**

**Gregory  
V. Moser**

Mr. Moser has been a partner at the firm of Procopio, Cory Hargreaves & Savitch since 2007. He has represented school districts, primarily in San Diego County, since 1981. Current district clients include Alpine Union Elementary School District, Fallbrook Elementary School District, Lakeside Union Elementary School District, and Vista Unified School District. In addition, he has represented charter schools throughout California since 1994. Current charter school clients in San Diego county include the King/Chavez Schools, Steele Canyon Charter High School, Urban Discovery Academy, Charter School of San Diego, SIATech Schools, Gompers Preparatory Academy, Darnall Charter School, among others.

Mr. Moser also represents clients involved in the public sector throughout California, including hospital districts, water and sanitation agencies, joint powers authorities for insurance pooling, and municipalities. He also advises individuals and businesses on governmental affairs, including legislation, initiatives, ethics, permits, and other entitlements. He serves as general counsel to several successful public self-insurance pools for general liability and workers' compensation liability. His other clients include self-insurance pools in Orange and San Diego Counties.

Much of Mr. Moser's work has focused on the adoption of rates and charges, financing, and intergovernmental relations. His public agency clients include Encina Wastewater Authority, Lakeside Water District, and Alpine Union School District. As part of his public agency practice, Mr. Moser regularly advises clients on compliance with the California Environmental Quality Act (CEQA) and other environmental laws and regulations. In addition, he advises public and private clients on environmental, land use and water law issues that arise in real estate development.

Mr. Moser was counsel in litigation resulting in the following published appellate decisions relating to charter schools: *California School Boards Association v. State Board of Education*, 191 Cal.App.4th 530 (2010); *New West Charter Middle School v. Los Angeles Unified School District*, 187 Cal.App.4th 831 (2010); *Knapp v. Palisades Charter High School*, 146 Cal. App. 708 (2007).

**Project Fees, Expenses, and Billings**

- ◆ Total Professional Fees for this project are not to exceed \$31,800.
- ◆ Travel expenses (none anticipated on this project) will be billed in addition to professional fees as incurred during the project, provided that the Customer project leader has authorized these expenses in advance.
- ◆ Billing will be as follows: Monthly at \$125/hr for AEV professional services provided to the project effort.
- ◆ All payments are due net 15 days. Late fees will be assessed at the rate of 1% per month on all unpaid balances due over 30 days from date of invoice.
- ◆ Legal fees for the project support efforts of Procopio or an alternative legal firm are not included in the fees shown above.

**Other**

**Cancellation**

Should the project be canceled, client will immediately pay AEV for all work completed up to the cancellation date.

**Use of Results**

Client will have unlimited internal use rights for all of the results and deliverables produced in this project.

**Changes in Project Tasks**

All changes to proposed tasks or deliverables must be authorized and signed in writing by both parties.

# Advanced Education Ventures

## Project Authorization

A signed copy of this proposal by an authorized representative of client is required to initiate this project.

Authorized for Coronado Unified School District

Authorized for Advanced Education Ventures, LLC

\_\_\_\_\_  
Jeffrey P. Felix, Ed. D.  
Superintendent

\_\_\_\_\_  
Thomas B. Halfaker  
Managing Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

### Code of Ethics

Applied Management Solutions abides by the following Code of Ethics.

#### Clients:

- 1) We will serve our clients with integrity, competence and objectivity.
- 2) We will keep client information and records of client engagements confidential and will use proprietary client information only with the client's permission.
- 3) We will not take advantage of confidential client information for ourselves or our firms.
- 4) We will not allow conflicts of interest which provide a competitive advantage to one client through our use of confidential information from another client who is a direct competitor without that competitor's permission.

#### Engagements:

- 1) We will accept only engagements for which we are qualified by our experience and competence.
- 2) We will assign staff to client engagements in accord with their experience, knowledge, and expertise.
- 3) We will immediately acknowledge any influences on our objectivity to our clients and will offer to withdraw from a consulting engagement when our objectivity or integrity may be impaired.

#### Fees:

- 1) We will agree independently and in advance on the basis for our fees and expenses and will charge fees and expenses that are reasonable, legitimate, and commensurate with the services we deliver and the responsibility we accept.
- 2) We will disclose to our clients in advance any fees or commissions that we will receive for equipment, supplies or services we recommend to our clients.

#### Profession:

- 1) We will respect the intellectual property rights of our clients, other consulting firms, and sole practitioners, and will not use proprietary information or methodologies without permission.
- 2) We will not advertise our services in a deceptive manner and will not misrepresent the consulting profession, consulting firms, or sole practitioners.

**AGENDA – October 20, 2011**

**7.0 DISTRICT ORGANIZATION AND BOARD OPERATION**

7.3 Adopt Revisions to Board Policy 6146.1, High School Graduation Requirements (Action)

**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:**

Current Board Policy does not align with the expectations for student credits earned for a Coronado High School Diploma as outlined in the Coronado High School Student Handbook.

The current Board Policy only holds the minimum state requirements. This proposal aligns Board Policy (see attached) with Coronado High School expectations.

*JPF*

**Superintendent's Recommendation:**

That the Board Adopt Revisions to Board Policy 6146.1, High School Graduation Requirements

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Abstained \_\_\_\_\_ Student \_\_\_\_\_

**Board Policy**  
**High School Graduation Requirements**

**Instruction**

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants district flexibility in "Tier 3" categorical programs. The Coronado Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-2009 through 2012-2013 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Governing Board desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and/or employment.

- (cf. 5127 - Graduation Ceremonies and Activities)*
- (cf. 5147 - Dropout Prevention)*
- (cf. 5149 - At-Risk Students)*
- (cf. 6143 - Courses of Study)*
- (cf. 6146.3 - Reciprocity of Academic Credit)*

**Course Requirements**

To obtain a Coronado Unified School District high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified. Listed below are the graduation requirements as adopted by the Coronado Unified School District's board of Education. Each course a student passes with a D grade or better earns 5 credits per semester or 10 credits per year (2 semesters) with 240 total credit required for graduation.

Coronado Unified School District high school diploma requirements meet or exceed cited CA Education Code.\*

1. Four courses in English (\*Education Code 51225.3)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

2. Three courses in mathematics (\*Education Code 51225.3)

At least one mathematics course, or a combination of the two mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra I. (\*Education Code 51224.5)



Completion, prior to grade 9, of algebra coursework that meets or exceeds state academic content standards shall satisfy the algebra coursework requirement, but shall not exempt a student from the requirement to complete three mathematics courses in grades 9-12. (\*Education Code 51224.5)

*(cf. 6011 - Academic Standards)*  
*(cf. 6142.92 - Mathematics Instruction)*

3. Two courses in science, including life and physical sciences (\*Education Code 51225.3)

*(cf. 6142.93 - Science Instruction)*

4. Four courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (\*Education Code 51225.3)

*(cf. 6142.3 - Civic Education)*  
*(cf. 6142.93 - History-Social Science Instruction)*

5. One course in visual or performing arts, foreign language, or American Sign Language (\*Education Code 51225.3)

*(cf. 6142.2 - World/Foreign Language Instruction)*  
*(cf. 6142.6 - Visual and Performing Arts Education)*

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (\*Education Code 51225.3)

*(cf. 6142.7 - Physical Education)*

7. One course in practical arts

8. Seven elective courses

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

*(cf. 6146.11 - Alternative Credits Toward Graduation)*  
*(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)*

The Superintendent or designee shall exempt or waive specific course requirements for foster youth or children of military families in accordance with Education Code 51225.3 and 49701.

*(cf. 6173.1 - Education for Foster Youth)*  
*(cf. 6173.2 - Education for Children of Military Families)*

## High School Exit Examination

As a condition of high school graduation, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics unless he/she receives a waiver or exemption. (Education Code 60851, 60859)

*(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)*  
*(cf. 6159 - Individualized Education Program)*  
*(cf. 6162.52 - High School Exit Examination)*

Supplemental instruction shall be offered to any student in grade 7-12 who does not demonstrate "sufficient progress," as defined in BP 6179 - Supplemental Instruction, toward passing the exit exam. (Education Code 37252, 60851)

*(cf. 5148.2 - Before/After School Programs)*  
*(cf. 6176 - Weekend/Saturday Classes)*  
*(cf. 6177 - Summer School)*  
*(cf. 6179 - Supplemental Instruction)*

Students who have not passed one or both parts of the exit exam by the end of grade 12 shall have the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they have passed both parts of the exam, whichever comes first. (Education Code 37254)

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*  
*(cf. 5145.6 - Parental Notifications)*  
*(cf. 6164.2 - Guidance/Counseling Services)*

## Certificates of Completion

Students who have passed all the district's course requirements by the end of their senior year but are unable to pass the high school exit exam shall receive a certificate of completion.

The Superintendent or designee shall regularly report to the Board regarding the number of students receiving a certificate of completion and the resources that have been offered to such students.

## Retroactive Diplomas

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. (Education Code 51430)

The district also may retroactively grant a diploma to a deceased former student who satisfies the above conditions. The diploma shall be received by the deceased student's next of kin.  
(Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

*Legal Reference:*

*EDUCATION CODE*

*35186 Williams Uniform Complaint Procedures*  
*37252 Supplemental instructional programs*  
*37254 Supplemental instruction based on failure to pass exit exam by end of grade 12*  
*37254.1 Required student participation in supplemental instruction*  
*47612 Enrollment in charter school*  
*48200 Compulsory attendance*  
*48412 Certificate of proficiency*  
*48430 Continuation education schools and classes*  
*48645.5 Acceptance of coursework*  
*49701 Interstate Compact on Educational Opportunity for Military Children*  
*51224 Skills and knowledge required for adult life*  
*51224.5 Algebra instruction*  
*51225.3 Requirements for graduation*  
*51225.5 Honorary diplomas; foreign exchange students*  
*51228 Graduation requirements*  
*51240-51246 Exemptions from requirements*  
*51250-51251 Assistance to military dependents*  
*51410-51412 Diplomas*  
*51420-51427 High school equivalency certificates*  
*51450-51455 Golden State Seal Merit Diploma*  
*51745 Independent study restrictions*  
*52378 Supplemental school counseling program*  
*56390-56392 Recognition for educational achievement, special education*  
*60850-60859 High school exit examination*  
*66204 Certification of high school courses as meeting university admissions criteria*  
*CODE OF REGULATIONS, TITLE 5*  
*1600-1651 Graduation of students from grade 12 and credit toward graduation*  
*COURT DECISIONS*  
*O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452*

*Management Resources:*

*WEB SITES*

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

*California Department of Education, California High School Exit Examination: <http://www.cde.ca.gov/ta/tg/hs>*

**Policy CORONADO UNIFIED SCHOOL DISTRICT**

**Adopted: August 19, 2010 Coronado, California**

## **AGENDA—October 20, 2011**

### **7.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES**

#### **7.4 Public Hearing on Sufficiency of Instructional Materials for 2011-2012**

##### **Background Information:**

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

##### **Report:**

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

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

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

##### **Financial Impact:**

Holding of a public hearing carries no financial consideration.

## **AGENDA—October 20, 2011**

### **7.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES**

#### **7.5 Adopt Resolution on Sufficiency of Instructional Materials for 2011-2012 (Action)**

##### **Background Information:**

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

##### **Report:**

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

Education Code Section 60119, as amended by the Williams Settlement legislation, defines “sufficient textbooks or instructional materials” to mean that “each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home. Districts are not required to provide two sets of textbooks or instructional materials for each pupil. Sufficient textbooks or instructional materials, as defined does not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. Through 2012-2013, “sufficiency” also means that all pupils within the District who are enrolled in the same course must have standards-aligned textbooks or instructional materials from the same adoption, consistent with Education Code Sections 60119 and 60422.

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

**AGENDA—October 20, 2011**

**7.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES**

7.5 Adopt Resolution on Sufficiency of Instructional Materials for 2011-2012 (Action)  
[continued]

If any students cannot access the electronic instructional materials at home because they do not have the necessary electronic equipment and/or active Internet connection, the district may still meet the sufficiency standard if those students receive printed instructional materials that are identical in content to the electronic or web-based instructional materials. Alternatively, school districts may meet the sufficiency standard by providing those students meet the sufficiency standard by providing those students with the electronic equipment and/or active Internet connections they need at home to access the materials, but they cannot require students or their parents/guardians to pay for the electronic equipment and/or Internet connections.

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

The attached resolution provides all of the information.

**Financial Impact:**

None for the approval of the resolution.

**Superintendent's Recommendation:**

*JPF*

That the Board adopt Resolution #11-12-04 on Sufficiency of Instructional Materials for 2011-2012.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

Ayes \_\_\_\_\_ Noes \_\_\_\_\_ Absent \_\_\_\_\_ Student \_\_\_\_\_

**CORONADO UNIFIED SCHOOL DISTRICT  
RESOLUTION #11-12-04**

**Williams Settlement Legislation  
Resolution on Sufficiency of Instructional Materials for 2011-2012**

On motion of Member \_\_\_\_\_, Seconded by Member \_\_\_\_\_;  
the following resolution is adopted:

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

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

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

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

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

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

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

