

Governing Board of Trustees

AGENDA

Thursday, November 17, 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

Note: Action Item 6.3 is Time Certain for 5:00 PM

- 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 Coronado Middle School Student Report
 - 2.4 Stakeholder Reports
- 3.0 COMMENTS FROM THE AUDIENCE (Agenda and Non-agenda items)**..... 5:30

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 5:35

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 October 20, 2011 3
- 4.2 Accept Donations to Coronado Unified School District 9
- 4.3 Approve Certificated Personnel Register 10
- 4.4 Approve Classified Personnel Register 11
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- 4.7 Brian Bent Memorial Aquatics Complex Update..... 16

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| 4.9 | Approve Change Order – Crown Fence, Change Order No. 1 for the Security Fencing and Gates Project at Coronado High School | 19 |
| 4.10 | Approve Notice of Completion – Ohno Construction - Site Preparation for Turf Replacement at Village Elementary School Project..... | 20 |
| 4.11 | Approve Notice of Completion – Crown Fence – Security Fencing and Gates Project at Coronado High School | 21 |
| 4.12 | Superintendent’s Management of Board Goals for 2011-2012..... | 22 |
| 4.13 | SATT 21 Year 2 Annual Report..... | 24 |
| 4.14 | Adopt Revisions to Board Policy 5117 and Administrative Regulations 5117, 5111.1 and 5111.12, Interdistrict Attendance and Residency | 38 |
| 4.15 | Superintendent’s Committee to Revise the Homework Policy | 39 |
| 5.0 | REPORTS | 5:36 |
| 5.1 | Annual Fall 2011 Technology Update – (35 minutes) | 41 |
| 5.2 | Coronado Middle School’s Annual Strategic Plan Update – (35 minutes)..... | 49 |
| 6.0 | PROPOSALS/FIRST READINGS | 6:46 |
| 6.1 | Proposed List of Agenda Items for Future Board Meetings – (5 minutes)..... | 55 |
| 6.2 | Adopt Revisions to Board Policy and Administrative Regulation 5118, Open Enrollment Act Transfers – (5 minutes)..... | 58 |
| 6.3 | Proposal for New Staff Evaluation Tool (Time Certain – 5:00 PM)..... | 59 |
| 7.0 | ACTION ITEMS/PUBLIC HEARINGS | 6:56 |
| 7.1 | Accept the Foundational Principles as well as the 2012-2013 and 2013-2014 Draft Calendars – (10 minutes)..... | 67 |
| 7.2 | Authorize District Certification of First Period Interim Budget State Report for Period Ending October 31, 2011 – (35 minutes)..... | 71 |
| 8.0 | ORGANIZATIONAL BUSINESS | 7:40 |
| 8.1 | Future Agenda Items | |
| 8.2 | Comments from Board Members | |
| 8.3 | Organizational Meeting of the Board December 15, 2011, 4:30 PM Next Regular Meeting is on December 15, 2011, at 5:00 PM | |

9.0 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 – November 17, 2011

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

4.1 Approve the Regular Meeting Minutes of October 20, 2011 (Action)

Background Information:

Presented for Board Approval:

- October 20, 2011, regular meeting minutes

Superintendent's Recommendation:

JPF

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

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____

CORONADO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING
UNADOPTED MINUTES
October 20, 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 4:30 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

#09

Dr. Felix announced a Special Board Meeting Workshop has been scheduled for November 3, 2011, 4:30 PM. The agenda for this meeting will be a quick Wireless Network Training for Board Members and a discussion on the program for the upcoming Coronado Schools Board Association Annual Education Conference.

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

2.3 Student Reports

- Georgia and Paloma Ronis-Von Helms reported on Village Elementary School
- Carson Ricks and Vivien Kerley updated the Board on Middle School activities
- Emily Kob updated the Board on High School activities

2.4 School or District Committees

- Andrea Webster, Executive Director, updated the Board on the activities of Coronado SAFE
- Member Kracht reported on the Homework Committee. She said the Committee has been addressing guidelines specific to grade levels. The dialogue has been lively and Mrs. Kracht is especially proud of our students. She said the public is welcome to be involved. The next meeting on October 27th in the District Board Room from 5:30 – 7:00 PM
- Dr. Felix reported that the Calendar Forums came up with three different calendars for the Committee to review. The Calendar Committee will meet two more times. October 26th at 4:00 PM in the Coronado Middle School Library and on November 7th at 4:00 PM in the District Office Board Room. The calendar will then be given to the Board at the November 17th meeting and if approved by the Board will be brought into negotiations
- Patty Cowan, Executive Director of the Coronado Schools Foundation reported on upcoming activities and events

2.5 Association Reports: None

2.6 **Superintendent's Announcements**

- Dr. Felix reported that Homecoming Parade is coming up and instead of riding on the truck the administrators and the Board will walk. Please meet at the District Office at 2:45 PM;
- Dr. Felix thanked those who continue to donate generously to the Middle School for Sixth Grade Camperships;
- Rebekah Barakos-Cartwright was thanked for successful planning and execution of yesterday's Open Enrollment Day for staff. Our employees were given a free flu shot and health screening. It was a great day and all were appreciative;
- October is Character Counts month in Coronado and all please note the signage at the schools and on Orange Avenue;
- Dr. Felix announced the search for the new principal at Village Elementary School will begin. Dr. Felix scheduled two staff meetings and two community meetings so interested parties can meet with him to determine the specific traits, skills, abilities and experience desired in the new principal; and
- There will be no school on November 11th and Dr. Felix reminded all that the CSF Dinner Auction is on November 12th. If you have not purchased your tickets for this wonderful event please do so to show your support for our schools.

2.7 **Comments from Board Members**

Members Hakes and Kracht said they were the key speakers at the Optimist Club Meeting. They said it was a pleasure to showcase this District.

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

None.

4.0 **APPROVAL OF CONSENT AGENDA**

Motion: Metz Second: Kracht Vote: 5-0

#10

- 4.1 Approve the Regular Meeting Minutes of September 15, 2011, and Special Meeting Minutes of September 22, 2011
- 4.2 Accept Donations to Coronado Unified School District
- 4.3 Approve/Ratify Warrants and Purchase Orders
- 4.4 Approve/Ratify Contracts for Services
- 4.5 Approve Certificated Personnel Register
- 4.6 Approve Classified Personnel Register
- 4.7 Brian Bent Memorial Aquatics Complex Update
- 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
- 4.9 Uniform Complaint Quarterly Report
- 4.10 Adopt the Initial Proposals for Negotiations Presented by the Coronado Unified School District to Association of Coronado teachers
- 4.11 Approve One Part-Time Short-Term Employee
- 4.12 Approve Notice of Completion – USS CAL – Coronado High School ADA Upgrades
- 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

- 4.14 Approve Out-of-State Conferences
- 4.15 Deny Employment-Related Interdistrict Requests

5.0 REPORTS

5.1 Coronado School of the Arts

Assistant Principal Kate McKnight shared an overview of the Coronado School of the Arts (CoSA program), which included: design of the program, enrollment, recruitment, career technical education, grants and awards and student achievement. Student Julian Navarette displayed his art work. CoSA Foundation's Co-President Sherry Beckhart and Treasurer Frank Nageotte presented a check to the District in the amount of \$171,671.

5.2 Project Manager Report

Tom Silva presented an update on current projects.

5.3 Student Enrollment

Student enrollment statistics were presented to the Board. Assistant Superintendent Richard Erhard was available to answer Board questions.

5.4 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.

5.5 Learning Report

Director Claudia Gallant The report included the Common Core State Standards and the National Educational Technology Standards. High School Principals Karl Mueller and Kevin Nicolls presented their school's annual report to the Board.

5.6 Volunteer Assistance

The Human Resources Department has developed, formalized and implemented the process for screening and placing volunteers in compliance with Board Policy. Director of Human Resources Rebekah Barakos-Cartwright was available to answer Board questions.

5.7 Crisis Prevention and Threat Assessment

Assistant Superintendent Richard Erhard presented an overview to the Board addressing the concepts of Crisis Prevention and Threat Assessment in the current Organizational Chart and Strategic Plan for Student Services.

There was a consensus on reports

6.0 PROPOSALS/FIRST READINGS

6.1 Proposed List of Agenda Items for Future Board Meetings

A Math Report will be scheduled for the January or February Meeting. Member Kracht said traffic safety is an issue in Coronado. Double parking, bike riding to school, students crossing the street has all been safety issues around ECDC and Village Elementary School. Dr. Felix said that he has been working with the City Manager on the issue. There will be a report brought to the Board in March on school safety issues related to traffic.

6.2 **Adopt Revisions to Board Policy 5117 and Administrative Regulations 5111.1 and 5111.12, Interdistrict Attendance and Residency (First Reading)**

Assistant Superintendent Richard Erhard addressed this item and updated policy and regulation to reflect new law and practices of the District. Mr. Erhard will create an exhibit that gives a user friendly way of explaining the process and explanations that all will be able to understand.

7.0 **ACTION ITEMS/PUBLIC HEARINGS**

7.1 **Adopt Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits #11**

Motion: Metz Second: Hakes Vote: 5-0

7.2 **Approve Charter School Application Development Proposal for Coronado Unified School District #12**

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. 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 Charter 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.

Motion: Ovrom Second: Kracht Vote: 5-0

7.3 **Adopt Revisions to Board Policy 6146.1, High School Graduation Requirements #13**
Current Board Policy did not align with the expectations for student credits earned for a Coronado High School Diploma as outlined in the Coronado High School Student Handbook. This proposal aligns Board Policy with Coronado High School expectations.

Motion: Shepherd Second: Ovrom Vote: 5-0

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

Hearing was called to order by President Shepherd at 8:52 PM. There were no comments and the Public Hearing ended at 8:53 PM

#14

7.5 **Adopt Resolution #11-12-04 on Sufficiency of Instructional Materials for 2011-2012**

Motion: Hakes Second: Kracht Vote: 5-0

8.0 ORGANIZATIONAL BUSINESS

8.1 Future Agenda Items/Additional Comments

8.2 Board Meetings

November 3, 2011, Board Workshop, 4:30 PM, District Office Board Room

November 17, 2011, Regular Board Meeting, 4:30 PM, District Office Board Room

9.0 Closed Session

#15

The Board convened to Closed Session at 8:55 PM and reconvened to Open Session at 9:03 PM and reported out the following action: The Board reinstated Student #09-10-01.

10.0 ADJOURNED

Meeting was adjourned at 9:03 PM

Approved:

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

AGENDA – November 17, 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:

- Robert and Susan Concannon donated \$100;
- Danell Dwaileebe donated \$200;
- Coronado PTO donated \$540; and
- Rotary Club of Coronado donated \$540

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 – November 17, 2011

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

4.3 Approve Certificated Personnel Register (Action)

APPROVE EMPLOYMENT

| <u>NAME</u> | <u>POSITION</u> | <u>SALARY</u> | <u>EFFECTIVE DATE</u> |
|---------------|--|-----------------|-----------------------|
| Diaz, Aida | CHS ROP Instructor Coronado High School | Range 5, Step 3 | 10/13/11 |

APPROVE - LEAVE OF ABSENCE

| <u>NAME</u> | <u>POSITION</u> | <u>REASON</u> | <u>EFFECTIVE DATE</u> |
|-----------------|-----------------------------------|---------------|-----------------------|
| Jones, Laura | Teacher Coronado Middle School | Personal | 10/17/11-12/09/11 |

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 Certificated Personnel Register.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – November 17, 2011

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

4.4 Approve Classified Personnel Register (Action)

APPROVE EMPLOYMENT

| <u>NAME</u> | <u>POSITION</u> | <u>SALARY</u> | <u>EFFECTIVE DATE</u> |
|---------------------|--|-----------------|-----------------------|
| Archambo, Sierra | Instructional Assistant Coronado Middle School | Range 3, Step 3 | 10/27/11 |
| Gardner, Ryan | Women’s J.V. Basketball Coach-Coronado High School | Stipend | 10/31/11 |
| Rawlings, Jan | Clerk Typist 1 (increase time due to increased enrollment 3.75 to 3.9 hours) | Range 7, Step 3 | 9/21/11 |
| Roy, Stacy | Food Service Worker II Coronado High School | Range 3, Step 1 | 11/01/11 |
| Wilson, Sally | Clerk Typist III District Office | Range 9, Step 4 | 9/28/11 |
| Woerman, Anna | Instructional Assistant – Art Coronado High School (new position) | Range 3, Step 3 | 9/29/11 |

APPROVE – LEAVE OF ABSENCE

| <u>NAME</u> | <u>POSITION</u> | <u>SALARY</u> | <u>EFFECTIVE DATE</u> |
|------------------|------------------------------------|---------------|-----------------------|
| Wiley, David | Custodian | Personal | 11/01/11 – 6/01/12 |
| Hanvey, Megan | Occupational Therapist District | Maternity | 1/30/12 |

APPROVE – RESIGNATION

| | | | |
|---------------------|---|----------|----------|
| Burt, Victoria | Food Service Worker II Coronado High School 2.5 hours | Personal | 10/12/11 |
| Gallant, Stuart | Instructional Assistant Coronado High School | Personal | 11/28/11 |
| Huck, Joanie | JV Girls' Lacrosse Coach-Coronado High School | Personal | 10/24/11 |
| Koshland, Leslie | Varsity Boys' Tennis Head Coach-Coronado High School | Personal | 10/17/11 |

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 – November 17, 2011

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS & FISCAL MANAGEMENT

4.5 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 | #12-964116 - #12-974873 | \$658,567.14 |
| Purchase Orders | October 1 through October 31 | \$393,888.96 |

Superintendent's Recommendation:

JPF

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

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

AGENDA – November 17, 2011

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS AND FISCAL MANAGEMENT

4.6 Approve/Ratify Contracts for Services (Action)

Background Information:

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

Report:

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

| Name | Dates | Amount | Source of Funds |
|---|-------------------|-----------------|------------------------|
| AT&T Datacom Voice “Fail Over” Plan Design for CUSD Telephone System | 10/11/11-6/30/12 | NTE \$9,000 | Technology |
| ARC of San Diego Student A | 6/11/12-6/30/12 | \$300 | Special Ed |
| Carl McCullough Consultant | 9/01/11-5/31/12 | \$1800 | CoSA |
| Courtney Fox Scott Consultant | 9/01/11-10/14/11 | \$300 | CoSA |
| Datel Systems Maintenance of Technology Systems | 10/11/11-6/30/12 | \$5,000 | Technology |
| Debora B. Rocha Munoz Consultant | 8/25/11-6/08/12 | \$4,000 | Special Ed |
| Dr. Gary Sneag Student B | 10/01/11-1/09/12 | \$800 | Special Ed |
| Environs Consultant | 11/17/11-6/30/12 | NTE \$7,000 | Capital |
| Family Guidance and Therapy Center of Southern California Student C | 10/05/11-10/05/12 | NTE \$27,900 | Special Ed |
| Gina Bolles Sorenson Consultant | 9/01/11-6/30/12 | \$1,000 | CMS - ASB |
| Jeffrey Jones Consultant | 9/01/11-9/30/11 | \$100 | CoSA |
| Kyle Sorenson Consultant | 7/01/11-7/31/11 | \$650 | CoSA |
| Lindsay Kullmann Consultant | 8/30/11-9/13/11 | \$180 | CoSA |

| Name | Dates | Amount | Source of Funds |
|--|-------------------------------|---|------------------------|
| Matt Carney Consultant | 9/01/11-1/19/12 | \$1,260 | CoSA |
| Matt Carney Consultant | 7/05/11, 7/12/11 & 7/19/11 | \$180 | CoSA |
| San Diego County Office of Education Educationally Related Mental Health Services (ERMHS) | 7/01/11-6/30/12 | Estimate \$9,409 | Special Ed |
| San Diego County Office of Education - Amended Advancing Achievement for the 21 st Century Learner Project SATT-21 Students Achieving Through Technology | 9/01/09-11/30/12 | Reduced From \$120,000 to \$89,200 | DoDEA Grant |
| Scripps Memorial Student E | 9/21/11-12/16/11 | \$900 | Special Ed |
| Steven Crowle Consultant | 10/02/11-10/22/11 | \$500 | CoSA |

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.

JPF

Superintendent's Recommendation:

That the Board approve/ratify the contracts for services.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

AGENDA – November 17, 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.

This report is provided to the Board for information.

JPF



Brian Bent Memorial Aquatics Complex Update
November 17, 2011, Board Meeting

1. Senior Guard Amanda Buford and I attended the California Aquatics Management School Conference in October. There were several excellent speakers. One of my favorites was with Ruby Newell-Legner on Customer Service. We came away with several ideas on how we can improve our customer service with our short term rental groups. We are very excited to implement them. Additionally we liked Pete DeQuincy's presentation on Making the Most of Simulations. This presentation ran through building scenarios for rescue breathing to CPR to victim transportation. We had a lot of fun challenging our own skills while taking away from it new training techniques for the BBMAC Staff.
2. We are still receiving requests for the Winter Training Season. With the requests coming in so late, the available pool times are not the most ideal times, but if they say yes to the pool times then we will really be at capacity.
3. Over the weekend of October 22nd and 23rd CNSA ran an ABC meet. The meet ran smoothly and had over 500 participants.
4. Friday, November 4th is the final water polo game of the Boy's CHS Season. Next week they will head into CIF's.
5. I am currently working with Coach Burgess and Coach Phelps on the Girl's Water Polo game and practice schedule. The first day of training is Monday, November 14th.
6. We are gearing up for the winter training season and purchasing equipment to redo our 50 meter length flags, fix lane lines and spruce up the facility prior to the winter training season. Additionally we have changed how we are working with our lost and found items, putting them into a bin to keep the front offices picked up.
7. The Fall WSI Class began on Friday, October 28th. This has been our most successful WSI Class with 10 participants.
8. We are working with the San Diego Aquatics Council to once again host the Boy's Senior Water Polo Classic. At this point we are looking at December 10th for the game.
9. Our Fall Private lessons have wrapped up for the year. With the weather starting to get colder and daylight savings, it is best to drop the lessons off until the spring. At this point we are tentatively planning to start lessons up again on March 5th. This fall was by far our most successful fall private lessons season with three instructors running lessons.

AGENDA – November 17, 2011

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

SITES AND CONSTRUCTION

4.8 Approve Change Order – Ohno Construction, Change Order No. 1, Site Preparation for Turf Replacement at Village Elementary School Project (Action)

Background Information:

The Ohno Construction, Change Order No. 1 for the Site Preparation for Turf Replacement at Village Elementary School Project is ready for review and approval by the School Board.

Report:

The Ohno Construction, Change Order No. 1 for the Site Preparation for Turf Replacement at Village Elementary School Project has been reviewed by Tom Silva.

The original contract amount of \$256,900 is increased by Change Order No. 1 in the amount of \$17,911.21 for an adjusted contract amount of \$274,811.21. This represents a 6.97% increase as a result of this change.

The components of the change order are as follows:

| | | |
|---------|--|-------------|
| Item 1 | Labor cost to provide shade cloth on the fencing facing the school | \$310.78 |
| Item 2 | New 12 foot vinyl coated fencing along third base line to replace the existing deteriorated galvanized fencing | \$6,574.05 |
| Item 3 | New fencing fabric at the back of the bull pen and new M&O yard | \$1,575 |
| Item 4 | Trenching modifications at the electrical tie in to the M&O building due to the deep building footing | \$1,268.12 |
| Item 5 | Extend concrete and install a new cap at the bull pen | \$1,050 |
| Item 6 | Change asphalt surface at new maintenance storage area to concrete | \$2,025 |
| Item 7 | Provide new concrete pad at the drinking fountain | \$480 |
| Item 8 | Drainage modification at new sidewalk and new cleanout | \$2,472.18 |
| Item 9 | Additional concrete at the manholes and scoreboard bases | \$684.62 |
| Item 10 | Adjust height of existing electrical boxes hidden under the old field | \$588.18 |
| Item 11 | Replace hidden irrigation lines along the new bull pen and batters cages | \$0 |
| Item 12 | Relocate quick couplers and existing electrical line | \$883.28 |
| Total | | \$17,911.21 |

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 approve the Change Order No. 1, Site Preparation for Turf Replacement at Village Elementary School Project in the amount of \$17,911.21.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

AGENDA – November 17, 2011

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

SITES AND CONSTRUCTION

4.9 Approve Change Order – Crown Fence, Change Order No. 1 for the Security Fencing and Gates Project at Coronado High School (Action)

Background Information:

The Crown Fence, Change Order No. 1 for the Security Fencing and Gates Project at Coronado High School is ready for review and approval by the School Board.

Report:

The Crown Fence, Change Order No. 1 for the Security Fencing and Gates Project at Coronado High School has been reviewed by Tom Silva.

The original contract amount of \$111,489 is reduced by Change Order No. 1 in the amount of \$4,278 for an adjusted contract amount of \$107,211. This represents a 4% reduction as a result of this change.

The components of the change order are as follows:

| | | |
|--------|---|----------|
| Item 1 | Credit for substitution of door closers | -\$2,300 |
| Item 2 | Credit for change of quantities of gate hinges from 4 per leaf to 3 | -\$1,440 |
| Item 3 | Credit for change of brand of gate hinges | -\$1,536 |
| Item 4 | Credit for deletion of Builders Risk Insurance | -\$1,250 |
| Item 5 | Receive and store front gate panels for future work | \$369 |
| Item 6 | Restripe the parking lot | \$745 |
| Item 7 | Add 8 cane bolts to specific gates | \$1,134 |
| Total | | -\$4,278 |

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 credit amount of \$4,278.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

AGENDA – November 17, 2011

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

SITES AND CONSTRUCTION

4.10 Approve Notice of Completion – Ohno Construction - Site Preparation for Turf Replacement at Village Elementary School Project (Action)

Background Information:

Ohno Construction: Site Preparation for Turf Replacement at Village Elementary School Project is now complete and ready for acceptance by the School Board.

Report:

JRM Architecture, the Architect of Record, and Tom Silva, the District’s Project Manager, find the project 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 – November 17, 2011

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

SITES AND CONSTRUCTION

4.11 Approve Notice of Completion – Crown Fence – Security Fencing and Gates Project at Coronado High School (Action)

Background Information:

Crown Fence: Security Fencing and Gates Project at Coronado High School is now complete and ready for acceptance by the School Board.

Report:

JRM Architecture, the Architect of Record, and Tom Silva, the District’s Project Manager, find the project 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 – November 17, 2011

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

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

Report:

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

Attached are the updated projects in graphic form.

Financial Impact:

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

This report is provided to the Board for information.

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

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

| Projects | Board Goals | 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 | Feb 6-10 | Feb 13-17 | Feb 20-24 | Feb 27-2 | Mar 5-9 | Mar 12-16 |
|-----------------------------------|---------------|----------------------------|--------------------------|------------------------------|--------------------------|-----------------------------|--------------------------|------------------|-------------------|-------------------|-----------------------|--------------|--------------|--------------|----------------|--------------|--------------|--------------|--------------|
| 1 Administrative Cabinet | 1, 3, 5 | Meeting Prep | Meeting | | | Meeting Prep | Meeting | | | | | | | | | | | | |
| 2 School Board Meetings | 1, 2, 3, 4, 5 | Workshop Preparation | Workshop | Meeting Preparation | Regular | CSBA Convention | Meeting Preparation | Regular | | | | | | | | | | | |
| 3 Common Core Standards | 1, 5 | | | | | | | | | | | | | | | | | | |
| 4 Pre-Kinder & State Preschool | 1, 2, 5 | Develop Curriculum | | Train Teacher | | | | Develop Policy | | Create Marketing | Board Approval | Marketing | | | | | | Enrollment | |
| 5 District/School Strategic Plans | 1, 2, 3, 4, 5 | Planning | District | | | | Pupil Services | | Palm | High School | Middle School | Village | Strand | | Board Approval | | | | |
| 6 Five Year Technology Plan | 1, 2, 3, 5 | | | | | | | | | | | | | | | | | | |
| 7 ACT Contract Negotiations | 2, 3 | | Meeting | | Meeting | | Meeting | | | | | | | | | | | | |
| 8 Demonstration Garden | 2 | | | Final Review | | | | | Planting Begins | Public Input | Public Input | Public Input | Public Input | Public Input | Public Input | Public Input | Public Input | Public Input | Board Report |
| 9 VES Principal Selection | 3 | | Staff Discussion | Community Discussion | Community Discussion | Staff Discussion | Draft of Description | Draft to Board | Brochure Edited | Brochure Prepared | Digital Posting | Applicants | Applicants | Applicants | Screening | Screening | Contact | Interviews | Interviews |
| 10 Staff Development | 1, 3, 5 | Meetings with staff | Meetings with staff | | | Create Training | Create Training | Create Training | Promote | Promote | Staff Training Day | | | | | | | | |
| 11 Big History Project | 1, 5 | Teacher Training | Teacher Training | Teacher Training | Report to the Board | Teacher Training | Teacher Training | Teacher Training | | | | | | | | | | | |
| 12 Homework Committee | 1, 3, 5 | | | | Committee Draft Proposal | | Committee Draft Proposal | | | | First Reading | | | | Board Approval | | | | |
| 13 School Calendar Forums | 1, 3, 5 | Committee Creates Calendar | Committee Edits Calendar | Committee Completes Calendar | Proposal to the Board | | | | | | | | | | | | | | |
| 14 New Staff Evaluation Tool | 1, 2, 3, 4, 5 | Discuss with Staff | Discuss with Staff | Proposal to the Board | Discuss with Staff | Volunteer Request for Pilot | Training Begins | Board Report | Continue Training | Continue Training | Schedule Spring Pilot | | | | | | | | |
| 15 Digital Textbook and BYOD | 1, 2, 5 | | | | | | | | | | | | | | | | | | |
| 16 Character Ed Assessment | 4.3 | | | | | | | | | | | | | | | | | | |
| 17 Personalized Education Plan | 1.3 | | | | | | | | | | | | | | | | | | |
| 18 Dashboard | 2.1 | | | | | | | | | | | | | | | | | | |
| 19 Communication Assessment | 3.1 | | | | | | | | | | | | | | | | | | |
| 20 Project Based Learning | 1.1, 1.2, 1.3 | | | | | | | | | | | | | | | | | | |
| 21 Palm Charter Application | 1.1, 1.2, 1.3 | Study & Write | Study & Write | Study & Write | Study & Write | Study & Write | Study & Write | Draft to Board | Study & Write | Study & Write | Draft to Board | | | | | | | | |
| 22 One To One Initiative | 1.1, 1.2, 1.3 | | | | | | Initial Meeting | | | Training Begins | Training | Training | Training | Training | Training | Training | Training | Training | Training |

updated 11/9/11

AGENDA – November 17, 2011

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

4.13 SATT 21 Year 2 Annual Report

Report:

Curriculum and Learning Director, Claudia Gallant, provided the SATT 21 Year 2 Annual Report to the Board. (Attached)

Financial Impact:

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

This report is provided to the Board for information.

JPF



**Students Achieving Through Technology in the 21st Century (SATT 21)
A DoDEA Grant Awarded to Coronado Unified School District
August 2009-August 2012**

Annual Report for SY 2010-11

Submitted by

**Claudia E. Gallant
Director of Curriculum and Instruction
Coronado Unified School District
201 6th Street
Coronado, CA 92118
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October 31, 2011

Background

Coronado Unified School District (CUSD) is a preschool through grade 12 district serving Naval Base Coronado. It had a total student enrollment of 3070 during the 2010-11 school year; 38% of our students were from military-connected families.

Military dependent students are subject to frequent relocation. Many students enter Coronado schools during the course of a school year. For example, Silver Strand Elementary School, with a military-identified enrollment of 76%, had a mobility rate of 45% during SY 2010-11. Military students' academic development is often compromised. Many of these students are at-risk of failing socially, emotionally, and academically. They exhibit inconsistent skills and content area knowledge gaps and are subject to extreme variations in state standards, adopted curriculum, school cultures, socio-economic strata, and infrastructure support mechanisms.

During SY 2010-11, CUSD implemented Year 2 of the Students Achieving Through Technology (SATT 21) grant, an award of funds in the amount of \$1.2 million over three years from the Department of Defense Education Activity (DoDEA) program. Since receiving the DoDEA grant award in August 2009, Project SATT 21's primary goal has been to close the achievement gap for below proficient military-identified students by implementing a district-wide individualized, technology-assisted instructional model. All Coronado Unified School District students who are performing below proficient levels also benefit from the SATT 21 project's intervention services. The success of SATT 21 is measured through grant funded technology-based formative assessments, improvement in classroom performance, higher GPAs, increases in standardized test scores, increases in student opportunities to recover credit, higher levels of proficiency in Algebra I, and other district-wide support services, dispositions, and administrative procedures for the benefit of transitioning military students. Since 2009, implementation has involved hiring certificated facilitators to serve as intervention specialists for each target school site, purchasing new software licensing, training staff, and purchasing mini-notebook computers for enhancing student practice while at school and at home.

Evaluation for SY 2010-11

Goals and Study Questions

Three overarching goals were established by the SATT 21 grant in helping close the achievement gap between CUSD's military population and the total population via integration of technology into curricula and instruction:

- to improve the English Language Arts skills of students in grades 2-11 (grades 2-5, 6-8, and 9-11)
- to improve the math skills of students in grades 2-Algebra 1 (grades 2-5, 6-8, and 9-11)
- to increase the number of course credits recovered by credit deficient high school students

Evaluation study questions for SY 2010-11, as reported in the Quarter 2 report are as follows:

- Will military-identified students meet SY 2010-11 targets in grades 2-5, 6-8, and 9-11 in English-Language Arts and mathematics?

- Will military-identified students meet SY 2010-11 targets for credit recovery in grades 9-12 in 2011?

Additionally,

- What is the overall impact of the SATT 21 DoDEA grant on CUSD?
- What other means of supporting the academic progress of military-identified students in our district are in place?

Evaluation Methodology and Types of Data

Several CUSD Governing Board Goals Key Actions are related to SATT 21 initiatives, specifically all Key Actions of Board Goal 1 for Learning, Key Action 2.2 for Fiscal, and Key Actions 5.1 and 5.3 for Assessment (see attachment A). Under the supervision of CUSD Superintendent, Dr. Jeffrey Felix, monitoring progress and ensuring accountability and the success of SATT 21 is the responsibility of the Director of Curriculum and Instruction, Claudia Gallant. Site administrators report to the Director on grant-related issues such as staffing, instructional schedules, student assessment and progress, data, technology, and training needs. The Director visits each site several times a month. Since the inception of the SATT 21 grant, CUSD continues to maintain a relationship with an external evaluator who is a retired administrator from the San Diego County Office of Education (SDCOE), Sherrin Robinson. As a small school district with limited resources, CUSD also contracts with SDCOE’s assessment division for data analysis and compilation assistance in order to show SATT 21 grant progress. The Director and the External Evaluator collaborated often during SY 2010-11, including several visits to all CUSD target schools by the external evaluator. Along with formative and summative performance/quantitative data, observations by the Director and External Evaluator, as well as both verbal and written feedback from intervention and classroom teachers, site administrators, parents, students, and other district office administration, provide qualitative data for all SATT 21 grant evaluations. A cross-section of stakeholders from the community, including military parents, contributes to the CUSD annual strategic plan and each site annual strategic plan. The Director reports on SATT 21 progress to the Governing Board and the public annually.

Findings and Impact on Student Achievement (refer to attachment B)

Goal 1: English Language Arts (ELA)

In grades 2-5, 82.19% of military students at both CUSD elementary schools performed at proficient or above levels in ELA on the California Standards Test (CST) in 2011. While this is above the CUSD target of 80% proficiency for all significant subgroups, military students’ performance overall did not meet the 3% increase set as a target for the SATT 21 grant for SY 2010-11. The high mobility rate of 45% at Silver Strand Elementary School, with a military-identified population of 76%, is a contributing factor. Military students at Village Elementary did meet the target set for 2011. At both elementary schools, military students outperformed the total population in this area.

Silver Strand Elementary is CUSD’s most heavily military-impacted site. Noted in past quarterly reports to DoDEA, Principal Bill Cass at Silver Strand Elementary has used SATT 21 grant funds and other local funding sources to the greatest advantage possible. Intervention, small group instruction, and meeting the needs of military students, as well as all students, are integral to the culture of the school. All students

receive small group instruction in reading, writing, and mathematics every day at their instructional level due to creative scheduling which utilizes every credentialed classroom teacher, six part-time intervention teachers, and other specialists. The needs of each incoming student are assessed immediately, every student's progress is carefully monitored by the principal and staff, and SATT 21 software and hardware resources are used throughout the school in order to individualize instruction. Though this year's SATT 21 grant target was not met by this site, by other measures Silver Strand has made significant and steady academic growth over the last several years. California's Academic Performance Index (API) rewards schools for growth in moving students from below proficient levels to proficient and advanced levels based on students' performance on the CST. The State set a score of 800 as the target for all schools which indicates that a school is high-performing. A school scoring over 900 is considered well above average and in the top 10% of schools throughout the State. This year Silver Strand Elementary earned a score of 906, its highest score to date. Among similar military-impacted elementary schools in the San Diego County, Silver Strand Elementary is the highest performing as measured by the API.

| Academic Performance Index | 2011 | 2010 | 2009 | 2008 |
|-----------------------------------|-------------|-------------|-------------|-------------|
| Silver Strand Elementary | 906 | 898 | 883 | 870 |

Military-identified students in secondary grades exceeded SATT 21 grant targets in the area of English Language Arts significantly. In grades 6-8, military students' performance improved by 4.60% over last year's performance on CST, and exceeded the SATT 21 grant target by 1.60%. In grades 9-11, military students improved by 11.42% over last year's performance, and exceeded the SATT 21 grant target by 5.42%. At both Coronado Middle School and Coronado High School, military identified students performed better than the total population. Since the SATT 21 grant award, intervention courses and periods in English Language Arts are a part of the offerings at both secondary sites. At Coronado High School, credit recovery and remediation are also options for students using grant-purchased software such as *Aventa* and *E2020*. As reported in previous DoDEA reports, in SY 2010-11, CUSD piloted the use of NWEA's Measures of Academic Progress (MAP) as a formative assessment tool. Coronado Middle School students in intervention courses and periods took MAP assessments in the fall, winter, and spring. Teachers used MAP results to set goals with individual students and use grant-purchased software such as *Skills Tutor* and *Destination Reading* to remediate deficit skills. At Coronado High School, the pilot group for MAP included approximately 100 students in 9th grade as well as below proficient students in English Language Arts in two periods designated for intervention. The significant improvement for both military students and intervention students in general in English Language Arts at the secondary level can be attributed to targeted instruction on deficit skills and setting goals based on MAP results with individual students.

Goal 2: Mathematics

In grades 2-5, 84.38% of military students at both CUSD elementary schools performed at proficient or above levels in mathematics on the California Standards Test (CST) in 2011. While this is above the CUSD target of 80% proficiency for all significant subgroups, military students' performance overall did not meet

the 3% increase set as a target for the SATT 21 grant. At both elementary schools, military students outperformed the total population in this area, as well as making growth over last year's performance. One contributing factor may be that this was the second year of implementation of a new mathematics curriculum. Teachers continue to analyze the strengths and weaknesses of the new curriculum. Silver Strand's high mobility rate is a factor in mathematics for this site.

Military identified students in grades 6-8 made significant gains in performance in SY 2010-11 over the previous year, increasing by 10.93% and exceeding the SATT 21 grant target by 1.93%. Military students at this level outperformed the total population. The addition of a supplemental mathematics course, required for below proficient students in grades 6-8 is a complement to their regular mathematics course, and provides students with a "double dose" of mathematics every day. The grant-purchased web-based program, *Assessment and Learning in Knowledge Spaces* (ALEKS), offers individualized assessment and tutorials in a variety of mathematics courses tailored to the needs of each student. As students work through the course on netbooks purchased by the SATT 21 grant, ALEKS periodically reassesses the student to ensure that topics learned are also retained. Student motivation to perform well is high in the supplemental math class, which takes the place of an elective course. At each semester, student performance is reevaluated to determine if placement in this additional course is still needed. Several students were able to exit the ALEKS course at the semester and participate in an elective course. Other grant-purchased software such as *Skills Tutor* and *Destination Math* are used as resources for this course and throughout Coronado Middle School. All math students in this supplemental math course were assessed with MAP. MAP mathematics' data on strengths and areas of need were shared with each student, who in turn set goals for improvement. Timely feedback to students on their performance through programs like MAP and ALEKS is a growing practice at CMS and is positively impacting student achievement.

The SATT 21 grant target for grades 9-11 looks at the performance of military identified students who took Algebra I for a second time and if these students were able to maintain proficiency or make at least one CST performance level gain. In SY 2010-11, 65.8% of military students achieved this target, an increase 1.58% over last year, and did better than the total population for students who repeated Algebra I. However, this improvement fell short of the SATT 21 target of 72%. Though Coronado High School students outpace students in San Diego County and statewide, current and historical CST data shows that mathematics is the most challenging core subject area for CUSD students. Coronado High School continues to analyze student performance data, identify students for remediation, and offer individualized ALEKS courses for this purpose. A revised district mathematics vertical team will be working in SY 2011-12 to look critically at K-12 mathematics instruction, especially as CUSD transitions to Common Core State Standards and the inclusion of MAP as the district's formative assessment in mathematics, beginning in SY 2011-12 for all students in grades 4, 5, 6, and 9. Major goals of Coronado High School's strategic plan are intervention services and more flexible offerings to meet students' varied needs such as online learning, credit recovery, unit recovery, and independent study.

Goal 3: Credit Recovery

Goal 3 of the SATT 21 grant is to increase of the number of course credits recovered by credit-deficient Coronado High School students in grades 9-12. SY 2010-11 was the first year of data collection and CUSD set 50% as the initial benchmark for military students recovering credit. 41% of military identified students

who were credit deficient did remediate credits during SY 2010-11, with 59% of the total population doing so as well. As shown in Attachment B, it is noteworthy that 100% of grade 12 military students recovered credits and 50% of grade 11 students. The percentage of students in grades 9 and 10 is significantly lower.

While three of the seven interim outcomes for Year 2 of the SATT 21 grant met expectation, in six out of seven outcomes, the military population performance exceeded that of the total population. Also of significance is that military identified students in the Coronado Unified School District made growth over SATT 21 Year 1 (SY 2009-10) performance in five out of six outcomes (Goal 3 N/A).

Contributing Factors to Student Achievement

As reported in Year 1 and of equal importance to the Year 2 implementation data, is the impact of the grant on instruction, integration of technology, and serving the needs of military-connected students.

Instruction

All schools continue to identify students (military and non-military) for additional support, development of individual learning paths, integrated use of technology, ongoing progress monitoring, which has caused the instructional culture at all sites to shift to that of intervention and increased accountability in meeting the needs of all students via these resources. As noted in Attachment A, the success of Project SATT 21 and meeting individual student needs continue as primary foci for the CUSD Governing Board, which is in the third year of a five-year plan. Board Goals will remain constant through 2014.

Beginning in October of 2010, CUSD began piloting NWEA's MAP (Measures of Academic Performance) assessment with approximately 400 CUSD students. Most of these students participated in additional instructional support at elementary sites, CMS, CHS, and Palm Academy, the district's alternative high school. The pilot also included general education students in some elementary classrooms and approximately 90 ninth grade students. MAP served as a diagnostic tool and benchmarked individual student progress in reading, language, and mathematics for grades 2-9, in addition to providing small group and individual standards-correlated instructional paths for students. MAP teachers engaged in ongoing professional development during this pilot year of MAP implementation to understand the components of MAP in order to better diagnose students' learning needs and tailor instruction. Based on improved student achievement, especially in grades 6-8, and lessons learned from the pilot year of MAP, CUSD expanded the use of MAP to more than 1200 students district-wide for SY 2011-12: all students in grades 4, 5, 6, and 9 as well as three elementary classrooms in grades 2 and 3, and intervention period courses in ELA and math at Coronado Middle and High Schools. The progress and impact of MAP on instruction will be reported in future DoDEA quarterly and annual reports.

Maintaining consistent staffing of Academic Support and Enrichment (ASE) teachers at the elementary level has been a challenge, the turn-over especially high at Village Elementary. Each of the ASE teachers is a part-time employee; when full-time positions in the district or elsewhere are available, often ASE teachers will be hired in one of these positions, thus creating inconsistency of intervention instruction and frequent retraining on SATT 21 grant programs and assessments. However, both elementary sites work to ensure that ASE teachers are appropriately trained, feel a part of the faculty, and plan with their general and

special education colleagues on a regular basis to ensure appropriate instructional for all intervention students.

Technology

Approximately 300 additional mini notebook computers (netbooks) were purchased during the 2011 summer, the total equaling nearly one thousand netbooks purchased with grant funding since 2009. Netbooks are being used with fidelity in intervention and other classrooms at all sites. During SY 2010-11 sites' administration funneled other community-based funding towards even more netbooks and other computing devices, such as iPod Touch devices and iPads, resulting in a growing culture of one-one computing on CUSD campuses.

Since its inception, the SATT 21 grant has significantly increased the demands and expectations for Instructional Technology (IT) services, given that the number of current IT staff at CUSD has not increased in several years. This resulted in delays in meeting the growing demands of instructional technology at all sites. As reported in previous DoDEA reports, CUSD's entire network infrastructure was overhauled during the summer of 2011. Approximately 1.2 million dollars was spent on replacing or renovating every component of the district's technology, including the addition of over 130 wireless access points district-wide, required for many grant-purchased resources such as netbooks and web-based software programs. District IT structure was reorganized as well with the addition of a contract with a network technology consultant for SY 2011-12 and the hiring of a new District Technology Coordinator to replace the employee who resigned in this position earlier in 2011. The consultant and District Technology Coordinator work in concert with the Superintendent, the Director of Curriculum and Instruction, other administration, classified IT staff, site technology resources teachers, and the San Diego County Office of Education to ensure appropriate services to sites. Most of the technology overhaul has been completed; new robust systems have significantly improved service to sites. The management and success of every technology-based program and service to district sites continues to be a priority for CUSD. Frequent professional development opportunities in the area of technology have been provided to all district teachers in many ways, including two full-day professional development days focused on a variety of technology topics, including grant-based initiatives, during March and August 2011.

Serving the needs of military-connected students

Naval Base Coronado is one of the largest military installations in the world and many generations of military-connected families reside in Coronado and surrounding communities. As stated earlier in this report, nearly 40% of all students in Coronado Unified schools come from military families. Fundamental to the culture of CUSD is the understanding of the connection between the social and emotional health of children and their academic success, as evidenced by the district mission statement:

Through rigorous academic standards, high expectations, and a coordinated curriculum, the Coronado Unified School District, in partnership with our small, involved community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life, with the confidence not only to dream, but to determine their futures.

Furthermore, is important to point out that there is much evidence to support that CUSD and the community understands that children of military families have *unique* needs. The SATT 21 grant has helped grow both an increased awareness of the needs of military-connected students and the services critical to supporting them. Below are examples of supports and services for children of military families in place during SY 2010-11:

- Assistant Superintendent for Student Services is CUSD point person for all military issues
- Local Planning Council compact with Naval Base Coronado; meetings are held three times a year; Director of Curriculum and Instruction is a participant; periodic attendance by Naval Base Coronado Commanding Officer and CUSD Superintendent
- CUSD has a designated Navy Region Southwest School Liaison Officer, Kelly Donohue
- Assistant Superintendent for Student Services serves on the local Navy Exceptional Family Members Program
- Military Family Life Counselors serve at each CUSD site
- District and site websites for military families www.edline.net >Community Partners>U.S. Navy>Military Families
- Military identification a part of registration/enrollment
- With permission from military families, support services are established immediately at enrollment
- New student orientations held at each site annually
- Military Family Information nights are held annually
- Ambassador Clubs and Student to Student Clubs are at each CUSD site to assist all transitioning students
- Local Coronado Student and Family Enrichment (SAFE) Organization alliance and coordination of services with School Liaison Officer
- Coronado Connections Corner meeting room located at Coronado High School for Skype conferencing with deployed military parents and their child's teachers, meetings, college resources, etc.
- Skype conferencing at Silver Strand and Village Elementary Schools for parent-teacher conferences
- Coronado High School Graduation webcast allow for deployed parents to view the ceremonies
- Military representation on site and district strategic planning and other district committees
- "Bring a Veteran to School Day" and "Silver Strand Honors Military Heroes Day", Veterans Day observances
- Operation BIGS and Operation PALS at Silver Strand Elementary which connect local service men and women with students
- Services from YMCA, FOCUS, Fleet and Family Services, and other support services, especially at Silver Strand Elementary
- Village Elementary School Military Parent Group
- Excused absence for military family reunification
- SOAR at Home resource promoted for all CUSD families

Conclusions and Recommendations

CUSD set high growth targets for SY 2010-11 for all outcomes, which can be difficult to achieve at the already high levels of performance. Recent data analysis, with the assistance of the San Diego County Office of Education, points out that CUSD students who are proficient in core subject areas perform much higher than minimally proficient students statewide, in many cases as much as 15-20% higher. However, historical CST data shows that CUSD students perform as much as 15-20% below minimally advanced students statewide. The Director of Curriculum and Instruction is working with site principals and new vertical teams in SY 2011-12 to address steps for each grade level and department to ensure growth for all students. Recommendations for Year 3 of SATT 21 include:

- Continue professional development for all CUSD teachers on the integration of software and netbooks into all classrooms to individualize instruction for ELA and mathematics
- Continue professional development for all CUSD teachers on formative assessment Measures of Academic Progress (MAP) and individual goal-setting conferences for students
- Provide MAP information nights for parents
- Study *Compass Learning* web-based intervention software programs, which are completely aligned to MAP and can prescribe learning paths for students based on MAP performance as a possible replacement for *Destination Learning*
- Identify web-based program for grades 9-11 in English Language Arts that meets criteria for provide appropriate intervention for students reading and writing below grade level and earning English credit and how it integrates with District's adoption of new ELA curriculum for special education (*Read Well* and *Language!*)
- Establish a district-wide Response to Intervention committee
- Work with Coronado High School administration, counseling staff, and military students in grades 9 -11 to increase credit recovery in these grades
- Include military student(s) on secondary strategic planning teams
- Work with School Liaison Officer to provide more training for CUSD staff on the needs of military students and their families
- Create an assessment battery for Village Elementary School's incoming new students similar to Silver Strand Elementary
- Continue to work with Village Elementary administration to examine the needs of ASE teachers in order to better ensure retention of staff

The military-identified student group is the largest subgroup in the Coronado Unified School District over other demographic subgroups such as English Learners, socio-economic groups, or race. These students are in every grade and class in the district, and they are part of every other sub-group. The award from DoDEA for the SATT 21 grant has had a major affect on CUSD staff's awareness of the unique needs of military students, on the growing philosophy of intervention and personalized education for each student, on the overall instructional model at each school site, on 21st century skills, and ultimately on improving student achievement in many of the outcome areas.

LEARNING GOAL 1

Discern the unique characteristics and learning traits of 21st century students & implement plans to educate students employing best practices with emphasis on using online instructional techniques & digital tools.

Strategy:

We will integrate critical thinking, problem solving, and collaboration in preparation of 21st Century Learners by defining and implementing an integrated education technology system for all students.

Key Actions:

- 1.1 Implement 21st century learning plan by maintaining SATT-21 Grant, launching K-12 STEAM courses, and moving to 1:1 computing via digital textbooks in high school science.
- 1.2 Offer more CHS students learning opportunities by lengthening school hours, increasing course offerings, and supporting online learning at Palm Academy.
- 1.3 Develop a Personalized Education Plan for students utilizing formative assessments and create an attitude of student-centered thinking whereby students are motivated for their own learning outcomes.

FISCAL GOAL 2

Communicate the District's fiscal prudence and stress the need for additional significant financial support in order to sustain and expand student success.

Strategy:

We will demonstrate operational efficiencies, ensure learning drives the budget, and actively pursue new funding by communicating the impact that each dollar makes on the whole child.

Key Actions:

- 2.1 Continue work on building "dashboard" access to data retrieval for improved decision-making to target academic, financial, and personnel resources.
- 2.2 Request renewal of the Students Achieving Through Technology in the 21st Century (SATT 21) grant from the Department of Defense Education Association (DoDEA); renewal of this \$1.25 million grant would continue the 1:1 trend and encourage individualized learning for all students.

COMMUNICATION GOAL 3

Improve the content and frequency of communications with and among shareholders by using written, digital, and face to face methods.

Strategy:

We will reach consensus on effective school and community communication tools to access information, increase understanding, and improve relationships.

Key Actions:

- 3.1 Conduct a needs assessment to determine the specific ways to communicate with groups.
- 3.2 Determine which communication forms work best for different groups.
- 3.3 Implement methods of feedback that best achieve the strategy.

CHARACTER GOAL 4

Promote character education community-wide and encourage all shareholders to model the Six Pillars of Character.

Strategy:

We will provide a safe and healthy school climate that celebrates the worth and strengths of each person.

Key Actions:

- 4.1 Develop stronger relationships with community organizations such as Coronado SAFE to build programs that educate students and parents on social skills, life skills, civic virtue, and emotional stability using the Six Pillars of Character.
- 4.2 Character Education will be delivered to K-12 via integrated instruction or actual life experiences i.e. Project Based Learning or community service.
- 4.3 Develop an assessment plan to show the effectiveness of character education.

ASSESSMENT GOAL 5

Encourage a culture where all shareholders seek the highest level of performance and develop assessments that evaluate progress toward this goal.

Strategy:

We will design a comprehensive plan to continuously monitor and evaluate student and staff performance using multiple forms of assessment.

Key Actions:

- 5.1 Implement the sharing of best practices, Response to Intervention, & the importance of professional learning communities.
- 5.2 Create a new form of evaluation for all staff with multiple assessment measures including input from all shareholders.
- 5.3 Provide continuous formative student assessments that provide a high level of data.



TO LEARN MORE VISIT US ON THE WEB AT
www.coronadousd.net

**SATT-21 Interim Outcomes
Grant Year 2 SY 2010-11
Coronado Unified School District**

| Goal 1: Improve the English Language Arts (ELA) skills of students in grades 2-11 | 2011 Outcome | Measured Outcome 2011 Military Population | Measured Outcome 2011 Total Population | Did CUSD meet the target in the second year of implementation? | Did military students in this group perform better than the total population? | Did military students in this group make growth over last year's performance? |
|--|---|--|--|--|---|---|
| Grades 2-5 | By June 2011, an average of 86% of the 2nd through 5th grade military students in the target elementary schools will score proficient or above on the California Standards Test (CST) for ELA, an average increase of 3% over the SY 09-10 level. | Total grades 2-5: 82.19% | 81.25% | No | Yes | No (84% in 2010; -1.81%) |
| | | Silver Strand: 75.50% | 78.75% | No | No | No (77.14% in 2010; -1.64%) |
| | | Village: 86.92% | 83.0 % | Yes | Yes | Yes (86.44% in 2010; +.48%) |
| Grades 6-8 | By June 2011, an average of 86% of the 6th through 8th grade military students in the target middle school will score proficient or above on the CST for ELA, an average increase of 3% over the SY 09-10 level. | 87.60% | 85% | Yes | Yes | Yes (83% in 2010; +4.60%) |
| Grades 9-11 | By June 2011, an average of 78% of the 9th through 11th grade military students in the target high school will score proficient or above on the CST for ELA, an average increase of 3% over the SY 08-09 level. | 83.42% | 78% | Yes | Yes | Yes (72% in 2010; +11.42%) |

| Goal 2: Improve the mathematics skills of students in grades 2 - Algebra 1 | 2011 Outcome | Measured Outcome 2011 Military Population | Measured Outcome 2011 Total Population | Did CUSD meet the target in the second year of implementation? | Did military students in this group perform better than the total population? | Did military students in this group make growth over last year's performance? |
|--|---|--|---|--|---|---|
| Grades 2-5 | By June 2011, an average of 87% of the 2nd through 5th grade military students in the target elementary schools will score proficient or above on the CST for math, an average increase of 3% over the SY 09-10 level. | 84.38% | 84% | No | Yes | Yes (84% in 2010; +.38%) |
| | | Silver Strand: 82.78% | 85.0% | No | No | Yes (81.43% in 2010; +1.35%) |
| | | Village: 85.51% | 83.71% | No | Yes | No (85.88% in 2010; -.37%) |
| Grade 6-8 | By June 2011, an average of 72% of the 6th through 8th grade military students in the target middle school will score proficient or above on the CST for math, an average increase of 10% over the SY 09-10 level | Total: 73.93% Algebra: 81.03% Grade 6/7: 74.42% General Math:52.0% | 72% | Yes | Yes | Yes (62% in 2010; +10.93%) |
| Grades 9-11 | By June 2010, 72% of military students in grades 9 - 11 taking the Algebra CST math assessment for at least a second time will maintain proficiency or make at least 1 CST performance level gain, an increase of 8% over the SY 09-10 levels | Algebra: 65.8% | 58.9% | No | Yes | Yes (64% in 2010; +1.58%) |

| Goal 3: Increase the number of course credits recovered by credit deficit high school students | 2011 Outcome | Measured Outcome 2011 Military Population | Measured Outcome 2011 Total Population | Did CUSD meet the target in the first* year of implementation? | Did military students in this group perform better than the total population? | Did military students in this group make growth over last year's performance? |
|---|--|--|--|--|---|---|
| Grades 9-12 | By June 2011, 50% of all military students identified as credit deficit will be enrolled and complete at least one online course within one academic year | 41% Grade 12: 100% Grade 11: 50% Grade 10: 15% Grade 9: 17% | 59% | No | No | N/A *Data not collected until 2011 |

AGENDA – November 17, 2011

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

4.14 Adopt Revisions to Board Policy 5117 and Administrative Regulations 5117, 5111.1 and 5111.12, Interdistrict Attendance and Residency (Action)

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.

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

Superintendent's Recommendation:

JPF

That the Board approve Revisions to Board Policy and Administrative Regulations as presented.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

AGENDA – November 17, 2011

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

4.15 Superintendent's Committee to Revise the Homework Policy (Report)

Background Information:

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

Prior Board Reports:

September 15, 2011

- Initial meeting of the Homework Committee on September 6, 2011, at District Board Room from 5:00 to 7:00 PM
- List of Hot topics and concerns created
- Reviewed prior homework Board Policy and Administrative Regulation

October 20, 2011

On September 27, 2011, Homework Committee Meeting

- Guidelines discussed

On October 13, 2011, Homework Committee Meeting

- Responsibilities of student, parent, teacher and administrator listed and discussed

November 17, 2011

On October 27, 2011, Homework Committee Meeting

- Continued review and discussion of guidelines for elementary, middle school and secondary levels

On November 15, 2011, Homework Committee Meeting

- Reviewed and discussed a working draft of the Administrative Regulation recommendations, summary evaluation of member comments, concerns and topics for further review, as well as comments and concerns stated at the initial committee meeting
- The Committee appointed and gave direction to writing team and identified remaining hot button issues

Next Step:

On December 6, 2011, Homework Committee Meeting

- The writing team of the Homework Committee will create and circulate a rough draft of recommendations for discussion

For more information about the homework committee schedule, agendas, research and membership, click on the 'Homework Committee' folder in the contents area of the District website, or use the following link:

http://www.edline.net/pages/Coronado_USD/Homework_Committee.

Financial Impact:

There is not impact to the general fund as a result of this report.

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This report is provided to the Board for information, submitted by Board Members Dawn Ovrom and Brenda Kracht.

AGENDA – November 17, 2011

5.0 DISTRICT ORGANIZATION AND BOARD OPERATION

5.1 Annual Fall 2011 Technology Update

In February 2011, the District and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into an agreement for a review of the Technology Department and associated networking. The FCMAT Final Report identified many areas in need of improvement. In response to the FCMAT final report, Techmasters was contracted to conduct a Comprehensive Review of the entire technology department including foundational infrastructure with greater technical detail. In response to Techmasters' review of the FCMAT report and their own independent assessment, the District contracted with Techmasters to fulfill those recommendations listed in the FCMAT Final Report and to complete the following:

- Reorganize Management of Operations
- Rebuild entire network virtually
- Plan for next technology steps
- Create system for proper project management
- Develop improved working relationship with vendors

Tonight the Techmasters team will report to the Board on the progress of these tasks and others that have been undertaken as a result of the desire for continuous improvement in the Technology Department.



Technology Update

Fall 2011 Status Report to the Governing Board

Tech Review Shows the Need for Improvement

In February 2011, the District and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into an agreement for a technology review that would perform the following:

1. Review the delivery of instructional and administrative technology services and make recommendations for improvement.
2. Review the district's organizational structure for technology support services and make recommendations for improvement.
3. Review the district's staffing for technology support services and make recommendations for improvement.
4. Review the district's computer network security and make recommendations for improvement.
5. Conduct an information assurance audit to review the security and privacy of district information and make recommendations for improvement.

Action Taken Immediately

In response to the FCMAT final report, Techmasters was contracted to conduct a Comprehensive Review of the entire technology department including the following areas:

- Operations Management
- Network Planning and Installation
- Technology Planning
- Virtualization

Techmasters Hired to Renew Entire Network & Department

In response to Techmasters' review of the FCMAT report and their own independent assessment, the District contracted with Techmasters to:

- Reorganize Management of Operations
- Rebuild entire network virtually
- Plan for next technology steps
- Create system for proper project management
- Develop improved working relationship with vendors

Progress on FCMAT Final Report of July 2011

Organization Structure & Staffing

Completed:

- ✓ Reorganize technology support and instructional technology
- ✓ Create / communicate a technology mission statement (“Integrity”)
- ✓ Create an [organization chart](#)
- ✓ Create priority list of projects for 2011-12 <handout>
- ✓ Establish [consulting agreements](#) with local partners

In Progress:

- ✓ Accurately track all open, closed, and pending [help desk tickets](#)
- ✓ Notify users when work is completed
- ✓ Cross train department staff
- ✓ Create schedule of techs with each tech being onsite 1-2 days per week
- ✓ Provide technical training
- ✓ Create five year technology plan
- ✓ Create a Tech committee at each site

Not Started:

- Create a District tech committee chaired by Supt

Progress on FCMAT Final Report of July 2011

Instructional & Administrative Services

Completed:

- ✓ Closely review network performance & reliability issues
- ✓ Secure, manage and monitor wireless systems
- ✓ Select one unified grade book
- ✓ Inventory all servers and network equipment
- ✓ Implement a bandwidth monitoring solution

In Progress:

- ✓ Evaluate current desktop OS / Applications
- ✓ Investigate other WAN bandwidth options (AT&T, Cox, Time Warner, District-owned fiber, wireless)
- ✓ Inventory all desktop and laptop assets (use of Kbox software)
- ✓ Create tech standards for teachers, students, labs, admins
- ✓ Create a computer replacement priority list
- ✓ Provide better integration between Genesis and Edline
- ✓ Perform Edline updates when new students enter district
- ✓ Ask SDCOE to provide training on county-hosted applications

Progress on FCMAT Final Report of July 2011 *Information Assurance & Network Security*

Completed:

- ✓ Implement a basic firewall
- ✓ Create WAN/LAN diagrams
- ✓ Create a central storage solution
- ✓ Implement web filtering
- ✓ Identify who should have administrative rights to servers

In Progress:

- ✓ Secure network rooms
- ✓ Create a network security policy
- ✓ Create technology standards [and publish on web]

Additional Technology Directives from the Board and Superintendent

Completed:

- ✓ Provide emergency cell phone coverage at schools

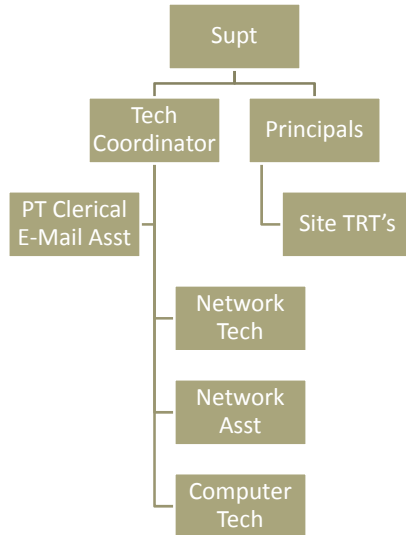
In Progress:

- ✓ Create Technology Documentation and Disaster Plan
- ✓ Improve e-mail and unify all messaging services
- ✓ Clean up and document network closets and facilities
- ✓ Create a telephone system fail-over plan
- ✓ Improve registration processes (web-based / centralized)
- ✓ Finish the VoIP implementation at Village, CMS and CHS
- ✓ Increase bandwidth to adequately support BYOD
- ✓ Auto-update systems such as Edline, A/R, Follett, etc.
- ✓ Use printers and copiers effectively to reduce printing costs

Not Started:

- ✓ Improve Technology Website to better support users

Technology Organization Chart



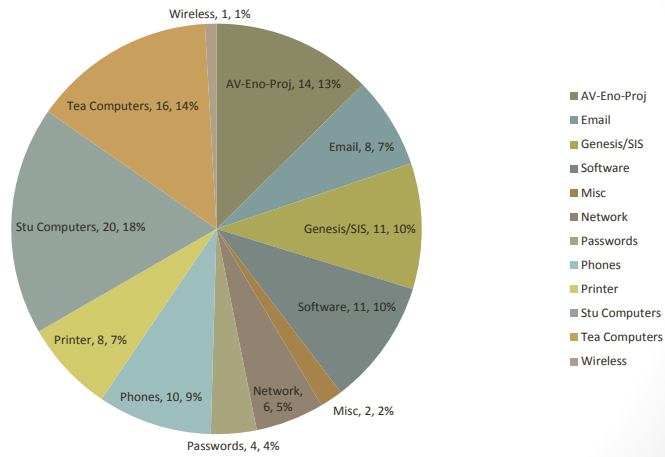
Primary Technology Contracts

| | |
|-----------------------|---|
| SDCOE | Internet, SIS, HR, FIS, etc. |
| Techmasters, Inc. | Network & Project Management |
| Noesis | E-mail upgrade |
| TTP (Calnet2) | Cabling and network closet cleanup |
| Datel Systems | Computer / Projection System Maint |
| Nexus | Telephone System Maintenance |
| NC Consortium: | Various technology needs |
| Sophos | Anti-Virus Software |
| LightSpeed | Web Filtering |
| AT&T | WAN & voice contracts; Cisco Smartnet |



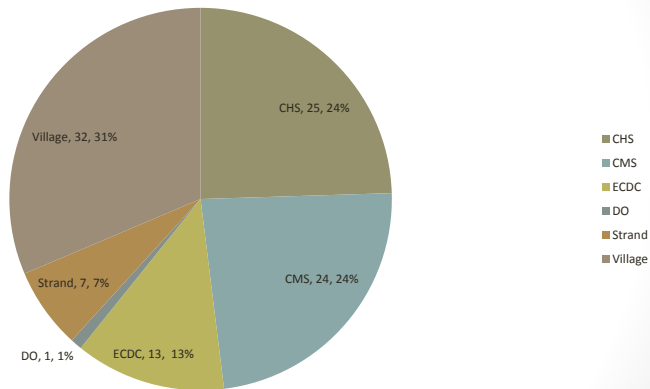
My Tech Desk

Technology Requests by Category



My Tech Desk

Technology Requests by Site



*Annual Coronado USD Technology Projects 2011-12
Prioritized for Techmasters Project Management @ 1.5 days/week*

| Priority | Title | Brief Description | # Weeks |
|-----------------|---|---|----------------|
| 1 | <i>Follett, RenPlace, DRA2, etc. / Single logon</i> | <i>Systematized Genesis sub-system uploads/downloads</i> | <i>3</i> |
| 2 | <i>MS Exchange Migration & AD Cleanup</i> | <i>MS Exchange migration and unified VM, Email, Genesis, Cloud, Phone, etc.</i> | <i>3-4</i> |
| 3 | <i>Documentation</i> | <i>Implement technology & customer support standards and system documentation/IT disaster recovery</i> | <i>2</i> |
| 4 | <i>Wireless "Cable Gap" Fix</i> | <i>Correct Access Point drops / tune wireless</i> | <i>3-4</i> |
| 5 | <i>Technology Security</i> | <i>Keys, MDF, UPS, Sonitrol, Passwords, core systems</i> | <i>2</i> |
| 6 | <i>IT Staff training</i> | <i>Identify and secure safety/IT training for 4 IT staff</i> | <i>4</i> |
| 7 | <i>VoIP @ Village, CMS, CHS</i> | <i>Phone fail-over system, Final SoW, Select Vendor, Schedule, Complete</i> | <i>8</i> |
| 8 | <i>MDF/IDF Closet Cleanup</i> | <i>Create specs for CMS, DO, ECDC, Strand; select vendor</i> | <i>6</i> |
| 9 | <i>Bids and Contracts</i> | <i>Projection systems, phone system, wiring, ongoing maintenance, etc.</i> | <i>2</i> |
| 10 | <i>Technology Website</i> | <i>Standard systems, Wireless instructions, BYOD, registration, calendar, etc.</i> | <i>3</i> |
| 11 | <i>WAN speed options (fiber, wireless, digital telecom)</i> | <i>RFI to provide cost of connecting Village & CMS to CHS; other options</i> | <i>4</i> |
| 12 | <i>TechPlan/Policies/Standards</i> | <i>TechPlan / BYOD policy, standardized systems, etc.</i> | <i>4</i> |
| 13 | <i>Centralized Backup</i> | <i>Primary system backup</i> | <i>2</i> |
| 14 | <i>Other as assigned</i> | <i>Digital readers, CMS Engineering Lab, Apple CHS lab, MyTechDesk, web hosting, RFP's and other acquisitions, webcasting, centralized registration</i> | <i>tba</i> |

"Teach us to fish", Jeff Felix

AGENDA – November 17, 2011

5.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

5.2 Coronado Middle School's Annual Strategic Plan Update (Report)

Report:


Principal of Coronado Middle School, Jay Marquand, will present Coronado Middle School's Annual Strategic Plan to the Board. (Attached)

Financial Impact:

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

This report is provided to the Board for information.

JPF




Strategic Plan Overview
 Coronado Unified School District Governing Board Meeting
 November 17, 2011

1

Coronado Middle School Strategic Plan

Coronado Unified School District Mission:

Through rigorous standards, high expectations, and a coordinated curriculum, the Coronado Unified School District, in partnership with our small, involved community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life, with the confidence not only to dream, but to determine their futures.



2





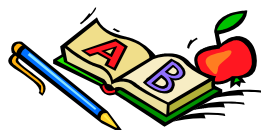
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6

What is the CMS Strategic Plan?

A comprehensive document providing guidance to the school on how to meet the needs of all learners based on specific goals derived from the California teaching and learning standards



7

What is the Purpose of the CMS Strategic Plan?

To support the mission of CUSD...

- ❖ Teacher Driven – best people driving the bus
- ❖ Student Centered – “eyes on our number one prize”
- ❖ District / Community Supported
- ❖ Accountability – federal, state, local
- ❖ Fidelity – programs, curriculum, teaching
- ❖ Evolving – continuous review, update, enhance and refine



8

How Did We Design the Strategic Plan?

- ❖ Four Content Areas / Strategies:
 1. English Language Arts: Reading Comp. & Writing Strategies
 2. Mathematics
 3. Science – new in 2011
 4. Character Education – new in 2011
- ❖ Technology – integrated in all content areas, no longer a stand alone
- ❖ ELA and Mathematics are state mandated and assessed for all students at all grade levels – (Science & Social Studies 8th grade only)



How Do We Assess the Strategic Plan?

- ❖ STAR – state mandated assessments
- ❖ MAP – diagnostic assessment
- ❖ ALEKS, Skills Tutor, Destination Math and Reading – prescription

Multiple Measures of Assessment:

- ❖ Formative and summative assessments
- ❖ Project Based Learning - Thematic projects
- ❖ Chapter and Unit tests
- ❖ Teacher observations
- ❖ Surveys



= SMART GOALS for the content / strategy areas

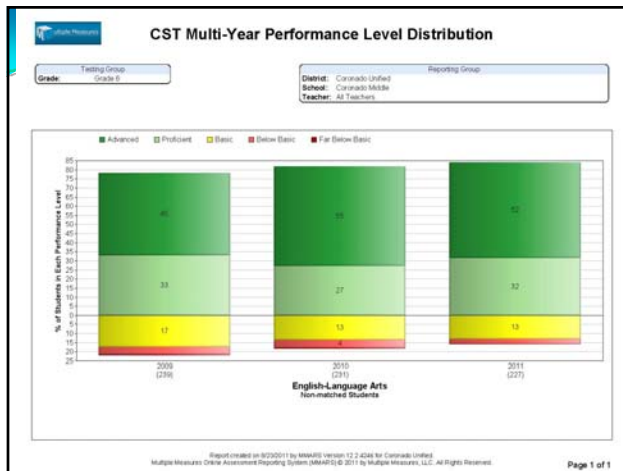
What Are SMART Goals?

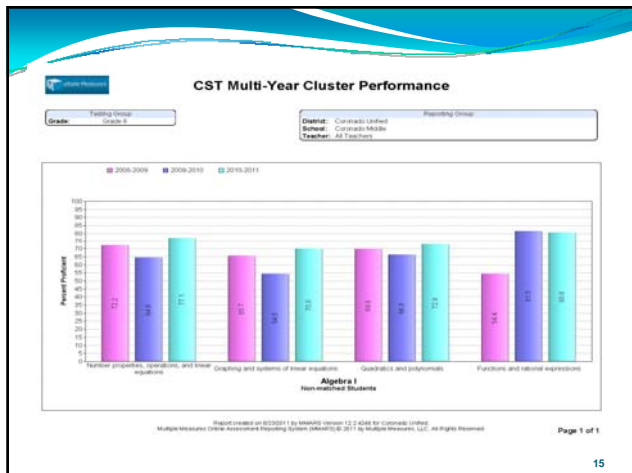
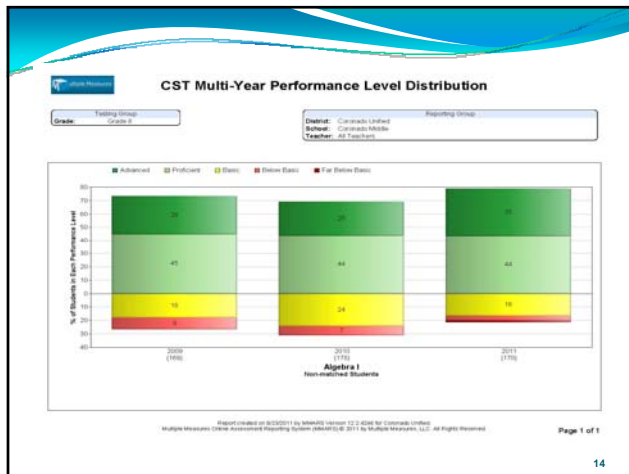
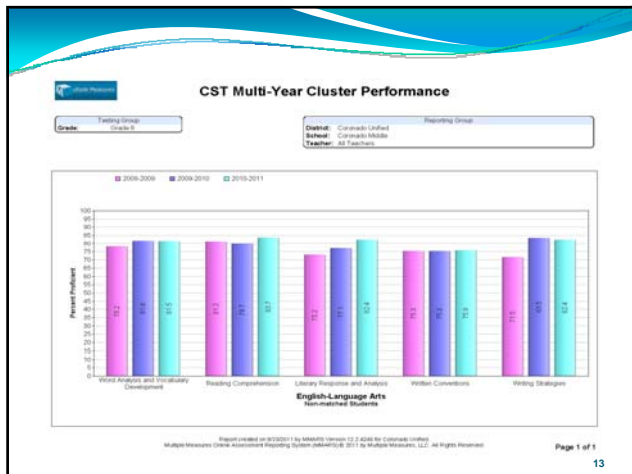
Specific Measurable Attainable Realistic Timetable

Goal: Students will succeed in Mathematics

SMART Goal:

75% of all 6th grade students will score proficient or advanced in mathematics as measured by end of the year STAR (CST) assessment





What is Response To Intervention (RTI)?

ENGLISH LANGUAGE ARTS: Reading Comp. & Writing Strategies

- ❖ Critical thinking, analysis and synthesis of non-fictional material
- ❖ High interest, supplemental reading to enrich the texts
- ❖ Develop common assessments to show student proficiency levels for **transitions** from 6th to 8th grade
- ❖ RTI – SATT 21 Grant using networks & technology based assessments
- ❖ MAP software, professional development and training (CSF)
- ❖ Articulation / vertical teaming with elementary schools

MATHEMATICS:

- ❖ Algebraic concepts including multi-step problems, graphing and linear equations
- ❖ Placement assessments to determine math levels as students **transitioned** from math level and grade level
- ❖ Focus on essential / key standards
- ❖ Created SMART goal(s) through our Strategic Plan process
- ❖ Vertical Team communicates district wide math goals and placement
- ❖ Professional development refines scope and sequence, common assessments / benchmarks
- ❖ Technology based assessments focus on individualized learning needs (**PEP**) through the SATT-21 grant
- ❖ Quick and efficient feedback on assignments and tests

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Summary

- ❖ Enhanced our Strategic Plan by designing SMART goals
- ❖ Established Professional Learning Communities to look at student work, analysis of data, and to develop curriculum
- ❖ Created more clear, concise benchmarks and assessment tools
- ❖ Ongoing review of professional practices and delivery of instruction in order to meet the needs of all students, particularly those performing below proficiency

FUTURE:

- ❖ **Transitions / Personal Education Plans (PEP)**
- ❖ **Common Core Standards**

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Thank you for your continued support!



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AGENDA – November 17, 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.

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
- Mathematics; Vertical Team Structure; Transitional Kindergarten Information
- Village Elementary Strategic Plan Update
- Homework Committee Update
- Track and Field Use
- Big History Project Report
- BBMAC Quarterly Financial Report
- Approve District Strategic Plan
- School Sponsored Trips
- Local Board Policy Review
- Approve Brochure to Advertise for New Principal at Village Elementary School
- Approval of New Staff Evaluation Tool

January TBD, 2012: Regular Board Meeting

- BBMAC Quarterly Financial Report
- State of District Address
- Silver Strand Elementary Strategic Plan Update
- Homework Committee Update
- Superintendent's Evaluation
- Audit
- Uniform Complaint Quarterly Report

January TBD, 2012: Regular Board Meeting (continued)

- 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
- Transitional Kindergarten Resolution
- Common Core Resolution
- MAP Update
- STEAM Report
- Homework Committee Update
- Human Resources Report
- Board Policy Update – Approval
- Approve Student Services Strategic Plan

March TBD, 2012: Regular Board Meeting

- Second Interim Budget
- Community Development Agency (CDA) Report
- English Language Arts
- Approve All Site Strategic Plans
- Local Board Policy Review
- Homework Policy (First Reading)
- Special Education Report
- Superintendent’s Evaluation
- School Safety
- Coronado High School Math Report

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
- Local Board Policy Review

May TBD, 2012: Regular Board Meeting

- Board Policy Update – First Reading
- Budget Update
- Transitional Kindergarten Updates
- Coronado SAFE Annual Report
- BBMAC Quarterly Financial Report and Marketing Update
- Capital Facilities Plan (Green Sheet)

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
- 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 – November 17, 2011

6.0 DISTRICT ORGANIZATION AND BOARD OPERATION

6.2 Adopt Revisions to Board Policy and Administrative Regulation 5118, Open Enrollment Act Transfers (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 Regulation is included under separate cover and are available for review at the District Office.

This report is provided to the Board for information.



6.0 DISTRICT ORGANIZATION AND BOARD OPERATION

6.3 Proposal for New Staff Evaluation Tool (Proposal/First Reading)

Background Information:

In order to fulfill the Board’s goals in the area of assessment (Goal 5.2), the Director of Curriculum and Learning and the Director of Human Resources met with the District’s Professional Development Committee to explore Dr. Robert Marzano’s Art and Science of Teaching Observation and Feedback Protocol. The District’s Professional Development Committee consisted of teacher and administrative representation from school sites.

The topics of these meetings centered on the process of evaluation and the Art and Science of Teaching Observation and Feedback Protocol. This protocol is accessed through the web based “iobservation.com” tool created by Dr. Marzano and other founders of the company, Learning Sciences International. The District’s Professional Development committee also held informational meetings with Rose Lattanze, Manager of District Partnerships for iobservation.com. These consisted of a virtual demonstration of the tool and a power point sharing supportive components and research.

The Marzano Protocol - The model of instruction for teacher effectiveness:

- Monitors and supports implementation of research-based strategies into classroom instruction
- Identifies 41 key strategies revealed by research for effective teaching
- Identifies the appropriate strategies for different types of lessons to maximize student learning
- Provides a common language/model of instruction for effective teaching
- Offers flexibility for district customization to align with current focus or initiatives.

The Superintendent has conducted significant research in the area of evaluation tools to increase student learning. Both Dr. Douglas Reeves’ and Dr. Robert Marzano’s research and resulting programs provide an extensive wealth of expertise in the areas of Teacher Effectiveness as well as Leadership Assessment, Coaching and Evaluation.

The Professional Development Committee has requested additional information about iobservation.com. Requests consist of:


- district support provided by Learning Sciences International in the area of district wide training on the common language of instruction for effective teaching,
- feedback and reflection opportunities for teachers, and
- training in use of the tool by principals and teachers.

In addition, the committee wishes to address the development of an administrator’s evaluation tool.

The Superintendent recommends the Board review information provided by Learning Sciences International.

This report is provided to the Board for information.






Marzano Causal Teacher Evaluation Model
Based on the Art and Science of Teaching

Coronado Unified School District

Rose Lattanze, Manager of District Partnerships,
Learning Sciences International, provider of iObservation

❖ ADVANCING PROFESSIONAL GROWTH



Who is Learning Sciences International?

- Experts in the field of teacher and principal growth, development and evaluation
- Statewide provider of teacher evaluation technical assistance for the Florida Department of Education
- Partners with Dr. Robert Marzano, Charlotte Danielson and ASCD, and Dr. Douglas Reeves
- Implementations with districts in 38 states
- Providers of professional development, observer training, and iObservation growth, development and evaluation data systems

❖ ADVANCING PROFESSIONAL GROWTH

The Importance of Effective Teaching and Leadership

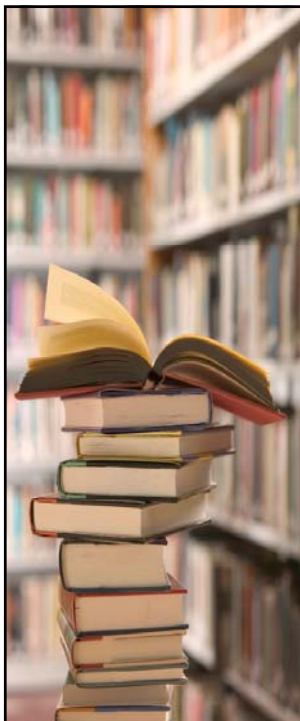
Research tells us that the role of the teacher is the single greatest factor on student learning. (Sanders, et al)

Research also tells that one of the greatest factors central office can contribute is to maintain a singular focus on improving instruction. (Marzano and Waters, 2009)

❖ ADVANCING PROFESSIONAL GROWTH

Here's What We Know

- Student achievement **will not** improve unless teaching improves
- Teachers working alone without feedback **will not** be able to improve no matter how much professional development they receive
- The challenge of **Teacher Evaluation** is to create a **system** of continuous improvement of instruction, professional development, and feedback
- Supervision needs to be **frequent** and **focused** on the improvement of instruction within a common language of Instruction

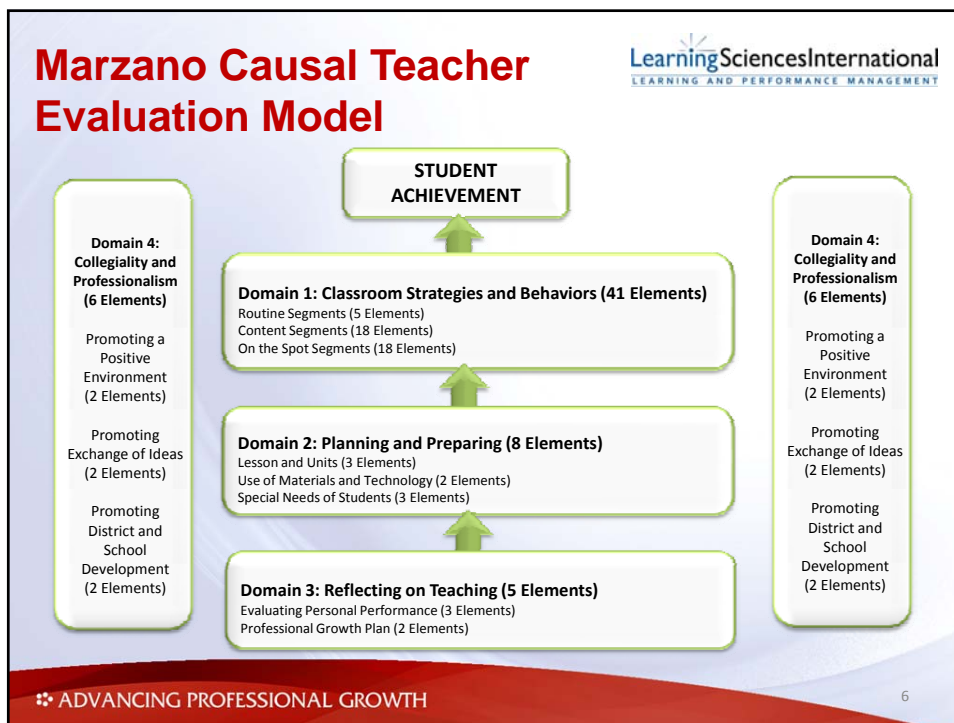


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When these strategies are used, here is the typical effect on raising student achievement (percentile gain corrected):

| | | | |
|--|-----|--|-----|
| Note Taking | 17% | Building Vocabulary | 20% |
| Practice | 14% | Effort and Recognition | 14% |
| Setting Goals/Objectives | 25% | Graphic Organizers | 13% |
| Student Discussion/Chunking | 17% | Homework | 15% |
| Summarizing | 19% | Identifying Similarities and Differences | 20% |
| Tracking Student Progress and Using Scoring Scales | 34% | Interactive Games | 20% |
| | | Nonlinguistic Representations | 17% |

❖ ADVANCING PROFESSIONAL GROWTH





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Timeline and Costs for Implementation- Plan A (18 month plan)

Coronado Unified School District

Maranzo Evaluation Model Training Timeline and Costs

| | |
|--|-----------------|
| January/February 2012 | |
| • Supervision Day 1 (Overview of Model) | \$4500. |
| • Reproduction license | \$1000. |
| • Redevelopment Session (Review policies and procedures, Scoring & weighting of evaluation- central office, principals, teachers)(6-10 people) | \$5000. |
| • Redevelopment session (Review of teacher handbook)(Same group) | \$5000. |
| • Materials for both sessions | \$360. |
| • Staff developers start 1 st facilitator course (Foundations of Model) | \$1000. |
| March 2012 | |
| • Domain 1 (Routine Segments)(Deep understanding-video simulations and obs) | \$4500. |
| • Reproduction License | \$1000. |
| • Domain 1 (Content) (Deep understanding-video simulations and obs) | \$4500. |
| • Reproduction license | \$1000. |
| • Domain 1(Enacted on the spot) (Deep understanding, video sims, etc) | \$4500. |
| • Reproduction License | \$1000. |
| April/May 2012 | |
| • Supervision Day 2- Formal cb cycle, evaluation process(Principals, Asst. Principals) | \$4500. |
| • Reproduction license | \$1000. |
| • Observation Training (Domain 1) video simulations, finish a complete case | \$3400. |
| • Observation Training(Domains 2,3,4) PLC features, Reports | \$3400. |
| Summer 2012 | |
| Practices on videos in library | |
| Fall 2012 (Hold harmless period) | |
| • Observation Training(Evaluation features, advanced reports) | \$3400. |
| • Staff Developers take the next course | \$1000. |
| • Staff Developers hold workshop for teachers | \$1000. |
| • (Establishing Learning Goals to Support Learning & Instruction Design) | |
| January 2013 (Observations now count) | |
| • Inter-rater reliability (depending on how many sessions you need) | \$2750. |
| • Inter-rater reliability | \$2750. |
| • Staff developers offer workshop- for teachers | \$1000. |
| • Staff Developers take the next course | \$1000. |
| • (Establishing Learning Goals to Support Learning & Instruction Design) | |
| Spring 2013 | |
| • Staff developers offer workshop for teachers | \$1000. |
| Total | \$59,560 |

 ADVANCING PROFESSIONAL GROWTH




Learning Sciences International
LEARNING AND PERFORMANCE MANAGEMENT

Timeline and Costs for Implementation- Plan B (3 year plan)

Coronado Unified School District

Maranzo Evaluation Model Timeline and Costs

| | |
|--|-----------------|
| January 2012 | |
| • Redevelopment Session (Review policies and procedures, Scoring & weighting of evaluation- central office, principals, teachers (6-10 people) | \$5000. |
| • Redevelopment session (Review of teacher handbook)(Same group) | \$5000. |
| • Materials for both sessions | \$360. |
| Summer 2012 | |
| • (4) Site licenses | \$12,000. |
| • (3) Central Office Administrator licenses | \$997. |
| • (3) Additional observer licenses | \$997. |
| • Evaluator Training for grounding in model, achieving accuracy | |
| • Supervision Day 1 - Overview of Marzano Model) (Principals, Asst Principals) | \$4500. |
| • Reproduction license | \$1000. |
| • Domain 1 (Routine Segments)(Deep understanding-video simulations and obs) | \$4500. |
| • Reproduction License | \$1000. |
| • Domain 1 (Content) (Deep understanding-video simulations and obs) | \$4500. |
| • Reproduction license | \$1000. |
| • Domain 1(Enacted on the spot) (Deep understanding, video sims, etc) | \$4500. |
| • Reproduction License | \$1000. |
| • Supervision Day 2- Formal cb cycle, evaluation process(Principals, Asst. Principals) | \$4500. |
| • Reproduction license | \$1000. |
| Fall 2012 (Hold harmless period) | |
| • Observation Training (Domain 1) video simulations, finish a complete case | \$3400. |
| • Observation Training(Domains 2,3,4) PLC features, Reports | \$3400. |
| • Staff developers start certification course (1 st course-Foundations of Model) | \$1000. |
| January 2013 (Evaluations begin to count) | |
| Spring 2013 | |
| • Observation Training(Evaluation features, advanced reports) | \$3400. |
| Summer 2013 | |
| • (4) Site licenses | \$10,000. |
| • (3) Central Office Administrator licenses | \$997. |
| • (3) Additional observer licenses | \$997. |
| January 2014 | |
| • Inter-rater reliability (depending on how many you need) | \$2750. |
| • Staff developers offer workshop- reproduction license(Decide on times) | \$1000. |
| • Staff Developers take the next course | \$1000. |
| • (Establishing Learning Goals to Support Learning & Instruction Design) | |
| Total | \$73,198 |

 ADVANCING PROFESSIONAL GROWTH

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Costs of Licenses

| | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> |
|---------------------|---------------|---------------|---------------|
| (4) site licenses | \$12,000. | \$10,000. | \$8000. |
| (3) Central Office | \$597. | \$597. | \$597. |
| (3) Add'l Observers | \$597. | \$597. | \$597. |
| | <hr/> | <hr/> | <hr/> |
| | \$13,194 | \$11,194. | \$9,194. |

❖ ADVANCING PROFESSIONAL GROWTH

Learning Sciences International
LEARNING AND PERFORMANCE MANAGEMENT

Contact Information:

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www.iObservation.com
www.MarzanoEvaluation.com
www.LearningSciences.com

❖ ADVANCING PROFESSIONAL GROWTH

Timeline and Costs for Implementation

Plan A Enlarged for Viewing (18 month plan)

Marzano Evaluation Model Training Timeline and Costs

January/February 2012

- Supervision Day 1 (Overview of Model) \$4500.
- Reproduction license \$1000.
- Redevelopment Session (Review policies and procedures, Scoring & weighting of evaluation- central office, principals, teachers) (6-10 people) \$5000.
- Redevelopment session (Review of teacher handbook)(Same group) \$5000.
- Materials for both sessions \$360.
- Staff developers start 1st facilitator course (Foundations of Model) \$1000.

March 2012

- Domain 1 (Routine Segments)(Deep understanding-video simulations and obs) \$4500.
- Reproduction License \$1000.
- Domain 1(Content) (Deep understanding-video simulations and obs) \$4500.
- Reproduction license \$1000.
- Domain 1(Enacted on the spot) (Deep understanding, video sims, etc) \$4500.
- Reproduction License \$1000.

April/May 2012

- Supervision Day 2- Formal ob cycle, evaluation process (Principals, Asst. Principals) \$4500.
- Reproduction license \$1000.
- iObservation Training (Domain 1) video simulations, finish a complete case \$3400.
- iObservation Training(Domains 2,3,4) PLC features, Reports \$3400.

Summer 2012

- Practice on videos in library
- Fall 2012 (Hold harmless period)
- iObservation Training(Evaluation features, advanced reports) \$3400.
- Staff Developers take the next course \$1000.
- Staff Developers hold workshop for teachers \$1000.
- (Establishing Learning Goals to Support Learning & Instruction Design)

January 2013 (observations now count)

- Inter-rater reliability (depending on how many sessions you need) \$2750.
- Inter-rater reliability \$2750.
- Staff developers offer workshop- for teachers \$1000.
- Staff Developers take the next course \$1000.
- (Establishing Learning Goals to Support Learning & Instruction Design)

Spring 2013

- Staff developers offer workshop for teachers \$1000.

Total \$59,560.

Timeline and Costs for Implementation

Plan B Enlarged for Viewing (3 year plan)

Marzano Evaluation Model Timeline and Costs

January 2012

- Redevelopment Session (Review policies and procedures.
- Scoring & weighting of evaluation- central office, principals, teachers
(6-10 people) \$5000.
- Redevelopment session (Review of teacher handbook)(Same group) \$5000.
- Materials for both sessions \$360.

Summer 2012

- (4) Site licenses \$12,000.
- (3) Central Office Administrator licenses \$597.
- (3) Additional observer licenses \$597.
- Evaluator Training for grounding in model, achieving accuracy
- Supervision Day 1 –Overview of Marzano Model) (Principals, Asst.Principals) \$4500.
- Reproduction license \$1000.
- Domain 1 (Routine Segments)(Deep understanding-video simulations and obs) \$4500.
- Reproduction License \$1000.
- Domain 1(Content) (Deep understanding-video simulations and obs) \$4500.
- Reproduction license \$1000.
- Domain 1(Enacted on the spot) (Deep understanding, video sims, etc) \$4500.
- Reproduction License \$1000.
- Supervision Day 2- Formal ob cycle, evaluation process
(Principals, Asst. Principals) \$4500.
- Reproduction license \$1000.

Fall 2012 (Hold harmless period)

- iObservation Training (Domain 1) video simulations, finish a complete case \$3400.
- iObservation Training(Domains 2,3,4) PLC features, Reports \$3400.
- Staff developers start certification course (1st course-Foundations of Model) \$1000.

January 2013 (Evaluations begin to count)

Spring 2013

- iObservation Training(Evaluation features, advanced reports) \$3400.

Summer 2013

- (4) Site licenses \$10,000.
- (3) Central Office Administrator licenses \$597.
- (3) Additional observer licenses \$597.

January 2014

- Inter-rater reliability (depending on how many you need) \$2750.
- Staff developers offer workshop- reproduction license (Decide on times) \$1000.
- Staff Developers take the next course \$1000.
(Establishing Learning Goals to Support Learning & Instruction Design)

Total \$73,198.

AGENDA – November 17, 2011

7.0 DISTRICT ORGANIZATION AND BOARD OPERATION

- 7.1 Accept the Foundational Principles as well as the 2012-2013 and 2013-2014 Draft Calendars (Action)

Background Information:

In order to fulfill the Board's goals for more effective communication, the Superintendent created a Calendar Committee. The purpose of this committee was to allow the community to collaborate on the process of building a 2012-2013 school year calendar. The committee members are teachers, Board members, parent group representatives, and interested community members. The committee met formally three different times.

The Superintendent also created a series of three community forums, each with the emphasis on a different group of shareholders. These forums could be attended by the Calendar Committee and any other interested community member. The first forum was a Board workshop and was attended not only by the Board members, but also by the committee and others. The second forum was a staff meeting at the end of a professional development day and was attended by about 75 staff and community members. The third forum was attended by about 12 parents. Most committee members attended all three forums.

The result of these meetings and forums is a school calendar not only for the 2012-2013 year, but also for the 2013-2014 school year. It is the hope of the committee to establish a foundation of basic principles that a calendar should be established with changes occurring only when the timing of certain holidays or special events suggests a change. The committee believes that by forming a two-year calendar agreement, the foundational principles will be ingrained in the culture of the district. These foundational principles are as follows:

- Student learning is the focus and attendance must be maximized
- School begins mid to late August and ends in early June
- A 3-4 day break should be taken in early October to help high school students choose a college after graduation
- Thanksgiving holiday should be for the full week
- The first semester of learning ends before the winter break
- Semesters may not differ by more than 15 days
- Presidents' holidays should be 3 or 4 day breaks, not one week
- Spring break occurs mid-semester, not focused only on Easter holiday
- Three day weekends should be established whenever possible

The Superintendent recommends the Board accept the foundational principles as well as the 2012-2013 and 2013-2014 draft calendars. Upon recommendation, the Superintendent will bring the calendars to the Association of Coronado Teachers for discussion and agreement. When an agreement has been reached the Superintendent will bring the tentative agreement back to the Governing Board for final approval, hopefully at the regularly scheduled Board meeting in January or February.

JPF

Superintendent's Recommendation:

That the Board accept the foundational principles as well as the 2012-2013 and 2013-2014 draft calendars.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

Coronado Unified School District
Base Calendar for 2012-2013

| | M | T | W | T | F | | | M | T | W | T | F | | |
|-------------|-----|----|-----|-----|-----|--|-------------|-----|----|----|----|-----|---|---|
| JULY | 2 | 3 | 4 | 5 | 6 | | JAN | 31* | 1 | 2 | 3 | 4 | 0 | 0 |
| | 9 | 10 | 11 | 12 | 13 | | | 7 | 8 | 9 | 10 | 11 | 0 | 4 |
| | 16 | 17 | 18 | 19 | 20 | | | 14 | 15 | 16 | 17 | 18 | 0 | 5 |
| | 23 | 24 | 25 | 26 | 27 | | | 21 | 22 | 23 | 24 | 25 | 0 | 4 |
| | 30 | 31 | 1 | 2 | 3 | | | 28 | 29 | 30 | 31 | 1 | 0 | 5 |
| AUG | 6 | 7 | 8 | 9 | 10 | | FEB | 4 | 5 | 6 | 7 | 8 | 0 | 5 |
| | 13 | 14 | 15 | 16 | 17 | | | 11 | 12 | 13 | 14 | 15 | 2 | 4 |
| | 20 | 21 | 22 | 23 | 24 | | | 18 | 19 | 20 | 21 | 22 | 5 | 4 |
| | 27 | 28 | 29 | 30 | 31 | | | 25 | 26 | 27 | 28 | 1 | 5 | 5 |
| SEPT | 3 | 4 | 5 | 6 | 7 | | MAR | 4 | 5 | 6 | 7 | 8 | 4 | 5 |
| | 10 | 11 | 12 | 13 | 14 | | | 11 | 12 | 13 | 14 | 15 | 5 | 5 |
| | 17 | 18 | 19 | 20 | 21 | | | 18 | 19 | 20 | 21 | 22 | 5 | 4 |
| | 24 | 25 | 26 | 27 | 28 | | | 25 | 26 | 27 | 28 | 29* | 5 | 0 |
| OCT | 1 | 2 | 3 | 4 | 5 | | APR | 1 | 2 | 3 | 4 | 5 | 5 | 4 |
| | 8 | 9 | 10 | 11 | 12 | | | 8 | 9 | 10 | 11 | 12 | 3 | 5 |
| | 15 | 16 | 17 | 18 | 19 | | | 15 | 16 | 17 | 18 | 19 | 5 | 5 |
| | 22 | 23 | 24 | 25 | 26 | | | 22 | 23 | 24 | 25 | 26 | 5 | 5 |
| | 29 | 30 | 31 | 1 | 2 | | | 29 | 30 | 1 | 2 | 3 | 5 | 5 |
| NOV | 5 | 6 | 7 | 8 | 9 | | MAY | 6 | 7 | 8 | 9 | 10 | 5 | 5 |
| | 12 | 13 | 14 | 15 | 16 | | | 13 | 14 | 15 | 16 | 17 | 4 | 5 |
| | 19 | 20 | 21 | 22 | 23* | | | 20 | 21 | 22 | 23 | 24 | 0 | 5 |
| | 26 | 27 | 28 | 29 | 30 | | | 27 | 28 | 29 | 30 | 31 | 5 | 4 |
| DEC | 3 | 4 | 5 | 6 | 7 | | JUNE | 3 | 4 | 5 | 6 | 7 | 5 | 0 |
| | 10 | 11 | 12 | 13 | 14 | | | 10 | 11 | 12 | 13 | 14 | 5 | 0 |
| | 17 | 18 | 19 | 20 | 21 | | | 17 | 18 | 19 | 20 | 21 | 4 | 0 |
| | 24* | 25 | 26* | 27* | 28* | | | 24 | 25 | 26 | 27 | 28 | 0 | 0 |

Coronado Unified School District
Base Calendar for 2013-2014

| | M | T | W | T | F | | M | T | W | T | F | | | |
|-------------|-----|-----|----|-----|-----|--|-------------|----|----|----|----|-----|---|---|
| JULY | 1 | 2 | 3 | 4 | 5 | | JAN | 6 | 7 | 8 | 9 | 10 | 0 | 5 |
| | 8 | 9 | 10 | 11 | 12 | | | 13 | 14 | 15 | 16 | 17 | 0 | 5 |
| | 15 | 16 | 17 | 18 | 19 | | | 20 | 21 | 22 | 23 | 24 | 0 | 4 |
| | 22 | 23 | 24 | 25 | 26 | | | 27 | 28 | 29 | 30 | 31 | 0 | 5 |
| | 29 | 30 | 31 | 1 | 2 | | FEB | 3 | 4 | 5 | 6 | 7 | 0 | 5 |
| AUG | 5 | 6 | 7 | 8 | 9 | | | 10 | 11 | 12 | 13 | 14 | 0 | 4 |
| | 12 | 13 | 14 | 15 | 16 | | | 17 | 18 | 19 | 20 | 21 | 3 | 4 |
| | 19 | 20 | 21 | 22 | 23 | | | 24 | 25 | 26 | 27 | 28 | 5 | 5 |
| | 26 | 27 | 28 | 29 | 30 | | MAR | 3 | 4 | 5 | 6 | 7 | 5 | 5 |
| SEPT | 2 | 3 | 4 | 5 | 6 | | | 10 | 11 | 12 | 13 | 14 | 4 | 5 |
| | 9 | 10 | 11 | 12 | 13 | | | 17 | 18 | 19 | 20 | 21 | 5 | 0 |
| | 16 | 17 | 18 | 19 | 20 | | | 24 | 25 | 26 | 27 | 28 | 5 | 5 |
| | 23 | 24 | 25 | 26 | 27 | | | 31 | 1 | 2 | 3 | 4 | 5 | 5 |
| OCT | 30 | 1 | 2 | 3 | 4 | | APR | 7 | 8 | 9 | 10 | 11 | 5 | 5 |
| | 7 | 8 | 9 | 10 | 11 | | | 14 | 15 | 16 | 17 | 18* | 5 | 4 |
| | 14 | 15 | 16 | 17 | 18 | | | 21 | 22 | 23 | 24 | 25 | 3 | 4 |
| | 21 | 22 | 23 | 24 | 25 | | | 28 | 29 | 30 | 1 | 2 | 5 | 5 |
| | 28 | 29 | 30 | 31 | 1 | | MAY | 5 | 6 | 7 | 8 | 9 | 5 | 5 |
| NOV | 4 | 5 | 6 | 7 | 8 | | | 12 | 13 | 14 | 15 | 16 | 5 | 5 |
| | 11 | 12 | 13 | 14 | 15 | | | 19 | 20 | 21 | 22 | 23 | 4 | 5 |
| | 18 | 19 | 20 | 21 | 22 | | | 26 | 27 | 28 | 29 | 30 | 5 | 4 |
| | 25 | 26 | 27 | 28 | 29* | | JUNE | 2 | 3 | 4 | 5 | 6 | 0 | 3 |
| DEC | 2 | 3 | 4 | 5 | 6 | | | 9 | 10 | 11 | 12 | 13 | 5 | 0 |
| | 9 | 10 | 11 | 12 | 13 | | | 16 | 17 | 18 | 19 | 20 | 5 | 0 |
| | 16 | 17 | 18 | 19 | 20 | | | 23 | 24 | 25 | 26 | 27 | 4 | 0 |
| | 23* | 24* | 25 | 26* | 27* | | | 30 | | | | | 0 | 0 |
| | 30* | 31* | 1 | 2* | 3* | | | | | | | | 0 | 0 |

83 97 180

AGENDA – November 17, 2011

7.0 BUSINESS & FISCAL MANAGEMENT

7.2 Authorize District Certification of First Period Interim Budget State Report for Period Ending October 31, 2011 (Action)

Background Information:

During the fiscal year, there are two interim periods to review the budget; the first ending October 31, 2011 and the other ending January 31, 2012. This will certify that Coronado Unified School District will be able to meet its financial obligations for the current fiscal and subsequent two fiscal years.

The attached Goldenrod Executive Summary of Budget Events provides information on the impact of key events upon our local budget.

A copy of the following report has been provided to the Board of Trustees under separate cover and is available on the Internet.

SACS Form 01I (the report furnished to the State Department of Education). This report includes a General Fund summary of revenues, expenditures, and changes in fund balance; attendance detail; and a cash flow projection for the balance of the fiscal year.

Financial Impact:

See First Interim Budget State Report (under separate cover).

Superintendent's Recommendation:

JPF

That the Board authorize District Certification of the First Period Interim Budget State Report for period ending October 31, 2011.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

Coronado Unified School District

Executive Summary of Budget Events

"The Goldenrod"

| | Column I | II | III | IV | V | VI | VII | VIII | IX | X | XI |
|----------------------------|---|-------------------------------------|---|---|--|--|-------------------------------------|--|--|---------------------------------|-------------------------|
| | Date | Description | Projected General Fund Combined Exp (nt 1) | Projected General Fund Unrestricted Exp | Structural Surplus/Deficit (nt 2) | Proj Operating Reserve Balance June 30, 2012 | Proj Operating Reserves as % of Exp | Other Reserves or One time Revenue (nt 3) | Proj "Other Res" One Time Rev as % of Exp | Total Reserves 6/30/2012 (nt 4) | Total Reserves % of Exp |
| CUSD 2011-12 Budget | June 30, 2011 | 2011-12 Adopted Budget | 25,564,122 | 19,558,771 | -2,363,443 | 797,928 | 3.12% | 3,030,298 | 11.85% | 3,828,226 | 14.97% |
| | September 15, 2011 | 2010-11 Unaudited Actuals | 25,564,122 | 19,558,771 | -2,363,443 | 784,228 | 3.07% | 3,078,235 | 12.04% | 3,862,463 | 15.11% |
| | November 17, 2011 | 2011-12 First Interim | 25,635,081 | 19,563,287 | -2,216,188 | 931,483 | 3.63% | 3,078,235 | 12.01% | 4,009,718 | 15.64% |
| MVP Events | Date | Description | Change | Structural Deficit | Description | | | | | | |
| | November 17, 2011 | 2011-12 First Interim | 25,635,081 | -2,216,188 | Reduced Structural Deficit - Potential Trigger Set Aside Reduced -147,255 Total trigger set aside = \$836,145 | | | | | | |
| MVP Projection | Date | Inherited Structural Deficit (nt 2) | Effect of Continued Flex Transfers & Furloughs Adopted Spring 2010* | One time Funds (nt 5) | Net Remaining Inherited Structural Deficit | Cost of Step/Column/H&W (nt 6) | Total Deficit | Portion of Deficit Funded By Draw Upon Reserves (nt 7) | Additional cuts required to balance (nt 8) | Total Reserves at 06-30 | Total Reserves % of Exp |
| | June 30, 2013 | -2,216,188 | 1,118,380 | 0 | -1,097,808 | -300,000 | -1,397,808 | 1,080,222 | -317,586 | 2,929,496 | 11.43% |
| | June 30, 2014 (CSR Ends)* | -2,216,188 | 492,000 | 0 | -1,724,188 | -300,000 | -2,024,188 | 1,080,222 | -943,966 | 1,849,274 | 7.21% |
| | June 30, 2015 (Serp x Ends)* (Flex Ends) | -2,366,188 | 492,000 | 0 | -1,874,188 | -300,000 | -2,174,188 | 1,080,222 | -1,093,966 | 769,052 | 3.00% |
| | *SB 70 re-authorized | | | | | | | | | | |

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

Notes:

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

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