

Governing Board of Trustees
AGENDA
Thursday, November 15, 2012, 4:30 PM

Ledyard Hakes ♦ Brenda Kracht ♦ Doug Metz ♦ Dawn Ovrom ♦ Bruce Shepherd
Student Board Representative: Emily Kob
Superintendent/Secretary: Dr. Jeffrey Felix Recording Secretary: Maria Johnson

Times Indicated are Anticipated and Serve as Guidelines for Discussion

- 1.0 CALL TO ORDER** 4:30
- 2.0 OPEN SESSION** 4:30
 - 2.1 Pledge to the American Flag
 - 2.2 Approval of the Agenda: Any changes for either the full agenda or the consent calendar must be made at this time
 - 2.3 Palm Academy Student Report
 - 2.4 Shareholder Reports
 - 2.5 Honoring Our Own – the Board will honor eight years of service (2004-2012) from retiring Board Member Doug Metz

3.0 COMMENTS FROM THE AUDIENCE (Agenda and Non-agenda items) 4:50

Anyone wishing to address the Board on agenda, non-agenda, and/or Closed Session 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 4:55

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 18, 2012, and Special Meeting Minutes of October 4, 2012..... 3
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- 4.5 Approve Management Personnel Register 10
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- 4.7 Approve Classified Personnel Register..... 12
- 4.8 Approve New Mid-Management Job Description for Director of Preschool and Child Care Services..... 14
- 4.9 First Quarter Financial Actuals for Brian Bent Memorial Aquatics Complex (BBMAC) 20

5.0	ACTION ITEMS/PUBLIC HEARINGS	5:00
5.1	Approve the Superintendent’s Recommendation To Contract With Ewing Consulting, Inc. to Conduct a Classification and Compensation Study (35 minutes).....	22
6.0	REPORTS	5:35
6.1	Presentation of a Virtual Registration System by Registrar’s Richard Lessard (35 minutes)	24
6.2	Learning Report (30 minutes)	27
	• Department of Defense Education Activity Grants	
	• Mathematics and MAP Update	
	• Coronado Middle School Annual Report	
	• Big History Project Update	
6.3	Human Resources (10 minutes)	41
	• Certificated and Administrator Evaluation Process	
	• Professional Development Committee	
	• Health Benefit Open Enrollment Fair	
6.4	Student Services Report – Update on District Security (10 minutes)	42
6.5	Presentation of Draft Calendars for the 2013-2014 School Year (30 minutes)	48
7.0	ORGANIZATIONAL BUSINESS	7:30
7.1	Superintendent’s Management of Board Goals for 2012-2013 (5 minutes)	56
7.2	Proposed List of Agenda Items for Future Board Meetings (5 minutes)	59
7.3	Future Agenda Items/Comments from Board Members	
7.4	Special Board Meeting – District Strategic Planning is December 6, 2012, 8:00 AM Organizational Meeting of the Board is December 13, 2012, 4:30 PM Next Regular Meeting is December 20, 2012, 4:30 PM	
8.0	CLOSED SESSION	7:40
8.1	Discussion of pending negotiations with ACT and CSEA (Employee Organizations) with Superintendent Felix (Chief Negotiator), per Government Code 54957.6	
8.2	Public Employee Performance: Evaluation of Superintendent Felix, per Government Code 54957 and Board Policy 2140	
8.3	Student Matters: Settlement Agreement, Government Code 54962 and Education Code 35146; Case #2012090259 & 20120090283	
9.0	RECONVENE TO OPEN SESSION (District Board Room)	approximately 8:30
9.1	Report Any Action Taken in Closed Session	

10.0 ADJOURN

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.

AGENDA – November 15, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

4.1 Approve the Regular Meeting Minutes of October 18, 2012, and Special Meeting Minutes of October 4, 2012 (Action)

Background Information:

Presented for Board Approval:

- October 18, 2012, regular meeting minutes; and
- October 4, 2012, special 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 18, 2012, at 4:30 PM

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

Order of Business

1.0 CALL TO ORDER

President Shepherd called the meeting to order at 4:31 PM at Coronado Unified School District, 201 Sixth Street, Coronado, CA.

Roll Call

The following Board Members were present: Ledyard Hakes, Bruce Shepherd, Dawn Ovrom, Brenda Kracht and Doug Metz. Also present were Jeffrey Felix, Superintendent, Randie Allen, Associate Superintendent, Richard Erhard, Assistant Superintendent, and Student Board Representative Emily Kob.

2.0 OPEN SESSION

2.1 Pledge of Allegiance

2.2 Approve the Agenda

#12

Agenda Items 8.3 was removed from the Agenda

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

2.3 Student Report

- Daisy Cuthbert and Grace Hueber reported on Village Elementary School activities
- Anna Bill reported on Coronado High School activities

2.4 Stakeholder Reports

- Virginia Bayer, Board Member at Large, presented SEPAC's monthly report
- Rich Brady updated the Board on CoSA and SAFE
- Andrea Webster updated the Board on the activities of SAFE

2.5 CoSA Foundation's Contribution

CoSA Foundation President Frank Nageotte and Treasurer Rich Brady presented a check to the District in the amount of \$192,000.

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

None

4.0 APPROVAL OF CONSENT AGENDA

Motion: Hakes Second: Kracht Vote: 5-0

#13

4.1 Approve the Regular Meeting Minutes of September 13, 2012

4.2 Approve/Ratify Purchase Orders

4.3 Approve/Ratify Contracts for Services

4.4 Approve Certificated Personnel Register

4.5 Approve Classified Personnel Register

4.6 Approve the Assignment of Teachers According to Education Code Sections 44258.3 and 44258.7 (c) & (d) and Board Policy 4113

4.7 Brian Bent Memorial Aquatics Complex Update

4.8 Uniform Complaint Quarterly Report

4.9 Approve Comprehensive Safety Plans for Village and Silver Strand Elementary Schools, Coronado Middle School, Coronado High School, and Palm Academy

- 4.10 Approve Out-of-State Conference
- 4.11 Approve the Increase in Fees and Revisions to Facilities Use Fees for the Coronado High School Coronado High School Theatre

5.0 ACTION ITEMS/PUBLIC HEARINGS

- 5.1 **Adopt Quarterly Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits** #14
Motion: Metz Second: Hakes Vote: 5-0
- 5.2 **Adopt Revisions to Administrative Regulation 3260, Charges and Fees** #15
Motion: Hakes Second: Kracht Vote: 5-0

6.0 REPORTS (See Agenda for Written Reports)

- 6.1 Coronado School of the Arts
- 6.2 Learning Report: Including (1) Academic Performance Index (API) and Adequate Yearly Progress (AYP) Results, (2) Mathematics Update, (3) Coronado High School Annual Report, (4) Palm Academy Annual Report
- 6.3 Superintendent's Committee on the Celebration of CUSD's 100th Anniversary
- 6.4 Interdistrict Transfer Enrollment Annual Comparison
- 6.5 Business Services Update on State Propositions 30 & 38
- 6.6 Student Services – Update on District Security

There was a consensus on all reports

7.0 ORGANIZATIONAL BUSINESS

- 7.1 Superintendent's Management of Board Goals 2011-2012
- 7.2 Proposed List of Agenda Items for Future Board Meetings
- 7.3 Future Agenda Items/Additional Comments
- 7.4 Board Meetings
 - Next Regular Meeting, November 15, 2012, 4:30 PM
 - District Strategic Planning, December 6, 2012, 9:00 AM

8.0 CLOSED SESSION

The Board convened to Closed Session at 6:50 PM

9.0 RECONVENE TO OPEN SESSION

The Board reconvened to Opens Session at 7:15 PM

10.0 ADJOURNED

Meeting was adjourned at 7:25 PM

Approved:

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

CORONADO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES

SPECIAL BOARD MEETING
UNADOPTED MINUTES
October 4, 2012

Ledyard Hakes ♦ Brenda Kracht ♦ Doug Metz ♦ Dawn Ovrom ♦ Bruce Shepherd
Student Board Representative: Emily Kob
Superintendent/Secretary: Jeffrey P. Felix ♦ Recording Secretary: Maria Johnson

Order of Business

1.0 CALL TO ORDER

President Shepherd called the meeting to order at 4:33 PM at Coronado Unified School District, 201 Sixth Street, Coronado, CA.

Roll Call

The following Board members were present: Bruce Shepherd, Brenda Kracht, Ledyard Hakes, and Doug Metz. Member Dawn Ovrom was absent. Also present were Jeffrey Felix, Superintendent, Randie Allen, Associate Superintendent, and Richard Erhard, Superintendent.

2.0 OPEN SESSION

2.1 Pledge of Allegiance

2.2 **Approve the Agenda**

#11

Motion: Ovrom Second: Metz Vote: 5-0

3.0 COMMENTS FROM AUDIENCE NON-AGENDA ITEMS

None

4.0 WORKSHOP

4.1 Rebekah Barakos-Cartwright, CUSD Human Resources Director, gave a report on the progress the District has achieved locally with changes to the teacher evaluation procedure.

4.2 Dr. Ruben Ingram, the Executive Director of School Employers Association of California (SEAC) brought news on teacher evaluation changes in California

5.0 ORGANIZATIONAL BUSINESS

5.1 Future Agenda Items/Additional Comments

5.2 October 18, 2012, Next Regular Board Meeting, 4:30 PM, District Office Board Room

6.0 CONVENE TO CLOSED SESSION

The Board convened to Closes Session at 5:48 PM

7.0 RECONVENE TO OPEN SESSION

The Board reconvened to Open Session at 8:05 PM

8.0 ADJOURNED

The meeting was adjourned at 8:05 PM

Approved:

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

AGENDA – November 15, 2012

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:

- Luzma Gomez donated \$100 to Coronado Unified School District to help fill the state deficit in attendance revenue; and
- Laura McNeil donated a refrigerator to the staff lounge at Coronado Middle School

- The following donations were made towards the cost of Sixth Grade Camperships:
 - Coronado Optimist Foundation - \$2,240
 - Rotary Club of Coronado - \$540
 - Coronado Junior Woman’s Club - \$560
 - CMS PTO - \$314
 - Susan Besek - \$280
 - Dr. and Mrs. Gregory Cotton - \$50
 - Danell Dwaileebe - \$296
 - Barbara and Edward Lohlein - \$280
 - Two Anonymous Donations - \$280 each

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 15, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS & FISCAL MANAGEMENT

4.3 Approve/Ratify Purchase Orders (Action)

Background Information:

Warrants represent invoiced payments against purchase orders previously approved. A list of all purchase orders has been submitted to the Governing Board per Education Code 39657.

Report:

Separate cover

Financial Impact:

Purchase Orders	September 1 through September 30, 2012	\$392,591.23
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JPF

Superintendent's Recommendation:

That the Board approve/ratify the purchase orders.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

AGENDA – November 15, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS AND FISCAL MANAGEMENT

4.4 Approve/Ratify Contracts for Services (Action)

Background Information:

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

Report:

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

Name	Dates	Amount	Source of Funds
Cara Tougas Consultant – Set Design	9/01/12-11/03/12	\$1,000	CoSA
Carl McCullough Consultant – Piano Repair	11/15/12-5/31/13	\$500	CoSA
Coast Music Therapy Student A	10/17/12-12/21/12	\$1,200	Special Ed
Matt Scott Consultant – Set Design	11/01/12-2/09/13	\$2,000	CoSA

Financial Impact:

It is estimated that the total General Fund unrestricted contribution for Special Education services will be \$2,235,278 for the 2012-13 school year. In addition, the contracts listed above are included in the 2012-13 budget.



Superintendent’s Recommendation:

That the Board approve/ratify the contracts for services.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

AGENDA – November 15, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

4.5 Approve Management Personnel Register (Action)

APPROVE – RESIGNATION

<u>NAME</u>	<u>POSITION</u>	<u>REASON</u>	<u>EFFECTIVE DATE</u>
Allen, Randie	Associate Superintendent of Business Services	Personal	12/31/212

JPF

Superintendent's Recommendation:

That the Board approve the Management Personnel Register.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – November 15, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

4.6 Approve Certificated Personnel Register (Action)

APPROVE – EMPLOYMENT

<u>NAME</u>	<u>POSITION</u>	<u>SALARY</u>	<u>EFFECTIVE DATE</u>
Mason, Kristine	Academic/Support Teacher Silver Strand Elementary	Hourly/\$25.85	11/05/12

APPROVE – LEAVE OF ABSENCE

<u>NAME</u>	<u>POSITION</u>	<u>REASON</u>	<u>EFFECTIVE DATE</u>
Bey, Samantha	Teacher Coronado High School	Personal	11/15/12-6/06/12

APPROVE – RESIGNATION

<u>NAME</u>	<u>POSITION</u>	<u>REASON</u>	<u>EFFECTIVE DATE</u>
Turner, Cathy	Academic/Support Teacher	Personal	10/12/12
Wurzelbacher, Sarah	Academic/Support Teacher Silver Strand/Village	Personal	11/16/12

Superintendent's Recommendation:

JPF

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

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – November 15, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

4.7 Approve Classified Personnel Register (Action)

APPROVE EMPLOYMENT

<u>NAME</u>	<u>POSITION</u>	<u>SALARY</u>	<u>EFFECTIVE DATE</u>
Gardner, Ryan	Boys' J.V. Basketball Coach Coronado High School (3.0 units)	Stipend	11/01/12
Gould, Cary	Instructional Assistant Village Elementary (Four Hours/Weekly)	Range 3, Step 3	10/17/12
Herman, Kelley	Instructional Assistant Coronado High School (Six hours/daily)	Range 3, Step 3	10/10/12
Leary, Terrance	J.V. Football Coach Coronado High School (3.0 units)	Stipend	8/01/12
Lemei, Carol	Instructional Assistant CHS/Ceramic class	Hourly/\$11.39	10/01/12
Nelson-Poggensee, Lisa	Health Technician II Village Elementary School (6.66 hours/daily)	Range 10, Step 9	8/23/12
Silverman, Samantha	Girls' J.V. Soccer Coach Coronado High School (3.0 units)	Stipend	10/15/12
Spychalski, Julie	Girls' J.V. Basketball Coach Coronado High School (3.0 units)	Stipend	11/19/12
Taylor, Julia	Box Office/House Manage. CHS/CoSA	Range 4, Step 3	11/06/12
Throop, David	J.V. Boys' Waterpolo Coronado High School (3.0 units)	Stipend	11/01/12
Wagner, Linda	Instructional Assistant Village Elementary	Range 3, Step 1	11/05/12-3/01/12

APPROVE – RESIGNATION

<u>NAME</u>	<u>POSITION</u>	<u>REASON</u>	<u>EFFECTIVE DATE</u>
Gardner, Ryan	Coach Coronado High School	Transferred J.V. Boys' Basketball	10/31/12
Kneass, Raven	Instructional Assistant Coronado High School	Personal	6/06/12
Miles, Lynn	Library Media Technician Village Elementary	Personal	11/09/12
Noah, Patrina	Food Service Worker II Coronado High School	Personal	10/23/12

Superintendent's Recommendation:

JPF

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

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – November 15, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

4.8 Approve New Mid-Management Job Description for Director of Preschool and Child Care Services (Action)

Background Information:

A Job description for the following management position has been created: Director of Preschool and Child Care Services.

Report:

District staff defined the job tasks and responsibilities for this position. A search of job descriptions from other districts provided models for writing this job description.

The attached job description is presented for approval.

Financial Impact:

This position will be funded through the general fund.

Superintendent's Recommendation:

JPF

That the Board approve new Mid-Management Job Description for Director of Preschool and Child Care Services.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

Director of Pre-School and Child Care Services

BASIC FUNCTION

The Director of Pre-School and Child Care Services under the supervision of the Assistant Superintendent of Student Services directs, supervises and supports the instructional and administrative needs of the program services of the preschool and child care programs, for all students, including special education, in district preschool and child care programs. The Director provides instruction and administration of the basic learning and functional program services for preschool and child care students, encompassing administrative supervision of the program and personnel as well as instruction of the basic learning skills, basic subject skills, social competence and emotional needs of each student. The Director maintains overall school site operations and programs; receiving, distributing and communicating information to enforce school, District and State policies; maintaining safety of school environment; coordinating site activities; communicating information to staff; and addressing situations problems and /or conflicts that could negatively impact the school. In addition, the Director is responsible for developing, administering, interpreting, evaluating and maintaining the vision of the child care and preschool programs in the district. In this role, the Director will serve as a resource to school and district personnel, the Board, other district and community partners; provide staff development consistent with State, District and program goals and objectives; supervise and evaluate staff; formulating, implementing, administering, monitoring and exercising judgment regarding District policies and procedures; preparing and administering the budget, grant writing, tracking and reporting expenditures.

ESSENTIAL FUNCTIONS (E)

- Direct and coordinate activities of teachers or administrators at daycare centers, schools, public agencies, and/or institutions.
- Ensures compliance with federal and state guidelines and laws including Individuals with Disabilities Education Improvement Act, Elementary and Secondary Education Act, California State Preschool Program Title 5 guidelines, Department of Health and Human Services guidelines, Community Care Licensing regulations, and those of other funding sources such as grants and specially funded projects.
- Plan, direct, and monitor instructional methods and content of educational, vocational, or student activity programs.
- Recruit, hire, train, and evaluate primary and supplemental staff, and recommend personnel actions for programs and services.
- Determine allocations of funds for staff, supplies, materials, and equipment, and authorize purchases.
- Implements an accountability system in the Early Childhood Education programs aligning instruction with the California Preschool Learning Foundations, using the Desired Results assessment system(s).

- Determine the scope of educational program offerings, and prepare drafts of program schedules and descriptions, in order to estimate staffing and facility requirements.
- Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs.
- Prepare and submit budget requests or grant proposals to solicit program funding.
- Prepare and maintain attendance, activity, planning, accounting, or personnel reports and records for officials and agencies, or direct preparation and maintenance activities.
- Review and evaluate new and current programs to determine their efficiency, effectiveness, and compliance with state, local, and federal regulations; recommend any necessary modifications.
- Review and interpret government codes, and develop procedures to meet codes and to ensure facility safety, security, and maintenance.
- Set educational standards and goals, and help establish policies, procedures, and programs to carry them out.
- Collect and analyze survey data, regulatory information, and demographic and employment trends, in order to forecast enrollment patterns and the need for curriculum changes.
- Confer with parents and staff to discuss educational activities and policies, and students' behavioral or learning problems.
- Inform businesses, community groups, and governmental agencies about educational needs, available programs, and program policies.

Monitor students' progress, and provide students and teachers with assistance in resolving any problems.

- Teach classes or courses, and/or provide direct care to children.
- Write articles, manuals, and other publications, and assist in the distribution of promotional literature about programs and facilities.

OTHER FUNCTIONS

- Manage multiple projects simultaneously in a fast-paced environment, balancing day-to-day operations with special projects
- Adapt and weave technology into management and instructional components of the programs.
- Assist other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Perform other related duties and assignments as required.

SKILLS, KNOWLEDGE AND ABILITIES

SKILLS

- Identify measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the programs.
- Motivate, develop and direct people as they work.
- Communicate effectively in writing and orally as appropriate for the needs of the audience.
- Use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Develop constructive and cooperative working relationships with others, and maintain them over time.

KNOWLEDGE OF

- Business and management principles involved in strategic planning, resource allocation, leadership techniques, and coordination of people and resources.
- Principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Principles and practices of managing Preschool and Child Care programs.
- Applicable laws, codes, regulations, policies and procedures.
- Computer software applications for reporting necessary requirements to agencies.

ABILITY TO

- Assist in the administration and supervision of the preschool and child care programs in accordance with school district policies and in compliance with State and federal regulations.
- Communicate effectively both orally and in writing with people outside the organization, representing the organization to customers, the public, government, and other external sources.
- Identify the educational needs of others, develop formal training programs or classes, and teach or instruct others.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Establish long-range objectives and specify the strategies and actions to achieve them.
- Develop specific goals and plans to prioritize, organize, and accomplish the requirements of the programs.
- Work independently with little direction.
- Prepare comprehensive narrative and statistical reports.
- Train and evaluate the performance of assigned staff.

- Establish and maintain working relationships with faculty, staff, parents, community members and others.
- Conduct effective program evaluations.
- Secure successful grants.

RESPONSIBILITIES

WORKING CONDITIONS

ENVIRONMENT

- Child Care and Pre-School environments: classroom and outdoor settings.
- Noisy at times.
- Driving a vehicle to conduct work.

PHYSICAL DEMANDS

- Lifting children and moderately heavy objects.
- Bending at the waist, kneeling, crouching and crawling.
- Seeing, including close, distance, and peripheral vision, to ensure proper supervision of students and to facilitate communication with students, staff, parents and community.
- Standing and/or sitting for extended periods of time.
- Dexterity of hands and fingers to demonstrate activities, prepare materials, to operate a computer keyboard and other office equipment.
- Reaching overhead, above the shoulders and horizontally to retrieve and store files.
- Hearing and speaking to exchange information in person or on the telephone and to make presentations.

HAZARDS

- Exposure to communicable diseases.

EDUCATION AND EXPERIENCE

EDUCATION

- Bachelor's degree in child development or closely related field.
(including 24 Early Childhood Education (ECE)/Child Development units with core courses plus 6 administration units and 2 units adult supervision units), or
- Administrative Services credential with 12 units of ECE/CD plus 3 units supervised field experience in ECE/CD setting, or site supervisor status, or
- Teaching credential with 12 units of ECE/CD plus 3 units supervised field experience in ECE/CD setting plus 6 administration units, or
- Master's Degree in ECE/CD or Child/Human Development

CREDENTIALS/PERMITS

- Child Development Program Director Permit or willingness to attain permit for the state of California.

EXPERIENCE

- A minimum of five years of progressively responsible experience in an administrative role including budget management and supervisory experience. Knowledge of legal issues and requirements related to special education, the California State Preschool Program (SCPP), Department of Health and Human Services, and Community Care Licensing. Strong instructional background with experience in staff development and early literacy training. Knowledge of developmentally appropriate curricular and instructional needs of young children. Knowledge of preschool and elementary special education and ECE programs and services. Successful experience in working with parents of young children and collaboration with community agencies. Three to five years of experience working with children to grade 8 in an organized setting.

Required Testing Certificates and Licenses

- Valid First Aid and CPR certifications within 3 months of employment and maintain certification for duration of employment.
- California credential in Administrative Services (Only applicable to individuals who participate in California's State Teachers' Retirement System.)

TERMS OF EMPLOYMENT

Valid Driver's License, Criminal DOJ and FBI Fingerprint Clearance, Physical and TB Clearance. Fingerprints will be at the employee's expense and must be obtained at a district contracted facility. Job Placement physical will be at the district expense and must be obtained at a district contracted facility.

SALARY

- Placement on the Mid-Management Salary Schedule

WORK YEAR

243 Days

AGENDA – November 15, 2012

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS AND FISCAL MANAGEMENT

4.9 First Quarter Financial Actuals for Brian Bent Memorial Aquatics Complex (BBMAC) [Report]

Background Information:

BBMAC financials are reported quarterly. Attached is the first quarter financial report that includes activity from July 2012 through September 2012.

Report/Information:

Revenues for the first quarter at the BBMAC are well above projected revenue due to a highly productive summer lesson program and the numerous unexpected summer rentals. This marks our highest quarter of income since opening in 2008.

Expenses for the BBMAC are under the projected budget due to lower employee costs and savings in several areas. Expenses are the lowest to date for one quarter at the BBMAC.

Financial Impact:

The Pool Operation Reserve Fund [PORF] balance at the end of the first quarter is \$525,568.

This report is provided to the Board for information.

JPF

Coronado Unified School District
 Brian Bent Memorial Aquatics Complex
 BBMAC 2012-2013 Projected Budget Revised June 2012

Description	Type	2012-13	2012-13	2012-13	2012-13	2012-13	2012-13	2012-13	2012-13	2012-13	FY 2012-13
		Q1 PROJ July - Sept	Q1 ACT July - Sept	Q2 PROJ Oct - Dec	Q2 ACT Oct - Dec	Q3 PROJ Jan-Mar	Q3 ACT Jan-Mar	Q4 PROJ April - June	Q4 ACT April - June	PROJ Total	TASK FORCE APPROVED BUDGET Total
Revenue											
Program - Community		13,000	17,407	4,500		4,400		17,000		38,900	13,100
Club Contract Rentals		65,965	72,286	61,392		65,721		67,422		260,500	345,301
Snack Bar		0	719	0		0		0		0	0
Donations		2,400	1,520	1,500		1,500		2,500		7,900	0
Interest		0	0	0		0		3,000		3,000	500
Total Revenue	*	81,365	91,932	67,392		71,621		89,922		310,300	358,901
Expense											
Salaries	F	50,120	45,161	51,150		54,000		50,771		206,041	230,804
Benefits		14,410	10,293	14,566		16,122		16,122		61,220	
Chemicals	F	12,469	12,921	9,228		7,235		8,984		37,916	33,811
Non-Capitalized Equipment		0	0	0		4,000		0		4,000	0
Supplies & Equipment		8,700	6,561	9,100		10,600		3,800		32,200	8,241
Dues & Memberships		1,795	372	0		274		0		2,069	4,938
Utilities	V	17,026	15,009	26,897		34,844		19,881		98,648	77,992
Contracted Services		12,936	15,984	7,014		6,764		4,514		31,228	40,206
Advertising & Legal	V	5,250	0	3,000		3,750		3,750		15,750	25,000
Other Fees	V	690	0	1,350		0		1,710		3,750	0
Total Expense		123,396	106,302	122,305		137,589		109,532		492,822	420,992
Profit/(Loss)		(42,031)	(14,369)	(54,913)		(65,968)		(19,610)		(182,522)	(62,091)
District Contribution		24,915	24,915	24,915		24,915		24,915		99,661	99,661
Net Profit/(Loss)		(17,116)	10,546	(29,998)		(41,053)		5,305		(82,861)	37,570
Pool Operation Reserve Fund		497,906	525,568	467,908		426,855		432,161		432,161	512,997

AGENDA – November 15, 2012

5.0 **DISTRICT ORGANIZATION AND BOARD OPERATION**

- 5.1 Approve the Superintendent's Recommendation To Contract With Ewing Consulting, Inc. to Conduct a Classification and Compensation Study (Action)

Background Information:

Districts typically review groups of job classifications within the classified unit on a yearly basis. A classification and compensation study of classified job classifications has not been conducted in this district within the last 30 years. Some job descriptions have not been reviewed and updated since 1988. It is important that expectations of classified employees are clearly communicated through updated job descriptions. In addition, opportunities for promotion through increased responsibilities reflected in levels within job categories will be researched. Finally, compliance of class descriptions with the Americans with Disabilities Act will be reviewed. Consequently, it is recommended that Ewing Consulting review the classified job classifications and complete a classification and compensation study for CUSD.

In addition, it is important to ensure that our salary ranges are competitive, and that CUSD maintains its ability to attract and retain needed talent.

The end result of the study will be more accurate job descriptions that will ensure the employee and supervisor have a clear, common understanding of the job. Job descriptions will be available on-line allowing easier accessibility for classified employees. The classification system will set forth career plans to enhance employee development and allow more opportunity for career growth. Job titles will be more effective and consistent.

What is a Classification Study?

A classification study involves a review of an organization's positions to determine the proper grouping or allocation of positions into job titles/classifications and development of job descriptions. This analysis is based on the assigned job duties, the current organization structure, and the required qualifications. This process also involves defining class "levels" in those instances where several levels of work are identified.

What is meant by "classification"?

A job classification is a generalized set of duties and responsibilities. While no two people do exactly the same thing in their positions, two people in the same classification generally do the same type of work. For example, one Accountant might focus on budgeting and less time on accounting, whereas another Accountant might spend more time on accounting and less on budgeting. But for purposes of employment decisions (compensation, for example), they are doing the same type of work, so all Accountants would be in the same pay grade. However, this does not mean all Accountants would make the same salary since their work performance and experience levels may be different.

What is a Compensation Study?

A compensation study involves a review of an organization's job classifications to determine a fair and competitive salary range. This analysis is based on both a review of comparable market survey data as well as a review of internal salary relationships between related jobs.

What is meant by "compensation"?

Compensation refers to the monetary rewards earned by workers. Typically, the term refers to salaries and wages. Compensation is only one element of the "total compensation" package employees receive at MCS. Other elements include health benefits, retirement benefits, and paid time off.

SCOPE OF PROPOSAL

- Prepare class descriptions which accurately describe current duties and responsibilities and requirements for about 41 classifications, covering about 150 positions.
- Allocate about 150 employees to the classifications as described.
- Perform a salary survey of selected public sector organizations, focusing on comparable districts.
- Utilize a job evaluation technique to properly establish internal equity within the various classifications.
- Assure compliance of class descriptions with the Americans with Disabilities Act.
- Provide specific recommendations regarding the appropriate level of compensation for all classes.
- Provide a carefully described and valid method for arriving at future determinations of base salary.
- Provide recommendations to update and administer the program including training in the use of any new aspects of the overall program.
- Recommend other work flow, management practices, policies and procedural changes based on this thorough review of the organization.

Proposal:

The Superintendent recommends that the District contract with Ewing Consulting, Inc. to conduct a Classification and Compensation Study over a three to four month period of time working in a collaborative manner with classified leadership and management. The results of the study will be brought to the Governing Board during a public meeting for discussion and possible action.

Financial Impact:

The cost of this study will be \$19,500 including out-of-pocket expenses.

JPF

Superintendent's Recommendation:

That the Board approve the Superintendent's recommendation to contract with Ewing Consulting, Inc. to conduct a Classification and Compensation Study.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – November 15, 2012

6.0 DISTRICT ORGANIZATION AND BOARD OPERATION

6.1 Presentation of a Virtual Registration System by Registrar's Richard Lessard

Background Information:

Because of the many transient students that enter our schools each year, and because of the request of many parents who find it inconvenient to physically attend a registration event before the start of school, the District has been searching for a way to register students online. Going to a virtual registration system would streamline the enrollment/registration process.

Richard Lessard was formerly the Vice President of Edupoint, makers of Synergy, the student information software system (SIS) that is used by our District. He is now president of Registrar Systems, which provides an online registration solution built specifically for K-12 and integrates with Genesis/Synergy. A few of the Registrar Online Registration Systems key features and capabilities include:

1. With Registrar parents can complete the enrollment process online
2. Registrar creates state and federal forms automatically for race, ethnicity, primary home language, free and reduced meals, and the District enrollment packet
3. Parents can log in and change their address and contact information at any time
4. Parents can submit proof of residency, birth certificates and all required documents online
5. Registrar allows the District to define your workflow approval process and automates notifications to parents and administrators
6. All data and attached documents, from parents and administrators, seamlessly upload into our Student Information System - Synergy
7. Registrar can be customized for our District and our enrollment process

Registar Online Student Registration

is designed from the ground up to easily accommodate the unique requirements of K-12 student registration and approval processes, and includes:

- ✓ Parent self-service student registration with multi-language support
- ✓ Remote document submission and electronic signature
- ✓ Manager workflow and dashboards
- ✓ Online approvals and email notifications

Registar is built on Microsoft® .NET and the robust MS SQL database for easy deployment, simple management, and long term value..

Registar allows for the seamless transfer of student information, documents, parent and guardian information to your district student information system(SIS) or data warehouse for real-time tracking and updates.

Founded by experienced K-12 professionals and leaders, Registar Systems sole mission is to develop, implement, and support On-line Registration and Workflow Management Systems for school districts.

Let our team of professionals help you streamline registration

1-866-561-5575
info@registarsys.com



The **Registar® Online Student Registration** system allows everyone in the educational community to work and communicate more efficiently. With anytime, anywhere Web access, Registar Online Student Registration easily allows parents to register their children for school, and submit documents online. Registar provides school and district users with comprehensive workflow tools to effectively manage student registration activities, automate the approval process, email notifications, and integration with your student information system. Registar takes the guesswork out of the registration process with real-time access to data and powerful tools for administrators.

- ✓ True web solution with a simple browser interface
- ✓ Automated workflow and approval processes
- ✓ Powerful PowerGrid® technology to customize your data
- ✓ Robust reporting with drill in, drill through, and exporting
- ✓ Online document submission, management and storage
- ✓ Supports an unlimited number of languages
- ✓ Customizable email notifications throughout the system
- ✓ Integrate with your student information system
- ✓ Highly scalable Microsoft® technology

Contact us for a demonstration today 1-866-561-5575

REGSTAR - THE NEXT GENERATION IN STUDENT REGISTRATION



Registar Online Student Registration System

With the Registar Online Student Registration system Parents can enter and view their personal data such as demographic information, upload a picture, enter email and contact information, set email alerts and notifications. Online registration tools allow them to enter their student's information, add district required data like school last attended, free and reduced lunch, immunizations, ethnicity, race, special needs and residency. Parents can easily upload required documents to meet your defined enrollment requirements. With 24/7 multi-language web access and automated email notifications; Registar takes the guesswork out of the student registration process.

The screenshot shows a multi-step registration process. Step 1 is 'Parent Information', Step 2 is 'Child Information', and Step 3 is 'Language, Ethnicity, and Race'. The 'Language' section includes dropdowns for 'Primary language', 'Most frequent language', and 'Language first acquired'. The 'Ethnicity' section has radio buttons for 'Hispanic' and 'Non-Hispanic'. The 'Race' section has checkboxes for 'Asian', 'Black/African American', 'Hispanic/Latino/Other Pacific Islander', and 'White'. A 'Proceed to Step 4 >>>' button is at the bottom right.



Registar Administrative Workflow

Registar Administrative Workflow gives registrars and administrators access to all of the student registration data functions as well as the ability to manage their workflow and approvals. Managers can review enrollment information; student demographics, parent guardian information, school and grade requested, and special education requirements, free and reduced meals qualifications; approve their area of responsibility; and view attached documents, information and reports. Administrators and registrars have real-time access to parent and student data, attached documents, summary and detail reports, District or school defined forms, and online approvals. The next generation in student registration management!

The screenshot shows the administrative interface for a student named Chelsea Jones. It includes a 'Basic Information' section with fields for Student Name, Enrollment ID, Grade, and contact info. An 'Enrollment Progress' table shows steps from 'Parent Information' to 'Final Step: Smash Documents and Certification', all marked as 'Completed'. An 'Enrollment Documents' section lists files like 'Birth Certificate', 'Immunization Record', 'Proof of Residency', and 'Photo' with 'View' links. At the bottom are buttons for 'Approve', 'Delete', 'Create Enrollment Form', 'Generate RAHS Enrollment Packet', and 'Back to Enrollment Manager'.



PowerGrid Technology

Registar PowerGrid technology provides dynamic access to all the information in your student registration database. Through our powerful and easy-to-use PowerGrids, users have complete control so they can quickly and easily search, sort, report, export and approve student enrollments. PowerGrid custom reporting makes it simple for users to arrange data, define their own sort and selection criteria and with one click of the mouse send it to a custom report or Microsoft Excel. It's that easy!

The screenshot shows a 'Completed Enrollments, Grades 1-12' table. The table has columns for 'View ID', 'Student Name', 'Parent Name', 'School', 'Year', 'Parent Email', and 'Home Phone'. A dropdown menu is open over the 'Year' column, showing options like 'None', 'Continue', 'DropOut/Continue', 'StatWith', 'EndWith', 'EqualTo', 'NotEqualTo', 'Greater/Than', 'Less/Than', 'Greater/ThanOrEqualTo', 'Less/ThanOrEqualTo', 'Between', 'NotBetween', 'Is/NotIn', 'Not/Empty', and 'Null'. The table shows 13 rows of enrollment data.

AGENDA—November 15, 2012

6.0 **INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES**

- 6.2 Learning Report: Including (1) Department of Defense Education Activity Grants (2) Mathematics and MAP Update, (3) Coronado Middle School Annual Report, (4) Big History Project Update

1) Department of Defense Education Activity grants

Background Information:

In 2009, Coronado Unified School District (CUSD) received a grant from Department of Defense Education Activity (DoDEA) of 1.2 million dollars for Project SATT 21 (Students Achieving Through Technology in the 21st Century) to provide intervention through technology-based resources for military-identified students. This grant was a three year grant, concluding in August 2012. CUSD was also awarded a second grant from DoDEA in June 2012 through June 2015 of 1.6 million dollars for Project STEPS (Science, Technology, Education Plans = Success) for the same purpose.

Report:

Project SATT 21: The initial grant for Project SATT 21 was awarded for the period of three years (August 2009-August 2012); however, CUSD has received a carryover extension of the remaining funds of approximately \$120,000, which must be exhausted by August 2013 and allow for the programs and resources provided by this grant to continue for an additional year. The annual report for Project SATT 21, to include summative data, will be provided to the Board at the December meeting.

Project STEPS: CUSD has begun implementation of grant requirements for Project STEPS. Mrs. Gallant, who is the project director, and Sally Bennett-Schmidt, external evaluator from San Diego County Office of Education, traveled to a required kick-off event in October. DoDEA staff provided specific feedback on strengthening Project STEPS goals and evaluation plan in order to ensure fidelity, appropriate implementation, and ultimately student achievement. The intention of this funding is to further develop intervention services and increase achievement for students who are military-connected, but also for all students as well. Project STEPS main goals are:

- To increase student achievement in mathematics, as the foundation of Science, Technology, Engineering, and Mathematics
- To increase student achievement in science through project-based learning and performance assessment
- To ensure students' emotional readiness to learn by establishing a personalized education plan (PEP) for all military students performing below grade level

More detailed information of Project STEPS will be provided in the December Board meeting.

2) Mathematics and MAP Update

Background Information:

In this monthly Learning Report, information on the progress of increasing student mathematics achievement will be reported. Three reasons for this renewed K-12 focus on this core subject area are 1) the advent of the Common Core State Standards (CCSS) and the new Smarter Balanced Assessment (SBAC) which will measure student progress on these new standards in the 2014-15 school year, 2) the decrease in overall performance in math since 2011, and 3) that math has been CUSD's lowest performing core area for several years.

Report:

San Diego County Office of Education continues to support CUSD's analysis of student performance in mathematics by providing more specific CST data which compares those CUSD students who perform in the minimally proficient range in each math cluster to both minimally proficient students statewide and to minimally advanced students statewide. In other words, this gives us a clearer understanding of how CUSD students who have just reached the lowest range of proficiency compare to students in California who have also reached the lowest range of proficiency, but also to those students in our state who have reached the lowest edge of the advanced range. Data from this report is now being included in the CUSD analysis. Additionally, the Director of Learning, Claudia Gallant, is participating in specialized training in mathematics on the Smarter Balanced assessment, especially in the area of performance assessment in mathematics. Performance assessments will be a part of the new state assessment in 2014-15, and is an instrument used to reveal students' conceptual understanding as well as procedural skills in math and values various ways of showing understanding. Professional development for all mathematics teachers on the Smarter Balanced Assessment and the instructional implications are being planned.

The CUSD Math Leadership Team held its first meeting of the year in October, representing all levels and sites. The team's first steps include understanding fully CUSD student performance and district math instruction and the Common Core State Standards (CCSS) shifts in order to address both improving math achievement and transitioning to the CCSS by 2014. CUSD Math Leadership Team members will participate with SDCOE math specialists in a full release day in December in order to continue the work.

Silver Strand and Village Elementary Schools have shifted the focus of their ongoing joint professional development to mathematics. Coronado Middle School has sent a math team to be trained on the Common Core State Standards, and Coronado High School continues to move forward with proficiency expectations for some math courses.

The most significant recent change in understanding our students' mathematics (as well as reading and language) performance and needs is the introduction this fall of the web-based Measures of Academic Progress (MAP) assessment. Now all CUSD students in grades 3-8 have been assessed in mathematics using MAP. Students are aware of their own RIT scores and teachers and administration are immediately putting the data into action in setting class and student goals, providing MAP scores to parents via conferencing and mailing (CMS), ensuring proper placement into intervention groups and classes, and sharing data with other teachers and departments.

Students will be tested on MAP three times a year. CUSD administration, TRTs, and teachers have made a significant leap forward in growing this critical use of our now, district-wide, formative assessment system. Coronado High School administration will be working with the math department to begin testing students who are below proficient in math during the winter testing window. The addition of Compass Learning Odyssey, a web-based instructional tool tied directly to MAP, will be in place before the winter break. Identified students will be able to work on those areas specific to each student's instructional needs based on their MAP scores. CUSD has confidence that the addition of Compass Learning Odyssey will take our instructional program to the next level in providing a personalized education.

3) Coronado Middle School Annual Report

Background Information:

Throughout the 2011-12 school year, Coronado Middle School made progress in reaching site Strategic Planning goals and CUSD Board Goals. In this report is information gathered from a variety of resources and multiple measures of assessment that support CMS' school-wide goal of every child learning today and leading tomorrow. The California Standardized Testing and Reporting (STAR) Program reports for 2012 have been analyzed by the faculty, the data from which informs the strategic plan, and will be referenced primarily in this update.

Report:

21st Century Learning at CMS

The CMS and CUSD strategic plans align with each other emphasizing a primary focus on goal #1, Learning. In particular, CMS prides itself on developing the potential of students through critical thinking and problem-solving skills which are imbedded in the instruction and curriculum, all surrounding the use of technology. CMS utilizes technology to compliment the dynamic teaching and learning, while addressing the needs of children in 21st century learning. Some examples of these opportunities for students and staff include:

- **BYOD:** Over 500 students actively bringing their own technology device (BYOD) on a daily basis. Specific classes incorporating laptops, netbooks, iPads and other devices include: ELA, History, Science, Math and Reading. At any one time, CMS can have every student accessing a device.
- **HAIKU:** CMS has the largest representation of faculty on the CUSD pilot of the HAIKU learning management system
- **Unique course offerings:** CMS continues to explore new learning opportunities by offering courses that meet with the strategic plan, articulate with CHS, and have real world application. Hanks to CSF, many of these opportunities are possible including, Engineering, Introduction to Health Careers and MOUSE Squad
- **Digital Textbooks:** The science team is exploring digital textbooks and their usage to meet the needs of the new NGSS (National Common Core Standards in Science)

2012 Department Team Updates:

Science: CST's results demonstrated increases, including increases in nearly all CST science cluster areas (4 of 5). SMART Goals were achieved and new benchmark assessments are being developed. While only 8th graders are tested in science, the CMS science programs (grades 6-8) continue to meet student needs, school-wide expectations, and SMART goal targets to promote the advancement of science and real world application.

- Significant number of students scoring PROFICIENT or ADVANCED (94%). This includes a large growth of students moving from the proficient level to the advanced (5% more), as well as reducing the percentage of students qualifying in Basic, Below Basic, and Far Below Basic categories.
- Strategic Plan SMART Goals met:
 - 6th grade – 50% of all 6th grade students will score 70% or higher on the plate tectonics unit assessment (benchmark year)
 - 7th grade - 50% of all 7th grade students will score 70% or higher on the Chapter 1-4 unit assessment (benchmark year)
 - 8th grade – 92% of all 8th grade students will score “proficient or advanced” in science as measured by end of the year STAR (CST) assessment (94%)

Practices and Focus Areas:

- Grade and department team collaboration and professional development to design enhanced curriculum incorporating new Next Generation Science Standards (NGSS); PD sponsored by the Coronado Schools Foundation.
- Multi-disciplinary implementation of STEAM related programs at CMS to support student interest and advancement of science related fields including, new Engineering class, new Introduction to Health Careers class (full articulation with CHS) and the Robotics Club.
- Ongoing research and development for the implementation of digital textbooks.

Mathematics: CST results demonstrated a majority of improved achievement in specific grade and subject level areas, including benchmark targets being met as measured by Strategic Plan SMART Goals.

Increase in CST score and SMART Goal(s) met:

- 7th grade – 71% of all 7th grade students will score “proficient or advanced” in mathematics as measured by end of the year STAR (CST) assessment (72%)
- 8th Grade:
 - Geometry: 100% of all students will score “proficient or advanced” in mathematics as measured by end of the year STAR (CST) assessment (100%)
 - Algebra: 71% of all students will score “proficient or advanced” in mathematics as measured by end of the year STAR (CST) assessment (77%)
 - General Mathematics: 60% of all students will score “proficient or advanced” in mathematics as measured by end of the year STAR (CST) assessment (83%)

Decrease in CST results and SMART Goal not met:

- 6th Grade: 71% of all 6th grade students will score “proficient or advanced” in mathematics as measured by end of the year STAR (CST) assessment. (71% to 65%).

Practices and Focus Areas:

- Enhancement of classroom assignments for faculty based on professional development growth, and areas of strength and interest
- Implementation of MAP for entire school in mathematics; utilize data in order to develop class and student goals; creation of personalized education plans (pep) for military students performing below grade level (initial phase)
- Professional development opportunities and grade and department team collaboration in order to develop and update curriculum. In most cases, math faculty were trained on new CCSS in their early phase (and continue to receive training), exposing them to new and aligned focuses in mathematics, as well as new teaching methodologies.
- Addition of higher level courses to meet student needs beginning in 6th grade as a means to promote more exposure to math concepts and create appropriate challenges by 8th grade (i.e., increase of students taking higher level courses by the time they reach 8th grade such as geometry)
- Adding math intervention tutorials and learning opportunities before and after school regular school hours for this school year, including summer time
- Vertical teaming and articulation with both elementary schools and the high school, particularly at transition grades (5th to 6th and 8th to 9th)

English Language Arts: CST results demonstrated growth in all ELA grade levels. Strategic Plan SMART Goals in the cluster areas of Reading Comprehension and Writing Strategies were met.

- ELA CST result increase for all grade levels (2011 to 2012)
 - 6th grade: 84% to 85%
 - 7th grade: 86% to 87%
 - 8th grade: 85% to 86%
- Reading Comprehension Strategic Plan SMART Goal: 81% of all students will score “proficient or advanced” in reading comprehension as measured by end of the year STAR (CST) assessment.
 - 6th grade: 81%
 - 7th grade: 76% - NOT MET*
 - 8th grade: 82%

- Writing Strategy Strategic Plan SMART Goal: 81% of all students will score “proficient or advanced” in writing strategies as measured by end of the year STAR (CST) assessment.
 - 6th grade: 85%
 - 7th grade: 88%
 - 8th grade: 85%

Practices and Focus Areas:

- Implementation of MAP for entire school in reading and language; utilize data in order to develop class and student goals; use of MAP data by all departments
- Use of existing technology software and web-based programs and assessments including as Destination Reading, Skills Tutor, and the addition of Compass Learning Odyssey.
- Increase of student independent reading levels through Accelerated Reading program (at least 3x per year)
- Support other core subject areas with primary source documents including historical novels to reinforce concepts in Humanities programs
- Incorporate additional grammar resources into the curriculum and design more lessons around grammar

Social Studies/History: CST results demonstrated large increases over previous year(s). While only 8th graders are tested in Social Studies/History, the CMS Humanities programs (ELA and History in grades 6-8) continue to meet student needs and school-wide expectations.

- Significant number of students scoring PROFICIENT or ADVANCED (89%). This includes a large growth of students moving from the proficient level to the advanced (6% more), as well as reducing the percentage of students qualifying in Basic, Below Basic, and Far Below Basic categories.

Practices and Focus Areas:

- 8th grade level and department team collaboration and professional development to enhance curriculum including the integration of new Common Core State Standards (CCSS). In addition, there is purposeful alignment of the 8th grade team’s preparatory period to plan and collaborate with and across departments to support literacy.
- Various extra-curricular offerings inside and outside of the school day to connect students to the relevancy of history and real world application (field trips, Saturday School, guest speakers, assemblies, mock elections)

Character Education: Strategic Plan SMART Goal: Continue to promote character education school-wide and encourage CMS shareholders (students, staff, and parents) to model the Six Pillars of Character. As reported to the Board in May, quantifiable measurement of the effects of Character Education is challenging; some measurement can be demonstrated in the following practices and focus areas.

Practices and Focus Areas:

- Implementation of a school-wide survey for students, teachers, and parents. Utilize feedback to address areas of growth as noted by survey results
- Support one unit compensated, faculty liaison position to assist teachers with character education instruction into the curriculum
- Every department adopts at least one trait and promotes that characteristic as their primary focus for the school year

4) **Big History Project Update**

Kellie Moore will present information and answer question regarding the Big History Project.

What is Big History?

Everything has a history: each person, plant, animal and object, our planet, and the entire universe. Each history offers valuable insights. Together, they reveal even more. Big history weaves evidence and insights from many scientific and historical disciplines into a single, accessible origin story — one that explores who we are, how we got here, how we are connected to everything around us, and where we may be heading.

The Big History Project is dedicated to fostering a greater love and capacity for learning among high school students. Started by Bill Gates and David Christian the goal is to get big history taught to as many students around the world as possible.

Developing well-balanced, motivated students is a challenge all schools face in a test-obsessed environment. Big history meets this challenge by bridging the key ideas of science and history, deepening interest in both and helping each practice the critical thinking, reading and writing skills vital to college readiness.

Big history is being built from the ground up to deliver a breakthrough experience that fully realizes the potential of a blended learning model. All aspects of the course — from the website to the assessment strategy — are developed in lock-step to ensure they fully complement and reinforce one another.

This course, taught by CHS teacher Kellie Moore, greatly simplifies and enhances the experience for both her and the students — relieving her of tasks and processes that get in the way of teaching, equipping her with easily accessible data and simply great content. For students, the benefits are greater — with engaging formats and styles and opportunities for self-guided learning that make the course approachable, fun and ultimately valuable.

The course currently has 33 students enrolled. All students were given an iPad the first month of school to use in all classes 24 hours a day, seven days a week, thus providing the potential for instruction and learning to occur anytime, anywhere. This class is one of the first classes to deploy one to one learning, one of the Governing Board's goals for learning.

Financial Impact:

None for this report.

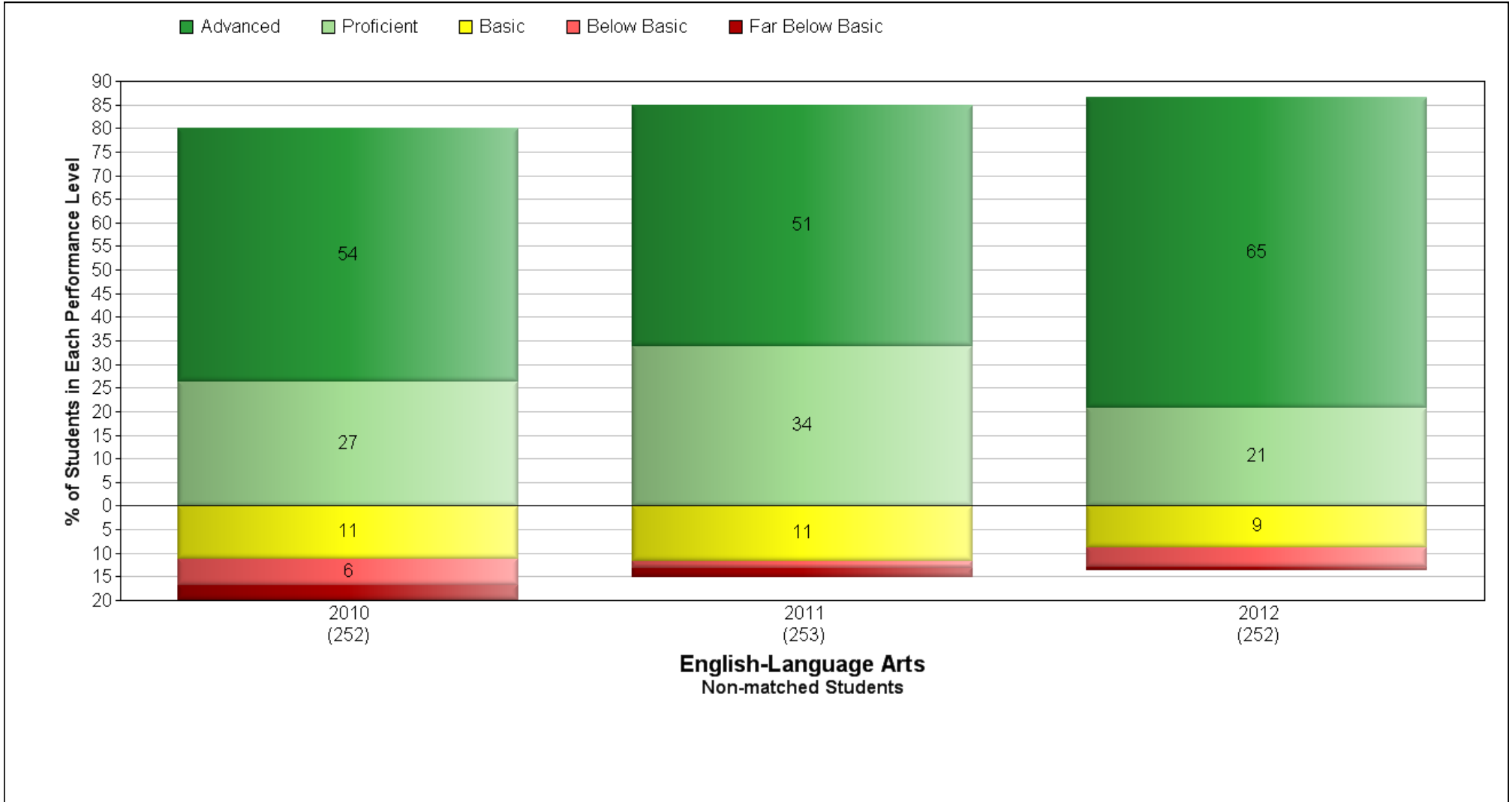
This report is provided to the Board for information.

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

CST Multi-Year Performance Level Distribution

Testing Group
Grade: Grade 8

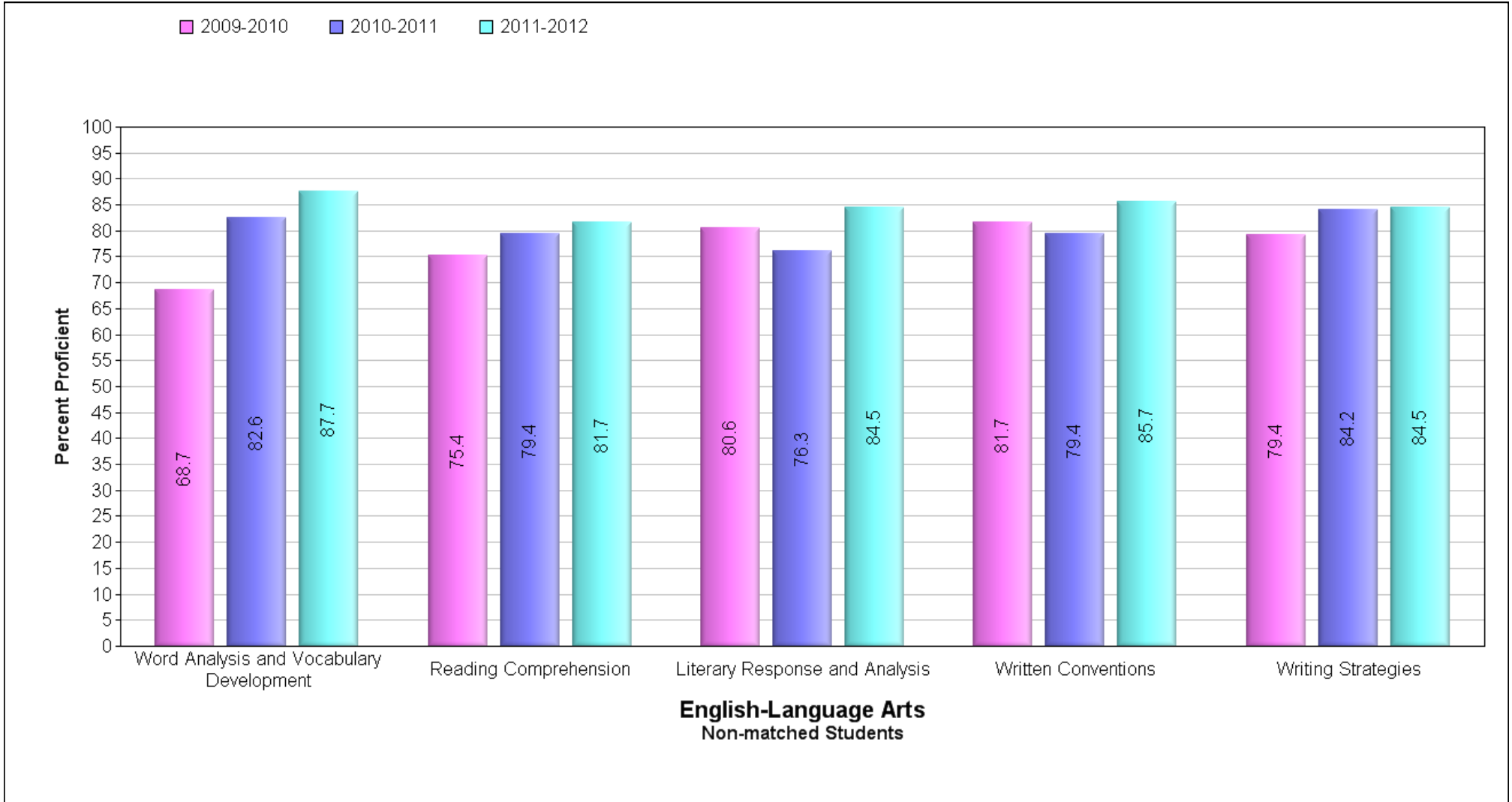
Reporting Group
District: Coronado Unified
School: Coronado Middle
Teacher: All Teachers



CST Multi-Year Cluster Performance

Testing Group
Grade: Grade 8

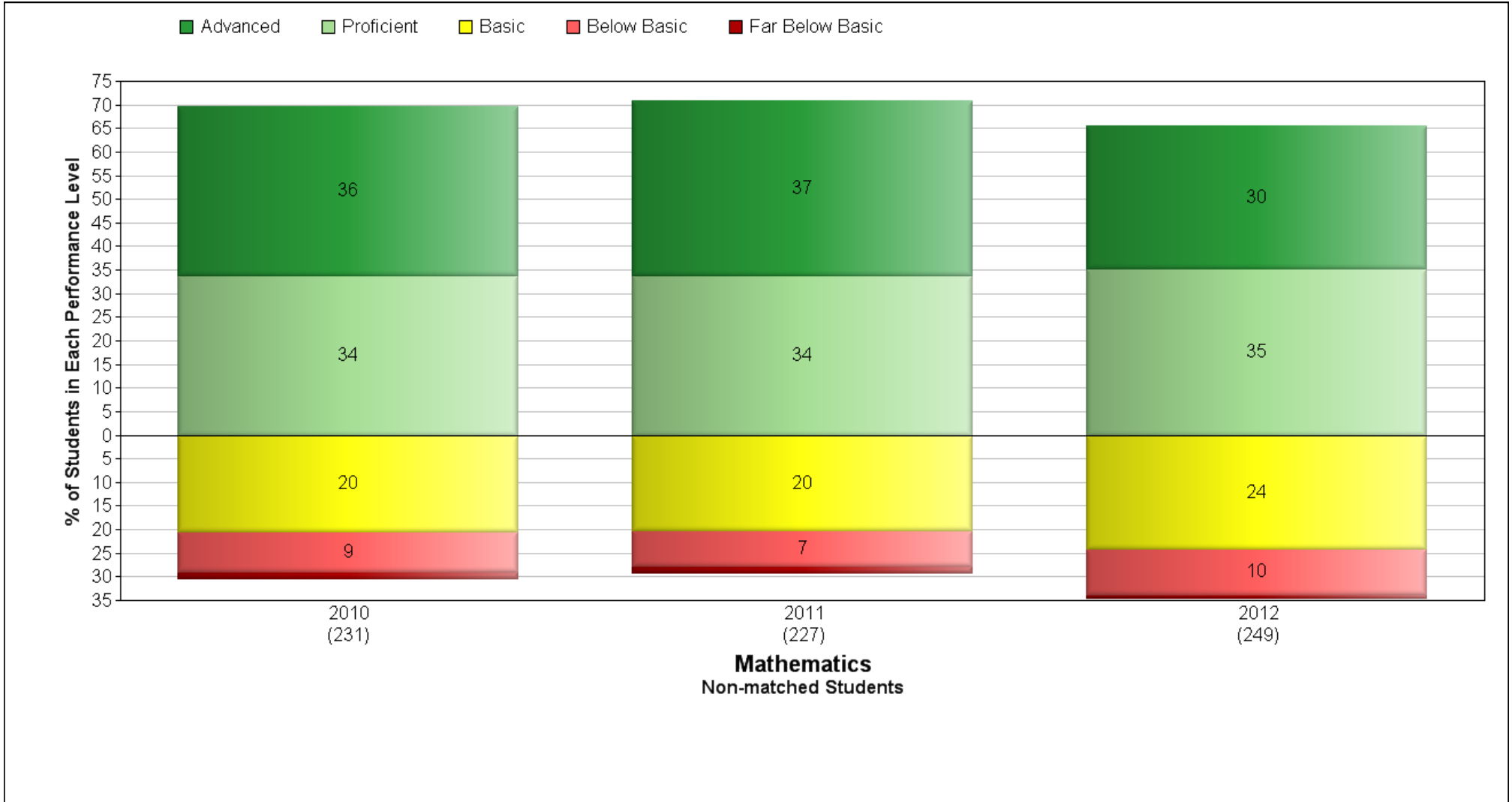
Reporting Group
District: Coronado Unified
School: Coronado Middle
Teacher: All Teachers



CST Multi-Year Performance Level Distribution

Testing Group
Grade: Grade 6

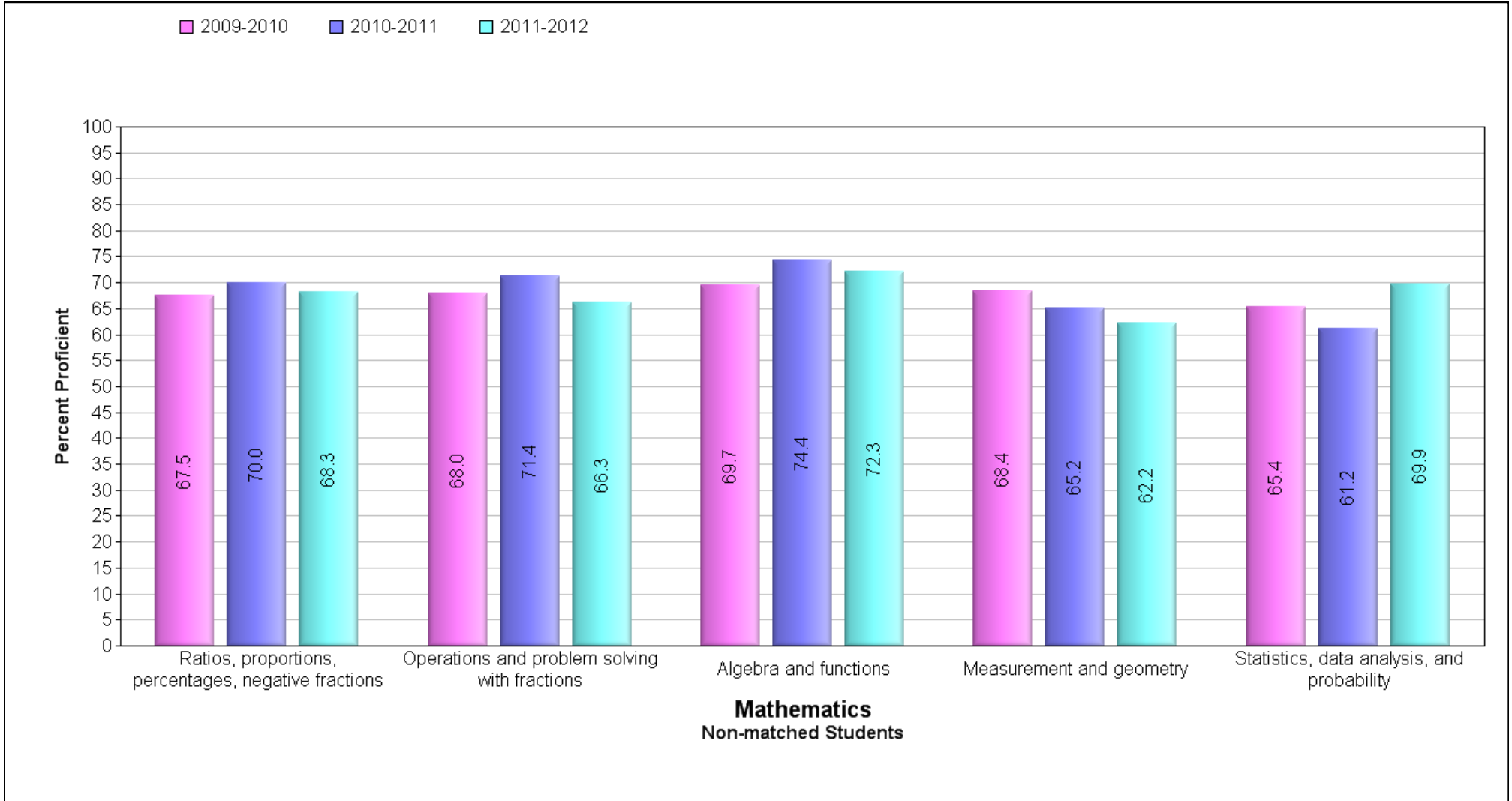
Reporting Group
District: Coronado Unified
School: Coronado Middle
Teacher: All Teachers



CST Multi-Year Cluster Performance

Testing Group
Grade: Grade 6

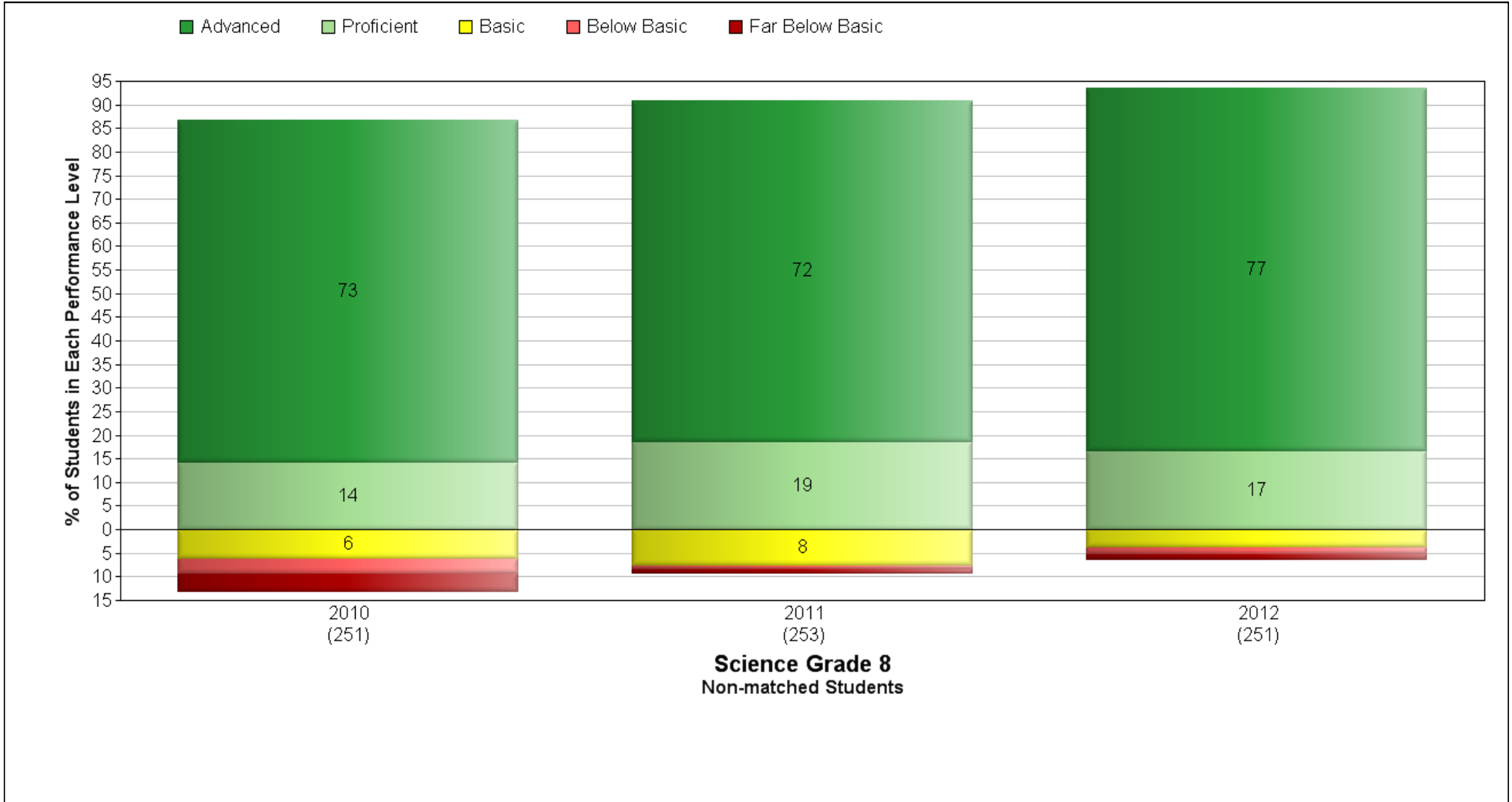
Reporting Group
District: Coronado Unified
School: Coronado Middle
Teacher: All Teachers



CST Multi-Year Performance Level Distribution

Testing Group
Grade: Grade 8

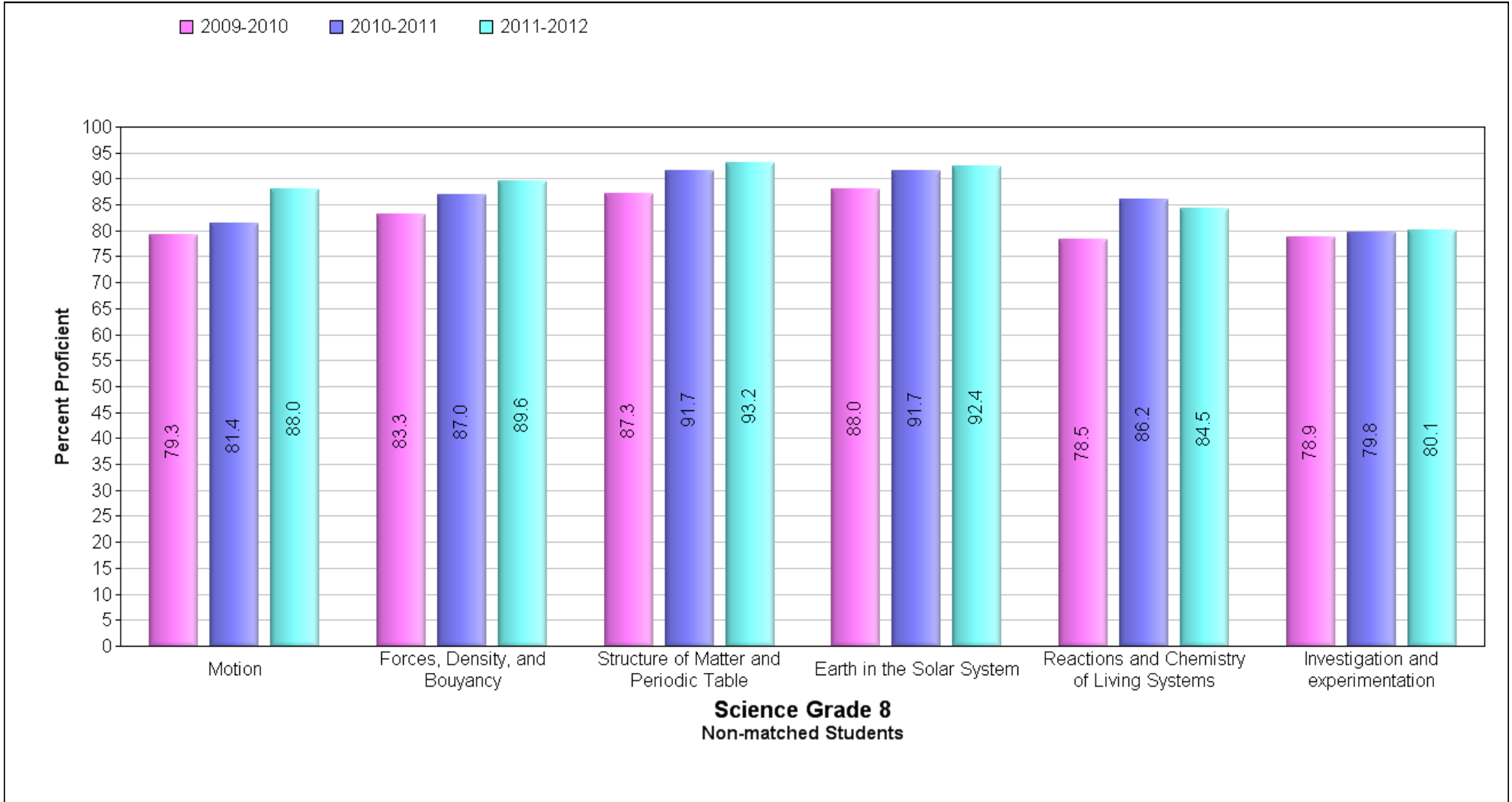
Reporting Group
District: Coronado Unified
School: Coronado Middle
Teacher: All Teachers



CST Multi-Year Cluster Performance

Testing Group
Grade: Grade 8

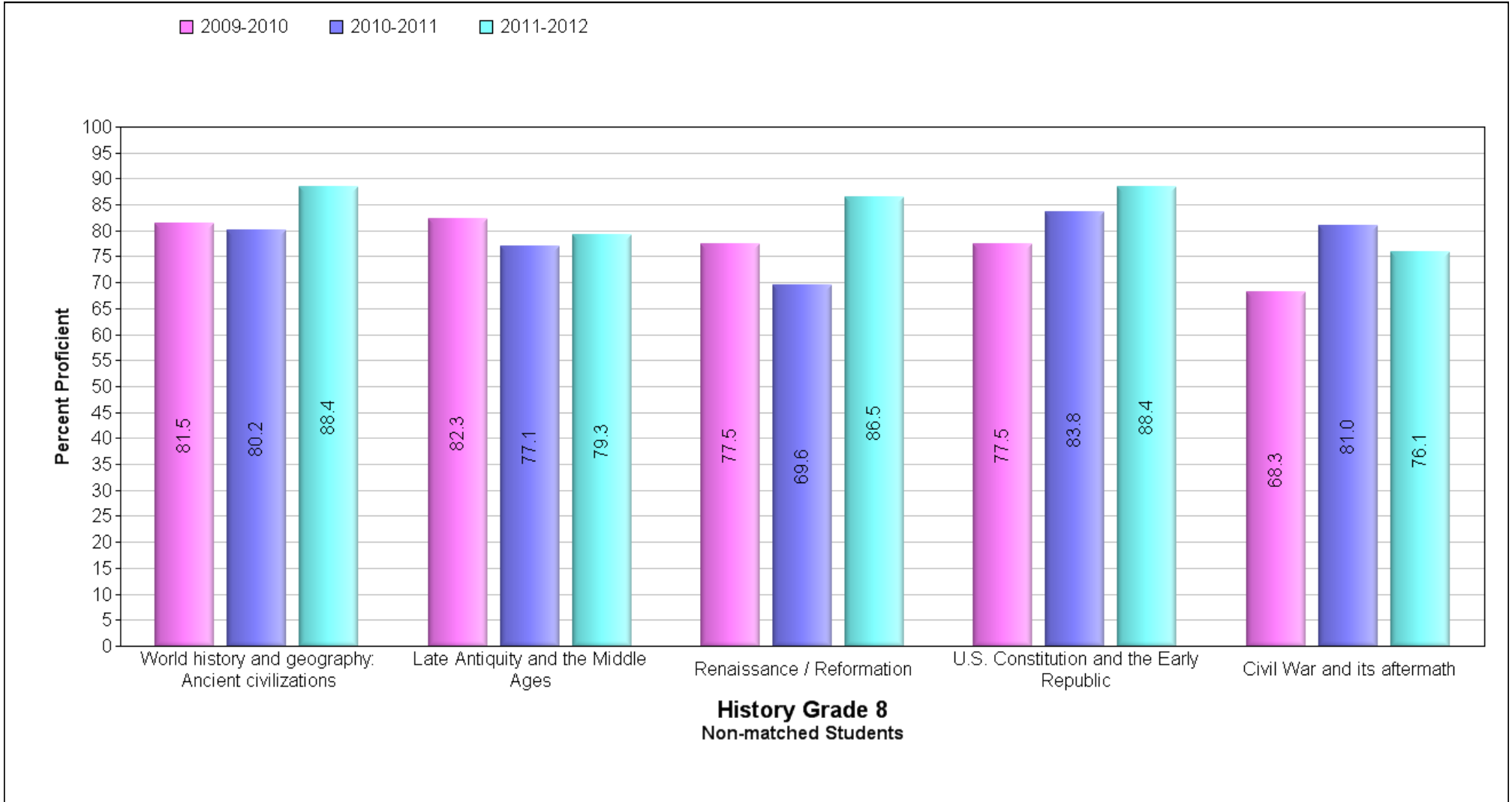
Reporting Group
District: Coronado Unified
School: Coronado Middle
Teacher: All Teachers



CST Multi-Year Cluster Performance

Testing Group
Grade: Grade 8

Reporting Group
District: Coronado Unified
School: Coronado Middle
Teacher: All Teachers



AGENDA – November 15, 2012

6.0 **DISTRICT ORGANIZATION AND BOARD OPERATION**

6.3 Human Resources (Report)

This Department of Human Resources report shares information regarding the Certificated and Administrator Evaluation Processes, Professional Development Committee, and the Health Benefit Open Enrollment Fair.

Certificated and Administrator Evaluation Process

October 31st is the final deadline for all certificated employees and administrators to develop SMART (Sustainable, Measurable, Attainable, Relevant and Time-Bound) goals. Evaluators have initiated formal observations and are providing timely feedback. The focus for both certificated employees and administrators is on student achievement.

The Principals' Professional Learning Community (PPLC) meets monthly. This collaborative time is used to discuss and calibrate observation methods, share resources and ensure a consistent district wide evaluation practice. Currently, since site administrators are in classrooms daily, observing and providing feedback to teachers, the PPLC conversations are centered on methods used in objective observations and feedback. Administrators use Marzano's books, The Art and Science of Teaching and The Effective Supervision: Supporting the Art and Science of Teaching to ground discussions and to support withholding judgment in favor of providing fact based documentation for teachers.

In general, the focus of PPLC sessions is to share and collaborate on components of the evaluation process: goal development, feedback, classroom observations and principals coaching and supporting teachers.

Professional Development Committee

The Professional Development (PD) committee continues to meet and discuss the certificated evaluation. At its last meeting this committee reviewed EdCode 44660-44665 and began the discussion about how to integrate student achievement data into the evaluation process. The PD committee started a healthy conversation as teachers, site administrators and district office administrators begin to research and analyze how to use student achievement data in the CUSD evaluation processes.

Health Benefit Open Enrollment Fair

Each year the Human Resources Department hosts the Health Benefit Fair to officially open the enrollment period for all employees who have access to health benefits. Luan Taylor, Human Resources Technician, organizes a number of representatives from health organizations such as Delta Dental, Kaiser, VEBA, VSP, VEBA, American Fidelity, etc. These representatives are available to answer questions and help employees with decisions regarding health. Mrs. Taylor also provided the opportunity for employees to have Body Fit measurements taken (cholesterol levels, metabolic rate, fitness and physical age).

Finally, flu shots and chair massage were also offered as preventative health measures for all employees. During 2013 employees eligible for benefits will have added health benefits such as Acupuncture and unlimited Chiropractor visits. The Human Resources Department is available to provide resources to employees to encourage proactive healthy decisions.

This report is provided to the Board for information.



AGENDA – November 15, 2012

6.0 DISTRICT ORGANIZATION AND BOARD OPERATION

6.4 Student Services Report – Update on District Security

Background Information:

During the Student Services report at the regularly scheduled October 2012 Board meeting, the Board requested that administration provide completion dates for the specific actions that the District is taking to address the twenty-one (21) facilities inherent security challenges identified in the *Threat and Vulnerability Assessment Report* conducted by Strategos Consulting.

Report:

The attached table illustrates the status of the district’s actions in all 21 areas, including projected completion dates.

Financial Impact:

None for this report

This report is provided to the Board for information.

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

ITEM	DONE	ONGOING	ADDRESSABLE	PROJECTED COMPLETION DATE
1. Access Control is porous	<p>Ongoing Training</p> <p>Cost: Staff and Consultant Time</p>	<p>Pad Locks (10-20 per school)</p> <p>“Do Not Duplicate” keys under district control</p> <p>Cost: Assessment in progress</p> <p>Proximity Badges for Site Access</p> <p>Cost: Assessment in progress</p> <p>Removing Sandbags that block doors</p>	<p>Cameras (CCTV)</p> <p>Cost: Approximately \$200K for all district sites based on past assessment</p>	<p>Padlocks 12/1/12</p> <p>CCTV District Office (DO) Assessment 12/1/12 Solicitation if required 12/21/12</p> <p>District Wide Solution, 3-4/2013.</p> <p>Need to allow #10/#11 to catch up</p>
2. No Reporting procedures for suspicious activity	<p>Established mechanism security@coronadousd.net</p> <p>Ongoing Training</p> <p>Cost: Staff and Consultant Time</p>			<p>Prior to 12/21/12</p>
3. Employees and contractors of CUSD have no badge or external identification mechanism at all showing and confirming access level		<p>Proximity Badges for Staff ID</p> <p>Equipment ordered, design to include district logo, staff name and picture</p> <p>Cost: \$4,729</p>		<p>Prior to 12/21/12</p>
4. Classified employee have no cohesive uniform appearance or identifying mechanism		<p>Uniforms for Classified Employees</p> <p>Sample Shirts Ordered w/sizes for staff to be determined for all itinerant staff, i.e., M& O, Custodial and IT</p> <p>Cost: \$1,059</p>		<p>Prior to 12/21/12</p>

ITEM	DONE	ONGOING	ADDRESSABLE	PROJECTED COMPLETION DATE
5. Interior spaces unlocked and regularly unattended		Health and safety inspections Cost: Staff and Consultant Time		First inspection Village 11/9/12 All other sites prior to 12/21/12 Initially 1X month, moving to 1X quarterly
6. Areas of campus that are not maintained or controlled by anyone		Health and safety inspections Cost: Staff and Consultant Time		Prior to 12/21/12
7. Community and Alumni access is unrestricted			Locking up will restrict non-permissible access Cost: Staff and Consultant Time	Prior to 12/21/12
8. Relaxed community access during weekends and holidays			See #7 Cost: Staff and Consultant Time	Prior to 12/21/12
9. Multi-use facilities with communities requiring access to school facilities			See #7 Cost: Staff and Consultant Time	Prior to 12/21/12
10. Sensitivities toward community with regard to what has 'always been' an open campus for community use	Community Awareness meeting a big help Standing meetings w/security stakeholders, i.e., CPD, CFD, Navy, Lincoln Housing Cost: Staff and Consultant Time	Cultural change will need to incorporate community and faculty Cost: Staff and Consultant Time		Ongoing

ITEM	DONE	ONGOING	ADDRESSABLE	PROJECTED COMPLETION DATE
11. Sensitivities toward impression being left on parents, administrators and students as a ‘ lock down ‘ or restriction of liberties.		See #10 Cost: Staff and Consultant Time		Ongoing
12. Traffic at drop-off and pick-up point	ECDC already seeing gains in flow due to administrative oversight/management Standing meetings w/security stakeholders, i.e., CPD, CFD, Navy, Lincoln Housing Cost: Staff and Consultant Time	Need to apply successes to other campuses Cost: Staff and Consultant Time...May ultimately require additional staff resources		Additional review by Strategos Prior to 12/1/12
13. Landscaping obstructive to visual control/ monitoring of spaces. Dense foliage restricts vision/ oversight.			Working on low water landscaping initiatives Cost: To be determined	4-5/2013

ITEM	DONE	ONGOING	ADDRESSABLE	PROJECTED COMPLETION DATE
14. Little or no preparation has been made for eventualities such as active shooter, bomb threat or hostage situations	Standing meetings w/security stakeholders, i.e., CPD, CFD, Navy, Lincoln Housing Cost: Staff and Consultant Time	Ongoing training intends to include all of these scenarios as we improve the Emergency Action Plan (EAP) responses. Cost: Staff and Consultant Time		Start with fire drills. Every school observed by Strategos, Coronado PD, and Coronado FD prior to 12/21/12 Specific training to begin 1/2013 Build communication with Ed. Community Ref #10/#11
15. Little or no training for staff with regards to handling incursions by unauthorized personnel.	Standing meetings w/security stakeholders, i.e., CPD, CFD, Navy, Lincoln Housing Cost: Staff and Consultant Time	See #14 Cost: Staff and Consultant Time		Start with fire drills. Every school observed by Strategos, Coronado PD, and Coronado FD prior to 12/21/12 Specific training to begin 1/2013 Build communication with Ed. Community Ref #10/#11
16. Cultural leanings toward the Idea that “We have Never been attacked, nothing to worry about.”	Standing meetings w/security stakeholders, i.e., CPD, CFD, Navy, Lincoln Housing Cost: Staff and Consultant Time	See #10 Cost: Staff and Consultant Time		3-4/2013 Town Hall Meeting at all sites; include Navy, PD, FD
17. Fire department has consistently resisted efforts to physically secure facilities in effort to retain access and ensure exit safety for students and faculty.	Standing meetings w/security stakeholders, i.e., CPD, CFD, Navy, Lincoln Housing Cost: Staff and Consultant Time	Meeting with Fire Department this week to plan a walk-through from a security perspective Cost: Staff and Consultant Time...may result in additional infrastructure cost to ensure entrance and egress control		Initial assessment incorrect; FD to participate in fire drills, assess and update procedures regarding access 1/2013

ITEM	DONE	ONGOING	ADDRESSABLE	PROJECTED COMPLETION DATE
18, Public Announcement System appears to be unable to reach all areas of the schools		<p>Communication w/ Principals to determine if this is an issue, and where specifically</p> <p>Cost: Staff Time...If correction needed cost to be determined at each site</p>		Update by 12/21/12
19. Windows are easily viewed into from the outside from a privacy perspective			<p>Need to determine what if any legitimate safety concern this poses.</p> <p>Cost: Staff and Consultant Time</p>	Low priority, consider removing from list
20. Single security guard with limited training, procedures and accountability for all campuses		<p>Training will include the "Health and Comfort" inspections with security guard, and improve connectivity with the safety initiative.</p> <p>Cost: Staff and Consultant Time...may result in recommendation for additional security staff</p>		<p>11/9/12</p> <p>Monthly to begin, quarterly minimum</p> <p>Security guard scope of work to be updated</p>
21. District lacks consolidated supply of: -Emergency power generators -Emergency supplies (food, water, blankets etc...) -Emergency medical supplies		<p>Contact FEMA to see if CUSD may be designated as a relief node for FEMA action.</p> <p>Cost: Staff and Consultant Time</p>		Update on 1/2013 regarding FEMA

AGENDA – November 15, 2012

6.0 ORGANIZATIONAL BUSINESS

DISTRICT ORGANIZATION AND BOARD OPERATION

6.5 Presentation of Draft Calendars for the 2013-2014 School Year (Report)

Background Information:

In order to fulfill the Board's goals for more effective communication, the Superintendent created two Calendar Forums. These Calendar Forums were presented to the community and staff and which were held on November 13th and 14th. Input from the community and staff accessed thought, increased understanding, and improved relationships.

Dr. Felix presented four draft Calendars for review (see attached).

The Draft Calendars were designed to comply with the Guiding Principles which the Board adopted on November 11, 2011:

- Student learning is the focus and attendance must be maximized
- School begins mid to late August and ends in early June
- 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
- President's 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 when reasonably possible to break up long periods that otherwise do not have vacation days (e.g. early October, late April)

Draft Calendar 1 is our base calendar. This calendar was built on the premises of last year's negotiated calendar. Teachers will report to duty on August 20th. School is slated to start on August 22nd and end on June 5th, with 175 instructional days. There is a disparity of days between first semester (77 days) and second semester (98 days). Spring Break does not fall on Easter week but is in the middle of the semester. In addition, two days in October remain for college visits.

Draft Calendar 2 is similar to Draft Calendar 1 but the start of school has been pushed up one week with students beginning on August 15th and ending school on May 29th. Teachers will report to duty on August 13th. The days between semesters are a little more even (82 days for first semester, and 93 days for second semester). Everything remains the same as Draft Calendar 1.

Draft Calendar 3 pushes the first day of school to August 12th and ending on May 22nd. Teachers will report to duty on August 8th. Semester one has 85 days and semester two has 90 days. This calendar differs in the second semester. January and February each have four day weekends, and March has a five day weekend. In April there will be no school on Good Friday and Easter Monday. This leaves April and May for testing.

Draft Calendar 4 pushed the first day of school up further to August 7th with the teachers reporting for duty on August 5th. School will end on May 21st. First semester has 88 days and second semester has 87 days. January has a four day weekend. February, March and April each have a five day weekend.

Superintendent Felix will update the Board on the outcome and remarks from the community and staff from the two Calendar Forums that were held.

This report is provided to the Board for information.

A stylized, cursive signature or logo consisting of the letters 'JPF' in a dark blue color.



Guiding Principles

- Student learning is the focus and attendance must be maximized
- School begins mid to late August and ends in early June
- 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
- President's 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 when reasonably possible to break up long periods that otherwise do not have vacation days (e.g. early October, late April)

San Diego County Schools Traditional School Calendar 2012/13

SCHOOL DISTRICT	Year Round Schools	First Day of School (Trad)	Last Day of School (Trad)	Total Teaching Days	Holidays/Non-Student Days												
					July	August	September	October	November	December	January	February	March	April	May	June	
1 Alpine		9/4	6/18	175						12, 19-23	21-31	1-4, 21	11, 18	25-29	1-5	27	
4 Bonsall		8/27	6/13	180			3			12, 19-23	24-31	1-4, 21	14-18	29	1-5	27	
62 Borrego Springs		9/4	6/13	180						12, 21-23	24-31	1-4, 21	11, 18		1-5	27	
6 Cajon Valley		8/23	6/20	180			3			12- 19-23	17-31	1-4, 21	11, 18	25-29	1-5	27	
7 Cardiff		8/28	6/14	180			3			12, 19-23	24-31	1-4, 21	18-22		8-12	27	
63 Carlsbad		8/29	6/13	180			3			12, 19-23	24-31	1-4, 21, 25	15, 18		1-5	27	
9 Chula Vista	YES	7/25	6/10	180			3, 24-28	1-8		12, 19-23	24-31	1-14, 21	15, 18	18-29	1	27	
47 Coronado		8/23	6/5	175			3	8, 9		12, 19-23	21-31	1-4, 21	15, 18	29	1-5	27	
10 Dehesa		8/27	6/11	175			3			12, 19-23	21-31	1-4, 21	11, 18	25-29	1-5	27	
11 Del Mar		8/27	6/13	180			3			12, 19-23	24-31	1-4, 21	18-22		8-12	27	
14 Encinitas		8/20	6/21	179			3	22-31	1, 2, 12, 21-23	21-31	1-4, 21	15, 18			1-12	27	
15 Escondido		8/20	6/12	180			3	18, 19		12, 19-23	24-31	1-4, 21	18, 19	25-29	1-5	27	
40 Escondido High		8/20	6/4	175			3			12, 19-23	24-31	1-7, 21	18-19	25-29	1-5	27	
16 Fallbrook		8/27	6/13	180			3	8		12, 19-23	24-31	1-4, 21	14-18	29	1-5	27	
41 Fallbrook High		8/27	6/13	181			3			12, 19-23	24-31	1-4, 21	14-18	29	1-5	27	
42 Grossmont High		9/4	6/18	180						12, 19-23	24-31	1-4, 21	11, 18	25-29		27	
17 Jamul-Dulzura		8/22	6/14	175			3			12, 19-23	17-31	1-4, 21	11, 18	25-29	1-8	24, 27	
18 Julian		8/15	6/7	178			3		2, 12, 19-23	24-31	1-4, 21	11, 18			1-5	27	
43 Julian High																	not available
20 La Mesa-Spring Valley		8/16	6/14	175			3	8-19		12, 19-23	24-31	1-4, 21	8, 11, 18	25-29	1-5	27	
19 Lakeside		9/4	6/21	178						12, 19-23	24-31	1-4, 21, 25	11, 18	25-29	1-5	27	
21 Lemon Grove		9/4	6/24	180						12, 19-23	24-31	1-4, 21	15, 18	25-29	1-5	27	
48 Mountain Empire		8/28	6/18	180			3			12, 19-23	24-31	1-4, 21	15, 18	25-29	1-5	27	
23 National		7/30	6/7	177			3, 24-28	1-8		12, 19-23	24-31	1-14, 21	15, 18	18-29		27	
64 Oceanside		8/23	6/12	180			3			12, 19-23	24-31	1-4, 21	18-22		8-12	27	
61 Poway	YES	8/22	6/13	180			3, 24	31	5, 12, 19-23	24-31	1-4, 18, 21	18-22	25-29			27	
49 Ramona		8/27	6/12	180			3			12, 19-23	21-31	1-4, 21	1, 15, 18		1-5	27	
28 Rancho Santa Fe		8/27	6/14	180			3			12, 19-23	24-31	1-4, 21	11-18		8-12	27	
50 San Diego	YES	9/4	6/18	175						12, 19-23	24-31	1-4, 21	15, 18	29	1-5	27	
45 San Dieguito High		8/28	6/14	180			3, 17			12, 19-23	24-31	1-4, 21, 28, 29	15, 18		8-12	27	
65 San Marcos		8/20	6/11	178			3	15	12, 13, 19-23	21-31	1-11, 21	15, 18	25-29			27	
31 San Pasqual		8/29	6/13	180			3			12, 19-23	24-31	1-4, 21	15, 18	25-29	1	27	
33 San Ysidro		7/25	6/7	180			3, 24-28	1-8		12, 19-23	24-31	1-14, 21	15, 18	18-29		27	
32 Santee		8/27	6/19	180			3, 24			12, 19-23	24-31	1-7, 21	11, 18	25-29	1-5	27	
34 Solana Beach		8/27	6/13	180			3			12, 21-23	24-31	1-4, 21	18-22		8-12	27	
35 South Bay		7/30	6/7	176			3, 24-28	1-8, 26		12, 19-23	24-31	1-14, 21	15, 18	18-29		27	
36 Spencer Valley		8/15	6/7	178			3		2, 12, 19-23	24-31	1-14, 21	11, 18			1-8	27, 28	
46 Sweetwater High	YES	7/25	6/7	180			3, 24-28	1-8		12, 19-23	24-31	1-14, 21	15, 18	18-29		27	
37 Vallecitos		8/27	6/13	178			3			12, 19-23	24-31	1-4, 21	14-19	28-29	1-5	24, 27	
67 Valley Center-Pauma		8/23	6/12	180			3			12, 19-23	24-31	1-7, 21	18-22		8-12	27	
51 Vista		8/20	6/6	180			3			12, 19-23	24-31	1-7, 18, 21	15, 18	25-29	1	24, 27	
66 Warner		8/15	6/7	180			3, 28			12, 19-23	24-31	1-4, 21	11-18		1-5	17, 24, 27	

Coronado Unified School District
Calendar for 2013-2014 Draft 1

Student Days

											<u>Student Days</u>		
											Sem 1	Sem 2	
	M	T	W	T	F		M	T	W	T	F		
JULY	1	2	3	4	5	JAN	30	31	1	2	3	0	0
	8	9	10	11	12		6	7	8	9	10	0	5
	15	16	17	18	19		13	14	15	16	17	0	5
	22	23	24	25	26		20	21	22	23	24	0	4
AUG	29	30	31	1	2	FEB	27	28	29	30	31	0	5
	5	6	7	8	9		3	4	5	6	7	0	5
	12	13	14	15	16		10	11	12	13	14	0	4
	19	20	21	22	23		17	18	19	20	21	2	4
	26	27	28	29	30		24	25	26	27	28	5	5
SEPT	2	3	4	5	6	MAR	3	4	5	6	7	4	5
	9	10	11	12	13		10	11	12	13	14	5	5
	16	17	18	19	20		17	18	19	20	21	5	5
	23	24	25	26	27		24	25	26	27	28	5	0
OCT	30	1	2	3	4	APR	31	1	2	3	4	5	5
	7	8	9	10	11		7	8	9	10	11	3	5
	14	15	16	17	18		14	15	16	17	18	5	4
	21	22	23	24	25		21	22	23	24	25	5	4
NOV	28	29	30	31	1	MAY	28	29	30	1	2	5	5
	4	5	6	7	8		5	6	7	8	9	5	5
	11	12	13	14	15		12	13	14	15	16	4	5
	18	19	20	21	22		19	20	21	22	23	5	5
	25	26	27	28	29		26	27	28	29	30	0	4
DEC	2	3	4	5	6	JUNE	2	3	4	5	6	5	4
	9	10	11	12	13		9	10	11	12	13	5	0
	16	17	18	19	20		16	17	18	19	20	4	0
	23	24	25	26	27		23	24	25	26	27	0	0
												77	98

=Non-Student Days

=Teacher Work Days

Total Student Days 175

Coronado Unified School District
Calendar for 2013-2014 Draft 2

											<u>Student Days</u>			
											Sem 1	Sem 2		
JULY	M	T	W	T	F		JAN	M	T	W	T	F	0	0
	1	2	3	4	5			30	31	1	2	3	0	5
	8	9	10	11	12			6	7	8	9	10	0	5
	15	16	17	18	19			13	14	15	16	17	0	5
AUG	22	23	24	25	26		FEB	20	21	22	23	24	0	4
	29	30	31	1	2			27	28	29	30	31	0	5
	5	6	7	8	9			3	4	5	6	7	0	5
	12	13	14	15	16			10	11	12	13	14	2	4
	19	20	21	22	23			17	18	19	20	21	5	4
SEPT	26	27	28	29	30		MAR	24	25	26	27	28	5	5
	2	3	4	5	6			3	4	5	6	7	4	5
	9	10	11	12	13			10	11	12	13	14	5	5
	16	17	18	19	20			17	18	19	20	21	5	5
OCT	23	24	25	26	27		APR	24	25	26	27	28	5	0
	30	1	2	3	4			31	1	2	3	4	5	5
	7	8	9	10	11			7	8	9	10	11	3	5
	14	15	16	17	18			14	15	16	17	18	5	4
NOV	21	22	23	24	25		MAY	21	22	23	24	25	5	4
	28	29	30	31	1			28	29	30	1	2	5	5
	4	5	6	7	8			5	6	7	8	9	5	5
	11	12	13	14	15			12	13	14	15	16	4	5
	18	19	20	21	22			19	20	21	22	23	5	5
DEC	25	26	27	28	29		JUNE	26	27	28	29	30	0	3
	2	3	4	5	6			2	3	4	5	6	5	0
	9	10	11	12	13			9	10	11	12	13	5	0
	16	17	18	19	20			16	17	18	19	20	4	0
	23	24	25	26	27		23	24	25	26	27	0	0	
											82	93		

=Non-Student Days

=Teacher Work Days

Total Student Days 175

Coronado Unified School District
Calendar for 2013-2014 Draft 3

Student Days

											<u>Student Days</u>		
											Sem 1	Sem 2	
	M	T	W	T	F		M	T	W	T	F		
JULY	1	2	3	4	5	JAN	30	31	1	2	3	0	0
	8	9	10	11	12		6	7	8	9	10	0	5
	15	16	17	18	19		13	14	15	16	17	0	5
	22	23	24	25	26		20	21	22	23	24	0	3
AUG	29	30	31	1	2	FEB	27	28	29	30	31	0	5
	5	6	7	8	9		3	4	5	6	7	0	5
	★12	13	14	15	16		10	11	12	13	14	5	4
	19	20	21	22	23		17	18	19	20	21	5	4
26	27	28	29	30	24	25	26	27	28	5	5		
SEPT	2	3	4	5	6	MAR	3	4	5	6	7	4	5
	9	10	11	12	13		10	11	12	13	14	5	5
	16	17	18	19	20		17	18	19	20	21	5	4
	23	24	25	26	27		24	25	26	27	28	5	3
OCT	30	1	2	3	4	APR	31	1	2	3	4	5	5
	7	8	9	10	11		7	8	9	10	11	3	5
	14	15	16	17	18		14	15	16	17	18	5	4
	21	22	23	24	25		21	22	23	24	25	5	4
NOV	28	29	30	31	1	MAY	28	29	30	1	2	5	5
	4	5	6	7	8		5	6	7	8	9	5	5
	11	12	13	14	15		12	13	14	15	16	4	5
	18	19	20	21	22		19	20	21	★22	23	5	4
	25	26	27	28	29		26	27	28	29	30	0	0
DEC	2	3	4	5	6	JUNE	2	3	4	5	6	5	0
	9	10	11	12	13		9	10	11	12	13	5	0
	16	17	18	19	20		16	17	18	19	20	4	0
	23	24	25	26	27		23	24	25	26	27	0	0
												85	90

=Non-Student Days

=Teacher Work Days

Total Student Days 175

Coronado Unified School District
Calendar for 2013-2014 Draft 4

Student Days

										<u>Student Days</u>			
										Sem 1	Sem 2		
JULY	M	T	W	T	F	JAN	M	T	W	T	F	0	0
	1	2	3	4	5		30	31	1	2	3	0	5
	8	9	10	11	12		6	7	8	9	10	0	5
	15	16	17	18	19		13	14	15	16	17	0	3
AUG	22	23	24	25	26	20	21	22	23	24	0	5	
	29	30	31	1	2	27	28	29	30	31	3	4	
	5	6	7	8	9	3	4	5	6	7	5	3	
	12	13	14	15	16	10	11	12	13	14	5	5	
SEPT	19	20	21	22	23	17	18	19	20	21	5	5	
	26	27	28	29	30	24	25	26	27	28	4	5	
	2	3	4	5	6	3	4	5	6	7	5	5	
	9	10	11	12	13	10	11	12	13	14	5	4	
OCT	16	17	18	19	20	17	18	19	20	21	5	3	
	23	24	25	26	27	24	25	26	27	28	5	5	
	30	1	2	3	4	31	1	2	3	4	5	5	
	7	8	9	10	11	7	8	9	10	11	3	5	
NOV	14	15	16	17	18	14	15	16	17	18	5	4	
	21	22	23	24	25	21	22	23	24	25	5	5	
	28	29	30	31	1	28	29	30	1	2	5	5	
	4	5	6	7	8	5	6	7	8	9	4	5	
DEC	11	12	13	14	15	12	13	14	15	16	5	3	
	18	19	20	21	22	19	20	21	22	23	0	0	
	25	26	27	28	29	26	27	28	29	30	5	0	
	2	3	4	5	6	2	3	4	5	6	5	0	
JUNE	9	10	11	12	13	9	10	11	12	13	5	0	
	16	17	18	19	20	16	17	18	19	20	4	0	
	23	24	25	26	27	23	24	25	26	27	0	0	
	88											87	

=Non-Student Days

=Teacher Work Days

Total Student Days 175

AGENDA – November 15, 2012

7.0 ORGANIZATIONAL BUSINESS

DISTRICT ORGANIZATION AND BOARD OPERATION

7.1 Superintendent’s Management of Board Goals for 2012-2013 (Report)

Report:

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

Attached are the updated projects in graphic form.

Financial Impact:

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

This report is provided to the Board for information.

JPF

Coronado Unified School District Superintendent Management of Board Goals for 2012-2013

Projects	Board Goals	August	September	October	November	December	January	February	March	April	May	June
1 Calendar Forums	1, 3, 5			Select Calendar Committee	Forum Discussions	Calendar Completion	Board and Bargaining Unit Approvals					
2 100th Year Anniversary	3, 4	Leadership Selected	Committee Selected	Plans Created			Marketing Begins		Celebration at Telethon	13-14 Events Calendar Announced		
3 Charter School	1.1, 1.2, 1.3			First Charter Board Meeting	Staff Selection		Marketing Begins	Student Registration			Staff Selection	
4 Academic Dashboard	2.1, 3											
5 Online Registration K-12	3				Board Presentation	Board Presentation	Board Approval Contract Signed	Technical Preparations	Product Tests	Marketing Begins		
6 Website Remodel	3	Vendor Meetings	Vendor Selected	CoSA Website	Preschool Website	Charter Website	District Website				School Websites	
7 Bring Your Own Device	1, 2, 3, 5	Last Year for CMS Laptop Classes				Board Report						
8 Tech Plan	1, 2, 3, 5		Committee Meets	Committee Meets	Plan Draft Reviewed	Plan Draft Presented	Board Approval					

updated 11/8/12

Coronado Unified School District Department Management of Board Goals for 2012-2013

Department Responsibility	Projects	Board Goals	August	September	October	November	December	January	February	March	April	May	June
1 Business Services	FAQ	3		Publish to website	Market to Community	Editing from responses	Update from Election Results	Update from Gov Proposal	Continue Updates and Editing				
2 Business Services	E-Commerce	2	Research proper e-commerce vendor for integrated one-stop website purchasing of services and supplies by community and staff				Select vendor and build into website			Market website to staff and community			
3 Business Services	Business Dashboard	2.1	Escape Software Tied to AD	Validate existing data to Escape and create parallel system of personnel requisitions			Go live with Escape in personnel requisitions		Create prototype of Dashboard			Market website Dashboard	
4 Business Services	Landscape Remodel	2		Selection of Spring Remodel	Plans for Spring Area Created	Final Review	Selection of Summer Remodel	Plans for Summer Area Created	Final Review Spring Area Prep	Spring Area Planted		Summer Area Prepared	
5 Student Services	Security Restructure	2,3,4	Staff Training	Staff Training/Order Badges/Uniforms	Staff Training Proximity Control								
6 Student Services	504 Reform	1,3,5	Consult w/legal re: training		Develop Training								
7 Student Services	Counseling Reorganization	1,3,4,5			Counselor Meetings								
8 Human Resources	Negotiations	2, 3	General CSEA / ACT Meetings	General CSEA / ACT Meetings	General CSEA / ACT Meetings	General CSEA / ACT Meetings	General CSEA / ACT Meetings	Negotiation Meetings Begin		Ongoing		Board Report	Board & Assoc Approvals
9 Human Resources	Staff Evaluation	1, 2, 3, 4, 5	Certificated Staff Initial Training	Revisions and Updates	Board Workshop	Revisions and Updates	Revisions and Updates						
10 Human Resources	Rebench Study			Contact Vendors	Contact Vendors	Receive Bids	Receive Bids	Review Process					
11 Human Resources Learning	Staff Development Days	1, 3, 5	Staff PD Day 8/20	Create Training	Staff PD Day 10/9	Review survey results	Create Training	Staff PD Day 12/21					
12 Learning	Crown Preschool	1					Staff Selection	Marketing Begins	Student Registration			Staff Selection	
13 Learning	Formative Assessments	1			Web-based MAP launch/Fall testing	Fall testing			Winter testing window			Spring testing window	
14 Learning	Common Core	1			PD	PD	SBAC Training	PD	PD	PD	PD	Update Transition Plan	All grades CCSS
15 Learning	Digital Textbook	1, 2, 5	Year 2 Biology Year 1 Big History		Planning for CMS science		Board Report	Planning with Tech Dept				PD for Science Dept	
16 Learning	Big History Project	1, 5	iPad 24/7 Deployment			Board Report			Review & Plans Made for Fall			Fall Classes Announced	
17 Learning	One To One Initiative	1.1, 1.2, 1.3					Date Selected for 3-Day Training	Group of 30 Staff Formed		3-Day Training			
18 Learning Technology	Haiku	2			Training & Automation	Site Based Work Groups	Training & Plan Phase 2	Gradebook Pilot	Train Trainer PD, all sites	Plan 13-14 Rollout	Train Trainer PD, all sites	Train Trainer PD, all sites	Communication Prep for Families
19 Technology	Automaticity of Services	2				MAP	Compass Learning	Compass Learning	Compass Learning, MAP connection	Follett, Registration	AR, AM, Registration	Destination Learning	Skills Tutor

updated 11/8/12

AGENDA – November 15, 2012

7.0 ORGANIZATIONAL BUSINESS

DISTRICT ORGANIZATION AND BOARD OPERATION

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

Background Information:

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

Report/Information:

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

November 29 - December 1, 2012:

- CSBA Educational Conference and Annual Trade Show

December 6, 2012: Workshop in DO Board Room

- All Day District Strategic Planning (8:00 AM to 1:00 PM)

December 13, 2012: Annual Organizational Meeting

- Board Communication Protocols
- First Interim

December 20, 2012: Regular Board Meeting

- Islander Sports Foundation Update
- Spring Landscape Proposal for ECDC
- Online Registration Vendor Presentation
- Technology Plan Presentation

January 2013: Regular Board Meeting TBD

- State of District Address
- Superintendent's Evaluation
- Independent Auditor's Report on Financial Statements
- Uniform Complaint Quarterly Report
- Online Registration Vendor Approval
- Preschool Marketing Presentation
- Charter Marketing Presentation
- 2013-2014 Calendar Approval
- Technology Plan Approval
- Approve District Strategic Plan
- Approve Student Services Strategic Plan
- Board Policy Update – First Reading

February 2013: Regular Board Meeting TBD

- California School Boards (CSBA) Delegate Assembly Election
- Interdistrict Transfer (IDT) Agreements between South County School Districts
- STEAM Report
- Summer Landscape Proposal
- Approve All Sites' Strategic Plans
- BBMAC Second Quarter Financial Report
- Board Policy Update – Approval

March 2013: Regular Board Meeting TBD

- Second Interim Budget
- Special Education Report
- Superintendent's Evaluation

April 2013: Regular Board Meeting TBD

- Website Presentation
- Uniform Complaint Quarterly Report
- Local Board Policy Review

May 2013: Board Workshop TBD

- TBD

May 2013: Regular Board Meeting TBD

- Board Policy Update – First Reading
- Budget Update
- 100th Year Anniversary Committee Update
- BBMAC Third Quarter Financial Report
- Coronado SAFE Annual Report
- Coronado Schools Foundation Report
- Character Education Reports from Schools
- Report on the Progress of Staff Evaluation Tool

June 2013: Regular Board Meeting TBD

- Superintendent Evaluation/Goals/Contract
- Consolidated Application
- GASB 45
- Uniform Complaint Quarterly Report
- Report on School Trips
- Board Policy Update – Approval
- 2013-2014 Budget Presentation
- Capital Facilities Plan (Green Sheet)
- Report on the Progress of Staff Evaluation Tool

June 2013: Regular Board Meeting TBD

- Adopt Budget

August 2013: Regular Board Meeting TBD

- Data and Assessment Update
- NWEA MAP, STEAM
- Consolidated Application
- Human Resources Report
- Business Services Report
- Student Services Report

September 2013: Regular Board Meeting TBD

- BBMAC Fourth Quarter Financial Report
- Unaudited Actuals
- Williams Resolution of Sufficiency of Instructional Materials
- Resolution of Character Counts
- Assessment Report (STAR/Advanced Placement)
- CTE/Adult Ed; and CHS Graduation Rates
- Coronado Schools Foundation Report on Summer School
- Board Policy Update – First Reading

October 2013: Board Workshop TB

- Staff Evaluation Update and Discussion of Next Steps

October 2013: Regular Board Meeting TBD

- Student Enrollment Report
- Coronado School of the Arts Report
- Uniform Complaint Quarterly Report
- Superintendent's Evaluation
- Board Policies – Approval
- Approve All Site Safety Plans

Financial Impact:

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