

**Governing Board of Trustees
Annual Organizational Meeting
AGENDA**

Thursday, December 13, 2012, 4:30 PM

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

**The Oath of Office will be administered to newly elected Governing Board Members
Dawn Ovrom and Maria Simon**

In accordance with Education Code Section 35143, notice is hereby given of the Annual Organizational Meeting of the Governing Board of Trustees of the Coronado Unified School District for the following purposes:

- 1.0 OPEN SESSION**4:30
 - 1.1 Pledge to the Flag
 - 1.2 Approval of the Agenda: Any changes for either the full agenda or the consent calendar must be made at this time

- 2.0 ELECTION OF BOARD OFFICERS**
 - 2.1 President3
 - 2.2 Vice President3
 - 2.3 Clerk3

- 3.0 SELECTION OF DAY, TIME, AND PLACE OF REGULAR MONTHLY MEETINGS**
 - 3.1 **Time and Place:** The Superintendent recommends that all meetings, unless posted otherwise, will be held on the third Thursday of each month at 4:30 PM in the District Office Board Room at 201 Sixth Street in Coronado, California. Special Meetings will be held as needed and be posted according to legal guidelines for notification of the public.

 - Board Calendar:** The Superintendent recommends the following dates for the 2013 regularly scheduled meetings of the Board for approval:

Thursday, January 24	Thursday, August 15
Thursday, February 21	Thursday, September 12
Thursday, March 7	Thursday, October 17
Thursday, April 25	Thursday, November 21
Thursday, May 16	Thursday, December 12 - Organizational Meeting
Thursday, June 20	Thursday, December 19
Thursday, June 27	

Board Workshops: The Superintendent recommends the following dates for the 2013 Board Workshops, 4:30 – 6:00 PM, for approval:

- | | |
|----------------------|---------------------|
| Thursday, February 7 | Thursday, May 2 |
| Thursday, March 21 | Thursday, October 3 |
| Thursday, April 11 | |

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

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

5.0 REPORTS 5:10

- 5.1 Report from Presentation of a Virtual Registration System by Registration Gateway’s Will Baldini. This presentation will be performed virtually via a webinar (35 minutes)..... 5
- 5.2 Report from Technology Coordinator Ramona Loiselle (25 minutes)..... 6

6.0 ACTION ITEMS 6:10

- 6.1 Elect One Board Member to Represent the Coronado Unified School District to Serve on the Financing Authority and the Successor Agency (10 minutes)..... 14
- 6.2 Authorize District Certification of First Period Interim Budget State Report for Period Ending October 31, 2012 (20 minutes) 15
- 6.3 Review and Discuss Board Protocols (35 minutes) 19

7.0 ORGANIZATIONAL BUSINESS..... 7:15

- 7.1 Future Agenda Items
- 7.2 Comments from Board Members
- 7.3 Next Regular Meeting is on December 20, 2012, at 4:30 PM

8.0 ADJOURN ANNUAL ORGANIZATIONAL MEETING..... 7:20

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 – December 13, 2012

2.0 DISTRICT ORGANIZATION & BOARD OPERATION

Organization of Governing Board, Election of Officers (Action)

Proposal:

Duties of a Governing Board in connection with the annual organizational meeting including election of officers:

2.1 Moved by _____ Seconded by _____

that _____ be elected President of the Governing Board with term of office to terminate at the first regular meeting of the Board in December 2013.

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

2.2 Moved by _____ Seconded by _____

that _____ be elected Vice-President of the Governing Board with term of office to terminate at the first regular meeting of the Board in December 2013.

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

2.3 Moved by _____ Seconded by _____

that _____ be elected Clerk of the Governing Board with term of office to terminate at the first regular meeting of the Board in December of 2013.

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – December 13, 2012

3.0 DISTRICT ORGANIZATION & BOARD OPERATION

3.1 Designation of Dates, Time and Place of Regular Board Meetings for 2013 (Action)

Background Information:

Education Code sections 35140 and 7200 provide that the Governing Board, at the December organizational meeting, shall by rule and regulation fix the time and place for its regular governing board meetings for the coming year.

Proposal:

Time and Place: The Superintendent recommends that all meetings, unless posted otherwise, will be held on the third Thursday of each month at 4:30 PM in the District Office Board Room at 201 Sixth Street in Coronado, California. Special Meetings will be held as needed and be posted according to legal guidelines for notification of the public.

Board Calendar: It is proposed that the Board of Trustees set the following schedule of regular meetings for 2013. All meetings will fall on the third Thursday of each month with the exception of January 24 (4th Thursday) due to District Furlough/Holidays; March 7, (1st Thursday) due to State Budget Filing requirements; April 25 (4th Thursday) due to spring break; June 27 (4th Thursday) additional June Meeting due to changing budget conditions, the final budget approval will be on this date; and September 12 (2nd Thursday) due to State Budget Filing requirements.

The Superintendent recommends the following dates for the 2013 regularly scheduled meetings of the Board for approval.

- | | |
|-----------------------|--|
| Thursday, January 24 | Thursday, August 22 |
| Thursday, February 21 | Thursday, September 12 |
| Thursday, March 7 | Thursday, October 17 |
| Thursday, April 25 | Thursday, November 21 |
| Thursday, May 16 | Thursday, December 12 - Organizational Meeting |
| Thursday, June 20 | Thursday, December 19 |
| Thursday, June 27 | |

Board Workshops: The Superintendent recommends the following dates for the 2013 Board Workshops, 4:30 – 6:00 PM, for approval:

- | | |
|----------------------|---------------------|
| Thursday, February 7 | Thursday, May 2 |
| Thursday, March 21 | Thursday, October 3 |
| Thursday, April 11 | |

Superintendent’s Recommendation:



That the Board approve the above meeting dates, time and place for regular meetings for 2013.

Motion by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

AGENDA – December 13, 2012

5.0 **DISTRICT ORGANIZATION AND BOARD OPERATION**

- 5.1 Presentation of a Virtual Registration System by Registration Gateway's Will Baldini. This presentation will be performed virtually via a webinar

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.

Founded in 2001, the Pennsylvania Company specializes in identifying cumbersome, repetitive and counter-productive work practices and replacing them with easy-to-use, innovative digital processes.

SRC's flagship solution, Registration Gateway, enables K-12 schools to save time and money by leveraging paperless enrollment, downstream reporting, compliance and document tracking

As a XEROX® Platinum Partner and an authorized reseller for Kofax, Recruit Manager and Surety, our solutions for the public and private sector include document management, workflow improvement and integration into numerous ERP systems.

The SRC technical staff is a blend of employees and partners with an average of 25 years of experience designing, programming and integrating imaging, networks, hardware and internet systems. Most hold product certifications and high-level government clearances.

SRC's principal mission is to revolutionize key business processes for our clients in the public and private sector. We consistently deliver immediate, measurable ROI and sustainable cost efficiencies. SRC utilizes its unique and patented business process configurator as the technology platform for rapid delivery of targeted vertical market solutions.

The benefits of working smarter with SRC Solutions include time savings, financial savings, improved work flow and employee collaboration, data security/integrity and risk reduction.

Clients include:

- Commonwealth of PA Department of Public Welfare
- Wilkes-Barre Area School District
- Walled Lake Consolidated School District
- City of Newark
- State of Arkansas DHS

This report is provided to the Board for information.



AGENDA – December 13, 2012

5.0 DISTRICT ORGANIZATION AND BOARD OPERATION

5.2 Report from Technology Coordinator Ramona Loiselle

Background Information:

Coronado Unified School District is currently involved in an endeavor with the San Diego County Office of Education to bring the power of the Learning Management System (LMS) Haiku together with the incredible versatility of Google Docs for Education. Both software applications are virtual and allow access for students and teachers from any place at any time. Approximately 40 teachers were trained over the summer in the use of Haiku. Those 40 teachers began using haiku with their students in the fall. Since that time another group of teachers has joined the pilot, mainly due to the phenomenal success of the application and the acceptance of the students and parents for Haiku as a primary communication tool.

Haiku and the Google suite of applications will replace the Edline product in the fall of 2013 as the District's primary LMS. Teachers will have the option of using grading systems in Synergy, the District's Student Information System (SIS) or in Haiku. Any other grading systems the teacher will use must be exported to either Synergy or Haiku.

haiku



Learning Management System

The K12 Learning Management System Feature List, Pricing and Agreement

Our District is piloting the Haiku Learning Management System with the intent of pushing it out to all teachers in 13-14. 40 to 60 teachers are currently using this product. The TRT at each site is assisting with this pilot under the direction of Technology Coordinator Ramona Loiselle.



What is Haiku LMS?

At Haiku Learning we believe in the importance of engineering a lightweight and streamlined software application that follows our rule of the essential 80%. We believe that trying to provide a feature set that serves everyone ultimately yields a complicated and bloated software experience. We choose our features with an eye to the essential and an ear to our users' feedback.

HARMONY

We're about making teaching and learning online as easy as possible. Technology has the power to expand and extend education, but it can also get in the way.



Haiku has a passion for building learning spaces where the values of Harmony, Simplicity and Community can be fully realized.

We are passionate about removing the pain points of teaching with technology by making the technology as invisible as possible, freeing up time and focus for the teacher. We envision a time when all content generation can be happen directly from the LMS, and we are getting closer to achieving this goal each day.

SIMPLICITY

We believe content should be your focus—the message, not the medium. Our team believes that Haiku LMS is the most elegant means to extend your teaching onto the web, and we work hard to keep it that way. We partner with other service providers to make sure we're providing the most value to those who use Haiku.

COMMUNITY

We believe in working closely with educators to create an environment that enhances the classroom and the teaching-learning experience. We are agile and centrally hosted so that we can be more responsive. People who use Haiku LMS tell us what they want to accomplish, we share ideas with them, and the result is a learning management system that evolves to do what teachers and students need in a simple way.



Website Creator

Content is everything. Let Haiku LMS be at the center of it all.

ANNOUNCEMENTS

With Haiku LMS, you can post reminders and announcements that appear as soon as students log into your class.

CALENDAR

Use the Quick-Add feature to add your events in plain language. If you have more to say, enter detailed events or assignments using the standard method.

CONTENT BLOCKS

Add all the content you want— pictures, audio, video, HTML files —without having to write a single line of code.

DESIGN SKINS

Haiku LMS includes thirty skin designs, so all you need to do is choose to get a whole new look for your class!

DRAG & DROP LAYOUT

Organize your class across multiple pages, dragging and dropping Content Blocks and Pages in the order you want.

PAGES

Quickly create a page and add content. You choose the layout, add the content, and publish when you're ready!

PORTAL

See information specific to you from all your classes. See your latest assignments, grades, & announcements!

Collaborative Activities

Excited about interaction? Blog it. Share it. Discuss it.

COMMENTS

Give students the ability to add their two cents to WikiProjects to increase engagement and get conversations going.

DISCUSSIONS / BLOGS

Have a conversation with the entire class, group by group, or one-on-one. Assign a topic and group your students.

INBOX

Haiku LMS' messaging system works just like email, but is fully contained inside Haiku so you can rest assured that your Inbox will remain spam-free.

ROSTER SECTIONS

If you teach more than one section of a course or have shared curriculum needs, you're going to love this: manage your lesson plan and associate it with multiple rosters.

RESOURCE SHARING

Resource Sharing in Haiku LMS is a way for teachers to make Classes, Pages, and Content Blocks available for others to use.

WIKIPROJECTS

With WikiProjects, students can post content like text, links, photos, video, and so on. Even better, they work together as an entire class or as a group for team projects.

Assess & Report

Evaluate. Making the grade online.

ASSIGNMENTS

Quick-Add assignments and watch them instantly appear in your lesson, in the class Calendar, Dropbox, and Gradebook.

ASSESSMENTS

Examine what your students know—even let them practice first, have multiple attempts, and receive hints and kudos.

ATTENDANCE

Customize your notations for present, absent, and tardy and even write notes-to-self and notes-to-student.

DROPBOX

Pick up your students' assignments from anywhere at any time, add comments, and annotate without downloading files.

GRADEBOOK

Easily navigate and quickly enter grades or marks through the desktop-like interface.

POLLS

Quickly ask a single question and get feedback. Polls are excellent for interactive prompts.

STATISTICS

Statistics are a great gauge for the number of visitors, where they spend their time, and even when they last logged in.



Connect Everything

Get it together.
Use what works well.

AVIARY

Haiku LMS integrates with Aviary, a web-based suite of photo editing tools, so that you can edit images in real-time through Haiku

COMMON CARTRIDGE

Haiku LMS complies with Common Cartridge (IMS) standards, and if your current LMS does, too, then there's no reason to leave your data in the dust with your old LMS.

EMBED THE WEB™

Use interactive content from other web services inside your classroom environment, allowing students to easily access information and resources.

GOOGLE APPS INTEGRATION

Haiku LMS plays well with Google Apps™ with Google Apps Single Sign On (SSO) and Universal Navigation.

SCORM PLAYER

Haiku provides a fully integrated SCORM player capable of playing both SCORM 1.2 and 2004 modules.



School Exclusives

Just for schools & districts.
Strength in Numbers.

ANNOTATOR

teachers can annotate directly in the browser, writing on top of Word documents, Excel spreadsheets, & PDFs.

CUSTOM DOMAINS

Haiku LMS can integrate with your schools' branding through a custom web address and login page that uses your colors and logo.

DOMAIN CONTROL PANEL

Import users via CSV, monitor logs, masquerade as other users, assign special permissions, and review statistics.

EPORTFOLIO

Students can easily place rich media content and create new work and export it as a portable website in HTML.

ROLE BASED ROSTERS

Create community sites by populating a class roster based on a series of rules like grade, school, or role.

SHADOWING

Give principals, tutors, guidance counselors, and coaches read-only access to class materials and student data.



SIS & LDAP INTEGRATION

Pull in data from your student information system and even authenticate against AD or LDAP.

Premium Services

The Best of the Web?
Haiku LMS. Extended.

CLASS REGISTRATION & PAYMENT PROCESSING

Offer classes via a shopping cart like system and process registration fees paid via credit card.

NOTEFLIGHT NLE

Noteflight is the first on-demand, fully web-based music notation system available, and it integrates seamlessly with Haiku LMS.

Google Docs Can Help In Education



Google Docs is such an incredible tool for college students, offering collaboration, portability, ease of use, and widespread acceptance. But there are so many options, both hidden and obvious, that there's a good chance you're not using Google Docs to its fullest capability.

We've discovered 50+ great tips for getting the most out of Google Docs as a [student](#), with awesome ideas and tricks for collaboration, sharing, and staying productive.

- **[Access your documents from anywhere](#)**: Whether you're in your dorm room or the school library, you can access your Google Docs. Take advantage of this to make it easy to do your work on-the-go.
- **[Use Docs reference tools](#)**: Take advantage of the Define option to use Docs' built in dictionary, as well as a thesaurus and an encyclopedia available for use right in your document.
- **[Go mobile](#)**: Google Docs is available on most smart phones, and has a number of capabilities available on the go.
- **[Save to different file types](#)**: You can easily save your documents and spreadsheets to commonly used file types like DOC, XLS, CSV, and HTML.
- **[Use keyboard shortcuts](#)**: With keyboard shortcuts, you can speed through all of your tasks in Google Docs.
- **[Use templates](#)**: Google Docs has a template gallery for just about anything you can imagine, from an [apartment bills organizer](#) to a [doc for organizing college visits](#).
- **[Convert PDFs to images and text](#)**: Use Google Docs to make PDFs easily editable.
- **[Create forms](#)**: Gather research information, ask for opinions, and more by creating Forms in Google Docs.
- **[Search EVERYTHING](#)**: Search through pretty much everything you've got by searching Docs and Gmail together, thanks to Gmail Labs settings.
- **[Autodetect links](#)**: Simply add links in Google Docs by having them automatically detected, instead of having to input full URLs.

- **Adding video**: You can embed video in documents, slides, and more to dress up your presentation.
- **Insert photos with drag and drop**: Instead of going through the process of attaching, you can just drag and drop files from your hard drive into the document, then wrap text around the photo.
- **Create graphs**: Visuals are great tools for getting your point across. Using charts in Google Spreadsheets, you can create your very own information-sharing graphs.
- **Look up live finance data**: In Google Spreadsheet, you can use special formulas to pull live information from Google's finance service.
- **Self-update spreadsheets**: In addition to inserting live finance data, you can create a live link to that data for a document that constantly updates itself as accurate.
- **Draw in Docs**: Using Polyline, snap to guides, and other drawing features, you can easily create the images your documents need.
- **Insert facts**: Using Google Spreadsheet, it's easy to insert facts, like the population for a city, which is simply pulled through the Google search engine.
- **Simply add equations**: Google Docs has found a way to make it easy for students to take notes in class, offering an Equations editor for adding equations onto your pages.
- **Embed Docs anywhere**: Get a link to your document or spreadsheet, and you can embed or publish it anywhere, including Facebook or a class blog.
- **Just share**: Get the ball rolling on collaboration through Google Docs by sharing your document through email links.
- **Turn it into a webpage**: Download your document in HTML, and you can share it as a webpage with a minimal amount of hassle.
- **Chat away**: In Google Docs, you can see anyone who is currently editing the document, and if needed, send a message to chat with them.
- **Team up with anyone**: Using Google Docs, you can collaborate on a document with friends, classmates, and professors.
- **Share an entire folder**: If you've got a collection of documents to work on together, just open up a shared folder that everyone can access.

Google docs



- **Work on documents all at the same time**: Google Docs allows users to simultaneously work on a single master document, so you can come together with other team members and professors to work on a document at the same time.
- **Allow editing without signing in**: If you're sharing a document with classmates who don't have a Google login, just make it available to edit without signing in.
- **Track visits**: Using Google Analytics, you can track how much traffic a published document is receiving.
- **Set notification rules**: Find out about the changes made by your collaborators on any given document by setting up notification rules.
- **Use Docs instead of emailing attachments**: Rather than emailing revised versions of documents over and over again, you can just use Google docs and see revision histories.
- **Kick slackers off of a project**: Simply remove collaborators doing more harm than good by clicking None next to their name.
- **Freeze to stop editing**: If you've perfected certain rows and columns in your spreadsheet, just freeze them so they're not accidentally edited.
- **Revert back to old versions**: If your group doesn't like a certain set of changes made, it's very simple just to revert back to automatically saved previous versions in the revision history.
- **Save brainstorm notes for group projects**: Get everyone's ideas all together in one place by using Google Docs for brainstorming.
- **Use data validation**: Make sure that your collaborators aren't adding a mess to your spreadsheet by using data validation on shared documents.
- **Use color coding**: You can change text colors based on rules, like setting green for one classmate, blue for another, and red for yourself.
- **Clean up your main Google Docs page**: Move items to individual folders, and you can make your landing page a lot cleaner and easy to navigate.
- **Insert a bookmark**: Make it easy to access other parts of your document, like a table of contents, by inserting bookmarks throughout.
- **Create subfolders**: For an extra step of organization, create folders within folders.
- **Get color coded**: Color code the names of your folders for quick and easy identification.

- **Get synched**: Using tools like Syncplicity, you can get all of your Google Docs synched up with documents from Microsoft Office.
- **Create your own shortcuts**: Put together shortcuts to launch Google Docs, create a new document, and even access frequently used documents in a flash.
- **Print multiple Docs at once**: If you need to speed through printing several documents at one time, just download and open them as a zip file.
- **Quick View PDFs**: When you see PDF files in search results, you can just Quick View them to open them up in Google Docs.
- **Check your translation work**: Google Docs has added a translation tool, which can easily be used to double check your work when writing a foreign language essay.
- **Get a grade before you turn assignments in**: Using Flubaroo on Google Docs, you can get quick feedback on your assignment, giving you a chance for improvement before you need to turn it in.
- **Write in full screen mode**: Make your toolbar, menus, and other tempting distractions disappear by displaying your Google Docs in full screen.
- **Automatically correct your common mistakes**: If you have words that you just can't spell to save your life, set up a preference to automatically find and replace your mistakes with correctly spelled words.
- **Customize your styles**: If you like a consistent look for your documents, set up a customized style so you don't have to go back and fix it with every new document.
- **Work offline**: Use the offline feature of Google Docs to work on the bus, plane, or anywhere you plan to go without an internet connection.
- **Save web pages to your Google Docs account**: Turn any web page into a PDF for viewing later by using the send to Google Docs extension for Chrome.
- **Back it all up**: Google Docs itself offers a great way to back up your documents, but it never hurts to save elsewhere, right? Back up and download all of your Google Documents and save them to a hard drive for safekeeping.
- **Use Google Docs for everyday stuff, too**: You can use Google Docs to track expenses, maintain your calendar, and more.

This is a cross-post from our content partners over at OnlineColleges.net. Whether you're looking into online schools or not, they do a good job at cataloging interesting ways to use Web 2.0 tools in education!

AGENDA – December 13, 2012

6.0 DISTRICT ORGANIZATION AND BOARD OPERATION

6.1 Elect One Board Member to Represent the Coronado Unified School District to Serve on the Financing Authority and the Successor Agency (Action)

Background Information:

One Board Member shall be selected to act as a liaison between the Coronado Unified School District and the Community Development Agency (CDA) by attending CDA Board meetings and providing any comment or questions to the Agency Board as a District Representative. Since the CDA has been dissolved, the Board member shall represent the District on the Successor Agency.

That same Board Member shall also be selected to be a member on the Financing Authority. The role of the Board Member is to be responsible for making decisions regarding long-term financing, such as bonds. There are three individuals who are members: one elected School Board Member; one City Council member; and one Successor Agency member. Each member has one vote.

The Board appreciates the service of former Board member Doug Metz who filled this position with excellence.

Proposal:

The Board shall select one representative to serve on the Financing Authority and the Successor Agency. The Board in the same motion shall select an alternate representative.

Superintendent's Recommendation:

JPF

That the Board selects a representative to begin service at the next regularly scheduled Financing Authority meeting.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – December 13, 2012

6.0 BUSINESS & FISCAL MANAGEMENT

6.2 Authorize District Certification of First Period Interim Budget State Report for Period Ending October 31, 2012 (Action)

Background Information:

During the fiscal year, there are two interim periods to review the budget; the first ending October 31, 2012, and the other ending January 31, 2013. This will certify that Coronado Unified School District will be able to meet its financial obligations for the current fiscal and subsequent two fiscal years.

The attached Goldenrod Executive Summary of Budget Events provides information on the impact of key events upon our local budget. In addition, an updated Revenue Limit History chart is attached.

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

SACS Form 01I (the report furnished to the State Department of Education). This report includes a General Fund summary of revenues, expenditures, and changes in fund balance; attendance detail; and cash flow projections for 2012-13 and 2013-14.

Financial Impact:

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

Superintendent's Recommendation:



That the Board authorize District Certification of the First Period Interim Budget State Report for period ending October 31, 2012.

Motion by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

Coronado Unified School District

Executive Summary of Budget Events

"The Goldenrod"

	Column I	II	III	IV	V	VI	VII	VIII	IX	X	XI
	Date	Description	Projected General Fund Combined Exp (nt 1)	Projected General Fund Unrestricted Exp	Structural Surplus/Deficit (nt 2)	Proj Operating Reserve Balance June 30, 2013	Proj Operating Reserves as % of Exp	Other Reserves or One time Revenue (nt 3)	Proj "Other Res" One Time Rev as % of Exp	Total Reserves 6/30/2013 (nt 4)	Total Reserves % of Exp
CUSD 2012-13 Budget	June 28, 2012	2012-13 Adopted Budget	26,850,504	20,288,696	-3,019,643	931,483	3.47%	1,664,117	6.20%	2,595,600	9.67%
	September 13, 2012	2011-12 Unaudited Actuals	27,426,774	20,223,407	-3,033,279	917,847	3.35%	1,650,481	6.02%	2,568,328	9.36%
	December 13, 2012	2012-13 First Interim	27,923,478	20,464,480	-1,768,019	2,183,107	7.82%	1,691,575	6.06%	3,874,682	13.88%
	Date	Description	Change	Structural Deficit	Description						
MYP Events	December 13, 2012	2012-13 First Interim	27,923,478	-1,768,019	Eliminated Proposition 30 Trigger Set Aside (\$441 per ADA, \$1.3 million) Increased 20 ADA, increased special education expense						
	December 13, 2012	2012-13 First Interim	28,288,478	365,000	-2,133,019	Increase structural deficit - 4 furlough days (Instructional Calendar to 185 days)					
	Date	Inherited Structural Deficit (nt 2)	Effect of Continued Flex Transfers & Furloughs Adopted Spring 2010*	One time Funds (nt 5)	Net Remaining Inherited Structural Deficit	Cost of Step/Column/H&W,COLA (nt 6)	Total Deficit	Portion of Deficit Funded By Draw Upon Reserves	Total Reserves at 06-30	Total Reserves % of Exp	
MYP Projection	June 30, 2014 (CSR Ends)*	-2,133,019	492,000	0	-1,641,019	-350,000	-1,991,019	1,991,019	1,883,663	6.71%	
	June 30, 2015 (Serp x Ends)* (Flex Ends)	-1,916,686	492,000	0	-1,424,686	-350,000	-2,124,686	2,124,686	-241,023	-0.84%	
	*SB 70 re-authorized										

Coronado Unified School District

Executive Summary of Budget Events

Notes and Comments

Notes:

1. "Projected General Fund Combined Exp" includes expenses for which the District receives restricted revenues (e.g., title I, ROP, economic impact aid, and special ed). Generally, the revenues are sufficient to cover the expenses. To the extent the restricted revenues are not sufficient to cover these expenses, the gap is included in the projected Structural Deficit.
2. The "Structural Surplus/Deficit" figure represents a projection of the anticipated excess, for the current year, of the on-going projected expenses (including an annual set aside of \$117,000 for health benefits) relative to on-going projected revenues. Note the following:
 - (a) For purposes of this calculation, the expenses include any encroachment caused by restricted revenues being insufficient to cover the associated expenses;
 - (b) in 09-10, the District addressed that year's structural gap (1) by utilizing special authority provided by the state (for the years 09-10 through 12-13) to reallocate categorical funds to cover unrestricted general fund expenses (sometimes referred to as a "flex transfer"), with resulting savings of about \$1,100,000, (2) by sweeping approximately \$80,000 of adult education ending balance funds, and (3) by utilizing approximately \$950,000 of one-time special federal stimulus funds;
 - (c) in 10-11, the District addressed the structural gap as follows: (1) about \$1,100,000 by re-authorizing flex transfers undertaken in 09-10 and further implementing 7 furlough days (5 school days), with the furloughs saving about \$625,000/yr, (2) \$100,000 taken from site carryforward and \$200,000 from Deferred Maintenance reserves (see nt 5), (3) about \$125,000 saved by implementing the early retirement program approved in the Spring of 2010, and (4) the resulting balance will be drawn from the Operating Reserve Balance. Accordingly, a change in revenues or expenses results in a correlative change in the projected year end Operating Reserve Balance.
 - (d) in 11-12, the District addressed the structural gap as follows: (1) about \$1,100,000 by re-authorizing flex transfers undertaken in 09-10 and further implementing 7 furlough days (-3 paid for from Federal Jobs Funding) saving about \$625,000/yr, 2) \$200,000 from Deferred Maintenance reserves (see nt 5) 3) the remaining balance is drawn from reserves.
 - (e) In the Multi-year Projection (MYP), the spreadsheet further projects the impact on future reserves, assuming (1) continuation of the same structural gap, (2) continued board utilization of the flex transfer authority (some of which will have to be reauthorized to use in such years), and (3) negotiated furlough days through 2012-13. The spreadsheet also acknowledges, however, that additional expenses will be incurred through step and column and health benefit increases (see note 6).
3. This amount consists of Fund 17 (Mandated Costs one time payment and Impact Aid PY) and Categorical Flex ending balance.
4. "Total Reserves" includes, in addition to traditional operating reserves, the following amounts: Fund 17 and Categorical Flex ending balance
This figure does not include reserve amounts held in categorical reserves. The District's remaining categorical reserves include a \$685,000 reserve for textbooks. Generally speaking, state law limits use of categorical reserves except for the respective categorical purposes (though, as per note 2 above, an exception permits a local board to convert certain categorical reserves to cover other district expenses in 09-10 to 12-13). This figure also does not include (a) funds set aside for retirement benefits (the first such set aside is \$117,000 in calendar year 2010-11) or (b) separate reserves arising from CDA collections (including funds in Fund 40 from 2% pass through revenues). 2012-13 changes are listed below:

(a) 2012-13 Adopted Budget total reserves estimate:	2,595,600	Budget assumptions include Proposition trigger of \$441 per ADA
(b) 2011-12 Actuals and First Interim Report	3,874,682	Eliminate Prop 30 trigger, increase 20 ADA & Special Ed expense
© Second Interim Report		
(d) June estimated actuals and Sept actuals		
5. This figure in 2011-12 consists of Deferred Maintenance Sweep (\$200K remaining) and \$165K from the Federal Jobs Funding to fund 3 teachers CSR 25:1.
6. As stated in note 2, projected increases in step and column and health insurance premiums will add to the deficit in future years unless offset by equivalent cuts at that time.

Next Update:

January, 2013
Governor's Budget Proposal

Coronado Unified School District

Revenue Limit History

Year	Revenue Limit	Decrease from 07-08	ADA	% Cut	Revenue Cut
2007-08	5,773.72				
2008-09	5,624.02	-149.70	2,934	2.66%	-439,220
2009-10	4,947.37	-826.35	2,984	16.70%	-2,465,828
2010-11	5,200.92	-572.80	2,981	11.01%	-1,707,517
2011-12	5,147.15	-626.57	2,994	12.17%	-1,875,951
2012-13 First Interim*	5,203.67	-570.05	3,020	10.95%	-1,721,551
Total					-8,210,067

*Projected

AGENDA – December 13, 2012

6.0 BUSINESS & FISCAL MANAGEMENT

6.3 Review and Discuss Board Protocols (Action)

Background Information:

The Board gave direction to the Superintendent to revise the Board Protocols. On February 16, 2012, the Board approved the revisions.

Proposal:

The attached Board Protocols are presented to the Board for further discussion and/or revisions.

Superintendent's Recommendation:

JPF

That the Board review and discuss Board Protocols.

Motion by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____



Governing Board of Trustees Board Protocols

Board protocols describe how the Board members serve and perform during and outside of meetings.

Boards operate in meetings. The only authority to direct action rests with the full Board sitting at a Board table. It takes a consensus or majority to set such direction. Members have no individual authority unless given by Board directive. Outside of meetings, individual Members operate as advocates and community leaders.

The following protocols outline how individual Members of this Board conduct the public’s business and themselves, both inside and out of meetings.

Protocols During Meetings

Issue	Protocol
<p>Adding Items to future agendas</p>	<p>Member – by consensus</p> <p>Public – may submit verbal request during public comment section</p>
<p>Board meeting management</p>	<p>We understand that Board meetings are meetings of the Board held in public, not open forum town hall meetings.</p> <p>We will keep this in mind as we conduct our meetings, allowing the public to provide input at the time allotted to ensure the multiple voices from the community inform Board deliberations.</p> <p>However, when the Board deliberates, it will be a time for the Board to listen and learn from each other, taking the public input into consideration, not a time to re-engage with the public.</p> <p>We will consistently abide by our formal processes relating to this issue so that all persons are treated fairly and equally.</p> <p>We will review our policies, bylaws and protocols relating to Board meeting management (e.g. time limits on input from Members of the public), revising or reaffirming them as appropriate.</p>
<p>Consent Calendar Housed within the agenda, the Consent Calendar allows the Board to deal with routine operational business with minimal discussion.</p>	<p>The Board will move and approve the Consent Calendar as a whole unless items are pulled. Items on the Consent calendar may be pulled when approving the agenda at the beginning of the meeting. Discussion and vote on particular items occurs only when an item is pulled. There are two specific times that call for an item to be pulled:</p> <ol style="list-style-type: none"> 1. When a Member plans to vote “no” 2. When a Member needs further information or discussion before deciding how to vote <p>A Member of the public may request that an item be pulled from the Consent Calendar, and discussed/voted upon separately, during the initial time for public input. Members may comment on an item without pulling it from the Consent Calendar.</p>

<p>Reports</p>	<p>The Board hears leadership committee reports at the beginning of the meeting from students (ASBs), parents (Parent/Teacher Organizations), teachers (CTA), and staff (CSEA).</p> <p>The Board hears staff reports after the time for public input on non-agenda items.</p> <p>Materials (charts, statistics, PowerPoint, etc.) must be provided to Board Members in advance since the Board Members are asked to give the Superintendent a "heads up" on questions about those materials. Failure to do this consistently erodes Board Member discipline with respect to advance preparation and encourages Members to ask questions extemporaneously.</p>
<p>Self-monitoring</p>	<p>Individual Members agree to review and adhere to meeting norms, goals, and Board Member roles as defined by CSBA.</p> <p>Key Questions for Members to Consider for Effective Meetings–</p> <ul style="list-style-type: none"> • How much work has already been done at preliminary Board committee sessions? • Are Members prepared for the meeting? • Do Members monopolize discussion? • Does everyone really understand the issues? • Has the Superintendent made a recommendation with substantial background information?
<p>Member Request for Information</p>	<p>Members will, insofar as possible, let the Superintendent and staff know ahead of time when a request for information will be made in public so that staff can be prepared to provide a thorough answer.</p> <p>If it appears that a request for information will take considerable staff time, the Board President will restate the request and ask the Superintendent for input regarding time and resources involved. The Board President will then seek consensus from the entire Board to see if a majority supports the request.</p> <p>Members will self-monitor to ensure one person's request for information does not divert an inappropriate amount of time from staff efforts to achieve District goals.</p> <p>When an individual Member requests information, it will be provided to all Members.</p>
<p>Member Request for Action</p>	<p>The only authority to direct action rests with the full Board sitting at the Board table.</p> <p>Members may request action during Board meetings by explaining their interest in a particular course of action and asking that it come back as an action item. The Board President will then restate the request, seek consensus from the entire Board to see if a majority supports having the item brought to an upcoming Board meeting for discussion/action.</p>

Protocols Between Meetings

Issue	Protocol
1-1 Member-Superintendent meetings	Each Member meets the Superintendent one on one before the Board meeting to discuss comments/questions on the agenda. These meetings should last no longer than one hour and the Member should have spent time in preparation previous to the meeting.
Agenda Developing the agenda Putting an item on the agenda	With input from the Board President, the Superintendent develops meeting agendas Member – submit request to include item, to Board President or Superintendent, 10 or more days before the next agendized meeting Public – submit request to a Member
Annual Board Evaluation	The Board evaluates its effectiveness annually in a workshop setting
Getting questions answered between meetings	Members do not direct questions to the staff/teachers. Members submit all questions directly to the Superintendent. Appointments are strongly advised for lengthy inquiries. Member preparation time with the Superintendent should not exceed one hour per meeting. Members should be respectful and conservative in consuming time of administrators, faculty, and staff, keeping in mind that usurpation of personnel time is an expenditure of the District’s resources and thus should involve a vote of the majority of the Board, if the amount of time is likely to be more than an immaterial amount.
Member interactions with the public between meetings	The Board encourages the public to explore the District website, which can be found at www.coronadousd.net . Members encourage the public to contact them with comments and additional questions/concerns.
Site Visits	Members have a monthly schedule of school sites to visit. Members contact the principal to arrange calendar date and forward it to the Superintendent. “Drive-bys” or “drop-ins” of all staff and schools should not occur consistently and should be pre-cleared with Superintendent or assistant.

<p>Spokesperson</p>	<p>The Board President is the initial spokesperson for the Board with respect to controversial or “hot-button” issues. This protocol has been adopted in recognition that in connection with such issues, the District’s interests often are best served by consolidating comments through a lead spokesperson. Individual Members also may comment on such issues, particularly if they disagree with comments provided by the Board President or if they believe that further comments are important to a public discussion of such issues – these protocols are not intended to stifle Board Members. But in providing additional comments, individual Members</p> <ul style="list-style-type: none"> • should endeavor to permit the Board President an initial opportunity to comment on the issue, if possible, • should be mindful that multiple voices may confuse or distract the successful discussion of these issues, and • in any event, should be careful to avoid comments which suggest that the individual Member’s comments represent the viewpoint of the entire Board on a substantive matter. <p><u>Responses to Other Communications:</u> The Board President also is the spokesperson in response, generally, to emails and communications addressed to the entire Board. Therefore, in the discretion of the Board President, the Board President will provide an initial response confirming receipt of the communication by the Board. The Board President shall copy the other Board Members with any such response, so they too can be aware that the communication has been replied to and the nature of the response from the Board President.</p> <p>In responding to these communications, the Board President may include additional comments beyond confirmation of receipt, but the Board President should remain mindful of both the Brown Act and the fact that Board action requires majority vote of the entire Board. Accordingly, the Board President should be careful to avoid comments which would suggest that the President’s comments represent the viewpoint of the entire Board on a substantive matter.</p> <p>Other Board Members likely will not provide responses after the Board President has provided such a response to a communication addressed to the entire Board. Of course, other Board Members retain the right to provide their own responses to communications from the public, but they too should be mindful that</p> <ul style="list-style-type: none"> • proliferation of multiple responses may lead to confusion and distraction, and • in any event, they should not circulate responses which would go to all Board Members and which might risk constituting an interactive discussion by the Board of a substantive matter through the email wires, rather than in a Board meeting as required by the Brown Act.
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<p>Spokesperson (continued)</p>	<p>The hope of the Board is that the public will understand that these protocols are intended to achieve a practical and appropriate balance among the following important but at times competing Board objectives, namely, a desire to:</p> <ul style="list-style-type: none">• be responsive to, and respectful of, communications from the public;• promote efficiency in communications;• be faithful to the at times difficult limitations imposed by California’s Brown Act. The Board is always interested in hearing input and perspectives on issues from the public, and the Board further fervently intends that these practices should not signify a lack of interest or respect for comments provided to the Board by Members of the public.
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