Coronado Unified School District
201 Sixth Street, Coronado, CA 92118
619.522.8900 www.coronadousd.net

Governing Board of Trustees
AGENDA
Thursday, December 20, 2012, 4:30 PM

Ledyard Hakes ◆ Brenda Kracht ◆ Dawn Ovrom ◆ Bruce Shepherd ◆ Maria Simon
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 Honoring Our Own – the Board will honor five years of service (2007-2012) from retiring Associate Superintendent Randie Allen

2.4 Silver Strand Student Report

2.5 Shareholder Reports

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 November 15, 2012 3

4.2 Approve/Ratify Purchase Orders 6

4.3 Approve/Ratify Contracts for Services 7

4.4 Approve Management Personnel Register 9

4.5 Approve Certificated Personnel Register 10

4.6 Approve Classified Personnel Register 11

4.7 Approve Notice of Completion - GEM Industrial, Inc. for the Coronado Unified School District 2011/12-005 Conduit Project at Coronado High and Coronado Middle Schools 12

5.0 ACTION ITEMS/PUBLIC HEARINGS 5:00

5.1 Authorize the Superintendent to Solicit and Award a Contract for Bid for the Early Childhood Development Center Courtyard Beautification Project (35 minutes) 13

5.2 Superintendent Recommendation for 13-14 District Calendar (15 minutes) 15

6.0 REPORTS 5:50

6.1 Islander Sports Foundation Annual Report (25 minutes) 18

6.2 Coronado Pathways Charter School (CPCS) Development Update (20 minutes) 26
Kevin Nicolls, Principal of Palm Academy of Learning and acting Director of Coronado Pathways Charter School, will provide an update to the Board

6.3 Presentation of District's New Websites (10 minutes) 28

6.4 Education Technology Plan Overview (20 minutes) 30

6.5 Learning Report (35 minutes) 31
- SAT 21 Annual Report
- Mathematics and Assessment
- Silver Strand Elementary School Annual Report

6.6 Human Resources (written) 37
- Certificated Evaluation Process
- Professional Development Committee
- Classification and Compensation Study

7.0 PROPOSALS/FIRST READINGS 7:40

7.1 Discuss ROP Amended Salary Schedule (15 minutes) 38

7.2 Update to Board Protocols (15 minutes) 40

8.0 ORGANIZATIONAL BUSINESS 8:10

8.1 Superintendent's Management of Board Goals for 2012-2013 (5 minutes) 48

8.2 Proposed List of Agenda Items for Future Board Meetings (5 minutes) 51

8.3 Future Agenda Items/Comments from Board Members

8.4 Next Regular Meeting is January 24, 2012, 4:30 PM

9.0 CLOSED SESSION 8:20

9.1 Conference With Legal Counsel – Anticipated Litigation
Significant exposure to litigation pursuant to subdivision (b) of Section 54956.0 of the Government Code: number of cases unknown, at least one

10.0 RECONVENE TO OPEN SESSION (District Board Room) ..... 9:30 approximately

10.1 Report Any Action Taken in Closed Session

11.0 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.

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

4.1 Approve the Regular Meeting Minutes of November 15, 2012 (Action)

Background Information:
Presented for Board Approval:

- November 15, 2012, regular meeting minutes

Superintendent's Recommendation: JPF

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

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____

CORONADO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING
UNADOPTED MINUTES
November 15, 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 4:33 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, Richard Erhard, Assistant Superintendent, and Student Board Representative Emily Kob.

2.0 OPEN SESSION

2.1 **Pledge of Allegiance**

2.2 **Approve the Agenda** **#16**

Agenda Item 6.5 will be moved up to follow Agenda Item 6.2
Motion: Ovrom Second: Metz Vote: 5-0.

2.3 **Student Report**

- Siobhan Homan and Nayalina Tamariz reported on Coronado Middle School activities
- Jenna Freitas reported on Palm Academy for Learning activities

2.4 **Stakeholder Reports**

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

2.5 **Honoring Our Own**

Board Members thanked Doug Metz for his eight years of dedicated service as a Board Member.

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

Sandy Dillon addressed the Board and said unfortunately we lost two members of our Coronado Unified School District family, Robbin Addair and Gene Green. They were passionate in their work and both were a joy to be around. They did much for this School District. Mr. Dillon sends his condolences to their families.

4.0 APPROVAL OF CONSENT AGENDA

Motion: Ovrom Second: Hakes Vote: 5-0 **#17**

4.1 Approve the Regular Meeting Minutes of October 18, 2012, and Special Meeting Minutes of October 4, 2012
4.2 Accept Donations to the Coronado Unified School District
4.3 Approve/Ratify Purchase Orders
4.4 Approve/Ratify Contracts for Services
4.5 Approve Management Personnel Register
4.6 Approve Certificated Personnel Register
4.7 Approve Classified Personnel Register

4.8 Approve New Mid-Management Job Description for Director of Preschool and Child Care Services
4.9 First Quarter Financial Actuals for Brian Bent Memorial Aquatics Complex (BBMAC)

5.0 ACTION ITEMS/PUBLIC HEARINGS

5.1 **Approve the Superintendent's Recommendation to Contract with Ewing Consulting, Inc. to Conduct a Classification and Compensation Study #18**
Motion: Metz Second: Ovrom Vote: 5-0

6.0 REPORTS (See Agenda for Written Reports)

6.1 Presentation of a Virtual Registration System by Registar's Richard Lessard
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
6.5 Presentation of Draft Calendars for the 2013-2014 School Year
The Superintendent will bring a recommendation to the Board at the December 20, 2012, Board Meeting
6.3 Human Resources
6.4 Student Services Report – Update on District Security

There was a consensus on all reports

7.0 ORGANIZATIONAL BUSINESS

7.1 Superintendent's Management of Board Goals 2012-2013
7.2 Proposed List of Agenda Items for Future Board Meetings
7.3 Future Agenda Items/Additional Comments
7.4 Board Meetings
- Organizational Meeting, December 13, 2012, 4:30 PM
- District Strategic Planning, December 20, 2012, 4:30 PM

8.0 CLOSED SESSION

The Board convened to Closed Session at 8:49 PM

9.0 RECONVENE TO OPEN SESSION

The Board reconvened to Open Session at 9:30 PM and reported out the following: The Board approved unanimously Student Matters Settlement agreement: Case #2012090259 & 20120090283.

10.0 ADJOURNED

Meeting was adjourned at 9:30 PM

Approved:

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

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS & FISCAL MANAGEMENT

4.2 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	October 1 through October 31, 2012	$631,666.88

JPF

Superintendent's Recommendation:
That the Board approve/ratify the purchase orders.

Moved_____ Seconded_____

Ayes_____ Noes_____ Absent _____ Abstain____ Student _____

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS AND FISCAL MANAGEMENT
4.3 Approve/Ratify Contracts for Services (Action)

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

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

Name	Dates	Amount	Source of Funds
Accent Care Home Health Student A	10/23/12-2/01/13	$22,200	Special Ed
Anne Bown-Crawford Task Force Committee Meeting Travel Reimbursement	11/30/12	$650	Carl Perkins Contract
Anne Bown-Crawford Graphic Design	11/15/12-1/10/13	$1,000	Carl Perkins Contract
AP Test Service Service Agreement for AP Testing Through APTS Website	1/19/13-1/19/14	N/A	CHS
ARC of San Diego Student B	11/26/12-6/30/13	$8,227.02	Special Ed
Arts, Media, and Entertainment Industry Sector Leadership Project Contract Augmentation Budget Carl D. Perkins Career and Technical Education Improvement Act of 2006	7/01/12-6/30/13	Increased Contract From $75,000 to $132,000	Carl Perkins Contract
Compass Learning Software Licenses and Onsite Training	12/21/12-12/31/13	$82,177.07	STEPS Grant
Debbie Munoz Student C Student D	7/01/12-6/30/13 7/01/12-6/30/13	$800 $800	Special Ed
Ewing Consulting, Inc. Conduct Classification and Compensation Study	11/16/12-4/30/13	$19,500	General Fund

Name	Dates	Amount	Source of Funds
Jeffrey S. Owen, Ph.D. and Associates Student E	10/17/12-3/01/13	$7,000	Special Ed
Maple Lake Academy Master Contract Master Contract	7/01/11-6/30/12 7/01/12-6/30/13	Per Fee Schedule	Special Ed
PT in Motion Student F	12/01/12-3/01/13	$1,200	Special Ed
PT in Motion Student G	Amended Dates to Original Contract 10/22/12-2/15/13	$4,350	Special Ed
Rienzi Haytasingh Student H	11/05/12-6/30/13	$5,550	Special Ed
San Diego County Superintendent of Schools Renewal of Agreement for Subscription to the Digital Content Portal	1/01/13-1/01/14	$18,000	CSF
Sarah Anderberg Task Force Committee Meeting Travel Reimbursement	11/30/12	$670	Carl Perkins Contract
Sunshine Cobb Ceramic Artist Workshop Services	2/07/13-2/08/13	NTE $1,000	CSF
The Family Guidance and Therapy Center Student I	10/05/12-6/05/13	$22,800	Special Ed
Weatherly Law Firm Professional Consulting Services	8/01/12-9/12/12	$1,755	Special Ed

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.

JPF

Superintendent's Recommendation:
That the Board approve/ratify the contracts for services.

Moved_____ Seconded_____

Ayes_____ Noes_____ Absent _____ Abstain____ Student _____

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

4.4 Approve Management Personnel Register (Action)

APPROVE – RESIGNATION

NAME	POSITION	REASON	EFFECTIVE DATE
Allen, Randie	Associate Superintendent of Business Services	Personal	1/01/12

Superintendent's Recommendation: JPF

That the Board approve the Management Personnel Register.

Moved_____Seconded_____

Ayes_____Noes_____Absent_____Abstained_____Student_____

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

4.5 Approve Certificated Personnel Register (Action)

APPROVE – EMPLOYMENT

NAME	POSITION	SALARY	EFFECTIVE DATE
Dailey, Shannon	Academic/Support Teacher Village Elementary School	Hourly/$25.85	11/28/12

APPROVE – LEAVE OF ABSENCE

NAME	POSITION	REASON	EFFECTIVE DATE
Hayden, Shawna	Teacher Silver Strand Elementary	Maternity	12/08/12-3/04/13
Tieman, Angela	Video Production Teacher Coronado High School/CoSA	Maternity	3/28/13-12/20/13
Vanasse, Amanda	Teacher Coronado High School	Maternity	1/29/13-4/23/13

JPF

Superintendent's Recommendation:

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

Moved_____Seconded_____

Ayes_____Noes_____Absent_____Abstained_____Student_____

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

4.6 Approve Classified Personnel Register (Action)

APPROVE EMPLOYMENT

NAME	POSITION	SALARY	EFFECTIVE DATE
Tornatore, Ileana	Instructional Assistant Coronado High School	Range 5, Step 3	11/26/12

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_____

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

SITES AND CONSTRUCTION

4.7 Approve Notice of Completion - GEM Industrial, Inc. for the Coronado Unified School District 2011/12-005 Conduit Project at Coronado High and Coronado Middle Schools (Action)

Background Information:
The additions and modifications to the 2011/12-005 Conduit Project at Coronado High and Coronado Middle Schools are now complete and ready for acceptance by the School Board.

Report:
The additions and modifications to the 2011/12-005 Conduit Project at Coronado High and Coronado Middle Schools have been reviewed by District Architect, James R. Murray, JRM Architecture, Inc. and have been accepted as complete. "Notice of Completion" will be filed with the County Recorder.

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

JPF

Superintendent's Recommendation:
That the Board direct staff to file the Notice of Completion.

Moved_____Seconded_____

Ayes _____Noes_____ Absent_____ Abstain_____ Student _____

5.0 DISTRICT ORGANIZATION AND BOARD OPERATION

5.1 Authorize the Superintendent to Solicit and Award a Contract for Bid for the Early Childhood Development Center Courtyard Beautification Project (Action)

Background Information:

Environs Landscape Architecture (ENV) was requested by the Superintendent to visit and walk the Early Childhood Development Center (ECDC) campus on September 20, 2012, site to observe and assess the condition of the existing trees and landscape and provide a recommendation as to what should be done with the entirety of the landscape areas. ENV made a visual assessment of the existing landscape and conditions of the campus during our walk-through, then communicated those opinions to the Facilities Director. We also discussed the opportunities available based on our efforts in water conservation and maintenance reduction while renovating the landscapes at the District Headquarters courtyard and the Village Elementary Courtyard.

To summarize the assessment and the subsequent Landscape Master Plan that was developed:

1. The original project was designed, approved and installed in 2004 / 2005.

2. The existing landscape is a palette of east coast trees (Sweet Gums), Pines, Podocarpus, typical ornamental shrubs, groundcovers and lawn areas.

3. The concept that we developed for the campus is one which retains some of the trees as desired / requested by the Teachers (for teaching of the seasons), and to incorporate additional 'change of season' plantings to reinforce those concepts.

4. Additionally, the design concept is to incorporate the retention / detention of runoff consistent with the concepts of sustainability and pollution reduction to keep it from reaching the bay + ocean. The original site design from 2004 had a concrete drainage swale running through the middle of the main courtyard that was not installed which would have promoted run-off. Our proposal is to revisit the concept, but to physically grade the elevation down to direct and capture runoff, select plant materials that thrive in that type of condition (riparian zone) and create a meadow of native grasses, flowering perennials + annuals to provide the faculty / staff the additional benefit of using the meadow as a teaching opportunity.

5. The street frontage is also to receive improvements including a widened sidewalk and drop-off zone to improve circulation, relocated and painted fence, a new landscape that utilizes palms, Mediterranean plantings and ornamental grasses to complete a more open and inviting entry image to clearly define the entry to the campus.

6. Based on the positive response to the outdoor classroom at Village Elementary courtyard, we also incorporated an appropriately scaled outdoor classroom that has points of the compass and other potential learning opportunities.

7. The rear area between the classrooms and the perimeter wall is proposed to be a 'plant walk' that incorporates a variety of landscape vignettes, while staying true to the low water / low maintenance mandate for all landscape renovation projects.

These are the main features and concepts for the ECDC campus.

Landscape Architect Martin Schmidt prepared a power point (attached) and will be available to answer Board questions. Also available to answer questions is Jim Murray from JRM Architecture, Inc.

Financial Impact:
ENV estimates the project will cost not to exceed $360,000 for the completed landscape renovation and the outdoor classroom area. Funds for this project will come from Fund 40. No General Funds will be used for this project.

Superintendent's Recommendation: JPF
That the Board authorize the Superintendent to solicit and award a contract for bid for the Early Childhood Development Center Courtyard Beautification Project, and authorize Administration to sign all documents.

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____

5.0 DISTRICT ORGANIZATION AND BOARD OPERATION

5.2 Superintendent Recommendation for 13-14 District Calendar (Action)

In order to fulfill the Board's goals for more effective communication, the Superintendent created a Calendar Committee in 2011 for the purpose of allowing the community to collaborate on the process of building a 2012-2013 school year calendar. Community forums for discussion on the subject were held that year as well as in 2012.

The result of those committee meetings and subsequent forums was the establishment and reaffirmation of basic principles for the creation of a calendar. These principles are as follows:

- Student learning is the focus and attendance must be maximized
- School begins mid to late August and ends in early June
- 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)

Building a calendar for the 13-14 school year has proven to be difficult. This year ends the three year agreement between the Governing Board and the staff for a decrease in the number of work days (furloughs) due to the Great Recession. Because the number of work days and the number of instructional days is a negotiated item, the calendar has become intertwined with a discussion that clearly belongs at the negotiation table, not in a public forum. Attached to this recommendation are two examples of calendars created at the forums per your request at our last meeting

Therefore, I am NOT recommending an actual calendar be approved by the Governing Board. Instead I am asking the Board to reaffirm their belief in the Guiding Principles above and allow the negotiation team to discuss the details of a calendar after the work days have been set.

The Superintendent recommends the Board reaffirm their belief in the guiding principles for future school calendars as stated above. Using this reaffirmation, the Superintendent will bring the Guiding Principles to the Association of Coronado Teachers for discussion and eventual agreement on a 13-14 school calendar.

When an agreement has been reached, the Superintendent will bring the tentative agreement back to the Governing Board for final approval, at a regularly scheduled Board meeting in January, February, or no later than March.

_____

Superintendent's Recommendation: JPF

That the Board reaffirms their belief in the Guiding Principles.

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____

Coronado Unified School District
Calendar for 2013-2014 Draft 6 (Faculty & Staff)

	M	T	W	T	F			M	T	W	T	F	Student Days Sem 1	Student Days Sem 2
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			27	28	29	30	31	0	5
	5	6	7	8	9		FEB	3	4	5	6	7	0	5
	12	13	14	15	16			10	11	12	13	14	2	5
	19	20	21	22	23			17	18	19	20	21	5	4
	26	27	28	29	30			24	25	26	27	28	5	4
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	5
OCT	30	1	2	3	4		APR	31	1	2	3	4	4	0
	7	8	9	10	11			7	8	9	10	11	4	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	3
	9	10	11	12	13			9	10	11	12	13	5	0
	16	17	18	19	20			16	17	18	19	20	5	0
	23	24	25	26	27			23	24	25	26	27	0	0
													83	**97**

=Non-Student Days =Teacher Work Days **Total Student Days** **180**

Coronado Unified School District
Calendar for 2013-2014 Draft 7 (Board)

	M	T	W	T	F			M	T	W	T	F	Student Days Sem 1	Student Days Sem 2
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			27	28	29	30	31	0	5
	5	6	7	8	9		FEB	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**

6.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

6.1 Islander Sports Foundation Annual Report

Report:

Steve DaLuz, President of Islander Sports Foundation, will provide a brief presentation to the Board.

This report is provided to the Board for information. JPF

The Islander Sports Foundation

Sustaining Coronado School Sports

Islander
sports foundation

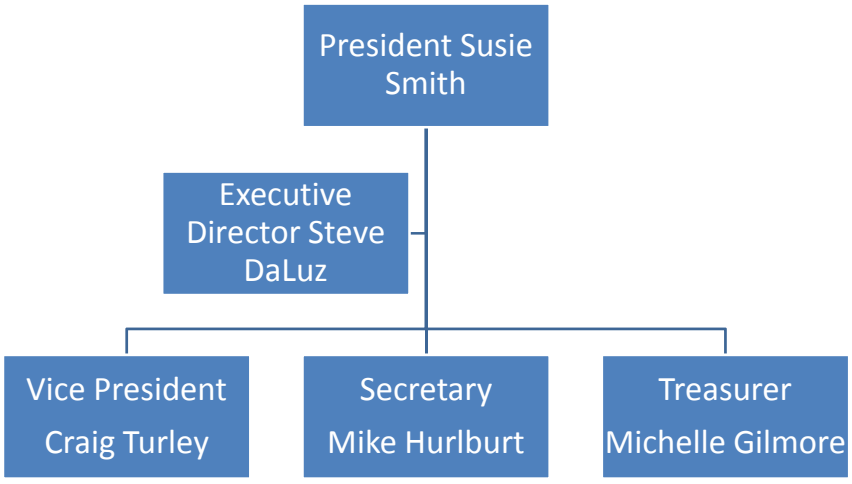
ISF
Our history our Service

- Originated as the Coronado High School All Sports Booster Club in 1995.
- Formalized into certified 501 [c] [3] later, elected board, independent financial review, annual compliance review.
- Renamed & re branded as the Islander Sports Foundation.
- Today raise revenue for Coronado School Sports via events, donations, merchandise, grants.
- Assumed funding and oversight of Middle School Sports.
- Each quarter ISF registers ~500 student athletes in the Middle and High School for sports with proper forms & clearance.
- ISF partners with CHS sports boosters to maintain high quality sport environments and experiences.

Islander Sports at a Glance

- Each academic year ISF grants a minimum of $50,000 directly to Coronado High School Athletics.
- ISF also markets with and for CHS Boosters to support athletics each year.
- ISF recruits and coordinates approximately 500 volunteers for races and community events each year.

Islander Sports Foundation



Current ISF Executive Officers
There are a total of nine voting officers and eight directors.

ISF in the community

- ISF partners with CUSD, CSF, COSA, Rotary, Optimists, Soroptimists, Navy SEAL Foundation on events, fundraisers, awards, projects.
- ISF also partners with club sports to balance sports times and optimize facility usage.
- ISF recognizes community leaders each year as well, honorary Islander Sports Hall of Fame & All-Star Family Awards

Athletics & Academics

- Student athletes attend school more and get better grades than non athletes.[1]
- CHS student athletes are highly motivated with strong school spirit and place extremely well on the All-Academic lists each year.
- Student athletes honor character counts traits, the middle school athletes observe a 3-touch rule, limiting sports schedule to balance academics and other activities.

1 Los Angeles Times June 9th, 2012 study of 35,000 student athletes, "New Study shows schools sports improve grades, all while districts wrangle with cuts."

How ISF works

- Donation
- In kind
- Volunteer

Community
Alumni
Business

ISF markets to groups on behalf of all CHS Athletics, boosters will also solicit funding for own programs .

ISF works with CSF & COSA to balance Fundraising and event schedules

ISF promotes donor businesses

ISF

- Event admin/coordination
- 501 [c] [3] umbrella
- Commerce

ISF coordinates volunteers for races assisting groups with permits and staff recruitment.

ISF provides non-profit status for donors and event directors

ISF administers snack bars and retail

ISF provides community service hours

- CHS
- Boosters
- Middle School Club

CUSD Athletics

ISF proceeds go to CHS athletics or to CHS boosters.

ISF purchases equipment, supplies, repairs, uniforms.

ISF oversees Middle School Club Sports activities

Islander Sports

Six CIF Champions 2011/12

CIF repeat champions in Boys & Girls soccer & lacrosse

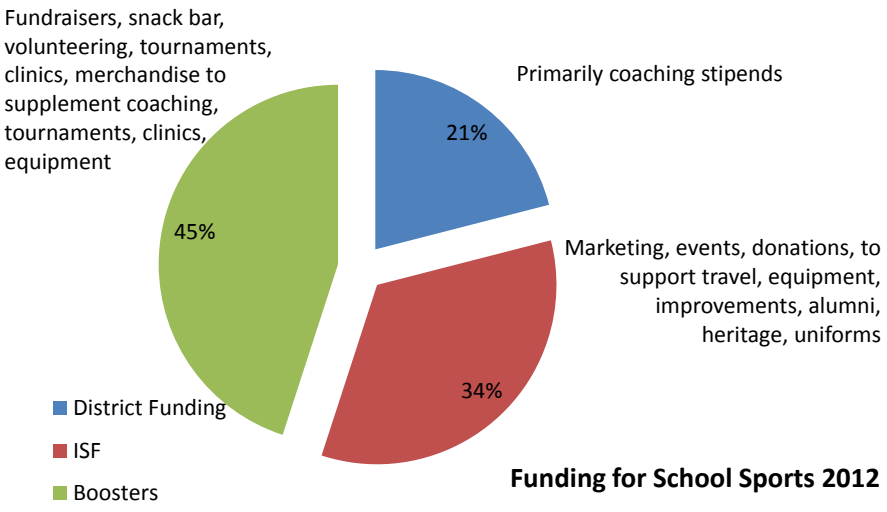
Top competitions U.S.

CHS teams compete in Hawaii, East coast, N. Calif..

Heritage & Alumni

ISF initiated a CHS Hall of Fame, Alumni bricks, Raising of the Banners

Funding Athletics



ISF in action

- The new ISF website is sports hub for school sports with registration functionality and individual pages dedicated to each sport for updates, management and the first all sports calendar.
- ISF works on behalf of CHS athletics to drive $115 pledge donation per student athlete to support quality high school sport experiences.
- ISF publishes the ISF Sports Card online with sports stories, events, results for alumni.
- ISF initiated a “Raising of the Banners” tradition saluting champions with a gym banner raising event to build alumni and heritage awareness.
- ISF has adapted the middle school sports based on feedback from school and club coaching to build for future competition and popularity.
- ISF assisted The Miracle League usage of the CHS Softball facility.
- ISF underwrote $25,000 non operating for the replacement of all Middle School Athletic uniforms and the High School Track pit equipment.

Compliance & ethics

- ISF accounting and taxes are reviewed and submitted by Considine & Considine CPA.
- Bylaws and whistle blower policies are maintained on ISF website for public review.
- ISF is independent and impartial, does not interfere with any CHS athletics decisions.
- ISF targets 15% max of admin costs of funds generated.
- ISF Board and affiliates are kept informed about ACLU cases and rulings.

Support ISF Events

- Coronado Valentines Day 10K, February 17th, 2013.
- GOT GAME Bring IT! CHS Sports Signature event February 22, 2013.
- Independence Day 15K, July 4th 2013.
- CHS Raising of the Banners September 12, 2013 (Tentative date)

The Islander Sports Foundation

Sustaining Coronado School Sports

Thank you for supporting Coronado Islander Sports.
www.islandersportsfoundation.org

6.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

6.2 Coronado Pathways Charter School (CPCS) Development Update
Kevin Nicolls, Principal of Palm Academy of Learning and acting Director of Coronado Pathways Charter School, will provide an update to the Board.

Background Information:

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

Last year CUSD facilitated the creation of a charter high school. CUSD anticipates partnering with this charter school to implement innovations in course design and delivery, learning models, and teaching methods with the goal of developing prototype school designs for the future. The primary focus of this project will be to establish a school where innovative programs can be developed.

Coronado Pathways Charter School (CPCS) will provide a "research and development lab" that is fully funded by federal grants and state attendance revenue that the District staff and Coronado community can view continually and from which we can learn and participate. This new "testing ground or innovation laboratory" for the District will be unique and innovative, and yet the needs of community students that CUSD may not be serving will be fulfilled by the creation of the school. All of these opportunities for students without the usual added expenses of such an endeavor. Also, because the charter is independent in structure, the district holds no liability for the charter's finances or the normal risks of running a trial program.

CPCS also fulfills the board goals of creating a personalized education program (PEP) for every student in the community and utilizing 21st century instructional techniques by creating an online hybrid charter school. The District can observe the programs and processes of the charter school and then begin to implement those "prototype" methods in District schools in a more successful and less stressful manner.

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

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

Report:

The CPCS application to establish an online virtual high school has been approved and we are moving forward with building the necessary infrastructure to open in the fall of 2013. As a non-classroom based charter school we are eligible for $250,000 in startup funding through the Public Charter Schools Grant Program (PCSGP). We applied for this funding in October and our request was declined based on some concerns regarding our management plan. We suspect these questions were raised based on our affiliation with CUSD and possibly our local demographics. CPCS will address the CDE's issues and resubmit a successful grant application in 2013.

We are confident the school will open without the startup grant. Funding is available for charter schools based on projected enrollment. However, in order to continue with the marketing and purchase curriculum materials, the charter organization will need to continue the practice of borrowing from CUSD until we receive that projected funding. An official request for the continuance of that practice will be brought to this Governing Board in January.

The CPCS board of directors will convene in early January to open the corporation officially, hire the Executive Director, and then outline the remaining logistics prior to opening in August. CPCS will be prepared to update the CUSD board every month of any expected expenses if necessary.

This report is provided to the Board for information. JPF

6.0 DISTRICT ORGANIZATION AND BOARD OPERATION

6.3 Presentation of District's New Websites

Background Information:

Websites - properly constructed - are information systems. They efficiently structure content to provide visitors with knowledge and insight. They deliver content laden information to parents, students, staff, and community members. In fact, they market our organization to the world. Websites are in fact, the primary source of shareholder communication.

Websites may also serve as "interfaces" providing bridges and translations to connect users to other worldly experiences. Given the sometimes poorly organized resources available on the Web, a good school Web site helps people find educationally worthwhile information with a minimum of wasted time and wandering.

Currently our website is a template devised by Edline, a Chicago-based company that hosts the ability for individual teachers to create web pages for their classrooms or for principals to create websites for their school. Edline is also used as a content or learning management system including the ability for teachers to record and report student grades.

Beginning in July 2013, our district will unveil a new system of websites and virtual tools that will work seamlessly with mobile devices of all types automatically coordinate calendars for individuals by placing school events/content into personal calendar apps, and deliver content to social networking apps of any type. This new website will also work seamlessly with our current cloud services and our new Learning Management System called Haiku, which also delivers Google Apps for Education services.

Raindrop Marketing

Coronado Unified School District has contracted with former CHS graduate Jacques Spitzer, owner of Raindrop Marketing, to design, build, and market not only the new district and school website, but also a website for CoSA, Crown Preschool, and Coronado Pathways Charter School. These new websites will create a web 2.0 online presence to maximize our shareholder's virtual experience. The Raindrop team creates professional products that have always been delivered on-time, including a full spectrum of services like graphic design, video production, website design, and blog management.

Primary Goals for a New District Web Site

The best school and district Web sites perform the following four goals:

- They introduce visitors to the school - its mission, its character, its look, its offerings to children, its stance on new technologies and its overall spirit;

- They point to excellent information on the larger Web - identifying the best resources the Web has to offer an educational family, those most likely to support the curriculum and the kinds of investigations likely to be undertaken by staff and students alike;
- They offer an opportunity for the publishing of student works to both a local and a global audience - whether those works be art, music, or writing;
- They provide rich data locally collected on curriculum related topics (such as local history), whether these collections take the form of data warehouses, virtual museums or virtual libraries.
- Some school sites do all four of these, but most concentrate on providing quality for two or three of these elements. Those responsible for creating and then managing Web sites soon learn that ambitious designs require a vast investment in upkeep.

The Web Site as an Introduction to the School

Parents in some regions have actually started to "shop" for schools by visiting Web sites and comparing features. Many schools have seen the value of introducing their offerings to existing parents as well as prospective parents, outlining the school mission and the kinds of learning available while sharing more mundane but valuable items such as calendars, schedules and lunch menus. The more skillful have introduced forms and e-mail features which allow them to gather information and feedback from their parents.

Web Site as Interface to Outside Resources

A good Web site may save staff and students from hours of wandering about from empty site to empty site by listing only those Internet locations offering developmentally appropriate, curriculum relevant content which is full of value. Someone who knows the curriculum performs the "scouting" required to identify these good sites and then create a series of pages which are well organized and carefully broken into categories that make sense to the primary clients of the site.

Web Site as Publisher of Good Works

There are two main strategies for sharing student works. One can offer collections in the form of a gallery or create electronic publications and "zines" which are multimedia descendants of the school newspaper or literary magazine.

Web Site as Data Resource

As many schools seek ways to engage students in real world problem solving, Web sites offer the vehicle to support such studies as they become warehouses, virtual museums or virtual libraries storing the raw data until students may visit to extract meaning and insight. These data can now be stored and shared on the school Web site so that each new wave of students can add to the collection and can begin sharing and comparing data with other students and schools within the same region.

This report is provided to the Board for information. JPF

6.0 DISTRICT ORGANIZATION AND BOARD OPERATION

6.4 Education Technology Plan Overview

Overview:

An approved education technology plan is required to receive education technology funds from either the state or federal government. (Education Code Section 51871.5)

There are two main programs that fund our District's technology endeavor to a small degree that require and Education Technology Plan.

- Enhancing Education Through Technology (EETT) – Mandates specific components of a technology plan as required by the No Child Left Behind Act, Enhancing Education Through Technology Program.
- E-rate - Education Technology Plan– E-rate requires approved technology plans as a prerequisite for receiving Internet access or internal connection discounts. A CDE-approved EETT technology plan can be used for E-rate application purposes.

A technology plan covers the four elements required by the government that must be included in a technology plan in order to gain approval:

- Goals and realistic strategies for using telecommunications and information technology to improve education or library services
- A professional development strategy
- Needs assessment for telecommunication, hardware, software, and other services
- Ongoing evaluation process.

This plan was authored by Technology Coordinator Ramona Loiselle and co-written by a team of faculty and staff members over 18 months. The new Technology Plan will cover a period of time from July 1, 2012 to June 30, 2015. Most plans cover a five year period; however the Superintendent and the writing team decided to update the plan annually and only cover a future period of time for three years since technology issues change so rapidly. In addition, the plan was written with a great deal of assistance from Senior Director of Learning & Instruction Claudia Gallant. The direction of the plan was steered not from the vantage of technology, but from the view of learning and instruction. Technology was taken from its usual stance of a standalone department or entity and placed into the classroom as simply one of the many methods a teacher may use, or a student may experience, in order to further the learning of each and every student.

This overview is provided to the Board for information. JPF

6.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

6.5 Learning Report: Including (1) SATT 21 Annual Report, (2) Mathematics and Assessment and (4) Silver Strand Elementary School Annual Report

1) SATT 21 Annual Report

Background Information:

Coronado Unified School District's award of 1.2 million dollars from the Department of Defense Education Activity program concluded its third full year of implementation in August of 2012. The grant, entitled *Students Achieving Through Technology in the 21st Century* (SATT 21) continues to serve military students, the largest demographic subgroup in the district (approximately 40%), as well as all students in preschool-grade 12. Three overarching goals were established by the SATT 21 grant in helping close the achievement gap between CUSD's military population and the total population via integration of technology into curricula and instruction:

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

Oversight and evaluation of the grant is done on a quarterly basis by the Director of Curriculum and Learning in conjunction with the San Diego County Office of Education.

Report:

Executive Summary for the Annual DoDEA Report for SY 2011-12

Results on student achievement after three years of implementation are as follows:

- In ten out of eleven subcategories by grade and subject, military students outperformed or were equal to that performance of the total CUSD population.
- For military students in English Language Arts: grades 2-11 performance was equal to or slightly below performance of military students from the previous year; none of the grade spans reached the rigorous targets set for 2011-12 (targets ranged between 82%-87% proficient or advanced on ELA CST); targets for military students have been revised for 2012-13.

- For military students in mathematics: grades 2-5 performance was increased by 1.25% over performance from the previous year; grades 6-8 and grades 9-11 performance decreased by 3% and 12%, respectively; targets will be revised in 2012-13. CUSD Governing Board has designated improvement in mathematics achievement to be a focus area for the District.
- 100% of military students who needed to recover credits at Coronado High School did so in 2011-12. This was the second year of data collection and a target of 50% percent was established. This is a 59% increase over 2010-11 credit recovery data.

Contributing factors are as follows:

- Identification: all military students who are performing below grade level are identified, assessed, and participate in CUSD intervention services. In this third year of SATT 21, each site has a systematic approach to providing services for military students who are below proficient, as well as for all students who are below proficient.
- Instruction: grant-purchased web-based programs provide opportunities for students to remediate skills, recover credits, and participate in independent study. There is a growing use of grant-purchased software in both intervention and general education classrooms.
- Assessment and Data: MAP assessments were administered in 2011-12 throughout grades 4, 5, and 6, as well as a pilot program in grade 9 in ELA. All classrooms in grades 4-6 set class goals, and many teachers new to MAP began to set individual goals with students.
- Technology: approximately 1,000 notebook computers are in place at all school sites through SATT 21 funding, providing small group and individualized instruction via grant-purchased web-based programs for both military and non-military students who are performing below grade level across the district. The purchase of these notebook computers is a key component of Board Goal 1, helping to lay a foundation for 1:1 computing, intervention services, a district-wide Response to Intervention plan, a personalized education plan, as well as embedding technology into the instructional delivery across the district.
- Culture: The SATT 21 grant has helped grow both an increased awareness of the needs of military-connected students and the services critical to supporting them, as well as the need for a district-wide Response to Intervention program.

Recommendations for Year 4 (extension) of SATT 21 and Year 1 of Project STEPS (2012-2015) include:

- Focus efforts on improving achievement in mathematics district-wide, especially as mathematics is the foundation of Science, Technology, Engineering, and Mathematics (STEM) education.

- Continue to build data systems to identify specific needs of all students as well as to create a robust Response to Intervention system for CUSD; continue professional development for all CUSD teachers on formative assessment Measures of Academic Progress (MAP) and individual goal-setting conferences for students.
- Begin implementation of a Personalized Education Plan for CUSD, starting with military students and English Learners who are performing below grade level in mathematics; use Googledocs as the vehicle for storing and sharing PEP data for these students.
- Implement the *Compass Learning* web-based intervention program for core instructional areas, which is completely aligned to MAP and can prescribe learning paths for students based on MAP performance and provide MAP and Compass information nights for parents.
- Establish a district-wide Response to Intervention committee.

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

2) Mathematics and Assessment

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:

Recent analysis of California Standards Test data (summative) in mathematics has included an examination of the following:

- *matched student data* (how the same exact students in a grade performed over time, such as those same students who have been in our system and how they have performed over time).

- *grade level cohort data* (how the current students in a grade performed as a class over time, such as how the current 6th grade students performed in 5th and 4th grades. This includes all students enrolled during a school year).

- *Mathematics cluster data* (data that looks at how minimally proficient CUSD students compare to minimally proficient students in CA and to minimally advanced students in CA).

These summative data reveal:

- that since 2009, the percent of proficient *matched* student performance in mathematics has declined by 19%. This data represents 998 students.
- that the transitions between grades 5 and 6, and between grade 8 and 9 are where the greatest differences in performance are.
- that minimally proficient students who take the grade 2-7 CST generally perform better than minimally proficient students in CA, and perform below minimally advanced students in CA by approximately 7%.
- that minimally proficient students who take the 8th grade general math, Alg 1, Alg II, and Geometry CSTs generally perform better than minimally proficient students in CA in 5 of 18 cluster areas, collectively; below minimally proficient students in CA in 10 of 18 cluster areas, collectively; and equal to minimally proficient students in CA in 3 of 18 cluster areas. These same minimally proficient students in CUSD perform below minimally advanced students in CA in all 18 cluster areas by an average of 17%.
- that minimally proficient students who take the Summative Mathematics CST perform better than minimally proficient students in CA in 4 of 4 cluster areas by an average of 9%, and perform below minimally advanced students in 4 of 4 cluster areas, an average of 7%.

CUSD has concluded the first Measures of Academic Progress (MAP) testing window for all students in grades 3-8 in mathematics (as well as in reading for 3-8 and language for grade 8 and selected students). This formative, or real-time, assessment gives teachers, parents, and students a look at how our students are currently performing on California standards in mathematics compared to national normative data as well as how students compare to current CUSD MAP data. All parents of students in grades 3-5 received MAP data during November parent-teacher conferences. All parents of students in grades 6-8 were recently mailed Fall MAP progress reports. A full data report to the Governing Board will be included in the January Learning Report.

The CUSD Mathematics Vertical Team, along with site leadership and all teachers of mathematics are using these data to target areas for improving math performance. All grade 5 and 6 teachers have recently participated in a full release day to examine issues and determine next steps for improving mathematics instructional practices and student performance. Plans are being made for a similar grade 8 and 9 math release day.

3) Silver Strand Elementary School Annual Report

Background Information:
Silver Strand Elementary (preschool-grade 5) is located in enlisted military housing on the Silver Strand in Coronado. Of the current enrollment of 327, approximately 86% are military connected. The school experiences a high annual mobility rate.

Report:
Silver Strand Student Achievement

- Remained a "900" API school (901)
  - Retained highest API among comparable military-impacted schools in San Diego County.

- Attained over half of SMART goals (by grade level distribution); notable goals met:
  - 76% of K-5 students performed Proficient or above on Content as measured by new grade level rubrics on end-of-year writing assessment on CCSS genre of Narrative.
  - 80% of K & 1st grade students scored 80% or better on end-of-year cumulative Envision math post-tests.

- Key factors/challenges:
  - Continuing trend of increased mobility (over 60% "in's and out's") in 2011/12; most "out's" at or above expected benchmarks, and most "in's" below expected benchmarks.
  - Increased/more involved Special Education population at CST-tested grades.

- Key new steps:
  - New "Project STEP" grant allows for K-5 small group scaffolding in reading, writing, and math within set instructional time blocks, as well as "double dip" Guided Reading with Reading Specialist for the most at-risk students.
  - New "Read Well" core literacy curriculum in all K-2 classes.
  - Revised Before/After School Academic Assistance Program focusing on "mastery-based, targeted intervention".
  - Increased use of MAP data and related resources (i.e. Compass Learning) to drive instruction (Grades 3-5).

- Support model/elements (i.e. ASE) provide significant "value added" student growth over time and with targeted military students.
  - Example #1: Percentages of (non-Special Ed) Grade 5 students who have been at Silver Strand for 3 or more years who scored Proficient or above on 2012 CST's:
    - ✓ ELA: 100% (50% Advanced)
    - ✓ Math: 95% (50% Advanced)
    - ✓ Science: 100% (68% Advanced)

- Example #2: Consistent trends of sustained or upward CST growth since 2008 as exemplified by percentages of Proficient or above Grade 5 CST Science scores over that period of time:
  - ✓ 2008: 63% (26% Advanced)
  - ✓ 2009: 76% (36% Advanced)
  - ✓ 2010: 81% (43% Advanced)
  - ✓ 2011: 88% (44% Advanced)
  - ✓ 2012: 93% (55% Advanced)

- Example #3: Only CUSD site to meet/exceed most recent SATT-21 grant CST growth performance goals for military students:
  - ✓ ELA: +3.02%
  - ✓ Math: +2.41%

Character Education at Silver Strand

- Essential elements of "Culture of Character" have been institutionalized to ensure that all students feel:
  - *Welcome and Secure* (i.e. Ambassador Club, Curbside Hosts, videos on website for new families, etc.)
  - *Connected and Engaged* (i.e. Friday Flagpole Assemblies, Enrichment Clubs, etc.)
  - *Emotionally and Academically Supported* (i.e. Military student supports, ASE Program, Gr. 5 Principal Goal Conferences/Honor Roll, etc.)
  - *Character Developed and Recognized* (i.e. "Voyager Way", character education presentations/activities, "What I Want To Be When I Grow Up Day", etc.)

- New steps:
  - "You've Made Your Mark" wall for student exiting Silver Strand
  - Primary Grade Citizenship Honor Roll

Financial Impact:

None for this report.

This report is provided to the Board for information. JPF

6.0 DISTRICT ORGANIZATION AND BOARD OPERATION

6.6 Human Resources: Including (1) Certificated Evaluation Process (2) Professional Development Committee (3) Classification and Compensation Study

Certificated Evaluation Process
The discussion of EdCode Section 44662 (Stull Act) continues to be a focus in districts throughout the nation. Most recently due to the Doe v. Deasy Court Order and the underlying requirements of the Stull Act as reflected in that ruling, Los Angeles Unified School District and its teacher's union have agreed to "include a review, discussion and incorporation of multiple measures of student achievement and progress toward District–adopted and State-adopted standards, including most significantly the State-mandated California Standard Test (CST) program and its annual reported test results… and also to any future criterion-referenced State-mandated replacements or additions." In summary, the Court Order requires the District to evaluate teacher performance as it reasonably relates to student progress toward District standards and State standards.

CUSD teachers and administrators have embraced the integration of student achievement data into CUSD's evaluation process. The PD committee has been instrumental throughout the implementation of the new evaluation process and the support of teachers developing SMART (Sustainable, Measurable, Attainable, Relevant and Time-Bound) goals. The focus for both certificated employees and administrators is on student achievement.

Professional Development Committee
The Professional Development (PD) committee continues to meet and discuss the certificated evaluation. At its last meeting this committee reviewed the observation document by administrators and focused on the need to ensure consistency of use by all site administrators. The committee recommended the Continuum of Teaching Practice be referenced by administrators and certificated employees during pre and post observation conferences to ensure focus on employee goals. In addition, the committee focused on the observation document as a resource documenting numerous observations of a teacher's teaching practice throughout the school year.

Classification and Compensation Study
The Classification Study is now in full swing. Each participating employee is provided an extensive position information questionnaire. Classified employees had the opportunity to attend one of four orientation sessions on December 3. The District's Information Technology crew produced a DVD so those employees who did not have the opportunity to attend an orientation have access to the information provided at the orientation sessions. All supervisors and site administrators are trained to review and provide input to the employee's questionnaire. Employees have been given approximately two weeks to complete the questionnaire and have been instructed to submit the completed form to the immediate supervisor. The timeline is rigorous: all questionnaires are due to the employee's supervisor December 14 and the supervisors have a week to review the questionnaires. On December 21 the questionnaires will be collected by the Human Resources Department and delivered to Ewing Consulting, Inc. It is anticipated that meetings with employees will occur during the month of January to clarify questions Ewing Consulting, Inc. staff have regarding CUSD job descriptions.

This report is provided to the Board for information. JPF

7.0 BUSINESS & FISCAL MANAGEMENT

7.1 Discuss ROP Amended Salary Schedule (First Reading)

Background Information:

Historically, Regional Occupation Program (ROP) teachers have held varying levels of credentials, degrees and additional units. The credentialing requirements of teachers teaching ROP classes have changed dramatically. The requirements for earning and maintaining a CTE/ROP credential has evolved to reflect the importance and benefits that career technical education provides to students. The new rigorous requirements are closely aligned to the single-subject credential requirements for obtaining a credential (ROP/CTE teachers also require relevant experience within their identified CTE industry). During the last decade, in response to student needs and requests ROP/Career Technical Education (CTE) Pathway courses have expanded at Coronado High School. These courses are integral to the experience and course of study our students participate in to prepare for post-secondary placements and opportunities. Our ROP/CTE Pathway courses develop 21st Century Learning skills, and engage students to think critically about practical applications of content through work experience, internships, and dual-credit opportunities (CUSD Board Goal). In addition, all ROP/CTE courses are standards-driven, aligned to the Common Core, and approved by the San Diego County Office of Education. The recommended revised ROP Salary Schedule has been developed by the Human Resources and Business Services Departments to support employees who have units, credentials and degrees beyond the historical description of an ROP teacher and to ensure they are correspondingly compensated.

Recommendations:

The proposed change reflects the new teaching requirements and expands the number of ranges to more closely align with those of the certificated salary schedule as they relate to semester units and additional degrees. The total adjustment to the proposed scale is approximately forty-five thousand dollars ($45,000) annually. Acknowledging the value the ROP/CTE programs, which are funded through the designated ROP budget, bring to Coronado Unified School District it is proposed the District discontinue the practice of accessing indirect costs from the ROP budget approximately twenty thousand ($20,000) annually. Coronado High School will work with the ROP/CTE budgets to identify and absorb the additional costs twenty-five thousand ($25,000) associated with the proposed adjusted salary schedule.

Benefits:

The benefits from this change are to create a sense of equity for all credentialed teachers regardless of ROP or other funding sources. ROP/CTE programs support the academic experience all students receive in our district. The benefits from this change are to create a sense of equity for all certificated teachers regardless of funding source while validating their contributions to the district and educational communities.

The adjusted salary scale will support the district to recruit and retain high quality professionals in identified fields of study. The ROP/CTE Pathway programs are aligned to students' interests and are instrumental in helping them prepare for 13th Grade. CUSD students are fortunate to have opportunities to explore innovative courses while establishing partnerships with local industry and matriculating curriculum with local universities. CTE/ROP courses, and their instructors, are invaluable to the CUSD school community. Over 80% of CHS's student body are or will enroll in at least one CTE course while at CHS. The ROP/CTE programs are held to the same standard of excellence expected of all CHS programs. CUSD has developed the ROP salary schedule to support equitable compensation for the ROP/CTE faculty.

Financial Impact:
None for this report

JPF

This first reading is provided to the Board for information.

7.0 BUSINESS & FISCAL MANAGEMENT

7.2 Update to Board Protocols (First Reading)

Background Information:
The success of Coronado Unified School District depends on a shared vision among the Governing Board, staff, parents, students, and community. The Board members will try to the best of their ability to uphold these aspirations. Their goal is to provide a high quality public education that meets the needs of our community.

To achieve that goal, an operating protocol has been established that will help govern actions at meetings and in their role as trustees. The protocol will help enhance the effectiveness and efficiency of Board meetings while maintaining mutual respect and opportunities for communication.

Proposal:
President Dawn Ovrom has edited the existing Operation Protocol and made changes for the Board to consider. Those changes were introduced to the Board on 12/13/12 at the Annual Organization Meeting and are brought to this meeting as a First Reading. The Board will consider final approval at their next regularly scheduled meeting on January 24, 2013.

This first reading is provided by the Board for information. JPF

Coronado Unified School District
201 Sixth Street, Coronado, CA 92118
619.522.8900 www.coronadousd.net

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. Individual board members do not have authority. The only authority to direct action rests with the body as a whole and it takes a consensus or majority of the board members to set direction. 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.

The board will establish the vision, create policies and assure accountability. The board will emphasize planning, policy-making, and communication rather than becoming involved in the management of the schools. The board will set clear goals for themselves and the superintendent. The board and superintendent will facilitate goal setting for the school district.

The superintendent, as the chief executive officer, will manage the schools and make recommendations, proposals, or suggestions on most matters that come before the board.

Protocols During Meetings

Issue	Protocol
Board meeting management	The board will lead by example. We agree to avoid words and actions that create a negative impression on an individual, the board, or the district. While we encourage debate and differing points of view, we will do it with care and respect. In order to conduct efficient and effective board meetings, board members will come to the board meetings prepared and ready to do business. We agree to speak to the issues on the agenda and attend to our fellow board members. Facts and information needed from the administration will be referred to the superintendent. Points are to be made in a few words as possible; speeches at board meetings will be minimal. If a board member believes he/she doesn't have enough information or has questions, either the superintendent or board president is to be called before the meeting. We understand that board meetings are meetings of the board held in public, not open forum town hall meetings. 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. 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. We will consistently abide by our formal processes relating to this issue so that all persons are treated fairly and equally. 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

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	reaffirming them as appropriate.
Consent Calendar Housed within the agenda, the Consent Calendar allows the board to deal with routine operational business with minimal discussion.	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: 1. When a member plans to vote "no" 2. When a member needs further information or discussion before deciding how to vote 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.
Meeting Length **Hearing Agenda Items** • Staff Reports • Philosophy regarding questions after the report	The target time for regular meetings is 2.5 hours. The target time for workshops, study sessions and/or discussion meetings is 1.5 hours. These types of meetings are intended to shorten the time for regular meetings-to create interest and understanding in a single topic of discussion, and/or allow for in-depth discussion by the board on one or two issues. Workshops should not add substantively to the workload of the administrative staff. 1. Superintendent information/staff presentation 2. Member questions (3 min) 3. Public comment (3 min) 4. Member comments (2 min) 5. Further board discussion of superintendent recommendation 6. Board acceptance of report The above time limits are general guidelines and may be waived or adjusted at the discretion of the board president (and/or through a motion approved by a majority of the board). The board may request further information or action by the superintendent at this time. When appropriate, the Board may request a future action item related to the report. The question should help the speaker make a report complete (i.e., was something missed?). The question should highlight an important value or emphasis for future District direction, being aware that wise judgment is required. Will the question influence your vote or change the vote of another member? Members should be careful to not masquerade broadside attacks or philosophies as questions. If a board member wants to make a substantive point, state it clearly and concisely; as a rule the member should write it out in advance, The board will consider research, best practice, public input and financial

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• Action Items	impacts in their decision When the item is up for action, the board will hear the item in the same way as above and then: 7. Move for action; 2nd the motion • If motion dies for lack of a second, no discussion or vote occurs on the motion 8. Deliberate 9. Vote • As a courtesy to the board, members will explain the reasons for a no vote or abstention during deliberation.
Public Input	Anyone attending a board meeting is a witness to how the board conducts the school district's business. Board meetings are not "public" meetings. A member of the public who is in attendance can only give input if the board president recognizes them; otherwise, board meetings are meetings of the board and board members act in trust for the voters. There are two opportunities for public input at board meetings: 1. Introducing non-agendized items 2. When an agenda item occurs Yellow cards are provided to facilitate public input and individuals are asked to limit their remarks to 3 minutes. When 3 or more cards on the same subject are submitted to address or introduce items not on the agenda, the board president may hold these comments until after the meeting agenda has been heard.
Reports	The board hears leadership committee reports at the beginning of the meeting from students (ASBs), parents (Parent/Teacher Organizations), teachers (CTA), and staff (CSEA) and presenters are asked to limit their remarks to 3 minutes. The board hears staff reports after the time for public input on non-agenda items. 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.
Self-monitoring	Conduct at a board meeting is very important. We agree to avoid words and actions that create a negative impression on an individual, the board, or the district. While we encourage debate and differing points of view, we will do it with care and respect to avoid an escalation of negative impressions or incidents Board members will do their homework and improve their leadership skills by attending board training and networking opportunities. Individual members agree to review and adhere to meeting norms, goals, and Board

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	Member roles as defined by CSBA. **Key Questions for Members to Consider for Effective Meetings–** • 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? •
Member Request for Information	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. There should be no surprises at a board meeting. Surprises to the board or the superintendent will be the exception, not the rule. We agree to ask the board president or the superintendent to place an item on the agenda instead of bringing it up unexpectedly at the meeting. 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. 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. When an individual member requests information, it will be provided to all members.
Member Request for Action	The Board acts only as a body. Individual board members do not have authority. Only the board as a whole has authority. We agree that an individual board member will not take unilateral action wherein the board member purports to represent the district or the board. 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.

Protocols Between Meetings

Issue	Protocol
Member-Superintendent meetings	Each board member meets the superintendent before the board meeting to discuss comments/questions on the agenda. These

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	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. Board 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 board member
Annual Board Evaluation	The board commits itself to continuous improvement. The board will address its behaviors, operations and performance by yearly self-evaluation.
Getting questions answered between meetings	Board members embers do not direct questions to the staff/teachers but submit all questions directly to the Superintendent. Board requests of staff are to be directed to the superintendent. Appointments are strongly advised for lengthy inquiries. Board 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 president or designee will communicate the position(s) of the board. When board members serve on various school committees the board will define their role as silent observer or active participant. When board members attend committee meetings, their role shall be as liaison to the board and when addressing the committee, shall be as an individual. The board encourages the public to explore the district website, which can be found at www.coronadousd.net. Board members encourage the public to contact them with comments and additional questions/concerns.
Site Visits	Board members have a monthly schedule of school sites to visit. Board members embers contact the principal to arrange calendar date and forward it to the superintendent's office. Unscheduled or

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	spontaneous visits to all staff and schools should not occur consistently and should be pre-cleared with superintendent or assistant.
Spokesperson	The board president or designee is the initial spokesperson for the board with respect to controversial or "hot-button" issues. The board adopts 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 • 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 that suggest that the individual member's comments represent the viewpoint of the entire board on a substantive matter. <u>Responses to Other Communications</u>: The board president is also the spokesperson in response, generally, to emails and communications addressed to the entire board. Therefore, in his/her 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 will 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. 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 will be careful to avoid comments that would suggest that the president's comments represent the viewpoint of the entire board on a substantive matter. 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

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	public, but they too should be mindful that • 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 inter-active 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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8.0 ORGANIZATIONAL BUSINESS

DISTRICT ORGANIZATION AND BOARD OPERATION

8.1 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 requistions		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

8.0 ORGANIZATIONAL BUSINESS

DISTRICT ORGANIZATION AND BOARD OPERATION

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

Background Information:

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

Report/Information:

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

January 24, 2013: Regular Board Meeting

- 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
- Technology Plan Approval
- Approve District Strategic Plan
- Approve Student Services Strategic Plan
- Board Policy Update – First Reading

February 7, 2013: Board Workshop

- TBD

February 21, 2013: Regular Board Meeting

- 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 7, 2013: Regular Board Meeting

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

March 21, 2013: Board Workshop

- TBD

April 18, 2013: Board Workshop

- TBD

April 25, 2013: Regular Board Meeting

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

May 2, 2013: Board Workshop

- TBD

May 16, 2013: Regular Board Meeting

- 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 20, 2013: Regular Board Meeting

- 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)

June 27, 2013: Regular Board Meeting

- Adopt Budget

August 22, 2013: Regular Board Meeting

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

September 12, 2013: Regular Board Meeting

- 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 3, 2013: Board Workshop

- Staff Evaluation Update and Discussion of Next Steps

October 17, 2013: Regular Board Meeting

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

November 21, 2013: Regular Board Meeting

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

December 12, 2013: Organizational Meeting

- First Interim

December 19, 2013: Regular Board Meeting

- Islander Sports Foundation Update
- Technology Plan Presentation

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