



Governing Board of Trustees
AGENDA
Thursday, October 16, 2014, 4:30 PM

Ledyard Hakes ♦ Brenda Kracht ♦ Dawn Ovrom ♦ Bruce Shepherd ♦ Maria Simon
Student Board Representative: Lauren McBride
Superintendent/Secretary: Dr. Jeffrey Felix Recording Secretary: Maria Johnson

Times Indicated are Anticipated and Serve as Guidelines for Discussion

1.0 CALL TO ORDER4:30

1.1 Call to Order

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 Governing Board Recognition – the Board will recognize and thank Linda Rahn, Director of City of Coronado Recreation Services, for her outstanding service to the students and staff of CUSD (**Time Certain 5:00 PM**)

2.4 Village and Silver Strand Student Speakers

2.5 Shareholder Reports (three minutes each)

2.6 Comments from Board Members

3.0 COMMENTS FROM THE AUDIENCE (Agenda and Non-agenda items).....5:05

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.....5:20

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 Special Meeting Minutes of September 4, 2014, and Regular Meeting Minutes of September 11, 2014.....4

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

4.3 Approve/Ratify Contracts for Services.....11

4.4 Approve/Ratify Purchase Orders and Warrants.....14

4.5 Approve Certificated Personnel Register.....15

4.6	Approve Classified Personnel Register	16
4.7	Accept Uniform Complaint Quarterly Report	18
5.0	REPORTS	5:25
5.1	Learning & Instruction Report: (30 minutes)	19
	• California State Seal of Biliteracy	
	• Village Elementary and Silver Strand Elementary Schools' Annual Update	
5.2	Business Services Report (20 minutes).....	24
	• Coronado Pathways Charter School Update	
	• Ten-Year Fiscal Sensitivity Analysis	
	• Next Financial Report – December 11, 2014, Regular Governing Board Meeting	
5.3	Superintendent's Statement to the Governing Board on the Current Wellbeing of the CUSD and a Proposal of Financial Strategy for the Future (60 minutes)	27
6.0	ACTION	7:15
6.1	Public Hearing on Sufficiency of Instructional Materials for 2014-2015	52
6.2	Adopt Resolution #14-10-02 on Sufficiency of Instructional Materials for 2014-2015	53
6.3	Approve a Memorandum of Understanding with Coronado Pathways Charter School for the Years 2014-15 to 2017-18, Inclusive	57
7.0	PROPOSALS/FIRST READING	7:30
7.1	Adopt Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits (First Reading).....	105
8.0	ORGANIZATIONAL BUSINESS	7:35
8.1	Proposed List of Agenda Items for Future Board Meetings (5 minutes).....	106
8.2	Upcoming Meetings: Thursdays, 4:30 PM, District Office	
	• Special Board Meeting, November 13, 2014	
	• Regular Board Meeting, November 20, 2014	
	• Special Board Meeting, December 4, 2014	
	• Organizational Meeting, Regular Board Meeting, December 11, 2014	
9.0	ADJOURN TO CLOSED SESSION	7:45
9.1	Discussion of pending negotiations CSEA (Employee Organizations) with Superintendent Felix (Chief Negotiator), per Government Code 5495	
9.2	Liability Claim, Government Code 54956.95; Claimant: #14-3714 - Agency Claimed Against: Coronado Unified School District	
9.3	Conference with Legal Counsel, Anticipated Litigation (three cases), Government Code Section 54956.9	
9.4	Student Matters: Settlement Agreement, Government Code 54962 and Education Code 35146; (OAH) Case #2014080174	

10.0 RECONVENE TO OPEN SESSION

10.1 Report Any Action Taken in Closed Session (Action is Anticipated)

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.

AGENDA – October 16, 2014

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

4.1 Approve the Special Meeting Minutes of September 4, 2014, and Regular Meeting Minutes of September 11, 2014 (Action)

Background Information:

Presented for Board Approval:

- September 4, 2014, special meeting minutes; and
- September 11, 2014, 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
SPECIAL BOARD MEETING
UNADOPTED MINUTES
September 4, 2014

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

Order of Business

1.0 CALL TO ORDER

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

Roll Call

The following Board members were present: Brenda Kracht, Ledyard Hakes, Dawn Ovrom, Maria Simon, and Bruce Shepherd (arrived at 4:40 PM). Also present were Jeffrey Felix, Superintendent, and Student Board Representative Lauren McBride.

2.0 OPEN SESSION

2.1 Pledge of Allegiance

2.2 **Approve the Agenda**

#3

Motion: Simon Second: Hakes Vote: 4-0. Member Shepherd was absent for this vote.

3.0 COMMENTS FROM AUDIENCE ON NON-AGENDA ITEMS

John Bonnett addressed the Board on behalf of CSEA.

4.0 BOARD DISCUSSION

4.1 **Discuss the Direction of the District and Prioritizing District Finances**

Board Members discussed District finances and prioritizing District finances. Discussion included: defining structure, money, philosophy of education, timelines, available funds, and other sources. The Board invited the Site Principals to come to the next Special Board meeting and tasked the principals to “think outside the box”. Each principal will bring five ideas on where they can cut \$50,000 from their budget. Superintendent Felix, Assistant Superintendent Butler, and Senior Directors Claudia Gallant and Rebekah Barakos-Cartwright, will be available to answer Board questions that pertain to Education Code legal requirements. The Board also asked the Superintendent to explore and set up a FCMAT to study the District Office.

5.0 ORGANIZATIONAL BUSINESS

5.1 Future Agenda Items/Additional Comments

5.2 Upcoming Meeting Dates. Each meeting will be held in the District Office Board Room and will begin at 4:30 PM

➤ Thursday, September 11, 2014, Regular Board Meeting

➤ Wednesday, October 8, 2014, Special Board Meeting

➤ Thursday, October 16, 2014, Regular Board Meeting

6.0 ADJOURNED

The meeting was adjourned at 6:02 PM

Approved:

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

CORONADO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING
UNADOPTED MINUTES
September 11, 2014, at 4:30 PM

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

To view this meeting in full, please go to www.coronadotv.me

Order of Business

1.0 CALL TO ORDER

President Ovrom called the meeting to order at 4:30 PM at Coronado Unified School District, 201 Sixth Street, Coronado, CA.

Roll Call

The following Board Members were present: Dawn Ovrom, Maria Simon, Ledyard Hakes, and Brenda Kracht, and Bruce Shepherd. Also present were Jeffrey Felix, Superintendent, Keith Butler and Richard Erhard, Assistant Superintendents; and Student Board Representative Lauren McBride.

2.0 OPEN SESSION

2.1 **Pledge of Allegiance:** NJROTC Presented the Colors, and CoSA's Angela Ahern sang the National Anthem

2.2 **Approve the Agenda** #4
Motion: Hakes Second: Simon Vote: 5-0.

2.3 **Board Recognition**
President Ovrom played a video which highlighted the District's Vision.

2.4 **Student Report**
Coronado Middle School Students, Ashton Bradshaw and Catherine Hardy, updated the Board on the school activities

2.5 **Shareholder Report**
The following addressed the Board with their Shareholder reports:

- Rich Brady, President of the CoSA Foundation Board, updated the Board and community on upcoming events
- Andrea Webster, Executive Director of SAFE, updated the Board and community on upcoming events
- John Bonnett, President of the CSEA, asked for "good faith" negotiations
- Kevin Nicolls, Director of Coronado Pathways Charter School, updated the Board on enrollment, sports, and collaborative credit recovery program with CHS, Palm, and Pathways

2.6 **Comments from Board Members**

- Member Kracht said that our job is to serve the needs of all the kids and the way they learn and she is delighted that we have a "golden gem" in Pathways. She said we must keep Pathways and we must start promoting it. She thanked Mr. Nicolls and said he is doing a fabulous job and we are happy to have him.

- Member Hakes voiced his concern that documents were not given to Board Members before the special board meeting and he was not able to prepare. He said when he asked the Superintendent why documents were not given to members earlier, he was told that the information was not ready. Member Hakes said not only did the Superintendent not communicate with the Board but being told the documents were not ready until 15 minutes before the meeting started was not satisfactory.
- Member Shepherd voiced his frustration that the statement was very unfair. He said when the Board met in August they specifically were told it would be difficult to get a list for the meeting on September 4. The administration told us that and we agreed that it is alright, do the best you can, even if you have to walk into the meeting on the 4th with the list of cuts. That was the expressed instruction from this Board and a handshake agreement that we had. So to now attack the Superintendent on that basis is unfair.
- Member Kracht said that sometimes when the Board does get information, even though we did absolutely make that handshake agreement, the list of cuts still comes as a shock, and because of the emotion that is attached to every one of the items that was on the list it provides what she would refer to as a panic reaction. And this Board does not operate like that. Member Kracht said even adding up the cuts, they were still less than \$1M and the Board is tasked to cut \$1.7M. She said this is going to take a lot of study and hard work with everyone working together, and we need everyone's assistance. But she did assure all that this Board is not going to operate out of fear and they are not going to operate in a panic mode. They will get input from the people in the community and do the absolute best for the children because the children are what we are here for.
- Member Simon said she was privileged to attend the back to school night at both CMS and CHS and she wanted to commend the staff in their excitement for their subject matter and their professionalism. Not one parent left the back to school nights without feeling the excitement that was portrayed by staff.

3.0 COMMENTS FROM THE AUDIENCE

- In response to Member Kracht question in August, Robin Nixon stated the reason 12 teachers left the District was due to high salary offers at other districts.

4.0 APPROVAL OF CONSENT AGENDA

#5

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

- 4.1 Approve/Ratify Contracts for Services
- 4.2 Approve Certificated Personnel Register
- 4.3 Approve Classified Personnel Register
- 4.4 Adopt Resolution Regarding Elimination of Classified Positions: Sub Caller (1) District; and Campus Assistant [Bus Supervision] (1) Coronado Middle School; Corresponding Layoff of Classified Employees
- 4.5 Adopt the "Gann" Limit Resolution
- 4.6 Approve 2014-2015 Outdoor Education Contract and Contract for the Marine Science Floating Lab
- 4.7 Adopt Resolution Endorsing Character Counts as the Foundation for Character Education

- 4.8 Approve the Arts, Media, and Entertainment Industry Sector Leadership Project \$85,000 Contract as Authorized by the Carl D. Perkins Career and Technical Educational Improvement Act of 2006
- 4.9 Approve the Arts, Media, and Entertainment Industry Sector Model Demonstration Site Grant Application for \$15,000 to be implemented as of July 1, 2014 - June 30, 2015, as authorized by the CTE Pathways Program (SB 1070) pursuant to the Supplemental Report of Budget Item 6110-170-000
- 4.10 Approve Application for the 2014-15 Mandated Block Grant
- 5.0 REPORT (See Agenda for Written Report)**
- 5.1 Coronado Schools Foundation (CSF) Report
Executive Director of CSF, Patty Cowan, presented her annual report to the Board
- 5.2 Learning and Instruction Report:
 - Academic Performance Index 3 Year Average
 - Science CST Scores
 - New Elementary Report Card
- 5.3 Business Services Report
 - 2013-14 Year End Closing
 - Coronado Pathways Charter School Update
 - Brian Bent Memorial Aquatic complex 2013-14 End of the Year Report
- 6.0 ACTION ITEMS**
- 6.1 **Approve the Special Meeting Minutes of June 10, 2014, and Regular Meeting Minutes of June 12, and June 26, 2014 (TABLED on August 21, 2014, Board Meeting) and Approve Regular Meeting Minutes of August 21, 2014** #6
Motion: Shepherd Second: Simon Vote: 5-0
- 6.2 **Adopt Visual and Performing Arts (VAPA) Strategic Plan** #7
Motion: Simon Second: Hakes Vote: 5-0
- 6.3 **Adopt 2013-14 Unaudited Actual Standardized Account Code Structure (SACS) Financial Report** #8
Motion: Simon Second: Hakes Vote: 5-0
- 7.0 ORGANIZATIONAL BUSINESS**
- 7.1 **Proposed List of Agenda Items for Future Board Meetings**
The Board would like to discuss Coronado Pathways Charter School in October, with an action item in November, to determine a loan amount this District would be comfortable carrying; and when the Board should be notified if Pathways goes too far into debt or not operating fiscally. Dr. Felix will provide the Pathways MOU to the Board to remind them of their obligation to Coronado Pathways.
- 7.2 **Upcoming Governing Board Meetings at 4:30 PM, District Office Board Room**
 - Special Board Meeting, October 8, 2014
 - Regular Board Meeting, October 16, 2014
 - Special Board Meeting, November 6, 2014
 - Regular Board Meeting, November 20, 2014
 - Special Board Meeting, December 4, 2014
 - Regular Board Meeting, December 11, 2014

8.0 CONVENE TO CLOSED SESSION

The meeting convened to Closed Session at 7:13 PM

9.0 RECONVENE TO OPEN SESSION

The Board reconvened to Open Session at 8:05 PM. The Board voted unanimously to approve the Settlement Agreement, Case #2014050511/2014060727. **#9**

10.0 ADJOURN

The meeting adjourned at 8:05 PM

Approved:

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

AGENDA – October 16, 2014

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

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

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

Report:

The following donated to Coronado Middle School Sixth Grade Camperships: Michael S. Glass, Christopher and Malenda Marsh, Robert J. Jordan, Coronado Optimist Foundation, John Dehler, PEO Chapter D, Kathy Cotton, and the Rotary Club of Coronado, totaling \$5,310.

Financial Impact:

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

The District is grateful for the above donations.

Superintendent's Recommendation:



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

Motion by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

AGENDA – October 16, 2014

4.0 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	Description	Dates	Amount	Source of Funds
Alex Washington	Referee for Men’s Basketball	7/30/14-11/30/14	\$2,080	Adult Ed
AP Test Service	AP Testing Through APTS Website	7/01/14-6/30/15	\$.075/Exam	CHS
April Leslie	Instrumental Music Coach	9/01/14-5/31/15	\$2,300	CoSA
AT&T – Cisco	SmartNet and Warranty Protection for IT Equipment	8/06/14-8/05/17	\$141,105.75 for 3 Years	General Fund
Atkinson Andelson Loya Ruud & Romo	Legal Services	7/01/14-6/30/15	Per Fee Schedule	General Fund
Beth Connelly	Costume and Wig Design Services	9/01/14-5/31/15	\$5,750	CoSA
Craig Wolf	Set and Lighting Design Services	9/15/14-11/15/14	\$1,500	CoSA
Danny Green	Jazz Music Coach	8/29/14-6/06/15	\$4,955	CoSA
Government Financial Strategies, Inc.	Compliance Review for Official Statement Disclosures	9/05/14-6/30/15	Estimated \$4,050	Special Reserve for Capital Outlay
Intent Digital, LLC	VoteLynx “XLG” Platinum Support Agreement	8/01/14-7/31/15	\$2,500	Lottery Fund
Matt Carney	Dance Coach	9/01/14-6/06/15	\$5,690	CoSA
New Haven School	Student A	7/01/14-6/30/15	Increase \$3,041.61	Special Ed
Pioneer Day School	Student B	7/01/14-10/22/14	Increase \$11,200	Special Ed

Sabra Chidester	Piano Repair and Tuning Services	9/03/14-5/31/15	\$2,000	CoSA
Scripps Memorial Hospital	Student C	12/02/11-6/30/12	\$1,270	Special Ed
Stutz Artiano Shinoff & Holtz, APC	Legal Services	7/01/14 Until Terminated	Per Fee Schedule	General Fund

BBMAC POOL RENTAL CONTRACTS			
Name	Description	Dates	Rental Income Amount
Coronado Aquatics Club	Water Polo Team Year Round Rental	10/01/14-12/31/15	Annual Approximate \$53,000
Dwarf Athletic Association of America	Swim Meet	7/6/2014	\$800
Formula Endurance	Local Youth Triathlon Club	9/06/14-2/28/15	\$2,098
High Tech High	Local High School Water Polo Team	8/12/14-10/30/14	\$4,080
Missouri S & T Swimming	Collegiate Swim Team	1/04/15-1/10/15	\$1,519
Performance Elite	Aqua Fit & Military Training	10/01/14-12/31/15	Annual Approximate \$2,500
Santa Clara Swim Club	Youth Team	12/26/14-12/31/14	\$1,990
Seattle University Swimming	Collegiate Swim Team	12/14/14-12/19/14	\$2,925
SI Swimming	Local Swim Meet	2/13/15-2/16/15	\$5,820
University of Alaska, Fairbanks	Collegiate Swim Team	12/30/14-1/13/15	\$2,482
University of Denver	Collegiate Swim Team	12/11/14-12/19/14	\$4,200
University of Findlay	Collegiate Swim Team	12/12/14-12/20/14	\$4,495
University of Kansas	Collegiate Swim Team	1/10/15-1/15/15	\$1,444
Westminster College	Collegiate Swim Team	1/02/15-1/09/15	\$722

Whitworth University	Collegiate Swim Team	12/28/14-1/03/15	\$3,204
University of Wisconsin, Eau Claire	Collegiate Swim Team	1/03/15-1/13/15	\$4,968

Financial Impact:

The contracts listed above are included in the 2013-14 budget and 2014-15 budgets, as applicable.

JPF

Superintendent's Recommendation:

That the Board approve/ratify the contracts for services.

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____

AGENDA – October 16, 2014

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

BUSINESS & FISCAL MANAGEMENT

4.4 Approve/Ratify Purchase Orders and Warrants (Action)

Background Information:

A list of all purchase orders has been submitted to the Governing Board per Education Code 39657. Warrants submitted for ratification and approval represent invoiced payments against purchase orders previously approved. Warrants were audited and approved by the County Superintendent of Schools prior to payment.

Report:

Separate cover

Financial Impact:

Purchase Orders	July 1, 2014 through July 31, 2014	\$1,468,287.18
Purchase Orders	August 1, 2014 through August 31, 2014	\$1,219,762.75
Commercial Warrants	August 1, 2014 through August 31, 2014	\$ 758,862.31

JPF

Superintendent's Recommendation:

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

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

AGENDA – October 16, 2014

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

4.5 Approve Certificated Personnel Register (Action)

APPROVE EMPLOYMENT

Name	Position	Salary	Effective Date
Perri, Tony	Director/Producer CTV	Mid-Manage. Range 12 Step 1	9/1/14

LEAVE OF ABSENCE

Name	Position	Reason	Effective Date
Bagg, Tiffany	ROP Teacher CHS-ROP	Maternity	12/19/14 through 2/17/15
Boeck, Hannah	Speech Therapist Strand	Extend Leave of Absence	Through 11/17/14

JPF

Superintendent's Recommendation:

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

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – October 16, 2014

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

PERSONNEL

4.6 Approve Classified Personnel Register (Action)

APPROVE EMPLOYMENT

Name	Position	Salary	Effective Date
Ball, April	Food Service Work. II CMS	Range 3 Step 1	10/6/14
Duarte, Stacy	Food Service Work. II Village	Range 3 Step 1	10/6/14
Ely, Steven	Instructional Assist. Village	Range 3 Step 3	10/6/14
Gonzales, Kelsey	Assist. Athletic Train. CHS	Range 16 Step 3	9/05/14
Hiatt-Aleu, Brian	Tournament Director CHS	Stipend	9/22/14
Hendricks, Stephen	Lifeguard/Aquatics Inst. BBMC	Range 1 Step 3 Range 5 Step 4	8/26/14
King, Kirsten	Lifeguard BBMAC	Range 1 Step 1	8/01/14
Santano, Rafael	Lifeguard BBMAC	Range 1 Step 3	8/01/14
Smith, Sharlene	Food Service Work. II Village	Range 3 Step 2	8/18/14
Williams, Maria	Food Service Work. III CHS	Range 4 Step 4	8/21/14

RESCIND LEAVE OF ABSENCE

Name	Position	Reason	Effective Date
Richard, Kim	Instructional Assistant CMS	Personal	9/26/14

APPROVE RESIGNATION

Name	Position	Reason	Effective Date
Harold, Duff	Workability Coach DO	Personal	8/08/14
Ceci, Sam	Coach-Varsity Baseball CHS	Personal	8/26/14
Saake, Chelsea	Instruct. Health Care Assist.	Personal	9/08/14

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 Classified Personnel Register.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstained _____ Student _____

AGENDA – October 16, 2014

4.0 CONSOLIDATED MOTION FOR CONSENT CALENDAR

DISTRICT ORGANIZATION AND BOARD OPERATION

4.7 Accept Uniform Complaint Quarterly Report

Background Information:

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

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

Report:

This is the first quarter of the 2014-2015 school year reporting period. The District has received no complaints.

Financial Impact:

None.

This report is provided to the Board for acceptance.



5.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

- 5.1 Learning and Instruction Report, Including: (1) California State Seal of Biliteracy and (2) Village Elementary and Silver Strand Elementary Schools' Annual Update

1) California State Seal of Biliteracy

Background Information:

The California State Seal of Biliteracy (SSB), per Assembly Bill 815, became effective January 1, 2012. This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. The SSB will be awarded by the Superintendent of Public Instruction in accordance with specified criteria set forth in the legislation.

Report:

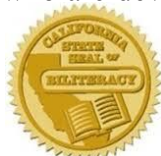
In a global society, the ability to effectively communicate in more than one language is a necessity. Brain and other research show that when one is bilingual:

- cognitive skills, memory, and decision making skills are improved
- the ability to concentrate, analyze, think abstractly are improved
- the percent of adults with dementia decrease compared to monolingual adults
- students' assessment scores are improved along with overall awareness of language as reflected in speaking, listening, reading, and writing
- better salaries are available nation-wide
- acceptance and understanding of other cultures and peoples improves

Along with a growing number of states, California is leading the way in rewarding students for becoming biliterate, culminating in the high school diploma award of the California State Seal of Biliteracy. Coronado High School seeks to include this for the first time on diplomas issued for qualifying seniors at the June 2015 graduation.

Seal of Biliteracy and related Pathway Awards for elementary and middle school students are a statement by the school system that mastery of two or more languages is important. It encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.

A Seal of Biliteracy is granted to all students who meet the criteria for the award. For each level, criteria are set for students whose first language is English who are learning a second language and for English Learners who are developing academic proficiency in their home language while mastering English.



To qualify for the SSB, high school graduates must meet all of the following criteria:

1. Completion of all English language arts requirements for graduation with an overall grade point average of 2.0 or above in those classes.
2. Passing the California Standards Test in English language arts administered in grade 11 at the proficient level or above. (This requirement is under revision to reflect the Smarter Balanced Assessment in English language arts for grade 11. Changes to this requirement will be reported in the November 20, 2014 Board Agenda.)
3. Proficiency in one or more languages in addition to English, demonstrated through one of the following methods:
 - a) Passing a foreign language Advanced Placement (AP) examination with a score of 3 or higher or an International Baccalaureate examination with a score of 4 or higher.
 - b) Successful completion of a four-year high school course of study in a foreign (world) language, and attaining an overall grade point average of 3.0 or above in that course of study.
 - c) If no AP examination or off-the-shelf language test exists, and the school district can certify to the State Superintendent of Public Instruction (SSPI) that the test meets the rigor of a four-year high school course of study in that foreign (world) language, passing a school district language examination that, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher. If a school district offers an examination in a language in which an AP examination or off-the-shelf language test does exist, the school district language examination shall be approved by the SSPI for the purpose of determining proficiency in a language other than English.
 - d) Passing the Scholastic Assessment Test II foreign language examination with a score of 600 or higher.

If the primary language of a pupil in any of grades nine through twelve inclusive is other than English, he or she shall do both of the following in order to qualify for the SSB:

Attain the early advanced proficiency level on the California English Language Development Test (CELDT). For the purpose of determining SSB eligibility, a participating school district may administer the CELDT test an additional time as necessary.

Meet all the criteria listed above in 1, 2, and 3.

After identifying graduating high school students who qualify for the SSB, each district, COE, or direct-funded charter school must submit an Insignia Request Form to the CDE by mail far enough in advance of the date of the first graduation ceremony to allow time for the CDE to process the requests and for school staff to affix the insignias to the diplomas.

Generally, insignias will be mailed within two weeks from the date that the CDE receives a request.

This informational report to the Board will be followed by a request for approval of the SSB at the November 20, 2014 Board Meeting. If the Governing Board approves the Seal of Biliteracy, CUSD will begin marketing this award to students and their families, and ensure that a related Biliteracy Pathway awards for elementary and middle school students are incorporated into school celebrations. Additional information on the SSB may be obtained at <http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp> and <https://www.youtube.com/watch?v=OiZg2XbuVBo&noredirect=1>

2) Village and Silver Strand Elementary Schools' Annual Update

Background Information:

Each school in the Coronado Unified School District reports annually to the Governing Board with updated information on academic achievement, progress on Strategic Plan goals, and other components of the instructional program. Coronado Middle School will report at the November 20, 2014 Board Meeting, and the Coronado High School and Palm Academy reports are scheduled for the Board Meeting on December 11, 2014.

Report:

CUSD's only two elementary schools are inextricably tied together, delivering exemplary instruction and social-emotional support for close to 1,160 students this year. Though each school is unique in size, demographics, and location, administrators and staff work closely to provide equally rigorous, consistent instruction in all content areas. This year's "late start Thursdays" professional development time is an extension of the long-standing joint work between Silver Strand and Village. Since the institution of CUSD's early release day on Wednesday's in (circa) 1994-95, monthly collaborations by the two sites has ensured that curriculum and assessments are aligned, and led the way for improved articulation for all sites in our District. The elementary administrative team meets regularly with support from Senior Director of Learning and Instruction.

It is a given that every school site has unique needs, and Silver Strand and Village are no different. Master-schedules incorporating "specials" opportunities for students and Academic Enrichment and Support (ASE) are not the same, yet meet the needs of the students at each school. Regardless of differences, CUSD is proud of the high level of academic achievement realized by both schools. The three-year average (2011-2013) of the Academic Performance Index for each school is as follows: Village Elementary School 910; Silver Strand Elementary School 904. These API scores are just one example of evidence of the outstanding education provided by both schools, especially when considering the State's API target for all schools is 800.

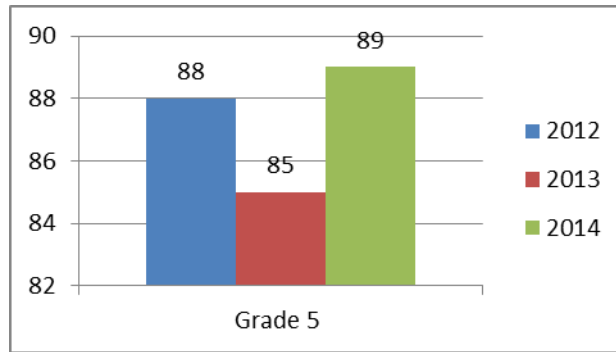
2013-14 academic achievement in English Language Arts (ELA) and mathematics is demonstrated below per Measures of Academic Progress (MAP) data, CUSD’s local assessment. (CST scores for ELA and math have been eliminated; Smarter Balanced Assessment baseline data will be available in summer 2015.) 2013-14 academic achievement in science is per California Standards Test (CST) in science, the current assessment until a new assessment is developed to reflect the Next Generation Science Standards, due approximately 2017-18).

Mean RIT Score for CUSD Elementary Students						
Measures of Academic Progress (MAP) CCSS Math 2-5 version						
End of Year 2014						
Grade	Reading			Mathematics		
	<small>(Percent of students meeting or exceeding growth target)</small>			<small>(Percent of students meeting or exceeding growth target)</small>		
	Village	Silver Strand	2011 National Norm	Village	Silver Strand	2011 National Norm
2 <small>(baseline)</small>	194.1	193.9 <small>(winter data)</small>	189.6	197.1	191.5 <small>(winter data)</small>	191.3
3	206.8 (40%)	200.0 (34%)	199.2	213.5 (68%)	208.4 (62%)	203.1
4	212.4 (47%)	211.8 (52%)	206.7	217.7 (48%)	223.5 (87%)	212.5
5	220.2 (56%)	222.1 (70%)	212.3	233.0 (73%)	235.9 (79%)	221.0

*This number represents the growth index, which is the percent of RIT point growth that the grade level achieved or did not achieve for the projected growth for that grade. Projected growth is based on CUSD past performance: grade 2 has no growth data as 2013-14 was the first year MAP was given; grade 3 has two years of data upon which to base projected growth; grades 4 and 5 have three years of data upon which to base projected growth.

Based on MAP data, CUSD elementary students exceed the national norm in English Language Arts and mathematics in every grade at both school sites. When compared to our own past performance, we look to meet or exceed projected growth. Since use of MAP as a formative assessment tool is still new, we look to increase the percent of students who meet or exceed our projected growth.

California Standards Test (CST) 2014 Science Performance Grade 5



Spring 2014 CST performance in science for grade 5 is 89 %.

Principal Bill Cass of Silver Strand Elementary, Principal Whitney DeSantis and Assistant Principal Tom Bevilacqua will provide additional information in their brief oral presentation to the Board at this meeting.

This report is provided to the Board for information.

JPF

5.0 **BUSINESS AND FISCAL MANAGEMENT**

5.2 Business Services Report

Background Information:

Business Services is responsible for the fiscal health and business operations of the District. Business operations include Financial Accounting, Financial Management, Payroll, Business Information Systems, Facilities, Maintenance and Operations, Transportation and Child Nutrition Services.

Report:

A. Coronado Pathways Charter School Update

- 1) Attached is a copy of the letter detailing CUSD oversight of Coronado Pathways for the 2013-14 school year.
- 2) The CUSD Governing Board and the Coronado Pathways Governing Board have both acknowledged that the funds advanced to Coronado Pathways by CUSD, totaling \$114,558 as of June 30, 2014 and continuing to grow, are a recognized obligation of the charter school to be repaid to the Coronado Unified School District.
- 3) At their September 11, 2014, meeting, the CUSD Governing Board asked for a discussion to occur at the October 16, 2014, meeting as to whether an offset of 50 percent of Mr. Nicolls' total compensation (approximately \$77,000 in each of the 2013-14 and 2014-15 years) should be considered in the discussion of Coronado Pathways and the extent of CUSD support to the operations of Coronado Pathways.
- 4) The Business Services Department suggests that the CUSD Governing Board does not count the \$154,000 offset as a lessening of the funds owed by Coronado Pathways to CUSD. However, the CUSD Governing Board may choose to adopt the philosophical position that, given the additional \$154,000 CUSD would have paid to Mr. Nicolls in the current and prior fiscal years, the projected deficit for Coronado Pathways of \$161,700 by June 30, 2015, is approximately balanced out.

B. Information available to date regarding a ten-year fiscal sensitivity analysis will be presented to the Board at this October 16, 2014, Board meeting.

C. The next financial report will be the 2014-15 First Interim Report, to be presented at the December Board meeting.

Financial Impact:

If the CUSD Governing Board agrees to cover additional losses for Coronado Pathways Charter School, those additional losses will be charged to the CUSD General Fund until such a time as Coronado Pathways is able to reimburse CUSD.



Jeffery P. Felix, Ed.D.
Superintendent

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

September 25, 2014

Board of Directors
Kevin Nicolls, Director
Coronado Pathways Charter School
555 D Ave.
Coronado, CA 92118

Dear Board of Directors and Mr. Nicolls:

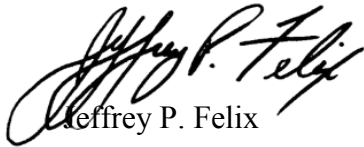
The purpose of this letter is to serve as documentation of the oversight performed by the Coronado Unified School District (CUSD) of Coronado Pathways Charter School (Pathways) for the year ended June 30, 2014. I am pleased to report that, based upon work done by Ms. Claudia Gallant and reports from teachers, students, parents and the community, Pathways is doing excellent work in serving the educational needs of the students that attend the school. I am also appreciative of the work done by Mr. Nicolls, and Ms. Jenny Moore at Coronado High School (CHS), in obtaining a cooperative agreement to allow Pathways students to participate in CIF sports. Additionally, the Local Control Accountability Plan produced by Pathways, again with the help of Ms. Gallant, appears to meet the requirements of the State of California, as well as providing a blueprint for student success at Pathways.

I must, however, state my concern with the enrollment numbers at Pathways, as this has led to worse than expected fiscal health for the school, and concern amongst members of the Coronado Unified School District Governing Board. As we have discussed previously, it is difficult for a charter school to be financially viable in the long term with less than 200 student-generated Average Daily Attendance (ADA). Projected ADA for 2013-14 was 50, with 21 actual ADA. Projections for 2014-15 were 100 ADA, with 50 ADA projected currently. The CUSD Governing Board originally stated that it would extend a \$100,000 "line of credit" to Pathways, and this was exceeded by June 30, 2014, standing at \$114,558. With 50 ADA in 2014-15, that amount is expected to grow to \$161,700.

The California Charter Schools Association has estimated that, in San Diego County alone, there were 8,680 students on waiting lists in 2013-14 for charter school admissions (<http://www.calcharters.org/blog/2014/05/91000-students-waiting-to-attend-charter-schools-in-california.html>). Thus, I draw the conclusion that significantly larger enrollment is possible for Pathways during the 2014-15 year and continuing onward. The CUSD Governing Board has asked that representatives of Coronado Pathways Charter School be prepared to address fiscal issues at the October 16, 2014 regular Board meeting as they discuss the extent of the credit line to which they are willing to commit. Thank you in advance for your presence at that meeting.

In summary, I am still committed to the success of Pathways, and for the cooperation between Pathways and CHS in addressing the educational needs of students at both schools. I remain excited about the learning opportunities that can be piloted at Pathways, and shared with CHS. However, the lack of enrollment is looming concern that must be addressed immediately. Cost-cutting alone is not the answer, as long term viability is only possible with significantly larger enrollment. Please let me know how any of us at CUSD can help with your efforts.

Sincerely,



Jeffrey P. Felix

cc: CUSD Governing Board
Keith Butler, Ph.D.
Claudia Gallant

AGENDA – October 16, 2014

5.0 DISTRICT ORGANIZATION AND BOARD OPERATION

- 5.3 Superintendent’s Statement to the Governing Board on the Current Wellbeing of the Coronado Unified School District and a Proposal of Financial Strategy for the Future (Proposal/Discussion)

Background Information:

On Wednesday, October 8, 2014, the Board held a special meeting to discuss the financial crisis that exists in the Coronado Unified School District. At that meeting Superintendent Felix introduced a multiyear plan that follows the Board’s Financial Philosophy. The Governing Board has reviewed this report and has asked for the Plan to be brought to the October 16, 2014, Board Meeting for discussion.

Proposal:

The attached plan is a multiyear plan that not only allows for the District to subsist, but also to grow at a pace that supports the community’s expectations for academic excellence.

Superintendent's Statement to the Governing Board on the Current Wellbeing of the Coronado Unified School District and a Proposal of Financial Strategy for the Future

October 8, 2014

The Coronado community spoke clearly a few months ago telling the School District that while they have high expectations of academic excellence, student safety, and social development, the District must accomplish this task with the money provided by and large by the state of California. Even though those funds have diminished significantly since 2007, and even though California continues to fund schools at some of the lowest levels in history, I am committed to meeting these expectations. Once a proud national leader of education, California has dropped to almost dead last in per pupil funding when our high cost of living is considered. And in a state that ranks in the bottom, Coronado is one of its lowest funded schools.

Nevertheless, this team of administrators, faculty, and staff are dedicated to delivering a top-notch education to the children of Coronado. We feel enormous pressure to fix the District's funding downfall and, at the same time, to ensure our students a successful future with a solid educational foundation. We must do it all, we are dedicated to doing it all, and we promise to give it our all.

Beginning Sooner Rather than Later

The Board decided to begin the conversation about cutting expenses for the 2015-16 school year even as we were starting the 2014-15 school year. This discussion is in advance of the First Interim Budget and the Governor's January prediction of revenue for the following year. Lately there has been a feeling of trepidation and apprehension among the staff. Many have attempted to fight this feeling of gloom, but the results have been mixed. Even the atypical emotions emanating from Board members and parent leaders have been noted by the staff and students causing their feelings of anxiety to emerge.

The past two months I have noticed more disagreements among the school community than in previous years. Our enrollment has decreased from just last year with rumors of some wealthier parents placing their children in private schools. There have been more staff grievance issues, more meetings to mediate concerns, and more legal questions demanding to be answered than normal. All of these issues rise from the same source of foreboding that the lack of funding has caused. All of this fear comes from the belief that enormous cuts are looming and jobs and services may be lost.

It is because of this and because of the great hope for academic growth that I feel it necessary to **propose a plan for the financial future of CUSD** and ask the Board to adopt this or some other plan quickly before the gloom becomes pervasive. Our District is on the verge of a breakthrough toward personalized instruction for every student, the major goal of this Board for the past four years, but the breakthrough may be pushed aside if the gloominess persists. I am urging this Board to act decisively over the next two months to build a resolution that will form the foundation for financial restructuring over the next 10-12 years.

Using Only Cutbacks to Eliminate the Structural Deficit Simply Won't Work

The Board created a strategy earlier this year that used a combination of revenue enhancement and cuts to form a multiyear plan that would bridge the District to a significant increase in revenue after 10-12 years. The increase in revenue at that future time would come from the District's ability to draw on the excess tax (Basic Aid) created by Coronado's higher than normal property taxes. These funds are currently being used by the

City of Coronado as they dissolve the entity formerly known as the Community Development Agency or better known by all in the state as redevelopment. This dissolution of redevelopment will take 10-12 years and then the District will immediately receive approximately 30% more revenue ([see Appendix A](#)). But that does not help us now; children continue to need an education and they deserve the best education we can provide. Our goal should be to maintain a strong academic program, while we bridge the gap to Basic Aid status. We owe our children nothing less.

This was exactly the plan that the Board created when they asked the voters to approve a bond in June. Since the Board's revenue enhancement plan was turned down by the voters, it seems that the only plan left to lessen the structural deficit is via cutting expenses. But let me state this plainly- this cannot be done without significantly harming the academic integrity of this institution. The cutting of expenses has crept into every budget discussion and has been accomplished to some degree since 2003 ([see Appendix B](#)). It may have been going on previous to this, but I am unable to find definitive records.

No business can survive without a baseline of services. No business can cut to the bone and still be able to say they are delivering the same level of services or the same quality of product as before. We are now officially cut to the bone; I cannot recommend any more significant cutbacks in order to eliminate the structural deficit and improve our financial status ([see Appendix C](#)).

Multiyear Plan Follows Board Philosophy

A key part of this proposal is based on the Board following the Financial Philosophy as stated in Governing Board Policy 3050 ([see Appendix D](#)). This philosophy approved in June 2013 created "guidelines and parameters for financial decision-making that prioritize student learning; ensure that Coronado schools continue to deliver a superior education competitive with top public and private schools in across the country; and do so with in a manner which is financially responsible and consistent with our revenues and long-term obligations." This superb philosophy adopts a core academic philosophy, which undergirds all shareholder conversations, helping guide the Board and the Administrators with budget decisions.

The Board set a goal to "**eliminate the structural deficit by the 2018-2019 fiscal year**, and do so without running out of money in the interim." When that goal is reached the policy states that "the District will maintain a balanced budget."

This is sound financial planning. Rushing to fill the structural deficit may induce a tipping point within our District and cause a tidal wave of resignations, layoffs, and a massive increase in class size. Creating a plan for a slow and steady march toward financial solvency is exactly what the Board policy calls for and exactly what we need to keep student learning at a maximum rate.

Proposal to Modify the District's Financial Long Range Plan

The original plan as proposed by the Board in a resolution calling for the bond election utilizes a variety of solutions to fill the structural deficit. This multifaceted strategy was touted as a "Bridge to Basic Aid" or a way to get us to the final dissolution of the redevelopment agency. This same multiyear plan is the heart of this recommendation along with following the Board's Financial Philosophy BP 3050. It is the same budget plan that was approved by the Governing Board, except without the backfill of bond proceeds into Fund 40. I am asking this Board to craft a resolution using the rough draft at the end of this document that firmly establishes a foundation for the 2015-16 budget and two years after that in order to guide District Administrators as they prepare for the June 30 budget deadline.

The Plan

I propose this plan as a multiyear plan that not only allows for the District to subsist, but also to grow at a pace that supports the community's expectations for academic excellence.

Spending Reductions— Site based budgeting has allowed us to improve our skills at scrutinizing ways to save. Principals have worked with their staff to find creative ways to save and, in some cases, improve working conditions. I have few expectations that this process of cutting after a decade of cuts will provide us with anything more than a small percentage of our need. Nonetheless, we must still try and still have the conversation about expectations with our shareholders. But take heed that we are at the end of the rope in being able to make cuts that don't hurt children and their ability to have a quality learning experience (see [Appendix E](#)).

Revenue Enhancement— The original plan designed in January 2014 was to use the 2% Pass Through (PT) funds, which were known for years as funds tied to Redevelopment, in the General Fund instead of in the capital expense fund known as Fund 40. But the plan was to replace those needed funds with bond money. The bond was not approved by the taxpayers. **But we can still use the PT funds in the General Fund.** Since redevelopment has been dissolved, the Board may divert those funds to the General Fund. With larger cuts than requested in 2014-15, and potentially better-than-expected State revenue in 2015-16, our current funding gap could be \$800,000 - \$1.1 million if the Board continues with ending the structural deficit in 2015-16. This gap assumes no salary increases other than Step and Column, nor does it restore any of the 2014-15 cutbacks. Available PT funds are \$1.6 million in 2016-17, and they grow by approximately \$100,000 per year thereafter (see [Appendix F](#)). If the Board chooses to use all of the PT funds, the structural deficit will be eliminated. The problem is that we would sell ourselves short when it comes time for a capital expense or needing major maintenance of any of our extensive properties and facilities.

Accrual of Long Term Debt— If we use the PT funds, we will not be replenishing Fund 40. Because we are not replenishing Fund 40, we will not be able to maintain our properties and facilities to the extent we have established in the Long Range Facilities Maintenance Management Plan. That means that our buildings will degrade at a faster rate requiring more costly maintenance at a future date. This future date will become an important topic for the community at that time, similar to the discussion the community had when it developed the plan for all new school buildings in the early 1990's and the use of the redevelopment funds to build those buildings from 1998 through 2006. I propose the Board think of this scenario as incurring debt on future generations for the benefit of those desiring a sound education over the next decade. Using the funds that would normally go towards Fund 40 should be seen as "robbing Peter to pay Paul," or necessitating the creation of debt to be paid by property owners starting in 10-12 years (see [Appendix G](#) for comparisons of debt among districts in San Diego County). But I strongly suggest it is a debt we must assume for the sake of the children we are educating today. To be clear, this is not a raid on the full balance of Fund 40. It is a carefully crafted use of ongoing PT funds. There will still be money in that account for emergency repairs.

Regression to the Mean; Keep the Ship Steady Straight Down the Middle

To craft its Financial Philosophy in June 2013, the Governing Board used an article from the American Association of School Administrators publication from January 2013 that discussed the boom and bust phenomenon that occurs in school finance (see [Appendix H](#)). Written by Shane Higuera, Ed. D., the article explains in depth how this irregular economic cycle has occurred and why it is important for school districts to resist the temptation to cut severely during a bust and increase expenses during a boom. Such

highs and lows never last— despite how we feel about them during that time. Strong leadership is needed to resist the fear of the economic situation. Savings must be used and if “investments in infrastructure and purchases of big-ticket items were made, the longer the school district can maintain its educational programs in bad economic times.”

He goes on to say that “...districts may choose to manage their finances using the sustainability of educational programs as their primary financial goal and operating within their sustainable financial means as their primary methodology... thus decoupling the district’s educational programs from the vagaries of the economic cycles.” It is imperative that above all else, the district’s educational programs must be held harmless from all economic downturns. That is precisely what Governing Board Policy 3050 states.

Governing Board Resolution to Guide the CUSD Finances Over the Next Ten Years

Since two members of this Governing Board will be leaving their position in December, it is important for the current Board to form a resolution to guide the new Board as they strive to approve the 2015-16 fiscal year budget in June 2015. This resolution must be acted upon quickly because there are only two remaining regular meetings left for this current Board. Any resolution from this current Board must be approved no later than the November 20th meeting of the Board.

Elements of the Resolution

WHEREAS:

Statement of conditions prior to the Great Recession

Statement of conditions and events during the Great Recession

Statement of events leading up to the passage of the new Local Control Funding Formula

(LCFF) Statement of the dissolution of redevelopment and its continuing effect on excess tax

for the District Statement of the District’s financial condition as a result of LCFF Statement

of the attempt by the Board to increase revenue through approval of a local bond

Statement of current conditions

THEREFORE AND WHEREAS:

Statement of intent to reduce spending

Statement of intent to enhance revenue by diverting 2% Pass Through funds to General Fund

Statement of intent to encumber future generations by diverting funds previously used to build capital expense and maintenance fund in order to maintain property and facilities properly

THEREFORE:

Restatement of Board Policy 3050 and the Financial Philosophy that ensures a core academic philosophy, undergirding all conversations, to help guide budget decisions

Restatement of District Mission and rededication to academic excellence

Guidelines on the depth of cuts versus the amount of PT funds that can be used

Restatement of warning to future generation or Boards about the debt that must be paid

APPENDIX A

CUSD Basic Aid Analysis

Assumes 2013-14 Assessed Valuation, plus 4% increase per year

Given the current Redevelopment Agency outstanding obligations, and property taxes to be collected, it looks as if CUSD will become Basic Aid in 2025-26. Reaching that status would generate \$10.8 million in additional revenue from Proposition 13 taxes already being collected.

	Fiscal Year	LCFF Target (1)	Redevel. Balance (2)	Taxes available for CUSD	Net gain due to Basic Aid over LCFF
	2013-14	\$19,091,935	\$302,000,000	\$2,844,000	
1	2014-15	\$20,500,000	\$281,921,760	\$2,957,760	
2	2015-16	\$20,910,000	\$261,040,390	\$3,076,070	
3	2016-17	\$21,328,200	\$239,323,766	\$3,199,113	
4	2017-18	\$21,754,764	\$216,738,477	\$3,327,078	
5	2018-19	\$22,189,859	\$193,249,776	\$3,460,161	
6	2019-20	\$22,633,656	\$168,821,527	\$3,598,567	
7	2020-21	\$23,086,330	\$143,416,148	\$3,742,510	
8	2021-22	\$23,548,056	\$116,994,554	\$3,892,210	
9	2022-23	\$24,019,017	\$89,516,096	\$4,047,899	
10	2023-24	\$24,499,398	\$60,938,500	\$4,209,815	
11	2024-25	\$24,989,386	\$31,217,800	\$4,378,207	
12	2025-26	\$25,489,173	\$308,272	\$35,785,399	\$10,796,013
13	2026-27	\$25,998,957		\$37,537,417	\$12,048,244
14	2027-28	\$26,518,936		\$39,038,914	\$13,039,957
15	2028-29	\$27,049,315		\$40,600,470	\$14,081,534
16	2029-30	\$27,590,301		\$42,224,489	\$15,175,175
17	2030-31	\$28,142,107		\$43,913,469	\$16,323,168
18	2031-32	\$28,704,949		\$45,670,008	\$17,527,901
19	2032-33	\$29,279,048		\$47,496,808	\$18,791,859
20	2033-34	\$29,864,629		\$49,396,680	\$20,117,632
21	2034-35	\$30,461,922		\$51,372,547	\$21,507,918
22	2035-36	\$31,071,160		\$53,427,449	\$22,965,528
23	2036-37	\$31,692,583		\$55,564,547	\$24,493,387

(1) Assumes 2014-15 LCFF target, plus 2% COLA per year

(2) 2013-14 balance, with 98% of Local taxes used for payback

Appendix B

CUSD Budget Reduction History 2003 to 2011

2003-05

- Eliminated elementary Spanish program: 2 teachers
- Eliminated two high school teachers
- Centralized Service Support: 4 positions
- Eliminated district office Director of HR position
- Eliminated district office receptionist position
- Eliminated extra - curricular supervision
- Eliminated funding Middle School Sports (ISF picked up)
- Eliminated High School Transportation to school
- Electronic Data Warehouse software
- Reduced Health Tech at CHS

2006-07

- Eliminated 1.3 teachers from CHS
- Eliminated .2 teacher from Palm
- Eliminated 1.0 teacher from CMS
- Eliminated 2.5 library techs from elementary (Have since restored through CSF/ District and site funds)
- Eliminated Centralized Service Support: 1 position (custodian)

2007-08

- Eliminated 1.6 teachers from CHS
- Eliminated 1.6 teachers from CMS
- Eliminated 1.0 assistant principal position from Village
- Reduced clerical support at Village and Strand
- Eliminated Centralized Service Support: 1 position (gardener)
- Reduced Food Services Staffing

2008-09

- Eliminated one special education position
- Eliminated Centralized Service Support: 1 position (custodian)
- Reduced instructional supplies

2009-10

- Increased class sizes at elementary level reduction of 4 teachers
- One furlough day
- Restructured Special Ed. Academy
- Discontinued Reading Specialist-Village
- Summer School Reduction of Services

In **2010-11**, the starting point for discussion of further budget cuts was:

Permissible

1. Take School Carryover Funds
2. No Textbook Purchases
3. Reduce or Eliminate Palm Academy
4. Eliminate Counseling Services
5. Reduce Special Education Services
6. Eliminate Ceramics/Art/Wood Shop
7. Eliminate Music K-5
8. Eliminate Music 6-8
9. Reduce or Eliminate Other Electives
10. Reduce or Eliminate CIF Sports
11. Reduce or Eliminate Transportation Services
12. Reduce Maintenance & Grounds Services
13. Reduce Technology Support Services
14. Reduce or Eliminate Technology Resource Teachers
15. Eliminate Assistant Principals
16. Eliminate All Extended School Year & Summer School
17. Eliminate Adult Education or Increase Tuition
18. Eliminate Regional Occupation Program

Negotiable

1. Increase Classroom Sizes in K-3
2. Create Half Day Kindergarten for 30:1 Ratio
3. Increase All Class Sizes at All Grade Levels
4. Reduce or Eliminate Professional Development Opportunities
5. Reduce or Eliminate Print Shop Services
6. Reduce All Salary Schedules
7. Student Furlough Days
8. Staff Furlough Days
9. Early Retirement Incentive (SERP)

Other Ideas

1. Increase inter-district transfers—allows for new makeup of schools and redirection of special programs
2. Create a new fee-based preschool at ECDC

Appendix C

CUSD Expenditures per Student vs. 2007-08

2007-08 is the comparison year because:

- 1) That was the start of the Great Recession and State budget cuts
- 2) That is the level of State revenue that LCFF is supposed to reach by 2020-21

Over at least the last eight years, Coronado Unified School District has been a good financial steward, because we have had to be. If District expenses had grown at only the rate of inflation, in 2014-15 we would be spending \$3.6 million more than we are budgeted to spend.

From 2008-09 through 2014-15, the District has spent \$14.4 million less than if we had spent at the 2007-08 level, plus COLA

Expenditures (CUSD Buying Power)

Fiscal Year	Students (ADA)*	General Fund Expenses	2007-08 Expenses adding COLA**	Spending vs. 2007-08, adding COLA	Buying Power change per Student
2007-08	2,884	25,889,251			
2008-09	2,934	26,332,128	27,328,693	-996,565	-340
2009-10	2,984	27,316,214	28,700,594	-1,384,380	-464
2010-11	2,981	25,424,900	28,588,661	-3,163,761	-1,061
2011-12	2,980	27,076,775	29,229,047	-2,152,272	-722
2012-13	3,056	28,992,638	30,155,608	-1,162,970	-381
2013-14	3,056	29,900,316	31,859,400	-1,959,084	-641
2014-15†	3,025	28,545,192	32,133,391	-3,588,199	-1,186
2015-16‡	3,025	27,055,852	32,840,326	-5,784,474	-1,912
2016-17‡	3,025	27,725,852	33,628,493	-5,902,641	-1,951
				-26,094,347	

*ADA: Average Daily Attendance, or the average of students actually in attendance throughout the year

**COLA means State-calculated Cost of Living Adjustments

†Includes \$1.7 million in new 2014-15 cuts

‡Includes \$3.4 million in 2014-15 and 2015-16 cuts combined

Appendix D

Coronado USD BP 3050 Business and Noninstructional Operations

Financial Philosophy

The Governing Board recognizes its responsibility as trustee of public funds and wishes to create guidelines and parameters for financial decision-making that prioritize student learning; ensure that Coronado schools continue to deliver a superior education competitive with top public and private schools across the country; and do so with in a manner which is financially responsible and consistent with our revenues and long-term obligations.

Towards this end:

1. The Board will initiate a process in the 2013 -14 academic year which sets a goal to eliminate the structural deficit by the 2018-2019 fiscal year, and do so without running out of money in the interim. Thereafter, the district will maintain a balanced budget.
2. The district will sustain an operating reserve that is greater than or equal to at least two months of the annual operating budget.
3. The district will build a budget, which maintains appropriate class sizes and student days appropriate to achieve the goal of preeminent education.
4. The district will maintain a compensation package, which on balance, is above the average for unified school districts in the region.
5. The district will develop a long-term capital expenditure and maintenance plan and will seek to maintain reserves for capital expenditures and maintenance, which are consistent with that plan, including a healthy contingency.

The Board recognizes that it cannot achieve all of the above objectives (including maintenance of quality, a balanced budget, and competitive compensation) solely through budget cuts. Accordingly, the Board will explore appropriate additional revenues to help address current structural deficits.

Policy CORONADO UNIFIED SCHOOL DISTRICT

adopted: June 20, 2013 Coronado, California

Appendix E

2014-15 CUSD Actual Budget Reductions October 3, 2014

REDUCED SERVICES		PROJECTION		ACTUALLY REDUCED
CERTIFICATED	CLASSIFIED	FTE/HOURS	REDUCTION	
VILLAGE				
	Attendance Clerk	.25 FTE	\$10,979	\$10,979
	IA – PE reduced days grades 1-3	.25 FTE	\$12,488	\$12,488
Academic, Support & Enrichment Services		1.029 FTE (2@.5145)	\$72,323	\$177,750
SPECIALS (list below)				
Music		.5145 FTE	\$96,354	\$96,354
Art		.5145 FTE		
Literacy		.5145 FTE		
	TOTAL	3.08 FTE	\$192,144 (4.9% of 2014-15 budget)	\$297,571
SILVER STRAND				
Administration		.33 FTE	\$41,238	\$41,238
Academic, Support and Enrichment		2.058 FTE 4 @ .5145 FTE	\$147,877	\$126,504
Computer Lab		.1715 FTE	\$13,667	\$13,667
Band 4/5		hourly	\$1,980	\$1,980
Robotics		hourly/ materials	\$5,331	\$0 (due to donations)
	TOTAL	2.56 FTE	\$210,103 (11.3%)	\$183,389
CORONADO MIDDLE SCHOOL				
	Clerk Typist I 19.5 hours	.4875 FTE	\$13,244	\$13,244
	Campus Assistant	.125 FTE	\$3,982	\$0
Counselor		.50 FTE	\$28,941	\$28,941
Humanities (2 sections)		.40 FTE	\$29,766	\$29,766
KCMS Journalism		.20 FTE	\$17,639	\$17,639
Reduce all Non-Athletic Extended Day positions to 1 unit--Negotiable		5.5 units	\$5,643	\$0
Technology Resource Teacher		.20 FTE	\$6,112	\$6,112

Literacy (2 sections)		.40 FTE	\$30,273	\$30,273
Spanish-Middle School		.20 FTE	\$15,676	\$15,676
TOTAL		2.51 FTE	\$151,276 (4.7%)	\$141,651

REDUCED SERVICES		PROJECTED		ACTUALLY REDUCED
CERTIFICATED	CLASSIFIED	FTE/HOURS	REDUCTION	
CORONADO HIGH SCHOOL				
Technology Resource Teacher		.20 FTE	\$14,674	\$14,674
Electives less than 22 students including: Financial Math, Biotech, Adv. Placement Spanish Literature, Drama/ Creative Writing, Digital Photography, Film, Adv. Woodworking, Broadcasting/Video Prod, Animation, Engineering, and Hip Hop Dance		2.2 FTE	\$153,135	\$180,978
English 9 (CSR)		1.0 FTE	\$77,818	\$77,818
English (two positions reduced)		.40 FTE	\$34,333	\$34,333
Biology		.20 FTE	\$17,167	\$17,167
Spanish 1		.20 FTE	\$17,167	\$17,167
Ceramics		.20 FTE	\$17,167	\$17,167
Counseling		.50 FTE		\$40,311
CiTV Producer		.75 FTE	\$58,452	\$58,452
TOTAL		5.15 FTE	\$389,913 (5.8%)	\$458,067

REDUCED SERVICES		PROJECTED		ACTUALLY REDUCED
CERTIFICATED	CLASSIFIED	FTE/HOURS	REDUCTION	
STUDENT SERVICES				
Moderate/Severe (Village)		1.0 FTE	\$90,532	\$90,532
Moderate/Severe (CHS)		.50 FTE	\$40,137	\$40,137
Mild/Moderate (CMS)		1.0 FTE	\$80,817	\$80,817
Mild/Moderate (CHS)		1.0 FTE	\$81,253	\$81,253
Adult Transition		.50 FTE	\$40,137	\$40,137
	Assistive Technology Coordinator	.20 FTE	\$23,009	\$23,009
	Instructional Assistant (VES)	.75 FTE	\$33,944	\$33,944
	Instructional Assistant (VES) 6 to 4 hours	.26 FTE	\$4,935	\$4,935
	Instructional Health Care Assistant (2 positions-VES)	1.50 FTE	\$61,261	\$61,261
	Instructional Assistant (SSES)	.75 FTE	\$24,412	\$24,412
	Instructional Health Care Assistants (ECDC) reduce 3 positions by 2 hours (6 to 4 hours)	.75 FTE	\$28,767	\$28,767
	Instructional Health Care Assistant (4 positions-CMS)	3.0 FTE	\$140,313	\$140,313
	Workability Job Coach	.35 FTE	\$16,592	\$16,592
	Instructional Assistant (CHS)	.75 FTE	\$21,009	\$21,009
TOTAL		12.31 FTE	\$687,208 (13.9%)	\$687,208

REDUCED SERVICES		PROJECTION		ACTUALLY REDUCED
CERTIFICATED	CLASSIFIED	FTE/HOURS	REDUCTION	
DISTRICT OFFICE				
	HR Technician 1 (clerk) 30 hrs	.75 FTE	\$34,695	\$34,695
	Construction Accountant	.50 FTE	\$25,600	\$25,600
	Print Shop Technician	1.0 FTE	\$73,638	\$73,638
		Reduction in Overtime	\$5,000	\$5,000
		Reduction in Consulting	\$55,000	\$55,000
		Reduction in Legal Costs	\$80,000	\$30,000
TOTAL		2.25 FTE	\$273,933 (11.9%)	\$223,933
INSTRUCTIONAL TECHNOLOGY				
	Computer Tech 19.5 hours	.4875 FTE	\$18,947	\$18,947
TOTAL		.4875 FTE	\$18,947 (2.6%)	\$18,947
MAINTENANCE, OPERATIONS AND TRANSPORTATION				
	Custodian	1.0 FTE	\$54,116	\$54,116
		Reduction in Overtime	\$10,000	\$10,000
		Reduction in Travel/ Conference	\$15,000	\$15,000
		Reduction in Contracted Services	\$20,000	\$20,000
TOTAL		1.0 FTE	\$99,116 (3.6%)	\$99,116
BBMAC				
		Discontinue district subsidy	\$99,661	\$99,661
TOTAL			\$99,661	\$99,661
CHILD NUTRITION SERVICES				
		Reduce district subsidy	\$38,371	\$26,089
TOTAL			\$38,371	\$26,089
GRAND TOTAL		29.35 FTE	\$2,160,671 (7.4%)	\$2,235,632

ADDED SERVICES		PROJECTION		TOTAL INCREASE
CERTIFICATED	CLASSIFIED	FTE/HOURS	ADDITION	
CORONADO MIDDLE SCHOOL				
		Sixth Grade Camp	\$8,834	\$0 (after donations)
INSTRUCTIONAL TECHNOLOGY				
	CiTV Producer	.4875 FTE		\$29,226 (IT paying through Dec. 2014)
Technology Resource Teacher		.4 FTE		\$10,393 (IT paying Jan. – June 2015)

Appendix F

CUSD Redevelopment 2% pass-through versus Long Range Facilities Maintenance Management Plan (LRFMMP) Funding

If all 2% Pass Through monies are deposited to Fund 40, there is still a shortfall to fund estimated Facilities and Info Tech needs of \$12.2 million by 2025-26. If those Pass Through funds are diverted to the General Fund, that gap grows to \$42.5 million in the same period. The actual shortfall may be greater due to increased costs as projects are deferred.

Fiscal Year	2% Pass Through income	Less COPS payment*	Less LRFMMP estimate (4% inflation)	Net Cash Flow to Fund 40**	Facilities/ IT expenses not in the LRFMMP†	Remaining Fund 40 Balance
2011-12	\$ 1,790,904					\$ 8,832,555
2012-13	\$ 1,887,895					\$ 8,443,376
2013-14	\$ 1,986,827		\$ -	\$ 2,107,602	\$ 1,338,514	\$ 7,797,854
2014-15	\$ 2,087,737		\$ 136,941	\$ 3,319,581	\$ 1,672,667	\$ 9,444,768
2015-16	\$ 2,190,666		\$ 2,109,078	\$ 81,588	\$ 1,739,574	\$ 7,786,782
2016-17	\$ 2,295,653	\$ 654,814	\$ 1,581,631	\$ 59,208	\$ 1,809,157	\$ 6,036,833
2017-18	\$ 2,402,740	\$ 659,025	\$ 1,278,528	\$ 465,187	\$ 1,881,523	\$ 4,620,496
2018-19	\$ 2,511,968	\$ 657,394	\$ 402,619	\$ 1,451,955	\$ 1,956,784	\$ 4,115,667
2019-20	\$ 2,623,381	\$ 654,988	\$ 811,779	\$ 1,156,614	\$ 2,035,056	\$ 3,237,226
2020-21	\$ 2,737,023	\$ 656,888	\$ 2,448,420	\$ (368,285)	\$ 2,116,458	\$ 752,483
2021-22	\$ 2,852,937	\$ 653,288	\$ 1,394,527	\$ 805,122	\$ 2,201,116	\$ (643,511)
2022-23	\$ 2,971,170	\$ 653,963	\$ 5,445,582	\$ (3,128,375)	\$ 2,289,161	\$ (6,061,047)
2023-24	\$ 3,091,767	\$ 653,569	\$ 2,786,325	\$ (348,127)	\$ 2,380,727	\$ (8,789,902)
2024-25	\$ 3,214,776	\$ 652,313	\$ 2,487,004	\$ 75,459	\$ 2,475,956	\$ (11,190,399)
2025-26	\$ 3,340,245	\$ 654,800	\$ 1,147,126	\$ 1,538,319	\$ 2,574,995	\$ (12,227,075)
2026-27	\$ 3,468,224	\$ 651,013	\$ 418,901	\$ 2,398,310	\$ 2,677,994	\$ (12,506,759)
2027-28	\$ 3,598,762	\$ 651,438	\$ 2,161,659	\$ 785,665	\$ 2,785,114	\$ (14,506,208)
2028-29	\$ 3,731,911	\$ 650,963	\$ 666,581	\$ 2,414,367	\$ 2,896,519	\$ (14,988,360)
2029-30	\$ 3,867,723	\$ 649,588	\$ 32,920	\$ 3,185,215	\$ 3,012,379	\$ (14,815,524)
2030-31	\$ 4,006,251	\$ 652,200	\$ 7,729	\$ 3,346,322	\$ 3,132,875	\$ (14,602,077)
2031-32	\$ 4,147,550	\$ 648,800	\$ 112,541	\$ 3,386,209	\$ 3,258,190	\$ (14,474,057)
2032-33	\$ 4,291,675	\$ 649,388	\$ 680,459	\$ 2,961,828	\$ 3,388,517	\$ (14,900,747)
2033-34	\$ 4,438,682	\$ 648,850				
2034-35	\$ 4,588,629	\$ 647,188				
2035-36	\$ 4,741,576	\$ 649,288				

\$ 26,110,350 (2014-15 through 2032-33)

\$ 30,232,326	2% Pass Income from 2015-16 to 2025-26
\$ 12,227,075	Fund 40 Shortfall in 2025-26
\$ 42,459,400	Total estimated Facilities Debt in 2025-26

*COPS payments in 2013-14 through 2015-16 will be paid from Fund 25, Developer Fees

**2014-15 includes \$1.4 million transfer from Fund 35, County School Facilities Fund

†Facilities & IT--2014-15 projections with 4% inflation factor

Appendix G

Comparing Unified School District Territory Tax Rates in San Diego County 2013-14

As the table below shows (data provided by the SD County Treasurer's Office), Coronado Unified's existing tax rate, at \$11.97 for each \$100,000 in assessed valuation (not market value) of a property, is 33rd out of all 36 similar tax areas in San Diego County—only the three districts with no school-related general obligation bonds are lower. Coronado Unified has been able to build and maintain its facilities without significant levels of general obligation bond debt, in contrast to almost all other school districts in the County.

Average of all 36 Unified Districts		\$67.52
<u>Additional</u> yearly CUSD revenue generated (\$7 billion tax base) if taxed at average		\$3,888,500

2013-14 San Diego County School District Tax Rates— Converted to Unified Territories

Issuer	2013-14 Tax Rate	Unified Territory 2013-14 Tax Rate
Borrego Springs Unified School District	-	-
Ramona Unified School District	-	-
Warner Unified School District	-	-
Coronado Unified School District	\$11.97	\$11.97
Mountain Empire Unified School District	\$17.20	\$17.20
Vallecitos School District	-	-
Plus Fallbrook Union High School District	\$24.20	\$24.20
Julian Union School District	-	-
Plus Julian Union High School District	\$29.02	\$29.02
Spencer Valley School District	-	-
Plus Julian High School District	\$29.02	\$29.02
Valley Center-Pauma Unified School District	\$33.67	\$33.67
Del Mar Union School District	-	-
Plus San Dieguito Union High School District	\$37.81	\$37.81
Solana Beach School District	-	-
Plus San Dieguito Union High School District	\$37.81	\$37.81
Bonsall Union School District	\$27.59	-
Plus Fallbrook Union High School District	\$24.20	\$51.79
San Pasqual Union School District	\$24.23	-
Plus Escondido Union High School District	\$27.89	\$52.12
Poway Unified School District	\$55.00	\$55.00
Escondido Union High School District	\$27.89	-
Escondido Union School District	\$27.62	\$55.51

Fallbrook Union Elementary School District	\$32.35	
Plus Fallbrook Union High School District	\$24.20	\$56.55
San Marcos Unified School District	\$58.19	\$58.19
National School District	-	
Plus Sweetwater Union High School District	\$58.23	\$58.23
Oceanside Unified School District	\$58.35	\$58.35
Encinitas Union School District	\$21.96	
Plus San Dieguito Union High School District	\$37.81	\$59.77
Vista Unified School District	\$65.89	\$65.89
Carlsbad Unified School District	\$70.78	\$70.78
Cardiff School District	\$33.86	
Plus San Dieguito Union High School District	\$37.81	\$71.67
Rancho Santa Fe School District	\$42.05	
Plus San Dieguito Union High School District	\$37.81	\$79.86
La Mesa-Spring Valley School District	\$25.32	
Plus Grossmont Union High School District	\$61.67	\$86.99
Alpine Union School District	\$32.53	
Plus Grossmont Union High School District	\$61.67	\$94.20
Santee School District	\$34.05	
Plus Grossmont Union High School District	\$61.67	\$95.72
Lakeside Union School District	\$36.43	
Plus Grossmont Union High School District	\$61.67	\$98.10
Jamul-Dulzura Union School District	\$42.40	
Plus Grossmont Union High School District	\$61.67	\$104.07
Chula Vista Elementary School District	\$46.31	
Plus Sweetwater Union High School District	\$58.23	\$104.54
Lemon Grove School District	\$62.29	
Plus Grossmont Union High School District	\$61.67	\$123.96
Dehesa School District	\$63.28	
Plus Grossmont Union High School District	\$61.67	\$124.95
San Diego Unified School District	\$126.67	\$126.67
South Bay Union School District	\$76.71	
Plus Sweetwater Union High School District	\$58.23	\$134.94
Cajon Valley Union School District	\$86.34	
Plus Grossmont Union High School District	\$61.67	\$148.01
San Ysidro School District	\$115.97	
Plus Sweetwater Union High School District	\$58.23	\$174.20

Appendix H

Leadership in an Era of Expanding or Diminishing Resources: Remembering the Statistical Phenomenon of Regression to the Mean

By Shane Higuera, Ed.D.

Economic booms never last, nor do economic busts; in the end, they always regress toward the mean. What a school district does during either period affects what it may do during the other. By applying a basic understanding of cycles, that conditions generally regress to their mean, new superintendents can implement effective leadership strategies regardless of where the economy is within the business cycle.



Higuera

First, a warning: Some of the ideas presented here may challenge the status quo. Pursuing controversial strategies is always risky and even more so for a new superintendent, so some readers may wish to consider the merit of these ideas carefully before implementing them as a basis for practice. Other readers will immediately recognize the merit of these ideas and govern themselves accordingly. Either way, the school business administrator should be on board before superintendents take any action.

One Hundred-Eighty Seconds of Economics

Effective district leaders recognize the effects economic cycles can have on school districts. The emphasis here is on the word *can*. Contrary to the common experience of most educators, economic cycles do not have required or mandated effects on school districts. There are no *if this then that* laws of consequence. Though readers, through years of observation, might have developed strongly held opinions about the seemingly automatic cause and effect nature of economic cycles on school districts, this article suggests an alternative. School district resources can be managed to assure the sustainability of educational programs.

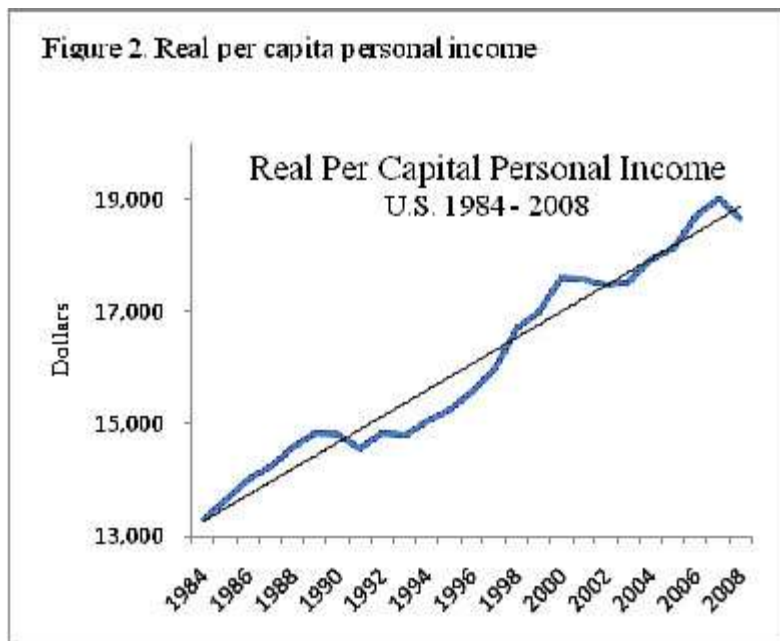
One of the more fundamental concepts in economics, as in life, is the movement toward balance or equilibrium. This equilibrium is constantly evolving as the economy is in constant motion. Thus, equilibrium is rarely achieved; for the most part, it remains a dynamic target or goal. The most fundamental example of this movement toward equilibrium is the ever-changing balance (or imbalance) between supply and demand. The two are rarely in perfect balance; one or the other is usually larger or smaller. As the larger of the two elements decreases to meet the smaller and the smaller increases to meet the larger, they inevitably pass each other and switch positions. The two rarely balance perfectly. Of course, many factors affect the balance between supply and demand, which is why balance is so hard to achieve.

Superintendents should understand the complex movement toward balance or equilibrium as the relationship of the overall economy's performance to some standard or baseline. In other words, is the overall economy better or worse than *normal* and in which direction is it moving? Think of normal as the mean, which may be expressed as a trend, and understand that the performance of

the economy is often greater or less than the mean. The extremes are often referred to as boom and bust, with boom referring to periods when economic performance is much higher than the mean and bust referring to periods when economic performance is much lower.



In general, superintendents will be most interested in the state of the economy as reflected by real personal income and employment. These two aspects fuel taxpayer capacity and willingness to fund public education. Personal income and employment combine to create our sense of disposable wealth, which strongly influences our willingness to spend on personal and public consumption and investment.



Figures 1 and 2 depict personal income. The figures were created using the most recent official data from the U.S. Department of Labor, the U.S. Department of Commerce, and the U.S. Census. Figure 3 depicts unemployment. It was created using official data from the U.S. Department of Labor. A trend line was added to each line graph in Figures 1, 2 and 3. This simple linear regression trend line is the mean toward which each of the line graphs regress.



Keep in mind that these data, although interesting, have their flaws. For example, the government offices that collect and publish them take too long to do so. Consequently, they are often too outdated to use as a basis for decision making. In addition, the data are collected, analyzed, and published by the U.S. government, which has a vested interest in their levels. The methodologies used for collecting and analyzing these data have not remained consistent and are sufficiently complex to raise doubt as to what these data are really measuring. Finally, the scope of these data might be too broad to be useful; superintendents might be more interested in data for their own state, region, or locality.

Although it is possible to address some of the problems with U. S. government data, superintendents might be better served by collecting their own anecdotal data through regular discourse with their community members and colleagues. Simply asking their community members, “How’s business?” is likely to garner more useful information than studying untimely, overly broad, questionable economic data published by government sources. When speaking with community members, superintendents should remember to ask follow-up questions, if necessary, to gain a sense of where that individual’s personal economy lies relative to the mean. Superintendents might ask, “Are things better than average, average, or worse than average?” and “Are things getting better or worse?”

Superintendents, armed with this information, can then make informed strategic decisions regarding the development and management of their school district budgets. It does not matter where within the economic cycle superintendents find themselves. It only matters that superintendents have a good idea about their current position relative to the mean, or trend, and a good idea about the direction in which the economic cycle is moving.

Now we get to the leadership question. First, we will deal with the easy part – developing a school district finance philosophy – and then with the more difficult task of implementing that philosophy.

Developing the School District Finance Philosophy

Reduced to its essence, the mission of every school district in the nation may be expressed as follows:

The mission of the Sample School District, in partnership with its community, is to provide a cost-effective educational opportunity to all resident school-age persons that satisfies all federal, state, and local requirements and that is aligned with community values.

The community values may then be expressed in a series of belief statements and the school district's culture may be expressed in a series of operational parameter statements. It is these belief statements and operational parameter statements that superintendents must understand and influence.

Among the many beliefs included in a community's value system is likely to be that children should be provided with the best educational opportunity the community is willing to afford. Further, the quality of the educational opportunity should be essentially equal for all students and should not rise and fall from year to year with the vagaries of short-term economic cycles.

To comply with this value, a school district must be able to sustain its programs, undiminished, in good times and in bad. To do so, the school district must establish its programs so they may be adequately funded at or below the mean, or trend, of the local economy. The school district must exercise discipline to resist expanding its programs during good times so it will not have to suffer the emotional, organizational, and instructional pain involved with reducing programs during bad times. The sustainability of programs is a school district goal and operating within its financial means is the key to achieving that goal.

If a school district is not legally authorized to save funds from one year to another through mechanisms such as reserves, unreserved fund balance, and higher structural budget surpluses, the school district's sustainable financial means is the level of funding available during bad times. If, however, a school district may save funds from year to year, its sustainable financial means may be higher than the funding available during bad times; it may approach the average funding available during all times: the mean or trend. Thus, the school district should include in its parameter statements a statement about its use of legal savings mechanisms. The school district's financial philosophy might then be stated as follows:

To assure the long-term sustainability of our programs, we will develop annual budgets that add to the legal savings accounts during good economic times and conversely, we will develop annual budgets that reduce the legal savings accounts during bad economic times.

Now that the easier task is complete, new superintendents may move on to the more difficult task of implementing the new philosophy.

Implementing the School District Finance Philosophy

As noted above, making the changes necessary to implement the new philosophy is not easy. For most people, change is difficult and they are likely to resist any attempt to force it on them. Lasting, effective change usually requires the consent of those who will be affected: the stakeholders. In this case, the stakeholders might include members of the general community, parents, students, and staff members. Before most stakeholders will consent to change, they must believe that

- Things are bad and are unlikely to get better on their own.
- Change will make things significantly better and the process of change will not be too difficult or painful for them personally.
- The person or group that will determine what change is made and who will lead the process of change has their best interest at heart and will not betray them.
- After the change is made, there will be no need for additional change in the near term.
- They will be better off when all is said and done and the final calculations are made.

To implement the new finance philosophy, the superintendent must understand how to lead change.

Although it would be easier to implement the school district finance philosophy of long-term sustainability of educational programs achieved through operating within its financial means when economic times are bad, it may be accomplished at any time.

During good economic times, the superintendent should keep the annual budget increases higher than in bad economic times, as is normally the case. However, rather than directing the extra funding to additional or expanded programs, the additional funding should be directed to savings, if it is legally permitted, and to investments in infrastructure and opportunistic purchases of equipment. In good economic times, the funding available in excess of that available during average economic times, or below average economic times, must be considered unsustainable. Unsustainable revenue should be saved for future bad economic times, invested in facilities and infrastructure, and used to purchase big-ticket items. Unsustainable revenue should never be used for recurring or sustained expenses.

The superintendent will need to exercise strong leadership and professional discipline to resist the urge and political pressure to use the unsustainable revenues to expand educational opportunities for students. The superintendent will need to keep the phenomenon of regression to the mean firmly in mind at all times, good or bad. The superintendent must have faith that such a finance plan will protect the district's educational programs in all but the longest and worst economic downturns.

During bad economic times, the superintendent will need to keep the annual budget increases lower than in good times. If no surplus funds are available to save for the future, there will be no funds available for investing in infrastructure or purchasing big-ticket items, and all the funds must be directed toward maintaining the educational programs. As the bad economic times continue, the superintendent may need to begin using savings, if it is legal, to maintain the

educational programs without increasing the budget by an unsupportable amount. The more savings that are available, and the larger and more recent the investments in infrastructure and purchases of big-ticket items were made, the longer the school district can maintain its educational programs in bad economic times.

The superintendent will need to exercise strong leadership and professional discipline to resist fear of the economic situation and any political pressure to cut programs in order to mirror what surrounding school districts might be doing. As in good times, the superintendent will need to keep the phenomenon of regression to the mean firmly in mind at all times, good or bad. The superintendent must have faith that such a finance plan will protect the district's educational programs from all but the longest and worst economic downturns.

Superintendents should make certain to utilize their school business administrators, auditors, outside accountants, and other financial consultants to determine the specific mechanisms they will use to implement their finance philosophy.

In a Nutshell

The statistical phenomenon of regression to the mean helps us remember that economic booms never last—nor do economic busts—despite how we may feel while we are experiencing them. Contrary to common observation, it does not have to follow that school districts will expand educational programs during good economic times only to be forced to contract those programs during bad economic times. School districts may choose to manage their finances using the sustainability of educational programs as their primary financial goal and operating within their sustainable financial means as their primary methodology. Doing so will essentially decouple the district's educational programs from the vagaries of economic cycles.

Implementing this philosophy requires the superintendent to be a skillful leader of change and to resist any reaction to the economic situation or political pressure to expand or cut programs in order to mirror what surrounding school districts might be doing. The superintendent must remember the phenomenon of regression to the mean and have faith that the finance plan will protect the district's educational programs from all but the longest and worst economic downturns.

Finally, superintendents should not operate alone. They should include their school business administrators, auditors, outside accountants, and other financial consultants as they determine the specific strategies they will use to implement their finance philosophy. Further, superintendents must have the endorsement and support of the board of education in this endeavor.

About the Author

Dr. Shane Higuera is a former school business administrator. He serves as an adjunct assistant professor at Dowling College on Long Island in New York helping to prepare future school business administrators. In addition to serving AASA as a member of our Publications Review Board, Dr. Higuera consults with school districts on matters of school finance and business

management as well as owns and operates the SBA Website, a site devoted to the informational needs of school business administrators working within New York State. Contact him at shane@sbawebsite.net.

6.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

6.1 Public Hearing on Sufficiency of Instructional Materials for 2014-2015

Background Information:

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

Report:

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

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

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

Financial Impact:

Holding of a public hearing carries no financial consideration.

6.0 INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

6.2 Adopt Resolution #14-10-01 on Sufficiency of Instructional Materials for 2014-2015 (Action)

Background Information:

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

Report:

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

Education Code Section 60119, as amended by the Williams Settlement legislation, defines “sufficient textbooks or instructional materials” to mean that “each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home. Districts are not required to provide two sets of textbooks or instructional materials for each pupil. Sufficient textbooks or instructional materials, as defined does not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. Through 2014-2015, “sufficiency” also means that all pupils within the District who are enrolled in the same course must have standards-aligned textbooks or instructional materials from the same adoption, consistent with Education Code Sections 60119 and 60422.

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

If any students cannot access the electronic instructional materials at home because they do not have the necessary electronic equipment and/or active Internet connection, the district may still meet the sufficiency standard if those students receive printed instructional materials that are identical in content to the electronic or web-based instructional materials.

Alternatively, school districts may meet the sufficiency standard by providing those students with the electronic equipment and/or active Internet connections they need at home to access the materials, but they cannot require students or their parents/guardians to pay for the electronic equipment and/or Internet **connections**.

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

The attached resolution provides all of the information.

Financial Impact:

None for the approval of the resolution.

JPF

Superintendent's Recommendation:

That the Board adopt Resolution #14-10-01 on Sufficiency of Instructional Materials for 2014-2015.

Moved by _____ Seconded by _____

Ayes _____ Noes _____ Absent _____ Student _____

**CORONADO UNIFIED SCHOOL DISTRICT
RESOLUTION #14-10-01**

**Williams Settlement Legislation
Resolution on Sufficiency of Instructional Materials for 2014-2015**

On motion of Member _____, Seconded by Member _____,
the following resolution is adopted:

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

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

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

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

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

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

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

AGENDA – October 16, 2014

6.0 BUSINESS AND FISCAL MANAGEMENT

6.3 Approve a Memorandum of Understanding with Coronado Pathways Charter School for the Years 2014-15 to 2017-18, Inclusive (Action)

Background Information:

The CUSD Governing Board approved a charter petition for Coronado Pathways Charter School to run for five years from August 2013 through June 2018. In addition to the charter petition, a Memorandum of Understanding (MOU) is needed between the Coronado Unified School District, Coronado Pathways Charter School, and Island Charter Schools, Inc. to outline understandings and responsibilities between the entities that were not addressed in the original petition.

Item:

The MOU, Appendix A (Coronado Pathways Charter School Oversight Guidelines) and Appendix B (Memorandum of Understanding By and Between the CUSD and Coronado Pathways Charter Schools Regarding Provision and Funding of Special Education Services) are presented to the CUSD Governing Board for its consideration. The MOU and Appendices have been approved by the Governing Board of Island Charter Schools, Inc., the entity that operates Coronado Pathways Charter School. The existing MOU for 2013-14 was adequate for operations in 2013-14, thus the only significant change being proposed is to have the revised MOU run for four years, concurrent with the charter petition.

Financial Impact:

The MOU and Appendices detail financial aspects of the relationship between the three entities described above. It is anticipated that Coronado Pathways Charter School will provide income to CUSD for oversight, facilities rental and business operations, on percentage of charter revenue basis.

Superintendent’s Recommendation:



That the Board approve the Memorandum of Understanding and Appendices related to Coronado Pathways Charter School.

Moved _____ Seconded _____

Ayes _____ Noes _____ Absent _____ Abstain _____ Student _____

Charter School Memorandum of Understanding
Between the Coronado Unified School District and Coronado Pathways Charter School

Date: October 16, 2014

I. Memorandum of Understanding

This Memorandum of Understanding (“MOU”) is made and entered into this 16th day of October, 2014 by and between the Coronado Unified School District (hereinafter “CUSD”), Coronado Pathways Charter School (hereinafter referred to as “School”), and Island Charter Schools, Inc. (hereinafter “Corporation”). Hereinafter, CUSD, School and Corporation shall be collectively referred to as “the Parties.” The term “Charter” refers to the charter petition, as approved by the CUSD governing board. It should be noted that in the original Charter submission School was named Coronado Digital Academy, but the School name has been changed to Coronado Pathways Charter School.

It shall be School’s duty and obligation, at School’s expense and cost, with the assistance of CUSD as agreed to herein, to manage, operate, and administer School. It is understood that, at all times, School remains accountable and subject to the oversight of CUSD as provided for in the Charter Schools Act, the Charter, and this MOU. School’s duties and obligations shall include, but shall not be limited to, providing educational and instructional programs to students who attend School; all personnel functions; maintenance and operation functions; business administration functions; professional development for all employees; acquisition of all instructional materials, equipment, and supplies. School will contract with CUSD for shared duties and obligations as outlined in this MOU. All obligations of School in both the Charter and the MOU extended equally to Corporation.

II. Interpretation of Terms

Throughout this MOU, the Charter and any attachments, exhibits, and/or appendices to this MOU and/or the Charter, any and all references to Coronado Digital Academy (or similar references) and/or Coronado Pathways Charter School and/or Coronado Pathways and/or Pathways and/or CPCS and/or the Charter School and/or School shall apply with full force and effect to Island Charter Schools, Inc., the California nonprofit public benefit corporation, and any and all references to Island Charter Schools, Inc. and/or ICS and/or the governing body and/or the governing board and/or Corporation shall apply with full force and effect to Coronado Pathways Charter School, and for all purposes related to this MOU, the Charter or the operations of Coronado Pathways Charter School. Both Coronado Pathways Charter School and Island Charter Schools, Inc., shall be fully obligated to comply with the provisions of this MOU, the Charter and any attachments, exhibits and/or appendices to this MOU and/or the Charter, without

regard to whether one or both of those entities is referenced or specifically listed or identified therein.

III. Purpose of Memorandum of Understanding

The State of California enacted the Charter Schools Act of 1992 (hereinafter “the Act”) authorizing the creation of charter schools with the intent that schools improve student learning through a variety of means, including increased learning opportunities, innovative teaching methods, expanded choice for parents, and performance-based accountability.

The Act authorizes a county board of education to grant charter petitions under specific circumstances. The CUSD Board of Education initially granted the charter petition to establish Coronado Pathways Charter School in January of 2012 for a five-year period from July 1, 2013 through June 30, 2018. Under the Act, the CUSD Board of Education is the chartering authority of School and provides oversight through CUSD.

The fundamental interest of CUSD is – on a continuing basis – to be reasonably assured that School is:

- Implementing the provisions of the Charter as approved.
- Obeying all requirements of federal, state, and local law that apply to School.
- Operating prudently in all respects.
- Providing a sound education for all of its students.

The Parties recognize that there are matters related to the operation of School, and to the effective oversight of School, which go beyond the provisions included in School’s Charter. CUSD also acknowledges that the general operation of School is appropriately carried out by the faculty and staff of School. This MOU is intended to address those matters that have not been covered in the Charter and to provide guidance on the oversight policies and procedures of CUSD. Further, this MOU is intended to outline the Parties’ agreements governing their respective fiscal and administrative responsibilities and their legal relationships. The indemnification provisions set forth in the Charter shall apply to this MOU, and the Parties agree that a violation of any provision of this MOU may constitute a breach of the Charter.

IV. Term of Memorandum of Understanding

This Memorandum of Understanding (MOU), provided it is fully executed by the Parties, shall cover the period of July 1, 2014 through June 30, 2018. This MOU between CUSD and School shall include Appendix A (“Coronado Pathways Charter School Oversight Guidelines”) and Appendix B (“Memorandum of Understanding By and Between the CUSD and Coronado Pathways Charter Schools Regarding Provision and Funding of Special Education Services”).

This MOU is subject to termination during the term or during any subsequent renewal of the Charter as specified by law or as otherwise set forth in this MOU.

Any modification of this MOU must be in writing and executed by duly authorized representatives of both Parties

- The duly authorized representatives of School are the governing board president or Executive Director of School or designee.
- The duly authorized representative of CUSD is the CUSD Superintendent and/or designee.

For purposes of material amendments to the Charter, such amendments may only be made upon the approval of the School's governing board, and will take effect only if approved by the CUSD governing board.

This MOU shall be amended or augmented by addendum at any time with mutual agreement. The approved MOU (including any addendums) continues in existence as long as School is operational, but automatically expires if School becomes non-operational. Any payments due CUSD from School at such termination remain due and payable. Also, all insurance and indemnification obligations continue until School's closure protocols, as delineated in the Charter, are completed in full.

Changes to the Charter deemed to be material amendments may not be made without prior approval from CUSD. Amendments to the Charter considered to be material changes include, but are not limited to, the following:

- Substantial changes to the educational program (including the addition or deletion of an educational program), mission, or vision
- Changing to (or adding) a non-classroom-based program, if originally approved as a classroom-based program
- Changing to or adding a classroom-based program, if originally approved as a non-classroom-based program
- Proposed changes in enrollment that increases or decreases by more than 25 percent +/- of the enrollment originally projected in the Charter in any given year
- Addition or deletion of grades or grade levels to be served
- Changes to location of facilities, including school sites, resource centers, meeting space, or other satellite facility including the opening of a new facility. Temporary locations rented for annual student testing purposes shall be exempted from this provision
- Changes in admissions requirements and procedures
- Changes in governance structure, including but not limited to: changes in number of board members, method by which new board members are selected, and/or changes in majority/quorum or other provisions relating to resolution approval.

V. Term of Charter

School is a public school that shall be operating pursuant to the Charter. The Charter was granted by the CUSD Board of Education in January of 2012, and the School's Charter shall have a five year term to expire on June 30, 2018. CUSD reserves the right to approve amendments to the Charter and/or revoke the Charter as specified in EC Section 47607.

VI. Indemnification

To the fullest extent permitted by law, Coronado Pathways Charter School and Island Charter Schools, Inc. ("School/Corporation") agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to CUSD, and hold harmless CUSD, the CUSD governing board, and each of its members, officers, administrators, employees, agents, representatives, volunteers, successors and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of School/Corporation, and/or on the part of the board of directors, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of School/Corporation in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under the Charter or this MOU and/or in any way related to the operation or operations of School/Corporation or of any other facility, program, or activity. The obligations of School/Corporation to defend CUSD and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demand, action, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be construed to obligate School/Corporation to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence, from an Indemnitee's active negligence, or from an Indemnitee's willful misconduct where such sole negligence, active negligence, or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the active negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of School/Corporation shall be for that portion of the loss(es) not due to the active negligence or the willful misconduct of such Indemnitees.

School/Corporation further specifies and agrees that its indemnification, defense, and hold harmless obligations pursuant to this MOU include the obligation and duty to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

School/Corporation's obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the MOU, shall survive the revocation, expiration, termination, or cancellation of the Charter and/or this MOU or any other act or event that would end School/Corporation's right to operate as a charter school pursuant to the Charter or cause School/Corporation to cease operations.

VII. Insurance

School/Corporation shall purchase and maintain in full force and effect at all times during the term of the Charter insurance in amounts and types and subject to the terms approved by CUSD's risk manager and as specified below. School/Corporation's obligations to acquire and maintain insurance as provided in this section of the MOU shall survive the revocation, expiration, termination, or cancellation of the Charter and/or this MOU or any other act or event that would end School/Corporation's right to operate as a charter school pursuant to the Charter or cause School/Corporation to cease operations until School/Corporation has fully complied with the closure protocol set forth in the Charter or complied with alternative insurance obligations as agreed to in writing between CUSD and School/Corporation, whether in a subsequent MOU or otherwise.

Without limiting the Charter, this MOU, and/or the defense, indemnity, and hold-harmless obligations of School/Corporation throughout the life of the Charter, School/Corporation shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A" or "A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

- Commercial GENERAL liability insurance and/or coverage, which shall include coverage for: "bodily injury", "property damage", "advertising injury", and "personal injury", including, but not limited to, coverage for products and completed operations, sexual abuse/molestation, and sexual harassment with combined single limits of not less than \$5,000,000 per occurrence and \$10,000,000 in the aggregate.
- COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include: coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$1,000,000 per person and per occurrence.
- Worker's compensation insurance and/or coverage, as required by applicable law, with not less than statutory limits.

- PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an “all risk” basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of School/Corporation. If any District property is leased, rented or borrowed, it shall also be insured by School/Corporation in the same manner as listed above.
- PROFESSIONAL LIABILITY insurance and/or coverage, in an amount not less than \$5,000,000 per “claim” with an aggregate policy limit of \$10,000,000.

All of the insurance and/or coverage required by the foregoing provisions shall: (a) be endorsed to name CUSD and its governing board, Board members, officers, Board appointed groups, committees, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the “CUSD and CUSD Personnel”) as additional insureds; (b) shall insure CUSD and CUSD Personnel to the same extent as School/Corporation; (c) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by CUSD and/or by CUSD Personnel shall be in excess of School/Corporation’s insurance and/or coverage required by the foregoing provisions and shall not contribute with the primary insurance and/or coverage to be provided by School/Corporation; (d) shall be on an “occurrence” basis rather than a “claims made” basis, excepting only educators’ legal liability and errors and omissions insurance and/or coverage, which shall be on a “claims made” basis; and (e) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days prior written notice thereof given by the insurer to CUSD by US Mail, certified, or by personal delivery. In addition to such notice provided to CUSD by the insurer, School/Corporation shall also provide CUSD with thirty (30) days prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, School/Corporation shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter shall be subject to revocation pursuant Education Code Section 47607 and/or shall become void at CUSD’s option.

The acceptance by CUSD of the insurance and/or coverage required by the foregoing provisions shall in no way limit the liability or responsibility of School/Corporation or of any insurer or joint powers authority to CUSD.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions shall be endorsed to state that all rights of subrogation against CUSD and/or CUSD Personnel are waived.

School/Corporation shall provide to CUSD duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions, including all declarations, forms, and endorsements, which shall be received and approved by CUSD within thirty (30) days of the approval of this MOU and by July 1 of each year thereafter. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of School/Corporation to defend, indemnify, and hold harmless CUSD and CUSD Personnel.

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions shall not reduce or limit the obligation(s) of School/Corporation to defend, indemnify, and hold harmless CUSD and CUSD Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions shall not be reduced by or apply to defense costs or attorney s fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions must be declared to and approved CUSD.

School/Corporation shall promptly respond to all inquiries from CUSD regarding any claims against School/Corporation and/or any obligation of School/Corporation under the foregoing provisions.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions must be declared to and approved by CUSD.

School/Corporation shall promptly respond to all inquiries from CUSD regarding any claims against School/Corporation and/or any obligation of them or of either of them under the foregoing provisions.

VIII. Governance and Organizational Management

- A. School has been formed consistent with EC Section 47604 (a) as a nonprofit public benefit corporation. School is a separate legal entity and neither the CUSD governing board nor CUSD are liable for the debts and obligations of School. CUSD reserves the right to appoint a voting member to the board of directors of School in accordance with EC Section 47604 (b). School will use all revenue received from the state and federal sources only for the educational services specified in the Charter and this MOU for the benefit of the students enrolled and attending School. Other sources of funding must be used in accordance with applicable state and federal statutes, and the terms or conditions, if any, of any grant or donation.
- B. Daily Operations. The administrators of School shall conduct the day-to-day operation of School by the power delegated to them by the School's governing board. All powers, rights and obligations not otherwise reserved herein to CUSD are hereby delegated to School consistent with its Charter documents, any School policies and procedures, this MOU, and all applicable laws. School should be allowed to carry on any activity in order to effectuate its goal of educating students that is not inconsistent with an express provision of its Charter, CUSD's oversight responsibilities or law.
- C. Records. Except to the extent expressly waived by CUSD or state authorities, School shall comply with all CUSD board adopted policies and regulations and applicable federal and state laws concerning the maintenance and disclosure of student records, including, without limitation, the Education Code Section 49060 et seq., and The Family Education Rights and Privacy Act at all times.
- D. School Employees. All employees of School will be employees of School and are not employees of CUSD for their employment at School. School governing board shall adopt and the administrator shall implement Employment Agreements, Personnel Reviews, and other policies and procedures to further School's goals as outlined in the charter.
- E. Welfare and Safety. School shall comply with all School approved health and safety policies and regulations as pertaining to applicable federal and state laws, concerning welfare, safety, and health of students, employees, visitors, volunteers, and others. School shall also comply with San Diego County policies and laws addressing the reporting of child abuse, accident prevention, disaster response, and emergency response and any state regulations governing the operation of charter school facilities.

Unless otherwise noted herein or specifically adopted as such, all other CUSD policies and procedures are not applicable to School.

- F. No Express or Implied Authority. No officer or employee of School has the express or implied power or authority to bind CUSD in any contract or agreement not otherwise authorized herein.

- G. Governing Board Meetings: The governing board of School is expected to conduct public meetings at such intervals as are necessary to ensure that the board is providing sufficient direction to School through implementation of effective policies and procedures. School governing board meetings will be conducted in keeping with the requirements of the Ralph M. Brown Act, including any subsequent legislation as adopted by the State of California. (Government Code Sections 54950 – 54962).

- H. Brown Act Training: School will provide Brown Act training to its governing board members and administrators at least every two years, beginning in the 2013-14 fiscal year.

- I. Governing Board Policies: School governing board will adopt policies and procedures to guide the operation of School. The policies and procedures will include, but not be limited to the following:
 - 1. Conflicts of Interest, including provisions related to nepotism, for itself and School's employees and contractors to ensure that (1) no action taken by an individual or organization covered by the policy results in actual or apparent conflicts of interest; and (2) verification that all board members and School employees have participated in conflict of interest training. School and its employees will comply with Government Code Section 1090 and the Political Reform Act. Any time that laws related to charter schools and conflict of interest are changed, School must amend its policies to be compliant with such regulations.

 - 2. Internal Fiscal Controls: School will develop and maintain internal fiscal control policies governing all financial activities. Such policies and procedures are subject to review during site visits to see that they are being implemented.

 - 3. Campus Supervision, including, but not limited to, the supervision of students before and after school, and while on campus, student pick-up, as well as a procedure for visitors to enter and leave the campus.

4. Discipline Policies, including, but not limited to, lists of the offenses for which students may (and must) be suspended or expelled, the procedures for suspension or expulsion, procedures by which parents and students will be informed about reasons for suspension or expulsion, and of their due process rights in regard to either disciplinary action.
5. Parent/Student Handbook, including, at a minimum, detailed expectations for student attendance, behavior, and discipline, as well as policies and consequences for bullying and harassment, due process rights related to discipline (including suspension, expulsion, and special education), and a description of both informal and formal complaint procedures that parents may pursue in the event of disagreements. School will provide a hardcopy of the parent/student handbook to each family at the beginning of each school year.
6. Notice to Parents/Guardians: At all times it is operational, School will have posted information concerning the rights of parents and guardians under the federal No Child Left Behind (NCLB) and the Family Educational Rights and Privacy Acts (FERPA. School will also provide a hardcopy of the information to each family at the beginning of each school year.
7. Family Educational Rights and Privacy Act (FERPA): Employees of School have a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C.A. § 1232g, the Family Educational Rights and Privacy Act (FERPA) and EC Section 49076(b)(6). School, its officers and employees will comply with FERPA at all times. In addition, it is agreed that CUSD has an educational interest in the educational records of School such that CUSD will have access to those records. Records will, at a minimum, include emergency contact information, health and immunization data, attendance summaries, and academic performance data from the statewide student assessments required pursuant to EC Sections 60605 and 60851.

IX. Charter Oversight

A. Site Visits.

1. CUSD will conduct at least one site visit annually in order to assess School's progress in governance and organizational management, educational performance, special education provision, fiscal operations, and fulfillment of the terms of the Charter.
2. The site visit may include review of the facility, review of records maintained by School, interviews with the director of School, staff, and clients, and observation of instruction in the classroom. The evaluations for each year will constitute the basis upon which a renewal decision will be made at the end of the term of the Charter. Any deficiencies will be reviewed with School administration.
3. CUSD reserves the right to make unannounced visits to School.

B. Fiscal Oversight.

1. School shall maintain a reserve of at least four (4) percent of total annual expenditures.
2. School agrees to contract with CUSD for its financial system and payroll system during the five year charter period.
3. In the case of a conflict between the requirements of the Charter or this MOU and the provisions of Corporation Articles of Incorporation and/or Bylaws, action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the Charter or this MOU shall be deemed a violation of the Charter, and the Bylaws shall provide that in the case of such a conflict Corporation governing board shall take prompt action to revise the Bylaws to make the Bylaws consistent with the requirements of the Charter or seek a material revision to the Charter to make the Bylaws and Charter consistent.

School and Corporation shall provide written notice to CUSD Superintendent of any proposed revisions to Corporation's Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by Corporation's board of directors. Should CUSD Superintendent or designee indicate that CUSD considers the proposed revision(s) to be a material revision to the School's governance structure or Charter, Corporation may not formally adopt such revision(s) unless and

until the revision(s) is first approved through the process set forth in Education Code Section 47607 for material revision to the Charter. Should Corporation adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to CUSD within three (3) business days of the adoption of such revision(s).

C. Coronado Pathways Charter School Oversight Guidelines. A template of specific items for annual oversight is provided in Appendix A. This template includes areas such as General Requirements, Fiscal and Business Operations, Educational Performance, Facilities, Governance, Personnel, and Student Services. This template is intended to be used as a guideline for School oversight, not as a checklist of requirements.

X. Services Provided to the School and Fees to be Charged

A. Oversight and Facilities.

1. As provided by Education Code Section 47613(b), CUSD will charge School 3 (three) percent of the revenue of School for supervisory oversight because the charter school will use substantially rent free facilities from CUSD. For purposes of this section, "revenue of School" means the general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Education Code Section 47632. Parties agree that CUSD's actual costs for supervisory oversight will be at least 3% of the Charter School's revenue, therefore CUSD shall receive the full 3% and is not required to provide documentation of its actual costs for oversight.
2. Given that School is sharing facilities with Palm Academy, the basic technology complement of Palm Academy can be utilized by School students as part of the substantially rent free facilities payment. However, School will be liable for any loss of or damage to district equipment by School employees or students.
3. School, as a separate operating entity, assumes all responsibility and liability for insuring its employees and students are not violating any copyrights or licensing agreements for hardware and/or software purchased or licensed by CUSD.
4. Any additional hardware or software support needed by School will be charged at the rate of \$50.00 per hour, at a minimum of ½

hour, billed to the nearest ½ hour. Any additional hardware or software that will be utilized by School in CUSD facilities or on CUSD equipment or networks must be approved, in advance, by CUSD Coordinator of Technology Services.

B. Special Education.

1. Special Education services and fees are set forth in Appendix B of this MOU.

C. Coursework.

1. For any classes taken at Coronado High School (CHS), School shall reimburse CHS \$250 per student, per semester. This is for any regular education courses, as well as for CTE, ROP, CoSA and NJROTC courses. The reimbursement for science lab usage (outside of regular school hours/labs) shall be \$20 per student per semester to offset cost of consumables.
2. For any classes taken at School by students of CHS, CHS shall reimburse School \$250 per student, per semester.

D. Business Services. CUSD shall provide business services to School, to include:

1. Budgeting

- i. Annual and multi-year budgets – in collaboration with School leadership develop annual and multi-year budgets in time for submission to the County Office of Education and State by July 1 of every year.
- ii. Budget revisions – budget revisions as needed to reflect changing circumstances at the school or with State, Federal and local funding.
- iii. Update quarterly budget forecasts – monitor budget to actual and update the budget forecast on a quarterly basis.
- iv. Cash-flow – monitor cash-flow and meet with School leadership, as needed, for cash-flow updates and analysis.
- v. Budget updates – meet with School leadership, as needed, for budget updates and analysis.

2. Accounting

- i. Chart of accounts and general ledger – set up and maintain School's chart of accounts and general ledger, based on the California Schools Accounting Manual (CSAM) structure which is designed to be compliant with the State Accounting Code Structure (SACS).
- ii. Customized account codes – maintain limited customized account codes for unique features of the school program.

These must be established at the beginning of each fiscal year to avoid re-coding of historic transactions.

- iii. Fund Accounting – monitor revenue and expenditures by fund, implementation of grant funds and expenses (i.e. Lottery, Title I, etc.).
 - iv. Training – train appropriate personnel on accounting procedures and practices designed to ensure accurate record keeping.
 - v. Transaction recording – record in detail all transactions in San Diego County Office of Education’s Financial Information System (FIS).
 - vi. Journal entries and account maintenance – prepare and record journal entries and maintain the general ledger according to accepted accounting standards.
 - vii. Treasury and Bank reconciliation – reconcile Treasury, bank and investment accounts to general ledger monthly or upon receipt of statements.
 - viii. Account for Capital Outlay Expenses – record capitalized assets on an annual basis, record depreciation and amortization in the general ledger and reconcile expenditures to fixed asset listing, GASB 34 compliance.
3. Accounts Receivable
- i. Revenue verification – verify that the school is receiving the correct amount of funds.
 - ii. Revenue collection – monitor all federal, state and local revenues to ensure receipt of revenue is on line with cash flow projection and budget.
 - iii. Year-end reporting – issue year-end tax required forms (i.e. IRS Form 1099).
4. Payroll
- i. Monthly payroll processing – prepare, submit and issue monthly payroll to all school staff.
 - ii. Payroll reporting – prepare and submit all payroll reporting to all tax agencies (i.e. IRS, SDI, WC).
 - iii. Payroll record maintenance – add, delete, change all payroll related information for new, terminated and existing School staff.
 - iv. Employee Payroll – enroll employees in any STRS, PERS, Health Plans and other insurance programs.
 - v. Employee Terminations – terminate employees from monthly payroll and other benefits associated with employee positions.

- vi. Employee attendance – maintain employee vacation and sick leave balances.
 - vii. Year-end reporting – issue year-end tax required forms (e.g. W-2, IRS Form 1099).
5. Financial Statements
- i. Quarterly financial statements – prepare year-to-date (YTD) financial statements (actual to budget) for board meetings.
 - ii. Quarterly cash-flow projections – monitor the school's cash position and identify any cash shortfalls in the future months so the school can adjust spending accordingly.
 - iii. Financial statement analysis – provide a financial summary and analysis so the governing board and Staff can quickly focus on major financial issues, if any, facing the school.
 - iv. Support in resolving financial issues – support School leadership find solutions to any financial issues, if any, by recommending budget changes and/or identifying sources of potential funding.
6. Government Financial Reporting
- i. Preliminary and final budget reports – prepare and file the preliminary budget report by July 1st based on the board adopted budget and final budget as required.
 - ii. Interim financial reports – prepare and file interim financial reports to County Office of Education and State by December 15 and March 15 deadlines as required.
 - iii. Audited financial reports – prepare and file unaudited financial report by September 15 and file the final audited report, from auditor, by December 15 of every year, as required.
 - iv. Attendance reporting –School will prepare and file Period 1 (P-1), Period 2 (P-2) and Annual, J18/19 Attendance Report with reporting agencies.
7. Senate Bill 740 Compliance (SB 740 Non-Classroom Based Instruction)
- i. SB 740 Budget compliance – monitor budget compliance with SB 740.
 - ii. Funding Determination Form – complete and file Funding Determination Form.
 - iii. Note – School is responsible for compliance and following recommendations with policies and procedures associated with non-classroom based instruction.
8. Audit

- i. School is responsible for audit expense (audit payment to auditors).
- ii. School shall provide all non-financial records required by the audit (e.g. attendance records and any other non-financial kept at the school's headquarters).
- iii. Audit support – prepare financial documents for auditors and work side-by-side with auditors to ensure a smooth and timely audit.
- iv. Audit compliance training – support/help School leadership and audit staff develop financial policies that meet the requirements and help protect the school from financial mismanagement.
- v. Single Audit Act of 1984 – provide support in School compliance with accounting related audit requirements, including the Single Audit Act of 1984.
- vi. Auditor Services – School shall use the auditor firm selected by CUSD.

9. Accounts Payable

- i. After School initiates purchase requisitions, process purchase orders and commercial warrants in a like manner to CUSD.
- ii. Prepare a monthly Purchase Order Report for School submission to the School governing board.

10. School will reimburse CUSD quarterly for business services, at an annual rate of 4 (four) percent of School revenues received in each quarter. For purposes of this section, "School revenues" means the Local Control Funding Formula revenues as described in Education Code Sections 42238.02 through 42238.07.

11. School may raise private funds to benefit its operations. CUSD shall not be entitled to any portion of privately raised funds. However, entitlements and/or grants of \$5,000 or more shall be charged an indirect percentage rate of two percent (2%) as an administrative fee.

E. Human Resources Services. CUSD shall provide human resources services to School, to include:

1. Personnel Files – establish and maintain personnel files for all School employees.
2. Credential monitoring – monitor credentials for all certificated staff.

3. Process new employees – employment notifications, schedule finger printing, physical exams, TB clearances, employee. emergency information form and U.S. Department of Justice Form.
4. Health and Welfare – (if benefit eligible) process all Health and Welfare benefit selection and process for enrollment.
5. Health and Welfare open enrollment – annually coordinate open enrollment for Health and Welfare benefit selection (for eligible staff).
6. School will reimburse CUSD quarterly for human resources services, at an annual rate of 4 (four) percent of School revenues received in each quarter. For purposes of this section, "School revenues" means the Local Control Funding Formula revenues as described in Education Code Sections 42238.02 through 42238.07.

F. Additional Services

1. Any additional CUSD service required by School (e.g. testing, curriculum development, etc.) shall be agreed to by CUSD and the School on an as-needed basis. As a general rule such services will be provided at the rate of \$50.00 per hour, for a minimum of ½ hour, billed to the nearest ½ hour, unless the specific services are more costly to provide. In such instances a rate will be agreed to in advance, but in no case will services be rendered for less than \$50.00 per hour.

G. Reimbursement of expenses paid by CUSD

1. School agrees to reimburse to CUSD for any and all expenses paid by CUSD for School operations prior to School receiving funding of its own. As of July 1, 2014 it is estimated this total reimbursement will not exceed \$105,000. These expenses should be reimbursed from any funds received by the charter, not later than June 30, 2018.

XI. Nondiscrimination

The Parties recognize and agree that School shall not charge tuition, shall be nonsectarian and shall not discriminate or deny admission in any way based on the characteristics as detailed in Education Code Section 220, including disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes

set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.

XII. Severability

If any provision or any part of this MOU is for any reason held to be invalid and or unenforceable or contrary to public policy, or statute, the remainder of this MOU shall not be affected thereby and shall remain valid and fully enforceable.

XIII. Waiver

A waiver of any provision or term of this MOU must be in writing and signed by Parties. Any such waiver shall not constitute a waiver of any other provision of this MOU. The Parties agree that no party to this MOU waives any of the rights, responsibilities, and privileges established by the Charter Schools Act of 1992.

XIV. Non-Assignment

No portion of this MOU or the Charter petition approved by CUSD may be assigned to another entity without the prior written approval of CUSD.

XV. Attorney's Fees

Should either party be required to file any legal action or claim to enforce any provision of this MOU or resolve any dispute arising under or connected to this MOU, each party shall bear its own attorney's fees and costs in bringing such an action and any judgment or decree rendered in such a proceeding shall not include an award thereof.

XVI. Governing Law/Forum Selection

This MOU is made, entered into and executed in San Diego County, California. The Parties agree that any legal action, claim or proceeding arising out of or connected with this MOU shall be filed in the applicable court in San Diego County, California. The Parties further agree that this MOU shall be construed, and all disputes hereunder shall be settled, in accordance with the laws of the State of California.

XVII. Provision and Funding of Special Education Services

Provision and funding of Special Education services as agreed to by both parties for K-12 students is addressed in Appendix B of this Memorandum of Understanding.

XVIII. Notification

Any notices to be given pursuant to this MOU shall be in writing and such notices, as well as any other document to be delivered by personal service or by deposit in the U.S. Mail, shall be addressed to:

CUSD at:

Keith Butler
Business Services
Coronado Unified School District
201 Sixth Street
Coronado, CA 92118

School at:

Kevin Nicolls
Coronado Pathways Charter School
555 D Avenue
Coronado, CA 92118

XIX. Integration

This document contains the entire Memorandum of Understanding of the Parties with respect to the matters covered hereby, and supersedes any oral or written understandings, agreements or MOUs between the Parties with respect to the subject matter of this MOU. No person or party is authorized to make any representations or warranties except as set forth herein, and no MOU, statement, representation or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements or promises by any of the Parties herein or any of their agents or consultants except as may be expressly set forth in this MOU. The Parties

further recognize that this MOU shall only be modified in writing by the mutual agreement of the Parties.

Date President, Coronado Pathways Charter School Governing Board

Date Executive Director, Coronado Pathways Charter School

Date President, Coronado Unified School District Governing Board

Date Designee, CUSD

Coronado Pathways Charter School Oversight Guidelines

The following oversight practices fall under the California Education Code, the approved Charter Petition and the approved Memorandum of Understanding.

These Guidelines are provided for informational purposes only, and are not intended to be a template of requirements. Rev. July 2013

Education Code 47605:

The 16 Elements required in a charter petition include:

- A. Educational Program
- B. Measurable Pupil Outcomes
- C. Methods to Assess Pupil Progress Toward Outcomes
- D. School Governance
- E. Employee Qualifications
- F. Health and Safety Procedures
- G. Means to Achieve Racial/Ethnic Balance
- H. Admissions Requirements
- I. Financial Practices and Audit
- J. Pupil Suspension and Expulsion
- K. Staff Retirement System
- L. Attendance Alternatives
- M. Employee Rights
- N. Dispute Resolution Process
- O. Labor Relations
- P. Closure Procedures

- i. **Ed Code 47605.6 (b):** A County Board may impose any additional requirements that it considers necessary for the sound operation of a countywide charter school (countywide charter only).
- ii. **Ed Code 47605.6 (b)(5)(D) (countywide) or Ed Code 47605(a)(1) (all others):** The location of each charter school facility or site that the petitioner proposes to operate
- iii. **Ed Code 47605 (d):** 4 Assurances – nonsectarian, non-discriminatory, tuition free, admission preferences
- iv. **Ed Code 47607(a)(1) :** The authority that granted the charter may inspect or observe any part of the charter school at any time.
- v. **Ed Code 47607(b):** At least one must be met for Renewal:
 - (1) Attain API growth target
 - (2) Ranked in deciles 4 to 10
 - (3) Ranked in deciles 4 to 10 for a demographically comparable school
 - (4) At least equal to the in academic performance to the public schools the students would have gone to and the district that the school is located.
 - (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.

vi. CHARTER PETITION

vii. OTHER AUTHORIZED SCHOOL AGREEMENTS//MOUs

Coronado Pathways Charter School Oversight Guidelines

Based upon a review of the charter petition, analysis of charter school related data, documents and records as well as observation and interviews at the site, please evaluate each of the areas, and provide findings, recommendations and comments, as needed.

Quality Indicators

A four-point scale will be used to rate each category:

- 4 - **Good**
- 3 - **Satisfactory**
- 2 - **Unsatisfactory**
- 1 - **Poor**

It is important to bear in mind that **assessing levels will always be more of a professional judgment than a technical process**; however the following general guidelines should be consistently applied.

- An evaluation of **good** applies to provision characterized, overall, by strengths. There are very few weaknesses and any that do exist do not diminish the students' experience. Whilst an evaluation of *good* represents a high standard of provision, it is a standard that should be achievable in all schools. It implies that it is fully appropriate for a school to continue its provision without significant adjustment. However, the school would always be expected to continue to take advantage of opportunities to improve.
- An evaluation of **satisfactory** applies to provision characterized by a number of strengths. There are weaknesses but, singly or collectively, these do not have a significant adverse impact on the student experience. An evaluation of *satisfactory* may be arrived at in a number of circumstances. Provision may make for a productive student experience but it may not provide consistent challenge for students. Typically provision will be characterized by strengths, but one or more weaknesses reduce the overall quality of the student experience.
- An evaluation of **unsatisfactory** applies to provision characterized by weaknesses, which require remedial action by the school. Some, if not all, staff responsible for provision evaluated inadequate require support from senior managers in planning and carrying out the necessary actions to effect improvement. There may be some strengths but these are overshadowed by the impact of the weaknesses.
- An evaluation of **poor** applies when there are major weaknesses in provision, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated *poor* will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside effective peers in or beyond the school.

Coronado Pathways Charter School Oversight Guidelines

TOPIC	DESK REVIEW	SITE REVIEW
Governance and Organizational Management (Ed Code D, E, F, G, H, I, J, K, M, N, O, P, and i, ii, iv, vii)	BOARD/GOVERNANCE (D, E, F, G, H, I, J, M, N, O, P, I, iv, vii)	
	<ul style="list-style-type: none"> Brown Act Policies & Procedures Agenda/Minutes Conflict of Interest/R700 Parental Involvement (Policies, Surveys) Amendments to Charter or MOU (as needed) 	<ul style="list-style-type: none"> Board Meetings Parent Involvement (Volunteer Logs, TB Results, Surveys) Interview Board Members
	PERSONNEL (E,K,M,O, i, iv, vii)	
	<ul style="list-style-type: none"> Hiring Practices & Policies (Retirement System) Credential Match w/Master Schedule Criminal Background Checks Employee Handbook (uniform complaint procedures) Employee Contract Professional Development (agendas) SARC Report 	<ul style="list-style-type: none"> Classroom Observation (Match Credential w/Subject) Interview Business Office and Admin Staff Uniform Complaint Procedures
	FACILITIES & OPERATIONS (F, I, i, ii, vii)	
	<ul style="list-style-type: none"> Building Code Compliance Lease Agreements Certificate of Occupancy Prop 39 Facility Requests SARC Report Emergency Evacuation Plans 	<ul style="list-style-type: none"> Adherence to Safety Plan Disaster Preparedness Adequate Space for Number of Students Playground Space ADA Compliance Health/Safety-Maintenance Interview Administrator and Students

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT

	1	2	3	4
1.1 Organization: The Charter School shall be duly constituted (e.g., as a non-profit corporation) in accordance with its Charter.				
Verify that the Charter School has been duly constituted (e.g., as a non-profit corporation) in accordance with its Charter.				
<ul style="list-style-type: none"> list / roster of governing board members 				
<ul style="list-style-type: none"> charts / descriptions of board roles and responsibilities 				
1.2 Governing Board Establishment: The Charter School's governing board shall be established and maintained in accordance with law and with the Charter (to the extent the Charter does not conflict with law).				
Verify that the Charter School's governing board has been established in accordance with law and with the Charter (to the extent the Charter does not conflict with law).				
<ul style="list-style-type: none"> corporate papers including articles of incorporation 				
<ul style="list-style-type: none"> board-approved bylaws 				
<ul style="list-style-type: none"> board norms 				

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT

1 2 3 4

1.3 Governing Board Activities: The Charter School’s governing board shall maintain active and effective control of the Charter School. The governing board shall meet regularly and its meetings shall be held in accordance with applicable provisions of law, including, but not limited to, the appropriate recording of all actions taken.

Verify that the Charter School’s governing board is meeting regularly and that its meetings are held in accordance with applicable provisions of law, including, but not limited to, the appropriate recording of all actions taken.

- the board complies with all legal responsibilities and charter mandates, provides support for the school's mission, offers sound fiduciary guidance, and initiates and/or reviews and adopts policies that contribute to the sustainability of the school.
- governing board meeting dates
- agendas, including verification of public posting
- meeting minutes
- Brown Act training as verified by charter counsel
- board resolutions and board-adopted policies and regulations:
 - conflict of interest
 - Handbooks – Parent, Student, Employee
 - student discipline and due process
 - employee discipline and due process
 - parent complaint resolution and due process
 - internal controls policies and related forms and systems (e.g., purchase order requests, job descriptions explaining scope of financial management responsibilities and independent audit review of internal controls or comments on appropriateness of existing internal controls policies
 - bank signature authorizations, etc.
 - harassment – student, staff
 - immunization and tuberculosis records
 - Family Educational Rights and Privacy Act – policy and notices
 - Section 504 compliance
 - Office of Civil Rights compliance
 - evidence that the school's operations are non-sectarian, the admissions requirements are non-discriminatory, and the school does not charge tuition or its equivalent.

Review the activities of the governing board since the preceding site visit and verify that the governing board has maintained active and effective control of the Charter School.

- are a diverse, committed, representative body whose members and actions enhance the credibility of the school
- understand their role in determining the direction of the school and supporting the school’s progress towards meeting its goals
- assist annually in evaluating the professional performance of the school leader
- hold themselves accountable for maintaining the health, vitality and sustainability of the school

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT

1 2 3 4

<ul style="list-style-type: none"> provide a platform for the exchange of ideas by soliciting expression of candid opinions from all members of the school community 				
<ul style="list-style-type: none"> continuously help to refine and define the organization’s mission, vision, and direction 				
<ul style="list-style-type: none"> review the school’s finances on a regular basis and provide fiscal advice and guidance 				
<ul style="list-style-type: none"> hold the school accountable for fulfilling the terms of its charter 				
<p>1.4 Family, Faculty and Staff Participation: The Charter School shall have a process in place that ensures that families, faculty and staff may provide input regarding the Charter School’s effectiveness in such areas as student discipline, parent (guardian) involvement, and motivating students to high academic achievement and good citizenship.</p>				
<p>Verify evidence of participation and/or engage in informal conversation with faculty and staff, students (as appropriate), and parents (guardians) regarding the Charter School’s effectiveness in such areas as student discipline, parent (guardian) involvement, and motivating students to high academic achievement and good citizenship.</p>				
<p>Evaluate the extent to which:</p>				
<ul style="list-style-type: none"> parents / guardians are satisfied with what the school provides and achieves 				
<ul style="list-style-type: none"> parents / guardians are provided with quality information about the school 				
<ul style="list-style-type: none"> links with parents / guardians contribute effectively to students’ learning at school and at home 				
<ul style="list-style-type: none"> parents / guardians are given accessible and relevant information about their child’s progress 				
<ul style="list-style-type: none"> links with the community are developing and are used to benefit the students 				
<p>1.5 Administration: The Charter School’s governing board shall employ necessary administrative staff and vest those staff with the authority necessary to operate the school(s) in accordance with the Charter.</p>				
<p>Verify that the Charter School’s governing board has employed necessary administrative staff and vested those staff with the authority necessary to operate the school(s) in accordance with the charter.</p>				
<p>If a Charter School has entered into a contract for administrative/management services e.g. an education management organization (EMO), there is a clear understanding and agreement regarding respective roles and responsibilities of both parties.</p>				
<ul style="list-style-type: none"> verification of parent involvement, including verification that meeting frequency provides parents with meaningful opportunities for involvement 				
<ul style="list-style-type: none"> verification of student/family recruitment outreach as identified in Charter Element G and as may be required if Public Charter School Grant funds have been received including student recruitment and marketing brochures and student application and selection process 				
<ul style="list-style-type: none"> as proscribed by law, publication of the School Accountability Report Card (SARC) utilizing, at a minimum, the Division’s recommended template 				
<ul style="list-style-type: none"> facility use agreement(s) 				
<ul style="list-style-type: none"> evidence of Certificate(s) of Occupancy, Building Permit(s), and appropriate zoning (including Conditional Use Permit(s) where applicable 				
<ul style="list-style-type: none"> evidence that the school has secured adequate insurance coverage for liability and property risks and engages in prudent risk management practice; certificates of insurance (property, fire, theft, liability errors and omissions, workers compensation); documentation of payments to carriers (cancelled checks, payroll contributions, etc.). 				
<ul style="list-style-type: none"> EMO and third-party management contracts 				
<ul style="list-style-type: none"> CBEDS/CALPADS data 				
<ul style="list-style-type: none"> provide a list of students by: a) last name; b) first name; c) grade; d) gender; e) student racial and ethnic data; f) free or reduced meal; g) special education 				

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT
1 2 3 4

1.6 Leadership and Management: The Charter School's governing board shall ensure that the academic, organizational and operational aspects of leadership and management at the school are met.

Review and evaluate the leadership and management of the school to ensure that the following aspects are met:

- the school has explicit aims and values which are reflected in all its work
- school leader has a strategic view of the direction for the work and development of the school in order to achieve the school's mission
- there is regular monitoring and evaluation of the impact of teaching on student learning
- responsibilities are delegated effectively and reviewed regularly
- data is used effectively to inform planning and organization
- high standards are promoted actively
- the school has appropriate priorities and targets; these are regularly reviewed and monitored for impact on student learning and school development
- the leadership inspires and supports a shared commitment to improvement and the capacity to succeed
- educational priorities are supported by careful financial management and finances are used effectively
- employee contracts
- employee evaluation procedures

1.7 Faculty and Staff: The Charter School shall have sufficient faculty and staff to provide the educational program and support services and to operate the facility in accordance with the Charter, any applicable requirements of law, and the policies and directions of the Charter School's governing board.

Verify that the Charter School has employed (maintains) sufficient faculty and staff to provide the educational program and support services and to operate the facility in accordance with the Charter, any applicable requirements of law, and the policies and directives of the Charter School's governing board.

Verify that the faculty and staff are credentialed or otherwise qualified for the positions for which they have been employed in accordance with the Charter, any applicable provisions of law, and the policies and directives of the Charter School's governing board.

Verify that the faculty and staff have received any clearances necessary for the positions for which they have been employed.

Verify that faculty and staff have received any specific training required by law or by the policies and directives of the Charter School's governing board and that they are provided opportunities for professional development necessary to carry out the instructional program.

1.8 Health & Safety:

- Does the Charter School have a health, safety, and emergency plan for students and employees addressing fire emergencies, earthquakes, civil disorder, accidents, injuries, and other threats to the health and safety of students and staff?
- Is there evidence that staff has been trained in health, safety, and emergency procedures?
- Does the Charter School maintain a calendar of emergency drills for each site in which it operates?
- Does the Charter School have a policy related to supervision of students before and after school, and while on campus, student pick-ups, as well as a procedure for visitors to enter and leave campus?

CATEGORY 1: GOVERNANCE and ORGANIZATIONAL MANAGEMENT

1 2 3 4

1.9 Material Amendments: The Charter School must ensure that any variances, except for those variances deemed to be immaterial, must be approved by charter amendment.

Verify that any variances from charter terms as described in the charter elements, except for those variances deemed to be immaterial, have been approved by charter amendment in areas including, but not limited to, the following:

- educational program
- mission and vision
- school site location and/or new sites
- admissions
- governance
- grades and/or grade levels served

1.10 Adherence to the Charter:

Verify adherence to the charter elements as approved shall be verified by site visits and interviews with staff, students, parents, and community

OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory /1-poor):

Areas of particular strength:

Areas recommended for improvement or in need of corrective action:

Other comments:

TOPIC	DESK REVIEW	SITE REVIEW
Educational Performance and Ongoing Assessment (Ed Code 47605 A, B, C, and i, vi, vii)	<ul style="list-style-type: none"> • School Calendar (Days) • Bell Schedule (Minutes) • Master Calendar/Schedule (High School) • Curriculum Materials • Professional Development • Annual Report (Academic Performance, ELL Plan, Economically Disadvantaged, etc.) • Parent Handbook (Parent Complaint Process) • API/AYP Scores • Program Improvement Status • Achievement Plan (Alternative Assessment Measures - if required) • CAHSEE Results • CELDT, Physical Fitness • NCLB (if receiving Title I Funding) • SARC Report 	<ul style="list-style-type: none"> • Evidence of Adherence to Charter’s Educational Program • Special Programs: ELL, Special Ed., GATE • Classroom Observation (CSR Classroom, Student Work/Pupil Progress, Content Standards, Instructional Materials, Differentiating for Special Learners) • Interview Teachers and Parents

CATEGORY 2: EDUCATIONAL PERFORMANCE	1	2	3	4
2.1 Educational Performance: The Charter School has clearly measurable outcomes and data that support how well students are doing in meeting outcomes.				
Verify the Charter School has clearly measurable outcomes and data that support how well students are doing in meeting outcomes.				
<ul style="list-style-type: none"> • the school’s results in state and other tests and how these compare with the state and/or national averages • whether the school is showing improvement in standards attained • whether the school sets challenging goals and is on course to meet or exceed them 				
2.2 Curriculum and Instruction: The Charter School has a curricular and instructional plan (set of plans or like documents) that guides the work of faculty and staff. Appropriate professional development and sufficient instructional resources are provided to support the implementation of the plan.				
Verify that the Charter School has adopted (and is following) a curricular and instructional plan (set of plans or like documents) by visiting classrooms; observing instruction in progress; engaging in informal conversation with faculty and staff, students (as appropriate), and parents (guardians); verifying sufficiency of instructional resources; and reviewing samples of student work. In particular verify that the school’s curriculum:				
<ul style="list-style-type: none"> • provides an appropriately broad range of learning opportunities which will enable students to have individual learning needs met 				

CATEGORY 2: EDUCATIONAL PERFORMANCE

1 2 3 4

<ul style="list-style-type: none"> • has effective strategies and programs for literacy and numeracy 				
<ul style="list-style-type: none"> • provides enrichment through its extra-curricular provision, including support for learning outside the school 				
<ul style="list-style-type: none"> • is designed to work towards achievement of the school's mission 				
<ul style="list-style-type: none"> • has effective arrangements for assessing and recording student attainments and progress 				
<ul style="list-style-type: none"> • has sufficient instructional resources for all students 				
Evaluate the quality of teaching and its impact by the extent to which teachers:				
<ul style="list-style-type: none"> • adapt teaching style appropriately to meet the needs of all students 				
<ul style="list-style-type: none"> • are competent in teaching literacy, numeracy, and discipline-specific content in history and science 				
<ul style="list-style-type: none"> • support students to apply learning across subjects 				
<ul style="list-style-type: none"> • plan effectively 				
<ul style="list-style-type: none"> • use a range of strategies for different learning styles 				
<ul style="list-style-type: none"> • set clear objectives which can be seen in lessons 				
<ul style="list-style-type: none"> • have high expectations for all students 				
<ul style="list-style-type: none"> • use time well 				
<ul style="list-style-type: none"> • use support staff and other resources effectively 				
<ul style="list-style-type: none"> • use technology to support teaching and learning 				
<ul style="list-style-type: none"> • are consistent and effective in behavior management strategies 				
<ul style="list-style-type: none"> • assess students' work thoroughly and uses assessments to develop student learning 				
<ul style="list-style-type: none"> • use homework effectively to reinforce and/or extend what is learned in school 				
Evaluate the positive impact on student learning by the extent to which students:				
<ul style="list-style-type: none"> • are enabled to learn independently 				
<ul style="list-style-type: none"> • can apply their knowledge, skills and understanding, including literacy and numeracy across the curriculum 				
<ul style="list-style-type: none"> • gain and apply with confidence learning skills: for example: <ul style="list-style-type: none"> ➢ asking questions, finding answers and solving problems ➢ learning from their mistakes and successes ➢ communicating information and ideas in various ways ➢ applying what has been learned to unfamiliar situations ➢ selecting and using a range of resources ➢ reviewing and modifying their work 				
<ul style="list-style-type: none"> • maintain a sense of commitment to and enjoyment of their work 				
<ul style="list-style-type: none"> • persevere and complete task when difficulties arise 				
<ul style="list-style-type: none"> • concentrate and remain on task during lessons 				

CATEGORY 2: EDUCATIONAL PERFORMANCE

1 2 3 4

- work well together and collaborate effectively when appropriate.
- set high expectations for themselves and what they can achieve

If Charter School serves high school students, verify parents are informed about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

2.3 Special Education: The Charter School shall actively identify students who may have exceptional needs, assess them promptly, and develop (or facilitate the development of) individualized education programs (IEPs), as necessary, in a timely manner. The Charter School shall provide special education programs and services for students with exceptional needs in accordance with their IEPs. The Charter School shall, as necessary, participate in a special education local plan area (SELPA) to ensure that special education programs and services are properly delivered.

Verify that the Charter School is:

- actively identifying students who may have exceptional needs, assessing them promptly, and developing (or facilitating the development of) IEPs, as necessary, in a timely manner – including “search and find” processes
- providing special education programs and services in accordance with students’ IEPs
- participating, as necessary, in a SELPA
- providing Special Education training for staff

2.4 Independent Study. To the extent the Charter School provides instruction through independent study, the independent study shall be in accordance with applicable provisions of law.

Verify that, to the extent the school provides instruction through Independent Study, the independent study meets the requirements of law, including frequency of contact, student/teacher ratios, contracts, and evaluation of student work for time value.

OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory /1-poor):

Areas of particular strength:

Areas recommended for improvement or in need of corrective action:

Other comments:

TOPIC	DESK REVIEW	SITE REVIEW
Fiscal Operations (Ed Code 47605 A, F, I, L, and i, iv, vii)	<ul style="list-style-type: none"> • Annual Budget & Interim Reports • Unaudited Actuals • Audit Report • Aligns with Ed. Program • Internal Controls/Procedures • Short or Long Term debt • Potential Liability Claims • Bank Account Statements/Cash Flow/Reserves • Staffing, Enrollment Projections • Property Liability • General Liability • Worker's Comp • CON APP • Grants • Attendance Reports 	<ul style="list-style-type: none"> • Student Records • School Forms • Business Practices • Accounts Payable System • Independent Study docs (if applicable) • Attendance Logs/Teacher Rosters • Interview Attendance and Business Staff

CATEGORY 3: FISCAL OPERATIONS	1	2	3	4
3.1 Budget: The Charter School's governing board shall adopt a preliminary budget for the forthcoming year that is based upon reasonable revenue and expenditure projections, is consistent with the Charter, reflects any provisions of applicable law, and contains a prudent reserve. The governing board shall amend the budget as necessary during the year, endeavoring to maintain a prudent reserve.				
Verify that the governing board of the Charter School has adopted (updated) its budget for the current year, and that the budget is (continues to be) based upon reasonable revenue and expenditure projections, consistent with the Charter, and contains a prudent reserve.				
<ul style="list-style-type: none"> • there are effective financial systems and practices to manage revenues and expenses, including budgeting, accounting, and financial reporting processes 				
<ul style="list-style-type: none"> • sound financial practices have ensured that no deficits occur in the current budget; or the school is able to show viable and responsible plans for addressing forecasted budget shortfalls 				
<ul style="list-style-type: none"> • internal and external audits reveal that the school is in full and timely compliance with federal, state, local, private and Foundation standards for all grants, contracts, entitlements, programs and charter commitments 				
<ul style="list-style-type: none"> • the school leader understands the need for financial controls and financial control issues are not cited as weaknesses in the current audit; or such issues were identified and have been successfully addressed 				
<ul style="list-style-type: none"> • the school leader fully understands and closely supervises the responsibilities of those to whom financial processes are outsourced or from whom financial guidance is sought 				
<ul style="list-style-type: none"> • regular financial reports released to the governing body are succinct, comprehensible, accurate, and designed to meet the board's stated requirements 				
<ul style="list-style-type: none"> • the school's financial practices are codified in the form of policies and processes approved by the board 				
<ul style="list-style-type: none"> • procedures exist for staff members to obtain petty cash with approval when necessary and to procure supplies and materials as needed 				
<ul style="list-style-type: none"> • procurement of sufficient curriculum materials and school supplies supports the primary mission of the school 				
<ul style="list-style-type: none"> • federal entitlement grants are dispersed according to the grant regulations and meticulous records kept of all expenditures 				
<ul style="list-style-type: none"> • special education, gifted and talented, English learner, and any other special monies earmarked for exceptional children are carefully recorded and appropriately expended 				
<ul style="list-style-type: none"> • if expanding, realistic fund-raising targets have been set to support the expansion and a plan is in place to secure additional funding from federal, state, individual and corporate contributors as well as banks and other traditional sources of loans if necessary 				

CATEGORY 3: FISCAL OPERATIONS

1 2 3 4

3.2 Oversight Costs: The Charter School shall include in the adopted budget and shall pay for the costs of oversight in accordance with applicable provisions of law.

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Verify that the Charter School's adopted budget includes oversight costs and that the Charter School is paying for the costs of oversight in accordance with applicable provisions of law.

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3.3 Audits: The Charter School shall arrange for audits to be conducted in accordance with applicable provisions of law. The Charter School shall promptly address auditors' comments, as appropriate, and take action to resolve audit exceptions, as necessary.

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Verify that the Charter School has arranged for audits to be conducted in accordance with applicable provisions of law, review any auditors' comments received by the Charter School and the Charter School's response thereto, and verify that the Charter School has taken action to resolve audit exceptions, as necessary.

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3.4 Interim Financial Reports: The Charter School's governing board shall twice each year certify that the Charter School is able to meet its financial obligations for the remainder of the current fiscal year and for the subsequent two fiscal years, generally consistent with the guidelines for interim reporting applicable to school districts of similar size.

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Review each interim report approved by the Charter School's governing board and verify that the Charter School is able to meet its financial obligations for the remainder of the current fiscal year and for the subsequent two fiscal years based upon reasonable projections of revenues and expenditures.

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3.5 Final Unaudited Financial Report: The Charter School shall file an unaudited financial report of prior year expenditures by September 15 of each year.

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Verify that the Charter School has filed an unaudited financial report.

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3.6 Attendance Files

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Verify that students' attendance is being appropriately recorded, and that parents (guardians) are being efficiently and effectively informed of absences.

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OVERALL JUDGMENT (4- good / 3- satisfactory / 2-unsatisfactory /1-poor):

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Areas of particular strength:

Areas recommended for improvement or in need of corrective action:

Other comments:

TOPIC	DESK REVIEW	SITE REVIEW
Student Services (Ed Code 47605 G, H, J, L, and i, iii, vii)	<ul style="list-style-type: none"> • Admission Policies and Preferences • Annual Report (Promotion of Racial Balance) • Disciplinary Policies • Parent Notifications/Uniform Complaint Procedures 	<ul style="list-style-type: none"> • Enrollment Forms • Discipline Records/Due Process • CUMs/Case Files (Authorized Personnel, Access Logs) • Interview administrator

CATEGORY 4: STUDENT SERVICES	1	2	3	4
4.1 Admissions:				
<ul style="list-style-type: none"> • Is the Charter School complying with the admissions practices described in the approved charter? 				
<ul style="list-style-type: none"> • Does the Charter School facilitate admissions for a student with an IEP in the same manner as for a student without an IEP? 				
<ul style="list-style-type: none"> • For independent study Charter Schools Does the Charter School facilitate admissions for a student with an IEP in the same manner as for a student without an IEP and in accordance with EC 51746 (b) and 5 CCR 11700 related to the enrollment of students with IEPs in an Independent Study program? 				
<ul style="list-style-type: none"> • Do the Charter School enrollment forms indicate compliance with all applicable laws and with the approved charter? 				
<ul style="list-style-type: none"> • If the Charter School has needed to use the lottery system to determine which students will be allowed to enroll, is there documentation that the process was held in the manner described in the approved petition? 				
<ul style="list-style-type: none"> • Does the Charter School have records documenting immunizations to the extent required for enrollment in public schools? 				
<ul style="list-style-type: none"> • Has the Charter School documented efforts to match racial and ethnic backgrounds of pupils enrolled in the district or county? 				
4.2 Discipline: Does the governing board have policies relative to student discipline including:				
<ul style="list-style-type: none"> • A list of the offenses for which students may be suspended or expelled? 				
<ul style="list-style-type: none"> • Procedures for suspension or expulsion? 				
<ul style="list-style-type: none"> • Procedures by which parents and students will be informed about reasons for suspension or expulsion? 				
<ul style="list-style-type: none"> • Procedures for suspension or expulsion that protect the required due process rights of students with IEPs or 504 Plans? 				
<ul style="list-style-type: none"> • Procedures that ensure parents and students will be informed of their due process rights in regard to suspension or expulsion that reflect an awareness that charter students are entitled to the same due process rights held by students enrolled in non-charter public schools? 				
4.3 Parent Notifications/Uniform Complaint Procedures:				
<ul style="list-style-type: none"> • Does the Charter School provide a notice to all parents/guardians regarding their rights under the Family Educational Rights and Privacy Act? 				
<ul style="list-style-type: none"> • Are parents provided with a copy of the Charter School's Parent Handbook? 				
<ul style="list-style-type: none"> • Does the Charter School annually notify parents, employees, committees, students and other interested parties of the LEA complaint procedures, including the opportunity to appeal the LEA's Decision? 				
<ul style="list-style-type: none"> • Does the Charter School resolve complaints and complete written reports within 60 days of receipt of complaints? 				
4.4 Student Files/Attendance Files				
<ul style="list-style-type: none"> • Student files (verify location, contents, and confidentiality) 				

Other comments:

Coronado Pathways Charter School Oversight Evaluation Summary

School/District:

Annual review
Renewal
Other:

Evaluation Judgments

Rating
(good / satisfactory / unsatisfactory / poor)

Grade
(1 / 2 / 3 / 4)

1. Governance and Organizational Management – being effectively lead and managed

2. Educational Performance – providing a sound education for all of its students.

3. Fiscal Operations – being operated prudently and meeting all regulatory requirements

4. Student Services – adhering to admissions, discipline and notification policies

Overall Judgment – the quality of the provision provided

Areas of particular strength:

Areas recommended for improvement or in need of corrective action:

Comments / recommendations

Details of Person completing form:

Name:

Signature:

Title:

Date:

Appendix B

Memorandum of Understanding By and Between the CUSD and Coronado Pathways Charter Schools Regarding Provision and Funding of Special Education Services

This Memorandum of Understanding (“MOU”) is executed between the Coronado Unified School District (“CUSD”), Island Charter Schools, Inc., a nonprofit public benefit corporation operating Coronado Pathways Charter School (“School”), and School.

I. RECITALS:

- A. CUSD is a public entity existing under the laws of the State of California, and is also the authorizing agency of School.
- B. Island Charter Schools, Inc. is a California non-profit public benefit corporation that operates Coronado Pathways Charter School, a public charter school, existing under the laws of the State of California and under the supervisory oversight of CUSD. School is a “public school” within the CUSD in conformity with California Education Code section 47641, subdivision (b) for the purposes of special education. School is located at 555 D Ave., Coronado, CA 92118
- C. South County Special Education Local Plan Area (“SELPA,”) is a consortium of school districts, organized for the purpose of obtaining and administering special education funding and services and ensuring that full continuum of special education services is available to all eligible students within their jurisdictions. CUSD is a participant in South County SELPA.
- E. This MOU governs the roles and responsibilities of the parties with regard to students who are enrolled in School and are, or may be, eligible for special education and related services under the IDEA 2004, as well as the source of funds for those services.
- F.. If the terms of this MOU conflict with the terms of the Charter document (“Charter”), this MOU will control the handling or resolution of the particular issue in question. The parties will meet to consider the Charter or MOU to reach consistency, if necessary. In addition, if the Charter is silent on an issue addressed by this MOU, this MOU shall control.

II. AGREEMENTS

A. Terms

- 1. This MOU will govern the relationship between CUSD and School regarding provision of special education services to students enrolled in the School.

2. Any modification of this MOU must be in writing, executed by duly authorized representatives of both parties, and must indicate intent to modify or amend this MOU.
3. The duly authorized representative of CUSD is the Superintendent or any designee thereof. The duly authorized representative of School is the Executive Director or any designee thereof. In order to ensure consistency in communications, all communication regarding any aspect of the operation of School shall be initiated by the designated representative of School with the Assistant Superintendent of Student Services of CUSD. The CUSD Assistant Superintendent of Student Services will contact the SELPA when necessary.
4. The term of this MOU shall be coterminous with the whole MOU, from July 1, 2014 to June 30, 2018. This entire MOU is subject to approval and/or ratification by the respective governing boards of CUSD and School.
5. This MOU shall terminate automatically upon closure of the School for any reason, except as may be specified otherwise herein. "Closure" means that all legally required closure processes are completed.

B. Special Education Services and Funding

1. School of CUSD For Purposes of Special Education: Pursuant to Education Code section 47641, subdivision (b), School is currently a school of CUSD for purposes of compliance with federal and state special education laws. The CUSD is a participant of South County SELPA. School shall cooperate with CUSD staff in ensuring School students are appropriately served.

School shall be deemed a school of CUSD for purposes of the provision of special education services unless and until it complies with the requirement of this paragraph. Should School ever determine that it is interested in becoming its own local educational agency ("LEA") for purposes of providing special education services, rather than being deemed a school of CUSD for such purposes, it must provide CUSD with written notice that it is considering such a change on or before July 1 of the year preceding the fiscal year in which School would become its own LEA. Additionally, School must provide CUSD with final written notice that it has made the final decision to become its own LEA on or before January 1 of the fiscal year preceding the fiscal year in which School would become its own LEA. At the time School provides such final notice, the notice must include verifiable, written assurances that School will participate as a local educational agency in a special education local plan area ("SELPA") approved by the State Board of Education in accordance with Education Code Section 47641(a) (subject to

admission into a SELPA) and that it will provide special education services in accordance with federal and state law. School shall notify CUSD if it is not admitted into a SELPA by May 31, unless otherwise agreed by the parties. At any time that School is deemed its own LEA for the purposes of special education, CUSD shall have no further responsibility for the coordination or provision of special education services to School students, regardless of the school district of residence of students, and School shall be exclusively responsible for the coordination and provision of special education services to School students and for any and all other obligations of a school or school district relative to services for students with special needs.

2. IDEA: School will ensure that no student will be denied enrollment on the basis of their special education status or disability. School shall be solely responsible for compliance with the Individuals with Disabilities in Education Act (“IDEA”) and State special education laws, in regard to the determination, provision and financing of special education placement and services for students enrolled at School.
3. Program, Policies and Procedures: School shall develop, adopt, and comply with policies and procedures, satisfactory to CUSD, regarding the identification, assessment, individualized education program (“IEP”) development, placement and provision of services to students with disabilities. School’s program, policies and procedures shall comply with CUSD and SELPA policies and all applicable State and federal laws.
4. FAPE: School shall ensure that a free appropriate public education (“FAPE”) is provided to all children with disabilities eligible for special education under the IDEA and enrolled in School, in accordance with State and federal legal mandates. School will ensure that an IEP is developed and implemented for each student enrolled in the charter school and eligible therefore, in accordance with State and federal legal mandates, CUSD and SELPA policies. School must make a full continuum of special education programs and related services available for students enrolled in School, as required by State and federal law and students’ respective IEPs, and may consult with CUSD in doing so on a fee for services basis, pursuant to this and the following paragraph. If School believes one of its students requires a placement and/or special education services that School is unable to provide, School shall contact CUSD’s Assistant Superintendent of Student Services. CUSD Assistant Superintendent of Student Services will contact the Director of SELPA for any student requiring such services.

In the event CUSD directly or indirectly provides any special education services and/or services pursuant to a Section 504 Plan to a School-enrolled pupil, including transportation required

pursuant to an IEP, the actual cost of providing such services shall be a legitimate charge against the School's special education funds and CUSD is hereby authorized to deduct such costs from the School's special education funds on deposit with CUSD. CUSD shall provide documentation to School verifying that any such costs were expended only for special education services and/or services pursuant to a Section 504 Plan.

5. School of LEA / SELPA Services: Services from SELPA may be accessed by contacting CUSD Assistant Superintendent of Student Services. These services may include Professional Development Trainings, Assistive Technology information, access to low incidence equipment and services fund for qualified students. Students may also receive Regional Program services, which include the requirement of Charter participation in SELPA Cost payment process as per SELPA allocation plan.
6. Funding: School's representation as a school of CUSD in SELPA will only be for purposes of obtaining special education funding for School students.
7. Expertise and Responsibility of School: School is responsible for the management of its special education budgets, personnel, programs and services. School shall employ highly qualified, credentialed employees or contract with highly qualified third-party providers to provide necessary and appropriate special education placement and services to its students. Those individuals shall understand, accept responsibility and provide services for:
 - i. Child Find;
 - ii. Interim Programs;
 - iii. Referral;
 - iv. Assessment;
 - v. Placement
 - vi. Special Education Instruction;
 - vii. Related Services;
 - viii. Due process;
 - ix. Discipline/manifestation determination;
 - x. Transportation.

School will follow and implement all SELPA and CUSD policies and procedures regarding child find, pre-referral interventions, identification, and referral.

8. Child Find ("Search and Serve" Notices): School must include a notice at the beginning of the year and at the semester in a publication to parents of School students notifying them of the responsibility to "search and serve" students who need or are believed to need special education services. The text of the notice shall be given to School prior to the beginning of each

school year by CUSD's Assistant Superintendent of Student Services.

9. Pre-Referral Interventions: School agrees to implement a process (e.g. a Student Study Team) to monitor and guide referrals of general education students for special education evaluation and services, such that general education interventions are utilized and exhausted before School refers the student for a special education evaluation. School understands that this process and any other interventions employed prior to a referral for special education evaluation are School's sole responsibility, and not a special education service.
10. Identification and Referral: School shall have responsibility to identify and refer students who have or may have exceptional needs that qualify them to receive special education and/or related services for assessment. School will maintain and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs. These policies and procedures will be in accordance with California law and CUSD policy. School shall be solely responsible for obtaining the cumulative files, prior and/or current IEPs and other special education information from the student's prior LEA. School acknowledges that under the IDEA, a child shall not be determined to be a child with a disability eligible for Special Education if the determinant factor for such determination is: (a) lack of appropriate instruction in reading, including in the essential components of reading instruction as referenced in the IDEA; (b) lack of instruction in math; or (c) limited English proficiency. (20 U.S.C. § 1414, subd. (b)(5)(A-C).)
11. Assessments: School will provide all necessary assessments to determine possible eligibility for special education programs and related services. If School concludes that there are suspected disabilities, School must develop an assessment plan, using CUSD forms, for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility and (if eligible) specify special education instruction and services. All decisions regarding eligibility, goals, program, placement, and exit from special education must be done through the IEP process according to federal and state timelines.
12. Individualized Education Program (IEP): School shall be responsible for scheduling IEP meetings and having a designated

School Administrator, School general education teacher(s), any special education providers employed by School who is/are knowledgeable about the student's regular education program at School in attendance at all IEP meetings. School shall notify CUSD's Assistant Superintendent of Student Services of all IEP meetings by fax or email at least 48 hours before the meeting is scheduled to occur, and the CUSD Assistant Superintendent of Student Services or designee shall be entitled to attend and participate in such meetings, as desired by CUSD. At the time of providing notice, School shall submit a brief summary of the case, including current and/or proposed eligibility, and current and proposed placement and services for the student. Decisions regarding identification, determination or change in eligibility, areas of needs, goals/objectives, services, program, placement and exit from special education shall be made by the IEP team. School will assess and develop Individual Transition Plans for students with disabilities of appropriate age, to help them transition to adult living in accordance with CUSD and SELPA policies and procedures

13. Forms, Reports and Records: School will use CUSD forms to develop, maintain, and review assessments and IEPs in the format required by CUSD, and will enter accurate assessment and IEP date into CUSD's special education data system in accordance with CUSD's policies and procedures. School will maintain copies of assessments and IEP materials for CUSD and SELPA review. School will submit to CUSD all required reports, including but not limited to CASEMIS, in a timely manner as necessary to comply with state and federal requirements.
14. Implementation and Progress Reporting: School shall ensure that each School student's IEP is fully implemented by all School staff who work with the student, including any services, accommodations, modifications, supports for instruction, goals and objectives, behavioral supports, data collection and progress reporting. School will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP and implementing that IEP appropriately. School is responsible for monitoring and reporting progress towards IEP goals for the student with special needs at least in the same interval as progress is reported to general education students.
15. Alternative Placements: School shall not place a student in a program of CUSD, or SELPA, and CUSD and SELPA shall not place a student in School, through the IEP process or otherwise, without the prior involvement and express written consent of the other party. In the event that School is unable to provide an appropriate placement or services for a student with special needs enrolled in School, School will contact CUSD Assistant Superintendent of Student Services to discuss placement and

service alternatives. School will ensure participation of an authorized representative of CUSD Assistant Superintendent of Student Services at any IEP team meeting where special education placement or services outside of School will be discussed or considered by the IEP team. If an IEP team that includes School personnel exits a student from School or places a student in a special education program provided by another entity without the participation and prior written consent required herein, School will be fully responsible for the fitness and quality for the program and for any costs incurred in providing that placement.

16. Interim Placements for Students Transferring Into School: For students transferring to School with IEPs, School shall provide special education instruction support and related services required by their IEPs upon enrollment. School will provide a comparable Special Education program to the last agreed upon and implemented IEP for the first 30 days of the student's enrollment. IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with state and federal law.
17. Revocation of Consent: School will ensure that it receives a written revocation of consent from an eligible School student's parent or guardian if, at any time subsequent to the initial provision of special education and related services to the student, the parent or guardian of that student wishes to withdraw that student from special education. Such revocation of consent for the continued provision of special education and related services must be in writing. Should a parent or guardian revoke consent to special education and related services in writing, School understands that School may not continue to provide special education and related services to the child after providing prior written notice to the parent in accordance with Section 300.503 of the Title 34 of the Code of Federal Regulations. School agrees to forward any such written revocation of consent to CUSD's Assistant Superintendent of Student Services within 24 hours of receipt.
18. Policies and Procedures: As a school of CUSD for purposes of special education, School shall also comply with all CUSD and SELPA policies, procedures and other requirements regarding special education. School shall obtain all CUSD and SELPA Policies, Procedures and Forms regarding special education. At least annually, and as further required by CUSD, School shall be responsible for reviewing the Policies, Procedures, and Forms with all School staff at a staff meeting, including explanation of any updates or revisions thereto. School will collaborate with CUSD special education staff in developing its staff training and may request their assistance in preparing for the training. School, however, shall be solely responsible for preparation of materials, for conducting their staff review annually, and ensuring School

staff understands special education Policies, Procedures and Forms. School shall provide copies of sign in sheets from staff meetings where Policies, Procedures and Forms related to special education are reviewed to CUSD's Assistant Superintendent of Student Services.

19. Attendance Accounting and Reports: School shall keep daily attendance for each student, including special education students, and shall report and certify such attendance according to CUSD policies and procedures and this MOU. Upon request by CUSD, School shall provide CUSD with any required reports concerning special education students, including annual and tri-annual IEP meeting notices, IEPs, evaluation plans and assessment reports, discipline data, alternative assessment and other reports.
20. Quality Assurance: School will participate in the state quality assurance process for special education (verification reviews, compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan).
21. Student Discipline: The Charter includes a general description of the procedures that School will follow in order to suspend or expel students. This provision of the MOU sets forth with specificity the procedures that School will follow in order to suspend or expel students.

Compliance with the procedures set forth herein shall be the sole process for School to involuntarily dismiss, remove, or otherwise exclude a student who attends School from further attendance at School for any reason, including but not limited to, disciplinary and academic causes. In no event shall School adopt an additional or alternative process for dismissing, removing, or otherwise involuntarily removing a student who attends School from further attendance at School.

School hereby adopts the provisions of Education Code Section 48900 et seq. and CUSD's policies and procedures for student discipline as School's student discipline policy and procedure. Because certain terms used in Education Code Section 48900 et seq. are not directly applicable to School, the following definitions and modifications are made to these provisions to make them applicable to the School.

The term and "principal" as used in those provisions shall mean the Director.

The term "superintendent" as used in those provisions shall mean Chief Executive Officer.

The terms "school" and/or "district" as used in those provisions shall mean School.

The terms “governing board” as used in those provisions shall mean the governing board of School.

Should School use an administrative hearing panel, that panel shall be made up of three certificated individuals engaged and/or appointed by School and/or its governing board, who do not work at School.

If the governing board of the San Diego County Office of Education will not hear appeals of expulsions from charter schools within the county, School shall develop an appeal process that affords students due process.

In the event of a decision to expel a student, School shall work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If a pupil who is subject to compulsory full-time education pursuant to Education Code Section 48200 is expelled or leaves School without graduating or completing the school year for any reason, School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

22. Suspension and Expulsion Procedures for Students with Special Needs: A student identified as an individual with disabilities or for whom School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. School will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code, as well as the District’s policies, procedures, and practices, when imposing any form of discipline on a student identified as an individual with disabilities or for whom School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. School shall notify CUSD of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and shall grant CUSD approval rights prior to the expulsion of any such student.

23. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities: School agrees to develop a comprehensive student discipline policy that incorporates CUSD/SELPA's policies and procedures related to suspension and expulsion of students with disabilities.

Additionally, School agrees to develop and distribute to students, at least annually, a comprehensive student discipline policy that incorporates California Education Code 48900 et. seq. and includes the additional protections provided in the Charter (e.g. Suspensions and appeals thereof).

24. Complaints: In consultation with CUSD, School shall address/respond to/investigate all complaints it receives involving special education. School shall notify CUSD in writing within two business days of receiving any complaint, whether oral or in written, regarding special education. Also within two business days of receiving any written complaints or concerns in any way to special education, School shall provide copies to CUSD's Assistant Superintendent of Student Services or designee.

25. Due Process Requests: School shall notify CUSD's Assistant Superintendent of Student Services of any due process proceedings filed against School under IDEA, and of any complaints to State or federal agencies relating to special education and/or students with qualifying disabilities within two business days of receipt by School. School shall consult with CUSD in preparing a defense, and agrees to consent to CUSD being added as a party to the due process filing to the extent CUSD believes such action is necessary, at CUSD's sole discretion. School shall bear all financial responsibility and procure and provide its own legal representation for such due process proceedings and/or complaints. When CUSD is named as a party to a due process filing involving School, CUSD shall have the right to provide its own legal defense and/or representation, initially at its own expense, but may be entitled to indemnification by School as provided herein.

26. Special Education Training: CUSD will notify School of any scheduled special education training sessions provided by CUSD to any of its schools. School staff may attend CUSD special education training sessions. School shall provide planned staff development activities and participate in available CUSD trainings to support access by students with disabilities to general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

27. Costs: School shall be fully responsible for the costs of providing any and all necessary special education assessments, special education and related services, and placements to School

students. These costs include, but are not limited to, assessments, IEP meetings, placements, whether within or outside School, special education, and related services. School may also be held fiscally responsible for a fair share of any contribution for Special Education to CUSD general funds that is created by the provision of special education services throughout CUSD. School, in cooperation with CUSD, shall document that all state and federal special education funds are used for the sole purpose of providing special education instruction and /or services to identified students with disabilities. Such funds shall be used to supplement and not supplant other sources of federal, state and local funds apportioned the charter school by the LEA.

28. INTERSELPA transfers: School participation in SELPA cost payment process, as per the allocation plan for InterSELPA Transfers, is required if students need Regionalized Program services to any SELPA.

29. Fees: As specified herein, SELPA includes a share of School students in their Allocation Plans to obtain special education funding for CUSD on behalf of School for the provision of special education and related services to School students. The allocation of such funding to CUSD will be in accordance with the SELPA's Allocation Plan, in the amount to be determined by the SELPA according to such plan and the respective Local Plan. School shall annually submit a proposed budget for special education services to CUSD, no later than July 15 of each year, based on estimated services and costs needed for School students for the following school year. School shall submit bills to CUSD quarterly for reimbursement of special education costs incurred by School in providing special education and related services to its students, up to the amount of State and Federal special education funding received by CUSD on behalf of School students. CUSD shall be entitled to retain \$50.00 per average daily attendance for providing and ensuring coordination, compliance and monitoring services related to oversight and administration. School shall only spend special education funds as allowed by law, and shall document that all State and federal special education funds are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. CUSD will provide guidelines and criteria for eligible special education expenditures and provide such guidelines to School annually. School agrees to follow these guidelines when providing all such data requests and will provide this data in a format proscribed by CUSD. To the extent School needs additional special education support beyond oversight a fee for service will be charged.

CUSD will continue to receive funding from SELPA on behalf of School for all ADA generated by School students. SELPA will continue to report School's ADA for purposes of its special education funding appropriation, and include that School ADA in

its Allocation Plan.

30. Section 504: School will comply with Section 504 of the Rehabilitation Act of 1973 (“Section 504”), the Americans with Disabilities Act (“ADA”), and all Office of Civil Rights mandates for students enrolled in School. School understands that it is solely responsible for its compliance with Section 504 and the ADA. School recognizes its sole legal responsibility to ensure that no qualified person with a disability shall, on the basis of the disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of School. Any student who has an objectively identified disability which substantially limits a major life activity such as learning is eligible for accommodation by School. School shall adopt legally compliant Section 504 policies, procedures and forms.

By September 1 of each year, School shall designate a School employee responsible for Section 504 compliance and notify CUSD’s Assistant Superintendent of Student Services and Programs in writing of the responsible individual. The designated School employee shall notify CUSD’s Assistant Superintendent of Student Services anytime a student eligible under Section 504 withdraws from School, including notice of the school in which the student enrolled in following withdrawal from School and the student’s school district of residence.

In the case of pending student discipline of an eligible student who receives Section 504 accommodations, School will ensure that it follows procedures to comply with the mandates of State and Federal laws for considering disciplinary action against disabled students. Prior to recommending expulsion of a Section 504 student, School will convene a review committee to determine whether the student’s misconduct was a manifestation of his or her disability or related to School’s failure to implement the student’s accommodation plan. School may proceed with an expulsion only if it is determined that the student’s misconduct was not a manifestation of his/her disability or related to School’s failure to implement the student’s accommodation plan. School acknowledges and understands that it shall be solely responsible for such compliance, and the costs of any disciplinary placement and/or services required by the student during the term of expulsion.

31. Indemnification: School shall indemnify, defend upon request, and hold harmless CUSD and SELPA from and against any and all liability, costs, complaints and claims arising from acts or omissions of School, its officers, employees or agents, related to the provision of special education services to students enrolled in School. This indemnification shall include the legal defense of CUSD and SELPA, all of their officials, employees and agents in special education due process proceedings and/or complaints to

State or federal agencies filed by or related to a student who is/was enrolled in School and not enrolled in CUSD or a school district of SELPA during the time period covered in the complaint. School shall also indemnify CUSD and SELPA against any damages, including compensatory damages and attorneys' fees and costs, that may be awarded to a student and/or their parents, or agreed to by School, for School's failure to comply with procedures or provide appropriate and/or compliant special education services. This indemnification excludes any action, complaint, damages, or liability of CUSD based solely upon conduct of CUSD or those involving periods of time during which the student(s) is/was enrolled in CUSD or another school district and not at School. The indemnification further excludes cases where a court of competent jurisdiction has determined any found liability was based solely and exclusively upon acts or omissions of CUSD or its personnel which were not otherwise obligations of or caused by School or its personnel. School agrees to obtain insurance coverage related to the provision of special education and shall name CUSD and SELPA as an additional insured.

C. Student Application/Registration/Records/Withdrawal

1. School shall adopt Student Application and Registration forms that include questions about whether the student is currently receiving or has ever received any type of special services (e.g. special education, IEP, Section 504 plan, accommodation plan), or has been expelled from a school district.
2. School shall use a Records Request form to request pupil records from the prior school of attendance for all special education students who indicate an intention to enroll in School.
3. Within 24 hours of any student's expulsion, withdrawal, or disenrollment from School for any reason during the school year, School shall notify CUSD's Assistant Superintendent of Student Services of the student's name, date of expulsion, withdrawal or disenrollment, the reason for such separation, and the student's next school/LEA of attendance. School shall comply with Education Code section 47605(d)(3) in terms of providing notice of expulsion, withdrawal, or disenrollment of students who reside in other school districts. If School expels a student, it is obligated to pay any costs of that student's placement and services during the term of expulsion.

D. Terms of Memorandum of Understanding

This MOU shall be in effect through the same term as the entire MOU, of which this MOU related to special education services and provisions is a portion.

-END-

AGENDA – October 16, 2014

7.0 DISTRICT ORGANIZATION AND BOARD OPERATION

- 7.1 Adopt Revisions to Board Policies, Board Bylaws, Administrative Regulations, and/or Exhibits (Proposal/First Reading)

Background Information:

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

Proposal:

Recent changes in the law require adoptions, and revisions of policies and regulations. Policies are included under separate cover and are available for review at the District Office.

AGENDA – October 16, 2014

8.0 **ORGANIZATIONAL BUSINESS**

DISTRICT ORGANIZATION AND BOARD OPERATION

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

Background Information:

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

Report/Information:

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

November 13, 2014: Special Board Meeting (Discuss the Direction of the District and Prioritizing District Finances)

November 20, 2014: Regular Board Meeting

- Coronado School of the Arts Report

December 4, 2014: Special Board Meeting (Discuss the Direction of the District and Prioritizing District Finances)

December 11, 2014: Organizational and Regular Board Meeting

- First Interim
- Islander Sports Foundation Update

January 8, 2015: Special Board Meeting (Discuss the Direction of the District and Prioritizing District Finances)

January 15, 2015: Regular Board Meeting (date pending approval)

- State of District Address
- Superintendent's Evaluation
- Independent Auditor's Report on Financial Statements
- Uniform Complaint Quarterly Report
- Board Policy Update – First Reading

February 5, 2015: Special Board Meeting (date pending approval)

February 19, 2015: Regular Board Meeting (date pending approval)

- California School Boards (CSBA) Delegate Assembly Election
- Interdistrict Transfer (IDT) Agreements between South County School Districts
- STEAM Report
- Board Policy Update – Approval

March 5, 2015: Regular Board Meeting (date pending approval)

- Second Interim Budget
- Special Education Report
- Approve Site Strategic Plans
- Approve the 2015-16 School Calendar
- Association of Coronado Teachers (ACT) Topics for Negotiations
- Coronado Unified School District Topics for Negotiations
- Resolution Regarding Elimination of Particular Kinds of Services

March 26, 2015: Special Board Meeting (date pending approval)

April 16, 2015: Regular Board Meeting (date pending approval)

- Uniform Complaint Quarterly Report
- Local Board Policy Review
- Pilot Security System (TABLED on June 12, 2014)

May 7, 2015: Special Board Meeting (date pending approval)

May 21, 2015: Regular Board Meeting (date pending approval)

- Board Policy Update – First Reading
- Budget Update
- Coronado SAFE Annual Report
- Coronado Schools Foundation Report
- Character Education Reports from Schools

June 18, 2015: Regular Board Meeting (date pending approval)

- Superintendent Evaluation/Goals/Contract
- Consolidated Application
- GASB 45
- Uniform Complaint Quarterly Report
- Board Policy Update – Approval
- 2015-2016 Budget Presentation
- Capital Facilities Plan (Green Sheet)

June 25, 2015: Regular Board Meeting (date pending approval)

- Approve the 2014-2015 Budget

Financial Impact:

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