

Student Services: Niamh Foley, Director

2020 Learning from Home Student Survey

WestEd, the publishers of the California Healthy Kids Survey (CHKS), have developed a module to obtain data on how students feel learning from home. CUSD elementary students in grades 3-5 at VES and SSES, and secondary students, at CMS and CHS, grades 6-12, are currently completing this survey. The questions have been adapted from the school climate survey in the CHKS core module to learn about students' mental health, stress, and coping skills during distance learning. The questions were vetted by the SDCOE Counseling and School Social Work team. The data collected will assist us in developing interventions to address our students' needs.

Village Elementary Completes Year-1 Diagnostic Center Project

This school year the Diagnostic Center of Southern California partnered with VES to enhance inclusive education practices and increase inclusion time for students with disabilities. Although the work of the project was cut short due to school closures, the team met “virtually” in April to recap the year and plan for next year. To date, quarterly classroom observations, small group training sessions, two school-wide professional development presentations have been conducted. Additionally, the Diagnostic Center staff have been available for consultation with VES teachers. As we plan for the SY 20-21, the co-teaching teams are working with the Diagnostic Center staff to assist with class placements and staffing recommendations to ensure we are improving our inclusive practices.

Special Educations Services during Distance Learning

During the pandemic emergency due to the threat of COVID-19, CUSD has been following the guidance of local, state, and federal officials to ensure students with disabilities have equitable, meaningful access to learning opportunities, tailored to the individualized needs of students as specified in the IEPs to the greatest extent possible. We recognize there is no replacement for the robust learning that occurs in our classrooms every day, however, our special educators have been connecting with students in unique and individual ways.

During the initial phase of distance learning, Case carriers and Related Service Providers made contact with families to address technology accessibility including devices, internet access, and assistive/augmentative communication devices. The following week, service providers developed schedules to “meet” with students and families using tele-service platforms (Zoom, Google, Microsoft Teams, etc.) Our practitioners, although highly skilled in providing therapeutic services in person, found themselves having to learn new service delivery methods AND new technology to provide their services. Currently, synchronous, asynchronous, hybrid services and in even paper packets are being provided during distance learning. Additionally, special educators are participating in general education Zoom classrooms to support students with disabilities in the general education setting. Staff are maintaining weekly office hours and documenting their services with their students. Our teams are creative, dedicated to the students on their caseloads, and are truly “individualizing” their services to meet the unique needs of students.

May is Mental Health Awareness and Better Speech and Hearing Month

During this time, our mental health support providers are facing new ways to engage and teach our students. They are addressing an entirely new set of stressors on our educators, students and families. Clinical counselors and ERMHS clinicians are providing individual and group counseling sessions, family support, connecting to community resources, and developing weekly social/emotional lessons. We thank them and honor their work during Mental Health Awareness Month.

During the month of May, we celebrate the amazing team of Speech-Language Pathologists in our district. Jennifer Cahill, Jenny Rowe, Laurie Hikel, and Shannon Archer are working tirelessly to address the communication needs of students on their caseloads and shifting their practice from the classroom to tele-practice. We applaud their professionalism, expertise, and dedication to the students of CUSD.

Learning Department: Megan Battle, Director

Distance Learning: Distance Learning continues to be in full implementation at all four school sites and within our preschool program. Phase One focused on teacher preparation for the launch of Phase Two which commenced following our regularly scheduled spring break and included direct communication with families from each teacher, equipping students and staff with technology, disseminating consumable materials to students, providing meals and focusing critically on the safety, health and social-emotional well-being of our staff and families. Students began to complete teacher-curated distance learning activities. Phase Two was three weeks long (ended April 24th), allowing teachers to also learn new digital platforms and refine lessons and activities based on student, parent and administrative feedback. With the launch of Phase Three (began April 27th) was the public release of the collaboratively developed [Distance Learning Grading Philosophy](#). School staff is continuing to gather data relative to students who are not engaging in distance learning, reaching out personally to provide family and student support in order to get all students virtually engaged in their classes.

LCAP Update: On April 22nd, Governor Newsom signed [Executive Order N-56-20](#) requiring all LEAs to complete a written report to explain:

- the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency,
- the major impacts of such closures on students and families,
- and a description of how the LEA is meeting the needs of its unduplicated students.

The COVID-19 Operations Written Report must include:

- An overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

- A description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.
- A description of the steps that have been taken by the LEA to continue delivering high quality distance learning opportunities.
- A description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.
- A description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

The COVID-19 Operations Written Report is written to the community and must be adopted by the local governing board or body in conjunction with the adopted annual budget by July 1, 2020. While the COVID-19 Operations Written Report does not need to be approved by the county superintendent of schools or the Superintendent of Public Instruction, the Written Report must be submitted in conjunction with the submission of the adopted annual budget. The 2020-21 LCAP submission date has been extended to 12/15/2020. The deadline for a county superintendent or the Superintendent of Public Instruction to approve the LCAP pursuant to Education Code Section 52070(d) and 5(d) is extended until January 14, 2021.

- The LCAP template, metrics, and stakeholder process to be used for the 2020–21 LCAP and Annual Update is still to be determined and will need to be detailed in future legislation.
- The CDE will be consulting with stakeholders and working with the Legislature to develop the 2020–21 LCAP template, and the stakeholder process required to develop the LEAs’ 2020–21 LCAP.

The next cycle for the three-year LCAP will begin in the 2021-2022 school year.

DoDEA Grant 2020 Application: The Learning Department is collaboratively completing an application for another DoDEA Grant. This application is due May 21st and is focused on:

Project E³: Engage, Explore, and Excel

GOAL: Improve academic achievement of military-connected grade K-5 students in mathematical literacy, foundations of mathematical practices, and STEM Literacy

- By June 2025, 50% of military-connected students in grades 3, 58% of military-connected students in grade 4, and 47% of military-connected students in grade 5 will score above standards on the Smarter Balanced Assessment Mathematics claim of Concepts and Procedures, an increase of 10% over 2019 baseline (40%, 48%, 37%).
- By June 2025, 58% of military-connected students in grades 3, 71% of military-connected students in grade 4, and 57% of military-connected students in grade 5 will score above standards on the Smarter Balanced Assessment Mathematics claim of Problem Solving and Modeling & Data Analysis, an increase of 10% over 2019 baseline (48%, 61%, 47%).

Strategies:

- **In-class curriculum and instruction support:**
 - Provide Academic Support Teachers to lead double-dose, small group instruction for identified military-connected students who are performing

below standards in mathematics. Academic Support Teachers will work collaboratively and frequently with classroom teachers to review student data and plan instruction.

- Provide instructional materials, resources, and professional learning needed to build capacity and support teaching the 8 Mathematical Practices, strategic questioning strategies, and computational learning.
- **In-class technology:**
 - Update formative assessment system by providing Illuminate, a comprehensive assessment and data analytics software.
 - Integrate technology by providing Promethean Boards, educational software, and project-based learning curricula for technology embedded instruction and increased digitally produced student work.

Information Technology: Jason Ramos, Department Supervisor

The Technology Department continues to work hard supporting staff and students during distance learning. A few items of note:

- The VM (virtual machine) farm where we house all our internal servers is being replaced this summer. The physical servers that make up the farm have reached the end of support with the manufacturer. The VM farm was installed in the summer of 2011 and has been running 24/7 since then! We anticipate many years with our new farm.
- The board room at the district office has been in service since the building was opened in 2007. Several key pieces of equipment are failing. After reviewing several quotes and options, a cost-effective solution was decided upon. The equipment chosen for this project will make the facility not only good for board meetings, but for streaming and recording trainings. This can cut the cost of training new employees by not requiring a new training session, but rather giving them a link to on-demand training online. The board room refresh will occur after the last board meeting in June.

Child Nutrition Services: Charity Campbell, Director

The "Seamless Summer" meal distribution with the CNS Department has been running smoothly over the past 4 weeks. We have given out almost 40,000 meals (which includes breakfast and lunch) in the month of April. The process has been streamlined and we get faster week by week. Our department, and its MANY new temporary staff borrowed from other departments, feel grateful that we can serve the community in this way during such a hard time.

Due to the short month in March, our department lost around \$10,000 in net profit. Though, by continuing the Seamless Summer program we have been approved for, we should end up further ahead this year. The claim for reimbursement from our meal distribution was just sent on Tuesday which was for \$85,061.18. Our costs for the month of April were around \$65,000. This gives us a net profit of just over \$20,000 for the month of April. Year-to-date, we are beating our budget by \$17,000.

The Seamless Summer program we are on is typically not allowed for districts like ours. These programs are strictly for those districts that have greater than 50% of their students qualifying for the free/reduced-price meal program. Our district is around 11% free/reduced-priced meals. During this pandemic, many waivers are in place to allow our district to serve our community. In addition, the state granted our request to offer breakfast as well, which we typically don't serve during the school year. This allows us to offer more food to those in need and in turn get more money back in reimbursement. The waiver for the Seamless Summer program is through June 30th. We have the potential to make even more money than in years past since we will be distributing after the school year ends. It's a win-win all around.

Lastly, our department is still getting audited, the Administrative Review. It was a choice to do it remotely this year or to do it next year and start from scratch. Preparations for this audit started in October 2019, needless to say...the audit will be happening this year. We are well prepared and should have no issues with any part of our audit.

BBMAC: Carrie Fisher-Fernan, Director

The BBMAC is in great shape and ready to reopen! When we move in that direction, we will need a few days to heat the pools to temp since the heaters are shut down currently to save money. I am working with our local groups on plans for reopening Mid-June if allowed by state guidelines. We are updating the BBMAC Staff manual and putting new policies in. Staff will need training on the new guidelines as disinfection will be high on the list and we will likely put into place policies for even coming into the facility. I have ordered materials to make staff uniform masks so we will be able to provide staff safety measures on deck. We are watching other states and other countries on the aquatics field to see what they learn and what measures they put in place across the country and internationally. Italy is scheduled to reopen pools for Olympic level athletes on May 4th. They are instating an in water social distancing policy of 10 square meters of space around the athlete at all times in the water. On May 18 they will open pools for lower level athletes. For lower levels athletes they are instating a 7 square meters of space at all times. While we are set up for 25 yards, we will be incredibly limited with how many people we can have per lane. We will communicate the new guidelines to our teams before we reopen and have staff run through our new facility guidelines with teams on deck to ensure the new rules are observed.

Preschool & Childcare: Lisa Alonso, Director

CUSD Preschool Annual Report

Background:

Silver Strand State Preschool (SSSP) and Crown Preschool are both under the direction of Lisa Alonso, CUSD's Director of Preschool and Child Care Services.

Preschool programs operated in the State of California are governed by Community Care Licensing. Community Care Licensing visit usually annually unannounced to provide oversight, enforcement, and conduct facility inspections and performance reviews.

- Crown Preschool received an annual compliance review on December 20, 2019 and was found in good standing.
- Silver Strand Preschool received its last an annual compliance review on September 5, 2017 and was also found in good standing.

Report:

Silver Strand Preschool

- In 2019-2020 program year, SSSP now offers two 3-hour sessions to students who meet family income requirements or other qualifications including At-Risk students, and/or students with IEP's.
- SSSP staffing include a newly hired lead teacher, Luca Berggren. There is a total of three preschool assistants working at SSSP who possess Child Development permits and/or the required 12 units of early childhood educational units.
- This school year SSSP has maintained a steady enrollment of 38-40 students, roughly 16 more students in 2019-2020 are to access CUSD's FREE State Preschool due to CUSD's Preschool Expansion Award received in 2018-2019.
- CUSD maintains a contract for subsidy preschool services with the California Department of Education (CDE) Early Learning and Care Division. The number of slots for qualifying students has increased from 17 slots in 2017-2018 to 72 slots as of 2019-2020, 48 of which can receive services at SSSP.
- Income ceilings for eligible families was increased in 2019-2020 in order to help more families in California qualify for subsidy preschool services. See chart below.

**Schedule of Income Ceilings (85% SMI)
for SFY 2019–20 Child Care and Development Programs**

Family Size	Family Monthly Income	Family Yearly Income
1-2	\$5,343	\$64,120
3	\$5,802	\$69,620
4	\$6,719	\$80,623
5	\$7,794	\$93,522
6	\$8,869	\$106,422
7	\$9,070	\$108,841
8	\$9,272	\$111,259
9	\$9,473	\$113,678
10	\$9,675	\$116,096
11	\$9,876	\$118,516
12	\$10,078	\$120,934

Updates based on 2017 ACS from California Department of Finance

- First Five funding was provided this final year to both Crown and SSSP through CUSD's participation with San Diego County of Education's Quality Preschool Initiative (QPI). The partnership with QPI is intended to improve the quality of the program through professional development for the staff and parents, a teacher-coach model, materials and supplies for the classroom, and any extracurricular activities or services that promote enhancement for the staff, children and or classroom such as the University of San Diego (UCSD) Eye Mobile. (First Five funding is not meant to be used toward any staff compensation.)

QPI requirement components:

- early identification and intervention of developmental delays or social emotional concerns,
 - parent and caregiver education to promote positive parenting practices,
 - promoting healthy lifestyle behaviors for young children and their families that reduce childhood obesity.
- By participating in QPI, CUSD for the second year in a row was able to offer the UCSD Eye Mobile services to the entire preschool program. This service is paid for with QPI funding at the cost of \$20 per student. The service screens our young students for both

hearing and vision. Any children not passing their vision screening are provided with a second exam at which time the Eye Mobile bus comes to the school site and provides a secondary screening. Students deemed as requiring glasses are provided with age-appropriate glasses of the student's choice at no cost and can be replaced once for free if glasses get broken or lost. This year the Eye Mobile provided two students from Crown with new glasses!

Crown Preschool

- Crown is licensed to serve 72 students at any given time, with a potential to enroll up to 96 students. There are 4 preschool sessions offered in two classrooms. Two of the sessions are general education classes, the two other sessions include students with varying disabilities and IEP's. ***In the two inclusion classrooms, the program tries to maintain a lower student enrollment of 20-22 children per classroom.*** This year there are 90 students enrolled at Crown. Last year, Crown had 88 enrolled.
- A third classroom is licensed for Extended Child Care for those families in need of longer care. Extended Care opens at 6:30 a.m. and closes at 6:00 p.m. Currently, 48 children are enrolled in the extended day program.
- The preschool teachers at Crown Preschool hold California Early Education Teaching Permits at the Site Supervisor level since all teachers have BA's in early learning. Crown staffing also includes 5 preschool assistants and 3 IA BHC's.
- CUSD Preschool Program can now offer 24 CSPP subsidy preschool slots at Crown Preschool. Students who need to receive IEP services will now be funded by CDE and no longer CUSD.
- Private pay tuition will maintain the following rates:
 - a. 5-days per week/ \$595 per month
 - b. 3-days per week/\$385 per month (option only available to 3-year-olds; limited)
 - c. 2-days per week/\$270 per month (option only available to 3-year-olds; limited)
- Crown Preschool hosts a summer enrichment program that runs simultaneously with CUSD's Extended School Year.
- In November, the program held its second Book Fair Drive with Usborne books. Usborne offers a 50% match on the profits from the book sales, which helped Crown Preschool receive \$1,000 in free books for the classrooms.

Parent Engagement

- Offered a parenting series provided by Rady's in conjunction with Healthy Developmental Services, HDS called, *Steps to Understanding Your Child's Development*, a 5 series workshop covering parenting and behavior related topics including redirecting behavior, age-appropriate consequences, understanding your child's temperament, ways to help your child communicate their emotions and build positive relationships with peers.

- *Growing Healthy Together* class provided through the YMCA Childcare Resource Services to offer education on the following topics:
 - Health habits
 - Portion sizes
 - Sugar sweetened beverages
 - Picky eaters
- OPEN HOUSE Crown held open house along with ECDC and SSSP along with Strand Elementary School.

Staff Professional Development

- 1) August 16, 2019 “Teaching Pyramid: Module 2 Social-Emotional Teaching Strategies. This module focuses on effective strategies for facilitating children’s social and emotional development and teaching foundational skills to children, including the ability to solve problems, communicate emotions appropriately and effectively, and build friendships.

The Teaching Pyramid is a systematic framework developed by CSEFEL that incorporates Early Childhood Positive Behavior Support (EC-PBS) through:

- Promoting social-emotional development.
- Providing support for children's appropriate behavior.
- Preventing challenging behavior.

Developmental data from SY 2017-2018 showed a growing need and indication for Social Emotional Development and Self-Regulation among the preschoolers.

- 2) September 14, 2019 10th Annual Early Childhood Mental Health Conference: A Decade of Progress – A Future of Hope.
- 3) October 16-18, 2019 Early Years Conference: Technical Assistance
- 4) November 22, 2019 Handwriting Without Tears Professional Development
- 5) January 17, 2020 YMCA Nutrition and Physical Activity Health Educators
- 6) February 2, 2020 SDCOE’s Introduction to Early Childhood Inclusion
- 7) March 2, 2020 – May 1, 2020 SDCOE’s Early Childhood Inclusive Practices 9-week online module. 13 staff including the Director participated in this online module during personal time to study and learn how to implement best practices in early learning settings for all students. Participants included Strand’s SPED and SLP teacher and Crown’s SPED teacher along with 13 out of 17 Preschool Program staff. Upon completion of the 45-hour course, participants are eligible to receive college credit, earn a certification of completion and understanding, and a \$1,000 stipend from SDCOE.
- 8) March 6, 2020 SDCOE’s Annual Early Years Conference: Integrating STEAM into Early Childhood Education Setting.
- 9) April 29, 2020 Teaching Pyramid Strategies During these Unprecedented Times
- 10) May 4-8, 2020 Creative Curriculum Foundation training on Fall 2020 new preschool curriculum. CC was purchased using one-time start-up funding provided by CDE with the program’s recent expansion. Kai lee Burke, former CEO and author of CC recently relocated to Coronado and has gifted the preschool program with \$12,000 in funds to train the staff over the course of 2020-2021 and assist with implementation.



Distant Learning during COVID 19 closure:

- Distant learning began 3/16/2020.
- The *Program Director* sends out weekly communication through a program parent newsletter regarding most current and UpToDate information, important available educational resources, health and social services resources, and community resources including CUSD's weekly meal distribution, and our Program's Quality Educational Emergency plan. I also maintain open communication with all families through individual emails, phone calls, and virtually in weekly Zoom meetings.
- *Preschool Teachers* create weekly Distant Learning plans to ensure each family is provided with developmentally appropriate learning tasks for each child. Teachers are expected to email families at the start of each week to outline the weekly lesson and learning objectives for the week, they host virtual opportunities for students to see their teacher and peers 1-2 times per week. Some teachers are providing online recorded lessons for children to engage in every day. Each teacher also maintains daily office hours for parents to email questions, to offer guidance on activities, and/or request a phone or virtual conference. Every teacher is required to assist families daily but remotely to support every child's development through distant learning, to support each child's overall wellbeing, establish an online learning platform to enrich learning at home by using supportive educational websites such as Seesaw or ABCmouse, and will conduct Spring 2020 child development progress reports to parents virtually or phone conference.
- *Preschool Assistants* support teachers with preparing Distant Learning plans, prepares the learning materials for the families each week, participate in weekly scheduled virtual sessions with the teacher and families.
- All preschool staff during the COVID 19 closure are required to participate in daily professional development remote learning at home daily and/or come into the sites to prepare Distant Learning activities bags, and/or assist the Lead Teachers with classroom support. Daily remote trainings include the following:
 - *California Early Childhood Online, CECO Modules*
 - *West Ed Webinars including DRDP*
 - *California Foundations and Frameworks*
 - *Community Care Licensing, CCL Videos*
 - *Classroom Assessment Scoring System, CLASS Teachstone*

- *Early Childhood Inclusion, San Diego County Office of Education course*
- *Teaching Pyramid Modules*
- *Anchored for Life, Military high-quality transitions and resilience support*
- *Headstart Early Childhood Learning & Knowledge Center, ECLKC*
- Families are being provided with the additional resources:
 - **Our preschool has partnered with our Usborne Books** to present super fun FREE ONLINE Kids Camps once a week for families!
Each camp is about 45 minutes to an hour long and includes a story time, expert interview, kids project, and activity sheets for the children. The Kids Camp is designed primarily for children ages 3-9, however all children in the household are invited to participate.
 - **Coronado Community Librarian** is providing recordings of weekly story times for the preschools based on our curriculum map.
 - **Free at-home access to online learning program, ABCmouse.** This research-based educational programs includes thousands of digital learning activities and can help preschool students continue learning.
 - **Ready4K!** Family Curriculum that will begin sending our parents weekly Ready4K text messages that introduce parents to important skills and suggest fun and easy ways to explore these skills during everyday routines. This FREE resource is provided to our non-profit program during the COVID 19 closure.
 - **Crown Preschool** is now providing FREE ONLINE MUSIC classes with My Music Workshop. My Music Workshop has created educational videos for the COVID 19 closure.

Recommendations for the preschool program's financial sustainability:

- Maintain enrollment at SSSP and Crown Preschool.
- Look to increase rates for 2021-2022.
- Continue to apply for expansion funding, facility funding, or any enhancement grants from CDE, First Five San Diego, SDCOE, or other agencies.