

BBMAC

The BBMAC is currently closing out the fall swim lessons. The weather was predominantly good throughout the session so the facility had no closures or cancellations due to weather. We are in the process of hiring three part-time Senior Guards in the place of one single full time staff member. The change saves the BBMAC money on benefits while increasing the facility coverage of responsible staff. We expect to have people in place by mid-November.

An Aquatics Facility Operator (AFO) class will soon be held on the premises so we may certify as many staff as possible. The AFO certification is required to operate the pool pump room. The training educates staff on proper pool maintenance and health codes.

A contract is in the works with a Swedish booking company called Olka Express for the month of February. They provide swim camps for Swedish and Danish swim clubs. This will hopefully increase our use from European groups as well as boost our word of mouth sales.

The first quarter BBMAC numbers are in for the current fiscal year. The revenue was \$94,625 dollars which was \$10,133 dollars higher than originally projected. The first quarter expenses came in at \$113,868 which is \$7,376 lower than what was projected. The total loss for the first quarter was \$19,242.

Child Nutrition Services (CNS)

As the result of heat days, the CNS Department has begun keeping track of the loss in revenue and product. In the past two weeks, we have lost a little over \$8,000 in revenue and product. This \$8,000 includes additional days when lunch service was canceled due to minimum days for parent/teacher conferences. We will continue to keep track of these days, create plans for parent/teacher conference days, and consider the unexpected when creating the budget for next year.

In September, CNS received a call from a mom here in Coronado. Each month, she gets together with a group of women to raise money for a particular cause. September was her month to pick a fundraiser so she decided to raise money for the free and reduced students in our district that have incurred a negative balance over the years. Her group raised \$451.31 toward the students in our district.

In addition, many parents with students that are now unenrolled still had money left on their account. Instead of receiving a refund for the amount, these parents decided to donate the money to those free and reduced students as well. Over \$1,100 was donated! These donations cleared almost all of negative balances for the needy students in our District. Go Coronado!

Human Resources (HR)

The HR department completed the Voluntary Employees Beneficiary Association's (VEBA) Dependent Eligibility Audit with 100% completion. Because we had 100% completion, we are not required to have another audit for 5 years.

HR has submitted the first section of the Affordable Care Act 1095 information. This information contained all demographics and hours work for all employees covering November 2016 thru October 2017. The medical information will be reported in December.

We are continuing to prep for the 17/18 Credential Monitoring Review, which includes all certificated employees, their assignments and their credentials. The information the county will be reviewing includes names, assignment(s), credentials held and English Learner authorizations.

Certificated and Classified Substitute Orientations will be held on Friday, December 8th.

Maintenance and Operations:

The electrical upgrade work necessary for air conditioning was completed at CMS and CHS. Air conditioning units will be installed at CHS and CMS over the Thanksgiving Break. Four rooms will be done at each site. The selected rooms at CHS are 410, 411, 412, 413. The CMS rooms are: 202, 205, 208, 209. After Thanksgiving break, there will be two whisper quiet, external units at each of the sites at ground level. We will be planning to hide the units once the installation is completed. If the work is not completed during the Thanksgiving Break, it will continue after the break during non-school hours so instructional time is not interrupted.

Other projects include:

- Mosquito control: The County Vector Control site walks are complete. The County Report states CUSD is doing a great job in controlling our environment which includes regularly removing standing water and keeping drains clean and clear.
- Roofing assessments have been completed
- Site Fire Inspections have been completed. The required work to be done includes clearing electrical and boiler rooms of furniture and other objects, cleaning up storage areas, and providing signage for fire riser stations.
- The web based program for keys/cores/locks program is installed and customization is ongoing.

Ongoing work includes:

- Upgrading the electrical at Village so air conditioning may be installed.
- Installing wireless thermostats at CHS
- Irrigation repairs
- Researching l.e.d. lighting options for fields and pool for energy savings

Student Services

As we approach the December 1 data reporting date for special education, the Student Services department has been busy ensuring IEPs are timely, accurate and compliant. The California Department of Education explains the requirements as follows:

“The California Special Education Management Information System (CASEMIS) is the data reporting and retrieval system in special education, developed by the California Department of Education (CDE), Special Education Division. The system is designed to assist local education agencies (LEAs), special education local plan areas (SELPA), county offices of education, school districts, and state-operated programs submit student level data to the California Department of Education.”

The purpose of the system is to develop the capability in the CDE and among the LEAs to collect and share accurate and reliable student-level data in a timely manner. The system provides the LEAs a statewide standard for maintaining a common core of special education data at the local level. Furthermore, at regular intervals it provides the CDE quality data that can be used for meeting many of our data needs. Specifically, they are to:

- 1. Monitor special education programs in California on a continuous basis and to identify any unusual phenomenon or changes in the program.*
- 2. Seek answers to various program questions by analyzing student level data for better planning, policymaking, and administration of special education programs.*
- 3. Identify and research various program issues using the demographic and program variables.*
- 4. Evaluate special education programs against statewide regular education goals in general and special education goals in particular.*
- 5. Evaluate the effectiveness of special education programs in California with respect to individual student progress, movement to less restrictive environment, and transition to independent living.*
- 6. Meet statutory and programmatic needs for data in special education.*
- 7. Project future needs of students with disabilities in California and help develop strategies to address them.*
- 8. Develop the capability to share special education information between the CDE and other state and local education agencies using the latest technologies.*
- 9. Develop special education data standards in California and collect a set of common core data in special education so we can address issues of statewide and local interest.*

10. Disseminate district-level, SELPA-level, and state-level information in special education programs.

Below is an example of the Disproportionality Review submitted to CDE this month.

Item Number	Compliance Test	Legal Citations	Reference
	Compliance Test for All Four Indicators: SSPI 4B, 5 & 9 and 10		
4-1-11	Do district policies and procedures include a provision that services are to be provided by appropriately credentialed or qualified individuals, including, appropriately certified related service personnel and special education teachers who instruct students with disabilities?	20 USC 1412(a)(14), 34 CFR 300.156, 30 EC 56058.	AR 4112.23
6-2-1.1	Do district policies and procedures include a provision that the LEA provide the parent with a document describing the procedural safeguards when they ask for it and upon initial referral for evaluation?	20 USC 1415(d)(1)(A)(i), 34 CFR 300.504(a)(1), 34 CFR 300.504(a)(4).	<ul style="list-style-type: none"> • CUSD SpEd Handbook pp.143-148 • CUSD Parent Resource Guide p.17 • Notice of Procedural Safeguards Oct. 2016
	Compliance Test for Indicator SSPI 4B		
4-3-2.4	Do district policies and procedures include a provision that if a determination is made that the conduct was a manifestation of the student's disability, then the student will return to the placement from which the student was removed, unless the parent and the school district agree to a change of placement through the IEP process, or a court order is obtained?	20 USC 1415(k)(1)(F)(iii), 34 CFR 300.530(f)(2).	CUSD SpEd Handbook p. 141

4-3-4	Do district policies and procedures include a provision that a student may not be removed to an interim alternative educational setting for more than 45 school days, whether or not the behavior is determined to be a manifestation of the student's disability, in cases where a student: (1) Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency; (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency?	20 USC 1415(k)(1)(G), 34 CFR 300.530(g).	CUSD SpEd Handbook pp.37-38; 139-140
6-6-1.1	Does the LEA's document explaining the procedural safeguards contain information about nondiscriminatory assessment and independent educational evaluations, including the fact that testing and evaluation materials and procedures used for the purpose of evaluation and placement are selected and administered so as not to be racially, culturally, or sexually discriminatory?	20 USC 1412 (a)(6)(B), 20 USC 1414(b)(3)(A)(i), 34 CFR 300.503(c)(1), 34 CFR 300.304(c)(1)(i).	Notice of Procedural Safeguards Oct. 2016 page 5 of 14
6-16-1.2	Does the LEA's document explaining the procedural safeguards contain information about: suspension, expulsion, and alternative interim educational setting, including that the LEA must continue to provide special education and services (free appropriate public education) and may not place a student in an alternative setting for longer than 10 days, unless by court order or parent consent?	20 USC 1415(k)(1)(D)(i), 34 CFR 300.504, 34 CFR 300.530(h), 34 CFR 300.530(b)(2).	Notice of Procedural Safeguards Oct. 2016 pp. 11 and 12 CUSD SpEd Handbook p. 138

6-16-1.4	Does the LEA's document explaining procedural safeguards contain information about: suspension, expulsion, and alternative interim educational settings, including that prior to the student exceeding 10 days in an alternative setting for suspension, an IEP meeting must be held to determine if the student's misconduct is a manifestation of the disability?	20 USC 1415(k)(1)(E)(i), 34 CFR 300.504, 34 CFR 300.530(e).	<ul style="list-style-type: none"> • CUSD SpEd Handbook p.140 • CUSD Parent Resource Guide pp. 50-53 • Notice of Procedural Safeguards Oct. 2016 page 11 of 14
6-18-1.1.1	Does the LEA's document explaining the procedural safeguards contain information about the right to file a complaint with the CDE and that within sixty days after a complaint is filed, the CDE will carry out an independent investigation?	20 USC 1415(b)(6), 34 CFR 300.504, 34 CFR 300.152(a)(1), 30 EC 56500.1.	Notice of Procedural Safeguards Oct. 2016 page 7 of 14
Compliance Test for Indicators SSPI 9 and 10			
2-2-2.2	Do district policies and procedures include a provision that assessment materials and procedures used to assess a student with limited English proficiency are selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English proficiency?	34 CFR 300.304(c)(1)(ii), 34 CFR 300.306(b)(iii).	CUSD SpEd Handbook pp.120-121
6-6-1.1	Does the LEA's document explaining the procedural safeguards contain information about nondiscriminatory assessment and independent educational evaluations, including the fact that testing and evaluation materials and procedures used for the purpose of evaluation and placement are selected and administered so as not to be racially, culturally, or sexually discriminatory?	20 USC 1412 (a)(6)(B), 20 USC 1414(b)(3)(A)(i), 34 CFR 300.503(c)(1), 34 CFR 300.304(c)(1)(i).	Notice of Procedural Safeguards Oct. 2016 page 5 of 14

10-2-2	Do district policies and procedures include a provision that the LEA assess all students identified as English learners annually using the California English Language Development Test or an alternate to determine English language proficiency?	30 EC 313, 5 CCR 11511, 5 CCR 11512.	AR 6174
10-2-7	Do district policies and procedures include a provision that teachers who provide instruction to students who are English learners with disabilities have appropriate special education credentials, as well as supplementary authorization, to provide English language development and primary language support?	30 EC 44253.1 to 30 EC 44253.10.	AR 4112.22

Technology

The technology department has been hard at work making sure technology stays up and running district wide. A few items of note:

- Our Smartnet contract should be in place soon. This will give us a warranty on core pieces of networking equipment. It will also allow us to upgrade software on networking devices so they operate at peak performance.
- The Google Drive application for PCs will be retired in early December. The technology department is working to deploy the newer version of software so that service is not interrupted.
- More staff machines will be replaced over Thanksgiving break.
- For the month of October and early November, the tech department received 43 new tickets and closed 52.
- We are also working with the Office of Civil Rights to ensure that our website continues to be accessible to persons with disabilities. In collaboration with Raindrop Marketing, we regularly review our website for inaccessible documents and content as well as broken links in the website.

Cybersecurity is always a concern for the technology department. A few of the ways our data is protected are:

- The new firewall which was put in place over the summer. Firewall settings are continuously adjusted to provide the best balance between security and usability.
- Technology staff have attended cybersecurity training and have implemented what they learned about securing our onsite data using antivirus protection and limiting access to data using file share permissions.

- Our network is a subnetwork of the County Office of Education. Using network address translation (NAT), we protect our Internet Protocol (IP) addresses from external view.

We are working with the County Office of Education to improve our cybersecurity. They will conduct a vulnerability assessment, which includes penetration testing, to determine areas that need improvement and offer recommendations for improved security.