Board Workshop: One School, One Campus?

February 13th, 2019

"Where did this idea come from?"

Good things can come from a bad budget if you ask the right questions. Are we optimizing our programs and resources?

Alignment to the Long Range Plan

1.2

Identify top researched-based instructional practices, models, programs, and resources, and provide comprehensive report to the Governing Board.

• TK-5 Instructional Minutes / Schedule

2.2

Produce a budget plan which deliberately prioritizes student achievement, the ability to recruit and retain highly qualified staff, and enrichment / intervention programs aligned with CUSD Mission Statement.

3.0

Maintain safe and supportive schools, with appropriate resources, practices, and procedures, where students and staff thrive.

Goals for this Afternoon

Objectives

- Present Information to the Governing Board
- Respond to Questions / Concerns Raised by Staff on January 25th
- 3. Gather Input

Norms

- Students First, Always
- Appreciate Opposing Perspectives
- 3. Empathy

What?

CUSD staff are exploring the opportunities and challenges of moving TK/K to Village main.

Why?

CUSD sees value in exploring a 'One School, One Campus' concept in order to maximize instructional programs, increase safety and support for students, teachers and families, and realize budget and operational efficiencies.

Who?

The CUSD Governing Board will give direction to the Superintendent to either proceed with this proposal or to continue to seek alternative strategies which will provide budget and operational efficiencies while sustaining programs and resources for our students.

Learning: Educational Benefits

Programs & Resources (Examples):

- Access to robust school library
- Access to robust enrichment/intervention opportunities
- Access to VAPA classroom resources
- Expand cross-age peer mentoring programs. 'Buddies' programs provide intentional lower grade/upper grade academic and social interactions to foster relationships, leadership, and role models
- Continuum Special Education Resources & Services
- Access to more SEL supports

Learning: Educational Benefits

Staff and Student Benefits

- Increased staff interaction/collaboration can more easily track development of students over long periods of time and actively share strategies and awareness of student strengths and needs as they progress through school
- Curricular and programmatic articulation across grade levels for more seamless and spontaneous collaboration
- Administration always on-site
- Students endure only one transition into the public-school system, instead of two transitions
- Students with siblings benefit from family supports on one campus

Instructional Minutes Study

GRADE	San Diego County Average Instructional Minutes	CUSD Instructional Minutes
TK	Full Day Avg = 317 Half Day Avg = 187	195
К	328	305
1	328	310
2	328	310
3	334	310
4	334	345
5	334	345

^{*}Majority of San Diego County Schools offer Full Day Transitional Kindergarten (TK)

^{*}K-2nd Average Range (315-335 minutes) 3rd - 5th Average Range (315-340)

^{*}AB 197: 'kindergarten is the same number of minutes per school day that is offered to pupils in first grade.'

Safety and Supports for Students, Staff, and Families

- Families have all elementary children at one site, facilitating communication and logistics, including pick-up/drop-off, and reducing sibling-care costs.
- Administrator on-site at all times
 - Increase frequency of classroom visits
 - Student supervision
- Consistent campus security and emergency preparedness protocols
- Consistent access to academic, behavioral and social/emotional supports
- All service providers are housed on one campus
- One transition into the school system
- Sibling togetherness (71 current ECDC students have siblings enrolled at VES 'Main')
- VES already has dedicated space, specifically designed for TK/K students
- Aligned with Sanford Harmony, one learning community that builds a strong sense of belonging and connection

Facilities



Transitional Kindergarten FAQ

What type of facility should be used for transitional kindergarten? Facility requirements will be the same as they presently are for kindergarten.

That is, 1,350 square feet, supervision of play area, toilets, workroom.

*Per Fred Yeager, Assistant Director School Facilities and Transportation Services Division, 1,350 sq. ft represents best practice and is enforced on new construction.

Facilities

Site	Number of TK/K Classrooms	Total Square Footage	Avg. Square Footage / TK/K Classroom
ECDC Building C	7	8,567 sq. ft	1,224 sq. ft
Village 700 Pod	6	9,012 sq. ft	1,502 sq. ft
Silver Strand	3	3,369 sq. ft	1.123 sq. ft

2. Kindergarten Classrooms

- i. 1350 s.f. for permanent structures
- ii. Classrooms are designed to allow supervision of play yards and all areas of the classroom
- iii. Play yard design provides a variety of activities for developing large motor skills
- iv. Classrooms are located close to parent drop-off and bus loading areas
- v. Storage, casework, and learning stations are designed for use in free play and structured activities; e.g., shelves are deep and open for frequent use
- vi. Windows, marking boards, sinks, drinking fountains, and furniture are at appropriate heights for kindergartners
- vii. Restrooms are self-contained within the classroom or within the kindergarten complex

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		+				ţ		+	
		TK-1 Av	erage:		2-3 Av	erage:		4-5 Averag	e:
		20.				.50		26.2	
		*Averages	will calcula	te once yo	u enter te	cher name	s and stude	nt counts.	
	100000					Student			
_	Grade	TK	K	1	2	3	4	5	Totals by Class
	TK								-
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	Totals By Grade	20	115	115	116	129	143	119	757
2017-20	18 Projections	19	115	115	116	129	143	119	
2018-2	2019 Actuals	35	115	116	129	143	119	171	828
									2018-19
									Enrollment

Enrollment & Capacity

What's our Capacity?

25 Additional Students	TK-1
25 Additional Students	2-3
38 Additional Students	4-5

1 Transitional Kindergarten Class

5 Classes at Each Grade Level

Potential Staffing Efficiencies

Position	FTE Positions	Salary Savings (Includes Statutory Costs, Health & Welfare)
Classified Positions	4.37	\$163,420
Certificated Positions	3.8	\$289,000
Total		\$452,420

Why Not?

Topics for Consideration:

- 1. Small Community Feel
- 2. Grass Field
- Mixing 'Small Kids with Big Kids'
- 4. Smooth Transition to School
- 5. Traffic (Drop Off / Pick Up)
- 6. Newer Facilities Designed for TK/K
- 7. Logistical Concerns Moving Classrooms / School Sites



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WE CANNOT BECOME WHAT WE WANT BY REMAINING WHAT WE ARE.

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How?

If the Governing Board gives direction to move forward, we will begin collaborating with staff on how to effectively and efficiently transition with minimal disruption to our staff and student learning.

Next Steps

- Site Staff to Create DRAFT Bell Schedule
- 2. Logistics
 - a. Traffic
 - b. Pick Up/Drop Off Procedures
- 3. Facilities Work
 - a. Relocation of Classrooms, Lab Space, etc.
 - b. Cosmetic Repairs (paint, carpets cleaned, etc.)
 - c. Minor Adjustments to Play Structure & Restrooms

Revenue Generating Opportunities

Crown Preschool (3-4 Years Old)

- Currently serves over 90 students (this has grown from 55-60 students in previous years)
- Waitlist of 6 students
- Potential State funding could provide subsidized pre-school for an additional 55 students

Partnerships

- Navy
- SELPA
- City
- Others?

Thank you!

