

Goal 1: The District will improve and increase access to services for students and families that support social, emotional, physical wellness, and school success.

- **How do you teach confidence and reduce anxiety?**

This year, our learning community embarked on a bold journey to ensure that each student in our District benefit from at least 15 minutes of social/emotional instruction a day. Most schools use the Sanford Harmony curriculum. Two of many themes that students learn through the program are increased confidence and a reduction of social anxiety through lessons taught in daily routines such as community circles and 'Meet up, Buddy up' that can be seen in all CVESD classrooms. These practices have improved classroom climate and culture, and positive differences are seen outside of the classrooms, as well.

- **How can we help parents ask for help/resources since student issues start at home?**

Parents always have the ability to communicate with site leadership, site teachers, or central office staff for support for themselves or their children. In addition, when teachers and administrators identify that a student needs additional support to be successful in school, they reach out to families to provide additional support. Families are often referred to the District Family Resource Centers for support with mental health services and other resources. In addition, our District Director of Multi-Tiered Systems of Support, and Parent Engagement Liaison are planning parent workshops in order to extend social/emotional learning to our families so that best practices can be extended. Examples of past parent learning opportunities have occurred at our annual Parent Academy that focuses on community and parent-based education resources and sessions, including home social and emotional support for children. Finally, our Parent Academy participation numbers have increased since the first year of the experience, reaching more families to support our students (2016 – 125 participants, 2017 – 191 participants, 2018 – 248 participants, 2019 – 230 participants)

- **How are we providing on active GATE program for the entire school year?**

Each year, the District, in partnership with the University of California San Diego provides a teacher GATE certification program at no cost to teachers. Participating teachers receive credit on the salary schedule. In addition, four parent sessions are held each year to support parents in understanding and addressing the needs of their children. A District expectation is that schools and teachers differentiate classroom instruction based on the needs of each individual learner. The GATE identification process provides teachers, administrators, and parents additional information about the strengths and talents of identified students so that teachers can better meet student needs in the classroom.

Individual school sites plan school-wide GATE enrichment that varies according to students, staff and resources. We are proud to have had 181 teachers educated

over the past three years. (2016-2017 – 70 teachers, 2017-2018 – 42 teachers, 2018-2019 – 69 teachers)

- **Students with IEPs should also get opportunities to participate in GATE programs (robotics, BizTown, etc.). GATE seems exclusive to students who take tests well. Many IEP students are academically able to participate also. How do we ensure equity?**

A District expectation is that schools and teachers differentiate classroom instruction based on the needs of each individual learner. Differentiation is for all students, and especially Special Education students. Twice-exceptional is a term for students who qualify for Special Education services and are also GATE identified. These students are included in site GATE activities. Our District takes pride in providing ubiquitous learning opportunities for all students, including students with special needs. Four examples of these opportunities are our Innovation and Energy Stations that impact every 6th grader in the District and the Hydro Station that will serve every 5th grader in CVESD, beginning in the 2019 – 2020 academic year. Our District additionally provides visual and performing arts education for every student, Kindergarten through 6th grades. These experiences are in addition to the field trips and additional enrichment opportunities provided to all students.

- **How are we addressing the needs of our military families?**

There are approximately 2,800 military-connected students enrolled in CVESD. Each year, CVESD recognizes military-connected students districtwide during "Month of the Military Child". Throughout the month of April, schools conduct various activities to honor their military-connected students' unique contributions and sacrifices on behalf of our country. Military children make up a very special part of our nation's population, often facing circumstances unique to their lives—such as navigating multiple moves and schools, to shouldering repeated deployments of a parent, these children are examples of resilience in the military community. Our military-connected families have access to a School Liaison Officer (SLO), Chanin Massaglia, who is a Navy subject matter expert for K-12 Education issues. SLOs work to connect commanders, educators and parents, through the Navy Child and Youth Programs/San Diego Naval Base, that provides support to families as they navigate the special education system. Through the Fleet and Family Services, depending on their branch of military service, service-members have access to the Exceptional Member Program, which provides support with:

- Identifying and enrolling family members with special medical or educational needs.
- Finding out what services are available at their duty station.
- Supporting family with information, referrals and non-clinical case management to access services

Military students are concentrated in schools in the eastern section of our District. Schools with a high percentage of military-connected students have access to Military Family Life Counselors. CVESD has a total of Four Military Family Life Counselors (MFLCs) at Five schools: Wolf Canyon, Camarena, and Arroyo Vista. Hedenkamp and Heritage share one MFLC.

- Is GATE Certification training only for interested teachers?**
 Teacher GATE Certification is voluntary, as it requires many hours of concentrated study (weekly face-to-face or online classes for one semester and a focuses study project.) Teachers are highly encouraged to attend. In addition to GATE Certification, teachers earn university level credit that advances them on the salary schedule.
- How is this training reflected in the classroom, and how is it being monitored?**
 All teachers are expected to differentiate instruction based on students' individual strengths and needs. Principals are aware of the teachers who have earned GATE Certification. In addition to using this knowledge as they do classroom observations and provide feedback, principals know which teachers to call on to share their expertise. Examples of GATE certified teacher distribution of knowledge to teacher peers include volunteering to teach after school enrichment classes supporting their grade level teams and other colleagues through collaboration and staff meetings.
- How many social workers is LCAP expected to fund next year? For how many students, and in what categories? Do special education students and military family students receive services from these social workers?**
 There are four District Social Workers (DSWs) funded through the LCAP. DSWs provide case management for all foster students at all schools in our District. This number varies from 70-90+ students per year, with the current number of foster youth at 68, which is a caseload of approximately 17 per DSW. In addition to foster youth, DSWs are working with a small number of homeless students that are identified as especially high-risk. DSWs extend their reach to additional target students through their supervision of Social Work Interns, with each intern providing support for 1 to 2 school sites for a total of 2 to 3 days, equaling approximately 6 to 20 hours of services per week. This year, social work interns have facilitated 863 individual sessions for students, 381 group sessions, and 456 classroom push-in sessions that utilized Second Step and Zones of Regulation curriculum to support youth as directed by site principals and DSWs. Due to the success of this program, several schools are beginning to use site LCAP funds to purchase Social Work or Counseling support.
- How are special education students being supported in social-emotional learning & academics?**
 Special education staff utilize the same District adopted SEL and academic curriculum and their general education counterparts.
- How will special education programs be affected by the reduced number of resource teachers next year?**
 The reduction of resource teachers will have no impact on special education supports and services. We will continue to monitor our students with special needs through Local, State, and teacher anecdotal data throughout the year to ensure no impact.

- **What if any impact will the state special education budget have on District LCAP and special education funds in the 2019-20 school year? Can LCAP funds be spent on special education students, even if they are not in “unduplicated” categories?**
The Governor’s Budget proposal, including the May revise includes a ‘Special Education Grant’. The exact details of this grant are not yet available and we will share more information as to its implementation once we receive more information from Sacramento.
- **Innovation/Energy/Hydro Stations. Will additional instructional assistants be needed as more students go to these programs?**
Additional instructional assistants will not be needed for the Energy Station or the Hydro Station moving forward.
- **Is more LCAP funding needed to tie these field trips to classroom lessons?**
In addition to LCAP funding to provide field trips to the Living Coast Discovery Center, the Elite Athlete Training Center, and the Energy Station, our District will utilize grant funding and Title IV funding to support teacher pedagogy in the area of innovation, specifically career development and the engineering design process.

Goal 2: The District will ensure students engage in relevant, personalized learning experiences that integrate critical, thinking, collaboration, communication, creativity and the use of technology, ensuring that all students are using 21st century fluencies and experiencing a balanced educational program that encompasses each curricular area (ie. Visual and Performing Arts (VAPA), ELA/ELD, Math, History/Social Science, Science, PE/Health, and Technology.

- **How is making class sizes better if you have an ineffective teacher?**
While it is true that class size with an ineffective teacher has minimal impact, each teacher in the Chula Vista Elementary School District is considered a highly qualified teacher, based on the credentials they hold, issued by the State Commission on Teacher Credentialing. CVESD works diligently to ensure all teachers have access to professional learning that supports high quality instructional practices in the classroom. Teachers have access to resources that support their growth and development as educators, such as the Peer Assistance Review Team, Resource Teachers, grade level instructional leadership team members, district coordinators and other peer support structures. CVESD believes that teacher capacity is one of the most essential components to a child’s success in the classroom and continues to support their professional development through research based, instructional practices to improve teaching and learning in the classroom.

- Considering VAPA, there are certain programs at school that are not available to all students for financial reasons. Example: robotics, CYT, chess club. What can be done about this?

It is important to make a distinction between CVESD sponsored clubs and clubs that utilize District facilities and pay fees to do so. CVESD sponsored experiences and clubs are not fee based while non-sponsored clubs and experiences that pay to utilize CVESD facilities typically incur charges. Individual school sites offer specialized programs such as robotics, CYT and chess club, based on the interests of the students and families at the school sites. Often times these programs are initiated by parents who take part in supporting the programs. Parents and students interested in a particular after-school program should work collaboratively with the school principal and possibly the School Site Council to express interest and determine whether or the school site can offer the programs to students.

- How do we please keep music VAPA?

The Visual and Performing Arts program in the District is widely recognized as one of the most innovative programs in the County of San Diego and the State of California, receiving multiple recognitions and awards. As a matter of fact, for the second consecutive year, the Chula Vista Elementary School District has been honored with a Best Communities for Music Education designation from the National Association of Music Merchants (NAMM) Foundation. CVESD is the only district in San Diego County and one of the few repeat winners. Once again, in response to stakeholder input, we plan to allocate approximately seven million dollars for the 2019 – 2020 school year to continue VAPA in CVESD.

- How do we ensure more field trips related to their education and give more field trip funding?

Based on stakeholder input, particularly student input, we will be including an Energy Station teacher and partial salaries for the Elite Athlete Training Center, and the Living Coast Discovery Center to increase access to field trips to make learning relevant and connected to the real world.

- We have students that love and dislike the VAPA program: love, because it's music & art; and dislike, because student will treat it like a break from class and they think they can mess around. How are we supporting the VAPA teachers in having more control over their classes? How are students held accountable? Are more rigorous VAPA programs needed, without losing the creativity and fun of VAPA?

VAPA teachers receive professional development on the use of effective classroom management strategies, including addressing behaviors that interfere with the learning process. Our VAPA teachers teach lessons that are tightly aligned to the California Arts Standards for Public Schools. Providing high quality instruction that is engaging and meaningful minimizes the opportunity for behavior problems to surface in the classroom and interfere with the learning process.

- What percentage of LCAP funds does the District expect to spend for one-use VAPA materials, like some art supplies, and non-expendable ones, like instruments or sound systems? Would District-wide purchases of either or both save some money? Can schools explore more sharing of instruments, performances, and other VAPA activities for interested students?

The LCAP includes a \$10,000 allocation for VAPA support and supplies. Generally, this funding is used to support the overall VAPA districtwide VAPA program. Individual school sites have the ability to designate site funding towards the purchase of materials and supplies that pertain specifically to the programs they offer at their sites. The district VAPA coordinator considers the overall impact of each purchase with these funds and seeks to ensure that we maximize each dollar to support tot overall program. Many of our schools are recipients of the VH1 Save the Music Grant, which provides the site with \$30,000 to purchase instruments. The grant requires that the instruments are used at the designated recipient school site, of which the students at those sites benefit. Generally, schools do not share their instruments with other school sites. VAPA instruction occurs during the regular school day, so sharing in specific VAPA programs with other schools would be a challenge. However, various school sites often collaborate with other school sites and participate in after school performances together.

- With the growth in technology, how is the District going to support schools when there are reported budget cuts for IT staff at sites? How is the District balancing the challenges of District-controlled and site-controlled funds for IT staff and library support staff?

The LCAP funds a total of six Technology Technicians (TET's) to help support school sites with hardware troubleshooting and software applications. The same number of technicians are scheduled to exist for the 2019-2020 school year. The amount of hours provided to each school site will not change for the coming school year. School sites have the option to hire Computer Support Technicians using site funds and School Site Council approval to enhance support at their school. Library support staff is provided to schools via a formula based on enrollment. There are no projected changes to this formula for next school year. Data shows that the amount of 'support/repair' tickets generated by school sites are finished on average 1 to 2 weeks whereas before the LCAP implementation, ticket completion rates averaged 2 to 4 weeks.

Goal 3: The District will increase parent engagement at District and sites.

- How does the District increase parent engagement?

Increasing parent engagement is a goal for all of our schools. With the addition of our Parent Engagement Liaison this year, we have had quorum at every DAC/DELAC meeting for the first time this year. Our Parent Engagement Liaison has visited every campus to offer support and ensure robust ELACs and SSCs at each site. She has assisted with recruitment, elections, and maintenance and continues to be available to support school site efforts, particularly focusing her efforts on our highest needs schools with a large unduplicated student population.

In addition, she interacts with many other individuals and committees to assist with parent engagement efforts. Her outreach has been responsible for increased attendance at parent sessions. Parents have expressed interest in learning about the social/emotional learning their children receive through Sanford Harmony. The District Director of Multi-Tiered Systems of Support (MTSS) and the Parent Engagement Liaison are planning parent engagement sessions on this topic for next year.

- **Parent Engagement--How do we help our parents learn math the way teachers are teaching it?**

Examples of past parent learning opportunities have occurred at our annual Parent Academy that focus on community and parent-based education resources and sessions, including home social and emotional support for children. CVESD encourages working with school sites and the Language Acquisition Department to further support mathematics instruction through the Parent Academy and site-based experiences.

- **How would we measure student engagement?**
- **Our ELAC meetings are not well attended, despite topics received by ELAC. How do we increase parent engagement and attendance?**

Our DELAC board regularly reviews attendance at DAC/DELAC meetings and the Executive Director for Language Development has made regular contacts with principals to ensure attendance. As a result, we have had quorum at every meeting this year. Although quorum is only half of the total number of representatives, we would certainly like to work toward full attendance. In regard to site ELAC meetings, our Parent Community Liaison and members of the DELAC are always happy to help support attendance at ELAC meetings. The DELAC Board members may be contacted through the Facebook page at <https://www.facebook.com/DACDELAC/> The Parent Community Liaison may be contacted at angelica.maldonado@cvesd.org We will continue to work with our Parent Community Liaison to strategically plan her support of school sites and parents based on themes derived from Thoughtexchange and parent and student focus group input.

- **Do school sites have to pay for their own interpreters? When are District-controlled LCAP funds spent on translation and interpretation?**
- **How does the Parent Community Liaison provide support to families and students, and in what capacity? Why would parents go to the Parent Liaison: for services, support in their home, or support with their student? How would parents know about the Parent Liaison? How would students benefit from a Parent Liaison?**

Parent engagement is a goal for each school. A key role of the Parent Engagement Liaison is to increase and support parent engagement through building capacity at school sites. The Parent Engagement Liaison is accessible to all staff members and parents via email (angelica.maldonado@cvesd.org) or phone at the District Office. With the addition of our Parent Engagement Liaison this year, we have had quorum

at every DAC/DELAC meeting for the first time this year. Our Parent Engagement Liaison has visited every school site in the District to offer support to ensure robust ELACs and SSCs at each site. She has assisted with recruitment, elections, and maintenance and continues to be available to support school site efforts. In addition, she interacts with many other individuals and committees to assist with parent engagement efforts. Her outreach has been responsible for increased attendance at parent sessions. Parents have expressed interest in learning about the social/emotional learning their children receive through Sanford Harmony. The District Director of Multi-Tiered Systems of Support (MTSS) and the Parent Engagement Liaison are planning parent engagement sessions on this topic for next year. As previously mentioned, we will continue to work with our Parent Community Liaison to strategically plan her support of school sites and parents based on themes derived from Thoughtexchange and parent and student focus group input.

- **Can an update be provided on the “strategic plan” for the Parent Community Liaison, as the District mentioned in previous Responses to LCAP Questions/Feedback?**
Yes. The Parent Engagement Liaison and all LCAP employees provide quarterly updates to ensure adherence to LCAP goals and to demonstrate progress. Quarterly updates hold CVESD accountable for our strategically planned goals based on input received from our learning community.

Goal 4: The District will recruit and retain the highest caliber employees (“A players) to support students and families and will ensure system-wide equitable access to services and supports in the areas of:

- **Technology**
 - **Facilities**
 - **Pupil Services Health Services**
 - **Recruitment of highly qualified teachers (HQT) including CLAD.**
- **Facilities? Is this about modernization? Health Services? What do you mean?**
In order for the organization to thrive, it is critical to recruit, hire, and retain the highest caliber employees for every facet of the organization, including facilities, maintenance, and student support staff. State of the art facilities that support collaboration for students and teachers, and higher order thinking skills support overall student growth.
 - **What resources do special education teachers need to support the social-emotional needs of their students? What percentage of those resource funds should come from LCAP?**
The special education teams uses Sanford Harmony, same as their general education counterparts.
 - **How will special education teachers be affected by the reduced number of resource teachers next year?**
There will be no impact on the special education teachers. We will continue to monitor our students with special needs through Local, State, and teacher anecdotal data throughout the year to ensure no impact.

- **How is the District helping Special Education kids bring up test scores?**
Special education professional development is aligned with the District's instructional focus and ILT work. The Special education department developed design teams to train special education staff in their designated areas of expertise.

Goal 5: Students in all grades (including all target groups such as Low Income, English Learners (ELs), and Foster Youth will demonstrate increased proficiency on State and District assessments.

- **What do schools do to support students with anger/emotional issues?**
Each school strives to provide a safe, supportive learning environment as a foundation to support all students to experience success. Initiatives such as the Positive Behavior Intervention and Support (PBIS), coordinated by our Director of Multi-Tiered Systems of Support (MTSS), and social/emotional learning through Sanford Harmony bolster this goal. Several resources and strategies can be employed to support students who need a higher level of support to deal with anger/emotional issues. Involving parents is a first step. Adults first work to determine the source of the anger/emotional issues in order to best address them. Principals can seek the support of the School Psychologist for this purpose. Each case is individual, and strategies and resources depend upon individual student need. A behavior contract or plan, Zones of Regulation, or use of a sensory room are all possible strategies. Some schools have School Counselors, School Social Workers, Social Work Interns, Behavioral Aides, or other staff members to assist students with anger/emotional issues. Students and families can also be referred to our Family Resource Centers for mental health services as needed. To hold ourselves accountable and moving towards next steps, the Director of MTSS has visited all 42 District schools to determine their site implementation of PBIS utilizing the Tiered Fidelity Inventory (TFI) instrument. 79% of our schools (33) have reached State recognition level for Tier I implementation that includes silver and bronze certification (19 silver and 14 bronze). This means that 33 of our school sites received a 70% or higher implementation rate on the TFI for State recognition.
- **What do the intervention services look like?**
The district has allocated \$150,000 in the LCAP to provide before and after school intervention services to children who are in need of support. In the primary grades (kindergarten through second grade), there is an emphasis on literacy skills development. The emphasis is on accelerating the rate at which a child is learning to read. The upper grades provide support for students who are struggling on both reading and mathematics. The average class size for intervention services is 10 students to 1 teacher. Based on Local and State assessment data, teacher anecdotal data, and grade level reading standards, teachers are able to strategically

meet student needs with teacher chosen curriculum that is reviewed by administrators. Students identified as needing support received this intervention from October 30th, 2018 through April 19th, 2019.

- “LCAP Funds to Support Site-Specific Needs, as determined by State & Local Metrics”. Regarding this sub-goal, I would like to see what this looks like, and to see data if there has been any progress at sites.

Site allocated LCAP funds support local school-based decisions that impact unduplicated students. The single plan for student achievement (SPSA) defines how these monies are spent. Local measures data, State assessment data, and Hanover stakeholder and student survey data help sites and the District determine the effectiveness of the goals that spend these monies. CVESD also leverages support through the San Diego County Office of Education utilizing the State 5 x 5 dashboard metrics for target schools struggling with academic achievement and homeless students throughout the District, struggling with suspension rates and chronic absenteeism. Finally, all principals are evaluated based on Local and State indicators of success.

- Can more detailed information be provided about Title I and Title III funds, including how these categories are composed and how the funds are allocated?

The purpose of **Title III** is to help ensure that English learners (ELs) attain English language proficiency and meet state academic standards. Title III funds are designated to support English Learners and are used for services to students, such as Imagine Learning and Immigrant Aides. Indirect support is provided through professional development for teachers that is directly related to language development. Two District Resource Teachers provide focused trainings on GLAD strategies to targeted sites. Title III funds also support parent leaders through trainings and attendance at workshops and conferences.

The purpose of Title I funds is to support schools with large concentrations of low -income students to assist in meeting student's educational goals through the supplemental funds. Title I funds are utilized to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. For example, funds support extra instruction in reading and mathematics, as well as extended day programs to reinforce the regular school curriculum.