1. ***Technology support at school minimum-What is the timeline for this?***

   We have a plan to increase student hardware one grade a year each year for the next three years. Within this three-year period, we will have a 1:1 environment for Grades 3-6 students. As hardware acquisitions increases, it will be imperative that we look at increasing technology support ratios as well. The recent Technology Fair held at the District Office provided information on hardware to ensure we select one device to be used systemwide. These products will be leased or be purchased with a three-year warranty as part of the purchase price.

2. ***How is the Visual and Performing Arts (VAPA) teacher being used? What is her schedule? How are schools receiving this service?***

   The VAPA resource teacher (RT) is working with all schools to broker with outside agencies to provide VAPA services to students, coordinate or provide professional development (PD) for teachers, support partnerships with community-based arts organizations and serve as the District spokesperson in arts-related activities at the regional, state, and national level. The VAPA RT has supported our partnership with the San Diego Youth Symphony. During the 2013-14 school year, over 3,000 District students participated in music education as a result of this partnership. Currently, five District schools now have full-time music teachers and we anticipate adding four more next year.

3. ***How much was spent on K-1 academies?***

   Actually, PD academies in Mathematics and English language development (ELD) were provided for all grade levels during the 2014-15 school year. The training was provided by District staff. Cost incurred from training was for substitute teachers to cover for the classroom teacher to attend the training. Over 1,000 teachers participated for each academy (Mathematics and ELD) so the total cost was approximately $220,000. Title I, Title II, and Title III funds were used for these academies.

4. ***Goal 1-F: Monitor District and school-level implementation of District adopted Wellness Policy. What measurement will be used to monitor/validate an increase and services and school success? What support will be provided at the school level to increase services?***

   Schools will continue to receive support through our District Physical Education RTs. Schools will also receive additional support through our

recently awarded REACH grant that will focus on implementation of school wellness policies. The District continues to reach out to parents and the community to support our efforts. Our Wellness Policy is paying huge dividends as evidenced by the most recent Body Mass Index results. During the past four years, "students identified as obese" has reduced 5%.

5. ***Goal 2: The District will ensure students engage in relevant, motivating, personalized learning experiences that integrate critical thinking, collaboration, communication, creativity, and the use of technology. How will the District ensure the students are engaged in the use of technology?***

PD is being provided both at the District and site levels to provide teachers with the tools necessary to create a learning environment which engages students in a meaningful way. We will be identifying grade-level expectations for the use of technology systemwide during the 2015-16 school year.

6. ***Goal 2B: Refresh school libraries by what date?***

Refreshing school libraries means adding either new hard cover books or electronic books to each school's collection. Schools normally are responsible for allocating site-based dollars to purchase new books or e-books to their library collections. No, the acquisition of additional books does not change the role of the library clerk. Funds will be provided for English and Spanish resources for Dual Language Immersion schools. Schools will utilize their allocation in a timely manner to ensure students have access to the new materials.

7. ***What is the measurement to ensure all students are proficient in grade-appropriate technology? What support will be provided at the school level to ensure students have sufficient access to technology?***

The Executive Director for Technology and Instruction will convene a committee during the 2015-16 school year to identify grade-level expectations for technology skills. District staff will examine how to increase and improve support for schools.

8. ***Goal 4B: Hire additional translation/interpretation staff. Is the additional translation/interpretation staff member for the District or for sites? How will additional staff support the sites?***

By law, parent communication must include additional languages other than English, given the large percentage of students we serve with heritage languages. The additional staff member provides support to the District's translation needs ranging from instructional materials to emergency/crisis response. Ongoing support of District-Parent communications and materials includes: report cards, assessments for all grades; parent training materials, coordination of interpretation services for parent meetings and trainings; and translation of phone messages, emails, parent letters, brochures, flyers, meeting announcements, etc.

This year, the most time-consuming task has been the translation of EngageNY Mathematics materials for all grade levels aligned to Common Core State Standards (CCSS). Additional support would be needed to enhance translation services at the sites.

9. *Goal 6B: Train all teachers in best practices to improve English language proficiency and academic achievement.*

PD for teachers has occurred throughout the school year and will continue to the 2015-16 school year. Teachers received PD on the New ELD Standards. These standards provide access to CCSS and guide teachers in providing appropriate scaffolds during instruction. Grade-level work was grounded in the ELA/ELD Framework. Grade-level teams delved into specific examples of research-based practices. A key strategy was deconstructing complex text through sentence unpacking, vocabulary development, building background knowledge, and providing additional speaking opportunities around text. Teachers worked together to analyze lessons from the framework and then had the opportunity to apply these strategies in their own instructional practice. Lessons created during planning time were shared using the Edmodo platform. Training on the new ELD standards will continue for the 2015-16 school year.

10. *Goal 7: Recruit staff. What is the incentive to recruit and retain the "A" players? What standards will be used to identify an "A" player?*

Chula Vista Elementary School District (CVESD) is committed to recruiting and retaining the very best people to become employees of the CVESD. As any new position becomes open, the District is developing a score card on what are the qualities and characteristics necessary to have an employee work at the highest level of performance. This criterion becomes the indicators of an "A" player.

11. *How many District Technology Integration Specialists will be hired and by when? How will you support all elementary schools in the District?*

Through the LCAP input process and as we move towards a 1:1 technology environment, it will be critical that we examine technology support for sites and how we can leverage RTs to support technology integration at school sites.

12. *Enhance and communicate the crisis response plan for mental health. To whom? How does this action support the goal?*

The goal is to strengthen the District's emergency management and crisis response process. Many times the crisis experienced by schools involves the mental health of students. This action focuses on strengthening the ability of staff to identify and respond to these situations (i.e. suicide, threats, etc.). The focus will be for all staff, but specifically for school psychologists and counseling staff. The goal is to strengthen the District's emergency management and crisis response process. Often the crisis

experienced by schools involves the mental health of students. This action focuses on strengthening the ability of schools to identify and respond to these situations (i.e. suicide, threats, etc.). The focus will be for all staff, but specifically for school psychologists and school social workers. To date, the District has hired three school social workers who are part of the response team, providing services in a regionalized manner. They work in partnership with the Chula Vista Community Collaborative's five Family Resource Centers and South Bay Community Services.

13. **What is the VAPA strategic plan?**

The Visual and Performing Arts (VAPA) strategic plan was developed during the 2013-14 school year by a committee comprised of teachers, principals, and representatives from outside arts organizations. The strategic plan was approved by the Board of Education in 2014. The five-year plan identifies the structures and systems that need to be put in place in order for students have meaningful arts education experiences.

14. **Goal 10 - Strengthen the District's emergency management and crisis response process. Upon development of training programs, what is next? Who will be trained on emergency management and crisis response? Is there intent to implement an emergency management and crisis response plan? By what date? What support will be provided at the school level?**

This spring, a seven-member group that included CVESD Emergency Response Team members, a principal, associate principal, and a Chula Vista Police Department (CVPD) School Resource Officer received training in crisis response planning at the Federal Emergency Management Agency's (FEMA's) Emergency Management Institute in Maryland. The training was funded by FEMA. Participants will use that training and collaboration with FEMA to refine and enhance District and school emergency procedures. This entails better familiarizing all school staff with existing procedures—bringing to life existing plans and moving beyond the drills routinely practiced as required under Education Code. A strategic plan for site-level trainings in 2015-16 will be developed in collaboration with the sites, so that trainings are calendared well in advance and include best practices from existing sites. Presentations are being modified to include CVPD and Public Safety input, as well as school leadership, to better meet site needs.

15. **Goal 15: The District will ensure students engage in relevant motivating, personalized learning experiences that integrate critical thinking, collaboration, creativity, and technology. Is this goal intended for all students or Foster Youth?**

All students, including Foster Youth, are included in this goal.

16. **Goal 4 - District will increase parent engagement at District and sites. What goals were established for unduplicated students?**

    As a result of our nearly 60% unduplicated student count for English Learners (ELs), Low Income, and Foster Youth, our District is utilizing the Local Control Funding Formula Supplemental and Concentration funds to support students and their families Districtwide. With this being said, much of the efforts from the District Advisory Council/District English Learner Advisory Committee parent leadership team is to reach out and engage parents of unduplicated students such as Low Income and ELs. To better inform parents who work and are unable to attend meetings, more podcasts/webinars will be created so that parents and community members can access the information that was presented. This includes more use of the District's YouTube channel, website, and social media.

17. **Where in the LCAP is there a description of how services provided on a Districtwide basis are directed towards meeting the District's goals for its unduplicated pupils in the state priority areas?**

    All goals are inclusive to the needs of unduplicated students. Improving the quality of instruction through PD and RT supports unduplicated students. Increased monitoring of absences and tardies, foundational literacy training, access to social workers advocating for school-related needs, improved staffing ratios for support staff, etc. Each of these support unduplicated students and their families.

18. **Do you agree that CVESD, as a Local Educational Agency, is subject to the proportionality requirement of showing increased or improved services to unduplicated pupils?**

    Yes.

19. **Do you agree that even if Supplemental and Concentration grant funding is allowed to be spent Districtwide that the funds must have some demonstrable improved effect on unduplicated students greater than that of all students in accordance with the minimum proportionality percentage?**

    Yes.

20. **Can the District unilaterally allocate Supplemental and Concentration grant funds within the LCAP to programs of its desire without submitting proposed expenditures to the stakeholder input process?**

    Following the guidelines provided for Year 1 implementation of LCAP engagement of stakeholders, the CVESD Board of Education conducted an LCAP public hearing on May 2014 and approved the LCAP at the June 2014 Board meeting. The San Diego County Office of Education is charged with the responsibility to closely review before approving all LCAPs for San Diego County school districts, including CVESD.

21. **Did the District specifically solicit stakeholder input on its proposal to send approximately $7 million to school sites using a formula not fully based upon unduplicated students in the 2014-15 LCAP?**

> The 2014-15 LCAP budget included $6.9 million for schools using the formula in place since 2009. Schools utilize these funds to support the unique needs of each school community. It would have been irresponsible to not provide a consistent funding stream to school sites knowing that they have programs and services provided to students using these funds. This could have resulted in schools losing funding for personnel already employed. Stakeholder input on how to utilize these funds occurred at each school site. This formula does not prohibit the District from providing more funds to schools utilizing LCAP funding. We will look at the funding formula during the 2015-16 school year.

22. **How many PIP programs are in our District?**

> There is one Parent Intervention Program (PIP) program in Chula Vista, located at Greg Rogers School. PIP provides services to 3-5 year olds evidencing serious difficulties in the area of behavior. In a preschool-like setting, the PIP staff teaches parents/family members strategies designed to eliminate inappropriate behaviors.

23. **Why aren't counselors part of the support staff in our District?**

> In CVESD, school psychologists support the social and emotional needs of students. Currently Educationally Related Mental Health Services fiscal resources are used to provide an increase in staffing allocation to each school site so that their psychologist can be on campus additional time in order to provide for these important services. Both school counselors and school psychologists can provide mental health services that address needs at both the home and school. However, school psychologists are more likely to have training in behavioral analysis, mental health screening and diagnosis, research methods (and application of research to classroom practices), and specific disability areas. In fact, school psychologists are specifically trained to link mental health to learning and behavior. This unique qualification is why the District has chosen to invest in increasing school psychologist staffing allocations as its first priority to best serve students.

24. **Goal 2 - How will District ensure there is engagement in the use of technology?**

> School principals are responsible for students' use of technology. Additionally, this is part of their annual performance evaluation. We currently have every student in the District with an Office 365 account and Lync account. Additionally, we have Imagine Learning licenses for every CELDT Levels 1-3, over 11,000 Achieve3000® licenses, and over 20,000 student Edmodo accounts. We will utilize our RTs to continue support for technology integration and engagement.

25. **Instead of dispersing carryover funds during the 2015-16 school year for teacher collaboration, could funds remain available to the schools that have not hired yet, so they may post the open position and hire before the Board votes this year?**

> We are exploring ways to use carryover funds to support teacher collaboration during the 2015-16 school year.

26. **I want to know why District doesn't have Gifted and Talented Education (GATE) curriculum; why there was no communication about CCSS adoption; why there is no answer to parents' questions?**

> GATE students are challenged through differentiated instructional activities and in some cases different curriculum materials. Our District believes that all GATE students should have differentiated instruction in order for these students to be appropriately challenged. This occurs through teachers' instructional practices. The District will be facilitating GATE certification for interested teachers next year.

27. **What specifically are the elements involved in the plan to "refresh libraries"?**

> We are looking at giving each school an allocation allowing each school to select the books, either hard bound or electronic to purchase. Funds will be provided for English and Spanish resources for Dual Language Immersion schools.

28. **Given the realities of today and looking into the future, it is unconscionable that we are not 100% wireless across all sites with a broad and robust network that easily facilitates all instructional software and platforms. Why do we not commit financially all instructional software and platforms? Why do we not commit to achieving this?**

> Currently, every classroom in every District school has a wireless access point. As we continue to move our phone system onto the network, and instructional programs continue to focus more heavily on technology resources, we will appropriately increase our infrastructure and bandwidth to accommodate our students.

29. **What are the elements of the proposed intervention services for at-risk students?**

> The specific elements have not yet been defined. In 2014-15, grade-level representatives from school sites implemented the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words reading foundation program with targeted students, and a workgroup met to brainstorm best practices for other student interventions. It is anticipated that a District framework will be established that allows sites to access best practices based on student needs.

30. ***Goals 11, 12, 13:   What specifically are the elements of the ongoing articulation with secondary institutions to ensure successful transition?***

Each elementary school engages in dialogues with feeder Sweetwater Union High School District (SUHSD) middle schools to communicate academic needs of the incoming seventh graders. Recommendations are made as to what these students need. Articulation between CVESD and SUHSD special education staff ensures a smooth and seamless transition for identified students. CVESD, SUHSD, and University of California San Diego have submitted a grant proposal to support teacher collaboration and ongoing PD for Mathematics.

31. Why hire resource teachers (RTs) and not instructional assistants?

RTs have completed their certification and have multiple years of experience. The research is quite clear that instructional assistants do not have the level of impact a teacher has.

32. Why don't we have sheltered classrooms for ELs?

CVESD has sheltered English immersion and mainstream English instruction classrooms. Teachers are certified to meet the needs of ELs in these classrooms.

33. Why don't we have summer school or extended sessions?

Many years ago, we determined that intervention by school sites and more specifically students' own classroom teachers have a far greater impact on students than a new teacher during summer school. Extended-day is offered to all students below grade level at District schools.

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