



Chula Vista Elementary School District
District Advisory Council/District English Learner
Advisory Committee (DAC/DELAC)
Superintendent's Responses to LCAP Questions

1. Who is monitoring the Wellness Policy?

The Wellness Policy (BP 5030) was approved by the Board of Education on May 8, 2012. The Superintendent is responsible for its implementation; however, the day-to-day monitoring is delegated to each site principal.

2. Goal 2A - Ensure all District-led Professional Development (PD) models and reflects instruction aligned to Collaboration, Creativity, Critical Thinking, and Communication. How is this measured?

Whenever Instructional Services staff designs any PD, consideration is given to including one or more of these elements and 21st century teaching and learning.

3. Goal 2B - Refresh school libraries. What will it look like? How will the funds be distributed? Who is refreshing the school libraries/books? What does refreshing entail? Does this change the role of the library clerk at each site?

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.

4. If we're spending so much money on resource teachers (RT), shouldn't they be used to provide intervention directly to students? How can we support schools that don't have an RT yet?

Currently, the role of the RTs is to provide support for teachers in implementing Common Core State Standards (CCSS) throughout the day. Principals are recruiting teachers to apply for an RT position for the new school year. At the May 13 principals' meeting, we will discuss the roles and responsibilities associated with RTs, provide opportunities to share how principals can work with RTs, and ideas will be discussed on how to recruit and retain teachers for these positions to ensure that all schools have an RT for the 2015-16 school year.

5. How does the District determine financial allocations and support services to each individual school site? Do you have a projection of what percentage of funds will go to the schools with a lower ratio of English Learners (ELs)?

Positions including nurses, psychologists, and speech/language pathologists are determined on a formula basis. These staffing allocations are reviewed on a yearly basis. Schools also use site funds to support/increase staffing ratios. Schools are allocated Local Control and Accountability Plan-EL funding based on a per-pupil formula. This results in schools with high numbers of ELs receiving larger allocations and schools with lower number of ELs receive fewer funds.

6. *How is the District LCAP going to support Gifted and Talented Education (GATE) at the school site?*

A key focus of the District GATE Advisory Committee will be to provide a GATE “Toolbox” for all of our schools that will include GATE resources and materials. These toolboxes will also provide ready-made presentations that school sites will be able to use to promote increased parent participation and GATE activities. The District GATE Advisory Committee will also be creating a plan to provide GATE certification opportunities for all of our Grades 3-6 teachers in order to increase differentiated opportunities for GATE students during the instructional day.

7. *Response to Intervention (Rtl) - How do we know if plans are being implemented and in an equitable way across all schools in the District? What are the details?*

Rtl is a model used by schools and districts to identify three tiers of support: whole class, small groups, and individual one-on-one instruction. Pupil Services staff has facilitated four workgroup sessions for principals and teachers focused on identifying best practices for intervention, and exploring ways to best monitor and implement Rtl programs at school sites. We are currently investigating an online tool that will help both streamline monitor the Student Success Team and Rtl implementation process at school sites, and provide a level of consistency to this process throughout the District. The actual intervention programs to be implemented with students at schools will depend on the availability of resources and the uniqueness of student needs at each school site. It is anticipated that a District framework will be established that allows sites to access best practices for student intervention based on their unique student needs. Principals are responsible for monitoring all instructional improvement plans for at-risk students.

8. *How are we going to increase use of technology without updated hardware, inadequate tech support and staff that isn't fully trained?*

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 increase, 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 purchased with a three-year warranty as part of the purchase price.

9. *What kind of leadership opportunities? After the parents get any type of training, will they be able to get a job opportunity?*

Parents have the opportunity to seek out leadership opportunities in a variety of ways including both site and District committee work. Employment opportunities are available for both classified and certificated positions. Parents and community members are encouraged to fill these positions.

10. *Goal 2 - Why are we not giving our kids the opportunity to explore, connect, and create if the new curriculum is saying so?*

Teachers at school sites are beginning to incorporate these best practices in their classrooms. Some teachers are more ready to explore than others. For example, PD is being provided in visual arts integration. Over 40 teachers are participating in this program. The CCSS-aligned EngageNY gap materials provided a Mathematics program which encouraged exploration and connecting to real-life problems. In technology, over 20,000 students are using Edmodo to access resources to support their learning. Teachers are using Edmodo to “flip” the classroom to extend and enrich the instruction beyond the school day.

11. *When are we going to see art implemented in our schools?*

This year, we hired a Visual and Performing Arts (VAPA) resource teacher for the purpose of providing resources to teachers and administrators, broker services from outside community-based arts groups, and provide PD when requested. She is also working with school sites to find qualified teachers and/or specialists to provide direct teaching to students. VAPA instruction is expanding across the District as schools utilize either full-time or part-time program support teachers to provide instruction in VAPA. Additionally, over 150 students are participating in the Community Opus orchestra and band programs, and 120 students are participating in the all-District choir program under the direction of the District VAPA resource teacher.

12. *What method will you be using to achieve the parent participation increase at District and sites?*

The District utilizes an array of electronic communication tools to inform parents about meetings and events, with the intent to increase participation/attendance. For example, the District’s SchoolMessenger automated phone messaging system includes text messaging and email functions. This year, in collaboration with the DAC/DELAC leadership, a Facebook page was created that is co-branded between the District and DAC/DELAC to keep parents informed about educational workshops, activities, and information for parents. PTA membership has increased from

last year to this year including the addition of a new PTA at a school site. Total membership has increased from 4,335 members in 2013-14 to 4,468 in 2014-15.

13. How does the District plan to recruit more parents for leadership positions?

District and site level staff continually explores innovative ways to increase parent participation. This is an ongoing process that includes seeking ideas and suggestions from parents. Parents are participating on the Superintendent Parent Leadership group, LCAP Advisory Committee, PTA District Council, and DAC/DELAC.

14. When is the District going to develop standards for technology so that it is consistent throughout the District?

The Executive Director for Technology and Instruction will be forming a committee during the 2015-16 school year comprised of various stakeholders including teachers, principals, and parents to identify common technology expectations for each grade level.

15. What can be done so that parents who work are able to participate?

The District offers parent workshops both during the day and in the evening. If the workshops require staffs who work with students directly during the school day, the training is only provided after school or in the evening thus not asking the teacher to not work with students during the instructional day. Podcast communication was made available this year for DAC/DELAC and Budget Advisory Committee members to access information regarding LCAP prior to the April meeting.

16. How will the efficient employees be retained? With salary? And, will that be a problem for their peers?

Our District has recently negotiated with both the certificated and classified staff for a 3%/3%/1% raise for employees effective July 2014 through June 2016. Additionally, Human Resources staff is continually examining ways to ensure the most qualified employees choose to work in Chula Vista Elementary School District. Negotiations with labor groups include looking at pay differentials for difficult to staff positions.

17. How are EL funds to be used?

Each school site is provided with funds to support ELs. As a result of our student-based decision-making model, each school site identifies and implements their own model for supporting ELs in their efforts to become proficient in English.