

Chula Vista Elementary School District  
Instructional Services and Support

**LCAP Input- District Advisory Council (DAC)**

Event: DAC/DELAC meeting	Meeting Date: May 23, 2017
Input: District Advisory Council (DAC)	Location: ESSC/Room C

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

**1. How will the 5.5 school psychologists be shared among 46 schools? 2.5 days at a large school is difficult.**

One full time psychologist is provided to manage the Support Team for Autism Spectrum and At-Risk Students (STAARS). This team provides behavior support at all sites as needed.

The district uses a formula to determine how much Psychologist time is provided to a school. The formula considers the number of special day classes, preschool, total enrollment and other factors that impact need. For example, a school with no special day classes, no preschool and an enrollment of 500 might be provided a psychologist only two days per week. A school with multiple special day classes, special day preschool, and an enrollment of 1100 might be provided four or five days per week. The remaining 4.5 FTEs from LCAP funds are distributed to sites that have high need based on these factors.

**2. How will Special Ed Resource teacher be used to support our individual special education teams to meet the needs of students?**

The Special Ed Resource Teacher provides districtwide professional development for teachers by group (RSP, SDC Mild/Moderate, etc.). Each group of Special Education teachers receives training specific to their needs. In addition, the Special Ed Resource Teacher supports site teams as needed or as requested.

**3. How can we ensure that SDC teachers have the skills, training and support needed to best teach students with special needs? Is one SPED resource teacher enough?**

Along with the Special Ed Resource Teacher, the four Special Education Coordinators and the Special Education Director provide training and support. During the past year, a team of psychologists trained each group of teachers in understanding processing areas and how to support students with difficulty in specific areas. As this training was very well received, we will continue to use the expertise of the psychologists in future professional development.

**4. Provide social work support...How are the school selected? What if there are needs at schools not selected?**

Four District Social Workers (DSWs) serve our approximately 75 District Foster Youth (FY) students. DSWs closely monitor the FY in the District and provide comprehensive on-site services for these students as needed. In addition, each DSWs typically supervise five Social Worker interns each year. These interns allow DSWs to extend their reach to kinship and homeless students identified by school personnel as needing support.

**5. How are PE coordinators being used?**

The District Wellness Coordinator supports school sites, both teachers and administrators, through site observations of physical education and feedback for staff to improve the implementation of moderate to vigorous physical activity experiences for students. The CVESD Wellness Coordinator oversees the Exercise the Dream Program at the Elite Athlete Training Center and 4th grade swimming lessons for District students. The Coordinator helps produce videos for teachers that show physical activity that teachers can implement. Additionally, the Coordinator supports community health initiatives through grant acquisition, facilitating the intergenerational games at the Elite Athlete Training Center, and supporting community cooking demonstrations at the annual Parent Academy. Finally, the Wellness Coordinator chairs the District Wellness Committee that supports the implementation and revision of our Wellness Board Policy and oversees the District BMI initiative where we measure the height and weight of every child within our District to determine if our wellness efforts are having a positive impact on reducing obesity rates at our schools.

**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 21<sup>st</sup> century fluencies and experiencing a balanced educational program that encompasses each curricular area (i.e. Visual and Performing Arts (VAPA), ELA/ELD, Math History/Social Science, Science, PE/Health, and Technology).**

**6. How can a school get additional Tech support on site?**

School sites have the option to purchase additional technology support staff through site allocated funds.

**7. Class size under contract. What are the parameters?**

Our District currently has an average of 22 students to 1 teacher for grades K-3. The State limit is an average of 24 to 1.

In grades 4<sup>th</sup> – 6<sup>th</sup> our current average is 28 students to 1 teacher. The contractual average is 31 students to 1.

**8. Regarding 1: 1 technology, what do you mean that it will be financed through the “lottery”?**

For the 2017-2018 school year, CVESD is projected to receive approximately \$1,084,000 in restricted lottery funds from the State that we are able to use for certain expenditures. A portion of this money will be used to purchase computers for students.

**GOAL #3 The District will increase parent engagement at District and sites.**

**9. Will the parent liaison .6 FTE position be sufficient to support CVESD needs?**

The parent liaison and District staff will develop a strategic plan for providing services and support. As written above, one idea is to begin by outlining specific goals for an identified number of "pilot" schools. As the parent liaison/promotoras support those schools, we will learn how to expand support to additional schools. The District will continue to monitor the effectiveness of the parent liaison and make adjustments as the data and feedback indicate.

**10. Schools need interpreters for different languages, as needed. How are you going to provide that service and is there a budget for that?**

District provides translation/interpretation support for various languages through the Immigrant support program. We currently have 59 identified languages that are spoken across our school district. The District immigrant instructional assistants support families of varying linguistic and cultural backgrounds. Schools notify the District when there is a need for supporting other languages besides Spanish. If the District is unable to support a specific language, then an outside agency is contacted for assistance. The District uses Federal Title III Immigrant funds to support our families needing these services.

**11. The budget for parents is too small. English Learners parents need more support because they don't know the language. How many schools are included in the budget? If studies show that when parents are involved, the student shows academic progress, why not invest more in this goal? In addition, since the Latino culture is different from the American culture, someone who knows different cultures is needed.**

The District is committed to supporting parent engagement in order to promote student achievement. The LCAP parent liaison funding is only one strategy for supporting parents of ELs. LCAP is only one funding source. Additional parent engagement strategies are supported through other site and District budgets. One example is the English Learner Instructional Assistants (IAs) at each school site. The express purpose of the EL IAs is to support the needs of ELs, which includes connecting with and supporting EL parents. Schools also utilize Title 1 funds to promote parent participation and engagement.

**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.**

**12. It would be beneficial to have a counselor on site at our school. There are many ways for them to be beneficial to our kids. Is it possible to have a counselor at our schools?**

Each School Leadership Team reviews the specific needs of their students and then, in conjunction with staff and parents, can explore the possibilities of hiring additional staff including a counselor using site allocated funds.

**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.**

**13. Can it be possible for each grade level to have Jump Start or Extended Day Tutors? They are very essential to help the kids. This helps with English Learners also.**

Jump Start programs are for developing literacy in the primary grades, TK-2<sup>nd</sup>. Extended Day programs are for developing English Language Arts and mathematics for students in 3<sup>rd</sup> through 6<sup>th</sup> grade. Teachers of these programs are generally teachers who are currently working at the school site where the programs are being offered. Parents can speak to their child's classroom teacher and/or the Principal to obtain further information if they feel their child needs Jump Start or Extended Day support.

**14. What schools will receive additional support with the \$4,421,069? What does that mean? This money can be used to hire support?**

All schools receive an allocation of LCAP funds based on the total number of unduplicated students (Student of Poverty, Foster Youth, English Learners). These funds can be used to support all students with an emphasis to assist our unduplicated students. This money can be used to hire additional staff to support the site identified needs based on data.