



EAD HULA VISTA ELEMENTARY SCHOOL DISTRICT
84 EAST J STREET ♦ CHULA VISTA, CALIFORNIA 91910 ♦ 619-425-9600

DISTRICT ADVISORY COUNCIL (DAC)
DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

AGENDA

JANUARY 21, 2025 – 12:00-2:00 P.M.
EDUCATION SERVICE AND SUPPORT CENTER – ROOM C

12:00-12:15	1. Call to Order/Introductions	Faustino Lopez Jr., DELAC Chairperson
	2. Superintendent's Report – <i>Information</i>	Dr. Eduardo Reyes, Superintendent
12:15-12:20	3. District Administrators' Report – <i>Information</i>	District Administrators
12:20-12:25	4. Chairpersons' Report – <i>Information</i>	James Moffat, DAC Chairperson Faustino Lopez Jr., DELAC Chairperson
12:25-12:30	5. Visiting Chairpersons' Report – <i>Information</i>	Chula Vista Elementary Council of PTAs
12:30-12:35	6. Quorum	Faustino Lopez Jr., DELAC Chairperson
12:35-12:40	7. Approval of Agenda – <i>Action</i>	Faustino Lopez Jr., DELAC Chairperson
12:40-12:45	8. Approval of November 12, 2024, Minutes – <i>Action</i>	Faustino Lopez Jr., DELAC Chairperson
12:45-1:30	9. Science - <i>Information</i>	Marlys Williamson, Coordinator Science
1:30-1:50	10. LEAD Program – <i>Information</i>	Omar Calleros, Director Expanded Learning Programs
1:50-1:55	11. District Communications – <i>Information</i>	Faustino Lopez Jr., DELAC Chairperson
1:55-2:00	12. Public/Oral Communications – <i>Information</i>	Faustino Lopez Jr., DELAC Chairperson
2:00	13. Adjournment	Faustino Lopez Jr., DELAC Chairperson

LEGAL REQUIREMENTS

10/14	District-Wide Needs Assessment on a school-by-school basis (DELAC)	11/12	Establishment of District Program, Goals, and Objectives of these programs and services for English Learners (DELAC)	11/12	Review and comment on the written notifications required to be sent to parents and guardians of English Learners. (DELAC)
09/10	Jointly develop, review annually and update, if needed, the District Parent and Family Engagement Policy	10/15	Review and comment on the District reclassification procedures (DELAC)		Development of a District English Learner Master Plan for English Learner education programs and services (DELAC)
11/12	Review and comment on the development of the Local Control and Accountability Plan (LCAP) (DAC/DELAC)		Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements (DELAC)		Review of the Consolidated Application (CONAPP) (DELAC)

EXECUTIVE BOARD

DAC

James Moffat, Chairperson
Paloma Anguiano, Vice-Chairperson
Luis Chavez, Past Chairperson
Ricardo Nava, Board Member

DELAC

Faustino Lopez Jr., Chairperson
Miriam Bojorquez, Vice-Chairperson
Priscilla Miller, Past Chairperson
Maria Villalobos, Board Member



DISTRITO DE ESCUELAS PRIMARIAS DE CHULA VISTA
84 EAST J STREET ♦ CHULA VISTA, CALIFORNIA 91910 ♦ 619-425-9600
CONSEJO ASESOR DISTRITAL (DAC)
COMITÉ ASESOR DISTRITAL PARA ESTUDIANTES DE INGLÉS (DELAC)

AGENDA

21 DE ENERO DE 2025 – 12:00 - 2:00 P.M.
SALÓN C ESSC

12:00-12:15	1. Apertura de sesión/presentaciones	Faustino Lopez Jr., presidente del DELAC
	2. Informe del superintendente: información	Dr. Eduardo Reyes, superintendente
12:15-12:20	3. Informe de los administradores del distrito: <i>información</i>	Administradores del distrito
12:20-12:25	4. Informe de los presidentes: <i>información</i>	James Moffat, presidente del DAC Faustino Lopez Jr., presidente del DELAC
12:25-12:30	5. Informe de los presidentes invitados: <i>información</i>	Consejo de las PTA de Chula Vista
12:30-12:35	6. Cuórum	Faustino Lopez Jr., presidente del DELAC
12:35-12:40	7. Aprobación de la agenda: <i>acción</i>	Faustino Lopez Jr., presidente del DELAC
12:40-12:45	8. Aprobación de las actas del 12 de noviembre de 2024: <i>acción</i>	Faustino Lopez Jr., presidente del DELAC
12:45-1:30	9. Ciencias - <i>información</i>	Marlys Williamson, coordinadora de ciencias
1:30-1:50	10. Programa LEAD: <i>información</i>	Omar Calleros, director de LEAD
1:50-1:55	11. Anuncios del distrito: <i>información</i>	Faustino Lopez Jr., presidente del DELAC
1:55-2:00	12. Anuncios públicos/orales: <i>información</i>	Faustino Lopez Jr., presidente del DELAC
2:00	13. Cierre de sesión	Faustino Lopez Jr., presidente del DELAC

REQUISITOS LEGALES

10/15	Evaluación de las necesidades del distrito por escuela. (DELAC)	11/12	Establecimiento del Programa del Distrito, metas y objetivos de estos programas y servicios para los estudiantes de inglés. (DELAC)	11/12	Revisión y retroalimentación de notificaciones escritas que deben ser enviadas a padres, tutores y estudiantes de inglés.
09/10	Elaborar, revisar anualmente y actualizar conjuntamente, si es necesario, la Política de participación familiar del distrito	10/15	Revisión y retroalimentación de los procedimientos de reclasificación del distrito. (DELAC)		Elaboración del Plan Maestro para Estudiantes de Inglés (guía) en el que se establecen programas y servicios educativos orientados a estudiantes de inglés. (DELAC)
11/12	Revisión y retroalimentación del Plan Local de Control y Rendición de Cuentas (LCAP) (DAC/DELAC)		Elaboración de un plan que garantice el cumplimiento de cualquier requisito aplicable entorno a maestros y/o ayudantes de maestro (DELAC)		Revisión de la solicitud consolidada (CONAPP) (DELAC)

CONSEJO EJECUTIVO

DAC

James Moffat, presidente
Paloma Anguiano, vicepresidente
Luis Chavez, expresidente
Ricardo Nava, miembro del consejo

DELAC

Faustino Lopez Jr., presidente
Miriam Bojorquez, vicepresidente
Priscilla Miller, expresidente
Maria Villalobos, miembro del consejo



CHULA VISTA ELEMENTARY SCHOOL DISTRICT
District Advisory Council (DAC)
District English Learner Advisory Committee (DELAC)
Education Service and Support Center

TUESDAY, NOVEMBER 12, 2024

DAC/DELAC REGULAR MEETING

12:00-2:00 P.M.

MINUTES

1. CALL TO ORDER/INTRODUCTIONS

DAC Chairperson James Moffat called the meeting to order at 12:06 p.m. and welcomed attendees to the DAC/DELAC Regular Meeting. Mr. Moffat read the meeting norms and reviewed the meeting procedures. Mr. Moffat stated it is the Executive Board's goal for each DAC/DELAC meeting to be interactive, engaging, and meaningful to representatives and guests.

2. SUPERINTENDENT'S REPORT

Dr. Reyes thanked representatives and Trustee Delia Dominguez Cervantes for attending the meeting. He also wished everyone a Happy Thanksgiving and Happy Holidays. Dr. Reyes invited attendees, including schools and students, to participate in the Chula Vista Starlight Parade by walking with the Chula Vista Elementary School District (CVESD) Float and to email Communications Director Giovanna Castro at giovanna.castro@cvesd.org if they would like to participate.

3. DISTRICT ADMINISTRATORS' REPORT

None.

4. CHAIRPERSONS' REPORT

DELAC Vice Chairperson Faustino Lopez shared a summary of the ABC comments from the October meeting. Mr. Lopez expressed thanks on behalf of the Executive Board for providing valuable feedback.

5. VISITING CHAIRPERSONS' REPORT

Chula Vista Elementary Council of PTAs – Janice Oani

Janice Oani invited representatives and alternates to join their school PTA. Currently over 4,000 members are part of Chula Vista Elementary Council of PTAs.

6. QUORUM

DAC Chair James Moffat announced that quorum was met.

7. APPROVAL OF AGENDA (ACTION)

Motion: *M. Rubio (EastLake/DAC)* Second: *inaudible* Vote: *UNANIMOUS*

8. APPROVAL OF THE NOVEMBER 12, 2024, MINUTES (ACTION)

Motion: *E. Uribe (Silver Wing/DAC)* Second: *J. Oani (Tiffany/DAC)* Vote: *UNANIMOUS*

9. DELAC BOARD MEMBER ELECTION (ACTION)

James Moffatt, DAC Chairperson facilitated the 2024-25 DELAC Board Member Elections. Nominations were taken from the floor; Maria Villalobos was the only nominee. The DELAC Elections occurred. Results of the election will be announced during Item 12., District Communications.

10. MULTILINGUAL ENGLISH LEARNER (EL) PROGRAM GOALS AND SERVICES

Language Development and Instruction Coordinators Dr. Nancy Rojas and Patricia Pimentel presented on Multilingual EL Program Goals and Services. They shared the programs and services offered to Multilingual ELs in CVESD, attendees engaged in a collaborative task.

11. LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Language Development and Instruction Executive Director Lalaine Perez reported on the LCAP. Ms. Perez reviewed the purpose of the LCAP, the educational partner engagement process and key actions for each goal in the LCAP. Representatives, principals, and visitors had a table discussion and then provided input by completing a survey.

12. DISTRICT COMMUNICATIONS

Parent Engagement Liaison Coordinator Veronica Casanova announced that CVESD U will host the following workshops: *Seriously I am Okay* on November 19, 2024, from 4:00 to 5:00 p.m. and Reading is Fundamental on December 17, 2024, from 8:45 to 9:45 a.m. Both workshops will take place at the District Office in Rm C.

James Moffatt, DAC Chairperson announced the DELAC Board Member election results. Maria Villalobos was elected unanimously.

13. PUBLIC/ORAL COMMUNICATIONS

CVESD Board Trustee Delia Dominguez Cervantes reminded representatives that CVESD leaders are available to assist parents and families.

ABCs Chart Input: Mr. Moffat reminded parent representatives to take a moment to reflect on what was heard and learned in the meeting and how it relates to the ABC Chart. Representatives were asked to write their feedback on the post-its provided at their table and to place onto the ABC table chart as they leave.

A: From what you heard and learned today, what do you Appreciate? What Assures you? What Affirms your belief and thoughts?

B: What can we Build Upon, make Better, and/or Broaden?

C: What needs more Clarification? What are some Concerns or Comments you would like to share?

14. ADJOURNMENT

With no objections, DAC Chairperson James Moffat adjourned the Regular Meeting at 1:39 p.m.

James Moffat
DAC Chairperson

Faustino Lopez Jr.
DELAC Chairperson

Claire De Soto
Recording Secretary



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CONSEJO ASESOR DISTRITAL (DAC)
COMITÉ ASESOR DISTRITAL PARA ESTUDIANTES DE INGLÉS (DELAC)
Centro de Servicios y Apoyos Educativos (ESSC)

MARTES, 12 DE NOVIEMBRE DE 2024
JUNTA ORDINARIA DEL DAC/DELAC
12:00 - 2:00 P.M.

MINUTAS

1. APERTURA DE SESIÓN/PRESENTACIONES

El presidente del DAC, James Moffat, abrió la sesión a las 12:06 p.m., dando la bienvenida a los asistentes a la junta ordinaria del DAC/DELAC. El Sr. Moffat leyó las normas y procedimientos de las juntas. El Sr. Moffat expresó que la meta del Consejo Ejecutivo es que cada junta del DAC/DELAC sea interactiva, dinámica y significativa para los representantes y asistentes.

2. INFORME DEL SUPERINTENDENTE

El Dr. Reyes agradeció a Delia Domínguez Cervantes, miembro de la Mesa Directiva, por asistir a la junta del DAC/DELAC. También les deseó a todos un feliz Día de Acción de Gracias y unas felices fiestas decembrinas. El Dr. Reyes invitó a los asistentes, incluyendo a las escuelas y a los estudiantes, a participar en el Desfile Starlight de Chula Vista desfilando con el carro alegórico del Distrito de Escuelas Primarias de Chula Vista, y de comunicarse con la directora Giovanna Castro vía correo electrónico a Giovanna.castro@cvesd.org si están interesados en participar.

3. INFORME DE LOS ADMINISTRADORES DEL DISTRITO

Ninguno.

4. INFORME DEL PRESIDENTE

El presidente del DELAC, Faustino Lopez Jr., dio un resumen de los comentarios ABC de la junta de octubre. Además, en nombre del Consejo Ejecutivo, agradeció la valiosa retroalimentación proveída.

5. INFORME DE PRESIDENTES VISITANTES

Consejo de las PTA de Escuelas Primarias de Chula Vista: Janice Oani

Janice Oani invitó a los representantes y suplentes a afiliarse a la PTA de su plantel escolar. Actualmente más de 4000 miembros forman parte del Consejo de las PTA del Distrito de Escuelas Primarias de Chula Vista.

6. CUÓRUM

El presidente del DAC, James Moffat, anunció que se logró el cuórum.

7. APROBACIÓN DE LA AGENDA (ACCIÓN)

Moción: M. Rubio (Eastlake/DAC); secundada: *inaudible*; voto: UNÁNIME

8. APROBACIÓN DE LAS MINUTAS DEL 13 DE AGOSTO DE 2024 (ACCIÓN)

Moción: E. Uribe (Silver Wing/DAC); secundada: J. Oani (Tiffany/DAC); voto: UNÁNIME

9. ELECCIONES DE VICEPRESIDENTES DEL DAC/DELAC (ACCIÓN)

James Moffat, presidente del DAC, facilitó las elecciones 2024-2025 del Consejo Ejecutivo del DELAC. Las nominaciones se obtuvieron del público; María Villalobos fue la única que se postuló. Se llevaron a cabo las elecciones. Los resultados de las mismas se dan a conocer en el asunto 12, bajo los anuncios del distrito.

10. METAS Y SERVICIOS DEL PROGRAMA PARA ESTUDIANTES DE INGLÉS MULTILINGÜES

Las coordinadoras de Instrucción y Desarrollo del Lenguaje, la Dra. Nancy Rojas y Patricia Pimentel, hicieron una exposición sobre las metas y servicios del programa para estudiantes de inglés multilingües; los asistentes participaron en una actividad grupal.

11. PLAN LOCAL DE CONTROL Y RENDICIÓN DE CUENTAS (LCAP)

La directora ejecutiva de Instrucción y Desarrollo del Lenguaje, Lalaine Perez habló sobre el LCAP. Repasó el propósito de éste, el proceso de participación con los socios educativos y las medidas clave de cada meta del LCAP. Los representantes, directores y asistentes tuvieron discusiones en sus mesas sobre el mismo y después participaron en una encuesta para brindar su retroalimentación.

12. ANUNCIOS DEL DISTRITO

La coordinadora de participación y enlace para padres, Verónica Casanova, anunció que la *CVESD University* realizará los siguientes talleres: *De verdad, estoy bien*, el 19 de noviembre de 2024, de 4:00 a 5:00 p.m., y *La lectura es fundamental*, el 17 de diciembre de 2024, de 8:45 a 9:45 a.m., ambos en el salón C de la oficina central del distrito.

James Moffat, presidente del DAC, anunció los resultados de las elecciones de los miembros del Consejo Ejecutivo del DELAC. María Villalobos fue electa unánimemente.

13. ANUNCIOS PÚBLICOS/ORALES

La miembro de la Mesa Directiva del CVESD, Delia Domínguez Cervantes, les recordó a los representantes que los directivos del CVESD quedan a la orden para apoyar a los padres y las familias.

Retroalimentación ABC: el Sr. Moffat les pidió a los padres representantes tomarse un momento para reflexionar sobre lo que aprendieron o escucharon en la junta y en qué manera se relaciona con la tabla de retroalimentación ABC. Se les pidió escribir sus opiniones/comentarios en los *post-it* en la mesa y pegarlos en la tabla ABC al salir.

A: De lo que escuchó y aprendió hoy, ¿qué es lo que aprecia? ¿Qué le da confianza? ¿Qué confirma sus creencias e ideas?

B: ¿En qué podemos seguir avanzando, mejorar y/o ampliar?

C: ¿Qué necesita mayor aclaración? ¿Qué preocupaciones o comentarios le gustaría expresar?

Presidente del DAC: DAC-Chair@cvesd.org

Presidente del DELAC: DELAC-Chair@cvesd.org

14. CIERRE DE SESIÓN

Sin ninguna objeción, el presidente del DAC, James Moffat, levantó la sesión de la junta ordinaria a la 1:39 p.m.

James Moffat
Presidente del DAC

Faustino Lopez Jr.
Presidente del DELAC

Claire De Soto
Secretaria de actas



TWIG SCIENCE

DAC/DELAC
JANUARY 21, 2025



1

ACRONYMS

- NGSS- Next Generation Science Standards
- CAST- California Science Test



2

TODAY'S OBJECTIVES

- Curriculum & Standards
- NGSS Twig Experience
- CAST Science Data



3

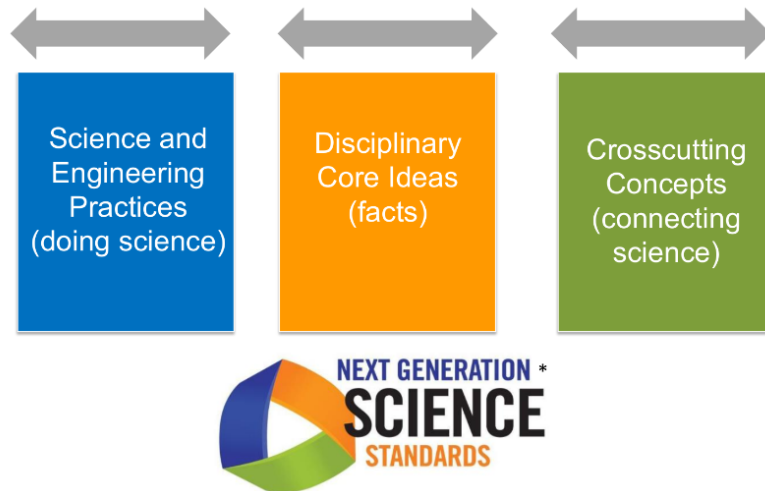
NGSS 3-DIMENSIONAL LEARNING



4

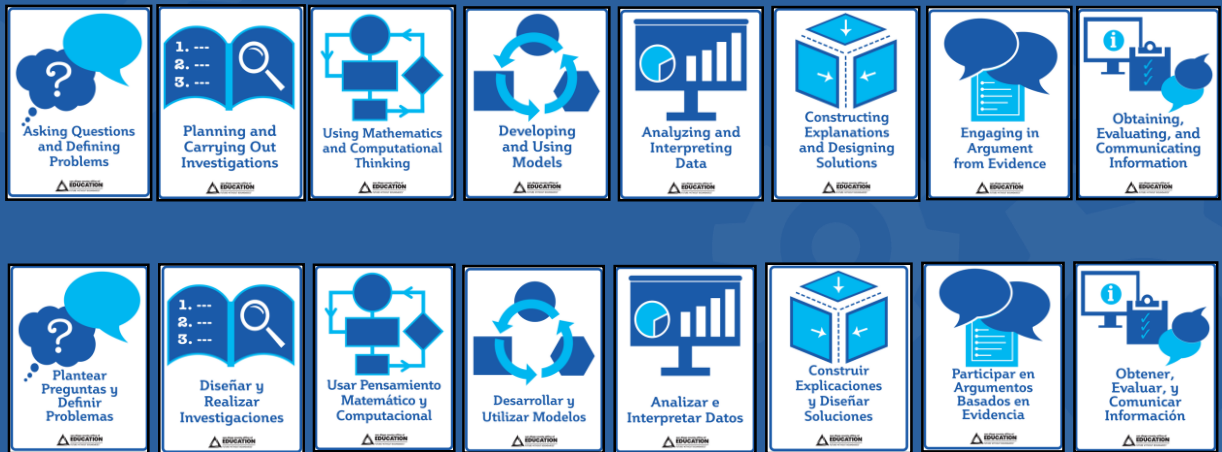
3-DIMENSIONAL LEARNING

Next Generation Science Standards (NGSS)



5

SCIENCE AND ENGINEERING PRACTICES (SEP)



6

DISCIPLINARY CORE IDEAS (DCI)

Physical Science



Understand how every system and process on Earth is dependent on physical and chemical subprocesses.

twig SCIENCE

Earth and Space Science



Investigate the structure, composition, and history of the Universe—as well as Earth's place within it.

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Life Science



Examine living organisms as part of whole systems, studying how they interact in the biosphere with their environments and other organisms.

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Engineering, Technology, and the Application of Science



Uncover how engineering design can be used to create new technology in response to problems or to explore new applications of science.

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7

CROSS CUTTING CONCEPTS (CCC)



Scale, Proportion, and Quantity

EDUCATION



Patterns

EDUCATION



Structure and Function

EDUCATION



Stability and Change

EDUCATION



Cause and Effect

EDUCATION



Systems and System Models

EDUCATION



Energy and Matter

EDUCATION



Escala, Proporción, y Cantidad

EDUCATION



Patrones

EDUCATION



Estructura y Función

EDUCATION



Estabilidad y Cambio

EDUCATION



Causa y Efecto

EDUCATION



Sistemas y Modelos de Sistemas

EDUCATION



Energía y Materia

EDUCATION

8

PERFORMANCE EXPECTATION

1-PS4-3-Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

1-PS4-3- Planear y llevar a cabo una investigación para determinar el efecto de colocar objetos de materiales distintos en la trayectoria de un rayo de luz.

9

TWIG SCIENCE



10

ANCHOR PHENOMENON



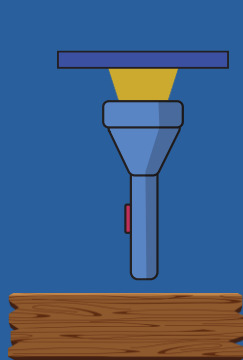
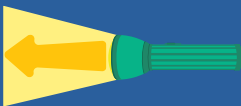
11

LEARNING REVIEW

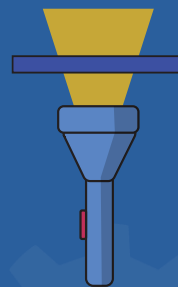
Shadows are caused
when an object
blocks a light source.



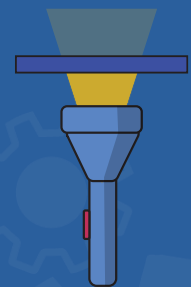
Light travels in a
straight line



opaque
opaco



transparent
transparente



translucent
translúcido

12

LEARNING REVIEW

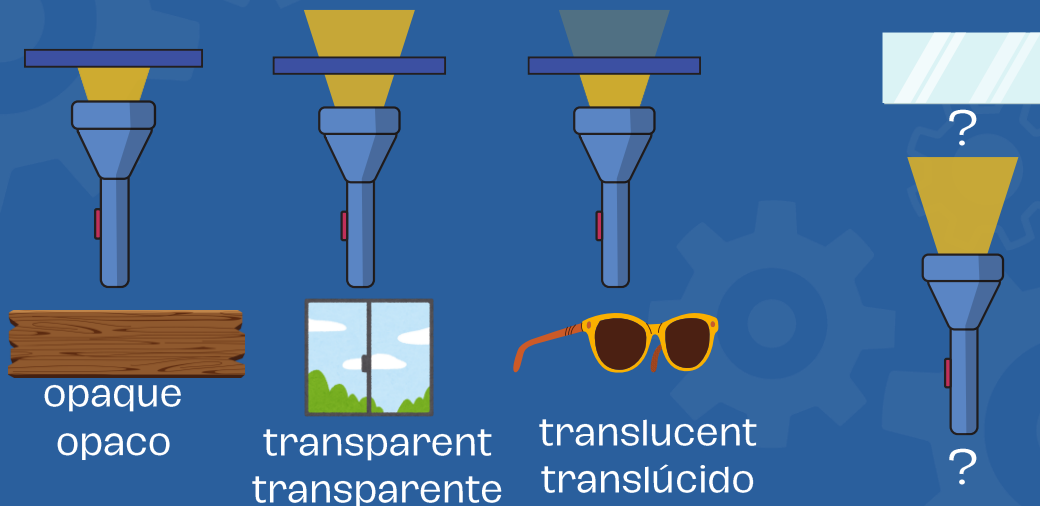
We have discovered that the opaque mountains surrounding Rjukan blocked the light from reaching the town. Now that we understand Rjukan's problem, we should start considering a solution.



How can we get sunlight to Rjukan?

13

LEARNING REVIEW



14



15

PREDICTIONS

- How can you predict where the light will shine?
- How can you predict where to place the target?

16

The diagram illustrates the relationship between predictions and observations in a science investigation. It features two side-by-side worksheet templates for Lesson 5, with arrows indicating the flow of information.

Predictions: The top worksheet, titled "Hit the Target" (English) and "Dar en el blanco" (Spanish), contains the following text:

- Do Investigations • Finish the sentences.**
- I predict the light will _____
- _____
- _____
- _____
- When we turned on the flashlight, _____
- _____
- _____
- _____

Observations: The bottom worksheet, titled "Dar en el blanco" (Spanish), contains the following text:

- Investiga • Completa las oraciones.**
- Predigo que la luz _____
- _____
- _____
- _____
- Quando prendimos la linterna, _____
- _____
- _____
- _____

Arrows show the flow: "PREDICTIONS" points to the prediction section of the top worksheet, which then points to the observation section of the bottom worksheet. "OBSERVATIONS" points to the observation section of the bottom worksheet, which then points back to the prediction section of the top worksheet.

Small text at the bottom of both worksheets reads: "Unauthorized commercial or large-scale printing is strictly prohibited. Intellectual property of Twig Education protected by US copyright law."

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The diagram illustrates the relationship between models and observations in a science investigation. It features two side-by-side worksheet templates for Lesson 5, with arrows indicating the flow of information.

Models: The top worksheet, titled "Share Ideas • Draw your experiment." (English) and "Comparte ideas • Dibuja tu experimento." (Spanish), contains the following text:

- Share Ideas • Draw your experiment.**
- _____
- _____
- _____
- _____

Observations: The bottom worksheet, titled "Comparte ideas • Dibuja tu experimento." (Spanish), contains the following text:

- Comparte ideas • Dibuja tu experimento.**
- _____
- _____
- _____
- _____

Arrows show the flow: "Models should have:" points to the model section of the top worksheet, which then points to the observation section of the bottom worksheet. "OBSERVATIONS" points to the observation section of the bottom worksheet, which then points back to the model section of the top worksheet.

Small text at the bottom of both worksheets reads: "www.twigscience.com"

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OBSERVATIONS

- What happens to the light when it reaches the mirror?
- Does light still travel in a straight line when it reaches the mirror?

19

SHARE OUT

- When you hit the target, how did you set up the flashlight, mirror, and paper?
- How could you guess where the light would go?
- What did this experiment tell you about light or mirrors?

20

LESSON
5

Reflect

Light travels in

When light is reflected, it travels in

Driving Question 3 | Lesson

LECCIÓN
5

Reflexiona

La luz se mueve en

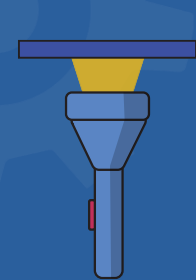
Cuando la luz se refleja, se mueve en

Pregunta guía 3 | Lección 5

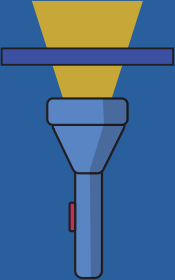
SCIENCE CONCEPTS

21

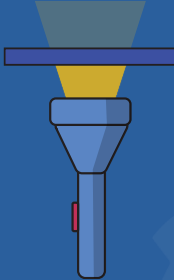
LEARNING REVIEW




opaque
opaco




transparent
transparente

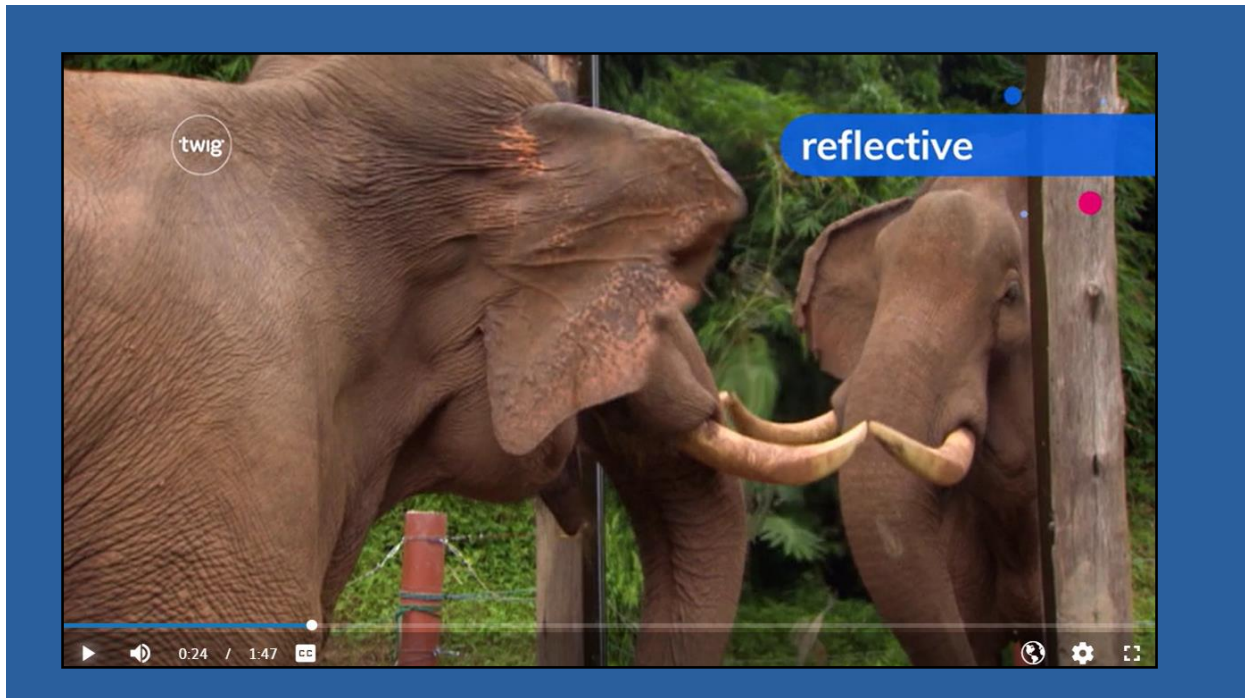



translucent
translúcido

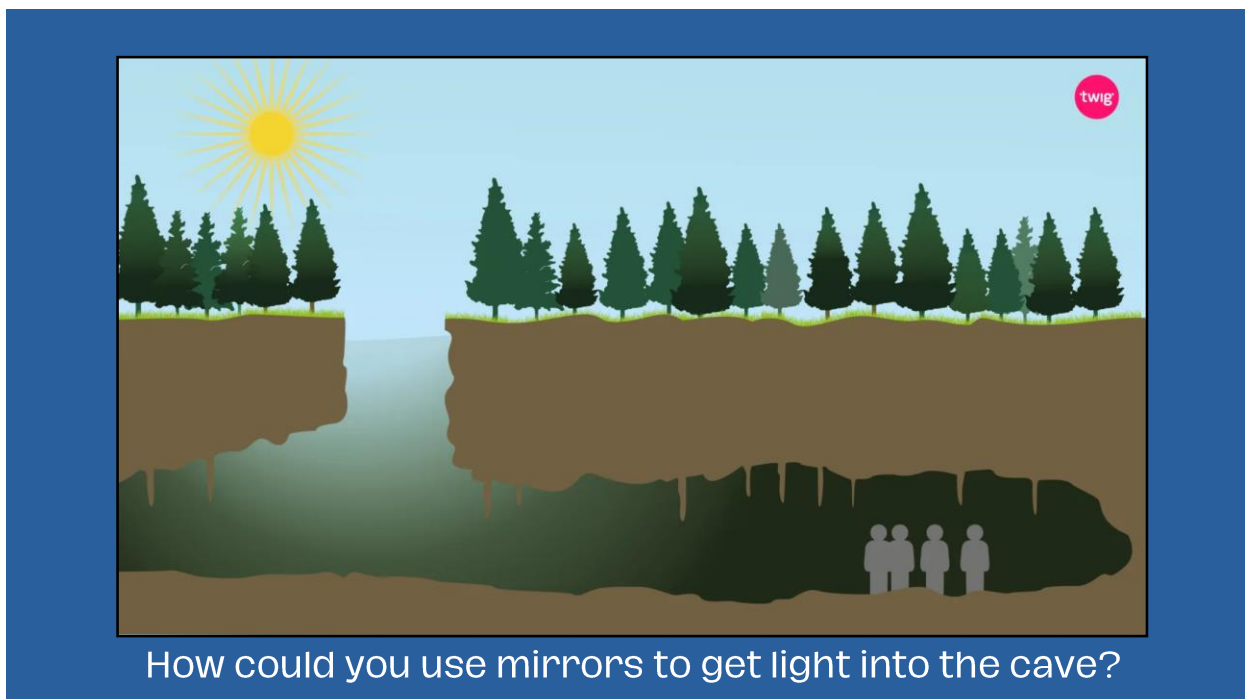


reflective
reflectante

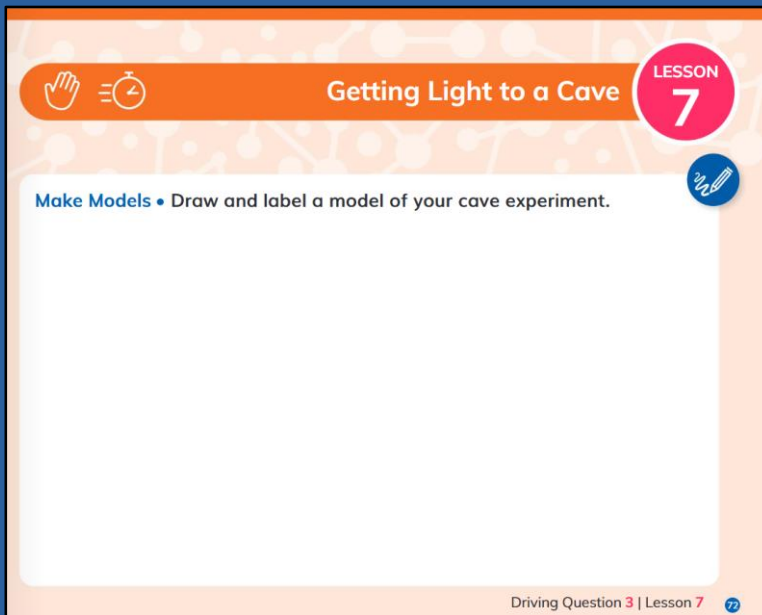
22



23



24



Getting Light to a Cave

LESSON 7

Make Models • Draw and label a model of your cave experiment.

Driving Question 3 | Lesson 7

How could you use mirrors to get light into the cave?

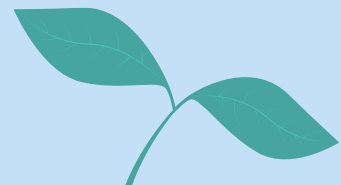
25

3-DIMENSIONAL LEARNING

Which Science and Engineering Practice(s) did we use during this investigation?

Which Cross Cutting Concept(s) did we explore during this investigation?

Discuss with a partner



26

TWIG SCIENCE



27

TWIG COMPONENTS



28

ELA INTEGRATION

LESSON 3

How Can We Use the Sun's Energy?

Read and annotate the text. As you read, use these close-reading strategies:

- Circle key words.
- Underline conflicting words or sentences.
- Add drawings or notes to help you remember important facts and ideas.

Have you felt how warm it gets inside a car on a hot day? Have you been woken up by light coming through your window in the morning? The heat and light come from the Sun. The Sun is far away, but it only takes about 8 minutes for energy to transfer from the Sun to the Earth. Because light travels at a speed of about 300,000 miles per second, it takes about 8 minutes for energy to get from the Sun to the Earth.

1 minute, we would have enough energy to power everything on Earth for a whole year! However, only a small part of the energy that reaches the Earth can be collected. All plants and animals rely on energy from the Sun every day, but people have also developed lots of smart ways to use it. One way we can use energy from the Sun is to heat up water. Have you ever noticed that outdoor swimming pools are often built where the Sun shines on them for most of the day? This is so they can get as much energy from the Sun as possible to heat the water. Using energy from the Sun to heat up water can also be useful for people who like to go camping but don't want to use cold outdoor showers! They can hang sturdy bags of water called **solar showers** in direct sunlight and wait for energy from the Sun to heat the water up. Then, when the water is warm, they can open a nozzle at the bottom of the bag and take a warm shower!

NOTES

Reading

Writing

LESSON 3 Identifying Acquired Characteristics

Construct Explanations • Which traits seem to have changed during this dog's lifetime? Which traits do you think it will pass on to its offspring? Explain your evidence and reasoning.

First Draft

Second Draft

Third Draft

Final Draft

Challenge

Construct Explanations • Which trait seems to have changed during this deer's lifetime? Which traits do you think it will pass on to its offspring? Explain your evidence and reasoning.

Writing Question 3 (Lesson 3)

29

ELD SUPPORT

English Learners

Scaffold for ELs by offering oral sentence frames.

Substantial Support (Emerging Proficiency)

- The volcano _____.
- I saw _____.

Moderate Support (Expanding Proficiency)

- The land changed because _____.
- The changes happened _____ (quickly/slowly).

Light Support (Bridging Proficiency)

- When the volcano _____, the land _____ because _____.
- I observed the _____ (noun) _____ (verb) _____ (when, before, after) the eruption happened.

English Learners

Pull a small group of ELs together for a guided reading of half of the article prior to the whole group lesson, and again for the remaining half during the lesson. Show ELs photos of glaciers to provide visual support, and review the definition of *glacier* in the article glossary. Ensure that ELs understand the meanings of the terms *sculpture* and *carving* by providing visual samples.

As you read together, highlight and list new verbs encountered in the text. Illustrate the meaning of new verbs through gestures and/or visual samples, and have students repeat them chorally. Have ELs circle words that explain how glaciers move, and underline parts of the article that explain what changes made by glaciers can be observed today.

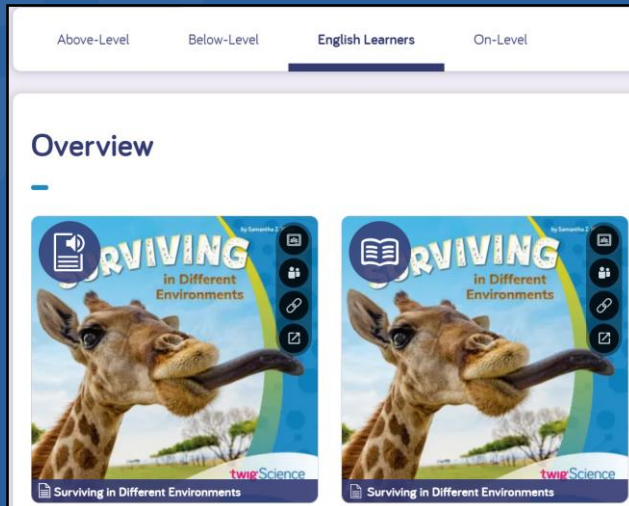
English Learners

Model the photo comparison task for ELs by doing a meta-think-aloud about the first pair of photos in their Twig Books. Briefly write what you are saying on the board to provide additional visual support for ELs.

- In the first photo, I see lots of snow and ice. It looks like a river of ice. I think it's a glacier. I don't see any trees.
- In the second photo, the front part of the river looks like water, not ice. There are trees in the front. The land on the right side sticks way out into the water. That's different than in the first photo.

30

LEVELED READERS



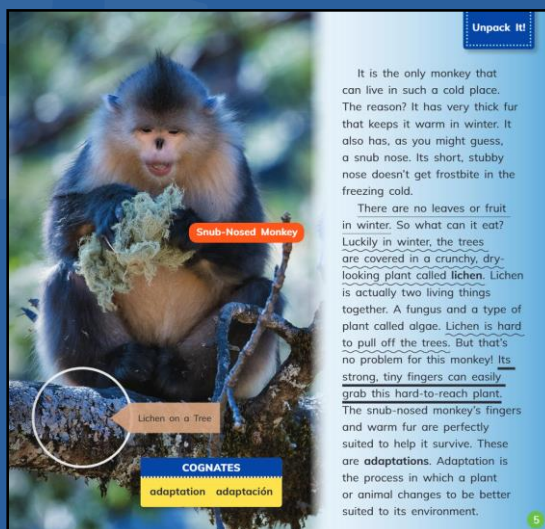
Leveled Reader Supports

Multiple supports are provided in the text to assist you in helping students access the vocabulary presented.

- **Cognates:** Highlight those words that are similar in Spanish and English to accelerate vocabulary building (e.g., *extinct/extinto*).
- **Define It:** Point out the definitions of key academic words needed for understanding, but are without sufficient context clues.
- **Visual Glossary:** Refer to the visual glossary before, during, and after reading to reinforce key content vocabulary.

31

LEVELED READERS



32

ELPAC SUPPORT

MONITORING ENGLISH LANGUAGE PROFICIENCY

During your leveled reader instruction, engage students in the following tasks to monitor their growing English Language development. These tasks are best administered individually.

WRITING DOMAIN

Have students look at the photos and illustrations on pages 22–23 and write a brief description of what is happening.

READING DOMAIN

Use the photos on pages 6–7. Write these sentences: *The giraffe has a long neck. The giraffe's tongue is long and dark. The tree has sharp spikes. The giraffe has adapted to its habitat.* Have students read each sentence, then match it to the correct photo or part of photo.

LISTENING DOMAIN

Describe the illustrations on pages 8–9. Add key details included in the illustrations, but not in the main text (e.g., details in the diagram text). Ask: *What is special about the roots of a cactus? What is special about the skin of a cactus? How has a cactus adapted to survive?*

SPEAKING DOMAIN

As students answer the questions in the "Listening Domain" task, record their use of academic vocabulary and ability to summarize the key details.

Assess Conversation

Use the chart to gauge students' progress as they participate in collaborative conversations. Model conversation exchanges to support students' growth.

Bridging 4	Students engage in 5 or more exchanges. They support their ideas with evidence and sufficiently synthesize ideas.
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33

CA SCIENCE TEST



Twig Science K-6

59 assessments



Twig Science K–5 CAST Practice (Education4Equity)

3 assessments

NEW



34

CA SCIENCE TEST (CAST)

- The CAST Science test is administered in grades 5, 8, and one year in high school (either grades 10, 11, or 12)
- The 5th grade science test covers content material from grades 3-5, and the science and engineering practices and cross cutting concepts introduced in grades K-5.

Segment 1	Segment 2	Segment 3	Segment 4	Segment 5	Segment 6	Student Survey
Discrete Items G5: 13 items G8: 14 items HS: 16 items	Discrete Items G5: 13 items G8: 14 items HS: 16 items	Discrete Items or Performance Task	Performance Task 4–6 items	Performance Task 4–6 items	Performance Task 4–6 items	3–4 questions
 		 	 	 	 	

35

CA SCIENCE TEST (CAST)

26

GUEST Last Saved: 2:58 PM

A student observed that a cactus has long, sharp spines that are painful to touch.

Which claim is **best** supported by the observation?

Ⓐ The spines attract helpful insects to the cactus.

Ⓑ The spines keep cold wind away from the cactus.

Ⓒ The spines make it hard for animals to eat the cactus.

Ⓓ The spines store water that can be used by the cactus.

36

CA SCIENCE TEST (CAST)

19

GUEST

Long-eared hedgehogs are small mammals that are kept as pets. Adults can have body lengths that range from 120 to 270 millimeters (mm). This table shows the body lengths of a family of hedgehogs.

Hedgehog	Adult Body Length (mm)
Mother	152
Father	138
Offspring 1	145
Offspring 2	140
Offspring 3	148

Based on this data, select the word or phrase that **best** completes the statement.

The offspring of these two parent hedgehogs have body lengths that are their parents because variation for this trait among members of the same family.

37

CA SCIENCE TEST

A scientific explanation...

- Is about how or why something happens
- Introduces a topic
- Supports ideas with evidence such as facts, definitions, and quotations related to the topic
- Uses scientific language
- Links ideas within and across categories of information using words, phrases, and clauses
- Addresses an audience
- Provides a concluding statement or section related to the information or explanation presented.

twig

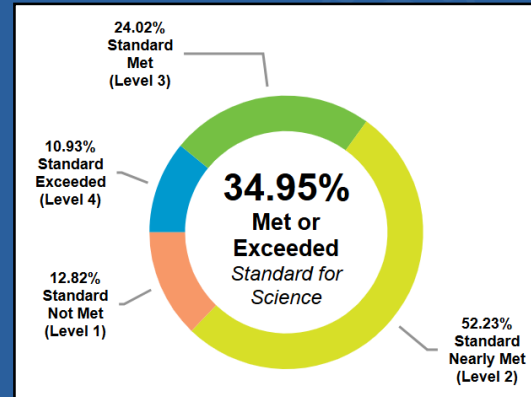
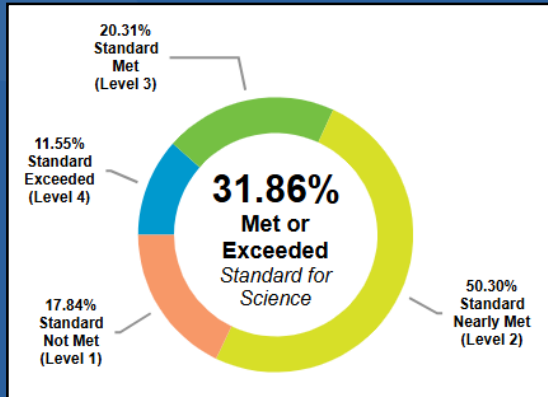


38

ALL 5TH GRADE

STATE 2022-2023

CVESD 2022-2023

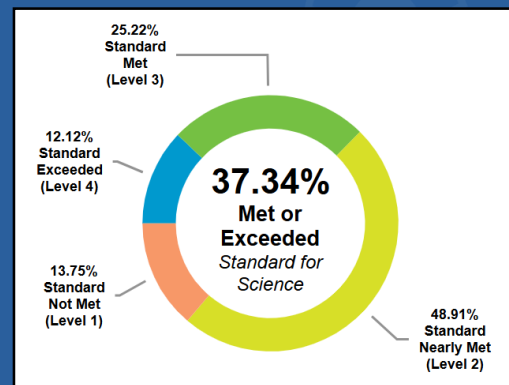
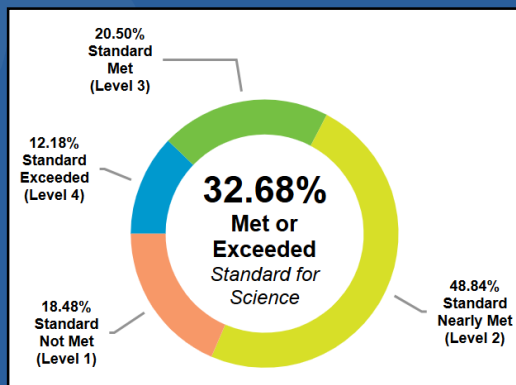


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ALL 5TH GRADE

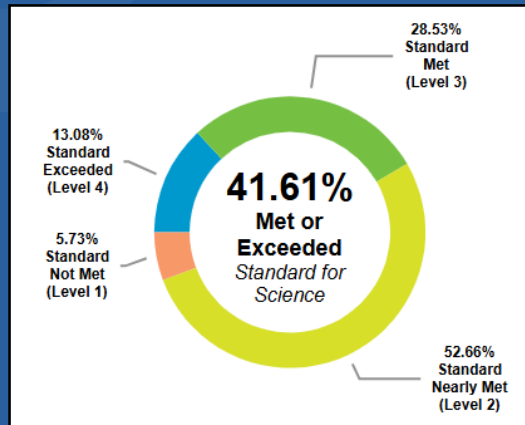
STATE 2023-2024

CVESD 2023-2024

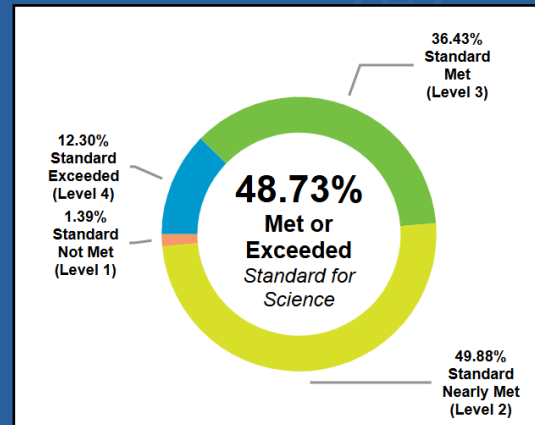


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STATE R-FEP 2023-2024



CVESD R-FEP 2023-2024



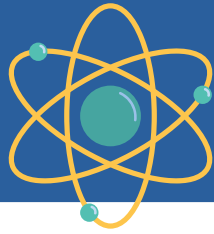
41

TWIG NEXT STEPS



- **CAST Optional After School Professional Learning Sessions for 5th Grade Teachers**
 - Focus on data & graphs
 - Focus on short-constructed responses (CER)
- **Curriculum Support for School Sites**
 - Collaboration
 - Staff Professional Learning
- **Use of Twig Science CAST Assessment Practice**
- **Use of CA Science Interim Assessments**

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CONTACT

marlys.williamson@cvesd.org
Ext. 181551





CIENCIAS TWIG

DAC/DELAC

21 DE ENERO DE 2025



1

SIGLAS

- NGSS: Estándares de ciencias de la próxima generación
- CAST: Examen de ciencias de California

2

OBJETIVOS DE HOY

- Programa de estudios y estándares
- Experiencia TWIG de los Estándares de ciencias de la próxima generación (NGSS)
- Rendimiento estudiantil en el examen de ciencias (CAST)



3

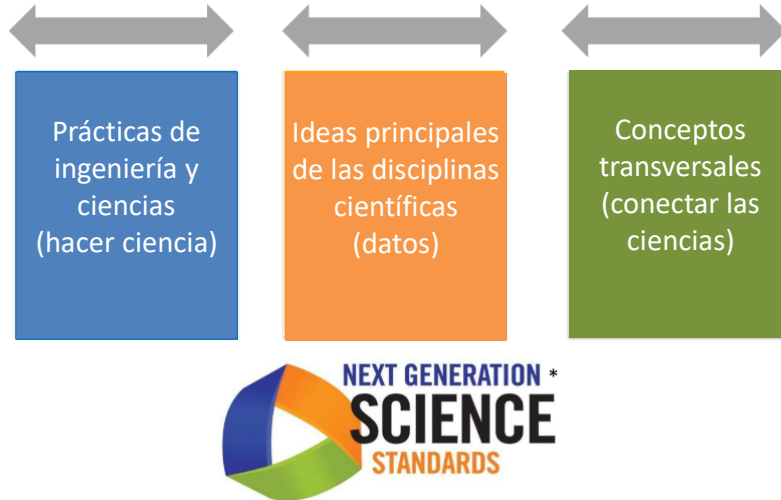
APRENDIZAJE TRIDIMENSIONAL DE LOS NGSS



4

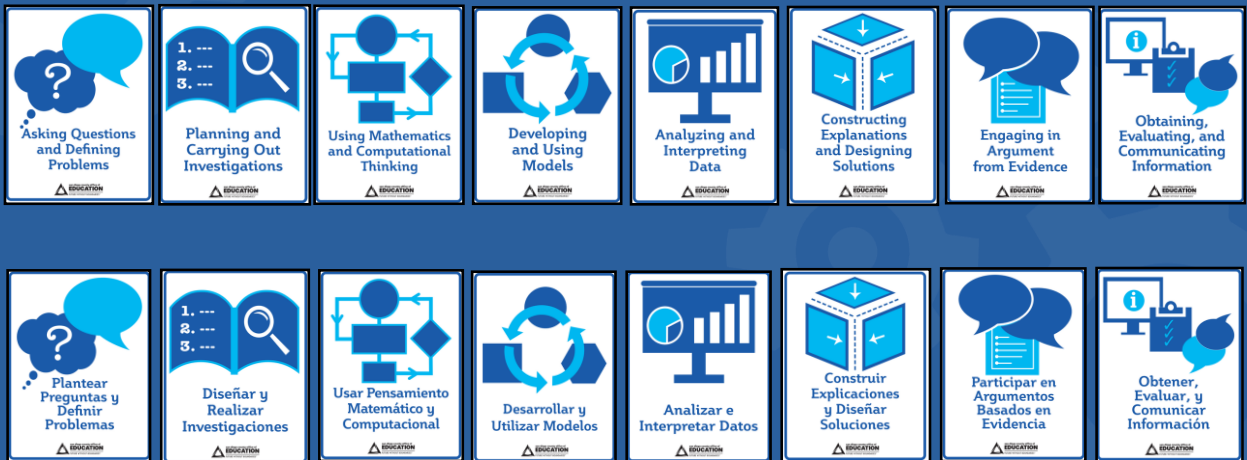
APRENDIZAJE TRIDIMENSIONAL

Estándares de ciencias de la próxima generación (NGSS)



5

PRÁCTICAS DE LA CIENCIA Y LA INGENIERÍA



6

IDEAS PRINCIPALES DE LAS DISCIPLINAS CIENTÍFICAS

 Physical Science Ciencias físicas <i>Comprender cómo cada sistema y proceso en la Tierra depende de los procesos físicos y químicos.</i> twig SCIENCE	 Earth and Space Science Ciencias de la Tierra y el espacio <i>Investigar la estructura, la composición y la historia del universo, así como el lugar de la Tierra en él.</i> twig SCIENCE	 Life Science Ciencias de la vida <i>Examinar los organismos vivos como parte de sistemas enteros y estudiar cómo interactúan en la biosfera en sus entornos y otros organismos.</i> twig SCIENCE	 Engineering, Technology and the Application of Science Ingeniería, tecnología y la aplicación de las ciencias <i>Descubrir cómo se puede usar el diseño de ingeniería para crear tecnología nueva como respuesta a problemas o para explorar nuevas aplicaciones de la ciencia.</i> twig SCIENCE
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7

CONCEPTOS TRANSVERSALES (CCC)

 Scale, Proportion, and Quantity EDUCATION	 Patterns EDUCATION	 Structure and Function EDUCATION	 Stability and Change EDUCATION	 Cause and Effect EDUCATION	 Systems and System Models EDUCATION	 Energy and Matter EDUCATION
 Escala, Proporción, y Cantidad EDUCATION	 Patrones EDUCATION	 Estructura y Función EDUCATION	 Estabilidad y Cambio EDUCATION	 Causa y Efecto EDUCATION	 Sistemas y Modelos de Sistemas EDUCATION	 Energía y Materia EDUCATION

8

EXPECTATIVAS DE DESEMPEÑO

1-PS4-3-Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

1-PS4-3- Planear y llevar a cabo una investigación para determinar el efecto de colocar objetos de diversos materiales en el trayecto de un rayo de luz.

9

CIENCIAS TWIG



10

FENÓMENO DE ANCLAJE



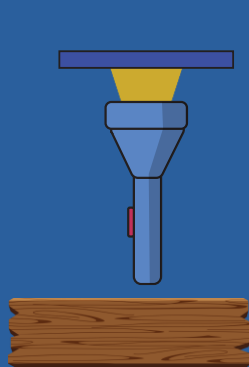
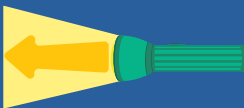
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REPASO DE APRENDIZAJES

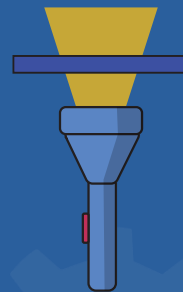
Las sombras se forman cuando un objeto obstaculiza la fuente de luz.



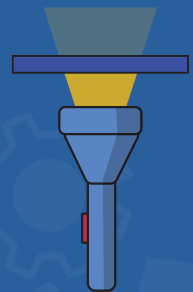
La luz viaja en línea recta



opaque
opaco



transparent
transparente



translucent
translúcido

12

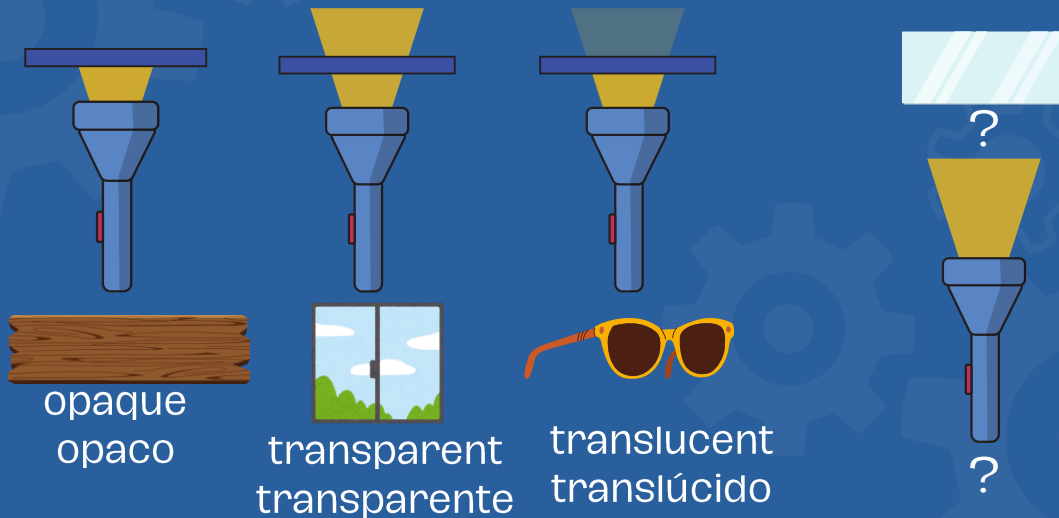
REPASO DE APRENDIZAJES

Hemos descubierto que las montañas opacas que rodean Rjukan obstaculizan que la luz pueda llegar al pueblo. Ahora que entiendes el problema de Rjukan, deberíamos empezar a considerar una solución.



13

REPASO DE APRENDIZAJES



14



15

PREDICCIONES

- ¿Cómo puedes predecir en dónde brillará la luz?
- ¿Cómo puedes predecir en dónde poner el blanco?

16

PREDICCIONES

Hit the Target 5

Do Investigations • Finish the sentences.

I predict the light will

When we turned on the flashlight,

OBSERVACIONES

Dar en el blanco LECCIÓN 5

Investiga • Completa las oraciones.

Predigo que la luz

Cuando prendimos la linterna,

Driving Question 3 | Lesson 5

Pregunta guía 3 | Lección 5

17

Share Ideas • Draw your experiment.

Comparte ideas • Dibuja tu experimento.

Los ejemplos muestran:

- dibujos sencillos
- etiquetas
- flechas
- una explicación

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OBSERVACIONES

- ¿Qué le pasa a la luz cuando llega al espejo?
- Cuando la luz llega al espejo, ¿sigue viajando en línea recta?

19

COMPARTIR

- Cuando le atinas al blanco, cómo posicionaste la linterna, el espejo y el papel?
- ¿Cómo puedes adivinar el trayecto de la luz?
- ¿Qué aprendiste de este experimento sobre la luz o los espejos?

20

LESSON
5

Reflect

Light travels in

When light is reflected, it travels in

Driving Question 3 | Lesson

LESSON
5

Reflexiona

La luz se mueve en

Quando la luz se refleja, se mueve en

Pregunta guía 3 | Lección 5

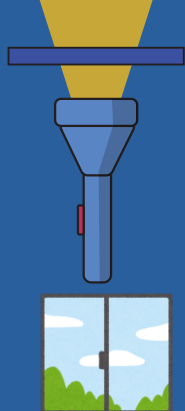
CONCEPTOS CIENTÍFICOS

21

REPASO DE APRENDIZAJES



opaque
opaco



transparent
transparente

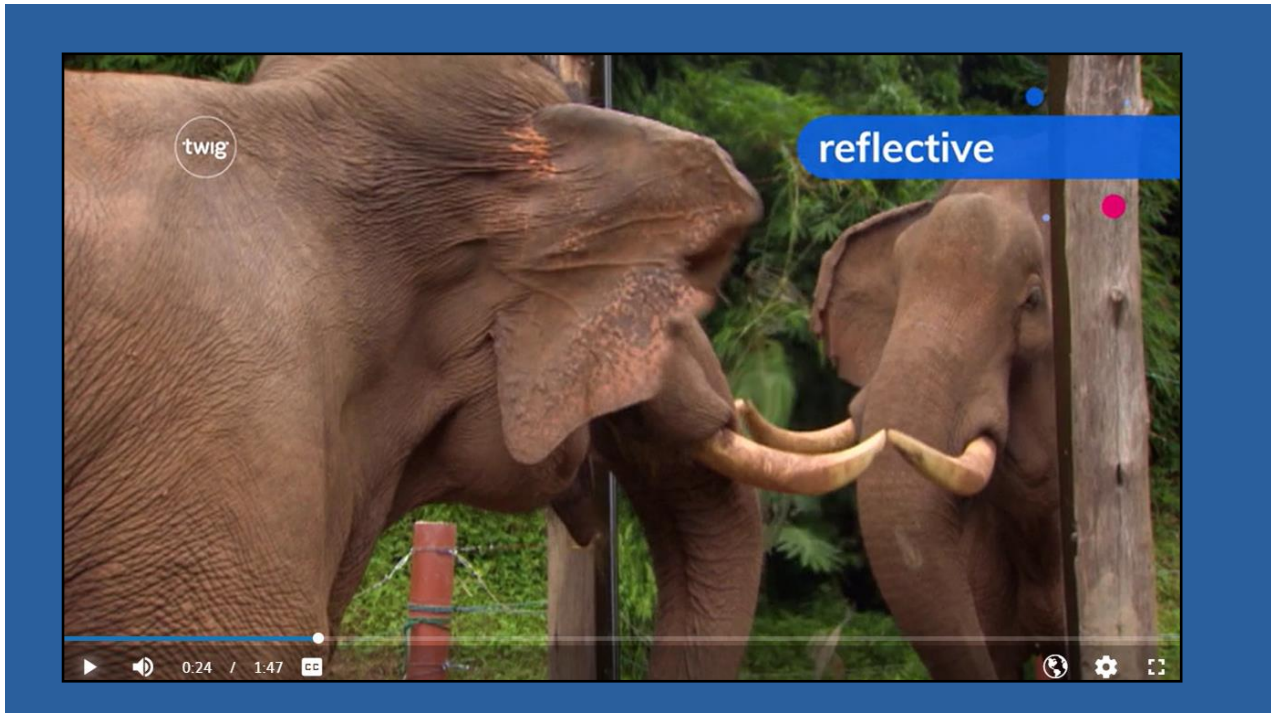


translucent
translúcido



reflective
reflectante

22

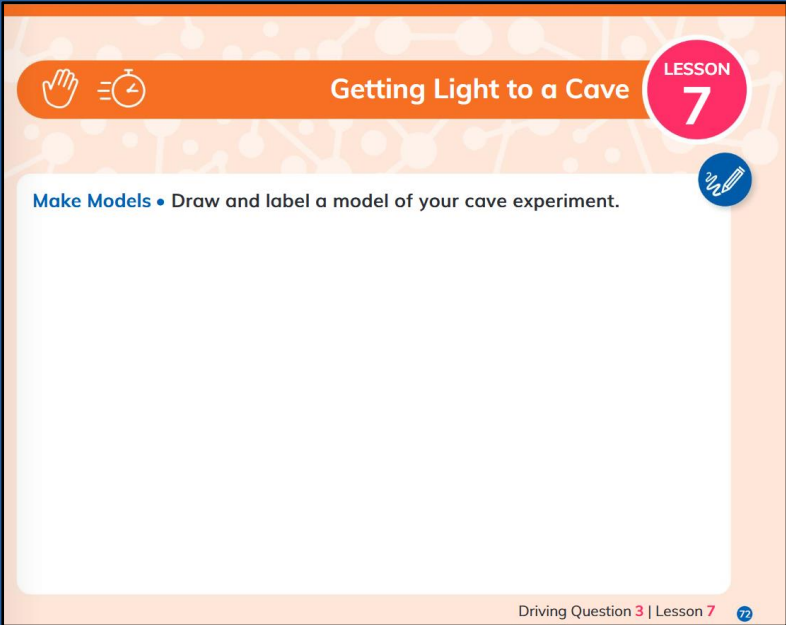


23



¿Cómo puedes usar los espejos para dirigir la luz hacia la cueva?

24



Getting Light to a Cave

LESSON 7

Make Models • Draw and label a model of your cave experiment.

Driving Question 3 | Lesson 7

¿Cómo puedes usar los espejos para dirigir la luz hacia la cueva?

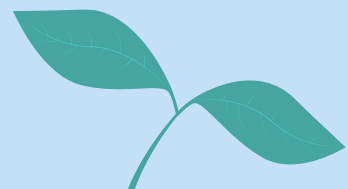
25

APRENDIZAJE TRIDIMENSIONAL

¿Qué práctica (s) de ingeniería y ciencias usamos durante esta investigación?

¿Qué concepto (s) transversal (es) exploramos durante esta investigación?

Platíquelo con un compañero



26

CIENCIAS TWIG



27

COMPONENTES DE TWIG



28

INTEGRACIÓN DE LENGUA Y LITERATURA INGLESAS (ELA)

Escritura

Lectura

LESSON 3

How Can We Use the Sun's Energy?

Read and annotate the text. As you read, use these close reading strategies:

- Circle key words.
- Underline confusing words or sentences.
- Add drawings or notes to help you remember important facts and ideas.

Have you felt how warm it gets inside a car on a hot day? Have you been woken up by light coming through your window in the morning? The heat and light come from the Sun. The Sun is far away, but it only takes about 8 minutes for energy to travel from the Sun to the Earth. Because light travels at a speed of about 300,000 km/h, if we collected and stored all the energy we get from the Sun in 1 minute, we would have enough energy to power everything on Earth for a whole year! However, only a small part of the energy that reaches the Earth can be collected.

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First Draft

Second Draft

Third Draft

Challenge

Construct Explanations • Which trait seems to have changed during this deer's lifetime? Which traits do you think it will pass on to its offspring? Explain your evidence and reasoning.

Driving Question 1 (Lesson 3)

29

APOYO ELD

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English Learners

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- In the first photo, I see lots of snow and ice. It looks like a river of ice. I think it's a glacier. I don't see any trees.
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30

LECTORES NIVELADOS

Above-Level Below-Level **English Learners** On-Level

Overview



Leveled Reader Supports

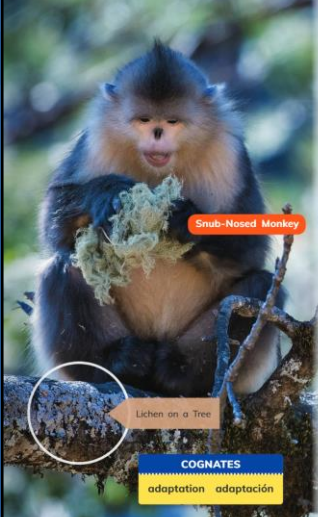
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31

LECTORES NIVELADOS

Unpack It!



It is the only monkey that can live in such a cold place. The reason? It has very thick fur that keeps it warm in winter. It also has, as you might guess, a snub nose. Its short, stubby nose doesn't get frostbite in the freezing cold.

There are no leaves or fruit in winter. So what can it eat? Luckily in winter, the trees are covered in a crunchy, dry-looking plant called lichen. Lichen is actually two living things together. A fungus and a type of plant called algae. Lichen is hard to pull off the trees. But that's no problem for this monkey! Its strong, tiny fingers can easily grab this hard-to-reach plant. The snub-nosed monkey's fingers and warm fur are perfectly suited to help it survive. These are **adaptations**. Adaptation is the process in which a plant or animal changes to be better suited to its environment.

COGNATES
adaptation adaptación

VISUAL GLOSSARY

	adaptation the process where a plant or animal changes to become better suited to its environment		extinct no longer any living members
	cilia very thin, hair-like structures		habitat the natural home of a specific plant or animal
	climate the typical weather in a certain place		nutrients the substances a living thing needs to stay alive
	environment the natural world		survive to stay alive

32

APOYO EN LAS PRUEBAS ELPAC

MONITORING ENGLISH LANGUAGE PROFICIENCY

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33

EXAMEN DE CIENCIAS DE CA (CAST)



Twig Science K-6

59 assessments



Twig Science K–5 CAST Practice (Education4Equity)

3 assessments

NEW



34

EXAMEN DE CIENCIAS DE CA (CAST)

- Los estudiantes toman el examen de ciencias de California (CAST) en 5^o, 8^o y en uno de los años de preparatoria (ya sea en el 10^o, 11^o o 12^o grado)
- El examen de ciencias de 5^o grado abarca contenido de 3^o a 5^o, así como las prácticas de ingeniería y los conceptos transversales presentados de kínder a 5^o grado.

Segment 1	Segment 2	Segment 3	Segment 4	Segment 5	Segment 6	Student Survey
Discrete Items	Discrete Items	Discrete Items or Performance Task	Performance Task	Performance Task	Performance Task	3-4 questions
G5: 13 items G8: 14 items HS: 16 items	G5: 13 items G8: 14 items HS: 16 items		4-6 items	4-6 items	4-6 items	
						

35

EXAMEN DE CIENCIAS DE CA (CAST)

26

GUEST Last Saved: 2:58 PM

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Which claim is **best** supported by the observation?

- ☐ A The spines attract helpful insects to the cactus.
- ☐ B The spines keep cold wind away from the cactus.
- ☐ C The spines make it hard for animals to eat the cactus.
- ☐ D The spines store water that can be used by the cactus.

36

EXAMEN DE CIENCIAS DE CA

19

GUEST

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Offspring 3	148

Based on this data, select the word or phrase that **best** completes the statement.

The offspring of these two parent hedgehogs have body lengths that are their parents because variation for this trait among members of the same family.

37

EXAMEN DE CIENCIAS DE CA (CAST)

Las explicaciones científicas....

- tratan cómo o por qué suceden las cosas;
- introducen temas;
- sustentan ideas con evidencia como datos, definiciones y citas relacionados con el tema en cuestión;
- emplean el lenguaje científico;
- conectan ideas dentro y entre categorías de información mediante palabras, frases y oraciones;
- se dirigen a una audiencia; y
- presentan una declaración o sección de conclusión relacionada con la información o explicación presentada.

twig

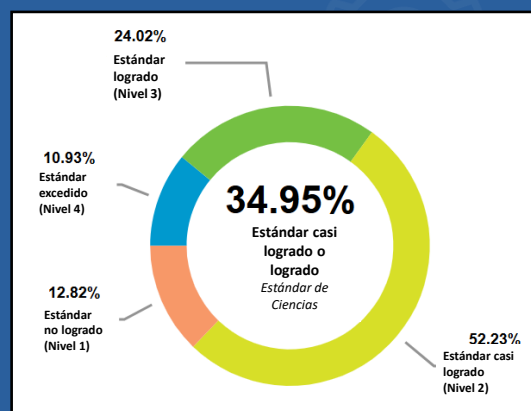
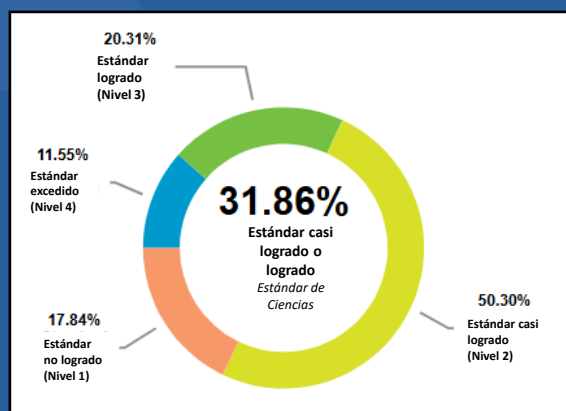


38

TODOS LOS ESTUDIANTE DE 5º GRADO

NIVEL ESTATAL

2022-2023

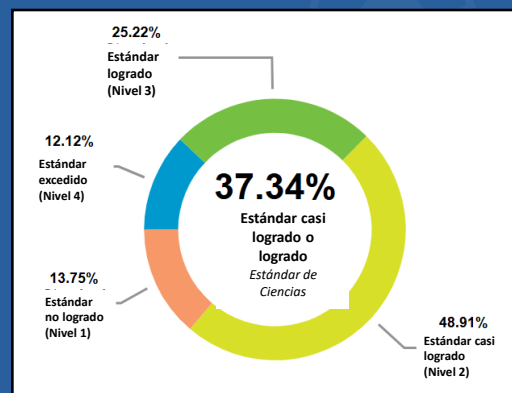
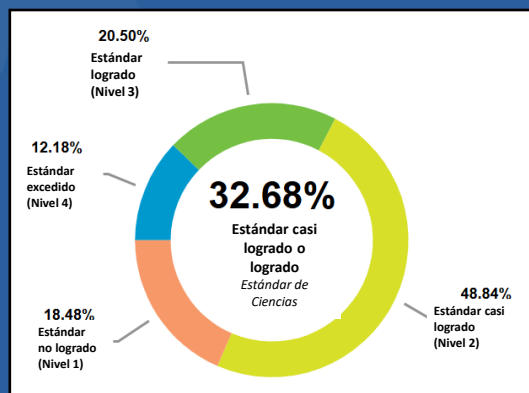


39

TODOS LOS ESTUDIANTES DE 5º GRADO

NIVEL ESTATAL

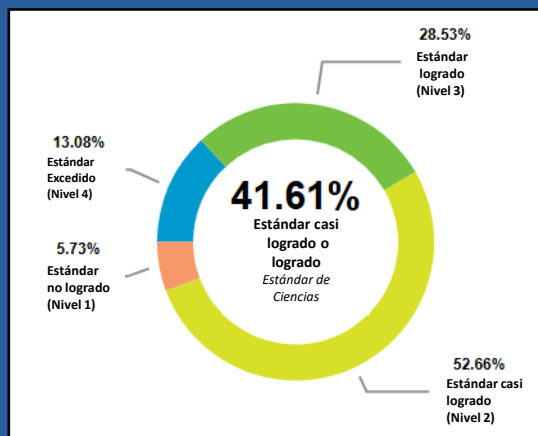
2023-2024



40

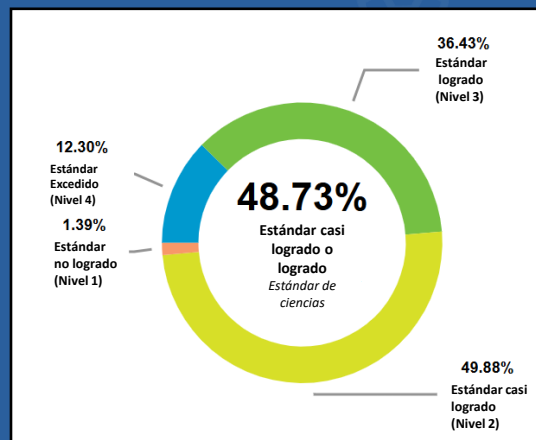
ESTUDIANTES REDESIGNADOS

R-FEP EN EL ESTADO 2023-2024



ESTUDIANTES REDESIGNADOS R-FEP

EN EL CVESD 2023-2024



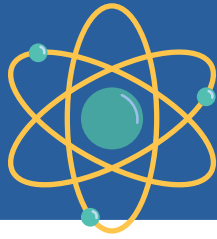
41

SIGUIENTES PASOS DE TWIG



- **Capacitación profesional optativa para maestros de 5º grado sobre el CAST después de clases**
 - Enfoque en datos y gráficas
 - Enfoque en respuestas breves elaboradas (CER)
- **Apoyo en el programa de estudios para los planteles escolares**
 - Colaboración
 - Capacitación profesional para el personal
- **Usar el examen CAST de práctica de Twig Science**
- **Usar los exámenes de ciencias intermedios/provisionales de CA**

42

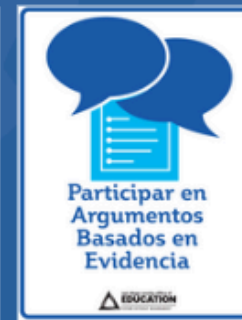
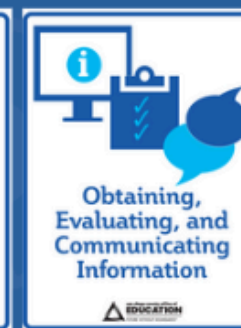
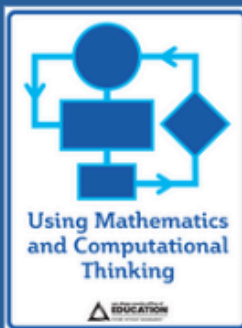
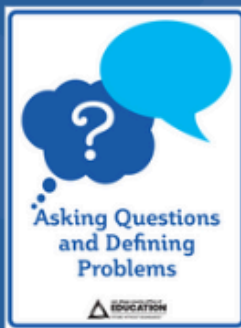


INFORMACIÓN DE CONTACTO

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Ext. 181551



SCIENCE AND ENGINEERING PRACTICES



CROSS CUTTING CONCEPTS



Scale,
Proportion,
and Quantity



Patterns



Structure and
Function



Stability and
Change



Cause and
Effect



Systems and
System Models



Energy and
Matter



Escala,
Proporción,
y Cantidad



Patrones



Estructura
y Función



Estabilidad
y Cambio



Causa y
Efecto



Sistemas y
Modelos de
Sistemas



Energía y
Materia





Hit the Target

LESSON

5

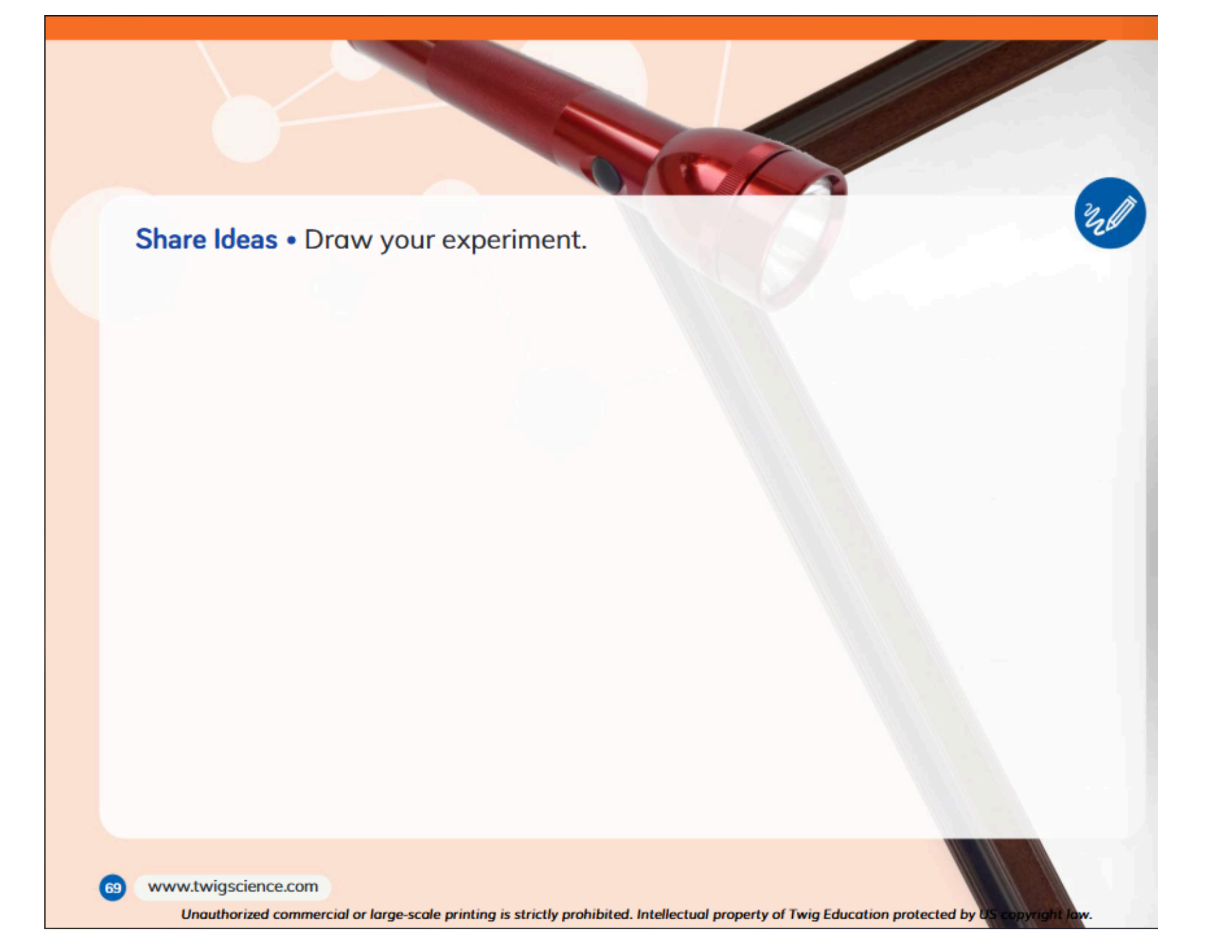


Do Investigations • Finish the sentences.

I predict the light will

When we turned on the flashlight,





Share Ideas • Draw your experiment.



Reflect



Light travels in

When light is reflected, it travels in



Getting Light to a Cave

LESSON

7



Make Models • Draw and label a model of your cave experiment.



Dar en el blanco

LECCIÓN

5

Investiga • Completa las oraciones.



Predigo que la luz

Cuando prendimos la linterna,



Comparte ideas • Dibuja tu experimento.





Reflexiona

La luz se mueve en

Cuando la luz se refleja, se mueve en



Llevar luz a una cueva

LECCIÓN

7



Crea modelos • Dibuja y etiqueta un modelo de tu experimento de la cueva.



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1



Acronyms

- LEAD: Learn Enrich Aspire Develop
- ASES: After School Education and Safety
- ELOP: Expanded Learning Opportunity Program
- UPP: Unduplicated Pupil Percentage
- STRETCH: Safe Time for Recreation and Tutoring for Children
- DASH: Dynamic After School Hours

Learn more at cvsd.org



2



Meet the LEAD Administrative Team



Learn more at cvsd.org



3



Review

- Equity is the foundation for the funding sources that enable us to serve our students beyond the core instructional day. Our LEAD Program is funded by the After School Education and Safety (**ASES**) and Expanded Learning Opportunity Program (**ELOP**).
- ASES & ELOP have specific program guidelines and requirements.
 - Ratios
 - Budget allocation and approved expenditures
 - Program Quality Standards
- “Expanded learning” means before-after school, and intersession learning programs.
- Priority demographics for ASES and ELOP include McKinney-Vento students, foster youth, students who qualify for free/reduced meals, and English learners, collectively identified as the Unduplicated Pupil Percentage (UPP).



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4



Budget

- Established a comprehensive support infrastructure to ensure smooth day-to-day operations.
- After budgeting and allocating these fixed costs, funding for materials and instructor support is proportionally allocated based on the Unduplicated Pupil Percentage (UPP).
- Of our 43 school sites, 20 qualify and have been awarded ASES funding to provide after-school care, known as LEAD Hub.
- In addition to ASES funding, we have allocated supplemental funding to offer more slots in LEAD Hub. Finally, LEAD Club activities, with funds distributed proportionally.
- School sites (23 total) that are not eligible for ASES funding due to their lower UPP demographic, we have allocated funds to offer up to 50 participant slots for LEAD Hub using ELOP funds.
- Funding decrease: Rate1; \$2750 / Rate 2; \$2054.20, \$1802.95, \$1579.55



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f t i y l n

5



ASES & ELOP Funded

Castle Park

Cook

CVLCC

Feaster

Finney

Harborside

Hilltop

Juarez Lincoln

Los Altos

Montgomery

Mueller

Otay

Palomar

Rice

Rohr

Silver Wing

Lauderbach

Valle Lindo

Loma Verde

Vista Square



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f t i y l n

6



ELOP Funded

Allen	McMillin	Sunny Side
Camarena	Muraoka	Jeffers
Casillas	Olympic View	Tiffany
Chula Vista Hills	Parkview	Kellogg
Clearview	Rogers	Valley Vista
Eastlake	Rosebank	Liberty
Halecrest	Salt Creek	Veterans
Hedenkamp	Heritage	Marshall
		Wolf Canyon



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 f t i y o l n

7



- Formerly known as STRETCH and DASH
- Contract with the YMCA
- 180-day calendar



- Activities varied by site
- Instructor Led
- Before/ After School
- Quarterly enrollment (dates established)

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 f t i y o l n

8



- Intersession programs
- Fall
- Spring
- Summer



- Free to all participants
- Provide a learning environment
- Provide competitive opportunities & atmosphere

Learn more at cvsd.org



9



Site Leads

Expanded Day Liaison

Program Oversight

- Before and after school programming
- Enrollment and registration
- Safety
- Supervision of LEAD Programs

Human Resource functions

- Staff recruitment & hiring process

Administration Duties

- The list goes on and on!



Learn more at cvsd.org



10



LEAD Clubs provides free before and after school programs at all district schools. Previously known as STRETCH and DASH, LEAD Hub aims to create a safe, supportive environment where children can learn, grow, and thrive.

- Partner with the YMCA
- Combines recreation, Homework assistance, and enrichment activities.
- Free for students.
- Transitional kindergarten through sixth grade.
- 180-day calendar.
- Hours will vary by school site and depend on the school's start times.



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11



Learn more at cvsd.org



12



LEAD Clubs offer a variety of educational and enrichment activities that vary by school site. Club offerings depend on several factors:

- Student and family interests.
- Review and approval by the administration team.
- Ability to recruit and retain instructors, with recruitment priorities as follows:
 - Current district staff
 - Community members.
 - Contracted vendors.
 - Once activities are approved, the site lead will review, and order materials requested by instructors.



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f t i y l n

13



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f t i y l n

14



The LEAD Academy Program is a free program that occurs during school breaks (fall, spring, and summer) for students in transitional kindergarten through sixth grade who attend a school in CVESD. LEAD Academy offers various academic and enrichment activities, field trips, and meals (breakfast, lunch, and snacks). The LEAD Academy Program is offered at preselected school sites.

- Six sites.
- Up to 160 participants per site.
- Fall: September 23 – October 4, 2024.
- Spring: March 24 – April 4, 2025.
- Summer: June 9 – 27, 2025.



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15



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16



Our athletic program is designed to meet the Expanded Learning Opportunities Program (E-LOP) guidelines, fostering growth, learning, and healthy competition. We are committed to creating an inclusive and equitable environment where every student has the opportunity to participate and thrive by fostering meaningful opportunities for students to engage, compete, and develop essential life skills.

- All schools are furnished with sports equipment and uniforms
- Football, Volleyball & Kickball
- Bucket Golf, Cheerleading
- Basketball & Soccer
- Running clubs

Learn more at cvsd.org



17



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18



LEAD Program Sessions



Session 1: July 29 – September 11, 2024

Session 2: October 14 – December 20, 2024

Session 3: January 21 – March 12, 2025

Session 4: April 14 – June 4, 2025



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Thank you!

Learn more at cvsd.org





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1



Acrónimos

- LEAD: Aprender Enriquecer Aspirar Desarrollar
- ASES: Seguridad y educación después de clases
- ELOP: Programa de Ampliación de Oportunidades de Aprendizaje
- UPP: Porcentaje de estudiantes contados una sola vez en su categoría
- STRETCH: Tiempo protegido de recreación y tutoría para niños
- DASH: Horas dinámicas después de clases

Learn more at cvsd.org



2



Conozca al equipo directivo de LEAD



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3



Repaso

- La equidad es la base de las fuentes de financiamiento que nos permite servir a nuestros estudiantes más allá de la educación básica durante la jornada escolar. Nuestro programa LEAD es financiado por **ASES** (Seguridad y educación después de clases) y **ELOP** (Programa de Ampliación de Oportunidades de Aprendizaje).
- Los programas ASES y ELOP tienen establecidos pautas y requisitos específicos.
 - Proporción de estudiantes por instructor
 - Asignaciones presupuestarias y gastos aprobados
 - Estándares de calidad
- “Ampliación de aprendizaje” se refiere a programas educativos que se ofrecen antes y después de clases y durante las vacaciones escolares.
- Grupos demográficos prioritarios para los programas ASES y ELOP incluyen estudiantes bajo el programa McKinney-Vento, estudiantes bajo crianza temporal, estudiante elegibles para comidas escolares gratuitas/de precio reducido y estudiantes de inglés, que colectivamente se designan como estudiantes no duplicados (UPP).



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4



Presupuesto

- Estableció una infraestructura de apoyo integral para garantizar un funcionamiento operacional cotidiano eficaz.
- Una vez establecido el presupuesto y los gastos fijos, el financiamiento para materiales y salario de instructores se asigna con base en el porcentaje de estudiantes contados una sola vez en su categoría (UPP).
- De nuestras 43 escuelas, 20 son elegibles y han recibido financiamiento de ASES para la provisión de cuidado infantil después de clases conocido como LEAD Hub.
- Además del financiamiento de ASES, hemos asignado financiamiento suplementario para ofrecer más lugares en LEAD Hub, y los clubes de LEAD con fondos distribuidos de manera proporcional.
- Para los planteles escolares (23 en total) que no son elegibles para recibir financiamiento de ASES debido a que tienen un porcentaje más bajo de UPP, hemos asignado fondos para hasta 50 lugares en LEAD Hub mediante fondos de ELOP.
- Disminución de financiamiento: Tasa 1; \$2750 / Tasa 2; \$2054.20, \$1802.95, \$1579.55

5



Financiado por ASES y ELOP

Castle Park

Cook

CVLCC

Feaster

Finney

Harborside

Hilltop

Juarez Lincoln

Los Altos

Montgomery

Mueller

Otay

Palomar

Rice

Rohr

Silver Wing

Lauderbach

Valle Lindo

Loma Verde

Vista Square



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6



Financiado por ELOP

Allen	McMillin	Sunny Side
Camarena	Muraoka	Jeffers
Casillas	Olympic View	Tiffany
Chula Vista Hills	Parkview	Kellogg
Clearview	Rogers	Valley Vista
Eastlake	Rosebank	Liberty
Halecrest	Salt Creek	Veterans
Hedenkamp	Heritage	Marshall
		Wolf Canyon



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7



- Antes conocido como STRETCH y DASH
- Contrato con la YMCA
- Calendario de 180 días
- Las actividades varían según el plantel
- Encabezados por instructores
- Antes y después de clases
- Inscripciones cada trimestre (fechas programadas)

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f t i y l n

8



LEAD

ACADEMY

LEAD

CLUBS

- Programas durante vacaciones escolares
- Otoño
- Primavera
- Verano
- Gratuito para todos los participantes
- Brindan un entorno de aprendizaje
- Brinda un entorno y oportunidades de competitividad

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9



Encargados de LEAD en el plantel

Enlaces después de la jornada escolar

Supervisión del programa

- Programación antes y después de clases
- Inscripciones
- Seguridad
- Supervisión de los programas LEAD

Funciones de Recursos Humanos

- Reclutamiento y contratación de personal

Responsabilidades administrativas

- ¡Y la lista sigue y sigue!



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10



Los clubes de LEAD ofrecen programas antes y después de clases en todas las escuelas del distrito. Antes conocido como STRETCH y DASH, el LEAD Hub tiene como objetivo cultivar un entorno seguro y solidario donde los niños puedan aprender, crecer y tener éxito.

- Socio de la YMCA
- Combina actividades recreativas, apoyo en tareas y actividades de enriquecimiento
- Gratuito para los estudiantes
- Para estudiantes de kínder de transición a 6º grado
- Calendario de 180 días
- El horario varía según el plantel escolar y depende de la hora de entrada y salida.



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12



Los clubes de LEAD ofrecen una variedad de actividades educativas y de enriquecimiento que varían según el plantel. La oferta de clubes depende de varios factores:

- Intereses de los estudiantes y las familias
- Valoración y aprobación del equipo directivo
- Capacidad para reclutar y retener a los instructores de clubes, prioridades de contratación/reclutamiento son las siguientes:
 - Personal actual del distrito
 - Miembros de la comunidad
 - Proveedores contratados
- Una vez aprobadas las actividades, el encargado de LEAD en el plantel lo revisa y hace el pedido de los materiales solicitados por los instructores.



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14



El programa *LEAD Academy* es gratuito y se ofrece durante las vacaciones escolares (otoño, primavera, verano) para estudiantes de kindergarten de transición a 6º grado que asisten a escuelas del CVESD. *LEAD Academy* ofrece varias actividades académicas y de enriquecimiento, excursiones y comidas (desayuno, almuerzo y refrigerios). El programa se ofrece en planteles escolares preseleccionados.

- Seis planteles
- Hasta 160 participantes por plantel
- Otoño: 23 de septiembre – 4 de octubre de 2024
- Primavera: 24 de marzo – 4 de abril de 2025
- Verano: 9 - 27 de junio de 2025.



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Nuestro programa deportivo está diseñado para cumplir con las pautas del Programa de Ampliación de Oportunidades de Aprendizaje (E-LOP, por sus siglas en inglés), a fin de promover el desarrollo, aprendizaje y competencia sana estudiantil. Tenemos el compromiso de cultivar un entorno inclusivo y equitativo donde todos los estudiantes tengan la oportunidad de participar y prosperar mediante actividades deportivas significativas donde puedan interactuar, competir y desarrollar habilidades esenciales de la vida.

- Todas las escuelas son equipadas con equipo deportivo y uniformes
- Fútbol americano, voleibol y kickball
- *Bucket Golf*, animación deportiva (*cheerleading*)
- Basquetbol y fútbol
- Clubes de corredores

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Sesiones del programa LEAD



Sesión 1: 29 de julio – 11 de septiembre de 2024

Sesión 2: 14 de octubre – 20 de diciembre de 2024

Sesión 3: 21 de enero – 12 de marzo de 2025

Sesión 4: 14 de abril – 4 de junio de 2025



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¡Gracias!

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