Health and Safety Update

Campus Clinic Survey



- Campus Clinic is working with our Charter schools to offer a Mental Wellness Program to our 7th-9th grade students. The program begins with a survey screening for anxiety, depression, and self-harm. After the survey is administered, the parents will be contacted to alert them of their child's signs of anxiety or depression. After survey results are received, parents are given the opportunity to schedule 30-minute one on one visits with a licensed provider for a period of 8-12 weeks.

California Dept of Public Health

Vaccination Status

- CDPH is not currently exploring emergency rulemaking that would add Covid -19 vaccinations to the list of required school vaccinations. However, they continue to strongly recommend Covid-19 immunization for students and staff.



Cal OSHA Regulations

On 2/3/2023 the Office of Administrative Law (OAL) approved the new Covid-19 Prevention Regulations. CA state of emergency ending on 2/28/2023 but does not change the employer's obligation to follow Cal/OSHA regulations. The new regulations are effective immediately through 2/3/2025 with recordkeeping requirements through 2/3/2026.

Notification: Employers may either provide a written notification or worksite posting of potential Covid-19 exposure.

Recording keeping: Record and track all staff Covid-19 cases and provide them to the local health and safety departments.

Safety Update

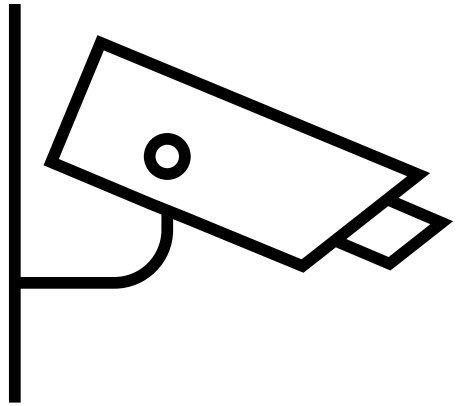
CVESD Safety Committee Topics

Safety concerns	Front Office Concerns	Drills	School Security
• Staff have reported encounters with parents acting in an aggressive and threatening manner. • Staff have been injured by students acting out physically.	• Staff have reported concerns with front office. Doors are left unattended which provides access to the school sites.	• Staff have requested more emergency response drills. This would include unscheduled and surprise lockdown drills to provide staff a real-life scenario.	• Continue to visit school sites with Safety Consultant. • Maintain school security readiness by focusing on equipment, training, and preparation.

CVESD Safety Committee Recommendations

- Provide CPI Training to all CVESD staff to assist them in handling difficult and disruptive situations on campus.
- Adding a Behavior Specialist and an Instructional Aide to each school site to assist with physically combative students.
- Allow school front office staff to lock and secure the front door when dealing with staffing issues or using keyless entries onto the school site.
- Unscheduled Lockdown drills should be conducted in the 3rd or 4th quarter for school's security readiness, beginning next school year.

Camera Project Update



- The Camera installation project was advertised twice on January 13th and January 20th
- Site Walks by CVESD Personnel and prospective bidders were conducted on January 24th (10 school sites) and 25th (9 school sites)
- Bidder clarification request ended on Jan 30th @ 4:00 pm
- CVESD provided an addendum on February 2nd @ 5:00 pm
- Bid opening date February 8th @ 11:00 am

Questions?

Visual and Performing Arts

Report to the Board of Education

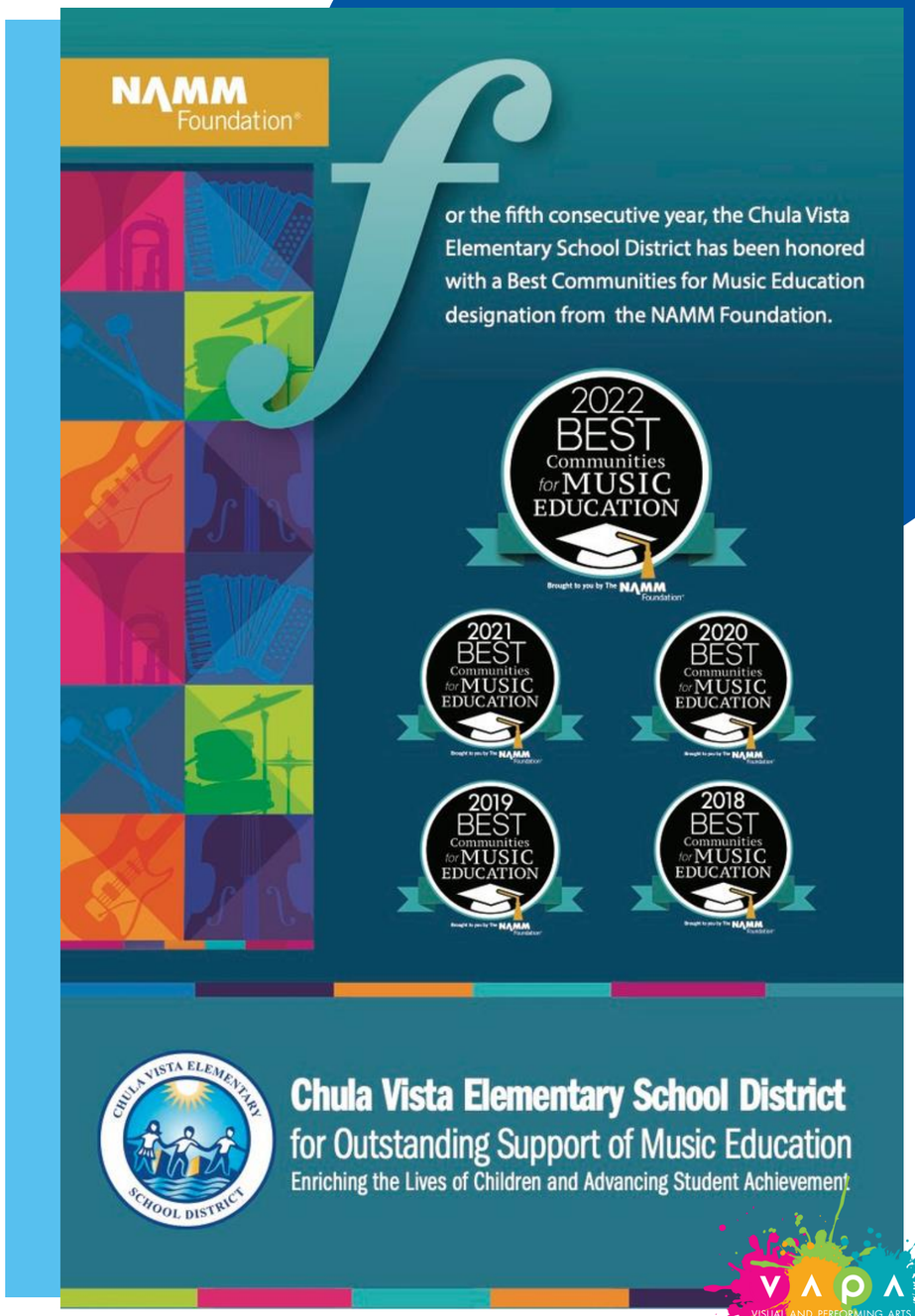
February 15, 2023

CVESD IS A LEADER IN MUSIC EDUCATION









AWARD WINNING STAFF



SOUTHERN BORDER SECTION

- Peripole General Music Educator Award.
  - X2
- Elementary Specialist Award
  - X2
- Ernest R. Yee Illuminating Culture Award
- Maynard Moreland Classroom Teacher Award
- Outstanding Administrator Award
- Newcomer Award

VAPA VISUAL AND PERFORMING ARTS

Benefits of Arts Education

1. Emotional Expression
2. Preservation of Cultures
3. Aesthetic Experiences
4. Connection







BUILDING VAPA COMMUNITY

Discipline Specific

Bi-Monthly Meetings

- Collaborate,
- Share in and experience new learning
- Build a connection
- Opportunites to present

All VAPA

Bi-Monthly Meetings

- Connect with VAPA teachers from other disciplines
- Big picture planning
- Mission statement development

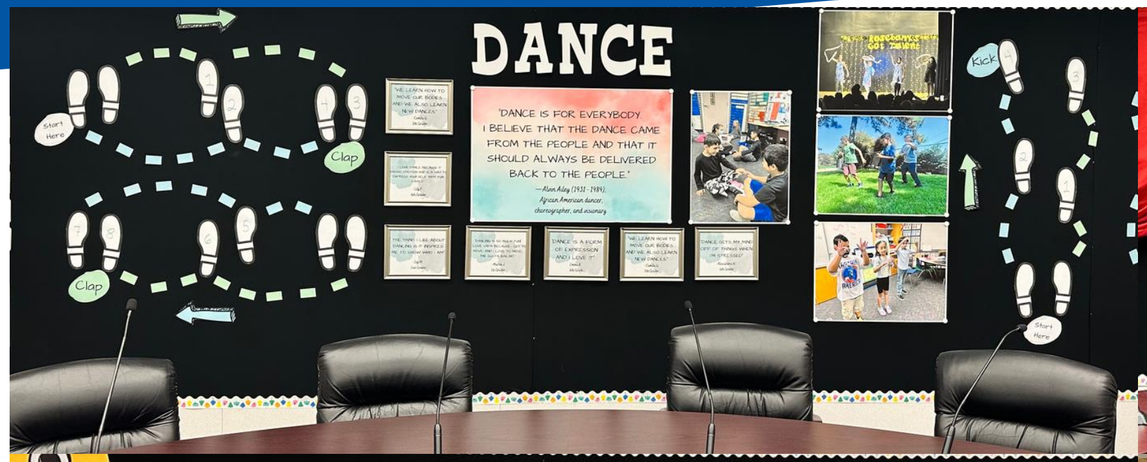
CVESD VAPA MISSION STATEMENT

"The mission of the CVESD Visual and Performing Arts (VAPA) program is to provide inclusive, purposeful, and standards-based arts instruction to every student. We foster our students' creativity, self-confidence, social-emotional maturity, and critical thinking skills to perceive, interpret and respond to the world through the arts."

DANCE

MEDIA ARTS

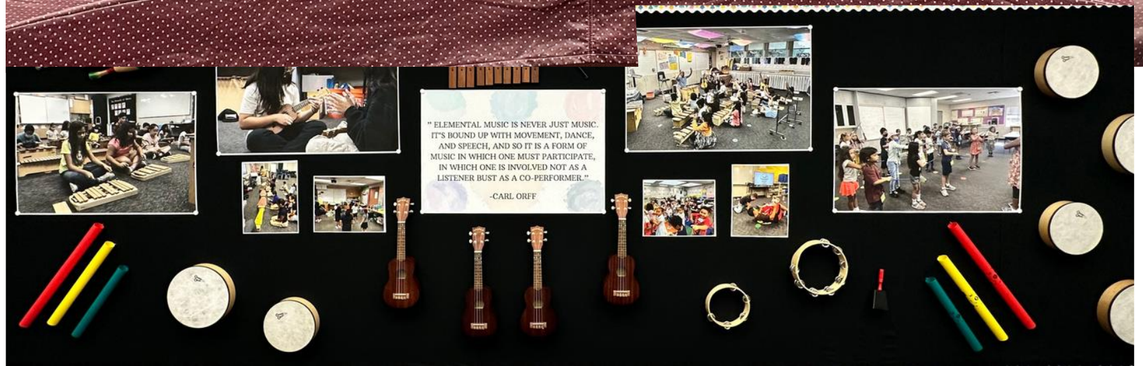
MUSIC











THEATRE

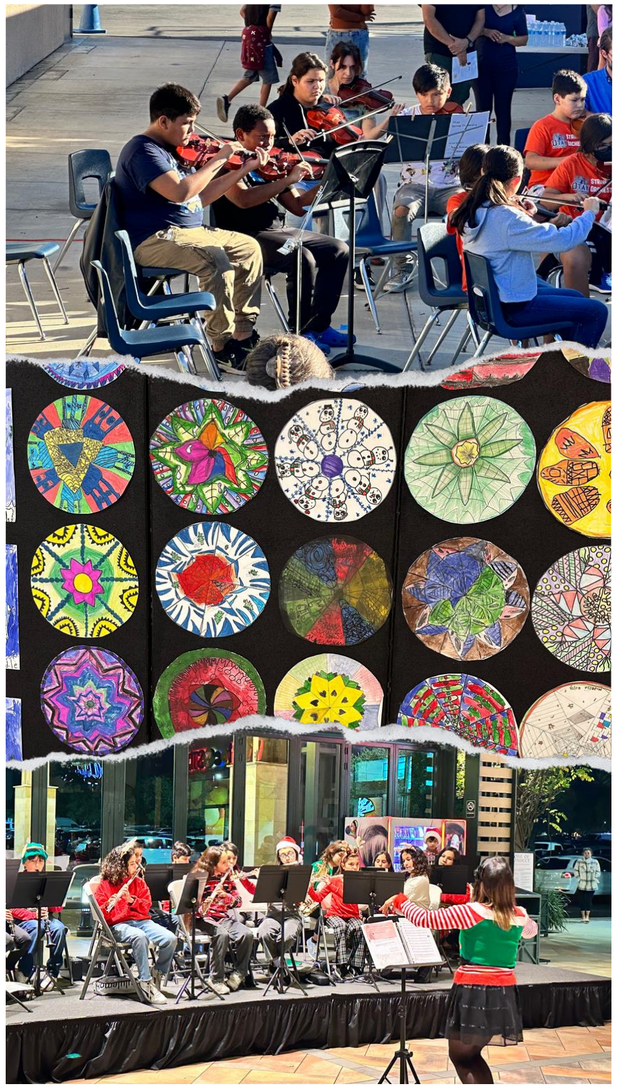
VISUAL ART

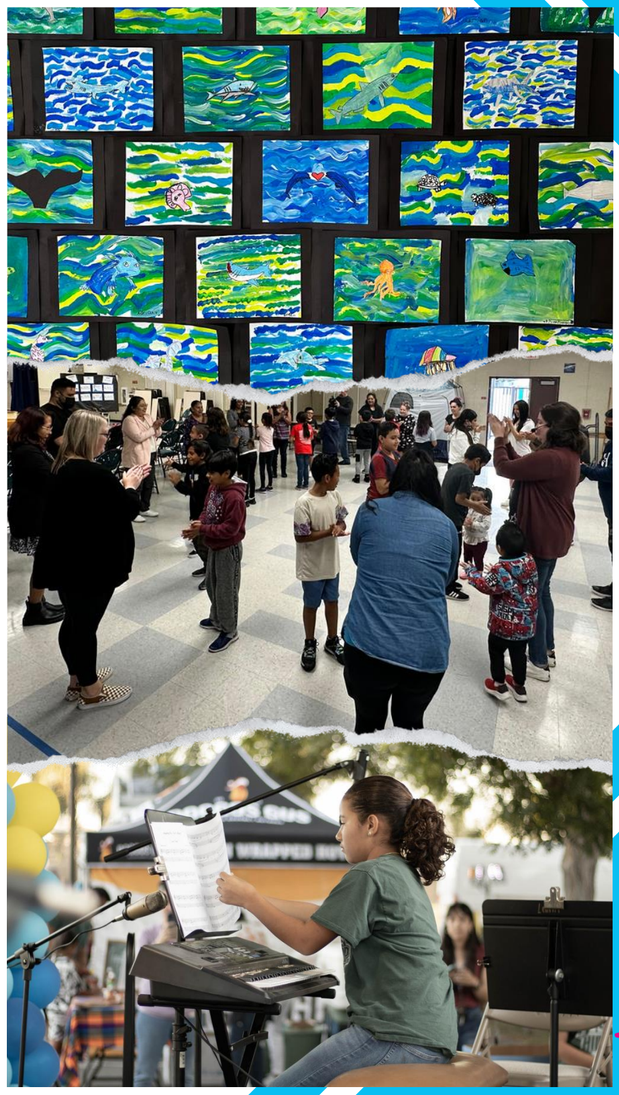
FEATURED DISCIPLINES

VAPA
VISUAL AND PERFORMING ARTS

STUDENT PERFORMANCES







VAPA
VISUAL AND PERFORMING ARTS

PARTNERS

ArtsBusXpress
It's ABout the Xperience!

San Diego Youth Symphony and Conservatory

DEEP SPACE SPARKLE

QuaverEd™

TURNAROUND ARTS: CALIFORNIA
creating success in schools
A PROGRAM OF THE KENNEDY CENTER

Save The Music FOUNDATION

Mingei International Museum

ARTS EDUCATION CONNECTION
SAN DIEGO

WESTMUSIC
Play now. Play for life.

OUTSIDETHELENS

School Specialty SELECT

15 YEARS!
ArtReach

ARTS

VAPA
VISUAL AND PERFORMING ARTS

15 YEARS!

ArtReach

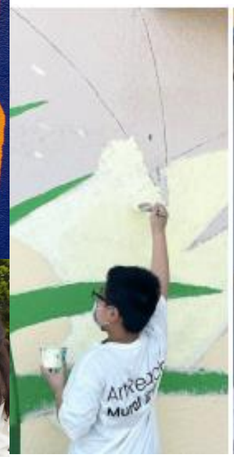
















VAPA
VISUAL AND PERFORMING ARTS

Save The Music FOUNDATION

Rosebank students getting ready to perform at the Switchfoot Benefit





Rosebank students performing at BroAM Festival



Music teachers learning during STM sponsored PD

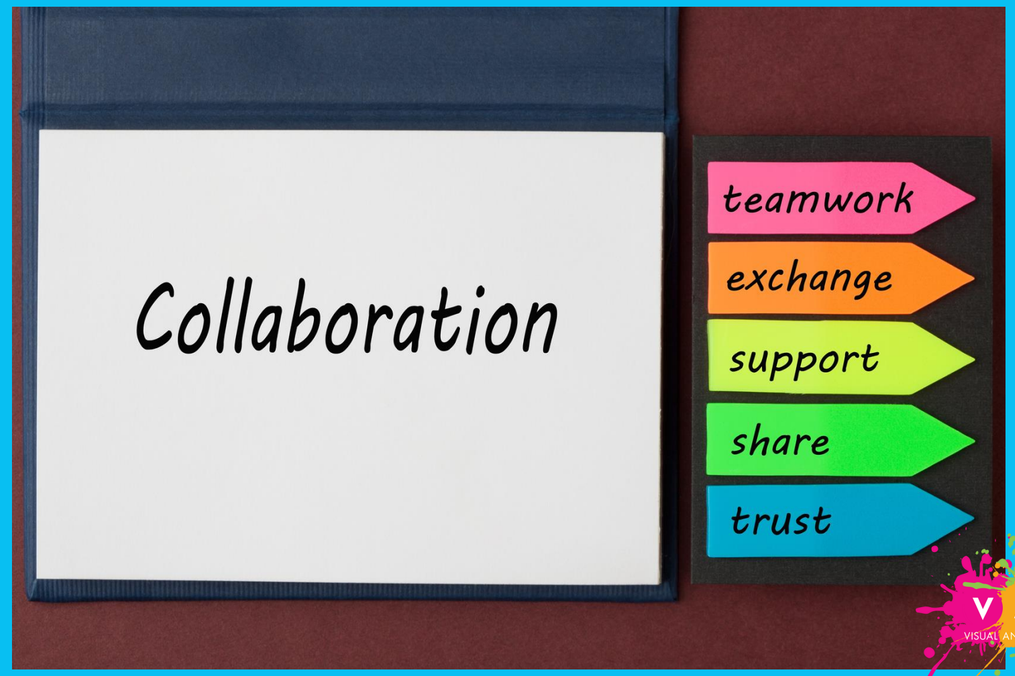
VAPA VISUAL AND PERFORMING ARTS

FUTURE

7TH ANNUAL VAPA FESTIVAL



STRATEGIC ARTS PLAN DEVELOPMENT



Why Do we need the Arts?



Thank You!

Visual and Performing Arts

Report to the Board of Education

February 15, 2023





Rochelle Carroll
Executive Director,
Curriculum and Instruction
Marlys Williamson
Science Coordinator

SCIENCE CURRICULUM ADOPTION

Report to the Board of Education
February 15, 2023

SCIENCE ADOPTION SUB COMMITTEE

Committee Members Represented

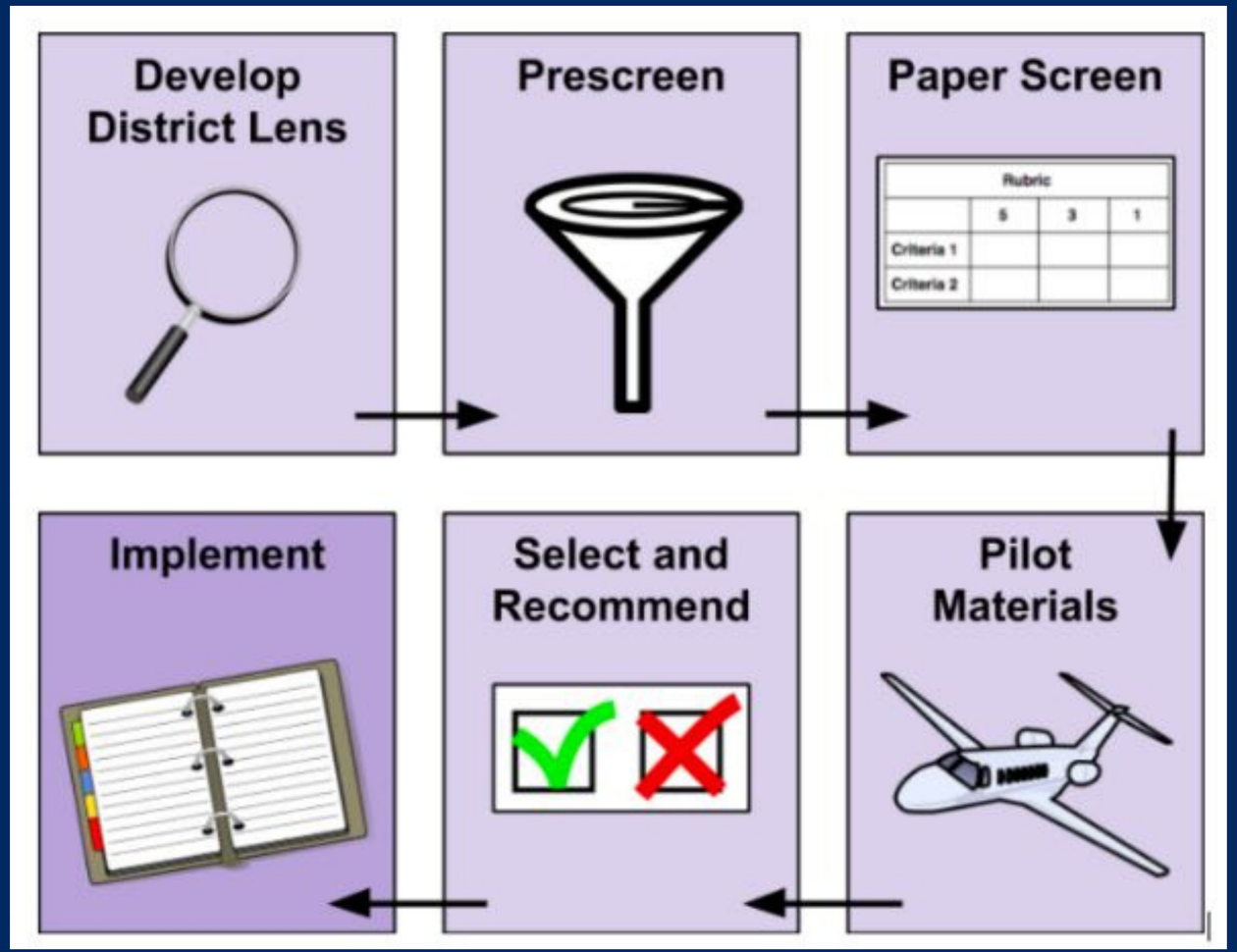
- Primary & Upper Grades
- Dual Language Immersion
- General Education & Special Education
- CVE Leadership
- Principals
- District Leadership



Work Began in April 2022

- Reviewed science data
- Reviewed CA NGSS Science Framework
- Established District Vision for Science

TIME TOOLKIT PROCESS



- Materials reviewed with CA Tool for Instructional Materials Evaluation (TIME) developed by California NGSS Collaborative
- Attended 20 hours of online asynchronous and in-person TIME toolkit training in the Winter 2021

CA TIME Toolkit Resources

CA STATE APPROVED PUBLISHERS

- Fall 2021: Initial Review of CA State Approved Publishers
- CVESD's Program Criteria for Initial Review
  - Spanish Materials
  - K-6 Program
  - Digital and Print Materials
- 17 Publishers on CA Approved List
  - 10 publishers met CVESD's criteria for Initial Review

CA Board Approved Science Publishers 2018

PUBLISHER MEETINGS

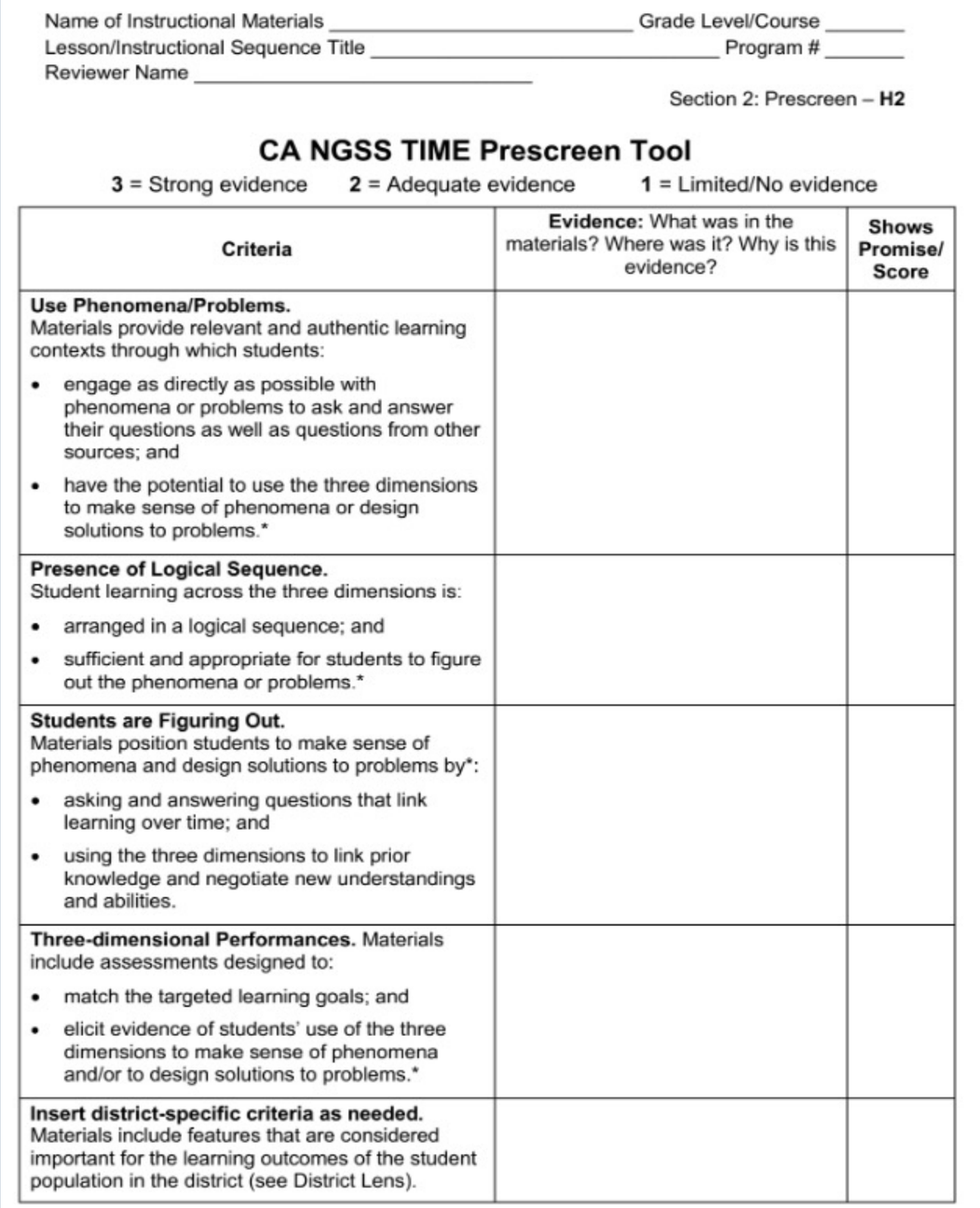




- Met with all 10 publishers from the CA State Approved List
- Received sample materials in English and Spanish for Prescreen Review

PRESCREEN PROCESS

- Programs reviewed using TIME Prescreen Tool
- Lessons from all domains, primary and upper grades reviewed
- Five programs moved forward to the Paper screen Process



Name of Instructional Materials _____ Grade Level/Course _____
Lesson/Instructional Sequence Title _____ Program # _____
Reviewer Name _____

Section 2: Prescreen – **H2**

CA NGSS TIME Prescreen Tool

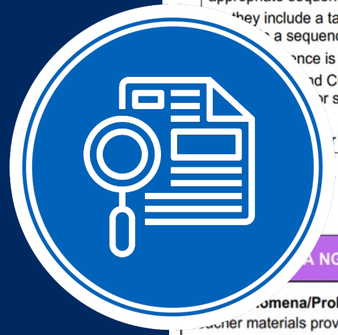
3 = Strong evidence **2** = Adequate evidence **1** = Limited/No evidence

Criteria	**Evidence:** What was in the materials? Where was it? Why is this evidence?	**Shows Promise/ Score**
Use Phenomena/Problems. Materials provide relevant and authentic learning contexts through which students: • engage as directly as possible with phenomena or problems to ask and answer their questions as well as questions from other sources; and • have the potential to use the three dimensions to make sense of phenomena or design solutions to problems.*		
Presence of Logical Sequence. Student learning across the three dimensions is: • arranged in a logical sequence; and • sufficient and appropriate for students to figure out the phenomena or problems.*		
Students are Figuring Out. Materials position students to make sense of phenomena and design solutions to problems by*: • asking and answering questions that link learning over time; and • using the three dimensions to link prior knowledge and negotiate new understandings and abilities.		
Three-dimensional Performances. Materials include assessments designed to: • match the targeted learning goals; and • elicit evidence of students' use of the three dimensions to make sense of phenomena and/or to design solutions to problems.*		
Insert district-specific criteria as needed. Materials include features that are considered important for the learning outcomes of the student population in the district (see District Lens).		

PAPER SCREEN PROCESS

- Five programs reviewed with Sub Committee using 4 Rubrics:
  - NGSS Foundations
  - Student Work
  - Monitoring Student Progress
  - Teacher Support

- Two programs moved forward to Pilot process



Section 3: Paper Screen Rubric 1 – **H7**

Designed for the NGSS: Foundations Rubric

Components and Indicators	High Quality 5	Medium Quality 3	Low Quality 1
F1. Presence of Phenomena/Problem. The materials include phenomena/problems that • have the ***potential*** to drive student learning. • have the ***potential*** to relate across the dimensions.	The materials include phenomena/problems that have strong *potential* to drive student learning toward the targeted learning goals.	The materials include phenomena/problems that have some *potential* to drive student learning toward the targeted learning goals.	The materials include phenomena/problems that have limited *potential* to drive student learning toward the targeted learning goals.
F2. Presence of Three Dimensions. The materials include the three dimensions, such that • the DCIs, SEPs, and CCCs are present and have the *potential* to support student learning. • when engineering design is a learning focus, it is integrated with the appropriate dimensions (i.e., engineering is not isolated).	The materials consistently provide opportunities for students to develop and use grade-appropriate elements of the three dimensions.	The materials occasionally provide opportunities for students to develop and use grade-appropriate elements of the three dimensions.	The materials rarely provide opportunities for students to use grade-appropriate elements of the three dimensions.
F3. Presence of Environmental Principles and Concepts (EP&Cs). The materials include (as applicable) • instructional content that incorporates the California EP&Cs. • opportunities for students to examine the interactions and interdependence of human societies and natural systems. • opportunities for students to develop and/or implement solutions to real-world environmental problems.	The materials consistently provide opportunities for students to examine and use elements of the EP&Cs.	The materials occasionally provide opportunities for students to examine and use elements of the EP&Cs.	The materials rarely provide opportunities for students to examine and use elements of the EP&Cs.
F4. Presence of Logical Sequence. Materials demonstrate appropriate sequencing of three dimensions when …hey include a targeted set of DCIs, SEPs, and CCCs … a sequence; …nce is clear and logical across the DCIs; and …d CCCs are potentially sufficient and …r students to figure out the phenomena or …r problems are linked to each other.	The materials consistently exhibit a clear, logical, and appropriate sequence across the three dimensions.	The materials occasionally exhibit a clear, logical, and appropriate sequence across the three dimensions.	The materials rarely exhibit a clear, logical, and appropriate sequence across the three dimensions.

Section 3: Paper Screen Rubric 4 – **H22**

Designed for CA NGSS: Teacher Support Rubric

…A NGSS: Teacher Support Rubric	High Quality 5	Medium Quality 3	Low Quality 1
…omena/Problems Driven Three-Dimensional Learning. …acher materials provide • background information about the phenomena or problems included in the learning sequence and across sequences. • an explanation of the role of phenomena or problems in driving student learning. • rationale for why the unit phenomena or problems were selected for the targeted DCIs, SEPs, CCCs, and EP&Cs (when applicable). Evidence found in: F1, F2, SW1, SW2, SP1	Materials provide clear guidance to teachers on how students develop, use, and integrate the three dimensions and EP&Cs (where appropriate) to make sense of phenomena or design solutions to problems.	Materials provide some guidance to teachers about how students develop, use, and integrate the three dimensions and EP&Cs (where appropriate) to make sense of phenomena or design solutions to problems.	Materials provide little guidance to teachers about how students develop, use, and integrate the three dimensions and EP&Cs (where appropriate) to make sense of phenomena or design solutions to problems
TS2. Coherence. Teacher materials describe and provide a rationale for • the conceptual framework and sequence of ideas, practices, and learning experiences in the learning sequences and across sequences. • strategies for linking student experiences across lessons to ensure student sense-making and/or problem-solving focused on phenomena or problems is linked to learning across all three dimensions. • connections to other science domains, nature of science, engineering, technology, and applications of science, math, ELA, and EP&Cs (when applicable). Evidence found in: F2, F3, F4, SW2, SP2	Materials provide strong support for understanding unit coherence and helping students link experiences to learning across all three dimensions and to phenomena or problems.	Materials provide some support for understanding unit coherence and helping students link experiences to learning across all three dimensions and to phenomena or problems.	Materials provide little support for understanding unit coherence and helping students link experiences to learning across all three dimensions and to phenomena or problems.

PILOT PROCESS

IN COLLABORATION WITH CVE:

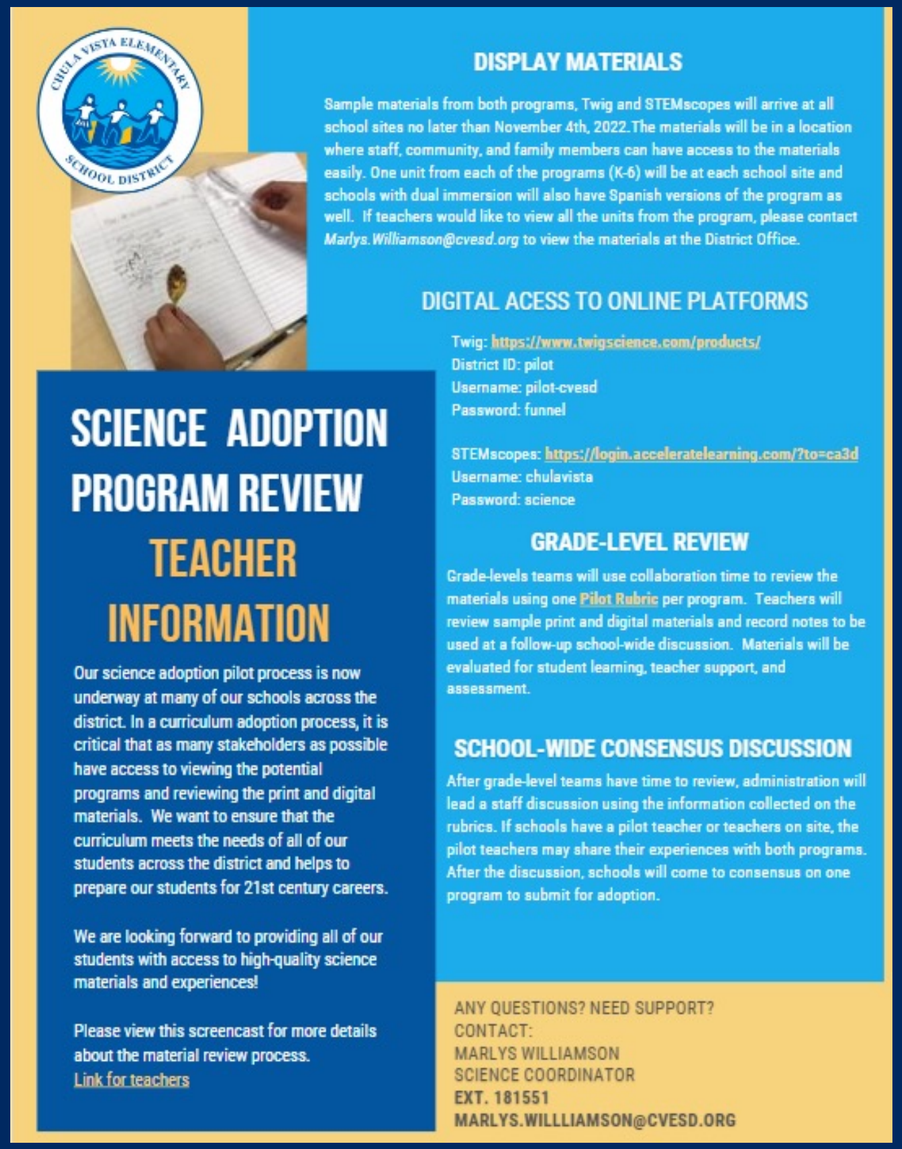
30 teachers selected by grade level
2 English Only & 2 Dual Language (Kdg-6th)
1 Primary and 1 Upper SDC

Half-day online training from Publishers

4 Week Pilot per program in 2nd Quarter

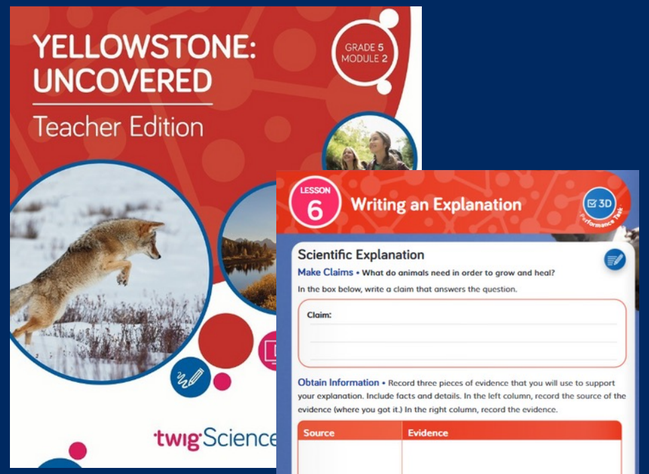
Twig:
October - November 2022

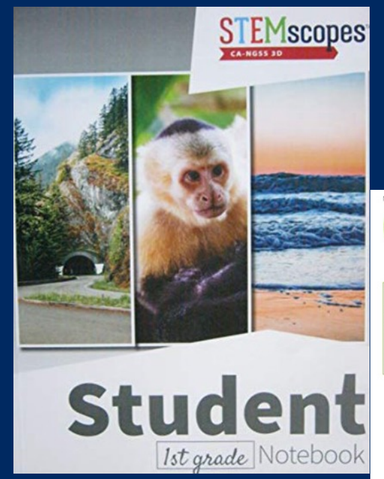
STEMscopes:
November - December 2022

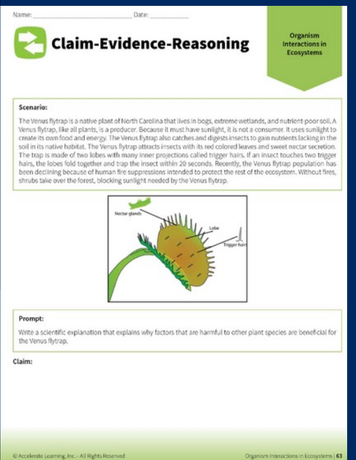


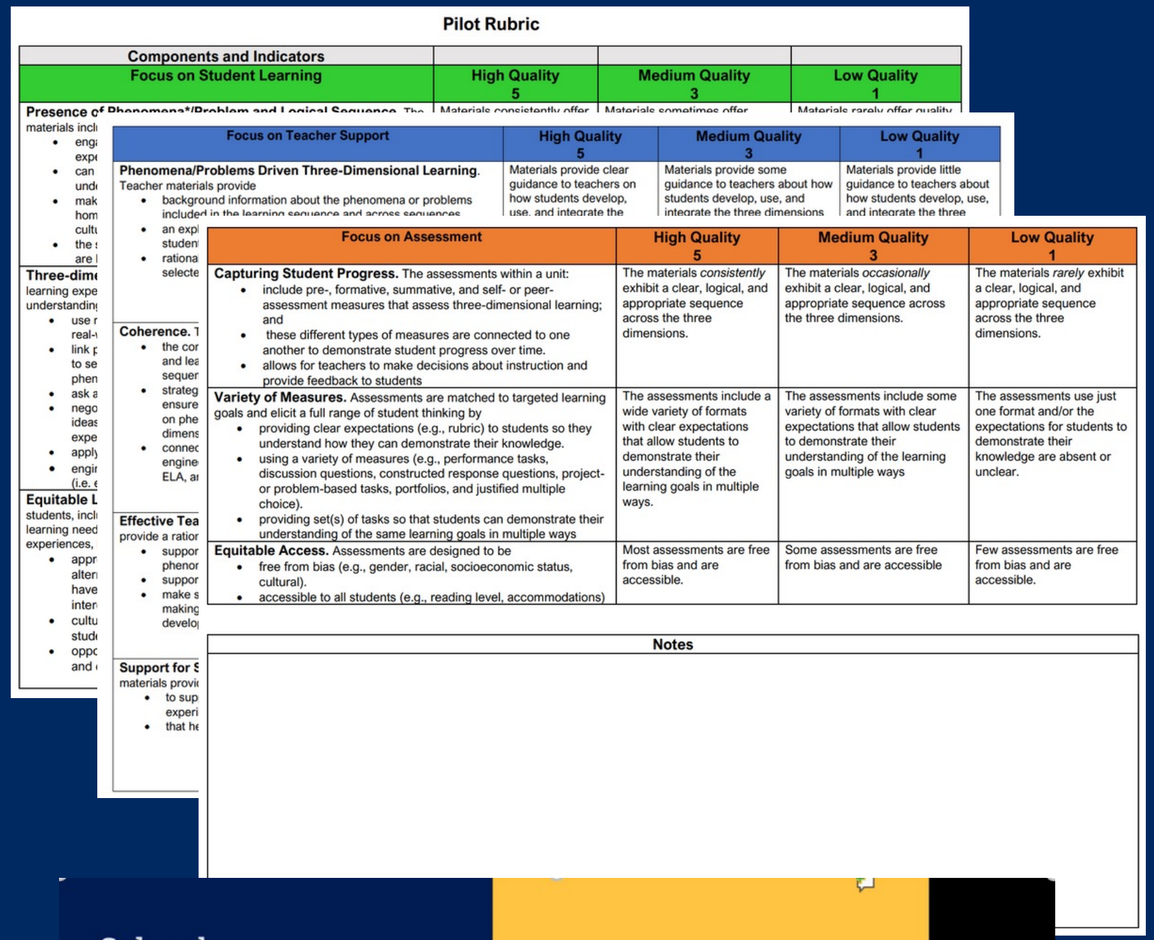
SCHOOL SITE REVIEW OF MATERIALS

- All schools received sample display materials
- District Office displayed full sets for community and staff review









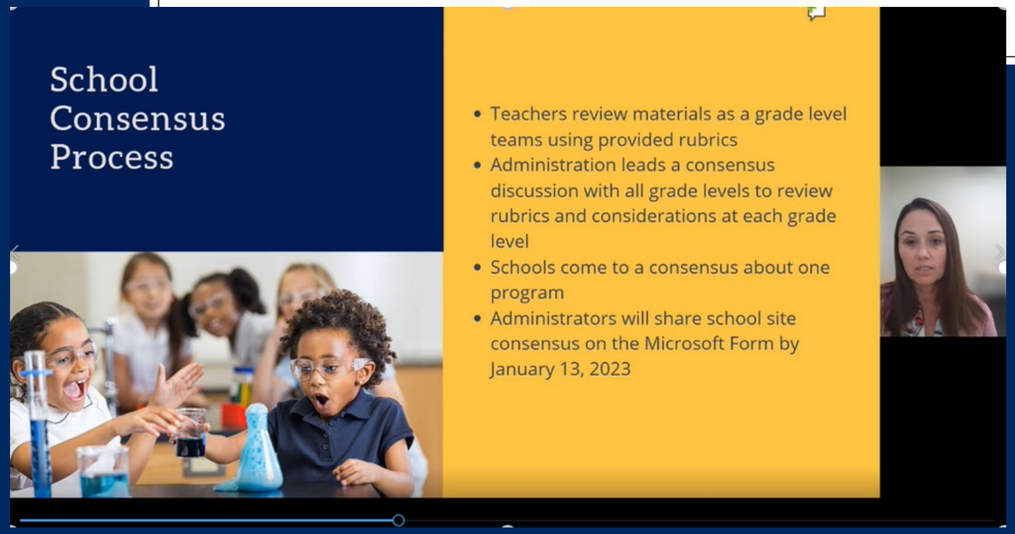
Pilot Rubric

Components and Indicators Focus on Student Learning	High Quality 5	Medium Quality 3	Low Quality 1
Presence of Phenomena*/Problem and Logical Sequence. The materials incl • engi exp • can und • mak hom cult • the are	Materials consistently offer	Materials sometimes offer	Materials rarely offer quality
Three-dime learning expe understandin • use real- • link to se phen • ask a • nego ideas expe • appl • engi (i.e.			
Equitable L students, incl learning need experiences, • appr alter have inter • cultu stud • oppo and			

Focus on Teacher Support	High Quality 5	Medium Quality 3	Low Quality 1
Phenomena/Problems Driven Three-Dimensional Learning. Teacher materials provide • background information about the phenomena or problems • an expl studen • rationa selecte	Materials provide clear guidance to teachers on how students develop, use, and integrate the	Materials provide some guidance to teachers about how students develop, use, and integrate the three dimensions	Materials provide little guidance to teachers about how students develop, use, and integrate the three
Coherence. T • the cor and lea sequer • strateg ensure on phe dimens • connec engine ELA, a			
Effective Tea provide a ratior • suppor phenor • suppor • make s making develo			
Support for S materials provi • to sup experi • that he			

Focus on Assessment	High Quality 5	Medium Quality 3	Low Quality 1
Capturing Student Progress. The assessments within a unit: • include pre-, formative, summative, and self- or peer-assessment measures that assess three-dimensional learning; and • these different types of measures are connected to one another to demonstrate student progress over time. • allows for teachers to make decisions about instruction and provide feedback to students	The materials *consistently* exhibit a clear, logical, and appropriate sequence across the three dimensions.	The materials *occasionally* exhibit a clear, logical, and appropriate sequence across the three dimensions.	The materials *rarely* exhibit a clear, logical, and appropriate sequence across the three dimensions.
Variety of Measures. Assessments are matched to targeted learning goals and elicit a full range of student thinking by • providing clear expectations (e.g., rubric) to students so they understand how they can demonstrate their knowledge. • using a variety of measures (e.g., performance tasks, discussion questions, constructed response questions, project- or problem-based tasks, portfolios, and justified multiple choice). • providing set(s) of tasks so that students can demonstrate their understanding of the same learning goals in multiple ways	The assessments include a wide variety of formats with clear expectations that allow students to demonstrate their understanding of the learning goals in multiple ways.	The assessments include some variety of formats with clear expectations that allow students to demonstrate their understanding of the learning goals in multiple ways	The assessments use just one format and/or the expectations for students to demonstrate their knowledge are absent or unclear.
Equitable Access. Assessments are designed to be • free from bias (e.g., gender, racial, socioeconomic status, cultural). • accessible to all students (e.g., reading level, accommodations)	Most assessments are free from bias and are accessible.	Some assessments are free from bias and are accessible	Few assessments are free from bias and are accessible.

Notes



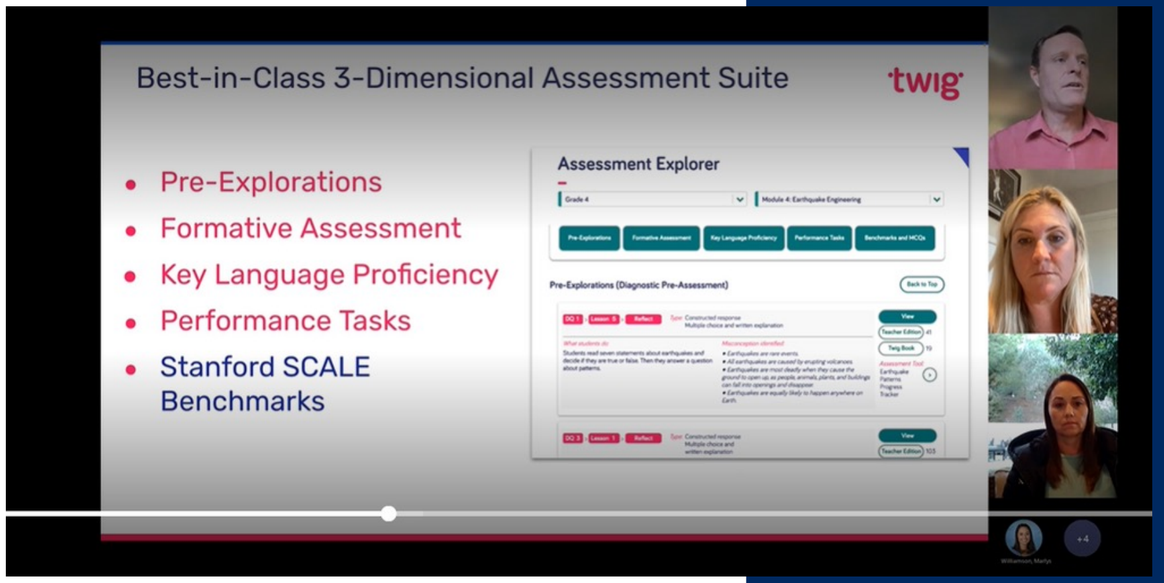
SCHOOL SITE REVIEW OF MATERIALS

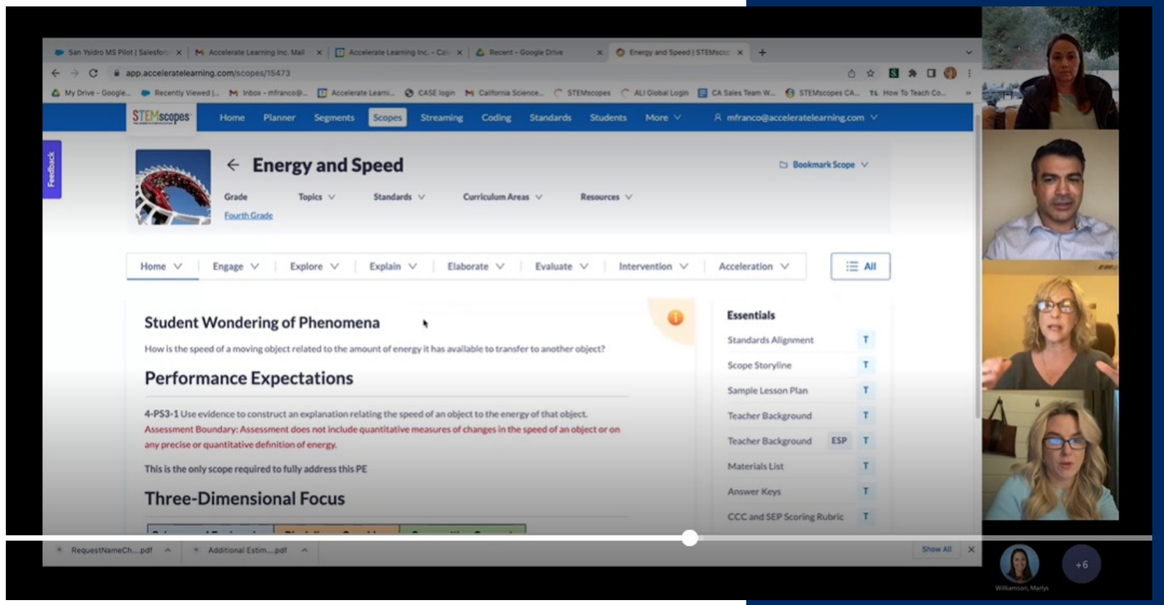
- Screencast for Review Process sent to principals and teachers
- Teachers reviewed materials with grade levels using three rubrics:
  - Student Learning
  - Teacher Support
  - Assessment
- After teacher review, principals lead a consensus discussion at school sites

PUBLISHER PRESENTATIONS

Twig and STEMscopes presented program features and components

Recording link was shared with teachers and principals for review

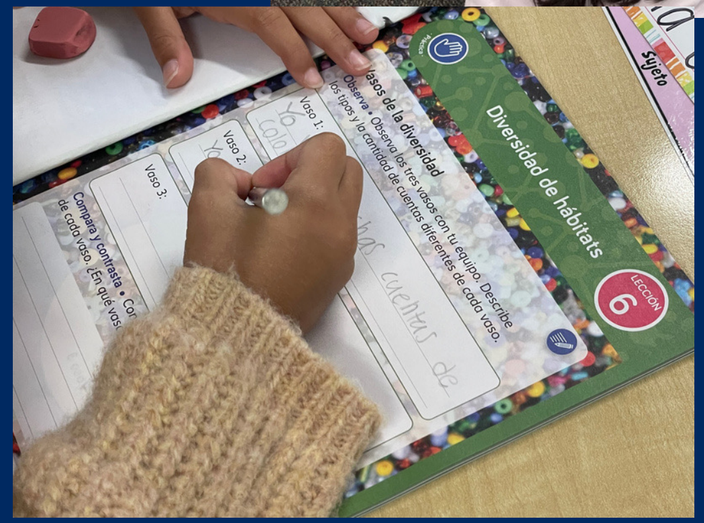


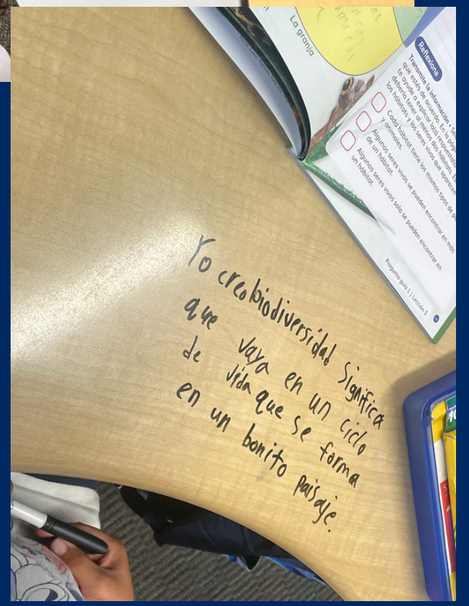


FEEDBACK PROCESS

- Pilot teachers provided feedback on both programs using the TIME Toolkit Pilot Rubric
- Pilot classrooms visited
- Pilot teachers were encouraged to share experiences during school consensus discussions







PILOT TEACHER RUBRIC FEEDBACK



Twig	STEMscopes
21/27 returned Average Score: 41/50	17/27 returned Average Score: 34/50

SCHOOL SITE CONSENSUS



SCIENCE ADOPTION SUB COMMITTEE

- Reviewed feedback from pilot teachers
- Discussed experiences
- Reviewed school consensus recommendations
- Decision was unanimous to recommend Twig Science



Jesus Figueroa



6TH GRADE DUAL IMMERSION TEACHER

Sub Committee Member

Pilot Teacher for English and Spanish

6-YEAR ADOPTION MATERIALS

- Teacher Guides
- Student Editions
- Leveled Readers
- Trade books

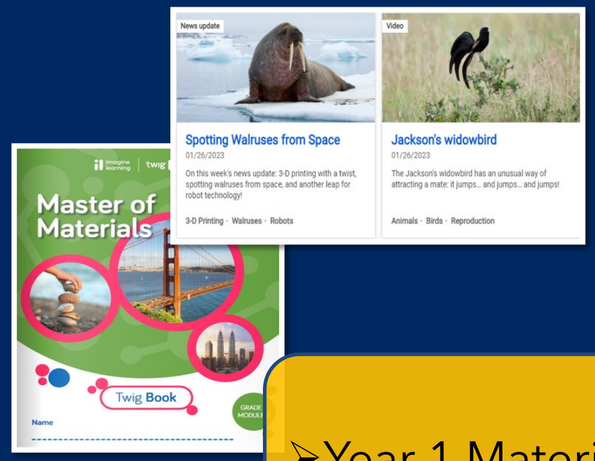
- Digital Lessons
- Videos
- Interactives
- Assessments
- Professional Learning

Print Materials

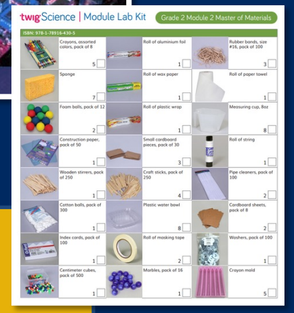
Digital Materials

Hands-On Kits

Additional Features







- Year 1 Materials
- Essential Lab Kits: 3-6th grade
- 5-Year Replenishment Kits

- Twig Science Reporter
- Twig Science Tools

Next Steps



- Board of Education Approval
  - February 2023
- Order Materials
  - February 2023
- Materials Delivery/Processing
  - May/June 2023
- Publisher Training
  - July 2023
- Program Implementation
  - July 2023
- Science Follow Up Training
  - 2023-24 School Year



TEACHING AND LEARNING WITH A 22-VISION-23 OF Purpose

QUESTIONS?

SCIENCE CURRICULUM ADOPTION

Report to the Board of Education

February 15, 2023