

CVESD Governing Board Meeting
April 13, 2022

District Safety Committee & COVID-19 Update

Purpose

The District Safety Committee was formed by the Chula Vista Elementary School District Board of Education at their regularly scheduled meeting held on August 25, 2021.

Per the Board of Education the committee's role is to advise on the creation and implementation of COVID-19 safety measures, and to oversee site level committees.

District Safety Committee



District Administration

- Jorge Mora, Senior Director of Human Resources
- John Heredia, Director of Maintenance and Operations
- Jose Cortez, Emergency Preparedness and Security Manager
- Jennifer Venyak, Benefits and Risk Manager

Chula Vista Educators

- Rosi Martinez, President
- Linda Kucinski, School Nurse

Chula Vista Classified Employees Organization

- Angela Reed, President
- Chris Mages, Vice President

School Administrators

- Angelica Sleiman, Ph.D., Principal Feaster Charter
- Veronica Konkoly, Principal Rice Elementary
- Monica Loyce, Ed.D., Principal Marshall Elementary

Safety Committee Discussion

COVID-19 Topics

- Masking Guidance in Health Office
  - Students being seen for COVID related symptoms must use masks
  - CVESD should approve a list of COVID symptoms
  - Students presenting COVID symptoms should be in an isolated space
- Cleaning and disinfecting of classroom
  - Training personnel
  - Staffing issues
- Rapid at-home test
  - Distribution
  - Submitting test results
- Decision Tree Updates/Changes

General Safety Concerns

- California Department of Health and Human Services (CDPH) strongly recommends the use of masks in health offices
  - CVESD employees working in health offices would not be required to wear masks but may do so voluntarily
  - Isolated space can be a separate area of the health office, or a tent and should provide separation from others, privacy, and protection from elements

Masking Guidance

- Students and staff in K-12 are no longer required but strongly recommended to wear masks indoors
- California Dept of Health (CDPH) strongly recommends that individuals continue to mask indoors
- San Diego County strongly recommends everyone wear a face-covering in indoor public settings
- COVID 19 early release of isolation still requires the use of masks around others day 6 – 10
- Governor Newsom signed Executive Order extending the Emergency Temporary Standards that allows CAL/OSHA to align with CDPH guidance





Masking Guidance…



WHO SHOULD MASK?

- STUDENTS RELEASING EARLY FROM ISOLATION THROUGH DAY 10
- STUDENTS EXPOSED TO A POSITIVE CASE IN SCHOOL, COMMUNITY OR AT HOME THROUGH DAY 10

WHO MUST MASK?

- STAFF RELEASING EARLY FROM ISOLATION THROUGH DAY 10
- STAFF WHO ARE A CLOSE CONTACT TO A POSITIVE CASE AT HOME, SCHOOL OR IN THE COMMUNITY THROUGH DAY 10

CVESD Safety Committee Recommendations

Recommendations:

- Require students to wear a mask in health office or isolated space **if** presenting COVID related symptoms
- CVESD continue to follow San Diego County Decision Tree requirements



Recent Changes to Covid-19 Protocols



ALL QUARANTINE OPTIONS HAVE BEEN RETIRED



ASYMPTOMATIC STUDENTS CAN REMAIN IN SCHOOL UNLESS THEY DEVELOP SYMPTOMS OR TEST POSITIVE IF EXPOSED AT SCHOOL OR IN COMMUNITY SHOULD TEST DAY 3, 4 OR 5 AFTER EXPOSURE



SYMPTOMATIC STUDENTS CAN TAKE 2 ANTIGEN TESTS (AT LEAST 12 HOURS APART) TO CONFIRM A NEGATIVE COVID STATUS



STUDENTS WITH A HOME EXPOSURE CAN REMAIN IN SCHOOL IF THEY TEST IMMEDIATELY AND TEST DAY 3, 4 OR 5 AFTER LAST EXPOSURE TO POSITIVE CASE WHILE INFECTIOUS

Questions?

Dual Language Board Report

Department of Language and Instruction

Lalaine Perez
Carmen Emery
Monica Licona
Angie Amador

April 13, 2022





Excerpt from Board Resolution Statement and Board Policy:

- *"The Board of Education recognizes the importance of multiliteracy and mastery of two or more languages as a valuable skill for participating in a 21st century diverse world economy."*
- *"The District provides instructional programs that support students in developing English language proficiency and achieve high academic standards."*

2021-22
Dual Language Immersion (DLI) Data



What does DLI look like in CVESD?

What is Dual Language Education?

Dual Language education refers to academic programs that are taught in two languages.

The second language is acquired while maintaining the primary language.

It's an effective and additive approach to developing bilingualism and biliteracy.



Benefits of the Program

- Promotes linguistic and cultural pluralism inside and outside the school.

- Prepares our future citizens to be highly qualified and competitive in a global society.



Benefits of Bilingualism



Positive effects on the brain

Educational Advantage

Economic Edge

Health Benefits

Open-minded Outlook

Social Adeptness

Facility for Learning Languages

The Goals of Dual Language Education



Bilingualism & Biliteracy

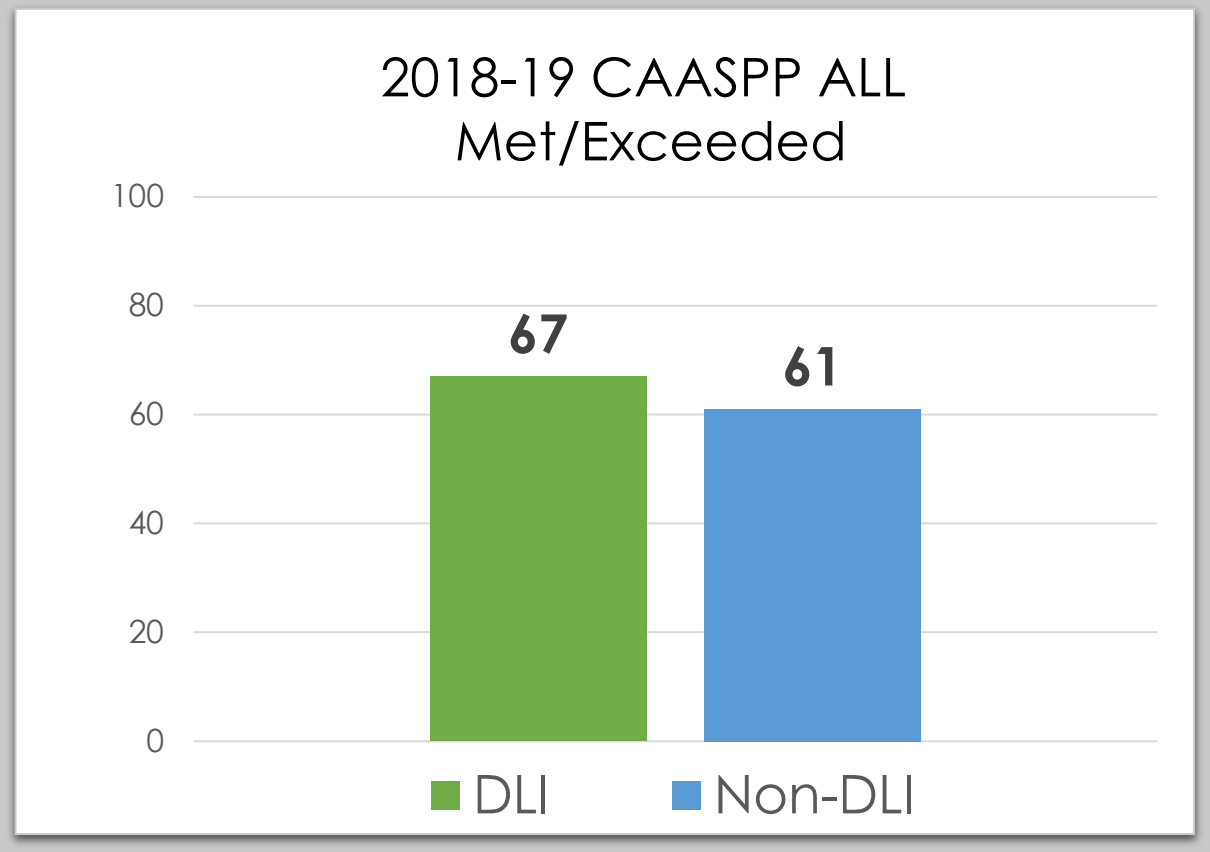


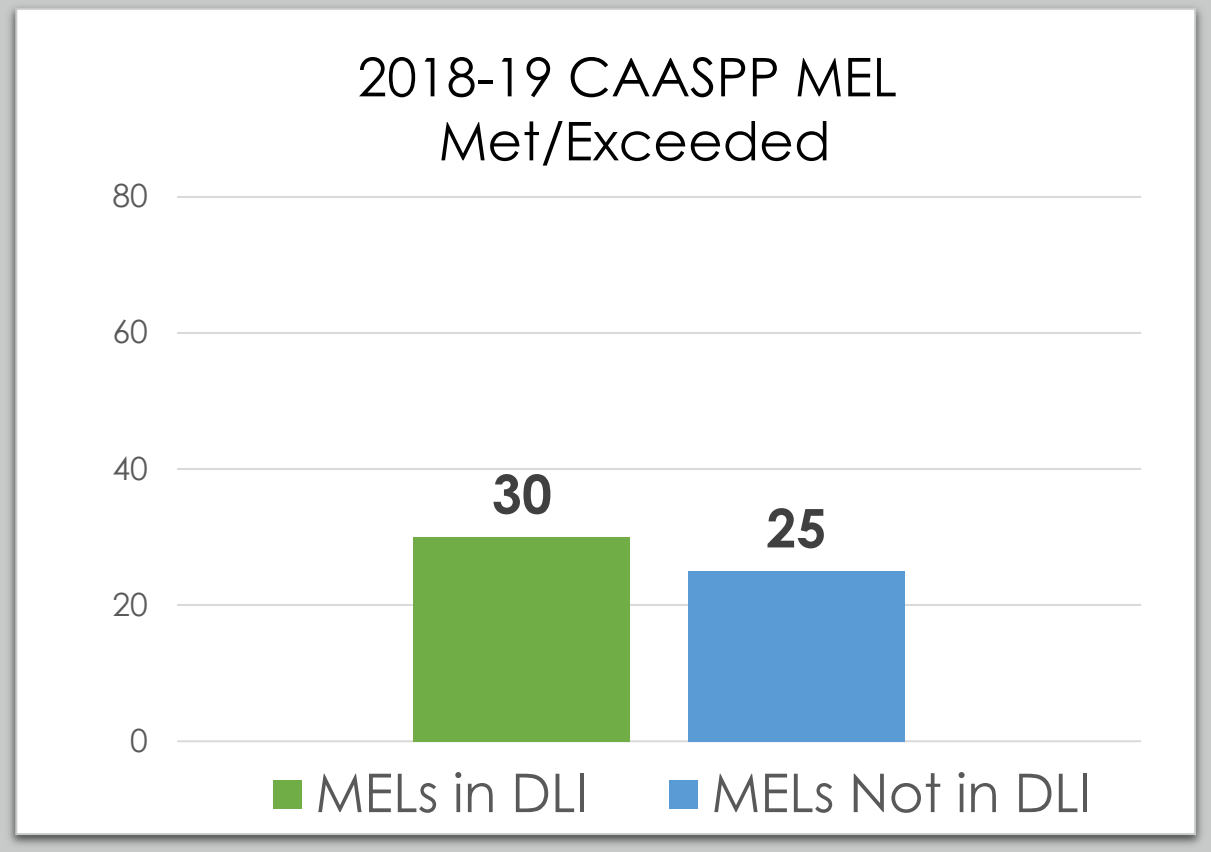
Academic Achievement



Sociocultural Competence

CVESD DLI Academic Data Grades 3-6





What is Dual Language Immersion?

- All students develop their listening, speaking, reading, and writing skills in two languages.
- All students are first language models and second language learners.
- Ideally, a minimum of 1/3 of the students in a classroom must be Native Speakers of either language.

Listening Reading

Speaking Writing



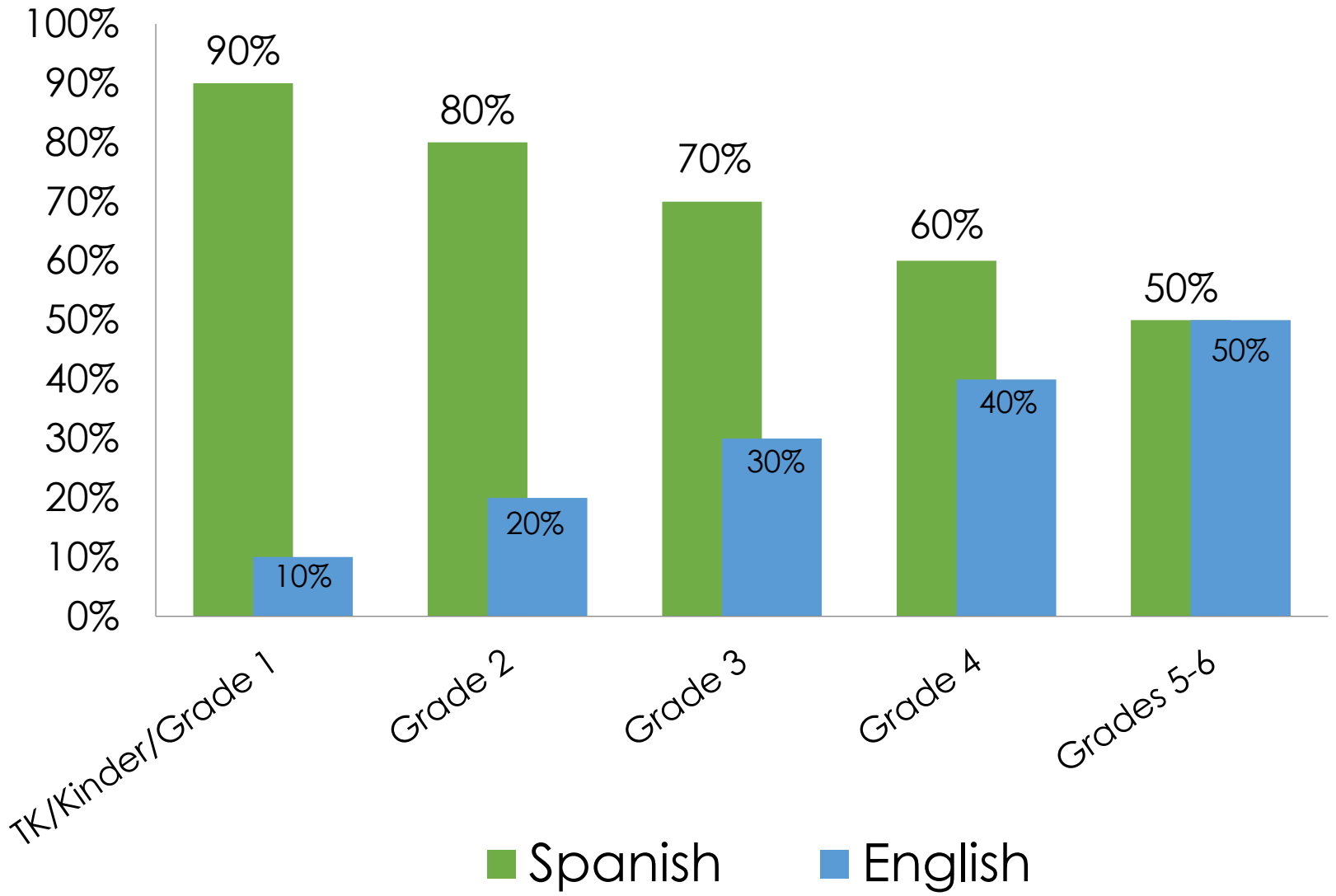


Dual Immersion Classroom Instruction

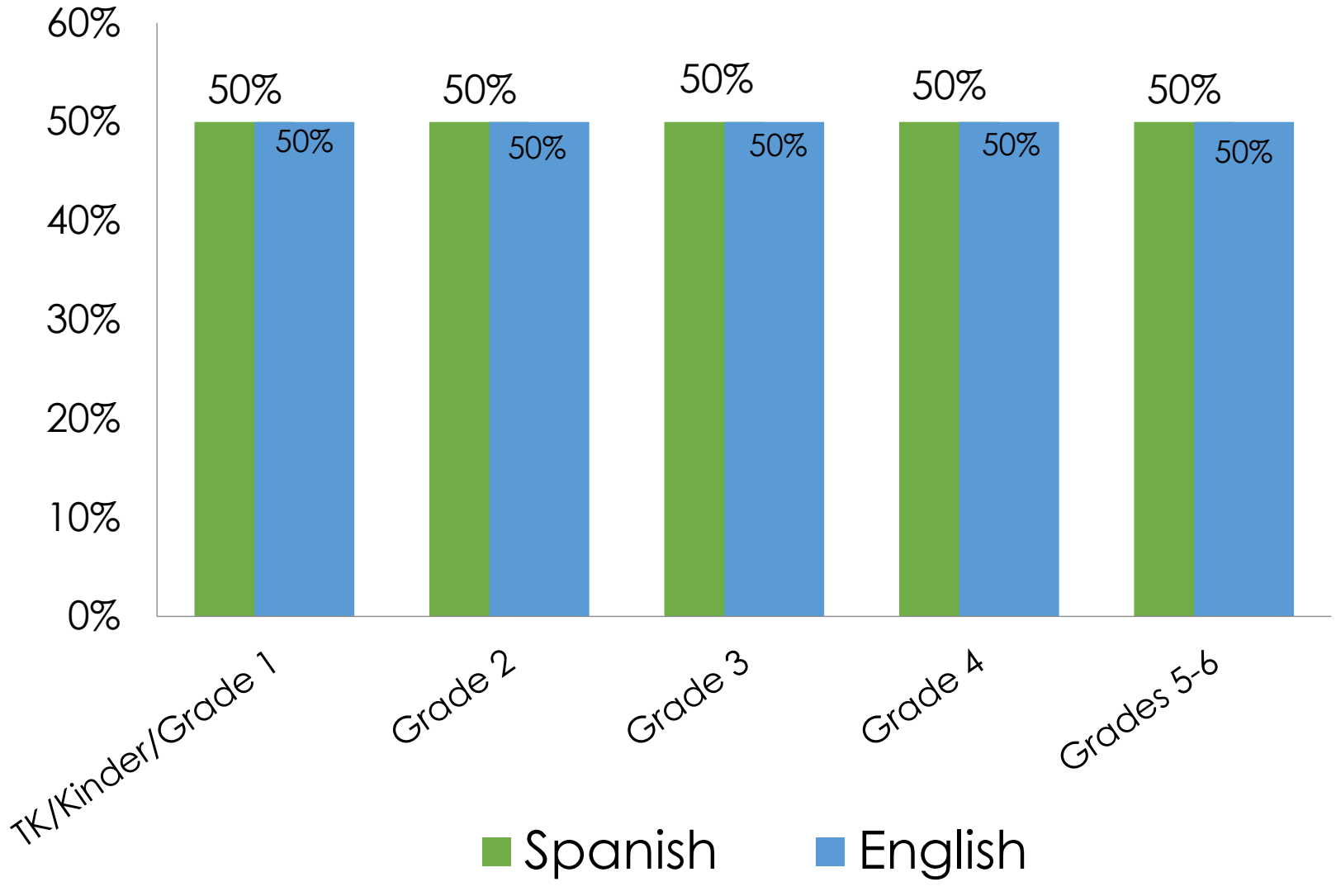
- The goal of the program is to immerse students in the target language early in their Dual Language journey through clear separation of language.

- Delivery of instruction can occur through team-teaching or in self-contained settings.

90/10 Model of Dual Language Immersion



50/50 Model of Dual Language Immersion



Dual Language Immersion Programs

90/10 Model

Arroyo Vista
Camarena
Clear View
Hedenkamp
Heritage
Liberty
Muraoka
Salt Creek
Tiffany
Valle Lindo
Veterans

50/50 Model

CVLCC
Discovery
East Lake
Feaster
Harborside
Lauderbach
Loma Verde
Los Altos
Rice
Silver Wing
Valley Vista

Dual Language Enrichment:
Cook

The Enrollment Process

- Start in TK/Kindergarten.
- Enroll at home school.



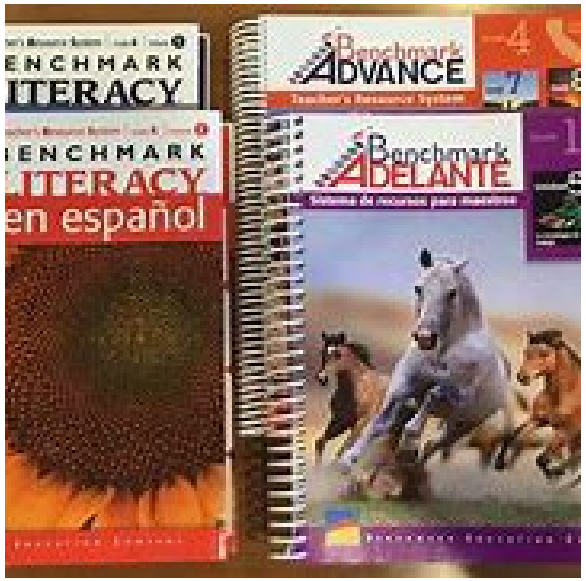
- Complete a Zone Transfer, if necessary.
- Await selection by lottery and/or interest list.

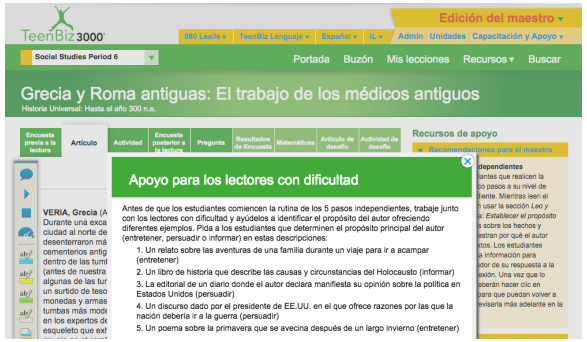
Parent Commitment

- Attend a Dual Immersion Parent meeting and understand the long-term commitment.
- Ensure excellent student attendance.
- Attend recommended meetings/events throughout the year.

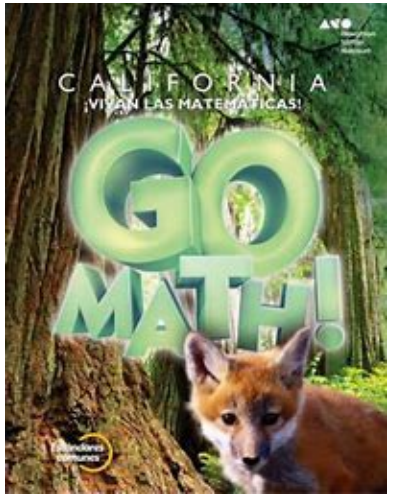


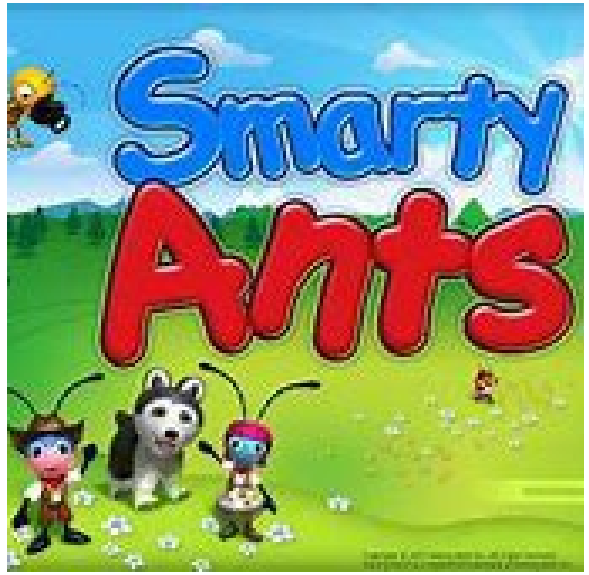
Spanish Curriculum & Resources

















Language Support

District Bilingual Resource Teachers

Reina Galvez and Angie Amador

Biliteracy Committee

Multilingual Plan

D-ELD/D-SLD Module Input & Feedback

Dual Language Immersion Standards of Practice Input & Development

Spanish Oral Language Assessment Input

Reading Foundational Skills Professional Learning Input

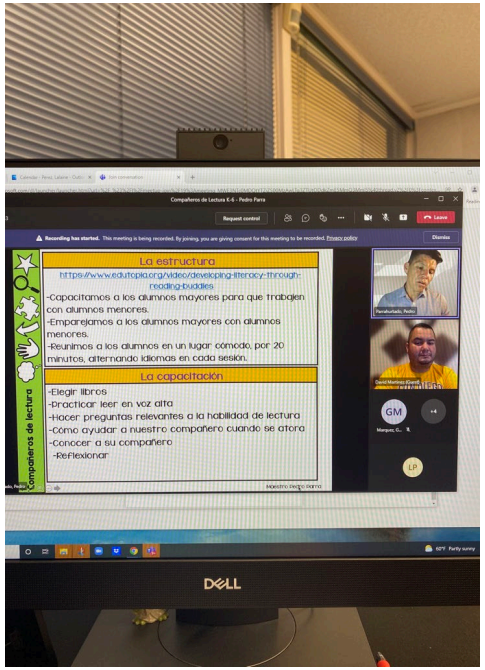
Ongoing input and revisions to Multilingual English Learner Master Plan

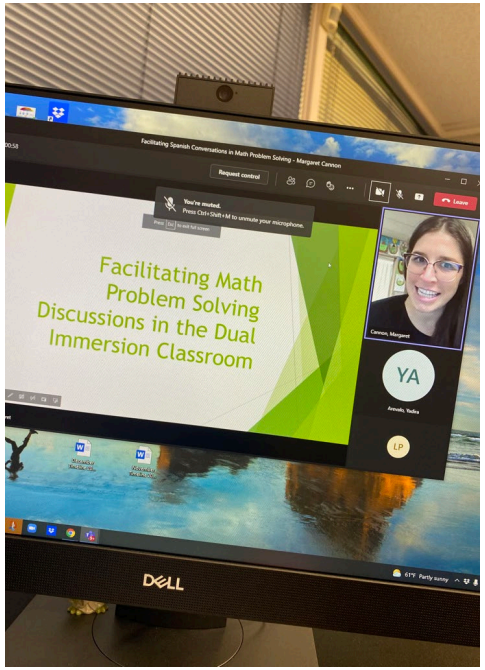


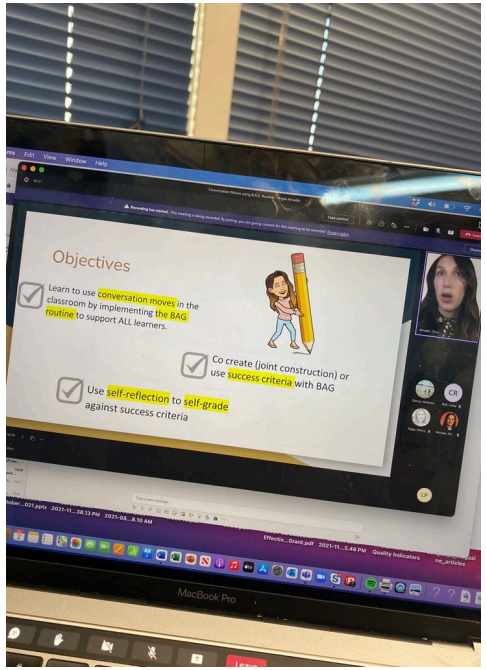
Monica Licona
Lisa Forehand
Reina Galvez
Rosi Martinez

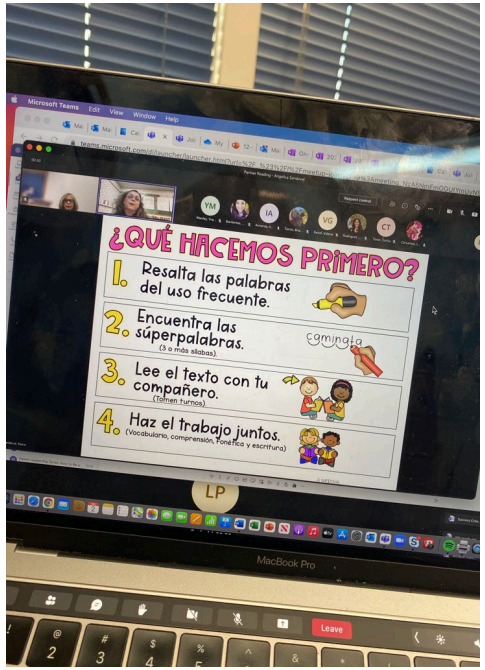
Martha Rivero
Claudia Aldrete
Patricia Pimentel
Lalaine Perez

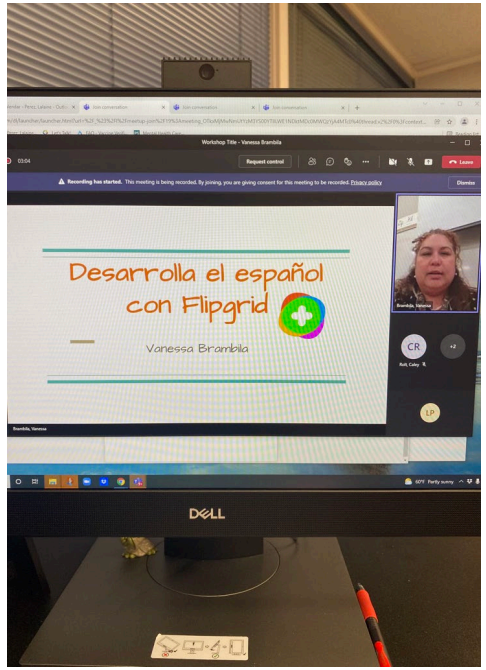
Virginia Orozco
Angie Amador
Nancy Rojas
Courtney Green











Bilingual Resource Teacher Leads

Angie Amador, K
Vanessa Brambila, 3rd
Pedro Parra Hurtado, 6th

Ana Muro, 1st
Margaret Cannon, 4th

Angelica Sandoval, 2nd
Graciela Flores, 5th

Current Projects:



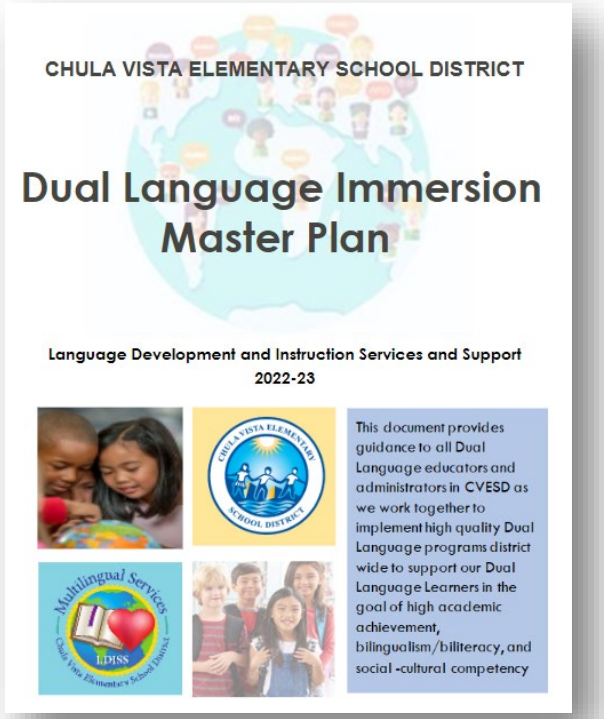
Hablar de una escena

Di Mira la fotografía. Te voy hacer unas preguntas sobre lo que ves.

#	Pregunta	Puntos
1.	¿Qué está haciendo la señora con la chaqueta az	
2.	¿Cuáles pro hay en las estanterías?	
3.	Describe lo haciendo la	

#	Pregunta	Puntos
4.	¿Qué tipo de tienda es? Espera la respuesta del alumno.	

Hablar de una escena



CHULA VISTA ELEMENTARY SCHOOL DISTRICT

Dual Language Immersion Master Plan

Language Development and Instruction Services and Support 2022-23

This document provides guidance to all Dual Language educators and administrators in CVESD as we work together to implement high quality Dual Language programs district wide to support our Dual Language Learners in the goal of high academic achievement, bilingualism/biliteracy, and social -cultural competency



MULTILINGUAL CALIFORNIA

MCAP Digital Academies

DUAL LANGUAGE TEACHER ACADEMY

BILINGUAL TEACHER PATHWAY

WRITE Initiative

Preschool GLAD® Alive, Aloud, and A Lot of Language

OCDE Project GLAD® en español

Secondary GLAD® Shifting Practices for Secondary Classrooms

OCDE Project GLAD®

Preschool Teachers of Dual Language Learners

Language Development Through Science

Special Education in Bilingual Settings

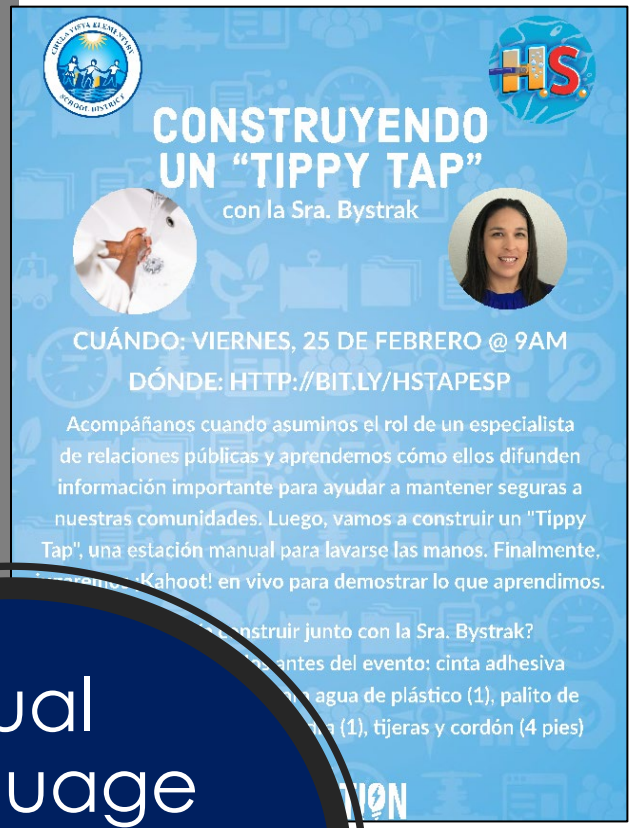
Engaging Our Dual Language Community



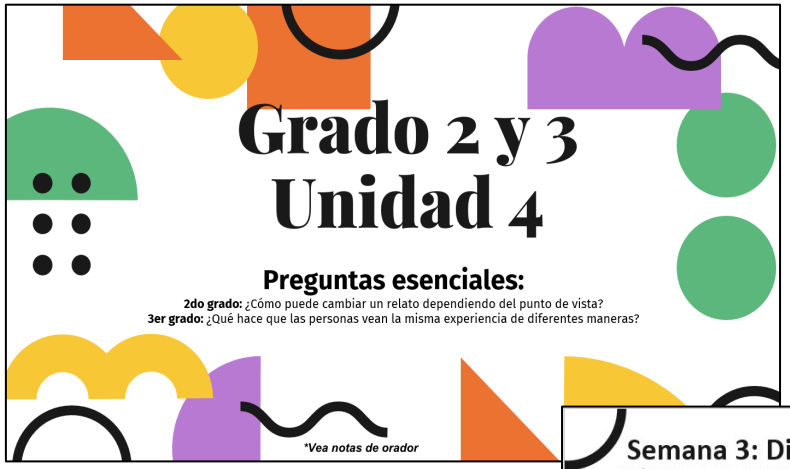




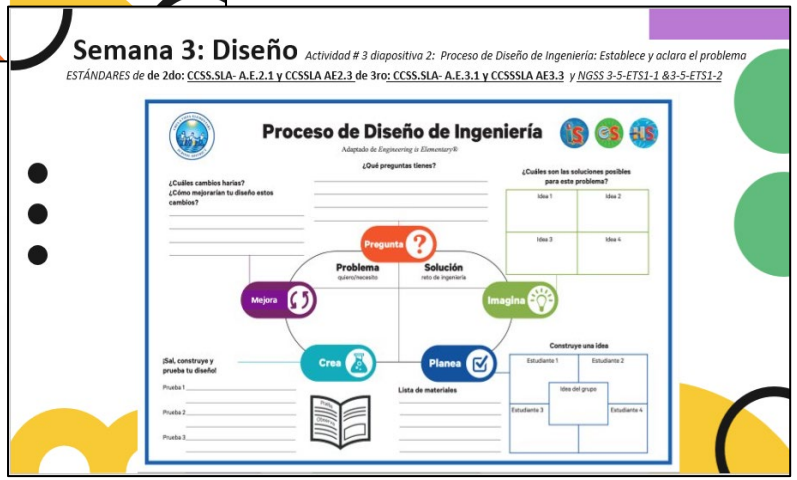
Innovation Live!



Dual Language Spanish Learning Experiences



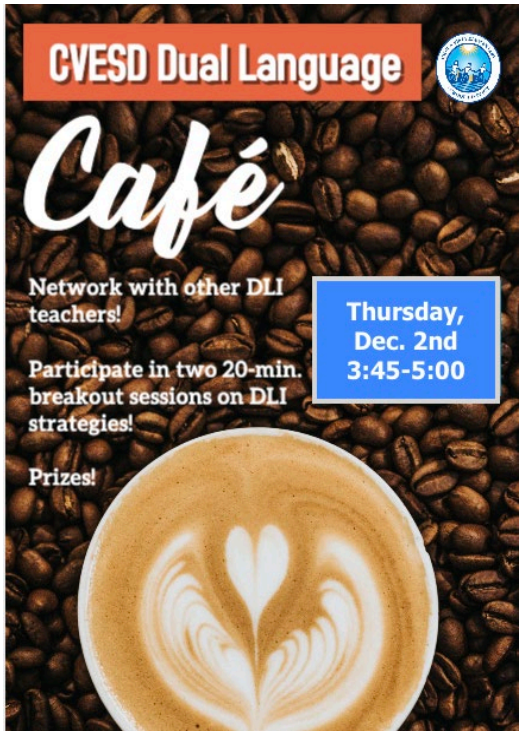
Project-based Learning Units





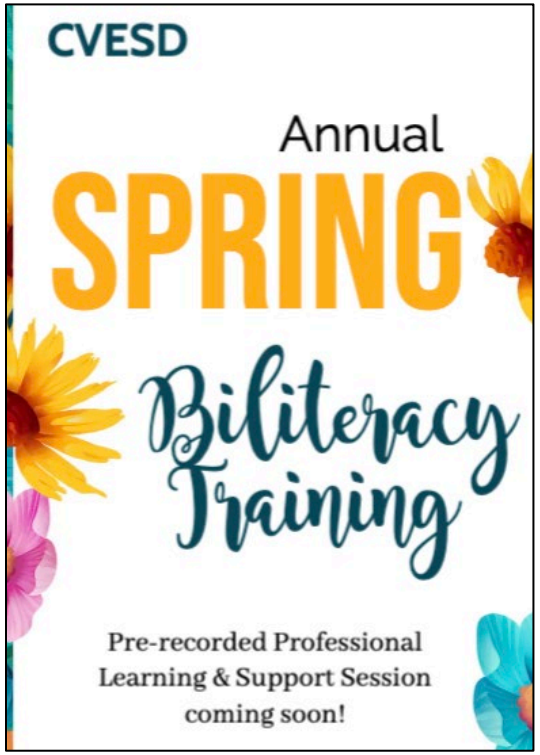
Biliteracy Pathway Award

Dual Language Educator Events & Professional Learning





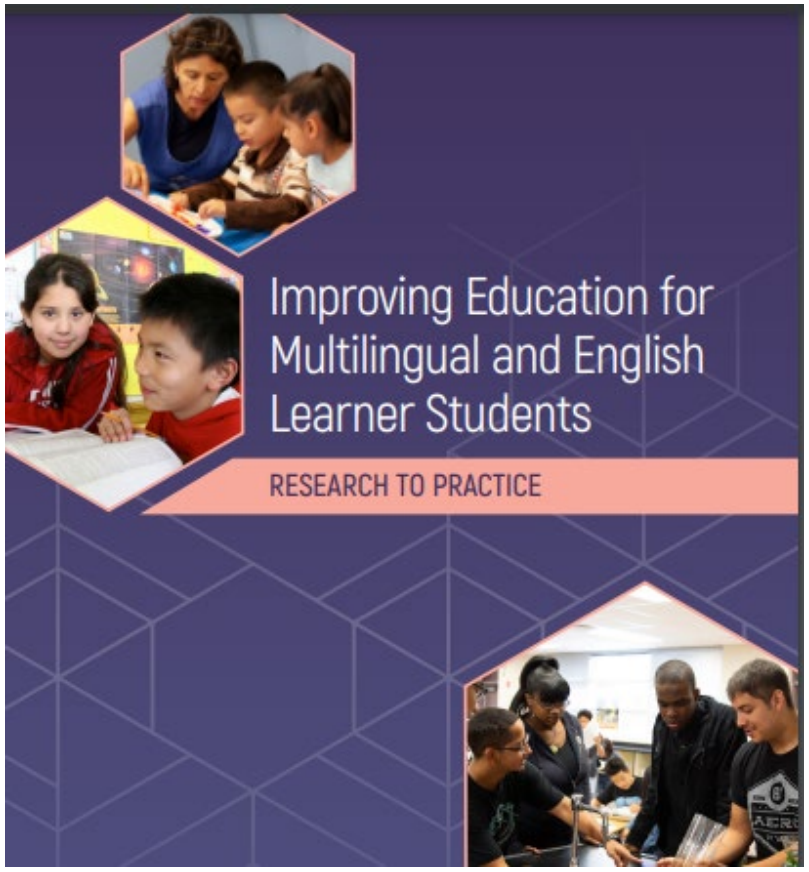








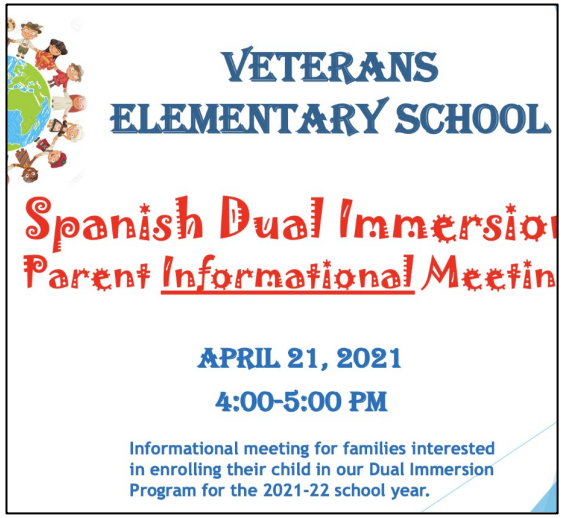


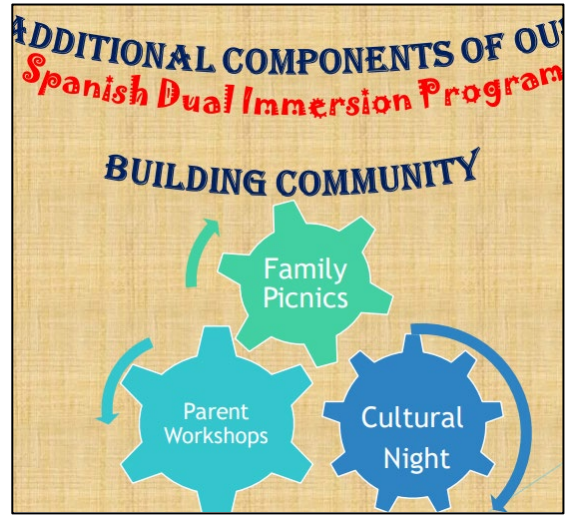




Dual Language Leadership

Family Engagement







Maestra Monica Licona

Harborside Elementary





Spanish Writing

Sophie/01/25/22

Los fenómenos lentos cambian la Tierra

¿Sabías qué actualmente los glaciares cubren casi una décima parte de Tierra? Hoy en día, en el mundo existen varios cambios lentos qué cambian l de la Tierra. Los cambios lentos qué cambian la Tierra a traves de millones d años son los glaciares, el agua y el viento.

Para empezar, los glaciares son unos de los tantos fenómenos naturale cambian la Tierra. En el texto, página 6 dice "Algunos se mueven sólo dos pi (0.6) al año. Aun así, cambian el terreno por el que avanzan". En otras palabr los glaciares son una causa por la que la Tierra erosiona. Por ejemplo, cuand glaciares avanzan a traves de cañones estrechos los glaciares causan que los cañones se conviertan en amplios valles. Incluso, los glaciares pueden arrastr rocas gigantes a traves de varias millas.



Un glaciar gigante se esta derritiendo lentamente cambiando el mundo.

Para continuar, el agua es otra causa de erosión en el mundo. En el tex página 12 dice "El agua formó el Gran cañón. Lo hiso el agua del río Colorad Tardo cinco millones de años en hacerlo". Es decir, que el agua puede crear lugares nuevos en la Tierra lentamente. Por ejemplo, después de tiempo los r pueden cavar en el lecho piedras desquebradas hasta formar cañones. Otro ejemplo, es que los ríos desgatan rocas en su lecho. Por un lado, el río Nilo ay

Layla

1/18/2022

Los peligrosos cambios lentos

¿Sabias que existen fenómenos naturales qué cambian la tierra lentamente? Para empezar, los glaciares , el agua y el viento son algunos cambios lentos en la tierra.

Primero, los glaciares causan cambios lentos en la Tierra por la erosión y mientras arrastran rocas. En el texto dice que los glaciares "aplastan todo a su curso". En otras palabras, los glaciares pueden causar grandes o pequeños cambios en el planeta Tierra. Por ejemplo, los glaciares cavan hoyos profundos. Además, a veces arrastran rocas por varias millas.

También esta el agua. El agua puede causar todo tipo de cambios lentos en la Tierra. En el texto dice que ''Los ríos causan desgastes en las rocas''. En otras palabras, si las rocas pasan mucho tiempo debajo del agua se desgastan o quiebran. Por ejemplo, con el tiempo el agua formo un cañón. También, ¿Sabías que algunas rocas son mas duras que otras?

Para terminar esta el viento. El viento causa muchos cambios lentos en el mundo. En el texto dice que "el viento causa cambios en las rocas y hace algo llamado dunas." En otras palabras, algunos cambios que pueden hacer las dunas son que en unas horas no hay nada, pero al rato hay como una montaña de arena enorme. Por ejemplo, en el desierto hay dunas que son enormes. Además , el viento también causa tormentas de arena.

En conclusión, los glaciares, el agua y el viento son algunos fenómenos naturales que provocan cambios lentos en el planeta. ¿Sabes que otros fenómenos causan cambios lentos?



Un glaciar es como un hielo

Sophie opinion

Were the Missions Beneficial or Detrimental for Native Americans?

Did you know that European diseases killed about 100,000 Native Americans when they were living in the missions? Currently, in America, people have been debating whether the missions were beneficial or detrimental for early Californians. In my opinion, California missions were detrimental for Natives because they forced natives to work for nothing, they changed their culture, and they mistreated a lot of Natives.

To begin with, I think the missions were detrimental for early Californians because the missionaries forced them to work for nothing. In source 2 It says "At the age of 5 or 6 Native children were taken away from their families. Adults were forced to work for no money." In other words, Natives were expected to work for the missions, get tired and then get nothing for their challenging work. For example, Natives were supposed to work farming even if it was a hot sunny day. In addition, the missions took control over Natives and would force them to move out from their villages to work for them.

Furthermore, I believe the missions were detrimental for Natives because they changed Natives customs, language and more. In source 1 it says, "Many people say Spain was wrong to change native cultural practices, customs and religious beliefs". In other words, the Spanish forced them to change their everything. For example, the Spanish made lots of Natives forget their Native language even though many Natives tried to refuse the Spanish were stronger with better weapons. In addition, the leaders of church made Spanish give them about 100 years of only 10 to convert them to Christianity.

Lastly, I believe the Spanish missions was detrimental because they mistreated them a lot. In source 2 it says "These missions were places built to spread Christianity. They



Questions

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Success
BACK TO SCHOOL
Back to school!