





Student Services & Supports

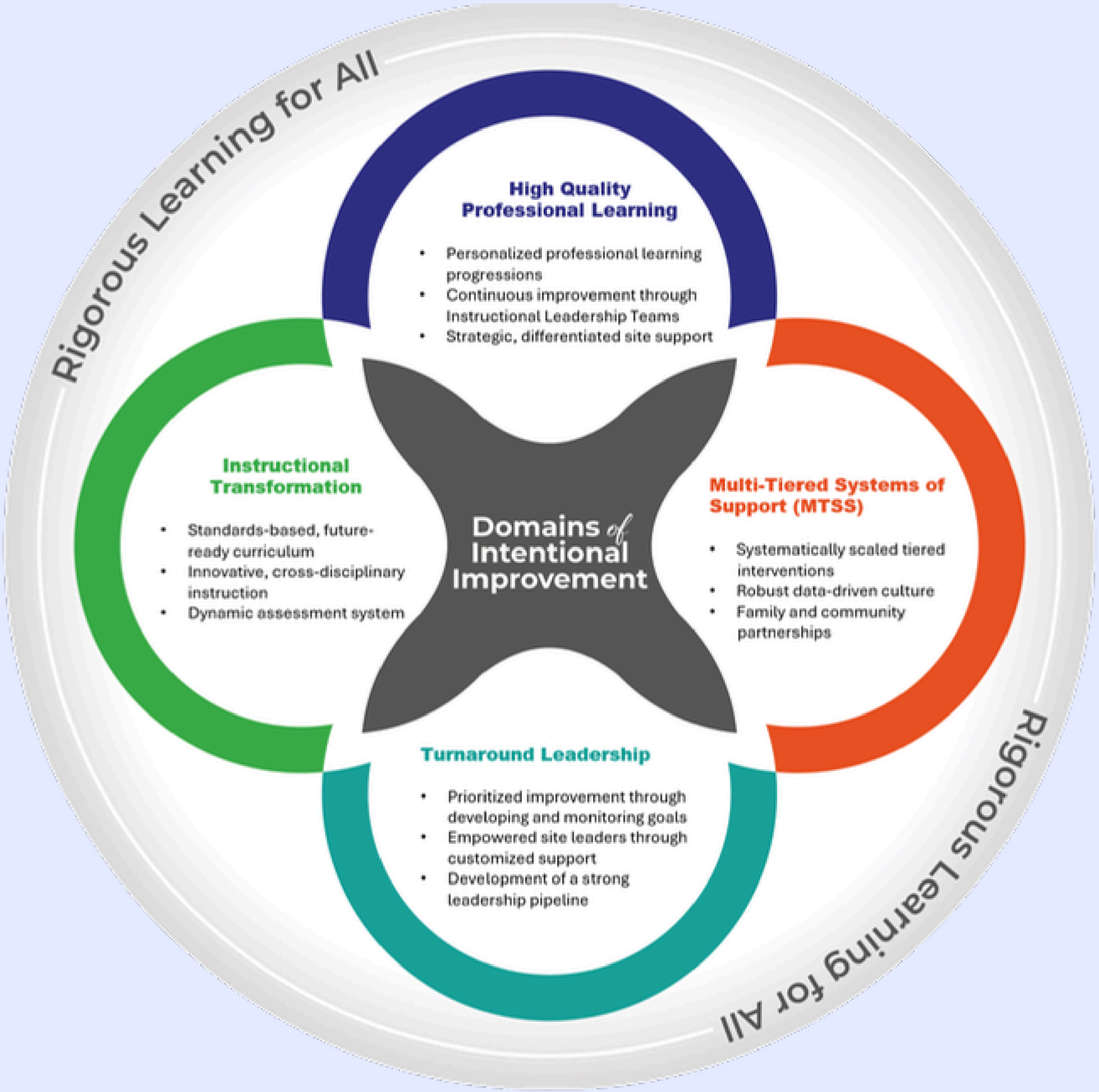
CVESD School Board Presentation

April 8, 2026

Student support Services

Student Services honors that **each child is of individual worth**, Student Services **provides a continuum of supports** to meet students' academic, social-emotional, and behavioral needs so every learner can thrive.





MTSS

Through our **Multi-Tiered System of Supports** (MTSS), we proactively identify student needs and provide layered academic, behavioral, and social-emotional supports. This system ensures every student has access to the resources and opportunities needed to thrive.

Special Education



Individualized for the needs of each Student

What is it?

- Specially designed instruction, provided at no cost to parents, to meet the unique needs of a child with a disability

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Support Includes:

Primary Service:

- Specialized Academic Instruction

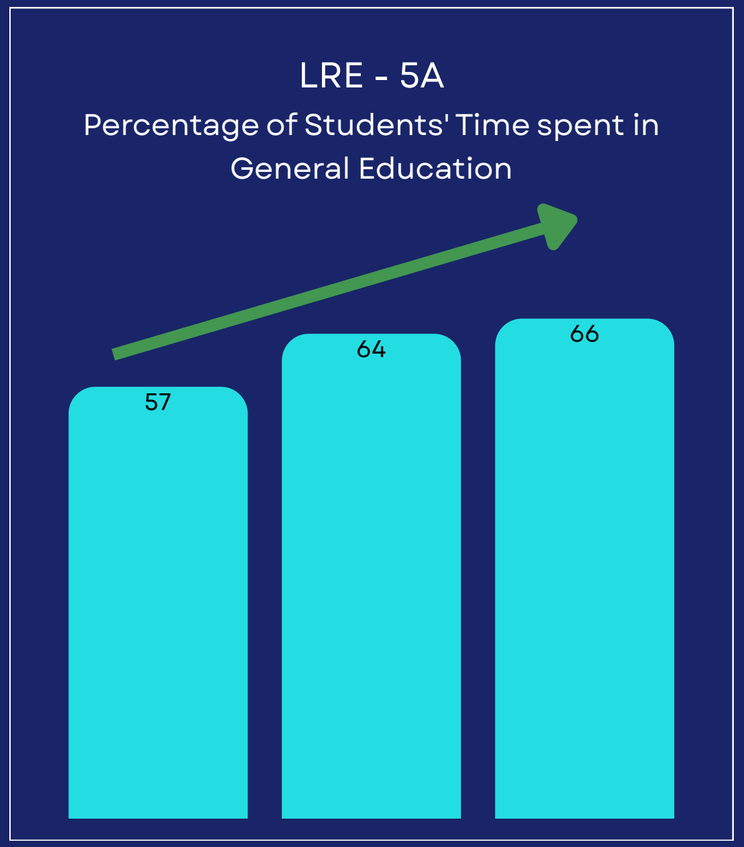
Related Services:

- Speech & Language
- Occupational Therapy
- Educationally Related Mental Health Services
- Adapted Physical Education
- And more...

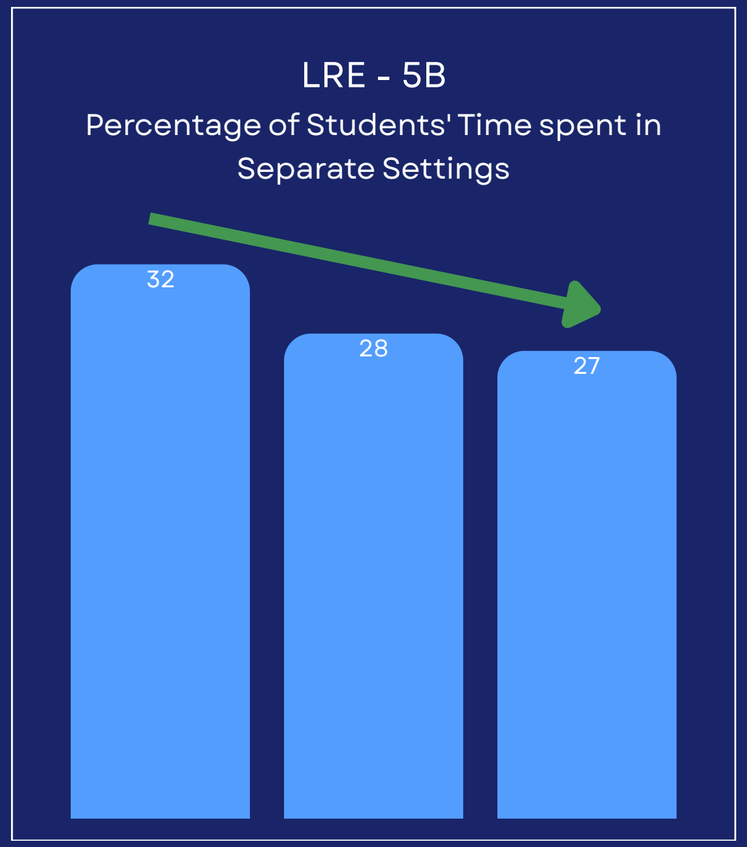
General Education → SAI in General Education → SAI outside General Education → SAI Separate Classroom Comp site → SAI Separate School → Non-Public School → Residential → Homebound

Least Restrictive Environment (LRE)

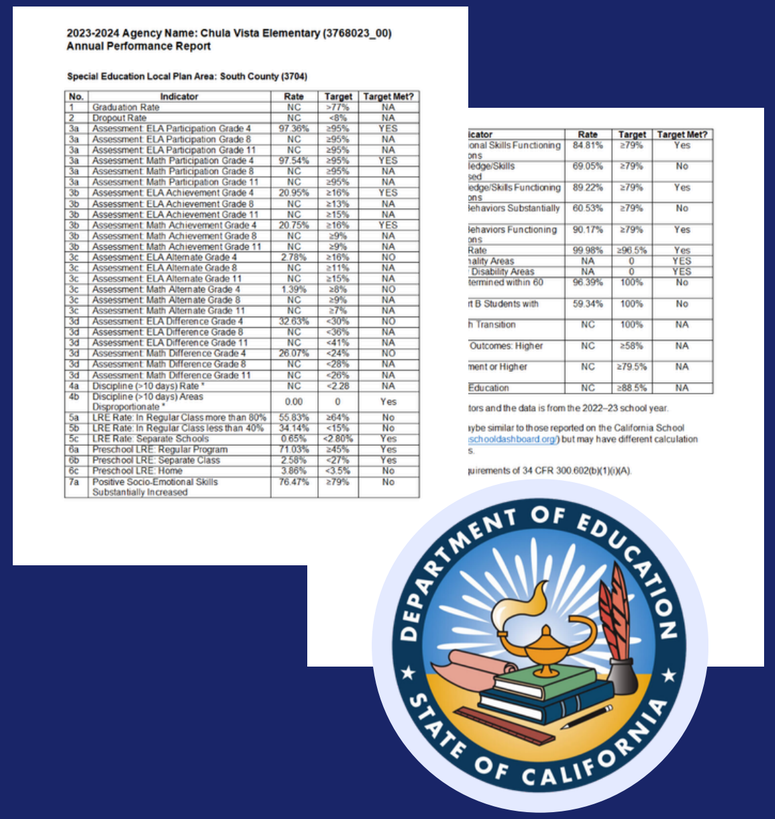
...To the maximum extent appropriate, children with disabilities...are educated with children who are nondisabled...



Increase of approximately 9% of time spent in General Education



Decrease of approximately 5% of time spent in Separate Setting



2023-2024 Agency Name: Chula Vista Elementary (3768023_00)
Annual Performance Report

Special Education Local Plan Area: South County (3704)

No.	Indicator	Rate	Target	Target Met?
1	Graduation Rate	NC	>77%	NA
2	Dropout Rate	NC	<8%	NA
3a	Assessment: ELA Participation Grade 4	97.36%	≥95%	YES
3a	Assessment: ELA Participation Grade 8	NC	≥95%	NA
3a	Assessment: ELA Participation Grade 11	NC	≥95%	NA
3a	Assessment: Math Participation Grade 4	97.54%	≥95%	YES
3a	Assessment: Math Participation Grade 8	NC	≥95%	NA
3a	Assessment: Math Participation Grade 11	NC	≥95%	NA
3b	Assessment: ELA Achievement Grade 4	20.95%	≥16%	YES
3b	Assessment: ELA Achievement Grade 8	NC	≥13%	NA
3b	Assessment: ELA Achievement Grade 11	NC	≥15%	NA
3b	Assessment: Math Achievement Grade 4	20.75%	≥16%	YES
3b	Assessment: Math Achievement Grade 8	NC	≥9%	NA
3b	Assessment: Math Achievement Grade 11	NC	≥9%	NA
3c	Assessment: ELA Alternate Grade 4	2.78%	≥16%	NO
3c	Assessment: ELA Alternate Grade 8	NC	≥11%	NA
3c	Assessment: ELA Alternate Grade 11	NC	≥15%	NA
3c	Assessment: Math Alternate Grade 4	1.39%	≥8%	NO
3c	Assessment: Math Alternate Grade 8	NC	≥9%	NA
3c	Assessment: Math Alternate Grade 11	NC	≥7%	NA
3d	Assessment: ELA Difference Grade 4	32.63%	<30%	NO
3d	Assessment: ELA Difference Grade 8	NC	<36%	NA
3d	Assessment: ELA Difference Grade 11	NC	<41%	NA
3d	Assessment: Math Difference Grade 4	26.07%	<24%	NO
3d	Assessment: Math Difference Grade 8	NC	<28%	NA
3d	Assessment: Math Difference Grade 11	NC	<26%	NA
4a	Discipline (>10 days) Rate *	NC	<2.28	NA
4b	Discipline (>10 days) Areas Disproportionate *	0.00	0	Yes
5a	LRE Rate: In Regular Class more than 80%	55.83%	≥64%	No
5b	LRE Rate: In Regular Class less than 40%	34.14%	<15%	No
5c	LRE Rate: Separate Schools	0.65%	<2.80%	Yes
6a	Preschool LRE: Regular Program	71.03%	≥45%	Yes
6b	Preschool LRE: Separate Class	2.58%	<27%	Yes
6c	Preschool LRE: Home	3.86%	<3.5%	No
7a	Positive Socio-Emotional Skills Substantially Increased	76.47%	≥79%	No

icator	Rate	Target	Target Met?
onal Skills Functioning ents	84.81%	≥79%	Yes
ledge/Skills ped	69.05%	≥79%	No
edge/Skills Functioning ents	89.22%	≥79%	Yes
lehaviors Substantially	60.53%	≥79%	No
lehaviors Functioning ents	90.17%	≥79%	Yes
Rate	99.98%	≥96.5%	Yes
hality Areas	NA	0	YES
Disability Areas	NA	0	YES
termined within 60	96.39%	100%	No
rt B Students with	59.34%	100%	No
h Transition	NC	100%	NA
Outcomes: Higher	NC	≥58%	NA
ment or Higher	NC	≥79.5%	NA
Education	NC	≥88.5%	NA

tors and the data is from the 2022–23 school year.

ybe similar to those reported on the California School schooldashboard.org/) but may have different calculation s.

uirements of 34 CFR 300.602(b)(1)(i)(A).

Good News:
We are trending in the right direction

Rigorous Learning for All





ESN Extensive Support Needs

Using SMART Boards to engage learners using UNIQU & News2You Curriculum





MM Mild-Moderate

Teachers trained with grade level General Education teachers - focused on iReady & Benchmark

RSP Resource Specialists

Focued on Literacy & the Science of Reading Professional Learning



Behavioral Support Services

The Behavior Support Team provides districtwide support to all schools. They assist in a variety of ways, including Individual Student Support, consultation with staff, professional learning opportunities, and the development of visual supports to help promote positive student behavior and success across learning environments.

- District Behavior Team: Registered Behavior Technicians, RBTs
- Early Intervention Parent Implementation Program (PIP)
- Mental Health supports and overall student wellness

Our Community Schools

Cohort 1 Founding Community Schools: Palomar & Harborside
Cohort 2 Community Schools: Rice, Los Altos, Rohr, Valle Lindo, Camarena, & Loma Verde
Cohort 3 Newest Community Schools: Castle Park, Otay, Vista Square, Lauderbach, & Montgomery





Community Schools First Semester





13,407	Resource Connections • 5,613 Basic Needs • 5,493 Rec & Enrichment • 651 Academic
66	Focus Groups • 1,438 participant
269K 12K	Digital Outreach Views In-person Outreach Flyers

Family Resource Centers

FRCs at Vista Square, Rice, Loma Verde, Otay, and Palomar High

FREE Services Offered:

- family support & advocacy
- parenting resources
- health insurance enrollment
- food/clothing assistance

and more.

First Semester

922+
Referrals received

1259+
Families served

1,901+
Students Served

11,516+
Services rendered

Community Voice

Students, Families, & Staff

"I think it's creating more supportive learning environment for all students. Plus, it provides a lot of resources. It has got me into participating more and supporting more for my children's education."

-Family of TK and K students

"We love being a Community School model here at Palomar Elementary. Our students and families benefit from the many supports available to us through this important grant such as the food pantry, clothing closet, medical & health services, transportation vouchers, and special events."

-Teacher

"My favorite part of CS is the family nights. I liked the Family Fiesta Night & movie night because my family was able to come & have fun."

-Student

An Equity Strategy

Transforming our schools into student-centered and family-centered hubs

Improve students' lives by:



Services

Bringing services into the school



Opportunities

Expanding before, during, & after school opportunities



Partnerships

Making local Community Partnerships



Shared Decision

Shared decision making with the entire community

Connection

















SOCIAL STUDIES CURRICULUM

ADOPTION

REPORT TO THE BOARD OF EDUCATION
APRIL 8, 2026

CA STATE APPROVED PUBLISHERS

- CVESD's Program Criteria for Initial Review
  - K-6 Program
  - Spanish Materials
  - Digital and Print Materials
- 7 Publishers on CA Approved List
  - 4 publishers met CVESD's criteria for Initial Review

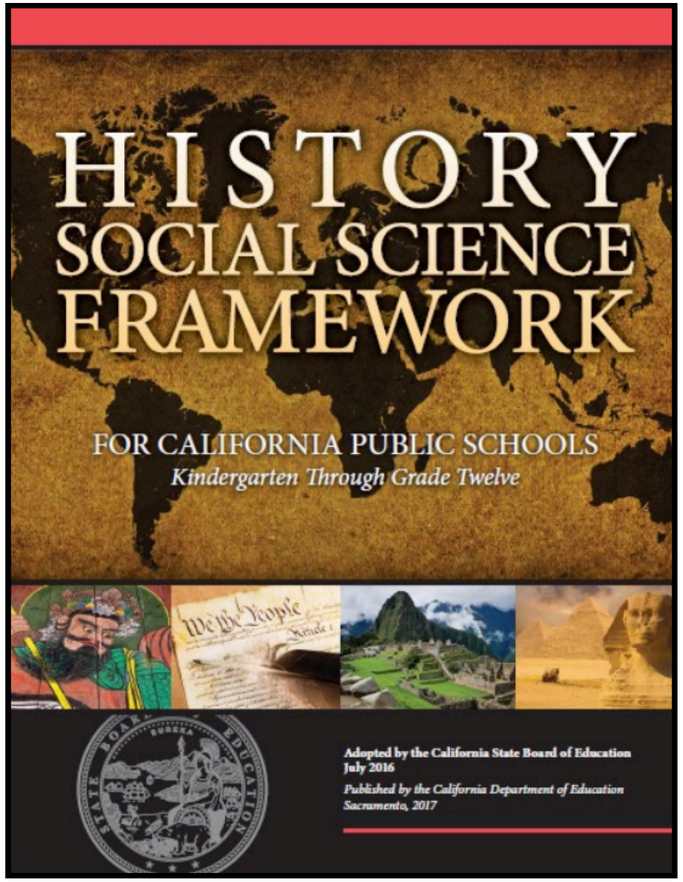
SOCIAL STUDIES ADOPTION COMMITTEE

Committee Members Represented

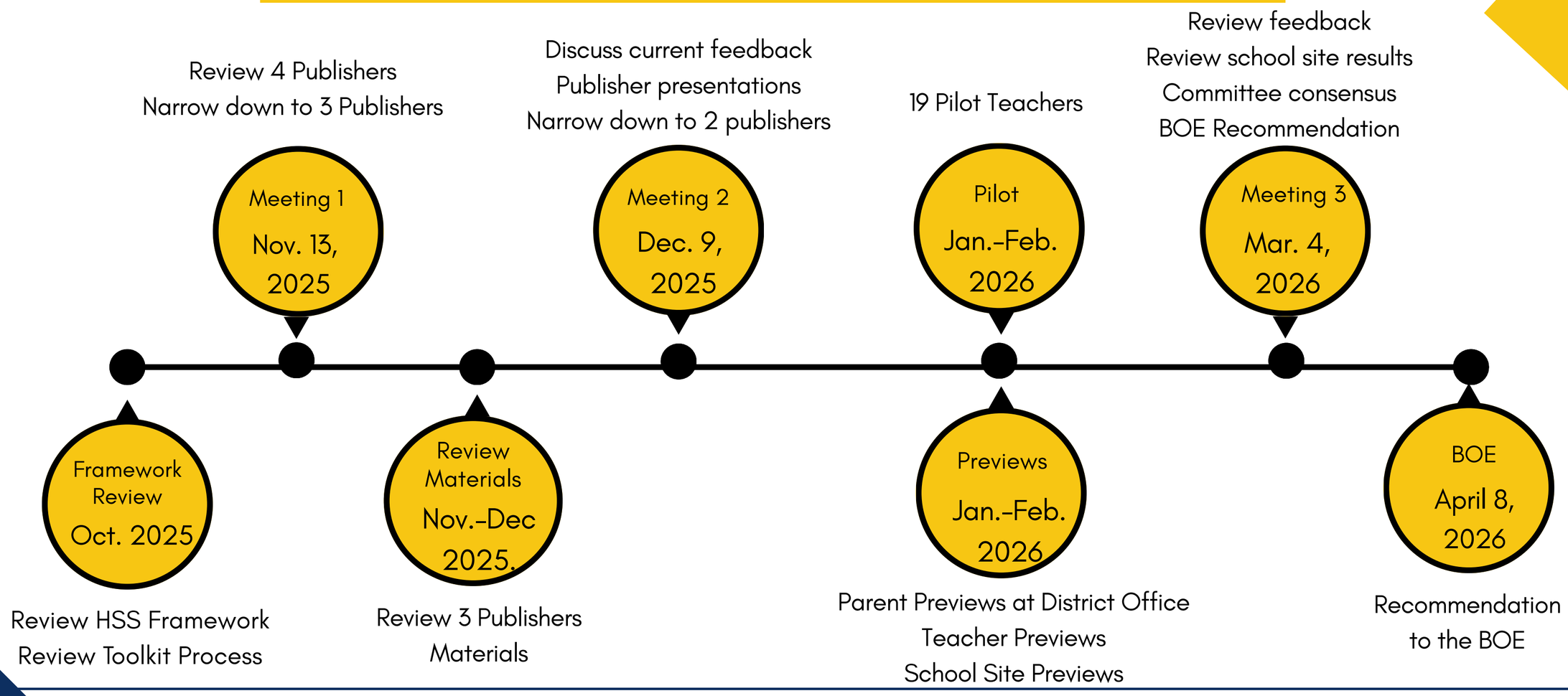
- Primary & Upper Grades
- Dual Language Immersion
- General Education & Special Education
- CVE & AACV Leadership
- Principals
- District Leadership

Work Began in October 2025

- Reviewed CA History-Social Science Framework
- Reviewed Rubrics and Toolkit



COMMITTEE TIMELINE



LOCAL INSTRUCTIONAL MATERIALS REVIEW PROCESS



Action Step 2.2 - Browse the Programs: The Big Picture

➢ **Task 2.2a - Use guiding statements to record first impression about the program(s).**

Use the following rating scale to record your first impression of each program.

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

Big Picture Review

Guiding Statements	Program	Program	Program	Program	Program
1. History-Social Science Themes are evident: Content, Inquiry, Literacy, Citizenship					
2. History-Social Science Key Disciplines are evident: History, Geography, Civics, Economics					
3. Historical and Social Sciences Analysis Skills are integrated					
4. Balance of sources are provided including key primary sources					
5. Research and inquiry to develop knowledge is included (e.g., conceptual themes, essential questions, or short projects)					
6. Meaningful opportunities for students to collaborate are integrated and an overt part of the curriculum					
7. Evidence of support for teaching diverse learners including ELD, advanced, and students reading below grade level					
8. Evidence of support for teaching writing skills and varied composition lengths					
9. Formative assessments are varied and provide time for instructional adjustments					
10. Electronic and supplementary resources are integral to the program, support instruction, and connect explicitly					
(Insert district-specific question as needed)					
Subtotal					

History-Social Science Adoption Toolkit

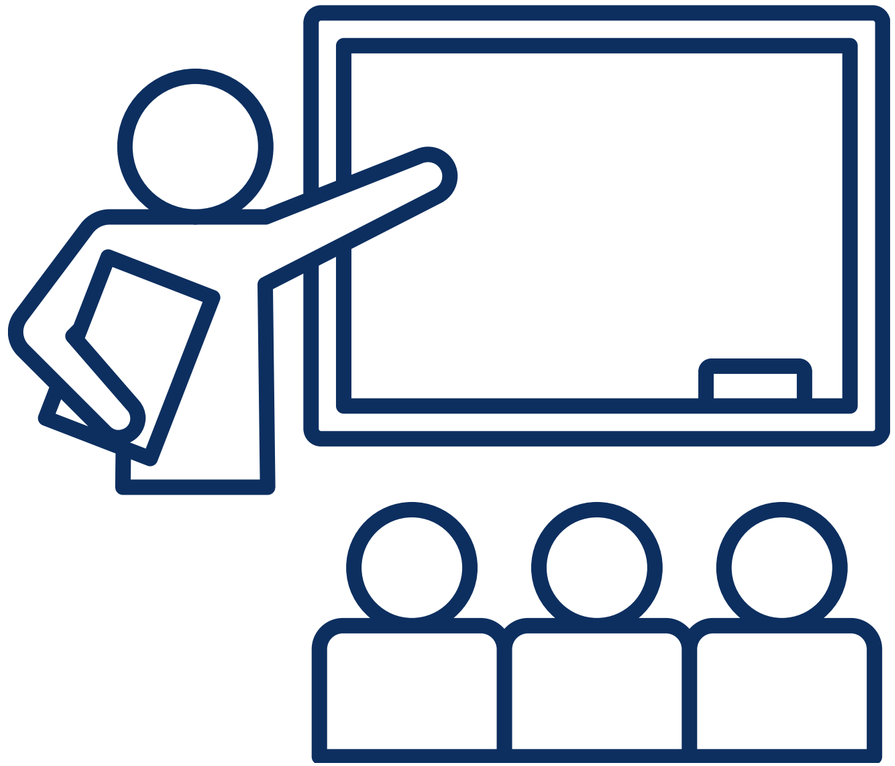
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CVESD committee reviewed four K-6 History-Social Science programs that were approved by the California State Board of Education.

Materials were reviewed using the 2018 Adoption Toolkit- History-Social Science developed by the California County Superintendents Educational Services Association.

PUBLISHER PRESENTATIONS

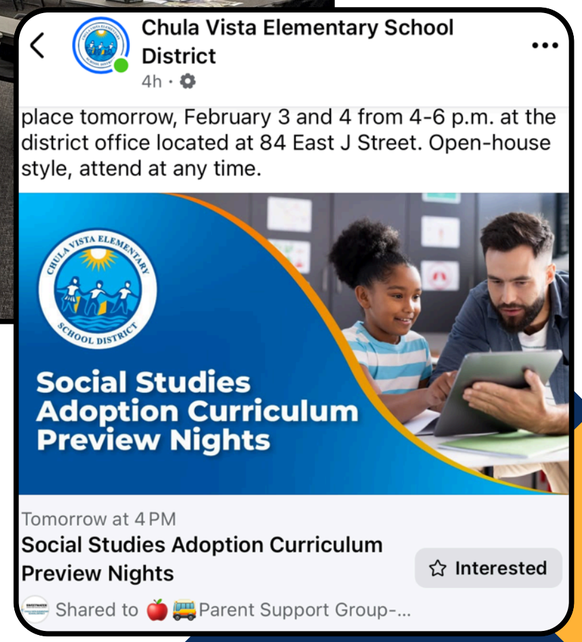
- Three programs moved forward for further review.
- CVESD Social Studies Subcommittee invited the three publishers to present at the December 9 committee meeting.
- Two programs were moved forward for our review and pilot process



PARENT PREVIEW NIGHTS

- Parent Preview Nights were held at the District Office on February 3rd and 4th from 4-6 pm.
- Displays of both publishers student and teacher materials K-6 in English and Spanish were available for review.
- Parents provided feedback on the programs using a Microsoft Office form and this feedback was shared with the Adoption subcommittee.





PILOT PROCESS

IMPACT™ CALIFORNIA SOCIAL STUDIES

In collaboration with CVE & AACV

Studies Weekly®

19 teachers (K-6)
English Teachers & Dual Immersion

Two- 1 hour online onboarding from publishers

Four week pilot program

SITE REVIEW PROCESS

- Materials from both publishers were displayed at school sites for teachers to review.
- Information about the review process was sent out through the ISS Weekly Newsletter.
- An afterschool publisher presentation meeting was held on Tuesday, January 27. It was recorded for teachers to review features of both programs if they were unable to attend.



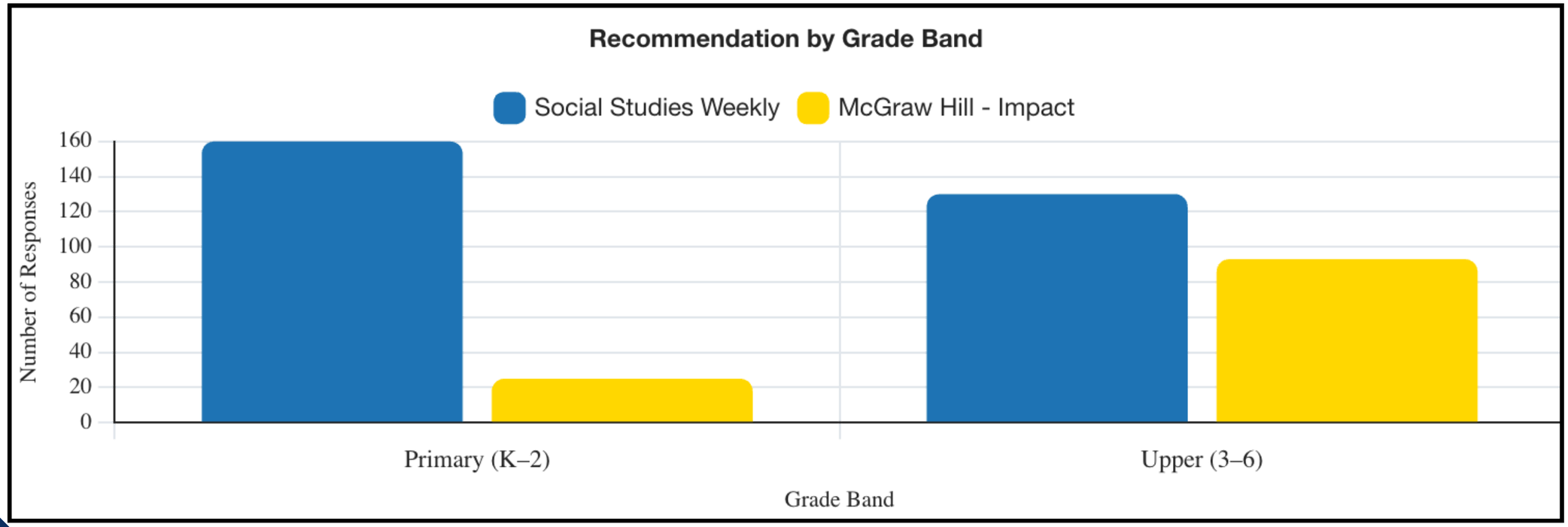


TEACHER FEEDBACK

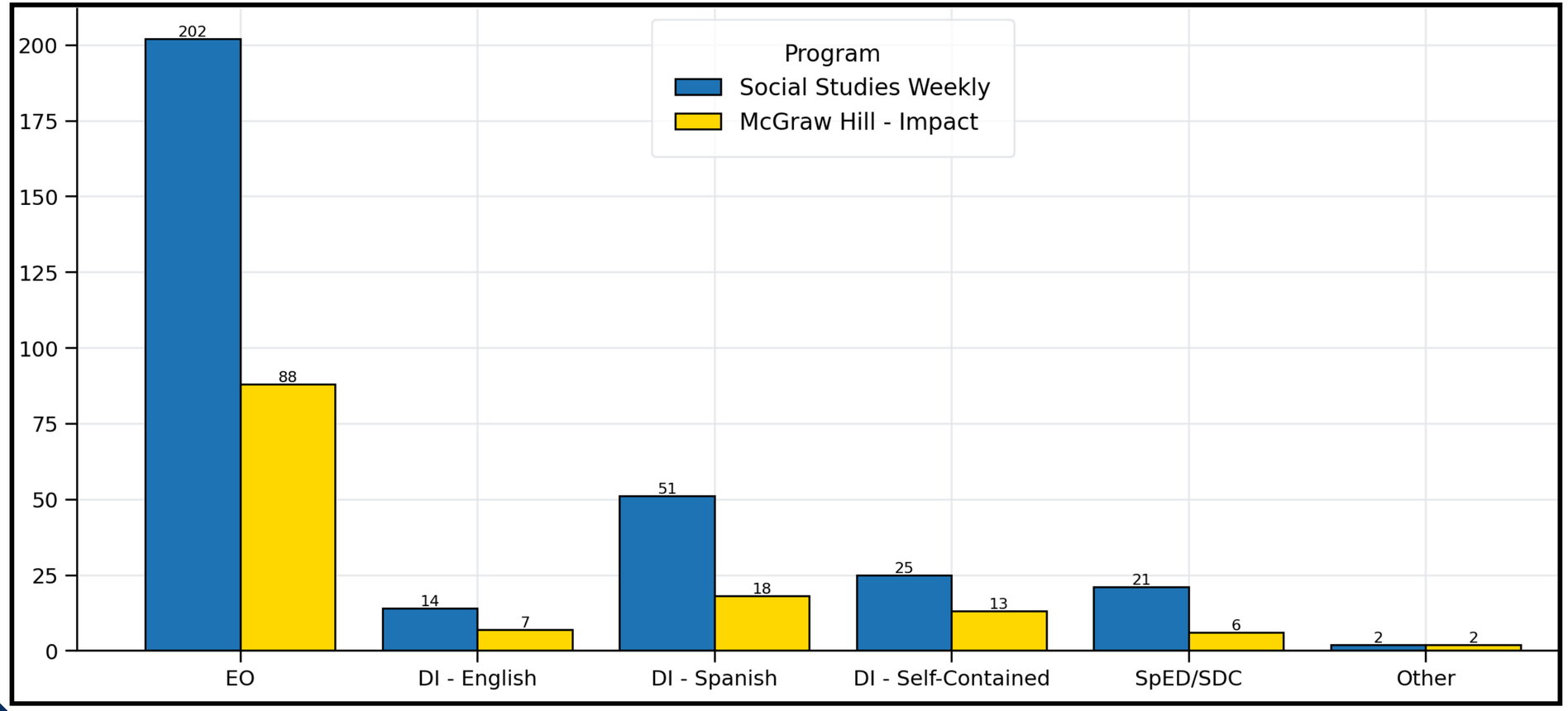


- Teachers were encouraged to provide feedback after site material review using a Microsoft Office Form. Approximately 500 teachers responded to the feedback form.
- Responses and recommendations were collected from K-6 teachers and information was disaggregated based on program (DI & SDC).

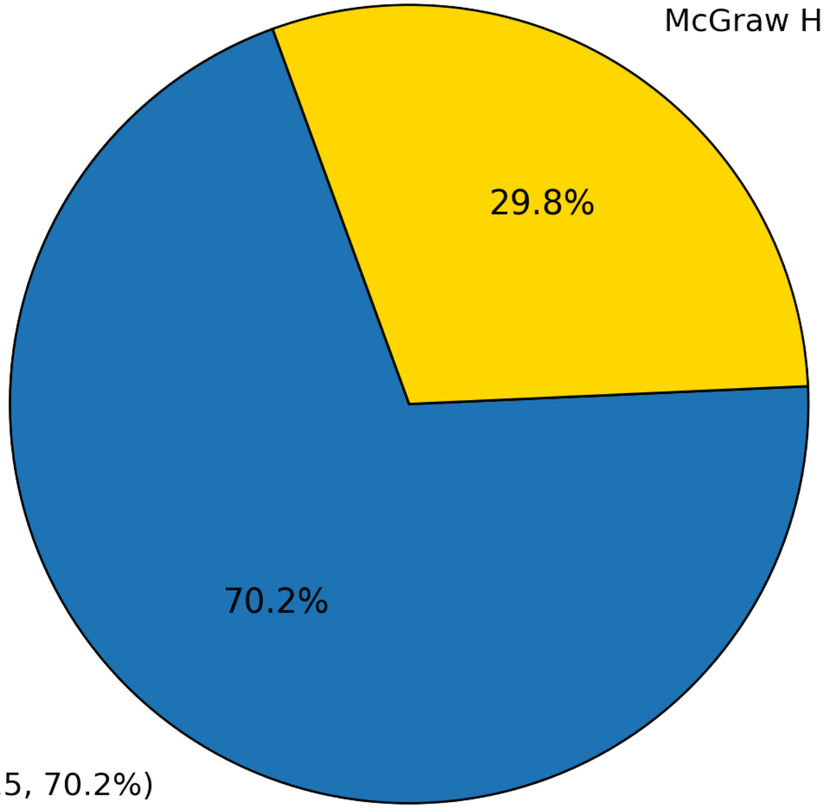
TEACHER RECOMMENDATION



TEACHER RECOMMENDATION



TEACHER RECOMMENDATION

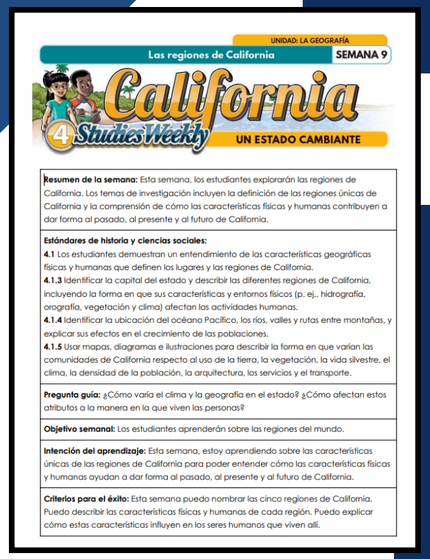


ADOPTION SUBCOMMITTEE

- Adoption Committee reviewed feedback from pilot teachers, read comments from all teachers, and reviewed parent feedback.
- Committee members who also piloted shared their experiences with piloting both programs.
- The Social Studies Adoption subcommitte came to a unanimous consensus to recommend Studies Weekly.



5-YEAR MATERIALS


UNIDAD: LA GEOGRAFÍA

Las regiones de California — SEMANA 9

California 4 Studies Weekly — UN ESTADO CAMBIANTE

Resumen de la semana: Esta semana, los estudiantes explorarán las regiones de California. Los temas de investigación incluyen la definición de las regiones únicas de California y la comprensión de cómo las características físicas y humanas contribuyen a dar forma al pasado, al presente y al futuro de California.

Estándares de historia y ciencias sociales:
4.1 Los estudiantes demuestran un entendimiento de las características geográficas físicas y humanas que definen los lugares y las regiones de California.
4.1.3 Identificar la capital del estado y describir las diferentes regiones de California, incluyendo la forma en que sus características y entornos físicos (p. ej., hidrografía, orografía, vegetación y clima) afectan las actividades humanas.
4.1.4 Identificar la ubicación del océano Pacífico, los ríos, valles y rutas entre montañas, y explicar sus efectos en el crecimiento de las poblaciones.
4.1.5 Usar mapas, diagramas e ilustraciones para describir la forma en que varían las comunidades de California respecto al uso de la tierra, la vegetación, la vida silvestre, el clima, la densidad de la población, la arquitectura, los servicios y el transporte.

Pregunta guía: ¿Cómo varía el clima y la geografía en el estado? ¿Cómo afectan estos atributos a la manera en la que viven las personas?

Objetivo semanal: Los estudiantes aprenderán sobre las regiones del mundo.

Intención del aprendizaje: Esta semana, estoy aprendiendo sobre las características únicas de las regiones de California para poder entender cómo las características físicas y humanas ayudan a dar forma al pasado, al presente y al futuro de California.

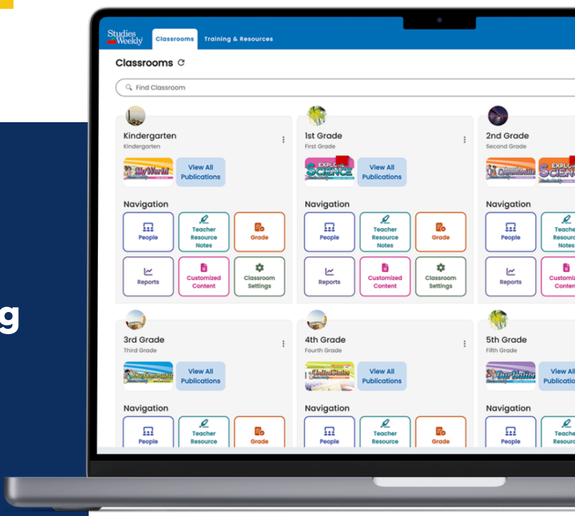
Criterios para el éxito: Esta semana puedo nombrar las cinco regiones de California. Puedo describir las características físicas y humanas de cada región. Puedo explicar cómo estas características influyen en los seres humanos que viven allí.

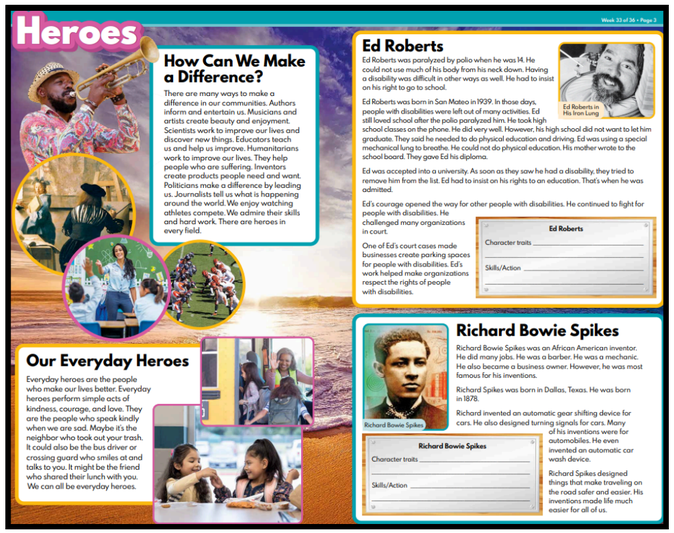
Print Materials

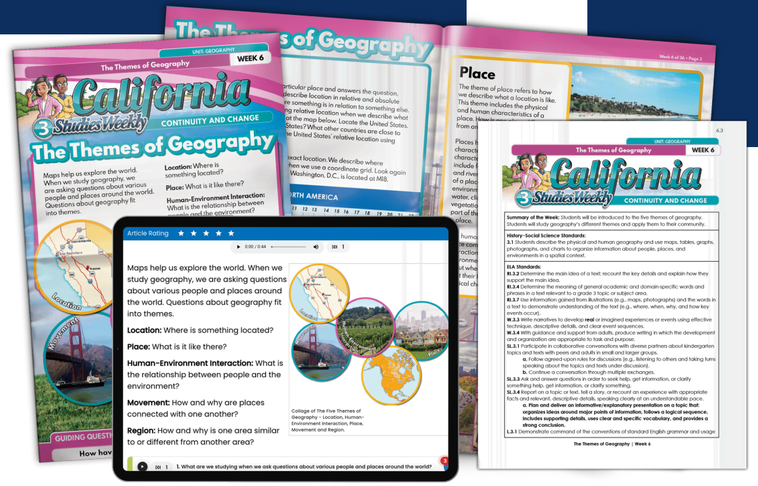
Teacher Edition
Student Edition
Assessments
Differentiated Instruction Support

Digital Materials

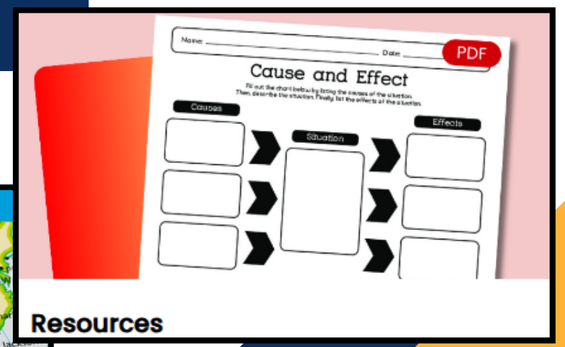
Videos
Digital Assessments
On-Demand Professional Learning
Graphic Organizers
Text Adjustment Feature
SLD/ELD Slide Show Lessons
Virtual Field Trips
Interviews
Secret Lives of Objects











NEXT STEPS

Board of Education Approval
April 2026

Order Materials
April 2026

Materials Delivery
June 2026

Publisher Professional Learning
July 17 & 20 2026

Phased Program Implementation
July 2026

Year 2- Phased Program Implementation
July 2027

Thank you

Questions?