Informing & Engaging Our Learning Community

Nurturing Relationships Through Gratitude
Our District

**OUR DISTRICT**

- **103** Square Miles
- **298,000** Residents
- **Largest K-6 District in California**
- **49 Schools**
  - Includes: 5 Dependent Charters & 3 Independent Charters
- **1,787** Certificated Employees
- **1,696** Classified Employees
- **A Live Well San Diego District**

**STUDENT DEMOGRAPHICS**

- **29,600 Students**
- **34%** English Learners
- **52%** Free/Reduced Lunch

**2018-19 DISTRICT BUDGET**

- **$283,433,031**
  - 2018-19 Operational Budget (Not including charters)

**RECENT AWARDS**

- California Exemplary District
- 1 Apple Distinguished School
- 3 California Distinguished Schools
- 11 Great Schools! Spotlight Schools

_Nurturing Relationships Through Gratitude_
The CVESD community will work collaboratively to ensure that ALL students, including English Learners, Students with Disabilities, and designated target groups, show measurable growth, which will lead to reducing the achievement gap in literacy and mathematics.

This will occur through the implementation of high impact language development strategies aligned to the California State Standards, and driven by the District’s LCAP goals.

Target Groups = English Learners, Students with Disabilities, Socio-Economically Disadvantaged, and Foster Youth
Purpose

- **Inform**
  - Inform CVESD stakeholders on the implementation of the District’s Local Control and Accountability Plan (LCAP)

- **Update**
  - Update CVESD stakeholders on the progress of the implementation of the LCAP

- **Engage**
  - Seek input from stakeholders
Families, staff, and our entire community are full partners actively working in a collaborative manner for the benefit of each child's education. Together we have an investment in our District's Vision and believe a child's success equals our success. We ensure an environment in which everyone is valued and treated with dignity and respect. Everyone assumes responsibility for the success of the school community.
CVESD LCAP Goals 2018-19

GOAL 1  Improve & Increase Access to Services that Support Social, Emotional, Physical Wellness and School Success

- Provide differentiated instruction for GATE students
- Continue Parent Intervention Program (PIP)
- Continue social work support
- Improve staffing for school psychologists
- Improve staffing for school nurses
- Increase support staff
- Monitor implementation of Wellness Policy
- Employ a Special Education District Resource Teacher
- Ensure class sizes remain lower than contractual maximums in grades K-6
- Employ Instructional Assistant to support students at Innovation Station
- Employ Director of Multi-Tiered Systems of Support (MTSS)

GOAL 2  Ensure Students Engage in Relevant, Personalized Learning Experiences

- Purchase VAPA curriculum, materials, and support
- Increase library support staffing ratios
- Increase use of technology
- Increase Technology Support staff
- Support teacher collaboration
- Support teachers with coaching
- Support implementation of VAPA Strategic Plan
GOAL 3: Increase Parent Engagement
- Employ additional translation/interpretation staff
- Provide School Readiness Program
- Employ a Parent Community Liaison

GOAL 4: Recruit & Retain the Highest Caliber Employees
- Increase Speech, Language, and Pathology (SLP) and RSP Positions
- Improve support to School Nurses
- Support special education (SPED) teachers
- Attract and retain student attendants

GOAL 5: Students of all Grades & all Target Groups Will Demonstrate Increased Proficiency
- Provide intervention services for all at-risk students
- Support site-specific needs as determined by State and Local Metrics
- Increase students’ access to nonfiction text and increased Lexile levels
Considering our current LCAP Goals, what are some things you think our schools are doing well and some things we can focus on in order to improve?
Participant Experience

Introduction

Share

Star

Discover

The results of this exchange will help us guide our sales and business development efforts in the future. Thanks in advance for your participation.

Business development should be personalized and focused to the target market that aligns with our offering. We shouldn’t be wasting time on uninteresting mass email campaigns. Instead, we should be investing time into each of our leads to investigate their individual problems that we can help address.

We need to listen to our customers. They are the best resource for what needs to change, improve, or stay the same with our service delivery.

Business development should be personalized and focused to the target market that aligns with our offering. We shouldn’t be wasting time on uninteresting mass email campaigns. Instead, we should be investing time into each of our leads to investigate their individual problems that we can help address.
LCAP Timeline

January
- LCAP Engagement Process Begins – Share LCAP Goals, Actions/Services

Feb/March
- Stakeholder Engagement Events - School Sites, Principal Meeting, Advisory Groups - Thoughtexchange

April
- Thoughtexchange Input Communicated to Stakeholders

May
- LCAP Public Hearing (May 29) – Present, Review, Comment
- Superintendent responds to comments

June
- CVESD Board Approval of LCAP (June 19)
Overview

Participation Window
March 4 – 22, 2019

42 Schools Participated in Thoughtexchange Processes

Parents, Guardians, Staff, and Community Members
Exchange Objectives – The Why?

☐ Yearly Review LCAP Goals.

☐ Provide Venue to Parents, Staff, Community to Share Thoughts/Input.

☐ Provides Key Information re: thoughts/attitudes on LCAP goals, as well as a variety of other topics to
• Superintendent & CVESD Board
• Principals and Learning Community
Stakeholder Engagement Participants

<table>
<thead>
<tr>
<th>Year</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>308</td>
</tr>
<tr>
<td>2015-16</td>
<td>2,126</td>
</tr>
<tr>
<td>2016-17</td>
<td>3,820</td>
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<tr>
<td>2017-2018</td>
<td>3,749</td>
</tr>
<tr>
<td>2018-2019</td>
<td>3,567</td>
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</tbody>
</table>
Overview – 2019 Participation Numbers

- **3,569** People PARTICIPATED
- **3,982** Thoughts CONTRIBUTED
- **74,484** Ratings ASSIGNED
Top Themes: Overall Trends

- Appreciation for social emotional learning
- Behavior support increases
- Low class size and fewer combination classes
- Appreciation for and desire to keep VAPA
- Appreciation for and desire to keep collaboration time
Top Themes by Total Thoughts/Comments
# Top Thoughts within SEL

## Social Emotional

<table>
<thead>
<tr>
<th>Chula Vista Elementary School District</th>
<th>LCAP Community Engagement 2019</th>
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</thead>
<tbody>
<tr>
<td><strong>Student mental health MUST be a priority on ALL sites. More and more students are dealing with trauma and mental health issues.</strong></td>
<td>4.6 ★★★★★ (24%)</td>
</tr>
<tr>
<td>School sites must work diligently on providing all students with interventions. They must identify students that need more interventions much earlier.</td>
<td>5 ★★★★★</td>
</tr>
<tr>
<td><em>Daly Academy Elementary</em></td>
<td></td>
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</tbody>
</table>

| **Behavior support: more resources and specialized personal. The quality of a school’s social environment has a profound impact on student outcomes such as academic performance.** | 4.5 ★★★★★ (30%) |
| *Eastlake Elementary* | 5 ★★★★★ |

| **I love that teachers are focused on social and emotional learning. I believe it is important for students to continue building these vital skills.** | 4.5 ★★★★★ (28%) |
| *Chula Vista Elementary School District* | 5 ★★★★★ |

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**Nurturing Relationships THROUGH GRATITUDE**
Parent and Student Focus Groups

‘Glows and Grows’

Schools
Vista Square
Loma Verde
Kellogg
Juarez-Lincoln

Participants
Total of 17 Parents
Total of 16 Students

Parents
Glows: VAPA, School Staff, SEL/Counselors, Supplemental Support
Grows: More VAPA, Ensuring Rigorous VAPA instruction, SEL Resources and EL Resources for Families
More Field Trips

"I want to get to do things that GATE kids get to do." -Juarez-Lincoln student

"I want to see the real-world connection to my education and be able to empathize with my parents." -Kellogg student
Focus Groups: Parents say...

More SEL and EL support for families

"If student issues show up at school, it is not from the child, it is from their environment. How do we help families with SEL?"  -Loma Verde parent

"How do we diversify our support for parents in social-emotional learning and learning English?"  -Juarez-Lincoln parent
Now–May/2019

- Stakeholder input (including Thoughtexchange) will be considered for revisions/adjustments of current LCAP goals.
- Cabinet and Superintendent will make recommendations to CVESD Board via First Draft of LCAP

May 21

- DAC and DELAC will review LCAP (First Draft). Opportunity for Feedback will be provided. Dr. Escobedo will respond to questions/comments in writing. Responses will be posted on District Website.

May 29

- Draft of LCAP Plan with Title I, II, III, and IV addendums will be presented to Board. Public Hearing will occur during Board Meeting.

June 19

- Board will take action on proposed LCAP Plan with Title I, II, III, and IV addendums.
Matthew R. Tessier, Ed.D.
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