Informing & Engaging Our Learning Community
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
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
• 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.
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
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?
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>
</tr>
<tr>
<td>2017-18</td>
<td>3,749</td>
</tr>
<tr>
<td>2018-19</td>
<td>3,567</td>
</tr>
</tbody>
</table>
Participation - Demographic

- Parents: 60%
- Staff: 34%
- Community: 3%
- Other: 3%
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
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
Social Emotional Learning

MTSS: Social Emotional Learning (SEL) Update

• 2018-2019 Focus: Begin the implementation of Tier 1/Universal SEL in order to support the whole child and build positive relationships
  • Minimum of 15 minutes per day of SEL
  • Sanford Harmony training for all teachers
  • Supplemental supports: restorative practices, growth mindset, mindfulness, and character development

• Noonduty training on an introduction to restorative practices
Top Themes: Overall Trends

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MTSS: Behavior (PBIS) Update

• 2018-2019 Focus: Begin the implementation of Tier 1/Universal PBIS to create safe and structured learning environments
  • School teams received 2 days of Tier I training
  • All schools established a committee
  • Schools established universal expectations (i.e., be safe, be respectful, be responsible) and procedures for reinforcing positive behavior
  • Schools looked at the fidelity of implementation using the Tiered Fidelity Inventory in April
• Noonduties received a training on PBIS
Top Themes: Overall Trends

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- Appreciation for and desire to keep collaboration time
Low Class Size & Fewer Combo Classes

Average Class Size

K-3
22.1 to 1

4-6
26.9 to 1
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Appreciation for and desire to keep collaboration time
Collaboration Time
CVESD LCAP Goals 2019-20

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

- Maintain reduced class sizes to support social emotional wellness (4-6)
- Approve Resource Officer contract
- Provide differentiated instruction for GATE students
- Continue Parent Intervention Program (PIP)
- Continue social work support
- Maintain staffing for school psychologists
- Maintain staffing for school nurses
- Maintain support staff
- Monitor implementation of Wellness Policy
- Ensure class sizes remain lower than State maximums in grades K-3
- Maintain Instructional Assistant to support students at Innovation Station
- Maintain Director of Multi-Tiered Systems of Support (MTSS)

GOAL 2  Ensure Students Engage in Relevant, Personalized Learning Experiences

- Maintain Energy Station teacher
- Maintain Elite Athlete Training Center Teacher
- Maintain Instructional Technology and Media Center Coordinator
- Maintain Instructional Services and Support Director
- Maintain Living Coast Discovery Center Teacher
- Purchase VAPA curriculum, materials, and support
- Maintain library support staffing ratios
- Maintain Technology Support staff
- Support teacher collaboration
- Support teachers through cohort resource teacher model
- Support implementation of VAPA Strategic Plan

Nurturing Relationships THROUGH GRATITUDE
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CVESD LCAP Goals 2019-20

GOAL 3  Increase Parent Engagement
• Maintain additional translation/interpretation staff
• Provide School Readiness Program
• Maintain 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 (District Resource Nurse)
• Attract and retain student attendants

GOAL 5  Students of all Grades & all Target Groups Will Demonstrate Increased Proficiency
• Employ Associate Principals (3.5 FTE)
• 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
CVESD LCAP Goals 2019-20

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  - Increase students’ access to nonfiction text and increased Lexile levels
• 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.
District Contact

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