Informing & Engaging Our Learning Community
PURPOSE
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
Inform
Our Shared Vision

• 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.
What is LCAP?

- California's Local Control Funding Formula (LCFF) was signed into law in 2013.
- The law created a new way of financing schools, and was intended to provide both more local control over the use of funding and more equity.
- School districts create a Local Control Accountability Plan (LCAP), a plan for addressing the overall needs of students, target populations, and how funds are spent in support of the plan.

State Priorities

1. Student Achievement
2. Student Engagement
3. Parent Involvement
4. School Climate
5. Common Core State Standards
6. Course Access
7. Basic Services
8. Other Student Outcomes
**Overview**

**LCFF**

**LOCAL CONTROL FUNDING FORMULA**

- Provides the funds to operate the district
- All districts receive the same base funding, depending on their grade levels; additional funds are allocated based on the number of unduplicated students

**LCAP**

**LOCAL CONTROL AND ACCOUNTABILITY PLAN**

- Meeting the agreed upon outcomes; showing improvement
- Thoughtfully developed roadmap that will lead to student success
State Priorities

- Conditions of Learning
  - Basic Services
  - Implementation of State Standards
  - Course Access

- Pupil Outcomes
  - Student Achievement
  - Other Student Outcomes

- Engagement
  - Parental Involvement
  - Student Engagement
  - School Climate
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
CVESD LCAP Goals 2018-19

**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
Update
**Impact Highlights**

**Teacher Collaboration**
- $6,225,026
- Provide teacher collaboration with emphasis on our unduplicated students (Students of poverty, English Learners, and Foster Youth).
- Employ VAPA teachers in order to release classroom teachers for collaboration.

**Visual and Performing Arts**
- $476,529
- Provide social work support to schools targeted at improving support for at-risk students with a focus on Foster Youth.
Executive Summary

Goal 2

The District will ensure students engage in relevant, personalized learning experiences that integrate critical thinking, collaboration, communication, creativity, and the use of technology, ensuring that all students are using 21st century fluencies and experiencing a balanced educational program that encompasses each curricular area (i.e. Visual and Performing Arts (VAPA), ELA/ELD, Math, History/Social Science, Science, PE/Health, and Technology).

<table>
<thead>
<tr>
<th>Actions and Services</th>
<th>Funds Allocated</th>
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</thead>
<tbody>
<tr>
<td>Purchase VAPA curriculum, materials, and support</td>
<td>$10,000 Supplies and support for VAPA</td>
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</tbody>
</table>
| Increase library support staffing ratios at sites:  
  - Increase site allocation for library clerks/technicians additional 5 or 7.5 hours per week | $357,069 |
| Increase the usage of technology in schools:  
  - 1:1 Technology Initiative/one grade level at each school | $64,434  
  "Additional amount needed to fund this action will be provided via Educational Technology funds, Lottery funds, and Microsoft Settlement funds." |
| Increase the usage of technology in schools:  
  - Employ 6 Technology Support staff to assist schools in hardware trouble shooting and software applications | $572,570 Employ 6 Technology Support staff |
| Provide teacher collaboration with emphasis on our unduplicated students (Students of poverty, English Learners, and Foster Youth) | $6,225,056 Employ VAPA teachers in order to release classroom teachers for collaboration |
| Support teachers with ongoing coaching and support by colleagues. Employ District Resource Teachers for each school site | $4,436,604 Employ 41 District Resource Teachers |
| Support implementation of VAPA Strategic Plan | $114,562 Employ 1.0 FTE VAPA Coordinator (.75 LCAP Funded) |
LCAP in Action
LCAP Development Process

Input
- Public Input
- State Priorities
- District Goals

Develop
- Respond
- Comment

Adopt
- Final LCAP

Nurturing Relationships through Gratitude
3-Year Plan

Year 1
2017-18

Year 2
2018-19

Year 3
2019-20

We are here.
3-Year Plan

Year 1
2017-18

Year 2
2018-19

Year 3
2019-20

Update
3-Year Plan

Year 2
2018-19

Year 3
2019-20
Stakeholder Engagement

- Budget Advisory Meetings
- DAC/DELAC Meetings
- District Leadership Meetings
- LCAP Advisory Meetings
- LCAP Stakeholder Community Engagement Forum
- ThoughtExchange® Community Input
- Student input process at sites
- Parent input process at sites

3749 Participants
Technology Tools for Engagement
Our Question

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

Background information

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 on 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.

Share your next thought here
Say why it’s important here

Share

Star

Discover

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. The customer council is a great program and we need to continue to invest in it.

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Thoughts are reviewed after the Share step before being seen by participants in the Star step.

A thought will be removed if:

- Is rude/hurtful to a person or group of people
- Names or clearly identifies someone in a negative way
## Timeline

<table>
<thead>
<tr>
<th>PLAN</th>
<th>Design exchange, determine targets for public invitations, build excitement and awareness through communication (social media, promotional email, etc.).</th>
<th>Now until March 1</th>
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<tbody>
<tr>
<td>LIVE</td>
<td>Invite participants by email and with links to share their thoughts, rate the thoughts of others and discover the preliminary results of the Share and Star steps.</td>
<td>March 4 – 15</td>
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<tr>
<td>DISCOVER</td>
<td>Access tools in our Discover Dashboard to understand your results, get support from Thoughtexchange Discover Analysts, share results with internal and external stakeholders.</td>
<td>March 18 onward</td>
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<tr>
<td>Month</td>
<td>Events</td>
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<tr>
<td>January</td>
<td>LCAP Engagement Process Begins – Share LCAP Goals, Actions/Services</td>
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<td>Feb/March</td>
<td>Stakeholder Engagement Events - School Sites, Principal Meeting, Advisory Groups - Thoughtexchange</td>
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<td>April</td>
<td>Thoughtexchange Input Communicated to Stakeholders</td>
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<tr>
<td>May</td>
<td>LCAP Public Hearing – Present, Review, Comment</td>
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<tr>
<td></td>
<td>Superintendent responds to comments</td>
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<tr>
<td>June</td>
<td>CVESD Board Approval of LCAP</td>
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Resource Teacher Stakeholder Engagement

Brain Trust
- OCT 23rd Community
- 20 Participants

Principal Leads
- OCT 30th Brain Trust
- DEC 4th JAN 29th Input

Resource Teacher Survey
- NOV 26th to DEC 7th
- 458 Respondents
  - 96% Teachers
  - 4% Principals

Resource Teacher Committee
- NOV 16th to DEC 13th/18th JAN 17th
- 15 Members

DAC/DELAC
- FEB 1st Board Input
- FEB 12th Committee Input
**Content/Think Tank Model**

- **18 Resource Teachers**
  - 4-NGSS, 4-Math, 4-Primary ELA, 4-Upper ELA, and 2-ELD/DI
  - Develop curriculum, model lessons, PD, building ILT capacity, videotaping
ILT Cohort RT Model

18 Resource Teachers

2-3 RTs supporting each cohort

Build capacity of ILT work with support provided based on needs analysis
Flex Fund Model

0-18 Resource Teachers, site-based decision
$1.8 million

Funds for all schools calculated by equity based formula determined by unduplicated student population

School customized support with greatest priority based on unduplicated students’ needs
Equity Model

18 Resource Teachers

9 RTs at sites most in need based on unduplicated student data

9 RTs work as curriculum support for NGSS (3), ELA (3), and Math (3)
Resource Teacher Stakeholder Engagement

Email Matthew Tessier at: Matthew.Tessier@cvesd.org

Stakeholder Input by: February 22nd

Superintendent Response by: March 1st
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