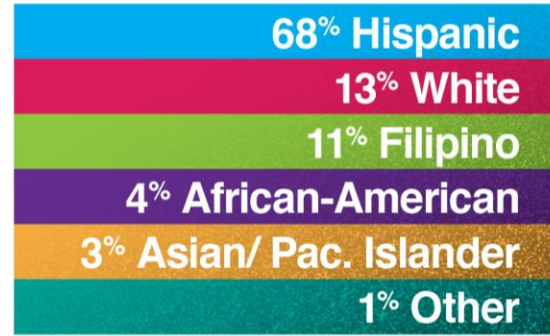


Informing & Engaging Our Learning Community



Our District

2019-20
District Profile





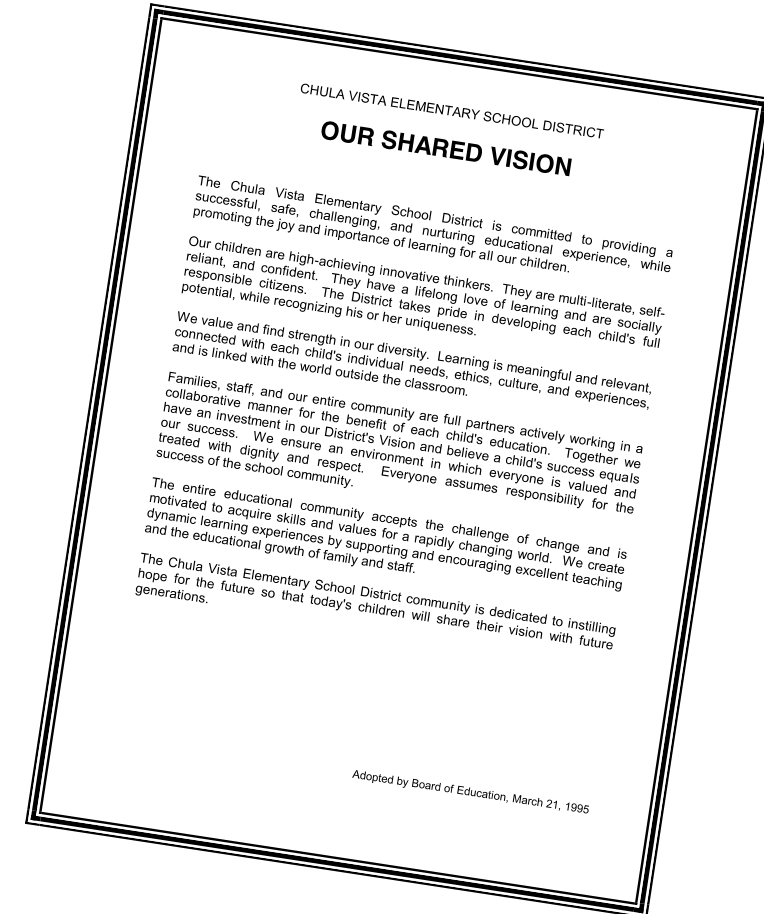
CVESD Instructional Focus Statement

- 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



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**.*





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



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 27) – Present, Review, Comment
- Superintendent responds to comments

June

- CVESD Board Approval of LCAP (June 17)



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





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





LCAP - Local Control and Accountability Plan

Unduplicated Students

EL - English Learner

Students learning English as a second language

FY - Foster Youth

Students living in foster care

LI – Low Income

Students living at or below the poverty level



Questions? Comments?

