



Local Control Accountability Plan (LCAP)
Status Update on Goals 2 & 3

September 22, 2014

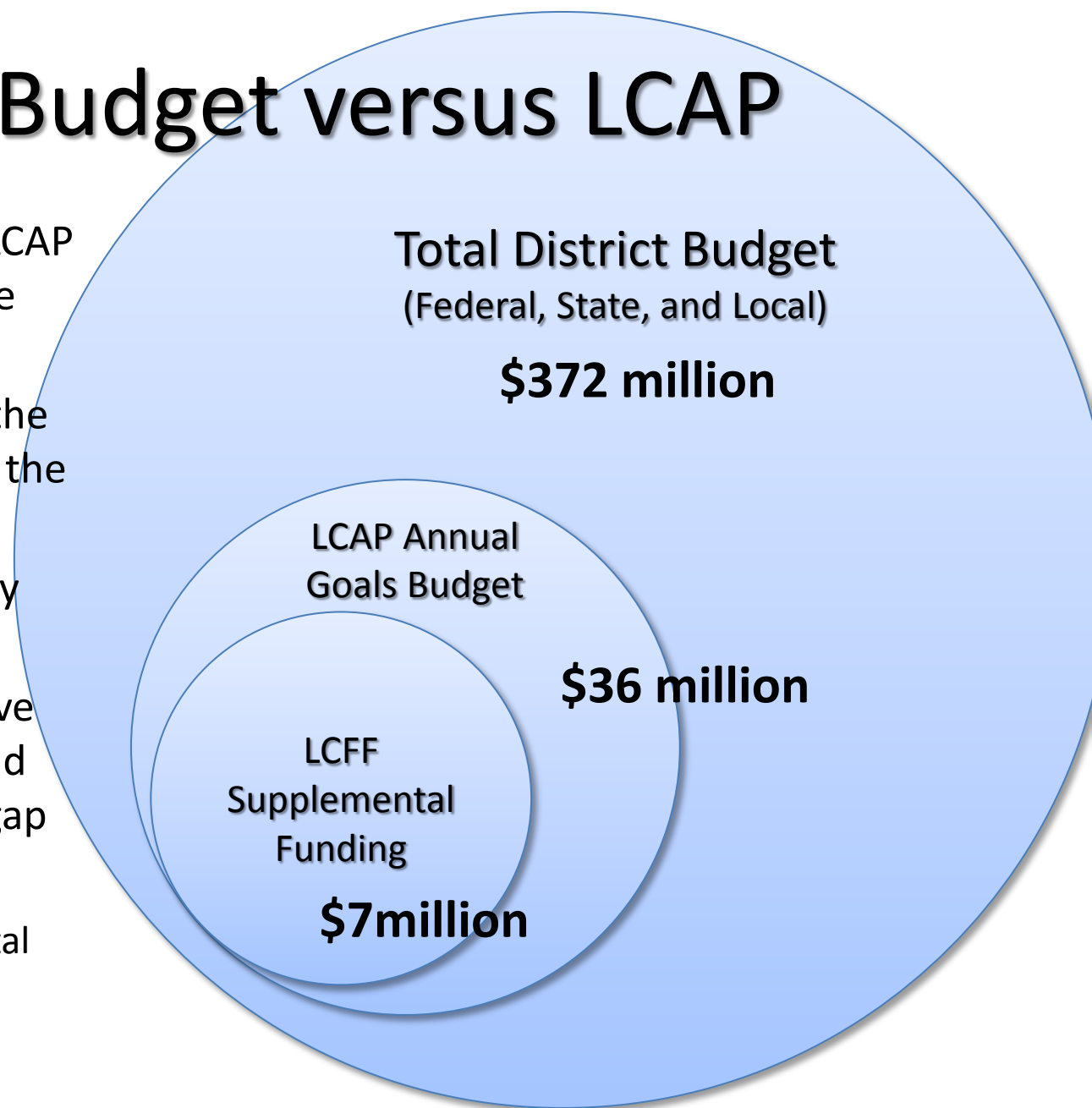
Local Control Accountability Plan

- Addresses District needs based on an analysis of data and input of stakeholders.
- Develops an action plan to address needs.
- Aligns spending with goals.
- A 3-year working document that will be monitored and adjusted to meet goals.



Total Budget versus LCAP

- All expenditures in the LCAP must be contained in the District budget
- Not all expenditures of the District will be shown in the LCAP
- Supplemental Funds may be used District wide
- LCAP goals are to improve student performance and close the achievement gap
- \$36 million LCAP
 - \$7 million Supplemental
 - \$9 million Other
 - \$19 million Base



LCAP Goals

Goal 1: Students will demonstrate academic growth and proficiencies needed to ensure they leave the TK-12 system ready for college and career.

Goal 2: Provide interventions and support for academically, behaviorally, and social/emotionally at-risk students.

Goal 3: Increase the number of English learners who achieve English fluency and decrease the number of long-term English learners.

Goal 4: Increase the number of students on-track to graduate from high school who are college and career ready, reflecting a K-12 broad course of study.

Goal 5: The District will expand parent and community engagement to include representation of all students.

Goal 6: Develop a multi-year plan to enhance facilities that are safe, healthy, and appropriate to foster academic achievement. Increase the number of student and staff technological devices required to support 21st Century learning.

Goal 2: Pupil Achievement & Other Pupil Outcomes

Goal:

Provide interventions and support for academically, behaviorally, and social/emotionally at-risk students.

Identified Needs:

- Develop a systematic approach for identifying at-risk students
- Develop appropriate interventions to meet the needs of at-risk students

As Measured By:

Universal Screening Data; Suspension/Expulsion Data; Credit Recovery Data; Coursework Data; Attendance Data; California Healthy Kids; SST Data; Special Education Referral and Placement; 504 Documentation; Home Hospital Placement

Multi-Tiered Systems of Support

Proposed Staff:

- Executive Director
- Coordinator of 504/SST/Retention
- Director of Interventions
- Coordinator of Home/Hospital
- TOSA of Academic Intervention
- TOSA for Social/Emotional/Behavioral Support

Purpose:

- Our goal is for all students to be college and career ready. The District or Staff will establish a District-wide MTSS plan and aligned site plans.
- Develop a systematic approach for identifying at-risk students through universal screening.
- Develop appropriate interventions to meet the needs of academic, social-emotional, and behaviorally at-risk students.
- Expand counseling support K-12. Decrease referrals to more restrictive programs. Decrease suspensions/expulsions and/or special education services.

Short-Term Objectives

- Ensure that a common-language and common-understanding exists around the rationale for and the purpose and expected outcomes of MTSS implementation.
- Develop a comprehensive, systemic K-12 plan for student support and intervention programs around the MTSS model to include academic, social-emotional and behavioral support.
- Clearly identify responsibilities within the growing department and at school sites, and accountability measures.
- Identify, review, and ensure that District policies are supportive of, and not barriers to, the implementation of the model.
- Develop a professional development and technical assistance plan to ensure implementation and timelines can be achieved.
- Research, define, and identify intervention tiers and universal screening options and ongoing indicators (i.e. appropriate assessments by grade span).
- Communicate with the CUSD community regarding MTSS rationale, plans and options;
- Expand the MTSS Task-Force.
- Assess needs of foster youth.
- Coordinate psychological, counseling, guidance, and health service programs and services.

Goal 3: Pupil Achievement & Other Pupil Outcomes

Goal:

Increase the number of English learners who achieve English fluency and decrease the number of long-term English learners.

Identified Needs:

- Increase the number of English learners who graduate meeting a-g requirements
- Increase the college-going rate of English learners
- Increase the college persistence rate of English learners
- Decrease the number of long term English learners
- Increase the number of fluent English speakers

As Measured By:

- CELDT performance data; re-designation data; AMAO 1 & 2; EAP Assessment Data; College-going data for ELs; Dropout data

English Learner Systems of Support

Proposed Staff:

- Site and District Bilingual Community Liaisons
- Language Assessment Center Restructuring: Staff Secretary, Bilingual Intermediate Office Assistance, Bilingual Instructional Assistant
- Teachers on Special Assignment (TOSAs) for English learners

Purpose:

- The District goal is for all students to be college and career ready, including English Learners. In order to meet this goal the District must increase the number of English Learners who reclassify as fluent English proficient annually, and decrease the number of long-term English Learners.
- Assess ongoing English Learners (EL) performance and programs using student performance data and stakeholder input.
- Empower and build engagement of English Learner families in educational opportunities.
- Provide District-wide K-12 support for English Learners and their families to access educational options, programs and services.

Short-Term Objectives

- English Learner Services Master plan
- Provide training in ELD standards and the new ELD Program
- ELD curriculum training to ELD teachers using different venues
- Select a new K-5 English Language Development (ELD) curriculum.
- Develop a common language and understanding of legal requirements for English Learners.
- Provide more clarity and direction to sites regarding roles and requirements for EL services and reporting.
- Develop a plan for EL support classes in elementary schools. Begin training on the implementation of 30 minutes of structured ELD K-5 in the spring.
- Develop an EL assessment and monitoring plan, which includes placement guidelines and grading practices for English Learners.
- Revise reclassification criteria.
- Pilot intervention/support software purchased for EL, as well as at-risk students.
- Plan and begin providing training for teachers and site administrators on differentiation and access to core content for EL students in their classes.
- Build ELAC and DELAC and empower community members to participate and have a voice in decision making.
- Expand parent engagement and education opportunities for EL families.