

Update on The Local Control Accountability Plan (LCAP) – 19/20 DRAFT

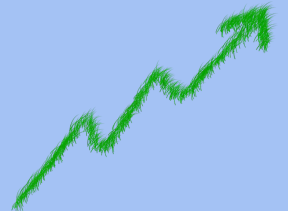
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Objectives

- Share highlights of Annual Measurable Outcomes (metrics collected to this point)
- Share actions/services for 2019-2020 school year
- Share next steps in the LCAP adoption process



LCAP Development Timeline

October-December	January/February	March	April	May	June
<ul style="list-style-type: none"> •LCFF/LCAP Parent Informational Meeting (Oct 30) 	<ul style="list-style-type: none"> •DAC LCAP input session (Feb 4, Mar 3) •DELAC LCAP input session (Feb 11) •Parent/Community input forums (Jan 24, 31 and Feb 7) •AREA, CSEA, ARAA & Teamsters LCAP Review & Input Session (Feb 25) •Management Team Input Session (Feb 6) 	<ul style="list-style-type: none"> •Staff & Parent Meetings (school sites) •On-line parent, staff and student surveys <p><u>Parents:</u> January 24 - March 8</p> <p><u>Staff/student:</u> Feb 11- March 8</p> <ul style="list-style-type: none"> •Board update 	<ul style="list-style-type: none"> •Board update-Initial Findings 	<ul style="list-style-type: none"> •Board update •LCAP draft presented to Board 	<ul style="list-style-type: none"> •Public Hearing / Stakeholder feedback •Approval of LCAP (special Board Meeting) •Submit LCAP to Santa Clara County Office of Education for approval

Trends/Findings (all stakeholders)

GOAL #1 Rigorous Instruction	GOAL #2 Proficiency in English	GOAL #3 Safe,welcoming environment	GOAL #4 Stakeholder Engagement
<ul style="list-style-type: none"> ● Tutoring, intervention, and support for students ● Full Day Kinder ● Summer Programs ● Smaller class size ● More tech for schools 	<ul style="list-style-type: none"> ● Tutoring programs ● Support for students earlier so that they reclassify before entering middle school ● More parent trainings on reclassification ● Test-taking strategies for students ● Support for ELPAC administrators / relieving test anxiety for students ● Computer labs available for families to complete homework 	<ul style="list-style-type: none"> ● Mariachi ● Expansion of coding and tech opportunities ● Restorative Justice ● Additional Counseling Support ● Expand parent capacity to monitor practices implemented at school; PBIS, RJ, Anti-Bullying 	<ul style="list-style-type: none"> ● <i>Community Liaisons</i> ● Providing intentional professional development for the parents --more mini parent university throughout the year ● More vietnamese translator/interpreter ● Project Cornerstone/Los dichos ● Instant immediate interpretation support at all sites ● <i>More prominent role for the community liaisons so they can support the parents</i>

2019-2020 LCAP DRAFT

LCAP Annual Update DRAFT includes:

- 4 LCAP goals
- Results of Annual Measurable Outcomes -metrics collected to this point
- Actions & Services for 2019-2020

Goal 1

Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college-readiness and for excellence in the 21st century.

HIGHLIGHTS-Annual Measurable Outcomes

- 97% of staff agreed/strongly agreed that professional development supports their knowledge of CCSS Mathematics
- 3 point increase in performance on state indicator in English Language Arts for Students with Disabilities
- 4.6 point increase in performance on state indicator in Mathematics for Students with Disabilities
- Increased technology access for elementary school students -- 875 Chromebooks
- Instituted iPad Ambassadors PLC to provide professional development for IPAD initiative at Elementary Schools - 630 IPADS

Actions/Services for Goal 1:

- Site allocations to support site SPSA goals
- Extended day services for TK/K students offered by partner agencies
- Increased technology to support learning
- Summer Programs
- Professional Development for all staff

Actions/Services for Goal 1:

- Support for Foster Youth
- Services for T4 students
- Additional student interventions at school sites
- Additional teacher support (smaller teacher/student ratio)
- Maintain current level of tech support for all schools

Goal 2

English Learners will have the required skills to reach grade level standards/proficiency.

HIGHLIGHTS - Annual Measurable Outcomes

- 100% of fully credentialed teachers have CLAD or BCLAD certification
- Facilitated multiple professional development opportunities to SPED teachers on ELD shifts and framework, understanding the alternate assessment to the ELPAC
- Multilingual software used to support Newcomers in up to 14 languages (Imagine Learning)
- Expanded EL IPAD initiative with additional carts for every Elementary School.

Actions/Services for Goal 2:

- Professional Development for all staff to support English Language Development
- Extended day programs for LTELs at Middle Schools and students at risk of being LTELs at Elementary Schools
- Technology to support EL programs
- Summer programs to support English Learner Development

Actions/Services for Goal 2:

- Expand Imagine Learning program which supports 14 different languages, plus licenses for parent access
- Deepen understanding of the ELPAC, accommodations and support for students that are ELs and Students with Disabilities
- Build proficiency with an alternative assessment to the ELPAC for Students with Disabilities

Goal 3

Provide all students and families a safe, welcoming, and caring environment conducive to learning.

HIGHLIGHTS-Annual Measurable Outcomes

- In 2018-2019 school year there was a decrease of 55% in suspensions compared to the 2017-2018 school year and (0) expulsions
- Survey responses indicated that 89% (increase of 4%) of parents believes their child is safe on our campuses
- Survey responses from students indicate that 63% (increase of 3% from 2017/18) of elementary students feel safe at school
- 60% (increase of 3% from 2017/18) of Middle School Students indicated a strong sense of belonging to their school.
- Three schools received Professional Development and coaching from SEEDS (Restorative Justice Training)

Actions/Services for Goal 3:

- Socio-Emotional Learning support
- Counseling Interns at all Elementary sites
- District Music and VAPA offerings
- After School Sports
- Student services that directly support students (i.e. health assistants, office assistants and bus monitors)

Actions/Services for Goal 3:

- Continue support for Restorative Justice practices and trainings at more school sites
- Review and strengthen positive behavior support systems at school sites
- Maximize intern and counseling support at school sites

Goal 4

Engage Stakeholders in a meaningful way that promotes a positive learning, working, and community environment that is geared toward student achievement.

HIGHLIGHTS-Annual Measurable Outcomes

- 620 parent participants at Parent University in October
- Project Cornerstone assisted in developing Los Dichos programs at 7 Elementary Schools (101 parents volunteering)
- Project Cornerstone had workshops at 11 schools (students, parents and staff) around developmental assets and bullying prevention
- Project Cornerstone provided staff development on developmental assets to all Health Assistants and District Nurses
- Creation of the Alum Rock LCAP Advisory Committee

Actions/Services for Goal 4:

- Community Liaisons at all sites to increase parent engagement and involvement
- Training for Community Liaisons
- Streamline methods of communication between school/home
- Parent workshops

Actions/Services for Goal 4:

- Additional translation services (i.e. Vietnamese)
- Providing intentional professional development for parents --more mini parent university throughout the year
- Strengthen the role of the community liaison to build capacity for meaningful parent engagement.

Next steps

1. Finalize LCAP document
2. LCAP Plan Hearing
3. LCAP Adoption
4. Submit LCAP to SCCOE for approval

