

Local Control Accountability Plan (LCAP) Overview 2021-2022

Focus 1 Rigorous, Relevant, and Engaging Instruction and Curriculum	Focus 2 Multi-tiered Academic Support	Focus 3 Intentional Culture of Care
Goal All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.	Goal All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support.	Goal SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.
<p style="text-align: center;">Stakeholder Input</p> <p>Students</p> <ul style="list-style-type: none"> ● Desire to be engaged in meaningful ways ● Desire for peer collaboration ● Desire for real-life, relevant assignments ● Desire for challenging assignments ● Real world connections to what students are learning/current events <p>Parents/Community</p> <ul style="list-style-type: none"> ● Focus on effective, hands-on, project based, engaging instruction ● Curriculum, equipment, resources ● VAPA, technology, electives ● Training for staff ● Small class size ● Desire for quality feedback and communication from teachers <p>Staff</p> <ul style="list-style-type: none"> ● Hands-on learning ● Individualized instruction ● Decrease/maintain class size ● Small group instruction ● Desire for high-quality, meaningful professional development 	<p style="text-align: center;">Stakeholder Input</p> <p>Students</p> <ul style="list-style-type: none"> ● Student academic assistance ● Tutoring ● Help meeting graduation requirements ● One-on-one help from peers/teachers <p>Parents/Community</p> <ul style="list-style-type: none"> ● Intervention/ individualized support ● After School opportunities for extra support ● Teaching training ● Academic interventions ● EL support ● Small group and individual help <p>Staff</p> <ul style="list-style-type: none"> ● Tiered system of support - researched-based MTSS system ● Continue to analyze and implement effective interventions ● Continue support staff (paraeducators, EL support, tutors, instructional aides) ● Specialized programs such as AVID, EL support ● Reading/math intervention ● Before/after school academic support programs – with transportation ● Designated ELD instruction 	<p style="text-align: center;">Stakeholder Input</p> <p>Students</p> <ul style="list-style-type: none"> ● Respect and fairness desired including standing up to inappropriate behaviors ● Welcoming atmosphere/ good environment ● Relationship with the teacher matters ● Multiple opportunities to connect with teachers like chat, Zoom, office hours ● Responsiveness to students' social-emotional needs <p>Parents/Community</p> <ul style="list-style-type: none"> ● Accessible, caring staff ● Social-emotional curriculum ● Parent education and outside resources ● Counseling/mental health support ● Professional development for all staff ● Social justice taught with culturally relevant content <p>Staff</p> <ul style="list-style-type: none"> ● Counseling / Therapist interns ● Training ● Mindfulness ● Positive and encouraging adults – connect with each child each day ● Social-emotional intentional teaching ● Parent education and communication ● PD on culturally responsive teaching ● Hire culturally diverse staff ● Promote and educate all on equity and diversity
Focus 1 Rigorous, Relevant, and Engaging Instruction and Curriculum	Focus 2 Multi-tiered Academic Support	Focus 3 Intentional Culture of Care
<p style="text-align: center;">Outcomes</p> <p>Mathematics/ELA:</p> <ul style="list-style-type: none"> ● Student performance in math/ELA as measured by the CAASPP. ● Student performance as measured by District Common Assessments. <p>ELD:</p> <ul style="list-style-type: none"> ● Student performance in ELD as measured by the ELPAC. <p>Science:</p> <ul style="list-style-type: none"> ● Student performance in science (grades , 8 and 11) as measured by the CAST. <p>CTE:</p> <ul style="list-style-type: none"> ● Increase the percentage of high school students who complete an a-g curriculum within a career technical education (CTE) pathway <p>Additional Metrics:</p> <ul style="list-style-type: none"> ● All teachers will be appropriately assigned, based on either the appropriate credential for the assignment or a valid option. ● All students will have access to standards-aligned instructional materials. ● Student performance in ELA/math will increase within the conditional/ ready categories combined, as measured by EAP. 	<p style="text-align: center;">Outcomes</p> <p>Mathematics/ELA:</p> <ul style="list-style-type: none"> ● Student performance in mathematics and ELA as measured by the CAASPP for LCAP- identified student groups. ● Student performance as measured by District Common Assessments for LCAP-identified student groups. ● Increase math participation rate on CAASPP for SWD <p>Inclusion:</p> <ul style="list-style-type: none"> ● District generated, inside regular classroom (IRC) data <p>Dual Immersion Program:</p> <ul style="list-style-type: none"> ● Parent approval rating from the parent survey Pacheco and Baywood 90/10 programs <p>Additional Metrics:</p> <ul style="list-style-type: none"> ● English learner redesignation rate ● Extra-curricular participation rate ● Number of subgroup students who are enrolled and pass advanced math courses. ● Number of subgroup students who take AP classes 	<p style="text-align: center;">Outcomes</p> <ul style="list-style-type: none"> ● Parent surveys results for safety and respect. ● Parent education attendance for preschool participation ● Healthy Kids Survey will indicate an increase in positive indicators in the area of School Developmental Supports, Connectedness and Academic Motivation ● YouthTruth survey data for students in grades 3-12 will indicate improvements in the areas of engagement, social equity, safety, and positive relationships. ● Counseling support in the number of students served. ● Student Emotional Wellness data will be collected via SAEBRS to help inform Tier 1 services and programs ● Attendance data will indicate a decrease in chronic absenteeism ● Suspension rates will decrease ● Attendance data will indicate an increase in school attendance rates ● Dropout data will indicate a decrease in middle and high school dropout rate. ● Graduation data will indicate an increase in graduation rate. ● All staff will continue professional development in equity topics
<p style="text-align: center;">Categories for Actions</p> <ol style="list-style-type: none"> A. Strengthen teachers' depth of knowledge and support implementation of standards and curriculum in core academic areas. B. Strengthen classroom instructional strategies based on the Danielson Framework for Teaching. C. Enhance hands-on, integrated and innovative curriculum, programs, and strategies. D. Use Assessment and Data to drive instructional decision making. E. Create and develop effective CTE pathways. F. Enhance and modernize VAPA programs. 	<p style="text-align: center;">Categories for Actions</p> <ol style="list-style-type: none"> A. Strengthen district-wide multi-tiered system of support for meeting student's individual needs in academic areas. B. Strengthen math support for students needing interventions and accelerations, including personalized learning opportunities. C. Strengthen ELA/ELD supports for students needing interventions and accelerations, including personalized learning opportunities. D. Strengthen academic supports for English learners. E. Strengthen support for special education students with an emphasis on inclusion. F. Strengthen pre-Kindergarten academic learning opportunities for English learners and socio-economically disadvantaged students. 	<p style="text-align: center;">Categories for Actions</p> <ol style="list-style-type: none"> A. Strengthen district-wide multi-tiered system of support for meeting student's individual needs in social emotional areas. B. Provide comprehensive supports for EL, SED, Foster/Homeless Youth and other identified students and their families. C. Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes. D. Engage and educate parents regarding SLCUSD academic and social-emotional programs and parent education opportunities. E. Develop equitable and inclusive practices for all students and staff, to include parent education opportunities.