



# SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT

## Local Control Accountability Plan (LCAP) Overview 2022-2023

<p><b>Focus 1</b> Rigorous, Relevant, and Engaging Instruction and Curriculum</p>	<p><b>Focus 2</b> Multi-tiered Academic Support</p>	<p><b>Focus 3</b> Intentional Culture of Care</p>
<p><b>Goal</b> All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.</p>	<p><b>Goal</b> All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support.</p>	<p><b>Goal</b> SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.</p>
<p><b>Stakeholder Input</b></p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Academic planning for High School</li> <li>• Teachers more culturally aware</li> <li>• More diversity on campuses</li> <li>• Desire to be engaged and hands-on learning</li> <li>• Quicker pace, fewer notes, more activities</li> <li>• Summer school programs</li> <li>• Hire bilingual teachers</li> </ul> <p><b>Parents/Community</b></p> <ul style="list-style-type: none"> <li>• Small class size</li> <li>• Strengthen EL program</li> <li>• Desire for real-life relevant learning</li> <li>• Focus on effective, hands-on, and engaging learning</li> <li>• Ongoing professional development</li> <li>• Quality feedback and communication from teachers</li> <li>• Newcomer support</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• Strengthen EL program</li> <li>• Small class size</li> <li>• Strengthen Phonics/Spelling programs</li> <li>• Enrichment opportunities</li> <li>• High-quality, meaningful professional development and new staff PD</li> <li>• More diversity in instructional materials</li> <li>• Increase support staff</li> <li>• Increase teacher planning time</li> </ul>	<p><b>Stakeholder Input</b></p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Small group instruction time</li> <li>• Advising period</li> <li>• More counseling time</li> <li>• Bussing for academic intervention</li> <li>• Intervention built into the day</li> <li>• Student support groups for each subject area</li> </ul> <p><b>Parents/Community</b></p> <ul style="list-style-type: none"> <li>• After school opportunities for extra support/enrichment</li> <li>• Increased VAPA programming</li> <li>• Increased communication between specialists, teachers, administrators, and home</li> <li>• Continue/expand the MTSS model</li> <li>• More intervention support staff</li> <li>• Ongoing training and onboarding of Intervention staff</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• More interventions with support staff, individual instruction time</li> <li>• Increased variety of interventions</li> <li>• Increased offered enrichment at Title I schools</li> <li>• Eliminate combo classes</li> <li>• Tutoring support</li> <li>• Advisory period at all secondary sites</li> <li>• AVID opportunities available in English classes</li> <li>• Math intervention in elementary</li> </ul>	<p><b>Stakeholder Input</b></p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Increased school spirit and community</li> <li>• Teachers more culturally aware</li> <li>• Desire for students to be more acknowledged and connected with their school</li> <li>• More open discussions, intentional building of safe site and classroom culture</li> <li>• More training for teachers/staff in LGBTQ+, Unconscious Bias, Racial Equity so all are comfortable talking about these topics with staff</li> <li>• More immediate feedback from students</li> <li>• Parent conferences at Middle School</li> <li>• Regular check-ins for social-emotional well being</li> <li>• Student voice on rules</li> </ul> <p><b>Parents/Community</b></p> <ul style="list-style-type: none"> <li>• Increase counseling at each site</li> <li>• Culture and homeless awareness</li> <li>• More emphasis on Social Emotional Learning (SEL)/Trauma-Informed Teaching</li> <li>• Outreach to all parents about resources (also student outreach)</li> <li>• Unconscious Bias Training for students and staff</li> <li>• Increase diversity of staff</li> <li>• All sites have same access to camps</li> <li>• Increased SEL integrated into the classroom</li> <li>• Trauma informed training</li> <li>• Increased behavior support</li> <li>• More kindness, anti-bullying work schoolwide</li> <li>• Diversity training</li> <li>• Increased resources for struggling families</li> <li>• Extra enrichment/clubs, sports, exercise</li> <li>• Transportation</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• Increased Counseling including full-time elementary counseling</li> <li>• More inclusion for SDC</li> <li>• Increased nurse time</li> <li>• More Social Emotional Behavioral (SEB) supports with training</li> <li>• More school psychologists</li> <li>• Increased SEL time</li> <li>• Increased coordination with outside resources</li> <li>• Transportation</li> </ul>



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<p><b>Goal</b> All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.</p>	<p><b>Goal</b> All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support.</p>	<p><b>Goal</b> SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.</p>
<p><b>Outcomes</b></p> <p><b>Mathematics/ELA:</b></p> <ul style="list-style-type: none"> <li>• Student performance in math/ELA as measured by the CAASPP.</li> <li>• Student performance as measured by District Common Assessments.</li> </ul> <p><b>ELD:</b></p> <ul style="list-style-type: none"> <li>• Student performance in ELD as measured by the ELPAC.</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Student performance in science (grades 5, 8 and 11) as measured by the CAST.</li> </ul> <p><b>CTE:</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of high school students who complete an a-g curriculum within a career technical education (CTE) pathway</li> </ul> <p><b>Additional Metrics:</b></p> <ul style="list-style-type: none"> <li>• All teachers will be appropriately assigned, based on either the appropriate credential for the assignment or a valid option.</li> <li>• All students will have access to standards-aligned instructional materials.</li> <li>• Student performance in ELA/math will increase within the conditional/ready categories combined, as measured by EAP.</li> </ul>	<p><b>Outcomes</b></p> <p><b>Mathematics/ELA:</b></p> <ul style="list-style-type: none"> <li>• Student performance in mathematics and ELA as measured by the CAASPP for LCAP- identified student groups.</li> <li>• Student performance as measured by District Common Assessments for LCAP-identified student groups.</li> <li>• Increase math participation rate on CAASPP for SWD</li> </ul> <p><b>Inclusion:</b></p> <ul style="list-style-type: none"> <li>• District generated, inside regular classroom (IRC) data</li> </ul> <p><b>Dual Immersion Program:</b></p> <ul style="list-style-type: none"> <li>• Parent approval rating from the parent survey Pacheco and Baywood 90/10 programs</li> </ul> <p><b>Additional Metrics:</b></p> <ul style="list-style-type: none"> <li>• English learner redesignation rate</li> <li>• Extra-curricular participation rate</li> <li>• Number of subgroup students who are enrolled and pass advanced math courses.</li> <li>• Number of subgroup students who take AP classes</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Parent surveys results for safety and respect.</li> <li>• Parent education attendance for preschool participation</li> <li>• Healthy Kids Survey will indicate an increase in positive indicators in the area of School Developmental Supports, Connectedness and Academic Motivation</li> <li>• YouthTruth survey data for students in grades 3-12 will indicate improvements in the areas of engagement, social equity, safety, and positive relationships.</li> <li>• Counseling support in the number of students served.</li> <li>• Student Emotional Wellness data will be collected via SAEBRS to help inform Tier 1 services and programs</li> <li>• Attendance data will indicate a decrease in chronic absenteeism</li> <li>• Suspension rates will decrease</li> <li>• Attendance data will indicate an increase in school attendance rates</li> <li>• Dropout data will indicate a decrease in middle and high school dropout rate.</li> <li>• Graduation data will indicate an increase in graduation rate.</li> <li>• All staff will continue professional development in equity topics</li> </ul>
<p><b>Categories for Actions</b></p> <ol style="list-style-type: none"> <li>Strengthen teachers' depth of knowledge and support implementation of standards and curriculum in core academic areas.</li> <li>Strengthen classroom instructional strategies based on the Danielson Framework for Teaching.</li> <li>Enhance hands-on, integrated and innovative curriculum, programs, and strategies.</li> <li>Use Assessment and Data to drive instructional decision making.</li> <li>Create and develop effective CTE pathways.</li> <li>Enhance and modernize VAPA programs.</li> </ol>	<p><b>Categories for Actions</b></p> <ol style="list-style-type: none"> <li>Strengthen district-wide multi-tiered system of support for meeting student's individual needs in academic areas.</li> <li>Strengthen math support for students needing interventions and accelerations, including personalized learning opportunities.</li> <li>Strengthen ELA/ELD supports for students needing interventions and accelerations, including personalized learning opportunities.</li> <li>Strengthen academic supports for English learners.</li> <li>Strengthen support for special education students with an emphasis on inclusion.</li> <li>Strengthen pre-Kindergarten academic learning opportunities for English learners and socio-economically disadvantaged students.</li> </ol>	<p><b>Categories for Actions</b></p> <ol style="list-style-type: none"> <li>Strengthen district-wide multi-tiered system of support for meeting student's individual needs in social emotional areas.</li> <li>Provide comprehensive supports for EL, SED, Foster/Homeless Youth and other identified students and their families.</li> <li>Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes.</li> <li>Engage and educate parents regarding SLCUSD academic and social-emotional programs and parent education opportunities.</li> <li>Develop equitable and inclusive practices for all students and staff, to include parent education opportunities.</li> </ol>