



Hacienda La Puente Unified School District

Local Control Accountability Plan LCAP

Preliminary Draft

Report to the Board of Education
April 24, 2014

E-LCAP Contents Overview

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- Goals and Progress Indicators
 - Goal Description
 - Related State and Local Priorities
 - Needs, Pupil Subgroups, Schools Affected
 - Metrics for Years 1 – 3
 - Annual Updates
- Actions, Services, and Expenditures
 - All Pupils
 - Unduplicated Pupils
 - Low Income, English Learners, Foster Youth, Redesignated Fluent English Proficient (RFEP) Pupils
- Concentration and Supplemental Funds
- Proportionality of Services



Local Priorities

Through the stakeholder engagement process, some key local priorities included in the LCAP are:

- College and Career Readiness TK-12
- Professional development and technology for California Common Core Standards (CCCS)
- District-wide Tier 3 supports to address highest-risk students' social and/or emotional health
- District-wide parent engagement system
- Academic support for all students and subgroups, including AVID
- Increase student attendance and enrollment
- Reduction in combination classes
- Maintain and improve school facilities



LCAP Goals



Basic Services	All students, Pre-K through 12, including low income, English learners, and foster youth, will have access to high quality, CCCS-aligned materials, curriculum and instruction, provided by appropriately credentialed teachers, in effective, safe, attractive, positive and supportive learning environments, that prepares them for college and career upon graduation.
Implementation of CCCS	All students, Pre-K through 12, including low income, English learners, and foster youth, will have access to high quality, CCCS-aligned curriculum and instruction, that incorporates 21 st Century Learning skills, and prepares them for college and career upon graduation.
Parent Participation	All district parents and guardians will be actively engaged in meaningful collaboration and/or shared decision making, resulting in achievement of measurable goals for school climate, student engagement, and academic achievement, including English proficiency for English learners, graduation rates, and college and career readiness.
Student Achievement	All students, Pre-K through 12, including low income, English learners, and foster youth, will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.
Student Engagement	All students, Pre-K through 12, including low income, English learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.
School Climate	All students, Pre-K through 12, including low income, English learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.
Course Access	All students, Pre-K through 12, including low income, English learners, and foster youth, will be provided with a broad course of study that will prepare them for college and career upon graduation.
Other Student Outcomes	All students, Pre-K through 12, including low income, English learners, and foster youth, will have access to and meet performance outcomes in other subject areas, including Science, History/Social Science, Physical Education, Visual and Performing Arts, Health, Technology, World Language, and Career Pathways courses, in preparation to meet college and career requirements upon graduation.

Actions and Services

Annual Actions

- For **ALL** students, including student groups
 - ***LCFF Base funds***
 - Levels of service: LEA-wide, School-wide, Targeted

Additional Actions for Student Groups

- **Above** what is provided for all students
 - ***LCFF Supplemental & Concentration funds***
 - Student groups are included in the “all students”
 - Levels of service: LEA-wide, School-wide, Targeted
- ***Increase or improve services for:***
 - Low Income
 - English Learner,
 - Foster Youth
 - Redesignated Fluent English Proficient (RFEP)



Basic Services

Annual Actions	<u>Additional</u> Annual Actions
➤ Credentialing for Highly Qualified Teachers ➤ Standards Aligned Textbooks and Instructional Materials ➤ Maintain, Repair and Improve Facilities ➤ District Management, Departments and Services ➤ District-wide Technology Infrastructure ➤ Transportation ➤ Food Services ➤ Insurance and Utilities	



Implementation of CCCS for All and EL Students

Annual Actions	<u>Additional</u> Annual Actions
➤ District Common Core Implementation Plan • Professional Development • Facilitators & Support Staff • Pacing Guides, Interim Assessments & Performance Tasks • Dual Immersion Programs ➤ Technology for Common Core Implementation	➤ Professional Development ➤ Teacher Collaboration ➤ Support Staff ➤ Supplementary Materials, Supplies and Technology



Parent Participation

Annual Actions	<u>Additional</u> Annual Actions
➤ Development of District-wide Parent Engagement System ➤ Parent Decision Making and Advisory Groups ➤ Meaningful Parent Engagement TK-12 • Fingerprinting budget set-aside for volunteers • Options for engagement activities	➤ Parent Institutes and/or Parent Universities • Parent Institute for Quality Education (PIQE) ➤ Web-Based Parent Portals ➤ Additional Hours for Teachers – Parent Engagement Activities ➤ Kindle Family Literacy Project (Pilot)



Student Achievement

Annual Actions	<u>Additional</u> Annual Actions
➤ TK-12 Teachers ➤ Class Size Reduction TK -3rd ➤ Support Early Childhood Programs ➤ Instructional Program Support ➤ Professional Development and Collaboration ➤ Include options to substitute coverage ➤ College and Career Readiness ➤ Advancement Via Individual Determination (AVID) ➤ Career Technical Education (CTE) Pathways ➤ Academic Support for All Students ➤ Materials, Supplies, Equipment and Technology	➤ Additional Academic Support per Needs Assessment and Single Plan for Student Achievement (SPSA) • Teacher Collaboration Time & Professional Development • Targeted Intervention • Supplementary Instruction and/or Support Staff • Advancement Via Individual Determination (AVID) • Supplemental Instructional Materials, Supplies, Equipment, Technology



Student Engagement

Annual Actions	<u>Additional</u> Annual Actions
➤ District-wide Attendance Monitoring & Intervention • Student Support Services Staff ➤ MS and HS Counseling Staff ➤ Student & Family Services • Response to Intervention (RtI) ➤ After School Programs • ASES and 21st Century ➤ Student Engagement Activities • Extra-curricular Sports • Transition Programs & Activities ➤ Elective Programs (per Master Schedule) • Band, Choir, Drama, Art, Journalism, STEM, Robotics ➤ Credit Recovery Programs	➤ Foster Youth Liaison & School Support Services ➤ Master Plan for English Learners Implementation ➤ CTE Pathway-Aligned Field Trips ➤ On-Line Grading Systems ➤ Attendance Incentive Programs ➤ Supplemental Materials & Technology ➤ Additional Counseling Support & Services



School Climate

Annual Actions	<u>Additional</u> Annual Actions
➤ Department of Police and Safety ➤ On-Going Behavioral Response To Intervention (RtI) and Safety Training ➤ Student Support Services Staff • Tiered support services to address students social-emotional, behavioral needs ➤ Noon Duty Aides ➤ School Nurses ➤ Materials & Supplies for Safe Schools	➤ Implementation of Behavioral Response to Intervention (RtI) • Tiered support & intervention • Proactive classroom management • Social-emotional learning (SEL) curriculum ➤ Additional Counselors & Support Staff ➤ Collaboration for Foster Youth



Course Access

Annual Actions	<u>Additional</u> Annual Actions
➤ Reduction of Combination Classes ➤ College and Career Readiness • CTE Pathways Initiative • Align College and Career Readiness • Partnerships, ROP, Dual Enrollment • Access to A-G and Advance Placement (AP) • Equity-based Master Schedules ➤ Summer School Programs	➤ Increase Access for Student Groups • Support and/or intervention to increase enrollment in UC/CSU-aligned, A-G, AP, Honors, higher-level math and science, arts and electives courses • Explore the feasibility of summer academic Rtl services for at-risk students • Title III and Master Plan for English Learners - Appropriate placement



Other Student Outcomes

Annual Actions	<u>Additional</u> Annual Actions
➤ Career Technology Education (CTE) Pathways ➤ Alignment of Content Area Courses ➤ Professional Development for Subject Area Teachers ➤ Physical Fitness & California Healthy Kids ➤ TK-12 Technology Plan ➤ Access to Electives ➤ Dual Immersion Programs ➤ Regional Occupational Program (ROP) ➤ Science Olympiad	➤ Outcomes for Student Groups • Equitable access to higher-level and signature program courses • Supplementary materials and supplies, books, equipment, & technology to increase access • Science, History/Social Studies, Physical Education, Visual and Performing Arts • Intervention in subject/content area courses



Next Steps in LCAP Development Process

Date	HLPUSD LCAP Development Timeline
April	• Edit and revise draft LCAP based on needs assessment, survey results, LCAP Advisory Committee proposals, input from management, departments, schools, teachers, staff, parents, community stakeholders/utilize new e-LCAP • Present LCAP draft proposal to LCAP Advisory Committee for consultation (<i>April 17</i>) • Present LCAP draft proposal to DAC (<i>April 17</i>) and DELAC (<i>April 29</i>) for consultation/comments • Superintendent - Respond to DAC & DELAC comments in writing • Revisions as needed to LCAP based on public comments • Finalize LCAP on SBE Template (e-LCAP)
May	• Public Hearing # 1 - LCAP & Budget
June	• Public Hearing #2 –LCAP & Budget

Local Control Funding Formula and
Local Control Accountability Plan

LCFF and LCAP



HLPUSD's
Story of Student Success

Thank You!

