



SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT

Local Control Accountability Plan (LCAP) Overview 2023-2024

<p>Focus 1 Rigorous, Relevant, and Engaging Instruction and Curriculum</p>	<p>Focus 2 Multi-tiered Academic Support</p>	<p>Focus 3 Intentional Culture of Care</p>
<p>Goal All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.</p>	<p>Goal All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support.</p>	<p>Goal SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.</p>
<p>Stakeholder Input</p> <p>Students</p> <ul style="list-style-type: none"> • More choice in learning activities • More partner work/engagement with other students • More diversity on campuses • Desire to be engaged and hands-on learning, science, STEAM • Quicker pace, fewer notes, more activities • More advanced work for those who need it • Summer school programs • Hire bilingual/diverse teachers <p>Parents/Community</p> <ul style="list-style-type: none"> • Small class size • Eliminate combos • Personnel: Aides, paras, support staff • Desire for real-life relevant learning • Focus on effective, hands-on, and engaging learning • Ongoing professional development • Quality feedback and communication from teachers • Newcomer support <p>Staff</p> <ul style="list-style-type: none"> • Small class size • No combo classes • Strengthen EL program: curriculum, training, support • Keep planning days • Curriculum alignment • High-quality, meaningful professional development and new staff PD • Increase support staff • Increase teacher planning time 	<p>Stakeholder Input</p> <p>Students</p> <ul style="list-style-type: none"> • Social skills training for students • Public speaking opportunities • After school support for ELA/Math • Math intervention/enrichment • More Counselors • Tutorial time • Mental health resources • Advising period • Bussing for academic intervention • Intervention built into the day • Student support groups for each subject area <p>Parents/Community</p> <ul style="list-style-type: none"> • Individualized support/Excelling/Remediation • Math intervention • After school opportunities for extra support/enrichment • Increased VAPA programming • Increased communication between specialists, teachers, administrators, and home/parents • Continue summer experience • Continue/expand the MTSS model • More intervention support staff • Ongoing training and onboarding of Intervention staff <p>Staff</p> <ul style="list-style-type: none"> • More interventions with support staff, individual instruction time • MTSS for secondary • Keep WIN time • Increased variety of interventions • Increased offered enrichment at Title I schools • Tutoring support • Advisory period at all secondary sites • AVID opportunities available in English classes • Math intervention in elementary • More aides and PD for aides 	<p>Stakeholder Input</p> <p>Students</p> <ul style="list-style-type: none"> • Increased school spirit, community, team building • More cultural recognition/discussion • After school sports • Leader in Me district wide • Leadership opportunities for students • Teachers more culturally aware • Desire for students to be more acknowledged and connected with their school • More open discussions, intentional building of safe site and classroom culture • More training for creating inclusive environments and helping students to be inclusive also • Relationship building activities with teachers/students • Regular check-ins for social-emotional well being <p>Parents/Community</p> <ul style="list-style-type: none"> • Diversity training for staff • Dedicated translator on each site • Increase counseling at each site- especially middle and high school • Social workers/resources for parents • More training on Social Emotional Learning (SEL)/Trauma-Informed Teaching • Professional development on supporting LGBTQIA+ students • Support to deal with hate speech • Parent education and training • More kindness, anti-bullying work schoolwide • Extra enrichment/clubs, sports, exercise • Transportation <p>Staff</p> <ul style="list-style-type: none"> • MTSS style for SEL • Increased Counseling including middle and high schools • Leader In Me • Training on how to deal with hate speech • Training on LGBTQIA inclusion for middle school staff • More Social Emotional Behavioral (SEB) supports with training • Trauma informed training • Transportation



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<p>Focus 1 Rigorous, Relevant, and Engaging Instruction and Curriculum</p>	<p>Focus 2 Multi-tiered Academic Support</p>	<p>Focus 3 Intentional Culture of Care</p>
<p>Goal All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.</p>	<p>Goal All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support.</p>	<p>Goal SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.</p>
<p>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 5, 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>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>SWD and 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>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 data will show an increase 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>Categories for Actions</p> <ol style="list-style-type: none"> Strengthen teachers' depth of knowledge and support implementation of standards and curriculum in core academic areas. Strengthen classroom instructional strategies based on the Danielson Framework for Teaching. Enhance hands-on, integrated and innovative curriculum, programs, and strategies. Use Assessment and Data to drive instructional decision making. Create and develop effective CTE pathways. Enhance and modernize VAPA programs. 	<p>Categories for Actions</p> <ol style="list-style-type: none"> Strengthen district-wide multi-tiered system of support for meeting student's individual needs in academic areas. Strengthen math support for students needing interventions and accelerations, including personalized learning opportunities. Strengthen ELA/ELD supports for students needing interventions and accelerations, including personalized learning opportunities. Strengthen academic supports for English learners. Strengthen support for unduplicated students in Special Education with an emphasis on inclusion. Strengthen pre-Kindergarten academic learning opportunities for English learners and socio-economically disadvantaged students. 	<p>Categories for Actions</p> <ol style="list-style-type: none"> Strengthen district-wide multi-tiered system of support for meeting student's individual needs in social emotional areas. Provide comprehensive support for EL, SED, Foster/Homeless Youth and other identified students and their families. Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes. Engage and educate parents regarding SLCUSD academic and social-emotional programs and parent education opportunities. Develop equitable and inclusive practices for all students and staff, and include parent education opportunities.