



SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT

Local Control Accountability Plan (LCAP) Overview 2024-2025

<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>Priorities Derived from Stakeholder Input</p> <ul style="list-style-type: none"> Hands-on learning Individualized instruction Engaging instruction with real world connections 	<p>Priorities Derived from Stakeholder Input</p> <ul style="list-style-type: none"> Elementary Academic support (reading/math) Secondary Academic support (reading/math) 	<p>Priorities Derived from Stakeholder Input</p> <ul style="list-style-type: none"> School-wide learning about social-emotional topics (SEL) Counseling & Therapist Intern support Parent communication about SEL Teacher/Staff training
<p>Additional Stakeholder Input</p> <p>Students = 222 comments</p> <ul style="list-style-type: none"> 33/222 = Understanding Instruction 20/222 = Relationships <p>Parents/Community = 293 comments</p> <ul style="list-style-type: none"> 36/293 = Student/Staff Support <p>Staff = 129 comments</p> <ul style="list-style-type: none"> 39/129 = Small Class Size 24/129 = Aides/Paras 	<p>Additional Stakeholder Input</p> <p>Students = 209 comments</p> <ul style="list-style-type: none"> 39/209 = Tutoring/Academic Support 25/209 = Social Emotional Support/Sense of Safety 20/209 = EL support to learn English <p>Parents/Community = 246 comments</p> <ul style="list-style-type: none"> 35/246 = Aides 23/246 = Smaller class size 23/246 = Tutoring <p>Staff = 128 comments</p> <ul style="list-style-type: none"> 36/128 = Aides 21/128 = Tutoring 	<p>Additional Stakeholder Input</p> <p>Students = 235 comments</p> <ul style="list-style-type: none"> 22/235 = Counselors <p>Parents/Community = 432 comments</p> <ul style="list-style-type: none"> 43/432 = Counselors <p>Staff = 176 comments</p> <ul style="list-style-type: none"> 34/176 = Counselors
<p>Equity Stakeholder Input</p>		
<p>Students = 206 comments</p> <ul style="list-style-type: none"> 48/206 = Multicultural Education/Celebrations 30/206 = Student Support 6/206 = Hire Diverse Staff 	<p>Parents/Community = 253 comments</p> <ul style="list-style-type: none"> 41/253 = Multicultural Education/Celebrations 17/253 = Teacher Training 	<p>Staff = 126 comments</p> <ul style="list-style-type: none"> 19/126 = Diversity Training 12/126 = Hire Diverse Staff 8/126 = Student Support
<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. <ol style="list-style-type: none"> Teacher professional development. Staff professional development around multicultural education, equity and diversity. <ol style="list-style-type: none"> Center for Educational Leadership. Leaders to Watch. Diverse and inclusive hiring practices aligned to best practices. <ol style="list-style-type: none"> Interview protocol creation. Hiring panel guide creation. Enhance hands-on, integrated and innovative curriculum, programs and strategies. <ol style="list-style-type: none"> iINNOVATE materials and partial staffing. Use of assessment data to drive instructional decision making. <ol style="list-style-type: none"> Assessment systems. Teacher release time for K-2 assessment. 	<p>Categories for Actions</p> <ol style="list-style-type: none"> Strengthen district-wide multi-tiered systems of support to meet students' academic needs, particularly students within identified subgroups. <ol style="list-style-type: none"> Student Success Specialist (SSS) positions at elementary and middle schools. Ongoing monitoring for students who qualify as SED, EL, and/or FHY. Continuation of WIN time in elementary with AITs providing ELA intervention. Strengthen academic supports including ELA/ELD supports, interventions and accelerations with additional focus on students who qualify as SED, EL and/or FHY. <ol style="list-style-type: none"> EL Teachers staffed according to Level 1 / 2 ELPAC scores. Elementary AITs for ELA intervention. Spanish Intervention Teachers at DLI. AVID program in secondary. Newcomer programs and materials. Through local partnerships and staff training, continue to expand and strengthen district equity work. 	<p>Categories for Actions</p> <ol style="list-style-type: none"> Strengthen district-wide multi-tiered systems of support to meet students' social and emotional needs, particularly students within identified subgroups. <ol style="list-style-type: none"> School-based Counselors. Contracts for additional mental health support via community providers. Wellness Center staff. Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes. <ol style="list-style-type: none"> Elementary SEL curriculum. Staff Professional Development. Elementary Athletics for Achievement. Engage and educate parents regarding SLCUSD academic and social-emotional programs. Develop and refine equitable and inclusive practices for students, staff and parents. <ol style="list-style-type: none"> Parent Equity Task Force. Continue to align systems K-12 around response to student behavior, including positive behavioral interventions and supports. Refine systems surrounding response to chronic absenteeism, including increased monitoring and outreach.



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Outcomes

Mathematics/ELA:

- Increased student performance in math/ELA as measured by the CAASPP.

Science:

- Improved student performance in science (grades 5, 8 and 11) as measured by the CAST.

CTE:

- Increased the percentage of high school students who complete an A-G curriculum within a career technical education (CTE) pathway.

Additional Metrics:

- 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.
- Increased VAPA and Dual Enrollment student enrollment data.
- Increased AP passage rate on AP exams.
- Facilities properly maintained according to the Facilities Inspection Tool (FIT) Report.
- Student performance in ELA/math will increase within the conditional/ ready categories combined, as measured by EAP.

Outcomes

Mathematics/ELA:

- Increased student performance in mathematics and ELA as measured by the CAASPP for LCAP- identified student groups.
- Increased student performance as measured by District Common Assessments for LCAP-identified student groups.

Science:

- Increased student performance in science (grades 5, 8 and 11) as measured by the CAST for LCAP- identified student groups.

ELD:

- Increased student performance in ELD as measured by the ELPAC.
- Increased English Learner reclassification (RFEP) rate.

SWD and Inclusion:

- Increased district generated, inside regular classroom (IRC) data.

Outcomes

- 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.
- Attendance data will indicate a decrease in chronic absenteeism.
- Suspension and expulsion 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.