

Local Control and Accountability Plan 2017-2020





LCAP Stakeholder Meetings 2017

April

Administrative Council
Ed Services

May

Parent Communication Council (PCC)
District Advisory Council (DAC)
Instructional Coaches
Junior High Schools Teachers and Staff
High Schools Teachers and Staff
Hart District Teachers' Association
School Site Parent Representatives
Ed Services (2 meetings)
Board Update
Cabinet
ALL STAKEHOLDERS

Input from Stakeholder Meetings

Prioritized Concern for the 5 State Indicators
(Based on data from the Dashboard)

(1 is high, 5 is low)

	Suspension Rate	EL Progress	Graduation Rate	ELA	Math
District/Site Administrators	4	2	5	3	1
Parents	3	1	5	4	2
HS Staff	4	1	5	3	2
JHS Staff	4	3	5	2	1
Majority number	4	1	5	3	2

More Input from Stakeholders

Based on the data from the Dashboard, Stakeholders also noted a need to focus on the following subgroups within the five state indicators:

- English Learners (EL)
- Students with Disabilities (SPED)
- Socioeconomically Disadvantaged (SED)



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Actions tied more to each other within the Goal

1. Ensure all students have access to highly qualified teachers, school site guidance counselors, CCSS aligned textbooks and materials, and safe and uncrowded school facilities in good repair (actions 1.1 – 1.12)
2. Increase and improve student achievement by providing rigorous and CCSS aligned curriculum and instruction in English, math, science and social studies (actions 2.1 – 2.9)
3. Increase the number of students prepared for college and career by enrolling students in a broad course of rigorous study that includes career pathways and CTE courses (actions 3.1 – 3.9)
4. Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement (actions 4.1 – 4.8)

LCAP 2017-2020

Proposed Goals (Revised or New)

GOAL 1

Ensure all students have access to highly qualified teachers, school site guidance counselors, CCSS aligned textbooks and materials, and safe and uncrowded school facilities in good repair

1.1 Fund teachers to provide instruction in all classrooms

1.2 Fund EL Teachers to provide instruction to ELs and LTELs in designated and integrated classrooms

1.3 Provide a safe, well-maintained and uncrowded learning environment for all students at all sites

1.4 Contribute to the deferred maintenance fund

1.5 Reserve one-time funds for Castaic High School

1.6 Provide all students with standards aligned textbooks in content area classrooms, including English Learners and Students with Disabilities

1.7 Support Peer Assistance Review (PAR) and New Teacher Support Programs with focus on English Learners/Long-Term English Learners

1.8 Plan of action to ensure certification of all teachers who have English Learners in class (CTEL)

1.9 (former 3.1) Fund school site counselors to provide academic/college/career guidance to all students

1.10 (former 5.5) Provide CCSS aligned instructional materials in the area of HS ELA and JH/HS mathematics

1.11 (former 5.7/5.8/5.9 combined) Continue to increase and support use of technology for students and staff

1.12 (NEW) Update equipment and facilities to meet industry standards in career technical classrooms and laboratories.

GOAL 2

Increase and improve student achievement by providing rigorous and CCSS aligned curriculum and instruction in English, math, science and social studies

2.1 Provide targeted intervention (additional academic support) in math and English for students not meeting standards, English learners, students with disabilities, and socioeconomically disadvantaged students

2.2 (combined 2.2 and 2.4) Ongoing support of English Learners in designated classrooms

2.3 Provide District-level support/oversite and school site coordination of ELD program implementation (ELD TOSA and EL Coordinators)

2.4 (former 2.6 and New language) Continue to build teacher capacity in the transition to supporting all English Learners in a designated/integrated ELD program at the junior high and high school levels

2.5 (former 2.7) Continue to provide first-language support for ELs and increase first language support for EL students in grade-level content classrooms in both integrated and designated classes

2.6 (Former 5.4) Sustain three Teachers on Special Assignment (ELA TOSA/Math TOSA/Science TOSA)

2.7 (Former 5.2 and 5.6 combined) Support all teachers with CCSS implementation through District-wide collaboration, professional development workshops, conference attendance and lesson study.

2.8 (Former 5.1 and 5.3 combined) Sustain Instructional Coaches and PD teams at all sites

2.9 (Former 5.10 and 5.11 combined) Continue implementation of NGSS at junior high and high school levels

GOAL 3

Increase the number of students prepared for college and career by enrolling students in a broad course of rigorous study that includes career pathways and CTE courses.

3.1 (NEW) Maintain or increase high graduation rate for all students, including English learners, students with disabilities and socioeconomically disadvantaged students.

3.2 (NEW) Ongoing support and monitoring of Naviance to support college and career exploration

3.3 (Updated language) Provide access to extended learning beyond the school day through Regional Occupation Program

3.4 (NEW) Evaluate, update, and revise Career Technical Education curricula to meet the California Career Technical Education Model Curriculum Standards

3.5 (NEW) Operate and align Career Pathways at each district comprehensive high school

3.6 (NEW) Integrate academics and career technical education through collaborative and standards-aligned projects and curricula

3.7 (NEW) Increase the number of unduplicated students taking AP exams

3.8 (NEW) Ensure AP teachers are appropriately trained to provide high quality instruction in AP classes

3.9 (NEW) Sustain college/career coaches at all comprehensive school sites and Bowman

GOAL 4

Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement

4.1 (former 4.1 and 4.2 combined) Continue to assist school sites with identifying, supporting and ensuring educational rights and access for homeless and foster youth and socioeconomically disadvantaged students.

4.2 (former 4.3) Continue to fund supplemental counselor positions to support crisis intervention for at-risk students, English learners, students with disabilities and socioeconomically disadvantaged students

4.3 (former 4.4 and updated language) Expand LINK Mentor Program

4.4 (former 2.9) Sustain Behavior Analyst and Behavior Intervention Assistants to support SPED students in the classroom

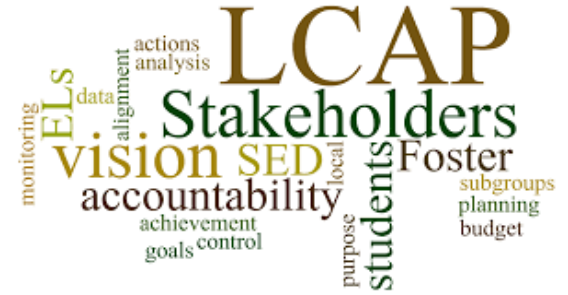
4.5 (former 6.3) Provide translation services for oral and written communications for District and school site meetings, materials, and correspondence

4.6 (former 6.2) Provide support for parent meetings at school site and District levels.

4.7 (former 6.4) Support East Side Parent Resource Center at Golden Valley HS

4.8 (NEW) Increase parent engagement in the area of college and career readiness

2017-2020 LCAP Goals



- 4 Goals
- 34 Actions/Services:

17 of the 34 are “All Students” = 50%

17 of the 34 focus on EL/SPED/SED = 50%

