LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) GOAL REVIEW

September 14, 2017
Chris Heller, Chief Academic/Human Resources Officer
SHUSD LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) GOALS

• All members of the school community will report increased levels of engagement as measured by surveys, participation, attendance, and observation.

• All students will demonstrate increased academic achievement as measured by formative and summative assessments.

• Key identified conditions of learning will be demonstrated as effective by increased student achievement.
SHUSD LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) GOALS

**Monthly Board Presentations**

- **September**  
  Intervention Plan/Summer School
- **October**  
  ELA/ELD adoption and language acquisition strategies
- **November**  
  PBIS/Positive Environment
- **December**  
  Engagement and Communication
- **January**  
  Technology/ILEP Projects
- **February**  
  Student Achievement Mid-Year Report
- **March**  
  Committee Work and Progress
- **April**  
  LCAP Stakeholder Report
- **May**  
  Draft LCAP presentation
- **June**  
  LCAP Consideration for Approval
SHUSD STUDENT SUPPORT

• The district provides multiple opportunities for individualized student learning

• Programs are offered before school, during the school day and after school

• In addition to remediation, the district supports and promotes differentiation for all students
DIFFERENTIATION OF INSTRUCTION

• The district has multiple support measures in place for student success

• A focus for all staff will be to continue to challenge students who excel and can be disengaged with assignments

• Staff development training this year focused on Depth of Knowledge (DOK) levels to support the higher level thinking
INDIVIDUALIZED INSTRUCTION

• Go Math! (K-5) online component allows differentiation for high level performance as well as those struggling

• All students start on the Go Math! lesson; the activity individualizes to create programs for next steps
  • Struggling students will spend more time on adaptive problems to solve
  • High achievers will advance to rigorous, complex problems; including standards from an upper grade
INDIVIDUALIZED INSTRUCTION

• Performance tasks and projects allow all students to articulate higher levels of DOK by showing and teaching their peers.

• True mastery of a concept is shown when students are able to articulate and write about their thinking.

• This strategy is valuable as the district continues to promote the Gradual Release of Responsibility instructional model with collaboration as a prominent focus.
Another example is Individualized Learning Educational Plans (ILEP) at SHES and RLS.

In English, each student has a set of criteria to achieve to demonstrate their mastery of a concept.

Students who are demonstrating mastery will have a higher DOK expectation.
SCHOOL SITE SUPPORT

• Intervention Specialists- Grades TK-5
• After school assistance- Grades 3-12
• Support classes built into the daily schedule- Grades 6-8
• Access periods- Grades 6-12
• Math Intervention Teachers- Grades 6-12
• Math Winter Session 2017- Grades 4-6
• Summer programs- TK-12
LCAP QUESTIONS

• Opportunity for any additional questions or comments