

LCAP Presentation

Monday, June 23, 2014

Stockton Unified School District

History of LCAP in SUSD

- Dr. Michel Kirst, who helped write the legislation behind the new state funding law, presents on the LCFF/LCAP September 5, 2013 at Huerta Elementary School in a launch event hosted by the Black School Board Members Association and then-SUSD Board President Gloria Allen
- Superintendent Steve Lowder sends parents a letter at the holiday break outlining the new law and SUSD's plans for implementing it during the coming months

- An SUSD LCAP Steering Committee is named to include 72 representatives of parents, students, teachers, the unions, and the different SUSD responsibility areas
- The group breaks into smaller groups to work on recommendations to address each of the state's eight priorities and submits findings for inclusion in the LCAP recommendations

- Superintendent Lowder and staff present on the LCAP to various non-profits representing low income, English language learner and foster youth, community groups, and the media, asking for help letting the community know how to get involved in LCAP planning
- LCAP page launched on SUSD website

- Schools host **20** parent workshops throughout the district over two months
- The workshops are held at different hours, depending on parent preferences, and run about 1.5 hours long
 - They include presentations on the law, what the law means to SUSD, funding, programs that have worked to increase SUSD achievement, and ways for parents to become more involved
 - A table-top exercise acquaints parents with the eight state priorities and what SUSD has in place to support them
 - Finally, parents are asked to take a survey in the school computer lab to rank the kinds of programs they think best serve the priority goals

- Presentations are made to the DELAC and DAC parents groups
 - The members are told they will receive final recommendations for funding and will be asked to comment on them
 - Superintendent Lowder will respond to their comments
- The final presentations to the parent groups are made
 - Parents discuss the LCAP proposals with Dr. Lowder
- Parents are provided forms with the address for Dr. Lowder to submit written comments
 - None are received

- Two LCAP public hearings are scheduled prior to the budget vote
- LCAP recommendations are presented
- Public comment is taken

What We Heard from parents, teachers and the community...

- **Survey**
 - An LCAP Survey was posted on the LCAP web page for two months. Parents and students were asked to take the survey at school or at their own homes. The survey ranked programs that were most critical to meeting the goals of the state's eight priorities.

What We Heard from parents, teachers and the community...

- Findings of the survey were reported out and compiled in a report that was distributed to the public and the Board of Education

What We Heard from parents, teachers and the community...

- **Workshop Input**
 - Parents were asked to submit their top programs for meeting goals during the parent workshops
 - This information was compiled in English and Spanish and also reported out for inclusion in the recommendations

LCAP

Here is What We Found..

Eight Priority Areas

- **1. Student Achievement**
 - More academic support for students, more teacher training, more tutoring and more counselors

- **2. Student Engagement**
 - Academic support that meet student needs, such as differentiated instruction, longer school days

Eight Priority Areas

- 3. Other Student Outcomes
 - Connecting classroom learning to real-world experience

- 4. School Climate
 - A safe school environment

Eight Priority Areas

- 5. Parental Involvement
 - Connecting parents to community resources and better school and teacher to family communication (the survey indicated support for the Parent Vue communication tool and Parent Academies)

- 6. Basic Services
 - Technology and access to teaching materials and textbooks

Eight Priority Areas

- 7. Implementation of the Common Core Standards
 - More and improved professional development for the new learning standards for reading and math; academic supports for students

- 8. Course Access
 - Guidance to students and families navigating high school courses and graduation requirements consistent with CSU and UC entrance criteria

SUSD

What we are doing...

Student Achievement

- **Supplemental Intervention Teachers**
 - Provides support for students less than proficient in ELA concepts and skills through small group and individual instruction
- **Catapult Learning (Science & Social Studies)**
 - Provides coaching and instructional support for integration of literacy skills into the Science and Social Studies content areas
- **After School Site Facilitator – Kohl & Skills**
 - Funding provided to support a site facilitator at two schools that do not have an ASES after school grant - all other K-8 sites have the grant
 - This position will coordinate the tutoring and enrichment activities at the sites

- **Specialized Professional Development**
 - For English Language Development teachers
- **Imagine Learning Pilot (early reading)**
 - An engaging language and literacy software program that accelerates English learning
 - It is focused on oral language, academic vocabulary, instruction in the five essential components of reading, and strategic first-language support
 - Considered to be a Tier II intervention for all students-EL, Special Education and general education students
 - Imagine Learning English offers an in depth adaptive placement test, explicit instruction, vocabulary instruction and practice, development of academic language, and guided practice, as well as opportunities for peer-assisted learning

Imagine Learning

- **Teacher Planning (1 hour x 40 weeks)**
 - All STA Additional planning time as needed for district wide implementation of initiatives (RCD, ELD, Data Teams, etc.)
- **Professional Development (2 days)**
 - All STA Additional days which continue the development and implementation of RCD and the Common Core Units for all teachers
- **Additional planning time as needed for district wide implementation of initiatives**
 - RCD, ELD, Data Teams, etc.

- **Response to Intervention (RTI)**
 - Increase the implementation of multi-tiered intervention support for all students
 - Universal, strategic and targeted by developing common procedures and plans for districtwide approach
 - Educational Services Leadership has provided framework for sites within, including essential elements of cohesive, comprehensive RTI structure
 - School Leadership Teams have provided site-specific plan incorporating detailed site needs focused on student population and staff resources and strengths
- **Provide comprehensive Professional Development in Common Core standards and lesson design**
 - ELA
 - Math

- **Instructional Coach**
 - Provides a content neutral specialist to assist in instruction

Student Engagement

- **CATCH Academy**
 - Math Summer enrichment program for students below proficiency in math to catch up on skills and prepare for high school Algebra
- **RFTS/STEM Summer Academy**
 - Summer enrichment program for students to explore STEM curriculum and careers
- **PLUS Program**
 - Expansion

- **AVID**
 - *Advancement Via Individual Determination*
 - is a college preparation system implementation in grades four through twelve with the mission of closing the achievement gap by preparing all students for college and career readiness
- **STEM**
 - *Science, Technology, Engineering, and Mathematics*
 - “STEM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy.” (Tsupros, 2009)



Mathematics, Engineering Science Achievement (MESA) is similar to AVID, MESA serves students are the first in their families to attend college. Most are low-income and attend (or have attended) low-performing school with few resources. MESA serves students in pre-college through the MESA Schools Program (MSP). MESA is in place at a few schools throughout the district but is not directly funded by the district, rather by school-site budgets. SUSD would support and expand the number of schools participating.

SUSD would continue participation in regional activities and connect to local colleges to help student progress in STEM studies. Delta College and the University of the Pacific are prime examples of that transition to higher learning through MESA.



- **Project Lead the Way (PLTW)** is pre-engineering curriculum and will be formally implemented to high schools with existing engineering programs (Chavez, Edison, and Weber).
- Furthermore, 6-8 grade “Gateway” programs will be added at feeder schools to those high schools. Eventually, K-5 “Launch” programs may be added in the future as funding allows. PLTW Bio-Medical is being fully implemented at Health Career Academy in the 14-15 school year.
- SUSD would implement the curriculum and participate in regional activities. PLTW is also affiliated with SKILLS USA and students can compete in Regional, State and National engineering competitions.

- CAHSEE Intervention for long term English Learners
 - Intersession, Saturday School
- Secondary Primary Language Support to Long Term English Learners from full time Bilingual Paraprofessional at each comprehensive high school and part time at the smaller high schools
 - Merlo, Weber, Jane Frederick

Other Student Outcomes

- Solution Tree
 - Rich Smith Presenter
 - Professional Development for all site administrators on PLC's to help transition their work for the new school year
- Visible Learning Conference
 - Conference for the Principals' Planning Team to help them plan for the monthly Professional Development meetings. Headlining presenter, John Hattie, is the recognized expert on the greatest instructional improvement techniques based on research

- **Leadership & Learning Teams**
 - Contract extends the work done during the 2013-14 school year
 - During this year all site administrators were training in the Data Team Process and with monthly support from Leadership & Learning, sites will begin implementing the process in 2014-15
- **Google Apps for Education**
 - Software productivity suite for use by students and teachers (works great on Chrome books)
 - Offers same tools as Microsoft Office

- **Solution Tree**
 - Training for all schools in PLC implementation. Provides monthly training for administrators by Solution Tree staff; training for site leadership teams at each site; and coaching for the site leadership teams
- **Principal & Administrative Coaching**
 - As part of the support plan for principals and administrators this would provide direct coaching for new administrators

- **Increase HS Attendance Technician Position**
 - Restores one Attendance Technician at each of the comprehensive high schools that was cut with previous budget cuts
 - This will help with ADA accuracy and staffing numbers

School Climate

- **Behavioral Evaluation System**
 - At-risk students require additional support for behaviors that interfere with their own learning and the learning of others
 - PBIS
 - Behavior-focused Response to Intervention
 - SUSD's tiered system of behavioral support for students will be bolstered by increased training and resources for site staff
 - Additionally, a team of specialists will be working to provide additional, targeted, intensive supports for identified students

- **Peer Leaders Uniting Students (PLUS) Program**
 - Expansion for 2014-15 to increase student participation in the youth development program
 - The goal is to protect, connect, and educate students in creating a culture on campus and in the community where inclusion is a reality for everyone
 - Schools need a positive group of peers for students to belong to and feel welcomed in
 - We hope through the PLUS program's involvement to create pro-social bonding, our goal is to build a sense of group identity and belonging for all students

- **Mentoring**
 - Program goal to support and encourage students to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be
 - Adult to student mentors
 - Cross age mentoring

Parent Involvement

- **Parent Academies**
 - Due to the success of the Parent Academies, we will be expanding resources to partner with school sites to host Family Literacy Nights
 - Sites will provide both group and individual instruction, goal setting and take home activities for families
 - We will continue to partner with Book Buddies to expand to more sites in 2014-15
 - This program is designed to help children develop an interest in reading and build critical reading skills

- **Foster Parent Workshops**
 - The Parent Empowerment Office will hold parent meetings for Foster parents to learn how to navigate elementary school through graduation and college
- **Enhance Communications**
 - The Communications office plans to step up efforts towards improved parental involvement with, among other initiatives, a monthly parent and community newsletter
 - The new newsletter will go online and be sent to parents via email
 - Parents asked for more communications, while we work hard to keep the website updated we believe we need a newsletter to help keep the community informed.
 - Twitter
 - Facebook

Basic Services

- Purchase of Chrome Books (10,000 for 2014-15)
 - Provide access to additional technology resources for instruction and learning

- Technology Stipends
 - Provided to a site teacher who assumes the responsibility of a single point of contact for instructional technology issues and professional development

- Training for Technology
 - Gooru, ST Math, Imagine Learning, etc.
 - Training on the use of the Gooru Educational Learning website which connects web-based content to classroom instruction and the Common Core State Standards Units of Instruction Curriculum

- Provide Professional Development to staff on the effective integration of technology into classroom instruction

Implementation of Common Core

- **Common Core Training**
 - In response to the Common Core State Standards initiative the District is implementing the Rigorous Curriculum Design process in which teachers create Units of Study that address the standards by grade level
 - Provide professional development in and creation of assessment for the curriculum
 - Substitutes provided

- **Units of Study**
 - **Enhanced Supply Budget for Units of Study**
 - Provides materials for the Units of Study
 - **Clean Up**
 - Provides for additional work by teachers to fine tune, improve and provide completion to the Units of Study
 - **Overview Training (Continued)**
 - Provides professional development for new teachers and teachers new to grade on the Units of Study
 - Stipend

- Assessment Cadre
 - Provides a stipend for a cadre of teachers to improve the Unit of Study assessments
- Provide comprehensive Professional Development in Common Core standards and lesson design
 - ELA
 - Math

Core Access

- Counseling services have been expanded for 2014-15
- ALL sites will have counseling support
 - This is the first time in eight years where all schools have been provided with counseling services
- In addition, we have identified one counselor to serve as the Foster Youth counselor to monitor the educational success of foster youth in the district
 - (160 identified foster students in district)

- **Restoring Guidance Technician Positions**
 - Restoring this position at the four comprehensive high schools enables the sites to re-open their career centers
 - The guidance technician will allow sites to increase guidance services to ensure all eligible students participate in all college testing, scholarship and application fee waiver programs
 - This position will allow counselors to spend more time with students addressing critical issues facing our students

- **AdvancePath Academy 7-8**
- For grades 7-8, APA will provide an alternative educational program for middle school level students that have been identified as non-traditional learners, truants, and students with behavior issues
- This program allows students to work in a small group environment with a blended learning model of direct instruction and online learning to focus instruction and personalize learning across a diverse group of learners

- **AdvancePath Academy 9-10**
- Due to the success of the AdvancePath Academies for students in grades 11 & 12 in 2013-14, the district believes providing this educational alternative for students in grade 9 & 10 (120 students) will not only create a viable alternative for struggling students, it will facilitate a learning environment that actively engages students in the learning process
 - The goal is for students to catch up on their credits and return to their home school for the completion of high school (if that is their choice)
 - Students most often come to alternative programs with a history of academic failure.
 - However, academic failure does not necessarily equate to capability

- **Apex Site Licenses (1,000 licenses)**
- In 2013-14, the four comprehensive high schools had a grant funded after school program which ended
 - A major component of the after school program was the credit recovery option provided for students deficit in credits
 - The district believes this option was vital to the success of our increased graduation rate
- By purchasing Apex licenses for all high school programs, all students will be afforded the opportunity to utilize this program to earn credits in order to stay on target for graduation

LCAP

Questions??