

FUESD • 2024-2027

Local Control Accountability Plan

Public Hearing
First Reading





Local Control and Accountability Plan

- ❑ Engagement Process
- ❑ Timeline
- ❑ Budget
- ❑ Federal Addendum
- ❑ Proposed Goals and Actions

Who We Serve



5124 **Students**
in FUESD Schools



6%
Migrant



27%
**English
Learners**



77%
**Socioeconomically
Disadvantaged**



18%
**Students with
Disabilities**



31%
Military



11%
Reclassified



What is the LCAP?

The LCAP is a 3-year plan that describes the district's goals, actions, and services that support positive student outcomes that address state and local priorities. The LCAP also describes how the district's budget supports its goals. FUESD engages its students, families, employees, and the community in the development and monitoring of the LCAP.



STATE PRIORITIES



**Basic
Services**



**Implementation of
State Standards**



**Parent
Involvement**



**Student
Achievement**



**Student
Engagement**



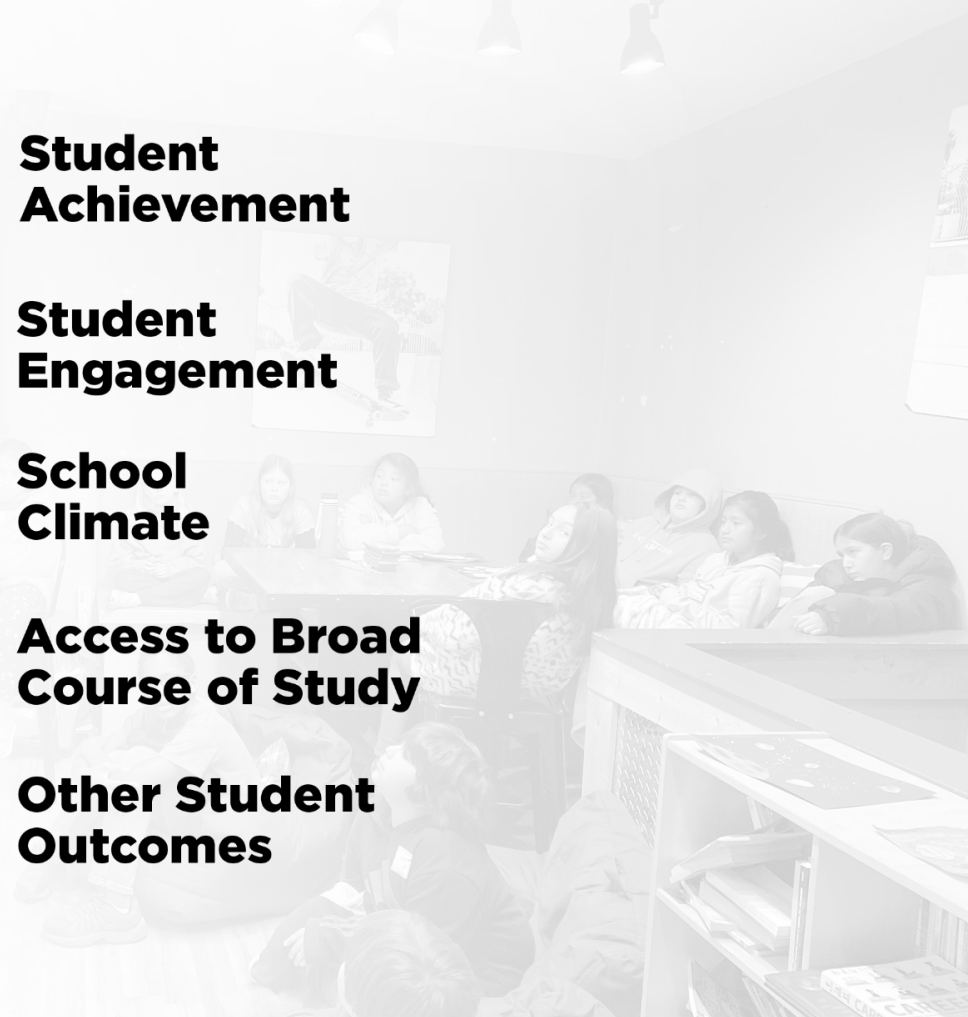
**School
Climate**



**Access to Broad
Course of Study**



**Other Student
Outcomes**



July-October

- Evaluate Progress
- Consult Educational Partners
- Implement LCAP Actions and Services
- Submit Local Indicators to the Dashboard

November-January

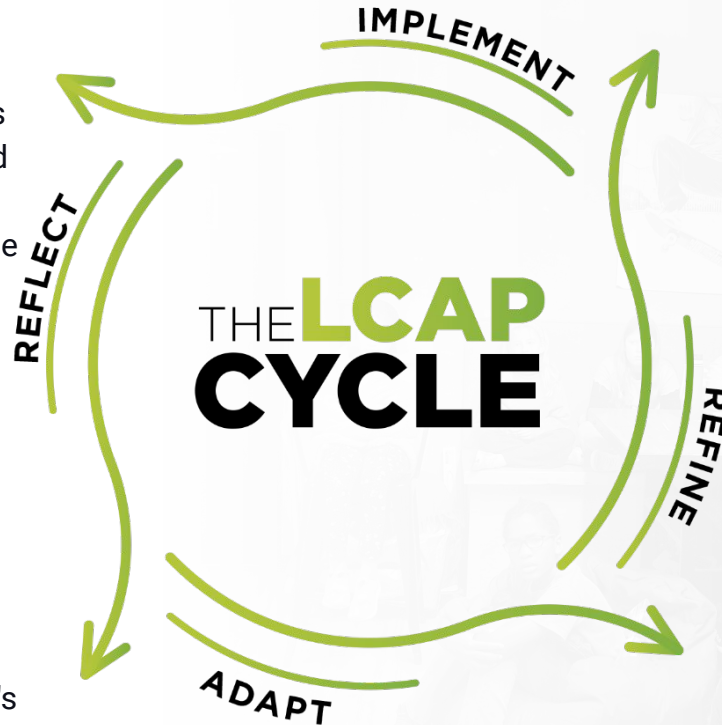
- Review the California School Dashboard
- Identify Goals and Actions
- Align Resources with Governor's Budget Proposal
- Consult Educational Partners
- Collect Data and Input for Local Indicators

April-June

- Review Progress, Consult Educational Partners, and Make Needed Revisions
- Finalize Following May Revision
- Report Local Indicators To Board
- Hold Public Hearing
- Adopt

February-March

- Draft LCAP
- Present to Advisory Groups
- Respond to Comments
- Adjust to Reflect Input



Engaging Educational Partners

- Community Forum at Every School
- Parent Groups
 - DELAC, DAC, SSC, PTA
 - School Site LCAP Input Session
- Engagement w/ FETA and CSEA
- Community Partners
- Survey
- LCAP on the FUESD Website



Our 24-27 LCAP Goals

Goal 1: ACADEMIC

- Curriculum
- Instruction
- Assessment
- Professional Development

Goal 2: WELLNESS

- Facilities
- School Climate
- Positive Behavior
- Wellness

Goal 3: ENGAGEMENT

- Family Engagement
- Leadership Opportunities
- Communication
- Community Partnerships

Goal 4: Equity Multiplier

- Social-Emotional
- Inclusion
- Academics
- Behavioral

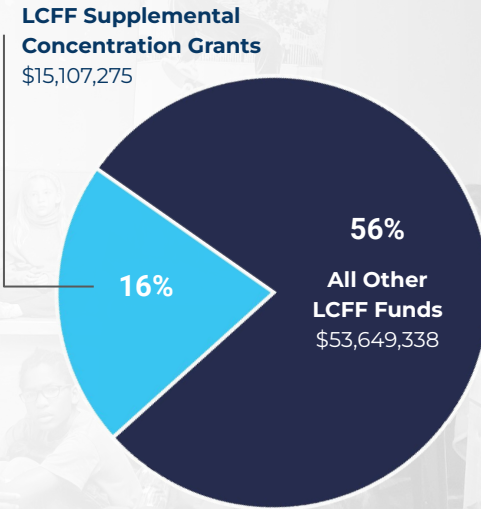
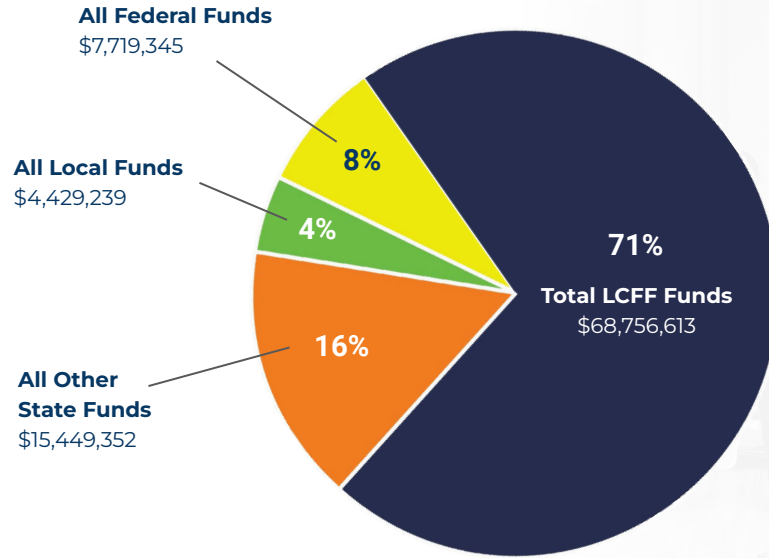


Federal Addendum

- Federal Addendum describes how FUESD meets all the Federal ESSA requirements
- FUESD receives Title I, Title II, Title III, and Title IV
- Federal funds must be used to support additional services
- Must be used to benefit and service the student groups that help us qualify for the funds



Projected Revenue by Funding Source



GOAL 1

Provide access to relevant, coherent, and rigorous standards-based instructional programs to improve student learning and increase student achievement.



CAASPP ELA/Math: Baseline & Goals

| English Language Arts | | | Mathematics | | |
|-----------------------|----------------|----------------|-------------|----------------|----------------|
| | 2023 Spring | 2026 Spring | | 2023 Spring | 2026 Spring |
| ALL (3-8) | 47.5 | 77.5 | ALL (3-8) | 35.8 | 65.8 |



Actions

- High interest books and classroom materials to foster a culture of reading (1.2)
- Standards driven instructional materials and instruction (1.2)
- Opportunities for teachers to engage in Professional Learning Communities to monitor student learning, learn together and plan targeted interventions (1.3)
- Professional development in reading instruction, culturally relevant instruction (1.3)
- Instructional Coaches at each site to develop teacher capacity, improve Tier 1 instruction (1.4)
- Intervention Teachers at each site to provide targeted interventions and tailored academic support (1.4)
- STEAM programs to ensure every student has access to high-quality science, technology, engineering, arts, mathematics (1.4)
- Enrollment in Extended Learning Programs (1.7)

Metrics

- CAASPP (English Language Arts, Math, Science)
- STAR Reading and Math
- Lexile Reading Levels
- Reclassification Rates, ELPAC
- Implementation of California Content and ELD Standards
- Enrollment and Participation in Early Childhood Education, Migrant Summer Program, FUESD After School Program Summer, and Special Education Extended School Year



GOAL 2

Ensure and nurture a safe climate that promotes the social, emotional, and physical well-being of students, their families, and staff.



Student Perception: Baseline & Goals

| 2024 Baseline | 2027 Goal |
|---|---|
| <u>70%</u> of students in grade 5 reported school connectedness | <u>80%</u> of students in grade 5 reported school connectedness |
| <u>48%</u> of students in grade 7 reported school connectedness | <u>60%</u> of students in grade 7 reported school connectedness |



Actions

- Social workers and school counselors to develop strategies that effectively reduce suspension rates and chronic absenteeism which will support increasing student connectedness for all students (2.2)
- Social workers and school counselors to implement strategies that reduce chronic absenteeism (2.3)
- Behavior specialists, social workers, site behavior techs, school counselors to provide a comprehensive multi-tiered system of behavioral supports (MTSS) and social skill development (2.4)
- LVNs to ensure the health and wellness of students (2.4)
- Ongoing professional development to support MTSS in the areas of Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, Trauma-Informed Practices (TIP), Cultural Proficiency, suicide prevention, and social skills (2.4)
- SEL Curriculum and training of all counselors and teachers (2.4)
- Student and adult leadership, to cultivate a positive school culture (2.5)
- District Wellness Committee to support the physical and social, emotional well-being of all district staff, students and families (2.6)

Metrics

- Suspension Rates
- Chronic Absenteeism
- District Needs Assessment
- Panorama Parent and Student Surveys
- California Healthy Kids Survey (CHKS)
- California Healthy Kids Staff Survey (CHKS)
- California Department of Education -
Expulsion Rate
- Daily Average Attendance Rates
- Middle School Drop Out Rate
- SARC/FIT



GOAL 3

Enhance strong family and community relationships that promote engagement, collaboration, and authentic partnerships to increase student outcomes.



Parent Perception: Baseline and Goal

| 2024 Baseline | 2027 Goal |
|---|---|
| <p><u>91%</u> of parents report that their school provides opportunities for parents to share ideas and have a voice.</p> | <p><u>95%</u> or higher of parents report that their school provides opportunities for parents to share ideas and have a voice.</p> |



Actions

- Opportunities for parent leadership-CAC, PTA, PTO, SSC, DELAC, and ELAC (3.1)
- Family nights, covering topics ranging from STEAM and technology tools, cyber awareness/safety, language and literacy, parenting, cultural and historical celebrations and wellness (3.1)
- Regular and consistent communication through various channels-websites, active social media engagement, prominent community and site marquees, as well as communication via emails, texts, phone calls, and Peachjar (3.2)
- Full-time Bilingual Community Support Assistants (in town schools) (3.2)
- Leverage community partnerships to provide wrap around services to students and families (3.3)

Metrics

- Annual Parent Needs Assessment
- Coffee and Conversation with the Principals
- Parent Feedback Surveys
- Family Engagement Events
- Parent Leadership/Organization Meetings (PTA/PTO; DELAC, PAC, ELAC, SSC)





GOAL 4

Equity Multiplier Goal: Santa Margarita Academy Community Day School

Goals

Progress will be measured on an individual basis beginning each Fall trimester and concluding at the end of the Spring trimester in the following areas:

- Attendance
- SEL Competency Skills
- Math and ELA





Actions

- Increase pupil engagement levels among students through the implementation of evidence-based strategies and interventions (4.1)
- Improve behavioral outcomes for students (4.1)
- Provide comprehensive support services and resources to address the socio-emotional needs of students, ensuring a supportive and inclusive learning environment (4.1)
- Enhance collaboration and communication between school staff, families, and community partners to foster a holistic approach to student support and success (4.1)
- Monitor and evaluate the progress of interventions regularly through data analysis and assessment to ensure the effectiveness of strategies and inform continuous improvement efforts (4.1)
- Program classroom assistant, and social worker to provide small group and individual instructional and social-emotional support (4.1)

Metrics

- Daily Attendance
- Pre/Post Teacher Perception Data
- Pre/Post Student Perception Data
- District Local Data - Star 360 Math and ELA Taken With Growth
Pre/Post Time in Program

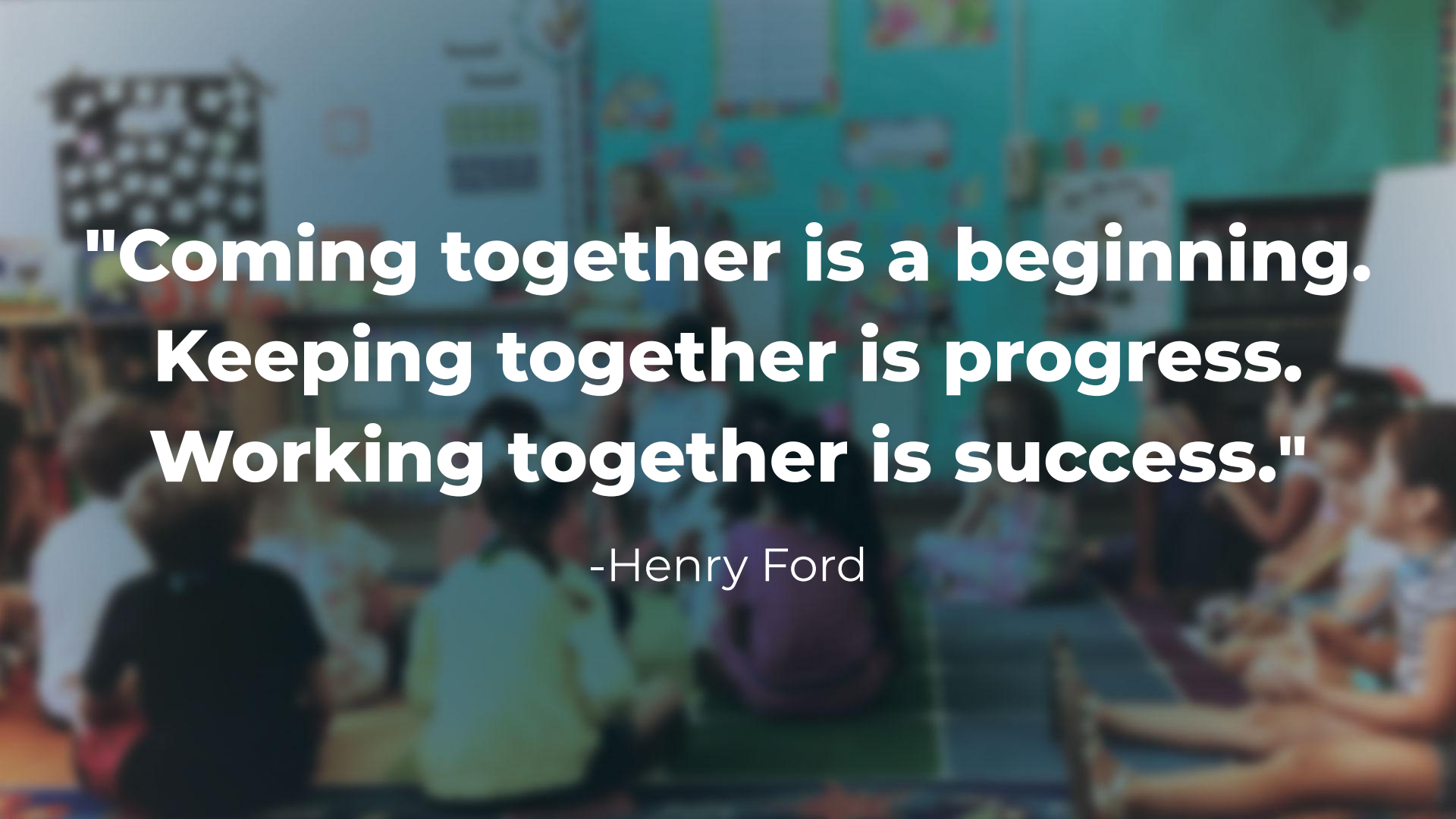


What's Next....

- 2 Weeks Of Public Comment
- Edits As Needed
- Governing Board Approval of LCAP,
Annual Update and Budget-June 27, 2024
- Submit LCAP To SDCOE
- Final Submission To California
Department of Education

PUBLIC COMMENT FORM



A blurred background image of a classroom. In the foreground, several children are sitting on the floor, facing away from the camera. In the background, a teacher is standing and interacting with the children. The walls are decorated with various posters and charts.

**"Coming together is a beginning.
Keeping together is progress.
Working together is success."**

-Henry Ford

Comments and Questions

