

2021 - LCAP Overview													
<b>Goal 1 - Innovate</b> systems, programs and practices to provide greater access and options to improve student learning outcomes. (SP 1,4,7,8)			<b>Goal 2 - Accelerate</b> 90% of all students to proficiency in content areas on standardized assessments to close the achievement gap. (SP 1, 2, 4, 5, 7, )				<b>Goal 3- Cultivate</b> a safe and structured environment harnessing strong partnerships with parents and community members to ensure all sites have a positive school culture focused on leadership and high standards. (SP 1,3,5,6)						
Topics: 21st cent.skills/Devices/Hybrid			Topics: Staff/PD/C&A/Interventions				Topics: Student.Staff Well-Being/Student Behavior.Leadership/Parent.Community/Safety						
			METRICS/INDICATOR				METRICS/INDICATOR						
Hybrid: Enrollment /Device&Access/Student Achievement	Technology Devices	21st century skills	Highly Qualified Staff	Increase percent of students using self reported grading	Increase proficiency rate for students	Increase proficiency rate for EL/low SES students	Effectiveness and Implementation of Professional Development	Reduce # of suspensions, incidents & SCATS	Raise attendance rate	School Culture Survey	Leadership Student Self Assessment	Parent & Community Member	Safe Schools & Facilities
ACTIONS/SERVICES			ACTIONS/SERVICES				ACTIONS/SERVICES						
<p><b>21st Century Skills Implementation</b>-Teachers trained to utilize commonsense.org to teach 21st-century skills and digital literacy to K-8 students including materials to support the digital literacy program. -Global learning initiatives (WASC critical need #3). 21st century skills</p>			<p><b>Hire &amp; Retain High Quality Staff</b> - Personnel required to provide a high quality education for students. Continue to hire highly qualified teachers with CLAD or EL instruction qualifications by ensuring new hires are: -credentialed -screened, interviewed and observed "teaching in action" prior to hire -participate in PLC with grade level prior to hire <b>(WASC critical need 2). Highly Qualified Staff Increase proficiency rate for students. Increase proficiency rate for EL/low SES students</b></p>				<p><b>Student Well-Being Initiative</b> -Provide mental health support for students in all grade levels. Costs to include Mental Health Counselor; Student Leadership Coach; School psychologist; English Learner Liaison. -Provide physical health-related services: Costs to include School Nurse, health tech, health office supplies and equipment, PE teachers, PE assistants, PE supplies, <b>Student attendance monitoring &amp; celebrations (WASC critical need #5 - middle school). Raise attendance rate. School Culture Survey</b></p>						
<p><b>Student &amp; Teacher Technology Devices (Non-Hybrid)</b> Provide academically, including sub-groups to scaffold common core and engage them in the learning process including areas of professional learning communities, English Language Learner, self-reported grading &amp; rubrics, Thinking Maps,writing, Co-Teaching, Pillar's Rubric &amp; Refinement. This will include designated teachers to attend Thinking maps training for English Language Learners, along with continued writing training, self-reported grading, co-teaching, &amp; 21st-century skills training. Additionally, the work of Doug Fisher's Visibly Literacy along with John Hattie's effect size research will be analyzed in PLCs. Also includes staff training on using data systems to analyze student achievement data. <b>(WASC critical need #1 &amp; #3) Increase percent of students using self reported grading. Increase proficiency rate for students. Increase proficiency rate for EL/low SES students. Effectiveness and Implementation of Professional Development</b></p>			<p><b>Professional Development</b>- Targeted training for teachers to work with students with learning loss and are behind academically, including sub-groups to scaffold common core and engage them in the learning process including areas of professional learning communities, English Language Learner, self-reported grading &amp; rubrics, Thinking Maps,writing, Co-Teaching, Pillar's Rubric &amp; Refinement. This will include designated teachers to attend Thinking maps training for English Language Learners, along with continued writing training, self-reported grading, co-teaching, &amp; 21st-century skills training. Additionally, the work of Doug Fisher's Visibly Literacy along with John Hattie's effect size research will be analyzed in PLCs. Also includes staff training on using data systems to analyze student achievement data. <b>(WASC critical need #1 &amp; #3) Increase percent of students using self reported grading. Increase proficiency rate for students. Increase proficiency rate for EL/low SES students. Effectiveness and Implementation of Professional Development</b></p>				<p><b>Staff Well-Being Initiative</b> -Provide celebrations and recognition events for classified and certificated employees. -"Cultivate days" for staff led and organized by the Thrive Cultivate Team.- <b>Provide competitive health plan</b> to cover employee medical and health needs. -Pulse survey checks on employee and their mental health -Provide opportunities for staff to participate in physical activity. <b>School Culture Survey</b></p>						
<p><b>Hybrid program materials, stipends, training and equipment</b> Purchase of hybrid materials, professional development, teacher stipends, and equipment to support the new instructional hybrid program. <b>Hybrid: Enrollment /Device&amp;Access/Student Achievement</b></p>			<p><b>Curriculum &amp; Assessment</b> - Refine benchmark assessments and curriculum in core content to clearly align with state standards expectations. Purchase of assessments and curriculum to specifically support sub-groups of students and student learning in the core content. <b>(WASC critical area # 4). Increase proficiency rate for students. Increase proficiency rate for EL/low SES students</b></p>				<p><b>Student Behavior/PBIS/Leadership</b> - Provide PBIS program enhancements in which students track their class and grade level behavior/attendance data and provide input as to solutions for student behavior issues -Refine the leadership program to create intrinsic motivation and inspiration to students to lead in their communities and understand the value of life-long leadership. -Develop leadership rubric/assessment for each grade level -Refine and analyze middle school surveys to provide relevant data to include students and faculty in solving "culture" issues. -Provide training to staff, students, and parents regarding the leadership programs (8 key strategies) -"Real-life" leadership field trips to engage students in our region and support the area's needs -Leadership coach position to support the initiative and teach leadership classes -Parent/Student outreach coordinator to support student activities and leadership experiences -Parent workshops including (Title 1 included) <b>(WASC critical need #5 - middle school), Reduce # of suspensions,incidents &amp; SCATS. School Culture Survey. Leadership Student Self Assessment</b></p>						
<p><b>Professional Development</b> - Professional Development for instructional staff to develop innovative practices in their classrooms including personalizing student education and effective instructional strategies as documented by Hattie, Fisher and Frey. CUE conference attendance.</p>			<p><b>High Quality Interventions</b> Provide high-quality interventions (onsite and online) and curriculum that demonstrate marked improvement in student achievement through data analysis and decrease subgroup achievement gaps with the support of a part-time intervention specialist and through the use of teachers before, during, and after school and during summers and intercession periods. Involves the use of supplemental materials, curriculum, equipment and software to improve learning for unduplicated students and students with disabilities. <b>(WASC critical need #2). Increase percent of students using self reported grading. Increase proficiency rate for students Increase proficiency rate for EL/low SES students</b></p>				<p><b>Parent &amp; Community Partnerships</b> -Offer opportunities for parent involvement with participating in school events and decision making processes. -Parent involvement to include support with student achievement -Activities Coordinator to create opportunities/events for community outreach. <b>School Culture Survey. Parent &amp; Community Member</b></p>						
							<p><b>Safe Schools</b> - Security system upgrades, maintenance and repair on sites and buildings, <b>School Culture Survey. Safe Schools &amp; Facilities</b></p>						
<b>WASC CRITICAL NEEDS</b>													
1) Administration and instructional staff need to develop teacher capacity and training through the use of the Pillars Performance system, PLCs and/or other identified system(s) in order to continue to support and advance the entire school's program and increased student outcomes.													
2) Administration and instructional staff need to identify and implement instructional strategies, curriculum and interventions in order to improve outcomes for English Learners (EL) and any other identified underperforming student groups.													
3) Administration and instructional staff need to be trained in and implement 21st Century skills for critical thinking, global thinking and writing in order to improve student outcomes and prepare students for transition into their next educational environment.													
4) Administration and staff need to implement Next Generation Science Standards (NGSS) schoolwide to prepare students for the new standards including curricular, instructional and assessment components to ensure student achievement of standards. Additionally, administration and staff need to implement any other newly identified standards when adopted, such as Social Studies.													
5) Administration, staff and stakeholders need to develop middle school specific initiatives that support academics, healthy relationships, and student engagement/ownership of the program and to meet student academic and socio-emotional needs.													
<b>State Priorities</b>													
Priority 1: Basic (Conditions of Learning)													
Priority 2: State Standards (Conditions of Learning)													
Priority 3: Parental Involvement (Engagement)													
Priority 4: Pupil Achievement (Pupil Outcomes)													
Priority 5: Pupil Engagement (Engagement)													
Priority 6: School Climate (Engagement)													
Priority 7: Course Access (Conditions of Learning)													
Priority 8: Other Pupil Outcomes (Pupil Outcomes)													