

Arcata School District LCAP
2016-17
and
2017-18 Update Schedule

LCAP =

- What are we doing to increase student success?
- Here are the metrics to prove it.

8 State Priorities

1. Basic
2. Implement Standards
3. Parent Involvement
4. Pupil Achievement
5. Pupil Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

LCAP Timeline

- October – December
 - Review LCAP Goals & Metrics
 - Review Student Data
 - Inform re Process
- January – March
 - Review of data and progress to date; collect additional data
 - Student surveys
 - Parent surveys
 - Input re 2017-18 Goals/Actions/Services
- April
 - Draft available for informal review & input
- May
 - Public Hearing Draft (5/8) and incorporate Public Comment
- June
 - Final LCAP Hearing and Board approval

- Stakeholder Groups:
 - LCAP Advisory Committee
 - District Advisory Committee
 - Parent Advisory Committee
 - Staff
 - Board
 - Students
 - Parents
 - Community members
 - PTOs
 - School Site Councils
 - EL Parent Advisory Committee

Meetings will be held at a variety of times and locations to meet diverse scheduling needs.

LCAP will be on the agenda for existing Stakeholder meetings, tbd with stakeholder groups. LCAP status will be reviewed at Board meetings.

LCAP Public Input Meetings: Thursday November 17 SBMS 6:00 pm; Tuesday, December 6 AES 5:00 pm; Wednesday, January 18 AES 9:00 am; Thursday February 16 SBMS 6:30 pm; June Public Hearing date tba

LCAP Scope & Process

- LCAP is 128 pages + 24 page Expenditure Addendum
- We have 4 LCAP Goals.
- Each Goal is supported by a list of Needs.
- In the actual LCAP document, the Needs are backed by Metrics (student attendance, test scores, suspension rate, Facilities Inspection Tool, etc)
- Each Goal has many Actions & Services that the District plans to undertake in order to meet the goals.
- Annual Update: Towards year's end, we re-examine Metrics and document changes. We also discuss the Actions & Services that we planned to take. Did we take them? If so, how is that work? If not, why?
- Goals are either met and new goals created, or goals may be kept as written, or adjusted.
- Public Input helps determine the new goals, actions and services planned for the following year

Action & Service Process Tracking

Actions & Services that are actively underway will have a ✓

All are currently planned, but may not have occurred yet for various reasons.

14-15 to 15-16 SBAC Score Comparison

The LCAP reflects data from the prior year as the results are not in until September and the LCAP is approved in June.

14-15 SBAC Scores

- 37% Met/Exceeded ELA @ AES
- 48% Met/Exceeded ELA @ SBMS

- 27% Met/Exceeded Math @ AES
- 48% Met/Exceeded Math @ SBMS

15-16 SBAC Scores

- 43% Met/Exceeded ELA @ AES
- 61% Met/Exceeded ELA @ SBMS

- 37% Met/Exceeded Math @ AES
- 40% Met/Exceeded Math @ SBMS

16-17 LCAP Goals

Goal 1: Student achievement will increase in the core instructional areas of reading and math for all students, including EL, GATE, Foster and Homeless youth, and students with disabilities, as evidenced by an annual 2% increase on standardized assessment scores.

Goal 2 :All students, including ELL, GATE, Foster students, Homeless students, and students with disabilities, will have access to a safe, welcoming, positive learning environment that is inclusive and culturally responsive to all students.

Goal 3 : All students, including Socio-Economic disadvantaged, English Learners, students with disabilities, and foster/homeless youth, will have access to a broad course of study that nurtures the whole child, including visual and performing arts, Science, STEM/STEAM, Physical Education and 21st Century Learning.

Goal 4: The Arcata School District will promote and encourage parent and community engagement for all parents and families, including parents and families of low income students, students who are English Language Learners, and students with disabilities.

Goal 1: Student achievement will increase in the core instructional areas of reading and math for all students, including EL, GATE, Foster and Homeless youth, and students with disabilities, as evidenced by an annual 2% increase on standardized assessment scores.

Needs:

- Student achievement as measured by the 14-15 CA state standardized assessment, Smarter Balanced Assessment (SBAC), shows 42% of 3-5th grade as Not Met grade level standards in Math and 44% as Not Met in English Language Arts (ELA).
- The SBAC shows that 24% of 6-8th grade students as Not Met in Math; and 22% of the 6-8th grader students as Not Met in ELA.
- At Sunny Brae 21% of 6-8th grade students exceeded grade level standards in math, and 10% exceeded grade level standards in ELA.
- At Arcata Elementary, 10% exceeded in Math and 18% of students exceeded grade level standards in ELA.
- We have very little data outside of the SBAC scores or STAR scores for historical data, predating SBAC. The STAR results showed similar patterns. The data indicate a need for increasing differentiation, increasing academic intervention, and increasing professional efficacy in instruction for ELA and math.
- We have a small ELL population, and their CELDT results show that they are experiencing growth with their current levels of support. We would like to keep that support present to continue their achievement.

Goal 1: Student achievement will increase in the core instructional areas of reading and math for all students, including EL, GATE, Foster and Homeless youth, and students with disabilities, as evidenced by an annual 2% increase on standardized assessment scores.

Actions & Services

- 1.1a. Fund the hiring and retention of sufficient appropriately assigned and fully credentialed, Highly Qualified teachers to support smaller class sizes at Arcata Elementary and Sunny Brae Middle School. ✓
- 1.1b. Professional Development to support CCSS implementation in ELA ✓
- 1.1c. Professional Development to support ongoing CCSS implementation in Math ✓
- 1.1d. Purchase ELA materials as per new adoption of CCSS ELA 1.1e. Technology instruction and network to support CAASPP/SBAC assessment
- 1.1f. Purchase District Assessment package for benchmarks and progress monitoring
- 1.1g. Purchase and train for implementation of a Reading Intervention, Differentiation, monitoring program
- 1.1h. After School Academic Intervention Tutoring services
- 1.1i. Offer rigorous/advanced/challenging courses to maintain higher student achievement levels ✓
- 1.1j. Retain ELL Intervention aides who will serve the individualized needs of English learners and re-designated fluent English-proficient students. ✓

Goal 2 :All students, including ELL, GATE, Foster students, Homeless students, and students with disabilities, will have access to a safe, welcoming, positive learning environment that is inclusive and culturally responsive to all students.

Needs:

- Many Arcata School District students have high rates of Adverse Childhood Experiences, affecting their ability to access and be successful in school curriculum and programs.
- A number of students suffer from Chronic Absenteeism
- Student behavior issues negatively impact individual student academic progress, as well as negatively affecting the overall school climate and impeding general student access to curriculum with classroom disruptions.
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- Students demonstrating difficulty with academic or behavioral tasks in school need referrals for Student Success Team collaboration and often a preliminary screening by a school psychologist.
- Special Day Class caseloads at Arcata Elementary are high, with a wide range of grade levels TK-5, making it difficult to provide adequate support for student learning and appropriate behavior.
- Diverse student populations, such as ELL students, benefit from a climate that promotes inclusion of diverse cultures.

Goal 2 Needs, continued

- Foster and Homeless youth need access to supports to promote success in school, including transportation support.
- Students of all grade levels can benefit from social-emotional curriculum and/or supports to increase inclusion, positive communication skills demonstrating respect for others, and emotionally safe behaviors.
- Students, especially at the middle school level, have engaged in cyber bullying and/or poor digital citizenship outside of school, negatively affecting school climate. There is a need for increased curriculum in digital citizenship.
- Some students and families feel that the best learning environment to meet their needs is at home, but they need school support for curriculum, instructional guidance and assessment.
- Another bus route was added to ease drop off traffic, crowding on the bus, reduce behavior issues and facilitate smoother breakfast access by students to the cafeteria. This also helps attendance by providing reliable transportation to students who may lack access.
- Facilities must remain in good repair to ensure the comfort, safety and security of students and staff.

Goal 2: All students, including ELL, GATE, Foster students, Homeless students, and students with disabilities, will have access to a safe, welcoming, positive learning environment that is inclusive and culturally responsive to all students.

Actions & Services

- 2.1a. Custodial services will be retained at a level to keep facilities clean on a routine basis. Deferred Maintenance and Ongoing and Major Maintenance funds will be used to make needed repairs and improvements to the facilities. ✓
- 2.1b. Maintain SDC classes FTE commensurate with a 13:1 student: teacher ratio ✓
- 2.1c. Family Resource Center support for student and family needs for Foster Youth ✓
- 2.1d. Family Resource Center support for student and family needs for Homeless Youth ✓
- 2.1e. Family Resource Center support for student and family needs for low income students ✓
- 2.1f. 1.0 School psychologist ✓
- 2.1g. .6 FTE School Counselor
- 2.1h. Retain attendance clerks to ensure that student attendance and truancy issues are tracked and addressed. ✓
- 2.1i. Classroom aides, playground and cafeteria monitors will be retained to assist in providing adequate supervision of students ✓
- 2.1j. Cultural inclusion events and curriculum
- 2.1k. Positive Behavior Support programming (MTSS) ✓
- 2.1l. Positive Behavior Support professional development ✓
- 2.1m. Home School/Independent Study program development and implementation
- 2.1n. Social emotional curriculum purchase and training
- 2.1o. Digital Citizenship curriculum and training
- 2.1p. The District will provide two bus routes for the purpose of providing students transportation to school in support of attendance goals. ✓
- 2.1q. Funding will be provided to transport homeless/foster youth to their schools of origin ✓

Goal 3: All students, including Socio-Economic disadvantaged, English Learners, students with disabilities, and foster/homeless youth, will have access to a broad course of study that nurtures the whole child, including visual and performing arts, Science, STEM/STEAM, Physical Education and 21st Century Learning.

Needs: School sites need additional support beyond Parcel Tax monies to promote:

- Visual and Performing Arts curriculum
 - Career-Technical Education, extended STEAM (Science Technology, Engineering, Art and Math) opportunities
 - Access to Library materials and skills instruction, access to extra-curricular academic events and opportunities
 - Other elective options outside of the core academic areas.
 - The increased access to a broad course of study provides opportunities to learn diverse content and skills, and promotes student and parent engagement.
- Specific needs include: Technology personnel to maintain equipment, provide professional development to staff, and instruction/support for student skill development in technology.
 - Professional development for STEAM STEAM related curriculum and instruction
 - Project-based learning training for teaching staff
 - College and Career field opportunities and events
 - Arts Integration training for site staff
 - Library Services: materials, access and instruction
 - Native American Cultural Curriculum
 - Support for Academic events and competition (county, regional, state)
 - Arts Education: Music, Drama, Dance
 - PE programming

Goal 3 : All students, including Socio-Economic disadvantaged, English Learners, students with disabilities, and foster/homeless youth, will have access to a broad course of study that nurtures the whole child, including visual and performing arts, Science, STEM/STEAM, Physical Education and 21st Century Learning.

Actions & Services

- 3.1a. Native American Cultural Curriculum support-- field trips
- 3.1b. Retain two .564 technology positions ✓
- 3.1c. Retain staffing levels of site libraries ✓
- 3.1d. Professional Development for STEAM training ✓
- 3.1e. Professional Development for Project-based Learning
- 3.1f. Professional Development for Arts Integration ✓
- 3.1g. Purchase new and /or updated Library materials
- 3.1h. Dance field trips
- 3.1i. Materials, supplies, instructional stipends and any accompaniment for Theater performances
- 3.1j. Music supplies and curriculum ✓
- 3.1k. Diverse Physical Education curriculum taught by highly qualified instructor(s) ✓
- 3.1l. Diverse Physical Education presented with support from community partnership with Humboldt State University ✓
- 3.1m. Purchase sufficient Chromebooks and accompanying cases and insurance policies and to support 1:1 device program in grades 5-8th ✓
- 3.1n. Update and improve hands-on Science, STEM/STEAM curriculum and materials
- Music Teacher for Elective courses at SBMS and arts integration at AES ✓

Goal 4: The Arcata School District will promote and encourage parent and community engagement for all parents and families, including parents and families of low income students, students who are English Language Learners, and students with disabilities.

Needs:

- Family engagement varies at the school sites, and is typically higher with higher income families than lower income families.
- Many families are not attending school meetings or events. EL parents reported not knowing about opportunities to be involved in the school in a decision-making capacity such as the School Site Council.
- In 15-16 Arcata School District initiated a English Learner Parent Advisory Council (ELPAC) to increase engagement and they gave valued input to the LCAP process.
- Interpretation and translation services are needed to facilitate communication between school personnel and parents of English Language Learners and to increase parent participation in school events and student learning.
- Staff will benefit from enhancing their skills in promoting family engagement for all families, including EL families, students with disabilities, families with Socio-economic disadvantage, Homeless and Foster families.

Goal 4: The Arcata School District will promote and encourage parent and community engagement for all parents and families, including parents and families of low income students, students who are English Language Learners, and students with disabilities.

Actions & Services

- 4.1a. Family Resource Center will implement programs that reach families at home, in the community and at school with a focus on increasing engagement of economically disadvantaged families.
- The Family Resource Center will provide services to parents for needs such as food, clothing, social service referrals, school supplies and parenting classes to support parent and family engagement ✓
- 4.1b. Community-building Events
- 4.1c. Special orientation session for EL parents, by invitation with translated notice. ✓
- Pre-CELDT testing packet (translated) for EL Parents ✓
- Orientation Table for EL parents at Open House ✓
- ELPAC meetings to be held at least twice per year ✓
- 4.1d. Translation services ✓
- 4.1e. Increase communication strategies: Email blasts, robo-calls, website. Mail newsletters home ✓
- 4.1f. Training for school staff regarding engagement strategies, especially for increasing engagement of economically disadvantaged families
- 4.1g. Family Resource Center will offer Parenting classes
- 4.1h. Materials and supplies for School-Community partnership projects (city of Arcata, Humboldt State University, Fish and Wildlife, Arcata Police Dept, etc) ✓