

LOCAL CONTROL ACCOUNTABILITY PLAN 2017-2018

The Local Control Accountability Plan (LCAP) describes the goals and measures of progress of the educational program for all Cabrillo students, and outlines the additional services that are specifically targeted to meet the needs of the District's English learners, low income and Foster Youth.

Goal 1

All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English learner students.

Actions:

1. Frequent formative student assessments in English Language Arts. Data will be used to inform instruction and intervention.
2. Class size reduction in Transitional Kindergarten through Third Grade to support early literacy.
3. Elementary reading intervention by certificated reading teachers for students reading below grade level.
4. Access to technology-enhanced reading intervention for all grades.
5. Pilot and adopt English Language Development materials aligned with the new English Language Development standards.
6. Daily English Language Development for English Learners to ensure the required growth targets are achieved.
7. Director of Categorical Programs support for English Language Development curriculum, instruction, and assessment.
8. Extended day and summer programs targeted to language development, reading, and reclassification.

The district will celebrate progress when:

1. The percent of all students meeting or exceeding standards in English Language Arts on the California Assessment of Student Performance and Progress, shall increase overall 2% per year in Grades 3, 5, 8, and 11. Data will be reported by all students, English Learners, and Socio-economic Disadvantaged Students.
2. The percent of students that are at or above grade level in reading in Grades 3 and 5, as measured by a locally adopted formative assessment, shall increase overall by 5% from the Fall to Spring administration of the assessment. Data will be reported by all students, English Learners, and Socio-economic Disadvantaged Students.
3. The percent of English learners showing growth on the English Language Development Assessment will increase by 2%. Data will be reported by all English Learners, those in the country more than five years and those in the country less than 5 years.
4. The district reclassification rate for English learners shall increase by 2%.
5. The percentage of reclassified students in grade 5, 8, and 11 shall increase by 5%.

Goal 2

Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready.

Actions:

1. Instruction from highly qualified certificated staff.
2. New teacher support through Beginning Teacher Support and Assessment (BTSA).
3. Professional development for teachers in content areas of instruction.
4. Common Core Specialist Teachers to provide ongoing support.
5. Process of piloting and adopting new Common Core Math curriculum in elementary.
6. Advancement Via Individual Determination (AVID) sections provided in grades 6th-12th to support college readiness.
7. AVID professional development and survey of interest in extending AVID to elementary.
8. Expanded availability of Early College courses at Half Moon Bay High School (HMBHS).
9. Expanded Career Technical Pathway courses at HMBHS.
10. Technology enhanced Credit Recovery and A-G Requirement recovery.
11. Assessment of needs and plan development for Extended Day Programming for the 2018-2019 school year.

The district will celebrate progress when:

1. The number of students who meet Early Assessment Program criteria in English Language Arts increase by 2% and in Math by 5%.
2. The percent of all students meeting or exceeding standards in Math on the California Assessment of Student Performance and Progress, shall increase overall 3% per year in Grades 3, 5, 8, and Data will be reported by all students, English Learners, and Socio-economic Disadvantaged Students.
3. The percentage of students that complete high school with the UC/CSU (A-G) course requirements increase overall by 2%. Data will be reported by all students, English Learners, and Socio-Economically Disadvantaged Students.
4. The percentage of students who participate in college credit classes, including Advanced Placement and Early College will increase by 2%.
5. Increasing the number of college credits available through Early

College by 3.0 credits.

6. Increasing the participation in the Advancement Via Individual Determination (AVID) by 5% at both Half Moon Bay High School and Cunha Intermediate School. Maintaining a minimum of 90% of senior AVID students who apply to college.

Goal 3

Implement a stakeholder communication plan to support parental involvement .

Actions:

1. Community liaisons will support targeted families in a TK-12 parent education program that supports student learning and advocacy.
2. Oral interpretation and written translation services.
3. Expand use of digital communication, including continued updates and maintenance of District and schools' websites.
4. Parent education through workshops or online formats.
5. Parent outreach through Wellness Services.
6. District-wide climate survey to ensure that our schools are serving the needs of all families.

The district will celebrate progress when:

1. Parent participation at schools sites increase as measured by site administrator event surveys.
2. Baseline is established for parent participation of underrepresented groups on site and district leadership committees.
3. Parent participation in climate survey increases by 5%.
4. Climate Survey assessment of Barriers to Engagement score maintains above 4.0 points. Family Engagement metric increases by 0.3 points.
5. Schools hold an average of 2 parent outreach events tailored to the needs of underrepresented groups at each school site.

Goal 4

Create a positive school climate where students feel safe and supported.

Actions:

1. School facilities maintained and in good repair.
2. Support and monitor Positive Behavior Intervention Support data.
3. School sites will make interventions to reduce truancy by: daily parental contact, parent conferences with teachers, counseling and referrals, attendance letters, referrals to Student Study Teams, home visits and site/district School Attendance Review Board (SARB) meetings.
4. Expanded wellness services for at-risk students.
5. Continued academic counseling to support completion of graduation requirements and improved articulation between schools.

6. Special Education Basic Courses and Study Skills at high school level.
7. Transportation for at-risk students.
8. Survey all stakeholders to improve student engagement and school climate.

The district will celebrate progress when:

1. 100% compliance with Williams Act.
2. Attendance rate stays above 96%.
3. Chronic absence rates decreases by 0.1%.
4. Truancy rates decrease by 1%.
5. Suspension rates stay at or below 3%.
6. Expulsion rates stay at or below 0.2%.
7. Overall high school dropout rates stay at or below 5%. Establish baseline data for English Learners, Socio-economically Disadvantaged, and Special Education Students.
8. Middle school dropout rates stay at or below 0.2%.
9. Overall high school graduation rate maintains above 94%. Establish baseline data for English Learners, Socio-economically Disadvantaged, and Special Education Students.

LCFF establishes base, supplemental, and concentration grants in place of the previously existing K-12 funding streams, including revenue limits, general purpose block grants, and most of the 50-plus state categorical programs that existed in the state at the time. LCFF does not replace federally funded categorical programs such as Title I.

Cabrillo Unified School District currently receives both base and supplemental grant funding. The district is not eligible for concentration grant funding.

For more information and/or opportunities to be involved in the LCAP conversations please contact your student's principal or Joy Dardenelle, Assistant Superintendent, Curriculum and Instruction at (650) 712-7107.

Further information about the LCAP is located at our website at: http://www.cabrillo.k12.ca.us/CUSD_topic/lcff-lcap.html



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