



# Center Joint Unified School District

## 2017-2018 LCAP OVERVIEW

### Local Control Funding Formula (LCFF)



#### 8 State Priorities

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

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

### Local Control Accountability Plan (LCAP)

#### 2017-18 Total LCFF Funding



### OVERVIEW



Communities Served: Antelope, Elverta, Roseville



4,477 Students



7 Schools



528 Full- and Part-time Staff

#### Student Ethnicity

African American	10.9%
Asian	6.6%
Filipino	2.8%
Hispanic/Latino	25.6%
White	46.1%
Multiracial	0.1%

#### Student Groups

English Learners	17%	Low Income	61%	Foster Youth	0.003%
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Unduplicated Students: students who are English learners, low income, and/or foster youth

### 2017-18 LCAP AT-A-GLANCE



LCAP Goals



LCAP Actions & Services



LCAP Measures



LCAP Budget

#### LCAP Goals

- 1 Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment through Multi Tiered Systems of Support (MTSS)
- 2 Through Multi Tiered Systems of Support (MTSS) Center JUSD students will be college and career ready
- 3 Center JUSD students and families will be engaged and informed throughout the educational process by way of the Multi Tiered Systems of Support (MTSS)

#### Funding for LCAP Goals

- Goal 1 is supported by \$27,991,055.00 in total funding
- Goal 2 is supported by \$1,241,915.00 in total funding
- Goal 3 is supported by \$42,411.00 in total funding

Supplementary & Concentration Funding by LCAP Goal

**NEW 2017-18 BUDGET ONE PAGERS**



One page summaries are included this year in Appendix C of the LCAP packet.

These summaries show all the funding that supports LCAP Goals including:  
 1) LCFF Base (for all students), 2) LCFF Supplementary/Concentration (to help high need students), and 3) Restricted Grant Funding (for specific uses).

**What is in Center Joint Unified School District’s LCAP?**

A comprehensive plan to focus dollars and effort in three areas of influence:

1. Academic achievement in ELA and math
2. College & Career Readiness
3. Parental engagement

**MAJOR CHANGES FOR 2017-2018 LCAP**

Multi Tiered Systems of Support (MTSS) have been added to all three goals. Data has shown we were not meeting the academic, social and emotional needs of all students. With each site having their own system of support, the district realized the need for a comprehensive plan with consistent language, defined tiers of support and site/teacher expectations. The district established a team with administrative representation from each school site, Special Education and the Family Resource Center. Through collaborative conversation, California Scale Up MTSS Statewide (SUMS) training, and the application of the SUMS grant, the district team decided MTSS to be the most appropriate approach.

**LCAP Goal 1:**

**Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment through Multi Tiered Systems of Support (MTSS)**



Goal 1 Budget = \$27,991,055.00

**Related State Priorities:**

- Basic Services
- Academic Standards
- Student Achievement
- Other Outcomes

K-12 teachers will use the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Subjects. K-12 Teachers will use the California State Standards in mathematics. Teachers will use the new California Social Science Framework to align current California History/Social Science Standards and current curriculum.

All Schools

Purchase History/Social Science standards aligned curriculum for grades 7th-12th, by June 2018. Provide professional development to support the implementation of adopted curriculum.

All Schools

K-12 Teachers will access Professional Development to support the implementation of California Common Core State Standards.

All Schools

Provide Teacher Induction support to new teachers

All Schools

District will work closely with site administrators to reduce or eliminate the need for combination classes.

Specific Schools: Elementary Sites

McClellan HS will provide support classes: Success, Study Skills, and General Math.


Specific Schools: McClellan High School

Students identified as struggling will be enrolled in Intervention Periods through our

<p>Title One program.</p> <p>Site Admin will regularly meet with struggling students to provide individualized support and guidance in achieving greater academic success</p>	
<p>Center HS will provide support classes: Math Lab, English lab and Summer School program</p>	<p>Specific Schools: Center High School</p>
<p>Wilson Riles Middle School will provide support: EL Support Class, Intervention Period during the school day (Tues-Fri) and Husky Help before and after school (Tues-Fri). College tutors provide tutoring in the AVID elective classes twice a week for AVID students.</p>	<p>Specific Schools: Riles Middle School</p>
<p>Oak Hill Elementary will provide after school intervention for grades 1st-6th in English/Language Arts and 3rd-6th in math</p>	<p>Specific Schools: Oak Hill Elementary</p>
<p>Spinelli Elementary will provide morning intervention for grades 1st-6th in English/Language Arts and Math. Title I push in and pull out support for grades K-6th in English/Language Arts and math.</p>	<p>Specific Schools: Spinelli Elementary</p>
<p>North Country will provide RTI in ELA the form of specific diagnostic leveled groups for 30 minutes during the school day in grades first through sixth. The groups are based on information from universal screeners and are fluid in terms of students moving groups every few weeks based on progress in their groups and classroom assessments. All staff is involved including RSP and Title I. Staff pushes in or pulls out based on grade level group size and need. Morning Intervention for reading is still available one hour before school for grades 1-6 three days a week. Student goals are written in their Leadership Notebooks and tracked regularly.</p>	<p>Specific Schools: North Country Elem</p>
<p>Dudley will provide Intervention, within the school day, in grades K-6. Intervention occurs two ways: during a 30 minute Intervention Rotation and during a 30 minute Workshop. Teachers are able to provide support to targeted groups as well as to individuals using this strategy. Qualifying for Intervention support is related to local common assessments. Title I staff push in to classrooms to provide support to students. This push-in support may occur during direct instruction, independent practice, workshop, and/or Intervention rotation. This support can be in ELA or Math. If the child continues to struggle with academic needs, a Student Success Plan will be written. Student Success Plans defines specific concerns and establish SMART goals for the individual child as well as listing accommodations and modifications that will be employed to assist the student in meeting his/her goal.</p>	<p>Specific Schools: Dudley Elementary</p>
<p>GATE opportunities:</p> <ul style="list-style-type: none"> <li>• Wilson Riles Middle School GATE Academy. Teachers will use GATE strategies such as compacting, differentiation, depth and complexity, and Blooms Taxonomy questioning in order to provide students with a deeper understanding of the material. The academy will provide them with lessons that will challenge the students to think about subjects in a different way.</li> <li>• Oak Hill Elementary: Differentiated learning within the GATE/high achiever class 4th-5th. GATE challenge activities before and after school.</li> <li>• Spinelli: Differentiated learning within the classroom. Weekly GATE challenge activities after school. Annual participation in Nature Bowl.</li> <li>• North Country: Differentiated learning within the classroom. GATE challenge activities after school for grades 3-6: video production and editing including story boards, script writing and public speaking. GATE students add goals to their Leadership Notebooks and celebrate progress on a monthly basis.</li> <li>• Dudley: Differentiated learning for GATE qualifying students will occur within the classroom. These differentiation strategies will be shared with the parents of GATE qualifying students through a Student Success Plan which defines specific goals for the individual child as well as listing accommodations and modifications that will be employed to assist the student in meeting his/her goal.</li> </ul>	<p>Specific Schools:  Dudley Elementary  North Country Elementary  Dudley Elementary  Spinelli Elementary  Riles Middle School</p>

Teacher collaboration: vertical between elementary-middle, horizontal between elementary sites, grade level/dept	<input checked="" type="checkbox"/> All Schools
Continue to provide Bilingual Assistants to school sites to support students and families	<input checked="" type="checkbox"/> All Schools
Add .5 FTE EL Teacher at Spinelli Elementary and .5 FTE EL Teacher at North Country Elementary	Specific Schools: Spinelli Elementary North Country Elementary
Support transition of EL students from middle to high school with summer school for incoming 9th grade EL students.  Measure the effectiveness of the reclassification roadmap, making adjustments as needed to account for changes in standardized language assessment and other adjustments deemed appropriate to meet the needs of the EL population.  Support transition of EL students from elementary to middle school with summer school for incoming 7th graders.	Specific Schools: Riles Middle School Center High School
Support long-term EL students with Long Term EL Support class at Center High School and Wilson Riles Middle School.  EL teacher at CHS to be given extra prep in schedule to track/monitor/support EL students, long term EL students and monitor Redesignated Fluent English Proficient students.	Specific Schools: Riles Middle School Center High School
Family Resource Center Integrated Services Technicians will provide mentoring, tutoring, and transition planning for secondary foster youth and unaccompanied homeless youth who are identified as needing those services.	<input checked="" type="checkbox"/> All Schools
Family Resource Center will provide clothing, school supplies, consultation services, prevention and early mental health intervention services and coordinate appropriate support services and referrals through a variety of community partners.	<input checked="" type="checkbox"/> All Schools

**LCAP Goal 2:  
Through Multi Tiered Systems of Support (MTSS) Center JUSD students will be college and career ready**

 **Goal 2 Budget = \$1,241,915.00**

**Related State Priorities:**  
 **Student Achievement**  
 **Course Access**

CHS will increase the number of students taking CTE courses	Specific Schools: Center High School
Increase participation and completion of a-g courses	Specific Schools: Center High School
CHS will increase the number of students taking AP courses by 3%	Specific Schools: Center High School
Continue Project Lead the Way at Riles Middle School, 1 section Launch Project Lead the Way at Oak Hill Elementary, grades K-1 and 4-5	Specific Schools:

Continue Media Studio at North Country and Oak Hill Launch Media Studio at Riles Middle School	Oak Hill Elementary North Country Elementary Riles Middle School
CHS will work with American River College to provide field trips to learn about CTE offerings that correspond to pathways at CHS. Counselors will discuss CTE course offerings with students during yearly one-on-one meetings with students.	Specific Schools: Center High School
Counselor will provide individualized support to ensure students are meeting graduation requirements and are successfully transitioning into post secondary education and career options through college/career exploration, college enrollment assistance, financial aid application assistance and scholarship assistance.  Staff will schedule presentations from businesses, colleges and the military to expose students to post secondary options.	Specific Schools: Center High School
Provide transitional support to prepare for college & career provided through WorkAbility and Department of Rehabilitation.	Specific Schools: Center High School
McClellan HS is implementing the Get Focused, Stay Focused curriculum with current 10th graders to help them develop a 10 year plan.	Specific Schools: McClellan High School

**LCAP Goal 3:  
Center JUSD students and families will be engaged and informed throughout the educational process by way of the Multi Tiered Systems of Support (MTSS)**



Goal 3 Budget = \$42,411.00




Related State Priorities:

- Parent Involvement
- Student Engagement
- School Climate

Review effectiveness of committee (staff, parents, students) recommendations and plan next steps to increase daily attendance. Review SARB process to engage more stakeholders.	<input checked="" type="checkbox"/> All Schools
Implement recommended strategies that lessen or eliminate the barrier of after school transportation that is hindering participating in after school activities such a fan busses to away games and Sr. Walk ceremony at elementary sites.	<input checked="" type="checkbox"/> All Schools
Continue Help Your Child in School parent classes provided by the Family Resource Center to assist families in accessing technology to connect to online supports and communicate with teachers.	<input checked="" type="checkbox"/> All Schools
Continue to utilize the web site, social media and School Messenger to communicate opportunities that will increase participation in school activities and in supporting roles	<input checked="" type="checkbox"/> All Schools
Continue to reach out to EL families with TK children for enrollment in early learning opportunities offered through the district. Continue to conduct annual needs assessment at DELAC.	<input checked="" type="checkbox"/> All Schools

<p>Increase Parent Portal accounts by utilizing a variety of communication pathways to engage more parents and students.</p>	<input checked="" type="checkbox"/> All Schools
<p>Dudley and Oak Hill continue Positive Behavior Interventions and Support (PBIS), Riles MS to restart PBIS, Spinelli exploring PBIS</p>	<p>Specific Schools: Dudley Elementary Oak Hill Elementary</p>

**LCAP MEASURES**

 <p><b>We want to maintain:</b></p>	 <p><b>We want to increase:</b></p>	 <p><b>We want to decrease:</b></p>
<p>Maintain 100% access to standards aligned curriculum  Maintain weekly classroom walkthroughs at all sites  Maintain 100% passage of Facilities Inspection  Maintain 14 CTE offerings at Center High School  Maintain less than 1% middle school drop out rate</p>	<p>Increase ELA/math achievement as measured by CAASPP  Increase English Learner language acquisition  Increase English Learner Reclassification rate  Increase K-2 reading fluency, writing and math  Increase participation, attendance and GPA of students participating in the ERMS program  Increase a-g completion at Center High School  Increase AP course completion and passage rate on the AP exams  Increase daily student attendance  Increase extracurricular participation in clubs, activities and athletics at all sites  Increase district graduation rate  Increase students connectedness and student/parent perceived school safety  Increase parental participation in site and district meetings and activities</p>	<p>Decrease teacher misassignments  Decrease chronic absenteeism  Decrease high school drop out rate  Decrease suspensions  Decrease expulsions</p>

## STAKEHOLDER ENGAGEMENT

Superintendent's Advisory Council  
 District Leadership Team  
 District English Language Advisory Committee  
 School Site Council  
 Booster Club  
 Parent Teacher Association  
 CUTA  
 CSEA  
 Student Leadership group

### District LCAP (DLCAP) Parent Committee

Superintendent's Advisory Council



#### View measures & most up-to-date data on our LCAP Dashboard:

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

<b>K</b> <b>E</b> <b>Y</b> <b>A</b> <b>C</b> <b>R</b> <b>O</b> <b>N</b> <b>Y</b> <b>M</b> <b>S</b>	A-G- A-G Course Requirements for College Entrance AP- Advanced Placement API- Academic Performance Index BEST- Building Effective Schools Together CAASPP- California Assessment of Student Performance and Progress CBO- Community Based Organization CCSS – Common Core State Standards CDE- California Department of Education CELDT - CA English Language Development Test CHKS - CA Healthy Kids Survey CSO- Campus Safety Officer CSU- California State University CTE- Career Technical Education	DDI - Data Driven Instruction EAP- Early Assessment Program ELA - English Language Arts EL or ELL - English Language Learner FTE- Full-Time Equivalent FY - Foster Youth IEP- Individualized Education Program K- Kindergarten LCAP- Local Control Accountability Plan LCFF - Local Control Funding Formula LEP- Limited English Proficient LI - Low Income NGSS- Next Generation Science Standards PO- Professional Development PFT - Physical Fitness Test	PI - Program Improvement PSAT - Preliminary Scholastic Assessment Test PTA - Parent Teacher Association S3 - Safe, Supportive Schools Program S&C - Supplementary & Concentration Funds SARC - School Accountability Report Card SAT - Scholastic Assessment Test SBAC - Smarter Balanced Assessment Consortium SRO - School Resource Officer SST- Student Study Team STEM – Science, Technology, Engineering, Math TK -Transitional Kindergarten UC - University of California
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