



District Advisory Council (DAC)
Central Union School District Presentation Center
October 6, 2022
8:30 - 10:30 am

- 1. Call the Meeting to Order**
 - a. Welcome and Introductions
 - b. Establish Quorum

- 2. Approval or Correction of the Minutes**
 - a. September 22, 2022 DAC Orientation

Big Picture - Planning for Success

- 3. Local Control and Accountability Plan (LCAP) 2022 - 2023 Overview**
- 4. Coordination of District Plans**
 - a. Local Control and Accountability Plan (LCAP)
 - b. Elementary and Secondary School Emergency Relief Funds (ESSER III)
 - c. Educator Effectiveness Plan
 - d. Expanded Learning Opportunity Program Plan (ELOP)
 - e. Universal PreKindergarten (UPK)

How are we doing?

- 5. Student Achievement Data Update**
 - a. Spring 2021 - 2022
 - b. Fall 2022 - 2023

Student Attendance Update

What are We Doing in Response to the Data?

- 6. Central Union School District 2022 - 2023 Focus**
 - a. Multi Tiered Systems of Support (MTSS)
 - b. Professional Learning Communities (PLC)

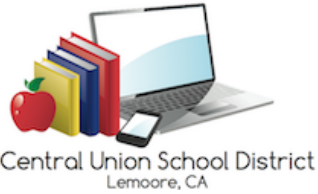
- 7. Committee Reports and Input**
 - a. District Comprehensive Four-Year Plan
 - b. Technology Update
 - c. Superintendent Report

- 8. Site Updates**
 - a. Akers
 - b. Central
 - c. Neutra
 - d. Stratford

- 9. Questions or Concerns**

- 10. Adjournment**

Please note the DAC meeting will be held at Central Union School District located at 15783 Eighteenth Avenue Lemoore, CA. The district telephone number is 559-924-3405. When you arrive at the district please check in at the main office and they will direct you to the meeting room.



2022-23 Local Control and Accountability Plan (LCAP) Overview

Central Union Elementary School District

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

Local Control Funding Formula

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.

Local Control Accountability and Plan

The Local Control Accountability and Plan (LCAP) shows how these funds will improve student outcomes and performance for all students.

Student Enrollment

Ethnicity	Percent of Enrollment
American Indian	11.1%
African American	8.3%
Asian	3.0%
Filipino	0.4%
Hispanic/Latino	6.3%
Pacific Islander	0.4%
White	53.2%
Multiple/No Response	17.3%

Student Group	Percent of Enrollment
English Learners	7.6%
Low Income	53.3%
Foster Youth	0.78%

Our Community



3
Communities Served



1679

Students



4

Schools



245

Staff

2022-23 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$2,306,716.00
Other State Funds	\$494,505.00
Local Funds	
Federal Funds	\$369,574.00
Total Funds	\$3,170,795.00

Type	Totals
Personnel	\$2,087,116.00
Non-Personnel	\$1,083,679.00






2022-23 LCAP Goals and Services

GOAL

1

All Students will be provided the **CONDITIONS FOR LEARNING** leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards aligned instructional materials in facilities which are well maintained.



<p>1.1</p>	<p>Provide all students access to Basic Services All Students will have access to (1)appropriately assigned and credentialed teachers, (2)their own copy of standards-aligned materials, (3)facilities that, at a minimum, meet the standard of "good repair." (Including guidance and protocols for cleaning and sanitation for COVID19 based on current CDC and County Health Dept. guidance.)</p> <p>Aligned to Priority 1 Basic Conditions Measured by Metrics 1A, 1B, and 1C Local Indicator: Priority 1 Basic Conditions at School Self-Reflection Tool</p>	<p>\$408,113.00</p>	 All Students
<p>1.2</p>	<p>Continue to Implement State Standards including programs/services that enable English Learners to access CA and ELD Standard. Grade level standards-aligned instruction for all students in Tier 1. All English Learners will be provided both Designated and Integrated ELD as part of core curriculum. (Instruction provided by staff provided in Action 1. No Additional cost).</p> <p>Aligned to Priority 2 Measured by Metrics 2A and 2B Local Indicator: Priority 2 Implementation of State Standards Self-Reflection Tool</p>	<p>\$0.00</p>	 All Students
<p>1.3</p>	<p>Broad Course of Study All Students will have access to a Broad Course of Study including Unduplicated students and students with exceptional needs. (Instruction provided by staff provided in Action 1. No Additional cost).</p> <p>Aligned to Priority 7 Access to Broad Course of Study Measured by Metrics 7A, 7B, and 7C (Master Schedule) Local Indicator: Priority 7 Pupil Access Self-Reflection Tool</p>	<p>\$0.00</p>	 All Students

GOAL

2

Parents, Students, and the community will be **ENGAGED** to participate collaboratively in the educational process.



<p>2.1</p>	<p>Actively Engage Parents in the Learning Process The District and Sites will (1)Build Relationships: - Support staff in learning about families through use of parent completed Student Inventory (strengths, culture, language, goals). (2)Build Partnerships for Student Outcomes: Provide parents Information & Resources to Support Learning at Home. (3)Seek Input for Decision Making - Provide opportunities to plan, design, implement and evaluate family engagement together (families, teachers, principals, and district admin.) (4)Sites will implement at least 1 new opportunity for teachers to meet with families. (5)System for 2-way communication between parents and teachers, sites, and/or District Office.</p> <p>Aligned to Priority 3 Parent Involvement Metric: Local Indicator Self-Reflection Tool for Priority 3 Parent Engagement Local Measure: Local Survey and Input from Committees</p>	<p>\$15,000.00</p>	<p> All Students</p>
<p>2.2</p>	<p>Actively Engage Students in the Learning Process The District and Sites will . . . (1)Implement Multi-Tiered System of Supports for Social-Emotional and Behavioral needs including Tier I SEL Curriculum and Trauma Informed Practices (2)Counselors and PE Teachers collaborating to promote Social and Emotional learning through physical Activity (3)Develop SMART Goals and plans for celebrating and improving attendance each site. Principally Directed for Unduplicated Students.</p> <p>Aligned to Priority 5 Pupil Engagement Measured by Metrics: School attendance, Chronic Absenteeism Rate, Middle School Drop out Rate</p>	<p>\$999,904.00</p>	<p> English Learners Foster Youth Low Income</p>
<p>2.3</p>	<p>Create and sustain a School Climate of Safety and Connectedness The District and Sites will . . . (1)Implement planned Connectedness strategies at all sites (2)Resource Officer (3)Safety and Security Enhancements (4)Stop It (Bully Program) (5)Raptor (screening of adults on campus) (6)Securly (internet filtering software)</p> <p>Aligned to Priority 6 School Climate Measured by Metrics: Suspension Rate, Expulsion Rate, Local Measures of pupils', parents', and teachers' sense of Safety and Connectedness Local Measure: Local Survey</p>	<p>\$86,016.00</p>	<p> All Students</p>

GOAL

3

All students will make progress towards proficient **ACHIEVEMENT** of state adopted standards through data driven decision making.



<p>3.1</p>	<p>Implement PLC Process and MTSS/RTI The District and Sites will . . . (1)Implement a Comprehensive PD Plan to build capacity of all staff (classified, certificated, and administration) (2) Administrators provided ongoing coaching to lead the work of PLCs & MTSS/RTI at their sites as the Instructional Leaders. (3)PD Materials/Supplies & Supplementary Materials (4)Implement MTSS/RTI for Academics with emphasis on Essentials Standards at each site (5)Implement Balanced Assessment Plan including Academic Screener 3 times per year, Formative, Interim, and Summative Assessments. (6)Local Assessment & Data Management Systems including access to local and state data for purposes of collaboration in monitoring and decision making. (7)Professional Learning Communities (District, Site, Teacher and Administrators) will actively collaborate around and make decisions based on data. (Weekly early release days are provided.)</p> <p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p> <p>Aligned to Priority 8 Other Student Outcomes Metrics: Students making Learning in Broad Course of Study (Trimester 2 grades)</p>	<p>\$328,670.00</p>	<p> All Students</p>
<p>3.2</p>	<p>Replace Technology Devices Replacement of instructional technology to ensure access to up-to-date technology and regular academic use. (400 new iPads)</p> <p>Aligned to Priority 8 Other Student Outcomes Metrics: Students making Learning in Broad Course of Study (Trimester 2 grades)</p>	<p>\$242,550.00</p>	<p> All Students</p>
<p>3.3</p>	<p>Provide targeted additional services The District will provide . . . (1)Summer Learning Opportunities (2)Targeted Interventions (before school, after school, Saturdays)</p> <p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p> <p>Aligned to Priority 8 Other Student Outcomes Metrics: Students making Learning in Broad Course of Study (Trimester 2 grades)</p>	<p>\$409,505.00</p>	<p> All Students</p>

<p>3.4</p>	<p>Provide targeted additional services for English Learners The District will provide . . . (1) Summer Intensive ELD (2) Target Intervention services beyond the school day</p> <p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p>	<p>\$13,591.00</p>	 English Learners
<p>3.5</p>	<p>ELD Coaching & Supplementary Materials (Title III Funded) The District will provide . . . (1)ELD Consultant to provide training and coaching to support staff in effectively meeting the needs of their English Learners. (improving Designated and/or Integrated ELD, and EL Intervention) (2)ELD supplementary materials</p> <p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p>	<p>\$15,000.00</p>	 English Learners
<p>3.6</p>	<p>Instructional Aides Instructional Aides, principally directed for Unduplicated Students, will support small group instruction and assist in providing "just in time" supports in ELA, Math, and overall literacy. This action is principally directed to meet the needs of most at-risk students, our Unduplicated Students. Aides Salaries (70 staff)</p> <p>Aligned to Priority 4 Pupil Achievement Metrics: Statewide Assessments, Percentage of English Learners who make progress toward English Proficiency (ELPAC), English Learner Reclassification Rate</p> <p>Aligned to Priority 8 Other Student Outcomes Metrics: Students making Learning in Broad Course of Study (Trimester 2 grades)</p>	<p>\$617,069.00</p>	 English Learners Foster Youth Low Income
<p>3.7</p>	<p>Title I Program District Administrative Costs (Title I Funded) Title I Program administrative costs.</p>	<p>\$33,877.00</p>	 Low Income Students
<p>3.8</p>	<p>Title I Homeless Set-Aside Funds set aside to provide a variety of services to homeless students. Includes services to assist homeless students in meeting the State's challenging academic standards and other services to help homeless students effectively take advantage of educational opportunities. (see also Consolidated Application) (Title I Funded)</p>	<p>\$1,500.00</p>	 Homeless

Major Changes for 2022-23

No Major changes for 2022-23. The District continues to focus on leveraging and refining the Multi-Tiered System of supports in both social-emotional/behavioral and academic areas to meet the needs of the whole child. We remain committed to leveraging the PLC Process and making data driven decisions for continuous improvement.

We Want to Increase

Student Connectedness, Attendance, Student Achievement

We Want to Decrease

Suspensions, Chronic Absenteeism

Central Union Elementary School District

15783 18th Ave. • Lemoore, CA | Phone: (559) 924-3405 | Fax: | Email:
Website:



Central Union School District
Lemoore, CA

2021-2024 Local Control Accountability Plan (LCAP) Update

— District Advisory Council —

October 6, 2022

Central Union Elementary School District

Mission

Central Union School District seeks to be an exemplary learning community. We build the foundation of this community through meaningful relationships, relevant and engaging learning, effective communication, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society. We challenge ourselves to be better than we think we can be, and advocate for the greater good of our community. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.

Vision

Central Union Schools will be known as world-class quality schools for all students, empowering every student to excel to their highest potential.

Central Union School District 2021-22 Goals and Actions

Goal 1: All Students will be provided the **CONDITIONS FOR LEARNING** leading to college and career readiness. They will receive a broad educational program delivered by qualified staff using standards-aligned instructional materials in facilities which are well maintained.

*Action 1: Provide all students access to **Basic Services**.*

*Action 2: Continue to **Implement State Standards** including **programs/services that enable English Learners to access CA and ELD Standards**.*

*Action 3: All students have access to **Broad Course of Study** including Unduplicated students and students with exceptional needs.*

Goal 2: Parents, Students, and the community will be **ENGAGED** to participate collaboratively in the educational process.

*Action 1: Actively **Engage Parents** in the Learning Process.*

*Action 2: Actively **Engage Students** in the Learning Process.*

*Action 3: Create and sustain a **School Climate of Safety and Connectedness**.*

Goal 3: All students will make progress towards proficient **ACHIEVEMENT** of state adopted standards through data driven decision making.

Action 1: Implement PLC Process and MTSS/RTI

Action 3: Provided targeted additional services

Action 5: ELD Coaching & Supplementary Materials

Action 7: Title I Program Administration costs

Action 2: Replace Technology Devices

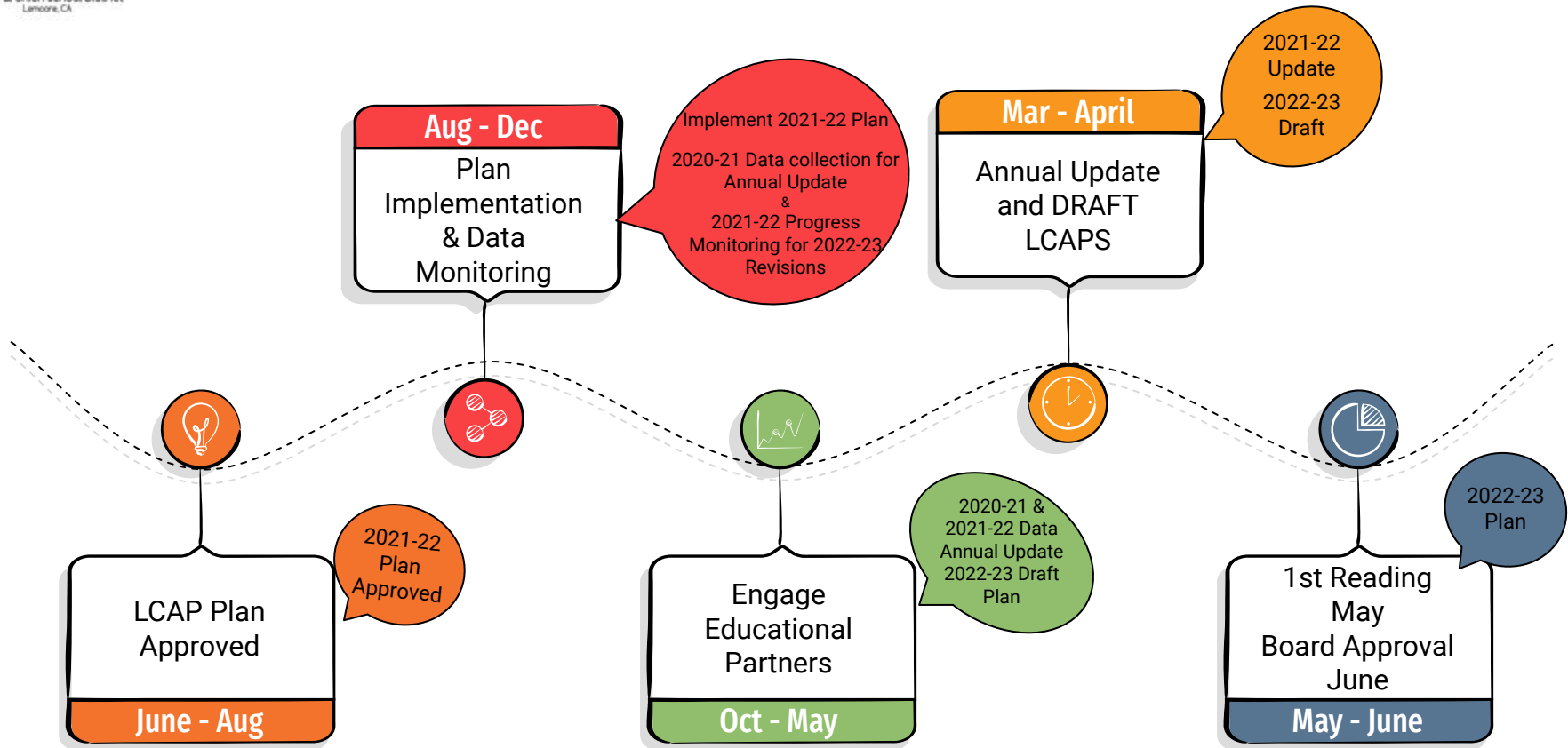
Action 4: Provide targeted additional services for English Learners

Action 6: Instructional Aides

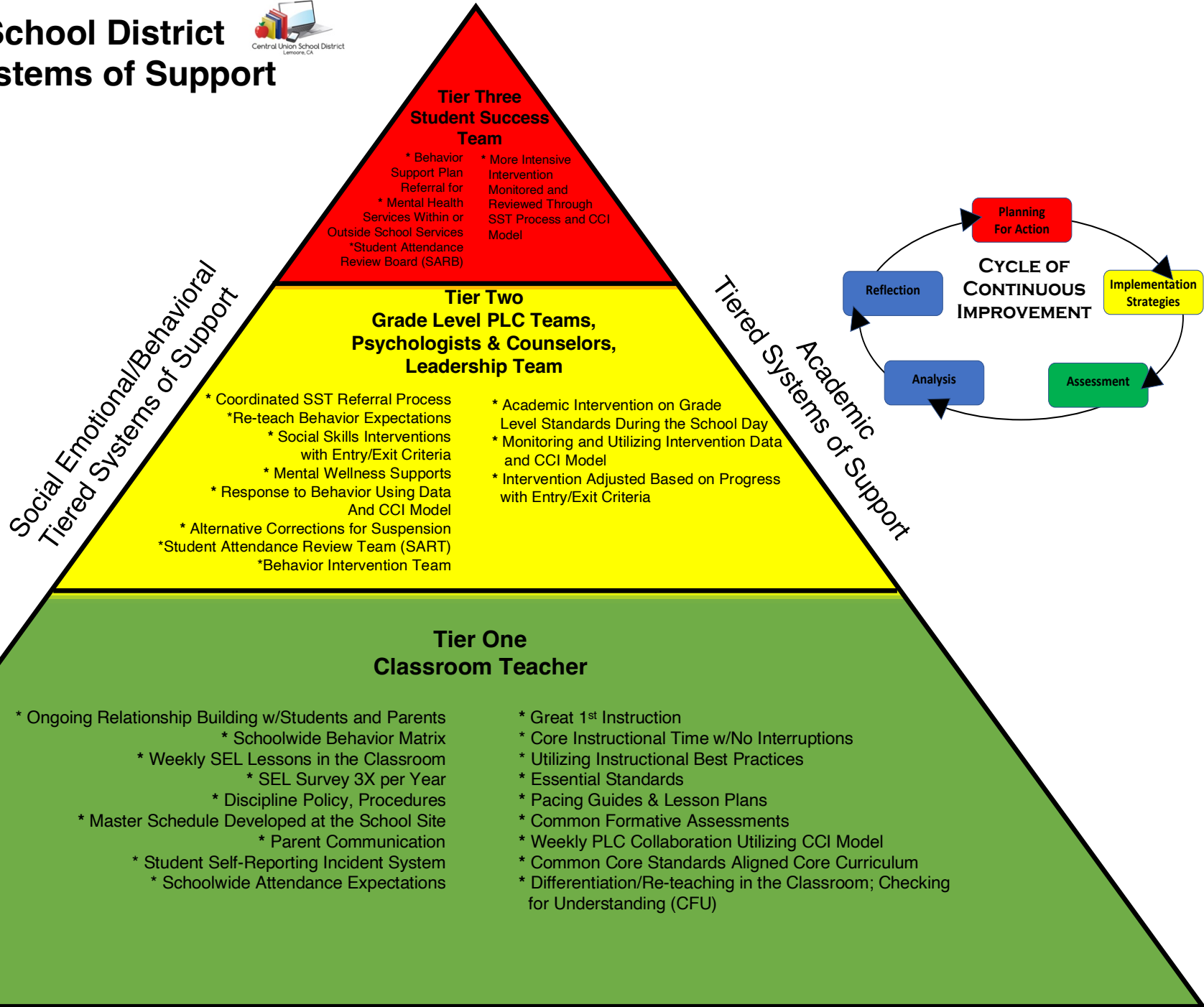
Action 8: Title I Homeless Set-Aside

PLC = Professional Learning Communities, MTSS = Multi-Tiered System of Supports, RTI = Response to Intervention, ELD = English Language Development

LCAP Timeline



Central Union School District Multi-Tiered Systems of Support



Site Behavior Intervention Team

- * Principal
- * Assistant Principal
- * Counselor
- * Psychologist

4 Essential Questions

