

**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

Ms. Duty called the meeting to order at 8:32am and welcomed members in attendance. Members introduced themselves. Christina Gonzales, Patty Medrano, Ramon Chavez, Cindee Rael, Christina Munoz, Dr. Davinder Sidhu, Loretta Black, Pam Vavruska, Mark Tomkins, Danny Llamas, Margaret Gladders Anne Gonzales

b. Establish Quorum

14 members present, 11 voting members present

2. Approval or Correction of the Minutes

a. September 22, 2022 DAC Orientation

Ms. Gladders made a motion to approve the September meeting minutes, Motion was seconded and all members were in favor.

Big Picture - Planning for Success

3. Local Control and Accountability Plan (LCAP) 2022 - 2023 Overview

Ms. Rael discussed and reviewed LCAP, achievement in ELA and Math will be discussed today. The cycle of continuous improvement will guide the work. We are currently looking at our Data and implementing the Plan.

Social/Emotional Needs of Students and Academic Success

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-Staff prepared for best instruction

d. Expanded Learning Opportunity Program Plan (ELOP)-Additional opportunities for students to gain necessary skills for success.

e. Universal PreKindergarten (UPK)-working

How are we doing?

5. Student Achievement Data Update

a. Spring 2021 - 2022

Dr. Sidhu introduced our end of school year data. The data was presented in a gallery walk so that we could evaluate reading data.

SBAC reading and math students grade 3-8 data was presented

ELPAC, results of English learners

Attendance.

IReady students grade 1-8 Common Core State Standards are measured.

Dr. Sidhu facilitated a discussion of DAC member noticings of the information from the Gallery Walk. Mr. Llamas discussed bridging the gap between the schools and the parents regarding the performance on these tests and attendance concerns. Dr. Sidhu shared that the SAC for each school is able to communicate this back to the parents.

How do we increase parent involvement and understanding?

Ms. Gladders discussed the iReady data, how do parents help their student based on the iReady diagnostic?

Ms. Nevarez How can parents be involved?

Ms. Duty. More questions than noticings for each piece? Different challenges that parents face, how can we streamline assisting our children.

Ms. Gladders can we have info graphic style documents to explain it to parents?

Mr. Chavez simplified information so parents can understand and help.

Ms. Rael, wonderful engagement from everyone.

Ms. Munoz enjoyed the connections.

Ms. Black enjoyed dialoguing with everyone, as did Ms. Vavruska and Mr. Tompkins.

Dr. Sidhu will take the DACs information back to the Principals at each of the CUSD sites.

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)

Ms. Black facilitated the discussion, Academic and Social Emotional learning for our students. The parameters of what our students need and how we will provide it.

Tier 1 - Classroom teachers, instructional best practices, essential standards (students must know)

b. Professional Learning Communities (PLC) Early dismissal on Wednesdays, teachers review data. This is Tier 2 data.

Essential Questions for PLC's

1. What do we want students to learn?
2. How will we know that they learned it?
3. How will we respond when the learning has not occurred?
4. How will we respond when the learning has occurred?

Social/Emotional Behavior is key to supporting Academic Success. Behavior and Academics go hand in hand.

7. Committee Reports and Input

a. District Comprehensive Four-Year Plan

b. Technology Update

Update from Mr. Tompkins. All students have an iPad, wifi, Apple TV. Every student gets a new iPad in Kindergarten and 5th grade. All students have a student google account. It is only open between students and their teachers. It is a way to provide protection for students.

Powerschool is attendance, lunch and gradebook

Parent Square

c. Superintendent Report

Mr. Addington was unable to attend.

8. Site Updates

a. Akers

Mr. Sweeney not present

b. Central

Ms. Anne Gonzales shared there will be a SAC meeting with parents/teachers and classified staff today 10/6. Attendance is the main priority this year, schoolwide clear expectations for everyone, once that established the academics can follow. Make school inviting and fun. Using various activities to keep students engaged and excited to learn.

c. Neutra

d. Stratford

Ms. Christina Gonzales shared updates for all the activities in October, Bullying prevention, Fire Prevention,

9. Questions or Concerns

Ms. Duty called for any questions of concerns and there were none.

10. Adjournment

Meeting adjourned at 10:25am

Next meeting will be on 12/01/22

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.

District Advisory Council (DAC)

Central Union Elementary School District

Thursday, October 6, 2022

CUESD Presentation Center

8:30 a.m. - 10:30 a.m.

District Advisory Committee (DAC) Sign In Sheet

Members and Guests *Voting Members

Printed Name	Officers	DAC Member	Representation	Signature
Davinder K. Sidhu*		District Representative	Assistant Superintendent, CUESD	
Ginny Grady Steele*		Akers Parent	Akers Representative	
Marcos Macias Jr.*		Central Parent	Central Representative	
Pamela Vavruska*		Neutra Parent	Neutra Representative	
Julie Duty*		Stratford Parent & Special Education Parent (SpEd)	Stratford & SpEd Representative	
Patty Medrano*		Title I Parent	Title I Representative	
Yanet Garcia Nevarez*		English Learner (EL) Parent	EL Representative	
Michelle King*		Site Representative	Principal, Neutra Elementary	
Margaret Gladders*		NAS Lemoore Community Representative	NAS Lemoore	
Danny Llamas*		Central Community Representative	SRR Lemoore	
Ramon Chavez*		Stratford Community Representative	Reestablishing Stratford	
Heiko Sweeney		Guest	Principal, Akers Elementary	
Anne Gonzales		Guest	Principal, Central Elementary	



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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)

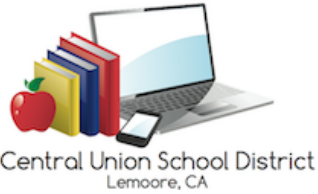
- 7. Committee Reports and Input**
 - a. District Comprehensive Four-Year Plan
 - b. Technology Update
 - c. Superintendent Report

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

- 9. Questions or Concerns**

- 10. Adjournment**

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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>	 <p>All Students</p>
<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>	 <p>All Students</p>
<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>	 <p>All Students</p>

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

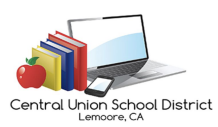
Central Union Elementary School District

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

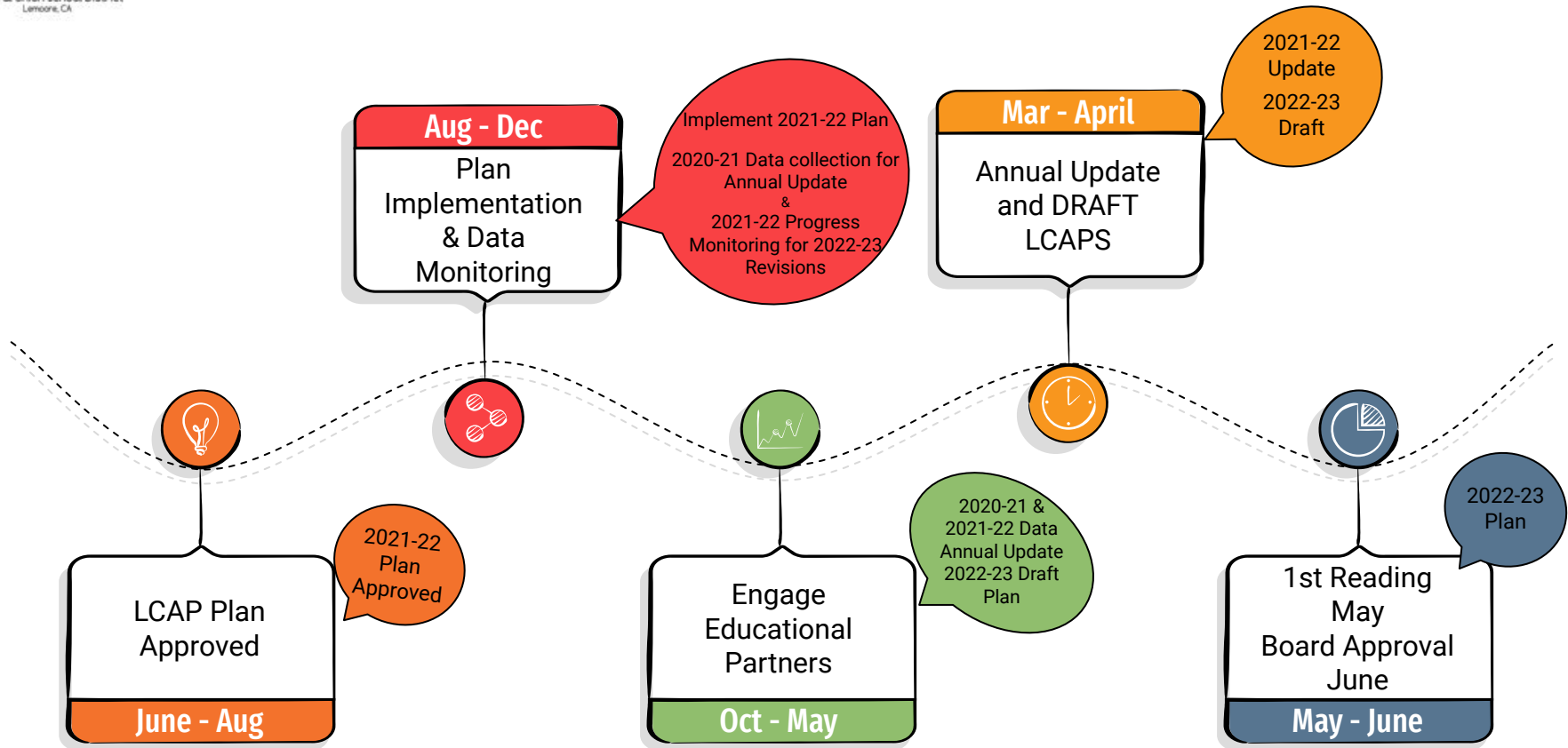
Action 4: Provide targeted additional services for English Learners

Action 6: Instructional Aides

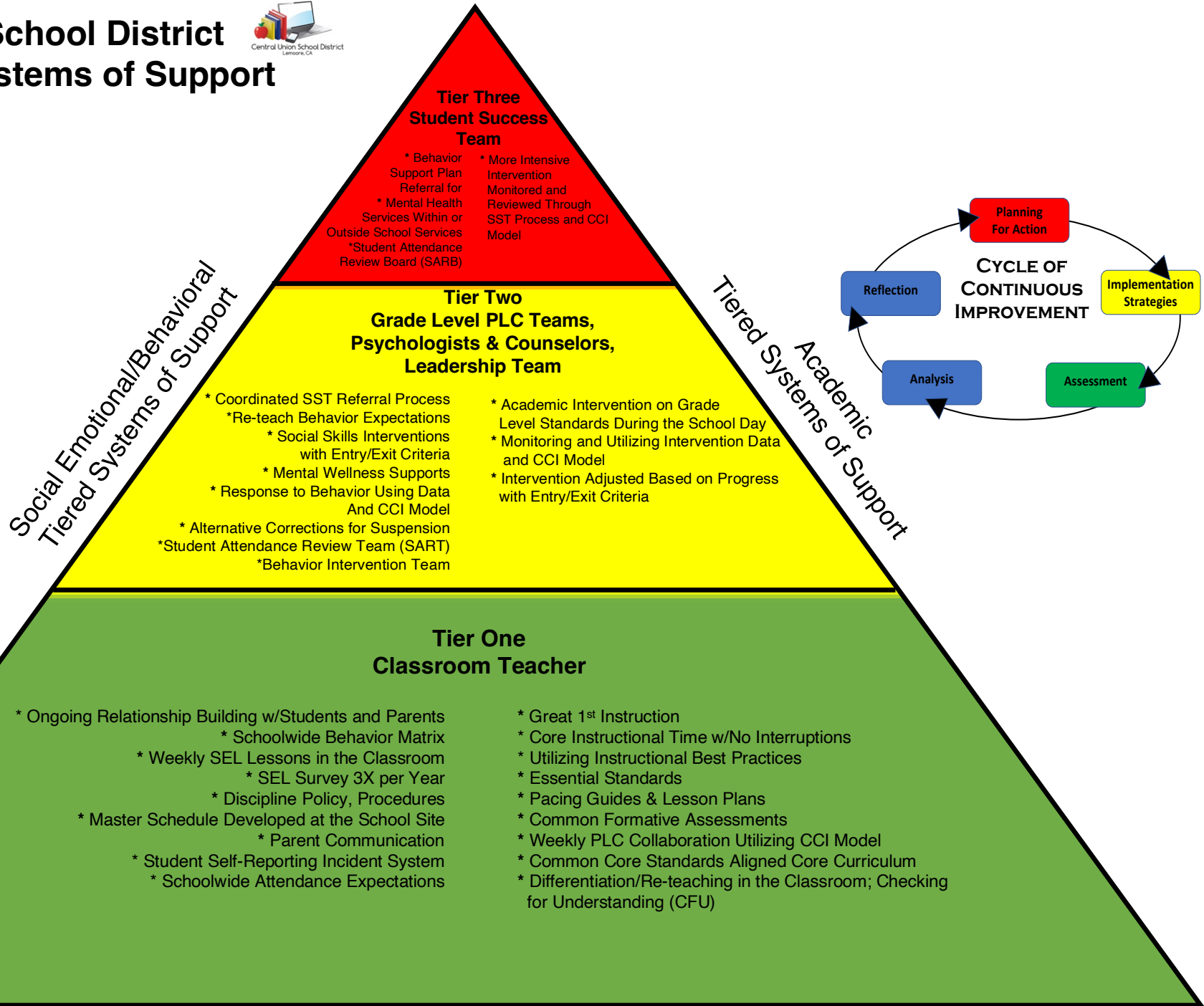
Action 8: Title I Homeless Set-Aside

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

