

**LCAP At-A-Glance
Goals/Actions & Services
2016-2017**

Colton Unified School District

1st Priority Goal: Increase the number of students who graduate and are prepared for college and/or a career.		
District Selected State Priorities: 4 Pupil Achievement 7 Course Access Local Priorities: Board Value 2: Student Opportunities Board Value 4: Equal Access Community Cabinet 3: Literacy Community Cabinet 4: Academic and Career Readiness	Alignment to Countywide Theme(s): <ul style="list-style-type: none"> • College/Career • Rigorous State Standards 	Alignment to Cradle to Career: <ul style="list-style-type: none"> • Academic & Career Readiness Success Indicators
Expected Annual Measurable Outcomes: <ul style="list-style-type: none"> • Increase the number of pupils enrolled in the eight Linked Learning career pathways to 950. <ul style="list-style-type: none"> ○ Required State Metric: Share of pupils that are college and career ready ○ Local Metric: Number of pupils enrolled in career pathways • Increase the total percentage of pupils who complete the UC/CSU compliant coursework to 31%. <ul style="list-style-type: none"> ○ Required State Metric: Share of pupils that are college and career ready ○ Required State Metric: Share of pupils determined prepared for college by the Early Assessment Program ○ Required State Metric: Share of student that pass Advanced Placement exams with 3 or higher. ○ Local State Metric: Percentage of pupils completing UC/CSU (a-g) requirements 		
Actions & Services		Countywide Themes
1A. Implement work based learning continuum opportunities. Continuing cost of Linked Learning Program Specialist.		Other
1B. ROP Partnership; no increased cost to the district, pass-through of funding from state will continue.		College/Career
1C. Implement Project Lead the Way (PLTW) to integrate rigorous science, math, and engineering curriculum in high school courses.		Rigorous State Standards
1D. (SPED) Provide equal access to students with disabilities and provide support through the Specialized Academic Instruction Support model.		Rigorous State Standards
(SPED) Increase the amount of support available to students by increasing the number of hours worked by the special education instructional assistants to six hours per day.		Other
1E. (EL; RFEP) Provide equal access to English learner students.		Rigorous State Standards
1F. Implement a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to enroll in and complete career education pathways and UC/CSU course requirements.		College/Career & Rigorous State Standards

Expand the middle school and high school summer school programs to encourage higher student participation and increased course offerings.

Rigorous State Standards

1G. Continue the use of a high school after school tutoring program in math to increase the percentage of students passing Algebra I on their first attempt.

Rigorous State Standards

1H. Provide a double block math support class at the high school level to provide intervention and support for students.

Rigorous State Standards

1I. On-line subscription service to provide student assistance in test preparation including Advanced Placement exams, SAT/ACT, as well as additional Common Core State Standards resources and career education support for students and teachers
o On-line test preparation software program.

Technology & Rigorous State Standards

1J. (SPED) Provide students with disabilities college going options through partnerships with Riverside City College, Chaffey Community College and San Bernardino Valley College.

College/Career

1K. Continue implementation and support of the Advancement Via Individual Determination (AVID) program at all secondary sites to guide and prepare students for college and careers.

College/Career

1L. Expand the integration of career education at the middle school level through the creation of elective courses with articulate to the high school career education options.

College/Career

1M. Include two non-student preparation days in the certificated work year calendar to provide staff with planning and collaboration opportunities.

Rigorous State Standards

The two additional days will be subject to the development of guiding principles for the effective preparation and student achievement-centered use of the time. (subject to negotiations)

1N. Provide science laboratory equipment to science labs at the middle school and high school level.

Technology

1O. Replace 25% Title I funding for district office elementary teacher on assignment to 25% LCFF funding.

Other

1P. Supply each site with one cart (38 devices) of Google Chromebooks.

Technology

1Q. Reinforce literacy at the secondary school level by increasing access to school libraries.

Rigorous State Standards & College/Career

1R. Support the Visual and Performing Arts programs at the comprehensive middle and high schools.

Rigorous State Standards & College/Career

2nd Priority Goal: Increase the number of students who achieve English proficiency and are reclassified.

<p>District Selected State Priorities: 4 Pupil Achievement</p> <p>Local Priorities: Board Value 2: Student Opportunity Community Cabinet 3: Literacy</p>	<p>Alignment to Countywide Theme(s):</p> <ul style="list-style-type: none"> Rigorous State Standards 	<p>Alignment to Cradle to Career:</p> <ul style="list-style-type: none"> Academic & Career Readiness Success Indicators
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Expected Annual Measurable Outcomes:

The percentage of English learner students achieving English proficiency will increase to 26.7% for students enrolled in the district for less than five years.

The percentage of English learner students achieving English proficiency will increase to 54.7% for students enrolled in the district for more than five years.

- Required State Metric: Share of English learners that become English proficient
- Local Metric: Data from the California English Language Development Test (CELDT) will be analyzed to measure the number of students achieving English proficiency as determined by an overall score of 4 or higher and scaled subtest scores of 3 or higher.

The percentage of English learner students meeting reclassification criteria will increase to 15%

- Required State Metric: English learner reclassification rate
- Local Metric: Data compiled from Zangle, the district's student information system, will be analyzed to determine the overall English proficiency rate.

Actions & Services	Countywide Themes
<p>2A. (EL; RFEP) Continue funding of Language Assessment Center to provide initial CELDT testing for incoming students, and annual CELDT testing for continuing students, which ensures proper educational program placement and measure progress towards goal.</p>	<p>Rigorous State Standards</p>
<p>2B. (EL) Continue funding 0.5 FTE translator/interpreter to provide translation services for parents</p>	<p>Parent Engagement</p>
<p>2D. (EL; RFEP) Continue the use of READ 180 as intensive reading intervention for students in grades 9-12.</p>	<p>Rigorous State Standards</p>
<p>2E. (EL; RFEP) Continue use of Lexia as an intensive reading intervention program for students in grades K-3.</p>	<p>Rigorous State Standards</p>
<p>2F. (EL; RFEP) English 3D is integrated into the middle school master schedule to support English learner students in a double block class who are two or more years below grade level.</p>	<p>Rigorous State Standards</p>
<p>2G. A dual immersion program will continue to be offered at one elementary school for both English learner students and English only students.</p>	<p>Rigorous State Standards</p>
<p>2H. Implement a summer school program to allow students to remediate classes and to take classes to gain schedule flexibility to enroll in and complete career education pathways and UC/CSU course requirements.</p>	<p>Rigorous State Standards</p>
<p>Expand the middle school and high school summer school programs to encourage higher student participation and increased course offerings.</p>	<p>Rigorous State Standards</p>
<p>2I. (EL; RFEP) Continue staff development for teachers of English learners through the use of three program specialists.</p>	<p>Rigorous State Standards</p>

<p>2J. (EL; RFEP) A dedicated teacher at each school site functions as the English learner site leader. The site leader provides on-going monitoring of EL and R-FEP students for up to two years after re-designation and identifies the need for interventions.</p>	<p>Rigorous State Standards</p>
<p>2K. Provide one English learner teacher on assignment to each comprehensive high school to provide small group intensive instruction to the lowest proficiency English learners, particularly newcomer students.</p>	<p>Rigorous Sate Standards</p>
<p>2L. (EL; RFEP) Provide English learner students with supplemental instructional support materials designed to accelerate the acquisition of English, at the <i>emerging</i>, <i>expanding</i> and <i>bridging</i> levels and to encourage literacy in the primary language.</p>	<p>Rigorous Sate Standards</p>
<p>2M. (EL; RFEP) Increase the stipend amount paid to classified unit members who provide bilingual translation services at school sites. Stipends are paid for both verbal and written translation services.</p>	<p>Other</p>

3rd Priority Goal: Increase the reading proficiency and English/Language Arts-mathematics competency of all students.

<p>District Selected State Priorities: 4 Pupil Achievement 8 Other Pupil Outcomes</p> <p>Local Priorities: Board Value 2: Student Opportunity Community Cabinet 3: Literacy</p>	<p>Alignment to Countywide Theme(s):</p> <ul style="list-style-type: none"> • Rigorous State Standards 	<p>Alignment to Cradle to Career:</p> <ul style="list-style-type: none"> • Academic & Career Readiness Success Indicators
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Expected Annual Measurable Outcomes:

In 2016/17, 51% of elementary students will achieve reading proficiency by the end of third grade.

- Required State Metric: Performance on standardized tests
- Required State Metric: Score on Academic Performance Index
- Local Metric: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be used to analyze the percentage of students performing at or above grade level by the end of the third grade.

In 2016/17, 22% of sixth grade students will perform at or above grade level competency in English-Language Arts; 22% of sixth grade students will perform at or above grade level competency in Mathematics.

- Required State Metric: Performance on standardized tests
- Required State Metric: Score on Academic Performance Index
- Required State Metric: Other pupil outcomes
- Local Metric: Data from district developed benchmarks will be used to analyze the percentage of students at or above grade level competency in ELA and Math.

Actions & Services	Countywide Themes
<p>3A. (EL; RFEP) Provide intensive, individualized reading support to students reading below grade level, including students with disabilities, and/or English learner students with the use of Lexia as an intensive reading intervention program.</p>	<p>Rigorous State Standards</p>
<p>3B. Continue the use an assessment program to measure reading proficiency and identify students in need of interventions in order to achieve grade level reading proficiency.</p>	<p>Rigorous State Standards</p>
<p>3C. Continue the use of the Online Assessment and Reporting System (OARS) to allow teachers to effectively use assessment data and modify instruction for students.</p>	<p>Technology</p>
<p>3D. Select elementary sites will continue their use of the Accelerated Reader program as an incentive to encourage reading.</p>	<p>Rigorous State Standards</p>
<p>3E. Addition of eighteen elementary teachers on assignment to provide coordinated interventions to students below grade level expectations as needed at elementary sites.</p>	<p>Rigorous State Standards</p>
<p>3F. (GATE) Restore the elementary Gifted and Talented Education Program to provide additional educational opportunities for students identified for the program.</p>	<p>Rigorous State Standards</p>
<p>3G. (SPED) Provide additional instructional support to students with disabilities through the use of six-hour special education instructional assistants to support core academic content knowledge acquisition.</p>	<p>Rigorous State Standards</p>
<p>3H. Increase and support teacher collaboration to design and implement Common Core based lessons and support increased student achievement.</p>	<p>Rigorous State Standards</p>

<p>3I. Improve effective initial instruction through staff development on high-yield instructional strategies with a concentration on the integration of the Common Core State Standards.</p>	<p>Rigorous State Standards</p>
<p>3J. Integrate technology into lessons aligned with the Common Core State Standards.</p>	<p>Technology & Rigorous State Standards</p>
<p>3K. Continue technology support staff hired in 2014/15 for the use and maintenance of instructional technology.</p>	<p>Technology</p>
<p>3L. The district will establish a summer enrichment program through Think Together, which will be offered at four geographic locations throughout the district.</p>	<p>Rigorous State Standards</p>
<p>3M. Increase the number of hours available for elementary school libraries by increasing the number of work hours for the elementary library media technicians.</p>	<p>Other</p>
<p>3N. Increase access to literacy sources through the implementation of a digital library program. The program will allow access to supplemental curriculum materials, literary nonfiction, fiction novels, magazines and newspapers either with or without internet access.</p>	<p>Rigorous State Standards</p>