



Local Control Accountability Plan

FACT SHEET

Sweetwater Union High School District's LCAP

The Local Control Accountability Plan sets goals for student achievement and describes how the district will use its budget to achieve those goals.

BACKGROUND

In 2013, the State of California adopted a new funding system that provides a uniform funding level for every student in California. At the same time, it provides additional revenue to serve students with the greatest needs such as our English language learners, children from low-income families, and foster youth. Under the new formula, school districts must create a Local Control and Accountability Plan, or LCAP.

In developing these plans, districts must get input from parents, staff, students and the community.

How We Engaged Our Communities in the LCAP

The Sweetwater Union High School District (SUHSD) outlined goals based on established district priorities and district-wide data and aligned these

goals to reflect the 8 state priorities. The district goals were placed on posters under each of the 8 state priorities to allow for stakeholder input. SUHSD held the following meetings to engage their stakeholders:

- 2 district-wide Community Forums
- 16 school site meetings
- School/District administrators meetings
- Foster Youth collaboration meeting
- District Wide Academic Support Teacher (DWAST) meeting
- 2 Coordinated Intervention Services (CIS) Teachers meetings
- All seven (7) bargaining units
- Multiple meetings with parent advisory groups which includes District Advisory Committee for Title I (DAC), District English Learner Advisory Committee (DELAC), site English Learner Advisory Committee (ELAC), and District Gifted and Talented Education (GATE) committee members.

During all meetings the same process was undertaken. Each meeting held a "Gallery Walk" to gather input on the posters. Data binders were available at each meeting for participants to review if needed. District support staff was available to answer questions and

provide background information for goals/services that stakeholders may have questioned. To maximize the stakeholder outreach throughout the district, a webpage was established which allowed 24 hour/7 day access to the LCAP feedback process at www.sweetwaterschools.org.

The data from the online survey along with the input from stakeholder engagement meetings were utilized to create a draft of the Local Control Accountability Plan (LCAP) for additional public stakeholder feedback. This preliminary plan was posted on the district website, presented to parent advisory groups and district board for additional feedback and public comment. The Preliminary LCAP was approved by the Board of Trustees at its meeting on May 28, 2014. The Final LCAP was approved by the SUHSD Board on June 30, 2014. Stakeholder meetings, survey results and district data were used to inform SUHSD about services and supports for all schools. Achievement gaps were identified that led to the determination of goals for the LCAP.



For More Information:

visit: www.sweetwaterschools.org

Results conducted in combination with the Districts online survey and “Gallery Walk”, 87% of stakeholders expressed an interest in common core state standards and continued Professional Learning Community support at the school sites. 48% of stakeholders’ reactions strongly agreed that pupils graduating in 2016 should meet A-G requirements. Approximately 72% of the input gathered signified that the District needs to restructure its District Wide Academic Support Team to be more effective and informational at school sites.

The district researched best practices in relation to the specific priorities to identify successful actions to close the achievement gap within the district. The stakeholder feedback and recommendations were reviewed and used to draft the plan, goals and action steps for the development of the LCAP.

SWEETWATER LCAP EXECUTIVE SUMMARY

Sweetwater Union High School District (SUHSD) strives to have all students achieve college and career readiness addressing 21st Century skills infused in technology. As a diverse school district with a number of challenges, we have the need to focus on quality of instruction and on the equity of education for all. We are committed to provide a district-wide vision that protects high expectations for all, while supporting the needs of the individual. In addition, our journey is guided to empower professional learning communities to implement curriculum, instruction and assessment at each classroom level that is aligned with the Common Core State standards and to our district common language that embraces lesson planning with defined learning targets, academic language development and evaluation of the learning to promote changes in the instructional delivery. The base funding is comprised of \$356 million general fund and \$4 million in deferred maintenance.

The District recognizes that it has a growing backlog of deferred maintenance projects due to aging facilities and reductions of regular, routine and preventative maintenance during the recent economic downturn. Prior to the economic downturn, 1% of the unrestricted general fund revenues went to deferred maintenance and 3% went to the regular maintenance

program. The District has recently begun moving towards full restoration of these funding levels. It is anticipated that as revenue grows in the next few years that these funds will be fully restored. The Proposition O bond program has allowed several older facilities that are no longer viable to be demolished and replaced by newer more energy efficient buildings. This also saves operational utility funds that come from the general fund and can be repurposed for educational needs. Our Long Range Facilities Master Plan will identify those facilities that should be demolished and are not viable candidates for restoration.

Section 1

This section provides an overview of the process to gather input and feedback, and how that had an impact on the LCAP.

Section 2

This section of the LCAP outlines the goals and progress indicators SUHSD will monitor in order to measure progress in student programs. This section aligns the goals with measurements during the three years of the plan (2014-15, 2015-16, and 2016-17).

Section 3

This section identifies the LCAP actions and services, as well as related expenditures. Section 3 aligns the goals, related state priorities, and services and actions that serve all students and identified groups of students.

ABOUT THE SWEETWATER UNION HIGH SCHOOL DISTRICT

Founded in 1920, the Sweetwater District has grown to more than 41,000 students in grades 7 through 12 and more than 24,000 adult learners. The district’s 32 campuses are located in the cities of Chula Vista, Imperial Beach, National City and San Diego, including the communities of Bonita, Eastlake, Otay Mesa, San Ysidro and South San Diego.

California’s richness in cultural, linguistic and economic diversity is reflected in Sweetwater’s student population, which includes Hispanic, Filipino, African-American, Asian and other ethnicities. Approximately half of Sweetwater’s students speak a language other than English at home.

SUHSD GOALS AND RELATED METRICS: STUDENT PROGRAMS

GOAL	Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)
<p>Goal 1</p> <p>District will assist schools with improving student achievement for all students by increasing the percent of students completing A-G coursework to enable college/career readiness and graduation requirements.</p>	<p>A-G Coursework and Completion Need:</p> <p>District-wide, students are not meeting the district requirement for A-G course completion demonstrating persistent achievement gaps among student groups.</p> <p>Metric: Longitudinal data from across the district, based on the multiple measures below.</p> <ul style="list-style-type: none"> • A-G course completion data • College enrollment • Cohort Outcome Data • STAR test results • CAHSEE test results • District Assessments <p>(Final Exams, Common Formative Assessments, Summative Assessments, and Performance Tasks)</p> <ul style="list-style-type: none"> • 8th Grade Promotion Rate • ReadStep(PSAT for 8thgraders) • API • AP Pass rateCELDT • Reclassification rate • EAP results • Attendance Rate • Chronic Absentee Rate • Drop-out rate (middle and high) • California Healthy Kids • Survey • Suspension rate • Expulsion rate
<p>Goal 2</p> <p>District will assist schools in improving student achievement by enhancing access to technology for student and teachers across all instructional areas to implement the Common Core State Standards, Next Generation Science Standards and ELD standards to ensure college/career readiness and meet graduation requirements.</p>	<p>Technology Need:</p> <p>District-wide a need exists to infuse technology into the instructional program.</p> <p>Metric:</p> <ul style="list-style-type: none"> • Parent Survey • Technology Plan • Teacher Technology Use Survey • District Assessment of infrastructure needs • SBAC testing requirements • IPAD Implementation Plan • Facilities Inspection Tool
<p>Goal 3</p> <p>SUHSD will improve parent participation in academic initiatives through parent professional development, conferences and workshops</p>	<p>Parent Involvement Need:</p> <p>To assist parents in gaining access to school and district initiatives.</p> <p>Metric:</p> <ul style="list-style-type: none"> • Needs Assessment • Stakeholder Engagement • Parent Advisory Groups (Site/District)

<p>Goal 4</p> <p>Curriculum/Professional Development Specialists in collaboration with site Professional Learning Communities (PLC) will create, implement and support Common Core State Standards, Next Generation Science Standards and ELD standards to ensure students obtain a more rigorous academic path in math, English, science and social science to ensure college career readiness.</p>	<p>District-wide, students are not meeting graduation rates. Attendance and retention in college is low for all students.</p> <p>Metric: Longitudinal data from across the district, based on the multiple measures below.</p> <ul style="list-style-type: none"> • A-G course completion data • College enrollment • Cohort Outcome Data • CAHSEE test results • District Assessments (Final Exams, Common Formative Assessments, Summative Assessments, and Performance Tasks) • Professional Development Attendance • PLC Agenda's/Minutes • Walk-throughs • 8th Grade Promotion Rate • SBAC • ReadStep (PSAT for 8th graders)
<p>Goal 5</p> <p>District will assist schools with improving student achievement for all students by implementing district-wide and site based Professional Development to ensure proper implementation of district initiatives and Common Core State Standards, Next Generation Science Standards and ELD Standards to enable all students to be college/career ready and meet graduation requirements.</p>	<p>Metric: Longitudinal data from across the district, based on the multiple measures below.</p> <ul style="list-style-type: none"> • Needs Assessment Survey • Teacher Technology Use Survey • Professional Development Evaluation (Cohort Feedback Survey) • District Wide Academic Support Teacher • Teacher survey • Attendance at Conferences/County Workshops • SBAC • School Accountability Report Card (SARC) • Highly Qualified Teacher Audit

"Sweetwater Union High School District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics."