

LCAP Action Note Taking Matrix

Possible LCAP action/services	What student group (s) will be impacted and how?	State Priority(ies)	District Goal(s)
<p>Instructional Coaches</p> <p>Co-teach, co-plan; peer to peer; model lessons; consult on instructional and learning issues; expand coaching interactions to all core subjects; include instructional aides in the coaching interactions since they have direct instructional contact with students.</p>	<p>Foster youth, English Language Learners, and students from low income families would benefit because teachers would have the support and expertise of a peer who has knowledge of teaching practices. This would enhance the teaching practices in the classroom and student learning.</p>	<p>1,2,3,4,7,8</p>	<p>1,2,4</p>
<p>Instructional Aides</p> <p>Provide support in the two specific areas: computer use and English language acquisition.</p> <p>During the implementation of online testing processes, additional knowledgeable and skilled adults will be needed to assure student competence in the mechanics of taking the test.</p>	<p>Students with high needs often do not have ongoing access to computers. School is the only place where they have access. Instructional aides could expand the school capacity for providing instruction in the use of computers.</p> <p>Instructional aides who are skilled in English Language acquisition processes can directly support students in gaining oral, written, and reading skills through small group instruction and other interactions as determined by the classroom teacher.</p>	<p>1,2,3,4,7,8</p>	<p>1,2,4</p>
<p>Expand RTI services/resources</p> <p>Intervention teachers, counseling, instructional materials, instructional aides, etc.</p>	<p>All RTI services - core, strategic, intensive - are applicable to students in the 49% addressed in the LCAP.</p>	<p>1,2,3,4,7,8</p>	<p>1,2</p>

<p>Intervention Teachers</p> <p>Core replacement model; small group instruction; "reading specialist"; an additional teaching professional working side-by-side with classroom teacher.</p> <p>Make sure there is a research base to support the model before launching. Use formative data to determine, sooner than later, if the intervention is effective (rapid prototyping).</p>	<p>Students with high needs require added attention to assure that reading skills are developed by third grade.</p> <p>Students with high needs require continual support to assure reading and math skills are at grade level so the other content areas can be accessed successfully.</p>	1,2,3,4,7,8	1,2
<p>Recruit and retain high quality teachers</p> <p>Competitive salaries in the region.</p>	<p>Highly qualified teachers can build productive relationships with parents and deliver effective instruction to all students.</p>	1-8	1-5
<p>Instructional Materials and Professional Development</p>	<p>Focus materials and PD on the instruction of students with high needs.</p>	1,2,3,6,7,8	1,2
<p>Professional Development for teachers in the use of computers and other technology</p> <p>The District teacher demographic profile reveals a large proportion of teachers who have come to the ongoing use of computers later in their careers. In order to increase the confident and competent use of computers, focused professional development for this cohort of teachers is needed.</p>	<p>Students with high needs require consistent and skilled guidance in the use of technology. Every teacher they have over the years must be confident and competent in the use of computers in order for these students to have the skills and knowledge needed to be successful in college and career aspirations.</p>	1,2,3,7,8	1,2,4

<p>Acquire STEM lab equipment and materials</p> <p>Learning STEM related concepts requires more than a textbook.....hands on experiences are essential to retaining and expanding knowledge and acquiring and refining skills.</p>	<p>Students with high needs would benefit from hands on, exploratory experiences in STEM.</p>	1,2,3,7,8	1,2,4
<p>Increase student access to computers.</p> <p>Students from low income families have less access to connectivity in the home and possess few computers. The ability to have regular and ongoing use of a computer is becoming the norm for successful students.</p>	<p>Low income students need access to computers before and after school and on weekends.</p>	1,2,3,7,8	1,2,4
<p>Counseling interventions.</p> <p>High needs students often have emotional and psychological issues that need attention in order for learning to occur.</p>	<p>Provide a variety of counseling interventions from peer-to-peer models to professional counseling staff, such as social workers and behavioral counselors.</p>	1,2,3,6,7,8	1,2,4
<p>Create school environments to prevent psychological, social and emotional problems.</p> <p>The learning and social environment of a school can increase or reduce the roadblocks to learning for high need students.</p>	<p>Provide for adequate supervision and cleanliness on school sites.</p>	1,2,3,6,7,8	1,2,4
<p>Summer Instructions</p>	<p>Provide for summer intersession to assure skills are retained and increased.</p>	1,2,3,7,8	1,2,4

<p>During the summer break, students with high needs lose ground on their academic skills. Re-teaching at the beginning of each year impedes the learning level for the entire year.</p>			
<p>Support for Linked Learning</p> <p>Students with high needs benefit from early and meaningful hands-on experience with potential career paths, including in the “trades.”</p>	<p>Students with high needs would benefit from a Linked-In opportunity that is supported within the school day schedule.</p>	<p>1,2,3,7,8</p>	<p>1,2,4</p>
<p>Reduction of combo classes in elementary schools</p> <p>Teaching combo classes requires a teacher to divide attention among two groups of students.</p>	<p>Eliminate combos or, if not possible, continue the trend in reduction of combos.</p>	<p>1,2,3,7,8</p>	<p>1,2,4</p>