CEDAC
Meeting with Dr. Melissa Kistler
May 1, 2019
Advocating for Secondary and Post-Secondary Education Pathways (8-12+).

Identifying Gaps in Career Readiness Training

➢ **Background:**

Local Control Accountability Plan (LCAP)- is a three-year plan (2017-2018, 2018-2019, 2019-2020) that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs

Local Control Funding Formula (LCFF)- requires school districts to focus on the eight key areas that help all students succeed, provides extra funding for students with greater challenges (unduplicated), and gives districts more flexibility for how to spend its money to improve local schools.

➢ **Eight Key Areas:**

- Basic Services — Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.
- Implementation of State Standards — Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.
- Course Access — Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education and others, that prepares them for college and careers, regardless of what school they attend or where they live.
- Student Achievement — Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.
- Other Student Outcomes — Measuring other important indicators of student performance in all required areas of study.
- Student Engagement — Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.
- Parent Involvement — Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students. (See the PTA National Standards for Family-School Partnerships Assessment Guide for suggested ways to measure progress.)
- School Climate — Factors both inside and outside the classroom that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers and parents.

> ➢ **Discussion with Dr. Kistler:**

The JPA of EDCOE, EDUHSD, SLTSD and BOMSD collaborate on the ROP program. It is funded by grants from Carl Perkins, California Technical Education and Strong Workforce Program.

Standards for all programs are mandated by Career College Readiness (CCR) on the State Accountability Dashboard. These MUST be written into the LCAP and MUST BE GROWN.

The biggest challenge is finding CCR credentialed teachers, and the mandate that there MUST BE pathways of at least two contiguous courses per program.

The JPA is writing a new SWP grant (entering new grant cycle) to include middle-schoolers (6th-8th) in collaboration with all of northern CA districts. Included in this grant is a summer program for middle- and high-school Counselors articulating transitions for CCR programs. (Some are offered in middle-school; tech program at Rescue.)

There is an Adult Ed construction careers program at the EDCOE site in El Dorado.