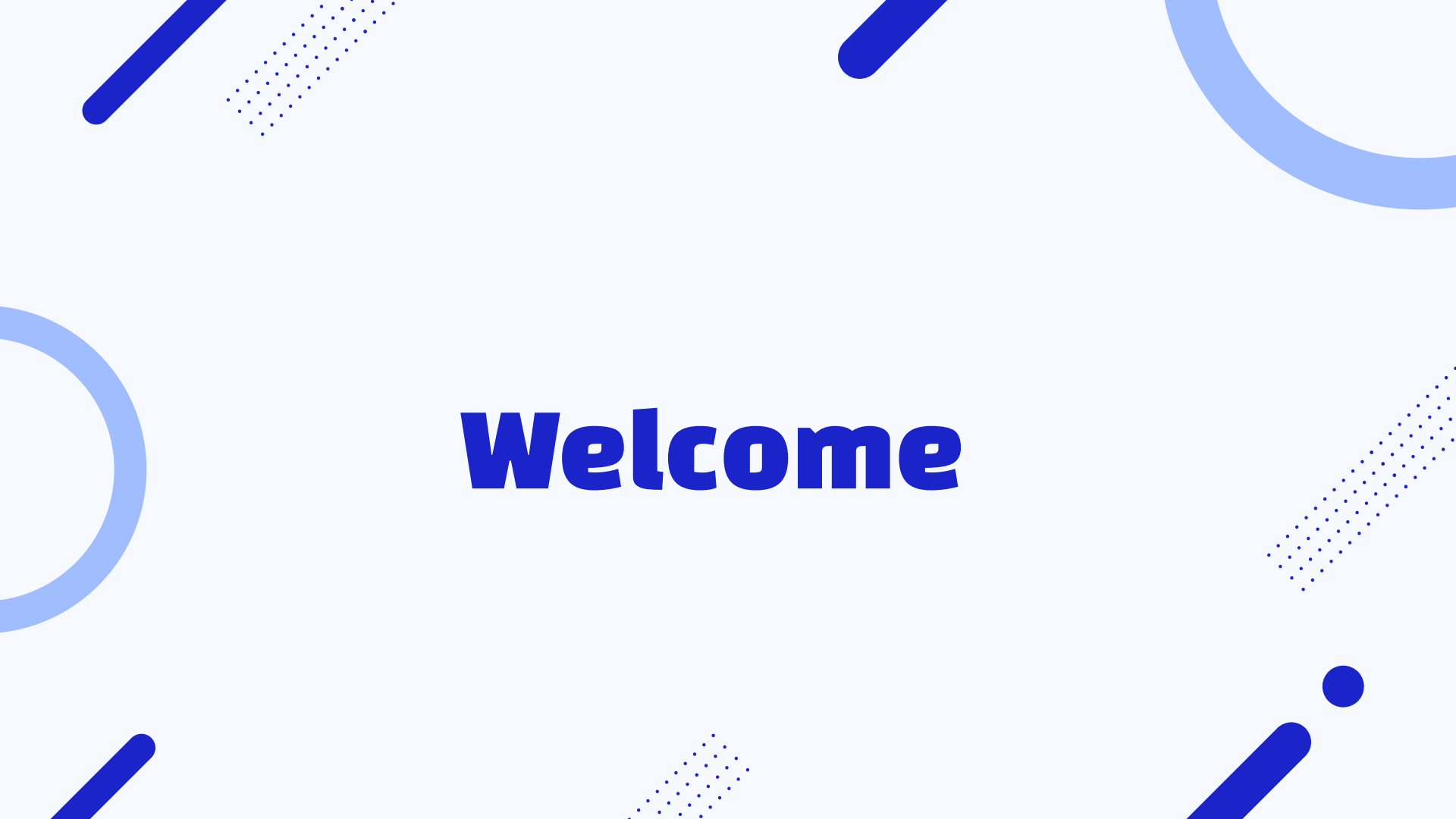


LCAP PAC Data Review

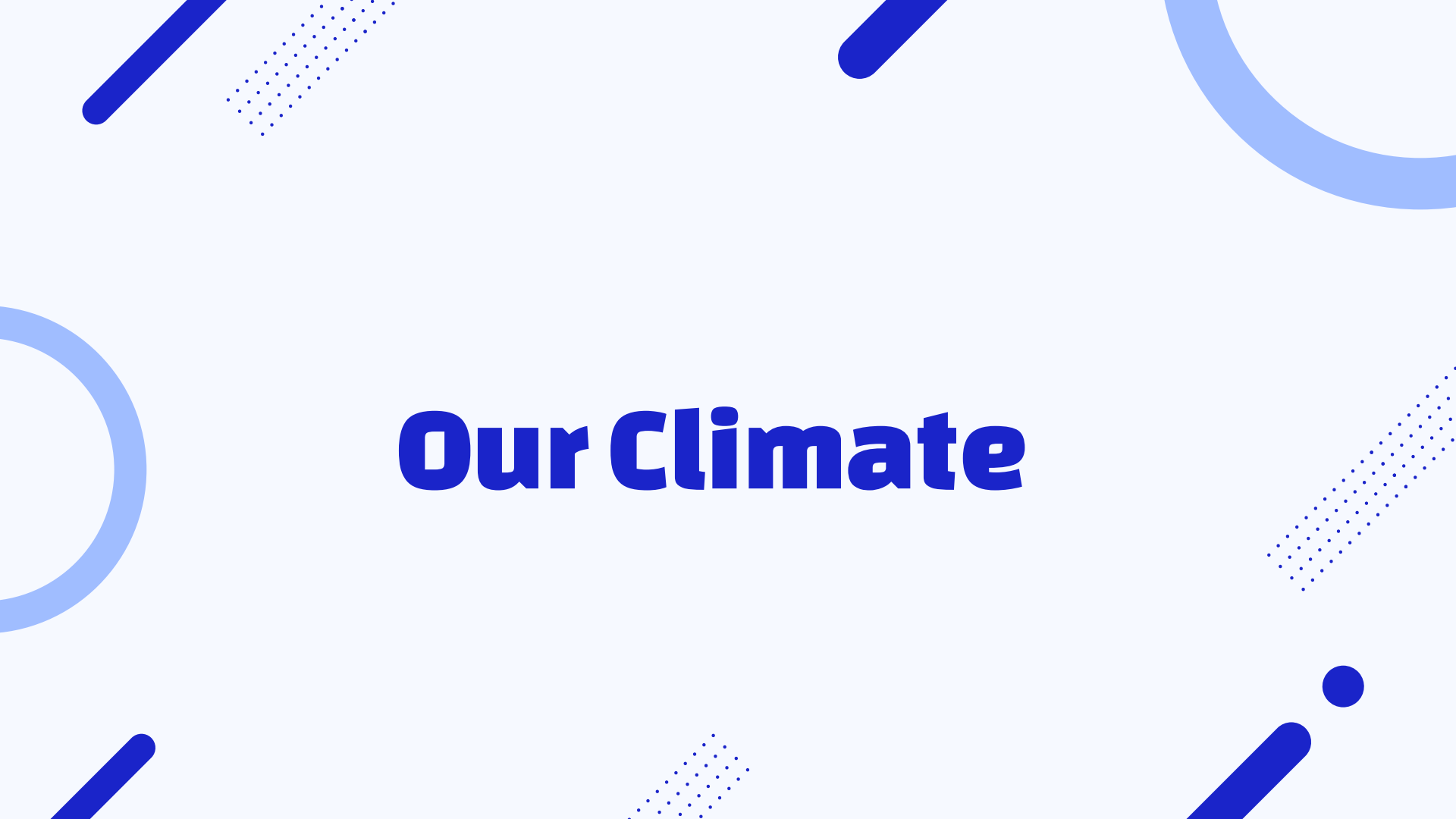
CA Dashboard 2024

February 6, 2025



The background is a light blue gradient. It features several decorative elements: a thick blue diagonal line in the top left, a dotted blue diagonal line in the top left, a thick blue diagonal line in the top right, a thick blue curved line in the top right, a thick blue curved line in the middle left, a dotted blue diagonal line in the middle right, a thick blue diagonal line in the bottom left, a dotted blue diagonal line in the bottom center, a thick blue diagonal line in the bottom right, and a small blue circle in the bottom right.

Welcome

The background is a light blue gradient with various abstract geometric elements in a darker blue. These include solid lines of varying lengths and orientations, circular arcs, and clusters of small dots arranged in linear patterns.

Our Climate



Student Achievement Trends in the State





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Near San Leandro

2022



<https://www.caschooldashboard.org/>



**Lowest
Performance
rendimiento más
bajo
最低性能**

**Highest
Performance
mayor
rendimiento
最高性能**



3.9%
↓ 0.4%
9,204



Performance Level	Increased Significantly from Prior Year (by 2.1 p.pts or more)	Increased from Prior Year (by 0.3 p.pts to 2.0 p.pts)	Maintained from Prior Year (declined or increased by 0.2 p.pts or fewer)	Declined from Prior Year (by 0.3 p.pts to 1.9 p.pts)	Declined Significantly from Prior Year (by 2.0 p.pts or more)
Very Low 1.0% or less in Current Year	N/A	Green	Blue	Blue	Blue
Low 1.1% to 2.5% in Current Year	Orange	Yellow	Green	Green	Blue
Medium 2.6% to 4.5% in Current Year	Orange	Orange	Yellow	Green	Green
High 4.6% to 8.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very High 8.1% or greater in Current Year	Red	Red	Red	Orange	Yellow

State Measures

Academic Performance

Chronic Absenteeism

College/Career Readiness

English Learner Progress

Graduation Rate

Suspension Rate

Medidas Estatales

Parte académica

Ausentismo crónico

Universidad/carrera

**Progreso de los
estudiantes de inglés**

Tasa de graduación

Tasa de suspensión

了解州指标

学业成绩

长期缺勤

大学/就业准备度

英语学习者进展情况

毕业率

停学率

What's New for 2024?

Long-term English Learners

LTEL (students who have been an EL for seven years or more during an academic year) will be added as a student group across all measures.

Science

- Student performance based on the CST and CAA for Science in grades five, eight and high school.
- Displayed only for informational purposes

	English Language Arts Lengua y Literatura en Inglés 英語	Mathematics Matemáticas 數學	Science Ciencia 科学	Graduation Rate Índice de Graduación 畢業率	Chronic Absenteeism Absentismo Escolar Crónico 長期曠課	Suspension Índice de Suspensión 停學率	College/ Career Universidad/ Carrera 大學/職業
SLUSD	-32 pts 2.1 pts 4,278	-73.1 pts 1.7 pts 4,302	-16.3 pts ↓ 1.1 pts 1,879	89.3% ↓ 1.5% 750	22.4% ↓ 6.5% 6,270	3.9% ↓ 0.4% 9,204	28.6% ↓ 5.4% 744
CALIFORNIA	-13.2 pts 0.4 pts 2,961,600	-47.6 pts 1.5 pts 2,995,905	-13.5 pts 0.1 pts 1,322,199	86.7% 0.3% 517,434	18.6% ↓ 5.7% 4,004,495	3.2% ↓ 0.3% 6,021,915	45.3% 1.4% 507,621

	English Language Arts Lengua y Literatura en Inglés 英語	Mathematics Matemáticas 數學	Science Ciencia 科学	Graduation Rate Índice de Graduación 畢業率	Chronic Absenteeism Absentismo Escolar Crónico 長期曠課	Suspension Índice de Suspensión 停學率	College/ Career Universidad/ Carrera 大學/職業
All Students	-32 pts 2.1 pts 4,278	-73.1 pts 1.7 pts 4,302	-16.3 pts ↓ 1.1 pts 1,879	89.3% ↓ 1.5% 750	22.4% ↓ 6.5% 6,270	3.9% ↓ 0.4% 9,204	28.6% ↓ 5.4% 744
African American	-70 pts 2.5 pts 477	-119.2 pts 1.1 pts 475	-26.6 pts ↓ 1 pts 229	86.5% ↓ 1.9% 111	25.7% ↓ 10.4% 677	10.2% ↓ 0.8% 1,075	11.9% 1.8% 109
American Indian or Alaska Native	-98.2 pts ↓ 33.3 pts 15	-142.2 pts 1 pts 15	**	**	39.4% ↑ 3.3% 33	12.2% ↑ 2% 49	**
Asian	17.2 pts ↑ 8.4 pts 736	-1.8 pts ↑ 3.8 pts 745	-3.9 pts ↑ 0.3 pts 315	93.2% ↓ 4% 103	7.3% ↓ 4.7% 1,183	0.6% ↓ 0.3% 1,634	63.1% -1.7% 103
Filipino	11.6 pts ↑ 9.8 pts 246	-43.3 pts ↑ 6.1 pts 247	-9.5 pts ↓ 0.2 pts 114	95.1% ↓ 2.6% 41	15.9% ↓ 5.5% 314	1.4% ↓ 1.2% 501	31.7% ↓ 25.1% 41
Hispanic	-54 pts -1.4 pts 2,150	-98.1 pts 0.6 pts 2,168	-20.8 pts ↓ 0.4 pts 947	88.6% -0.7% 395	28.3% ↓ 6.4% 3,044	3.9% -0.2% 4,551	24% ↓ 4.3% 391
Native Hawaiian or Pacific Islander	-91.6 pts ↓ 30.1 pts 45	-124.5 pts -1.2 pts 45	-25 pts ↓ 2.6 pts 23	81.8% ↑ 3.2% 11	47.2% ↓ 8.4% 53	4.7% ↑ 0.4% 86	9.1% ↓ 12.3% 11
White	10.9 pts ↑ 7.6 pts 307	-33.4 pts ↑ 4.4 pts 306	-7.8 pts ↓ 3.5 pts 144	94.6% ↑ 6.9% 56	17.8% ↓ 6.3% 477	3.2% ↓ 0.5% 665	28.6% ↓ 18.4% 56
Two or more races	3.4 pts ↑ 8.4 pts 211	-53.1 pts -2.7 pts 211	-15.4 pts ↓ 7.4 pts 78	90.9% ↓ 2.8% 22	22.3% ↓ 6.6% 489	3.9% ↓ 1.4% 643	40.9% ↑ 6.5% 22

** - subgroup data suppressed due to small size

	English Language Arts Lengua y Literatura en Inglés 英語	Mathematics Matemáticas 數學	Science Ciencia 科学	Graduation Rate Índice de Graduación 畢業率	Chronic Absenteeism Absentismo Escolar Crónico 長期曠課	Suspension Índice de Suspensión 停學率	College/ Career Universidad/ Carrera 大學/職業
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English Learners	-74.2 pts -0.4 pts 1,360	-100.9 pts 1.9 pts 1,396	-25.7 pts ↓ 1.3 pts 537	82.3% -0.7% 209	24.1% ↓ 3.9% 1,865	2.4% ↓ 1.2% 2,459	14.5% -0.5% 207
Long Term EL	-131.5 pts ↓ 13.4 pts 252	-196.6 pts ↓ 7.3 pts 251	-34.5 pts ↓ 1.6 pts 162	91.2% -0.1% 148	29.7% ↑ 4.1% 182	6.7% ↓ 1.8% 553	12.2% -0.5% 148
Foster Youth	-134.3 pts 12	-139.9 pts 12	**	**	56.7% ↓ 10% 30	10.3% ↓ 5.9% 39	**
Homeless	-104 pts ↓ 11.2 pts 50	-140.7 pts ↓ 16.7 pts 52	-33.1 pts ↓ 5.6 pts 29	72% ↓ 6.9% 25	53.9% ↓ 6.7% 89	7.9% ↓ 1.8% 139	13% ↑ 7.5% 23
Socioeconomically Disadvantaged	-47 pts 0.9 pts 3,342	-87.3 pts 1.4 pts 3,362	-19.1 pts ↓ 1.1 pts 1,488	89.5% ↓ 1.1% 660	25.6% ↓ 5.8% 4,865	4.4% ↓ 0.5% 7,184	26.3% ↓ 4.3% 654
Students with Disabilities	-118 pts ↓ 16.1 pts 711	-150.2 pts ↓ 15.2 pts 711	-33 pts ↓ 2.8 pts 331	89.6% ↑ 1.9% 125	32.8% ↓ 7.9% 1,051	7.4% ↓ 0.7% 1,516	8.1% ↓ 2.5% 124

** - subgroup data suppressed due to small size

English Learners

Student Group

State



Orange

47.3% making progress

Declined 2.1% Ⓢ

Number of Students: 1,587

Long-Term English Learners

Student Group

State



Orange

45.5% making progress

Declined 8.3% Ⓢ

Number of Students: 455

ELA

Current English Learners

99.5 points below standard

Declined 8.7 Points Ⓢ

Number of Students: 981

Recently Reclassified English Learners

9.1 points below standard

Maintained -0.7 Points

Number of Students: 497

English Only

24.6 points below standard

Maintained 2.2 Points

Number of Students: 2,156

Math

Current English Learners

120.4 points below standard

Maintained -2.9 Points

Number of Students: 1,018

Recently Reclassified English Learners

48.6 points below standard

Maintained 1.4 Points

Number of Students: 495

English Only

68.1 points below standard

Maintained 1.1 Points

Number of Students: 2,145

Science

Current English Learners

30.9 points below standard

1.5 Points Ⓢ

Number of Students: 381

Recently Reclassified English Learners

14.3 points below standard

3.6 Points Ⓢ

Number of Students: 222

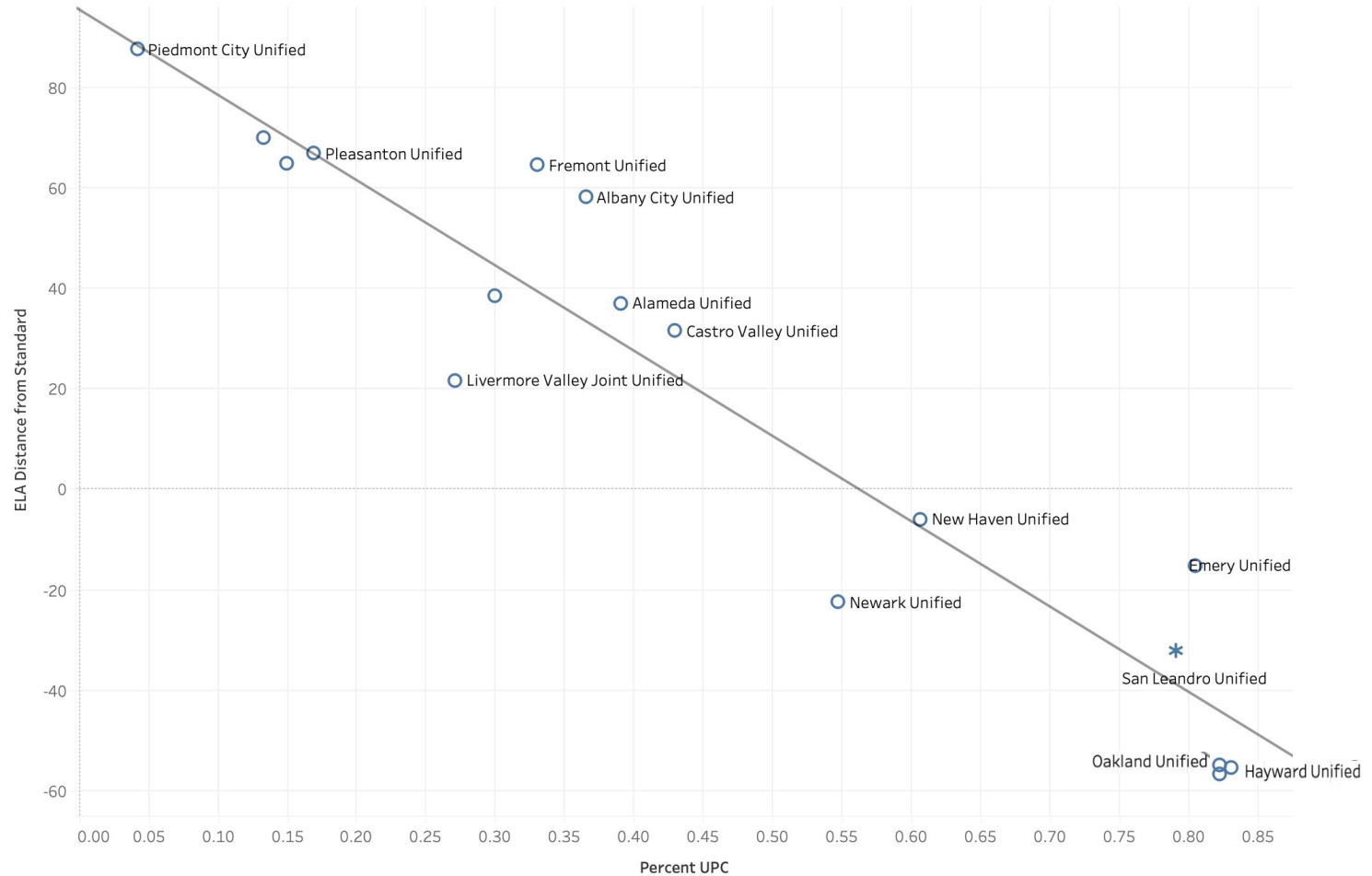
English Only

16 points below standard

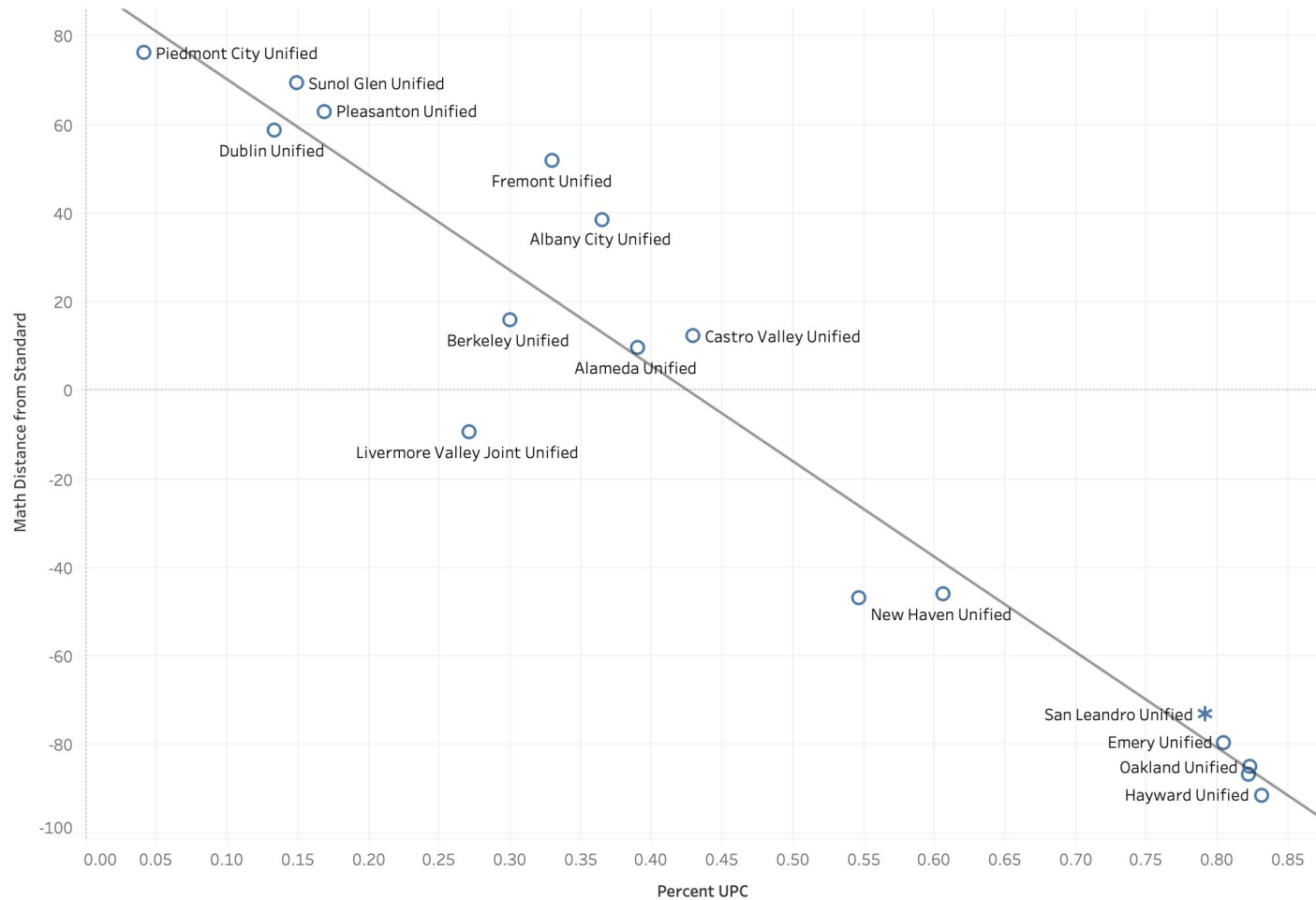
1.7 Points Ⓢ

Number of Students: 863

2024 ELA CAASPP Scores by Unduplicated Pupil Percentage



2024 Math CAASPP Scores by Unduplicated Pupil Percentage

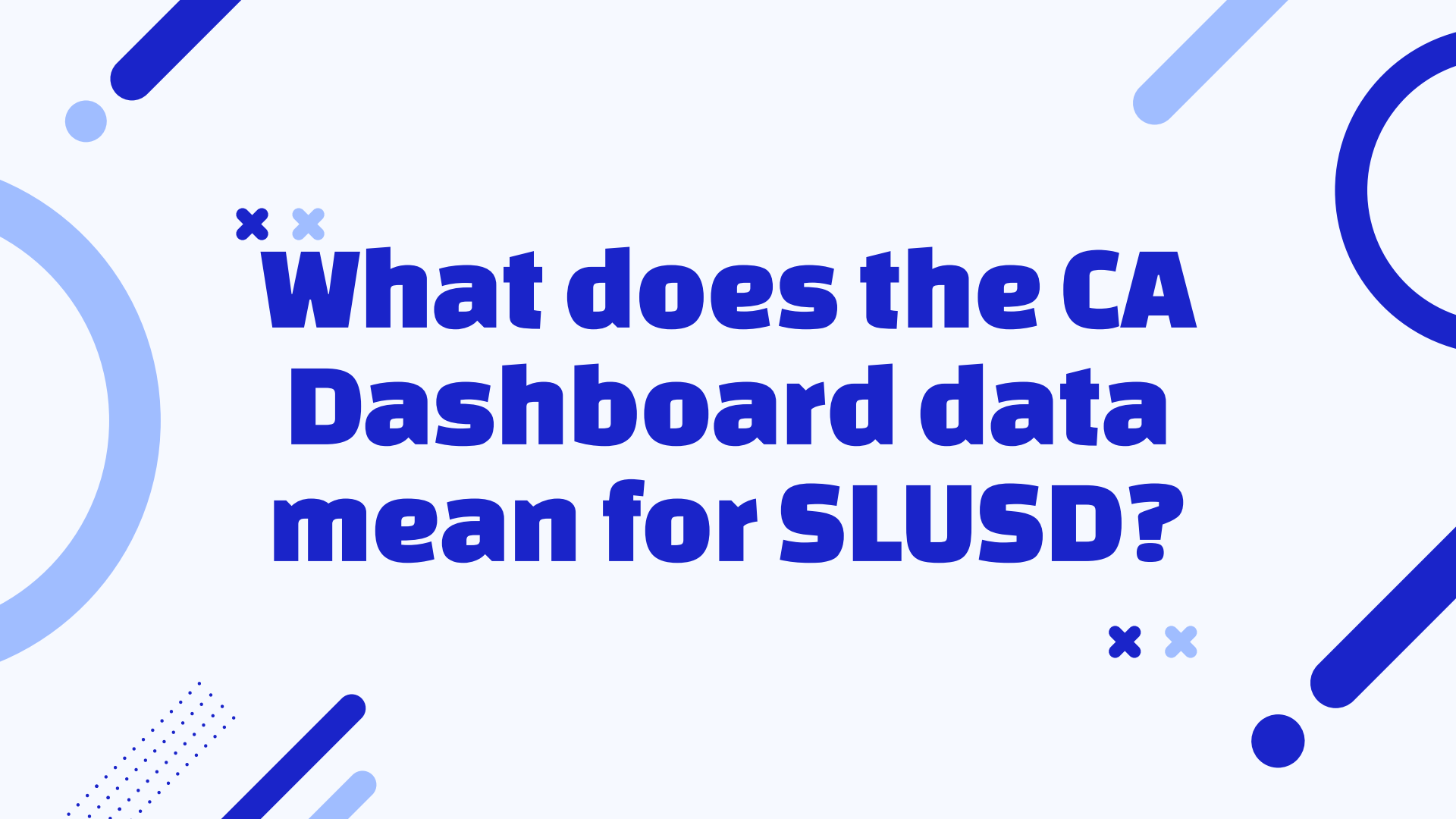




**Knowing that SLUSD has one of the highest
Unduplicated Pupil Percentages in the county...**

**What is helping SLUSD push the barriers of the
correlation between high need and achievement?**

**How could we push harder and/or more
strategically?**



**What does the CA
Dashboard data
mean for SLUSD?**

xx

Assistance Eligibility

Differentiated Assistance (13/19 Alameda County Districts Identified)

- Long-term English Learners (Academic and Chronic Absenteeism)
- Students with Disabilities (Academic and College/Career)
- American Indian (Chronic Absenteeism and Suspension)
- Foster Youth no longer identified for Differentiated Assistance in 2024

Five Schools Exit from Additional Targeted Support and Improvement

- Bancroft Middle School
- Garfield Elementary
- Jefferson Elementary
- McKinley Elementary
- Washington Elementary

Lincoln High School Identified for Targeted Support and Improvement

- English Learner
- Students with Disabilities



Focus Areas and Next Steps in SLUSD

Focus on core academics - Investigate root causes of current ELA, Math, and Science scores

Improve College and Career Readiness - Increase a-g completion, CTE completion and College Credit

Determine needs for specific student groups: Long-term English Learners, Students with Disabilities, and American Indian students

**Midyear LCAP and
Federal Spending
Updates**

xx

LCAP Midyear Expenses

1	\$3,556,226 of \$6,042,226	Universally Designed Teaching and Learning for Lifelong College and Career Success	High Quality professional learning for teachers on October 25 Principal Meetings focused on academic data and classroom walkthroughs Improvements on Beginning of the Year may project future state score changes Foster Youth student group no longer identified for differentiated assistance High rate of credit recovery in summer school programs Focus on measures of college and career readiness, such as a-g completion, CTE, and College Credit
2	\$1,945,000 of \$3,948,470	Positive School Climate and School Connectedness	Emerging comprehensive supports for school engagement and social/emotional wellness Chronic Absenteeism rates continue to improve since 2022, attendance rate may be flattening Suspension rates are down slightly from the previous year Increased rate of referral for behavioral reason
3	\$9,095,000 of \$18,058,345	Equity and Inclusion with Families and Employee Engagement	Retention of Highly Qualified Staff Improving communication to families
4	\$211,500 of \$448,413	Equity Multiplier: Lincoln High School and San Leandro Virtual Academy	Focus on engagement, attendance, and college and career preparedness Increase a-g course offerings Improving English Learner progress Continued need to focus on attendance

Midyear LCAP Updates on Programs

1. Action research grounded in universal access site trainings and district wide professional learning on identified subgroups
2. Early Literacy - Language Essentials for Teachers of Reading and Spelling (LETRS)
3. Building thinking classrooms trainings; additional academic math interventions; middle school mathematical mindset professional learning; high school math course of study course alike benchmarks
4. A-g credit/grade recovery programs and early college credit expansion
5. Multilingual learner community of practice trainings and district professional development



Federal Funds: Title I-IV

Title I: Parent Facilitators and Elementary Library Multimedia Specialists; Site based academic intervention programs

Title II: Instructional coaching (1:1, small group and large group trainings); New teacher induction support; Technology Educator Consultants (Tecs)

Title III: Secondary English Learner Specialists support for LTELs; expansion of elementary ELD professional development

Title IV: Tk-12 Instructional Coach providing teachers 1:1 and small group trainings and professional development on well-rounded education



Thank You

Questions?

Revisión de datos de LCAP PAC

Tablero escolar de California 2024

6 de febrero de 2025







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Near San Leandro

2022



<https://www.caschooldashboard.org/>



**Rendimiento
más bajo**

**Rendimiento
más alto**



3.9%
↓ 0.4%
9,204



Performance Level	Increased Significantly from Prior Year (by 2.1 p.pts or more)	Increased from Prior Year (by 0.3 p.pts to 2.0 p.pts)	Maintained from Prior Year (declined or increased by 0.2 p.pts or fewer)	Declined from Prior Year (by 0.3 p.pts to 1.9 p.pts)	Declined Significantly from Prior Year (by 2.0 p.pts or more)
Very Low 1.0% or less in Current Year	N/A	Green	Blue	Blue	Blue
Low 1.1% to 2.5% in Current Year	Orange	Yellow	Green	Green	Blue
Medium 2.6% to 4.5% in Current Year	Orange	Orange	Yellow	Green	Green
High 4.6% to 8.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very High 8.1% or greater in Current Year	Red	Red	Red	Orange	Yellow

Medidas Estatales

- Rendimiento académico
- Ausentismo crónico
- Preparación para la universidad/carrera profesional
- Progreso de los estudiantes de inglés
- Tasa de graduación
- Tasa de suspensión

¿Qué hay de nuevo en 2024?

Estudiantes de inglés a largo plazo

Los estudiantes LTEL (estudiantes que han sido EL durante siete años o más durante un año académico) se añadirán como grupo de estudiantes en todas las medidas.

Ciencia

- Rendimiento de los estudiantes basado en el CST y el CAA de ciencias en quinto, octavo y preparatoria.
- Mostrado sólo con fines informativos.

	Lengua y literatura en inglés	Matemáticas	Ciencia	Índice de Graduación	Absentismo Escolar Crónico	Índice de Suspensión	Universidad/ Carrera
SLUSD	-32 pts 2.1 pts 4,278	-73.1 pts 1.7 pts 4,302	-16.3 pts ↓ 1.1 pts 1,879	89.3% ↓ 1.5% 750	22.4% ↓ 6.5% 6,270	3.9% ↓ 0.4% 9,204	28.6% ↓ 5.4% 744
CALIFORNIA	-13.2 pts 0.4 pts 2,961,600	-47.6 pts 1.5 pts 2,995,905	-13.5 pts 0.1 pts 1,322,199	86.7% 0.3% 517,434	18.6% ↓ 5.7% 4,004,495	3.2% ↓ 0.3% 6,021,915	45.3% 1.4% 507,621

	Lengua y literatura en inglés	Matemáticas	Ciencia	Índice de graduación	Absentismo escolar crónico	Índice de suspensión	Universidad/ Carrera
Todos los estudiantes	-32 pts 2.1 pts 4,278	-73.1 pts 1.7 pts 4,302	-16.3 pts ↓ 1.1 pts 1,879	89.3% ↓ 1.5% 750	22.4% ↓ 6.5% 6,270	3.9% ↓ 0.4% 9,204	28.6% ↓ 5.4% 744
Afroamericanos	-70 pts 2.5 pts 477	-119.2 pts 1.1 pts 475	-26.6 pts ↓ 1 pts 229	86.5% ↓ 1.9% 111	25.7% ↓ 10.4% 677	10.2% ↓ 0.8% 1,075	11.9% 1.8% 109
Indígena americano o nativo de Alaska	-98.2 pts ↓ 33.3 pts 15	-142.2 pts 1 pts 15	**	**	39.4% ↑ 3.3% 33	12.2% ↑ 2% 49	**
Asiático	17.2 pts ↑ 8.4 pts 736	-1.8 pts ↑ 3.8 pts 745	-3.9 pts ↑ 0.3 pts 315	93.2% ↓ 4% 103	7.3% ↓ 4.7% 1,183	0.6% ↓ 0.3% 1,634	63.1% -1.7% 103
Filipino	11.6 pts ↑ 9.8 pts 246	-43.3 pts ↑ 6.1 pts 247	-9.5 pts ↓ 0.2 pts 114	95.1% ↓ 2.6% 41	15.9% ↓ 5.5% 314	1.4% ↓ 1.2% 501	31.7% ↓ 25.1% 41
Hispano	-54 pts -1.4 pts 2,150	-98.1 pts 0.6 pts 2,168	-20.8 pts ↓ 0.4 pts 947	88.6% -0.7% 395	28.3% ↓ 6.4% 3,044	3.9% -0.2% 4,551	24% ↓ 4.3% 391
Nativos hawaianos o isleños del Pacífico	-91.6 pts ↓ 30.1 pts 45	-124.5 pts -1.2 pts 45	-25 pts ↓ 2.6 pts 23	81.8% ↑ 3.2% 11	47.2% ↓ 8.4% 53	4.7% ↑ 0.4% 86	9.1% ↓ 12.3% 11
Blanco	10.9 pts ↑ 7.6 pts 307	-33.4 pts ↑ 4.4 pts 306	-7.8 pts ↓ 3.5 pts 144	94.6% ↑ 6.9% 56	17.8% ↓ 6.3% 477	3.2% ↓ 0.5% 665	28.6% ↓ 18.4% 56
Dos o más razas	3.4 pts ↑ 8.4 pts 211	-53.1 pts -2.7 pts 211	-15.4 pts ↓ 7.4 pts 78	90.9% ↓ 2.8% 22	22.3% ↓ 6.6% 489	3.9% ↓ 1.4% 643	40.9% ↑ 6.5% 22

	Lengua y literatura en inglés	Matemáticas	Ciencia	Índice de graduación	Absentismo escolar crónico	Índice de suspensión	Universidad/ Carrera
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Estudiantes de inglés	-74.2 pts -0.4 pts 1,360	-100.9 pts 1.9 pts 1,396	-25.7 pts ↓ 1.3 pts 537	82.3% -0.7% 209	24.1% ↓ 3.9% 1,865	2.4% ↓ 1.2% 2,459	14.5% -0.5% 207
EL a largo plazo	-131.5 pts ↓ 13.4 pts 252	-196.6 pts ↓ 7.3 pts 251	-34.5 pts ↓ 1.6 pts 162	91.2% -0.1% 148	29.7% ↑ 4.1% 182	6.7% ↓ 1.8% 553	12.2% -0.5% 148
Jóvenes de crianza temporal	-134.3 pts 12	-139.9 pts 12	**	**	56.7% ↓ 10% 30	10.3% ↓ 5.9% 39	**
Personas sin hogar	-104 pts ↓ 11.2 pts 50	-140.7 pts ↓ 16.7 pts 52	-33.1 pts ↓ 5.6 pts 29	72% ↓ 6.9% 25	53.9% ↓ 6.7% 89	7.9% ↓ 1.8% 139	13% ↑ 7.5% 23
Desventaja socioeconómica	-47 pts 0.9 pts 3,342	-87.3 pts 1.4 pts 3,362	-19.1 pts ↓ 1.1 pts 1,488	89.5% ↓ 1.1% 660	25.6% ↓ 5.8% 4,865	4.4% ↓ 0.5% 7,184	26.3% ↓ 4.3% 654
Estudiantes con discapacidades	-118 pts ↓ 16.1 pts 711	-150.2 pts ↓ 15.2 pts 711	-33 pts ↓ 2.8 pts 331	89.6% ↑ 1.9% 125	32.8% ↓ 7.9% 1,051	7.4% ↓ 0.7% 1,516	8.1% ↓ 2.5% 124

** - datos de subgrupos suprimidos debido a su pequeño tamaño

English Learners

Student Group

State



Orange

47.3% making progress

Declined 2.1% Ⓢ

Number of Students: 1,587

Long-Term English Learners

Student Group

State



Orange

45.5% making progress

Declined 8.3% Ⓢ

Number of Students: 455

ELA

Current English Learners

99.5 points below standard

Declined 8.7 Points Ⓢ

Number of Students: 981

Recently Reclassified English Learners

9.1 points below standard

Maintained -0.7 Points

Number of Students: 497

English Only

24.6 points below standard

Maintained 2.2 Points

Number of Students: 2,156

Math

Current English Learners

120.4 points below standard

Maintained -2.9 Points

Number of Students: 1,018

Recently Reclassified English Learners

48.6 points below standard

Maintained 1.4 Points

Number of Students: 495

English Only

68.1 points below standard

Maintained 1.1 Points

Number of Students: 2,145

Science

Current English Learners

30.9 points below standard

1.5 Points Ⓢ

Number of Students: 381

Recently Reclassified English Learners

14.3 points below standard

3.6 Points Ⓢ

Number of Students: 222

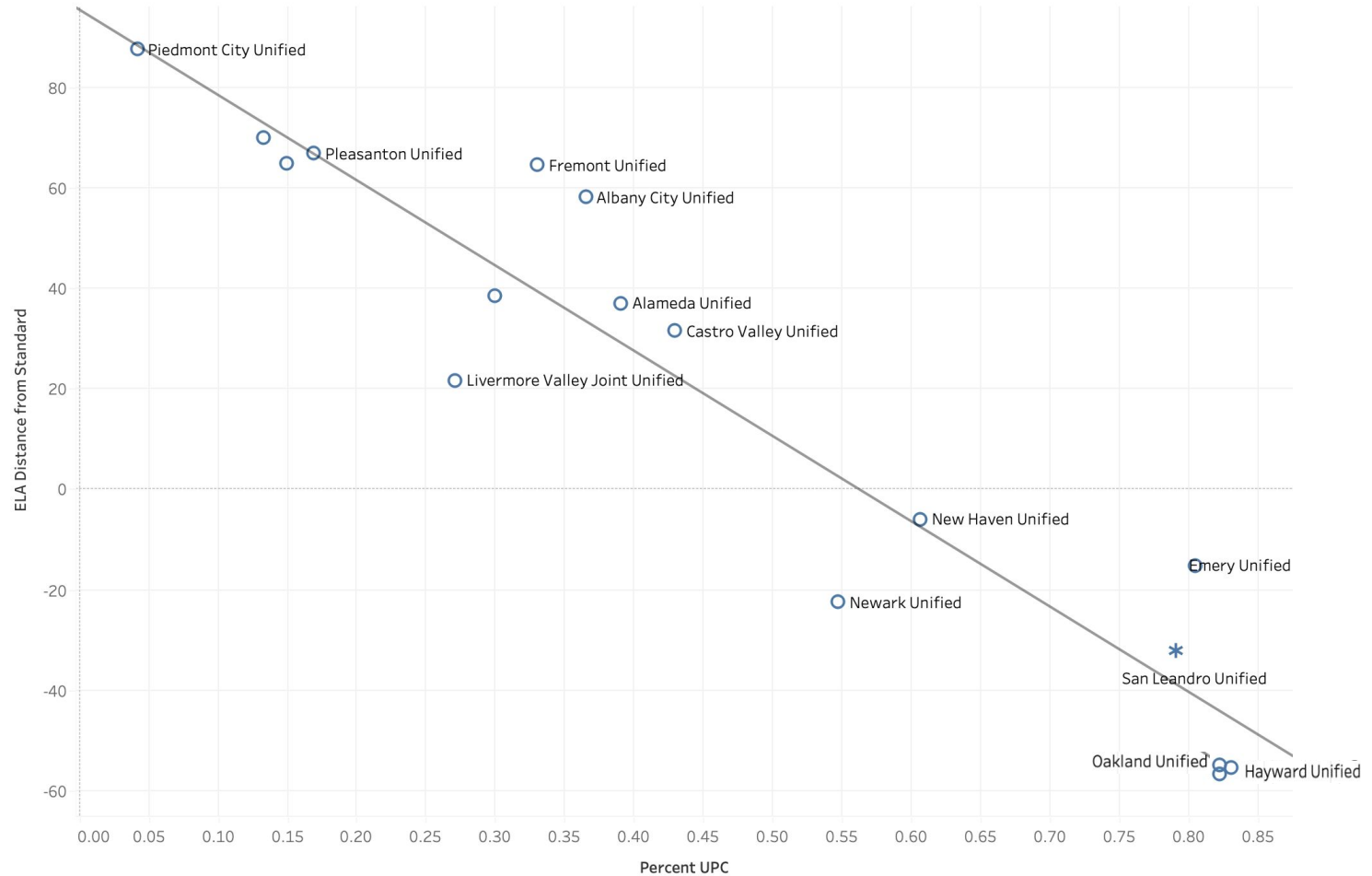
English Only

16 points below standard

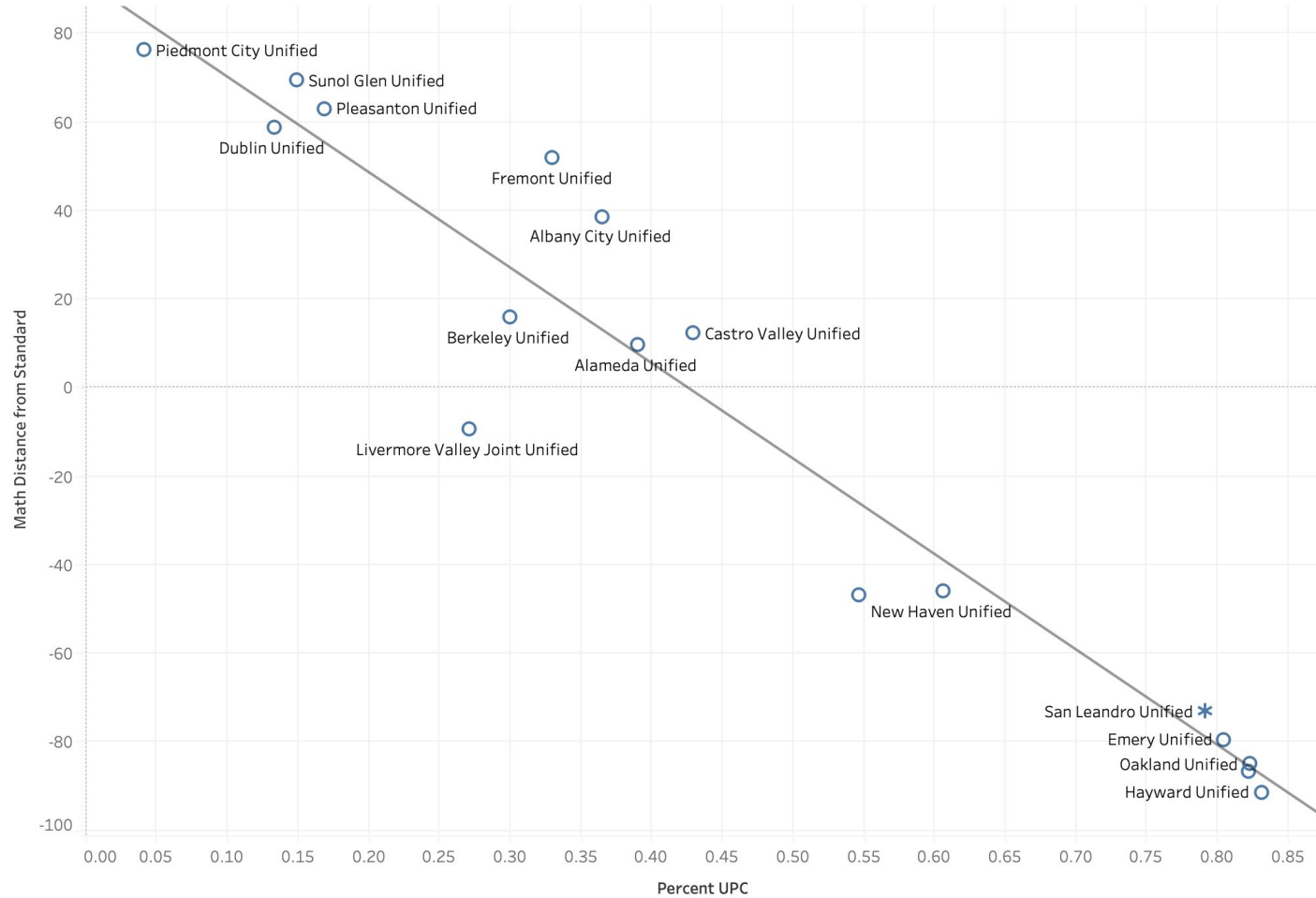
1.7 Points Ⓢ

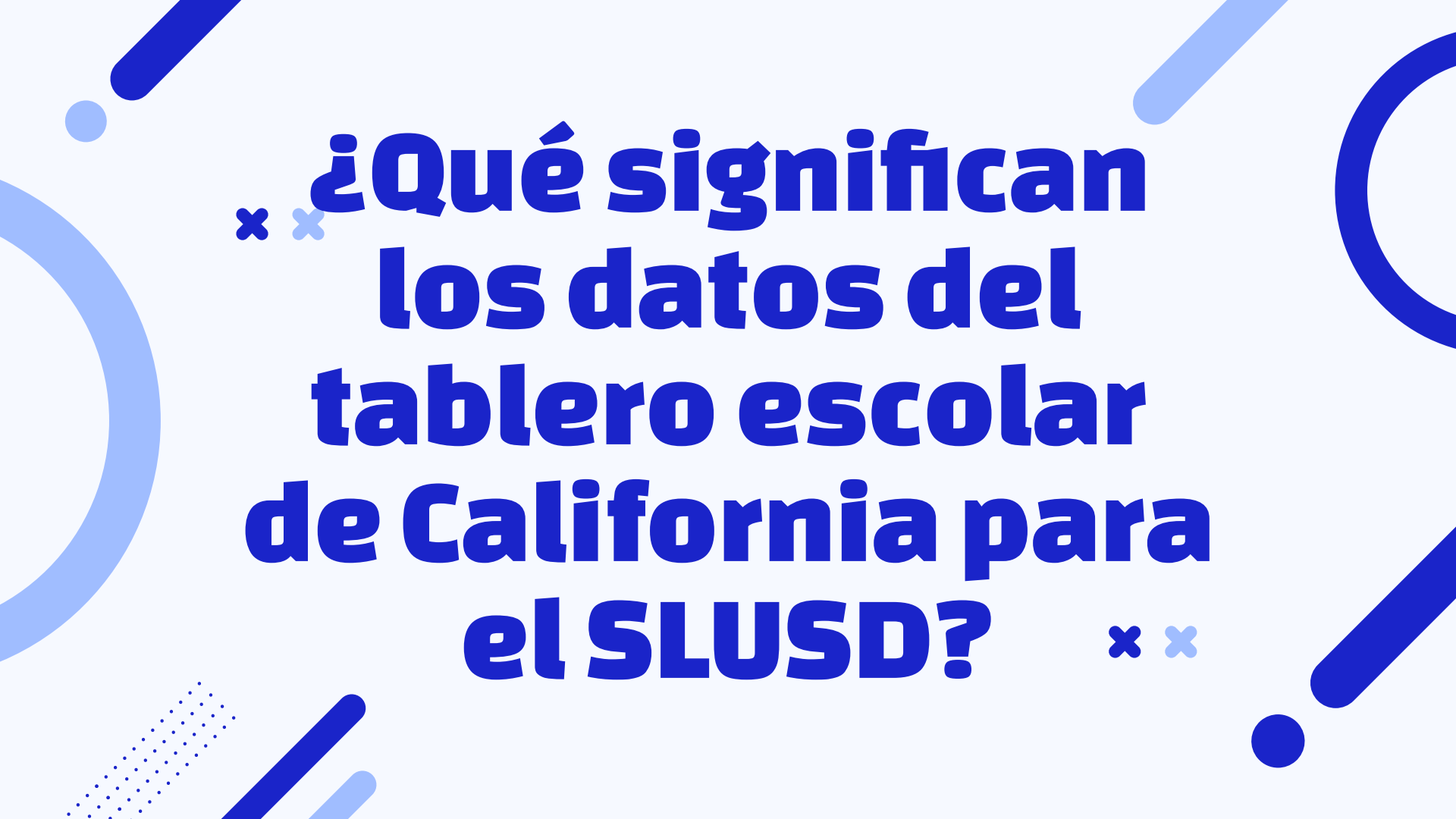
Number of Students: 863

2024 ELA CAASPP Scores by Unduplicated Pupil Percentage



2024 Math CAASPP Scores by Unduplicated Pupil Percentage





**¿Qué significan
los datos del
tablero escolar
de California para
el SLUSD?**

Requisitos de asistencia

Asistencia diferenciada (13 de 18 distritos escolares)

- Estudiantes de inglés de larga duración (absentismo académico y crónico)
- Estudiantes con discapacidades (académicas y universitarias/profesionales)
- Indio americano (absentismo crónico y suspensión)
- Los jóvenes de crianza temporal ya no se identifican para recibir asistencia diferenciada en 2024

Cinco escuelas salen del programa de apoyo y mejoras específicas adicionales

- Escuela Secundaria Bancroft
- Escuela Primaria Garfield
- Escuela Primaria Jefferson
- Escuela Primaria McKinley
- Escuela Primaria Washington

La preparatoria Lincoln se identifica para recibir apoyo y mejoras específicas

- Aprendices de inglés
- Estudiantes con discapacidades

Áreas de interés y próximos pasos en el SLUSD

Centrarse en los aspectos académicos básicos - Investigar las causas profundas de las puntuaciones actuales en ELA, matemáticas y ciencias.

Mejorar la preparación para la universidad y la carrera profesional - Aumentar la finalización de a-g, la finalización de CTE y los créditos universitarios.

Determinar las necesidades de grupos específicos de estudiantes: Estudiantes de inglés de larga duración, estudiantes con discapacidades y estudiantes indios americanos.

Programas dirigidos a los datos

1. Investigación-acción basada en las capacitaciones de los sitios de acceso universal y el aprendizaje profesional en todo el distrito sobre los subgrupos identificados.
2. Alfabetización temprana - Aspectos lingüísticos esenciales para profesores de lectura y ortografía (LETRS)
3. Capacitaciones para la creación de aulas de pensamiento; intervenciones académicas adicionales en matemáticas; aprendizaje profesional de la mentalidad matemática en la escuela preparatoria; puntos de referencia similares en el curso de matemáticas de la escuela preparatoria.
4. Programas de recuperación de créditos/calificaciones A-G y ampliación temprana de créditos universitarios.
5. Comunidad de aprendizaje multilingüe, capacitaciones de práctica y desarrollo profesional del distrito.

Fondos federales: Título I-IV

Título I: Facilitadores de padres y especialistas en multimedia de la biblioteca de primaria; programas de intervención académica basados en el centro.

Título II: Asesoramiento instruccional (1:1, capacitación en grupos pequeños y grandes); apoyo a la incorporación de nuevos maestros; asesores en educación tecnológica (Tec).

Título III: Apoyo a los LTEL por parte de especialistas en el aprendizaje del inglés en la secundaria/preparatoria; ampliación del desarrollo profesional de ELD en la primaria.

Título IV: Tk-12 entrenador de instrucción que ofrece a los maestros capacitación individual y en pequeños grupos y desarrollo profesional sobre educación integral.



Gracias

¿Preguntas?

