

The background features a repeating pattern of overlapping green triangles at the top and bottom. A wide, horizontal band of bright yellow with a fine, woven texture runs across the middle of the page.

Superintendent CAC Report

December 11, 2014

District Overview and Update

- State of the District Address
- Instructional Cabinet
- Principal Professional Development
- A-G
- Restorative Justice Practices
- LCAP (SPSA)
- Neighborhood learning centers



State of the District Address

- Vision 2020
- Literacy Intervention Program
- Improved outcomes for students with disabilities
- Collective Impact
- Early Warning System
- Professional learning for all staff
- Cultural Proficiency Standards



Instructional Cabinet

- Align Vision 2020 to professional development and district resources
- Make-up of cabinet

'a-g' Course Requirements

- Equitable access to upper level courses
- Analysis of master schedules
- Alignment of world language offerings: middle and high schools (ASL for students with speech difficulties)
- Transition Plans- Providing guidelines to principals regarding ITP completion during IEPs to ensure students are on track

A-G FOR ALL
Better Educated
BETTER EMPLOYED

A	HISTORY	2
B	ENGLISH	4
C	MATH	3
D	LAB SCIENCE	2
E	FOREIGN LANGUAGE	2
F	FINE ARTS	1
G	COLLEGE PREP ELECTIVE	1

* YEARS

WATCH VIDEO

Professional Development

- Principals: Cycles of Learning
- Teachers: CCSS (SpEd resource teacher meets weekly with common core cluster support teachers)

Restorative Justice Practices

“Restorative Justice is a process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, obligations, in order to heal and put things as right as possible (Howard Zehr, 2002)

Restorative Justice is...holding offenders directly accountable to the people they have violated, and providing a range of opportunities for dialogue, negotiation and problem-solving, which can lead to a greater sense of community safety, social harmony and peace for all concerned (Mark Umbreit, 1996)

Three Basic Restorative Questions

Traditional District

What rule/law/policy was broken?

Who broke that rule?

How should they be punished? What punishment do they deserve?

Restorative District

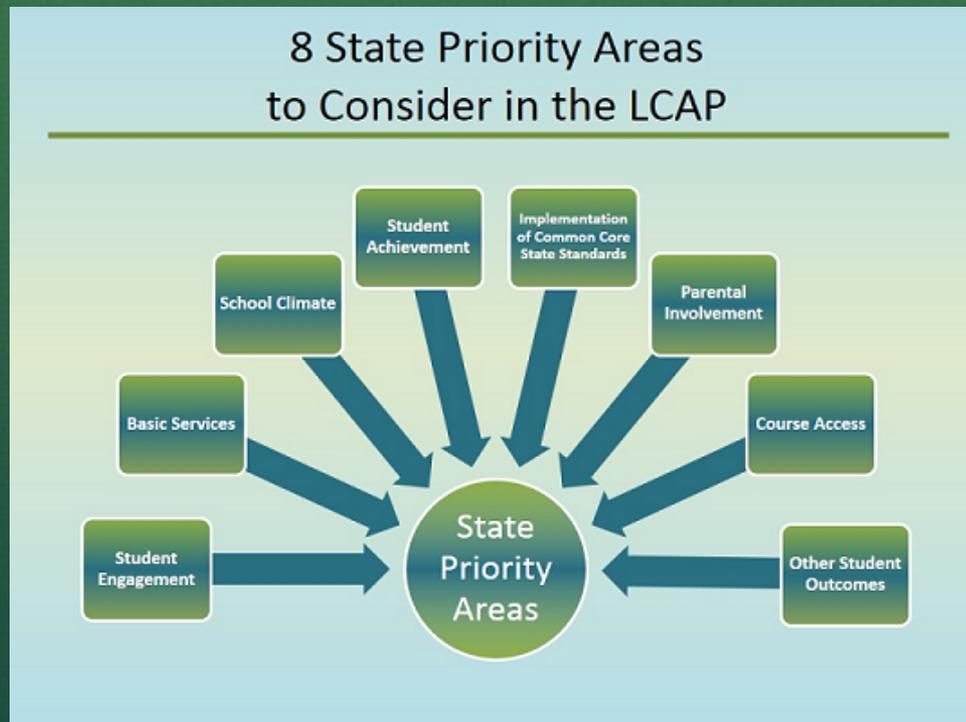
What is the harm that was done?

How can that harm be repaired?

Who is responsible for this repair?

Local Control Accountability Plan (LCAP)

- LCAPP – representation of Special Education as a goal in Single Plan for Student Achievement



Special Education Department Goals

- Improve academic outcomes for students with disabilities
- Create a unified system of general and special education that meets the diverse needs of all learners in their neighborhood schools
- Eliminate the over-representation of African-American students and English language learners by creating a system of pre-referral interventions for struggling learners

Additional areas of concern...

- SSC membership
- SDEA Bargaining
- La Jolla MOU