## LCAP and MTSS Alignment

### Local Control Accountability Plan

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees, and the community to establish these plans.

- **Conditions of Learning**: Students are provided with safe and properly maintained schools. Teachers are fully credentialed to teach their subject area and students are provided with a broad course of study that help them develop critical thinking skills and prepare them to be civically engaged and college and career ready.

- **Engagement**: Students are provided with motivating programs, coursework and opportunities where they feel respected, included socially and emotionally and cared for both in and out of the classroom. Families, schools and communities work closely together to build a strong framework for student achievement.

- **Pupil Outcomes**: Student achievement means improving outcomes for all students to ensure student success.

### Multi-Tiered System of Support

An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.

- **Conditions of Learning**: All students regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency are provided with the most inclusive learning environment.

- **Engagement**: Families and community members are partners where they have options for meaningful involvement in students’ education and in the life of the school and the school responds to family interests and involvement in a culturally responsive manner.

- **Pupil Outcomes**: All students are provided with a continuum of services that address their academic, behavioral, social-emotional, health and well-being needs.
Multi-Tiered System of Support

Inclusive Academic Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

Inclusive Behavior Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

All Means All

Administrative Leadership
- Strong & Engaged Site Leadership
  - Lead development of a vision
  - Attend instructional meetings and classes
  - Create a leadership team
  - Create opportunities to contribute
  - Use data to guide decisions

- Strong Educator Support System
  - Provide access to instructional coaching
  - Seek input from teachers
  - Make learning opportunities available to all
  - Use data
  - Conduct strengths-based evaluations

Integrated Educational Framework
- Fully Integrated Organizational Structure
  - Identify who has access
  - Use non-categorical language and practices
  - Use collaborative instruction among peers
  - Use paraeducators to support inclusive education

- Strong & Positive School Culture
  - Foster collaborative relationships
  - Create a shared vision
  - Identify ways for all staff to contribute
  - Ensure all students have access to extra-curricular activities
  - Demonstrate culturally responsive practices

Family & Community Engagement
- Trusting Family Partnerships
  - Engage with students and families
  - Obtain input and feedback
  - Provide engagement opportunities
  - Facilitate home-school communication
  - Provide information

- Trusting Community Partnerships
  - Engage with the community
  - Identify mutual interests and goals
  - Ensure reciprocity
  - Maintain an open door policy
  - Invite community members to serve

Inclusive Policy Structure & Practice
- Strong LEA / School Relationship
  - Develop a district-based team
  - Attend school-level meetings
  - Provide district-level professional learning
  - Identify and remove barriers
  - Regularly communicate outcomes

- LEA Policy Framework
  - Link multiple initiatives
  - Review data
  - Review and revise policy
  - Select research-based practices
  - Expand practices into other schools and districts

Adapted with permission from: SWIFT Education Center. (2016). MTSS Placemat. Lawrence, KS. swiftschools.org