# LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

## Metrics

**DAC/DELAC Meeting**

**December 19, 2016**

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# LCAP Theory of Action

Community Involvement

Collective Action

Program Monitoring

Progress Reporting

Verification of Closing Gaps

# Three Buckets

Teaching and Learning

Engagement

School Climate & Safety

# Goal 1: Teaching and Learning

# Early Literacy-3rd grade foundational skills

| 2014-15 Results (Baseline) | 2015-16 Results |
|---|---|
| **31.6%** (1295/4097) | **35.3%** (1374/3897) |
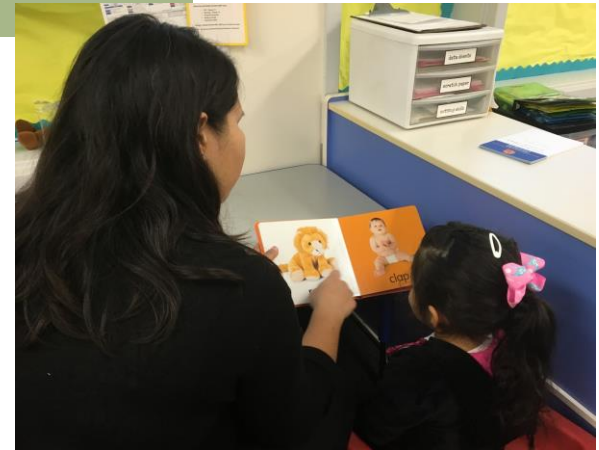


# Actions

- Expanded Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) to fourteen schools and eight have extended it to grade 3.

- Introduced SIPPS Plus at elementary schools for intervention for students in grades 4 & 5 needing additional support.

- Provided coaches to support teachers in the classroom with small group reading instructions.

- Implemented Adolescent Solutions literacy professional development at grade 6 at all intermediate and K-8 schools.

# Algebra Readiness (9th )

| 2014-15 Results (Baseline) | 2015-16 Results | 2016-17 Results |
|---|---|---|
| 32.3% (993/3071) | 35.9% (1291/3600) | **33.0% (1165/3532)** |

# Algebra Proficiency (10th)

| 2014-15 Results (Baseline) | 2015-16 Results | 2016-17 Results |
|---|---|---|
| 32.0% (893/2790) | 29.1% (1059/3636) | **28.4% (1023/3598)** |

NWEA - MAP Assessments Fall



# Actions

- Implemented a Math Instructional Materials Committee to review, pilot, and recommend to the Board new Standards-Based instructional materials in mathematics for adoption this year and implementation for the 2017-18 school year.

- Continue professional learning on new standards and instructional shifts in grades K-2 and on the California Math Framework.

- Expansion of Agile Mind's Intensified Algebra curriculum in grade 9 and Academic Youth Development in intermediate school math classes.

- Review math placement criteria to ensure that students are placed accurately and receive support when necessary.

# EL Redesignation

| 2013-14 Results | 2014-15 Results |
|---|---|
| 61.3% (11,542/18,824) | **62.1%** **(12,034/19,389)** |

# EL Proficiency
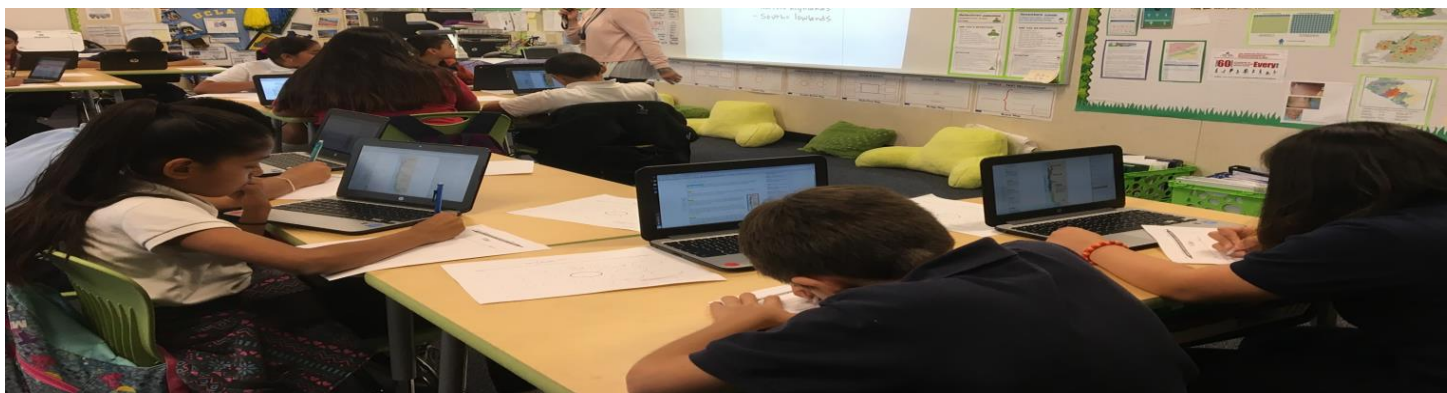
| 2013-14 Results | 2014-15 Results |
|---|---|
| 53.6% (11,741/21,924) | **54.0%** **(11,528/21,341)** |

# Actions

- Provide coaching to support teachers in the classroom with ELD instruction.

- Implemented professional-learning module on the ELD standards and instruction at all schools.

- Implemented an ELD instructional-review committee to review and pilot new ELD instructional materials aligned to the new State Standards.

- Utilize additional resources to provide increased learning time to address English Learner support for English acquisition.

# A-G Course Completion

| 2011-12 Results | 2012-13 Results | 2013-14 Results | 2014-15 Results |
|---|---|---|---|
| 31.1% (1,034/3,323) | 37.2% (1,243/3,345) | 40.2% (1,377/3,422) | **41.9% (1,383/3,304)** |



## Actions

- Implement Equal Opportunity Audit (EOA) action plan developed by district-wide committee.

- Monitor high school master schedules and student grades to ensure access and success in A-G approved courses.

- Continue to revise District coursework to meet A-G eligibility, e.g. CTE courses.

- Ensure that all credit recovery opportunities support students needs to meet A-G eligibility goals.

- Use California Colleges Guidance Initiative (CCGI) to ensure each student has a four-year plan with emphasis on completing high school coursework in preparation for matriculation to a four-year college.

# AP Course Access

| 2012-13 Results | 2013-14 Results | 2014-15 Results | 2015-16 Results |
|---|---|---|---|
| 19.7% (2909/14760) | 21.0% (3045/14476) | 23.9% (3389/14202) | **27.5%** (**3880/14087**) |

# AP Passage

| 2014-15 Results | 2015-16 Results |
|---|---|
| 39.1% (1272/3256) | **38.2%** (**1419/3717**) |



# Actions

- Extended the Equal Opportunity Schools (EOS) agreement to inform, identify, and recruit students to enroll in Advanced Placement coursework and prepare them more effectively to pass the AP exam.

- Implemented AP District-wide teacher committees, by course, to identify and address pass rate barriers.

- Provided AP summer boot camp enrichment to better prepare students for the rigorous curriculum prior to enrollment.

# Goal 2: Engagement

# Attendance

| 2013-14 Results | 2014-15 Results | 2015-16 Results |
|-----------------|-----------------|-----------------|
| 96.5% | 96.6% | **96.9%** |



## Actions

- Continue to develop district-wide actions to reach out to families about the importance of attending school daily.

- Hire a new community worker to support attendance, to focus on support of students exhibiting attendance difficulties utilizing tiered approach.

- Establish intentional rosters of students in the 11 and 12 grades experiencing academic and attendance difficulties to enhance student engagement and prevent dropout.

- Expand SARB and incorporate PBIS/RP approach to working with students and families.

- Expanded "What I Need" (WIN) program to 52 schools this year to improve attendance and recover learning time.

## Extracurricular Participation

|  | 2014-15 Results | 2015-16 Results |
|---|---|---|
| MS | 34% (1928/5658) | **46% (4644/10207)** |
| HS | 33% (1300/3876) | **50% (5885/11792)** |

## Access to Technology

|  | 2014-15 Results | 2015-16 Results |
|---|---|---|
| Students to New Technology | 2.1 to 1 | **1.1 to 1** |
| Students to Mobile Devices | -- | **1.86 to 1 (Baseline)** |

## Actions

- Expanded Engage 360 program at all schools to increase extracurricular participation at the elementary level.

- Expanded Intramural Athletics at small high schools and intermediate schools to engage more students.

- Initiated intermediate speech and debate clubs with work toward expansion at high schools in the fall.

- Implemented 1:1 device this school year in grades 3-12 with plans to renew devices at grades 3, 6, and 9 each year.

# Goal 3: Safety and Climate

# California Healthy Kids Survey—Safety

| | 2012-13 Results | 2013-14 Results | 2014-15 Results | 2015-16 Results |
|---|---|---|---|---|
| Grade 5 | 76% n=2,575 | 75% n=2,516 | 74% n=2,815 | **77% n=3,037** |
| Grade 7 | 59% n=1,979 | 62% n=2,401 | 64% n=3,254 | **67% n=2,548** |
| Grade 9 | 64% n=2,280 | 64% n=1,638 | 64% n=3,082 | **60% n=2,761** |
| Grade 11 | 66% n=2,301 | 67% n=1,446 | 65% n=2,248 | **63% n=2,373** |
| Non-traditional | 55% n=230 | 69% n=464 | 61% n=121 | **66% n=121** |

# Actions

- Continue to support expansion of PBIS implementation and Restorative Strategies.

- Increase the number of interventions available to support specific needs of students.

- Continue to provide mental health support for children in need.

- Revisit and revise high school programs to ensure students feel safe in schools.

## California School Parent Survey—Safety

| 2012-13 Results | 2013-14 Results | 2014-15 Results | 2015-16 Results |
|---|---|---|---|
| 88% n=7,810 | 90% n=7,075 | 65% n=9,057 | **93% n=15,965** |

## California School Climate (Staff) Survey—Safety

| 2012-13 Results | 2013-14 Results | 2014-15 Results | 2015-16 Results |
|---|---|---|---|
| 86% n=2,398 | 90% n=2,689 | 89% n=2,106 | **89% n=2,563** |

## Actions

- Continue to provide support for PBIS and Restorative Strategies to keep schools safe.

- Expand educational opportunities for parents and guardians.

- Increase opportunity for parents to engage in and have a voice in school improvement.

- Ensure all staff members have a voice in school improvement goals and actions.

# Student Suspension Rate

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---------|---------|---------|---------|---------|
| 7.4% (4138/55793) | 5.1% (2827/55743) | 4.5% (2502/55448) | 3.6% (1979/54459) | **3.0% (1509/49741)** |

# Student Expulsion Rate

| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0.1% (68/55793) | 0.1% (79/55743) | 0.1% (59/55448) | 0.1% (34/54459) | **0.1% (27/49741)** |

SAUSD 2015-16 Internal Data

# Actions

- Expand PBIS and Restorative Strategies training at all schools to include classified staff through "Problem of Practice" conversations.

- Continue to provide ongoing professional development to ensure student safety.

- Continue to support students through community partnership for Restorative Practices, Joven Noble, and violence prevention.

# Student Suspensions— Instructional Days Lost

| 2012-13 Results | 2013-14 Results | 2014-15 Results | 2015-16 Results |
|---|---|---|---|
| 9,126 | 7,383 | 6,137 | 4,779 |



# Actions

- Continue to support PBIS and Restorative Practices to ensure students stay in school.

- All administration were trained in Summer 2016 on student discipline related to search and seizure, investigations, and due process for suspension and expulsions.

- Expansion of Restorative Practices from 11 to 17 school sites.

- Expansion of 2 community liaisons to support site RP implementation in lieu of suspension.

# Next Steps

1. Implement actions recommended in the 2016-17 LCAP.

2. Implement Parent and Community Stakeholder meetings to review data and identify new actions.

3. Monitor Metrics (on-going).

4. Revise the Plan to support our students needs.

# THANK YOU!