

# Local Control and Accountability Plan

Clark Bryant, Associate Superintendent  
June 1, 2017

## Board of Education Priorities and State LCAP Priorities

### Exemplary Education

#### A. Conditions of Learning

Teachers/Facilities

State Content Standards

Course Access

### Close Achievement Gap

#### B. Pupil Outcomes:

Student Achievement

Other Pupil Outcomes

### Social Emotional Support

#### C. Engagement:

Student Engagement

Parent Involvement

Climate

## LCAP Goals

All students will engage in a high quality 21st Century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff.  
(Conditions of Learning)

All students will benefit from high quality 21st Century instruction and engaging curriculum guided by staff collaboration focused on closing the achievement gap.  
(Pupil Outcomes)

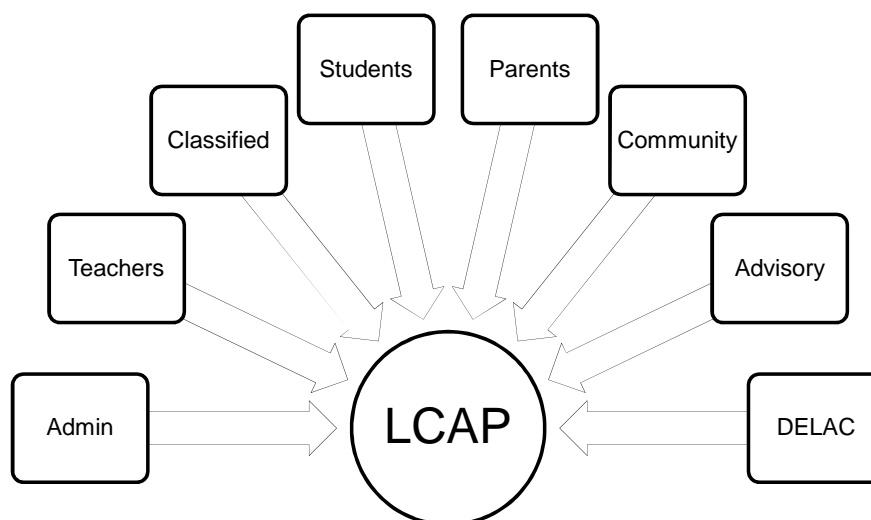
All students will have equal opportunity to learn in a culturally responsive and inclusive environment that is physically and emotionally safe and informed by the relationships with parents and community partners. (Engagement)

## Stakeholders

Advisories

Surveys

Meetings



## Exemplary Education

State Priority: Conditions of Learning

All students will engage in a high quality 21st Century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff.

## Conditions of Learning

Actions, Services and Metrics

Professional Learning Communities

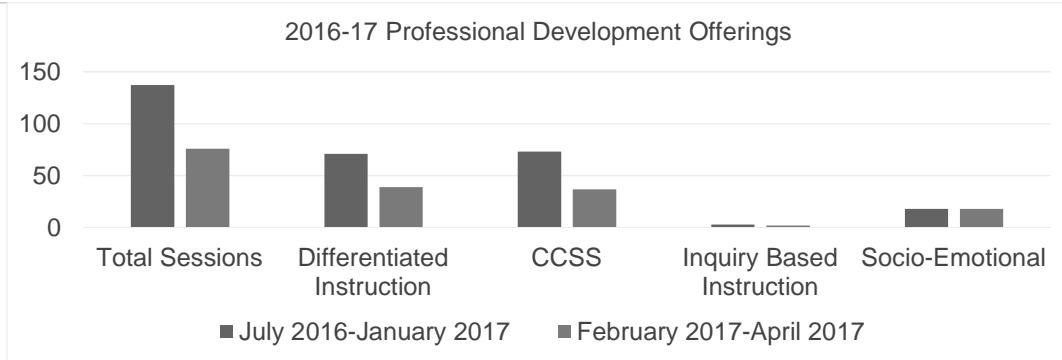
Recruitment and Retention of  
Diverse Highly Qualified Staff

ELA/ELD Implementation

Facilities Inspections

Professional Development

## Professional Growth Opportunities



	July 2016-January 2017	February 2017-April 2017
<b>Total Participation</b>	992	571
<b>Unduplicated Staff Enrollment</b>	433	399
<b>Certificated Enrollment</b>	353	335
<b>Classified Enrollment</b>	80	64

## Close the Achievement Gap

State Priority: Student Outcomes

All students will benefit from high quality 21st Century instruction and engaging curriculum guided by staff collaboration focused on closing the achievement gap.

# Pupil Outcomes

Actions, Services and Metrics

Monitor Student Progress

Tier 2 Academic Supports

Formative Assessment

CAASPP Scores

California School Dashboard

English Learner Supports

## California School Dashboard

Graduation Rates

English Learner Progress

Academic Progress

English Language Arts

Mathematics

Graduation - Student Group Five-by-Five Placement

Select an Indicator: Graduation Indicator Reporting Year: 2017 (Spring) [View Schools Five-by-Five Report](#) [View Detailed Data](#)

LEVEL	Declined Significantly by greater than 5.0%	Declined by 1.0% to 5.0%	Maintained Declined or increased by less than 1.0%	Increased by 1.0% to less than 5.0%	Increased Significantly by 5.0% or greater
Very High 95.0% or greater	Gray (None)	Red • All Students (District Placement) • White	Blue (None)	Blue • Asian	Blue (None)
High 90.0% to less than 95.0%	Orange (None)	Yellow (None)	Green • English Learners	Green (None)	Blue (None)
Medium 85.0% to less than 90.0%	Orange Socioeconomically Disadvantaged • Hispanic or Latina	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low 80.0% to less than 85.0%	Red Students with Disabilities	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very Low less than 80.0%	Red (None)	Red (None)	Red (None)	Red (None)	Red (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on this district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

# California School Dashboard

Graduation Rates

English Learner Progress

Academic Progress

English Language Arts

Mathematics

## English Learner Progress - Student Group Five-by-Five Placement

Select an Indicator: English Learner Progress Indicator

Reporting Year: 2017 (Spring)

View Schools Five-by-Five Report

View Detailed Data

LEVEL	Declined Significantly by greater than 10.0%	Declined by 1.5% to 10.0%	Maintained Declined or Increased by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or greater
Very High 85.0% or greater	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 75.0% to less than 85.0%	Orange (None)	Yellow (None)	Green • English Learners	Green (None)	Blue (None)
Medium 67.0% to less than 75.0%	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low 60.0% to less than 67.0%	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very Low less than 60.0%	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

# California School Dashboard

Graduation Rates

English Learner Progress

Academic Progress

English Language Arts

Mathematics

## English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement

Select an Indicator: English Language Arts (Grades 3-8) Indicator

Reporting Year: 2017 (Spring)

View Schools Five-by-Five Report

View Detailed Data

LEVEL	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or Increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Very High 45 or more points above	Yellow (None)	Green (None)	Blue • Asian • White	Blue • Two or More Races	Blue (None)
High 30 points above to less than 45 points above	Orange (None)	Yellow (None)	Green • All Students (District Placement) • Filipino	Green (None)	Blue (None)
Medium 3 points below to less than 10 points above	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low More than 5 points below to 10 points below	Red (None)	Orange • Socioeconomically Disadvantaged • Black or African American	Yellow • English Learners • Hispanic or Latino	Yellow • Students with Disabilities	Yellow (None)
Very Low More than 20 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

## California School Dashboard

Graduation Rates

English Learner Progress

Academic Progress

English Language Arts

Mathematics

Mathematics (Grades 3-8) - Student Group Five-by-Five Placement

Select an Indicator: Mathematics (Grades 3-8) Indicator    Reporting Year: 2017 Spring    View School Five-by-Five Report    [View Details Data](#)

LEVEL	Declined Significantly by more than 10 points	Declined by 5 to 10 points	Maintained Declined by less than 1 point or increased by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	None (None)	None (None)	Blue • Two or More Races	Blue • Asian • White	Blue (None)
High 5 points below to less than 35 points above	Orange (None)	Yellow • Filipino	Green • All Students (District Placement)	Green (None)	Blue (None)
Medium More than 5 points below to 25 points below	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Blue (None)
Low More than 25 points below to 55 points below	Red (None)	Orange • English Learners • Socioeconomically Disadvantaged • Black or African American • Hispanic or Latino	Yellow (None)	Yellow • Students with Disabilities	Yellow (None)
Very Low More than 55 points below	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

## Social Emotional Support

State Priority: Engagement

All students will have equal opportunity to learn in a culturally responsive and inclusive environment that is physically and emotionally safe and informed by the relationships with parents and community partners.

# Engagement

Actions, Services and Metrics

High Expectations

Social-Emotional Supports

California Healthy Kids Survey

Youth Truth Survey

District and Site Parent  
Engagement Nights

School Governance Night

## California School Dashboard

Suspensions

Suspension (Unified School District) - Student Group Five-by-Five Placement

Select an Indicator: Suspension Indicator

Reporting Year: 2017 (Spring)

View Schools Five-by-Five Report

View Detailed Data

LEVEL	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Very Low	Grey (None)	Green (None)	Dark (None)	Dark <ul style="list-style-type: none"> <li>Asian</li> <li>Filipino</li> </ul>	Dark (None)
Low	Orange (None)	Yellow (None)	Green (None)	Dark <ul style="list-style-type: none"> <li>All Students (Detailed Placement)</li> <li>Two or More Races</li> <li>White</li> </ul>	Dark <ul style="list-style-type: none"> <li>English Learners</li> </ul>
Medium	Orange (None)	Orange (None)	White (None)	Dark (None)	Dark <ul style="list-style-type: none"> <li>Hispanic or Latino</li> </ul>
High	Red (None)	Orange (None)	Orange (None)	White <ul style="list-style-type: none"> <li>American Indian or Alaska Native</li> </ul>	White <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged</li> <li>Black or African American</li> </ul>
Very High	Red (None)	Red (None)	Red (None)	Orange (None)	White <ul style="list-style-type: none"> <li>Students with Disabilities</li> </ul>



## Achievement Gap – Core Strategies, English Language Arts/English Language Development Implementation

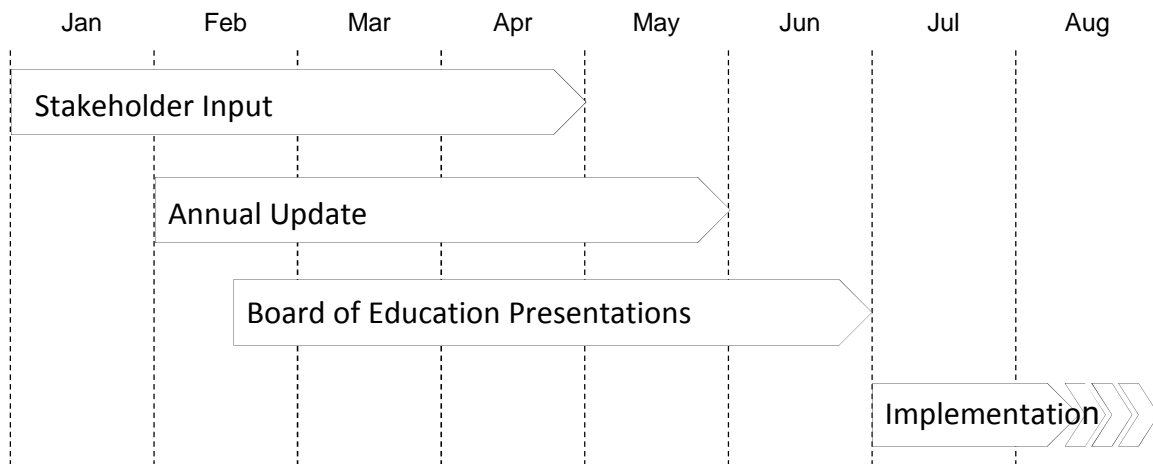
Professional Learning Communities	Systemic Meetings Build Facilitation Capacity
Formative Assessment	Community Education Impact on Students
High Expectations	Student Assets and Goals Build on Successful Programs
ELA/ELD Implementation	Focused Professional Development Specific Supports for EL Students

### What are the expectations in a 3-year inclusive plan?

LCAP Components	Year 1	Year 2	Year 3
Plan Summary	Yearly	Yearly	Yearly
Budget Summary	Yearly	Yearly	Yearly
Annual Update	Yearly	Yearly	Yearly
Stakeholder Engagement	Yearly, no historical narrative to be kept	Yearly, no historical narrative to be kept	Yearly, no historical narrative to be kept
Goals, Actions, & Services	Written for 3 years	Changes to plan could include a change to a specific goal, adding an action, modifying an action, discontinuing an action - all based on review of data/metrics and indicators	
Demonstration of Increased/Improved Services	Yearly, historical context kept over 3 years	Yearly, historical context kept over 3 years	Yearly, historical context kept over 3 years

CCSESA - November 2016

## LCAP Timeline



Thank you!