

Local Control Accountability Plan Update

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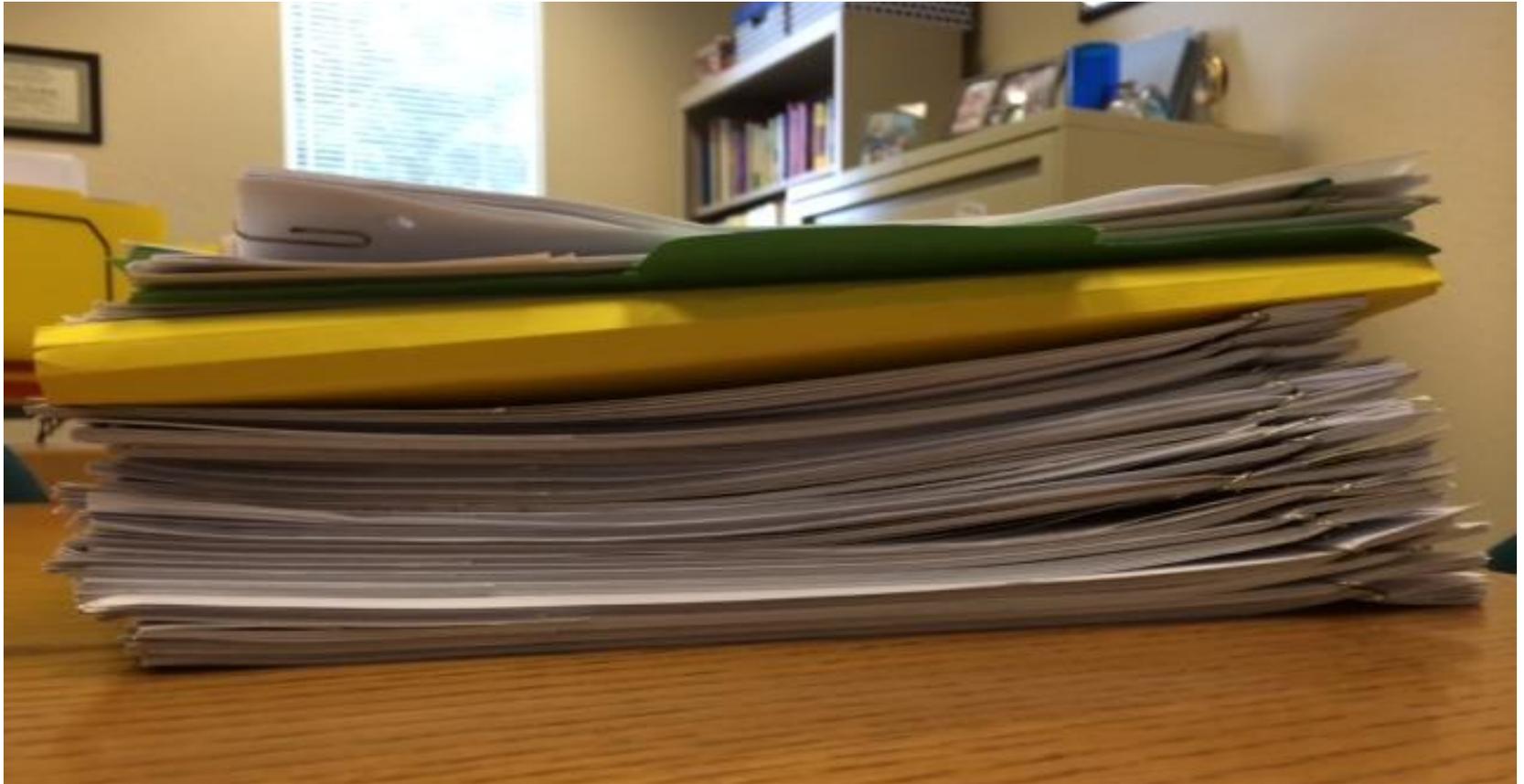
February 8, 2018



LCAP- District Plan

- Addresses the **instructional needs** of all students
- Requires **special attention** be paid to the specific needs of students who are low income, foster youth, or English learners.
- School sites develop a *Single Plan for Student Achievement* to address site specific needs and are in alignment with the district LCAP.

Our First LCAP- 2014-2015



Fast Forward to our Fifth LCAP- 2018-2021

Shifting from compliance to continuous improvement



Using **engagement** for continuous improvement



How the LCAP gets built

Goals

- Directly from the 8 State Priorities
- Developed based on Strategic Plan

Needs

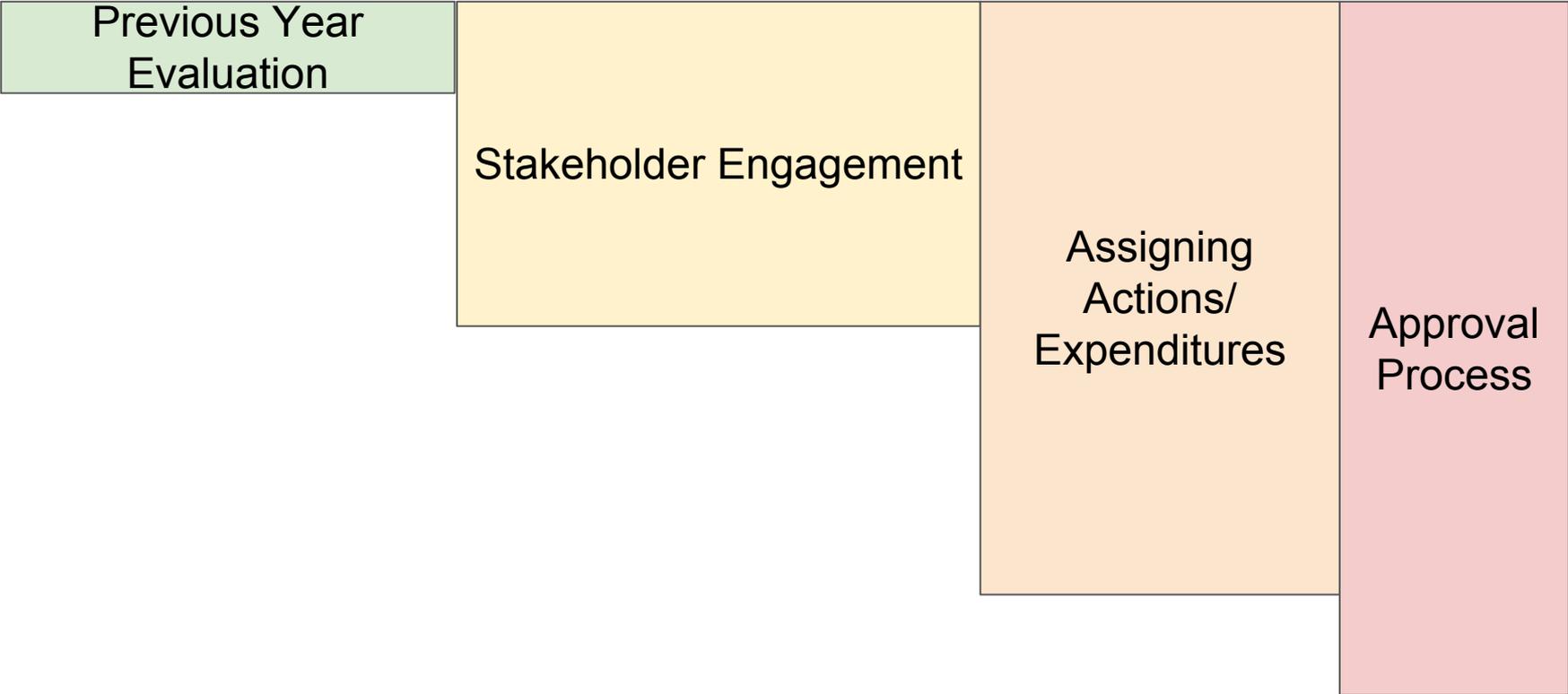
- Related to goals. Additional emphasis on the needs of English Learners, socioeconomically disadvantaged students, and foster youth
- Developed by input from stakeholders

Actions

- The plan to address the needs, along with LCFF budgetary considerations
- Developed by site and district instructional leadership

LCAP Calendar at a Glance

Aug Sep Oct Nov Dec Jan Feb Mar Apr May June



Stakeholder Engagement

District Meetings

Site

- Superintendent Coffee Chat
- District Advisory Council/District English Language Advisory Council (DAC/DELAC)
- SMFC PTA Council
- PTA Special Education Committee
- Special Ed Leadership Team
- Reading Specialists
- Teachers on Special Assignment (Curriculum & Instruction)
- SMFC Community Partners
- SMETA
- CSEA (to be scheduled)
- Staff (2 sessions)
- Classified Staff
- School Site Council
- English Language Advisory Council
- Parent-Teacher Association
- Middle School Students

Followed by Stakeholder Priority Survey

Summary Report



San Mateo-Foster City School District

Local Accountability Plan 2017-2020

Actions and Services in the 2017-2018 School Year

Goal #1 Students will attend class in a well-maintained facility, with standards-aligned instructional materials and credentialed teachers

- Provide new materials for English Language Arts and English Language Development in K-8th grade
 - Benchmark Advance (grades K-5)
 - SpringBoard (grades 6-8)
- Continue to implement mathematics instructional materials
- Recruit, hire, and support credentialed teachers
- Provide Physical Education and Music

Goals #2 and 3
All students, including English Learners and students from Socioeconomically Disadvantaged settings will make progress toward meeting or exceeding grade-level California Standards

Goal 2 for All Students

- Implement standards-based math and English Language-Arts/English Language Development curriculum;
- Administer formative assessments throughout the year to inform instruction;
- Conduct ongoing site-based data analysis meetings to monitor student progress
- Provide high quality instructional program to students with disabilities.

Goal 3- Additional Supports for students who are English Learners and/or Socioeconomically Disadvantaged

- Provide Newcomer Program at two Middle Schools
- Provide Math Support Classes at each middle school
- Provide Reading Specialists in each elementary school
- Provide a Coordinator of English Learner Services to support English Language Development curriculum, instruction, and assessment
- Provide opportunities in the summer for additional student learning

Goal #4 Students will use evolving technology to support their learning of the California Standards

- Students access technology devices for learning and assessment.
- Galileo formative assessment data is used to inform instruction
- District Technology Coach supports instruction
- Data Analyst prepares data and reports for teachers and administrators.

Goal #5 Students will engage in ongoing healthy lifestyles supporting social, emotional, and physical aspects.

- Provide additional Counseling support/personnel
- Provide Family Life and Health instruction aligned with new standards
- Provide Grades TK-5: Positive Behavior Intervention and Support (PBIS)
- Provide Grades 6-8: Restorative Practices
- Provide Nursing Support
- Provide Coordinator of Wellness to support student physical health and coordinate mental health programs.

Goal #6 Teachers, administrators, and staff will participate in professional development that is responsive to educational priorities and based on research of effective practices to support student learning.

- Provide professional learning opportunities that support the implementation of new curriculum to all teachers;
- Teachers on Special Assignment provide professional development and support for high-quality instruction and curriculum development.
- New teachers are supported through induction with support provider and New Teacher Institute
- Provide three professional development days to support subject specific learning in Middle School, English Language Arts/English Language Development and Site Initiatives.
- Provide additional professional learning for teachers and administrators on supporting English Learners and/or Mathematics.

Goal #7 Families will participate in their child's education

- Opportunities include:
 - Parent Education and Resource Events on a variety of academic, health, and wellness topics
 - District Advisory Committee (DAC) and District English Language Advisory Committee (DELAC)
 - Translator Services that support outreach to families and encourage participation in school events.
 - Use of electronic means of communicating with parents in middle schools.
 - LCAP Engagement of stakeholders through meetings and district events.

California School Dashboard
 English Language Arts Assessment Report Fall 2017
 San Mateo-Foster City School District 3rd – 8th Grade Students



Three-Year Data:
 Percentage of 3rd – 8th Grade Students
 Meeting or Exceeding Standards in
 English Lang Arts

	Performance	Number of Students	Status	2014-15	2015-16	2016-17
All Students		7265	High	58	62	60
English Learners ¹		2483	Low	13	15	12
Foster Youth		10	*	*	*	*
Homeless		232	Low	*	*	*
Socioeconomically Disadvantaged		2348	Low	21	24	22
Students with Disabilities		569	Very Low	10	12	11
African American		74	Low	31	34	32
American Indian		7	*	*	*	*
Asian		1748	Very High	85	86	84
Filipino		246	High	57	60	56
Hispanic		2502	Low	25	26	24
Pacific Islander		184	Low	32	35	29
Two or more races		550	Very High	74	74	75
White		1946	Very High	66	68	67

Additional Assessment Data

¹The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years.

	Number of Students	Status (above/below level 3)
EL – Reclassified Only	1,416	High
EL – EL Only	1,067	Very Low
English Only	3,958	High

Performance Levels:



An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

California School Dashboard
 San Mateo-Foster City School District 3rd – 8th Grade Students
 Mathematics Assessment Report Fall 2017



Three-Year Data:
 Percentage of 3rd – 8th Grade Students
 Meeting or Exceeding Standards in
 Mathematics

	Performance	Number of Students	Status	2014-15	2015-16	2016-17
All Students		7268	High	55	56	55
English Learners ¹		2486	Low	13	15	12
Foster Youth	*	11	Low	*	*	*
Homeless		233	Low	*	*	*
Socioeconomically Disadvantaged		2351	Low	21	24	22
Students with Disabilities		571	Very Low	10	12	11
African American		74	Low	31	34	32
American Indian	*	7	*	*	*	*
Asian		1749	Very High	85	86	84
Filipino		246	High	57	60	56
Hispanic		2506	Low	25	26	24
Pacific Islander		184	Low	32	35	29
Two or more races		550	Very High	74	74	75
White		1944	High	66	68	67

Additional Assessment Data

¹The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years.

	Number of Students	Status (above/below level 3)
EL – Reclassified Only	1,416	Medium
EL – EL Only	1,070	Very Low
English Only	3,958	High



Summary of Data from 2016-2017 San Mateo-Foster City School District

11,970	3,153	3,703
100%	26%	31%
Total Student Enrollment 2016-2017	English Learners	Socioeconomically Disadvantaged
<i>10/5/2016 CBEDS Data</i>		

The San Mateo-Foster City School District (SMFCSD) operates 20 elementary and middle schools serving approximately 12,500 students from preschool through 8th grade. Each school provides a variety of support services including special education for eligible students, English Language Development for students whose primary language is not English, and services for Gifted students. SMFCSD’s goal is to educate all students to maximize their potential through a rigorous program that builds a solid academic foundation and challenges students to think critically and communicate effectively. We will inspire students to go out into the world as active, well-rounded socially responsible citizens who positively impact today and the future. We educate students to live, lead and learn with integrity and joy.

Reclassification Rates for English Learners²

	2014-15	2015-16	2016-17
Number of English Learners Reclassified	167	379	480
Number Reclassified, Improved, or Reached Level 4 or 5	1720	1679	1823
Percentage of English Learners Who Met Objectives	65%	61%	65%

²Current regulations: English Learners are reclassified when they have overall proficiency on CELDT of Level 4 (Early Advanced) or Level 5 (Advanced) on the prior year’s assessment AND two additional data points that show proficiency across listening, speaking, and reading assessments.

The data shared in this summary are based on assessment outcomes from the 2016-2017 school year (or prior). This data will be used to adjust goals, actions and services in the 2018-2021 Local Control Accountability Plan.

In 2016-17, SMFCSD Provided
6,530 hours of translation in Spanish, Mandarin, Japanese, American Sign Language, and Captions for Deaf or Hard of Hearing

1,975,125 Page Views for School Loop at the Middle School Level

Our first annual Reclassification Ceremony was held in May, 2017

Subgroups by Ethnicity*

Asian	2,957	24.7%
Black or African American	132	1.1%
Filipino	443	3.7%
Hispanic or Latino	4094	34.2%
Pacific Islander	275	2.3%
Two or More Races	910	7.6%
White	3088	25.8%

**10/5/2016 CBEDS Data*

Attendance Data

	2014-15	2015-16	2016-17
Expulsion Rate	0.10%	0.10%	0.03%
Suspension Rate	1.1%	1.5%	1.4%
Attendance Rate		96.6%	96.5%
Chronic Absence		4.8%	4.2%

LCAP as a Communication Tool

- Provide sufficient detail
- Clarity and simplicity



Questions



Timeline

- ❑ February/March - Continuing stakeholder engagement meetings and LCAP Priority Survey
- ❑ Meeting with principals to develop plans
- ❑ Board Study Session- Academic Achievement Data and Programs (To be scheduled)
- ❑ March 22 - LCAP Update on Social Emotional Wellness and School Climate
- ❑ March/April - Reviewing Stakeholder Engagement and Refining Actions and Expenditures
- ❑ April 19 - LCAP Update on Stakeholder Engagement and Family Engagement

Timeline- page 2

- ❑ April - Principals share the plan with stakeholders for consultation and develop Single Plan for Student Achievement (SPSA) (April/May)
- ❑ May 3 - Board Meeting – LCAP Update
- ❑ May 18 - Governor’s May Revise
- ❑ May 17 - Board Meeting- Revised LCAP Update
- ❑ June 7 - LCAP Public Hearing
- ❑ June 21 - Approval of LCAP
- ❑ September - Presentation of Single Plans for Student Achievement and Approval