

# LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

**Annual Update  
2016-17**

# Decision Making Process

## Identify NEED



PERFORMANCE 

**How are our students performing? What are the most significant areas of need?**

GOALS 

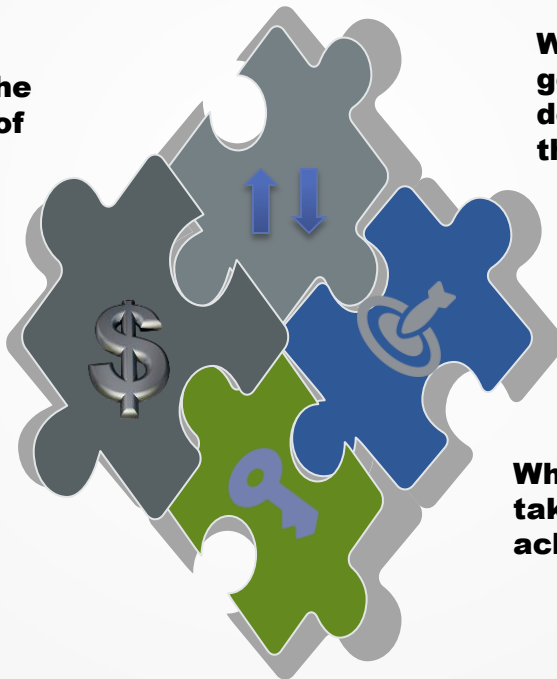
**What are our achievement goals for students? Where do we want them to be three years from now?**

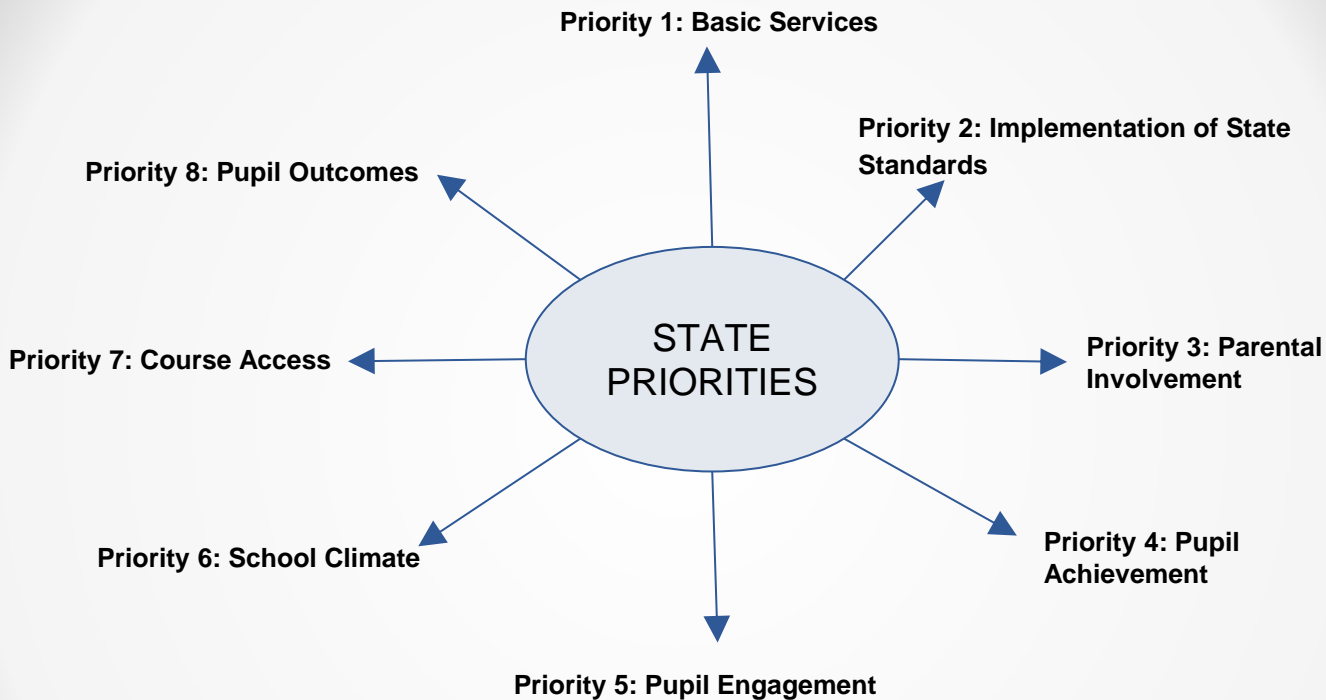
RESOURCES 

**What RESOURCES are available to support our planned actions?**

STRATEGY 

**What ACTIONS will we take to reach our student achievement goals?**





# Annual Measurable Outcomes

## 2015-2016 GOALS & AMO's

### GOAL 1 # 1, 2, 4,7

MUSD staff will receive effective standards-based instruction (curriculum, assessment, by highly qualified teachers in a safe school environment (facilities))



- **SBAC ELA & Math** 5% growth from the Spring 2016 results (9%)
- **Early Literacy:** Increase number of students in grades K-3 on grade level in ELA and Math in 2016-2017 as per local assessments (iReady & DRA2)  
**A-G:** Increase by 5% from 15-16 baseline 58% (49.4)  
**Reclassification rates:** Increase reclassification to 25% from 24% in 2015-16
- **Advanced Placement results:** Increase AP passing results (3 or better) to 80% from 76% 2015-16 baseline (81%)
- **EAP rates:** Increase EAP college readiness in ELA to 44% from 39% (45.4%) and Math to 30% from 27% (26.9%) in 2015-16

### GOAL 2 # 3, 4, 5, 6, 8

MUSD staff will successfully meet the social emotional needs of our students through intervention, service and support



- **Chronic Absenteeism:** Decrease to less than 10% from 11% (9%)
- **Eliminate Middle & High School Dropout rate:** to zero
- **Attendance:** Improve by reaching no less than 98%
- **Graduation Rate:** 5% Increase from 95%-98% (95%)
- **Suspension & Expulsion:** Reduce suspensions and expulsions by 5%

### GOAL 3 # 2, 3, 4, 5, 6,7,8

MUSD Supplemental students consisting of *Low Income, English Learners, Foster Youth, and Special Education* will make significant academic growth.



- **SBAC ELA & Math** 5% growth from the Spring 2016 results  
**A-G:** Increase by 5% (ELs-4%, LI-48%, SPED-50%)
- **Reclassification rates:** Increase by 10%
- **Advanced Placement:** Increase passing results (3 or better) to 80% (Current ELs-68%, LI-70%, SPED-50%)
- **EAP rates:** Increase ELA to 44% from 39% and Math to 30% from 27% in 2015-16 Current ELA ELs-0%, SPED-0%, LI-24% Math ELs-4% , SPED-0% LI-17%

## ✓ GREATEST PROGRESS

### Academic Achievement

SBAC Language Arts & Math

Exceeded expectations 5% -9% overall

4<sup>th</sup> and 8<sup>th</sup> grade exhibited most growth

EL's 7<sup>th</sup> and 8<sup>th</sup> grade made most growth in both ELA and Math

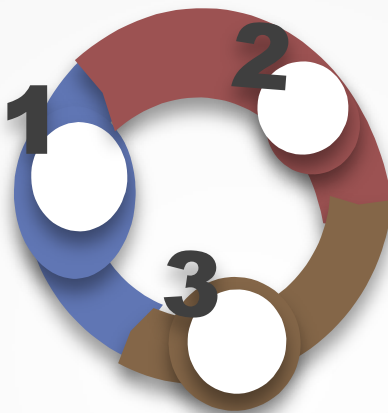
Economically Disadvantaged 6<sup>th</sup> students made most growth in ELA and Math

Students W/Disabilities cohorts 4<sup>th</sup> and 5<sup>th</sup> grade significant growth in ELA

### Engagement

6<sup>th</sup> grade experiencing the greatest attendance rate

Reduction of students suspended from **251 to 171**



## ✓ GREATEST NEEDS

### Academic Achievement

SBAC Language Arts & Math 11<sup>th</sup> and 3<sup>rd</sup> grade

EL's 11<sup>th</sup> and 3<sup>rd</sup> grade

Economically Disadvantaged 3<sup>rd</sup>, 5<sup>th</sup>, 7<sup>th</sup> and 11 limited growth in Math

Students w/Disabilities cohort 6<sup>th</sup> -7<sup>th</sup>, and 8<sup>th</sup>

Since 2014, the percent of students qualified for UC schools in almost every ethnicity has decreased, with Asian students decreasing most drastically.

### Engagement

Students w/Disabilities and Latino/Hispanics with largest number identified as severe or moderate chronic with TK-K experiencing greatest absence rate.

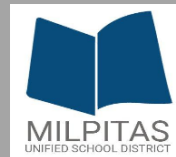
## ✓ PERSISTENT GAPS

Latino, EL's African-American, Students w/Disabilities and Socioeconomically Disadvantaged in both ELA and Math

# Performance Progress Update

# Newest Tools

## New Template



### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<b>Goal 1</b>			

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL \_\_\_\_\_

Metrics

Baseline

This is the progress that we plan to make to achieve our Year 3 outcomes.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20


### Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year:  2017-18  2018-19  2019-20

**OVERSIGHT:** Services, resources, & regulatory requirements.  
**ASSURANCE:** Financial and Policy Collaborations.  
**ASSURANCE:** Learning Collaborations, use of programs, and other.  
**LCAP Construction:** Services, this text will be determined by the LCAP Construction Public and other stakeholders.  
**PROVISIONS:** Essential data to support construction of the LCAP.  
 These analyses are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

### 2017-20 Plan Summary

#### THE STORY

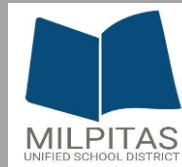
Briefly describe the students and community and how the LEA serves them.

#### LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

# Newest Tools

## State Indicators to Measure Progress



**Suspension Indicator (Elementary School)**

**Suspension Change**

	Increased Significantly Increased by greater than 2%	Increased Increased by 0.3% to 2%	Maintained Declined or increased by less than 0.3%	Declined Declined by 0.3% to less than 1%	Declined Significantly Declined by 1% or greater
Very Low 0.5% or less	Yellow	Green	Blue	Blue	Blue
Low Greater than 0.5% to 1%	Orange	Yellow	Green	Green	Blue
Medium Greater than 1% to 3%	Orange	Orange	Yellow	Green	Green
High Greater than 3% to 6%	Red	Orange	Orange	Yellow	Yellow
Very High Greater than 6%	Red	Red	Red	Orange	Yellow

1. Graduation Rate
2. Suspension Rate
3. Academic Indicator
4. College/Career (CCI)
5. English Learner Indicator (ELI)

**English Learner Status**  
(Percent Progressing Plus Reclassified Students)

**English Learner Change**  
(Change in Percent Progressing Plus Reclassified Students)

Level	Declined Significantly by more than 10%	Declined by 1.5% to 10%	Maintained Declined or improved by less than 1.5%	Increased by 1.5% to less than 10%	Increased Significantly by 10% or more
Very High 85% or more	Yellow	Green	Blue	Blue	Blue
High 75% to less than 85%	Orange	Yellow	Green	Green	Blue
Median 67% to less than 75%	Orange	Orange	Yellow	Green	Green
Low 60% to less than 67%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 60%	Red	Red	Red	Orange	Yellow

# LCAP Revision Process

## Stakeholder Engagement Timeline

