

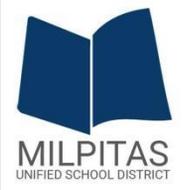


LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

**Annual Update
2016-17**

Decision Making Process

Identify NEED



PERFORMANCE 

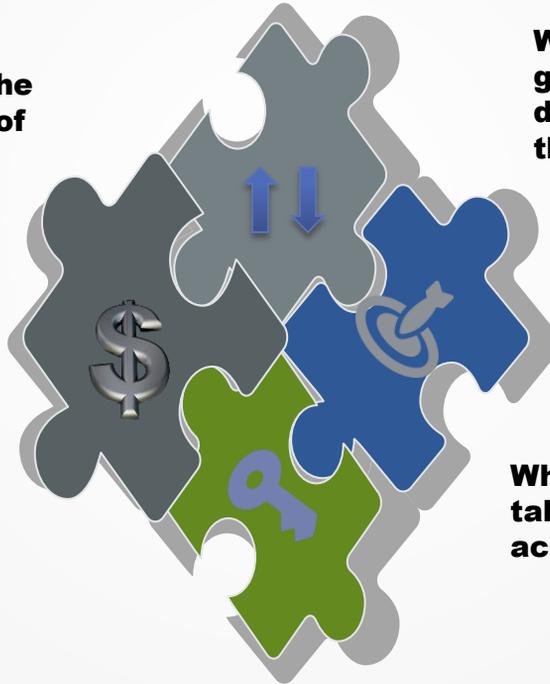
How are our students performing? What are the most significant areas of need?

GOALS 

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

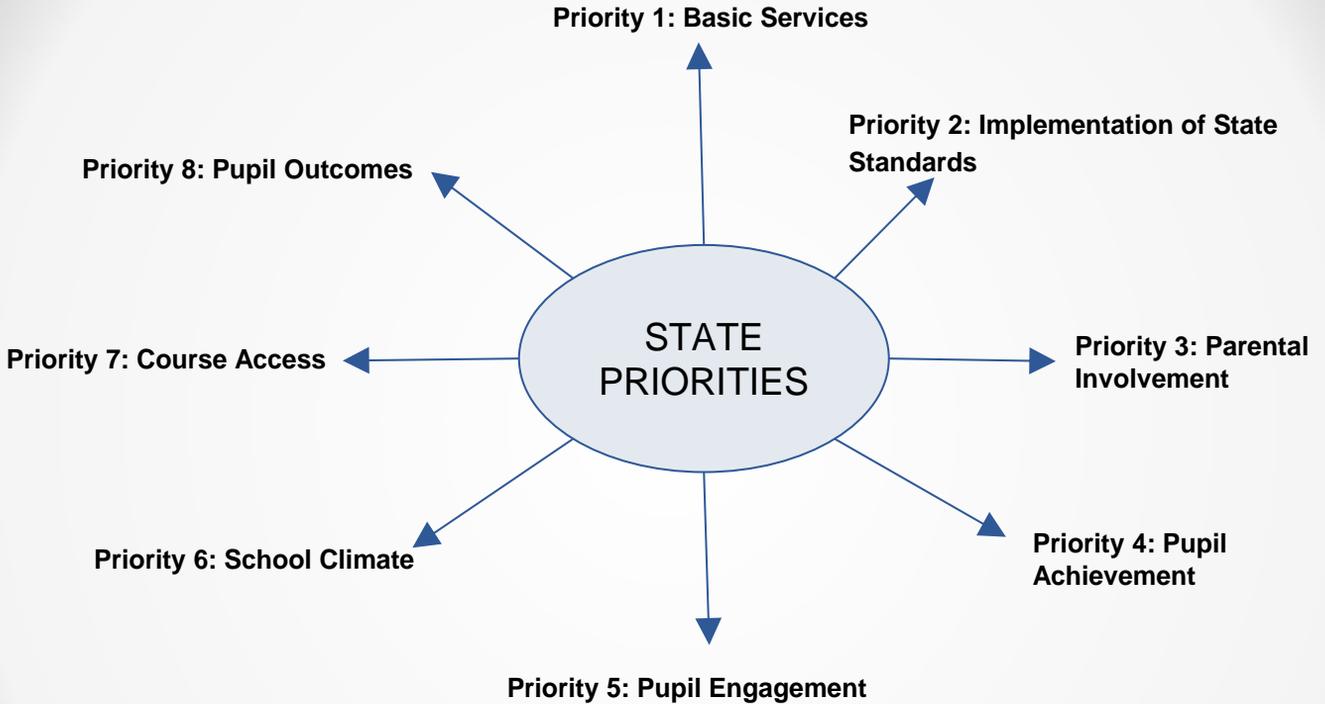
RESOURCES 

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

4th and 8th grade exhibited most growth

EL's 7th and 8th grade made most growth in both ELA and Math

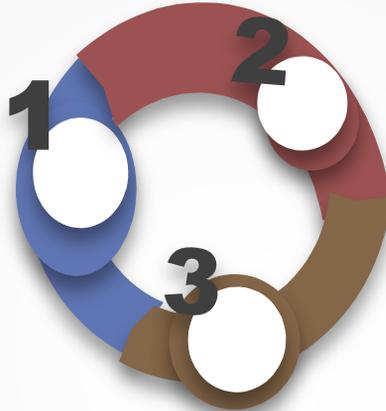
Economically Disadvantaged 6th students made most growth in ELA and Math

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

Engagement

6th grade experiencing the greatest attendance rate

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



GREATEST NEEDS

Academic Achievement

SBAC Language Arts & Math 11th and 3rd grade

EL's 11th and 3rd grade

Economically Disadvantaged 3rd, 5th, 7th and 11 limited growth in Math

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

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.

New
 Modified
 Unchanged

Goal 1

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

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

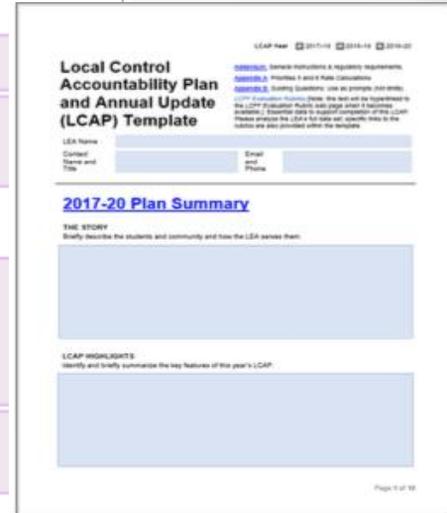
Metrics

Baseline

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators Baseline

		2017-18	2018-19	2019-20



Newest Tools

State Indicators to Measure Progress



Suspension Indicator (Elementary School)
Suspension Change

Level	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 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

English Learner Status
(Percent Progressing Plus Reclassified Students)



LCAP Revision Process

Stakeholder Engagement Timeline

