



# ROLLING HILLS' LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

May 4, 2017

Instructional Services  
Governing Board Presentation

# LCAP Goals

1. High quality instruction in Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) in 21<sup>st</sup> Century Classrooms
2. Ensure all students learn at high levels and close the achievement gap
3. Tiered supports that promote positive social/emotional development
4. Parents encouraged to participate in their child's learning experiences at school and home

# Dashboard Data: Greatest Progress

Group	Growth	Status	LCAP Goal
English Learners Reclassified Only	+ 19.3 points Math	Very High	#1 & #2
	+ 21.4 points ELA	Very High	#1 & #2
Asian Students	+ 9.6 points Math	Very High	#1
	+ 8.4 points ELA	Very High	#1
White Students	+ 8.5 points Math	Very High	#1
	+ 6.9 points ELA	Very High	#1

# How will progress be or maintained?

- Focus on (through a Professional Learning Community model)
  - ▣ Quality first instruction
    - Formative assessment data analysis
    - Learning Targets
    - Differentiation
    - Responsive teaching (RTI)
- Professional development focus on the district's four elements
- Professional development to differentiate for GATE students

# Dashboard Data: Greatest Needs

Group	Growth	Status	LCAP GOAL
Students with Disabilities	- 13 points ELA	Low 69.6 below level 3	#1 & #2
	+ 2.1 points Math	Low 91.9 below level 3	#1 & #2
EL Only Students	+ 20.3 points ELA	Low 30.4 below level 3	#1 & #2
	+ 37.7 points Math	Low 50.6 below level 3	#1 & #2
Socioeconomically Disadvantaged	+ 2 points ELA	Low 15.6 below level 3	#1 & #2
	+7.2 points Math	Low 40 below level 3	#1 & #2

# Next Steps for Areas of Need

- Equity Coach support of classroom teachers in providing academic and behavioral interventions to struggling learners
- Reading Intervention teacher to support low readers in 6-8 week cycles
- Student Study Team (SST) members meet to discuss and strategize support at-risk students.
- Professional Development (PD) on engaging and supporting struggling learners
- English Language Development (ELD) training in universal design for lessons
- Continue with AVID classes and training for teachers

# Suspension Data

Group	Increase	Status
Socioeconomically Disadvantaged	+ 1.3 points	High
Students with Disabilities	+ 3.5 points Significant Increase	Very High
African American	+ 3.2 points Significant Increase	Very High
Asian	+ 2.4 points Significant Increase	Medium
Hispanic	+ 0.6 points	High
English Learners	+0.7 points	High

# Next Steps for Areas of Need

- Increase lesson engagement through previously mentioned steps
- Increase Where Everybody Belongs (WEB) activities to monthly
- Re-boot Positive Behavior Interventions and Supports (PBIS) for staff and students
- Professional development on strategies to work with the middle school child
- Mindfulness training for staff and students
- Increased student support (Marriage Family Therapist Intern)



# On-Going Progress Monitoring

- Tier 1 & 2 reviewing SWISS Data
- Continue monitoring PLC & PD effectiveness through reflections, notes, and observations
- Continue discussions with teachers on PLC implementation based on student data and profile
- Instructional rounds with Instructional Leadership Team looking for the elements of High Quality first instruction