



MONROE'S LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

June 1, 2017

Instructional Services
Governing Board Presentation

LCAP Goals

1. High Quality (HQ) instruction in Common Core and Next Gen. Science Standards in 21st 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	+ 9.6 points Math	Low 51.8 below 3	#1 & #2
	+ 22.2 points ELA	Low 21 below level 3	#1 & #2
African-American Students	+ 15 points Math	Low 32.3 below 3	#1
	+ 21.1 points ELA	Medium 6.1 above level 3	#1
Caucasian Students	+ 8.4 points ELA	High 23.6 above level 3	#1
Asian Students	+19.5 Math	High 29.9 above level 3	#1
Suspension Hispanic students	Declined significantly -3.5%	Medium 3.5%	#3

How will progress be maintained or improved?

- ☐ Focus on High Quality First Instruction (HQFI) through Professional Learning Community (PLC)
- ☐ Continue common preps
- ☐ Continue teacher release/collaboration time
- ☐ Reading Intervention teacher
- ☐ Student Success Team (SST)
- ☐ English Language Development/English (ELD/ELA) combined PLC
- ☐ Continue to work with Community Based Organizations

Dashboard Data: Greatest Needs

Group	Growth	Status	LCAP GOAL
Students with Disabilities	- 3.4 points ELA	Very Low 122.4 below 3	#1 & #2
	+ 2.8 points Math	Very Low 166.6 below 3	#1 & #2
EL Only Students	+ 9.2 points ELA	Very Low 99.9 below 3	#1 & #2
	+ 11.9 points Math	Very Low 135.6 below 3	#1 & #2
Hispanic	+ 1.8 points ELA	Low 4.9 below 3	#1 & #2
	-.6 points Math	Low 87.9 below 3	#1 & #2
Socioeconomically Disadvantaged	+1.6 points ELA	Low 50.6 below 3	#1 & #2
	+3.6 points Math	Low 85.9 below 3	#1 & #2

Dashboard Data: Greatest Needs

Suspension Data:

Group	Change	Status	LCAP GOAL
African-American students	Increased significantly +6.3%	High 8.9%	#3
Students with Disabilities	Maintained +0.2%	High 10.2%	#3

Next Steps for Areas of Need

- ❑ Leverage PLC work to identify struggling learners and build classroom interventions
- ❑ Equity Teacher on Special Assignment (TOSA) - increase capacity of classroom teachers to support struggling learners
- ❑ Professional development on responsive teaching
- ❑ Full implementation of ELD curriculum to support ELA
- ❑ Provide staff training in integrated ELD
- ❑ After-school intervention

Next Steps for Areas of Need

- ☐ Implement restorative practices
- ☐ Regular reboots for Positive Behavior Interventions and Supports (PBIS) for staff and students
- ☐ Low-Level Intervention Forms
- ☐ Increase hours for Marriage Family Therapist Intern
- ☐ Increased lunchtime activities
- ☐ Restructuring Tier 2 team = Intervention Team

On-Going Progress Monitoring

- Continue monitoring PLC effectiveness through grade-level-department agendas/minutes/results and regular check-ins
- PLC Leadership Team
- Equity TOSA schedule of interventions
- Classroom observations of elements of HQFI
- PBIS data regularly analyzed (Tier 1)
- Intervention Team monitoring SSTs