



MARSHALL LANE'S LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

June 22, 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	+ 13.1 points Math	Very High	#1 & #2
	+ 11.9 points ELA	Very High	#1 & #2
Asian Students	+ 10.1 points Math	Very High	#1
	+ 15.9 points ELA	Very High	#1
White Students	+ 11.0 points Math	Very High	#1
	+ 8.5 points ELA	Very High	#1

How will progress be improved or maintained?

- Focus on continuous progress using the Professional Learning Community (PLC) model
- Common assessments and frequent data analysis by teachers during PLC time
- High level of support for teachers from the district office, Equity Coach, and administrator
- Professional development throughout the year
- Release time for teacher collaboration during common prep periods

Dashboard Data: Greatest Needs

Group	Growth	Status	LCAP GOAL
Students with Disabilities (number of students=17)	+0.9 points ELA + 2.1 points Math	Low 60.1 below level 3 Low 58.3 below level 3	#1 & #2
Socioeconomically Disadvantaged (number of students=20)	+ 9.6 points ELA -1.6 points Math	Low Low 23.6 below level 3 Low 30.6 below level 3	#1 & #2
Increase social-emotional skills for students	New goal	Students struggle with dealing with social issues	#3
Measure parent participation	New goal	Determine metric for participation	#4

Next Steps for Areas of Need

- Work with district Special Education staff on our RSP program to differentiate instruction for students with special needs
- Strengthen quality first instruction in meeting the needs of all learners by focusing on essential standards and examining data to determine areas of need
- Provide staff meeting time and release time for teacher collaboration to address student needs and skill gaps
- Pilot the Toolbox social-emotional curriculum which aligns with PBIS to improve student behavior
- Create a metric for tracking parent participation with the goal of increasing their participation

On-Going Progress Monitoring

- Analysis of SBAC data and creation of a plan to continue progress for all students
- Creation and analysis of common assessments and goal setting to improve instruction to meet student needs
- Frequent classroom visits by administrator and Equity Coach and ongoing discussions with teachers regarding instruction
- Instructional Rounds for all teachers to focus on best practices
- Ongoing PLC work to include participation in grade level team meetings by the administrator and Equity Coach using the Team Model