CAPRI'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 NGSS 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
School-wide	+ 9.1 points Math	High	#1 & #2
	+ 5 points ELA	High	#1 & #2
English Learners	+ 5.1 points Math	High	#1 & #2
Asian Students	+ 9.1 points Math	Very High	#1 & #2
	+ 10.4 points ELA	Very High	#1 & #2
White Students	+ 22.4 points Math	Very High	#1 & #2
	+ 14.7 points ELA	High	#1 & #2

How will progress be improved or maintained?

☐ Applying Thinking Maps to support English Learners in Math as well English/Language Arts (ELA)

☐ Strengthening our Professional Learning Community (PLC) work: Essential Standards, Formative Assessment, Ongoing Data Analysis, and Differentiation

☐ Continue to strengthen our strategic focus on English Learners and struggling English Only students

☐ Continue to strengthen our positive climate for staff and students through programs such as Recess 101, Project Cornerstone, and PBIS.

Dashboard Data: Greatest Needs

Group	Growth	Status	LCAP GOAL
English Learners	+ 5 points ELA	Low 10.9 below level 3	#1 & #2
Latino or Hispanic Students	+ 3.9 points ELA	Low 23.6 below level 3	#1 & #2
	+ 3.3 points Math	Low 14.4 below level 3	#1 & #2
Socioeconomically Disadvantaged	+ 2.3 points ELA	Low 27.9 below level 3	#1 & #2
	+ 1.5 points Math	Low 13.2 below level 3	#1 & #2
Suspension: Students with Disabilities and White	Increased 3.7 and 3.4, respectively	High: Increased Significantly	#3

Next Steps for Areas of Need

- ☐ Strategic structuring of English Language Development (ELD)/Academic Language Development (ALD) time to support literacy needs of all learners
- ☐ Use of Equity Teacher on Special Assignment to build teacher capacity using differentiation strategies
- ☐ Extended learning time: after school sessions for English Learners (ELs) and low Socioeconomic Status (SES)
- ☐ Carefully monitor reading intervention student data and ELD/ALD data to move kids in and out of interventions as needed
- ☐ Essential Standards for ELA, Math Practices, and ELD to narrow our instructional focus for greatest student learning

On-Going Progress Monitoring

- Coordinate grade-level meetings with admin to discuss PLC work
- Continue to conduct regular classroom observations, looking for quality first instruction and providing timely feedback to teachers
- Regularly analyze data and student work to determine intervention needs, especially around reading
- Review behavior and academic data with Multi-Tier Systems of Support Teams (MTSS) to identify areas of need