



LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP)

March 7, 2019

Instructional Services
Governing Board Presentation

Castlemont School

Total Enrollment	672
Socio-Economically Disadvantaged	55%
English Learners	38%
Foster Youth	.3% (2)
Students with Disabilities	6% (42)

School Initiatives Aligned to Instructional Vision

- Every Child Reader by 3rd grade
- Profile of a Graduate
- Professional Learning Communities
- Response to Instruction (RTI)
- Use of Common Formative Assessments (CFA)
- Learning Target Implementation
- CKLA curriculum implementation 1st-2nd grades

Castlemont Dashboard Indicators

Chronic Absenteeism



Green

Suspension Rate



Green

English Language Arts



Blue

Mathematics



Green

The Dashboard Tells us our Strengths

- Hispanic chronic absenteeism improved (Blue)
- Overall numbers of suspensions were down
- ELA Performance levels **increased significantly** (Blue)
- Sub-groups **increased significantly** (Yellow)
 - English Learners (EL)
 - Socioeconomically Disadvantaged (SES)
 - Students with Disabilities (SWD)
 - Hispanic
- Math Performance levels increased (Green)
- Sub-Groups **increased significantly** in Math
 - Socioeconomically Disadvantaged (Yellow)
 - Students with Disabilities (Yellow)
 - Hispanic (Green)
- English Learners increased in Math (Green)

The Dashboard Tells us Areas of Improvement

- Asian and white chronic absenteeism was higher than other sub-groups. (yellow)
- Suspensions for Students with Disabilities (Red) and English Learners (Orange) are ranked below that of “All Students” (Green)
- Sub group data (SWD, SES, EL) increased significantly but they are still in the yellow proficiency band in ELA and Math.

A Current Look at iReady Data

Reading Data Diagnostic Fall to Winter

- 2nd grade - Increase from 28% to 46% proficient
- 3rd grade - Increase from 53% to 73% proficient
- 4th grade - Increase from 29% to 44% proficient
- 5th grade - Increase from 36% to 48% proficient

Reading Predicted Proficiency to SBAC (2018 SBAC)

- Overall Predicted Proficiency 65% (58%)
- 3rd Predicted Proficiency 69% (49%)
- 4th Predicted Proficiency 62% (65%)
- 5th Predicted Proficiency 65% (57%)

A Current Look at iReady Data

Math Diagnostic Fall to Winter

- 2nd grade - Increase from 19% proficient to 33%
- 3rd grade - Increase from 26% proficient to 58%
- 4th grade - Increase from 37% proficient to 46%
- 5th grade - Increase from 50% proficient to 51%

Math Predicted Proficiency (2018 SBAC)

- Overall Predicted Proficiency 61% (51%)
- 3rd grade Predicted Proficiency 76% (58%)
- 4th grade Predicted Proficiency 59% (51%)
- 5th grade Predicted Proficiency 50% (44%)

LCAP Goals 1 and 2: High Quality First Instruction and Closing the Achievement Gap

Data Related to Every Child a Reader

- 10 teachers are field testing Dibels
- 5 more will be field testing Dibels this Spring
- Dibels data indicates 75% of our first grade students are on track to be readers by 3rd grade
- Students in Reading Intervention:
- From Diagnostic 1 to 2 (12 weeks)
 - 42% showed 80-100% of annual typical growth
 - 13% showed 80-100% of annual stretch growth

Monitoring Every Child a Reader

- Classroom observations with verbal and written feedback
- Monitoring DIBELS and Reading Intervention data every 6-8 weeks and regrouping students as needed
- Monitoring that teachers are implementing CKLA with fidelity in grades K-2
- Using CKLA in 2nd and 3rd grade as an intervention to fill student skill gaps

LCAP goal 3: Multi-Tiered Systems of Support

Response to Instruction Work

- Teacher team attended conference last year
- Grade 3 and 4 implemented
- Monitored EL data to determine effectiveness:

2017 SBAC EL Data (Proficiency)	2018 SBAC EL Data (Proficiency)
Grade 3: 7%	Grade 3: 17%
Grade 4: 5%	Grade 4: 24%
Grade 5: 7%	Grade 5: 16%
Overall: 6% Proficient	Overall: 19% proficient

Monitoring our Response to Instruction Work (RTI)

- Classroom observations with written and verbal feedback
- Attend collaboration meetings to discuss student data (subgroups, focal students)
- Coaching and instructional support from Teacher on Special Assignment (TOSA)
- Training on the creation of assessments that teachers use to better understand students' learning needs
- Providing feedback to PLC teams on next steps to move their practice
- Celebrating our success!

School Celebrations

- Improvements made in how we monitor data
- PLC implementation is leading to student success
- Systems of support for students are improving
- Parent engagement has improved significantly
 - Art Vista Program with nearly 60 parent volunteers
 - Project Cornerstone
 - Living Classroom
 - Parent Education Classes (ESL, 5210)
- Thought Exchange Data
 - Adults: Programs such as Steam Room, Art Vista, and Living Classroom are very important to a well rounded education
 - Adults: I think it's notable how hard the district is working to accomodate kids from all backgrounds and cultures
 - Students: Art, Field Trips, Playworks/PE

NEXT STEPS

- Scale our success with RTI in English Language Arts to Math
- Form an RTI Guiding Coalition
- Teacher team attend Math focused RTI conference to address learning gaps
- Determine necessary math interventions/supports
- Learning Target alignment with PoG competencies
- Continue to focus on fostering a positive work culture