



CAPRI LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP)

June 13, 2019

Instructional Services
Governing Board Presentation

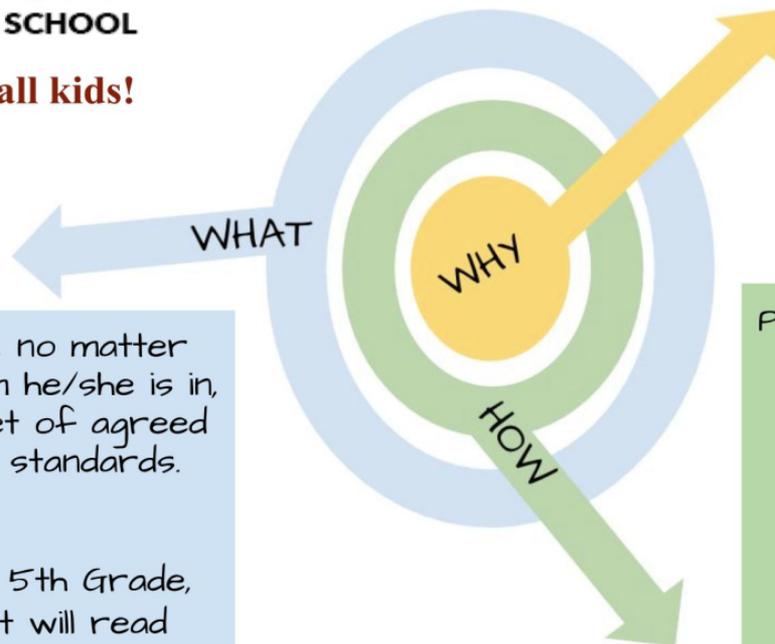
Capri Elementary School

	2017-2018
Total Enrollment	663
Socio-Economically Disadvantaged (SED)	36.7% (243)
English Learners (EL)	27.8% (184)
Foster Youth	0.3% (2)
Students with Disabilities (SWD)	6.3% (42)

School Initiatives Aligned to Instructional Vision



All in for all kids!



Every student, no matter which classroom he/she is in, will master a set of agreed upon essential standards.

By the end of 5th Grade, every student will read fluently and analyze rigorous texts.

The fundamental purpose of our school is to continuously increase learning and socio-emotional development for all students.

All in for All Kids!

PLC Collaborative Process

- Question 1
 - Essential Standards and Learning Targets
 - Targeted Literacy Instruction
- Question 2
 - CFAs
- Questions 3 and 4
 - Systematic Intervention
 - Rigor
 - UDL

Responding to CFAs is key!

Capri Dashboard Indicators

English Language Arts



Green

Mathematics



Green

Suspension Rate



Orange

Chronic Absenteeism



Green

Capri's Areas of Strength

“**Green**” for “all students” in English Language Arts (ELA)

- ☐ ELA status is **High** with a status of **Increased**
- ☐ Sub Groups: ELs, SEDs, and Hispanic Increased or Increased Significantly

“**Green**” for “all students” in Math

- We maintained our status of **High**
- Sub Group Increased: Hispanic

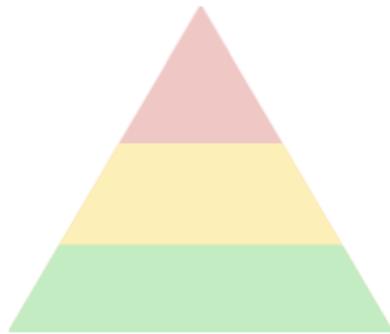
“**Green**” for “all students” in chronic absenteeism

- ☐ Chronic absenteeism is low and declined for ELs, SEDs, Hispanic, and African American sub groups

The Dashboard Tells Us Areas of Improvement

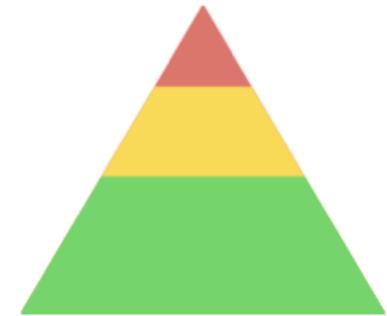
- Suspension Rate was “orange” having increased by 1.7% (from 7 students to 12 students).
 - Subgroups: Hispanic, SED, African American, and Two or More Races
 - SWD: "red," increased by 3 students
- Chronic Absenteeism. SWD had increased absenteeism
- Sub group data (SED and Hispanic) increased but they are still in the medium proficiency band (“yellow”) in ELA.
- Sub group data (SED and EL) in the medium proficiency band (“yellow”) in math.

iReady Diagnostic Proficiency Reading ALL



Fall D1 (Elem)

- **At Risk for Tier 3**
7% (From 18%)
- **Tier 2**
24% (From 36%)
- **Tier 1**
69% (From 46%)



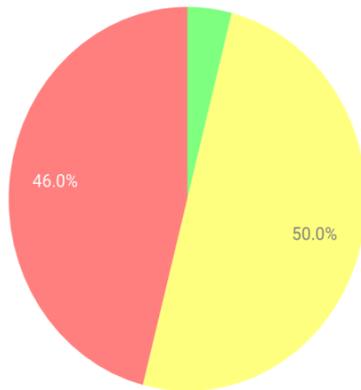
Spring D3 (Elem)

	Fall D1	Spring D3
Tier 3 (2 or more grade levels below)	N = 72	N = 28
Tier 2 (1 grade level below)	N = 145	N = 96
Tier 1 (at or above grade level)	N = 185	N = 277

Due to rounding some totals will be less than 100%

iReady Diagnostic Proficiency Reading ELL

Capri Reading English Language Learners D1

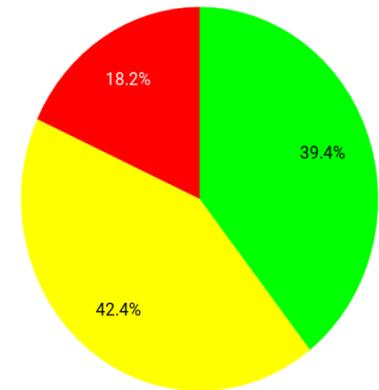


- At risk Tier 3:
18.2% (From 46%)

- Tier 2
42.4% (From 50%)

- Tier 1
39.4% (From 4%)

Capri Reading English Language Learners D3

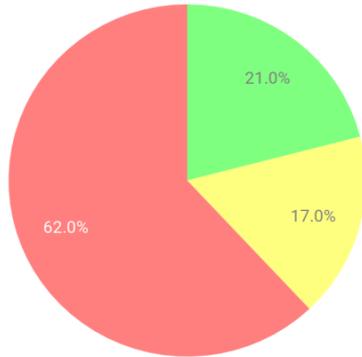


	Fall D1	Spring D3
Tier 3 (2 or more grade levels below)	N = 35	N = 14
Tier 2 (1 grade level below)	N = 38	N = 32
Tier 1 (at or above grade level)	N = 3	N = 30

Due to rounding some totals will be less than 100%

iReady Diagnostic Proficiency Reading Students with Disabilities

Capri Reading Students with Disabilities D1

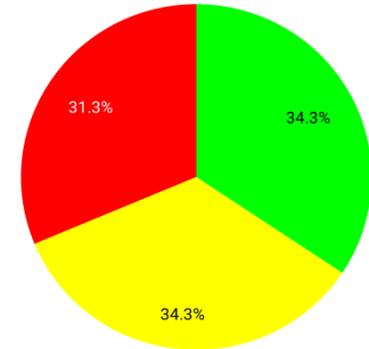


- At risk Tier 3:
31.3% (From 62%)

- Tier 2
34.3% (From 17%)

- Tier 1
34.3% (From 21%)

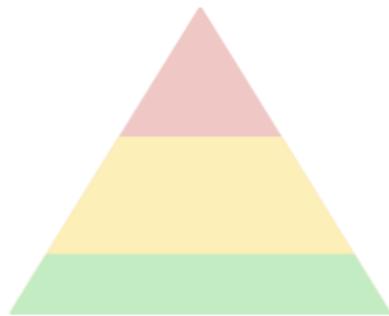
Capri Reading Students with Disabilities D3



	Fall D1	Spring D3
Tier 3 (2 or more grade levels below)	N = 18	N = 10
Tier 2 (1 grade level below)	N = 5	N = 10
Tier 1 (at or above grade level)	N = 6	N = 9

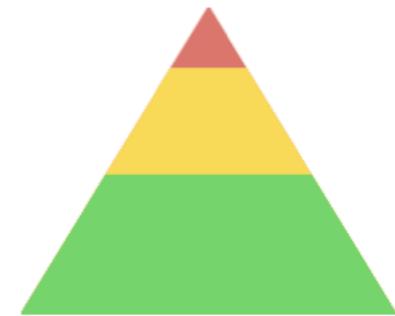
Due to rounding some totals will be less than 100%

iReady Diagnostic Proficiency Math ALL



Fall D1 (Elem)

- **At Risk for Tier 3**
4% (From 18%)
- **Tier 2**
26% (From 47%)
- **Tier 1**
70% (From 35%)



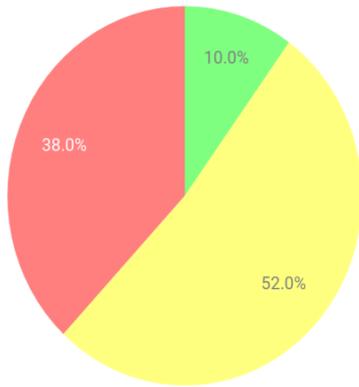
Spring D3(Elem)

	Fall D1	Spring D3
Tier 3 (2 or more grade levels below)	N = 68	N = 15
Tier 2 (1 grade level below)	N = 178	N = 99
Tier 1 (at or above grade level)	N = 132	N = 265

Due to rounding some totals will be less than 100%

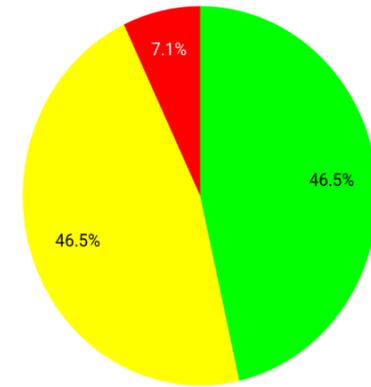
iReady Diagnostic Proficiency Math ELL

Capri Math English Language Learners D1



- At risk Tier 3:
7.1% (From 38%)
- Tier 2
46.5% (From 52%)
- Tier 1
46.5% (From 10%)

Capri Math English Language Learners D3

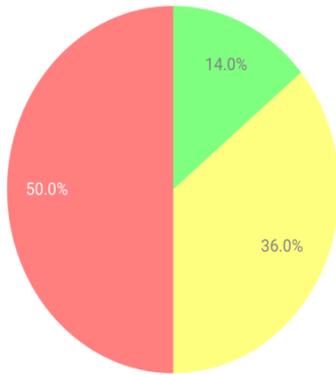


	Fall D1	Spring D3
Tier 3 (2 or more grade levels below)	N = 26	N = 5
Tier 2 (1 grade level below)	N = 36	N = 32
Tier 1 (at or above grade level)	N = 7	N = 32

Due to rounding some totals will be less than 100%

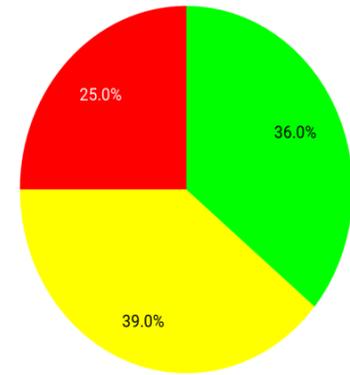
iReady Diagnostic Proficiency Math Students with Disabilities

Capri Math Students with Disabilities Learners D1



- At risk Tier 3:
25% (From 50%)
- Tier 2
39% (From 36%)
- Tier 1
36% (From 14%)

Capri Math Students with Disabilities Learners D3



	Fall D1	Spring D3
Tier 3 (2 or more grade levels below)	N = 14	N = 7
Tier 2 (1 grade level below)	N = 10	N = 11
Tier 1 (at or above grade level)	N = 4	N = 10

Due to rounding some totals will be less than 100%

EVERY CHILD A READER: LCAP Goal 1,2

Tier III: Students will receive Phonics (CKLA) and Targeted Literacy Intervention (3rd - 5th) and targeted iReady instruction based on their need.

- K-2nd: 1 year or more below in Reading
- 3rd - 5th: 2 years or more below in Reading and/or Below Grade-level in phonics on iReady

Tier II: Targeted Literacy Intervention and iReady

- K-2nd: 6 months or more below in Reading
- 3rd - 5th: 1 year or more below in Reading but have passed phonics on iReady

Tier I: Extension of grade level ELA, centers, literature circles, Raz Kids, etc.

Professional Learning Communities (PLC): LCAP Goals 1,2,3

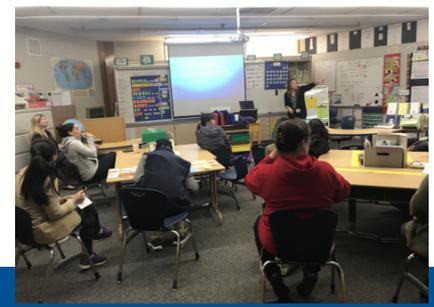
Capri has been refining our implementation of the PLC process:

- ❑ Staff members attending a PLC conference
- ❑ Instructional practices are based on Essential Standards and driven by student data from multiple measures
- ❑ Leadership team uses meetings to share and comment on grade level processes and documentation in order to learn from each other.

Overall, teachers agreed they are confident in addressing what they want students to learn, how they will assess, and how they will respond when students don't learn.

School Celebrations

- Improvements made in how we monitor data and respond to student data
- PLC implementation is leading to student success
- Systems of support for students are improving
- Proving Different Ways for Community Engagement
 - Parent Learning Community
 - Nutrition Classes and Positive Discipline Classes
 - PTA and ELAC sponsored events
 - Living Classrooms



Next Steps for Areas of Need

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Continuing To Implement	Next Step of Implementation
Professional Learning Communities and Culture of Data Analysis	Empowering student ownership of data and promoting a student reflection of learning
Application of Curriculum to Teach the Common Core State Standards (CCSS)	Exploring Universal Design for Learning (UDL) to purposefully plan access points for sub-groups and to challenge and enrich student learning
Learning Targets across all grades	Expanding to ELD
Essential Standards and shared commitments for data tracking by grade levels and students	Planning specific strategies for sub-groups during first instruction
Targeted Literacy Instruction	Professional Development and Coaching
Thinking Maps	Training of new staff as needed