LCAP Benchmarks Update
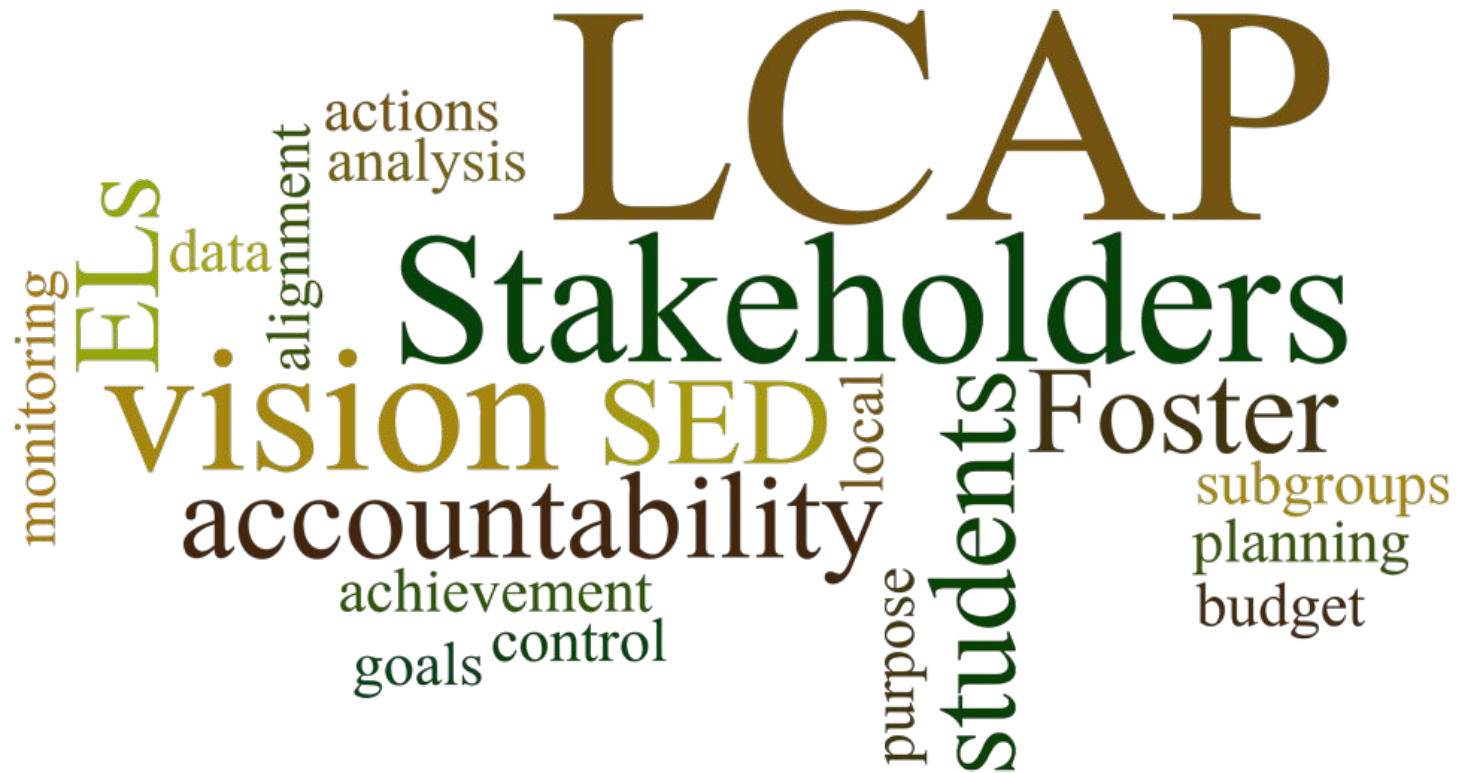
February 7, 2019

David Chambliss, Assistant Superintendent, Ed Services

The Local Control Accountability Plan ....

LCAP Goal Areas & Strategies

Basic Services

Academic Achievement

Wellness

Family Engagement

Tonight's LCAP Benchmarks Update

Basic Services

Academic Achievement

Wellness

Family Engagement

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Goals for this Time

▷ **Shared Understanding**: How are students ACROSS the DISTRICT **performing**?

▷ **Reflection**: What are **"good" benchmarks**? How do State and Local benchmarks drive improvement?

▷ **Deepened Commitment**: What **resources & practices** do we have/need to collectively drive improvement?

How are Students across the District performing?

LCAP Benchmarks & Data

Shared understanding … Reflection … Deepened Commitment

IMPORTANT when looking at data ...

Monitor for EQUITY!

See CAUSES in Students, Families, or Cultures

IMPORTANT when looking at data …

FOCUS ON:

Well SUPPORTED and NOT YET Well SUPPORTED

How we teach students

How we help students feel safe/connected

How we engage families in our teaching & learning

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IMPORTANT when looking at data …

We can do it!

How are we doing?

Academic Achievement

Literacy

Mathematics

Wellness

LITERACY Data

STRENGTHS

▷ All students overall perform above proficiency.

▷ All students overall and 8 key student groups improved by 4 or more points from 16-17 to 17-18 (English Learners [EL] +5, Students with Disabilities [SwD] +8, and Students from "Socio-Economically Disadvantaged backgrounds" [SED] +4)

▷ 3 key student groups are meeting/exceeding our ambitious LCAP goals (Asian, White, 2+ Races).

CHALLENGES:

▷ We have significant gaps in performance among our key student groups--in some cases, over 100 points.

▷ All students overall and 5 key student groups are far below our LCAP goals (EL -29, SED -41, Latino -23, Pacific Islander -19, Filipino -8) .

▷ Did not originally set Literacy LCAP benchmarks for a few student groups: Homeless, African-American, & SwD. Will be corrected for 2018-19, with retroactive analysis.
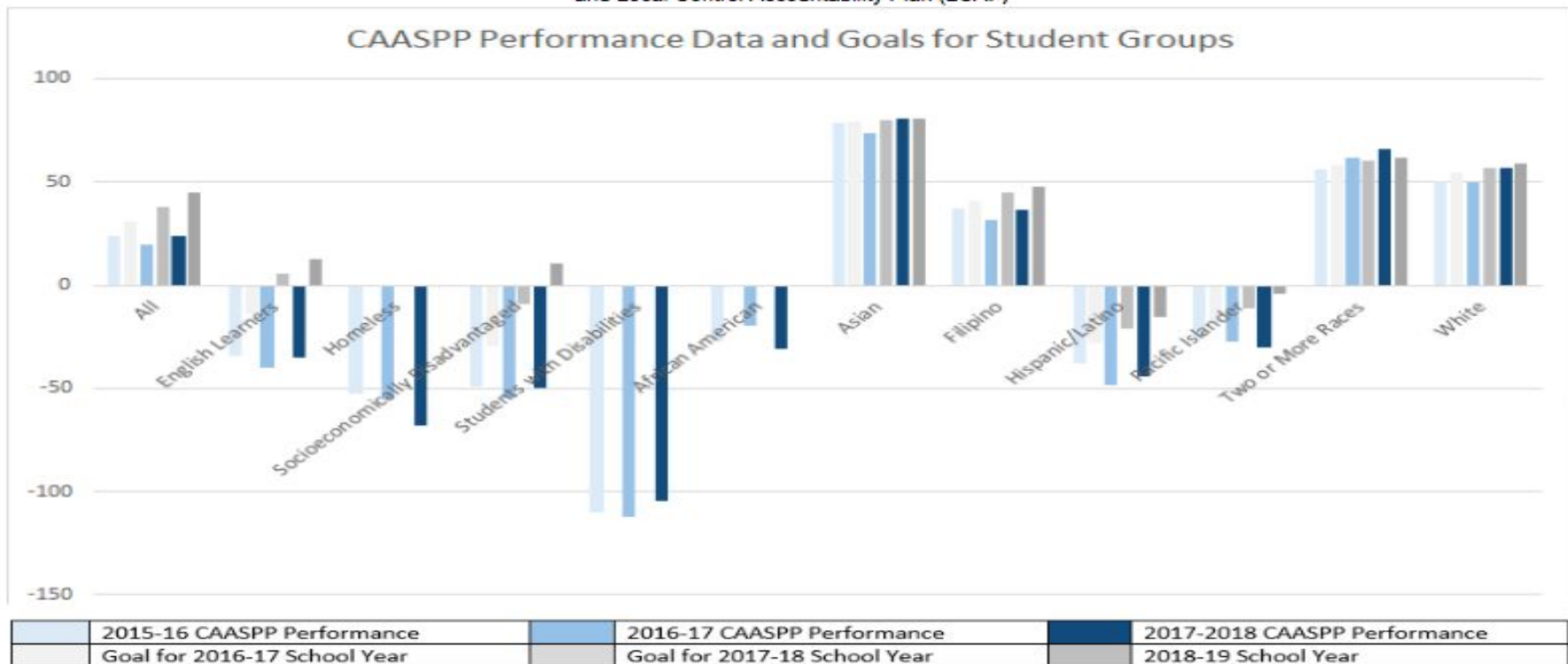
LITERACY Data: Developing [Tracker](#)

Metrics/Indicators	Goal or Actual	2015-16	2016-17	2017-18	2018-19
CAASPP Results ELA (Points Above/Below Proficient) - Hispanic/Latino Students	Goal		-28.2	-21.2	-15.2
	Actual	-38.2	-48.1	-44	
CAASPP Results ELA (Dashboard Indicator) - White Students	Goal		Blue	Blue	Blue
	Actual	Blue	Blue	Blue	
CAASPP Results ELA (Points Above/Below Proficient) - White Students	Goal		55	57	59
	Actual	50.7	49.7	56.7	
CAASPP Results ELA (Dashboard Indicator) - Asian Students	Goal		Blue	Blue	Blue
	Actual	Blue	Green	Blue	
CAASPP Results ELA (Points Above/Below Proficient) - Asian Students	Goal		79	80	81
	Actual	78.5	74	80.4	
CAASPP Results ELA (Dashboard Indicator) - Two or More Races	Goal		Blue	Blue	Blue
	Actual	Blue	Blue	Blue	
CAASPP Results ELA (Points Above/Below Proficient) - Two or More Races	Goal		58	60	62
	Actual	56.4	61.7	66.1	
CAASPP Results ELA (Dashboard Indicator) - Filipino Students	Goal		Green	Blue	Blue
	Actual	Green	Green	Green	
CAASPP Results ELA (Points Above/Below Proficient) - Filipino Students	Goal		41	45	48
	Actual	37.3	31.8	36.6	

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LITERACY Data: Developing [Visuals](#)

English-Language Arts: Points Above/Below Standard

Three year data from California Assessment of Student Performance and Progress (CAASPP) with three-year goals for student performance set in 2015-2016
Note that three-year goals were set in 2015-16, the first year of the California Assessment of Student Performance and Progress (CAASPP)
and Local Control Accountability Plan (LCAP)

CAASPP Performance Data and Goals for Student Groups

| 2015-16 CAASPP Performance | 2016-17 CAASPP Performance | 2017-2018 CAASPP Performance |
| Goal for 2016-17 School Year | Goal for 2017-18 School Year | 2018-19 School Year |

LITERACY Data: Developing [Visuals](#)

English/Language Arts: Dashboard Indicator for All Students and Demographic Groups

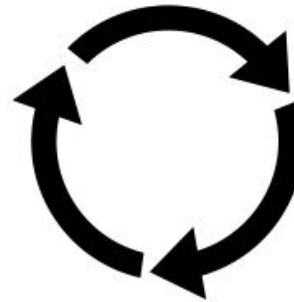| Red - Very Low	Orange - Low	Yellow - Medium	Green - High	Blue - Very High

	2015-2016 CAASPP Results	2016-2017 CAASPP Results	Goal for 2017-2018	2017-2018 CAASPP Result
All Students				
English Learners				
Homeless Students			*.	
Socioeconomically Disadvantaged				
Students with Disabilities			*	
Foster Youth	The number of foster youth was too small to be assigned a performance color.			
African American			*	
Asian				
Filipino				
Hispanic				
Pacific Islander				
Two or More Races				

LITERACY Data: Developing Practices

District Leadership

Key Stakeholders

Board of Trustees

Math Data

STRENGTHS

▷ All students overall perform above proficiency.

▷ 2 student groups improved by 4+ points from 16-17 to 17-18 (Asian +6, 2-More Races +5)

▷ 2 student groups are meeting/exceeding our ambitious LCAP goals (Asian, 2+ Races).

▷ Middle School "math support" students are exceeding our LCAP goal for them.

CHALLENGES:

▷ All students overall are not improving; 0 growth.

▷ We have significant gaps in performance among our key student groups--in some cases, over 140 points.

▷ All students overall and 6 student groups are far below our LCAP goals (English Learners [EL] -34, Students from "Socio-Economically Disadvantaged" Backgrounds [SED] -35, Latino -40, Pacific Islander -44, Filipino -13, White -7).

▷ Did not originally set Math LCAP benchmarks for a few student groups: Homeless, African-American, & SwD. Will be corrected for 2018-19, with retroactive analysis.

WELLNESS Data

▷ STRENGTHS

- ○ Suspension rates for All Students and 6 student groups is "low/very low" and dropping (Low: English Learners [EL], Homeless, Filipino, White, 2+ Races. Very low: Asian)

- ○ Chronic Absence rates for All Students and 4 student groups is "low/very low" (Very Low: Filipino, Asian. Low: White, 2+ Races)

- ○ All Students Chronic Absence rate (3.7%) is near LCAP target (3.5%)

- ○ Student feeling of "School Connectedness": 5th at 78%; 7th at 63%. 20pp rise for 5th since last year; 11pp rise for 7th. Both exceed LCAP goal.

- ○ Student feeling of "School Safety": 5th high at 87%.
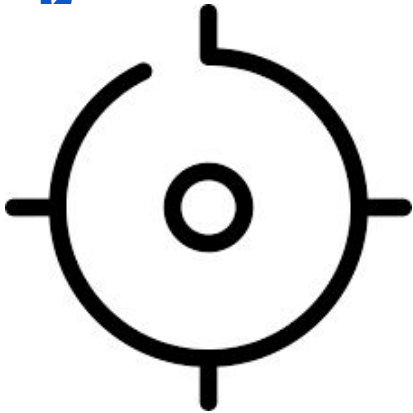
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WELLNESS Data

CHALLENGES:

▷ Suspension rates for 6 student groups is "medium" to "very high" (Foster Youth very high, Students from "Socio-Economically Disadvantaged" Background [SED] medium, Students with Disabilities [SwD] high, Latino medium, Pacific Islander high, and African American high)

▷ All Students suspension rate (1.2%) is far from LCAP target (0.7%).

▷ Chronic Absence rates for 8 student groups is "medium" to "very high" (Foster Youth very high, SED medium, SwD high, EL medium, Homeless high, Latino medium, Pacific Islander very high, and African American high)

▷ Student "School Connectedness": Drops 15 pp from 5th to 7th (78% to 63%).

▷ Student "School Safety": Drops 22 pp from 5th to 7th (87% to 65%) and no improvement in either grade from last year.

▷ No LCAP Benchmarks for these indicators for specific student groups. Will be corrected for 2018-19, with retroactive analysis.
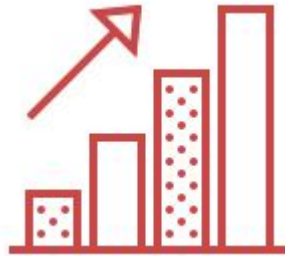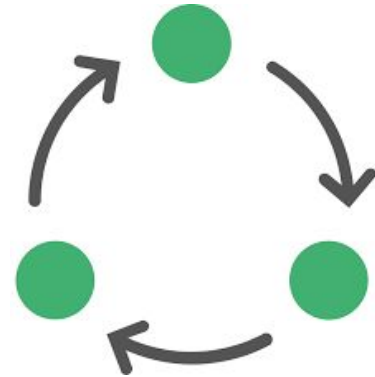
MATH & WELLNESS Data: Developing ....

Tracke r

Visuals

Practices

Note: Link to County Comparisons

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Questions?

To build shared understanding …