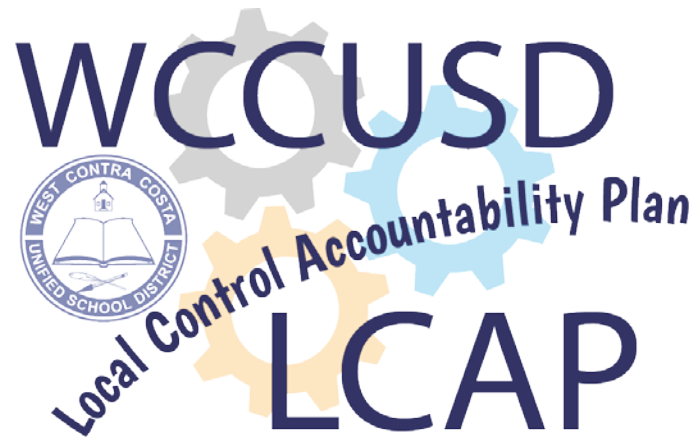


# Evaluating Our Progress & Moving Forward



Board of Education  
February 1, 2017

## OBJECTIVES OF TONIGHT'S PRESENTATION

- Take a high level look at Goal 5 Evaluation
- Understand the big areas of need in our district
- Understand the big picture of the 17-18 LCFF Supplemental and Concentration Funds
- Understand the priorities and allocations for 17-18 as put forth by Superintendent and staff
- Review an additional set of priorities without allocations to date

Goal 5 is about Basic Services.

Our big investments have been:

- Extend workday for elementary clerk typists
- Adaptive curriculum
- LCAP Evaluation

# LCAP Goal 5

## Successes:

- Addition of Ed Pioneer has helped us better understand programmatic success in Playworks, Whole School Interventions, and VAPA
- 0 Williams complaints about Facilities
- 0 Williams complaints about Instructional Materials
- 1 Williams complaint about adequate teachers
- Extending clerk work day to support schools

## Challenges:

- There has been one Williams complaint about adequate teachers from Richmond High
- 42 Actions and 44 AMOs make for an implementation and evaluation challenge
- Lack of cohesive data department makes accessing data very difficult

## Next Steps:

- Revamp Assessment Department to bring local and state assessments under one roof
-

### THE GOOD...

- A set of schools “on the move”
- Deep investments in the social/emotional health of our students
- Strong community engagement
- Growing relationship with UTR and other unions
- Reconfigured Principal Professional Learning
- Lowered suspension rates
- Learning Center Model
- Promising Teaching and Learning work such as Lesson Study Math, Reader’s and Writer’s Workshop

### THE NOT GOOD...

- Lack of basic resources-Assistant Principals, Counselors, Targeted teachers (ELD, Newcomers, Secondary)
- Minimal focus on Early Literacy
- Lack of commitment to ELD
- No full day Preschool
- Lack of Instructional Coaches
- Poor Coordination around College and Career services
- Lack of consistency responding to complaints (Uniform and others)

### THE REALLY NOT SO GOOD.....

- Extremely high class sizes in secondary
- Inability to close achievement gap
- Very low A-G rates
- Lack of site administrators and site leadership succession
- Massive lack of substitutes
- Staff retention
- Availability of district data

# 16-17 LCAP Town Hall Feedback Summary

Common themes brought up during Town Halls include:

## Successes:

- Hire more grad tutors
- Expand out of school time services
- Expand and deepen teacher professional development
- Hire more school community outreach workers (SCOWs)
- Playworks
- Expand psychological services
- Increase LCAP funds to school sites
- Extend work day for clerks
- Increase access to technology

## Challenges:

- Services for African American students
- College & career readiness programs
- English learner programs
- Class size reduction
- Teacher salaries, retention, hiring
- Substitute hiring and training
- Communication from schools and teachers to parents
- Welcoming environment for parents in schools
- SCOW and volunteer training
- Security
- Communication in emergencies
- Restorative Justice training
- Outreach in more languages than Spanish
- Understaffed offices
- Improved food



# So what do we need to do to ensure we hit the goals we have set forth in the LCAP?

1. Recruit, support and retain high quality and effective staff.
2. Increase our focus on professional development dedicated to teaching, learning and leadership.
3. Create powerful school cultures that are predicated on positivity, inclusion, and safety

## The Supplemental Concentration Story

In order to more effectively work toward meeting our goals, we have allocated monies back to schools to make site-based, data driven decisions around programs they will implement. For 17-18, we have given back monies for:

- Positive Behavior Intervention System Providers (Restorative Justice, Toolbox, Mindful Life, BEST, Super Achievement)
- High School Athletics Supplies
- Puente Counseling
- High Performers

Sites will be asked to make sure their plans include provisions for these areas.

## INITIAL INVESTMENTS

If we are to:

1. *Recruit, support and retain high quality and effective staff.*
2. *Increase our focus on professional development dedicated to teaching, learning and leadership.*
3. *Create powerful school cultures that are predicated on positivity, inclusion, and safety*

Then....based on community engagement and my observations...I am recommending making the following priority investments:

- **Additional Counselors, Assistant Principals and Secondary Teachers**

*Schools with highest unduplicated counts receive highest priority.*

## Why these immediate investments?

**Secondary Teachers**: Reducing class size from classes with over 40 is a win for everyone! Total teacher class load is reduced, students get more attention in class, less teachers have to teach an extra period allowing for greater collaboration time, preparation, parent contact and student meetings.

**Assistant Principals**: Additional Assistant Principals support climate and culture, instruction, safety and provide succession for our schools when leaders move on. APs also provide thought partnership to Principals in Elementary who are usually by themselves.

**Counselors**: Additional counselors will support more students in receiving the direction they need for course selection, college planning and application as well as family contact. Counselors support positive school culture and give students a place for guidance and counsel.

## Other Proposed Investments from 17-18 Supplemental Concentration

**With the remaining dollars, we are recommending the following as our top priorities:**

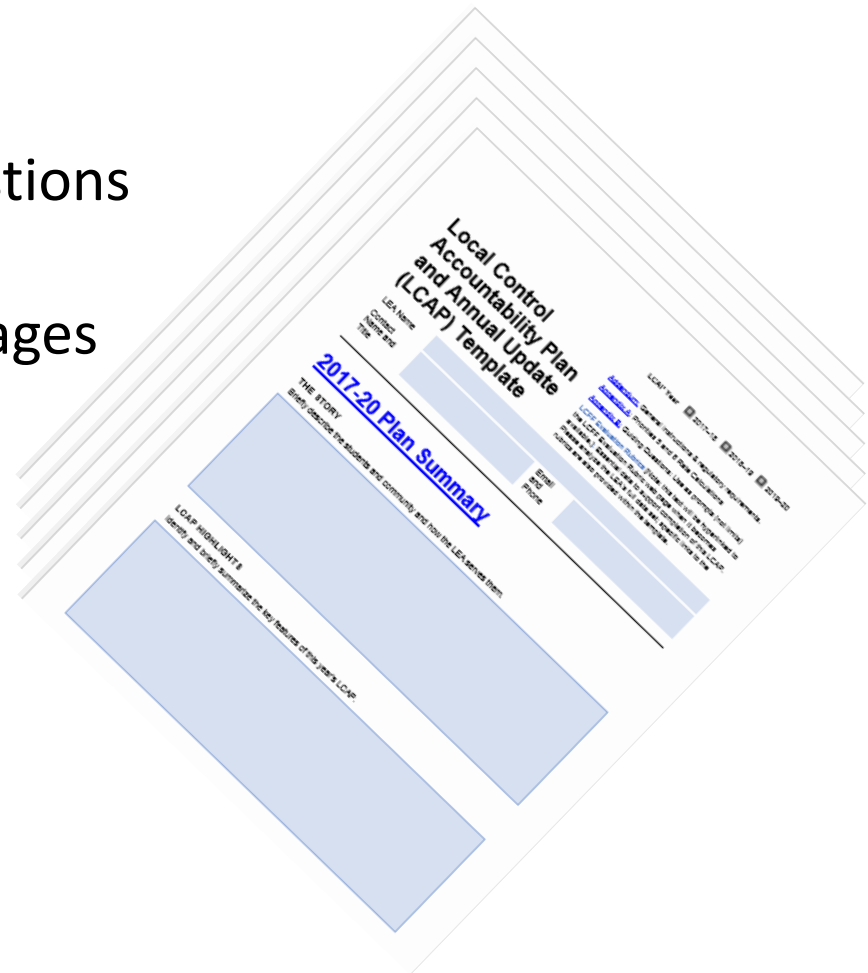
1. Deeper Investment in **Early Literacy and Intervention** with a focus on our most struggling schools.
2. Deeper Investment into support for **Newcomer students**.
3. Investment in **FULL DAY preschool**.
4. Investment in **Afterschool Programs** for those without funding.
5. Deeper investment in new **Credit Recovery Options** to ensure our students are on track to graduate meeting A-G requirements.
6. Expansion of **Dual Immersion programs** to provide academic rigor and cultural relevance to our students.

# Questions & Comments

# New LCAP Template

## What's new in the 2017-18 LCAP Template?

- New Order
- New Plan Summary
- Annual Update Analysis Questions
- Minor Updates to Goals
- Revised Actions & Services pages



# New Plan Summary

## Plan Summary

- **The Story:**
  - Brief paragraph
  - Who does District serve?
  - How is LCAP tied to district vision?
- **LCAP Highlights:**
  - Brief list of goals
  - Number of actions and services
- **Review of Performance:**
  - Greatest Progress
  - Greatest Needs
  - Performance Gaps

### 2017-20 Plan Summary

#### THE STORY

Briefly describe the students and community and how the LEA serves them.

#### LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

#### REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

#### GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

#### GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

#### PERFORMANCE GAPS



# Expanded Annual Update Tables

## Annual Updates

- Different Format
- New Actions/Services Analysis Section:
  - Describe Implementation
  - Discuss Effectiveness
  - Explain Changes to Goals, Actions & Services, Metrics, or Outcomes

**Annual Update** LCAP Year Reviewed: XXXX-XX

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal	1
State and/or Local Priorities Addressed by this goal:	
STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	
CDE <input type="checkbox"/> 9 <input type="checkbox"/> 10	
LOCAL _____	
<b>ANNUAL MEASURABLE OUTCOMES</b>	
EXPECTED	ACTUAL
<b>ACTIONS / SERVICES</b>	
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.	
Action	1
Actions/Services	PLANNED
Expenditures	BUDGETED
	ESTIMATED ACTUAL

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	

# Revised Actions & Services

## Table for Each Planned Actions/Service:

- Contribution to Increased or Improved Services
- Modifications
- Budgeted Expenditures

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ (Specific Student Group(s)) \_\_\_\_\_

Location(s) ☐ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools ☐ Specific Schools: \_\_\_\_\_ ☐ Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**


2017-18			2018-19			2019-20		
<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount		Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

## 7 State Performance Indicators:

- » Chronic Absenteeism
- » Suspension Rate
- » English Learner
- » Graduation Rates
- » College and Career Readiness
- » SBAC English Language Arts
- » SBAC Math

State

Performance determined by state based on reference charts

## 4 Local Performance Indicators:

- » Basics
- » Implementation of Academic Standards
- » Parent Engagement
- » Local Climate Survey

Local
Met
Not Met
Not Met for Two or More Years
Performance determined by LEA based on state-created standards

# LCFF Evaluation Rubrics

## Example Layouts


### All Student Groups/All State Indicators Data Layout: Golden State Unified School District

	Chronic Absenteeism	Suspension Rate	College/ Career	English Learner	Graduation Rate	ELA Assessment	Math Assessment
All Students	N/A		N/A				
American Indian	N/A	---	N/A	---	---	---	---
Asian	N/A		N/A				
African American	N/A		N/A	---			
English Learner	N/A		N/A				
Filipino	N/A	---	N/A	---	---	---	---
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A		N/A				
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A		N/A	---	*		
Socioecon.	N/A		N/A				
Stud. w/ Disability	N/A		N/A				
Two or more Races	N/A		N/A	---			
White	N/A		N/A	---			

# LCFF Evaluation Rubrics

## Example Layouts (Continued)

### Single Indicator Data Layout: Graduation Rate

All	Blue/Green	Yellow	Red/Orange
Performance		Total Number of Students	
All Students		833	
English Learners		633	
Foster Youth	N/A	N/A	
Homeless	N/A	N/A	
Socioeconomically Disadvantaged		725	
Students with Disabilities		50	
American Indian	---	---	
Asian		42	
African American		69	
Filipino	---	---	
Hispanic		573	
Pacific Islander	*	23	
Two/+ Race		33	
White		83	

### Single Student Group Data Layout: English Learners

State Indicator	Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate		7.5%	-1.0%
English Learner		61.4%	+1.3%
Graduation Rate		84.4%	-4.9%
College/Career	N/A	N/A	N/A
English Language Arts Assessment		30.2%	no change
Mathematics Assessment		19.4%	+1.9%

# Questions & Comments