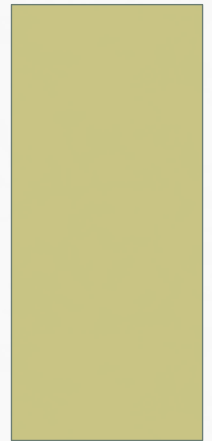


May 1st, 2017

LOCAL CONTROL ACCOUNTABILITY PLAN

LOWELL JOINT SCHOOL DISTRICT



GOALS - 8 STATE PRIORITIES

Conditions of Learning

All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes.

1. Basic Services
2. CCSS
3. Course Access

Pupil Outcomes

All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

4. Student Achievement
5. Other Areas of Student Achievement

School Climate and Engagement

Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate.

6. Parent Involvement
7. Student Engagement
8. School Climate

BASIC SERVICES, CCSS, COURSE ACCESS

- Maintain 100% of teachers appropriately assigned and credentialed
- Maintain 100% of students having access to standards aligned curriculum
- **Maintain 100% of facilities with good or higher rating**
- **55% of certificated staff members who teach core content areas will rate themselves a 4 or 5 on a five point rating scale, when asked, "Rate your level of comfort in working with and understanding the CCSS." (Spring 2016 – 37% with an additional 43% being comfortable)**
- Expand and/or refresh technology equipment, infrastructure, and/or support over the previous year
- Intermediate school students will have access to a broad course of study

STUDENT ACHIEVEMENT

- Student achievement will continue to be above the state and county averages
- **Student achievement will increase 3% for English learners**
- **English learner proficiency rates will continue to be at or above the state targets (23 at risk ELs with 12 LTELs; 51 EL 4+ years that are not at risk or LTEL)**
- English learner reclassification rates will be above both the state and county averages

PARENT INVOLVEMENT, STUDENT ENGAGEMENT, SCHOOL CLIMATE

- 85% or more of our families will agree with the statement, "I feel welcome at my student's school"
- 85% or more of our families will agree with the statement, *"I receive information about my student's academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls"*
- Maintain the average attendance rate districtwide at 95% or higher
- Decrease the districtwide chronic absenteeism rate by 0.2%
- Suspension and expulsion rates will remain below the State and county rates
- 85% or more of our families will report *"My student is safe at school"*
- The Middle School Dropout Rate will remain at 2% or fewer

ANNUAL UPDATE

Template Changes

2017-2020 Plan Summary

- The Story
- Review of Performance
- Greatest Progress
- Greatest Needs
- Performance Gaps
- Increased/Improved Services
- Budget Summary

ANNUAL UPDATE - GOAL 1 EXPECTED

1.1) Teachers will continue to be fully credentialed and appropriately assigned as measured by credentials audits.

1.2) Every student will continue to have standards-aligned materials as measured by William's compliance documentation.

1.3) Complete a facilities study and prioritize needs as measured by documentation and presentations to the Board of Trustees.

1.4) Maintain 100% of students having access to standards aligned curriculum and materials as measured by the annual Williams Sufficiency of Materials Resolution.

1.5) Maintain 100% of facilities with good or higher rating with minimal deficiencies as measured by the annual Facilities Inspection Tool (FIT).

1.6) 55% of certificated staff members who teach core content areas will rate themselves a 4 or 5 on a five point rating scale, when asked, "Rate your level of comfort in working with and understanding the CCSS" as measured through a teacher survey.

1.7) A 1:1 device initiative will be implemented to support the California Content Standards in grades 3-8 as measured by the number of classrooms with 1:1 devices.

1.8) Intermediate students will have access to a broad course of study as measured by master schedules, courses of study and access to STEM activities.

1.9) Three of the five elementary schools sites will provide STEM activities to students as measured by lesson plans and access to STEM labs.

ANNUAL UPDATE - GOAL 1

1.1) 100% of students are taught by fully credentialed and appropriately assigned teachers.

1.2) At the October 3, 2016 Board meeting, the Lowell Joint Board of Trustees certified that all students within the District have sufficient materials.

1.3) A facilities study was conducted and prioritized needs were presented to the Board of Trustees. A multi-million dollar project to upgrade air conditioning and roofing at Olita is underway with planning and bids for work to begin this summer (2017).

1.4) 100% of students have access to standards aligned curriculum and materials as measured by the annual Williams Sufficiency of Materials Resolution.

1.5) We did not have 100% of facilities with good or higher on the annual Facilities Inspection Tool (FIT). As mentioned in 1.3, the district continues to prioritize the greatest needs and ensure the safety of all students. The study conducted in 2010 by an independent consultant identified the need for over 70 million dollars to address aging facilities, infrastructure for technology, and updating of classrooms.

1.6) In May of 2016, 37% of certificated staff members who teach core content areas rated themselves a 4 or 5 on a five point rating scale, when asked, "Rate your level of comfort in working with and understanding the CCSS" . An additional 43% rated themselves a 3, which is "becoming comfortable" with standards.

ANNUAL UPDATE - GOAL 1

1.7) The first cohort of teachers was selected in February of 2016. This included 21 teachers from the application process and an additional 8 from site funding for a total of 29 teachers. Teachers have already participated in 3 days of professional development during the 2016-17 school year. A second cohort has been selected for the 2017-18 school year with an additional 28 teachers. They will receive their devices by April of 2017 to support testing with some basic training. Professional development for integrating technology into learning opportunities will begin in June of 2017.

1.8) Intermediate students continue to have access to a broad course of study as measured by master schedules, courses of study and access to STEM activities. Additional chromebook carts and the move to integrated science will afford additional opportunities in the 2017-18 school year.

1.9) All five elementary schools sites are engaging in STEM activities and two have developed dedicated space for STEM. The district continues to pursue additional funding sources to outfit STEM labs at each site to enhance both program offerings and access to activities.

ANNUAL UPDATE - GOAL 2 EXPECTED

2.1) Student achievement will continue to be above state and county averages as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math. In addition, the number of students meeting or exceeding the standards will increase by 2%, which would be from 56% to 58% for ELA and from 47% to 49% for mathematics.

2.2) Student achievement will increase 3% over the previous year for English learners as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math to reduce the achievement gap.

2.3) English learner programs will be analyzed and refined to ensure that the District makes growth in achieving or making gains in coming closer to the annual AMAO State Targets as measured by Title III accountability data. The percentage of ELs demonstrating progress toward English proficiency will increase from 74% to 76%.

2.4) English learner reclassification rates will be above both the state and county averages as measured by State reclassification ratings. Given the current rate of 21% as a result of changes made to support our ELs this year (with state and county averages at 11%), we are anticipating fewer reclassifications with more monitoring of students.

2.5) Growth data from CAASPP will be analyzed and publicized as measured by current SARCs, SPSAs, and presentation to the Board.

ANNUAL UPDATE - GOAL 2

2.1) Student achievement continues to be above state and county averages as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math. The number of students meeting or exceeding the standards increased by 7% (56% to 63%) for ELA and by 5% (47% to 52%) for mathematics.

2.2) Student achievement for English learners did not increase as hoped based on results from the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math. ELA scores dropped by 3% while Math stayed the same. ELA is 1% below the state average while Math is 3% above the state average. While disappointing, Title III Accountability Data shows that students are making great strides in English proficiency based on CELDT. Principal's have modified intervention options to address the need to support English Learners in applying the acquired language to academic contexts.

2.3) English learner programs were analyzed and refined to ensure that the District continues to make growth as measured by Title III accountability data. The percentage of ELs demonstrating progress toward English proficiency is currently at 74.7% (state target of 62%). Data for the 2016-17 school year is not available at this time.

2.4) Not available for the 2016-17 school year at this time.

2.5) Growth data from CAASPP was analyzed and publicized in current SARC's (posted February 1st, 2017 on the district's website), in SPSAs (Board approved November, 2016), and in the annual presentation to the Board (October, 2017).

ANNUAL UPDATE - GOAL 3 EXPECTED

3.1) 85% or more of the parent respondents will "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school" as measured by the annual parent survey.

3.2) 85% or more of the parent respondents will "Agree" or "Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress reports, email, parentnotification letters, and/or parent conferences/phone calls" as measured by the annual parent survey.

3.3) Maintain the average attendance rate districtwide at 95% or higher as measured by P2 attendance data.

3.4) Decrease the districtwide chronic absenteeism rate by 0.2% from the previous year as measured by attendance data.

3.5) Suspensions and expulsion rates will remain below the State and county rates as measured by the California Department of Education's database.

3.6) 85% or more of the parent respondents will "Agree" or "Strongly Agree" with the statement, "My student is safe at school" as measured by the annual parent survey.

3.7) The Middle School Dropout Rate will remain at 2% or fewer as measured by the California Department of Education database.

3.8) 85% or more of students will "Agree" or "Strongly Agree" with the statement "I feel safe at school" and "I have opportunities to connect with my school".

ANNUAL UPDATE - GOAL 3

3.1) 97% of the parents responded "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school" on the annual parent survey.

3.2) 97% of the parents responded "Agree" or "Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress reports, email, parent notification letters, and/or parent conferences/phone calls" as measured by the annual parent survey.

3.3) The average attendance rate districtwide at was...

3.4) The districtwide chronic absenteeism rate was...

3.5) Suspensions and expulsion rates remained below the State and county rates.

3.6) 96% of parents responded "Agree" or "Strongly Agree" with the statement, "My student is safe at school" on the annual parent survey.

3.7) The Middle School Dropout Rate was...

3.8) XX% of students responded "Agree" or "Strongly Agree" with the statement "I feel safe at school" and "I have opportunities to connect with my school".

CALIFORNIA DASHBOARD

Equity Report

Lowell Joint - Los Angeles County

Enrollment: 3,185

Socioeconomically Disadvantaged: 39%

English Learners: 10%

Foster Youth: N/A

Grade Span: P-8

Reporting Year:

Spring 2017

Charter School: No





Equity Report






Status and Change Report

Detailed Reports

Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		8	0
English Learner Progress (K-12)		1	1
<u>English Language Arts (3-8)</u>		6	0
<u>Mathematics (3-8)</u>		6	0
Local Indicators	Ratings		
Basics (Teachers, Instructional Materials, Facilities)	N/A		
Implementation of Academic Standards	N/A		
Parent Engagement	N/A		
Local Climate Survey	N/A		

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

INPUT FROM STAKEHOLDERS

LCAP Goals	State Priorities	Board Goals	Input
<p>Conditions for Learning</p>	<p>Basic Services CA Content Standards Course Access</p>	<p>A Highly Qualified Staff- We attract, train, and retain high performing staff who actively engage, collaborate, and support students in effective instruction and the use of current technologies.</p> <p>Safe and Respectful Environment- We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community</p> <p>Fiscal Excellence- We believe that efficiency, transparency, and cost-effective practices must characterize District and school operations to ensure that resources are aligned and applied to achieve established goals. We are committed to remaining fiscally solvent by effectively managing resources and pursuing new revenue sources</p>	
<p>Student Outcomes</p>	<p>Student Achievement Other</p>	<p>Academic Excellence- We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.</p>	
<p>School Climate and Engagement</p>	<p>Parent Involvement Student Engagement School Climate</p>	<p>Family and Community Partnerships- We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.</p>	

next steps



- May: Finalize Action Steps
- June 12: Public Hearing
- June 26: Seek Board Approval

QUESTIONS

