



Amador County Public Schools

Local Control Accountability Plan (LCAP)
2019-2020

Stakeholder Engagement Presentation

January/February 2019



Agenda: ACUSD/ACOE LCAP Process

1. Statewide Process Overview
2. 10 State Priorities
3. 2018-2019 LCAP Goals
4. Local Data Review & Discussion
5. Our Process for 2019-2020 LCAP (January-June)
6. Next Steps



California LCAP Overview: Process for LCAP

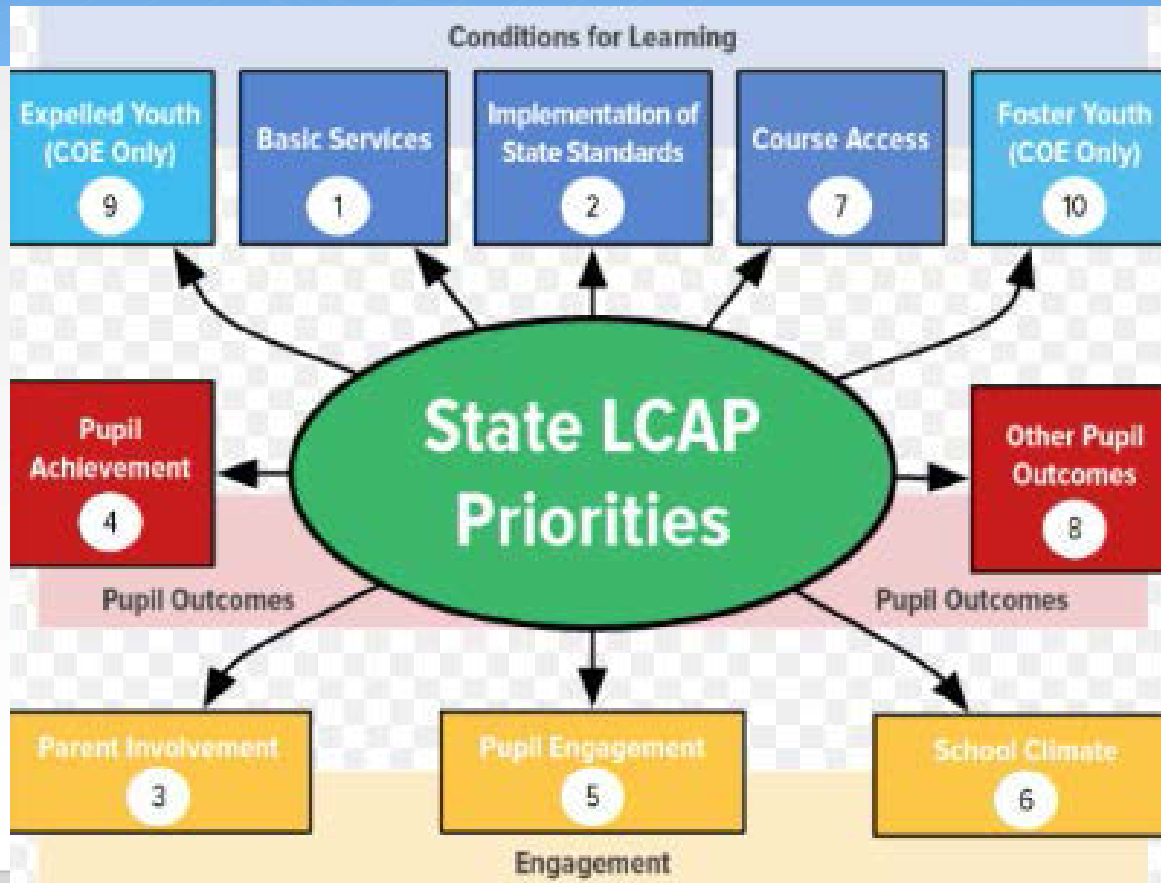


The LCAP Process requires that districts engage all stakeholders to get input on what the district goals should be based on available data. However, the LCAP process is not simply a wish list. School districts are required to connect the public's input to California's 10 State Priorities to improve student achievement. Additionally, after looking at available data, the public is invited to share information and feedback on the district's current LCAP Goals and provide suggestions to modify these goals to improve and/ or achieve the 10 State Priorities.



California LCAP Overview: Understanding the 10 State Priorities

These are the 10 state priorities that all LCAPs must address. Notice how they are broken into three categories: Conditions of Learning (the blue boxes in the top row), Pupil Outcomes (the red boxes in the middle), and Engagement (the yellow boxes at the bottom).





California LCAP Overview: District LCAP Goals (2018-2019)

Goal 1: By 2020, all students will advance along multiple academic measures toward meeting/exceeding standards in order to **close achievement gaps and accelerate progress**, including increasing the number of students **successfully completing college preparatory and career technical education** (vocational) courses by 100%.

Goal 2: By 2020, through multiple measures, all students will show an increase in **positive school engagement and connectedness** with staff, peers, and community, including demonstrating improvement in **social/emotional and physical health**.

These are the two LCAP Goals for the 2018-2019 School Year. These were arrived at based on public input after looking at data during the stakeholder engagement process. They are also closely tied to our Strategic Plan that was created in Spring 2017 (Strategic Plan handouts are available on the table). These two goals are broad and encompass much of the work to be done in the district, but not all. We can only take on so much at one time, and these two were chosen as the priorities by the stakeholders. Under each goal, specific actions and then related services are listed. Each of the 10 state priorities is addressed through these specific actions and services. Stakeholders can see the entire 79 page LCAP for 2018-2019 by going to the "LCAP & Surveys" page on the district's website.



Local Data Review & Discussion

Goal 1 : Academic

- CAASPP ELA & Math
- Graduation Rate
- College & Career Indicator
- AP Pass & Participation Rates

Goal 2: Social – Emotional

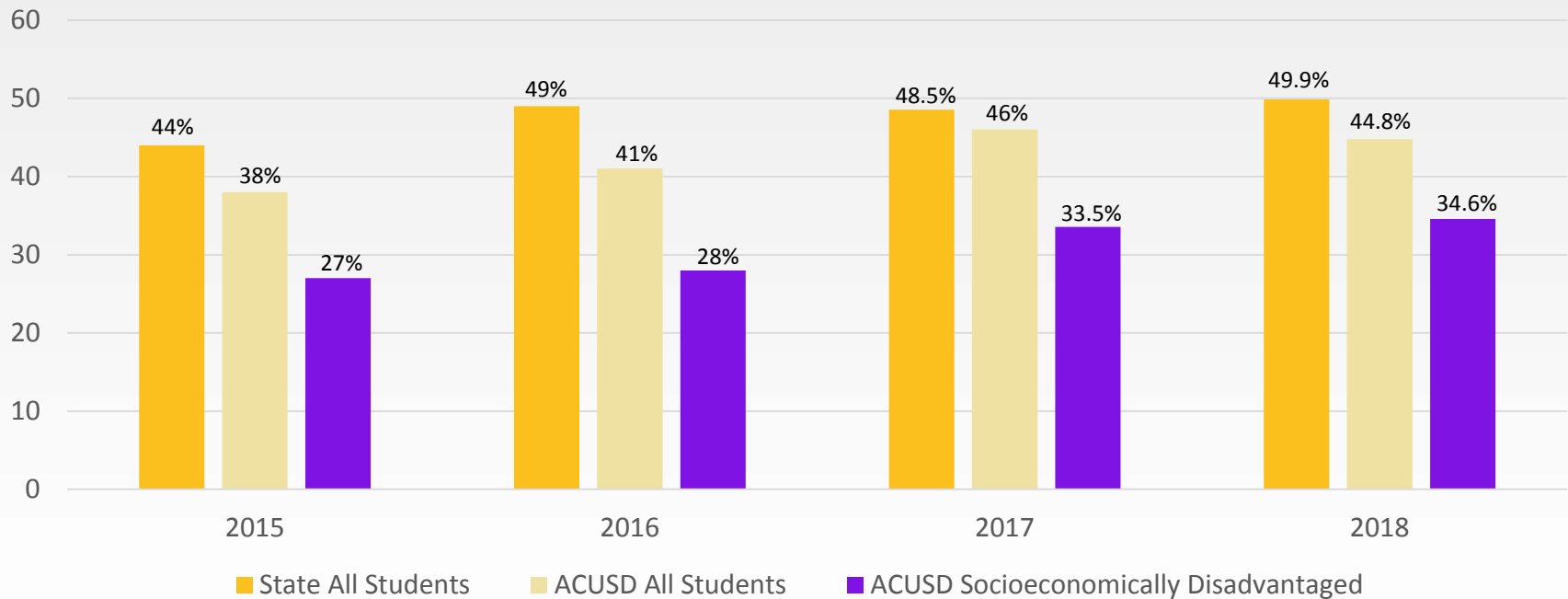
- CA Healthy Kids Survey
- Chronic Absenteeism
- Suspension/Expulsion

Now let's take a look at some of our local data that is related to the LCAP goals and state priority areas. We will review academic data related to goal 1 (review the different measures under Academic), as well as social-emotional data which is related to goal 2 (review the measures under Social-Emotional).



State and District Student Achievement: English Language Arts, Grades 3-8 & 11

Percentage of Students Meeting/Exceeding the Standard

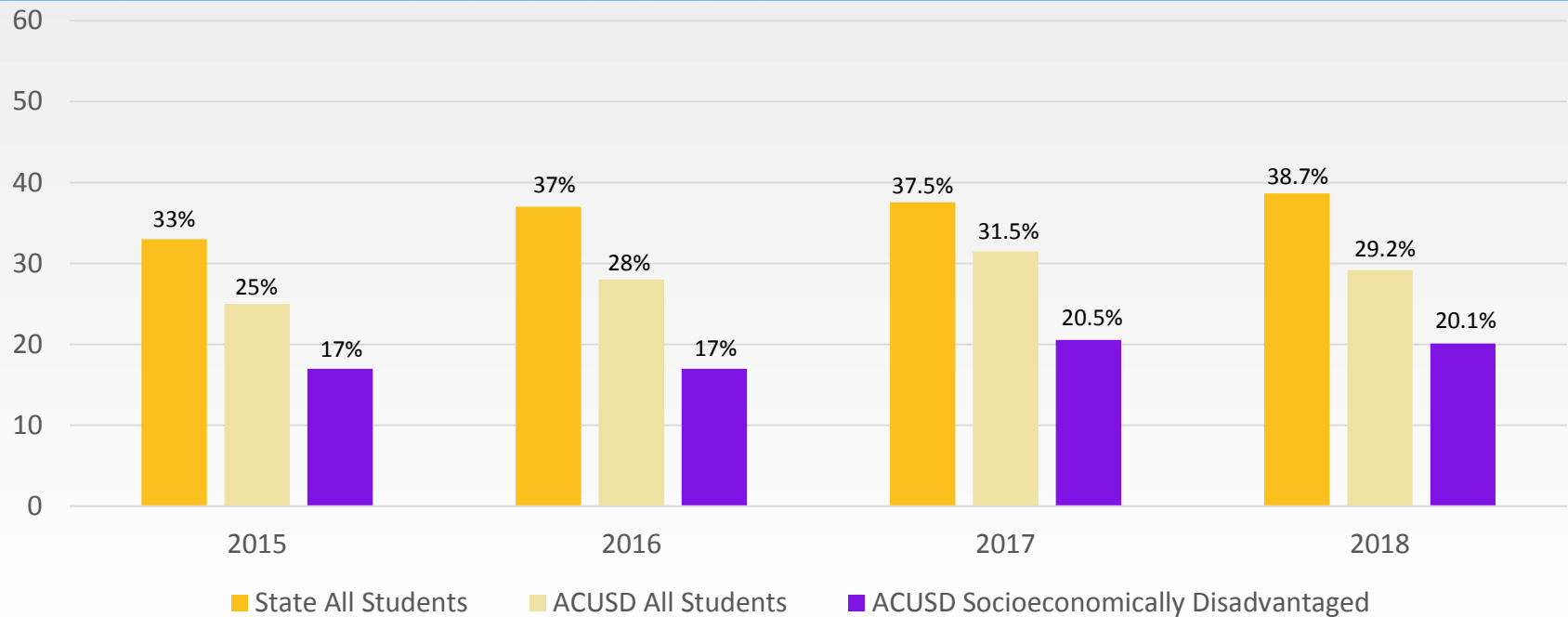


Here is our achievement data for English-Language Arts for the last four years. Take a moment and study it and talk to your neighbor about anything you notice or any trends you see. It is great to see the progress we have made as a district. We can also see there is some work left to do. What do you notice about this data?



State and District Student Achievement: Mathematics, Grades 3-8 & 11

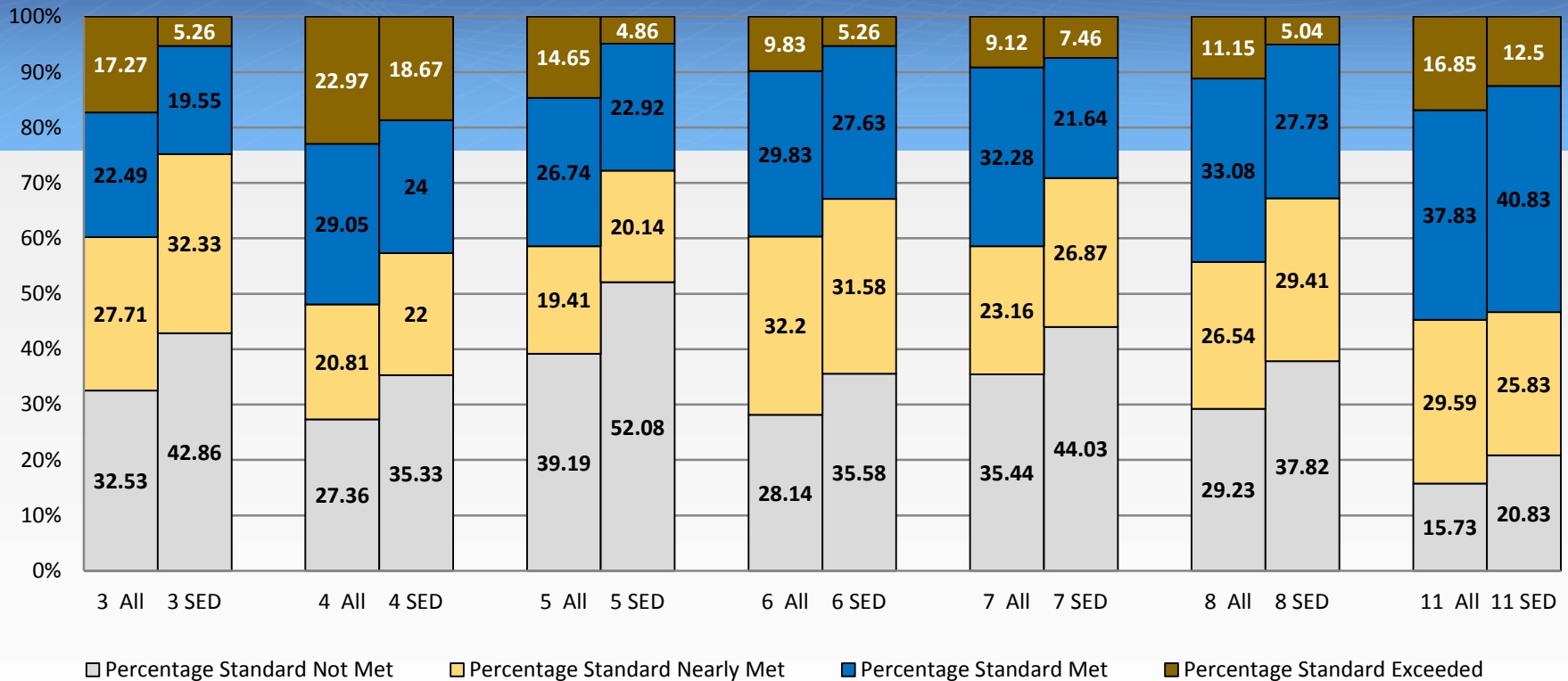
Percentage of Students Meeting/Exceeding the Standard



Here is our achievement data for Math for the last four years. Take a moment and study it and talk to your neighbor about anything you notice or any trends you see. It is great to see the progress we have made as a district. We can also see there is some work left to do. What do you notice about this data?



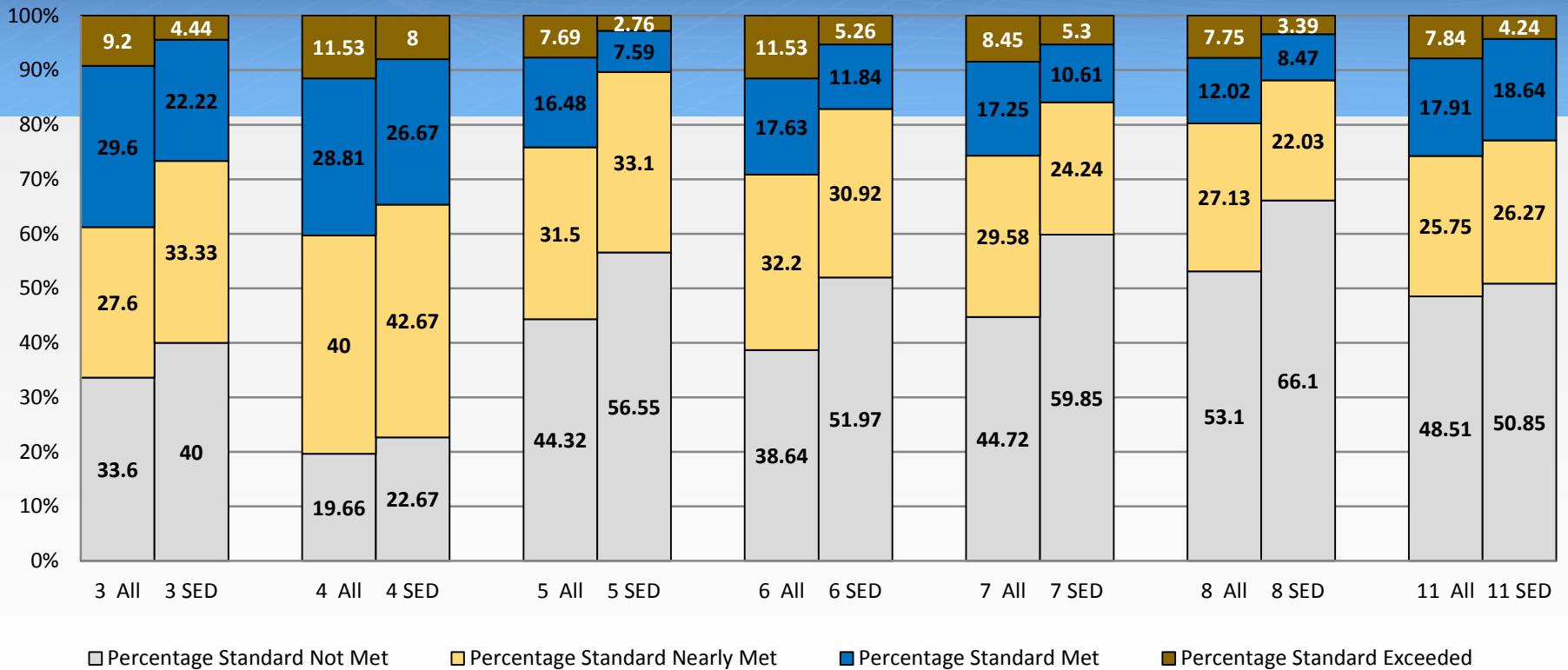
2018 CAASPP ACUSD ELA Performance All vs. SED Students by Grade Level



This is our achievement data for English-Language Arts broken down by grade level (see the white handout of this same data). The bar on the left of each grade level represents the scores for “All Students” and the bar on the right represents the scores for “Socio-Economically Disadvantaged Students.” The top section in brown represents students that, “Exceeded Standard”, the blue section represents the percentage of students that “Met Standard”, the yellow section represents students that “Nearly Met Standard”, and the grey section at the bottom represents students that, “Did Not Meet Standard.” We want as many students as possible to be in the blue or the brown area.



2018 CAASPP ACUSD Math Performance All vs. SED Students by Grade Level



This is our achievement data for Math broken down by grade level (on the back side of the white handout). The bar on the left of each grade level represents the scores for “All Students” and the bar on the right represents the scores for “Socio-Economically Disadvantaged Students.” The top section in brown represents students that, “Exceeded Standard”, the blue section represents the percentage of students that “Met Standard”, the yellow section represents students that “Nearly Met Standard”, and the grey section at the bottom represents students that, “Did Not Meet Standard.” We want as many students as possible to be in the blue or the brown area.



California LCAP Overview: District LCAP Data Related to CA 10 State Priorities

Activity

1. Review California's 10 State Priorities and the ACOE/ ACUSD data associated with each state priority.
2. Circle areas where ACOE/ACUSD data is lower or higher than California data. This will help us identify areas for focus.

See the yellow 1-page data sheet broken down by state priority area. Take some time to process the 10 state priorities and the ACOE/ ACUSD data on each priority. Use the discussion questions on the following slides as you reflect. The Chronic Absenteeism rate is the percentage of our students that missed 10% or more days of school last year for any reason- excused or unexcused. For students that were enrolled the entire school year, this would equal 18 or more days of absence.



California LCAP Overview: District LCAP Stakeholder Discussion

1. What is the student achievement data telling us?
2. What are some areas of strength?
3. What are some opportunities for growth?
4. Based on this information, what might be some areas of focus for LCAP goal 1?

Based on the data and the ten state priorities, is there a specific area we should place more focus on under goal 1 (academic) for 2019-2020?



California LCAP Overview: District LCAP Stakeholder Discussion

1. What is the Social-Emotional (California Healthy Kids Survey, Suspension / Expulsion, Chronic Absenteeism) data telling us?
2. What are some areas of strength?
3. What are some opportunities for growth?
4. Based on this information, what might be some areas of focus for LCAP goal 2?

Now refer to the blue social-emotional data sheets (California Healthy Kids Survey information). The first page is for middle school and the second page is for high school. These reports are not produced for elementary schools. See the, "District School Climate Index" box at the top of page 1 and 2. On page 1 it shows that our middle schools are in the 5th percentile compared to the state average and in the 5th percentile compared to similar schools. On page 2 it shows that our high schools are in the 8th percentile compared to the state average and in the 12th percentile compared to similar schools. Pages 3 and 4 break the data down a bit further, and the following page represents all elementary students in the district. Use the questions on this slide as you reflect on the data.



California LCAP Overview: District LCAP Goals (2018-2019)

Given the data, the 10 State Priorities, and our 2 goals, what might be some priorities for 2019-20?

Goal 1: By 2020, all students will advance along multiple academic measures toward meeting/exceeding standards in order to **close achievement gaps and accelerate progress**, including increasing the number of students **successfully completing college preparatory and career technical education** (vocational) courses by 100%.

Goal 2: By 2020, through multiple measures, all students will show an increase in **positive school engagement and connectedness** with staff, peers, and community, including demonstrating improvement in **social/emotional and physical health**.

This brings it all together. Now that you have reviewed the 10 state priorities, our data around these 10 priorities, and our 2 LCAP goals, is there a specific area (or areas) we should place more focus on under goal 1 (academic) for 2018-2019? Is there a specific area we should place more focus on under goal 2 (social-emotional) for 2018-2019?



California LCAP Overview: District LCAP Stakeholder Engagement Process

January – February 2019:

1. Meetings with all ACUSD/ACOE, school staff & parent/community groups
2. This presentation, data, and survey posted on the ACUSD/ACOE website and all parents notified via automated call home. All stakeholders complete survey.
3. Feedback (survey) due by March 1, 2019
4. Survey data posted to the ACUSD/ACOE website



California LCAP Overview: District LCAP Stakeholder Engagement Process

March – April 2019:

1. LCAP Advisory Committee reviews survey results and how they compare to 2018-2019 goals and priorities.
2. Using the feedback, the LCAP Advisory Committee makes recommendations for revisions to the current LCAP (where appropriate) by May 17, 2019.



California LCAP Overview: District LCAP Stakeholder Engagement Process

May – June 2019:

1. First reading of ACOE/ACUSD LCAP– Board of Trustees, June 12, 2019
2. Draft LCAP posted to the ACOE/ACUSD website – June 13, 2019
3. Public comment period – June 13 – June 26, 2019
4. Second reading/approval of ACOE/ACUSD LCAP – Board of Trustees, June 26, 2019



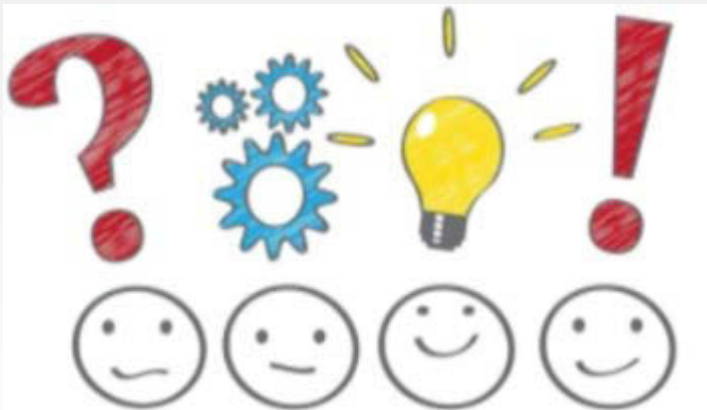
California LCAP Overview: District LCAP Stakeholder Input

1. After today, please complete the online survey at www.amadorcoe.org by March 1, 2019.
2. If you cannot complete an online survey, please take a paper survey with you and turn it in to your school office or the Educational Services Department at 217 Rex Ave., Jackson, CA by March 28, 2019.

Please be sure to complete the brief survey so that your feedback is recorded. You can do this by using the link posted on the LCAP webpage of the website.



Stakeholder Questions?



Sean Snider

Assistant Superintendent Educational Services

ssnider@acusd.org

209-257-5334