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# LCAP Study Session

Laguna Beach Unified School District  
Instructional Services  
January 24, 2017

A “system wide focus on achievement” is one of the most salient aspects of what districts do to support district-wide improvement efforts in the context of the values held by the communities they serve.





## 9 Critical Features of Strong Districts

- Broadly shared mission, vision, and goals
- Coherent instructional guidance system
- Deliberate and consistent use of multiple sources of evidence
- Learning oriented organizational improvement process
- Job embedded professional development
- Budgets, structures, personnel policies, and time usage aligned with mission, vision, and goals
- Comprehensive approach to leadership development
- Policy oriented board of trustees



## Cyclical Process for Data

diagnosing weaknesses

setting targets

monitoring  
progress

# New State Accountability System

## LCFF Rubrics

### Graduation Change

Graduation Status

Level	Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
Very High 95% or greater	Gray	Blue	Blue	Blue	Blue
High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
Median 85% to less than 90%	Orange	Orange	Yellow	Green	Green
Low 67% to less than 85%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 67%	Red	Red	Red	Red	Red

Gray colored cell=Not applicable

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

## CCSS.ELA-Literacy 11-12.1



Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy 11-12.1



# Current LCAP Goals

- Goal 1 – Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.
- Goal 2– All students will gain the knowledge and skills to be college and career ready through a wide variety of academic and enrichment opportunities.
- Goal 3 – Professional Development focused on 21st Century teaching and learning.
- Goal 4 – Safe, attractive, clean, well equipped learning environments for all students that promote critical thinking, collaboration, creativity, and communication.
- Goal 5 – All stakeholders will be engaged in the learning process by promoting a variety of opportunities for parents, students, staff, and the community that strengthen communication and meaningful participation.



# Academic Achievement

Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.





I am a 6th grade long term English Learner.  
What subjects are most challenging for me?

Please think about student achievement.  
What assumptions do you have regarding  
LBUSD students, including subgroups such  
as long term English Learners?

## An LTEL is a student ...

- whose home language is not English
- Lacks the English language proficiency skills to participate in and access curriculum
- That is a part of the fastest growing group of students in US schools
- That because of inconsistent program instruction, is at great risk of becoming discouraged, develop habits of non-engagement and invisibility, and dropping out of school



I am a 6th grade long term English Learner. What subjects are most challenging for me?

[For more information, click here.](#)



## Assumptions - Academic Achievement

- Assume social studies is difficult
- ELA is difficult for reading and writing
- Listening - not understanding the vocabulary
- Textbooks are difficult
- Language level can be a struggle
- Social interactions



Examine the student achievement data.

What do you notice?

What are areas of strength?

Where do we need to improve?

What subgroups, if any, show the largest gap in achievement?

# Academic Achievement



## Data-based insights

### Strengths

- Improved from 2015-16 in ELA and Math
- Invest in PD for best first instruction strategies
- DLAC monthly meetings
- Community Liaison
- 

### Areas for Improvement

- More parent participation at site level
- Monitoring of students
- Curriculum that meets the needs of our EL population

### Achievement Gaps

- Achievement to be equal to the general population
-

# College and Career Readiness

All students will gain the knowledge and skills to be college and career ready through a wide variety of academic and enrichment opportunities.



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I am a high school senior.  
To what degree has  
chronic absenteeism  
impacted my school life?

Please think about student engagement and college and career readiness. What assumptions do you have regarding LBUSD students, including attendance and a-g completion rates?

## How Does Chronic Absenteeism Impact Students?

- Chronic absenteeism is not the same as attendance; it means missing more than 10% of a school year for any reason.
  - Three broad categories of chronic absenteeism:
    - Students that cannot attend school
    - Students that will not attend school
    - Students that do not attend school
- Student achievement, particularly in math, is very sensitive to attendance in school.
- Chronic absenteeism increases achievement gaps in elementary, middle and high school.



I am a high school senior. To what degree has chronic absenteeism impacted my school life?

[For more information, click here.](#)



## Assumptions - College and Career Readiness

- For a chronic absentee:
  - A-G - probably not qualified
  - Higher anxieties
  - Grades are poor - not optimal
  - Underlying issue - external factors
  - Disengagement to school - low connectedness to school
  - Perhaps lacking positive peer influence
  - Lacking post-secondary goals - lack of vision for positive future



Examine the student attendance and college and career readiness data.

What do you notice?

What are areas of strength?

Where do we need to improve?

What subgroups, if any, show the largest gap in achievement?

# College and Career Readiness - Absenteeism



## Data-based insights

### Strengths

Only a small percent of truant students ( 3 or more absences) are chronic absences (10 or more absences).

(9% of the 37.5%)

### Areas for Improvement

- Higher chronic absenteeism than State averages
- Higher Chronic absenteeism in HS than ES
- Need better data for comparison of our A-G rates to other schools and categories of our chronic absentee students

### Achievement Gaps

- 0% A-G qual of ELL in 2016
- 41% RFEPS A-G qual versus 63% previous year

# Professional Development

Professional Development  
focused on 21st Century  
teaching and learning.



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**Collaborative district cultures** nourished by networks and PLCs...stimulate the learning of new forms of instruction and support staff members as they struggle to implement what they learn. Finally, this study found that a focus on setting targets for improving learning and uses of evidence for monitoring progress toward those targets, in the absence of such collaborative district cultures, actually had negative effects on student culture.




I am a middle school teacher.  
What are my opportunities for  
professional development and  
how has this impacted my  
work?

Please think about professional development. What assumptions do you have regarding LBUSD professional development, including the amount of different PD occurring yearly?



## Why is Ongoing Professional Development Essential for Educators?



I am a middle school teacher.  
What are my opportunities  
for professional development  
and how has this impacted  
my work?

- Key function of district's' improvement efforts for students ([Leithwood](#))
- Teachers as change agents
- Teachers with moral purpose ([Fullan](#))
- Teachers as a part of a larger learning community that nurtures and builds a culture of research-based best practices ([Sparks](#) and [Dufour](#))
- Contributes to reduction of teacher stress within collaborative learning cultures ([RWJF](#))



## Assumptions - Professional Development

- Weekly PLC's include short professional development opportunities
- Cross Curricular meeting where departments share successful strategies
- Guest speakers/professional experts to speak to staff from inside and outside of our organization
- Rocket Ready - solving real world problems using technology, communication, collaboration, critical thinking, creativity
- NGSS Science training and visiting other schools to observe model science programs
- Opportunity to attend professional development based on teacher need and teacher request
- Strengths finder training



Examine the professional development data.

What do you notice?

What are areas of strength?

Where do we need to improve?

Are there any apparent gaps in particular grade levels, subject areas, or schools?



## Data-based insights

### Strengths

- Staff is attending a large amount of staff development in academic areas
- TMS teachers learn from each other

### Areas for Improvement

- We don't have a lot of data on staff development results
- More information on how the school is addressing social emotional and special education.

### Achievement Gaps

including classified staff in staff development ?

# Educational Environment

Safe, attractive, clean, well equipped learning environments for all students that promote critical thinking, collaboration, creativity, and communication.




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I am a fourth grade student. In what ways has the 4CLE classroom impacted my education?

Please think about the educational environment in LBUSD. What assumptions do you have regarding LBUSD facilities, technology, and learning environments?

## In What Ways do 4CLE Classroom Impact Instruction?



I am a fourth grade student. In what ways has the 4CLE classroom impacted my education?

- Color impacts emotion, work, and study habits ([Kaya and Moore](#))
- Ergonomically designed furniture improves learning outcomes ([Smith](#))
- Use of classroom wallspace to maximize learning ([Nauert](#))
- Provides opportunities for inquiry based instruction ([Spang](#))
- Flexible learning spaces maximize instruction, creativity, and collaboration ([Jimenez](#))
- Reduces clutter ([Nauert](#))



## Assumptions - Educational Environment

- Not all students have equitable access to computers at home, thus not all students understand technology at the same level, especially with collaborative tools
- Not all 4th grade classrooms do not have the same access to 4CLE environments (yet!)
  - Not same access- more difficult for some teachers to use technology





Examine the facilities technology, and educational environment data. What do you notice?

What are areas of strength?

Where do we need to improve?

Are there any apparent gaps in particular grade levels, subject areas, or schools?

# Educational Environment



## Data-based insights

### Strengths

- 55% of teachers incorporate technology into instruction daily, 31% 1-2 times a week
- 4CLE high rates of completed work in 5th grade

### Areas for Improvement

- Partial completion of 4CLE
- 4th grade has lowest 4CLE completion yet 5th grade as highest rate of completion... how well are 5th students prepared for 4CLE environment
- Assuming teachers in non-4CLE environments had access to 4CLE Library they may use that in the meantime while they await their turn

### Achievement Gaps

- EMS v TOW- More complete at TOW?
- 4 CLE across district is not at same rate for elementary and same grade levels

# Stakeholder Engagement



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All stakeholders will be engaged in the learning process by promoting a variety of opportunities for parents, students, staff, and the community that strengthen communication and meaningful participation.



I am a single parent with two children. I do not speak English. What are my opportunities to engage in my children's schools?


Please think about the stakeholder engagement in LBUSD. What assumptions do you have regarding parental involvement, communication, and student participation?

# Why is Parental Involvement Critical to a District's Success?



I am a single parent with two children. I do not speak English. What are my opportunities to engage in my children's schools?

- Important Parts of Parent Involvement ([CPE](#))
  - Parenting
  - Volunteering
  - Decision Making
  - Communicating
  - Learning at Home
  - Community Collaboration
- Direct Impacts of Parent/School Partnership ([Henderson](#))
  - Earn higher grades, test scores, and enroll in higher-level classes and programs
  - Be promoted, pass their classes and earn credits
  - Attend school regularly
  - Have better social skills, show improved behavior and adapt well to school
  - Graduate and go on to post-secondary education



## Assumptions - Stakeholder Engagement

- Challenge for parent to engage in stakeholder groups
- May be disconnected from parent groups (e.g., Coffee Talk, PTA) if parent is socio-economically disadvantaged,
- Language barriers may be a deterrent to engaging with connection opportunities  
Possibly difficult to obtain information from call outs/ emails if there is an economic, technology, language barrier

# Stakeholder Engagement



## Data-based insights

### Strengths

- ELD TOSA and Community Liaisons
- All grade levels report positive school connections, parent input welcomed, parents involved in decision making, parent concerns taken seriously
- Coffee Talk
- PTA
- Parent mentors

### Areas for Improvement

- Providing students more opportunities for meaningful participation
- High School students need to feel a greater buy in for participation
- 

### Gaps

- Participation should be rising from elementary to high school, but it does not.
- What are we missing in students feeling engaged in meaningful participation at the high school level.
- It appears this gap is being filled in that there has been significant participation this year



## 9 Critical Features of Strong Districts

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# Next Steps