

Cambrian School District
Local Control Accountability Plan
Executive Summary

“Exploring Infinite Possibilities for Learning”



2016-2019

INTRODUCTION

Each school district must engage parents, educators, employees and the community to establish their Local Control Accountability Plan (LCAP). The plan describes the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals. The plan also demonstrates how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

The LCAP must focus on eight areas identified as state priorities. The eight areas are grouped in three categories:

CONDITIONS OF LEARNING

Priority 1: Basic Services

Compliance with requirements: appropriate teacher assignment, sufficient instructional materials, and facilities in good repair

Priority 2: Implementation of State Standards

Implementation of the academic content and performance standards adopted by the State Board of Education, including how the programs and services will enable English learners to access the common core academic content standards and the English Language Development standards.

Priority 7: Course Access

The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

PUPIL OUTCOMES

Priority 4: Pupil Achievement

Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.

Priority 8: Other Pupil Outcomes

Pupil outcomes, if available, in the subject areas comprising a broad course of study.

ENGAGEMENT

Priority 3: Parent Involvement

Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

Priority 5: Pupil Engagement

Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.

Priority 6: School Climate

School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.

Cambrian School District LCAP 2016-2017

Cambrian School District used various methods of communication in order to engage with our community stakeholders. Staff conducted an internal review of programs and services. CSD conducted numerous input sessions in order to gather feedback from stakeholders on CSD's existing goals, expected annual measures, and expenditures of the LCAP and to identify any desired revisions to the LCAP. Progress update and consultation meetings included:

- K-8 Instructional Leaders through District Committee Meetings
- District English Learner Advisory Committee Meetings
- Superintendent Faculty Senate Meetings
- Superintendent Home & School Club President Meetings
- School Site Council Meetings
- School Home & School Clubs Meetings

In addition to the above sessions, meetings were held with both the DELAC and DAIT, wherein district personnel provided updates on a number of programs highlighted in the LCAP. In particular, they focused on key programs funded by new and ongoing investments made in 2015-16 and provided progress updates on targets and strategies established in the 2015-16 LCAP.

The District updated and published LCAP updates at Board meetings throughout the year on each LCAP goal, which are used to provide annual progress towards LCAP targets. These board updates can be viewed at the following link: <http://www.cambriansd.org/Page/1753>

Over the course of the 2015-16 school year, Cambrian School District conducted approximately 50 Stakeholder consultation meetings. As a result of these meetings and input from the community and student surveys, CSD refined our LCAP goals, annual measurable outcomes, proposed actions and services, as well as expenditures to reflect the identified priorities for the 2016-17 school year.

Based on stakeholder feedback and Board priorities, four overarching goals were developed for 2016-17. These goals include:

- **Goal 1: High Student Achievement**
- **Goal 2: Effective Leadership, Teaching and Learning**
- **Goal 3: Positive School Environment, Climate and Culture**
- **Goal 4: Strong Parent and Community Engagement**

Metrics/Success Indicators were developed to support progress towards each of these three goals and reflective of the common themes from community input.

Major Key Areas of Great Need

1. Increase availability to standards-aligned instructional materials
2. Increase access to instructional technology in all curriculum areas for both teachers and students
3. Differentiated Instruction for All students, including GATE, SPED, EL, SED, Foster Youth
4. Closing the achievement gap for all students with tiered interventions and extended learning opportunities
5. Focuses on preparing teachers to implement rigorous curriculum for all students with instructional support and professional development
6. Strives to engage parents in the school community with communication and parent education

Major Key Areas to Maintain

1. Increasing student achievement in all subject areas
2. Focuses on implementing the state academic standards for all students, including Common Core State Standards, ELA/ELD Framework, and NGSS
3. Utilizes assessment data to improve rigorous instruction
4. Supporting English Learners towards English proficiency and increase reclassification rate
5. Encourages attendance and implement positive behavior intervention and support
6. Comprehensive program on social emotional and social competence
7. Tier 3 programs and services to support students and families with intensive needs
8. Ensures facilities are in good repair

The plan includes specific supports and expenditures for unduplicated students (Foster Youth, English Learners, and Low-Income Students). Programs, services, and aligned expenditures are detailed in subsequent pages and are tied to the academic data and needs of our students.

Budget Priorities for Conditions of Learning

- **2.25 Additional Teachers on Special Assignment - Goal 1 & 2**
 - On site instructional coaching and support for differentiation
 - Maintain EL, tier II and GATE services
 - Ongoing site level and district-wide professional development
- **Professional Development - Goal 1 & 2**
 - Visible Learning
 - PLCs/Instructional Rounds
 - ELA/ELD Framework in collaboration with the County Office of Education
 - Writer's Workshop - Year 2
 - Next Generation Science Standards
 - Mathematics
- **State standards aligned instructional materials & resources - Goal 1**
 - Math, ELA, Supplemental and Special Ed programs
 - Health and Nutrition
- **New Teacher Support - Goal 2**
 - BTSA Program
 - Educator Effectiveness Plan
- **English Learner Services - Goal 1**
 - Integrated and designated ELD
 - Site level instructional coaching and support
 - Additional and extended day programs
- **Tier II Interventions - Goal 1**
 - RtI Instructional coaching and support
 - Tier II acceleration program during and beyond the school day
 - Summer school 2017

- **Technology Integration - Goal 1 & 2**
 - Addition of devices, tools & resources
 - Professional development for teachers through Cambrian University

Budget Priorities for Student Outcomes

- **Provide professional development for staff - Goal 2 & 3**
 - Response to Intervention (RtI) Framework
 - Formative and summative assessments
 - Cycle of inquiry
 - Student Study Team Process
- **Ongoing support and implementation of the California Assessment of Student**
- **Performance and Progress - Goal 2**
 - Technology
 - Ongoing training of online assessment
- **Ongoing support and implementation of Illuminate data and assessment system - Goal 2**
 - Online common core aligned interim assessment
 - Using data to guide instruction and decision making
- **Ongoing training, support & implementation of performance based assessments - Goal 2**
 - MAC/MARS Performance Task
 - Writing Performance Task
 - Developmental Reading Assessment
 - ESGI for Grades TK/K/SDC
- **Curriculum mapping and pacing guides for ELA & Math - Goal 1 & 2**
- **Student Progress Reporting - Goal 1, 2 & 4**
 - Digital Portfolios
 - Standards based reporting
- **Expand EL and Title I services - Goal 1**
- **Using SWIS data to support and expand PBIS - Goal 2 & 3**
- **School Climate Survey in collaboration with Project Cornerstone - Goal 3 & 4**

Budget Priorities for Engagement

- **School events highlighting student successes - Goal 3 & 4**
 - Awards/Recognition events
 - Musicals and music concerts
 - STEAM/Science fairs
 - Open House/Back to School
- **Parent education, workshops, and information nights - Goal 4**
 - Parent education series on different areas of interest
 - Parent information/workshops for EL parents
 - Digital citizenship
 - Family literacy/math night
- **Student activities/events, club offerings, & extended learning opportunities - Goal 1 & 3**
 - Enrichment camps during holiday breaks
 - Summer school and enrichment learning opportunities
 - Expand extra-curricular activities
- **English learner student and parent engagement opportunities - Goal 3 & 4**
 - Language classes
 - Community liaison
 - Volunteering opportunities in different languages
- **Site & district level committees and advisories - Goal 4**
 - Home & School Club

- School Site Council
- English Learner Advisory Committee
- District DAC/DELAC
- Expand community partnerships
- **Communication expansions - Goal 4**
 - Translation services
 - Frequency and engaging content

CSD LCAP 2016-17 Goal 1 Key Budget Allocations

Expected Outcomes for 2016-17: A. All students will improve by 3% in ELA & Math District CC Aligned Assessments (DRA, MAC/MARS, Writing) B. All students will improve by 3% in ELA & Math Smarter Balanced Assessments (CASPP) C. All EL students will improve at least 1 level in English proficiency California English Language Development Test (CELDT) D. CSD will maintain English Learner students Reclassification to English Proficient Rate by at least 15%		Actual Outcomes for 2015-16: A. District ELA/Math CC aligned Assessments: Proficiency or above from baseline in ELA & Math - TBD B. Smarter Balanced Assessment Consortium (SBAC): 5% increase in Proficiency or above from baseline in ELA & Math in Grades 3-5 TBD C. AMAO 1 increase from 69.0% to 73.2% D. AMAO 2 for cohort less than 5 years increased from 41.4% to 44.9% E. AMAO 3 for cohort 5 years or more increased from 62.6% to 75.0% F. EL Reclassification Rate increased from 12% to 28% for 2015-16	
Key Allocation Descriptions	New or Ongoing	Targeted or All Students	Funding Source (s)
2.25 FTE additional TOSAs for coaching/PD/differentiation	New	Targeted	Supplemental
Common Core/NGSS aligned instructional materials	Ongoing	All	Base, Supplemental, Lottery
English Learner Services, including supplemental instructional materials	Ongoing	Targeted	Supplemental, Title III
Tier II Interventions, Newcomer Program	Ongoing	Targeted	Base, Supplemental, Title I, Title II
Technology Integration & 21st Century Learning	Ongoing	All	Base, Supplemental
Estimated Total Cost: \$723,764* * CSD LCAP Budget only reflects estimated cost for Bagby ES, Steindorf SS and Ed Services combined			

CSD LCAP 2016-17 Goal 2 Key Budget Allocations

Expected Outcomes for 2016-17: A. Maintain Highly Qualified Teachers at 100% B. Increase participation in professional development opportunities C. Increase staff satisfaction from professional development surveys to 100% D. Expand BTSA program for all eligible CSD teachers E. Increased internal leadership and promotion opportunities F. Increased opportunities for placement of university student teachers		Actual Outcomes for 2015-16: A. 100% classroom teachers in CSD will be GLAD certified trained by July 2016 B. CSD maintains an above 95% teacher retention rate C. CCSS is being implemented in 100% of the classrooms through classroom observations via principals and teacher evaluation of Professional Development D. CSD teachers are certified as GLAD trainers E. 6 teachers in grades K-8 and 2 administrators completed the 3-day ELA/ELD Framework training F. 97% were Highly Qualified G. 98% teacher participated in district-wide	
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		professional development	
Key Allocation Descriptions	New or Ongoing	Targeted or All Students	Funding Source (s)
Writer's Workshop Training for Grades TK-6 (2nd Year)	Ongoing	All	One Time Discretionary, Supplemental
New Teacher Support and Training, including BTSA	Ongoing	All	Base, Educator Effectiveness Fund, Title II
CC Professional, including GLAD, NGSS, ELA/ELD, Math	Ongoing	All	Base, Supplemental
Technology & 21st Century Training and Support	Ongoing	All	Base, Supplemental
Using data to guide decision making, Illuminate, CELDT	Ongoing	All	Base, Supplemental
Estimated Total Cost: \$129,000			
* CSD LCAP Budget only reflects estimated cost for Bagby ES, Steindorf SS and Ed Services combined			

CSD LCAP 2016-17 Goal 3 Key Budget Allocations

Expected Outcomes for 2016-17:		Actual Outcomes for 2015-16:	
<ul style="list-style-type: none"> A. Decrease major office referrals rates by 10% B. Decrease suspensions and expulsion rates by 10% C. Maintain or increase attendance rates to 98% D. Maintain all facilities at 100% compliance Williams audit E. Increase PBIS SET rate to 95% or above F. Increase participation in student survey to at least 90% 		<ul style="list-style-type: none"> A. At least a 90% score on the PBIS SET in 2015-16 B. A 46% decrease in major office referrals over the last 3 years C. A 30% increase in counseling referrals D. There were no SARB referrals in 2015-16 E. CSD had an average attendance rate of 97% F. No Healthy Kids Survey was administered this year. Instead a student school climate was provided for students in grades 4-8. Survey results are reflected in the LCAP stakeholder annual update. 	
Key Allocation Descriptions	New or Ongoing	Targeted or All Students	Funding Source (s)
Facilities upkeep & maintenance as needed	Ongoing	All	Base, Capital
Project Cornerstone Partnership, PBIS	Ongoing	All	Supplemental
Counseling Services	Ongoing	Targeted	Base, Supplemental, Title I
Comprehensive Plan for Social Emotional, including district-wide curriculum	New	All	Base, Supplemental, Title I
Estimated Total Cost: \$71,000			
* CSD LCAP Budget only reflects estimated cost for Bagby ES, Steindorf SS and Ed Services combined			

CSD LCAP 2016-17 Goal 4 Key Budget Allocations

Expected Outcomes for 2016-17:	Actual Outcomes for 2015-16:
<ul style="list-style-type: none"> A. Increase parent participation/Attendance in school events, activities, and functions to 90% or above 	<ul style="list-style-type: none"> A. School sites reported significant turnout of participation & attendance at school events,

<p>B. Increase parent involvement in school committees, parent/teacher conferences, and information forums by 50%</p> <p>C. Increase parent participation in parent education and parenting classes by 50%</p> <p>D. Increase positive ratings on district and school climate surveys to 100%</p> <p>E. Increase district/site website/social media usage by 50%</p>	<p>activities, and functions. Most events had over 90% attendance.</p> <p>B. There were a range of increase in parent involvement in school committees, especially SSC and ELAC</p> <p>C. Sites vary from 95 - 100% attendance at parent/teacher conferences</p> <p>D. Increase in translation services of English Learner parents in a variety of communication platforms, including newsletter, website, and parent conferences, especially in Spanish</p> <p>E. CSD provided 2 series of parent education classes that included a total of 12 sessions with attendance from 20 - 35 parents attending each night.</p> <p>F. All school sites reported significant turnout during principal's coffees.</p> <p>G. CSD DELAC increase parent participation with all sites represented</p> <p>H. CSD provided community ample opportunities to engage in LCAP development process.</p>		
Key Allocation Descriptions	New or Ongoing	Targeted or All Students	Funding Source (s)
Community Liaison	New	All	Supplemental, Title I, Title III
Translations Services and Extended Day Support Services	Ongoing	Targeted	Supplemental, Title I, Title III
Parent Education Series and Training	Ongoing	All	Supplemental, Title I, Title III
Parent/Community Advisories/Committees/Information Events	Ongoing	All	Base, Supplemental
<p>Estimated Total Cost: \$62,000</p> <p>* CSD LCAP Budget only reflects estimated cost for Bagby ES, Steindorf SS and Ed Services combined</p>			

CSD Charter Schools' SPSA/LCAP Budget Allocations by Goal

School	Goal 1	Goal 2	Goal 3	Goal 4	Total Estimated Cost
Fammatre ES	\$118,300	\$17,000	\$39,000	\$22,200	\$196,500
Farnham ES	\$118,917	\$2,500	\$82,741	\$12,100	\$216,258
Sartorette ES	\$163,404	\$16,400	\$48,000	\$16,500	\$244,304
Price MS	\$152,200	\$20,500	\$161,000	\$6,250	\$339,950
Subtotal	\$552,821	\$56,400	\$330,741	\$57,050	\$997,012
CSD LCAP	\$723,764	\$129,000	\$71,000	\$62,000	\$985,764
Grand Total	\$1,276,585	\$185,400	\$401,741	\$119,050	\$1,982,776

Summary of Actual Outcomes for 2015-16 LCAP

Priority 1: Basic Services

Demonstrating compliance with Williams Act requirements. This includes reporting appropriate teacher assignment, sufficient instructional materials, and facilities in good repair.

Required Data

1. Rate of teacher misassignment
2. Student access to standards aligned instructional materials
3. Facilities in good repair

Examples of work in CSD

- Provide a Beginning Teacher Support and Assessment (BTSA) Induction program to match new teachers with experienced teachers for ongoing support.
- Provide appropriate instructional materials.
- Monthly site inspection reports and upkeep of facilities.
- Upgraded technology infrastructure
- Facilitate Uniform Complaint Procedure process to ensure that all complaints are acknowledged and addressed within the required timelines.

Teacher Assignments

Teacher Credentials	2013-14	2014-15	2015-16
With Full Credentials	140	143	149
Without Full Credentials	0	0	0
Teaching Outside Subject Area of Competence	2	2	0

Teacher Mis-assignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Mis-assignments of Teachers of English Learners	0	0	0
Total Teacher Mis-assignments*	0	0	0
Vacant Teacher Positions	0	0	0

*Note: "Mis-assignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials

Core Curriculum	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Yes	Yes	0
Mathematics	Yes	Yes	0
Science	Yes	Yes	0
History-Social Science	Yes	Yes	0

School Facility Good Repair Status (Please Refer to School Accountability Report Cards Available on each school Website)

Priority 2: Implementation of Common Core Standards

Implementation of the academic content and performance standards adopted by SBE, including how the programs and services will enable English learners to access the Common Core academic content standards and the English Language Development standards.

Required Data:

- Implementation of CCSS for all students, including EL

Examples of work in CSD

- Developing and supporting new CCSS-aligned units of study which blend previously adopted instructional materials with the new standards.
- Purchased new CCSS aligned instructional materials for Writing (Lucy Calkins Units of Study) in grades K-6.
- Purchased supplemental materials in ELA and mathematics K-8 to support CCSS
- Purchased electronic devices (iPads, chromebooks, laptops, desktops) to support 21st century learning.
- Informing stakeholders through informational sessions and parent-conferences, parent brochures, and a CCSS section on the district website.
- Implement CCSS aligned standards-based report cards in grades K-5
- Purchased GLAD Units of Study aligned to NGSS and Social Sciences for integrated ELD

Professional Development for Teachers 2013-2014 & 2014-2015

- Professional development provided for all teachers and administrators aligned to the Common Core.
- Professional Development Calendar lists all additional days of training and collaboration for CC implementation.
- Project GLAD consultants and GLADiators provided ongoing of GLAD implementation for integrated CCSS integrated with ELD.
- Integration of Technology through Ipad and Digital Academies for Teachers

2015-2016

- Consultants in ELA (emphasis on writing) and SVMII for Mathematics (emphasis on number talks and the mathematical practices) is provided to lead cohorts of teachers.
- Ongoing professional learning and collaboration is provided for teachers to refine lessons and improve student outcomes over the course of the year.
- Literacy, Math, GLAD, and Technology support is provided for teachers in implementing best practice into daily instruction.
- Substitutes are provided for teachers to engage in Instructional Rounds, assessments, and focused professional learning topics.
- The CSD Professional Learning Calendar lists all opportunities for professional development.

Guided Language Acquisition by Design

- Ongoing and follow-up professional development support and implementation through our GLADiators
- Training of Trainers Initiative
- Aspicio Curriculum Resources for Teachers
- Partnership with the Be GLAD and Santa Clara Office of Education

Writer's Workshop

- Lucy Calkin's Units of Writing for Grades TK-6
- 3 Professional Development days differentiated for each grade level
- Model classrooms for teacher observations
- Ongoing follow-up support using instructional rounds release days for grade level collaboration
- Teacher on Special Assignment to provide hands-on coaching, teacher PD and support

Tier 2 Interventions - Leveled Literacy Interventions & Do the Math

- Small-group explicit instruction
- Supplementary literacy and mathematics intervention designed to help teachers provide powerful daily instruction for the lowest achieving students at their grade level
- Supports learning in both reading, writing and mathematics
- Helps students expand their knowledge of language and basic math skills and how they work
- The goal is to bring students to grade level achievement in reading and mathematics

Mathematics Teacher Leadership

- 11 Cambrian teacher leaders from grades TK-5
- 4 elementary schools were engaged in a 4-day Math Leadership Summer Institute
- Silicon Valley Math Initiative
- Common Core Standards and best mathematical practices
- 3 follow-up training days
- 3 Elementary district professional learning Wednesdays

21st Century Skills/Problem Based Learning

- Steindorf STEAM to be open in 2016-17
- STEAM Cohort with SCCOE & Bullis
- Project Lead the Way at Bagby & Price
- Problem Based Learning in all schools
- Education Technology professional development on Google Classrooms

Common Core Aligned Units of Study

- Lucy Calkins Units of Study in Writing that have been aligned to Common Core
- SVMI POM - Mathematics aligned to Common Core
- GLAD Aspicio - History/Social Science and Science Units that have been aligned to the Next Generation Science Standards.

Priority 7: Course Access

The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

Required Data

- Student access and enrollment in all required areas of study
- Requirements for graduation and college admission

Examples of work in CSD

- 2 Course Pathways for Math at Price Middle School
- Opportunities are provided to students through athletics, clubs and service projects, and academic competitions
- Offering of Music and Art in the elementary schools
- Certificated PE teacher in the elementary schools

- Other enrichment programs and extended day learning opportunities, (Science Camp, Math Olympiad, Odyssey of the mind, summer school STEAM Academy, Summer Acceleration, Tinker Lab, Maker's Lab)

Two Course Pathways for Students in Mathematics at Price	
Traditional Course Pathway (Common Core Math)	Accelerated Course Pathway (Integrated Math)
<p>Grade 6 CC Math</p> <p>Grade 7 CC Math</p> <p>Grade 8 CC Math</p> <p>Packs Algebraic skills over 3 years to build strong conceptual skills.</p>	<p>Grade 6 Plus</p> <p>Grade 7/8</p> <ul style="list-style-type: none"> • Grade 7 Math • First ½ Grade 8 Math <p>Integrated Math 1</p> <ul style="list-style-type: none"> • Grade 8 Math • First ½ Grade 9 Math

PUPIL OUTCOMES

Priority 4: Pupil Achievement

Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.

Required Data

- Performance on standardized tests (CAASPP - SBAC)
- Grade level proficiency & student academic growth information on local assessments (DRA, MARS, Benchmarks)
- The number of ELs that become English proficient
- EL reclassification rate

Smarter Balanced Assessment in ELA & Math Results for Grades 3-8

The CAASPP measures the achievement of the new California CCSS in English/Language Arts and Mathematics in grades 3-8 and 11. The 2014-15 results provide the baseline data for the district.

- For information on CAASPP Results, click here: <http://caaspp.cde.ca.gov/>

District CCSS ELA & Math Summative Benchmarks Grades 1 & 2 Percent Mastered

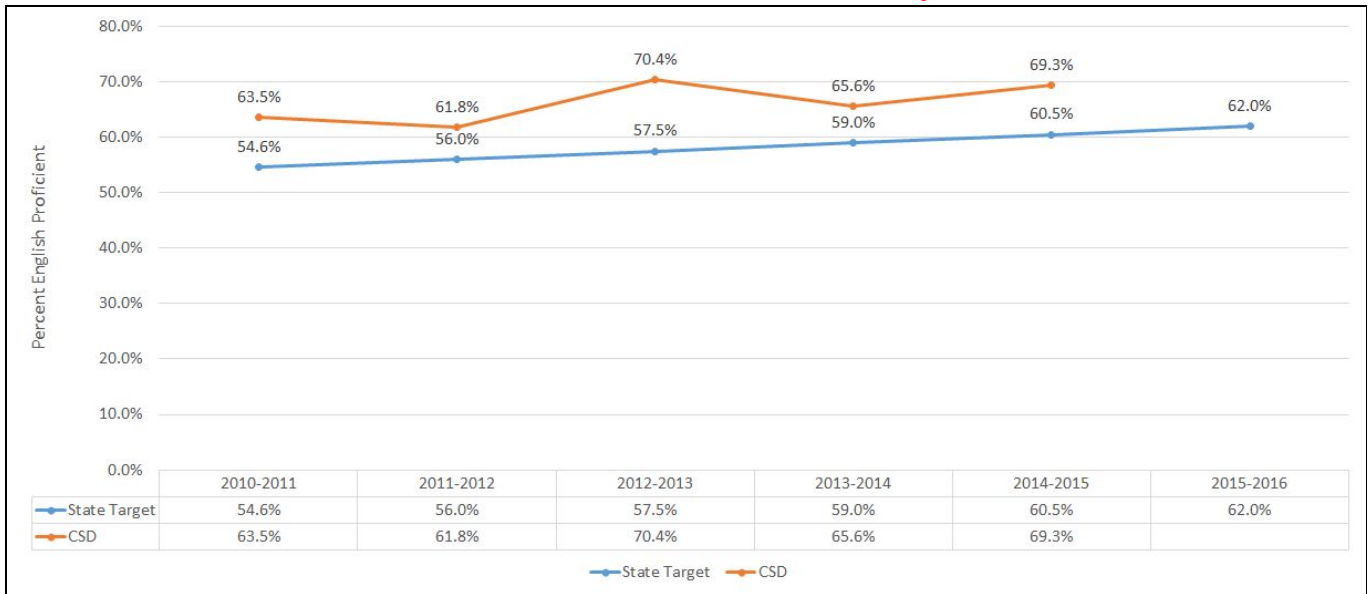
	English Language Arts		Mathematics	
	2014-2015	2015-2016	2014-2015	2015-2016
Grade 1	91.4%	TBD	87.9%	TBD
Grade 2	53.1%	TBD	79.3%	TBD

SVMI MAC/MARS Assessment Grades 2nd-8th Percent Mastered

Year	2nd	3rd	4th	5th	6th	7th	8th
2014-15	77.6%	59.7%	61.5%	42.7%	60.9%	47.0%	30.0%
2015-16	74.2%	63.1%	35.9%	51.3%	24.7%	22.9%	40.7%

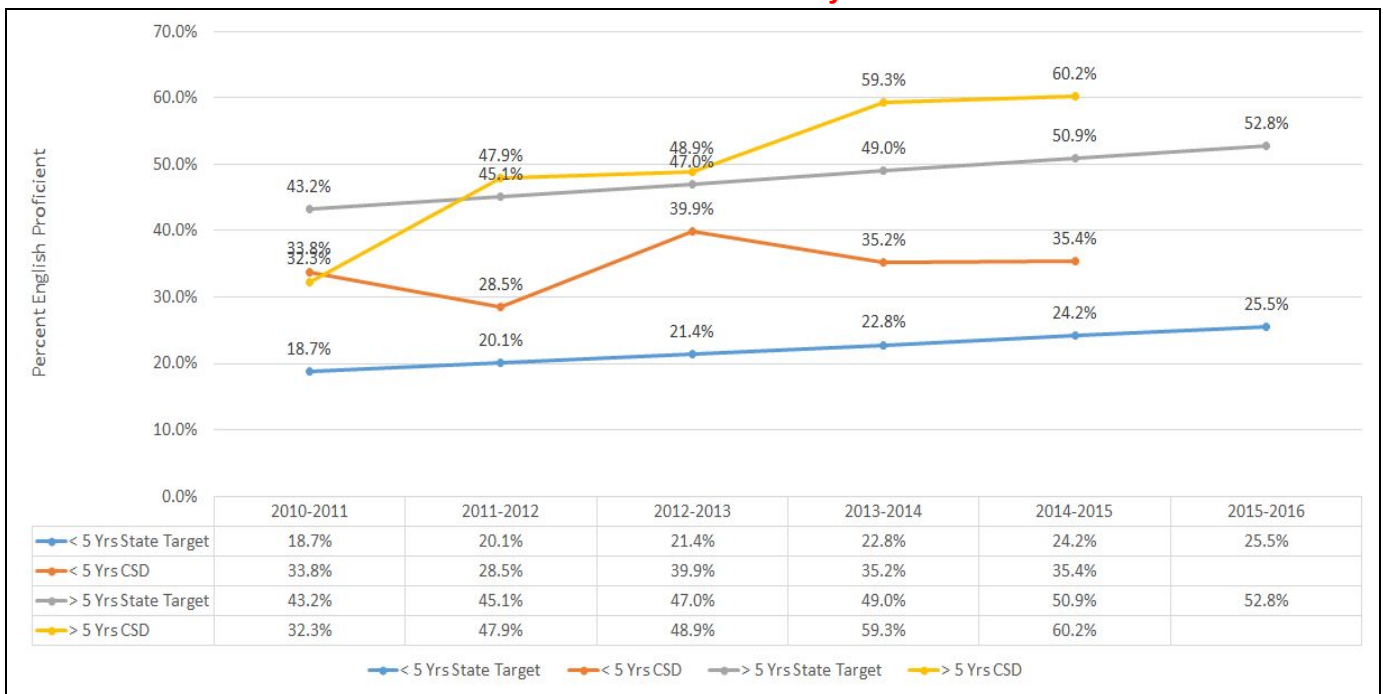
English Learner Results
CA English Language Development Test Annual Measurable Achievement Objective (AMAO) 1
Percentage of ELs Making Annual Progress in Learning English on CELDT

***Met and exceeded AMAO 1 over the last 5 years**



Annual Measurable Achievement Objective (AMAO) 2
Percentage of ELs Attaining English Proficient Level on CELDT

***Met AMAO 2 over the last 4 years**



EL Reclassification Rate by District

2013-2014		2014-2015		2015-2016	
# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
58	12%	60	12%	138	28%

Priority 8: Other Student Outcomes

Pupil outcomes, if available, in the subject areas comprising a broad course of study.

Required Data

- Physical Fitness Testing: grades 5 and 7

Physical Fitness Test: Grades 5 & 7 2013-14

Physical Fitness Area	Total Tested in Grade 5	# Grade 5 Students HFZ	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement Health Risk	Total Tested in Grade 7	# Grade 7 Students HFZ	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement Health Risk
Aerobic Capacity	398	283	71.1	22.4	6.5	335	246	73.4	18.2	8.4
Body Composition	398	297	74.6	14.6	10.8	335	237	70.7	17.0	12.3
Abdominal Strength	398	241	60.6	39.4	N/A	335	323	96.4	3.6	N/A
Trunk Extension Strength	398	337	84.7	15.3	N/A	335	325	97.0	3.0	N/A
Upper Body Strength	398	183	46.0	54.0	N/A	335	309	92.2	7.8	N/A
Flexibility	398	202	50.8	49.2	N/A	335	276	82.4	17.6	N/A

2014-15

Physical Fitness Area	Total Tested in Grade 5	# Grade 5 Students HFZ	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement Health Risk	Total Tested in Grade 7	# Grade 7 Students HFZ	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement Health Risk
Aerobic Capacity	375	289	77.1	20.3	2.6	353	277	78.5	13.6	7.9
Body Composition	375	281	74.9	15.2	9.9	353	264	74.8	15.0	10.2
Abdominal Strength	375	272	72.5	27.5	N/A	353	343	97.2	2.8	N/A
Trunk Extension Strength	375	330	88.0	12.0	N/A	353	348	98.6	1.4	N/A
Upper Body Strength	375	290	77.3	22.7	N/A	353	331	93.8	6.2	N/A
Flexibility	375	255	68.0	32.0	N/A	353	304	86.1	13.9	N/A

ENGAGEMENT

Priority 3: Parental Involvement

Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

Required Data

- Efforts to seek parent input
- Promotion of parental participation

Examples of work in CSD

- Parent Education: Latino Family Literacy, Parents for Quality Education, Technology Training
- Parent Lead Education Programs: Art Vistas, School Gardens, Project Cornerstone ABC
- Parent Events at each school site: Parent-Teacher Conferences, Common Core Math Information Night, Back to School Night, Science Fair,
- Various Advisory Committees: School Site Councils, English Learner Advisory Committees, Home & School Club, DELAC
- Principal's Coffees

Events include: Parent/Teacher Conferences, Report Card Night, Back to School, Registration, Kinder Orientation

Trainings include: Grade level parent information nights/activities, Title 1 Meeting, School Site Council Meetings, and English Learners Advisory Council; Parent Education Series

Priority 5: Student Engagement

Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.

Required Data

- School attendance rates
- Chronic absenteeism rates
- Middle school dropout rates

Examples of work in CSD

- Extended Learning (For example: before school, afterschool, summer)
- Attendance/chronic absence support (Attendance officer, SARB/CARB)
- Homework Center
- Counseling Services at all sites
- Intersessions Activities: Enrichment Camps; Camden Community Center; Summer STEAM Academy
- The Rock After School Program
- YMCA Afterschool Program
- Other Enrichment Activities (Starting Arts, Math Olympiad, Odyssey of the Mind, etc.)

School Attendance Rates by District in Percent

Year	2013-14	2014-15	2015-16
Attendance Rate	97.0%	97.8%	97.6%

***Chronic Absenteeism Rates by School & District**

Year	Bagby	Fammatre	Farnham	Sartorette	Price	District
2013-2014	0	0	0	0	0	0
2014-2015	0	0	0	0	0	0
2015-2016	0	0	0	0	0	0

*Chronic - Refers to the number of students referred to the Student Attendance Review Board (SARB)

Middle School Dropouts: NONE

Priority 6: School Climate

School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.

Required Data

- Student suspension rates
- Student expulsion rates
- Other local measures (Office Referrals)

Examples of work in CSD

- Comprehensive safety plans
- Positive Behavioral Interventions and Support (PBIS)
- Lifeskills Program in the elementary schools
- Counselors
- School spirit and motivation activities

Major Office Referrals by School & District (SWIS DATA)

46% Reduction over the last 3 years!

	2013-2014	2014-2015	2015-2016
Bagby	5	19	*43
Fammatre	*192	*90	*39
Farnham	*112	*30	26
Sartorette	*107	*30	*68
Price	*433	*333	*281
District	*849	*502	*457

* It's important to note that the number of referrals does not equate to the number of students. Rather the number of these incidences, in some cases, are associated with recurring students.

Student Suspension Numbers by School & District

	2013-2014	2014-2015	2015-2016
Bagby	*14	1	0

Fammatre	3	3	2
Farnham	4	0	1
Sartorette	3	5	10
Price	*29	*18	*48
District	*53	*27	*61

* It's important to note that the number of referrals does not equate to the number of students. Rather the number of these incidences, in some cases, are associated with recurring students.

Student Expulsion Rates by District

Year	2013-14	2014-15	2015-16
# of Students	0	0	0

Glossary of Terms

STATE PRIORITY: BASIC SERVICES

- Teacher Mis-assignments - The placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.
- Student Access to Standards Aligned Instructional Materials - Every school is required to provide sufficient textbooks, or other instructional materials, for all students in core subject areas. These instructional materials must be aligned to the content standards. Core subject areas include English language arts (including English Language Development), mathematics, history/social science and science. Students enrolled in a foreign language or health course must also be provided sufficient instructional materials and adequate science laboratory equipment must be available for science courses in grades 9-12.
- Facilities in Good Repair – 'Facilities in Good Repair' is a rating on the Williams' report. The facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an interim evaluation instrument developed by the Office of Public School Construction. The Williams' case states that all students equal access to instructional materials, quality teachers, and safe schools. School districts must assess the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.
- Williams Act - In 2000, several civil rights groups sued the state, arguing that California was denying thousands of students their fundamental right to an education by failing to provide them with the basic tools necessary for that education. Four years later, the suit was settled and new laws were established to ensure that: All students have textbooks and instructional materials; schools are clean, safe, and functional; and students have qualified teachers.

STATE PRIORITY: IMPLEMENTATION OF COMMON CORE STATE STANDARDS

Common Core State Standards (CCSS) - In 2010, California's Board of Education adopted the Common Core State Standards for K-12 schools, joining 44 other states and the District of Columbia. The CCSS are learning goals in math and language arts for every grade level. These standards are aimed at ensuring that every student graduates from high school prepared for college and careers. They are generally more rigorous than the former California Content Standards and require more critical thinking, writing and problem- solving.

STATE PRIORITY: COURSE ACCESS

Course Access - Student enrollment in a broad course of study that includes, if applicable:

Grades 1-6: English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, Physical Education, and other studies as prescribed by governing board.

Grades 7-12: English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, Career Technical Education, Automobile Driver Education, and other studies as prescribed by governing board.

STATE PRIORITY: STUDENT ACHIEVEMENT

- CAHSEE - In their sophomore year, all high schools in the state take the California High School Exit Exams in math and language arts. Students must score a 350 or above to pass and 380 to score Proficient; passing the CAHSEE is a

graduation requirement. Students who do not pass on the first try have ample opportunities to retake the test before and during senior year. Grade levels tested: 10, 11, 12.

- English Learners – English learners are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey AND who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.
- CELDT - The California English Language Development Test (CELDT) is the California state exam of English language proficiency. It is administered each year as an initial assessment (IA) to newly enrolled students whose primary language is not English, as indicated on a home language survey, and as an annual assessment (AA) to monitor the progress of EL students identified previously. The CELDT test assesses Listening, Speaking, Reading and Writing skills using performance-based and multiple choice formats. Grade levels tested: K-12.
- English Learner Reclassification – Once an English learner reaches full proficiency in English and attains grade-level academic performance he/she exits the English Learner Program successfully and is identified as a reclassified Fluent English Proficient (R-FEP) student. WCCUSD has developed student reclassification policy and procedures based on criteria set forth by California Department of Education guidelines.

STATE PRIORITY: OTHER STUDENT OUTCOMES

Physical Fitness Test - The Physical Fitness Test (PFT) for students in California schools is the FITNESSGRAM. The test has six fitness areas including: 1) Aerobic Capacity, 2) Abdominal Strength and Endurance, 3) Upper Body Strength and Endurance, 4) Body Composition, 5) Trunk Extensor Strength and Flexibility, and 6) Flexibility. The PFT provides information that can be used by (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their children's fitness levels. Grade levels tested: 5, 7, 9.

STATE PRIORITY: PARENT INVOLVEMENT

- Efforts to Seek Parent Input - Include families as participants in school and district decisions, governance, and advocacy through ongoing training and meetings that will develop the skills and knowledge parents need to engage with decision-making processes focused on understanding the educational system, tools and skills to organize their actions and planning when participating in district and school advisory and governance committees.
- Promotion of Parent Participation – To ensure student success, parents and schools need to work together, to establish asset-based relationships between the home and school. This is critical. Some of our strategies to increase two-way communication to enhance relationships between the home and school include:
 - Using technology tools such as smartphone capabilities (texting, e-mail, tablet and mobile friendly district websites) to keep parents informed of student progress, attendance and support ongoing classroom-home communication.
 - Developing welcoming school environments that communicate to all parents they are welcomed and recognized as an asset.
 - Providing parent education in order to strengthen the ability of families to support learning at home by understanding how the educational system works, increase awareness of what the grade level expectations are, and what grade level student work should look-like.
 - Parent Advisory Committees – The following lists district parent committees:
 - District English Learner Advisory Councils (DELAC): a committee made up of representatives from site
 - ELACs to advise the district on how to best support the needs of English learners.
 - School Site Councils (SSC): A committee made up of parents, classroom teachers, school staff, and the principal that develops, implements and monitors the Single Plan for Student Achievement (SPSA also known as School Plan).
 - English Learner Advisory Councils (ELAC): a committee made up of parents of English learners that advises the SSC on how to best support the needs of English learners.

STATE PRIORITY: STUDENT ENGAGEMENT

Annual Student Attendance Rates – Total days attended / Total days of membership within student group categories using ADA rules (if a student is not marked absent one period, they are considered present for the day).

- Chronic Absenteeism – A chronically absent student is defined as one who misses 10% or more of the school year using ADA rules (if a student is not marked absent one period, they are considered present for the day).
- Middle School Dropout – A student who was enrolled in grades 7 or 8 at some time during the previous school year AND left school prior to completing the school year AND has not returned to school as of Information Day OR student who did not begin attending the next grade (7, 8) in the school to which they were assigned or in which they had pre-registered or were expected to attend by Information Day.

STATE PRIORITY: SCHOOL CLIMATE

Suspensions and Expulsions – Suspension and expulsion data is obtained from CALPADS, which starting collecting discipline data in 2011-12. The California Longitudinal Pupil Achievement Data System (CALPADS) is the foundation of California's K-12 education data system that allows for tracking a student's academic performance over time.