

# **San Pasqual Union 2018 Accountability Report To SPUSD SSC & Governing Board**

**Dashboard, CAASPP, & LCAP Updates**

**Mark Burroughs, Superintendent/Principal  
Tammy Lee, Assistant Principal  
10/9/18**








# Accountability Updates

- **California School Dashboard**
- **California Assessment of Student Performance and Progress (CAASPP)**
- **Local Control Accountability Plan (LCAP)**

Generate PDF 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
<u><a href="#">Chronic Absenteeism</a></u> 	N/A	N/A	N/A
<u><a href="#">Suspension Rate (K-12)</a></u>		6	5
<u><a href="#">English Learner Progress (1-12)</a></u>		1	0
<u><a href="#">English Language Arts (3-8)</a></u>		5	4
<u><a href="#">Mathematics (3-8)</a></u>		4	3

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
<u><a href="#">Basics (Teachers, Instructional Materials, Facilities)</a></u>	Met
<u><a href="#">Implementation of Academic Standards</a></u>	Met
<u><a href="#">Parent Engagement</a></u>	Met
<u><a href="#">Local Climate Survey</a></u>	Met

- Equity Report
- Status and Change Report
- Detailed Report
- Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
<a href="#">Chronic Absenteeism</a>	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		High 3.5%	Increased Significantly +2.4%
<a href="#">English Learner Progress (1-12)</a>		High 77.8%	Maintained -0.3%
<a href="#">English Language Arts (3-8)</a>		High 28.5 points above level 3	Declined -9.7 points
<a href="#">Mathematics (3-8)</a>		High 2.6 points above level 3	Declined -12.8 points

Performance Levels:

-  Red (Lowest Performance)
-  Orange
-  Yellow
-  Green
-  Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

- Equity Report
- Status and Change Report
- Detailed Report
- Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	Americ
<a href="#">Chronic Absenteeism</a>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>			*	*			*	*
<a href="#">English Learner Progress (1-12)</a>		N/A	N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">English Language Arts (3-8)</a>			*	*			*	*
<a href="#">Mathematics (3-8)</a>			*	*		*	*	*

Performance Levels:

- Red (Lowest Performance)
- Orange
- Yellow
- Green
- Blue (Highest Performance)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.



# CAASPP Results 2017-18

## State, County, District

<b>ELA</b>	<b>Meets/Exceeds</b>
<b>California</b>	<b>49.88%</b>
<b>SD County</b>	<b>56.25%</b>
<b>San Pasqual Union</b>	<b>56.33%</b>

<b>Math</b>	<b>Meets/Exceeds</b>
<b>California</b>	<b>38.65%</b>
<b>SD County</b>	<b>44.28%</b>
<b>San Pasqual Union</b>	<b>50.39%</b>

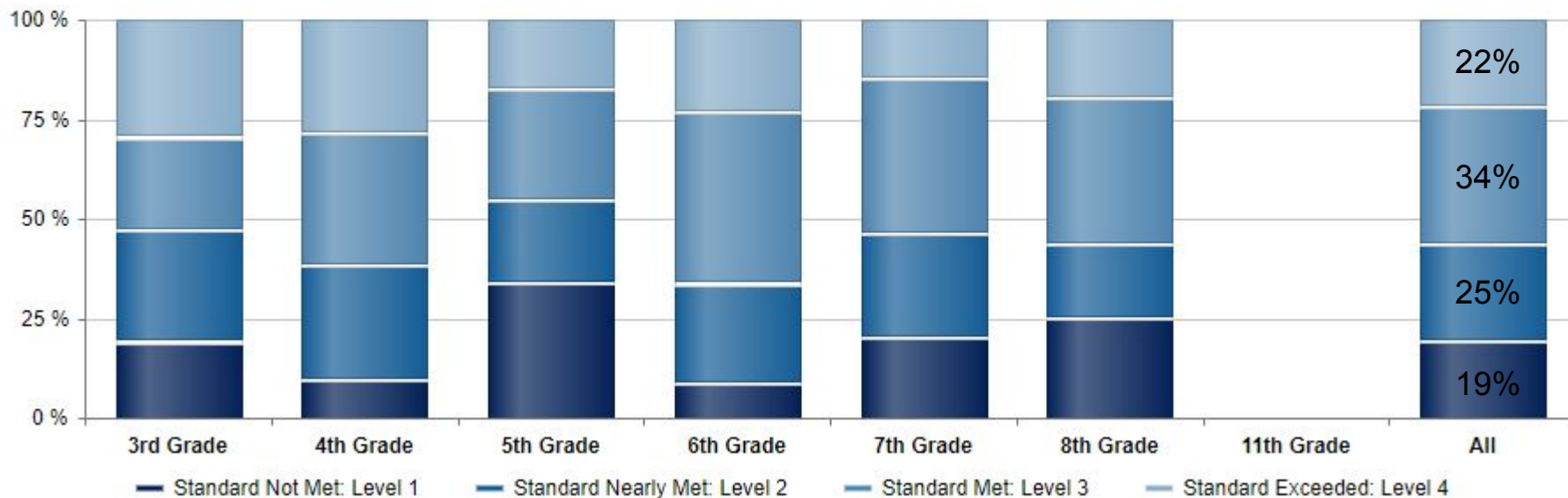
# Comparison

ELA - 56%	Math - 50%
<ul style="list-style-type: none"><li data-bbox="241 363 778 459">● <b>21st out of forty-two school districts</b></li><li data-bbox="241 538 884 585">● <b>Same as County average</b></li><li data-bbox="241 713 871 809">● <b>6% higher than the state average</b></li></ul>	<ul style="list-style-type: none"><li data-bbox="1006 363 1541 459">● <b>14th out of forty-two school districts</b></li><li data-bbox="1006 538 1605 634">● <b>5% higher than County average</b></li><li data-bbox="1006 713 1663 809">● <b>11% higher than the state average</b></li></ul>

# Smarter Balanced Results 2018

## ENGLISH LANGUAGE ARTS/LITERACY

### Achievement Level Distribution

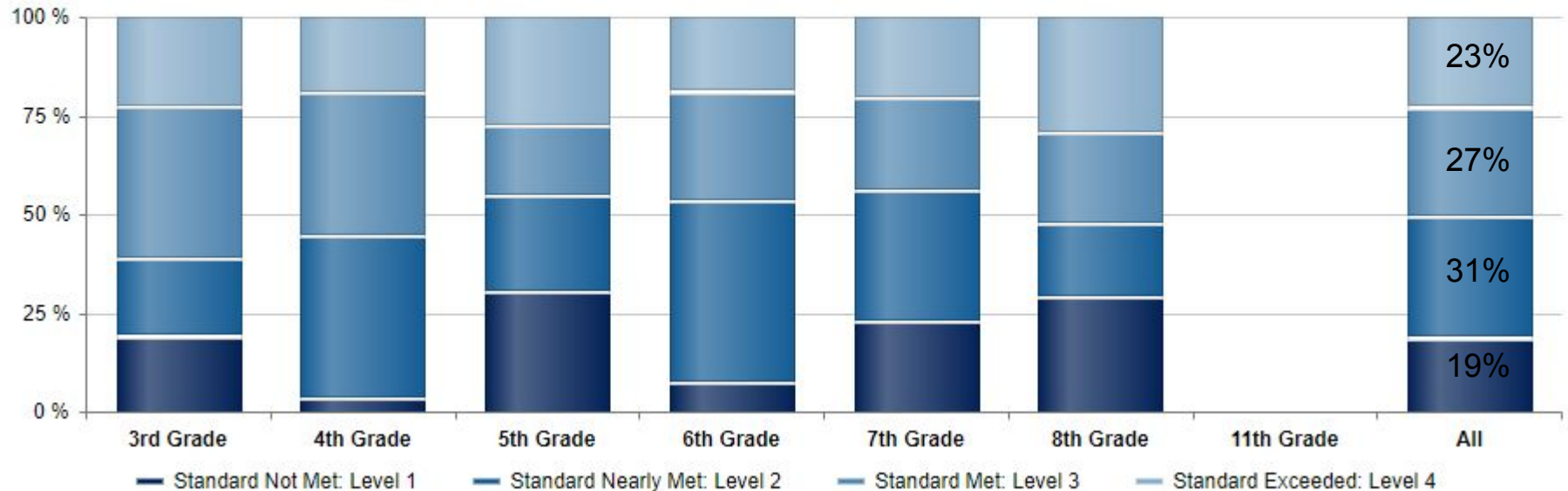




# Smarter Balanced Results 2018

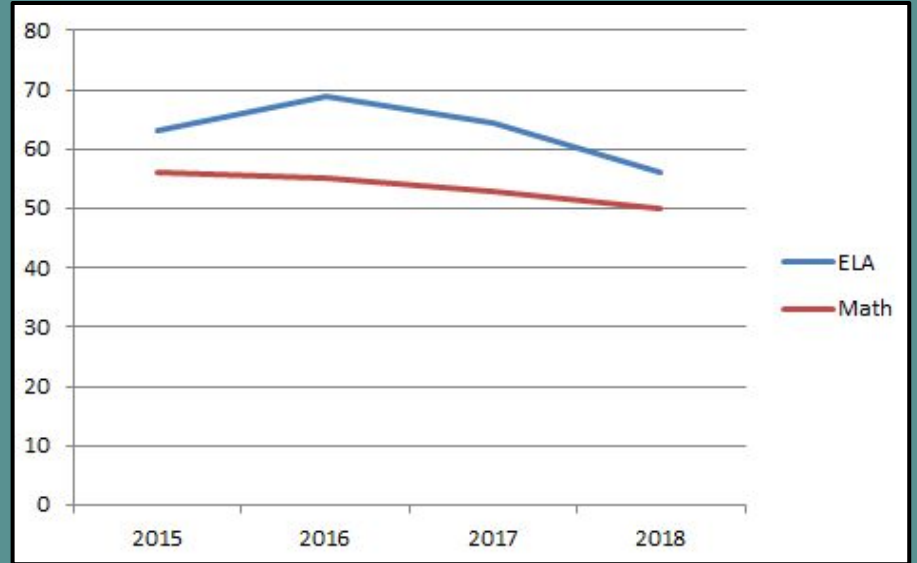
## MATHEMATICS

### Achievement Level Distribution



# SPU Meets/Exceeds on CAASPP

	ELA	Math
<b>2015</b>	<b>63%</b>	<b>56%</b>
<b>2016</b>	<b>69%</b>	<b>55%</b>
<b>2017</b>	<b>65%</b>	<b>53%</b>
<b>2018</b>	<b>56%</b>	<b>50%</b>





## Bright Spots

- 30% “Above Standard” Writing Claim
- 35% “Above Standard” Concepts and Procedures Claim
  
- <10% “Standard Not Met” 4th & 6th ELA & Math
- 30% “Standard Exceeded” 8th Math
- 3rd, 4th, 6th “Standard Exceeded” in ELA higher than school
- 5th, 8th “Standard Exceeded” in Math higher than school



# WHY?

- Curriculum
- Interventions
- Data Analysis
- Technology

# WHAT NEXT?

# LCAP Goals

**LCAP Goal 1.** Increase academic achievement through quality instruction and technology integration in a broad course of student delivered by highly qualified teachers on a safe, clean, and well maintained school campus.

**LCAP Goal 2.** Increase academic achievement through targeted support, intervention, and enrichment for all students including Special Education, English Learners, Foster Youth, and Low Income students using data derived from multiple assessments to measure student progress, guide instruction, and improve professional practice.

**LCAP Goal 3.** Increase academic achievement and school climate through student, staff, parent, and community engagement, involvement, and connectedness within the school environment.

# LCAP Goals

**LCAP Goal 1.** Increase academic achievement through quality instruction and technology integration in a broad course of study delivered by highly qualified teachers on a safe, clean, and well maintained school campus.

## Quality Instruction

- K-8 Standards aligned curriculum for ELA
- Formed Writing Team
- Ongoing staff training on effective teaching strategies
- Goal setting & evaluations connected to effective teaching strategies
- Direct and ongoing feedback of successful practice
  - *"Strategies in Practice"*

# LCAP Goals

**LCAP Goal 1.** Increase academic achievement through quality instruction and technology integration in a broad course of study delivered by highly qualified teachers on a safe, clean, and well maintained school campus.

## Technology Integration

- Upgraded wireless system & added devices
- New technology teacher (Focus areas)
- “Tech Tip of the Week”
- Data Analysis tool (pending)

# District, Grade Level/Subject, Individual Goals

## ***District Focus Goal:***

*LCAP Goal 2.b. SBAC scores for all students will increase by 5% in both ELA and Math (as measured by assessment data).*

Monitor Progress via Trimester MAPS:

ELA: Grow from 75% Average or Above to 80% by Tri 3.

Math: Grow from 67% Average or Above to 72% by Tri 3.

Monitor Other Progress via Grade Level Goals.



# LCAP Goals

**LCAP Goal 2.** Increase academic achievement through targeted support, intervention, and enrichment for all students including Special Education, English Learners, Foster Youth, and Low Income students using data derived from multiple assessments to measure student progress, guide instruction, and improve professional practice.

**District Focus Goal - LCAP Goal 2.b.**

**SBAC scores for all students will increase by 5% in both ELA and Math (as measured by assessment data).**

# LCAP Goals

**District Focus Goal - LCAP Goal 2.b. SBAC scores for all students will increase by 5% in both ELA and Math (as measured by assessment data).**

*Targeted support, intervention, and enrichment for all students*

- Focused Intervention Time (FIT) with more teacher input
  - *TK-5* - Timely, contextual interventions
  - *Kindergarten* - After school program
  - *6th-8th* - Homeroom with extended Thursday supports, more instructional time built into schedule
  - *English Learners* - After school tutorials (2x/week)

# LCAP Goals

**LCAP Goal 3.** Increase academic achievement and school climate through student, staff, parent, and community engagement, involvement, and connectedness within the school environment.

- 100-Year Theme (*Honoring Past & Embracing Future*)
- Inspirational Employee of the Month
- Team Building
  - Vertical teaming, contests, volunteering, socials
- Establishment of more meaningful partnerships to produce authentic learning & engagement
  - San Diego Zoo Safari Park
- Greater balance of events & instructional objectives



## Ongoing Steps . . .

- Maximizing instructional time
- Data driven decision-making  
(i.e. small group instruction)
- Continued professional development  
focusing on pedagogy and highly  
effective strategies.

Questions?

