

2018-2019 Local Control Accountability Plan (LCAP) Overview

LCAP Highlights (celebrations): Goal One	
ELA	Math
<p>Source: CAASPP</p> <p>Students with Disabilities (SWD); increased % exceeding/meeting standard by 8% points from 2017 to 2018</p>	<p>Source: CAASPP</p> <p>Students with Disabilities (SWD); increased % exceeding/meeting standard by 9% points from 2017 to 2018</p>
<p>Source: CA Dashboard</p> <p>Overall ELA: The All student group is in the “green” range and the White student group is in the “blue” (highest) range</p> <p>Students with Disabilities (SWD) group decreased by 10 points the distance (below) away from "Level 3: At Standard" <i>(ie. while still below the benchmark, this group did move up...closer to the benchmark)</i></p> <p>The EL Reclassification rate increased to 17% which is 4% points above the county average</p>	<p>Source: CA Dashboard</p> <p>Overall Math: The White student group is in the “green” (highest) range</p> <p>Students with Disabilities (SWD) group decreased by 7 points the distance (below) away from "Level 3: At Standard" <i>(ie. while still below the benchmark, this group did move up...closer to the benchmark)</i></p>
College and Career Indicator Source: CA Dashboard	
<p>Overall the College and Career Indicator (CCI) is in the “green” range along with the Hispanic, Socioeconomically Disadvantaged and White student groups.</p>	
Four Year Cohort Graduation Data: 2018 (2019 is only preliminary and is included in the Graduating Class Highlights)	
<p>Source: CA Dashboard</p> <p>4 year overall cohort graduation rate remains in the "green" range at 93%</p> <p>The White 4 year cohort student group performed in the "blue" (highest performance) range</p>	

The following four year cohort student groups performed in the "green" range:
Socioeconomically Disadvantaged, Hispanic and EL

Source: [DataQuest](#)

The following four year cohort student group graduation rates:

EL increased from 61% to 74%

Students with Disabilities (SWD) increased from 74% to 79%

Hispanic increased from 80% to 85%

Socio-economically disadvantaged (SED) increased from 82% to 86%

Career Technical Education (CTE) Completers
Source: CA Dashboard and preliminary results for 2019

Anticipating 84 CTE completers in 2018-2019, this is a 78 student increase over three years!

"A-G" courses / CSU & UC Readiness

Source: [DataQuest](#)

Overall, the percentage of students passing A-G courses with a 2.0 GPA or better increased by 7% points

The following student groups increased:

White: 6% points

Hispanic: 7% points

Socio-economically disadvantaged (SED): 6 % points

Students With Disabilities (SWD) group: 15% points

2018 AP Exam Results
source: College Board

The overall AP pass rate increased from 50% in 2017 to 58% in 2018

Pass rates increased for all student groups:

White 52% to 60%

Fee Reduction (low income) 44% to 50%

Hispanic 37% to 52%

The percentage of students who took at least one AP exam or more increased by 3% points

The percentage of Hispanic students who took at least one AP exam increased by 5% points

Technology Integration
Source: Brightbytes survey

Baseline data was established via the Brightbytes annual assessment of technology integration.

The following question was identified as a key area of focus:

“Teachers ask students to develop or present multimedia presentations.”

Baseline results for this question indicate that 41% of teachers *never* ask their students to develop or present multimedia presentations.

2019-2020 Goal: Decrease in this area by 5% points (41% to 36%).

LCAP Highlights(celebrations): Goal Two

High-Reliability Schools (HRS)

The following HRS surveys were created, administered and analyzed to monitor key indicators identified via Marzano Research:

HRS Level 2: Effective Teaching in Every Classroom

HRS Level 3: Guaranteed and Viable Curriculum

TTUSD Reflective survey: measures teacher growth on professional goals as identified in one of the three focus areas of the TTUSD Instructional Framework: Learning Goals, High Expectations and Relationships

Student surveys were also created to measure improvement with implementing teaching strategies to support Learning Goals, High Expectations and Relationships. These surveys were optional and provided a method for teachers to be able to gather student data to inform them of their growth and progress with yearly professional goals. Results were solely for the teacher's growth, therefore, were not administered or collected at the district level.

Results:

TTUSD Reflective survey: administered twice to teachers. Results were anonymous and provided to each school site for review and action. Fall 2018 compared to Spring 2019 results indicate a slight gain in the areas of Learning Goals and Tracking Student Progress.

Level 2 and 3 surveys were administered twice to elementary teachers (fall and winter) and results didn't indicate any improvement. A goal for next year is to ensure that all teachers are able to complete both surveys in the fall and spring. This process will provide more data to analyze and a better representation of certificated staff across the district.

Professional Development (PD)

In support of monitoring the effectiveness of PD sessions and to continually improve and inform us of the next steps for professional development/release days, a common "exit ticket" was created, and is now being used at every Educational Services Division session.

Professional development/release days were focused on HRS Levels 1-3 by structuring time so that certificated staff could continue to collaboratively (HRS Level 1) work on creating and refining a Guaranteed and Viable Curriculum (HRS Level 3) and improving Effective Teaching in Every Classroom (HRS Level 2). Levels 2 and 3 were accomplished through the identification of common priority standards and proficiency scales for many content areas. PCOE supported History/Social Studies PD at the middle and high school grades. Topics were focused on the California History/Social Studies and C3 Frameworks. High school teachers were able to apply this learning as they reviewed History/Social Studies instructional materials for the upcoming pilot process.

Teachers were able to select from a variety of topics that aligned with the TTUSD Instructional Framework for Student Learning during one session of PD in the winter semester. Forty three teachers attended these unpaid after school sessions.

Furthermore, increased collaboration between the Student Services Division and the Educational Services Division has resulted in more coordinated PD opportunities for SPED teachers across the district.

100% of TTUSD teachers continue to be Highly Qualified Teachers (HQT).

**LCAP Highlights (celebrations): Goal Three
Safe, Supportive and Collaborative Culture**

Safe and Clean Facilities

Either through construction or general maintenance, all areas in need of repair have been addressed or will be completed via the facilities construction process.

The Expulsion Rate Indicator for 2017-2018 was at .02% and remains below 0.5%. Data for 2018-2019 is not yet available

TTUSD Parent surveys were administered this spring with ten common districtwide questions. Over 800 parents responded to this survey. Since this is the first year of this revised survey, it's a baseline year. Overall parents responded in 9 of the 10 areas with high percentages of Strongly Agree/Agree (above 80%). At the elementary level, all ten areas were ranked high: seven areas with scores at or above 90% of parents responding with Strongly Agree/Agree and the other three areas, 87%+ of parents responding with Strongly Agree/Agree.

Areas of Greatest Need**

Identified Areas of Need	Planned Actions
<p>Source: CA Dashboard, Spring 2018</p> <p>Chronic Absenteeism Overall the rate is in "orange" range with an increase of 1% from 2017 to 2018</p>	<p>Continue coordinated efforts between the Educational Services and Student Services Divisions to ensure that a strategic plan of action is established and implemented to address chronic absenteeism and suspensions. Principals and Assistant Principals will participate in 3-5 collaborative meetings to make agreements around process, procedures and monitoring student attendance.</p>
<p>Source: CA Dashboard, Spring 2018</p> <p>English/Language Arts The following three student groups are in the "orange" range: Hispanic Socioeconomically Disadvantaged Students with Disabilities</p>	<p>Provide systematic TK-12 Professional Development integrating newly adopted ELA/ELD materials with key concepts such as, equity, access, close reading, scaffolding, differentiation, academic discourse and "how to teach reading" instruction. In addition these PD sessions will weave in "programs" that the district had committed to such as Step Up to Writing, Daily 5/CAFE and "Penny Kittle" strategies for 9-12. All ELA teachers will attend at least three release days in the upcoming school year. All ELA/ELD teachers, including SPED will be invited to attend.</p>
<p>Source: CA Dashboard, Spring 2018</p> <p>Math The All student group decreased in the percentage of students meeting / exceeding standard and are in the "yellow" range</p> <p>The following three student groups decreased in the percentage of students meeting/exceeding standard and are in the "orange" range: Hispanic Socioeconomically Disadvantaged English Learner</p>	<p>While managing the demands of implementing new ELA/ELD materials, explore and implement ways to begin to spread Teacher's Development Group training to TK-5 while also relaunching the training of EveryDay Math. For grades 6-12, continue to support TDG math learning in the area of Math Habits of Mind and increasing student talk.</p>
<p>College and Career Indicator (CCI) English Learner student group is in the "orange" range, however, this student group's CCI rate increased by 9% from 2017 to 2018. The 2018 EL group consisted of 35 students so any increase</p>	<p>Continue current actions since the results show improvement</p>

<p>or decrease impacts the overall percentage significantly. Source: CA Dashboard, Spring 2018</p>	
<p>Parent survey results indicate a need to address increased home/school communication in grades 6-12</p>	<p>Collaboration with middle and high school principals will be held to identify strategies to improve home/school communication.</p>

***Referring to the California School Dashboard: Spring 2018, the LCAP requires districts to identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additional areas in need of significant improvement can be identified based on review of local performance indicators or other local indicators.*