

As part of the needs assessment process indicated in Section 1, a needs assessment was conducted to determine which data-elements to use for the LCAP. The following focus-goals, sub-goals, metrics and baseline data are included below.

LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.		
Goal:	Metric:	Baseline Data for 2012-2013
<p>Goal 1.1: Credentialed Teachers All teachers (100%) will be appropriately credentialed for their assignments.</p>	<p>Credentials – CALPADS annual Credential Report</p>	<p>100% of Teachers are currently credentialed.</p>
<p>Goal 1.2: Implementation of the new State Standards All teachers will be supported in teaching the new Common Core (CCSS) and Next Generation Science Standards including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.</p>	<p>CCSS Training - Professional Development Sign-In, Annual Teacher Survey</p>	<p>60% of ELA and Math Teachers have received CCSS training.</p> <p>New Metric: Teacher Survey</p>
<p>Goal 1.3: Grade Level Literacy Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward this goal.</p> <p>By the end of third grade, 80 percent or more of students will meet reading targets by 2015-16. The percentage of each applicable student subgroup meeting targets will increase by at least 7 percentage points each year.</p>	<p>Literacy: Local CCSS Reading Assessment (TCRWP)</p>	<p>The Baseline percent of students at standards for TCRWP Reading is: All: 72%; EL: 45% SED: 52% AA: 50% Latino:51% SPED:32%</p>
<p>Goal 1.4: Grade Level Math Proficiency Students will demonstrate grade level proficiency in math with Eighth Grade performance serving as the district indicator of progress toward this goal.</p> <p>The percentage of Eighth Graders scoring at grade level in math on the state standards-aligned test will increase annually by 5% or more for all students and by 7% or more for identified sub-groups beginning with the 2015 test administration.</p>	<p>Math Proficiency: Smarter Balanced Assessment (SBA) in Math</p> <p>8th Grade student SBA Math self-assessment</p>	<p>Student Self-Assessment of SBA Math to be determined by 6/25.</p>
LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.		
Goal:	Metric:	Baseline Data for 2012-2013
<p>Goal 1.5: College and Career Planning for highest risk students As a component of a preK-12 college going culture, 100% of targeted 9th grade students (in noted subgroups) will identify a post-secondary college/career plan, be enrolled in appropriate college and/or career prep courses and tracked throughout high school using the individual Transcript Evaluation Service (TES) report.</p>	<p>College / Career Planning - College / Career (CTE) Plan completion for the Class of 2018</p>	<p>New Metric: College / Career Plan</p>

<p>The percentage of 9th-12th graders in targeted subgroups completing A-G courses with a C or Better will increase by 5% annually as measured by the TES “on-track” towards A-G Completion report.</p>	<p>On-Track towards College / Career - Beginning with the Class of 2014, Transcript Evaluation Service (TES) “On-Track” to College / Career Report</p>	<p>A-G Course Completion: This is a baseline year for TES, the % with A-G Course Completion to be determined.</p>
<p>Goal 1.6: Graduation Success By 2016-17, 90% or more students will successfully complete graduation requirements, and the graduation rate of identified student subgroups will increase by at least 2% annually until they reach 90% or more.</p>	<p>Graduation - Graduation Cohort Report (State Targets)</p>	<p>Class of 2013 Cohort Graduation Rate: All: 85.4% EL: 76.4% SED: 82.4% AA: 81.4% Latino: 86.9% SPED: 77.2%</p>
<p>LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.</p>		
<p>Goal:</p>	<p>Metric:</p>	<p>Baseline Data for 2012-2013</p>
<p>Goal 2.1: Cultural & Linguistic Relevance By 2016-17, 90% of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African-American students and English Learners, and use effective strategies that address students’ multiple intelligences.</p>	<p>Professional Development: Training Sign-Ins; Cultural Competency: Equity Rubric, Teacher Survey Cultural Competency Tool</p>	<p>75% of Middle School Teachers have been trained in Cultural Competency. New Metric: Teachers will complete a professional development survey based on training in alignment with the Equity Rubric. New Metric to be developed in 2014-2015: Cultural Competency Implementation Tool to measure use of designated culturally relevant and inclusive strategies.</p>
<p>Goal 2.2: Teachers of Color Increase the percentage of teachers who are African-American or Latino by (a) ensuring that 20% or more of newly hired teachers are African-American or Latino each year and (b) support is provided to retain these new teachers and their African-American and Latino colleagues.</p>	<p>Teachers of Color: CALPADS</p>	<p>15% of current teachers are African-American or Latino Teacher Retention to begin to be measured in 2014-15</p>
<p>Goal 2.3: English Fluency for English Learners By 2016-17, 70% or more of English learners will demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test. (AMAO1)</p>	<p>English Language Development: California English Language Development test</p>	<p>62.8% of English Learners made progress on the CELDT (AMAO 1)</p>

LCAP 2014 - Appendix F: Focus Goals, Sub-Goals, Metrics and Baseline Data Used for Section 2 Needs Assessment Page 3 of 4

<p>By 2016-17, the percent of long-term English Learners demonstrating proficiency on the state English proficiency test will increase by 3% annually. (AMAO2)</p>	<p>(CELDT) measures of annual progress (AMAO 1) and proficiency (AMAO 2)</p>	<p>63.2% of Long-Term English Learners have reached the proficient level on the CELDT (AMAO 2)</p>
<p>LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.</p>		
<p>Goal:</p>	<p>Metric:</p>	<p>Baseline Data for 2012-2013</p>
<p>Goal 3.1: Social-Emotional Skills and Mental Health Beginning in 2014-15, K-6 classroom instruction will include a curriculum for social and emotional life skills, such as, self-management, social and self-awareness, decision-making and relationship skills. The percentage of targeted K-6 students scoring at a 3 or better in the Social-Emotional Domains section of the report card will increase by 5% annually.</p> <p>Students in K-12 will receive social-emotional supports such as Positive Behavioral Intervention Systems and mental health services.</p>	<p>New CCSS K-5 Report card (RC) section: Toolbox social and emotional domains</p> <p>California Healthy Kids Survey (CHKS)</p>	<p>New Metric: Student results will be measured on the new CCSS report card. At standard will be measured with a Score of 3 or better on the card Social-Emotional Domains.</p> <p>New Metric: 5th, 7th, 9th and 11th graders reporting School Connectedness on the June CHKS</p>
<p>Goal 3.2: Consistent Attendance The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 15% or more annually for African-American students. (*number will be adjusted based on enrollment)</p>	<p>Daily Attendance Report</p>	<p>The number and percentage of students who were chronically absent (more than 18 days) at the end of the 2012-13 school year:</p> <p>All: 12.5% N= 1175 EL: 12.6% N=123 SED: 15.4% N= 514 AA: 22.1% N= 430 Latino: 12.9% N= 272</p>
<p>Goal 3.3: Positive Supports, Effective Discipline The number* of middle and high school African-American students who are suspended at least once will be reduced each year by at least 15% through the participation in restorative justice, youth court, lifelines and other restorative practices thus eliminating the current disproportionate number of African-American students suspended. (*number will be adjusted based on enrollment)</p> <p>The number* of K-12 Students who receive one or more office referrals will be reduced by at least 5% overall and by at least 15% for African-American students through participation in restorative justice, ToolBox, and other restorative practices thus eliminating disproportionality of African-American students referred to the office. (*number will be adjusted based on enrollment)</p>	<p>Annual State Suspension Report</p> <p>Annual report on Office Referrals</p>	<p>There were 165 African-American students who were suspended from Middle and High School at the end of the 2012-13 school year:</p> <p>Baseline Metric: Office staff will be trained in 2014-2015</p>

<p>Goal 3.4: Family Partnership Beginning with 2014-15, the percentage of students and families who are English Learners, African-American and/or Latino reporting connectedness to schools and access to school resources will be at 75% or more.</p> <p>The percentage of collaborative connections with families of identified student subgroups will increase by 5% annually as logged confidentially in the data-management system.</p>	<p>CHKS School Connectedness Survey</p> <p>Family Engagement Coordinators' intervention logs</p> <p>Family Connectedness Survey</p>	<p>New Metrics: District Family and CHKS Student reporting on School Connectedness</p> <p>There were 126 families at 6 schools who had information logged into the Family Connection Log.</p>
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