LCAP Annual Progress Report

PRESENTATION TO THE BOARD

AUGUST 15, 2017

8 Priority LCAP Areas

1-Basic Services

2-Implement State Standards

3-Parental Involvement

4-Pupil Achievement

5-Pupil Engagement

6-School Climate

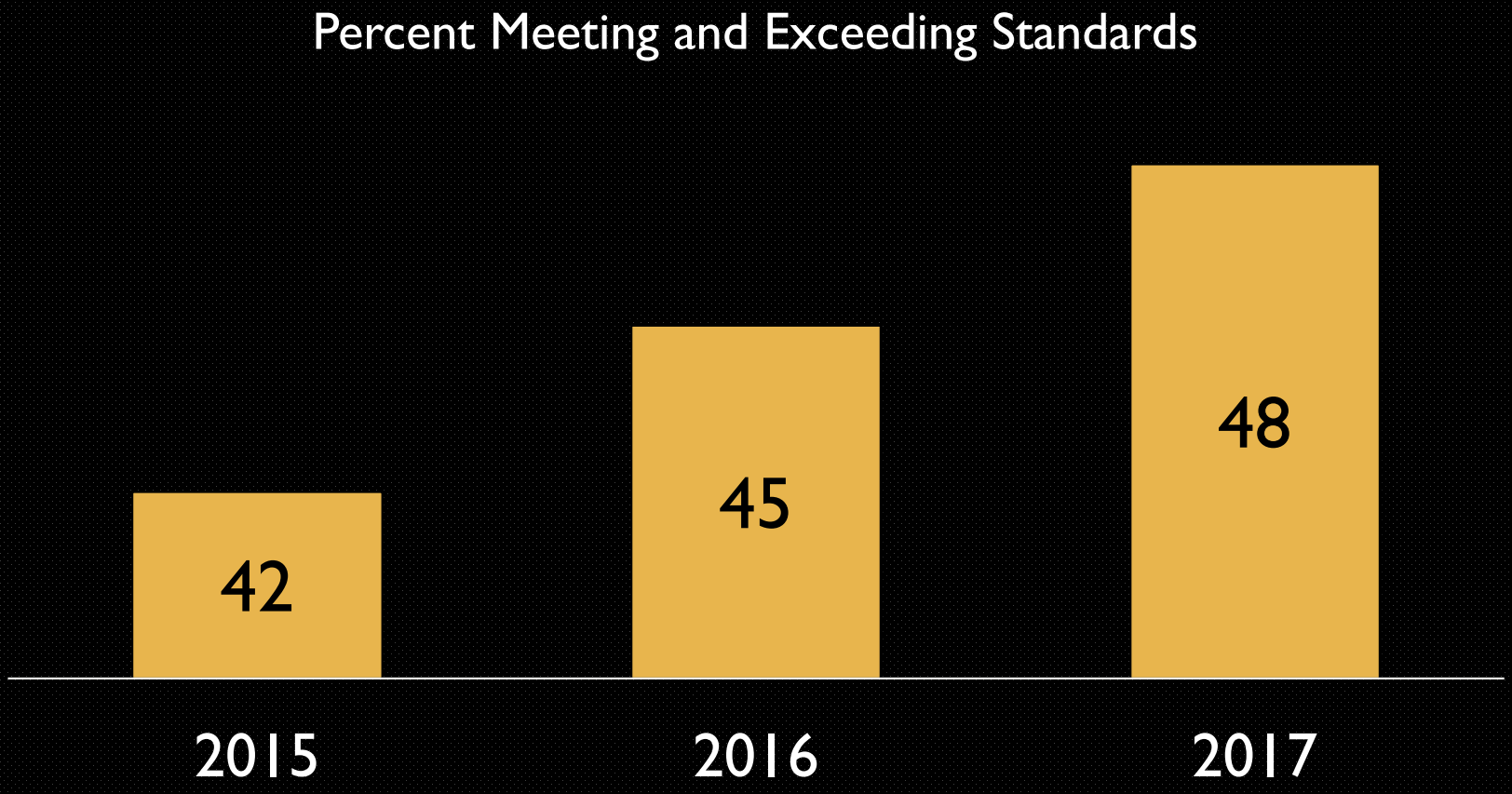
7-Course Access

8-Other Pupil Outcomes

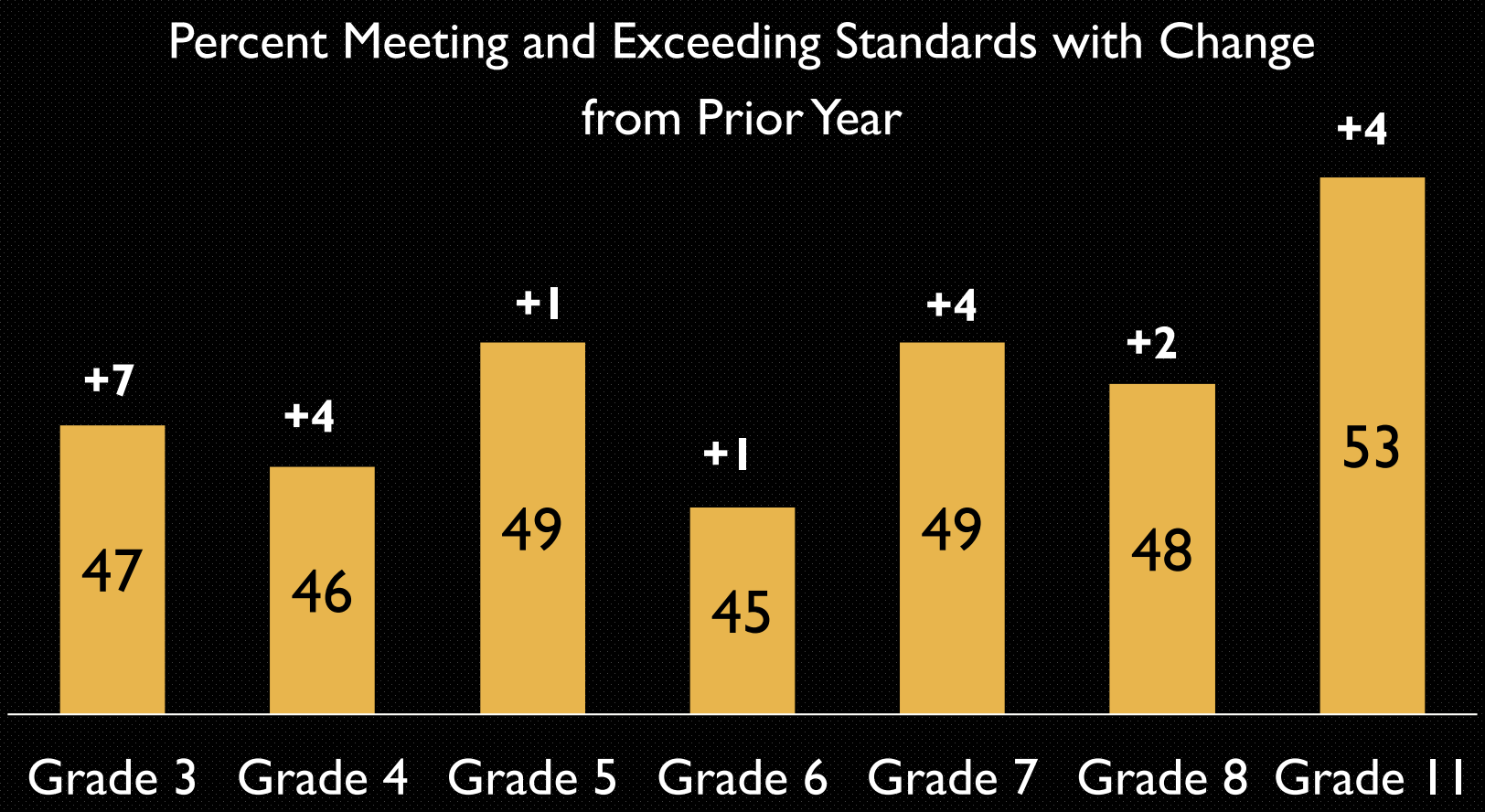
LCAP Area 4: Pupil Achievement

- SBAC English Language Arts (ELA) and Math
- College Prep Exams in ELA and Math (PSAT and SAT)
- EL Reclassification
- AP Enrollment and AP Tests
- Graduation Rates (LCAP Area 5)
- A-G Rates
- College Readiness
- College Attendance

SBAC ELA District-wide

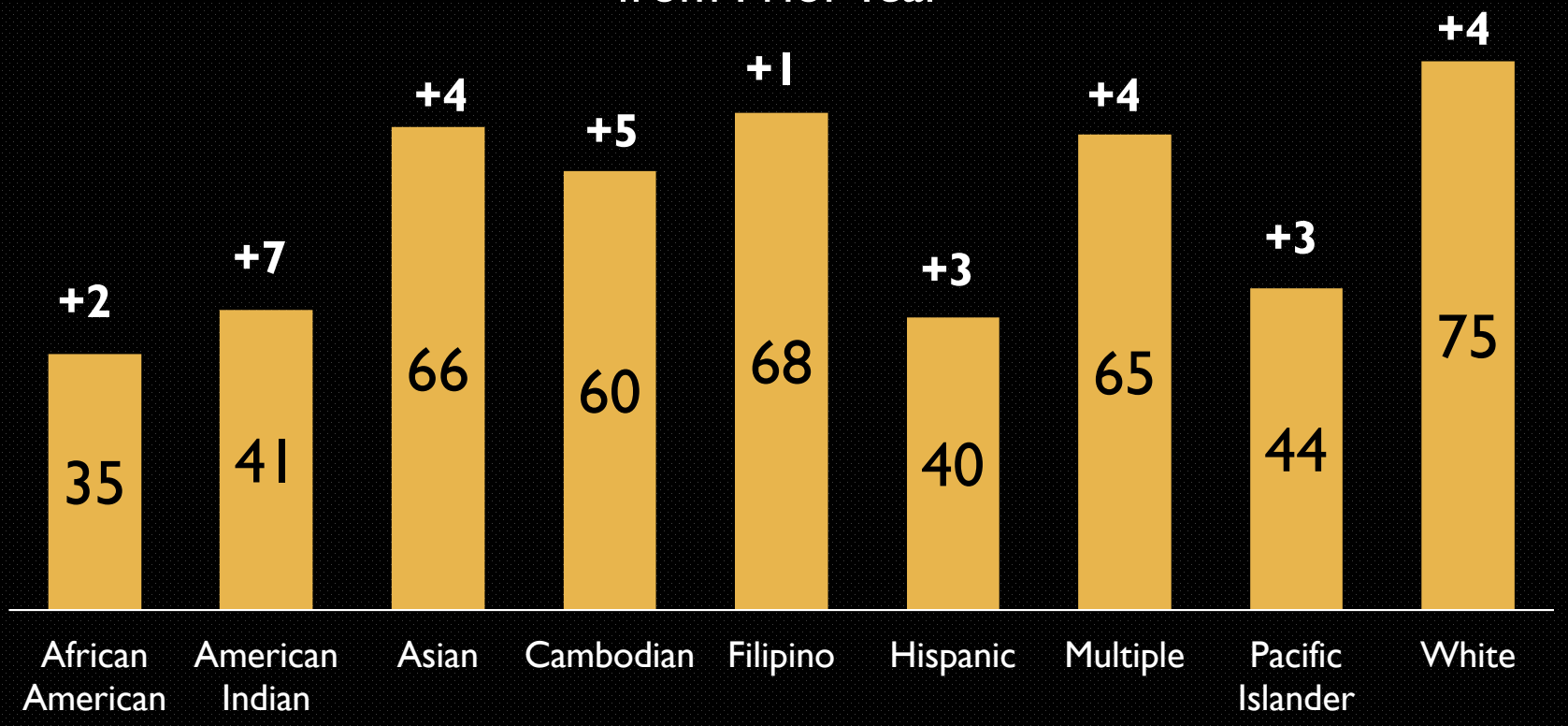


SBAC ELA by Grade Level



SBAC ELA by Ethnicity

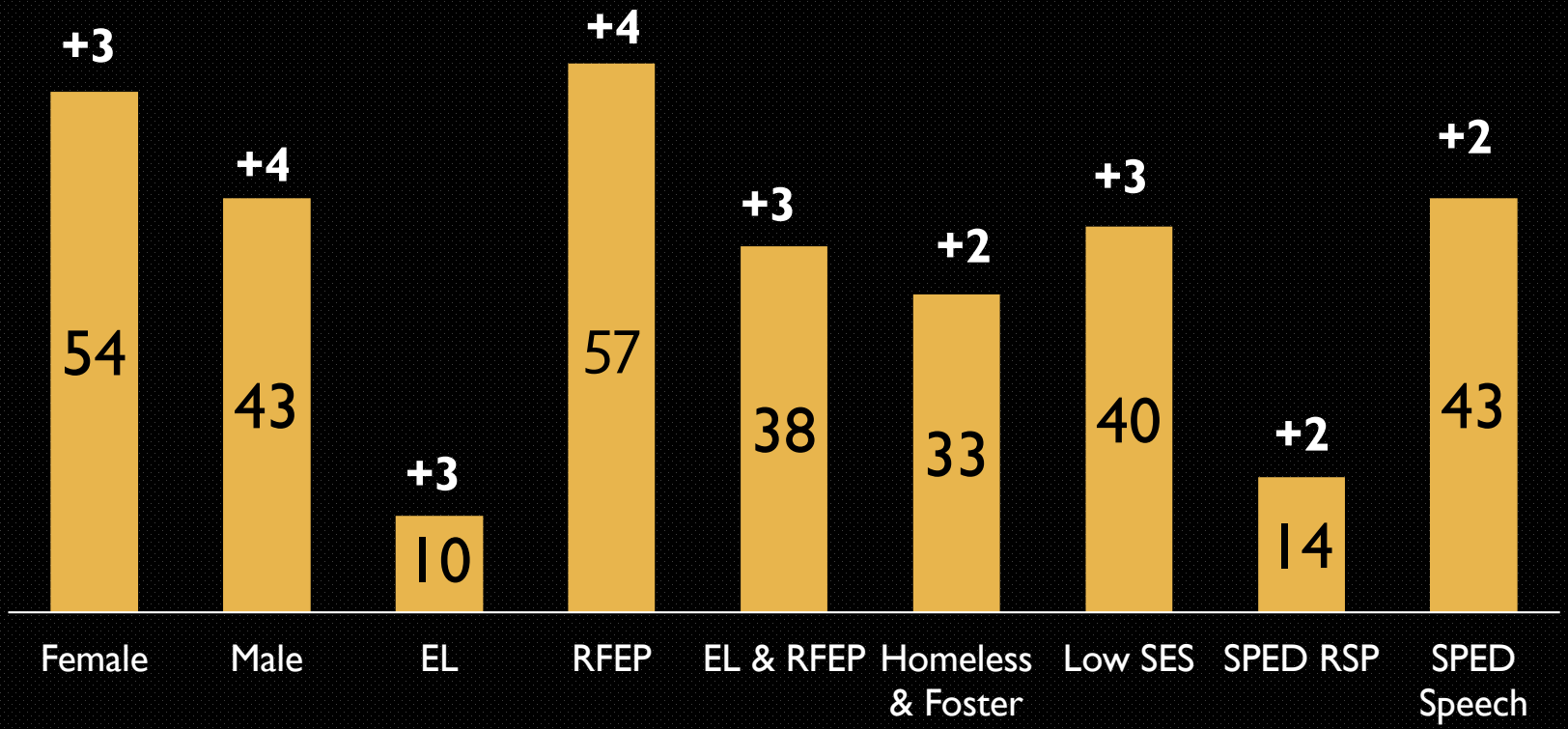
Percent Meeting and Exceeding Standards with Change from Prior Year



LCAP Area 4 Pupil Achievement Goal—Increase the number meeting and exceeding of lower subgroups by 5%

SBAC ELA by Subgroup

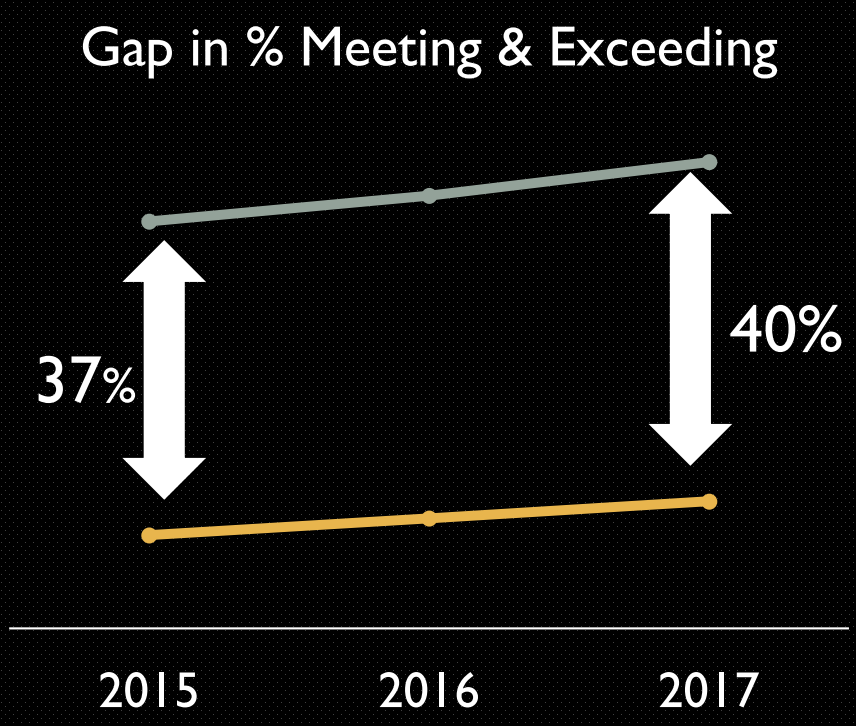
Percent Meeting and Exceeding Standards with Change from Prior Year



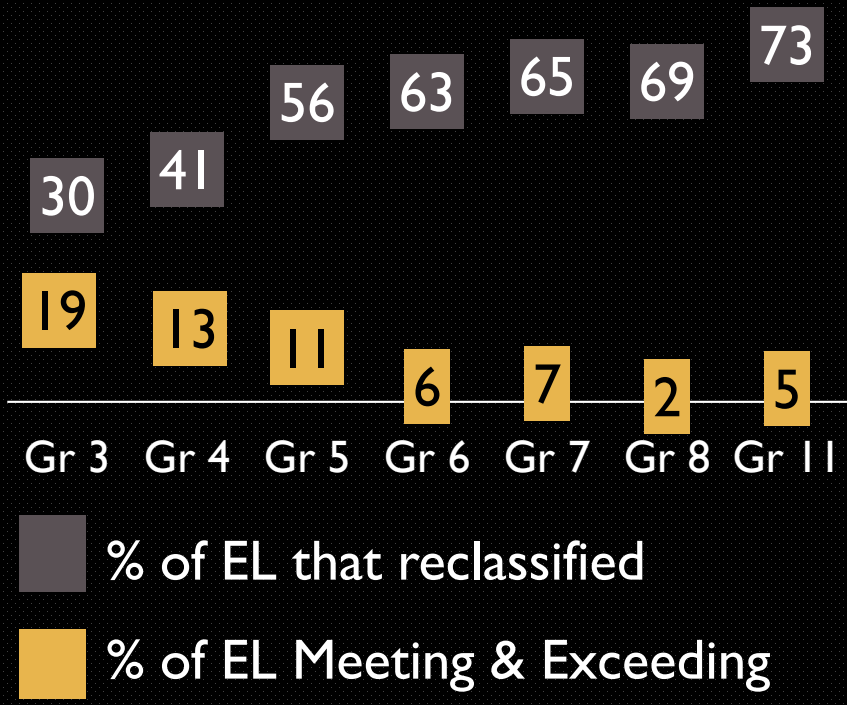
LCAP Area 4 Pupil Achievement Goal—Increase the number meeting and exceeding of lower subgroups by 5%

SBAC ELA Individual Focus

AFRICAN-AMERICAN PROGRESS



ENGLISH LEARNER PROGRESS



LCAP Area 4 Pupil Achievement Goal—Increase the number meeting and exceeding of lower subgroups by 5%

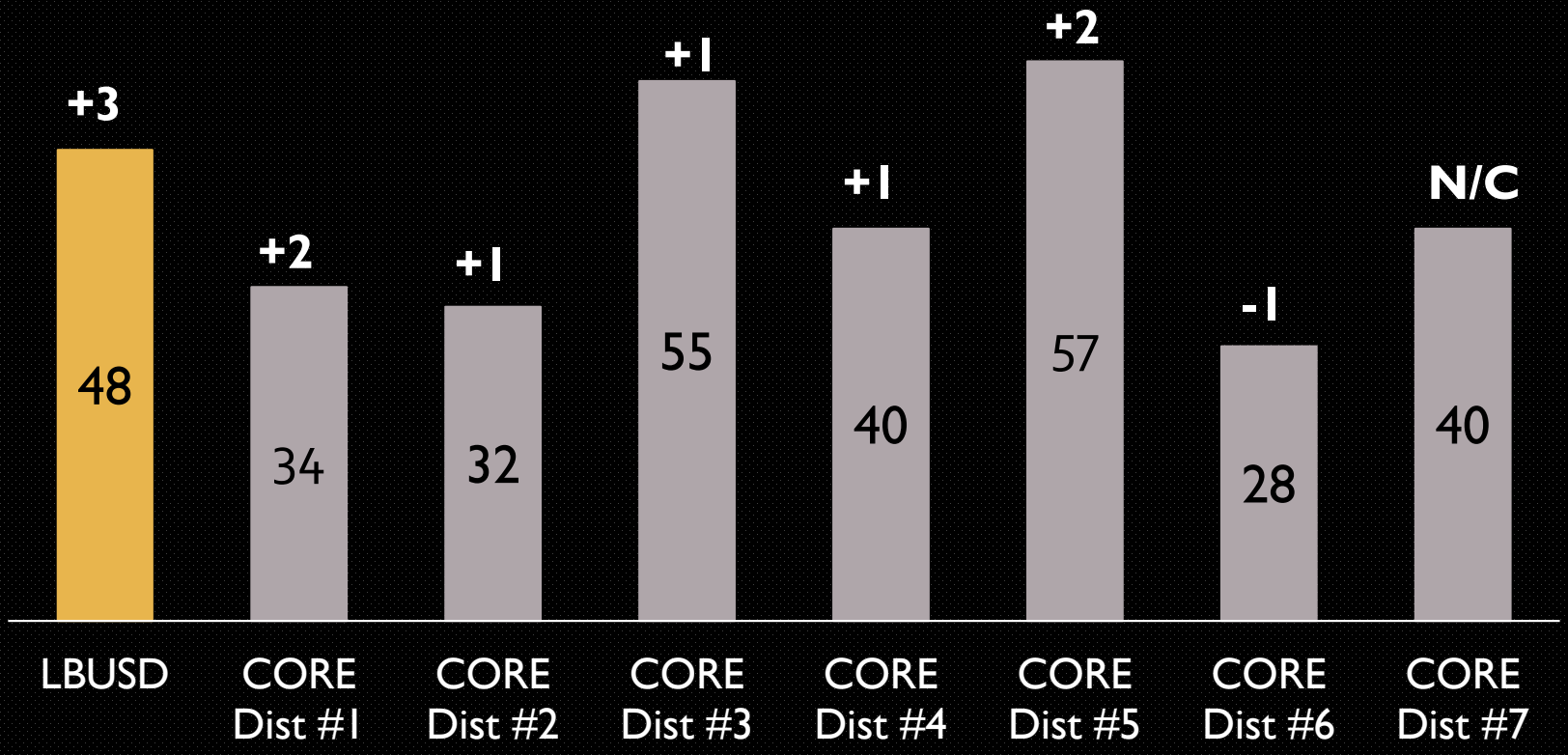
SBAC ELA by School

63 out of 81 (78%) schools showed improvement in ELA
40 schools grew 3%+ overall
Special recognition:

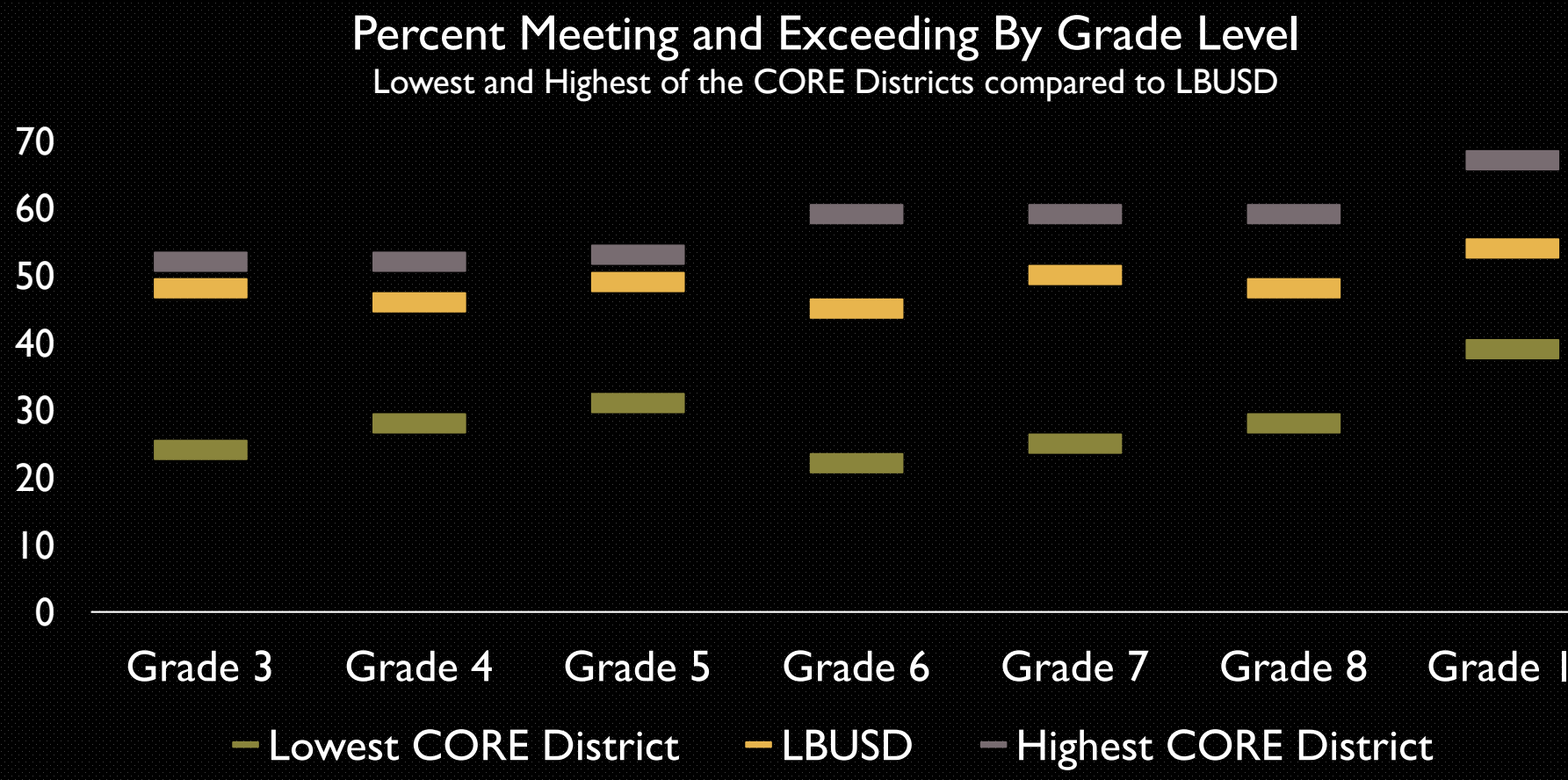
Schools improving 10%+ overall in ELA *Also improved 10%+ with the same cohort of students				
Alvarado	Barton	Beach	Bryant	Edison*
Fremont*	Holmes*	King*	Lincoln*	McBride
McKinley*	Signal Hill*	Wilson		
Schools decreasing the achievement gap Decreased the gap by 50% or more between the school's lowest and highest subgroups				
Chavez	Naples	Fremont	Los Cerritos	Roosevelt
Oropeza	Signal Hill			

SBAC ELA CORE Districts

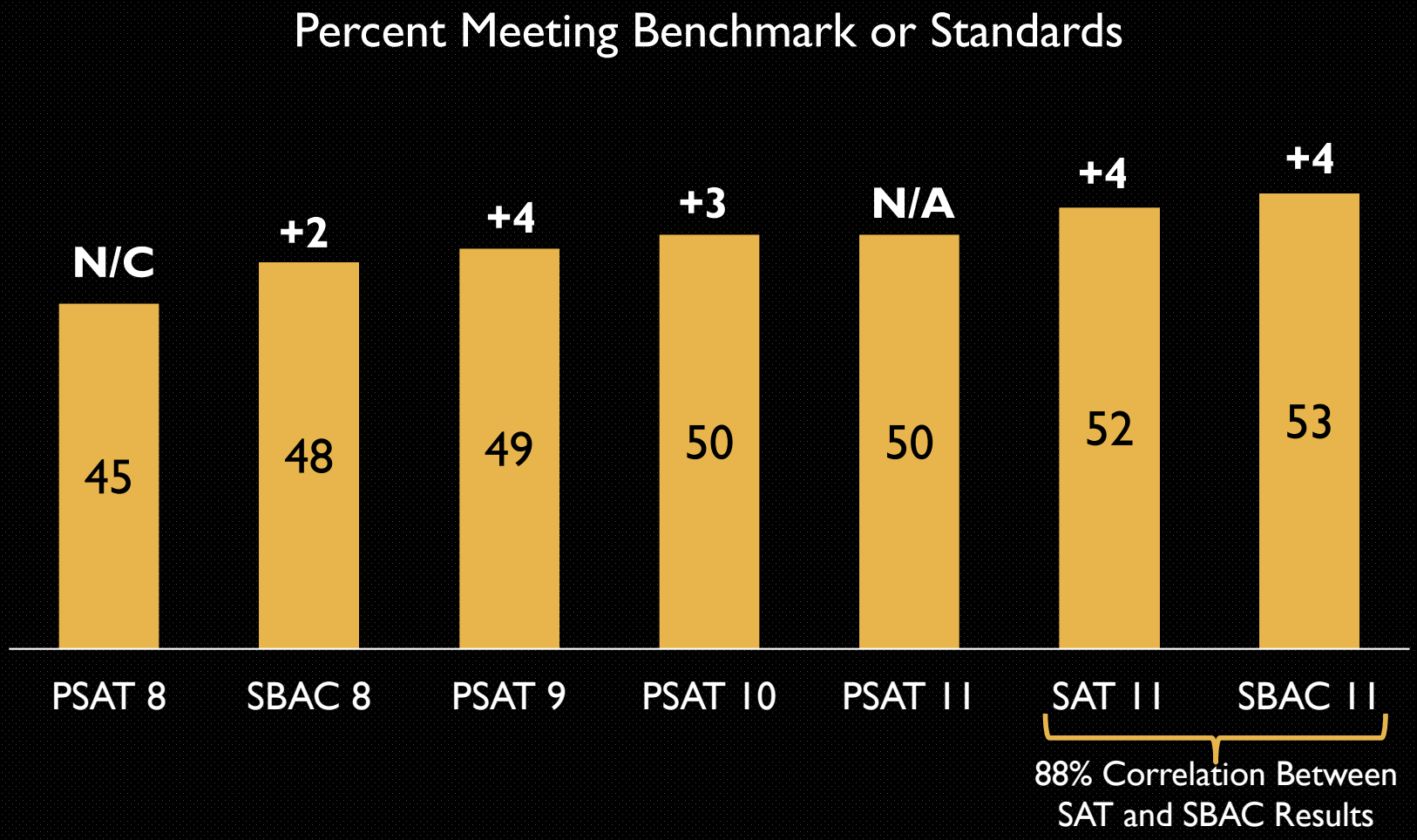
Percent Meeting and Exceeding Standards with Change from Prior Year



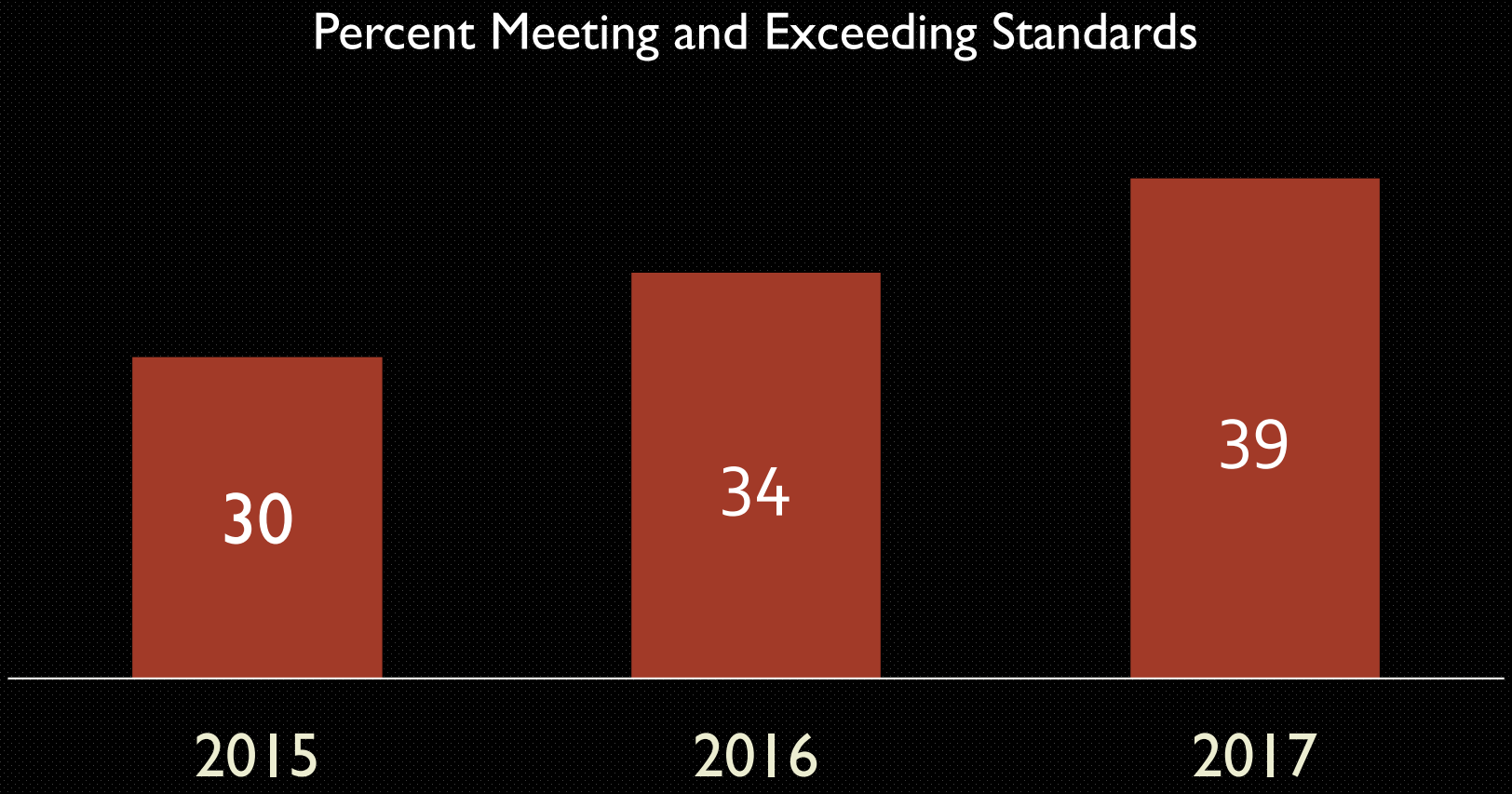
SBAC ELA Comparison Data



College Prep ELA Exams

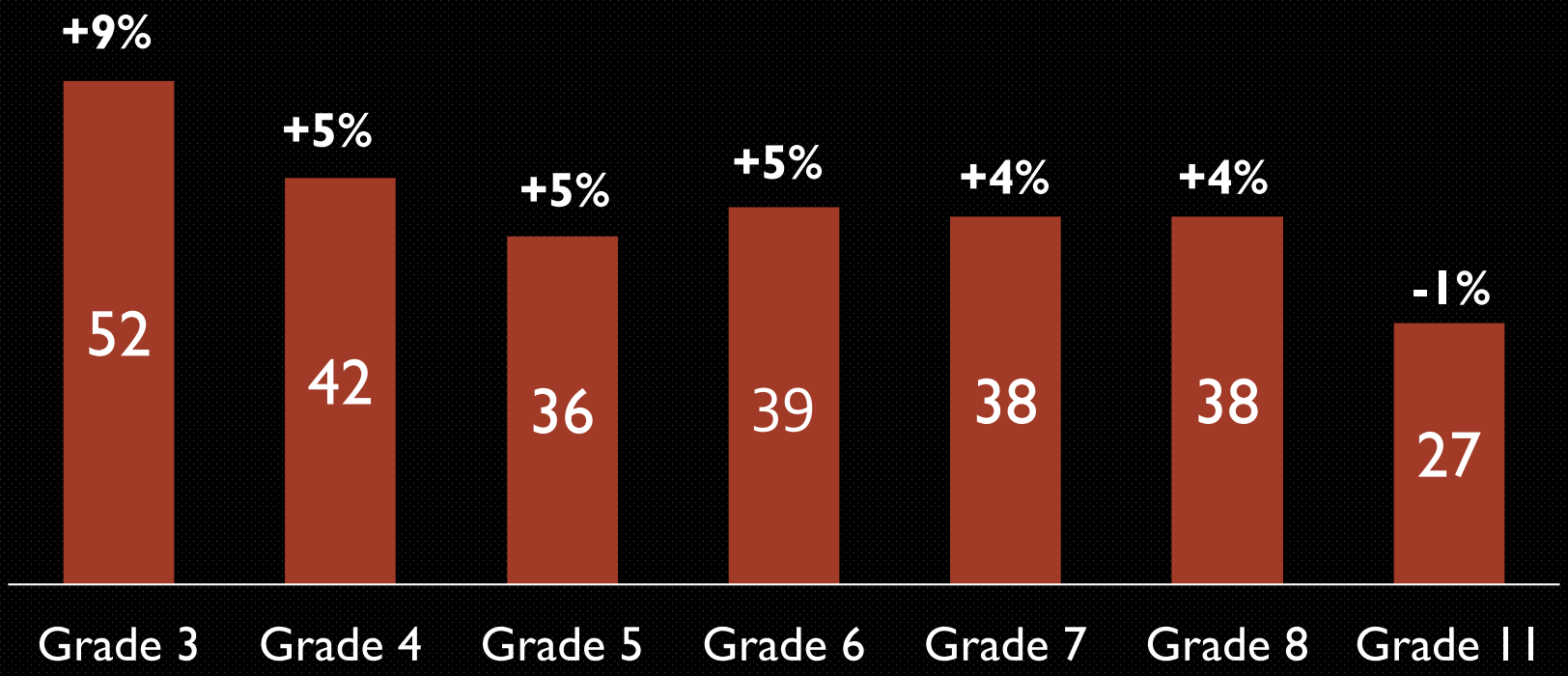


SBAC Math District-wide



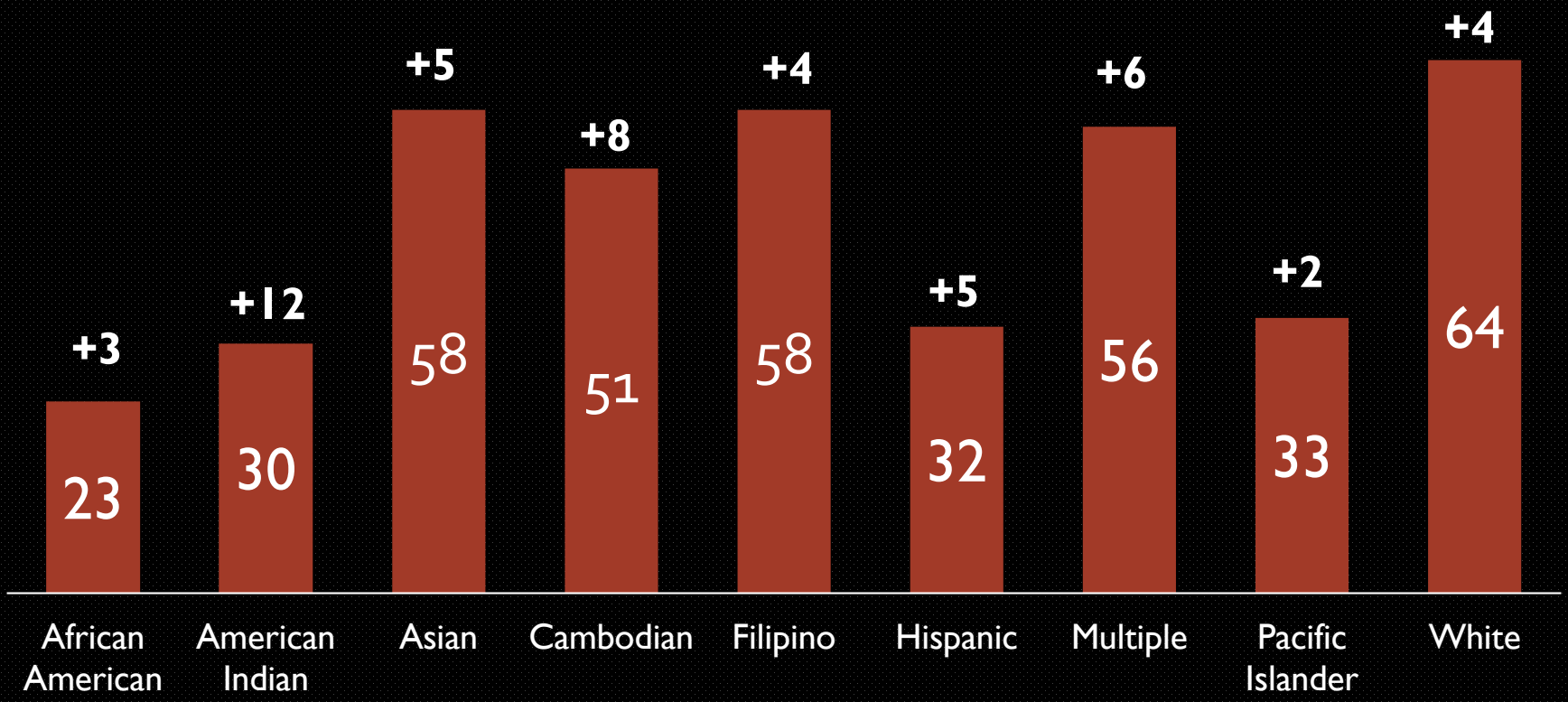
SBAC Math by Grade Level

Percent Meeting and Exceeding Standards with Change from Prior Year



SBAC Math by Ethnicity

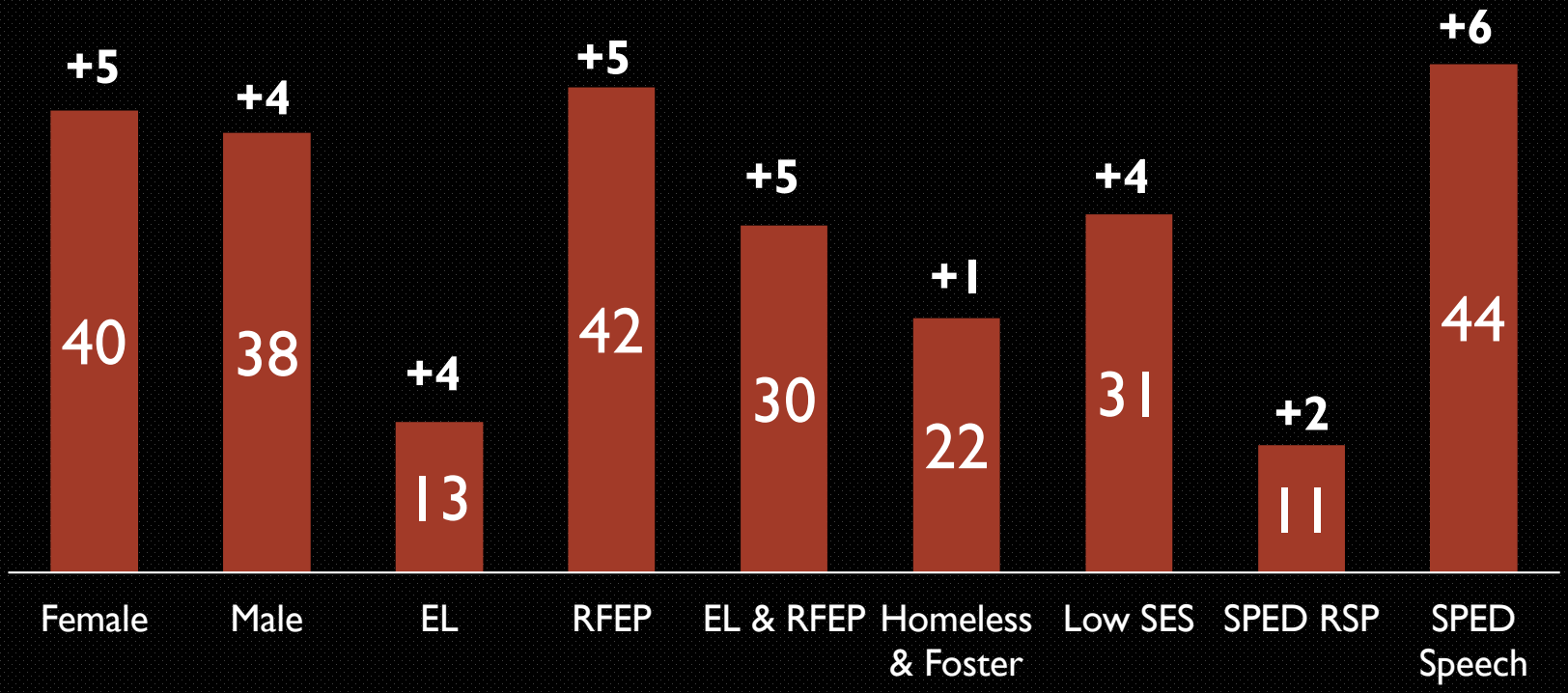
Percent Meeting and Exceeding Standards with Change from Prior Year



LCAP Area 4 Pupil Achievement Goal—Increase the number meeting and exceeding of lower subgroups by 5%

SBAC Math by Subgroup

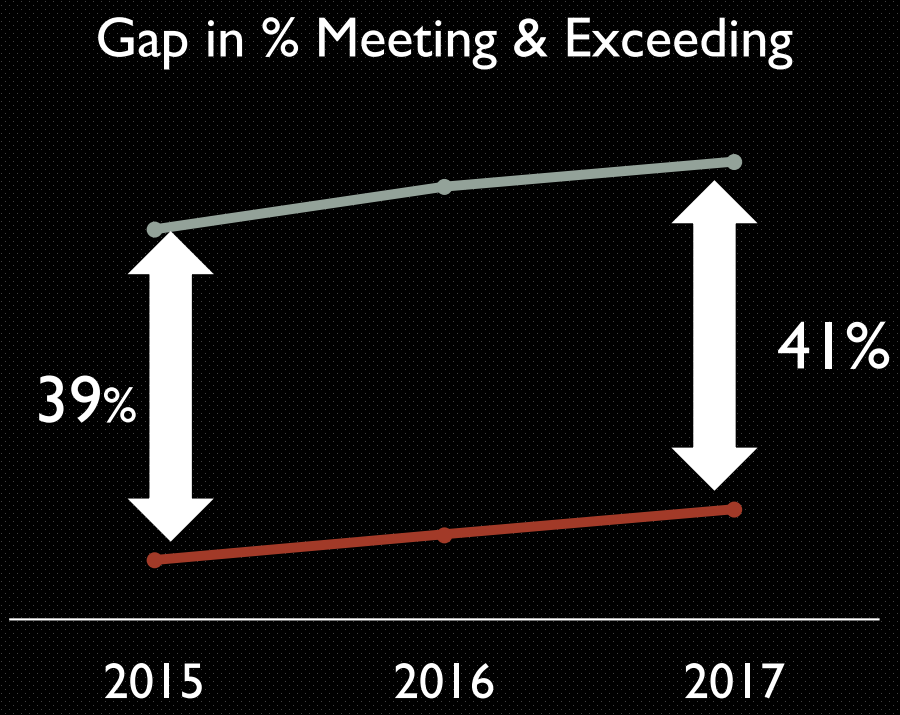
Percent Meeting and Exceeding Standards with Change from Prior Year



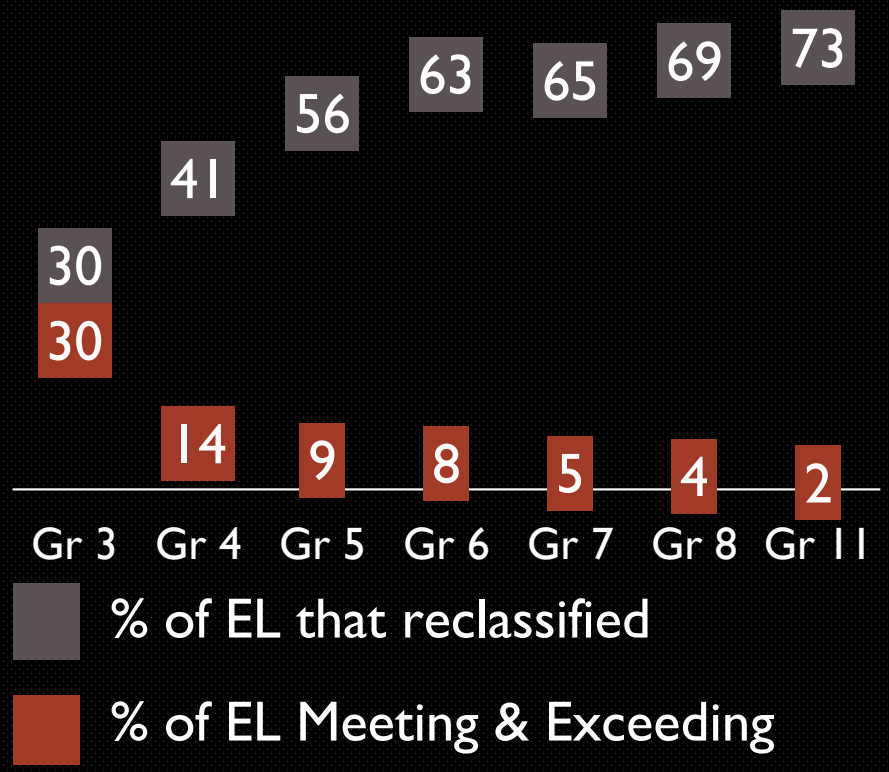
LCAP Area 4 Pupil Achievement Goal—Increase the number meeting and exceeding of lower subgroups by 5%

SBAC Math Individual Focus

AFRICAN-AMERICAN PROGRESS



ENGLISH LEARNER PROGRESS



LCAP Area 4 Pupil Achievement Goal—Increase the number meeting and exceeding of lower subgroups by 5%

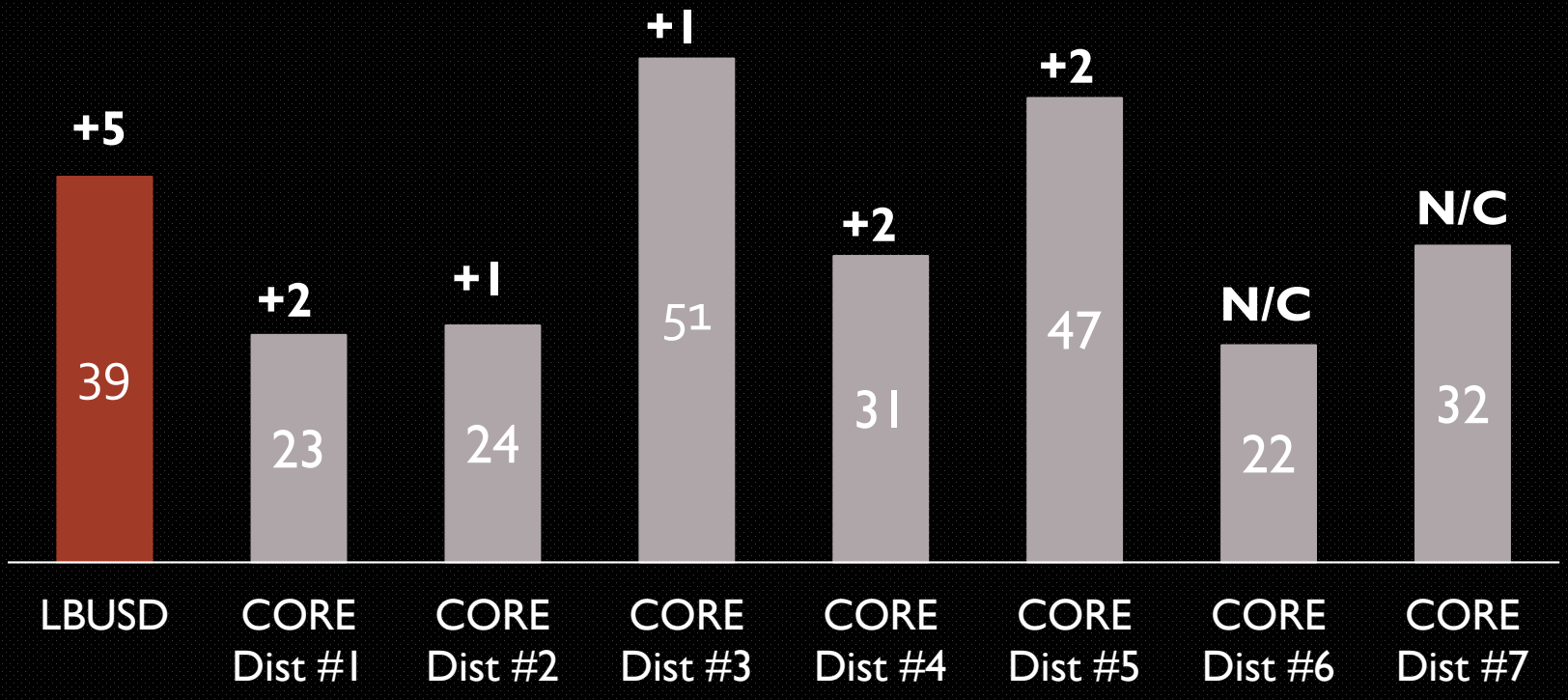
SBAC Math by School

67 out of 81 (83%) schools showed improvement in Math
50 schools grew 3%+ overall
Special recognition:

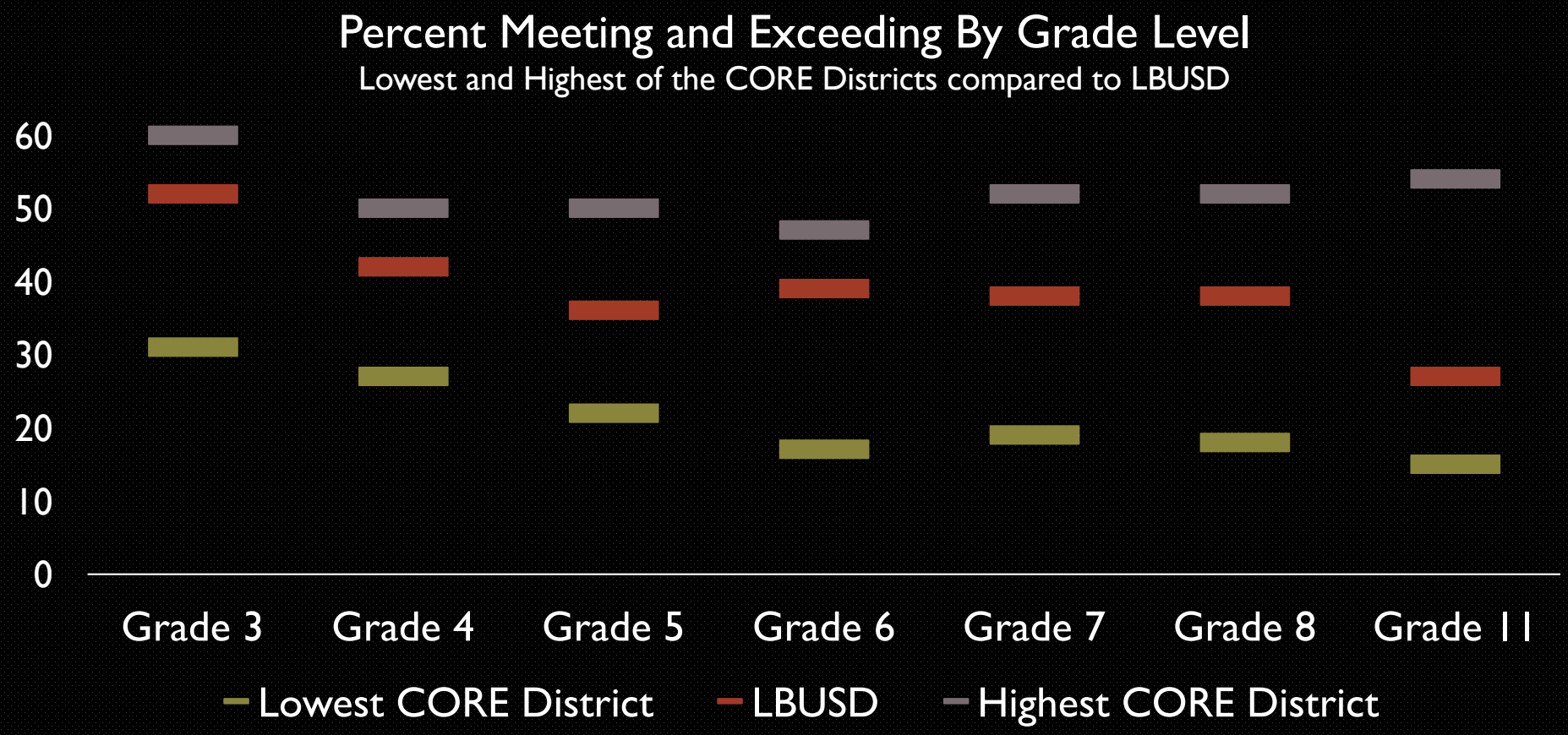
Schools improving 10%+ overall in Math *** Also improved 10%+ with the same cohort of students**				
Addams	Alvarado	Chavez	Cleveland	Edison*
Henry	Holmes	Lincoln*	Madison*	McBride
McKinley	Tincher	Twain		
Schools decreasing the achievement gap Decreased the gap by 50% or more between the school's lowest and highest subgroups				
Addams	Alvarado	Burbank	Naples	Holmes

SBAC Math CORE Districts

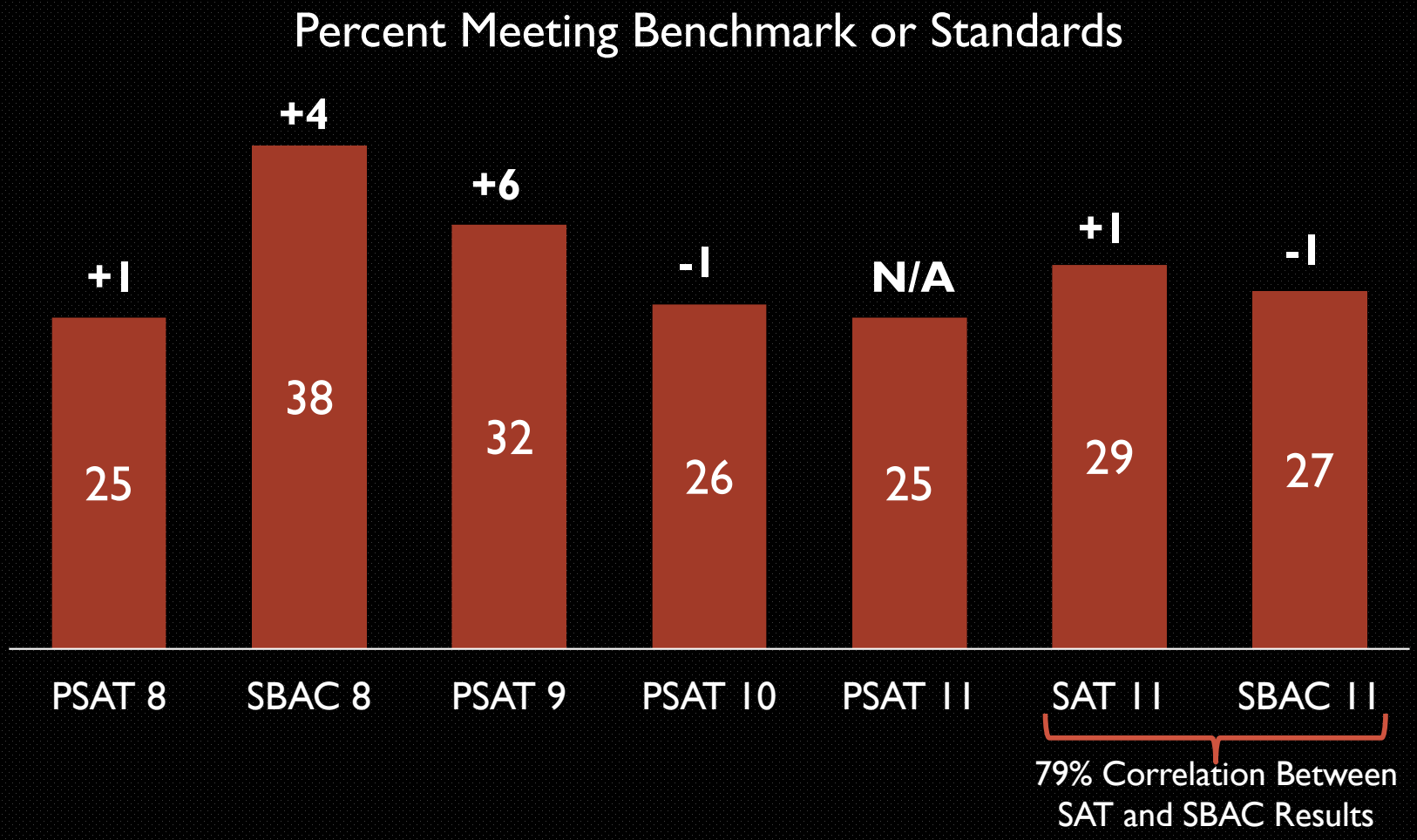
Percent Meeting and Exceeding Standards with Change from Prior Year



SBAC Math Comparison Data



College Prep Math Exams



Addressing the Needs of Our African-American Students

10 Classroom Observations and Interviews

31 Interviews with Graduating African-American Students

GUIDING VOICES

VOICES OF OUR STUDENTS AND ADMINISTRATORS

Root Causes for Elementary School Success

IDENTIFYING SUCCESSES IN 2016-17 TO BE REPLICATED IN ALL SCHOOLS IN 2017-18

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Alvarado Elementary School

SBAC Growth

- ELA – 11% increase in students Meeting/Exceeding Standards
- Math – 23% increase in students Meeting/Exceeding Standards

Instructional Focus in 2016-2017

- Sideline coaching from principal and teacher colleagues to support PD
- Increased use of technology to help monitor student progress
- Interventions provided by TOSA, master teachers

Lincoln Elementary School

SBAC Growth

- ELA – 10% increase in students Meeting/Exceeding Standards
- Math – 18% increase in students Meeting/Exceeding Standards

Instructional Focus in 2016-2017

- Site-based PD to reinforce district coaching support
- Ongoing progress monitoring of student achievement
- Interventions provided by TOSA's, student teachers

McKinley Elementary School

SBAC Growth

- ELA – 24% increase in students Meeting/Exceeding Standards
- Math – 14% increase in students Meeting/Exceeding Standards

Instructional Focus in 2016-2017

- Site-based PD to reinforce district coaching support; increase in teacher collaborative planning and collaborative teaching
- Ongoing progress monitoring with Fountas and Pinnell benchmark levels
- Interventions provided by TOSA and through use of ST Math

2017-18 K-5 Instructional Focus

Response to Intervention (RtI) as defined through Hattie's research

I. High quality core instruction
   A. District coach support, site-specific PD for teachers
   B. Teacher collaborative planning and teaching

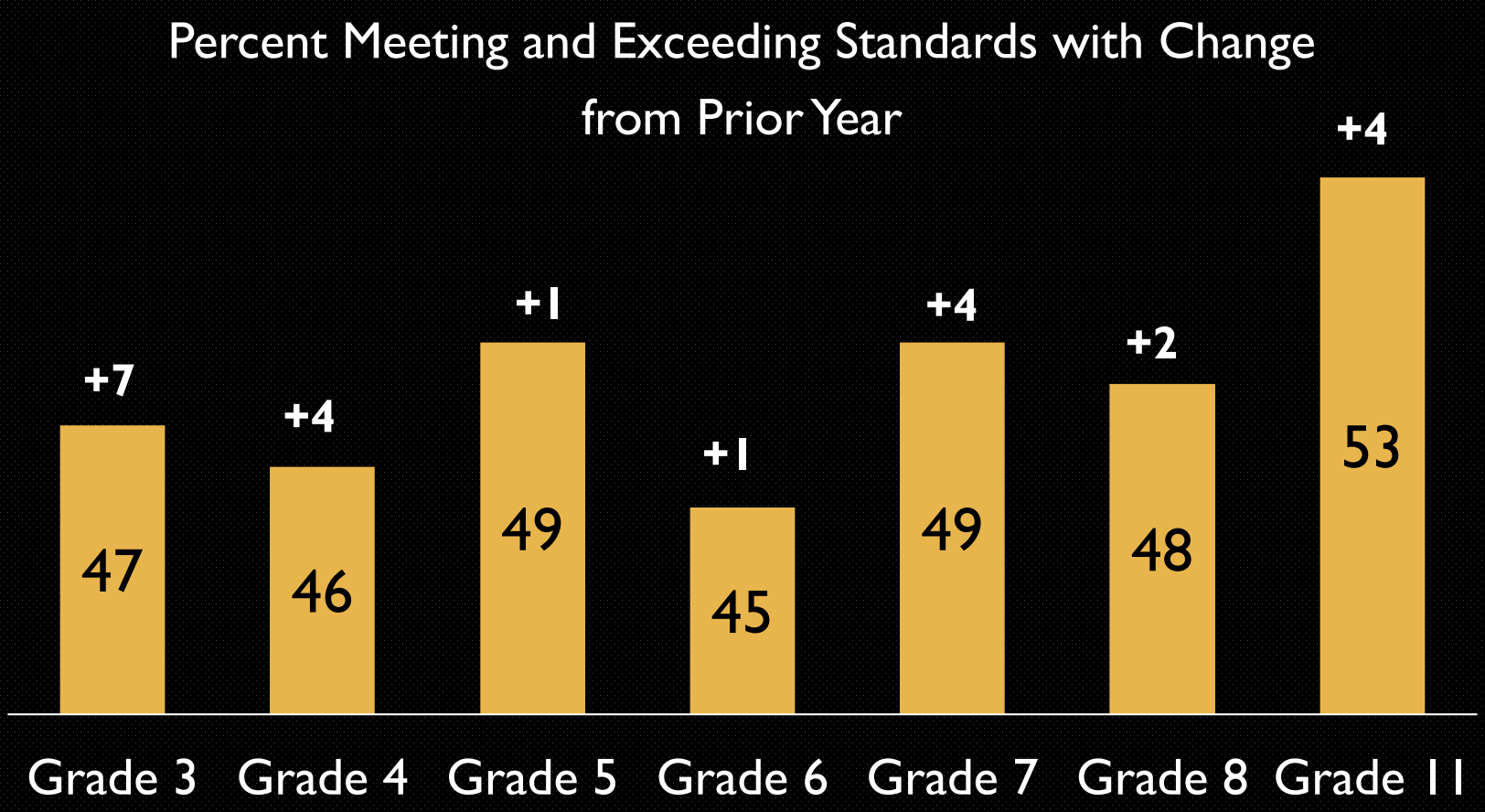
II. Ongoing progress monitoring
   A. Daily and weekly formative assessment
   B. Use of district unit exams to monitor student progress and identify needs

III. Targeted supplemental and intensive interventions
   A. Monthly training to share best practices among TOSA's
   B. In- and out-of-class interventions focused on African-American, English Learner and RSP students

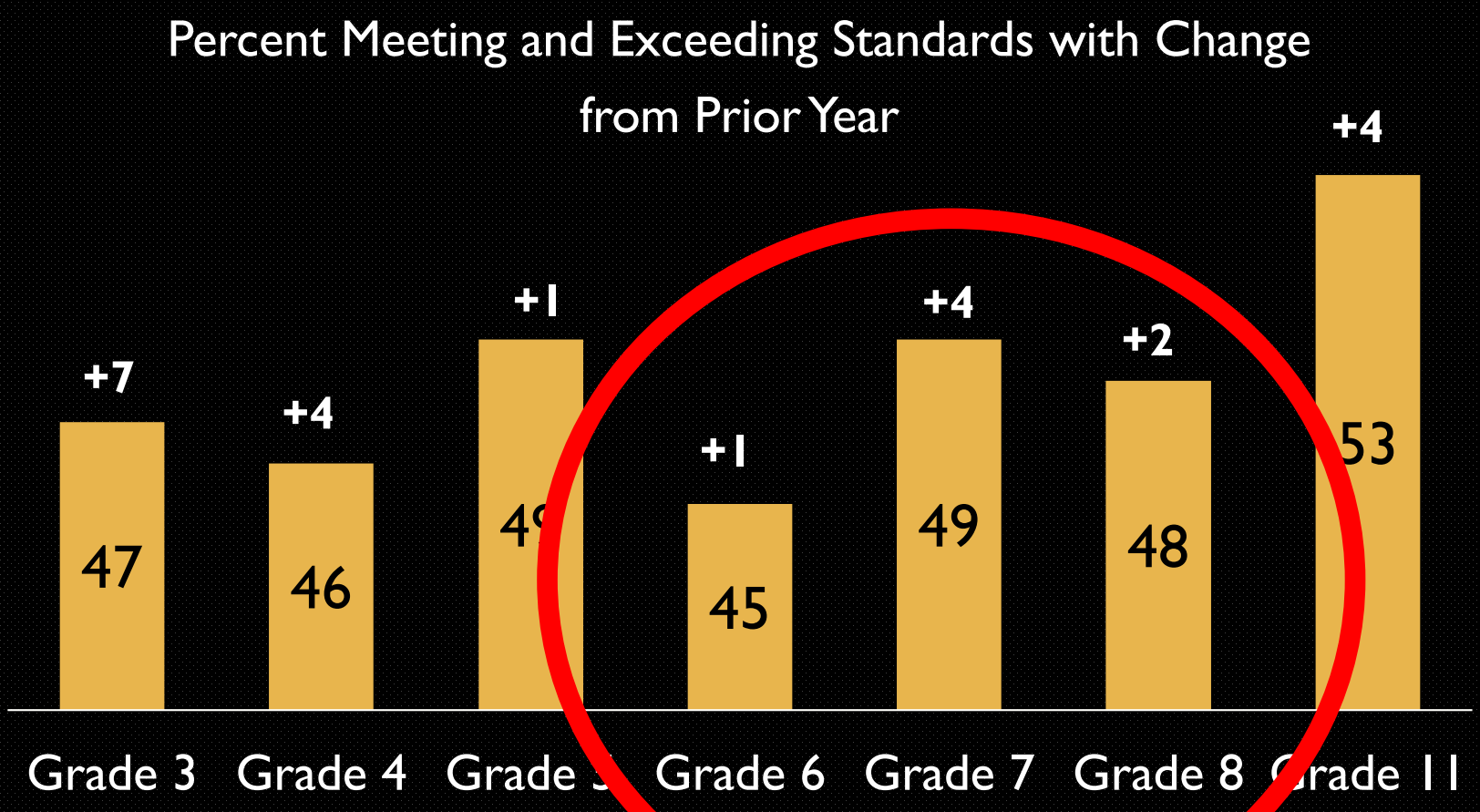
Root Causes for Middle School Success

IDENTIFYING SUCCESSES IN 2016-17 TO BE REPLICATED IN ALL SCHOOLS IN 2017-18

SBAC ELA by Grade Level



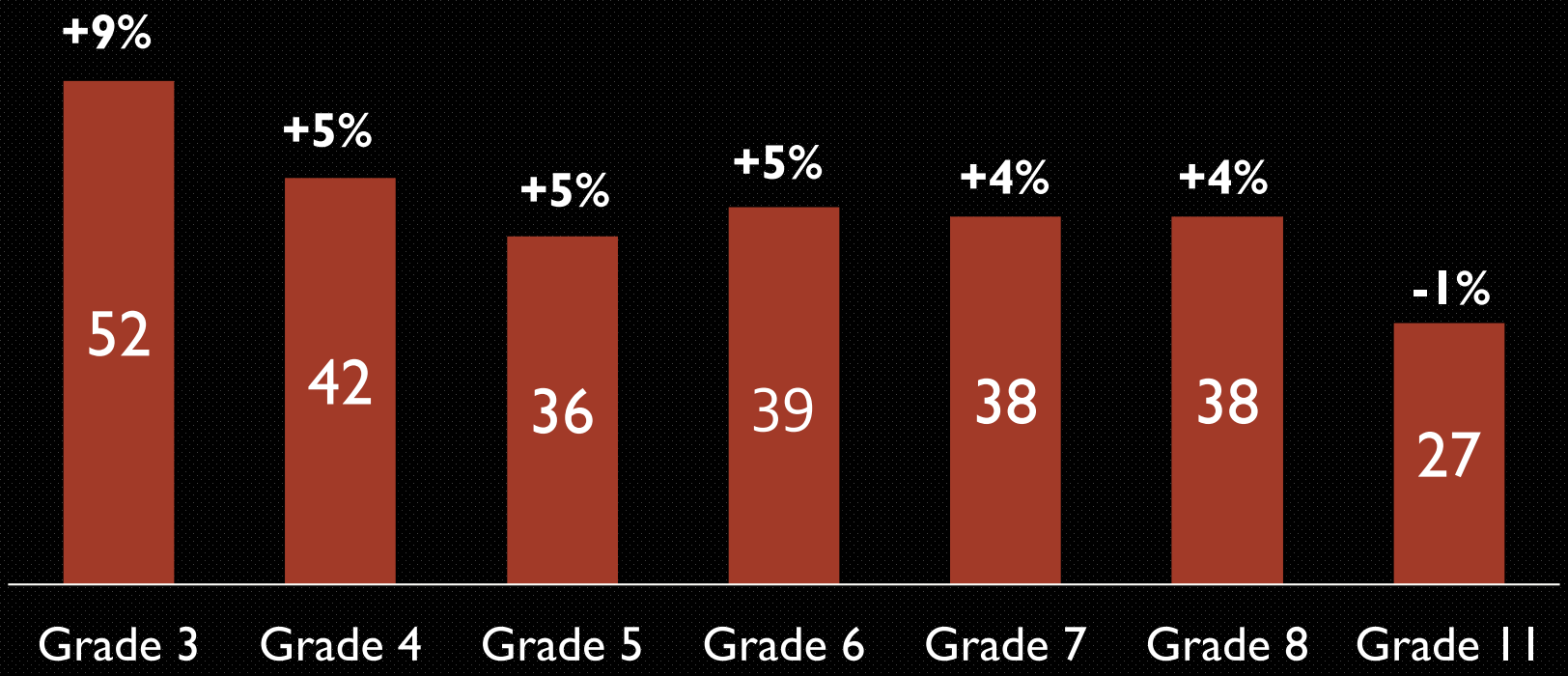
SBAC ELA by Grade Level



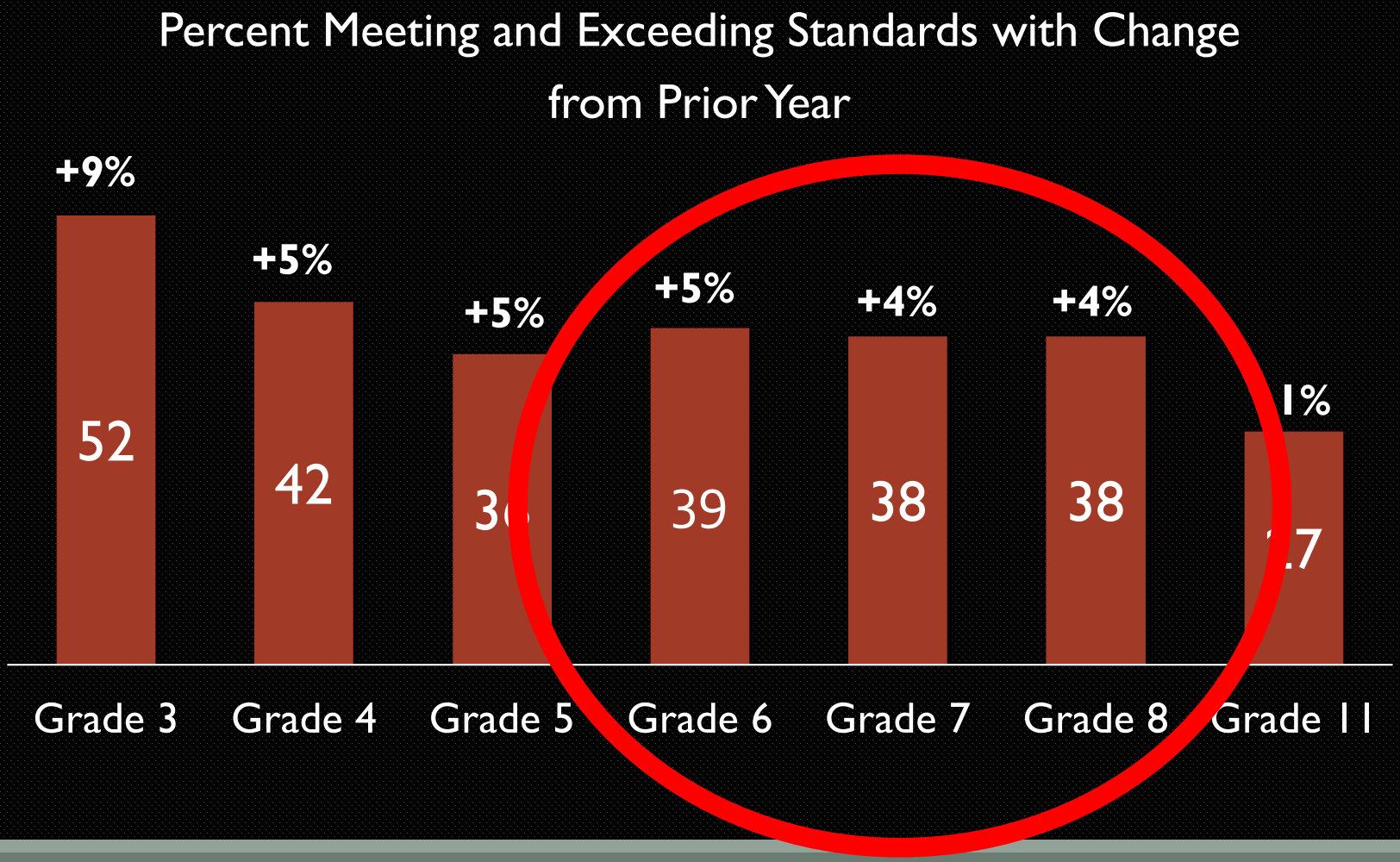
LCAP Area 4 Pupil Achievement Goal—Increase the number meeting and exceeding by 3%

SBAC Math by Grade Level

Percent Meeting and Exceeding Standards with Change from Prior Year



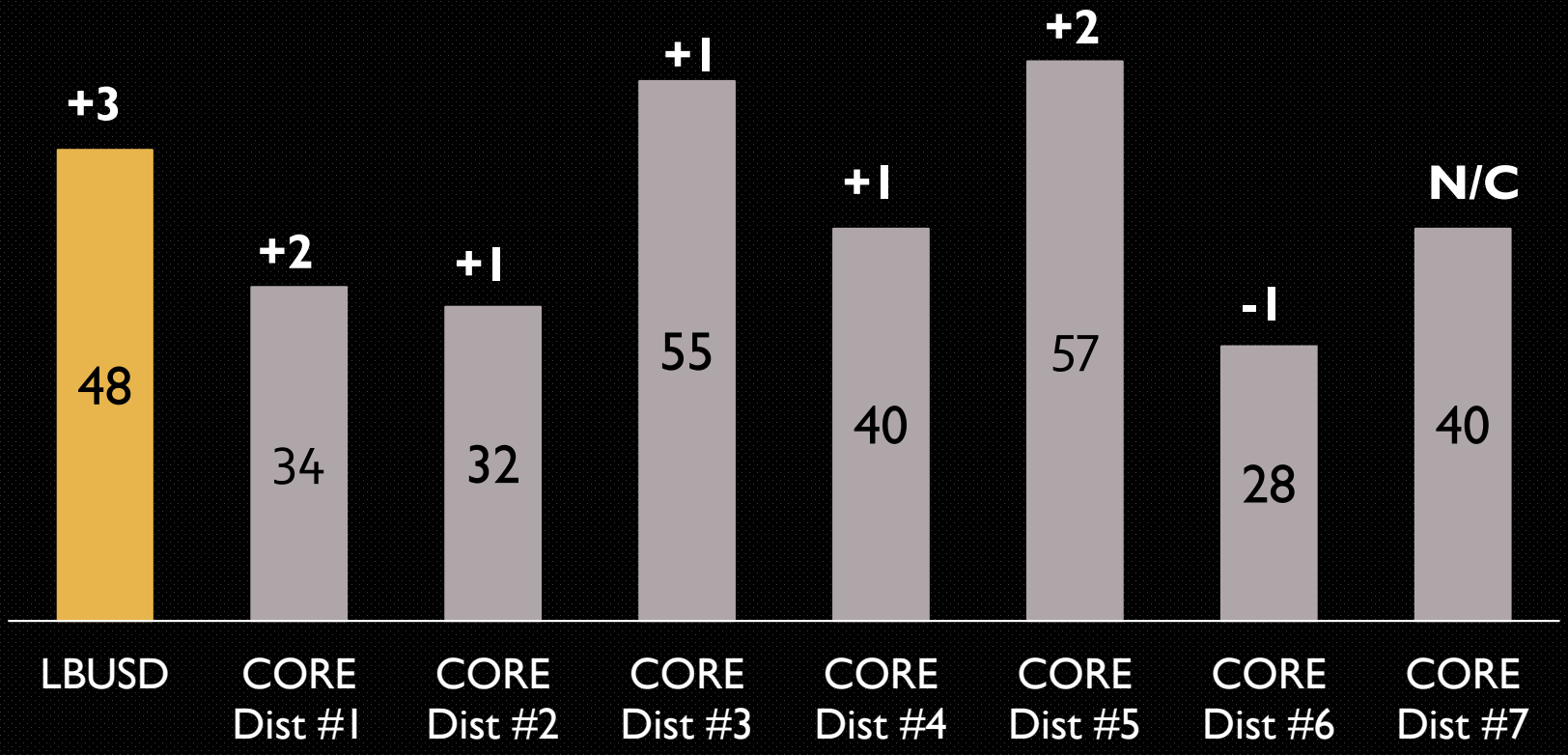
SBAC Math by Grade Level



LCAP Area 4 Pupil Achievement Goal—Increase the number meeting and exceeding by 3%

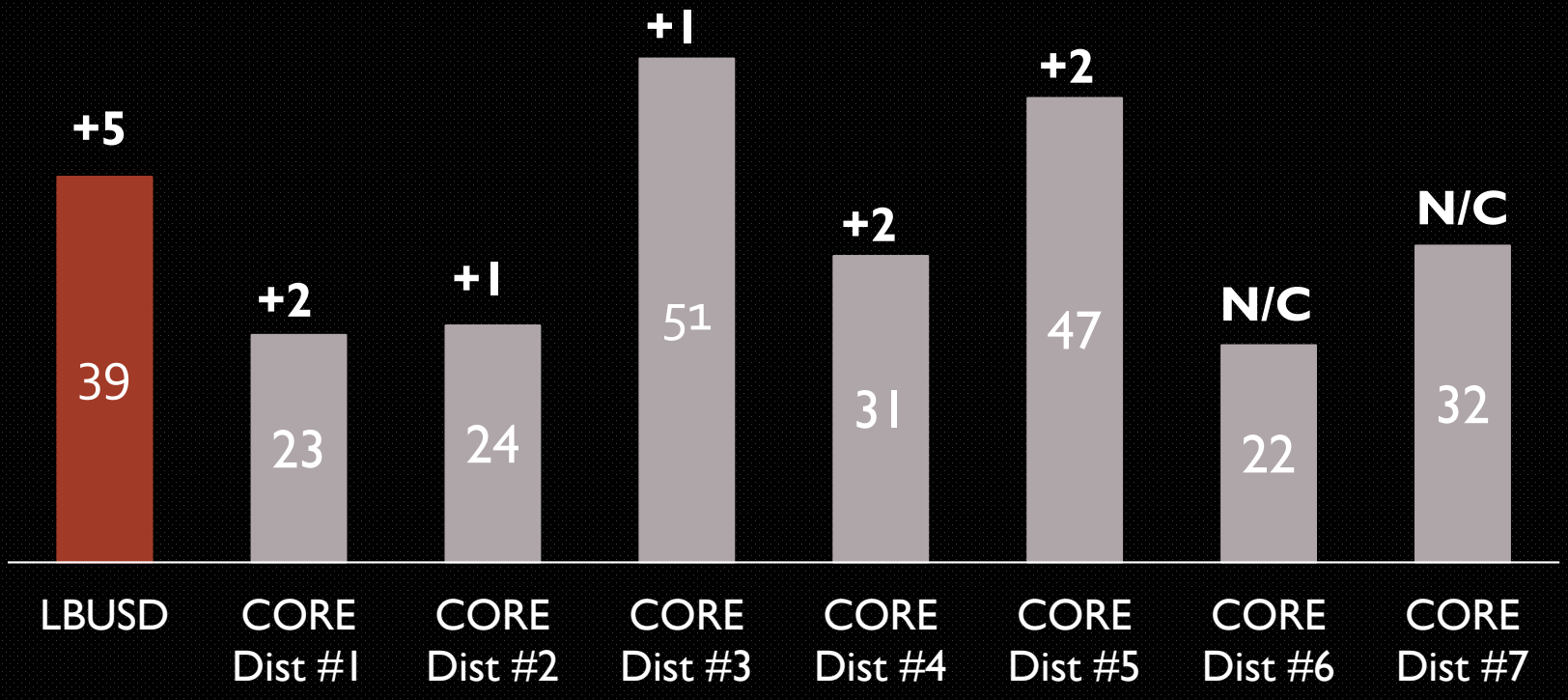
SBAC ELA CORE Districts

Percent Meeting and Exceeding Standards with Change from Prior Year



SBAC Math CORE Districts

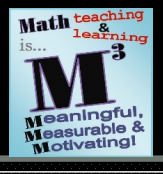
Percent Meeting and Exceeding Standards with Change from Prior Year



Middle & K-8 Instructional Focus

* Administrators Training in Math (ATM)
* Unit Study/Lesson Study
* Continue work from Leadership Training in Math (June 2017)
* Focus on 10%
* Each teacher will focus on 4 students per class/period

Math Unit Study



Every student a confident and flexible mathematical thinker, communicator and problem-solver.

Study the Standards	Assessment	Sequence and Duration	Goals and Hinge Questions
• Unit Guide • California Math Framework • SBAC Resources	• Review results from prior assessment • Preview upcoming assessment	• Calendar the lessons in the unit	• Develop a learning goal for each lesson • Develop hinge questions for use in each lesson

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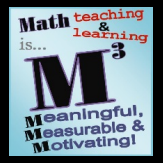
Math Lesson Study



Every student a confident and flexible mathematical thinker, communicator and problem-solver.

Select a Task → Anticipate Approaches → Questions, Prompts, Cues → Plan a Sequence

Rehearse Roles → Facilitate Lesson → Teacher time-outs, select & sequence → Reflect and Revise

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Root Causes for High School Success

IDENTIFYING SUCCESSES IN 2016-17 TO BE REPLICATED IN ALL SCHOOLS IN 2017-18

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SBAC in the High School Environment

Some items to consider:

1. SBAC for High School is only administered one time, in the 11th grade.
2. One time high stakes testing yields limited actionable information for our teachers and administrators to act upon.
3. High schools are also focusing on numerous other data sources, including AP, PSAT/SAT, as well as common assessments, to drive their improvement plans which can support SBAC testing.

SBAC ELA Results in HS

Percent Meeting and Exceeding in ELA								
Small Schools			**Large Schools**			**Alternative Schools**		
CAMS	98%	+1	Cabrillo	40%	+3	Beach	14%	+13
McBride	77%	+14	Jordan	33%	+6	EPHS	17%	+6
Renaissance	68%	-7	Lakewood	64%	-1	Reid	6%	-2
			Millikan	61%	+1			
			Poly	55%	0			
			Wilson	60%	+15			

SBAC Math Results in HS

Percent Meeting and Exceeding in Math								
Small Schools			**Large Schools**			**Alternative Schools**		
CAMS	96%	+2	Cabrillo	14%	-5	Beach	0%	0
McBride	47%	+12	Jordan	11%	-3	EPHS	2%	+1
Renaissance	20%	-8	Lakewood	29%	-4	Reid	0%	-1
			Millikan	30%	+4			
			Poly	33%	0			
			Wilson	28%	0			

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HS Preparation for SBAC

Student Incentives to work through the test:

- Lakewood Model from 2016 - 17
  - Being in attendance all days of testing
  - Testing Met or Exceeded the standard
- Incentives included:
  - Free Prom ticket
  - Free Cap and Gown
  - Free admission to Grad Night

HS Preparation for SBAC

- Communicated to students, teachers and staff the importance of the SBAC Test
  - Associated Student Body (ASB) communications and signs
  - Administrators visiting classrooms
  - Teachers and staff discussing the importance of the tests for the school and students
- Strengthened systems to protect instructional time
  - Tiered Discipline - Safe and Civil strategies
  - Shared Expectations on what classroom learning should look like
  - Providing students opportunities to practice in an SBAC setting

HS Preparation for SBAC

- Professional Development to support teacher behaviors to develop a positive learning environment
  - Guidelines for Success
  - Greeting Students at the door
  - Ratios of Interaction
- Focused administrative support for the English Language Arts and Math Departments
- Classroom observations using Google Docs and providing feedback to teachers

HS Preparation for SBAC

- Creating a school expectation of Academic Success as a cultural norm for the school
  - Working with Principal's Advisory Students to define a culture of academic success for students at the school
  - Working with the Instructional Leadership Teams to create shared expectations for student academic success.
  - Leveraging the feedback from WASC visiting committees to message the imperative of establishing a culture of valuing academic success to all stakeholder groups.

Monitoring the High School Sites

- The High School Office administrative team conducted a total of 350 site visits throughout the 2016-2017 school year.

- Average of 9.0 visits per week that school was in session.

Classroom Observations: What we looked for

Teacher Clarity -

Is a learning intention posted?

Can students articulate what they are learning in the class and why?

Collaborative Conversations -

Are students working in groups, and is that group work creating meaning and deepening understanding?

Linked Learning -

Is the pathway theme evident in the classroom?

Classroom Observations: What we looked for

Safe and Civil:

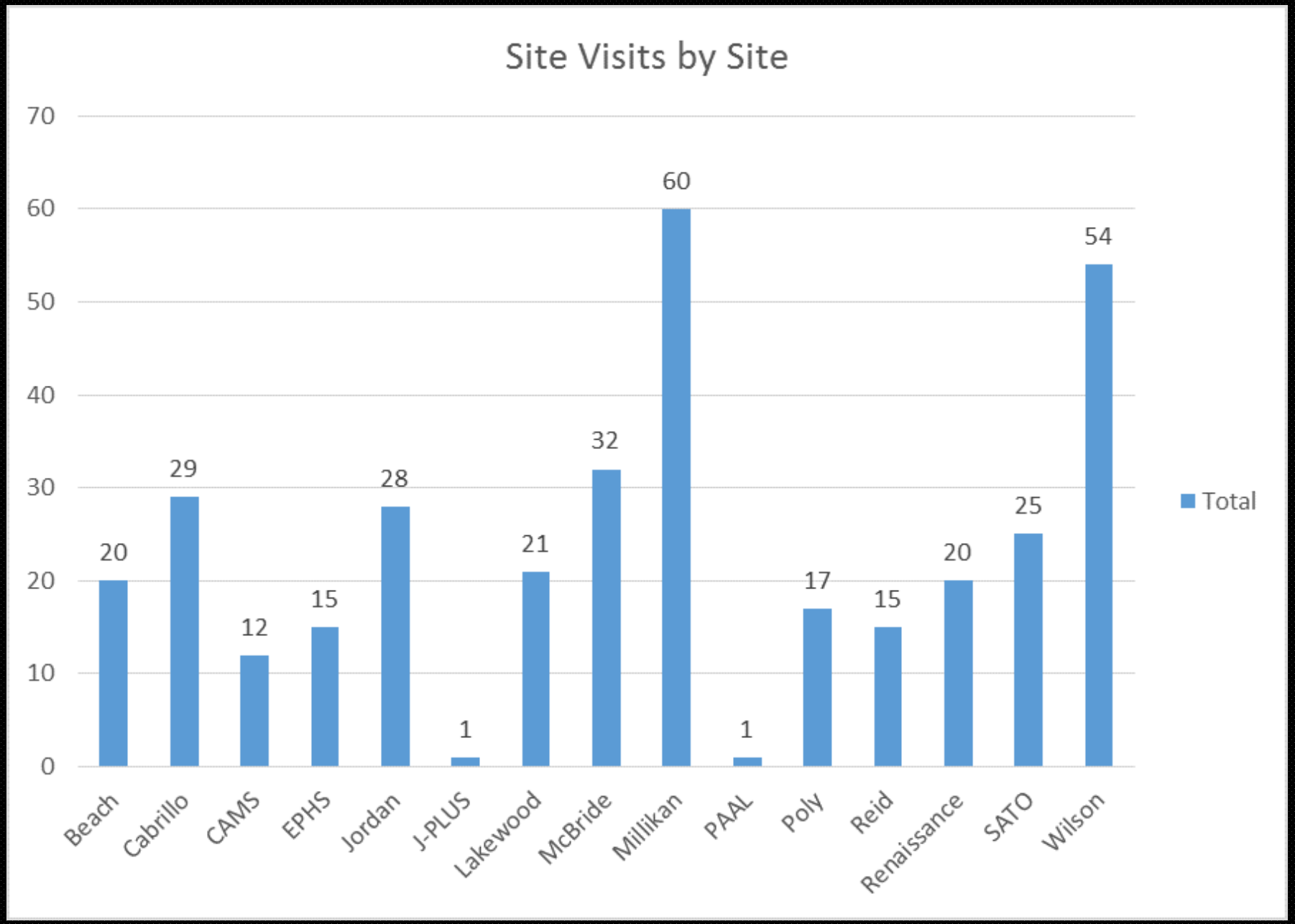
- Teachers greeting students
- Guidelines for success posted
- Teachers using effective quieting signals

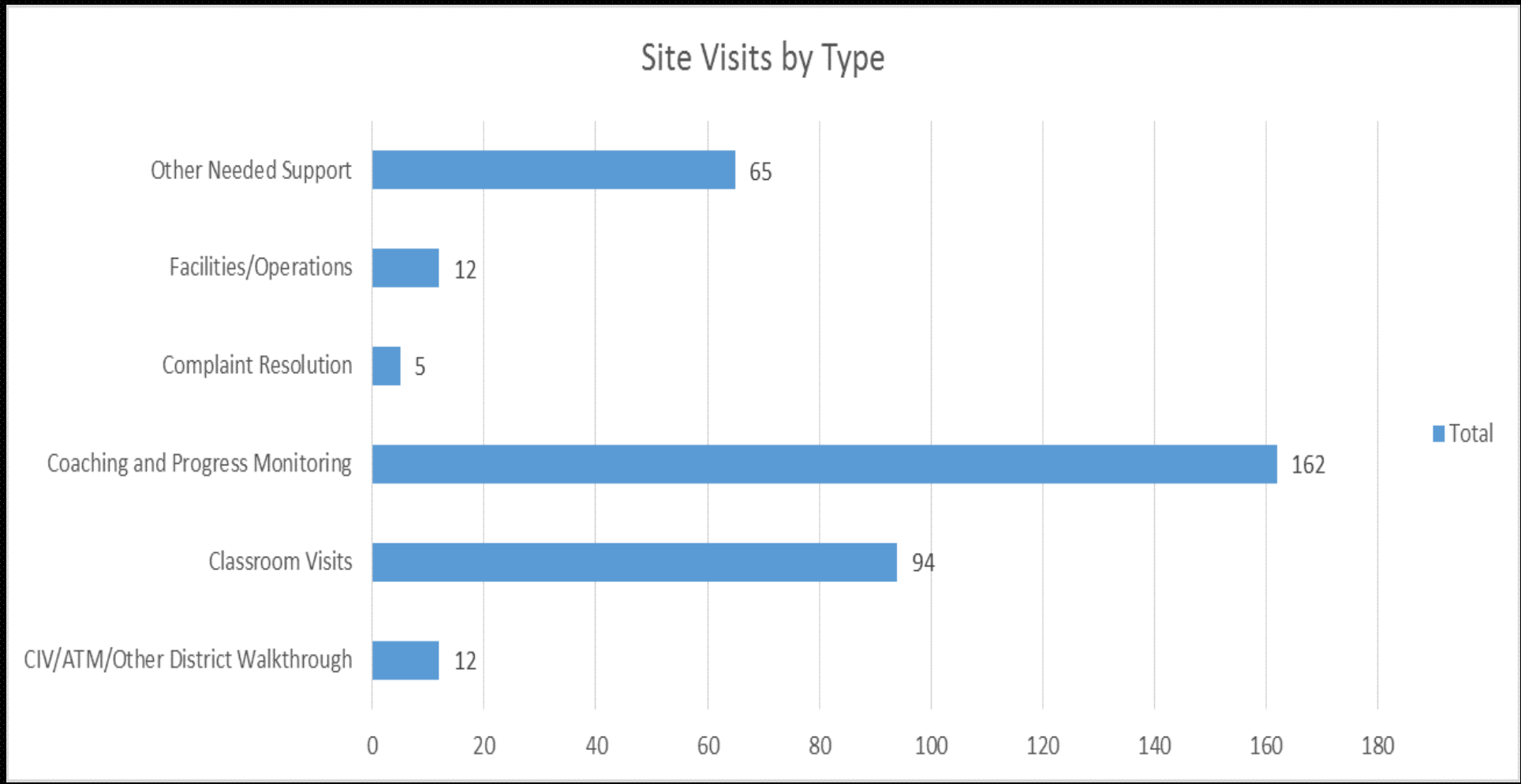
Mathematical Practices:

- Establishing goals
- Mathematical discourse
- Procedural fluency from conceptual understanding
- Elicit and use evidence of student thinking

Student Engagement:

- Collaborative Conversations
- Student project development
- Students engaged in challenging one another's thoughts and theories


Site Visits by Site
70
60
50
40
30
20
10
0
20
29
12
15
28
1
21
32
60
1
17
15
20
25
54
Beach
Cabrillo
CAMS
EPHS
Jordan
J-PLUS
Lakewood
McBride
Millikan
PAAL
Poly
Reid
Renaissance
SATO
Wilson
Total


Site Visits by Type
Other Needed Support
65
Facilities/Operations
12
Complaint Resolution
5
Coaching and Progress Monitoring
162
Classroom Visits
94
CIV/ATM/Other District Walkthrough
12
0
20
40
60
80
100
120
140
160
180
Total

Classroom Specific Data

106 of 350 visits were focused specifically on classroom visits.

Average of 4 classrooms visited per site visit.

Approximately 424 classrooms visited.

Goal for 2017-2018: 550 classroom visitations by HSO principal supervisors.

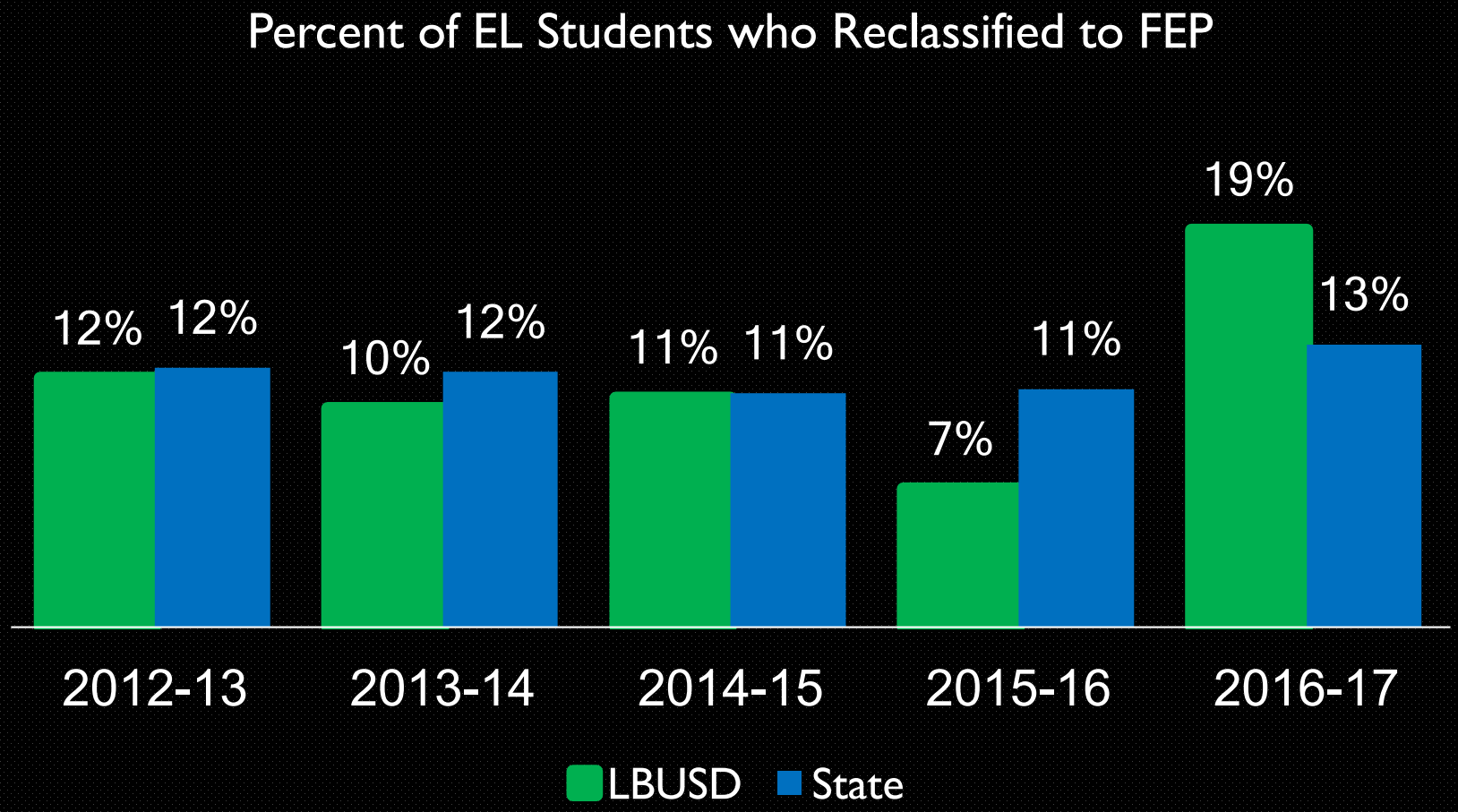
Going into the 2017-18 School Year...

- We aspire to increase the number of times the High School Office Team conducts site visits.
- Continue our support for sites creating shared expectations of high quality instruction in all classrooms.
- Support principals and teachers in creating a warm and demanding school site, which is a welcoming, rigorous, and respectful learning environment in every classroom.
- Support sites in integrating available technology to enhance student curriculum acquisition while building student technical skills.

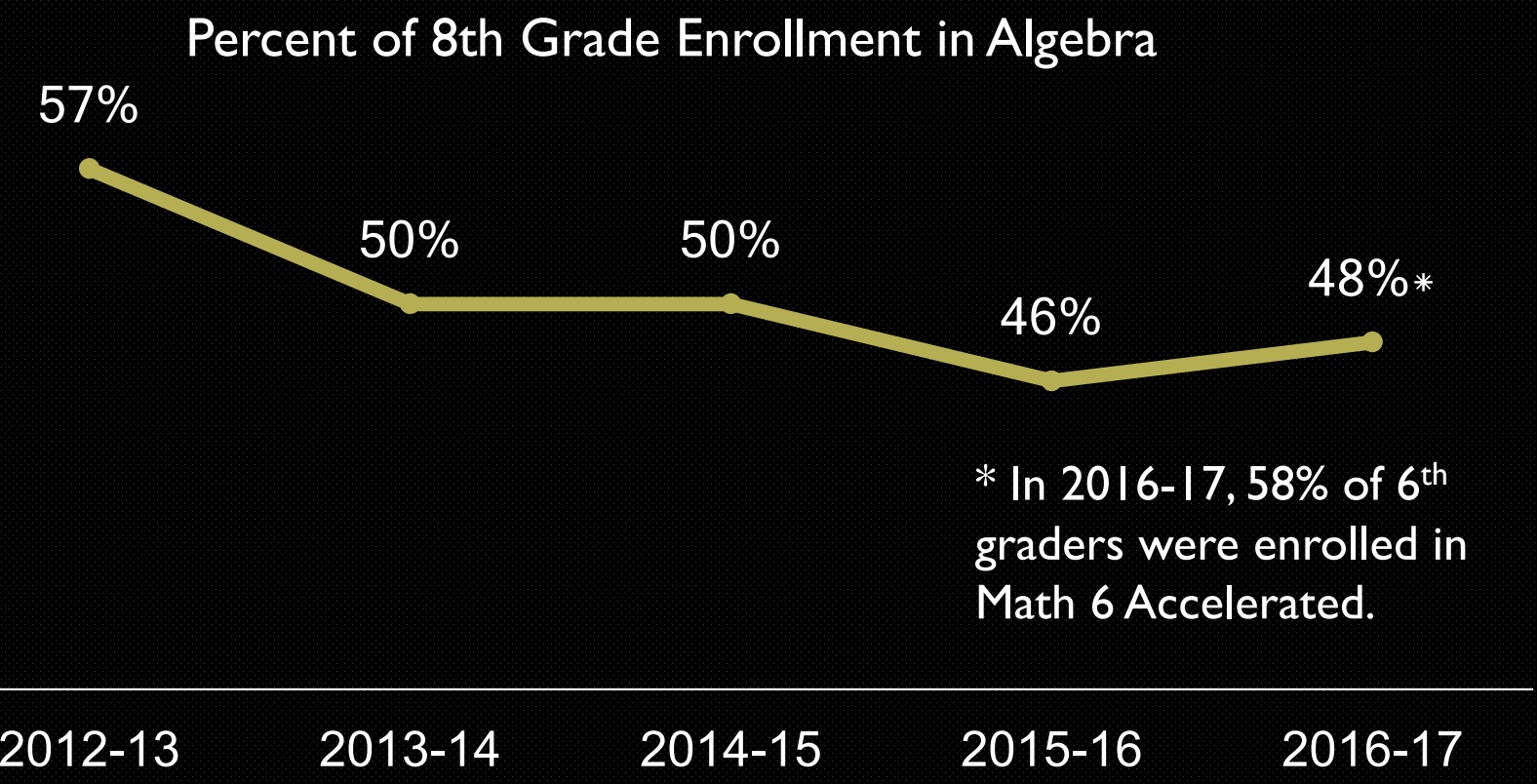
All of which should lead to increased growth in our SBAC scores.

Break

EL Reclassification



Algebra Enrollment



HS Readiness

Criteria to be "HS Ready"

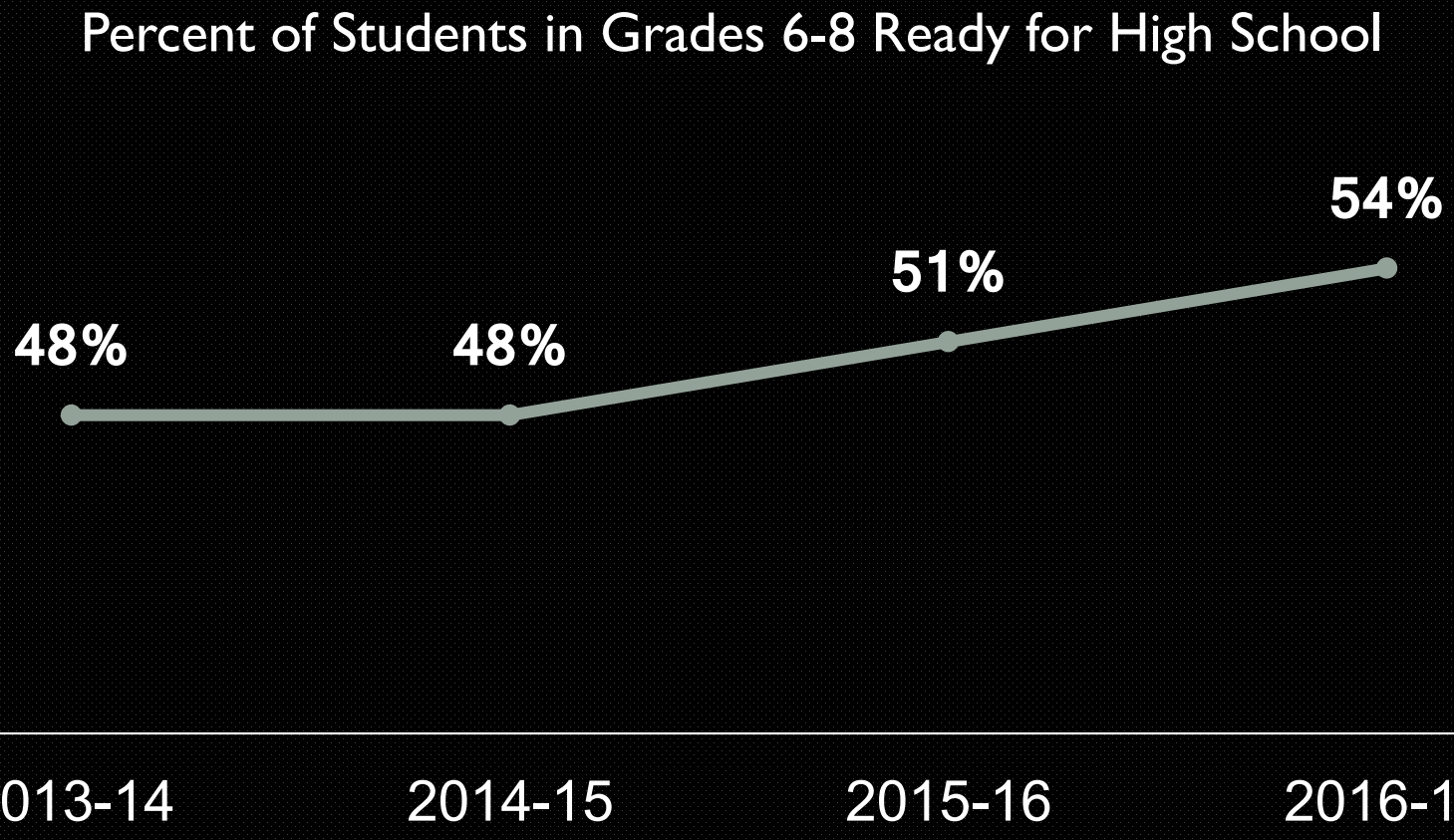
96%+ Attendance

No Suspensions

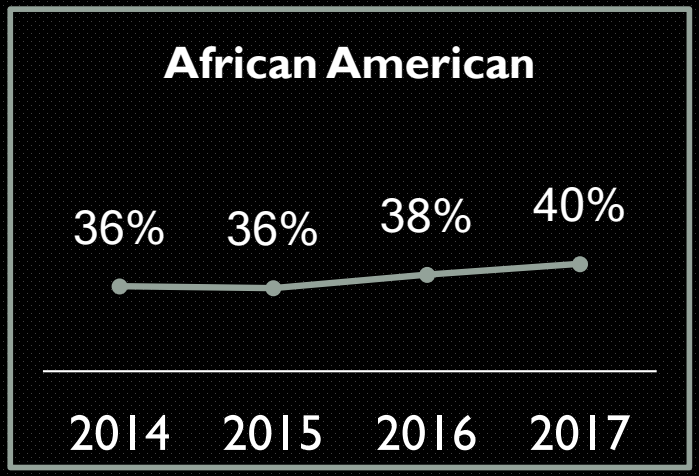
2.5+ GPA

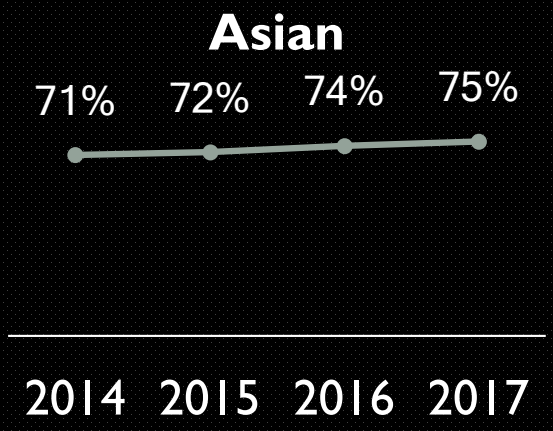
No D/F in English or Math

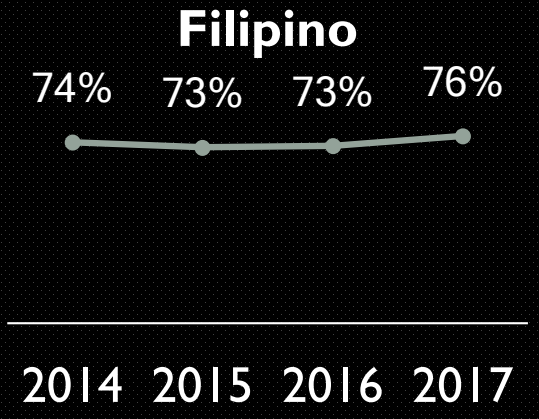
HS Readiness Overall

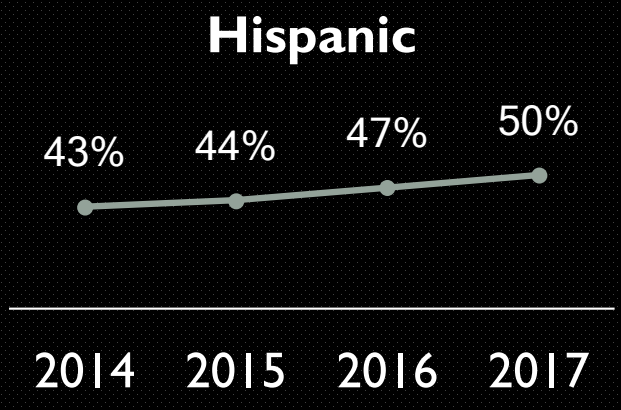


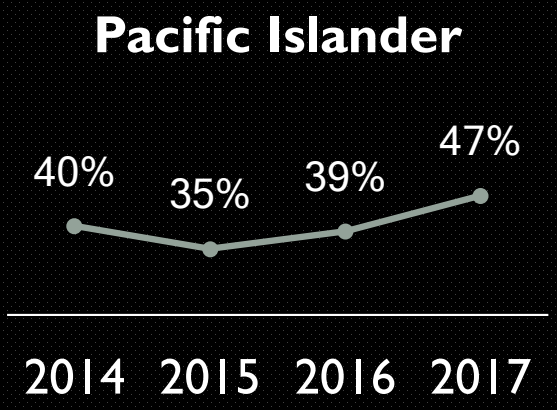
HS Readiness by Ethnicity

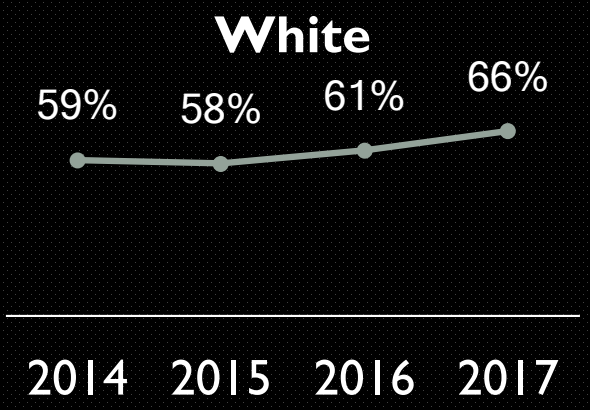






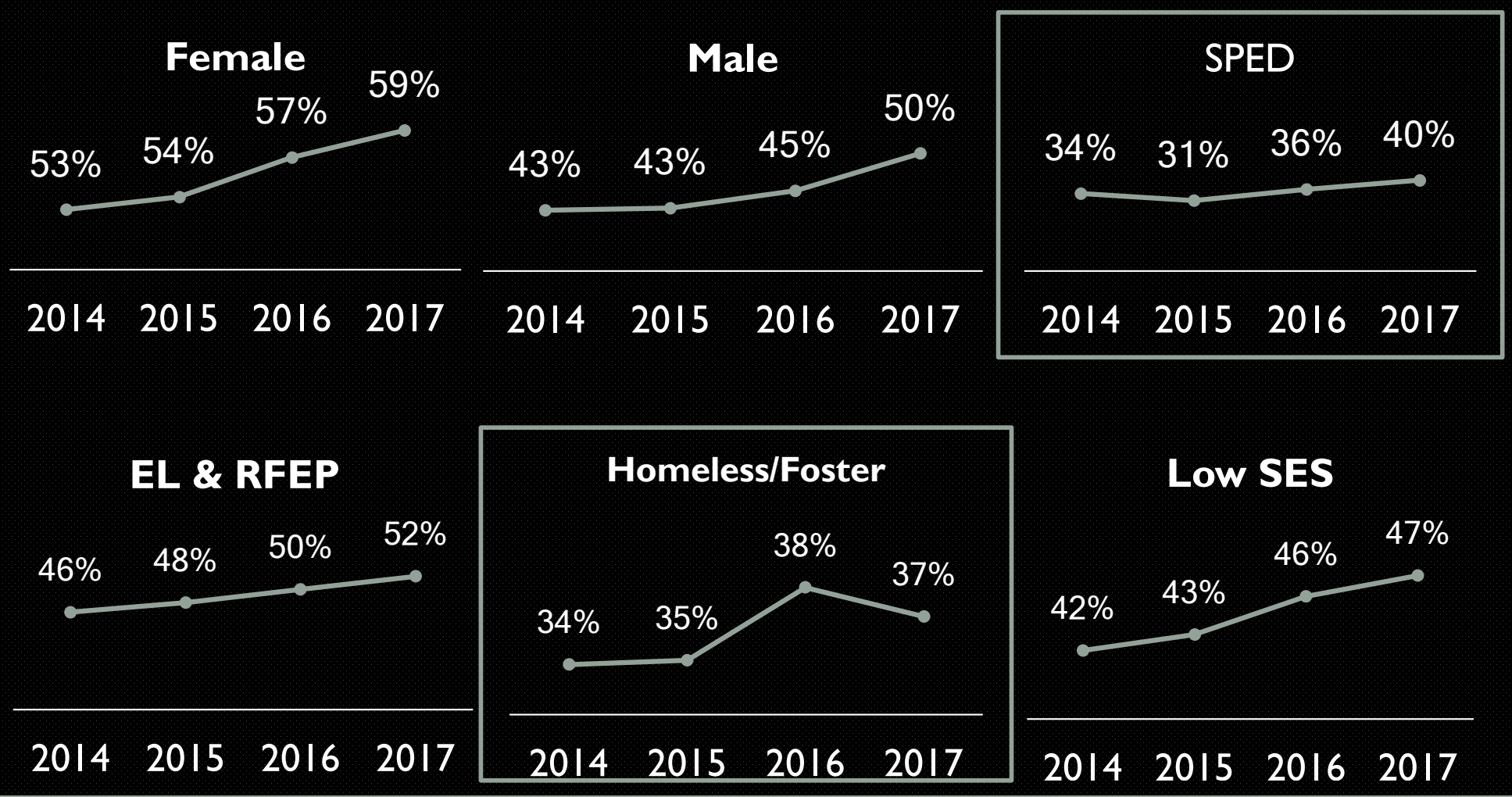






long beach unified school district

HS Readiness by Subgroup



HS Readiness by School

HS Readiness is Pre-College Readiness

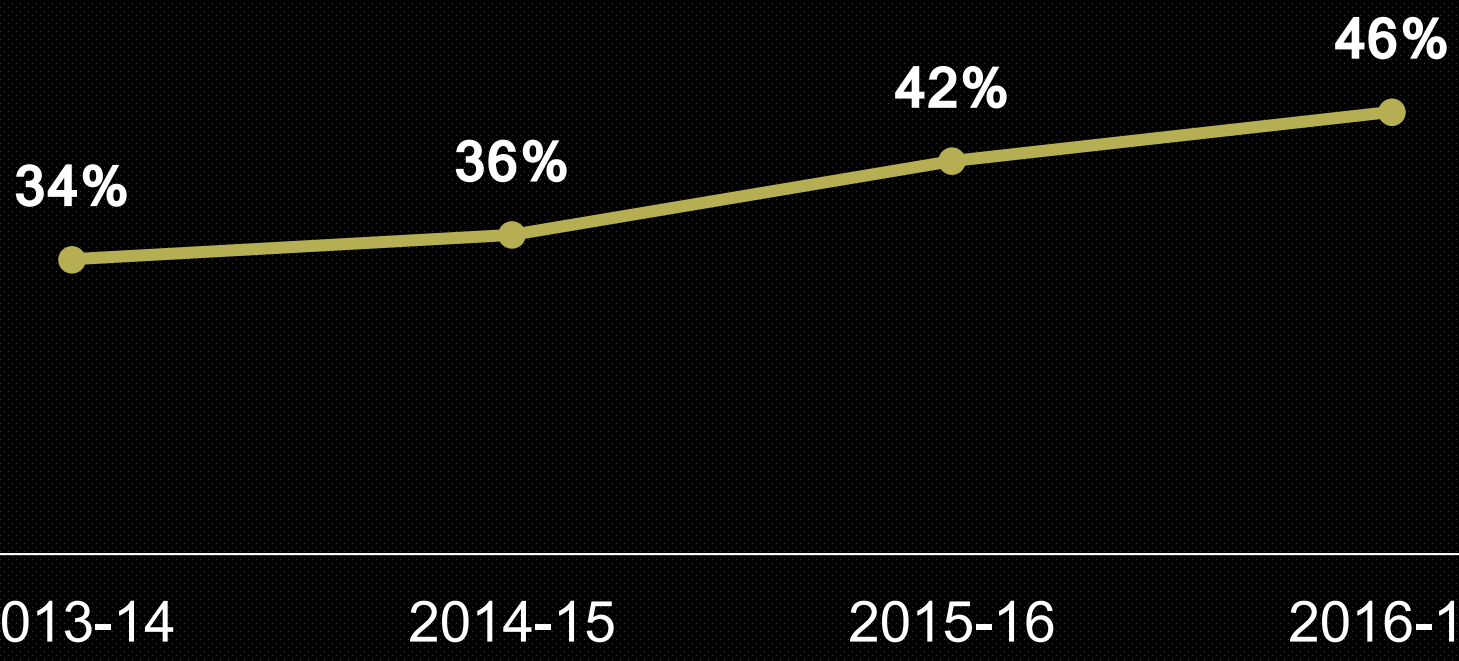
15 Schools out of 24 exceeded 50%+ HS Readiness

Special Recognition:

60%+ HS Readiness	Significant Improvement
Stanford	Lindsey (+6%)
Newcomb	Washington (+6%)
Nelson	Cubberley (+5%)
Tinchers	Hamilton (+4%)
Rogers	Lindbergh (+3%)
Keller	Hoover (+3%)

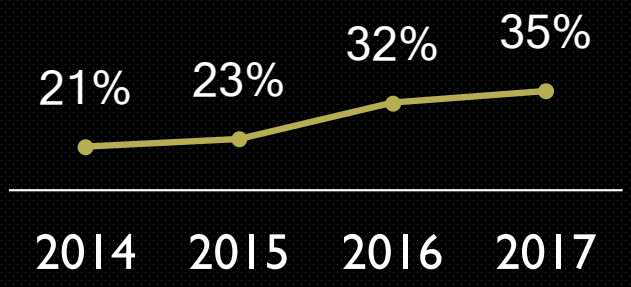
AP Enrollment

Percent of students in Grades 11-12 enrolled in 1+ AP Course

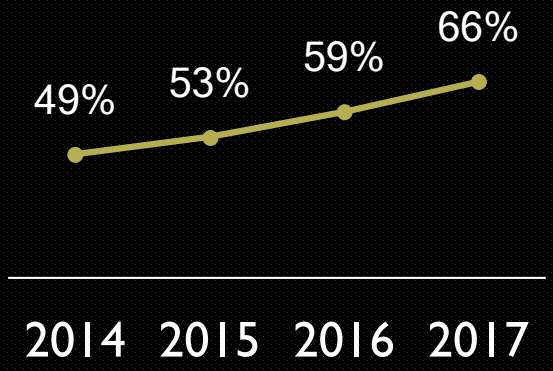


AP Enrollment by Ethnicity

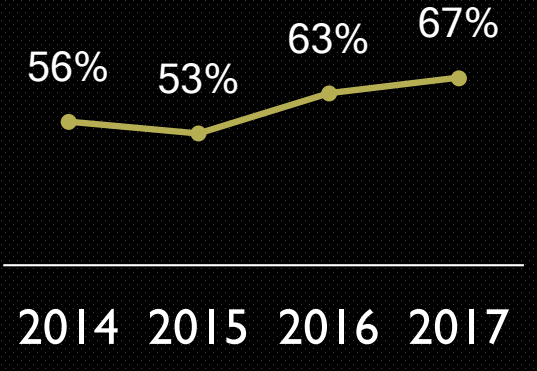
African American



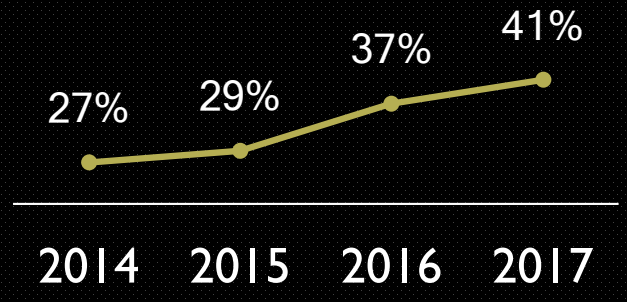
Asian



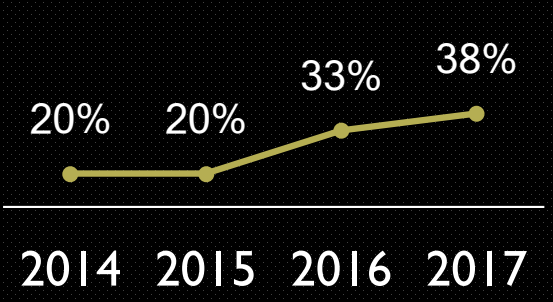
Filipino



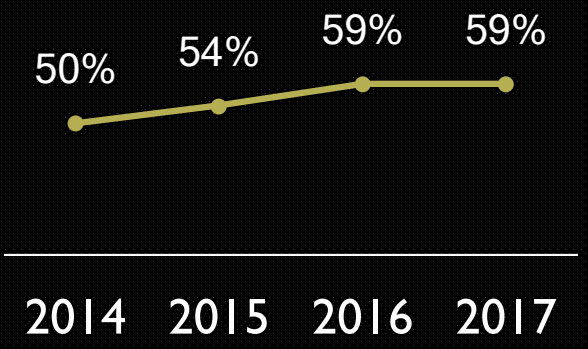
Hispanic



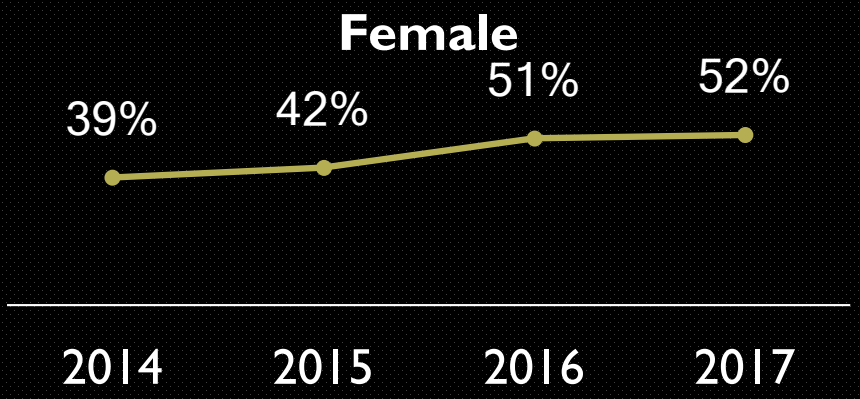
Pacific Islander

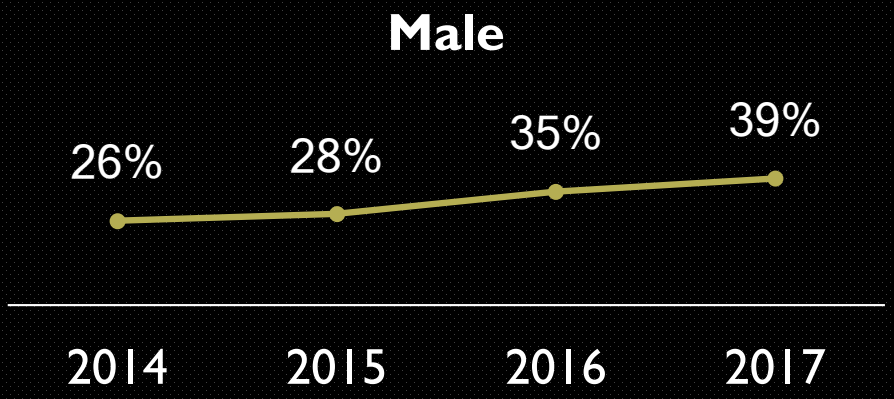


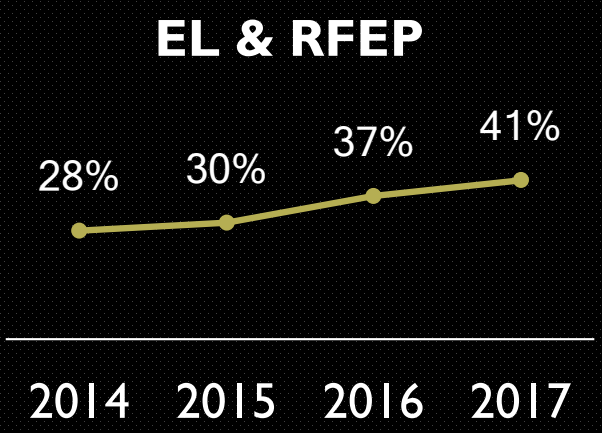
White

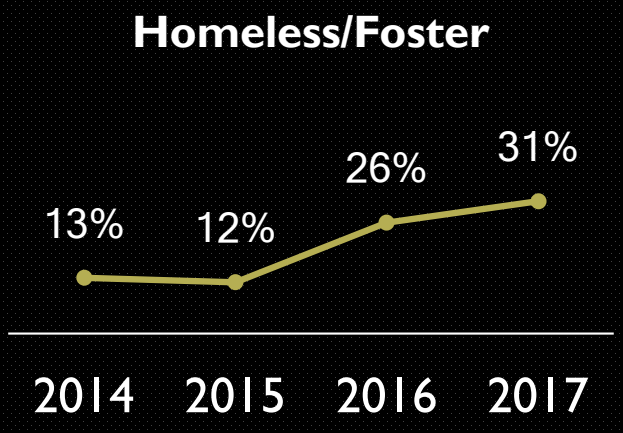


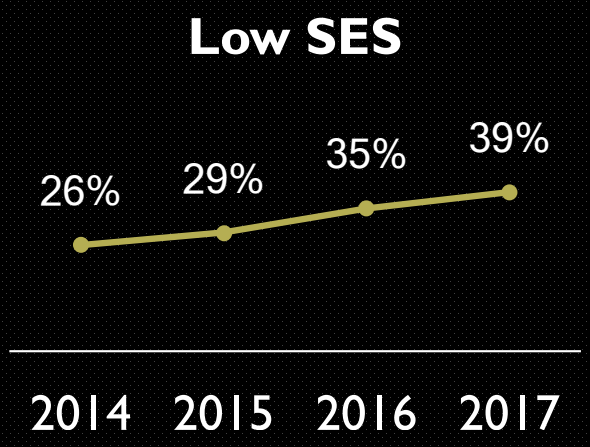
AP Enrollment by Subgroup



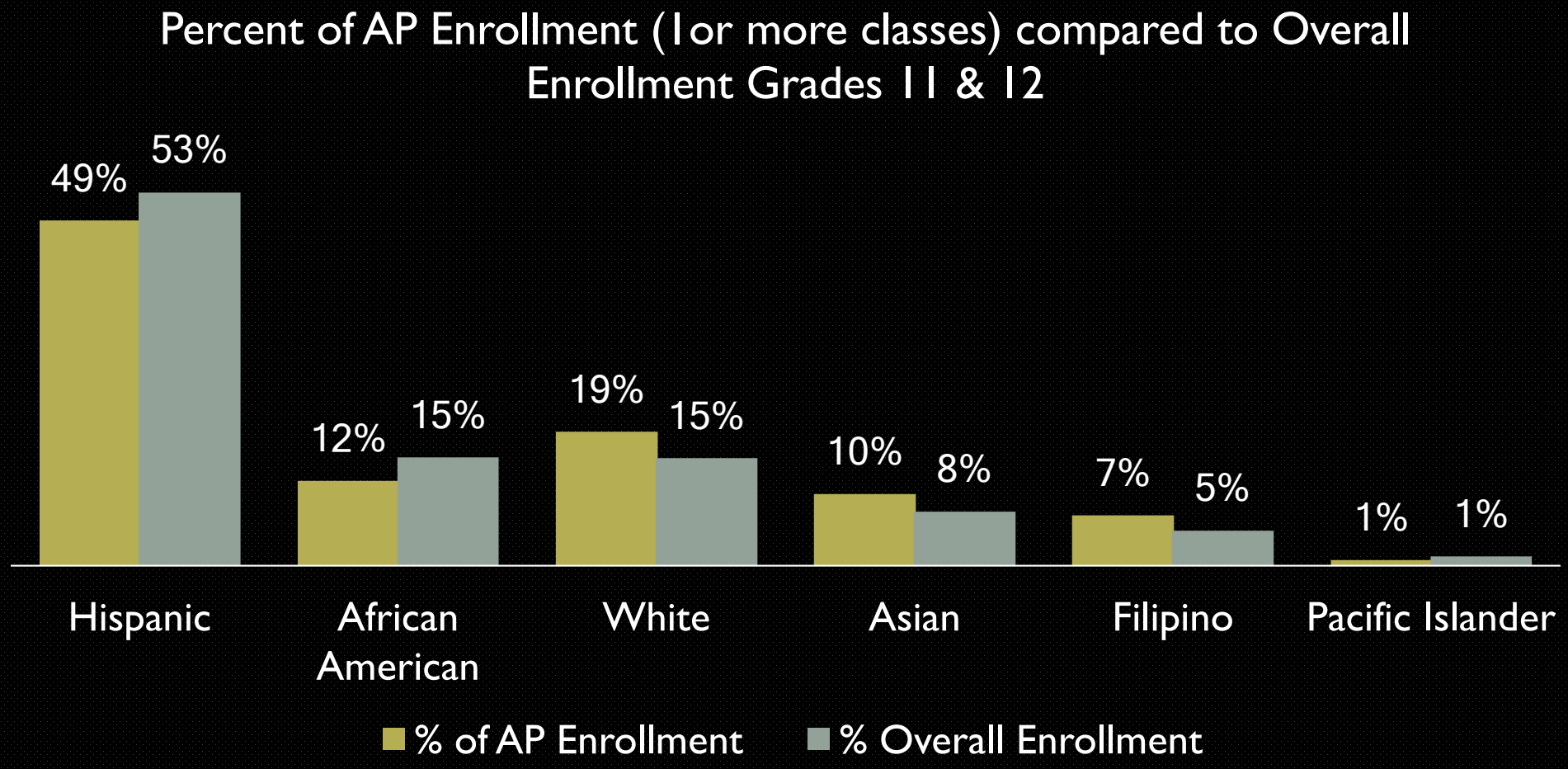




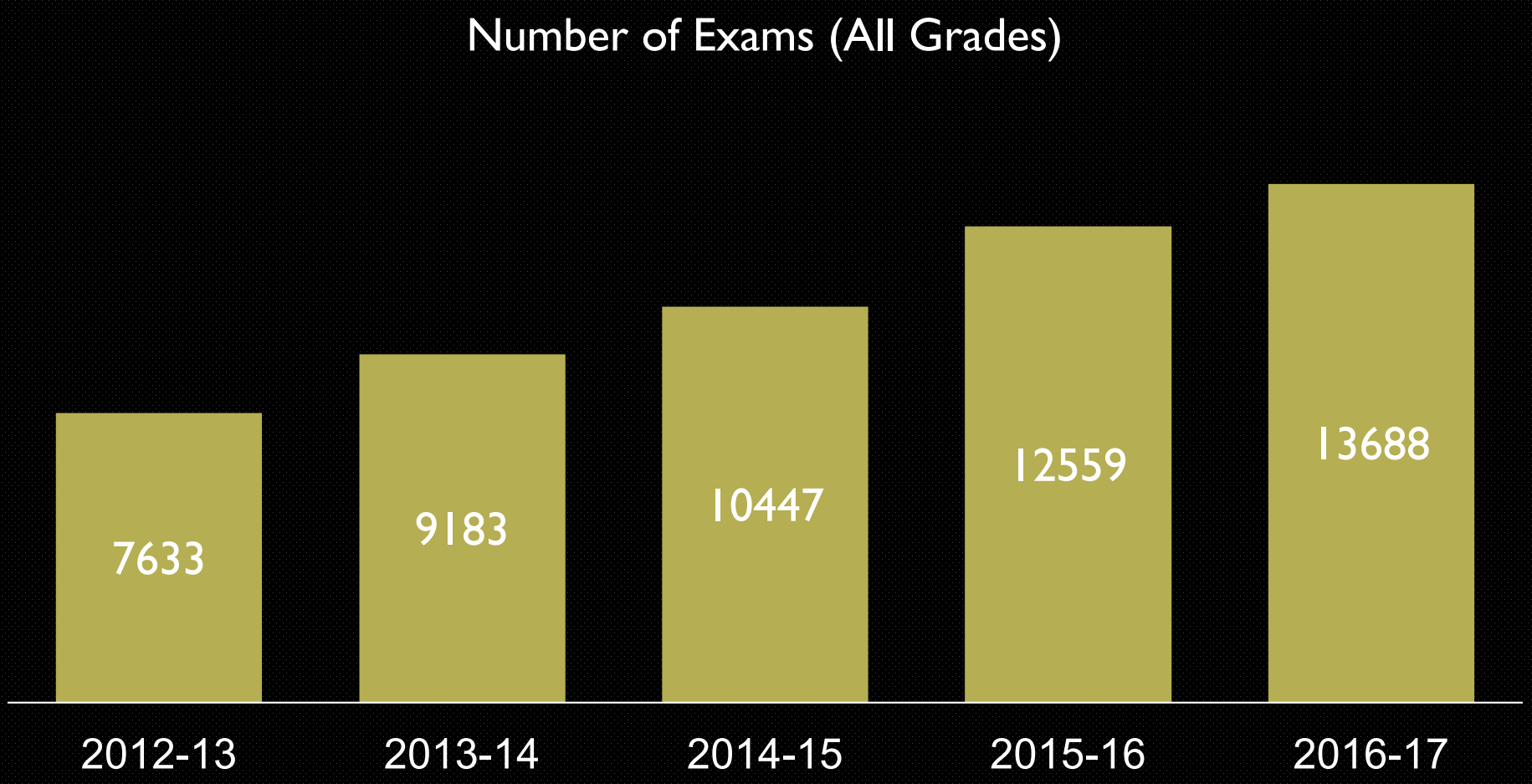




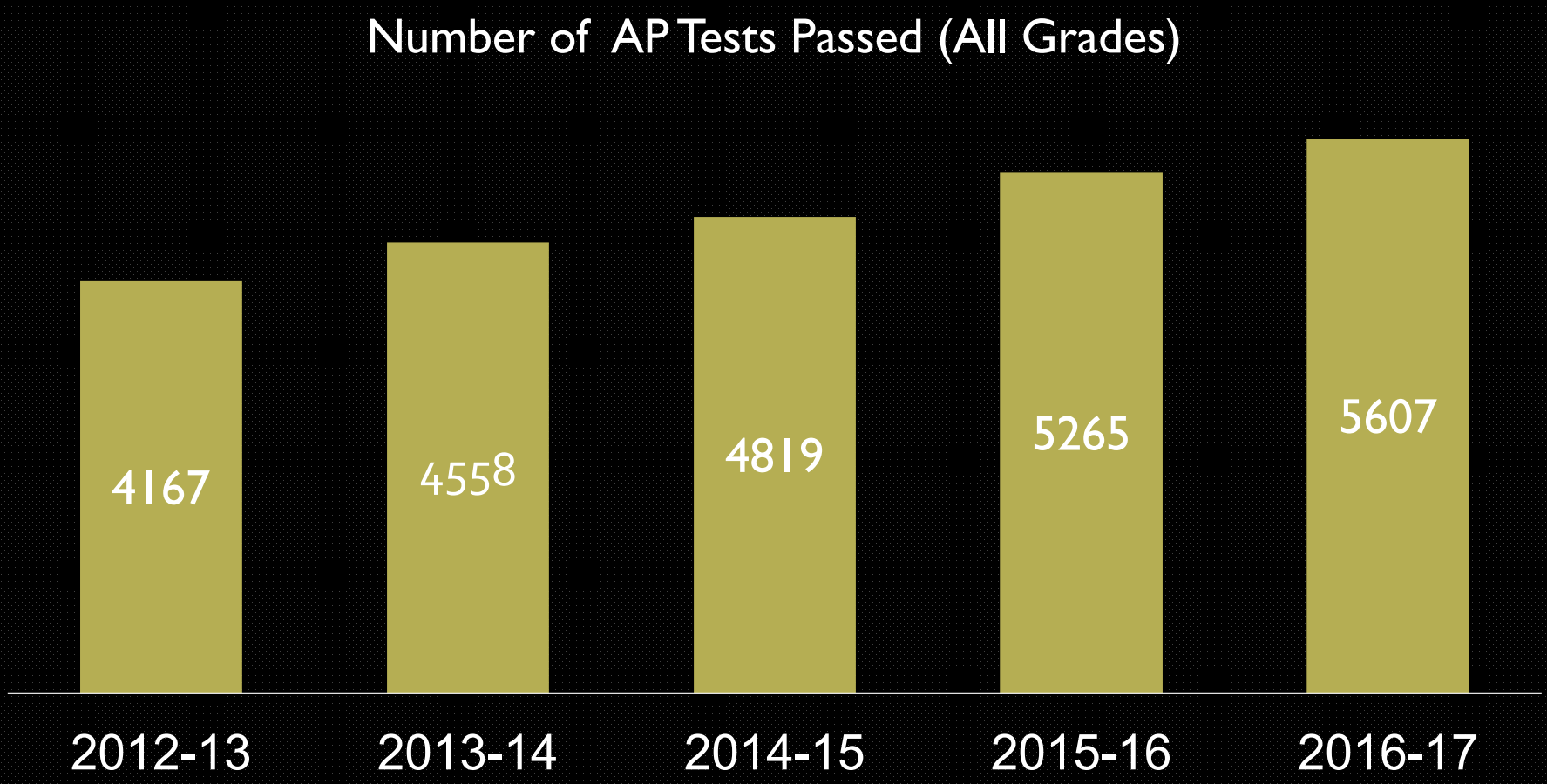
AP Enrollment By Ethnicity



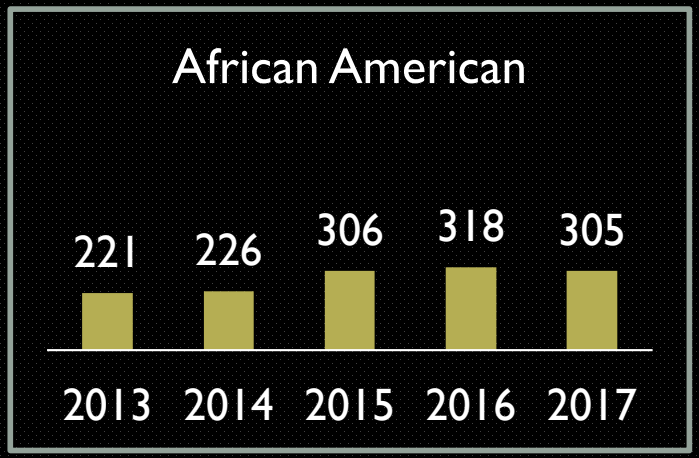
AP Tests Taken

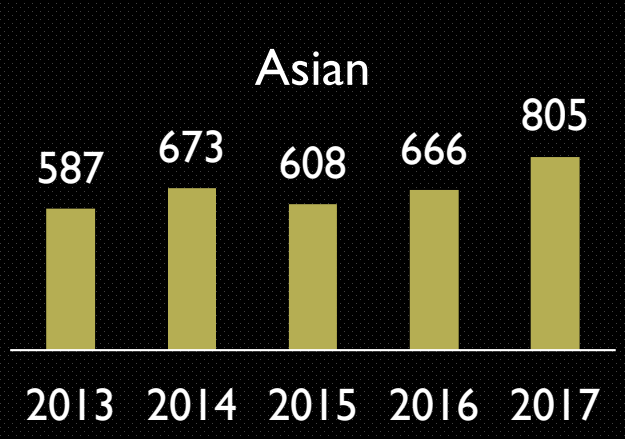


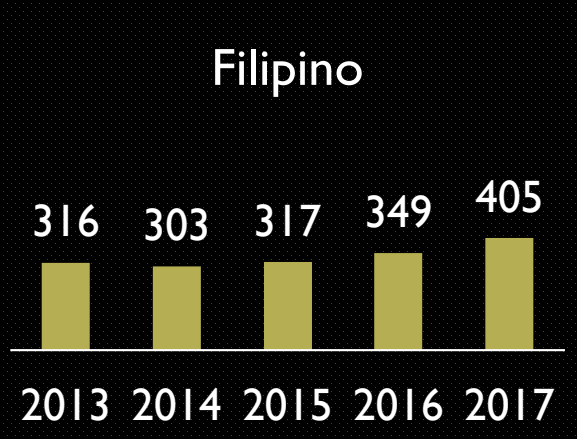
AP Exams Passed

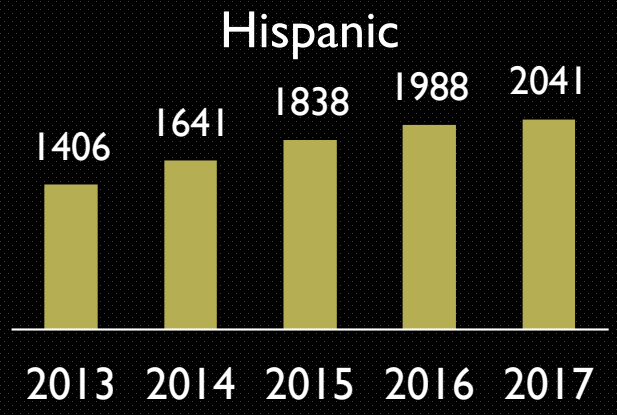


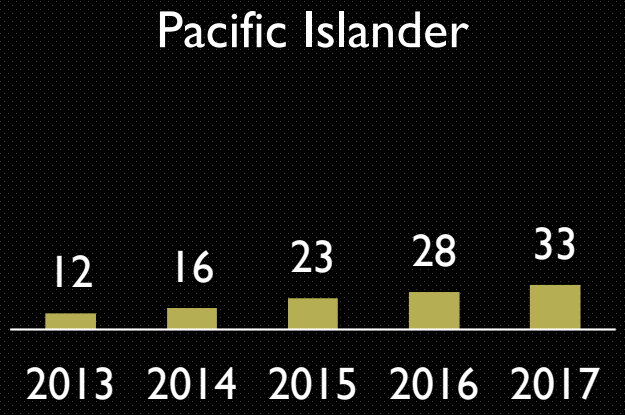
of AP Exams Passed by Ethnicity

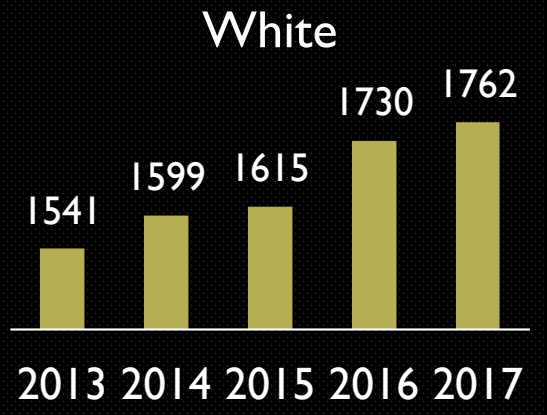




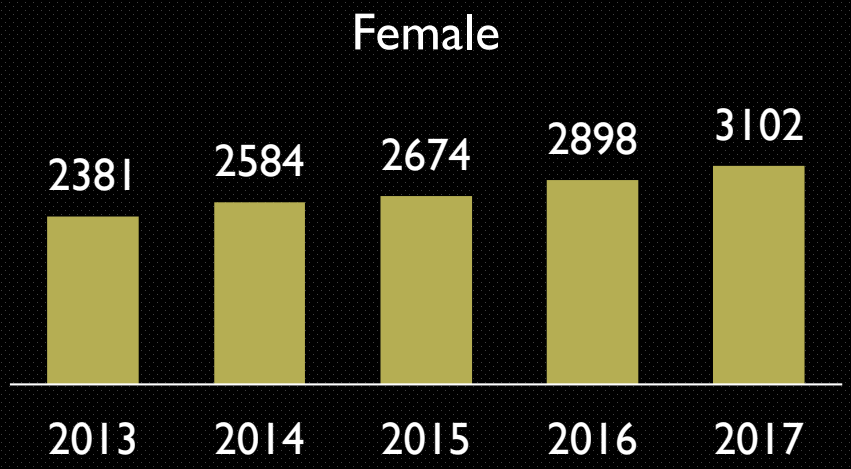


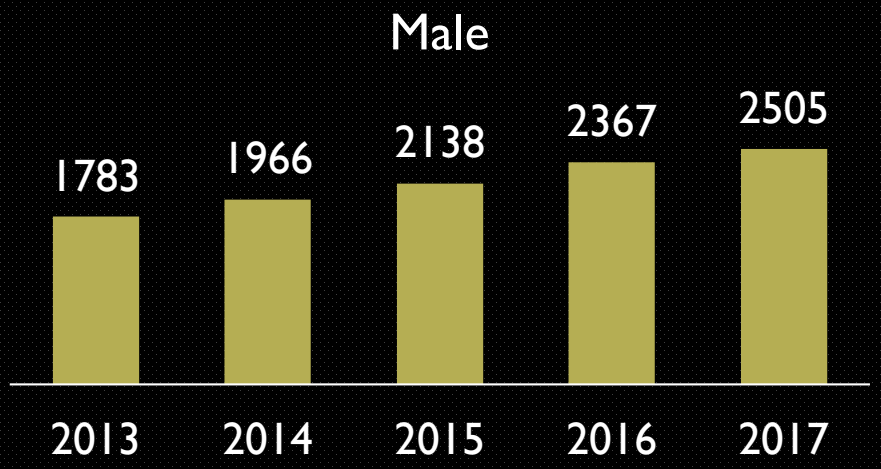


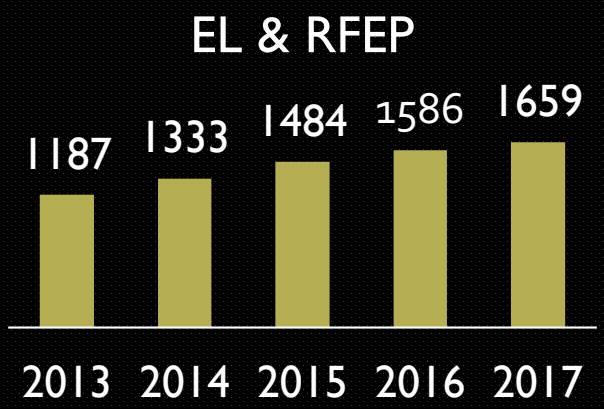


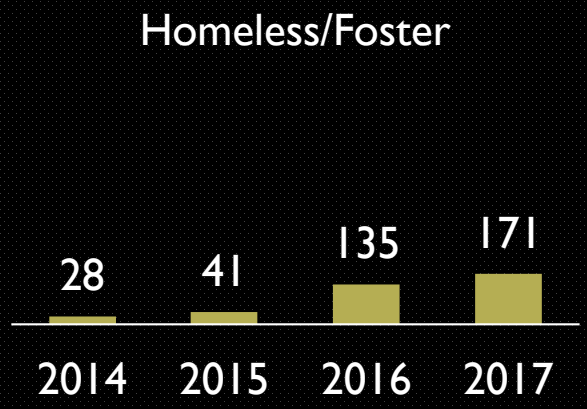


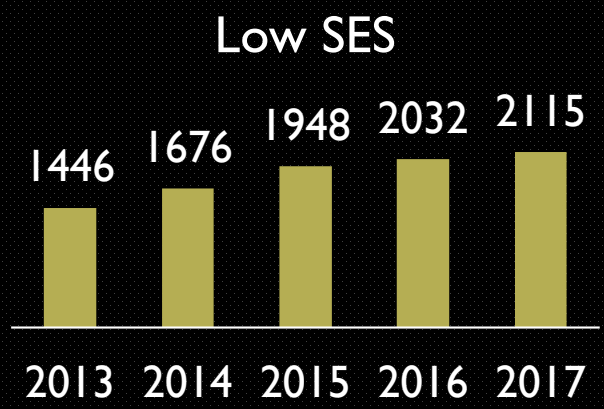
of AP Exams Passed by Subgroup



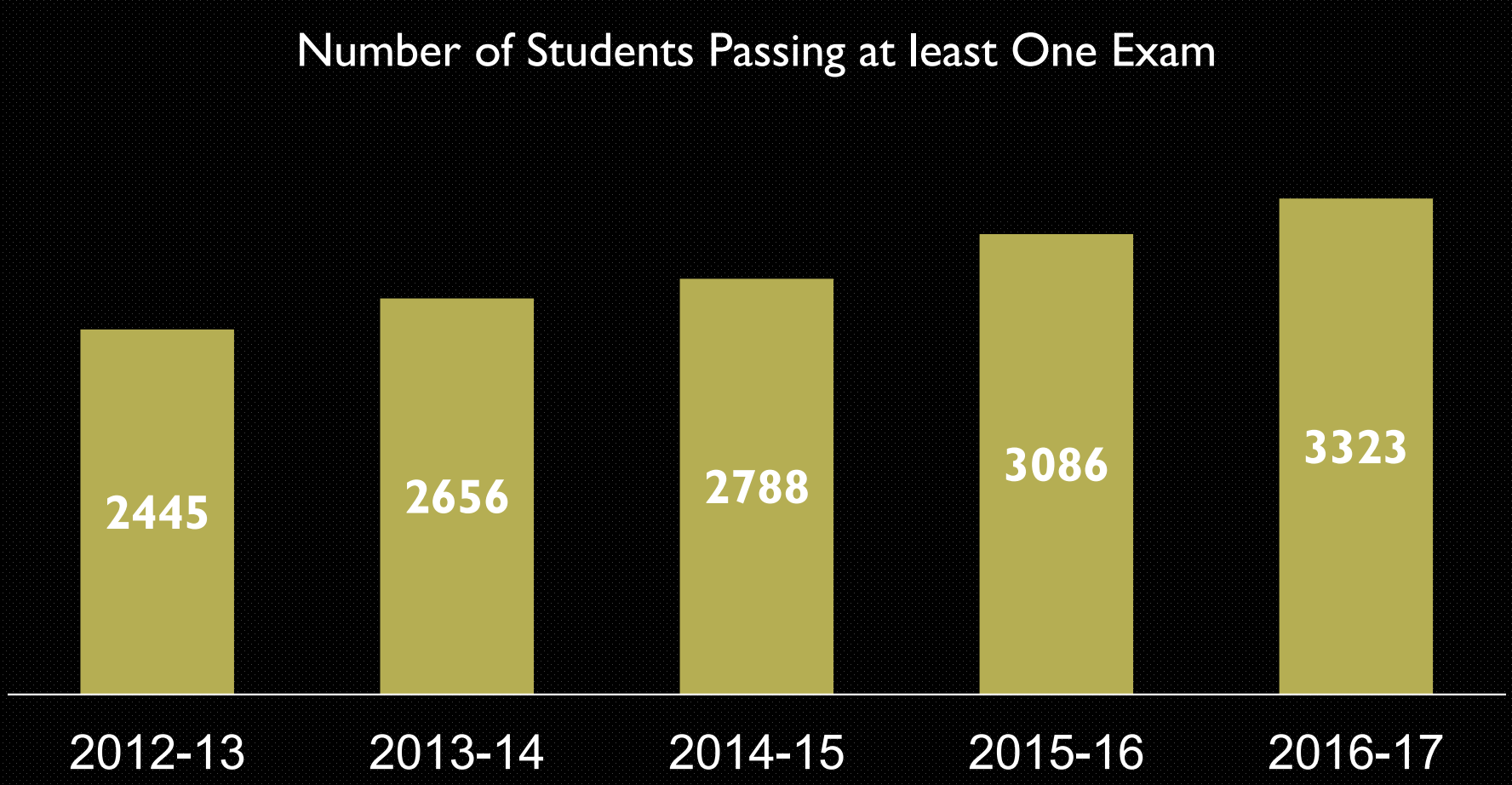




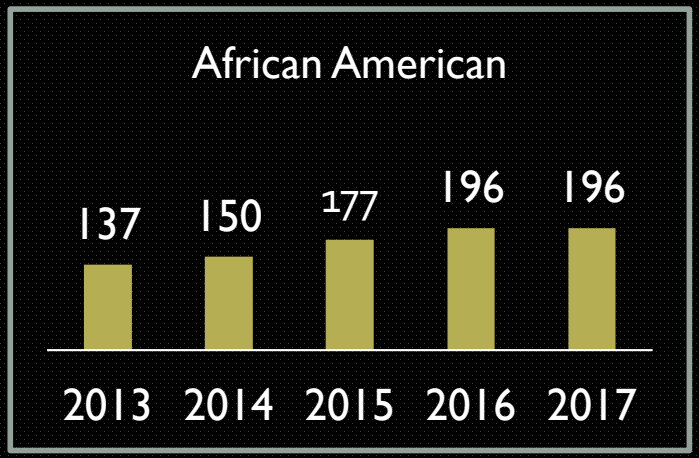


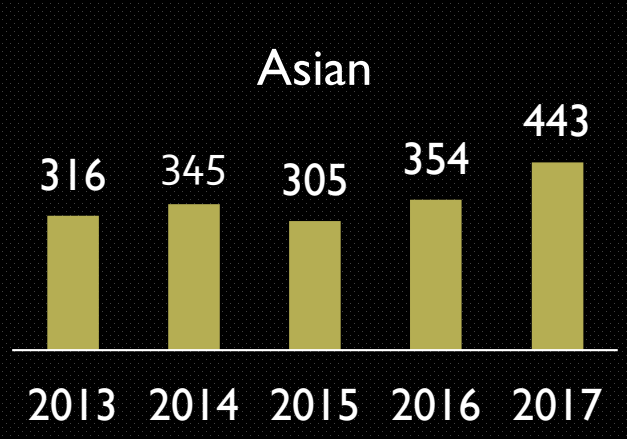


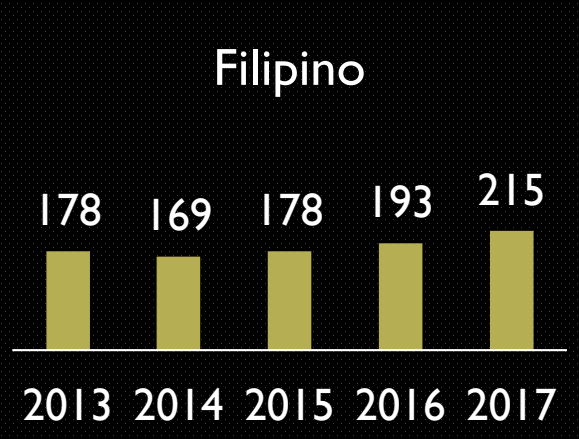
AP Student Passing AP Tests

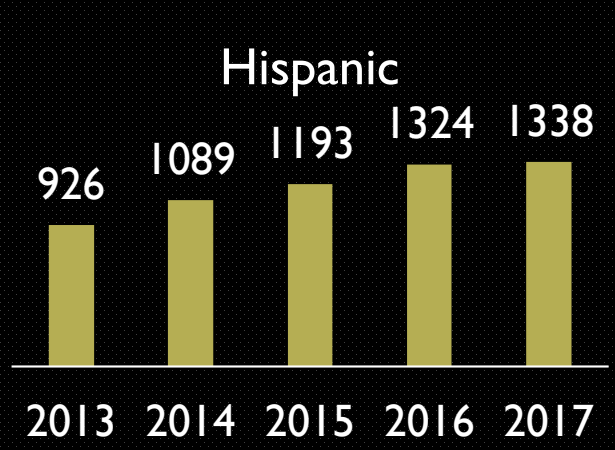


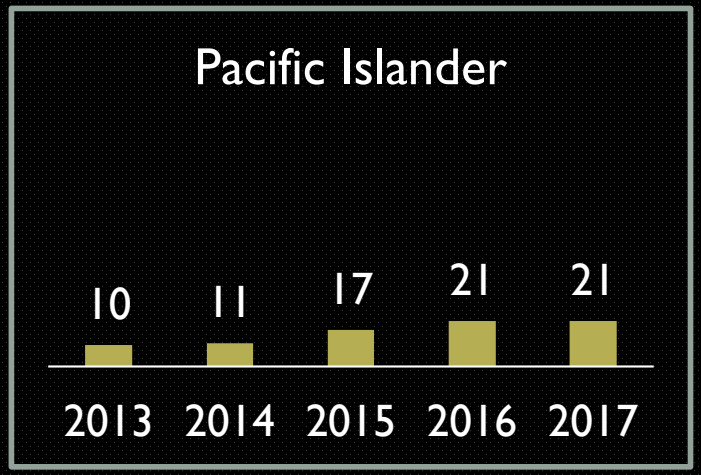
Students Passing AP Tests by Ethnicity

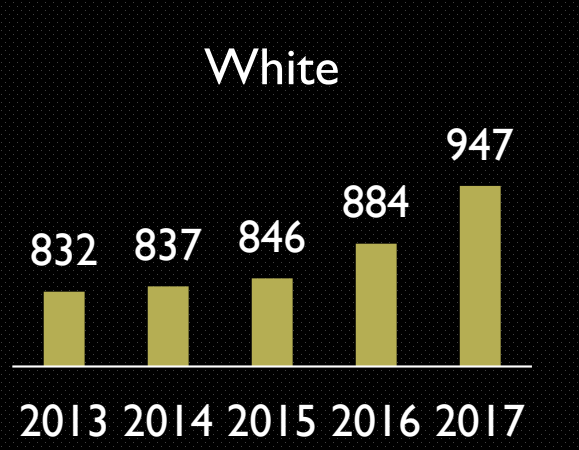




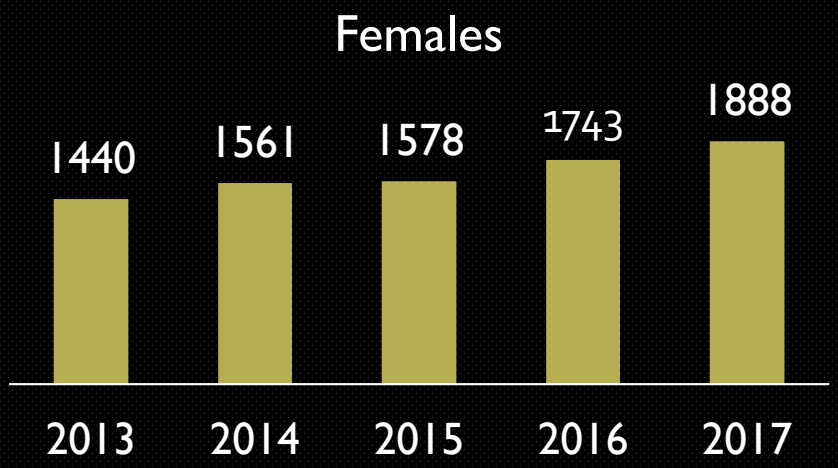


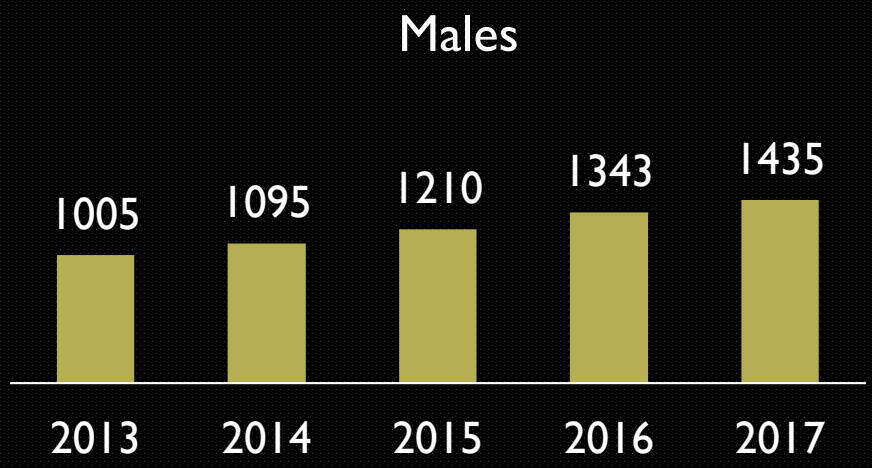


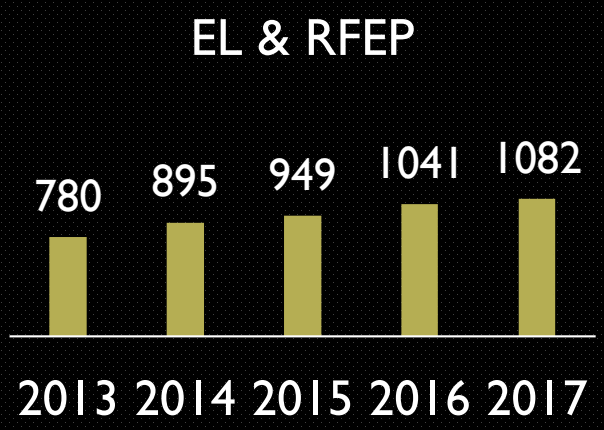


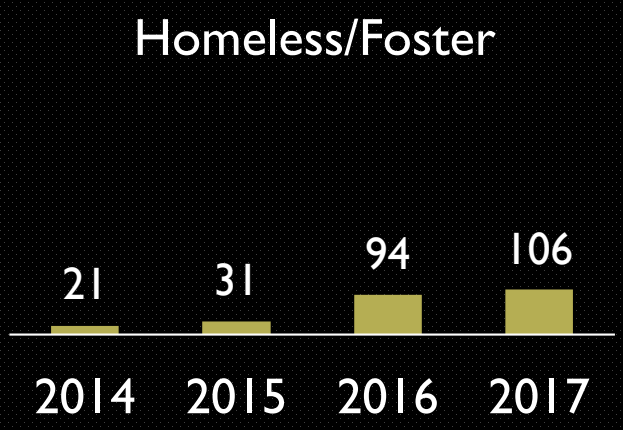


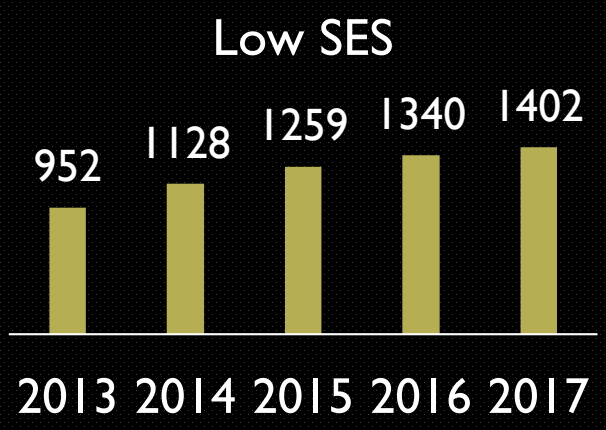
Students Passing AP Tests by Subgroup



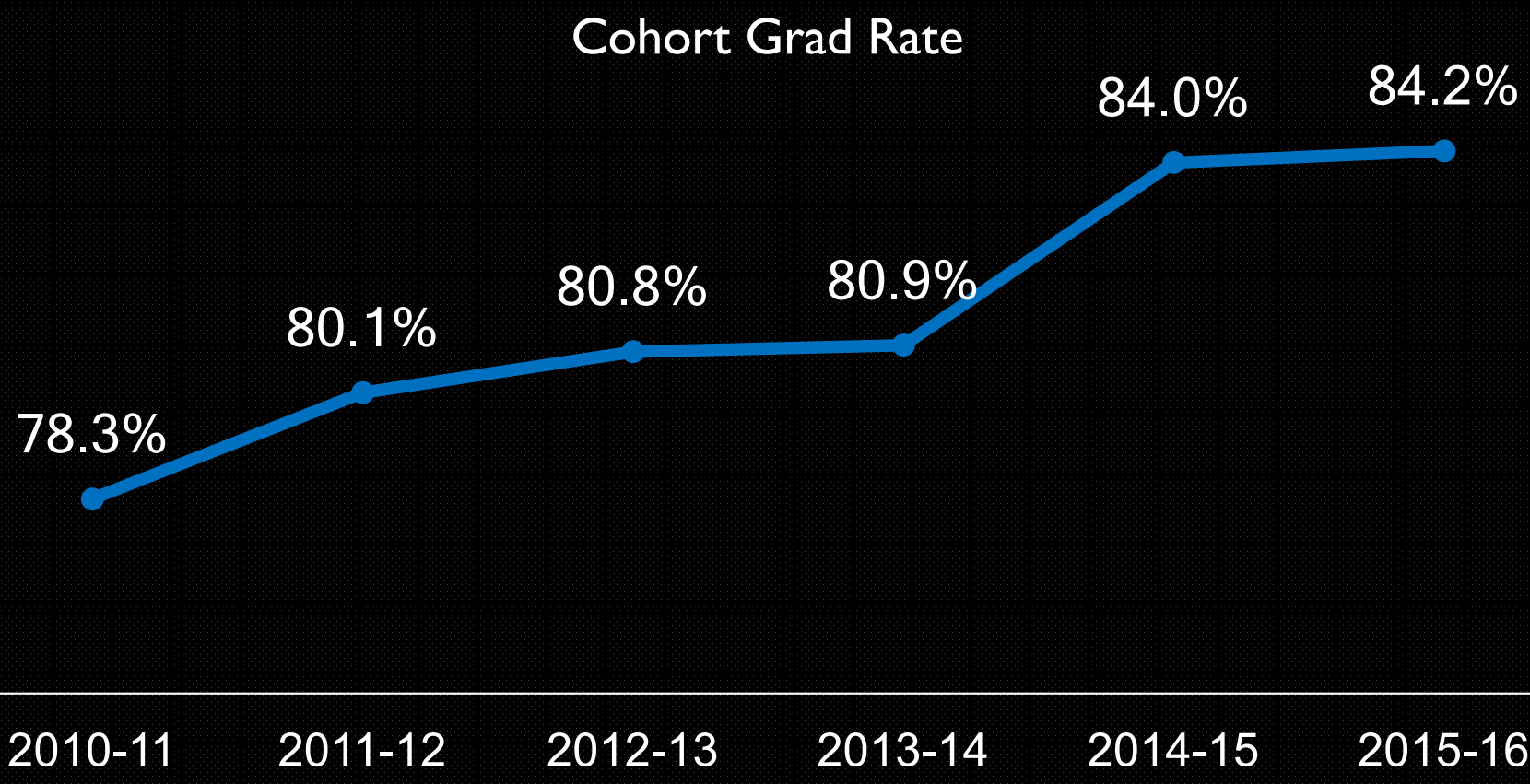




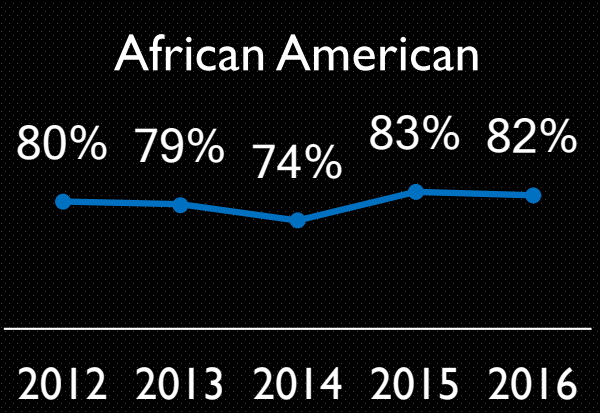


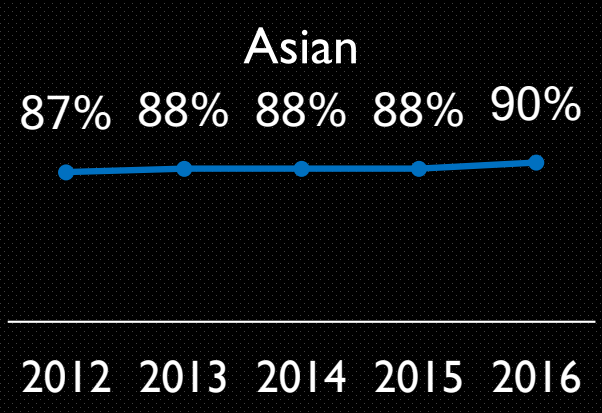


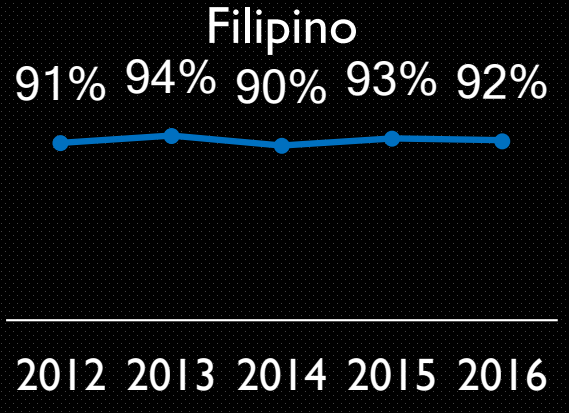
Cohort Grads District-wide

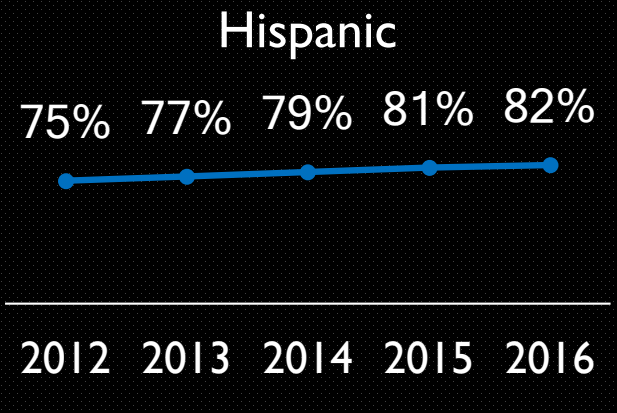


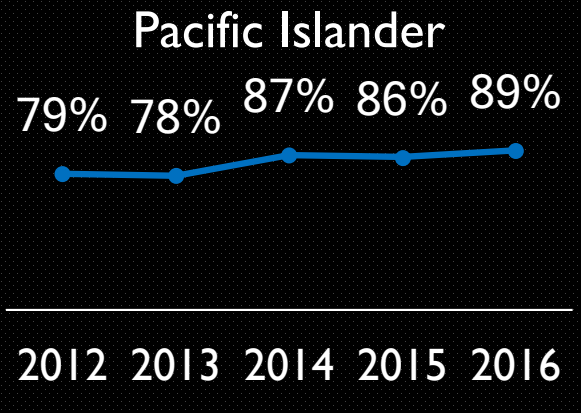
Cohort Grad by Ethnicity

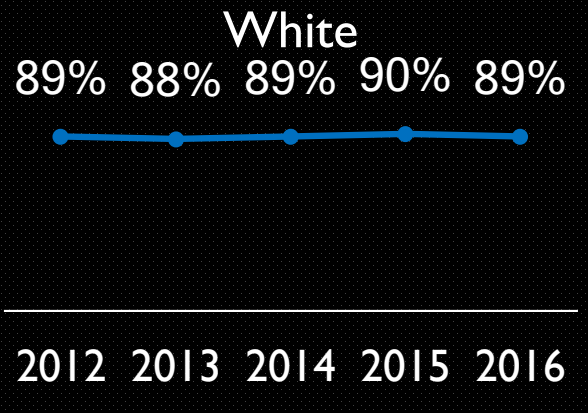




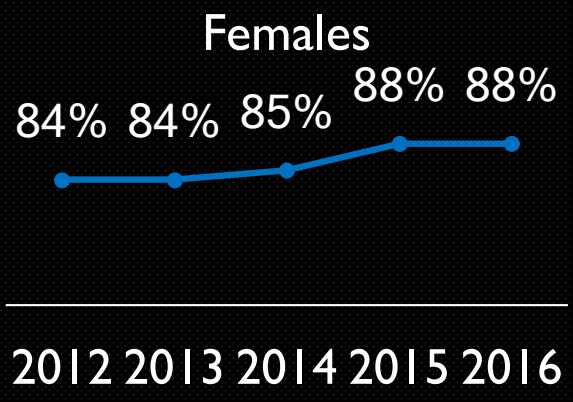


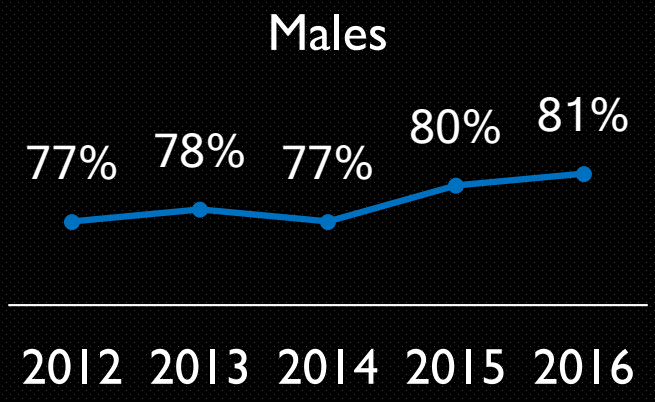


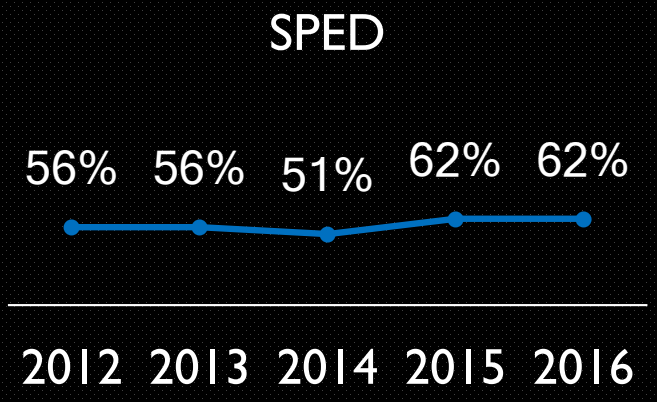


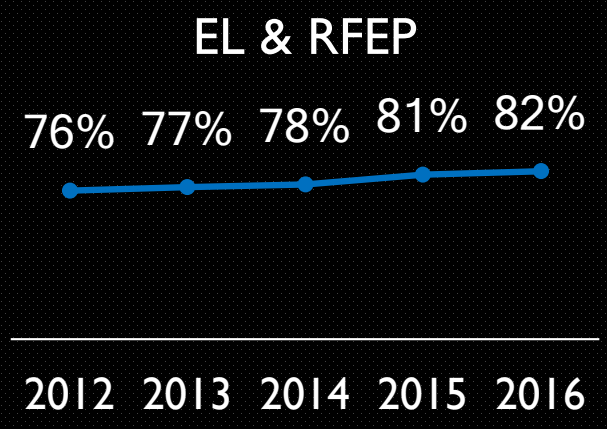


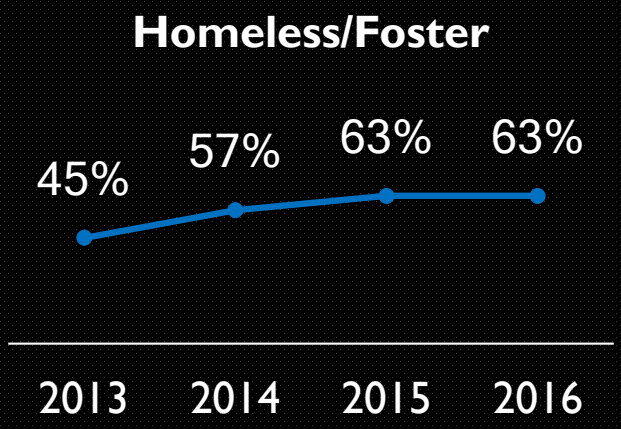
Cohort Grad by Subgroup

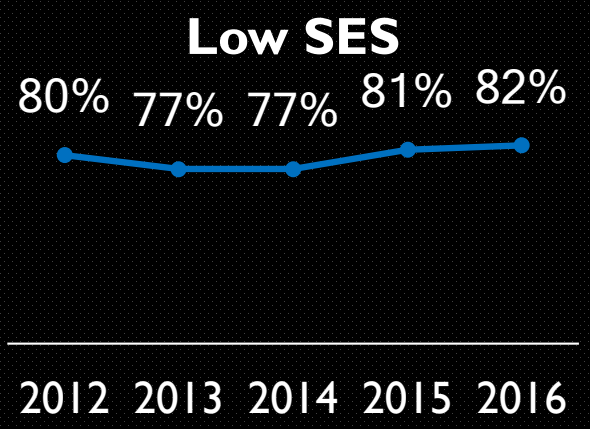












Cohort Grad by School

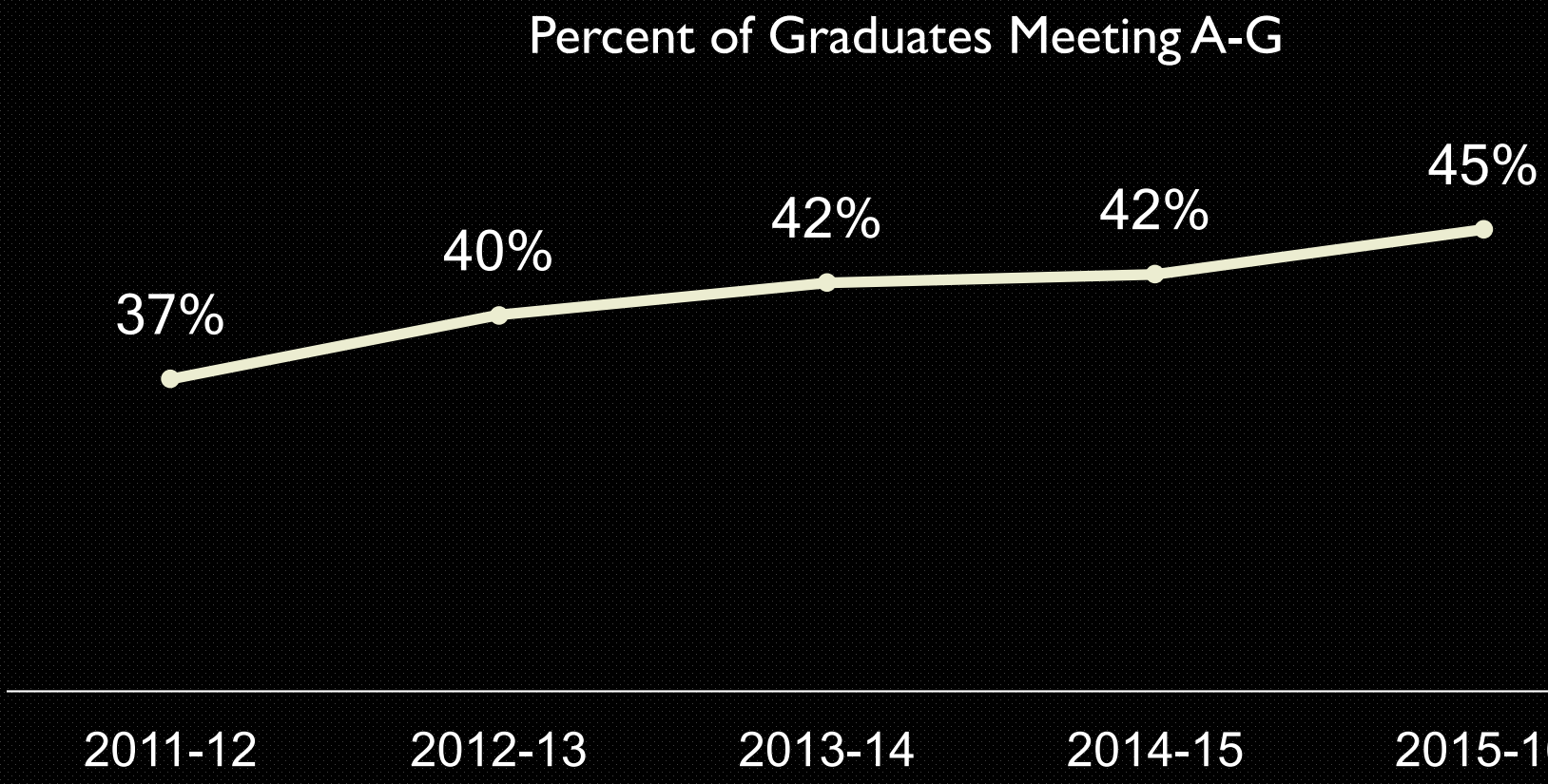
LBUSD's cohort grad rate is 1% higher than the State

LBUSD's cohort grad rate is also higher for at-risk sub-groups: African-American (+9), Hispanic (+2), Pacific Islander (+7), Low-SES (+3)

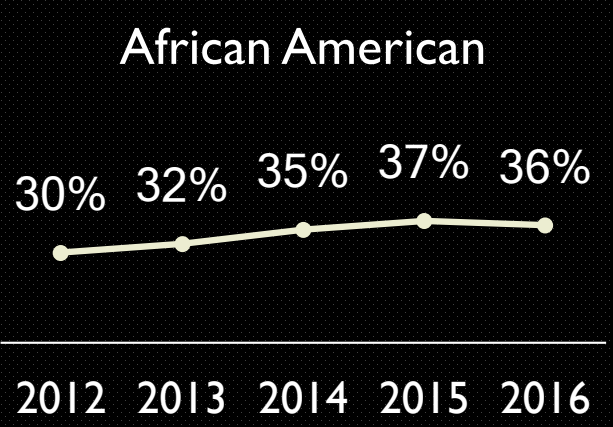
Special Recognition:

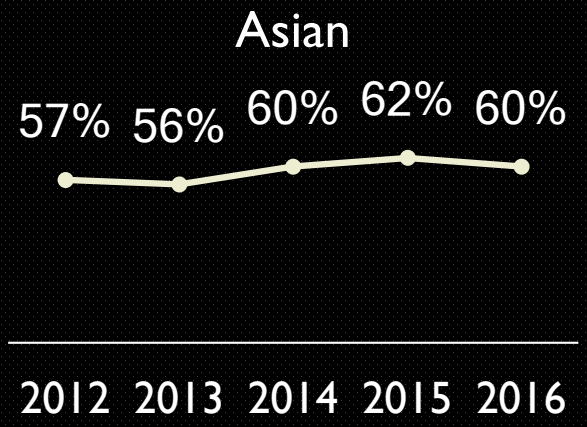
Significant Improvement in Grad Rates		
Avalon (+6%)	Cabrillo (+2%)	Jordan (+9%)

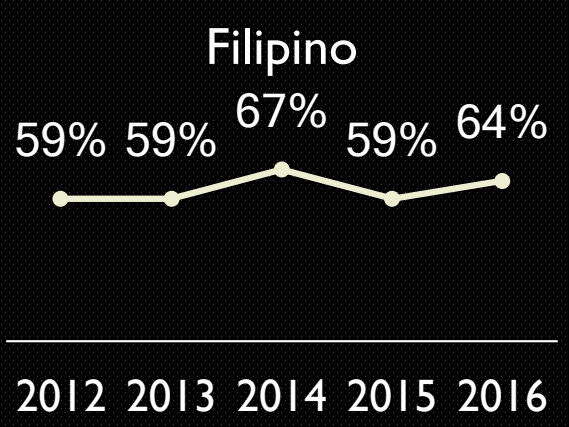
Met A-G District-wide

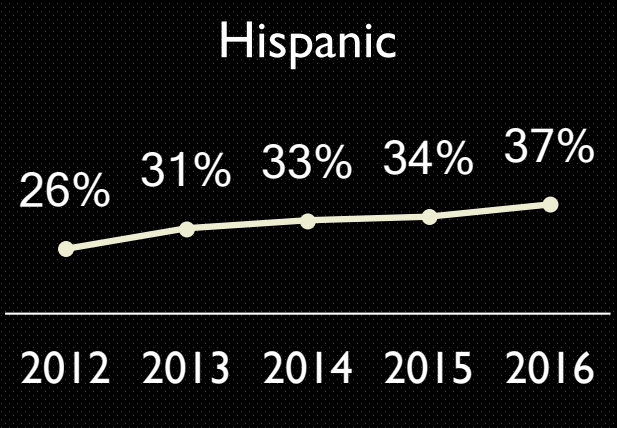


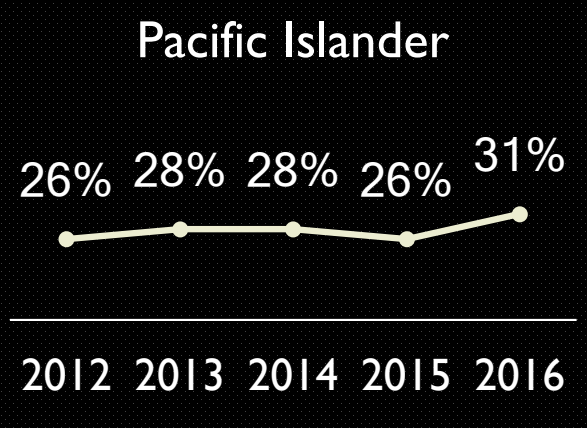
Met A-G by Ethnicity

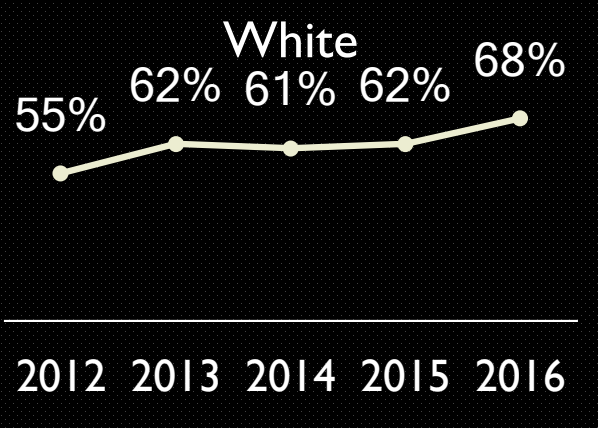




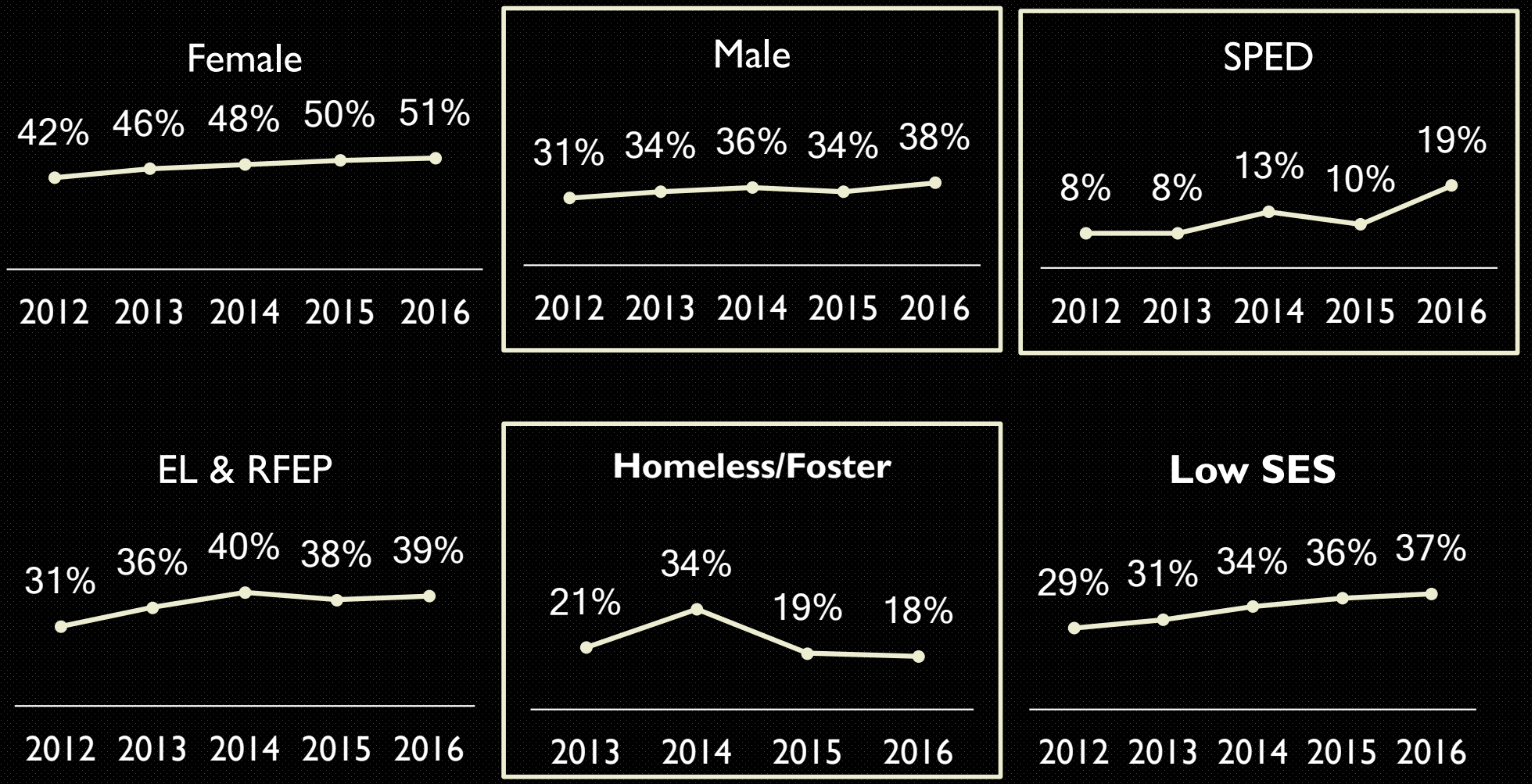








Met A-G by Subgroup



Met A-G by School

LBUSD's A-G Rate equals the State's Rate

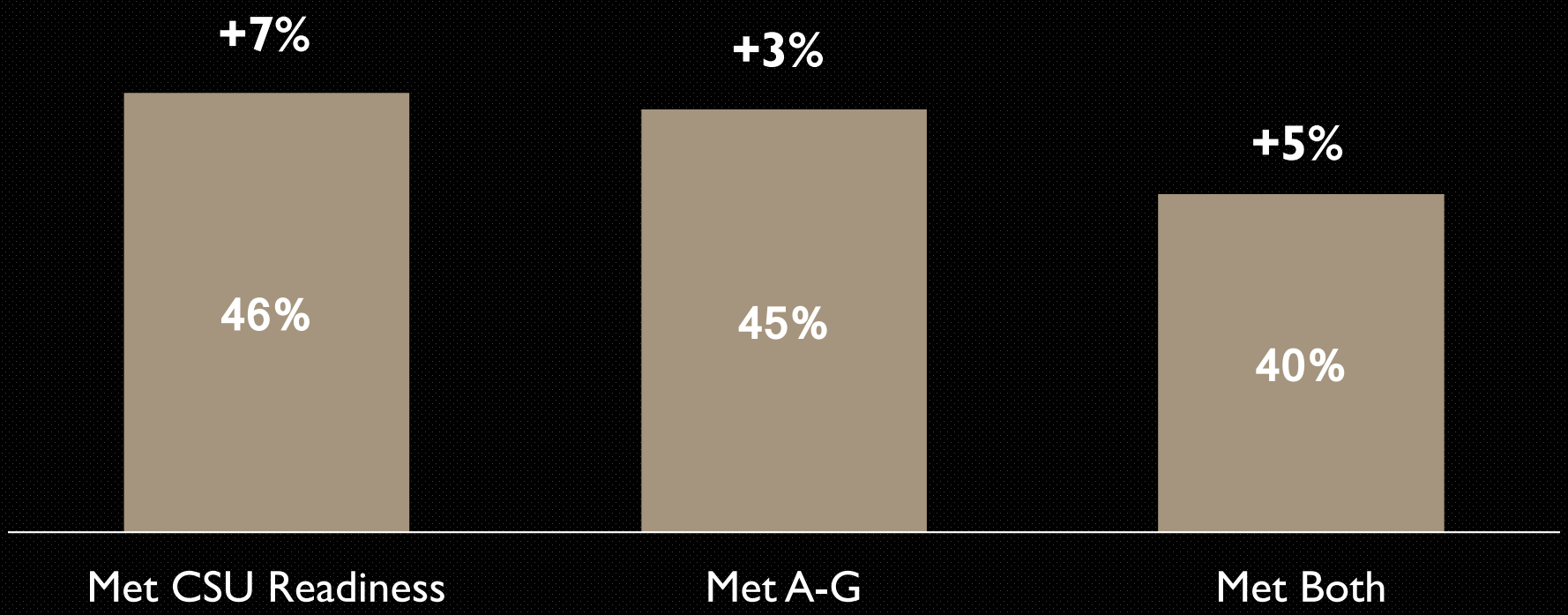
LBUSD's A-G Rate for African-American students exceeds the State by 3%

Special Recognition:

Significant Improvement in A-G Rate		
Avalon (+18%)	Cabrillo (+9%)	CAMS (+3%)
Lakewood (+3%)	Poly (+5%)	

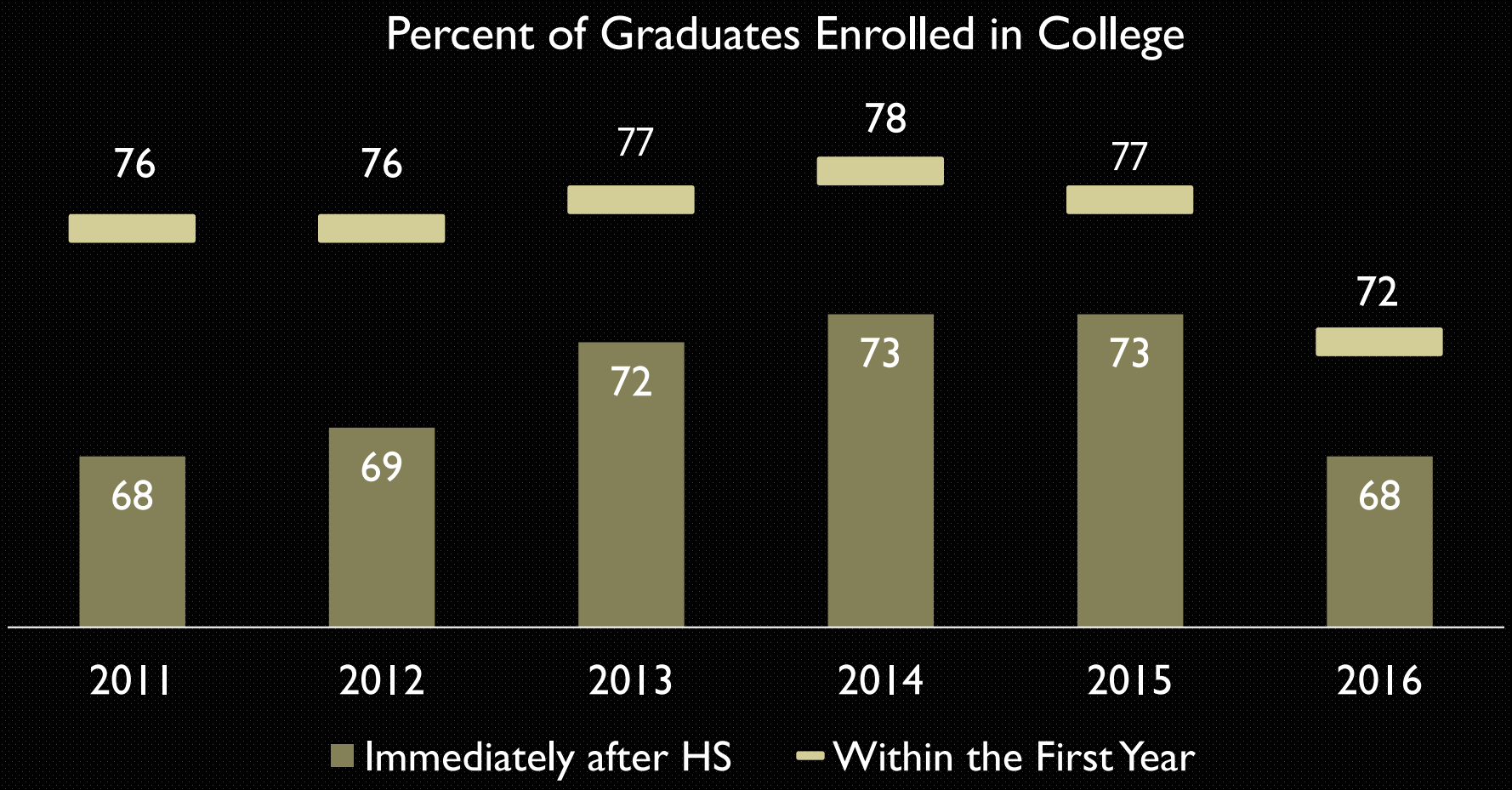
CSU Readiness

Percent of 2015-16 Graduates with Change from Prior Year

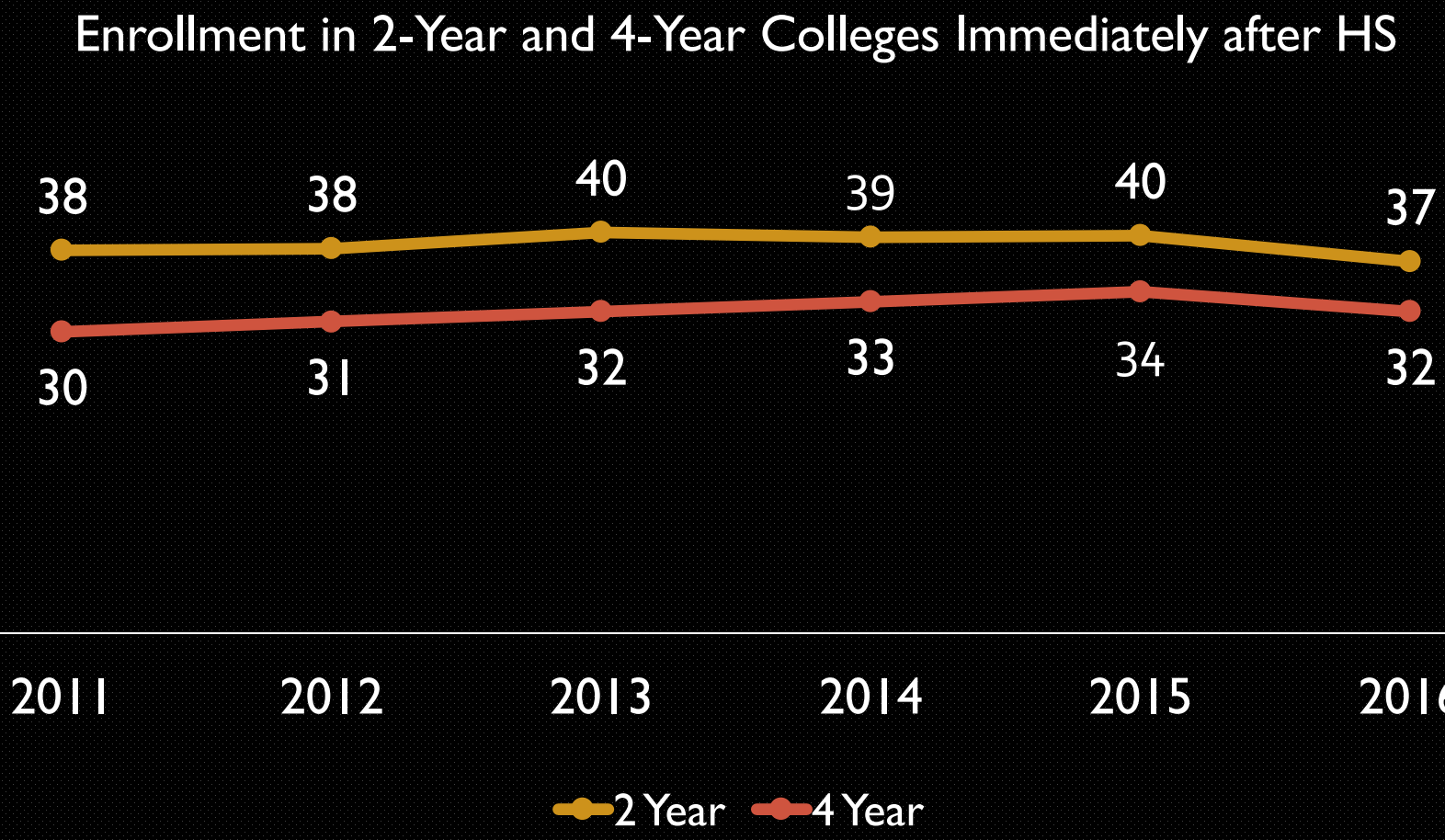


LCAP Area 4 Pupil Achievement Goal—Increase by 3% the # of 12th graders meeting CSU College Ready Criteria

College Attendance

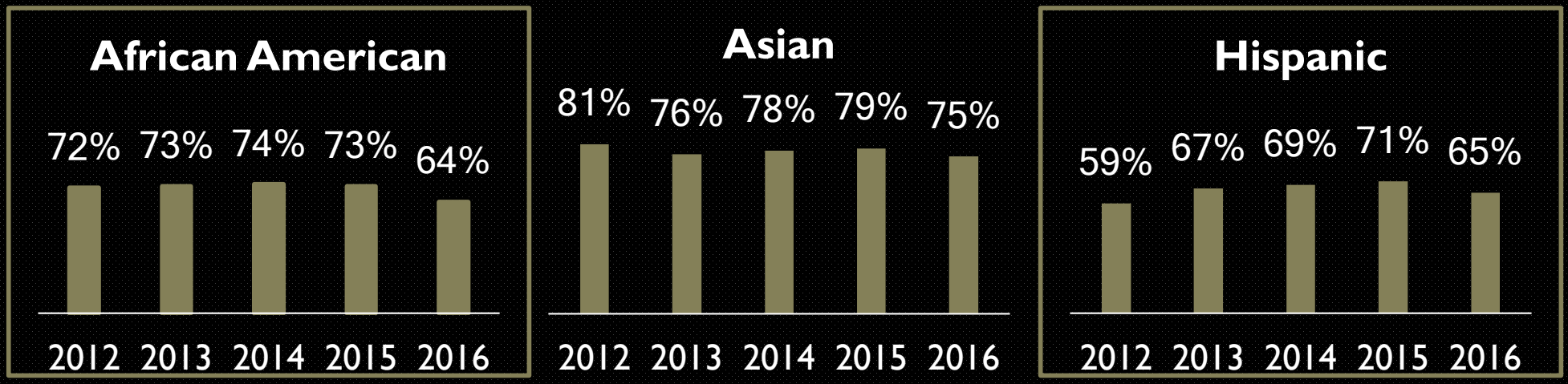


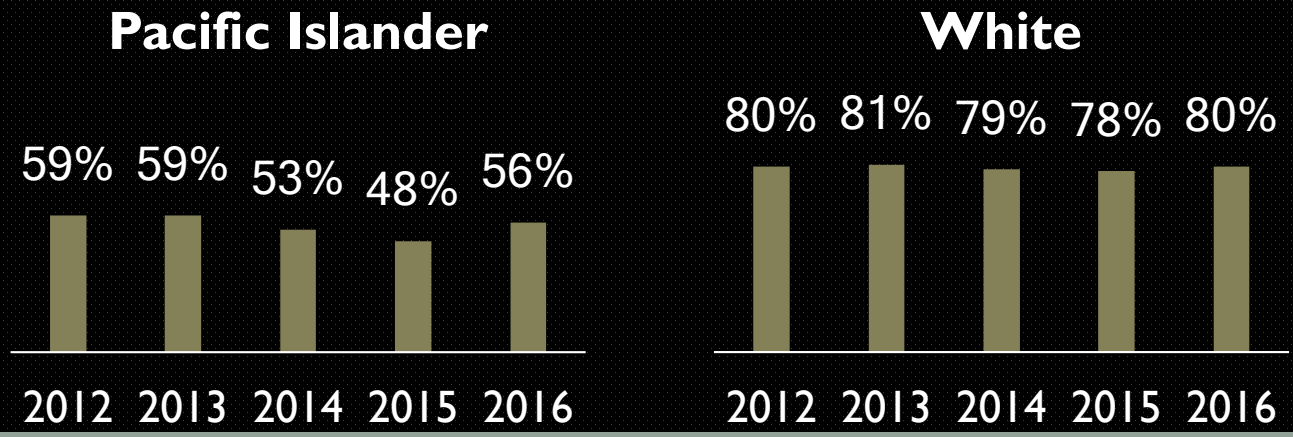
2 and 4-Year College Enrollment



College Attendance by Ethnicity

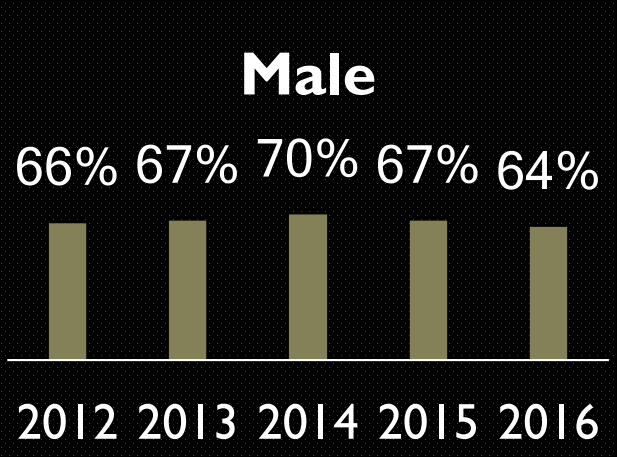
Enrollment in College in the Fall Immediately after HS

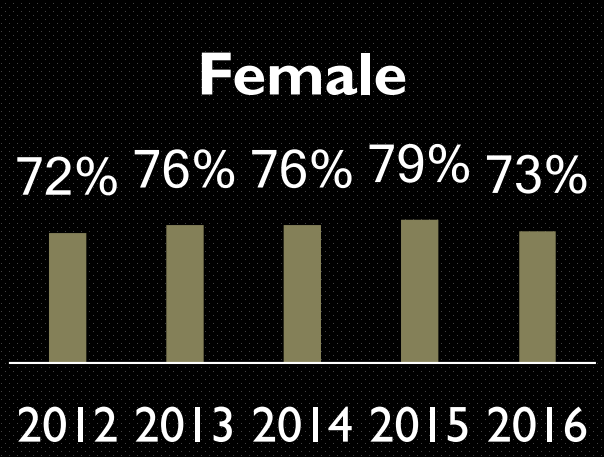


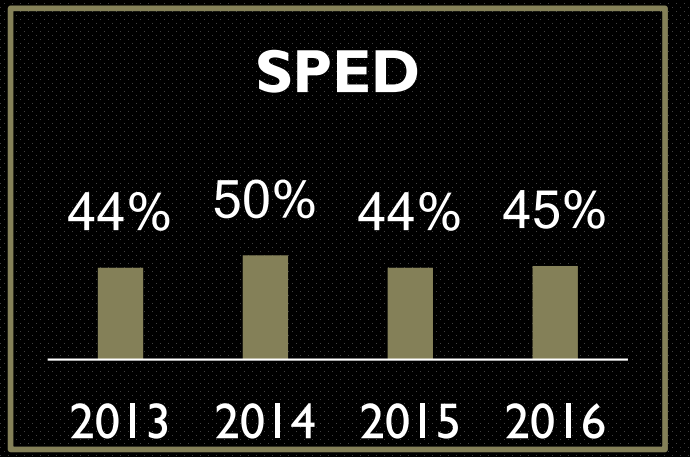


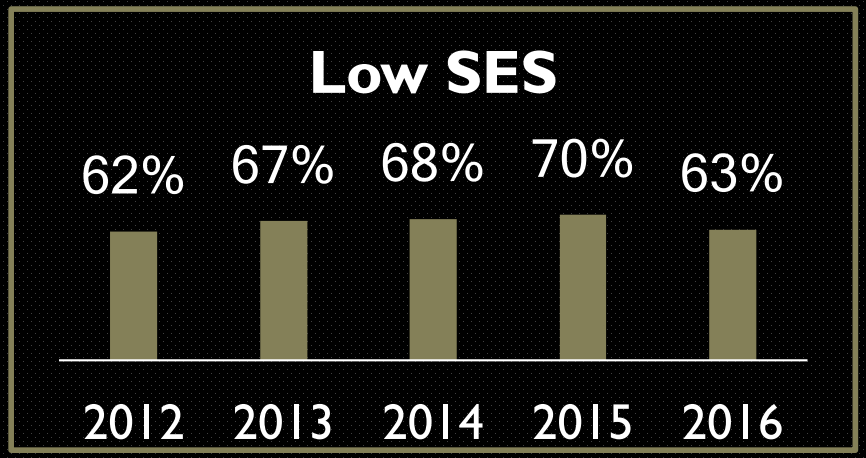
College Attendance by Subgroup

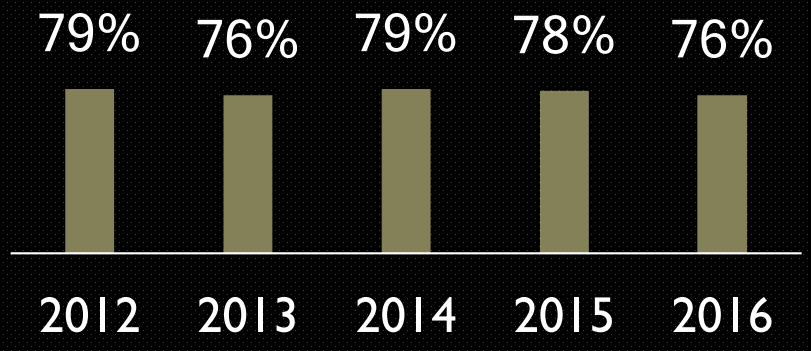
Enrollment in College in the Fall Immediately after HS











LCAP Area 4 Pupil Engagement Goal—Increase the number students attending college by 2%

8 Priority LCAP Areas

1-Basic Services

2-Implement State Standards

3-Parental Involvement

4-Pupil Achievement

5-Pupil Engagement

6-School Climate

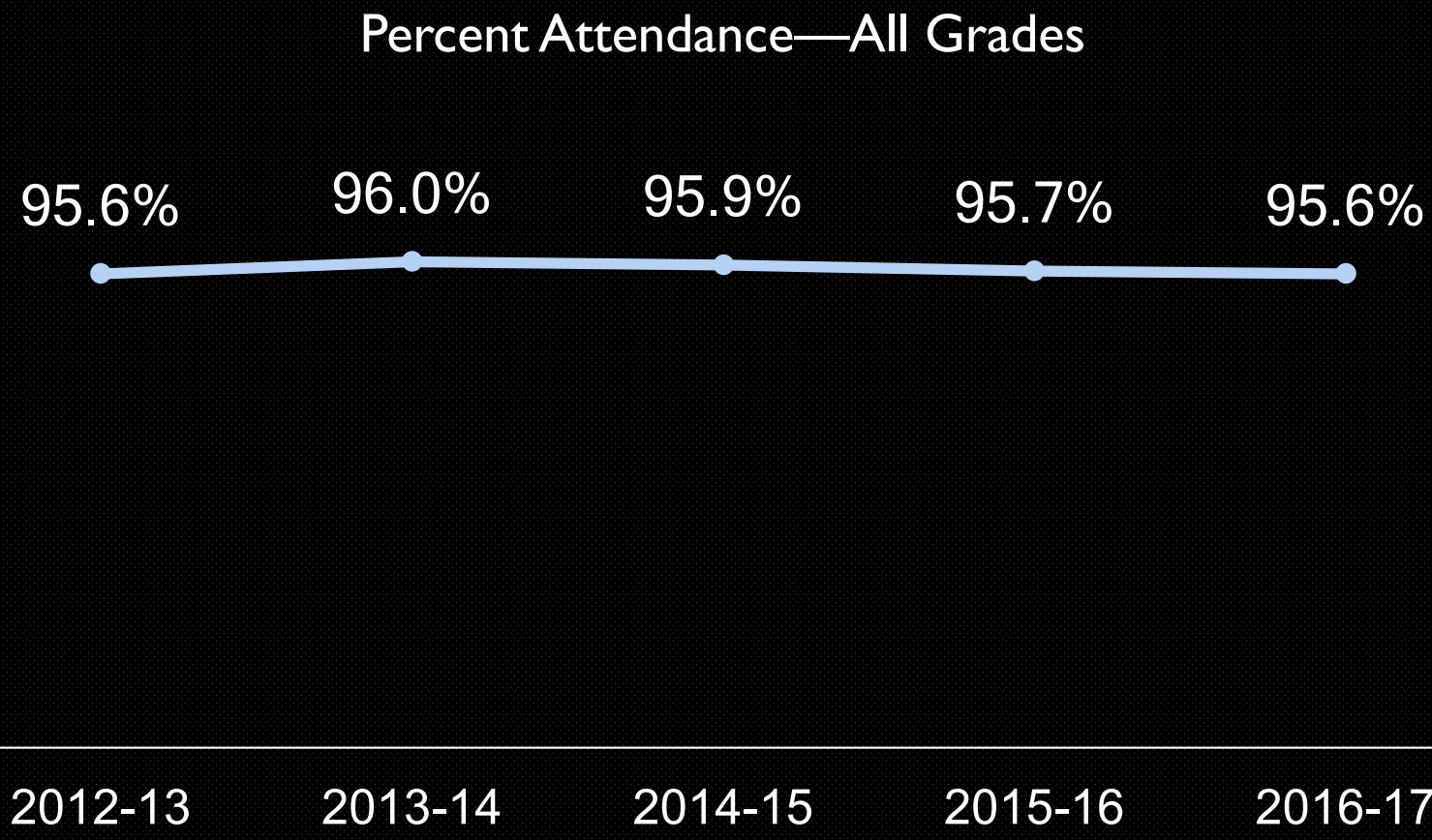
7-Course Access

8-Other Pupil Outcomes

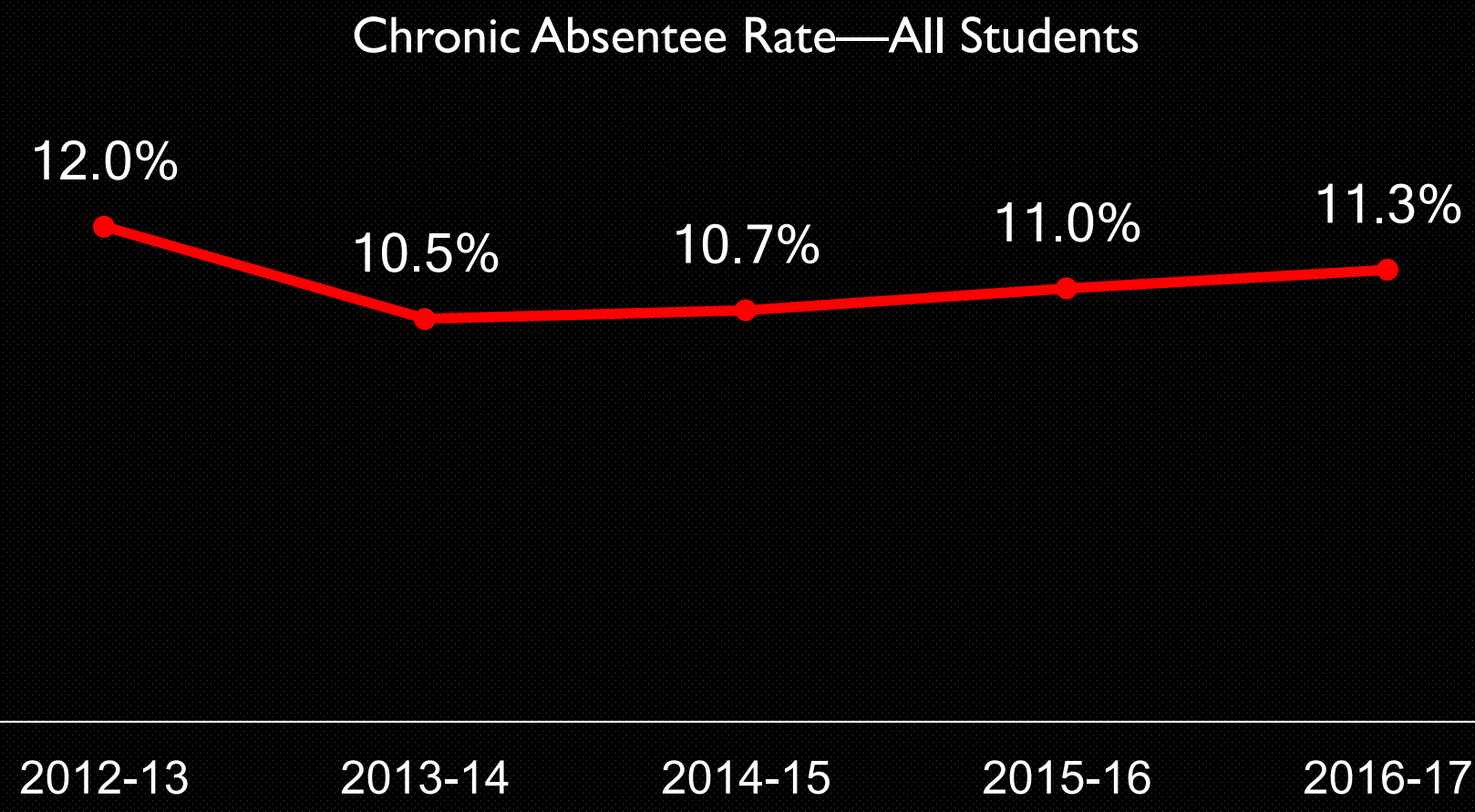
LCAP Areas 3, 5 and 6

- Attendance Rates
- Chronic Absenteeism
- Suspension Rates
- CORE Survey Results

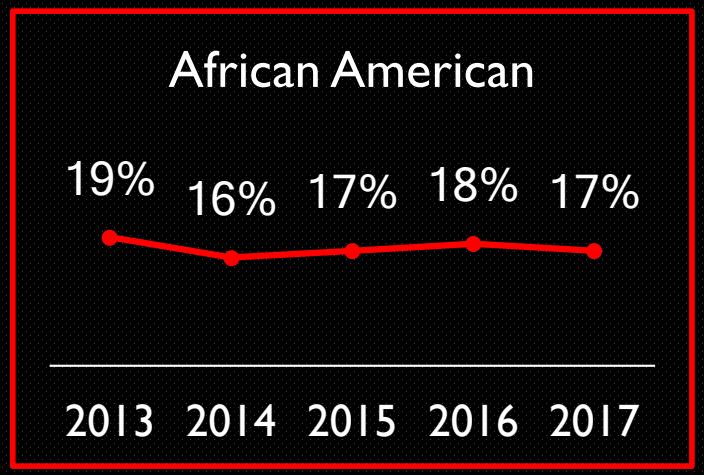
Attendance Rates

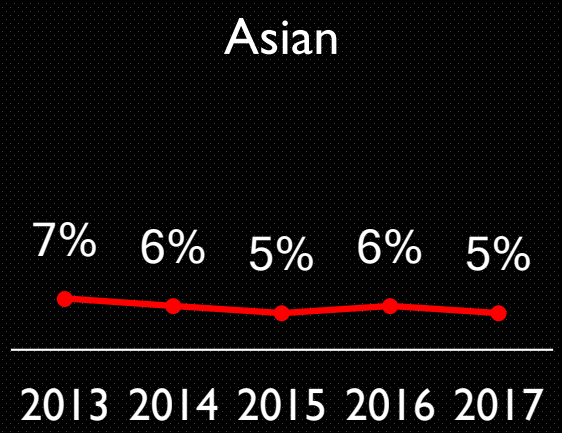


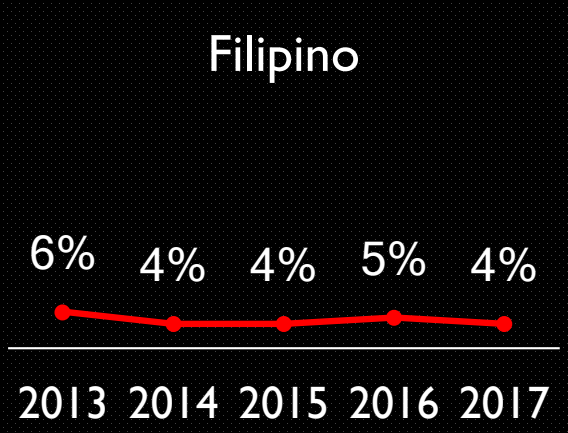
Chronic Absenteeism

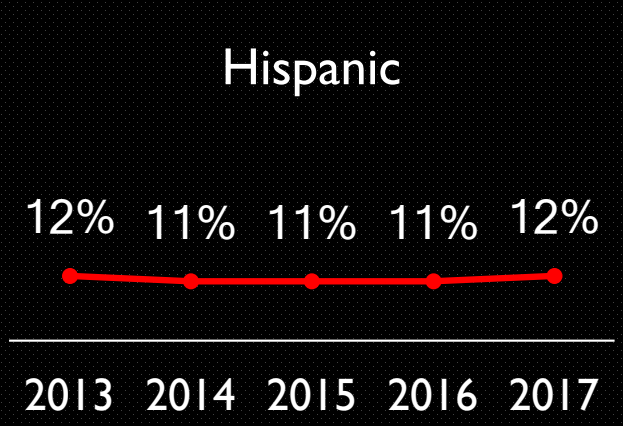


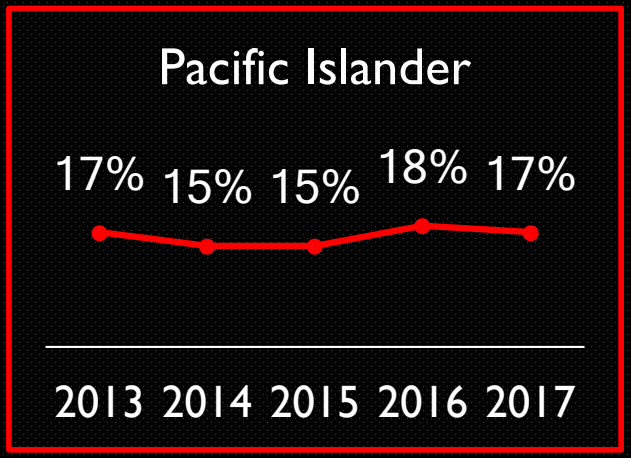
Chronic Absence by Ethnicity

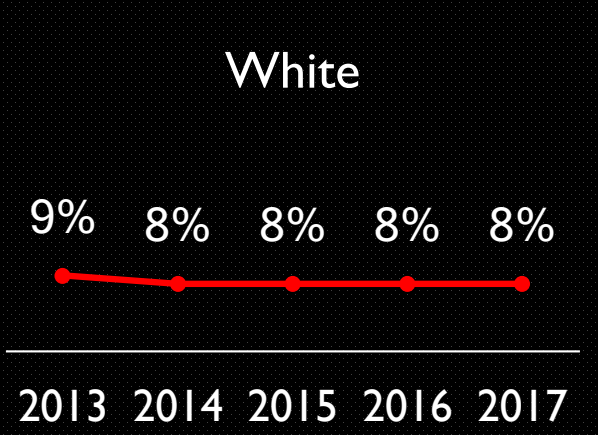




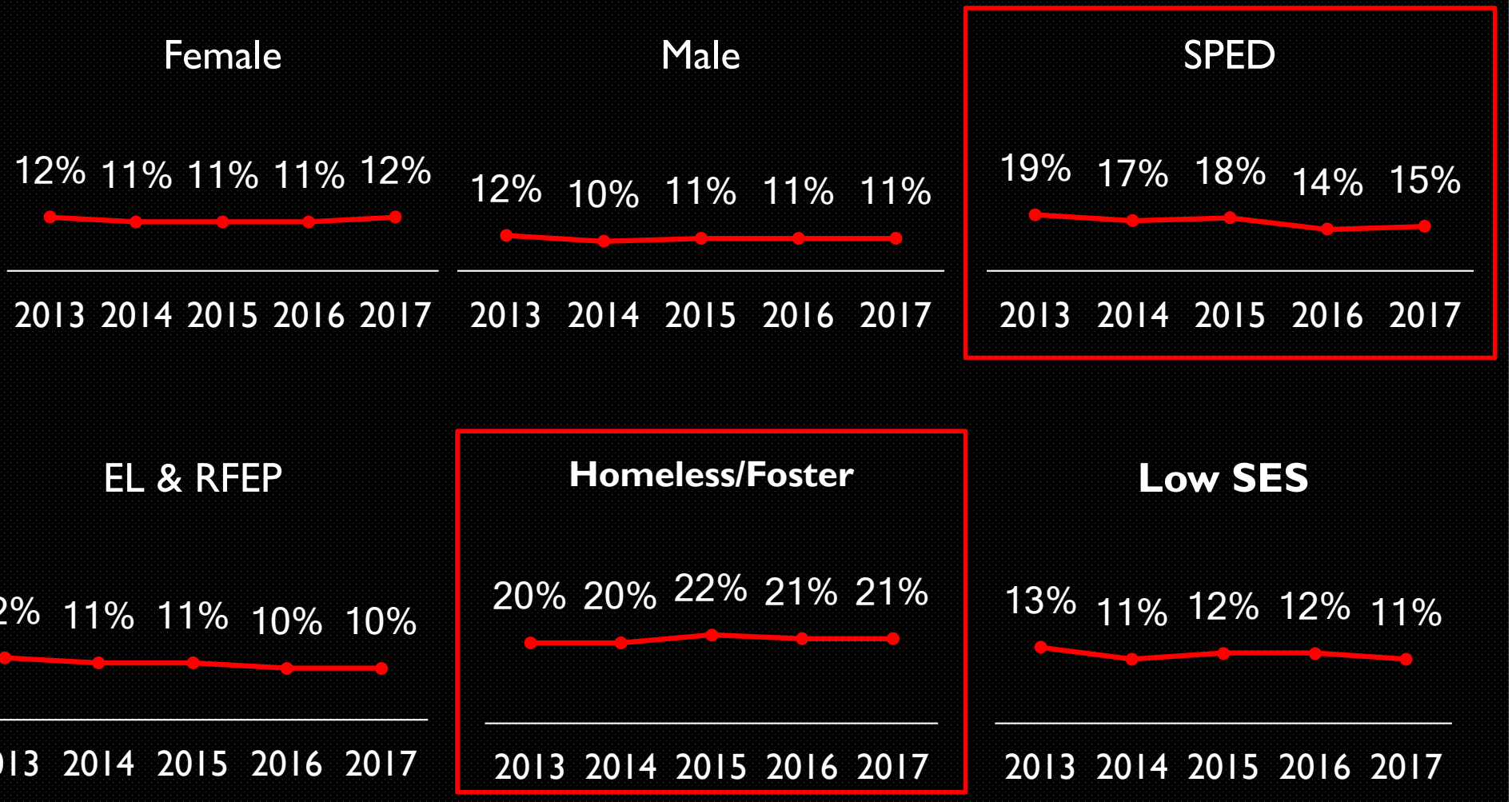




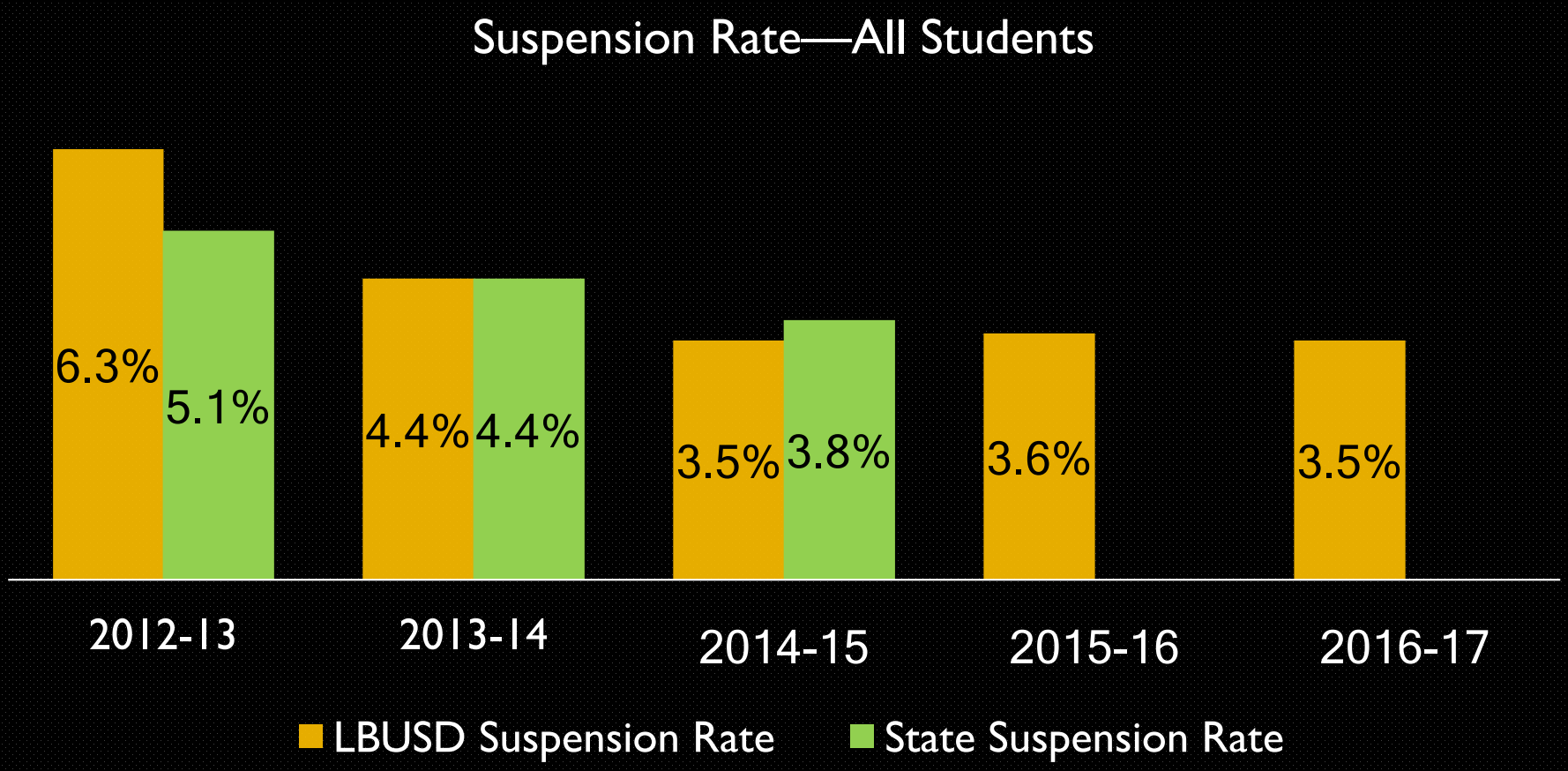




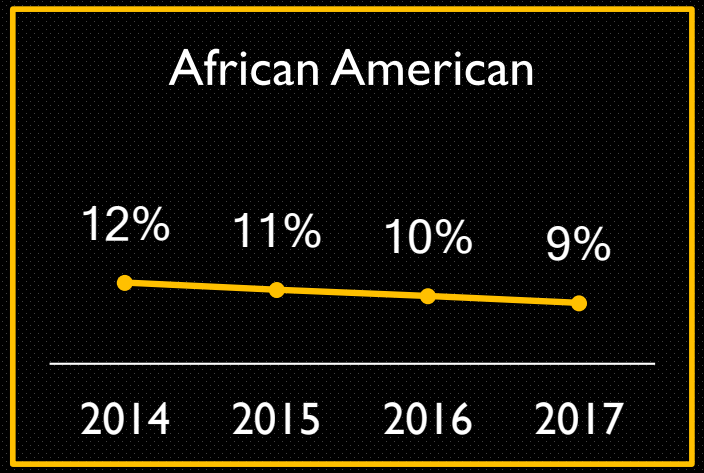
Chronic Absence by Subgroup

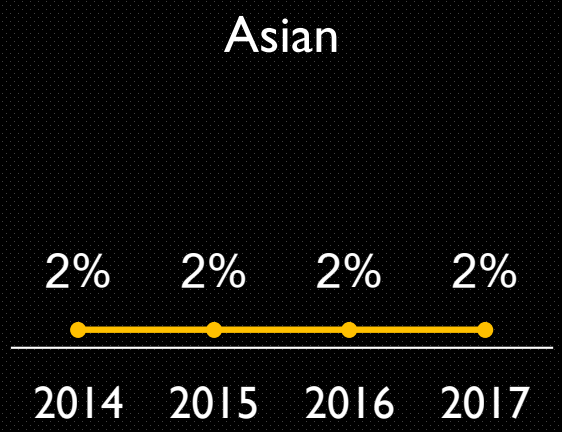


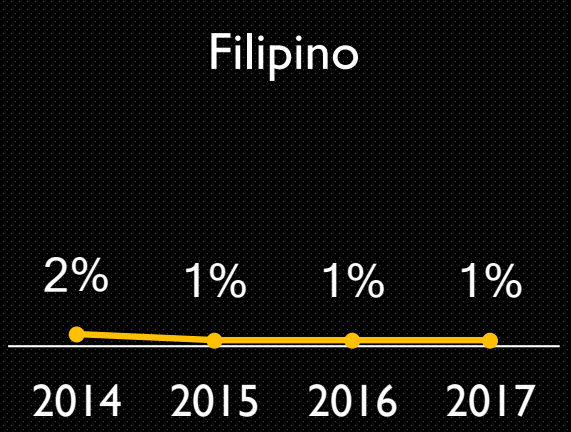
Suspension Rate District-wide

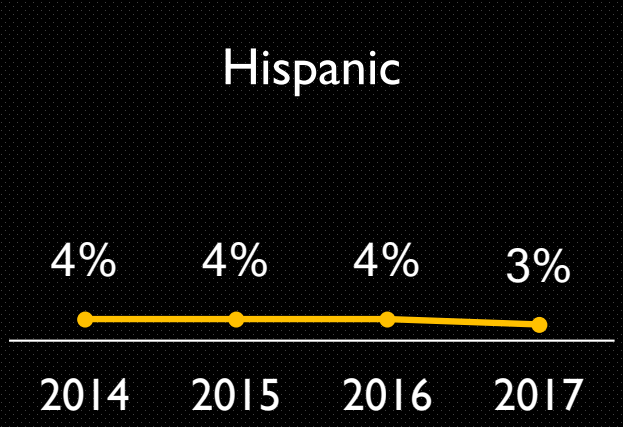


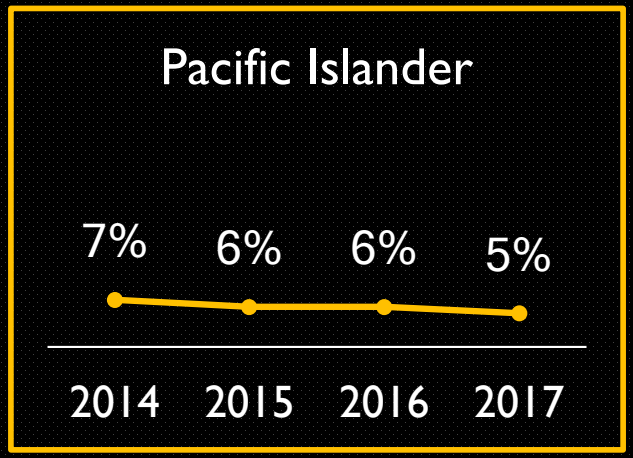
Suspension Rate by Ethnicity

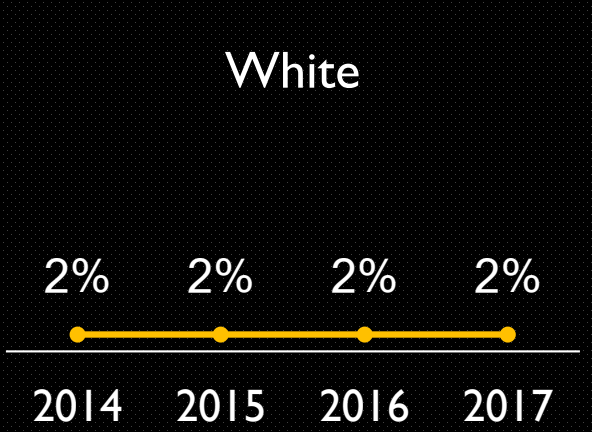




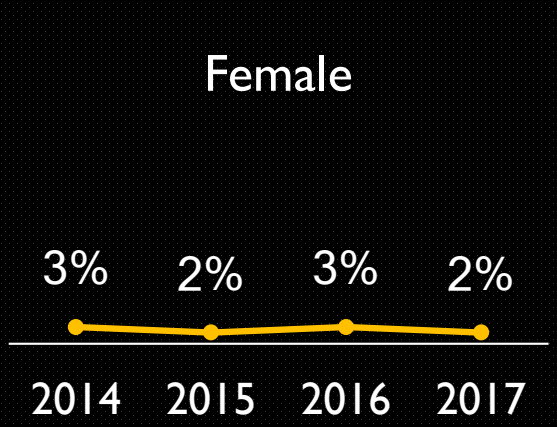


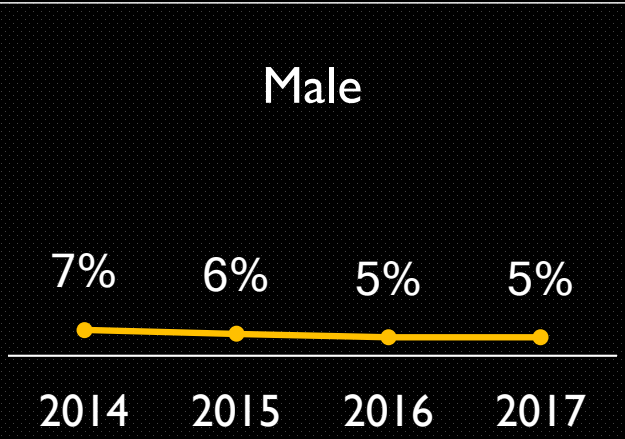


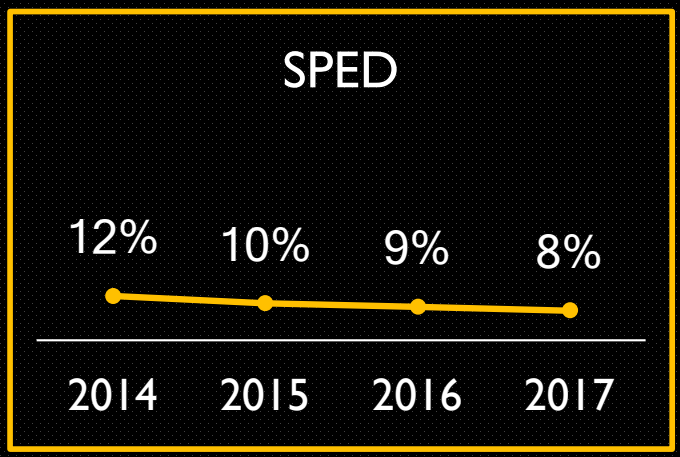


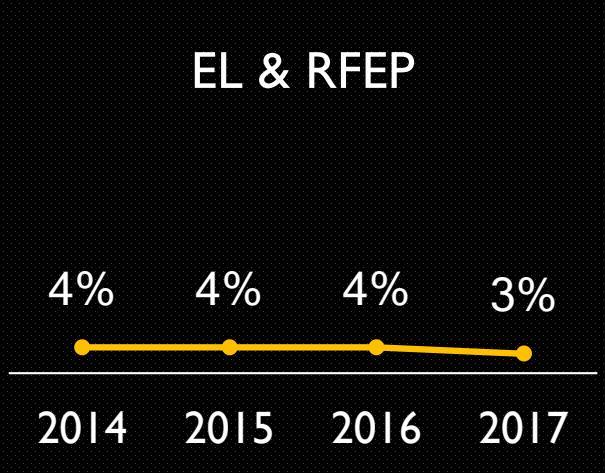


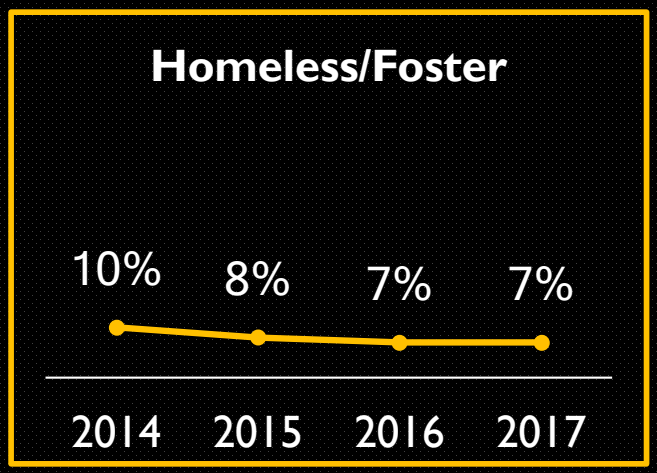
Suspension Rate by Subgroup

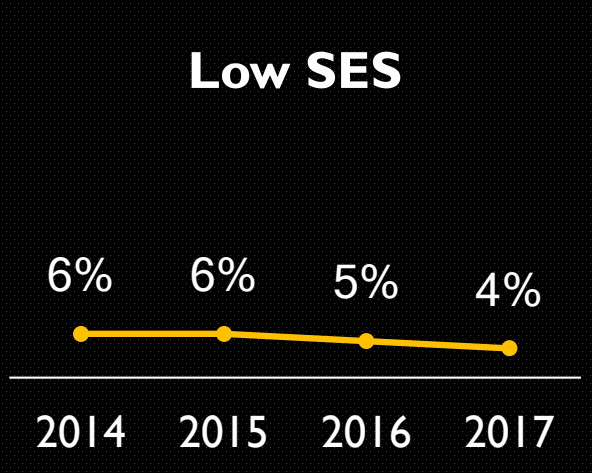








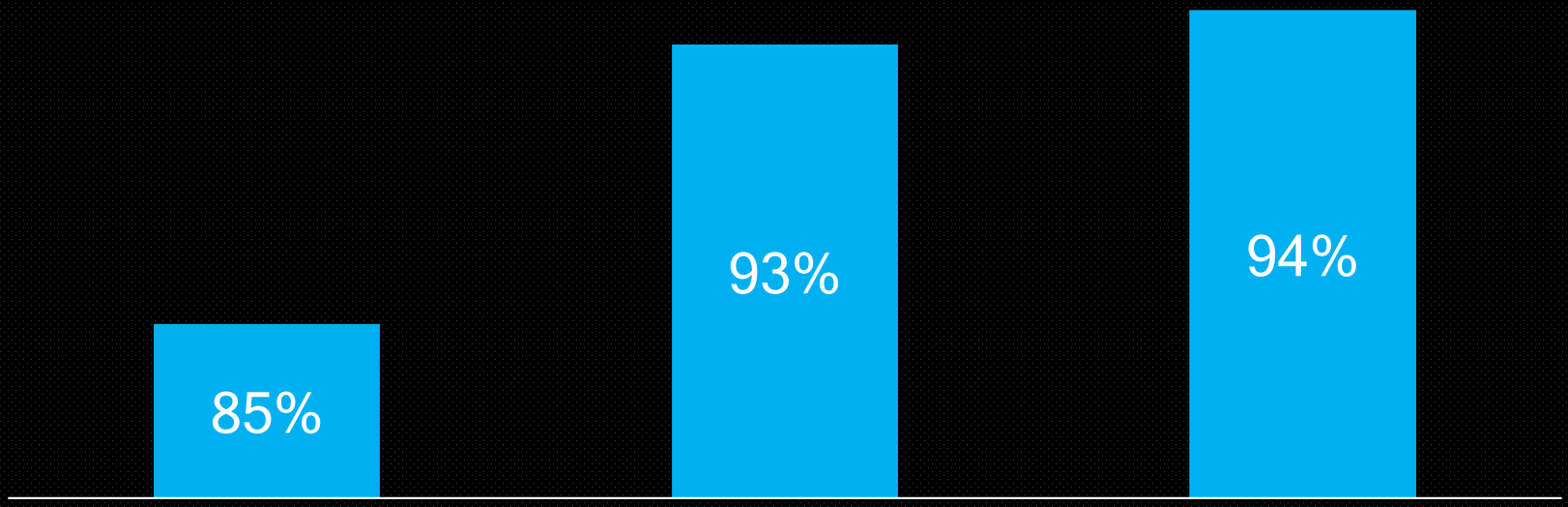




LCAP Area 6 School Climate Goal—Decrease the suspension rate below the State average

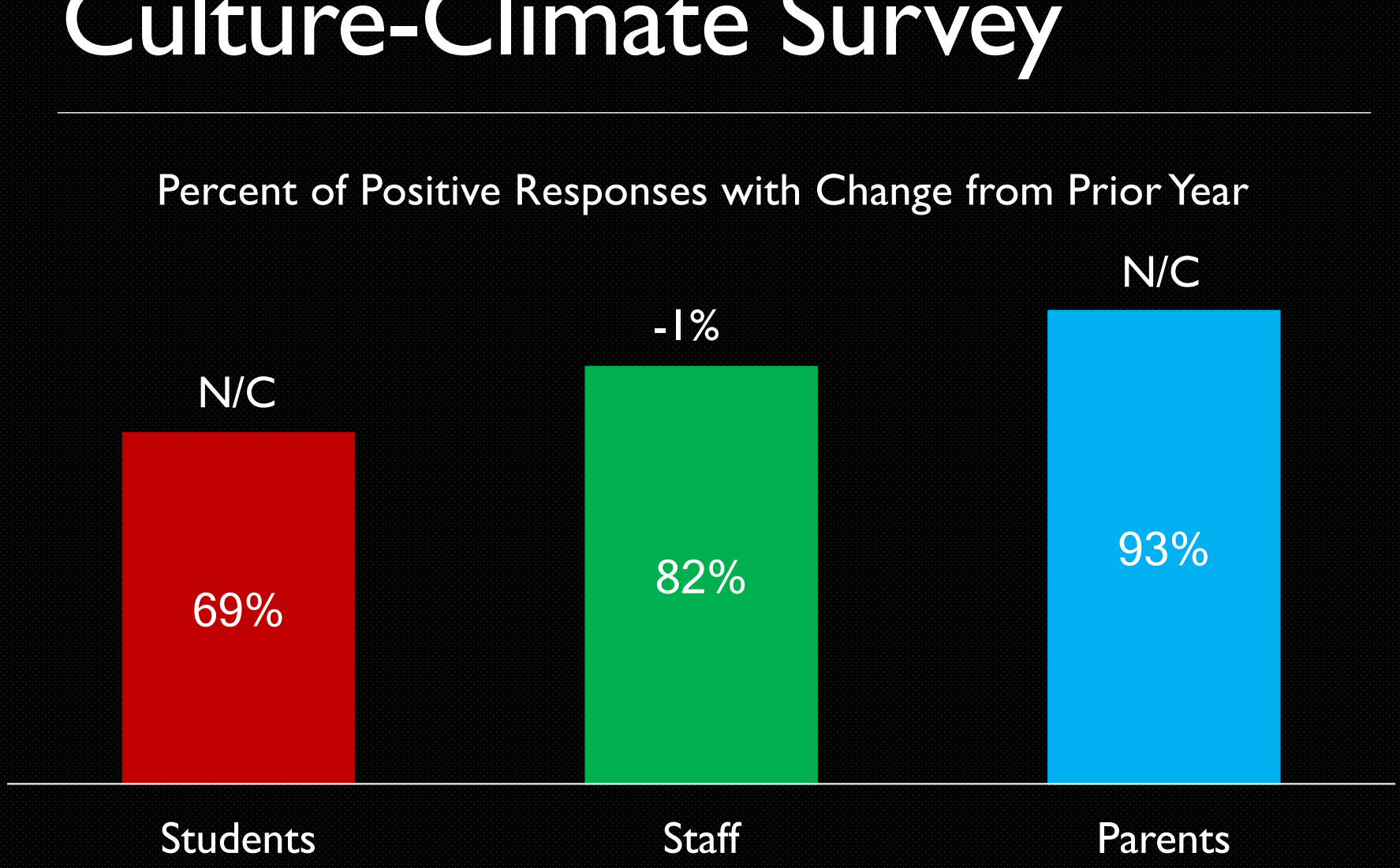
Parent Involvement

CORE Parent Survey: I feel welcome to participate at this school (Agree and Strongly Agree)



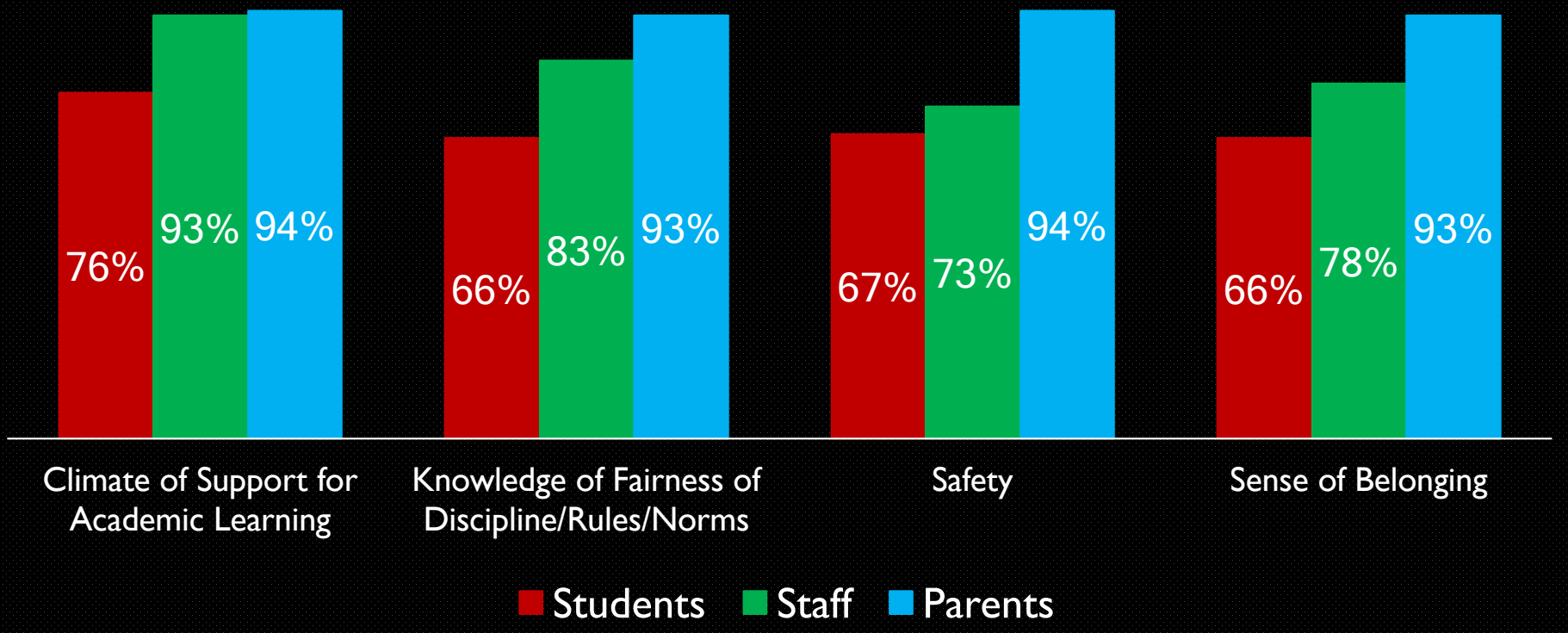
LCAP Area 3 Parent Involvement Goal—Increase parents satisfaction of opportunity to participate by 1%

Culture-Climate Survey



Culture-Climate Categories

2016-17 CORE Survey Results—Percent Favorable



LCAP Area 6 School Climate Goal—Increase positive responses on the culture-climate survey by 1%

In Summary

Celebrations	2017-18 Areas of Focus
SBAC ELA Gains in Every Grade & Group	Targeted Work at Select Schools in ELA
SBAC Math Gains-Grades 3-8, All Groups	Targeted Work at Select Schools in Math
SBAC Gains Above CORE Districts	Increase Grad and A-G Rate
Reclassification Rate above the State	College Attendance Support
Algebra Enrollment in 8th Increased	Decrease Chronic Absenteeism
HS Readiness Improved 3%	Targeted Work with African-Americans
AP Enrollment Improved 4%	Targeted Work with EL
AP Tests Passed Increased	Targeted Work with Homeless/Foster
College Readiness (A-G & CSU) Increased	Targeted Work with SPED