Local Control and Accountability Plan Board Presentation

By Dan Wexler
March 20, 2019

LCAP Plan

A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

BP 0460(a)

Unduplicated Students

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming. Unduplicated students include students who are

- Eligible for free or reduced-price meals
- English learners
- Foster youth

BP 0460(a)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to

- Data regarding the number of students in student subgroups
- Disaggregated data on student achievement levels
- Information about current programs and expenditures
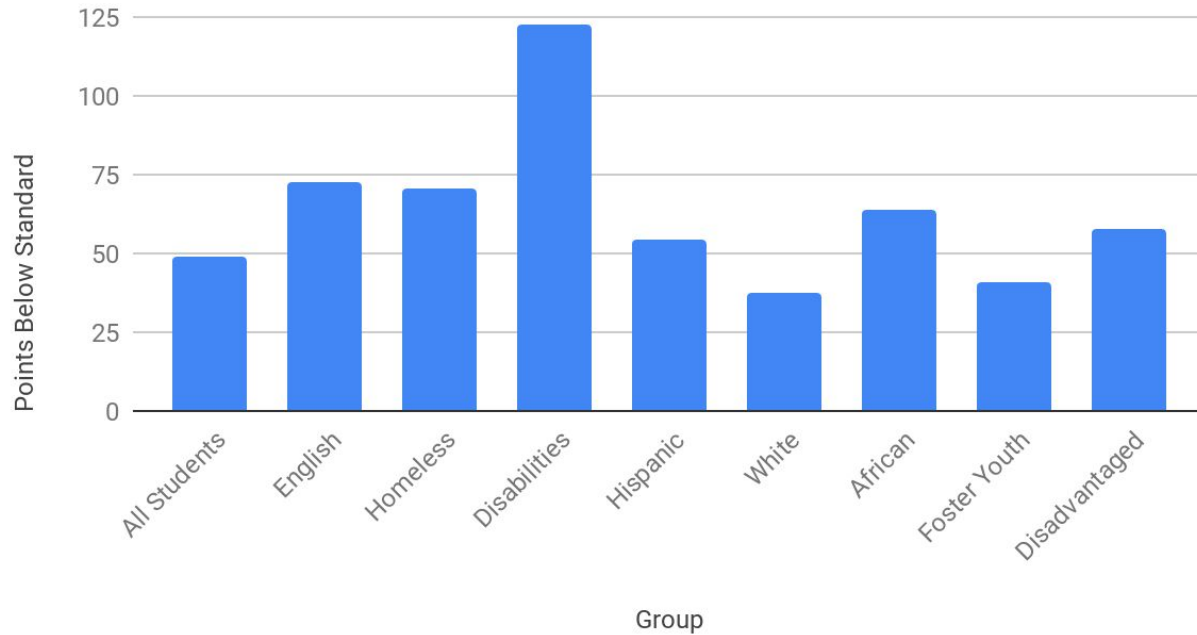
BP 0460(a)

Enrollment and Unduplicated Count

From CALPADS Fall 1. As of 1-22-2019.

Primary Enrollments	3557
English Learners	520
Free and Reduced Meal Program	2293
Foster Youth	45
Total Unduplicated Count	2477
Unduplicated Percentage	69.6%

CAASPP ELA 2018

Group	All Students	English Learners	Homeless	Disabilities	Hispanic	White	African American	Foster Youth	Disadvantaged
Points Below Standard	48.7	72.3	70.8	122.4	54.2	37.4	63.9	41	57.9
Change from 2017	2.4	-6.3	-19.3	-2.4	1.9	0.6	20.2	24	3

CAASPP Math 2018
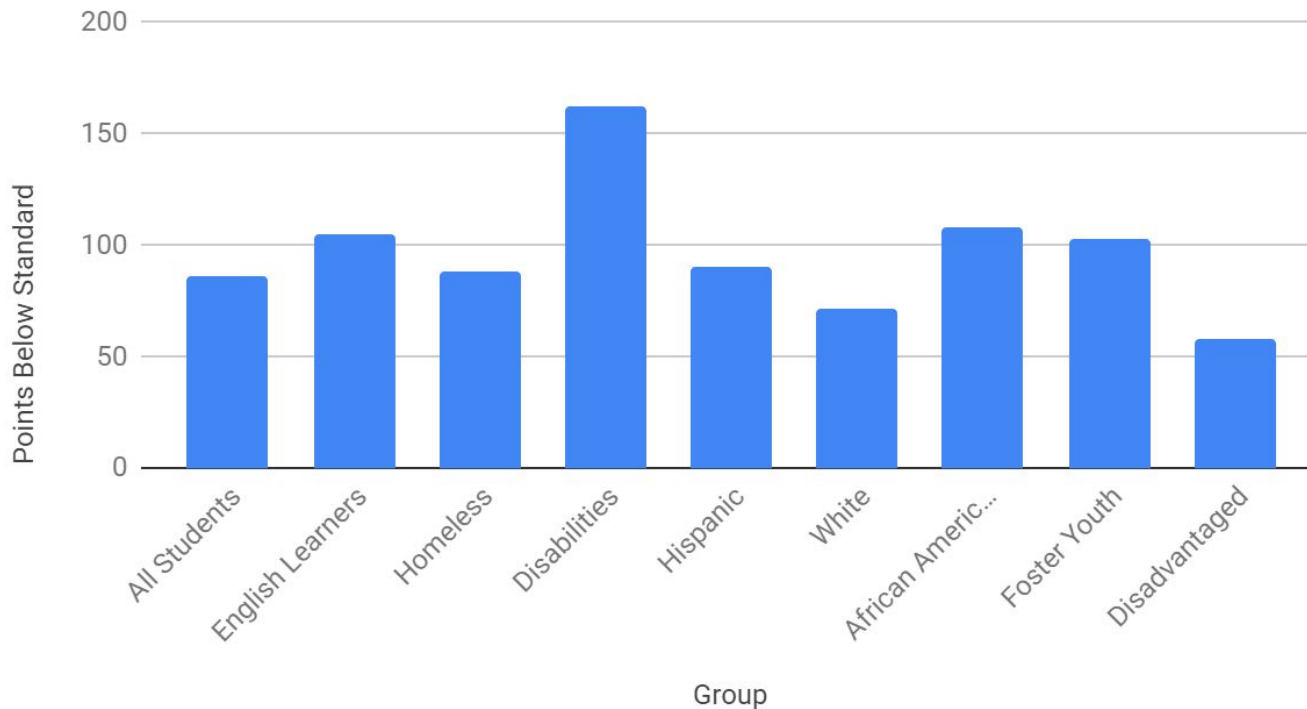
Group	All Students	English Learners	Homeless	Disabilities	Hispanic	White	African American	Foster Youth	Disadvantaged
Points Below Standard	85.7	105.4	87.8	162.6	90.8	71.8	108.6	103.3	57.9
Change from 2017	-1.4	-14.3	-14.5	-4.3	-2.3	-2	19.8	-29	-0.3

LCAP 2018-2019 Goals

Goal 1. Improve academic achievement for all students.

Goal 2. Develop a healthy school climate that supports the social-emotional and physical needs of all students.

Goal 3. Engage families and community in effective educational partnerships.

LCAP Survey

- 413 Respondents
- Faculty, staff, parents, students
- March, 2019
- District-level and school-level questions
- Results shared with school site admins for inclusion in SPSAs

LCAP Survey

Q3: What are some things our schools are doing well?

My child's teacher is an excellent educator, my child has the opportunity to eat free meals many times throughout the day, the schools administration stays on top of attendance, I feel safe dropping my child off in the mornings; administers are standing out front greeting them in, there is P.E. 2 times a week (unlike when I was in elementary).

Q4 What are some things we can focus on in order to improve how we support students?

- We need to focus on hiring fully qualified teachers and support staff so we can improve the quality of education our students are receiving.
- Cutting money at the district office level instead of at the school level

Q5 How can Southern Kern USD help improve attendance?

- Put attendance back in the hands of each site where it can be handled on a more personal level.
- You need to bring back the District Attorney, or sheriffs to go after truancy, you have no consequences so the parents don't really have to worry about it at all. All the phone calls, emails, etc. don't mean anything if you don't have some kind of consequence to make them responsible.
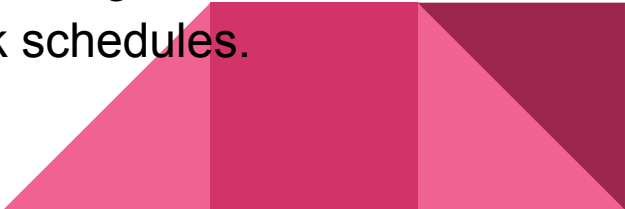- Attendance awards.

Q6 How can SKUSD help students feel more safe and connected at school?

- Increase the visible presence of CSOs. Train them to identify and deal with bullying and other issues.
- Work to stop bullying. Have better ways to combat bullies at school and on buses.

Q7 How can SKUSD help parents become more involved and participate in more school activities?

- Advertising the events in multiple ways would be a good start.
- Offer FREE fingerprinting and background checks for people who want to volunteer.
- Find uses for parent volunteers.
- Set up a sign up genius for supplies needed and let people donate.
- Food, feed them and they may come.
- Give better notice. More then a few days. Communicate big events even awards with more notice so we can work around work schedules.

Q8 How can SKUSD improve academic achievement for all students?

- Notices and conferences with parents the first sign of falling behind. When it is noticed that a student needs extra help notify Admin. And parents stat
- Offer tutoring . have some advanced students tutor troubled students. they seem more comfortable among peers
- SKUSD should have tutoring classes that are either run by students who can help those who need help, or by teachers that are willing to lend an extra hand for those students who won't get help by themselves.

If you have additional ideas that would improve our students' learning experience, please share them here.

Please, can we get some sort of person-to-person tutoring program? Many students will not go to a teacher for help from their own will, but if there's an entire tutoring session going on in the library or something with students and teachers who are all willing to help the students who are struggling, I think it may help.

LCAP Committee Suggestions
Goal 1: Student Achievement

- Better train primary level teachers for reading fluency
- Implement Gifted and Talented program (GATE)
- Improve substitute teacher pool
- Hire fully-qualified teachers

LCAP Committee Suggestions
Goal 2: School Climate

- Keep our psychologists and social workers on staff. Counseling program needs improved efficiency, availability and communication
- Keep P.E. in the elementary program
- Peer counseling and advisory program
- Address fighting at TMS and RHS

LCAP Committee Suggestions
Goal 3: Parent Engagement

- Lower the cost in fingerprinting volunteers
- Not enough communication for volunteering
- Communication regarding all sports and activities
- Have parenting classes
- Parent speakers in classrooms i.e. careers

Additions to the 2019 LCAP

- PBIS Training
- Video Surveillance System for TMS
- Acellus Courseware for Alt Ed

PBIS Training

- Positive Behavior Interventions and Supports
- Positive behavioral interventions and supports (PBIS) is a way for schools to encourage good behavior
- Schools teach kids about behavior, just as they would teach about other subjects like reading or math
- The focus of PBIS is prevention, not punishment.
- Training Summer 2019
- Paid for with SSAE grant through KCSOS. $46,000
- Strategy adopted through Continuous Improvement Process

Video Surveillance System for TMS

- Address school safety and bullying issues
- School safety and bullying issues major concern at TMS
  - Identified by LCAP Survey and LCAP Committee
  - TMS Suspension rate 13.72% (As of 2-4-19, including Ascend)
- Only school campus without video surveillance system
- Will get quotes

Acellus Courseware for Alt Ed

- For ALIS and REHS
- Cost: about $13,000/year.
- 50% grant through Acellus for site licenses
- Cost for ALIS paid for by ESSA/CSI funding
- Successful pilot at ALIS
- Widely used by continuation and independent study schools

Monitoring Progress - Next Board Presentation

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

cf. 0500 - Accountability

Feedback?
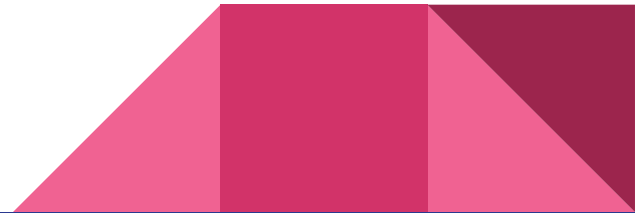
Progress Monitoring

"The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP."

BP 0460(e)

California School Dashboard

- https://www.caschooldashboard.org/
- About Accountability

Chronic Absenteeism

2017-2018: 17.7% chronically absent. Increased 1.8%

2018-2019 as of 4-4-19: 16.12% chronically absent

Decline of 1.58%

Chronic Absenteeism Analysis Report

Percent of Students that are Chronically Absent Over Time (Presented by: Summary --- Drillable by: By Site Type)

Legend: — Southern Kern USD

Y-axis: Percent of Students that are Chronic (13.00% to 18.00%)

X-axis: Attendance Through Date (9/4/2018, 9/11/2018, 9/18/2018, 9/25/2018, 10/2/2018, 10/12/2018, 10/23/2018, 10/30/2018, 11/6/2018, 11/13/2018, 11/27/2018, 12/4/2018, 12/11/2018, 1/8/2019, 1/15/2019, 1/22/2019, 1/29/2019, 2/5/2019, 2/12/2019, 2/19/2019, 2/26/2019, 3/5/2019, 3/12/2019, 3/19/2019)
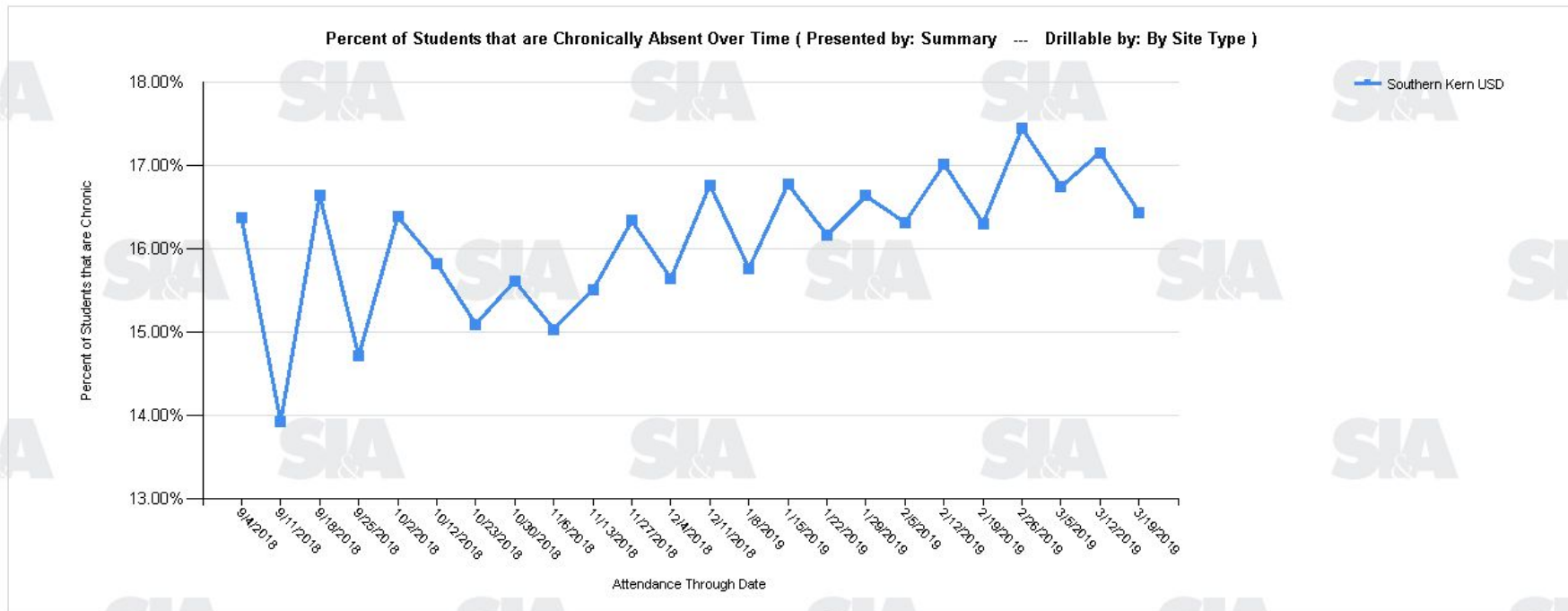
	Attendance Through	# of Students	# of Students who are chronic	% Chronic
⊞ Southern Kern USD (Avg.)		3,594	579	16.12%

2018-19 Total Absence Rates, YTD
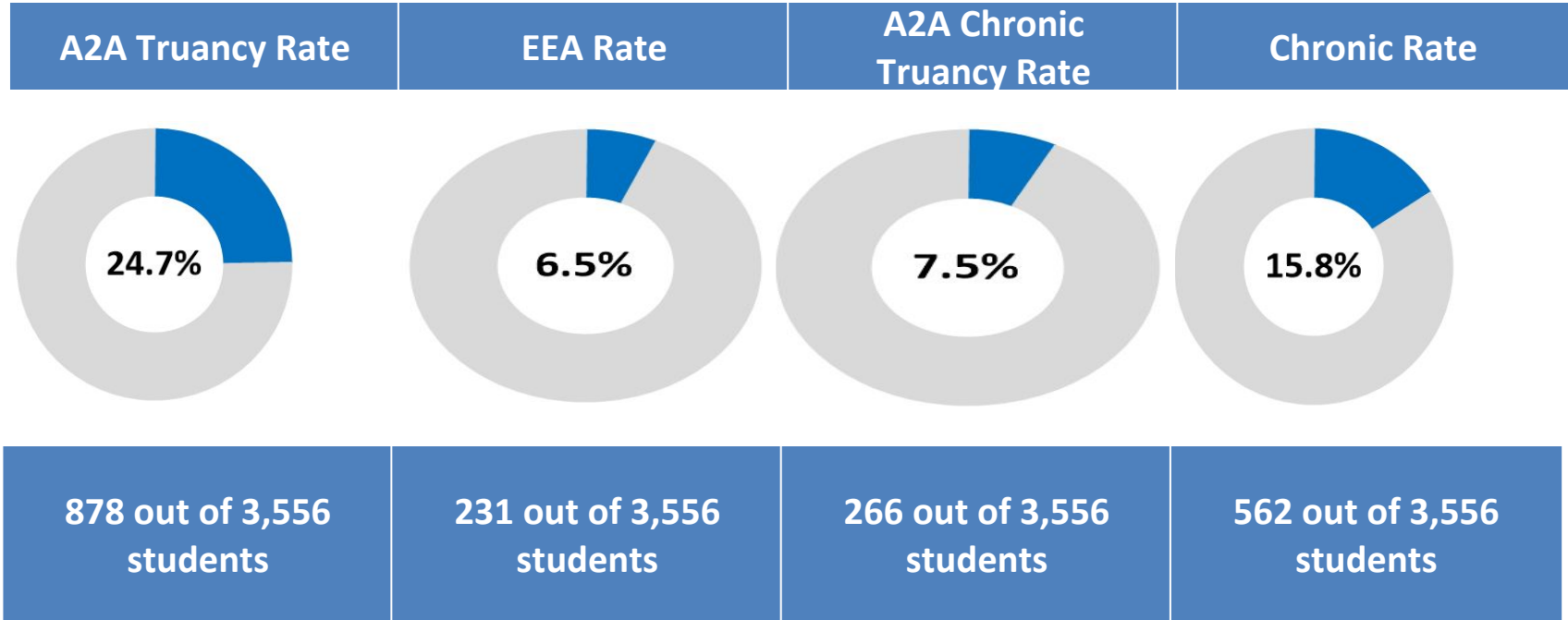
| A2A Truancy Rate	EEA Rate	A2A Chronic Truancy Rate	Chronic Rate
24.7%	6.5%	7.5%	15.8%
878 out of 3,556 students	231 out of 3,556 students	266 out of 3,556 students	562 out of 3,556 students
Missed 3+ full days of unexcused absences.	Missed 7+ full days of excused absences.	Missed 10% or more for unexcused absences.	Missed 10% or more for all absences.

Data as of 1/8/2019

2018-19 District Chronic Rate vs. A2A Average, YTD
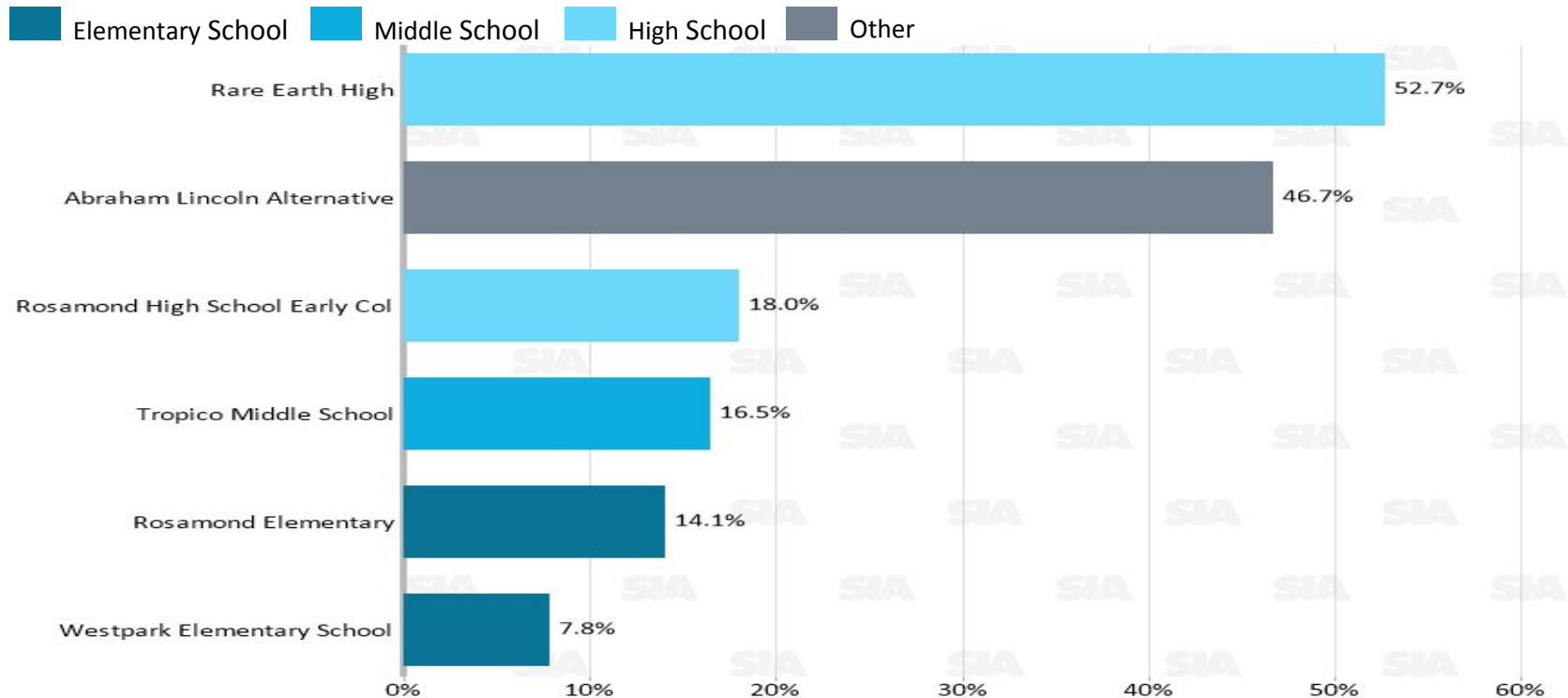
The lower, the better.
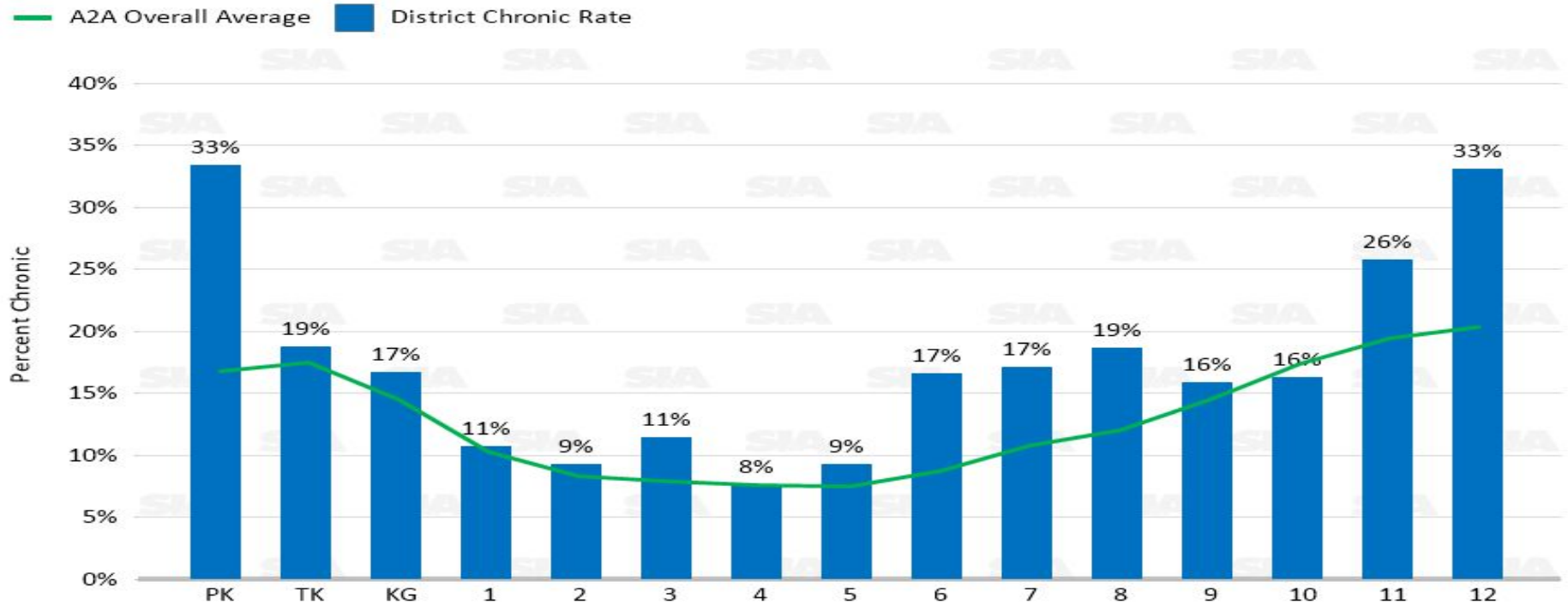
*Chronically Absent - A student who is absent for 10% or more of the school year due to **all** absences.*

Data as of 1/8/2019

Chronic Rates by School Site

The lower, the better.

Legend: Elementary School | Middle School | High School | Other

School	Rate
Rare Earth High	52.7%
Abraham Lincoln Alternative	46.7%
Rosamond High School Early Col	18.0%
Tropico Middle School	16.5%
Rosamond Elementary	14.1%
Westpark Elementary School	7.8%

*Chronically Absent - A student who is absent for 10% or more of the school year due to **all** absences.*

Data as of 1/8/2019

The Achievement Initiative   877.954.4357 • www.sia-us.com   33

Recommendation to lower chronic absenteeism and improve attendance percentage (Goal 2, School Climate)

A2A and a large number of stakeholders have recommended that the District switch from centralized attendance to site-based attendance. Site based attendance clerks are able to develop better relationships with families. They are able to communicate with families in a more timely manner.

The Achievement Initiative

Suspension Rate

2017-2018: 6.3%

Declined 2.2%

* This is an artificially low rate due to errors in our Aeries Suspendable Offense Codes table, and the data that was reported to CALPADS.

2018-2019 rate as of Feb 4, 2019: 9.17%

Suspension Rate, as of Feb 4

School	Total Suspensions	# of Students Suspended	Students enrolled	Approximate Suspension percentage after 21 weeks	Approximate suspension percentage extended to school year. Column E x 2
RES	36	25	985	2.54%	5.08%
WES	49	39	820	4.76%	9.51%
TMS	90	54	787	6.86%	13.72%
RHS	39	33	838	3.94%	7.88%
REHS	11	9	61	14.75%	29.51%
ALIS	0	0	112	0.00%	0.00%
Total	225	160	3491	4.58%	9.17%

Recommendation to lower suspension rate (Goal 2, School Climate): PBIS

The District is implementing a PBIS initiative with KCSOS.

CAASPP Reports

https://docs.google.com/spreadsheets/d/1BNda04YST5d515SchoJWrYsr550MH7RvyoJh-tsOToo/edit?usp=sharing

Benchmark Assessments

https://docs.google.com/spreadsheets/d/11QBWk6Gw2qFWXZUZVn-HTOY1EZ3umFthDW-rJC5JMoQ/edit?usp=sharing

Recommendations for Goal 1 (Student Achievement)

Implement all of the actions in Goal 1 of the LCAP. Actions that were not fully implemented this year:

Action 11: Develop and implement a plan for "multiple approaches" to inclusion of students with special needs in elementary and secondary schools. Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs. Continue to provide training for all staff on appropriate modifications for pupils with disabilities when taking the state assessment. Special education staff will ensure that all IEPs contain the appropriate modifications for pupils with disabilities.

Recommendations Continued

Action 13: Implement English Language Development program at all school sites.

Action 15: Continue to implement the Professional Learning Community model of collaboration and school improvement District-wide.

Action 16: Continue Beginning Teacher Support and Assessment Program (BTSA). Induction.

Action 17: Voluntary peer coaching program for faculty

Recommendations Continued

Action 18: Establish clear accountability expectations for classroom instruction.

Action 19: Offer extensive professional development to faculty.

Action 20: The District will provide teachers who are fully credentialed and appropriately assigned, including administrators and support staff.

Goal 3: Community Engagement

Goal 3, Action 5: "Provide parent meeting opportunities to engage parents in the decision-making process. This includes school site council meetings, LCAP meetings, PTA, IEPs, etc."

Recommendation: Develop a PTA or booster club at TMS and RHS

Upcoming Board Presentations: May 1

- Continuous Support and Improvement Plan (CSI) for Abraham Lincoln
- Report on Stakeholder Engagement process

May 15 Board Presentation: LCFF Budget Overview

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by the SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

June 12: LCAP Draft Presentation and Public Hearing

Solicit recommendations and comments from members of the public regarding the specific actions and expenditures proposed to be included in the LCAP.

June 26

Board adoption of LCAP