

2016-17 LOCAL CONTROL ACCOUNTABILITY PLAN

EXCELLENCE IN EDUCATION SINCE 1883

ETIWANDA SCHOOL DISTRICT LOCAL CONTROL ACCOUNTABILITY PLAN EXECUTIVE SUMMARY

By July 1 of each school year, the governing board of the Etiwanda School District will approve a three year Local Control and Accountability Plan (LCAP). The plan will describe the district's goals for pupil achievement in eight state priority areas, as well as plans for implementing actions to achieve those goals.

The Etiwanda School District receives \$7,225 in Base Grant funding for each student in the district. In addition to the Base Grant, Etiwanda receives Supplemental Grant funding of \$572 for each high need student to further support state-identified at-risk student populations, i.e. English learner (EL), low income, and foster youth students.

STAKEHOLDER ENGAGEMENT

The “local control” in the Local Control and Accountability Plan means district stakeholders, parents, students, and employees participate in the development of the annual plan for programs for student achievement.

Input from our stakeholder groups, parents, students, and educators helps shape our district's priorities and approach to student achievement. Opportunities to provide input occur through a variety of formats and venues:

Surveys—Annual parent and student surveys present our families and students with an opportunity to provide evidence of actions that support the current goals of the district and input on ways to improve programs and services.

Advisory Groups—Parents and educators that serve on advisory groups, such as PTA/PTO Presidents, School Site Council, Etiwanda Teachers Association, District Advisory Council, and District English Learner Advisory Committee, provide input on the development of the LCAP and receive regular updates on its development.

Community Forums—Eight LCAP community forums are scheduled during the school year for district families and the community to learn more about the LCAP and provide input on programs and services for students. Participants at the community forums discover more about the state funding model for districts, offer input on goals for the school district, and provide evidence of observable actions at their child's school.

District Local Control and Accountability Website—The district website is a resource for parents, employees, and the community on the district's plan for student achievement and services for at-risk student populations. Links to the current state-approved LCAP, Data Dashboard, Community Forum, Survey Results, and LCAP Development Timeline are available year-round.

Public Hearing—District stakeholders and members of the public are encouraged to attend the Public Hearing at the Board of Trustees meeting in June to provide feedback on the goals, services, and expenditures in the draft LCAP. During the Approval window, a feedback portal is open for stakeholder input on the draft LCAP prior to approval on July 1.

GOALS FOR STUDENT SUCCESS FOR 2016-17

Goal 1 for Basic Services—All students receive instruction from an appropriately assigned teacher and have access to standards-aligned instructional materials and adequate, updated, and safe facilities that meet District’s educational priorities and goals.

Actions that support Goal 1: Hire and retain appropriately credentialed teachers, provide state approved textbooks to students, maintain safe school facilities, and meet state-mandated class size reduction (24:1) in TK-3 classrooms.

Goal 2 for Implementation of State Standards—Teacher capacity to implement new academic content and performance standards is sustained through ongoing professional development and collaborative planning time; parent capacity to support learning at home is increased through educational learning opportunities.

Actions that support Goal 2: Provide training and support for all teachers on the new state standards, literacy, language development, and weekly collaboration time to analyze student assessments and develop lessons. Increase parent capacity to support learning at home through school based learning opportunities on the new state standards and online instructional resources.

Goal 3 for Course Access—Students have access to a broad course of study (language arts, social studies, science, and math), including visual and performing arts, health and nutrition, STEAM (science, technology, engineering, art, and math), and physical education. In addition, students in grades 6-8 have access to foreign language and college/career exploratory classes.

Actions that support Goal 3: Provide students with opportunities to engage in visual and performing arts, healthy lifestyles and nutrition, science and engineering investigations, keyboarding and technology fluency. At the intermediate school level, students will also explore foreign cultures and languages and investigate college and career paths through the exploratory class platform.

Goal 4 for Pupil Achievement and Other Outcomes—Students become college and career ready by meeting all state and federal targets for achievement and language fluency, in addition to reducing the disparity in academic performance between state-identified groups of students is reduced.

Actions that support Goal 4: Administer assessments that inform instruction and identify students in need of intervention or enrichment, provide extended learning opportunities for all students during weekly Universal Access time, create a 1:1 Chromebook learning environment for students, offer before/after school intervention program for underperforming students, staff schools with academic advisors, and close the achievement gap through personalized education, Plan for Student Success (PASS).

Goal 5 for Parent Involvement—School administrators engage parents in the school community; and parents participate in decision making, parent learning opportunities, and other school community building activities.

Actions that support Goal 5: Engage parents in the school community through family nights, parent education events, and encourage families to participate in decision-making and input opportunities such as surveys, committees, and community forums.

Goal 6 for Pupil Engagement—Students maintain high attendance rates and schools decrease rates of chronic absenteeism, middle school drop-outs, and social promotions from eighth grade to high school reduce each year.

Actions that support Goal 6: Provide students with credit recovery opportunities, acceleration options, alternative studies programs, counseling services, restorative justice programs, and other means of correction support.

Goal 7 for School Climate—School administrators build a sense of safety and school connectedness for students, reduce incidents of bullying, and address suspension and expulsion rates through counseling, intervention, and positive behavior supports.

Actions that support Goal 7: Implement character education/bully prevention program at each school, offer no-cost after school extra-curricular activities and intra-mural sports program for students, provide access to school libraries after school and expand its use, engage at-risk students in leadership programs, and coordinate family night events to build school community.

STATE METRICS THAT MEASURE PROGRESS TOWARDS GOALS

Pupil Achievement
2015-16 CAASPP Scores
Standards Met/Exceeded
ELA 65%
Math 55%

English Learner
2015-16 CELDT Scores
Making progress towards
fluency in English
74%

Survey
2015-16
“Recommend School”
Parent Survey—96%
Student Survey—92.5%

Attendance
2015-16 Attendance
Rate 96.8%
Chronic Absenteeism
Rate 3.6%

Pupil Services
2015-16 Suspension Rate
115 students—0.1%
2015-16 Expulsion Rate
7 students—0.04%