



# 2017-2018 LCAP Annual Update

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Gridley Unified School District



# GUSD 2017-2020 LCAP Goals

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1. All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health
2. All English Learners will move towards proficiency in English, with 85% per year moving one level or being reclassified
3. All students will graduate from high school ready for college or career
4. All students will achieve proficiency in core subject areas as measured by state assessment data

# After Analysis of Data...

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1. Which actions and services have been effective in meeting goals?
2. Have any actions and services **not** been effective in meeting goals?
3. What changes in actions, services, and expenditures will be made as a result of reviewing our progress?

## Goal #1

All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health

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# Attendance

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## Actions & Services

1. Develop a local SARB to address behavior and attendance issues
  - a. This is still a work in progress. Efforts will continue next year.
2. Continue subscription to Attention to Attendance program to improve district-wide attendance rates and reduce chronic absenteeism

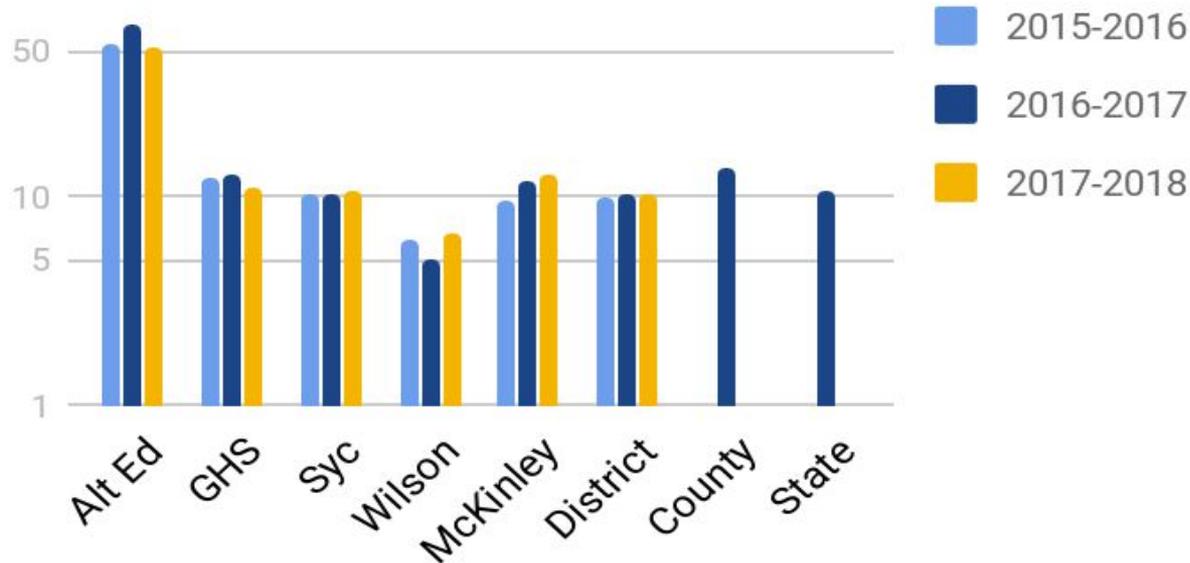
## Annual Measurable Outcomes:

- Maintain overall attendance rate above 94% at all sites
- Decrease the number of students district-wide who are identified as chronic absentees to 9%

# Chronic Absenteeism Rate

**AMO:  
DECREASE THE  
CHRONIC  
ABSENTEEISM RATE  
TO 9%**

## Chronic Absenteeism Rate (%)



Data collected from Attention to Attendance and is based on current enrollment.

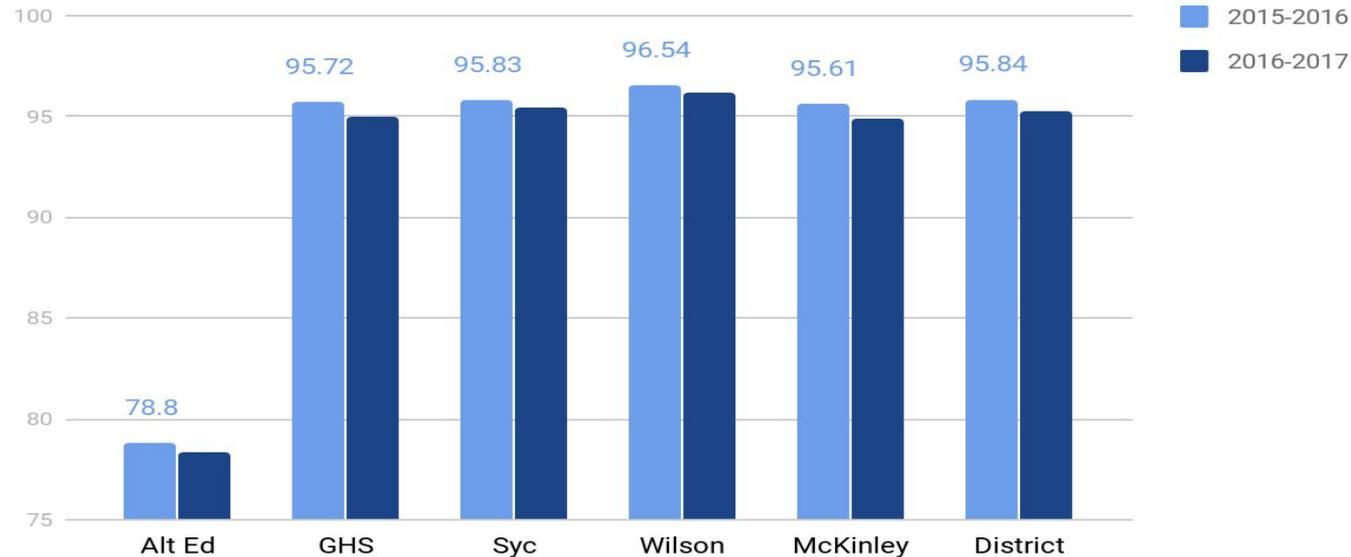
Dashboard currently only reports 2016-2017 data and is based on cumulative enrollment.

2017-2018 rates are as of 3/7/18.

# Attendance Rates

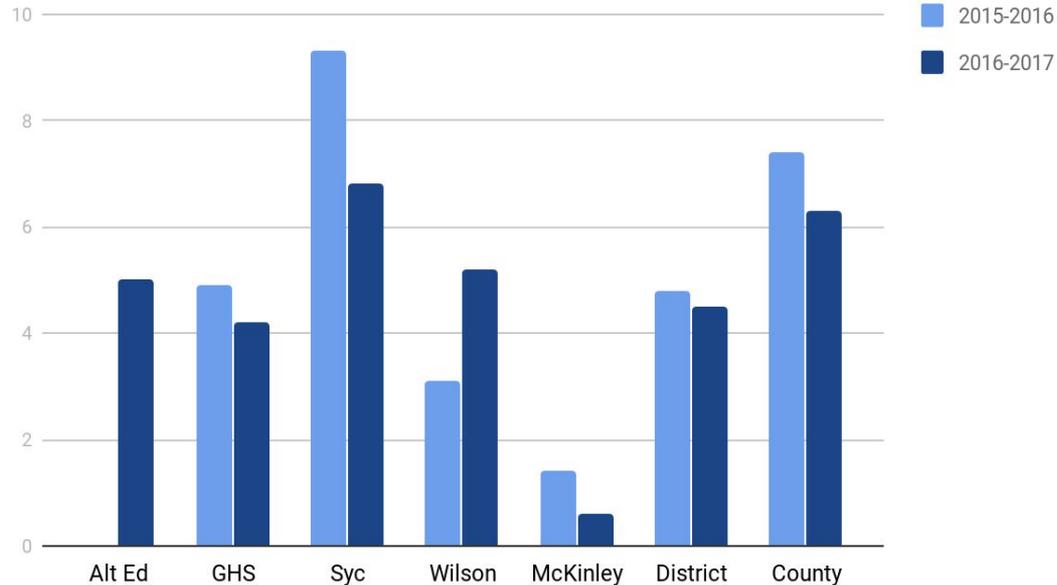
**AMO:  
MAINTAIN  
OVERALL  
ATTENDANCE RATE  
ABOVE 94% AT ALL  
SITES**

Attendance Rates (%)



# Suspension Rates

Suspension Rates (%)

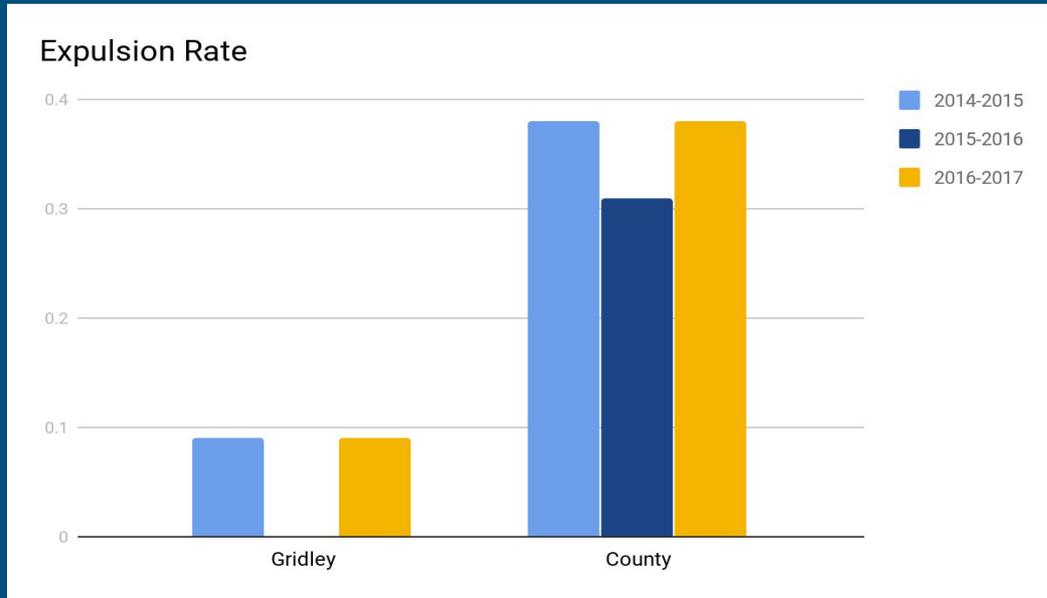


**AMO:**  
**DECREASE**  
**SUSPENSION RATES AT**  
**ALL SITES**

	2015-2016		2016-2017
Alt Ed	0		5
GHS	4.9		4.2
Syc	9.3		6.8
Wilson	3.1		5.2
McKinley	1.4		0.6
District	4.8		4.5
County	7.4		6.3

# Expulsion Rate

**AMO:  
MAINTAIN  
EXPULSION RATE  
BELOW 1%**



	2014-2015	2015-2016	2016-2017
Gridley	0.09	0	0.09
County	0.38	0.31	0.38

# Additional Goal #1 Actions & Services

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- ☑ Provide staff training in meeting the needs of trauma sensitive students
  - ☐ Nurtured Heart training in August and ongoing throughout the year
- ☑ Implementation of school-wide positive behavior, intervention, and support program for both academics and behavior that includes learning supports for all students
- ☑ Provide mental health counseling support to all students
  - ☐ Increased counseling supports to Wilson & McKinley
- ☑ Provide parenting classes
  - ☐ 8-week Nurtured Heart parent class
- ☑ Provide health support services

# Additional Goal #1 Metrics

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- 100% of teachers are fully and appropriately credentialed
- Facilities Inspection Tool (FIT) at all schools indicates “acceptable”
- Raise parent attendance at college and career nights by 10% above previous year
  - 45 high school families attended Cash for College on 11/7/17 (38%)
  - 2016-2017-10.5%
- Raise parent attendance at SSC, ELAC, and DELAC
- Completion of CHKS survey and comparison to baseline data in Feb. 2017
  - Surveys currently being completed by staff, students, and parents

## Goal #2

All English Learners will move towards proficiency in English, with 85% per year moving one level or being reclassified

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# Goal #2 Actions & Services

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- ☑ Train staff to fully implement the Designated and Integrated ELD portions of Benchmark ELA/ELD program (Wilson)
- ☑ Specialized ELD instruction for LTELs in grades 6-12
- ☑ Balance classes for EL status, ethnicity, and demographics

# Progress of English Learners Towards Proficiency in English

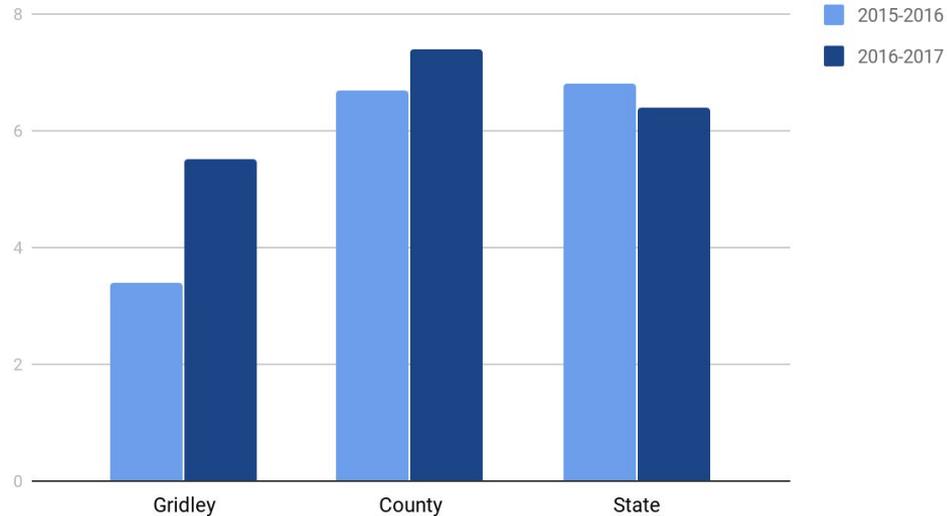
Criteria: Student moved up at least one proficiency level on CELDT or was reclassified

	2014-2015	2015-2016	2016-2017
District	74.4%	70.5%	83.6% 
Gridley High	72.7%	91.5%	100% 
Sycamore	88.7%	86.7%	100% 
Wilson	72.7%	55.2%	69.5% 
McKinley	66.7%	89.6%	95.2% 

*LCAP Goal for 2017-2018 is 78%*

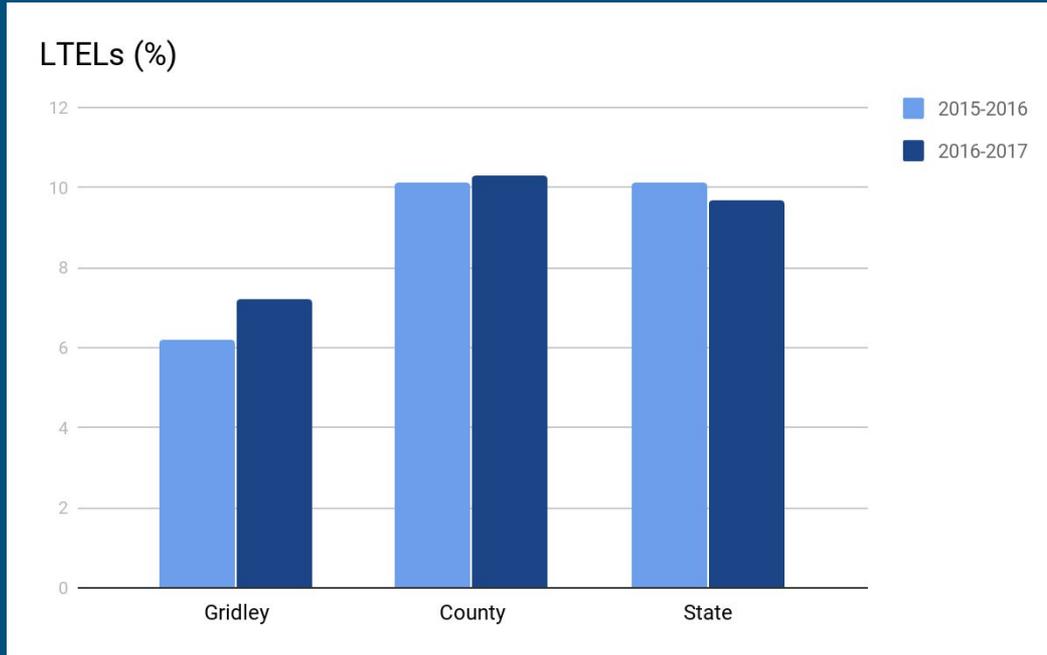
# Percentage of Students “At Risk” of Becoming a LTEL

Students At-Risk of LTEL (%)



	2015-2016	2016-2017
Gridley	3.4	5.5
County	6.7	7.4
State	6.8	6.4

# Percentage of Students Classified as Long Term English Learners (LTELs)



	2015-2016	2016-2017
Gridley	6.2	7.2
County	10.1	10.3
State	10.1	9.7

# Additional Goal #2 Metrics

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- ☑ All students have access to CCSS aligned instructional materials in ELA/ELD and mathematics as measured by Williams requirements
- ☑ All core classes will be balanced for English Learner status

### Goal #3

All students will graduate from high school ready for college or career

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# Goal #3 Actions & Services

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- ✓ Develop a Health Sciences Pathway with 2 periods per day (GHS)
- ✓ Implement IXL in math and ELA (GHS and Sycamore)
- ✓ Provide reading intervention at GHS
- ✓ Support CTE Pathways Implementation
- ✓ Integrated Math III implemented at GHS
- ✓ Continue credit recovery options using CyberHigh (GHS) and Odysseyware (Alt Ed)
- ✓ Implement College & Career Readiness Standards
- ✓ Implement AVID at Sycamore
- ✓ Align instruction to CCSS to improve performance on EAP for Juniors and SAT/ACT for Juniors and Seniors

# Graduation Rate

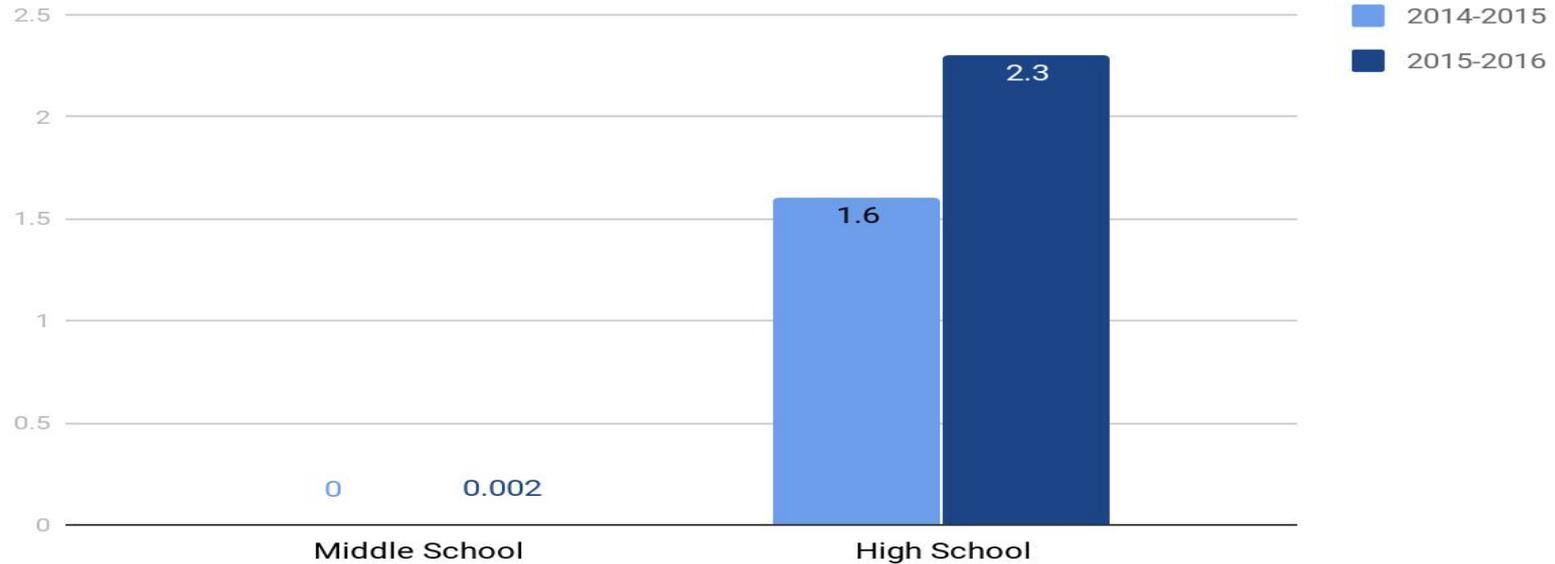
**AMO:**  
**95% OF STUDENTS WILL**  
**GRADUATE FROM HIGH**  
**SCHOOL**

<u>All Students</u>		165	High 91.5%	Increased +2%
<u>English Learners</u>		50	High 92%	Increased Significantly +15%
<u>Foster Youth</u>		2	*	*
<u>Homeless</u>		0	*	*
<u>Socioeconomically Disadvantaged</u>		120	High 93.3%	Increased Significantly +5.5%
<u>Students with Disabilities</u>		16	Medium 87.5%	Increased Significantly +42.5%
<u>African American</u>		0	*	*
<u>American Indian</u>		1	*	*
<u>Asian</u>		4	*	*
<u>Filipino</u>		1	*	*
<u>Hispanic</u>		97	High 93.8%	Increased Significantly +5.8%
<u>Pacific Islander</u>		0	*	*
<u>Two or More Races</u>		0	*	*
<u>White</u>		60	High 91.7%	Maintained +0.1%

# Drop Out Rates

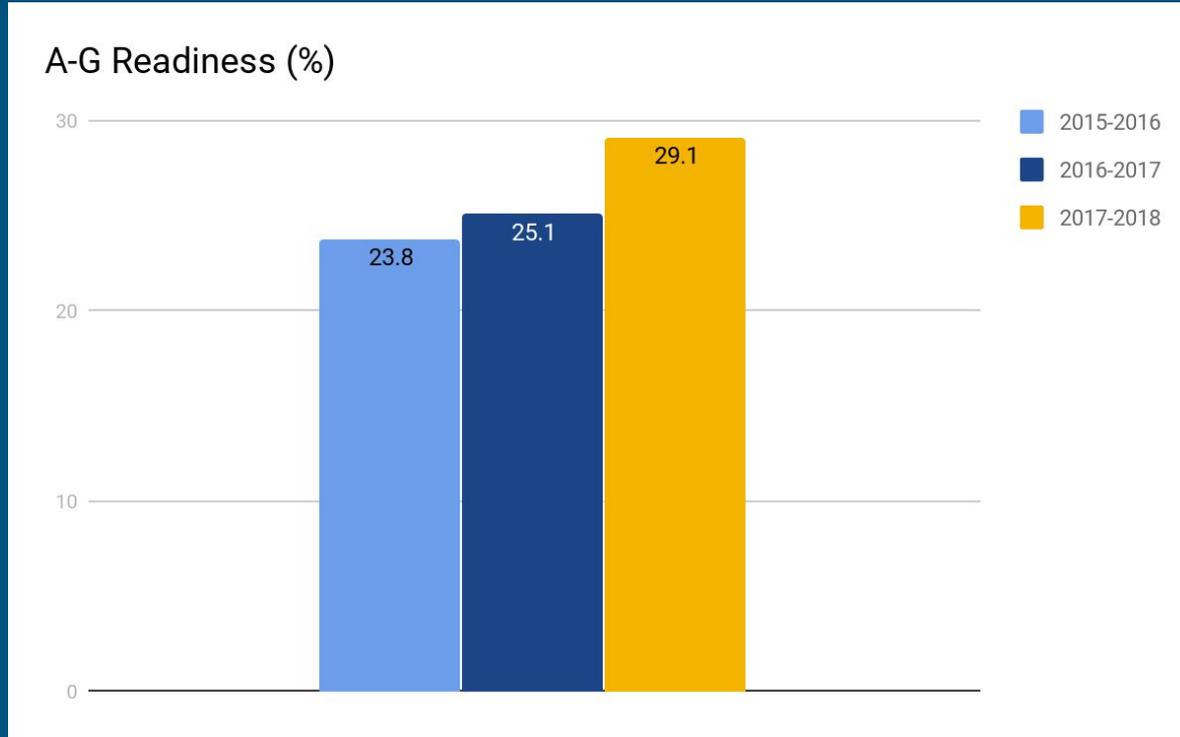
**AMO:**  
**HIGH SCHOOL DROP-OUT**  
**RATE BELOW 4.5%**  
**MIDDLE SCHOOL DROP-OUT**  
**RATE BELOW 1.5%**

Drop-out Rates (%)



# A-G Requirement Completion

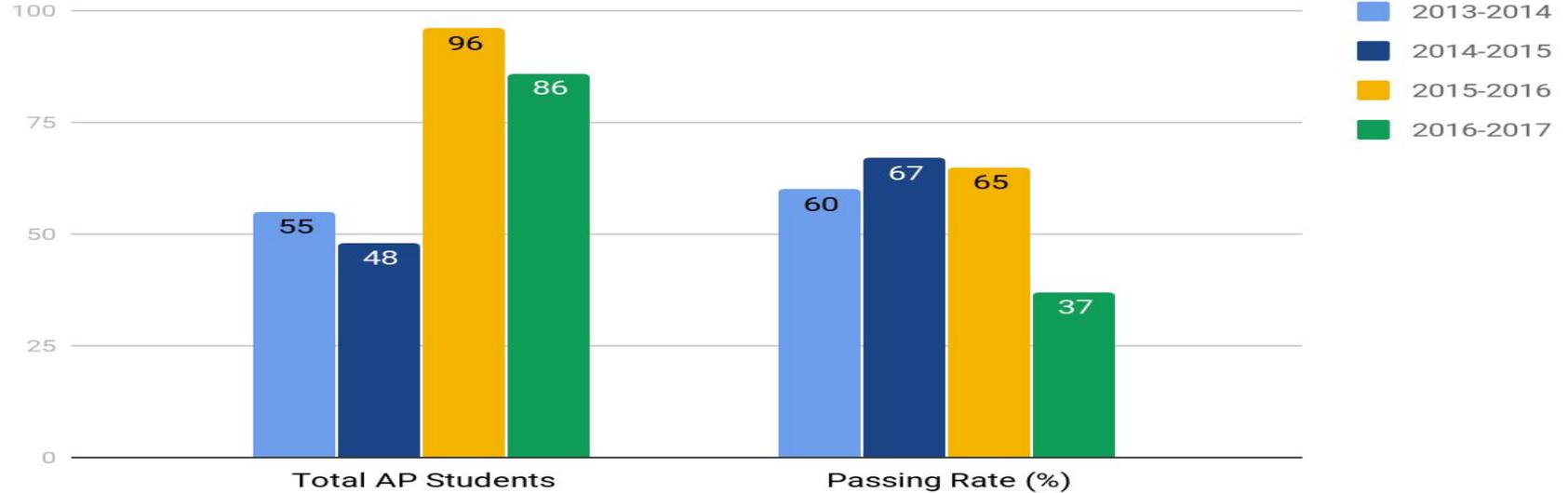
**AMO:**  
45% OF STUDENTS  
WILL COMPLETE  
A-G  
REQUIREMENTS



# AP Course Enrollment & Passing Rate

**AMO:  
INCREASE AP  
ENROLLMENT  
AND PASSING  
RATE**

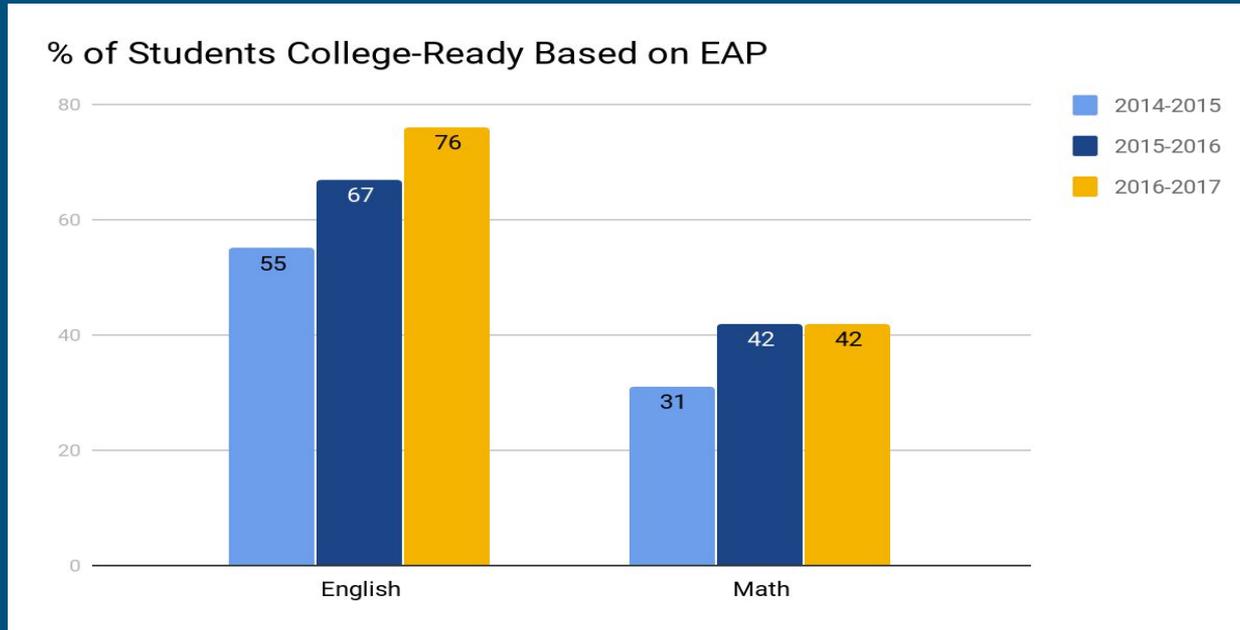
## AP Exams



# EAP Scores

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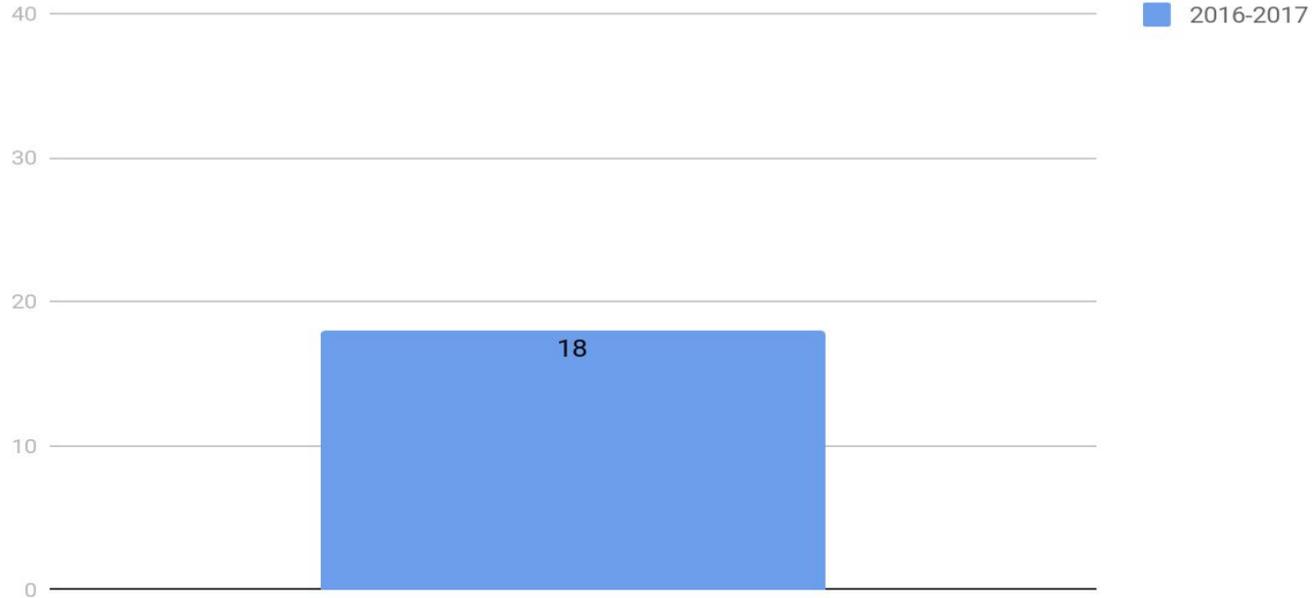
**AMO:**  
**INCREASE THE PERCENTAGE**  
**OF STUDENTS WHO SCORE A**  
**3 OR 4 ON THE EAP**



# CTE Course Completion

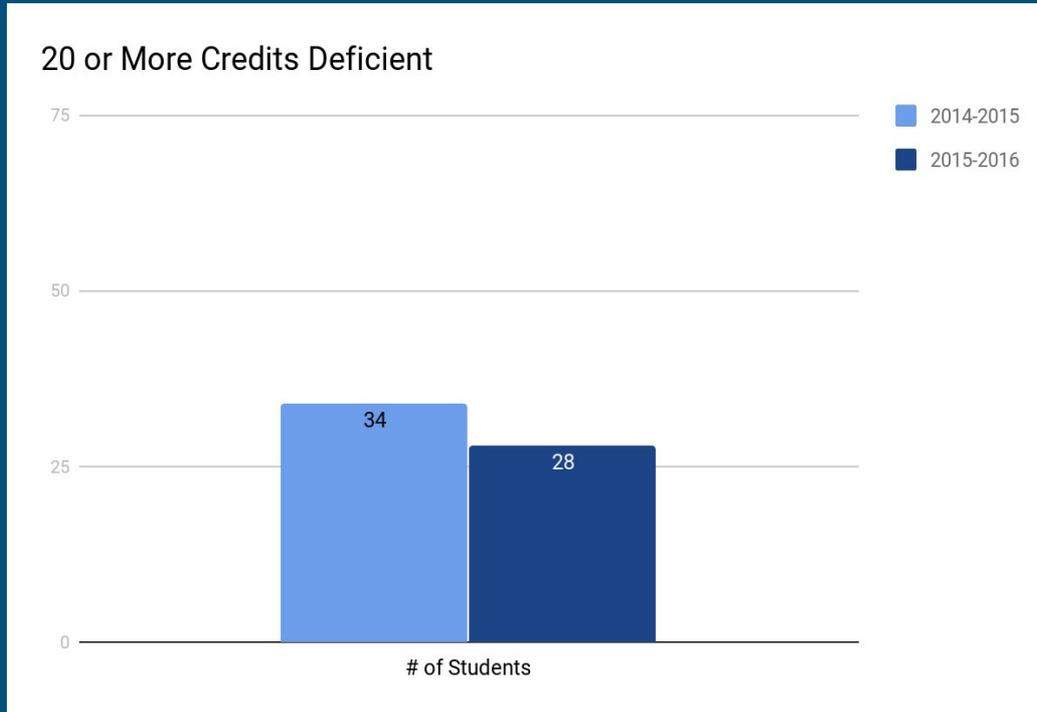
**AMO:  
INCREASE CTE  
COMPLETION**

CTE Course Completers



# Credit Deficiency

**AMO:**  
**28 OR FEWER STUDENTS**  
**WILL BE 20 OR MORE**  
**CREDITS DEFICIENT**



## Goal #4

All students will achieve proficiency in core subject areas as measured by state assessment data

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# Goal #4 Actions & Services

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- ✓  Textbook purchases for new adoptions
- ✓  Geography for all 9th grade students
- ✓  Maintain class size reduction in K-3 at 24:1
- ✓  Provide instructional aide support to K-3 classrooms
- ✓  Train teachers to implement a CCSS aligned ELA/ELD curriculum in every classroom.
- ✓  Provide technology training opportunities
- ✓  Utilize a district-wide CCSS benchmarking assessment in ELA and math and provide an online intervention system
- ✓  Provide Library/Media services and Technical Support at all sites

# Goal #4 Actions & Services

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- ✓ Provide district coordination for a consistent Common Core aligned instructional program and support for technology integration (1 TOSA, 1 Curriculum Coordinator)
- ✓ Increase student access to technology in order to learn 21st century skills
- ✓ Provide enrichment opportunities for all students across all grade levels and explore opportunities for music, arts, and PE
- ✓ Support Leadership Teams (PLC) at all school sites by funding Leadership Team positions for each site
- ✓ Provide intervention support

# Curriculum & Instruction

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- District Curriculum Committee with K-8 teacher representation and K-12 administrative representation
- Vertical articulation in math (2 meetings held to identify essential standards and identify coherence across all grade levels)
- Weekly Curriculum Corner email to teachers
- Weekly PLC time at all sites
- NGSS implementation (soft roll-out)
- Benchmark Advanced and Wonders training for K-5 teachers
- Release time to plan and identify essential standards

# Professional Development

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Teachers across the district have had multiple opportunities for professional learning; including, but not limited to:

- CUE (Computer Using Educators)
- Kate Kinsella (ELA/ELD)
- PLC Conference
- ELPAC Academy
- Project-Based Learning

# Additional Goal #4 Metric

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- ❑ Increase the implementation of state standards in ELA, mathematics, history and social studies based on staff self-reflection of the standards implementation matrix
  - ❑ Data will be collected over the next month

# How Did Our Students Perform? English-Language Arts/Literacy by Grade

AMO:  
3RD GRADE AT  
43%

Grade	Percent Meeting or Exceeding Standards	Compared to County	Compared to State	Compared to Last Year
3	36%	39%	44%	39%
4	44%	42%	45%	60%
5	53%	40%	47%	59%

# How Did Our Students Perform? English-Language Arts/Literacy by Grade

**AMO:  
8TH GRADE AT 50%**

Grade	Percent Meeting or Exceeding Standards	Compared to County	Compared to State	Compared to Last Year
6	47%	↑ 42%	↔ 47%	↑ 40%
7	41%	↓ 44%	↓ 49%	↑ 37%
<b>8</b>	<b>39%</b>	↓ 42%	↓ 49%	↓ 45%
11	74%	↑ 62%	↑ 60%	↑ 62%

# How Did Our Students Perform? Mathematics by Grade

AMO:  
5TH GRADE AT  
36%

Grade	Percent Meeting or Exceeding Standards	Compared to County	Compared to State	Compared to Last Year
3	45%	41%	47%	45%
4	36%	37%	40%	48%
5	49%	29%	34%	31%

# How Did Our Students Perform?

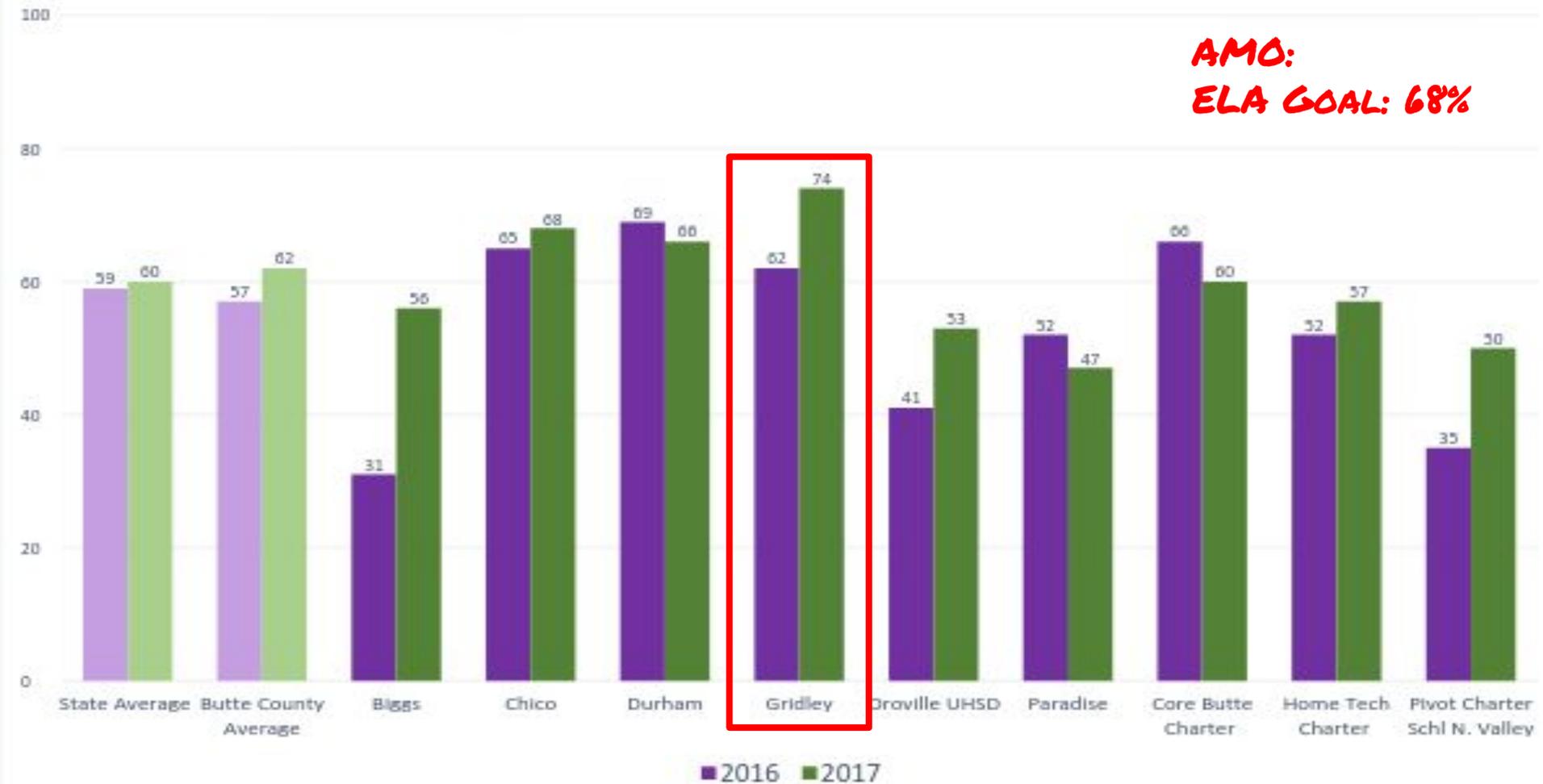
## Mathematics by Grade

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Grade	Percent Meeting or Exceeding Standards	Compared to County	Compared to State	Compared to Last Year
6	22%	30%	36%	20%
7	22%	35%	37%	28%
8	16%	30%	36%	26%
11	40%	34%	32%	39%

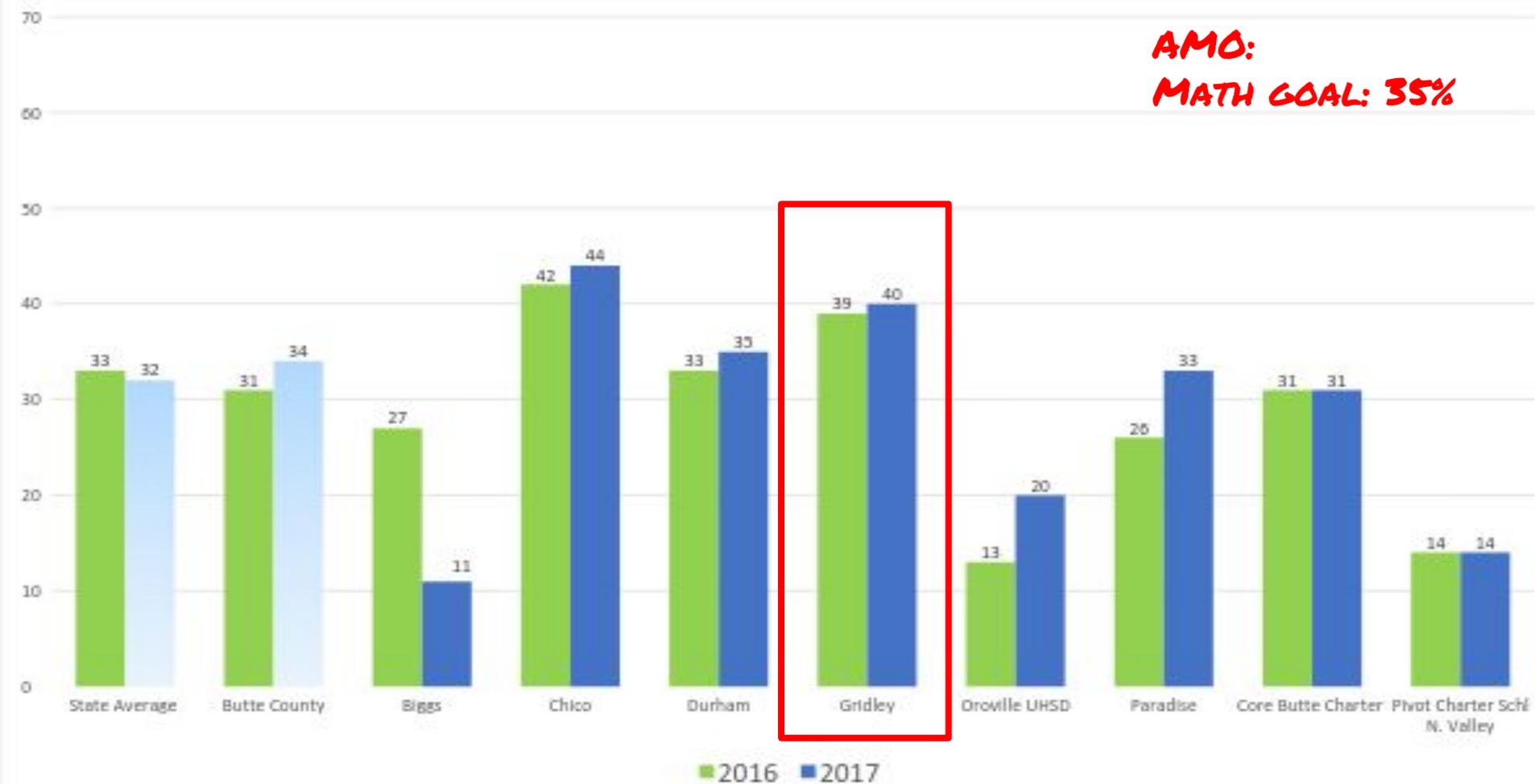
# Butte County High School SBAC Scores 11th Grade ELA

**AMO:**  
**ELA GOAL: 68%**



# Butte County High School SBAC Scores 11th Grade Mathematics

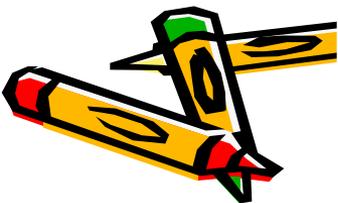
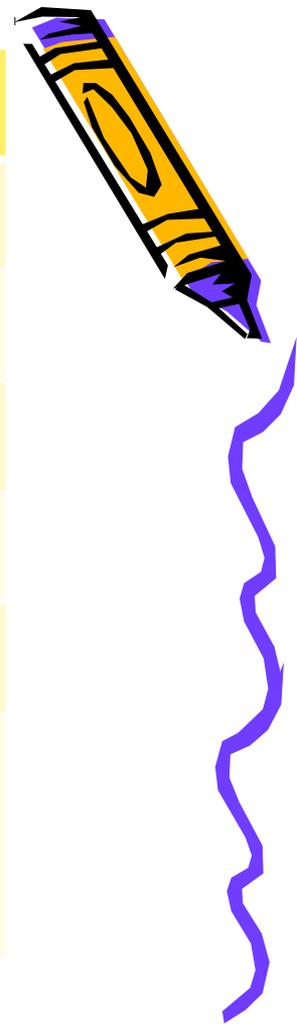
**AMO:**  
**MATH GOAL: 35%**



FIRST GRADE INTERVENTION WALL  
MCKINLEY PRIMARY SCHOOL

	Sept.	Tri.1	Tri.2	Tri.3
Below Basic	83	5	7	6
Basic	35	44	12	16
Proficient	28	79	83	76
Advanced	14	28	57	59

Schoolwide 86% Proficient/Advanced 135/157  
 EL's 80% Proficient/Advanced 41/51  
 EO's 89% Proficient/Advanced 94/106  
 Reading Recovery 89% Proficient/Advanced 31/35



[Link to California School  
Dashboard](#)

What changes in actions,  
services and expenditures  
should be made as a result of  
reviewing our progress?