



El Segundo Unified School District

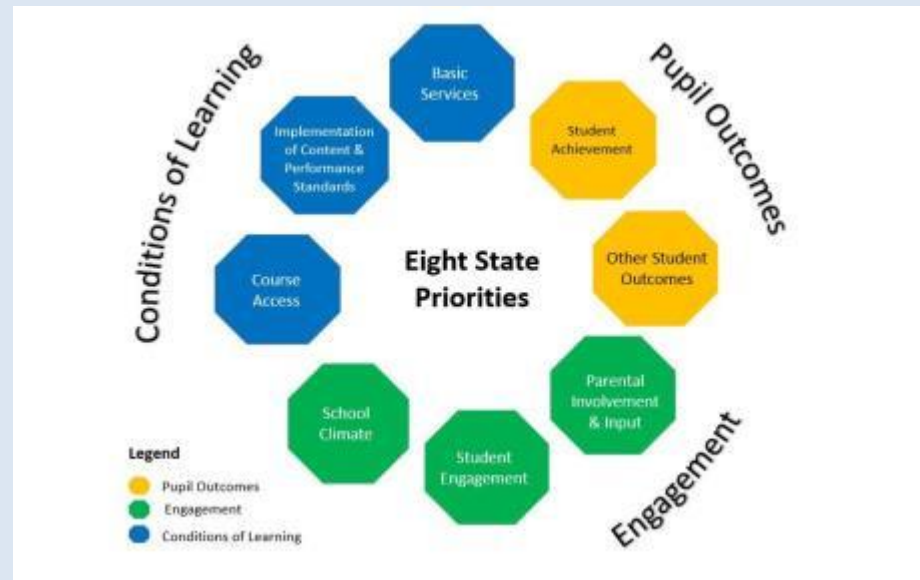
Local Control Accountability Plan

June 2018



Local Control Accountability Plan

- The LCAP is an accountability plan for school districts
- It focuses on student performance and the elimination of student achievement gaps
- The plan must align to district goals and the Eight (8) State Priority Areas
- Once the goals are identified and delineated by student subgroups in the plan, the school district's budget (Local Control Funding Formula) must be aligned to the LCAP
- Stakeholder input is a critical element of the Local Control Accountability Plan





The Process and Timeline

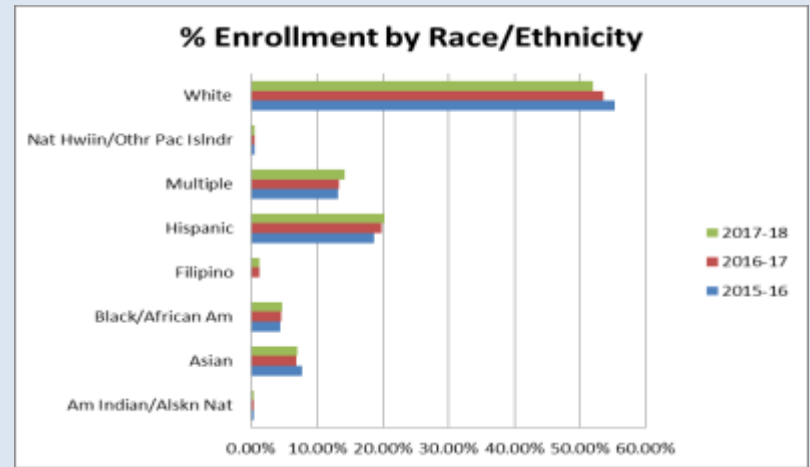
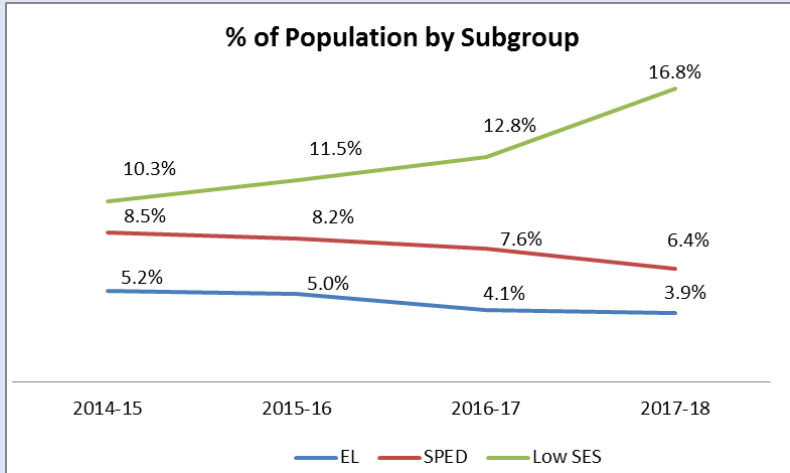
Three Year Plan 2017-2020

- Goal Setting (February-March)
- Program Planning (March-April)
- Action Planning (March-April-May)
- Draft LCAP (May –June)
- Hold public hearing (June)
- Adopt LCAP and Budget (June)
- Stakeholder Meetings (All Year)





ESUSD Demographics



Student Counts	2014-15	2015-16	2016-17	2017-18
EL	181	175	142	136
SPED	296	284	263	224
Low SES	359	399	445	582
Homeless	0	0	4	7
Foster	5	3	5	4



Goal 1 – Personnel, Instructional Materials & Facilities

Annual Measurable Outcomes

- 100% of the certificated staff was appropriately assigned and fully credentialed
- Every student had access to standards aligned instructional materials
- School facilities were maintained in good repair



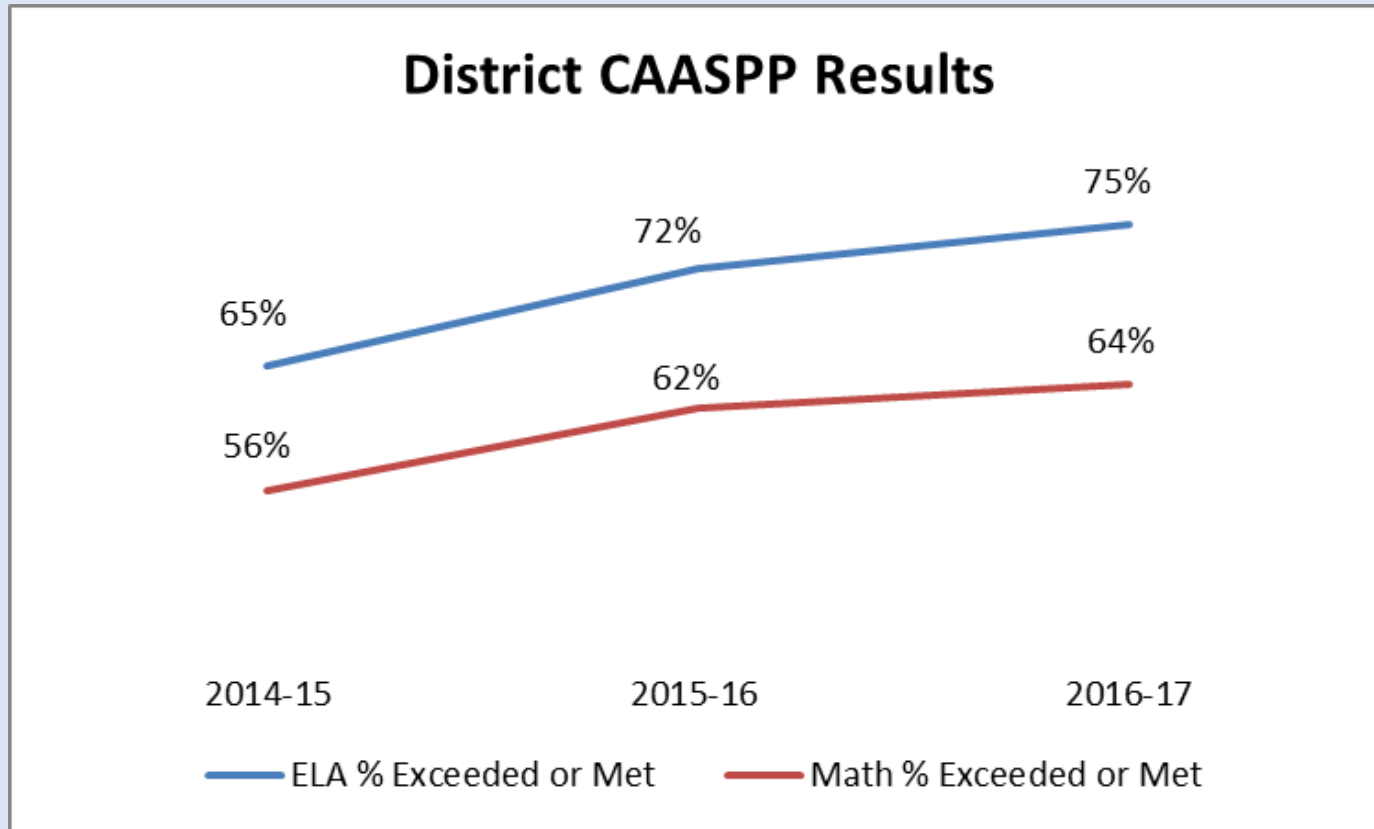
Goal 1 – Future Actions

Targeted Measures

- Explore any and all funding sources to meet safety and security needs outlined in the Long Range Facilities Master Plan
- Maintain and update technology infrastructure
- Lease iPads 6-12 and purchase Chromebooks for grade 3
- Continue curriculum development in key areas

Goal 2 –Professional Development

Annual Measurable Outcomes: Using baseline 2015 testing data

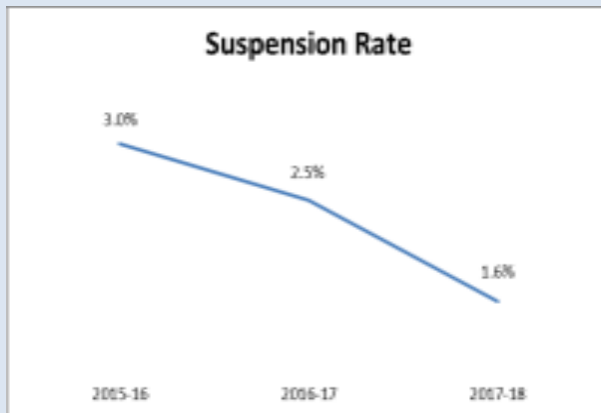


- **ELA** percentage of students Met & Exceeding Standards: **4% Increase from Last Year**
- **MATH** percentage of students Met & Exceeding Standards: **3% Increase from Last Year**



Goal 2 – Professional Development

- Suspension Rate for all students decreasing
- Illuminate Data Management System utilized by K-12



California School DASHBOARD ESUSD -Fall 2017 - Suspension Rate

	Student Performance	Number of Students	Status	Change
All Students	Green	3,480	Low 1.6%	Declined -0.5%
English Learners	Blue	146	Very Low 0.5%	Declined -0.6%
English Proficient		10	*	*
Hispanic		4	*	*
Socioeconomically Disadvantaged	Orange	304	Medium 3.2%	Increased +0.6%
Students with Disabilities	Orange	274	High 5.5%	Increased +1.0%
African American	Green	155	Low 1.9%	Declined -0.9%
Asian American		10	*	*
Asian	Green	241	Low 1.7%	Declined -0.6%
Latino	Blue	44	Very Low 0%	Unchanged 0%
Hispanic	Orange	491	Medium 3.3%	Increased +0.5%
Pacific Islander		18	Very Low 0%	Declined Significantly -0.9%
Two or More Races	Blue	459	Very Low 0.7%	Declined -0.2%
White	Green	1,021	Low 1.2%	Declined -0.2%

Performance Levels: Red (Lowest Performed), Orange, Yellow, Green, Blue (Highest Performed)

Available 17 days after the student group has fewer than 10 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 10 students in any year, and the status (up/down) and change, for all groups that have less than 10 students.



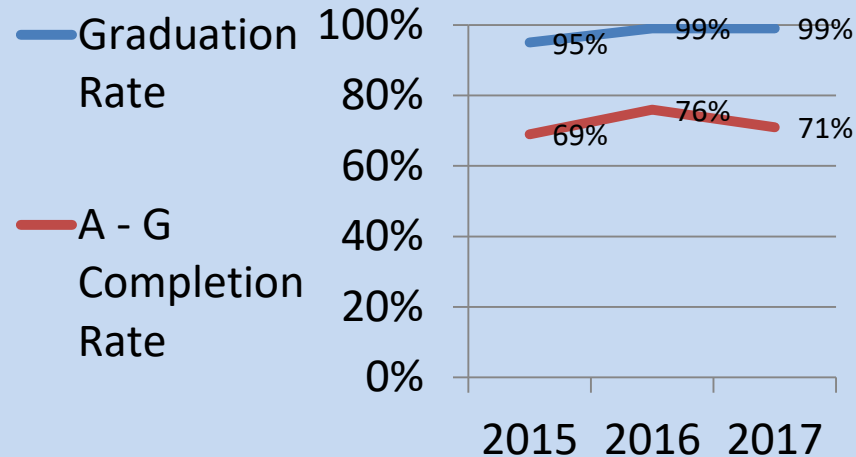
Goal 2 – Future Actions

Professional Development Focus Areas

- Achievement Teams
- Positive Behavior Interventions & Social-Emotional Learning
- Special Education
- STEAM



Goal 3 – Academic Progress To Ensure College and Career Readiness



Annual Measurable Outcome

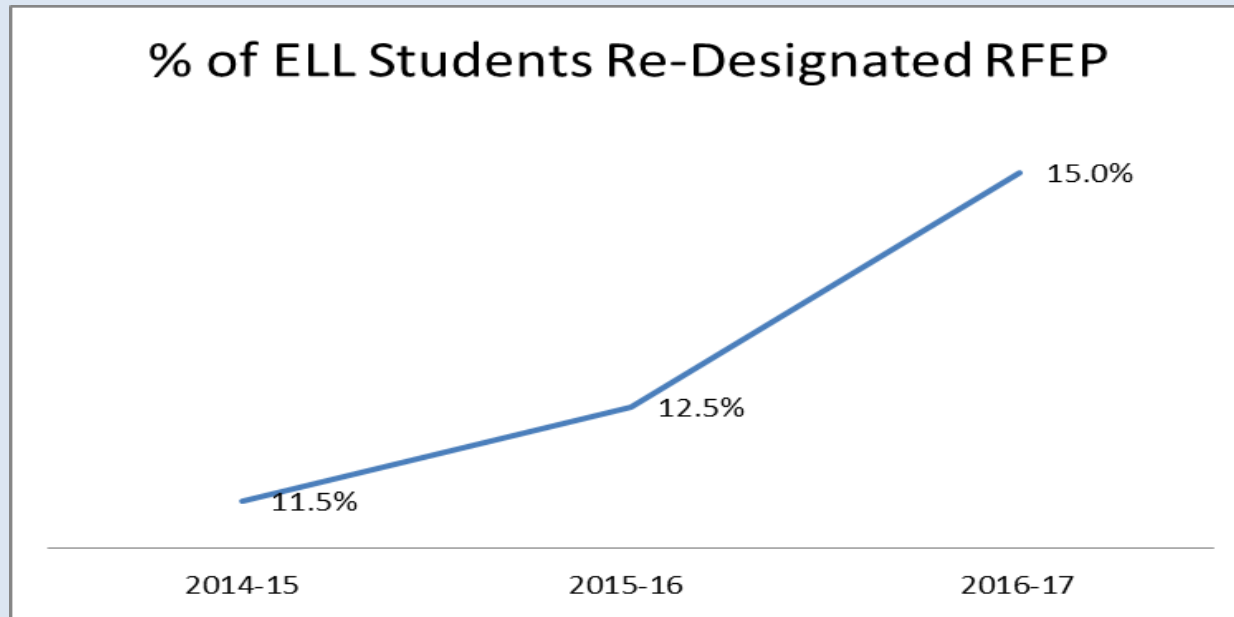
- Graduation Rate - maintained
- A-G Completion – slight decrease
- Maintain ESMS/ESHS drop-out rate at 0%
- Maintain Suspension Rate - declined for all students
- Attendance Rate maintained at 96% district-wide



Goal 3 – Academic Progress to Ensure College & Career Readiness

Annual Measurable Outcomes cont'd

- Percentage of EL students re-designated RFEP will increase





Goal 3 – Future Actions

Targeted Measures

- Literacy & Math Support (Cotsen, CPM, United2Read, Momentum)
- Intervention Counselor
- AVID
- College and Career Advisement
- EL Instruction and Support
- Coding for grades 4 and 5



Goal 4 – Safe, Emotionally Supportive Learning Environment

Annual Measurable Outcomes

- 2015 baseline 90% of families feel their child is in a safe and healthy learning environment - 2018 = 91%
- 2015 baseline 88% of students at the secondary level feel they are in a safe and healthy learning environment
 - (Data was taken from CHKS this year and is not aligned with last year's survey)
 - Grade 7 ESMS CA Healthy Kids Survey - 82%
 - Grades 9 and 11 ESHS CA Healthy Kids Survey - 84%
- Expulsion rate maintained at 0%
- Suspension rates decreased from 2015 baseline of 3% to 1.6% in 2018
- Chronic absenteeism decreased from 6% to 5.6%



Goal 4 – Future Actions

Targeted Measures

- RULER – evidenced-based program developed at Yale
- Attendance outreach and make up sessions
- Transition programs from school to school
 - Link and Web
- Support systems for Unduplicated Students
 - Teacher on Special Assignment
 - ELD instructional team
 - Increased counseling services



Goal 5 – Engage and Inform All Stakeholders

Annual Measurable Outcomes

- Percentage of families who accessed student records online - 76% - baseline
- Back To School Night Attendance
 - Elementary level = 92% - MAINTAINED
 - Middle school level - 91% - increased - GOAL MET
 - High school level - 89% - baseline
- ESUSD website housed an expanded list of resources for socioeconomically disadvantaged families



Goal 5 – Future Actions

Targeted Measures

- Provide Additional Resources for Socio-economically Disadvantaged Families
- Continue EL Advisory Committees
- Further Connect with Community and Businesses
- Increase Effective Communication
- Further Expand on Parent Education and Family Nights
- Focus on Personalization in Learning



Thank you!!

