

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

Woodside Elementary School
District

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Woodside Elementary School District ("WESD") is a small suburban school district serving 400+ PreK-8th grade students at one school. WESD has an unduplicated student count exceeding 12%. However, based on the small nature of our school all students are regularly assessed and offered differentiated instruction and support to meet their individual needs. Because of this our students perform exceptionally well on standardized testing and wellness and climate measures. Our program is robust and the associated high costs per pupil are supported by a local parcel tax and parent donations that exceed 25% of our annual budget.

Woodside School District completed a strategic plan process in 2011-2012 that included thorough constituent engagement. The strategic goals are reviewed every other month at the Board level. In addition to our strategic goals we have established annual SPSA goals that complement our strategic goals as well as focus our attention on the needs of our sub groups of students. We have GATE, EL and Tinsley program related goals every year. Our Tinsley program consists of our receiving approximately 10% of our students from Ravenswood School District annually. Students participate through a lottery that places a designated number of students in Kindergarten through 2nd grade.

All of our goals listed either in our strategic plan or this LCAP are intended to serve all Woodside students. Our educational program is built to support academic performance from two angles. First is to provide targeted support for students who may not be accessing the core curriculum successfully and need intervention to close the achievement gap. These programs include substantial support in reading intervention through the direct and consulting services of 1 FTE in reading intervention expertise, push in and pull out early intervention in math, a robust Student Study Team system that addresses the need of any student who requires additional support or challenge, special education services, English Learner services, and counseling and small group social skills with our full time psychologist or school counselor. The second angle is broad academic rigor and a supportive school climate for all our students which includes; a robust and fully integrated TK-8th grade Social and Emotional Learner program, small class sizes (TK-8th grade no more than 20 and middle school math no more than 12), differentiated instruction in reading, writing and math in all classes, integration of design thinking protocol into instructional experiences in every class, art, music and PE for all students TK-8th

grade, a fully implemented CCSS academic program and a rigorous world languages program that all 5-8th grade students participate in. The five goals included in our three-year plan are included in either our 2017-22 five-year strategic plan or 2018-19 SPSA. We have made progress in each goal area. Differentiated learning has evolved to include a good start on the use of depth and complexity icons as well as better communication about existing instructional programs that are individualized. Our ELD program has evolved to include a study of long term ELs and the use of design thinking to problem solve program for long term ELs. Our Middle School is now fully implementing design thinking with an integrated project in all three grade levels. Design thinking has grown to include community supported design challenges and the design team structure has changed to include grade span design leads. Lastly, our work with CCSS has included the adoption of NGSS materials for Middle School and the partial implementation of Readers Units of Study in Middle School.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Based on our strategic plan, during the past year these initiatives strongly support our student achievement, school climate and communication goals.

GOAL 1 Differentiated Learning:

All students will benefit from a differentiated learning experience in key subject areas regularly. Students who require support and those who require challenge will be supported in their specific learning goals.

GOAL 2 English Learner Development:

All WESD EL students will continue to be supported as outlined in their ILPs. Current and former ELs will be monitored for progress and be exited from direct EI services as appropriate. ELs and their families will be supported for full involvement in WESD.

GOAL 3 Middle School Instructional Program and Schedule:

The Middle School instructional program will be adjusted to contain regular opportunities for in depth study in key subject areas, CCSS aligned instruction in mathematics, flexible ability grouping and a meaningful elective program to create a positive culture and climate that maintains strong enrollment.

GOAL 4 Design Thinking:

All WESD students will be fully versed in design thinking theory and protocol as a tool for problem solving. All WESD students will use design thinking protocol to problem solve and enhance every day instructional experiences. By using Design Thinking student academic performance will improve.

GOAL 5 Common Core State Standards:

All students will have access to a fully integrated CCSS aligned instructional experience in all key subject areas.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements

in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The California School Dashboard equity report shows a maintained blue level of suspensions at .2 suspensions in both last year and this year. Blue performance level was maintained in all student subgroups.

State indicators for ELPI shows an increase for English learners who made progress toward English proficiency 61.5% of EL's performed at level 4, and 38.5% at level 3.

ELA performance overall increased by 15.4 points with all students scoring at 90.7 points above standard. Hispanic students scored 35.4 points above standard and in the green performance level by maintaining their performance from the year prior. English learners scored 6.5 points above standard with an increase of 4.1 points from the previous year. Students who identify as two or more races scored 109.9 points above standard with an increase of 35.2 points.

Math performance overall increased 10.2 points to reach 80.5 points above standard. Students with disabilities scored 5.4 points above standard which was a decline of 20.4 points from the previous year. English learners scored 2.2 points above standard with an increase of 11.6 points from the previous year. Students who identify as two or more races scored 115 points above standard with an increase of 26.9 points. Hispanic students scored 19.9 points above standard with scores maintained from the previous year.

ELD program improvements include significant focus on current ELs and RFEP students through the Stanford/Sequoia collaborative research project, which is in its second year.

Student, staff and parent surveys show strong responses to questions about school safety, climate and satisfaction with program and staff. Only two students are leaving for private schools at the middle school level, which is an all-time low in terms of numbers. More families are familiar with the goals of both the design and differentiation programs. Students feel supported regardless of where they fall on the learning spectrum and teachers are most interested in learning more about how to support their students.

Student survey responses regarding the design program are extremely encouraging.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Current ELs scored 35.3 (no data on change) points below standard on ELA, reclassified ELs scored 41.9 (increased 19.6 points) points above standard while EOs scored 98.7 (increased 14.6 points) points above standard in ELA. The performance gap between all three groups of students is a concern and an area of need.

Current ELs scored 36.3 (no data on change) points below standard, reclassified ELs scored 34.8 (increased 33.1 points) points above standard while Eos scored 88.5 (increased 7.7 points) points above standard in Math. The performance gap between all three groups of students is a concern and an area of need.

Socioeconomically disadvantaged students scored 4.2 points below standards in ELA with a decline of 4.9 points from the previous year.

Students with disabilities scored 12.9 points above standard in ELA but declined by 5.1 points from the previous year.

Socioeconomically disadvantaged students scored 21.8 points below standard by maintaining scores at .3 in Math.

Students with disabilities scored 5.4 points above standard in Math but declined by 20.4 points from the previous year in Math.

Chronic absenteeism is an area of concern. 8% of our students are chronically absent. This represents an increase of 1.6% from the previous year. The student subgroups that show the greatest frequency of absences includes; students with disabilities, socioeconomically disadvantaged, two or more races (all orange) and Hispanic and white (yellow).

Survey data shows a need for further work in the area of differentiated instruction support, communication and implementation. Supporting student progress across the performance spectrum requires philosophical shifts as well as training and support.

ELD continues to be an area of focus. Work in ELD includes clarity around process, timelines and service models. Socioeconomically disadvantaged students who may or may not also be Tinsley and EL are a focus of wrap around services including SST, CAASPP and student service team oversight as necessary.

While survey results show strong positive reaction to our design program from all constituents there remains a need for further communication and partnership with parents and the larger community.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Performance gaps are consistently identified between White, Asian, Two races and EL, Hispanic, students with disabilities and socioeconomically disadvantaged.

Students of two races out perform all other student groups.

The lowest performing student group is socioeconomically disadvantaged.

There is a significant difference in performance between high performing EO's, moderately performing RFEPs and ELs, who score the lowest.

WESD does not have the required 30 EL students to provide dashboard data and assessment. Internal/local data is studied including CELDT, CAASPP and grades.

The two student groups that we will focus on in terms of performance gap are EL and socioeconomically disadvantaged.

Achievement Gap Plan of Action –

While there are no dashboard academic areas in any color other than green or blue, achievement gap issues exist, are and will continue to be focused on as listed in both the greatest need box and this one.

Every student who is performing below grade level is monitored by the student support team and they are proactively assessed as to whether a formal designation or plan is necessary to meet the student's academic goals.

Instructor effectiveness is the key to improving student outcomes. We continue to invest heavily in coaching and professional development to support teachers' efforts in differentiation and intervention. Specific training in general education instructional strategies to address EL needs in the mainstream classroom will be provided in the 2019-20 school year.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

