

Local Control & Accountability Plan Update

Tamalpais Union High School District
Board of Trustee Meeting
June 11, 2019

What will be covered

- TUHSD current LCAP goals
- LCAP update for 2019-20
- Data being used to evaluate action steps

California's State Priorities

- **Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials and Safe, Clean and Functional School Facilities**
- **Priority 2: Implementation of State Academic Standards**
- **Priority 3: Parent Engagement**
- **Priority 4: Achievement**
- **Priority 5: Pupil Engagement**
- **Priority 6: School Climate**
- **Priority 7: Access to a Broad Course of Study**
- **Priority 8: Outcomes in a Broad Course of Study**

State Indicators:

- 7 Total (Academics - ELA and Mathematics)
- Pre-populated for LEAs by State
- Quantitative Data:

5 Performance Categories:

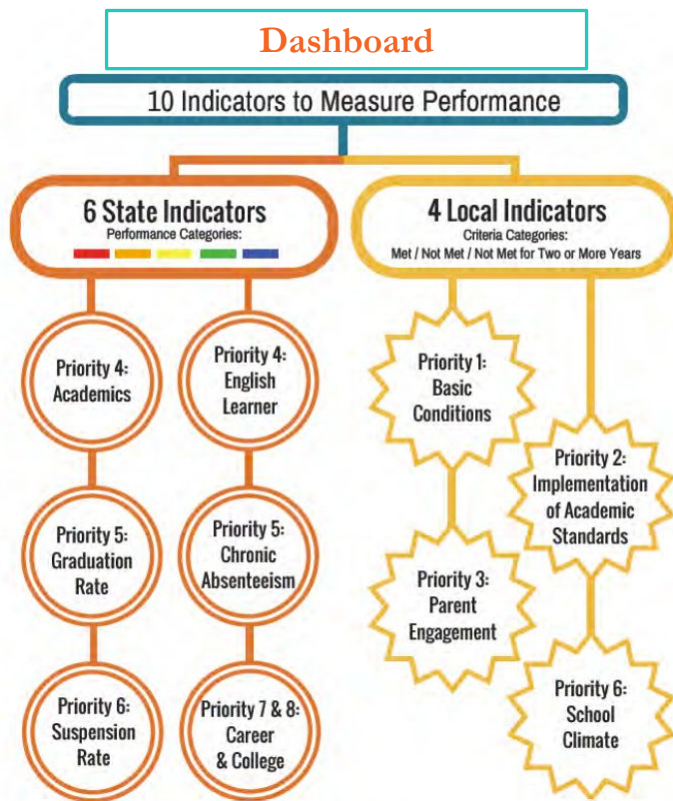
Blue

Green

Yellow

Orange

Red



Local Indicators:

- **4 total**
- LEAs populate with analysis of progress from local data.
- Mix of Qualitative, Perception & Quantitative Data

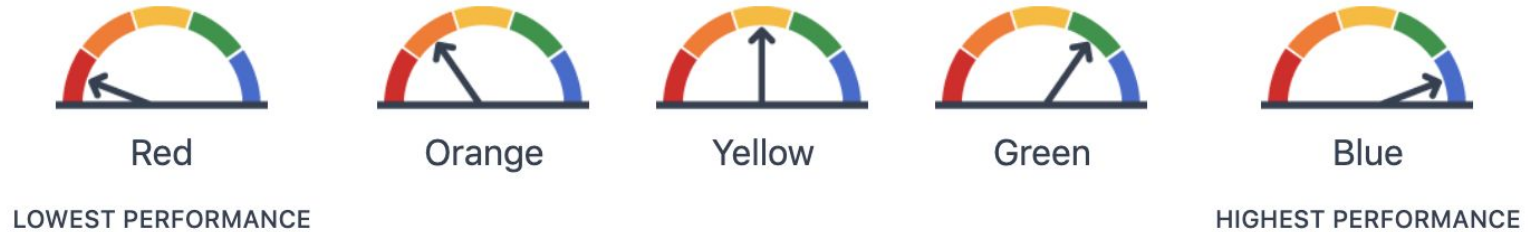
3 Performance Categories

Met

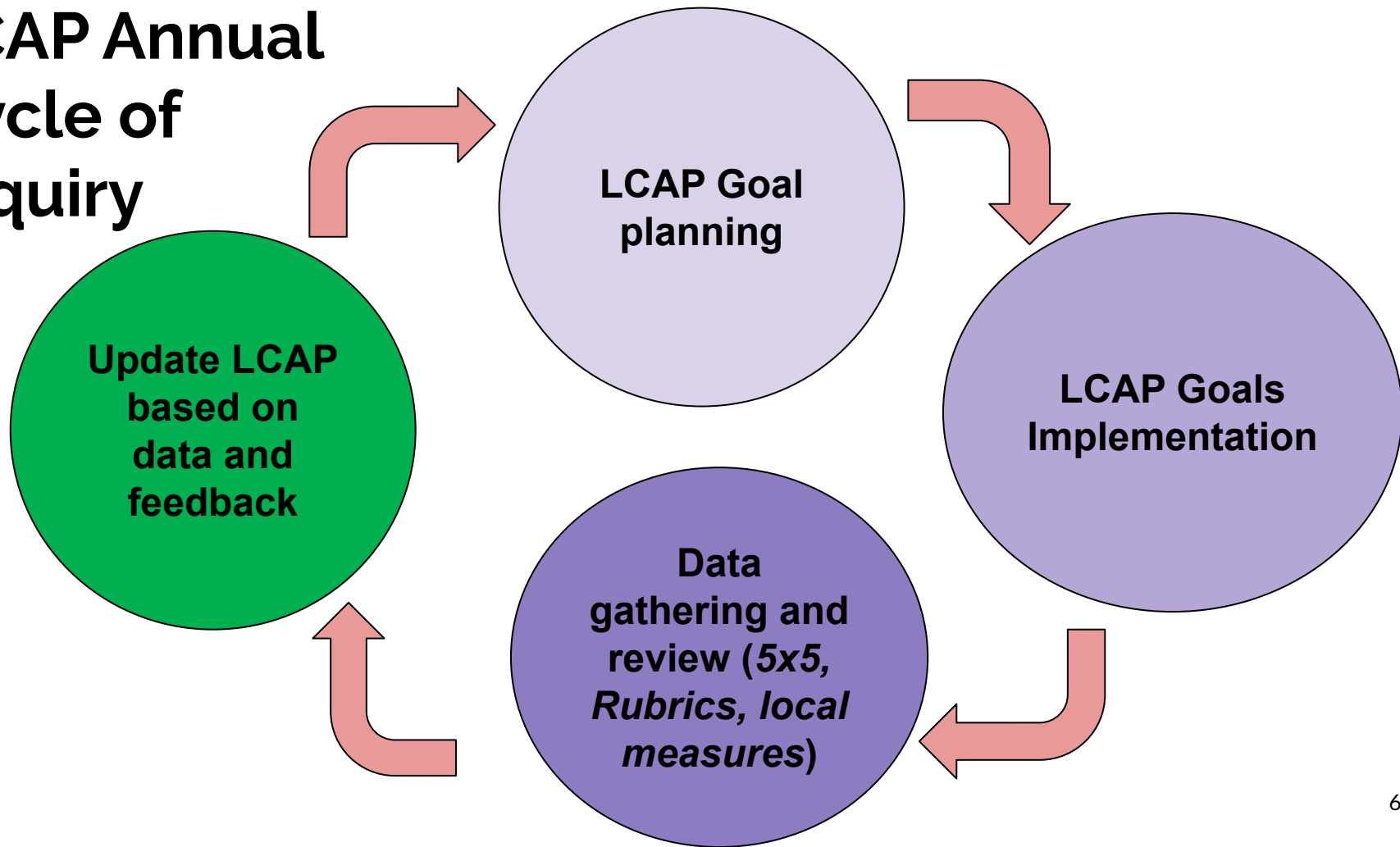
Not Met

Not Met for 2+ years

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a grey color dial with the words 'No Performance Color'.



LCAP Annual Cycle of Inquiry



LCAP Goals

TUHSD currently has 4 LCAP Goals:

1. **Curriculum and Assessment System:** Guarantee all students have access to rigorous, relevant and engaging curriculum in all content areas.
2. **Instructional Programs and Practices-** Improve the learning of all students while narrowing the achievement gaps among our student groups.
3. **Community Relations-** Improve communication and relationship with the community and stakeholder groups.
4. **Student Wellness-** Support each student's emotional and social growth and work towards a community where all students feel safe and valued and develop a system of intervention to support the academic and behavioral success of all students.

Goal 1

update: This goal is about access to an engaging and broad course of study

This work in this area includes:

1. NGSS lead teachers launched, ***Physics in the Universe***, this past fall and the 10th grade course, ***The Living Earth***, has been I uc approved and will launch in fall 2019
2. NGSS Task Force has selected a new set of lead teachers who have begun the work of developing the third NGSS aligned course of study, ***Chemistry and Earth Systems***
3. NGHSS Task Force has developed success criteria for the Big Six Social Science critical thinking skills and are gathering feedback from social studies teachers prior to the Oct PD day.
4. Curriculum Council will continue to meet once a month to review course of study updates and instructional materials to ensure alignment to state adopted standards as well as the district's mission and vision
5. The curriculum council will be doing a deep dive on graduation outcomes this coming year

Data for this goal

- 26% of students from our unduplicated pupil count enrolled in at least 1 advanced placement course
- 49% of all students enrolled in at least 1 advanced placement course
- All of our ELA courses are at grade level or above and are UC/CSU approved
- All but 1 of our math courses are at grade level or above and are UC/CSU approved
- 100% of our teachers meet the criteria of “highly qualified” per the state (*they hold a valid teaching credential, have a bachelor's degree, and have demonstrated competence in the content area in which they teach*)

All Students

All Students

State



Blue

70.4% prepared

Increased 6.8% ⬆

Number of Students: 1,132

Students with Disabilities

Student Group

State



Yellow

18.2% prepared

Increased 5.8% ⬆

Number of Students: 110

Data for Goal 1: College Readiness

Hispanic

Student Group

State



Green

46.6% prepared

Increased 6.2% ⬆

Number of Students: 131

Socioeconomically Disadvantaged

Student Group

State



Green

40.5% prepared

Increased 5.5% ⬆

Number of Students: 173

Date for Goal 1: College Readiness

Asian

Student Group

State



Blue

85.9% prepared

Increased 13.5% ↑

Number of Students: 64

White

Student Group

State



Blue

73.9% prepared

Increased 7.7% ↑

Number of Students: 824

Data for Goal 1: College Readiness

Goal 2 update

This goal focuses more on outcome



Current work in this area:

- 220 students enrolled in AVID
- District Team and County Team representation
- Teacher task forces in math and ELA to develop common assessments
- Professional Learning in Equity and anti-racist based work: @ 300 staff have participated in the Beyond Diversity I training
- Math articulation with MLK and Willow Creek
- COMPASS at TAM
- Success Network Program at Tam
- Professional learning via Instructional Coaches with focus on high impact instructional strategies

CAASPP Scores for ELA

All Students

All Students

State



Green

51.3 points above standard

Declined 15.7 Points ⬇️

Number of Students: 1,149

CAASPP Scores for mathematics

All Students

All Students

State



Green

9.3 points above standard

Declined 8.5 Points ⬇️

Number of Students: 1,147

Student Group Math Scores

Hispanic

Student Group

State



Yellow

52.5 points below standard

Declined 4.3 Points ⬇

Number of Students: 127

Asian

Student Group

State



Green

44.9 points above standard

Declined 14.4 Points ⬇

Number of Students: 71

White

Student Group

State



Green

17.6 points above standard

Declined 9.6 Points ⬇

Number of Students: 833

Student Group Math Performance

Socioeconomically Disadvantaged

Student Group

State



Orange

88.9 points below standard

Declined 7.9 Points ⬇️

Number of Students: 135

Students with Disabilities

Student Group

State



Orange

124.5 points below standard

Increased 8.5 Points ⬆️

Number of Students: 111

Student Group Math Performance

Hispanic

Student Group

State



Yellow

52.5 points below standard

Declined 4.3 Points ⬇

Number of Students: 127

Asian

Student Group

State



Green

44.9 points above standard

Declined 14.4 Points ⬇

Number of Students: 71

White

Student Group

State



Green

17.6 points above standard

Declined 9.6 Points ⬇

Number of Students: 833

Student Group ELA Scores

Students with Disabilities

Student Group

State



Red

62.6 points below standard

Declined 15.4 Points ⬇️

Number of Students: 113

Hispanic

Student Group

State



Orange

10.5 points below standard

Declined 30 Points ⬇️

Number of Students: 128

Socioeconomically Disadvantaged

Student Group

State



Orange

33.7 points below standard

Declined 26.6 Points ⬇️

Number of Students: 137

Student Group ELA Scores

Asian

Student Group

State



Green

69.6 points above standard

Declined 31.6 Points ⬇️

Number of Students: 71

White

Student Group

State



Green

60.5 points above standard

Declined 12.2 Points ⬇️

Number of Students: 836

Goal 3 Update

- Superintendent sent monthly family newsletters
- Created communications protocols to ensure consistency in communication
- Convened of the Fiscal Advisory and LCAP committee to provide stakeholder input on our LCAP goals and budget reductions
- Conducted 6 community forums during the school year
- Conducted District wide survey of staff, parents/guardians and students for feedback on LCAP goals, including communication-over 1300 responses

Data for goal 3

- California Healthy Kids Parent Survey results and Local Survey
 - 73% of parents who respond felt they were encouraged to participate in the decision-making processes of the school/district (n=565)
 - 77% of parents who responded feel the district encourages them to participate with the school in some fashion (n=565)
 - 75% of parents who responded to the LCAP survey reported that communication from the District office was effective (n=768)

A decorative graphic on the left side of the slide featuring numerous stylized hands in various colors (red, orange, yellow, green, blue, purple, pink, teal) scattered across the background.

Goal 4 update

Current work in this area:

- Continued implementation of Counseling and Wellness program
- Trauma Informed Practices PD
- Suicide Awareness campaigns at all sites
- RAINN training for all admin
- Sexual Harassment Prevention conducted workshop for all students
- Student Task Force to Prevent Sexual Harassment and Violence
- School refusal intervention plan
- Chronic absenteeism policies

Data for Goal 4: Graduation Rates

All Students

All Students

State



Blue

95% graduated

Maintained -0.4%

Number of Students: 1,132

Students with Disabilities

Student Group

State



Orange

85.5% graduated

Declined 2.9% ⬇️

Number of Students: 110

Graduation Rates

Asian

Student Group

State



Green

93.8% graduated

Increased 1% ⬆

Number of Students: 64

Hispanic

Student Group

State



Green

93.9% graduated

Increased 5.8% ⬆

Number of Students: 131

Socioeconomically Disadvantaged

Student Group

State



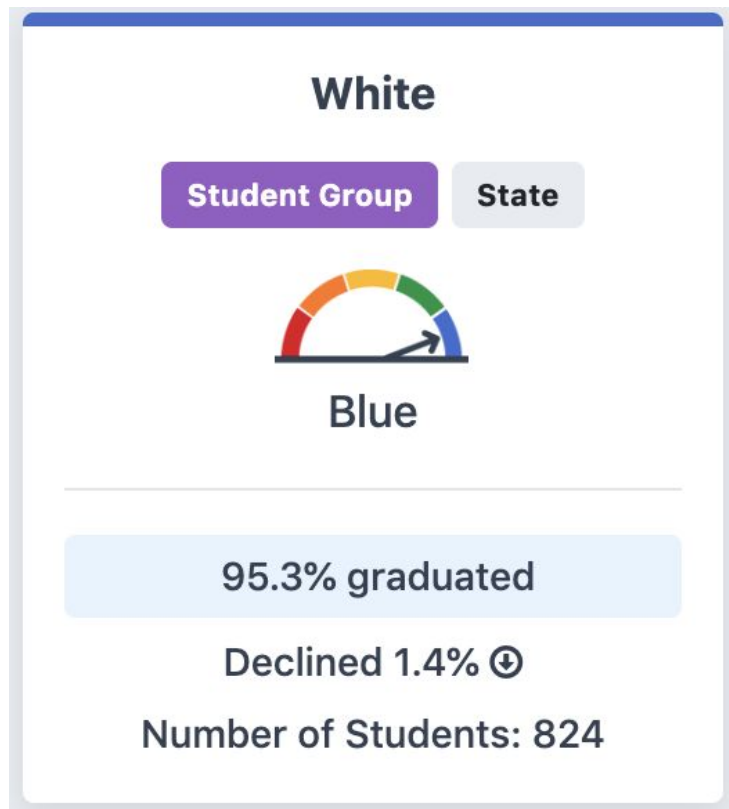
Green

87.9% graduated

Increased 2.5% ⬆

Number of Students: 173

Graduation Rates



- Graduation rates for student groups:
 - African American students 82.8%-down 8.5%
 - Socioeconomic disadvantaged students 87.9%-up 2.5%
 - Latinx students 93.9%- up 5.8%
 - White students 95.3%-down 1.4%
 - Asian students 93.8%-up 1.0%
 - Students with disabilities 85.5% down 2.9%

All Students

All Students

State



Green

2.5% suspended at least once

Maintained 0%

Number of Students: 4,927

Suspension Rates

Student Group Suspension Data

African American

Student Group

State



Orange

11.1% suspended at least once

Declined 4.4% ⬇️

Number of Students: 108

Filipino

Student Group

State



Orange

4.3% suspended at least once

Increased 1.7% ⬆️

Number of Students: 47

Two or More Races

Student Group

State



Orange

4.3% suspended at least once

Increased 2.9% ⬆️

Number of Students: 302

Student Group Suspension Data

Asian

Student Group

State



Yellow

2.5% suspended at least once

Increased 1.4% ⬆

Number of Students: 284

English Learners

Student Group

State



Yellow

3.4% suspended at least once

Increased 1% ⬆

Number of Students: 118

Student Group Suspension Data

Hispanic

Student Group

State



Green

2.9% suspended at least once

Declined 2.4% ⬇️

Number of Students: 621

Socioeconomically Disadvantaged

Student Group

State



Green

5.5% suspended at least once

Declined 3.2% ⬇️

Number of Students: 650

Students with Disabilities

Student Group

State



Green

6% suspended at least once

Declined 1.5% ⬇️

Number of Students: 515

White

Student Group

State



Green

2% suspended at least once

Maintained 0.2%

Number of Students: 3,520

Data for Goal 4-Suspension Data

- Suspension rates is 2.5% for all students, which is maintained from previous year
- Suspension rates for student groups:
 - African American students 11.1%-down from 15.1% in previous year
 - low socioeconomic status students 5.5%-down from 8.5% in previous year
 - Latinx students 2.9%- down from 5.3% in previous year
 - White students 1.8%-maintained
 - Asian students 2.5%-UP from 1.0% in previous year

Chronic Absenteeism

- Chronic absenteeism rates increased between 2016-17 and 2017-18
 - 2016-17=13.9% 2017-18=15.4%

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	109	105	38	36.2%
American Indian or Alaska Native	18	17	3	17.6%
Asian	285	280	29	10.4%
Filipino	47	47	10	21.3%
Hispanic or Latino	624	613	122	19.9%
Pacific Islander	27	27	7	25.9%
White	3,537	3,494	487	13.9%
Two or More Races	68	67	18	26.9%
Not Reported	235	232	40	17.2%

California Healthy Kids Survey Data: School Climate

- 62% of 9th & 74% of 11th graders agreed or strongly agreed that there was at least 1 caring adult at school
- 69% of 9th & 11th graders agreed or strongly agreed that they feel happy at school
- 69% of 9th & 76% of 11th graders reported feeling safe or very safe at school;
 - 5 % of 9th & 4% of 11th graders reported feeling unsafe or very unsafe at school

Feeling Safe or Very Safe at School by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	–	65	73	
American Indian or Alaska Native	–		62	
Asian	–	66	78	
Black or African American	–	60	54	
Native Hawaiian or Pacific Islander	–			
White	–	68	76	70
Mixed (two or more) races	–	70	79	

Note: Cells are empty if there are less than 10 respondents.

Table A9.6***Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	—	34	34	
American Indian or Alaska Native	—		38	
Asian	—	34	15	
Black or African American	—	36	69	
Native Hawaiian or Pacific Islander	—			
White	—	26	19	10
Mixed (two or more) races	—	34	30	

Notes: Cells are empty if there are less than 10 respondents.

The six reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; a physical or mental disability; and immigrant status.

CHKS Alcohol and Drug Use

- 41% of 9th & 71% of 11th graders reported having at least 1 full drink in their lifetime
- 32% of 9th & 60% of 11th graders reported having consumed cannabis at least 1 time
- 38% of 9th & 53% of 11th graders reported having vaped tobacco products at least 1 time
 - 13% of 9th & 15% of 11th grades said they had vaped tobacco products at school in the last 30 days

CHKS Social Emotional Wellbeing

- 29% of 9th & 35% of 11th graders reported having chronic sadness or feelings of hopelessness
- 15% of 9th & 12% of 11th graders reported having seriously considered attempting suicide
- 6% of 9th & 8% of 11th graders reported having attempted suicide at least 1 time
- 79% of 9th & 82% of 11th graders reported they knew where to go for help with a problem

Next Steps

- 2019-20 is an LCAP renewal year, not just an update
- Larger stakeholder group-invitation to participate will go to all parents/guardians in August
- Areas of focus:
 - decreasing chronic absenteeism
 - improving learning outcomes and opportunities for our students of color and socioeconomically disadvantaged students
 - Improve racial climates on our school campuses; decrease incidents of bias and/or discrimination
 - Increase student awareness of supports for feelings of depression and anxiety
 - Find more ways to capture student voice in decision making



QUESTIONS

Resources

- Dashboard Video – tutorial for parents
 - <https://www.youtube.com/watch?v=wJ2SHzt6PPo&feature=youtu.be>
- ACSA/CASBO/CSBA – California Revolutionary New Accountability System
 - <https://www.youtube.com/watch?v=CnJkemTH8ul>
- California School Dashboard – Technical Guide
 - <http://www.cde.ca.gov/ta/ac/cm/documents/dashboardguidespring17.pdf>
- California Accountability Model & School Dashboard
 - <http://www.cde.ca.gov/ta/ac/cm/>