

Original GOAL from prior year LCAP:	<p>GOAL 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.</p> <p>Strategic Plan Reference: <i>Substantial, measurable growth of each student is supported with valid and reliable formative and summative assessments.</i></p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4 X 5__ 6__ 7__ 8 X</p> <p>COE only: 9__ 10__</p> <p>Local: GUSD Strategic Plan Shared Value: <i>Success for Every Student</i></p>
-------------------------------------	--	---

Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
------------------	--------------	---------------------------------

<p>Expected Annual Measurable Outcomes:</p>	<p>Outcome: Student learning will be strengthened through clear identification of baseline district-wide achievement and growth data points; stronger administrative and teacher capacity with formative data analysis; improved PLCs, differentiation, and MTSS.</p> <p>Expected outcomes at this point are primarily based on the establishment of baseline aggregate data that can be leveraged by disaggregation and subsequent growth measures. In the case of AMAOs, baselines have been established and outcomes are expected to show improvement trending over time.</p> <p>Metrics: Baseline metrics on new state and district measure of academic progress including, but not limited to SBAC interim and summative test results; DIBELs for all students K-5 and targeted students in 6; Kindergarten Student Entrance Profile (KSEP); API (if available in 2016). Ongoing measures of EL progress toward English proficiency including CELDT; ADEPT, Annual Measureable Achievement Objective I (AMAO I). Other local benchmarks related to adopted curriculum.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>This goal's measurement metrics beginning to take form as we enter year two in SBAC testing and as we define core metrics for progress monitoring as a district. The District has compiled aggregated results from the first two years of SBAC testing and some district defined measurements of student growth. More baseline data will be gathered in 2016-2017 as the data points first collected in 2015-2016 are compared for growth against the data gathered at the end of the school year.</p> <p>Measureable outcomes (below) indicate solid progress in documenting and influencing student achievement growth. SBAC measures show increases overall (including 10% growth in Math and 5% growth in ELA), KSEP results have established a baseline indicating a range of Kindergarten readiness weighted positively to the top two quartiles. Indicators of student most in need of monitoring are used in early identification for monitoring and intervention. AMAOs showed strong growth in 2013-14 with mixed results in 2014-2015 where despite some decline, percentages are still higher than the baseline year of 2012-13.</p> <p>SBAC Summary (Aggregate percentage for grades 3-6)</p> <ul style="list-style-type: none"> • 2015 MATH Percentages: Not Meet/Nearly Met: 55% • Meets/Exceeds: 45% • 2016 MATH Percentages: Not Meet/Approaching: 45% • Meets/Exceeds: 55% • 2015 ELA Percentages: Not Meet/Nearly Met: 45% • Meets/Exceeds: 55% • 2016 ELA Percentages: Not Meet/Approaching: 40% • Meets/Exceeds: 60% <p>KSEP Summary (Fall 2015 Baseline)</p> <ul style="list-style-type: none"> • Ready to Go: 42% • Qtrly Monitor: 37% • Mnth Monitor: 18% • Imm. Follow-up: 3% <p>AMAO 1 (Percentage of ELs attaining English Language Proficiency):</p> <ul style="list-style-type: none"> • 2012-13 = 58.1% • 2013-14 = 63.4% [+5.3%] • 2014-15 = 60.5% [-2.9%] <p>AMAO 2 (Percentage of ELs making annual progress in Learning English):</p> <ul style="list-style-type: none"> • 2012-13 (< 5 years in US) = 30.7% • 2013 14 (< 5 years in US) = 31.2% [+0.5%] • 2014-15 (< 5 years in US) = 36.6% [+5.4%] • 2012-13 (5 + years in US) = 47.4% • 2013-14 (5 + years in US) = 60.5% [+13.1%] • 2014-15 (5 + years in US) = 55.9% [-4.6%]
---	---	---	---