



The LCAP

A brief overview

Recommended Timeline

2

July – October

- Identify and consult stakeholders
- Conduct needs assessments
- Review available data for Annual Report
- Develop timeline for data collection and reporting
- Report demographic information via CALPADS
- Review alignment of district plans with LCAP

November - January

- Consult stakeholders
- Continue updating progress on Annual Report
- Review LCAP goals, actions and services for needed adjustments
- Review final, SBE-approved LCAP & Annual Report Template
- Review proposed state budget and local implications

February - March

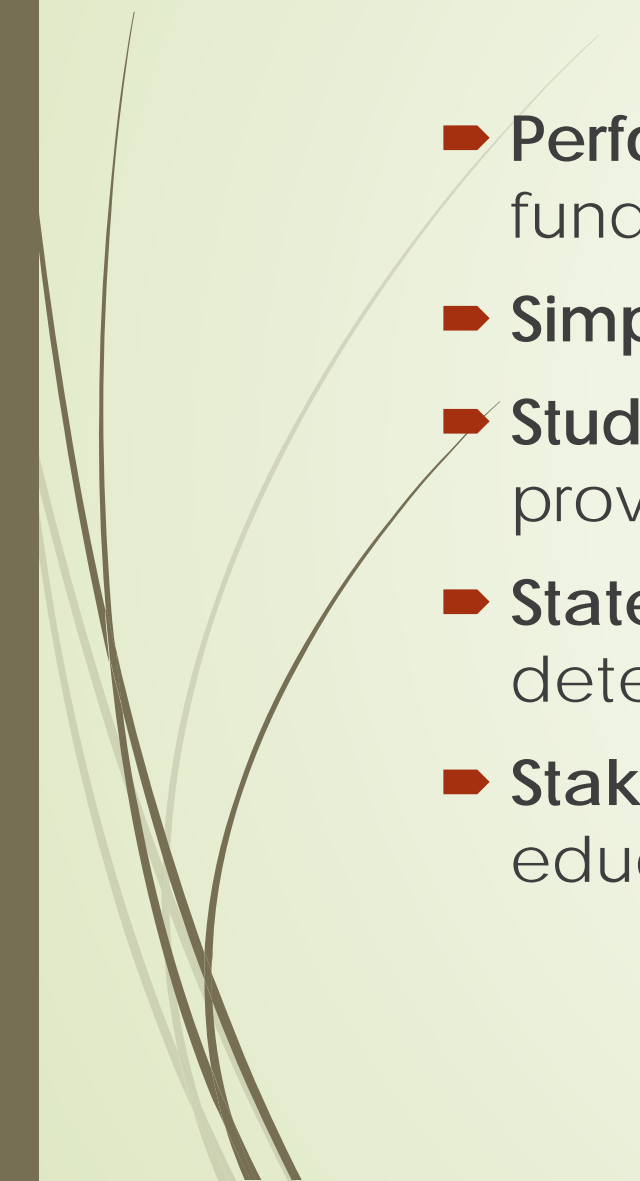
- Consult stakeholders
- Review draft LCAP Evaluation Rubric when available
- Continue modification of LCAP and updating progress on Annual Report
- Present draft LCAP to stakeholders, including PACs

April - June

- Consult stakeholders
- Review May revision of proposed State budget and local implications
- Invite public comment on draft LCAP
- Present draft LCAP to PACs
- Respond to comments in writing
- Finalize Annual Report
- Hold LCAP and budget public hearing
- Receive local board approval
- Submit to COE
- Receive LCAPs from charter schools



LCAP - Guiding Principles

- **Performance – focused** – relationship among plans, funding use, outcomes for students
 - **Simplicity and transparency**
 - **Student-focused** – local identification of needs, provide equitable opportunities
 - **State priorities** – define metrics but rely on local determination of measurement
 - **Stakeholder engagement**-parents, students, educators, broader community
- 

CALIFORNIA SCHOOL DASHBOARD

(LCFF Evaluation Rubrics)

10 Indicators to Measure Performance

6 State Indicators

Performance Categories:



College & Career *

Percent of students prepared for college & career

Graduation Rate

Percent of students who earn a regular H.S. diploma

Academics

Distance from the lowest score needed for "Standard Met"

English Learner Progress

Percent of English Learners making one year's progress

Chronic Absenteeism *

Suspension Rate

Percent of students who were suspended

4 Local Indicators

Criteria Categories:

Met / Not Met / Not Met for Two or More Years

Basic Conditions

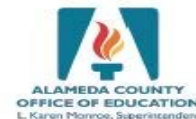
Implementation of Academic Standards

Parent Engagement

School Climate

* Implementing in 2017 - 2018

* Pending adoption by the State Board of Education in 2017 - 2018



February 2, 2017

Home / West Chavez Unified School District

West Chavez Unified School District

Enrollment: 2,500 students

Socioeconomically Disadvantaged: 8.8%

Grade span: K-12

Charter School: N

Blue Green Yellow Orange Red

Top-level Display

Indicator Cluster Report

Status Change Report

| State Indicator | Ratings | All Student Groups | Red/Orange |
|----------------------------------|---------|--------------------|------------|
| Chronic Absenteeism | | 11 | 2 |
| Suspension Rate | | 1 | 1 |
| English Learner Proficiency | | 5 | 5 |
| Graduation Rates | | 5 | 4 |
| College & Career Readiness | | 7 | 5 |
| English Language Arts Assessment | | 7 | 6 |
| Math Assessment | | 12 | 7 |

| Local Performance Indicator | Ratings |
|--|---------|
| Basics (Teachers, Instructional Materials, Facilities) | |
| Implementation of Academic Standards | |
| Parent Engagement | |
| Local Climate Survey | |

Criteria for Determining LEA Eligibility for Differentiated Assistance and Intensive Intervention (Initial Phase)

Basics (Priority 1)

- **Not Met for Two or More Years**

Implementation of State Academic Standards (Priority 2)

- **Not Met for Two or More Years**

Parent Engagement (Priority 3)

- **Not Met for Two or More Years**

Pupil Achievement (Priority 4)

- **Red** on both English Language Arts (ELA) and Math tests OR
- **Red** on ELA or Math test AND **Orange** on the other test OR
- **Red** on the English Learner Indicator (EL student group only)

Pupil Engagement (Priority 5)

- **Red** on Graduation Rate Indicator OR
- **Red** on Chronic Absence Indicator (when available)

School Climate (Priority 6)

- **Red** on Suspension Rate Indicator OR
- **Not Met for Two or More Years** on Local Performance Indicator

Access to & Outcomes in a Broad Course of Study (Priority 7 & 8)

- **Red** on College/Career Indicator

Coord. of Services for Expelled Pupils – COEs Only (Priority 9)

- **Not Met for Two or More Years** on Local Performance Indicator

Coord. of Services for Foster Youth – COEs Only (Priority 10)

- **Not Met for Two or More Years** on Local Performance Indicator

[Home](#) / [West Chavez Unified School District](#) / [English Language Arts Assessment](#)

English Language Arts Assessment

This report provides the color coded rating for a single state indicator, English language arts assessments, for all student groups. A dash (-) in any of the below cells indicates the data was not available.



Statements of Model Practices

Ensure all students are reading at or above standard by the end of each grade (e.g., Level 3 or 4 on Smarter Balanced summative assessment score for reading). As a foundational skill, reading is necessary to access academic content and complex information to support college and career readiness in later grades. Students experience a wide range of assessments during the school year that include selected-response items, technology-enhanced items, constructed-response items, and performance tasks, in which students engage in a complex set of tasks to demonstrate their understanding across the curricula.


Through a variety of assignments, class activities, and assessments, students demonstrate understanding of literary and nonfiction texts; produce clear and purposeful writing; demonstrate effective communication skills; and, investigate, analyze and present information on grade level and disciplinary content.

The district supports the regular collection and analysis of common formative, interim, and summative assessment data to establish instructional priorities, inform classroom instruction, appropriately place and exit students from intervention and support programs, and monitor student progress and achievement.

Links & External Resources

[California Assessment of Student Performance and Progress](#)
[SBE-Adopted ELA/ELD Framework Chapters](#)
[Local Control Funding Formula](#)

California Department of Education
1430 N Street
Sacramento, CA 95814
916-319-0800

Connect with CDE


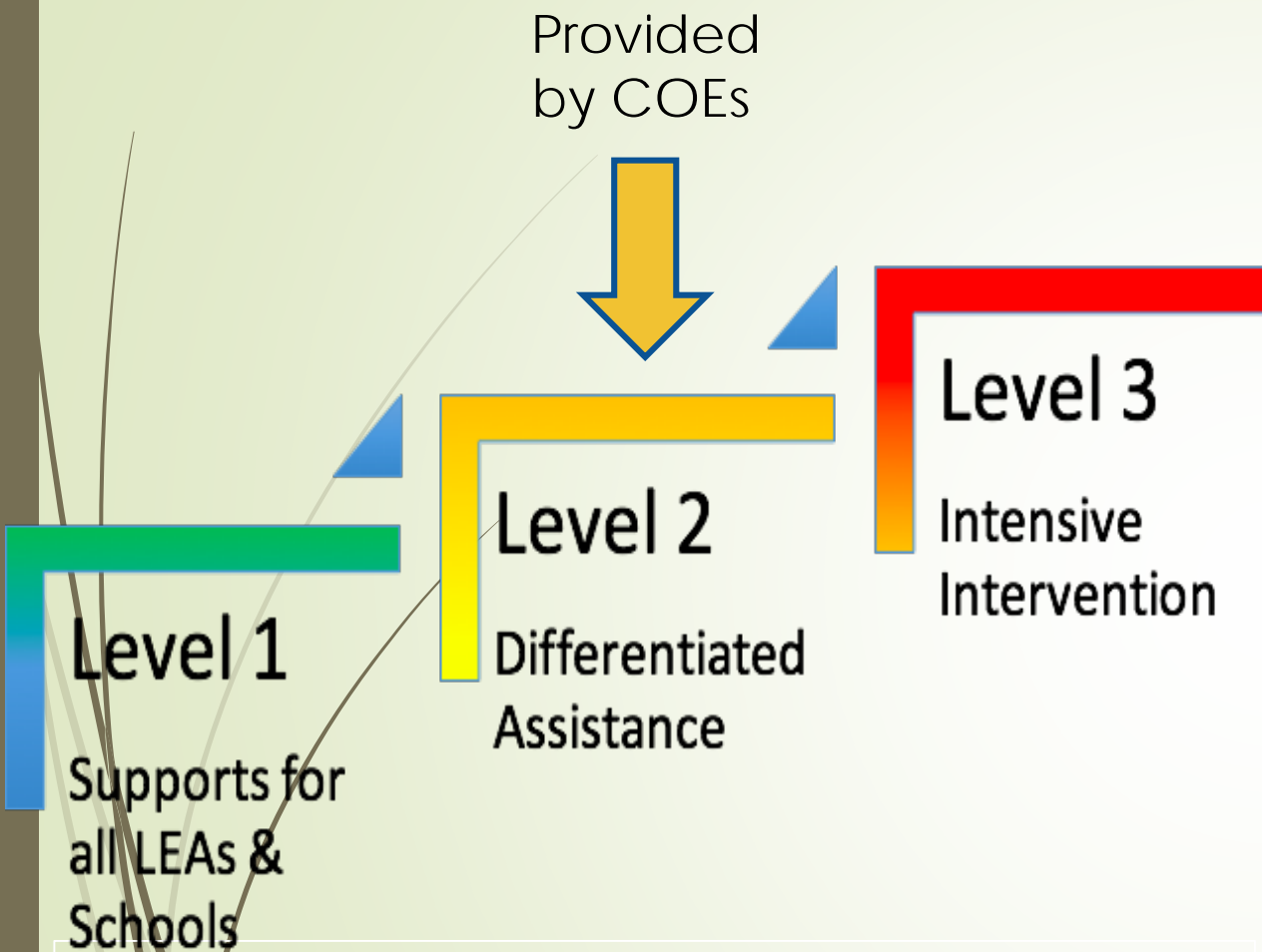



Search this Site



Required LCFF Rubric Components:

- ❖ A top-level summary data display for LEAs and schools that shows performance in all LCFF priority areas and includes an **equity report** that further identifies the instances where any student group is in the two lowest performance categories for the state indicators (currently Red or Orange);
- ❖ A series of standard reports to display the relationship between state and local indicators;
- ❖ A component that supports the analysis of local data, including the local performance indicators;
- ❖ Statements of model practices*
- ❖ Links to external resources*



NOTE: LCFF evaluation rubrics are aligned to the statutory provisions of Every Student Succeeds Act (ESSA)

Level 2- Differentiated Assistance

LEAs are eligible for technical assistance if the LEA ***“fails to improve pupil achievement across more than one state priority for one or more pupil subgroup.”***

In the initial year that an LEA becomes eligible for technical assistance, ***technical assistance will involve identification in writing of the LEAs strength and weaknesses.***

EC 5207 1(b)

NOTE:

A charter school is eligible for technical assistance and may be referred to the California Collaborative for Educational Excellence if *three or more student groups* (or all the student groups if there are less than three student groups) met the (below) Criteria for *one or more state or school priority* identified in the charter for *three out of four consecutive school years*. When determining a charter school's eligibility for technical assistance or referral to the California Collaborative for Educational Excellence, *an authorizer may consider only performance on indicators* that are included in the charter school's underlying petition.

Level 2- Differentiated Assistance

EC Section 52071 (Districts)

- **If** a County Superintendent **does not approve an LCAP, or a local governing board requests technical assistance, then** the County Superintendent **shall provide any** of the following:

1. *Identification of strengths and weaknesses in writing*
 - *Including a review of effective practices or programs that relate to the LEA's goals*
2. *Assignment of expert or team to assist LEA*
 - *Including requesting that another LEA within the county partner to support the LEA's improvement*
3. *Request that the Superintendent of Public Instruction (SPI) assign the CCEE to provide advice and assistance to the LEA*

Technical Assistance is never about just sending a letter with a district's strengths and weaknesses. It is about providing support and assistance.

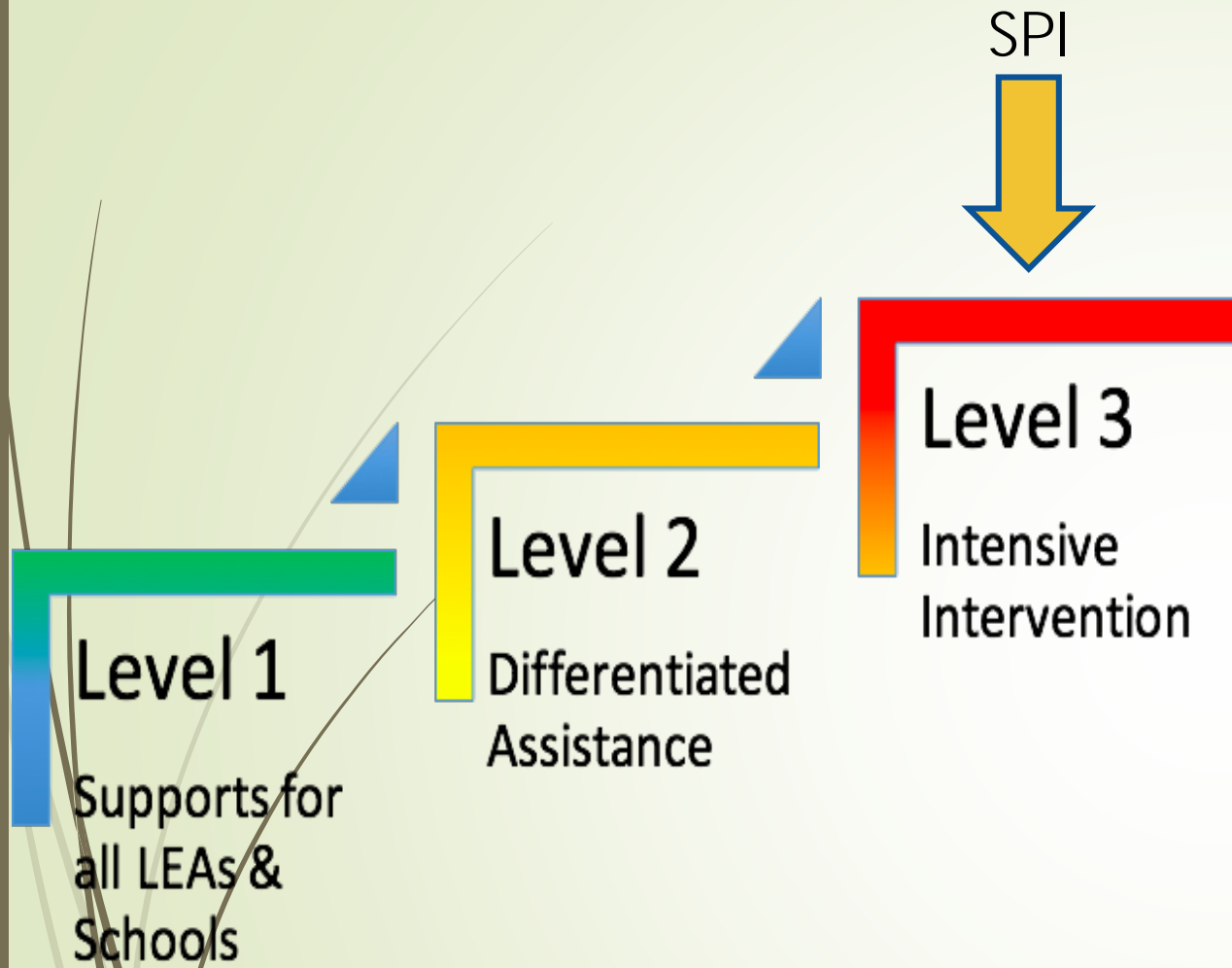
Overview of the California Model

- ❖ The model uses percentiles to create a 5x5 grid that combine **Status** and **Change** that are equally valued in making an overall determination for a **Performance Category** (represented by a color) for each indicator.
- ❖ The model will be applied to all LEAs, schools (except Alternative Schools), and significant student groups.

Change is the difference between performance from the *prior* year and *current* year, or between the *current* year and a *multi-year average* - if available.

Status is based on the *current* year performance.

| | | | | |
|--------|--------|--------|--------|--------|
| Gray | Blue | Blue | Blue | Blue |
| Orange | Yellow | Green | Green | Blue |
| Orange | Orange | Yellow | Green | Green |
| Red | Orange | Orange | Yellow | Yellow |
| Red | Red | Red | Red | Red |

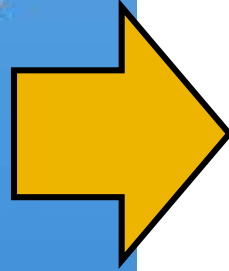


NOTE: LCFF evaluation rubrics are aligned to the statutory provisions of Every Student Succeeds Act (ESSA)

Differentiated Technical Assistance and Support



- Any subgroup that did not meet the performance criteria for 2 or more priorities.



Intensive Intervention

- 3 or more student groups did not meet the performance criteria for 2 or more priorities in 3 out of 4 consecutive years.

Ed. Code 52072

- SPI intervention or charter revocation
- SPI takes over a district's budget

State Superintendent of Public Instruction of California



GRADUATION RATE INDICATOR

For this indicator, "Status" is the current four-year cohort graduation rate (i.e. 2014-15). The graduation rate is calculated by dividing the number of students who earn a regular high school diploma by the end of the 2014-15 cohort by the number of first-time grade nine students in 2011-12 plus students who transfer in, minus students who are no longer enrolled during school years 2011-12, 2012-13, 2013-14, and 2014-15.

Did Not Graduate

Students who did not earn a high school diploma.

- Students who earn a Special Education Certificate of Completion or a general equivalency diploma are not counted as high school graduates but are included in the denominator.

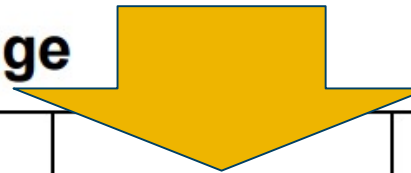


Graduated

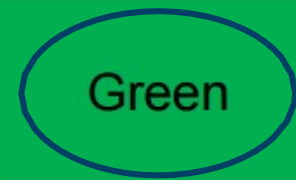
Students who earn a regular high school diploma.



Graduation Change



| Level | Declined Significantly by more than 5% | Declined by 1% to 5% | Maintained Declined or improved by less than 1% | Increased by 1% to less than 5% | Increased Significantly by 5% or more |
|--------------------------------|---|-------------------------|--|---------------------------------------|--|
| Very High 95% or more | Gray | Blue | Blue | Blue | Blue |
| High 90% to less than 95% | Orange | Yellow | Green | Green | Blue |
| Median 85% to less than 90% | Orange | Orange | Yellow | Green | Green |
| Low 67% to less than 85% | Red | Orange | Orange | Yellow | Yellow |
| Very Low Less than 67% | Red | Red | Red | Red | Red |



88.9%

Graduation Status

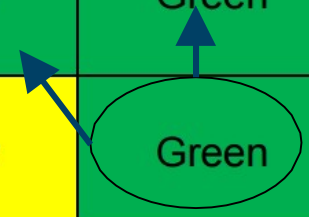
+1.7%

Digging Deeper than Color

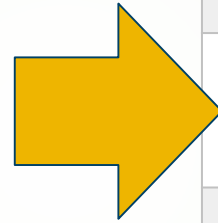
If a district starts in “green” in Year 1 and stays “green” in Year 2, what would be the value in determining which cell they are now placed?

How might knowing the “cell” movement impact future actions?

| | | Graduation Change | | | | |
|-------------------|--------------------------------|-------------------|---|-------------------------|--|------------------------------------|
| | | Level | Declined Significantly by more than 5% | Declined by 1% to 5% | Maintained Declined or improved by less than 1% | Increased by 1% to less than 5% |
| Graduation Status | Very High 95% or more | Gray | Blue | Blue | Blue | Blue |
| | High 90% to less than 95% | Orange | Yellow | Green | Green | Blue |
| | Median 85% to less than 90% | Orange | Orange | Yellow | Green | Green |
| | Low 67% to less than 85% | Red | Orange | Orange | Yellow | Yellow |
| | Very Low Less than 67% | Red | Red | Red | Red | Red |



Graduation Rates: Status *District Sample*



| Status Level | Graduation Rate Status Cut Points |
|--------------|-----------------------------------|
| Very Low | 0-66.99% |
| Low | 67-84.99% |
| Median | 85-89.99% |
| High | 90-94.99% |
| Very High | 95% or greater |

| Cohort Graduates | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|------------------|---------|---------|---------|---------|---------|
| District | 86.1 % | 85.3 % | 88.1 % | 88.1 % | 88.9 % |

SUSPENSION RATE INDICATOR

For this indicator, "Status" is the percent of students who were suspended in the current school year. The suspension rate is calculated by dividing the number of students suspended by the cumulative enrollment multiplied by 100.

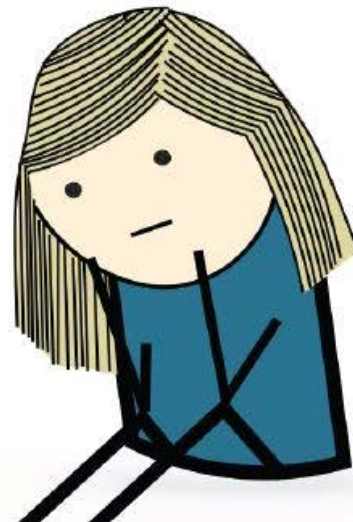
Not Suspended

Student is not suspended while enrolled at the district at any time.

Suspended

Student is suspended while enrolled at the district for any period of time.

- All suspensions are counted the same (e.g. violent behavior, possession of a dangerous weapon, etc.)
- No matter how many times a student is suspended in a school year, that student counts as one suspension
- Cumulative enrollment includes all students that have enrolled for any period of time (e.g. one month, half a school year, or entire school year)



SUSPENSION RATE INDICATOR UNIFIED SCHOOL DISTRICT

Status is the current year suspension rate.

Change is the difference between the current year suspension rate and the prior year suspension rate.

Performance is the 25 color categories based on "Status" and "Change."

| Status | Change | | | | | |
|--------|--|--|----------------------------|---|--|---|
| | Level | Increased Significantly by greater than 2% | Increased by 0.3% to 2% | Maintained Declined or increased by less than 0.3% | Declined by 0.3% to less than 2% | Declined Significantly by 2% or greater |
| | Very Low 1.0% or less | Not applicable | Green | Blue | Blue | Blue |
| | Low greater than 1.0% to 2.5% | Orange | Yellow | Green | Green | Blue |
| | Median greater than 2.5% to 4.5% | Orange | Orange | Yellow | Green | Green |
| | High greater than 4.5% to 8.0% | Red | Orange | Orange | Yellow | Yellow |
| | Very High greater than 8.0% | Red | Red | Red | Orange | Yellow |

Academic Indicator - Distance

Understanding the Academic Indicator

- “Distance from Standard Met” - measures how far (or the distance) each student is from the lowest scale score for “Standard Met” Smarter Balanced performance level.
- All students’ scale scores are compared to the fixed point of “Standard Met” in a subject area for her grade level.
- Once all students’ scores are compared to the fixed point on the scale for “Standard Met”, the distance results are averaged to produce a district-level average scale score and an average scale score for each student group.
- The results will show, on average, the needed improvement to bring the average student to “Standard Met”.

Academic Indicator - Status

Very High

45 or more points above the lowest score for "Standard Met"

High

10 points above to less than 45 points above the lowest score for "Standard Met"

Medium

5 points below to less than 10 points above the lowest score for "Standard Met"

Low

More than 5 points below to 70 points below the lowest score for "Standard Met"

Very Low

More than 70 points below the lowest score for "Standard Met"

Very High
High

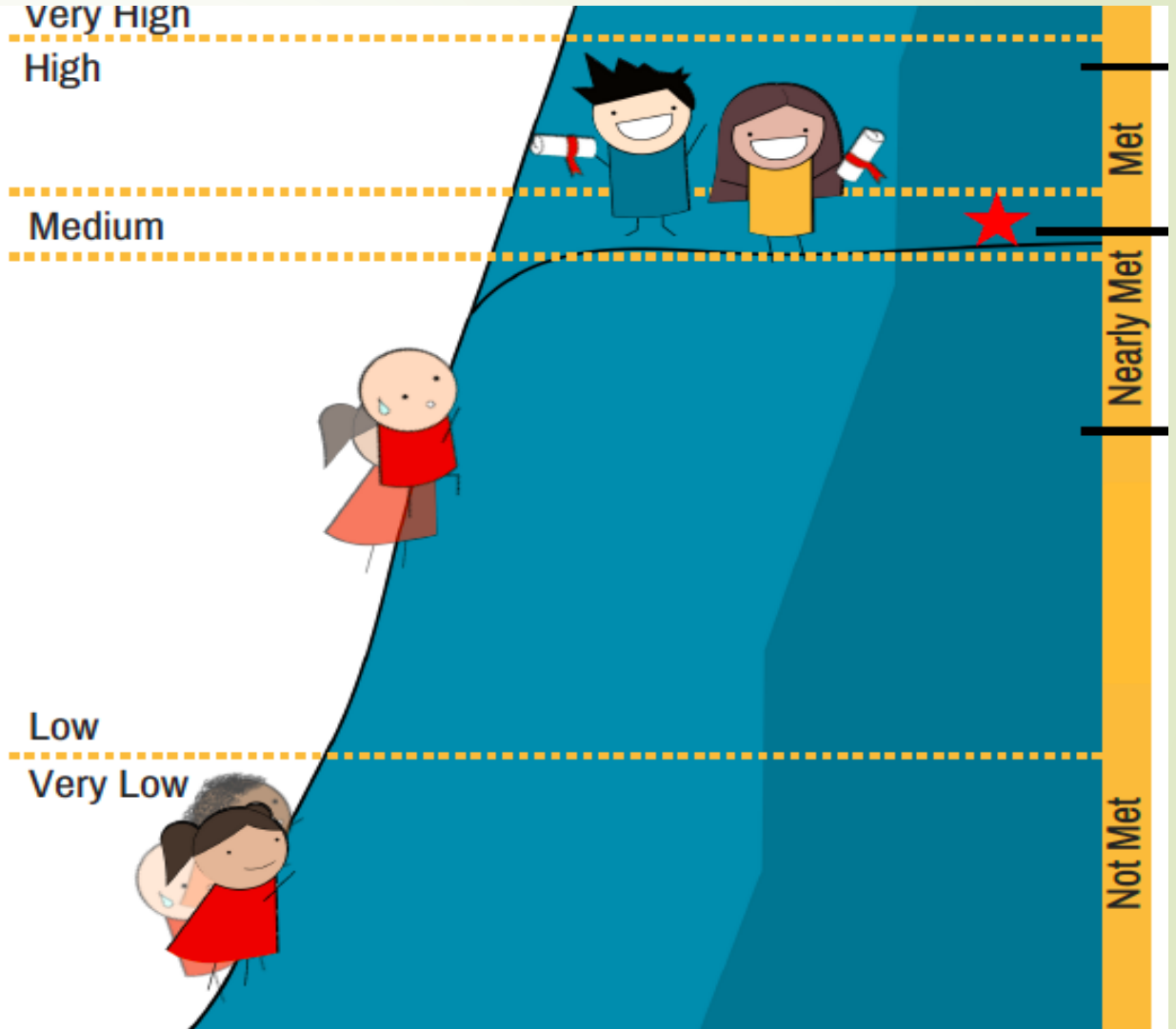
Medium

Low
Very Low

Met

Nearly Met

Not Met



School ELA Academic Indicator - Distance From Level 3

Change in Average Distance From Level 3

Average Distance From Level 3

| Level | Declined Significantly by more than 15 points | Declined by 1 to 15 points | Maintained Declined by less than 1 point or Improved by less than 7 points | Increased by 7 to less than 20 points | Increased Significantly by 20 points or more |
|---|--|-------------------------------|--|--|---|
| Very High 45 or more points above | 2 (0%) Yellow | 64 (0.9%) Green | 202 (2.8%) Blue | 446 (6.2%) Blue | 140 (2%) Blue |
| High 10 above to less than 45 points above | 7 (0.1%) Orange | 109 (1.5%) Yellow | 320 (4.5%) Green | 578 (8.1%) Green | 260 (3.6%) Blue |
| Medium 5 below to less than 10 points above | 7 (0.1%) Orange | 81 (1.1%) Orange | 173 (2.4%) Yellow | 310 (4.3%) Green | 148 (2.1%) Green |
| Low More than 5 below to 70 points below | 73 (1%) Red | 690 (9.6%) Orange | 959 (13.4%) Yellow | 1,495 (20.9%) Yellow | 561 (7.8%) Yellow |
| Very Low More than 70 points below | 44 (0.6%) Red | 193 (2.7%) Red | 144 (2%) Red | 130 (1.8%) Orange | 21 (0.3%) Yellow |

School Math Academic Indicator - Distance From Level 3

Change in Average Distance From Level 3

Average Distance From Level 3

| Level | Declined Significantly by more than 10 points | Declined by 1 to 10 points | Maintained Declined by less than 1 point or Improved by less than 5 points | Increased by 5 to less than 15 points | Increased Significantly by 15 points or more |
|--|--|-------------------------------|--|--|---|
| Very High 35 or more points above | 7 (0.1%) Yellow | 65 (0.9%) Green | 112 (1.6%) Blue | 330 (4.6%) Blue | 155 (2.2%) Blue |
| High 5 below to less than 35 points above | 24 (0.3%) Orange | 130 (1.8%) Yellow | 255 (3.6%) Green | 491 (6.9%) Green | 369 (5.2%) Blue |
| Medium More than 5 points below to 25 points below | 29 (0.4%) Orange | 131 (1.8%) Orange | 171 (2.4%) Yellow | 353 (4.9%) Green | 260 (3.6%) Green |
| Low More than 25 points below to 95 points below | 276 (3.9%) Red | 737 (10.3%) Orange | 908 (12.7%) Yellow | 1,257 (17.6%) Yellow | 664 (9.3%) Yellow |
| Very Low More than 95 points below | 94 (1.3%) Red | 127 (1.8%) Red | 84 (1.2%) Red | 97 (1.4%) Orange | 29 (0.4%) Yellow |

ACADEMIC INDICATOR - CALCULATIONS

DRAFT

Status

A district's "Status" is calculated by adding the "Distance From Level 3" (DF3) scores of all students in grades 3rd - 8th, and dividing the sum by the total number of students.

For example:



3rd grade
students' DF3 is
-20 points



4th grade
students' DF3 is
+14 points



5th grade
students' DF3 is
+20 points



6th grade
students' DF3 is
-13 points



7th grade
students' DF3 is
+6 points

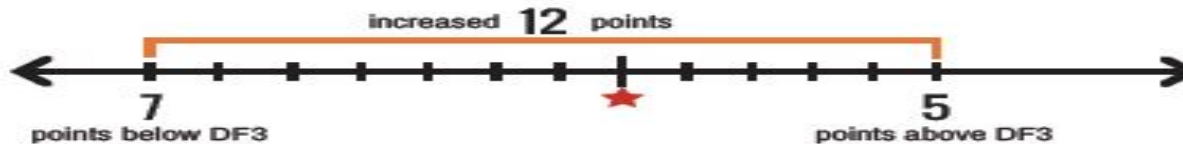


8th grade
students' DF3 is
+23 points

$$\begin{aligned} \text{Distance From Level 3} &= \frac{-20 + 14 + 20 - 13 + 6 + 23}{6} \\ \text{Average} &= 5 \text{ points above DF3} \end{aligned}$$

Change

A district's "Change" is calculated by finding the difference between the current year's and the prior year's "Status." The example below illustrates a district's "Change" from 2015 (7 points below DF3) to 2016 (5 points above DF3).



Performance

Status: The district's average "Distance From Level 3" score of students in grades 3rd - 8th is +5 points.

Change: The district's average "Distance From Level 3" score of students in grades 3rd - 8th increased by 12 points from 2015 to 2016.

Performance: Based on a "High" Status and an "Increased" Change, this district would be Green



ENGLISH LEARNER PROGRESS INDICATOR

For this indicator, "Status" is the percent of English Learners that moved up at least one proficiency level on the California English Language Development Test (CELDT) and the percent of English Learners who were Reclassified Fluent English Proficient (RFEP) from prior year to current year.

No Progress

Student did not progress by at least one proficiency level on CELDT and was not Reclassified Fluent English Proficient (RFEP).

CELDT Assessment Sections

Grades: 2 - 12



Reading



Writing

Grades: K - 12



Listening



Speaking



Key



exam based



evaluation based

Progress

Student progressed by at least one proficiency level on CELDT and/or was Reclassified Fluent English Proficient (RFEP).



CELDT: California English Language Development Test

Student progressed by at least one proficiency level on CELDT:

- ☐ Beginning
- ☐ Early Intermediate
- ☐ Low Intermediate
- ☐ High Intermediate
- ☐ Early Advanced
- ☐ Advanced

or

RFEP: Reclassified Fluent English Proficient

Each step must be completed consecutively (i.e. the student must pass their English language proficiency assessment, in order to get a teacher evaluation).



1. Assessment of English language proficiency

| CELDT | and | District Determined Academic Performance |
|--|-----|---|
| <ul style="list-style-type: none"> Overall score of Early Advanced or Advanced | | e.g.: Smarter Balanced Assessment Consortium (SBAC), Developmental Reading Assessment (DRA), etc. |
| and | | |
| <ul style="list-style-type: none"> A minimum score of Low Intermediate on all sections assessed | | |



2. Teacher evaluation



3. Parent consultancy

English Learner Performance District Sample

English Learner Status
(Percent Progressing Plus Reclassified Students)

English Learner Change

(Change in Percent Progressing Plus Reclassified Students)

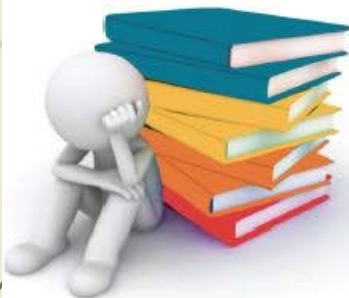
| Level | Declined Significantly by more than 10% | Declined by 1.5% to 10% | Maintained Declined or improved by less than 1.5% | Increased by 1.5% to less than 10% | Increased Significantly by 10% or more |
|--------------------------------|--|----------------------------|--|---------------------------------------|---|
| Very High 85% or more | Yellow | Green | Blue | Blue | Blue |
| High 75% to less than 85% | Orange | Yellow | Green | Green | Blue |
| Median 67% to less than 75% | Orange | Orange | Yellow | Green | Green |
| Low 60% to less than 67% | Red | Orange | Orange | Yellow | Yellow |
| Very Low Less than 60% | Red | Red | Red | Orange | Yellow |

COLLEGE AND CAREER INDICATOR


For this indicator, "Status" is the percent of graduates in the four-year graduation cohort who met the CCI benchmark for "Prepared."


Not Prepared

Students did not meet any measures





Approaching Prepared

 High School Diploma
& any one of the following:

 **Dual Enrollment:** Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)


 **CTE:** Career Technical Education Pathway completion


 **UC A-G:** Completion of courses that meet the University of California A-G criteria

 **Smarter Balanced Summative Assessments:** Scored at least "Standard Nearly Met" on one or both ELA and Mathematics




Prepared

 High School Diploma & any one of the following:


 **Dual Enrollment:** Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE)


 **CTE:** Career Technical Education Pathway Completion plus one of the following criteria:

- ☐ One semester/two quarters of Dual Enrollment with a passing grade (Academic/CTE subjects)
- ☐ Smarter Balanced Summative Assessments: At least "Standard Met" on English language arts/literacy (ELA) or Mathematics and at least "Standard Nearly Met" in the other subject area

 **UC A-G:** Completion of courses that meet the University of California A-G criteria plus one of the following criteria:

- ☐ One semester/two quarters of Dual Enrollment with a passing grade (Academic/CTE subjects)
- ☐ CTE Pathway completion
- ☐ Smarter Balanced Summative Assessments: At least "Standard Met" on English language arts/literacy (ELA) or Mathematics and at least "Standard Nearly Met" in the other subject area
- ☐ Passing score on one AP Exam OR on one IB Exam

 **Smarter Balanced Summative Assessments:** At least "Standard Met" on both ELA and Mathematics

 **AP/IB Exams:** Passing Score on two Advancement Placement (AP) Exams or two International Baccalaureate (IB) Exams

Key



high school diploma



course based



exam based

COLLEGE AND CAREER (CCI)

Status is the percentage of graduates in the four-year graduation cohort who met the CCI benchmark for "Prepared"

Change is based on the difference in "Status" from current year to prior year

Performance is the 25 color categories based on "Status" and "Change"

Change

| Status | Level | Declined Significantly by more than 10% | Declined by 1.5% - 10% | Maintained Declined or increased by less than 1.5% | Increased by 1.5% to less than 10% | Increased Significantly by 10% or more |
|--------|--------------------------------|---|---------------------------|---|--|--|
| | Very High 60% or more | Yellow | Blue | Blue | Blue | Blue |
| | High 45% to less than 60% | Orange | Yellow | Green | Green | Blue |
| | Median 25% to less than 45% | Orange | Orange | Yellow | Green | Green |
| | Low 10% to less than 25% | Red | Orange | Orange | Yellow | Yellow |
| | Very Low Less than 10% | Red | Red | Red | Orange | Yellow |

Local Priorities: 1, 2, 3, 6

Measures are local, although priority 6 also includes the suspension rate.

The metrics for local measures are not a part of the dashboard! Districts self report **MET**, **NOT MET**, or **NOT MET for 2 or more years** based on completion of a process.

FOR CHARTER SCHOOLS – LOCAL INDICATORS must be addressed IF they are included as a part of the charter

1. District identifies a measure
2. District use the measure and analyzes the results
3. District reports on the measure to the local governing board and completes the dashboard indicator with 1 of the 3 options
4. SARC School Accountability Report Card is sufficient to meet Priority 1
5. Priority 6 local measure is only required every other year
6. Examples for goal 2 and 3 are provided but districts may design their own

Getting to Met for Priority 2

Frequency:

Annually



Indicator:

Measures progress implementing state academic standards



Accountability: Reporting to Board

Reports results to governing board at a regularly scheduled public meeting



Accountability: Reporting to Stakeholders

Reports results to stakeholders and public through evaluation rubrics (dashboard)



Tool:

Option 1 (Narrative Summary); Option 2 (Reflection Tool)



Local Performance Indicator

Priority 2: Implementation of State Academic Standards

Standard:

LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics (California School Dashboard).

Frequency

Indicator Content

Accountability and Transparency of Results

- English Language Arts
- English Language Development
- Mathematics
- NGSS
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Local Performance Indicator

Priority 2: Implementation of State Academic Standards

Defines how progress will be determined

Evidence:

The tool is defined in the indicator (Option 1 or 2)

LEA measures its progress using the self-reflection tool included in the evaluation rubrics web-based user interface, and reports the results to its local governing board at a regularly scheduled meeting and through the local data selection option in the evaluation rubrics web-based system(California School Dashboard).

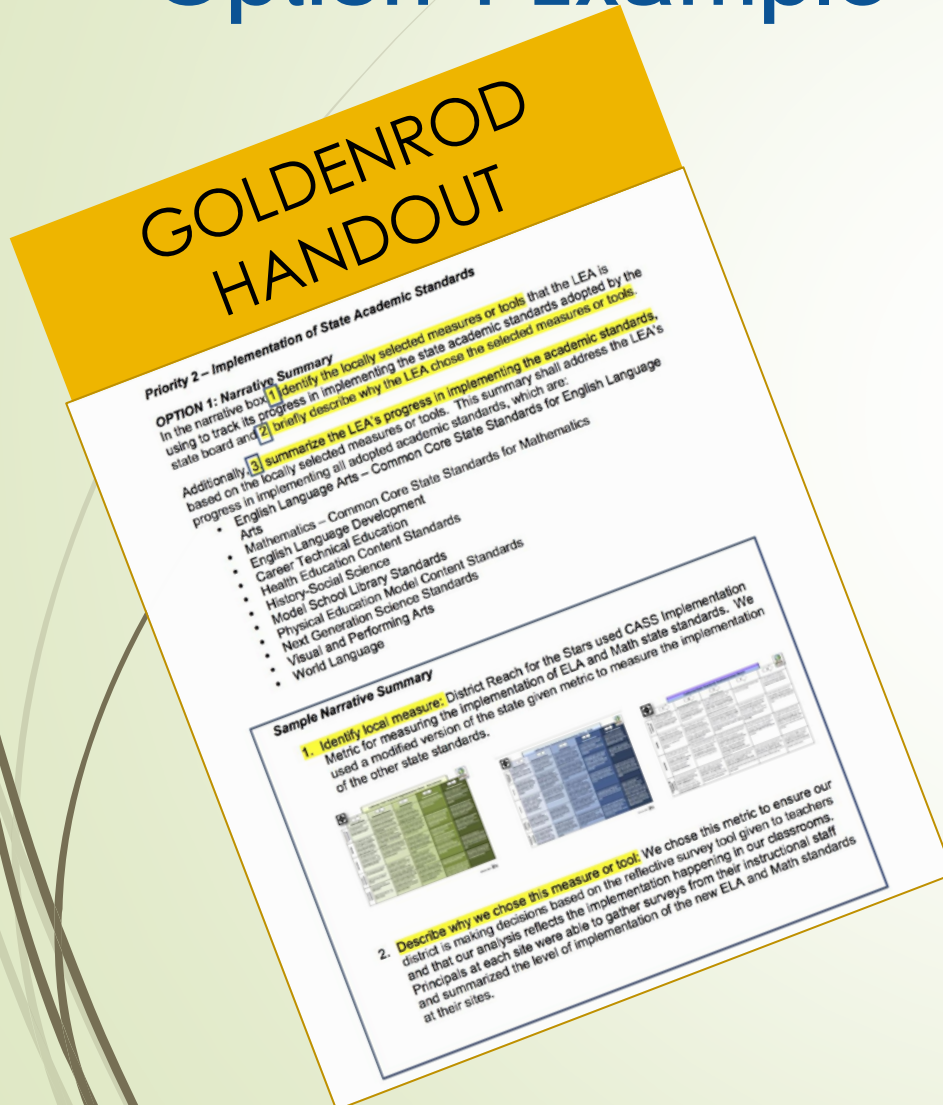
| State Indicators | All Students Performance |
|--|--------------------------|
| Chronic Absenteeism | N/A |
| Suspension Rate | |
| English Learner | |
| Graduation Rate | |
| College/Career | N/A |
| English Language Arts Assessment | |
| Mathematics Assessment | |
| Local Indicators | Ratings |
| Basics (Teachers, Instructional Materials, Facilities) | Met |
| Implementation of Academic Standards | Not Met |
| Parent Engagement | Not Met for Two Years |

Met

Key Elements in Local Indicators - Priority 2: Option 1 Example

Option 1: Tool Requirements

1. Identify locally selected measure or tool
2. Briefly describe why the LEA chose the selected measures or tool
3. Summarize LEA's progress in implementing the academic standards



Sample Narrative Summary

1. **Identify local measure:** District Reach for the Stars used CASS Implementation Metric for measuring the implementation of ELA and Math state standards. We used a modified version of the state given metric to measure the implementation of the other state standards.



2. **Describe why we chose this measure or tool:** We chose this metric to ensure our district is making decisions based on the reflective survey tool given to teachers and that our analysis reflects the implementation happening in our classrooms. Principals at each site were able to gather surveys from their instructional staff and summarized the level of implementation of the new ELA and Math standards at their sites.

3. Summarize Progress:

- a. **ELA:** After gathering data from all schools in our district, the majority of our staff have identified that they are either still developing awareness (2) of the new standards or working in the full awareness (3) of the new CA ELA standards. Evidence includes: newly adopted aligned curriculum, PD on new curriculum implementation, systematic summative assessments being used district-wide to monitor mastery of standards, and collaborative teaching teams developing well-planned units with clear learning goals and success criteria for each lesson.
- b. **Math:** After gathering data from all schools in our district, the majority of our staff have identified that they are at level 3 (full awareness) according to the implementation survey. The majority of our teachers have well-planned units and lessons with explicit learning targets and success criteria aligned to the new standards. They have formative and summative assessments to monitor individual student progress toward mastery and their students engage in mathematical practices (creating models, using precision, communicating their understanding). Our goal is to get a greater percent of our teachers working fluently with the new Math standards and begin to have students take ownership of their learning targets and progress toward mastery.

Option 1: Tool Requirements

1. Identify locally selected measure or tool
2. Briefly describe why the LEA chose the selected measures or tool
3. Summarize LEA's progress in implementing the academic standards

Priority 2: Option 2 Self-Reflection Tool

BLUE HANDOUT

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 = Exploration and Research Phase; 2 = Beginning Development; 3 = Initial Implementation; 4 = Full Implementation and Sustainability

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA - Common Core State Standards for ELA | | | | | |
| Mathematics - Common Core State Standards for Mathematics | | | | | |
| History-Social Science Standards | | | | | |

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 = Exploration and Research Phase; 2 = Beginning Development; 3 = Initial Implementation; 4 = Full Implementation and Sustainability

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA - Common Core State Standards for ELA | | | | | |
| Mathematics - Common Core State Standards for Mathematics | | | | | |
| History-Social Science Standards | | | | | |

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 = Exploration and Research Phase; 2 = Beginning Development; 3 = Initial Implementation; 4 = Full Implementation and Sustainability

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA - Common Core State Standards for ELA | | | | | |
| Mathematics - Common Core State Standards for Mathematics | | | | | |
| History-Social Science Standards | | | | | |

Option 2: Reflection Tool Requirements

- LEA rates itself on 1-5
- LEAs that choose to complete the optional reflection tool, would **not** need to provide a separate narrative summary of progress. (Question 6 is an optional narrative.)

Getting to Met for Priority 3

Frequency:

Annually



Indicator:

Measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs



Accountability: Reporting to Board

Reports results to governing board at a regularly scheduled public meeting



Accountability: Reporting to Stakeholders

Narrative summary and analysis of climate survey; reports results to stakeholders and public through evaluation rubrics (dashboard)



Tool:

Option 1 (Survey); Option 2 (Local Measures)



Local Performance Indicator

Priority 3 : Parental Involvement

Standard:

LEA annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics (dashboard).

Frequency

Evidence:

Evidence: LEA measures its progress using the self-reflection tool included in the evaluation rubrics web-based user interface, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the evaluation rubrics (dashboard) web-based system.

Accountability and
transparency of results

Indicator
Content

The tool is defined in
the indicator

Key Elements in Local Indicators for Priority 3: Option 1

OPTION 1: Survey

If the LEA administers a local survey to parents/guardians in **at least one grade** within each **grade span** that the LEA serves (e.g., K–5, 6–8, 9–12), summarize:

(1) the key findings from the survey related to **seeking input from parents/guardians in school and district decision making;**

(2) the key findings from the survey related to **promoting parental participation in programs;** and

(3) **why** the LEA chose the selected survey and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

IVORY HANDOUT

Priority 3

Self-Reflection Tool to Use as Evidence Option 1

LEAs will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based **either** on information collected through surveys of parents/guardians **or** other local measures. Under either option, the LEA briefly describes why it chose the selected measures, including whether the LEA expects that progress on the selected measure is related to goals it has established for other LCFF priorities in the Local Control and Accountability Plan (LCAP).

OPTION 1: Survey

If the LEA administers a local survey to parents/guardians in at least one grade within each grade span that the LEA serves (e.g., K–5, 6–8, 9–12), summarize:

- (1) the key findings from the survey **related to seeking input** from parents/guardians in school and district decision making;
- (2) the **key findings** from the survey related to promoting parental participation in programs; and
- (3) **why the LEA chose the selected survey** and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

Sample:

At Shoot for the Stars District:

- 54% of our **parents** indicate they agree or strongly agree that the district or school adequately **seeks input** from parents and guardians in decision making committees.
- 72% of our parents indicate they agree or strongly agree that their schools adequately **promotes participation in programs**.

Why was survey chosen: Shoot for the Stars District uses our "Sample District Family Involvement Survey" to gather parent/guardian feedback across the community in order to get a unfiltered feedback from our community.

Key Elements in Local Indicators for Priority 3: Option 1

OPTION 1: Survey

If the LEA administers a local survey to parents/guardians in **at least one grade** within each **grade span** that the LEA serves (e.g., K–5, 6–8, 9–12), summarize:

(1) the key findings from the survey related to **seeking input from parents/guardians in school and district decision making;**

(2) the key findings from the survey related to **promoting parental participation in programs;** and

(3) **why** the LEA chose the selected survey and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

IVORY HANDOUT

Priority 3

Self-Reflection Tool to Use as Evidence Option 1

LEAs will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based **either** on information collected through surveys of parents/guardians **or** other local measures. Under either option, the LEA briefly describes why it chose the selected measures, including whether the LEA expects that progress on the selected measure is related to goals it has established for other LCFF priorities in the Local Control and Accountability Plan (LCAP).

OPTION 1: Survey

If the LEA administers a local survey to parents/guardians in at least one grade within each grade span that the LEA serves (e.g., K–5, 6–8, 9–12), summarize:

- (1) the key findings from the survey **related to seeking input** from parents/guardians in school and district decision making;
- (2) the **key findings** from the survey related to promoting parental participation in programs; and
- (3) **why the LEA chose the selected survey** and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

Sample:

At Shoot for the Stars District:

- 54% of our **parents** indicate they agree or strongly agree that the district or school adequately **seeks input** from parents and guardians in decision making committees.
- 72% of our parents indicate they agree or strongly agree that their schools adequately **promotes participation in programs**.

Why was survey chosen: Shoot for the Stars District uses our "Sample District Family Involvement Survey" to gather parent/guardian feedback across the community in order to get a unfiltered feedback from our community.

Key Elements in Local Indicators - Priority 3: Option 2 Example

OPTION 2: Local Measures

Summarize:

- (1) the LEA's progress on **at least one measure related to seeking input from parents/guardians** in school and district decision making;
- (2) the LEA's **progress on at least one measure related to promoting parental participation** in programs; and
- (3) **why the LEA chose the selected measures** and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

Key Elements in Local Indicators - Priority 3: Option 2 Example

OPTION 2: Local Measures

Summarize:

- (1) the LEA's progress on **at least one measure related to seeking input from parents/guardians** in school and district decision making;
- (2) the LEA's **progress on at least one measure related to promoting parental participation** in programs; and
- (3) **why the LEA chose the selected measures** and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

Priority 6 - Key Elements Recap

Standard:

LEA administers a local climate survey **at least every other year** that provides a valid **measure of perceptions of school safety and connectedness**, such as the California Healthy Kids Survey, to students in **at least one grade within the grade span(s)** that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board *at a regularly scheduled meeting of the local governing board* and to stakeholders and the public through the evaluation rubrics.

Frequency

Evidence:

LEA administers a survey as specified and reports the results to its local governing board and through the local data selection option in the evaluation rubrics.

Defines how progress will be determined

Accountability and
transparency of results

Indicator
Content

Key Elements in Local Indicators - Priority 3: Option 2 Example

PURPLE HANDOUT

Priority 3
Self-Reflection Tool to Use as Evidence Option 2

LEAs will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based **either** on information collected through surveys of parents/guardians **or** other local measures. Under either option, the LEA briefly describes why it chose the selected measures, including whether the LEA expects that progress on the selected measure is related to goals it has established for other LCFF priorities in the Local Control and Accountability Plan (LCAP).

OPTION 2: Local Measures
Summarize:

- (1) the LEA's progress on at **least one measure related to seeking input from parents/guardians in school and district decision making;**
- (2) the LEA's progress on **at least one measure related to promoting parental participation in programs;** and
- (3) **why the LEA chose the selected measures** and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

Sample:

At Shoot for the Stars District, the focus has been on increasing family participation and providing access points for parents/guardians to engage in decision-making.

1. **Parent input has been increased** through the efforts of a leadership team that provides community-based meetings with interpretation and translation services to identify issues and create planning committees around parent/guardian concerns. **When surveyed by 326 parents/guardians, the indicator increased from 1.25 (Emerging) in the previous year, to 2.5 (Progressing) in the current year.**
2. The Shoot for the Stars District has increased parent/guardian participation on the School Improvement Team. **The parent/guardian participation rate increased by 50% and the majority of the team is made of parents.** When surveyed with the Assessment Tool, The average rubric score was 2.8 which indicates the Quality of Implementation is near Level 3, "excelling".
3. The tool selected to measure progress is the **National Standards for Family-School Partnership Assessment Guide**, developed by the PTA which is **research-based tool that provides valid local measurement.** The increase of parent involvement will also affect our student achievement (Priority 4) in that research has shown that increasing parent's feeling of partnership with the school community will encourage more student engagement.

GREEN HANDOUT

National Standards for Family-School Partnerships Assessment Guide

Throughout the implementation guide, the levels of practice build on each other, assuming that good practices at the emerging and progressing levels will continue at the next level.

Standard 5—Sharing Power
Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Goal 1: Strengthening the Family's Voice in Shared Decision Making: Are all families full partners in making decisions that affect their children at school and in the community?

| Indicators | Quality of Implementation | | | Your Current Level |
|--|---|--|--|---|
| | Level 3 Excelling Highly functioning level of development and implementation | Level 2 Progressing Functioning level of development and implementation | Level 1 Emerging Limited level of development and implementation | |
| Having a voice in all decisions that affect children | The school has established policy to ensure that parents have an equal voice in all major decisions that affect children, such as principal selection and budget allocation. For example, 50% of the School Improvement Team is made up of parents. The PTA/parent group leader holds a permanent seat and makes recommendations for additional parent members. | The PTA/parent group and school host dialogues with families and school personnel about issues and policies to gain their ideas and insights. For example, proposed changes in the grading system are discussed at the school and in neighborhood settings during the day and evening with interpreters as needed. | The school informs families about issues or proposed changes and gives them an opportunity to respond. For example, the school informs families in advance about changes in the school schedule or building renovations, and offers contact information in case families have questions. | <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet |

Standard 5, Page 1 of 4

Option 2 Survey Requirements

- ☐ At least one measure related to seeking input from parents/guardians
- ☐ Progress on at least one measure related to promoting parental participation
- ➡ Briefly describe why the LEA chose the selected measures on tool



Getting to **Met** for Priority 6

Frequency:

Minimum of every other year to one grade in grade span



Indicator:

Measures perceptions of school safety and connectedness



Accountability: Reporting to Board

Reports results to governing board at a regularly scheduled public meeting



Accountability: Reporting to Stakeholders

Narrative summary and analysis of climate survey
Reports results to stakeholders and public through evaluation rubrics



Tool:

Local Climate Survey - CHKS or other



LCAP Supporting Students – Go beyond the Data

Example: State Priority #5 – Student Engagement – required metric is attendance

Disaggregate data by grade span, by subgroup, by site

What does the data say? What does your stakeholder information say?

Using a Multi-tiered System of Support for the whole child and family: What actions and services might be needed?

A kindergarten attendance dip at a site – is it consistent over time?

1. Could be an indication for Parent education?
2. Health care access?
3. Safe welcoming classroom environment?

LCAP Supporting Students – Go beyond the Data

Example: State Priority #5 – Student Engagement – required metric is attendance

What does the data say? What does your stakeholder information say?

Using a Multi-tiered System of Support for the whole child and family: What actions and services might be needed?

- A specific school site, grade level or student group shows demonstrates lower attendance
 1. Is there a need for Parent Education?
 2. Are parents aware of absences? An attendance liaison to insure communication with parents?
 3. Is there a bullying issue, relational aggression?
 4. Clean, welcoming, healthy facilities and classrooms?
 5. Academic avoidance? What supports are in place?
 6. Is the playground, cafeteria, safe and welcoming?

The LCAP Summary

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

LCAP HIGHLIGHTS

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

Plan Summary: Summary of Progress (Rubric Link)

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REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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

Referring to the LCFF Evaluation Rubrics, 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

Referring to the LCFF Evaluation Rubrics, 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

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

| DESCRIPTION | AMOUNT |
|---|--------|
| Total General Fund Budget Expenditures for LCAP Year | \$ |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | \$ |

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

| | |
|----|---|
| \$ | Total Projected LCFF Revenues for LCAP Year |
|----|---|

The Annual Update

Using data to inform decision-making

What Data Should be Used?

A review of performance should consider quantitative or qualitative data from

- Local LEA and school-level data
- Local self-assessment tools
- LCFF Evaluation Rubrics
 - State indicators
 - Local indicators
- Stakeholder input (both solicited and unsolicited)
- Other relevant data sources (city, county, or state-level data)

Annual Update

LCAP Year Reviewed: XXXX-XX

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Support Academic Progress and Behavior

Provide interventions and enrichment to address students' academic, behavioral and attendance needs to reduce the achievement gap, increase English proficiency for EL students and provide differentiated instruction for all students.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Copied Verbatim

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Decrease suspensions for all students by .5% from baseline to 5.4%.
Maintain number of expulsions below 15.
Increase attendance rate by .9% to 97%
Maintain chronic absenteeism below 7.4%

Copied
Verbatim

ACTUAL

| Description | 2014-15 | 2015-16 | Met/Not Met |
|----------------------------------|---------|---------|-------------|
| Suspensions for all students | 5.4% | 4.9% | Met |
| Expulsions | 2 | 4 | Met |
| Cumulative Attendance Rate | 96.1% | 96.9% | Met |
| High school cohort drop-out rate | 11.9% | 10.2% | Met |

Use most
current data

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

Copied
Verbatim

Expenditures

PLANNED

Hire Attendance Specialist for early outreach to increase attendance and decrease chronic absenteeism.

ACTUAL

An Attendance Specialist was hired to **in December** to monitor attendance processes at schools and provide parent meetings focused on the importance of regular school attendance. The Attendance Specialist met with each school to analyze attendance practices and will hold 8 parent meetings by June, 2017.

Identify the actual
actions/services,
including changes

BUDGETED

\$105,000 Certificated Salaries (1000) \$24,150 Benefits (3000) LCFF Base funds (Attendance Specialist), \$10,000 Instructional Materials (4300) Professional Development, LCFF Supplemental and Concentration funds

ESTIMATED ACTUAL

\$67,325 certificated salaries (1000) \$15,584 benefits (3000) LCFF Base funds (Attendance Specialist) \$0 professional development, materials LCFF Supplemental and Concentration funds.

Identify fiscal
projections through 6/30

Complete a table for each of the LEA's goals from the prior year.
Use **actual measurable outcome data**, including performance data from **Evaluation Rubrics**

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and Services for this goal were generally implemented as planned with a few exceptions primarily due to timelines for hiring of staff and unanticipated needs for additional staff to support full implementation of specific actions. Although the new Attendance Specialist was not hired until December 2015, once established, this staff position supported schools in focusing on attendance practices and also began to serve as a link to parents to address this need.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

An increase in the chronic absenteeism rate remains a challenge for our schools and indicates a need to increase monitoring and support for students who are at-risk with regard to school attendance. There is a particular need to provide parent meetings/outreach on the importance of attendance, especially to parents of kindergarten and ninth grade students; these two grades have the highest percentage of chronic absenteeism. Although the Attendance Specialist was effective in helping schools focus on attendance practices, the parent component of this action was the least effective part of implementation of these services. Part of this was due to the late hiring of the specialist who began by focusing on school-level awareness and establishing school practices. The parent component was not structured in a way that connected with parents of target students and did not focus on chronic absenteeism in key grade levels.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were primarily due to staff salary schedules which, based on the particular employees filling specific positions significantly increased or decreased expenditures over original estimates. The Saturday School program was not implemented until November, resulting in a decrease in costs for that program. In addition, it was recognized early in the year that implementation of the online reporting system would require additional staff to support and fully implement the program.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Analysis

Although attendance rates were maintained and dropout data is positive, the increase in the chronic absenteeism rates indicates a need to increase monitoring and support for students who are at-risk with regard to school attendance. Further analysis pointed to significant discrepancies in chronic absenteeism among kindergarten and ninth grade students.

Change

The services of an additional Attendance Specialist will be added to increase parent meetings and outreach activities on the importance of school attendance. Additional parent activities will be provided for parents of kindergarten students and incoming ninth grade students focusing on the relationship between regular school attendance and academic success. *(Changes reflected in Goal 1 actions/services, expenditures)*

Stakeholder Engagement

Meaningful Engagement to develop the LCAP

Stakeholder Engagement

Stakeholder Engagement

LCAP Year

☐ 2017-18 ☒ 2018-19 ☐ 2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Required Representation from Parent Groups

If students are part of one or more of these subgroups, parents or families must be included in the Parent Advisory Group.

Parent Advisory Group

Low Income rep

Foster Youth rep

English Learner rep

All Parents

District EL Parent Advisory Group (if district enrollment includes):

15% ELs

At least 50 EL pupils

Members of pre-existing committees (DELAC) may be included in the LCAP EL Parent Advisory Committee.

Goals, Actions, and Services

Goals and Expected outcomes

Section Highlights

- New, Modified, or Unchanged
 - Indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.
- Expected Annual Measurable Outcomes
 - Identify the metric(s) or indicator(s) that the LEA will use to track progress
 - In the baseline column, identify the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan
 - In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP

Section Highlights

- Differentiate between Actions/services that contribute to meeting the Increased or Improved Services Requirement and those that will not.
- New/Modified/Unchanged for actions/services and budgeted expenditures
 - Check “New” if the action/service is being added
 - Check “Modified” if the action/service has been changed or modified in any way
 - Check “Unchanged” if the action/service has not been changed or modified in any way
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank
- Format of Budgeted Expenditures

Goals, Actions, and Services Example

This goal covers basic services, teachers, curriculum, and facilities

Goals, Actions, & Services

Strategic Planning Document
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

All students will receive high quality instruction in California English language arts, mathematics and Next Generation Science Standards (NGSS) from highly qualified teachers in 21st Century classrooms at safe clean and welcoming facilities to prepare them to be college and career ready upon graduation.

☐ New ☒ Modified ☐ Unchanged

Goal

All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers in 21st Century Classrooms and welcoming facilities to prepare them to be college and career ready upon graduation.

Use of state and local metrics and inclusion of needs as identified by a variety of stakeholders

State and/or local data

Identified Need

1. The School Accountability Report Card (SARC) indicates 94% of staff are fully credentialed in the area taught. High school science, high school mathematics, content ELD support, and special education teachers are needed.
2. **Statewide summative (CAASPP) student achievement data**, teacher survey data, observational walk-through data all indicate the need for continued professional development on California Math, English Language Arts and NGSS curriculum and pedagogy.
3. The district technology survey demonstrates the need to upgrade classroom technology access in grades 3-5 and parent/student survey indicates the need to improve student access to online course materials.

Identified Need

SARC report indicates 94% of staff fully credentialed in area taught, high school science, content ELD support and special education teachers are needed.
SBAC student achievement data, teacher survey data, observational walk-through data, indicate continued need for professional development on Common Core and NGSS Pedagogy and curriculum materials
Technology Survey demonstrates need to upgrade classroom technology access in grades 3-5, and parent/student survey indicates need to improve student access to online materials

Measures include closing of the gap

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|--|--|---|
| Annual William/SARC report on teacher credential | 94% of staff fully credentialed in area taught | 96% of staff fully credentialed in area taught | 98% of staff fully credentialed in area taught | 100% of staff fully credentialed in area taught |
| SBAC Math % Standard Met/Exceeded | District 58% LI 41% EL 29% | District 63% LI 48% EL 37% | District 68% LI 56% EL 45% | District 73% LI 64% EL 53% |

Goals, Actions, and Services Example

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide Group(s) ☐ Schoolwide OR ☐ Limited to Unduplicated Student
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

Important to show increased costs and base services

☐ New ☐ Modified ☒ Unchanged

Recruit and retain high quality certificated teaching staff, classified support and administrative personnel. (Salary + Benefits)

2018-19

☐ New ☐ Modified ☒ Unchanged

Recruit, and retain high quality certificated teaching staff, classified support and administrative personnel

2019-20

☐ New ☐ Modified ☒ Unchanged

Recruit, hire, and retain high quality certificated teaching staff and classified support and administrative personnel.

BUDGETED EXPENDITURES

2017-18

Amount **\$211,773,500** Salary 135,535,040
Benefits 76,238,460
Source **LCFF Base**
Budget Reference **Resource 0000 Object 1000/2000/3000**

2018-19

Amount **\$222,323,375** Salary 142,286,960
Benefits 80,036,415
Source **LCFF Base**
Budget Reference **Resource 0000 Object 1000/2000/3000**

2019-20

Amount **\$230,697,585** Salary 145,339,479
Benefits 85,358,106
Source **LCFF Base**
Budget Reference **Resource 0000 Object 1000/2000/3000**

Goals, Actions, and Services Example

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All

☐ Students with Disabilities

☐ [Specific Student Group(s)]

Location(s)

☐ All schools

☐ Specific Schools:

☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners

☐ Foster Youth

☒ Low Income

Scope of Services

☒ LEA-wide

☐ Schoolwide

OR

☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools

☐ Specific Schools:

☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Teacher professional development (3 additional days)
and Professional Development contract - Content EL Needs

2018-19

☐ New ☐ Modified ☒ Unchanged

Teacher professional development (3 additional days)
and Professional Development contract

2019-20

☐ New ☐ Modified ☒ Unchanged

Teacher professional development (3 additional days)
and Professional Development contract

BUDGETED EXPENDITURES

2017-18

Amount

\$1,124,585 Title I \$12,500 (5800)

Source

LCFF Supplemental / Title I

Budget
Reference

Resource 0000 / Resource 3010
Object 1000/3000/5800

2018-19

Amount

\$1,231,420 Title I \$12,500

Source

LCFF Supplemental / Title I

Budget
Reference

Resource 0000 / Resource 3010
Object 1000/3000/5800

2019-20

Amount

\$1,349,637 Title I \$12,500

Source

LCFF Supplemental / Title I

Budget
Reference

Resource 0000 Resource 3010
Object 1000/3000/5800

Show increased costs and other funding sources

Action may seem to serve all but be "principally directed" to meet subgroup needs

Demonstration of Increased or Improved Services for Unduplicated Pupils

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☐ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$

Percentage to Increase or Improve Services:

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

From Goals Section: *For Actions/Services included as contributing to increased or improved service

SCHOOLWIDE USAGE

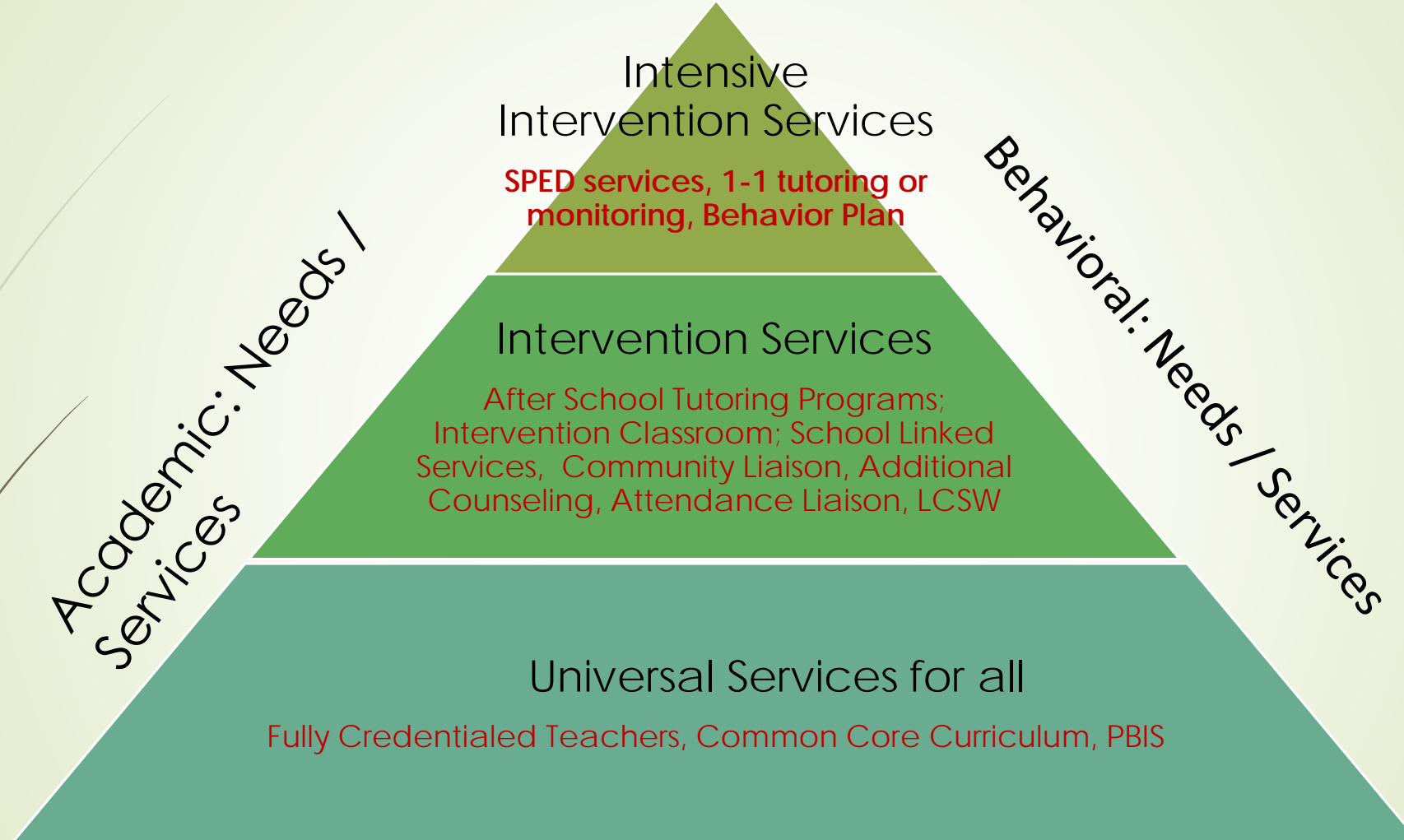
63

LCFF Schoolwide usage of funds follows federal guidelines:

Title I schools with percentages of students from low-income families of at least 40 percent may use Title I funds, along with other Federal, State, and local funds, to operate a "schoolwide program" to upgrade the instructional program for the whole school.

LCAP supporting students: Multi Tiered System of Support - MTSS

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The Local Control Accountability Plan

- ▶ LOCAL, LOCAL, LOCAL
- ▶ Essentially a contract with stakeholders, the funds the district receives, how those funds will be spent to achieve the agreed upon desired outcomes for all students and services that will address needs for low income and English learner students
- ▶ Accountability is to the stakeholders – based on both state and local measures
- ▶ Issues – funding is still an issue for many districts, the LCAP is not a wish list – LCFF Funds are unrestricted -
- ▶ LCAP provides a marketing opportunity

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New

| | | |
|------------------------------|-----------------------------------|------------------------------------|
| <input type="checkbox"/> New | <input type="checkbox"/> Modified | <input type="checkbox"/> Unchanged |
|------------------------------|-----------------------------------|------------------------------------|

Goal 1

State and/or Local Priorities Addressed by this goal:

| | | | | | | | | | |
|-------|----------------------------|-----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--|
| STATE | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 | <input type="checkbox"/> 8 | |
| COE | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | | | | | | | |
| LOCAL | <hr/> | | | | | | | | |

Identified Need

Separate
locations to
include
information

EXPECTED ANNUAL MEASURABLE OUTCOMES


Metrics/Indicators

Baseline

2017-18

2018-19

2019-20



Goal 1: All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers in 21st Century Classrooms.

Identified Need(s):

- Students need access to highly qualified teachers,
- high quality technology,
- Instructional materials, facilities
- daily instruction in the Common Core standards and NGSS standards.

Expected Annual Measurable Outcomes:

- *100% of teachers will use Common Core ELA aligned materials.
- *100% of grades 6-8 teachers will use Common Core aligned Math materials.
- *100% of grades 6-8 teachers will use the NGSS standards when lesson planning and will update 50% of course units of study to align to NGSS.
- *100% of teachers who teach English Language Arts will participate in professional development on the newly adopted curriculum.
- *Positive Annual Williams settlement report.
- *100% of new teachers will receive coaching from district TOSAs or BTSA providers. 100% of sites will develop Common Core aligned common formative assessments to be administered on a quarterly basis.
- *The Technology Skills Scope and Sequence plan will be implemented at a 50% capacity district-wide.


Goal 2: Multiple measures will be used to assess individual student academic growth achievement for all students.

Identified Needs:

- Current district data demonstrates a need to strengthen Common Core standards-based teaching and learning, particularly for our socio-economically disadvantaged, English Language learners and Special Education students. SBAC results from 2014-15 indicated the following totals of students who met or exceeded ELA and Math Metrics

Expected Annual Measurable Outcomes:

- *Increase in the number of students hitting iReady growth targets between assessment windows 1 and 2
- *Increase the amount of collaboration time dedicated to analyzing student data annually
- *Increase in the number of students scoring in the "At or Above standard" area on the SBAC annually
- *CUSD will show an increase in the number of students reaching English Language proficiency annually
- *Increase in the amount of EL, ED, and Foster Youth students who move up a proficiency band in SBAC and or CELDT annually
- *Students identified as needing extra support will receive documented intervention time
- *Increase the number of students scoring at proficient or higher on the district writing assessment



Goal 3: Students will receive sufficient and appropriate tiered supports that promote and sustain their positive social/emotional development that enable them to learn and thrive in their classrooms.

Identified Needs:

- Based on suspension/expulsion rates, attendance
- School Attendance improvement
- Project Cornerstone surveys / California Healthy Kids Surveys
- Student/staff/parent surveys indicate there is a need to provide a positive school climate

Expected Annual Measurable Outcomes:

- Suspension/expulsion rates will drop by 10% each year, reduce chronic absenteeism by 10%, Middle school drop out rates will decrease by 1% each year, Student behavior will improve as shown by SET scores, Healthy Kids Survey and Law Enforcement Data, Office discipline referrals



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