

# *Developing The Local Control Accountability Plan*



## Agenda

- Overview of LCFF & LCAP
- State Priorities
- District Mission and Vision
- LCAP Timeline
- Community Engagement
- California School Dashboard
- Work Groups

## Main Goals for Today

- To gain an understanding of how to use the California School Dashboard to inform the development of a good Local Control Accountability Plan (LCAP)
- Make recommendations for LCAP Goals, Actions, and Services



# Welcome & Introductions

Lakeside Union School District Advisory Committee



# Local Control Funding Formula and the Local Control Accountability Plan

Overview

## Local Control Funding Formula (LCFF)

- **Base Funding** – The same for all districts
- **Supplemental Funding** – Equal to 20% of the base for unduplicated count of English Learners, foster youth, and low income.
- **Concentration Funding** – Additional funding of 50% of the base provided for districts with 55% or more of their students who are English Learners, foster youth, or low income.

# Student Groups



- English Learners
- Foster Youth (15 or more)
- Homeless (15 or more)
- Socioeconomically Disadvantaged
- Students with Disabilities
- American Indian
- Asian
- African American
- Filipino
- Hispanic
- Pacific Islander
- Two or more races
- White

# Local Control Accountability Plan (LCAP)

- The LCAP is a critical part of the new Local Control Funding Formula.
- Each school district must engage parents, educators, employees and the community to establish these plans.
- The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals.
- The LCAPs must focus on eight areas identified as state priorities. The plans will also demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.



# Requirement for the LCAP

- School districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) using a template adopted by the State Board of Education.
- The LCAP must include a description of the **annual goals** to be achieved for each student group for each state priority and each metric within the priorities.
- The LCAP must include an annual **review of the effectiveness of the goals**, actions, and services from the prior year.
- The LCAP template must include **data from the Dashboard**.

# Impact of the LCFF and LCAP

- **Focused funding for students with greatest needs** - English learners, foster youth and low- income students
- **A broader definition of school success** – Our school district won't be evaluated by test scores alone. Plans will be developed to improve student engagement, parent involvement, and create more positive learning environments on campus.
- **More local control** - School leaders and parents have greater influence at local level vs. state level to create academic programs, services, and budgets to meet the unique needs of students.

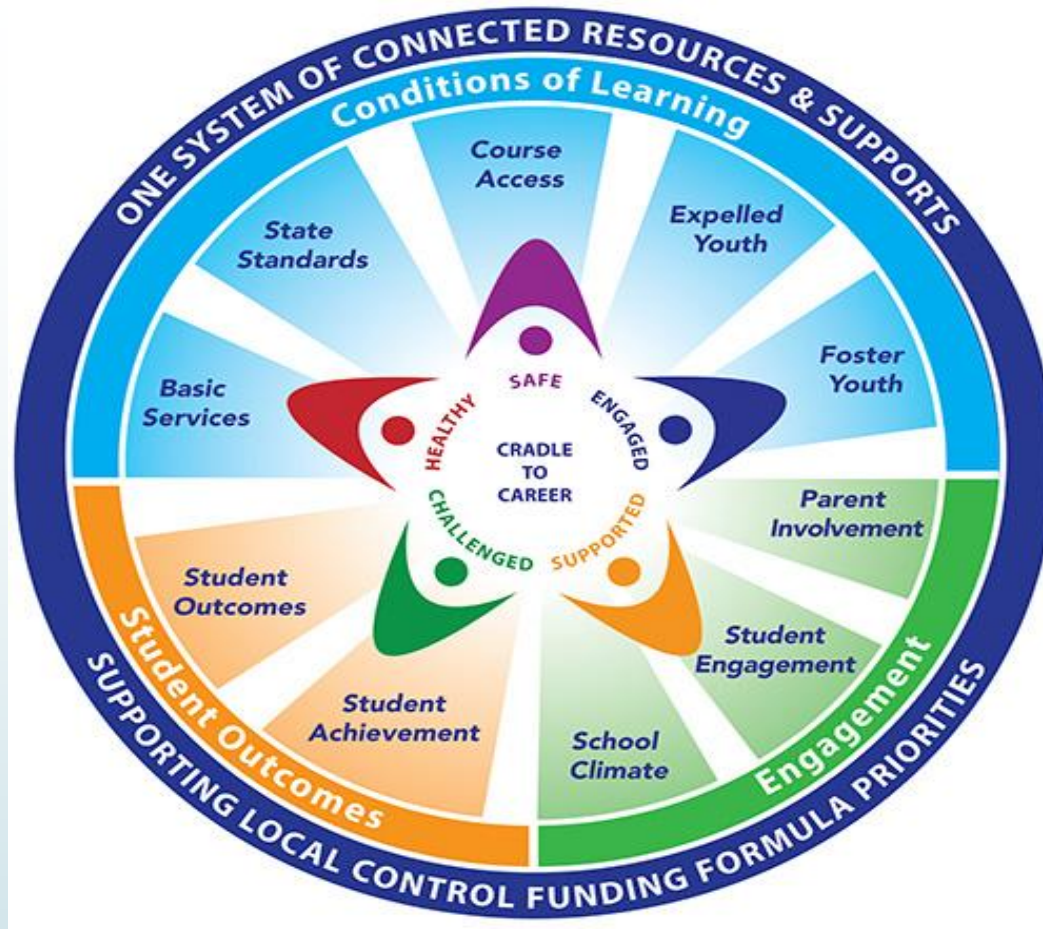
## District Accountability

By July 1 of each year, each school board must adopt a Local Control and Accountability Plan (LCAP) that sets out its goals and priorities, with special attention to high-needs students bringing additional funds to the district as a result of the law. The district must adopt a three-year plan and update it annually.

The law requires that spending be aligned with eight state priority areas, which include test scores, the Common Core State Standards, parent involvement, school climate, and student engagement. County offices of education will review districts' accountability plans and approve them when appropriate.

# State Priorities

Whole Child Resource Map



The star in the middle of the circle represents the whole child (from Cradle to Career) surrounded by those who want to ensure that ALL students are healthy, safe, engaged, challenged, and supported.

# District Mission and Vision

Alignment with state

## District Mission

- The Lakeside Union School District is committed to a quality educational program, responsive to the needs of its students within a safe nurturing environment. The staff, students, parents, and community assume responsibility for each student's academic and personal success. Recognizing the worth and dignity of each student, the Lakeside Union School District prepares all students to achieve their fullest potential. Our goal is to produce students who make informed decisions, as they become responsible citizens and productive members of society.

## District Vision

- To inspire a passion for learning, by empowering all students to acquire, understand and value the knowledge for success in an ever-changing world.



## LCAP Timeline

# Timeline

- **January - March**

- Hold LCFF public meetings to review metrics and solicit input from all stakeholders

- **March - April**

- Release draft of LCAP for public review and comment

- **June**

- Public Hearing for LCAP and 2019 -2020 Budget
- District establishes local policies to implement LCAP; School Board adopts LCAP aligned with 2019 -2020 budget and files LCAP with County Superintendent

- **July**

- Approved LCAP will be posted on District's website



19

# Community Engagement

Stakeholders

# Stakeholders

- Students (ASB)
- Parents (Booster, PTC)
- Certificated Staff (CTA)
- Classified Staff (CSEA)
- Community Members (Boys & Girls Club)
- Parent Advisory Committees (SSC, DELAC)
- District Leadership
- Special Education Department
- English Language Development Department

# The California School Dashboard

## Overview

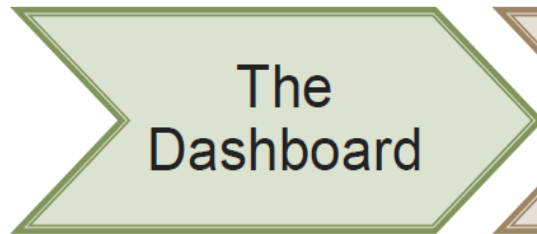
# The California School Dashboard

- ➡ The [California School Dashboard](#) is a website that parents/guardians, educators and the public can use to see how districts and schools are meeting the needs of California's diverse student population based on the concise set of measures.

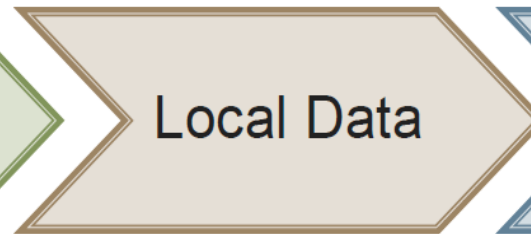
# Understanding how the Dashboard informs the LCAP

## Alignment

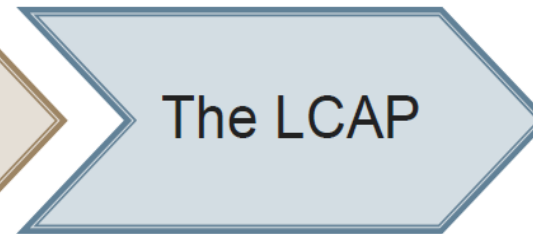
# The Dashboard Informs the Development of the LCAP



- Identifies the LEAs areas of strength and areas of need



- Provides the LEA with additional data to inform decision-making and planning



- The vehicle for the LEA to review its progress, articulate their plans to address the areas of identified need, and communicate its plan to educational stakeholders



***Student  
improvement***



## Analyzing Our Dashboard Results

- What in our system is causing the results for student groups to perform in **red** or **orange**?
- What is the district currently doing to help support these student groups?
- What will the district do, moving forward, to better support these student groups?

# Linking the LCAP and the Dashboard

- Districts are required to use data from the Dashboard to inform the development of the:
  - Annual Update
    - Analysis
  - Goals, Actions, and Services
    - Identified Need
  - Plan Summary
    - Greatest Progress
    - Greatest Needs
    - Performance Gaps



# District Dashboard Results

Data

# Performance Overview

Chronic Absenteeism



Orange

Suspension Rate



Green

English Learner Progress



No Performance Color

English Language Arts



Yellow

Mathematics



Yellow

Basics: Teachers, Instructional  
Materials, Facilities

STANDARD MET

Implementation of Academic  
Standards

STANDARD MET

Parent Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of  
Study

STANDARD MET

# Student Population

[LEARN MORE](#)

Enrollment

**1,378**

[View More Information](#) →

[LEARN MORE](#)

Socioeconomically  
Disadvantaged

**67.2%**

[LEARN MORE](#)

English Learners

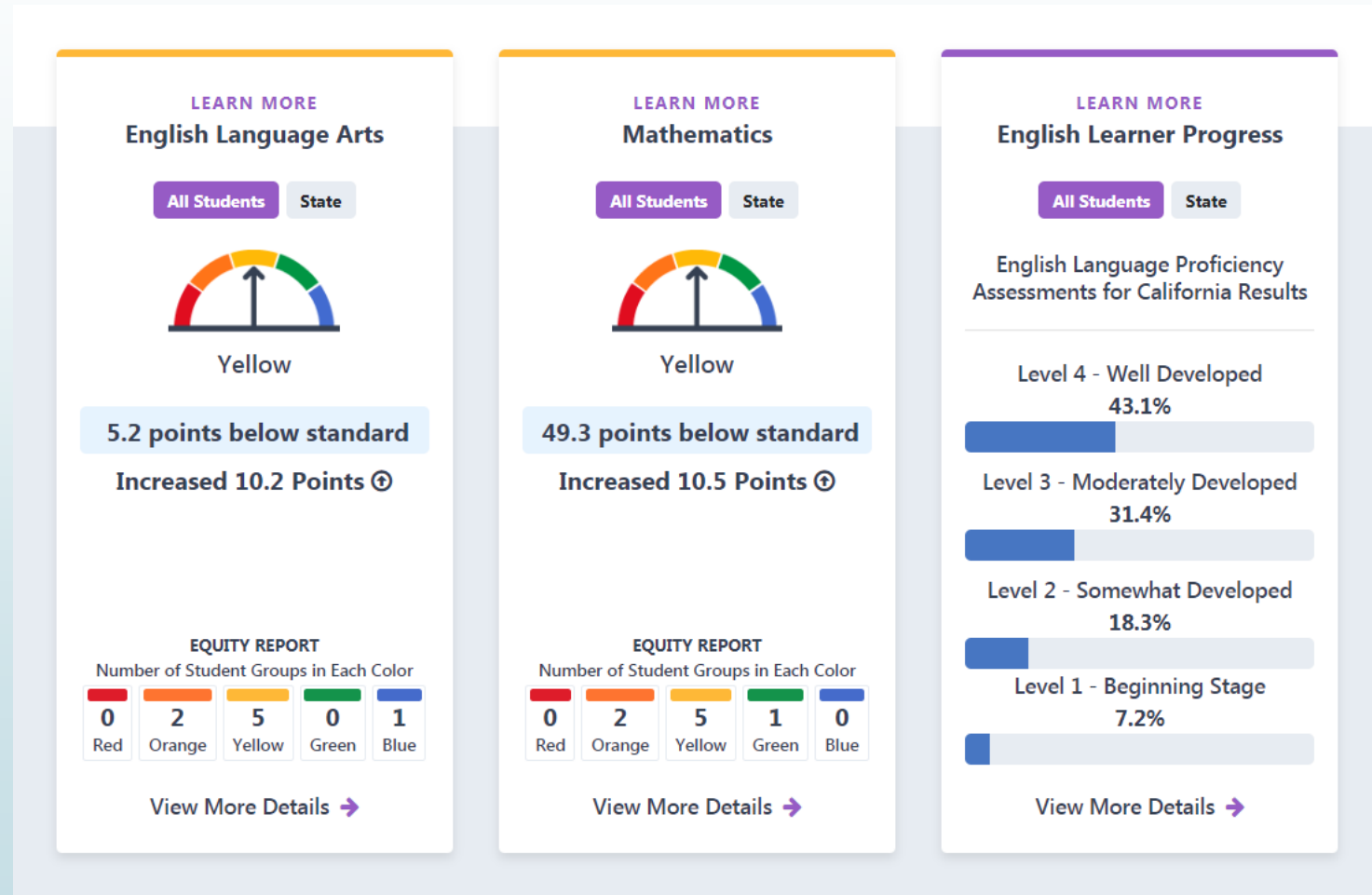
**11.9%**

[LEARN MORE](#)

Foster Youth

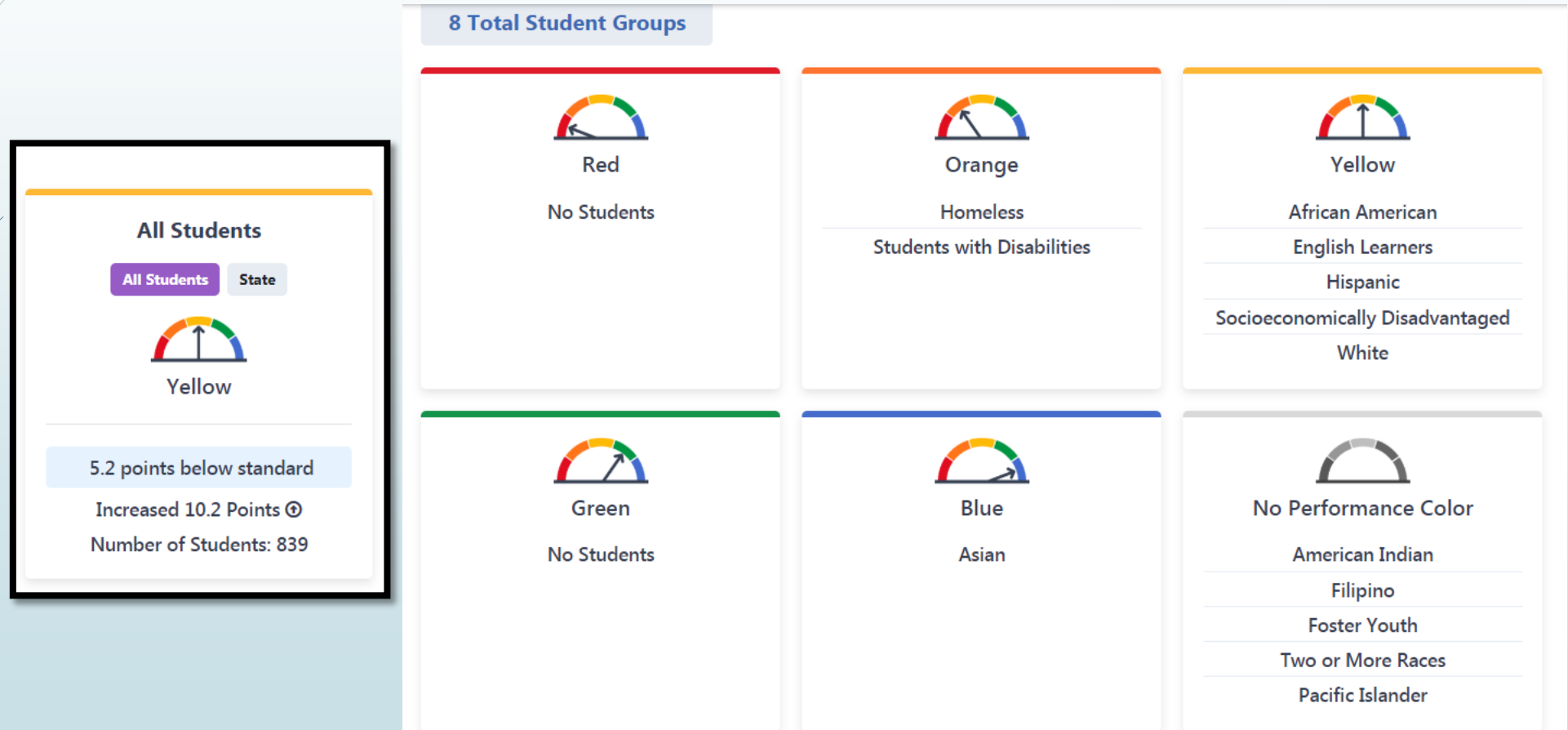
**0.5%**

# Academic Performance



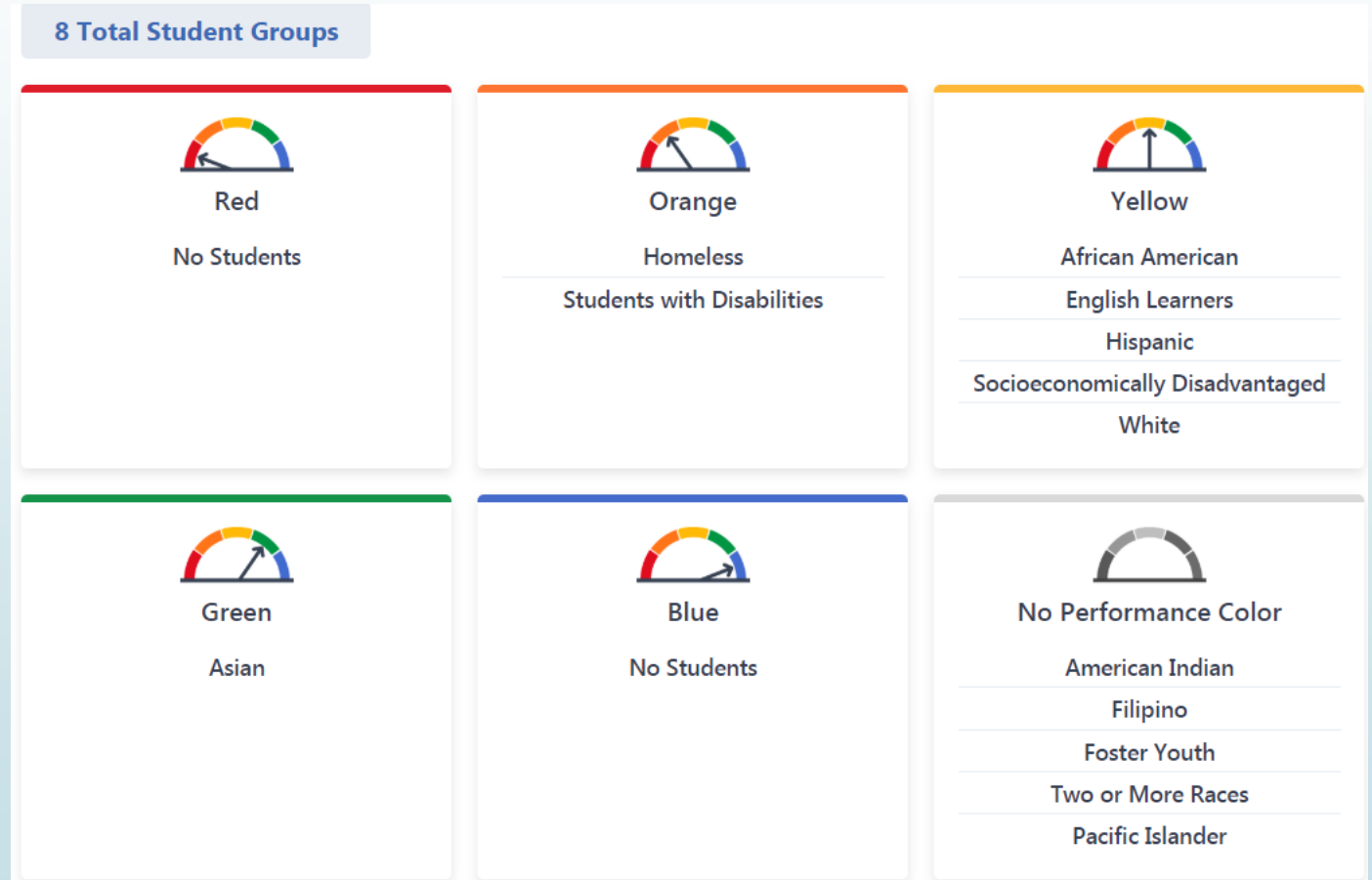
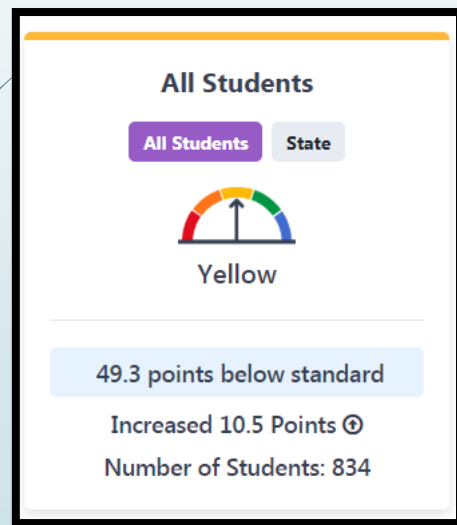
# English Language Arts

## Student Groups by Performance Level



# Math

## Student Groups by Performance Level





# English Learner Progress

## LEARN MORE English Learner Progress

All Students State

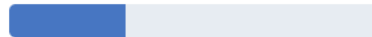
English Language Proficiency  
Assessments for California Results

Number of Students: 153

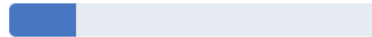
Level 4 - Well Developed  
43.1%



Level 3 - Moderately Developed  
31.4%



Level 2 - Somewhat Developed  
18.3%



Level 1 - Beginning Stage  
7.2%



## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### Current English Learners

90.2 points below standard

Declined -21 Points ⬇️

Number of Students: 63

### Reclassified English Learners

17.7 points above standard

Declined -6.3 Points ⬇️

Number of Students: 151

### English Only

4 points below standard

Increased 10.2 Points ⬆️

Number of Students: 587

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

### Current English Learners

108.6 points below standard

Declined -8.9 Points ⬇️

Number of Students: 63

### Reclassified English Learners

44.3 points below standard

Declined -3 Points ⬇️

Number of Students: 149

### English Only

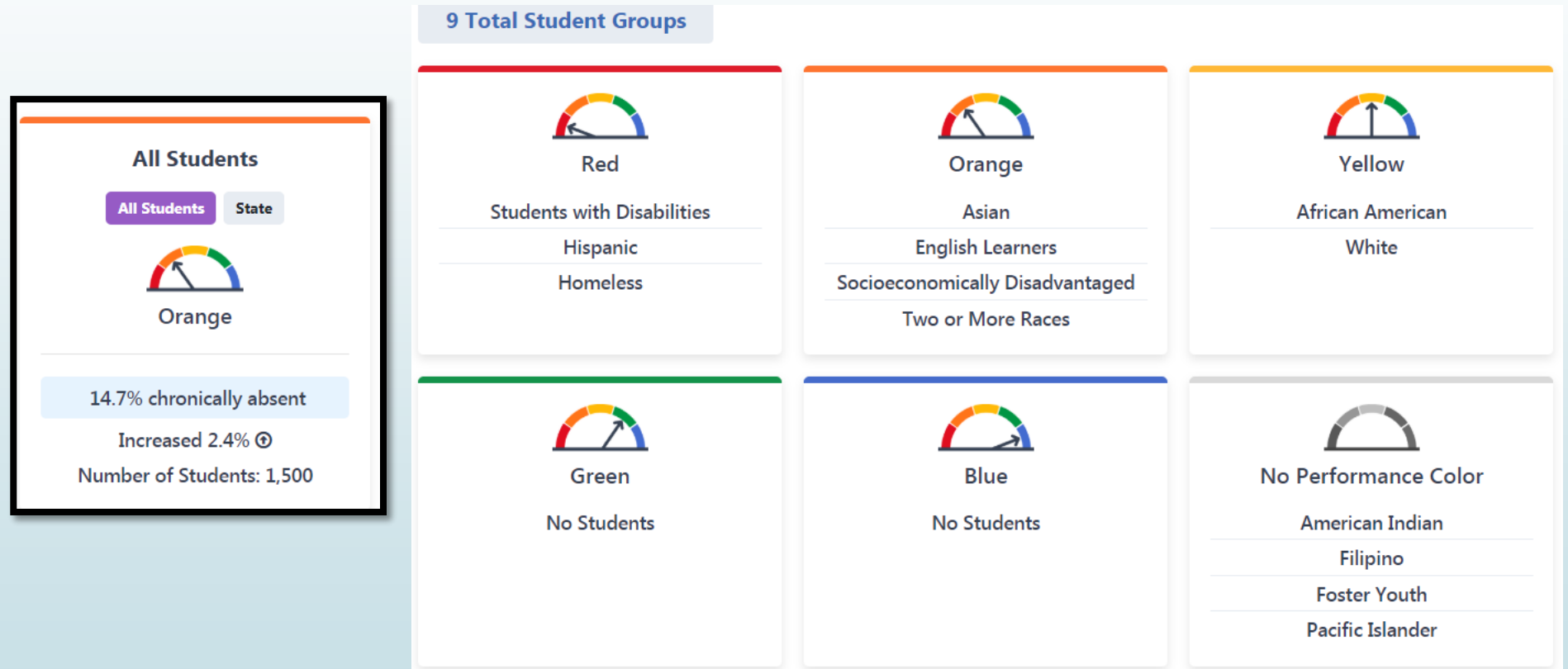
46.1 points below standard

Increased 10.6 Points ⬆️

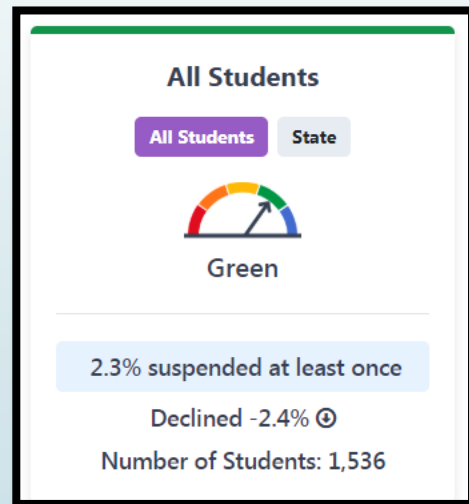
Number of Students: 585

# Academic Engagement

## Chronic Absenteeism



# Conditions and Climate Suspension Rate



## 10 Total Student Groups



Red

No Students



Orange

No Students



Yellow

African American

Two or More Races

Students with Disabilities

White



Green

English Learners

Hispanic

Socioeconomically Disadvantaged



Blue

Asian

Foster Youth

Homeless



No Performance Color

American Indian

Filipino

Pacific Islander



# LCAP Recommendations

Work Groups

# Graphic Organizer

## Goal 1 Provide for a coherent rigorous curriculum. [Priorities 1, 2, 7]

Actions/Services		SWD	EL	FY	LI	Planned Outcome	Actual Outcome	Progress Noted	Need	Progress	Gap	Notes						
1	Purchase and implement state adopted <u>standards-based CCSS instructional materials</u> (textbooks, supplemental, consumables, etc.) in ELA/ELD, math, and NGSS if available.	√	√	√	√					√								
2	Provide ongoing <u>professional development</u> support for the the Common Core State Standards in ELA and math, and history-social science and science, targeting low income students, foster youth, and English learners.	√	√	√	√					√								
3	Provide differentiated professional learning on strengthening PLCs; emphasizing student <u>data analysis</u> for low income, foster youth, and Els.		√	√	√				√									
4	Strive to maintain ten TK-3 teachers at a <u>class size of 24:1</u> . This service supports instructional strategies that allow for more individual attention for low income, foster youth, and English learners (CBA 25.5:1).		√	√	√	Maintain 25.5:1	9 TK-3 classes exceed 25.5:1		√		√	Reduce TK-3 Class size average						
5	Provide for <u>Teacher Induction Program</u> through the COE, as a means for preliminary credentialed teachers to fulfill requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials.	√	√	√	√					√								
6	Maintain a <u>Computer Teacher/Technician at each site</u> for additional use of technology with an emphasis to support low income, foster youth, and English Learners that may not have access to internet or wi-fi at home.		√	√	√					√								
7	<u>Expand and support wireless network</u> to accommodate technological devices, to provide for all students, but		√	√	√					√								

# Resources

- ▶ Lakeside Union School District  
<https://www.lakesideusd.org>
- ▶ California School Dashboard  
<https://www.caschooldashboard.org>
- ▶ California Department of Education  
<https://www.cde.ca.gov>

Thank you for your  
contributions.