



# **Local Control Accountability Plan 2016-17**

School Board Update

Cambrian School District

May 5, 2016

# The LCFF and LCAP



**California schools are now funded under a model known as Local Control Funding Formula or LCFF**

- Base funding provided for all students
- Supplementary Funding allocated according to the number of students in the following subgroups without duplication:
  - Students in poverty
  - English Language Learners
  - Foster students
- Flexibility in spending
  - Programs or services must be provided in proportion to the funding received

# What the LCAP Must Include



**District and Charters are required to develop a Local Control Accountability (LCAP) to guide priorities in the budget development process**

- Engagement with all stakeholders throughout the entire process
- Needs identified through data analysis
- Goals built around eight (8) priority areas identified by the California Department of education
  - Must include annual goals for all students and all subgroups of students for each of the state priorities and any local priorities
- Alignment with District vision, goals, values and Local Educational Agency Plan (LEAP)
- Specific actions the District will take to achieve the goals
- Budget support of the plan and goals of the District

# State LCAP 8 Priorities

## Conditions of Learning

- Basic Services (Priority 1)
- Implementation of Standards (Priority 2)
- Course Access (Priority 7)

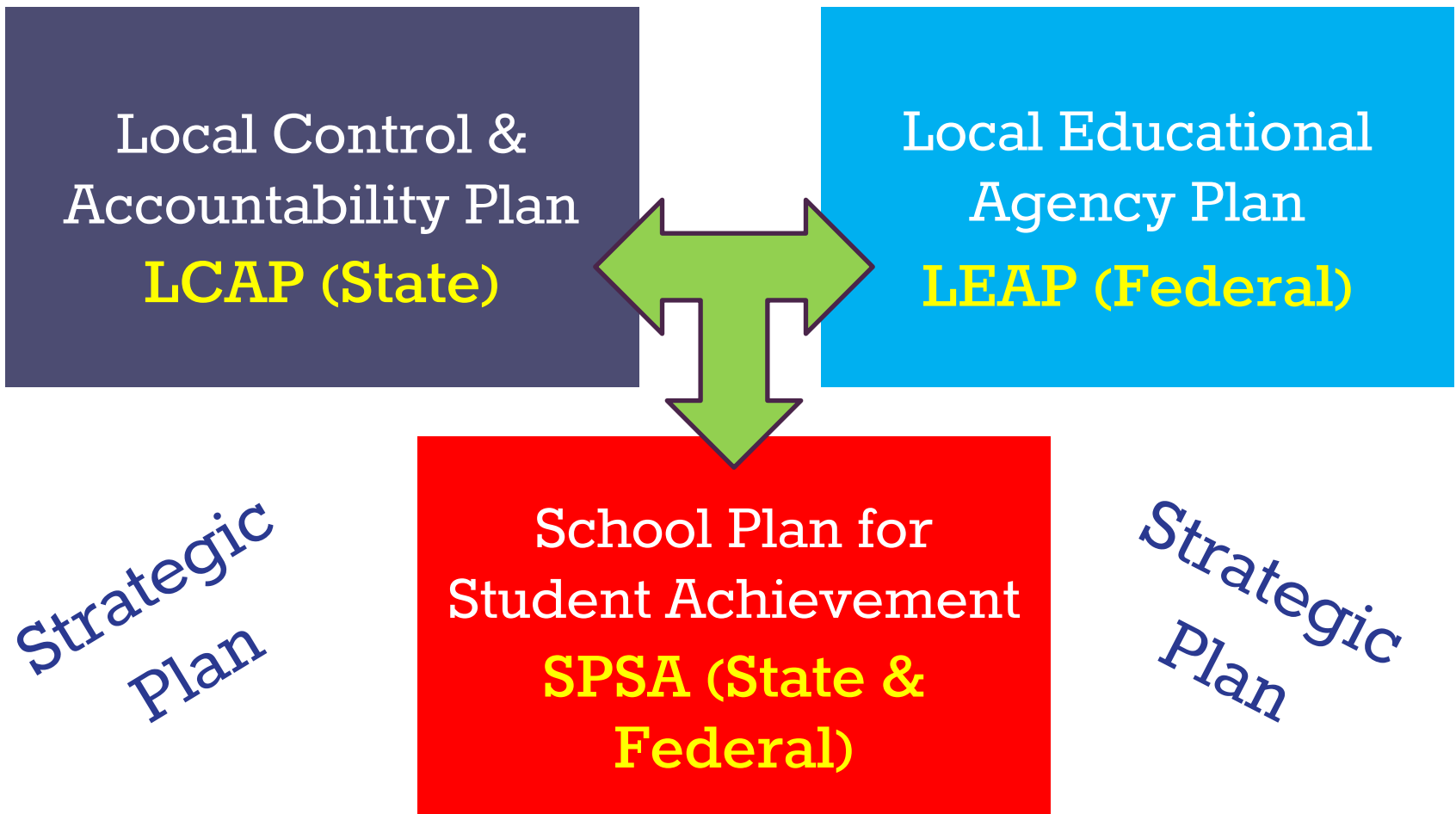
## Pupil Outcomes

- Student Achievement (Priority 4)
- Other Student Outcomes (Priority 8)

## Engagement

- Parent Involvement (Priority 3)
- Student Engagement (Priority 5)
- School Climate (Priority 6)

# LCAP, LEAP and SPSA



# Key Strategies 2015-16

## Student Support/Student Centered

- Add counseling and mental health support
- Provide extended day school programs and activities, including interventions:
  - Summer School
  - STEAM Academy
  - Enrichment Camps
- Develop the 21st century skills, including:
  - Critical thinking
  - Creativity
  - Collaboration
  - Communication
- Develop social skills:
  - Growth mindset
  - Project Cornerstone
- Provide opportunities for PBL

## Teacher Support

- Provide more structured planning time for Common Core
- Build and provide structured professional development time outside the school day, when possible
- Provide district wide collaboration and articulation time between elementary and middle school
- Lower class size
- Increase teacher retention
- Provide instructional support with teacher on special assignment

# Key Strategies 2015-16

## Parent Involvement

- Increase parent/school partnership and communication
- Increase parent attendance at school meetings, committees and events
- Improve parent communication using a variety of resources
- Provide parent education classes or events and support on common core subject areas
- Increase parent involvement in classes and volunteer opportunities

## Technology Integration

- Increase/improve technology support at each site
- Provide technology training for students, staff, and parents
- Increase/improve technology access for all students

# Key Strategies 2015-16

## English Learners

- Provide more support and instructional materials for EL students to transition to CCSS
- Provide translation services for parent conferences, student study team meetings, IEPs, and parent information meetings
- Flex grouping for English Language Development
- Provide parent education classes with translators

## Other

- Improve safety at all sites
- Ongoing focus and implementation of Positive Behavior Intervention & Support programs
- Maintain whole child focus:
  - Elementary music program during and after school
  - Integration of art with Art Vistas program
  - Elementary PE teacher to support and promote health and fitness at all sites
  - Improve nutrition education



# Evaluation Summary Report for 2015-16

Summary Evaluation report based on the LCAP 8 Priorities and required metrics for the 2015-16

- Major Successes:
  - Highly Qualified Teachers
  - Implementation of Common Core
  - Professional Development
  - Offerings of Learning Opportunities
  - English Learner Achievements
  - Parental Involvement
  - Student Engagement
  - Positive and Safe School Environment



\*See LCAP Program Evaluation Report 2015-16 Attached

# LCAP Stakeholder Involvement 2015-16

## At a District Level:

- Community Conversation on Learning held in the Fall of 2015
- Community Advisory Committee on Portrait of a Cambrian Graduate (3 meetings)
- District Advisory & Intervention Team (3 meetings)
- District English Language Advisory Committee (3 meetings)
- LCAP Community Engagement Meetings - March 2016 (2 meetings)
- LCAP Community Input Survey March - April 2016 (3 weeks)
- LCAP Student Survey April 2016 (2 weeks)
- Teacher/Staff Input from Professional Development
- District Leadership Committees
  - Curriculum Leadership Council (5 meetings)
  - Math Leadership & Adoption Committee (10 meetings)
  - PBIS Leadership Team (3 meetings)
  - Science Leadership Team (3 meetings)
  - GLADIATORS (3 meetings)

## At School Sites Level:

- School Site Council Meetings
- English Learner Advisory Committee Meetings
- Principal's Coffees
- Staff Meetings



# Impact on LCAP from Stakeholders 2016-17

## Major Key Areas of Great Need

- Every student has access to standards-aligned instructional materials
- Use of technology in all curriculum areas for both teachers and students
- Differentiated Instruction for All students
  - GATE, SPED, EL, SED, Foster Youth
- Closing the achievement gap for all students
  - Tiered interventions
  - Extended learning opportunities
- Focuses on preparing teachers to implement rigorous curriculum for all students
  - Instructional support
  - Professional development
- Strives to engage parents in the school community
  - Communication
  - Parent education

## Major Key Areas to Maintain

- Increasing student achievement in all subject areas
- Focuses on implementing the state academic standards for all students
  - Common Core State Standards
  - ELA/ELD Framework
  - NGSS
- Utilizes assessment data to improve rigorous instruction
- Supporting English Learners towards English proficiency and increase reclassification rate
- Encourages attendance and implement positive behavior intervention and support
  - Comprehensive program on social emotional and social competence
  - Tier 3 programs and services to support students and families with intensive needs
- Ensures facilities are in good repair

# Proposed LCAP Goals for 2016-17



## Goal 1:

Provide high quality and dynamic instruction for all **students** (including EL, SED, Foster Youth, GATE, and SpEd) while preparing them for 21st century college and career readiness

## Goal 2:

Provide highly qualified staff through recruitment, retention and professional development so every **student** thrives

## Goal 3:

Provide a supportive, orderly and purposeful environment so that **students** can reach their full academic potential

## Goal 4:

Promote a welcoming and inclusive environment for all parents, families and community stakeholders as partners in the education and support of all **students'** success in school

\*\*See LCAP 2016-17 Goal Development Summary Attached

# Next Steps for Cambrian's LCAP 2016-17

- Complete the organization and analysis of data from the community feedback by state priority areas from surveys and meetings (parents, students, and staff)
- Incorporate feedback into 2016-17 draft LCAP
- Share draft LCAP with community and District English Learner Advisory Committee (DELAC) for comments
- Revise draft and submit to Board of Trustees in June 2, 2016

