

OVSD Local Control Accountability Plan

**Board of Trustees' Winter Update
February 20, 2018**

Tonight's Agenda -

1. Requirements and Timeline for Developing a Local Control Accountability Plan (LCAP)
2. Update - Data Identifies Need
3. Update - Needs Identify Goals, Actions, and Services
4. Stakeholder Engagement Dates
5. Next Steps

Required Components

A. Eight State Priorities:

1. Basic degree of teachers appropriately credentialed
2. Implementation of State Standards
3. Course Access
4. Pupil Achievement
5. Other Pupil Outcomes
6. Parental Involvement
7. Pupil Engagement
8. School Climate

B. Stakeholder Engagement

C. Metrics:

State

1. English Language Arts (Priority 4)
2. Mathematics (Priority 4)
3. English Learner Progress (Priority 5)
4. Chronic Absenteeism (Priority 7)
5. Suspension Rate (Priority 8)

Local

6. Basics (Priority 1)
7. Implementation of Academic Standards (Priority 2 and 3)
8. Parent Engagement (Priority 6)
9. Local Climate Survey (Priority 8)

Annual Timeline to Develop a Local Control Accountability Plan

AUGUST/SEPTEMBER/OCTOBER

Review, analyze and share state and local data

NOVEMBER/DECEMBER

Review and share progress on LCAP Goals, Actions, and Services

JANUARY/FEBRUARY

Draft LCAP Annual Update and Goals, Actions and Services

MARCH/APRIL/MAY

Engage stakeholders and make necessary revisions based on input. Provide an update to the Board (April)

JUNE

Public Hearing and Local Board Approval

In Ocean View

AUGUST/SEPTEMBER/OCTOBER

Review, analyze and share state and local data

- **August**– Principals and Educational Services review state assessment data
- **September/October** – Principals review data with staff, PTA/PTO, and School Site Councils to draft School Plans for Student Achievement (SPSA)
- **October 17** – Assessment Update Presentation to Board of Trustees, Gather Input from Trustees

In Ocean View

NOVEMBER/DECEMBER

Review and share progress on LCAP Goals, Actions, and Services

- **November 7** - LCAP Board Study Session, Gather Input from Trustees
- **December 11** - Single Plans for Student Achievement Board Approved

In Ocean View

JANUARY/FEBRUARY

Draft LCAP Annual Update and Goals, Actions and Services

- **February 20** Board LCAP Winter Update, Gather Input from Trustees
- **February 23** -
 - Complete First Draft of Annual Update for 2017-2018
 - Sites complete mid-year update on their School Plans for Student Achievement

Data Identifies Need - Update

Benchmarks

Purpose: To monitor progress on state standards in order to inform instruction in order to provide opportunities for students needing additional supports.

Timeline:

- Administered Benchmark 1 by the end of January
- Sites are reviewing information
- Provide an update at the April Board meeting
- Administer Benchmark 2 by the end of the April



Collecting Data to Assess Higher Level Thinking Skills

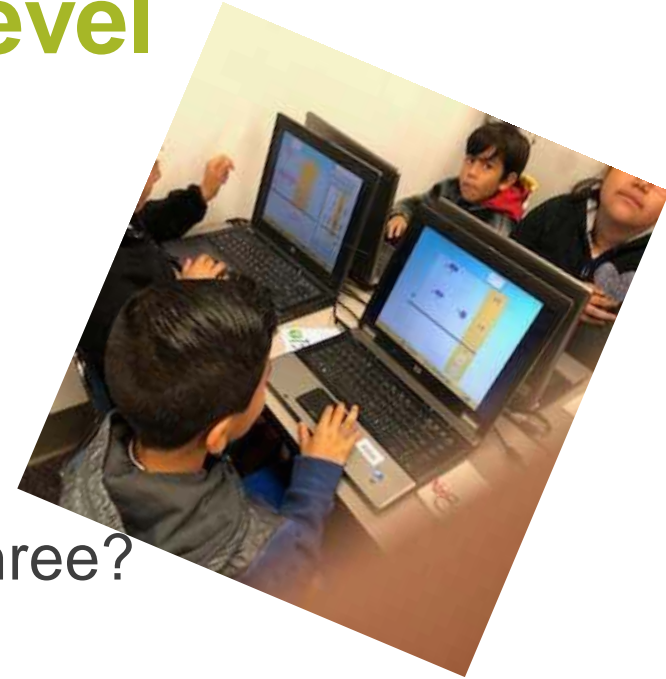
Previously - California Standards Test (CST)

GRADE 5 English–Language Arts:

Which of these is a fact from this passage?

- A. Comets cause catastrophes.
- B. Comets are beautiful and interesting.
- C. People are fascinated by comets.
- D. Halley's comet last visited in 1985-1986.

Collecting Data to Assess Higher Level Thinking Skills



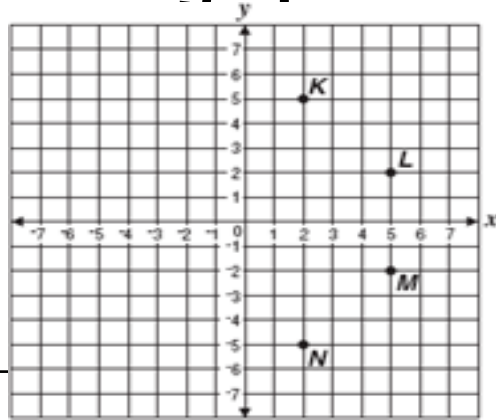
Current Smarter Balance Assessment (SBA)

GRADE 5 English–Language Arts:

What can you infer about the grandmother in paragraph three?
Include information from the text in your answer.

Collecting Data to Assess Higher Level Thinking Skills

CST-Which point represents (5,2) on this graph?



- A point *K*
- B point *L*
- C point *M*
- D point *N*

**students bubble in the answer with a no.2 pencil*

SBA -

HEARTBEATS

In this task, you will use data to create a model that shows the relationship between animal body weight and pulse rate measures. Then you will examine additional data to evaluate your model.

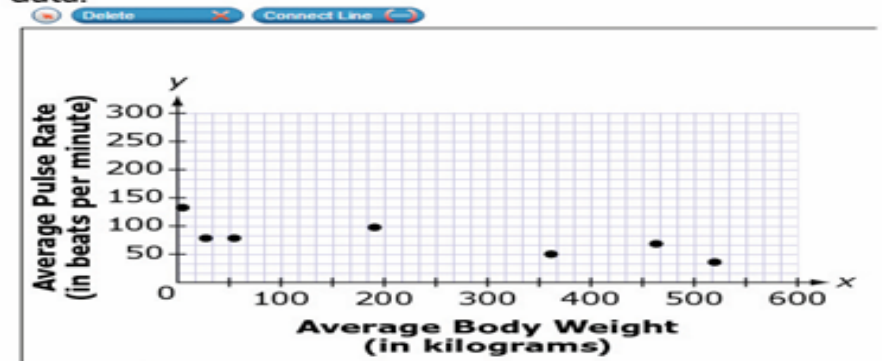
A study states that the relationship between an animal's pulse rate and body weight is approximately linear. The study data are below.

Table 1. Average Body Weight and Average Pulse Rate of Seven Animals

Animal	Average Body Weight (in kilograms)	Average Pulse beats per mi
Cat	3	130
Goat	28	75
Sheep	56	75
Pig	192	95
Ox	362	48

1

The data from Table 1 are plotted below. Use the Connect Line tool to create a linear model of these data.



What is the knowledge?

How can the knowledge be applied?

How can this knowledge justify an answer/argument?

How else can the knowledge be used? (innovative/impactful)

CST DOK 1-2

SBA DOK 3-4

DOK - 4

DOK - 3

DOK - 2

DOK - 1

Recall & Reproduction

Skills & Concepts

Strategic Thinking

Extended Thinking

Who? What? Where?
When?
What is the answer/outcome?
How does/did it happen?
How does/did it work?
How was it used?

How was the answer attained?
How is it used?
What categorizes?
What classifies?
What characterizes?
How can/do you?

Why/How can the answer/outcome be attained and explained?
Why does it happen?
Why does/did it work?
Why can it be used?
What is the cause/effect?
What is the reason?

What impact?
What influence?
What is the connection?
What if?
What could/would happen?
What will?
What can you design/develop/do?
How could it be solved?
What kind of argument/narrative could you write/present?

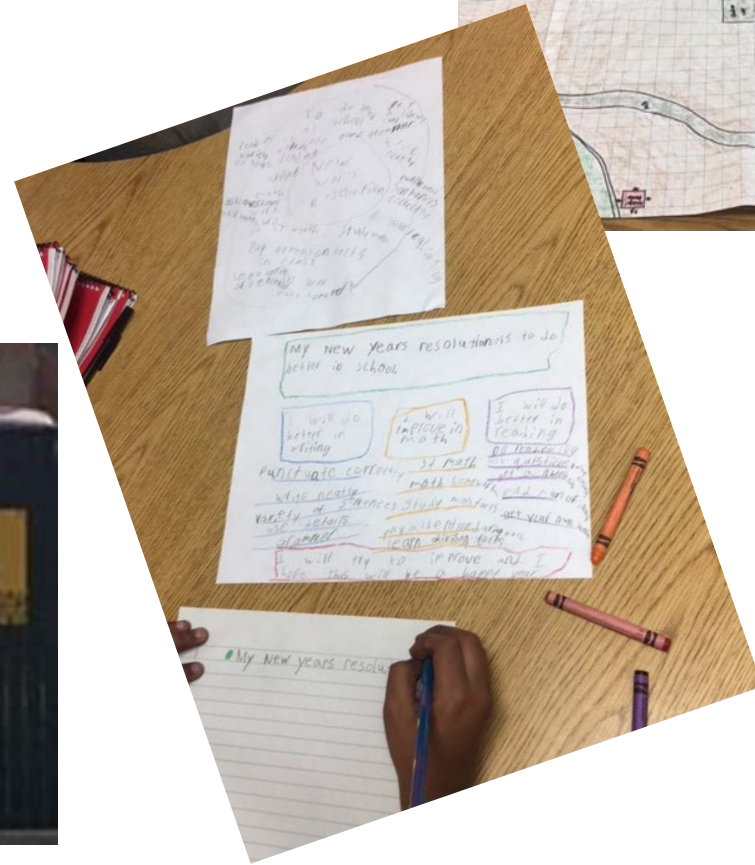
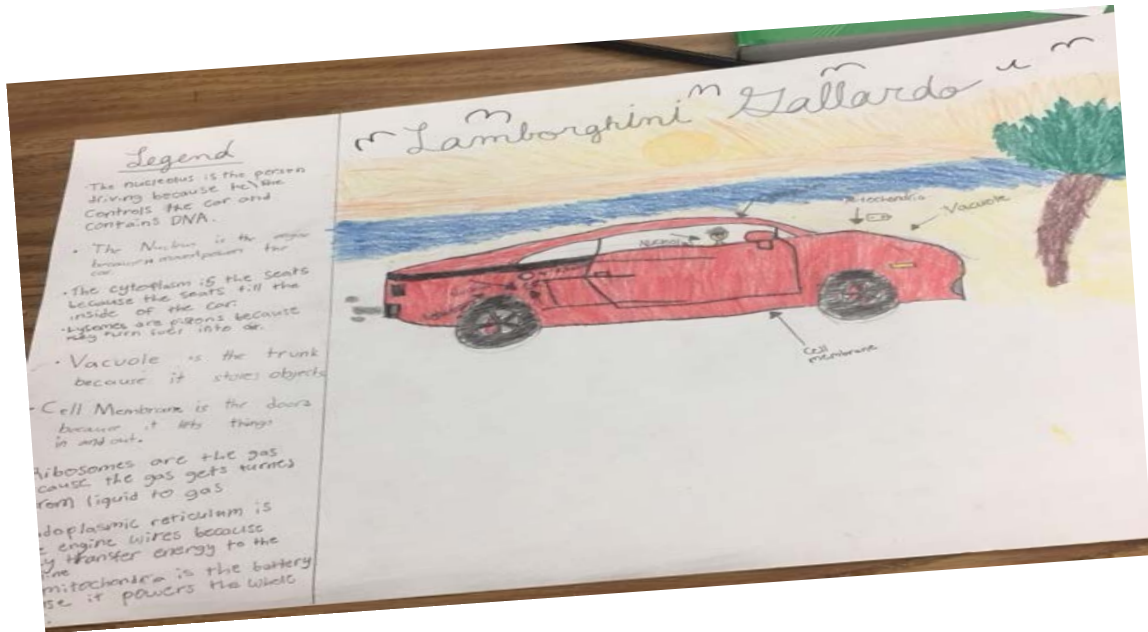


Coaching Days -

Purpose: For site and district office administrators to be “out in the game” observing, supporting and coaching staff while the game is “in play.” This involves observing classroom instruction, student learning and daily operations.

Outcomes:

1. Supports principals and teachers by reinforcing and refining best practice focused on student outcomes. *What are students doing to demonstrate learning?*
2. Addresses and resolves matters “in real time.”
3. Informs professional learning for leaders, teachers and classified staff



Site Support Structure

Purpose -Sites and Educational Services leaders work as a collective team to identify strengths and needs of each particular site to determine how to support student learning needs.

Outcomes:

1. Identify needs at:
 - a. All Schools
 - b. Groups of Schools
 - c. Unique needs of schools
 2. Develop support structures to support student learning at all schools
-

Reclassification of English Learners

Definition: the local process used by school districts to determine if a student has acquired sufficient English fluency to perform successfully in academic subjects without support.

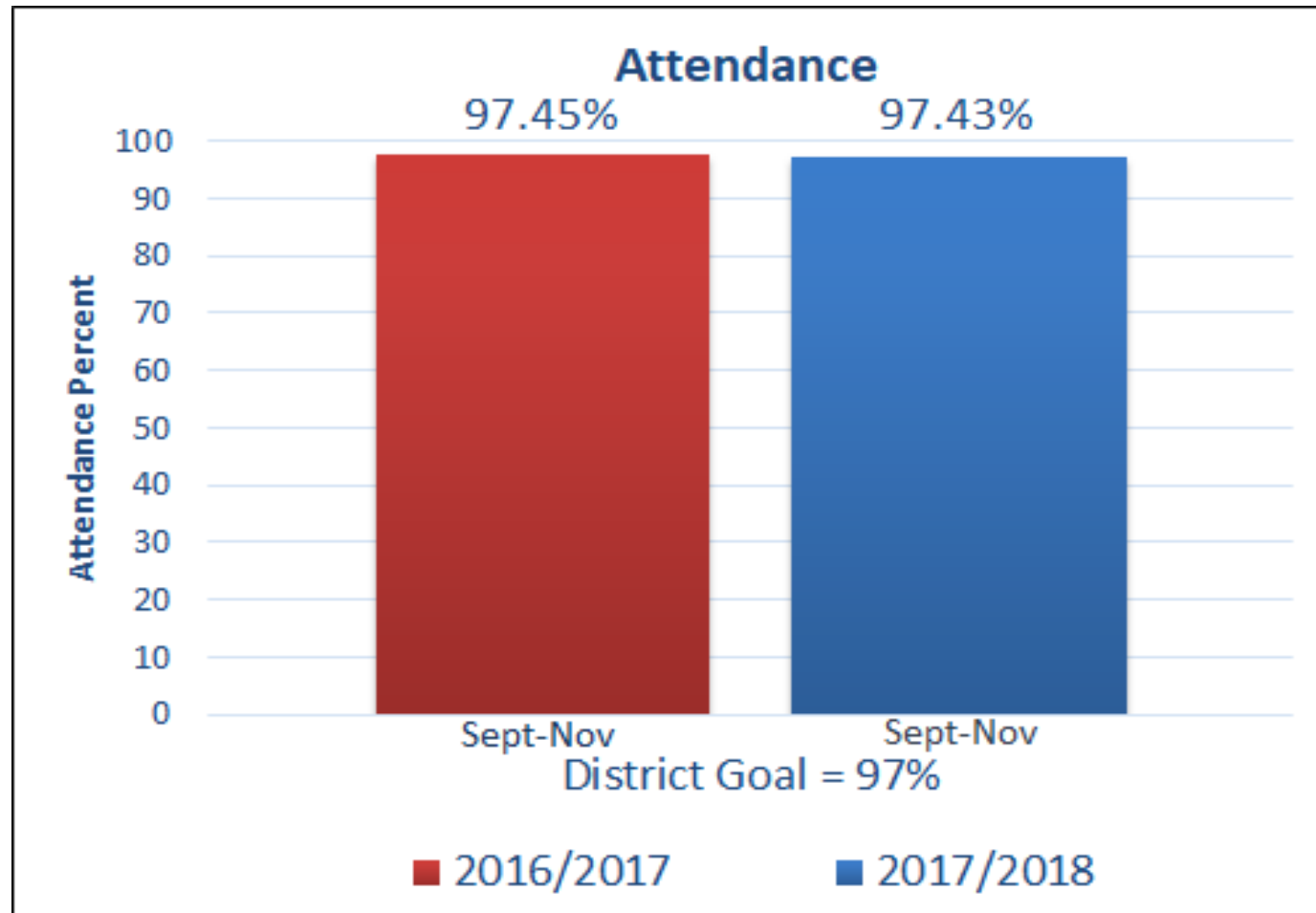
All districts adopt their own process, but must include:

- Assessment of language proficiency (CELDT)
- Teacher evaluation (classroom performance)
- Comparison of performance on basic skills with same age, English proficient students using objective measure (state testing and/or other assessments)
- Parent consent

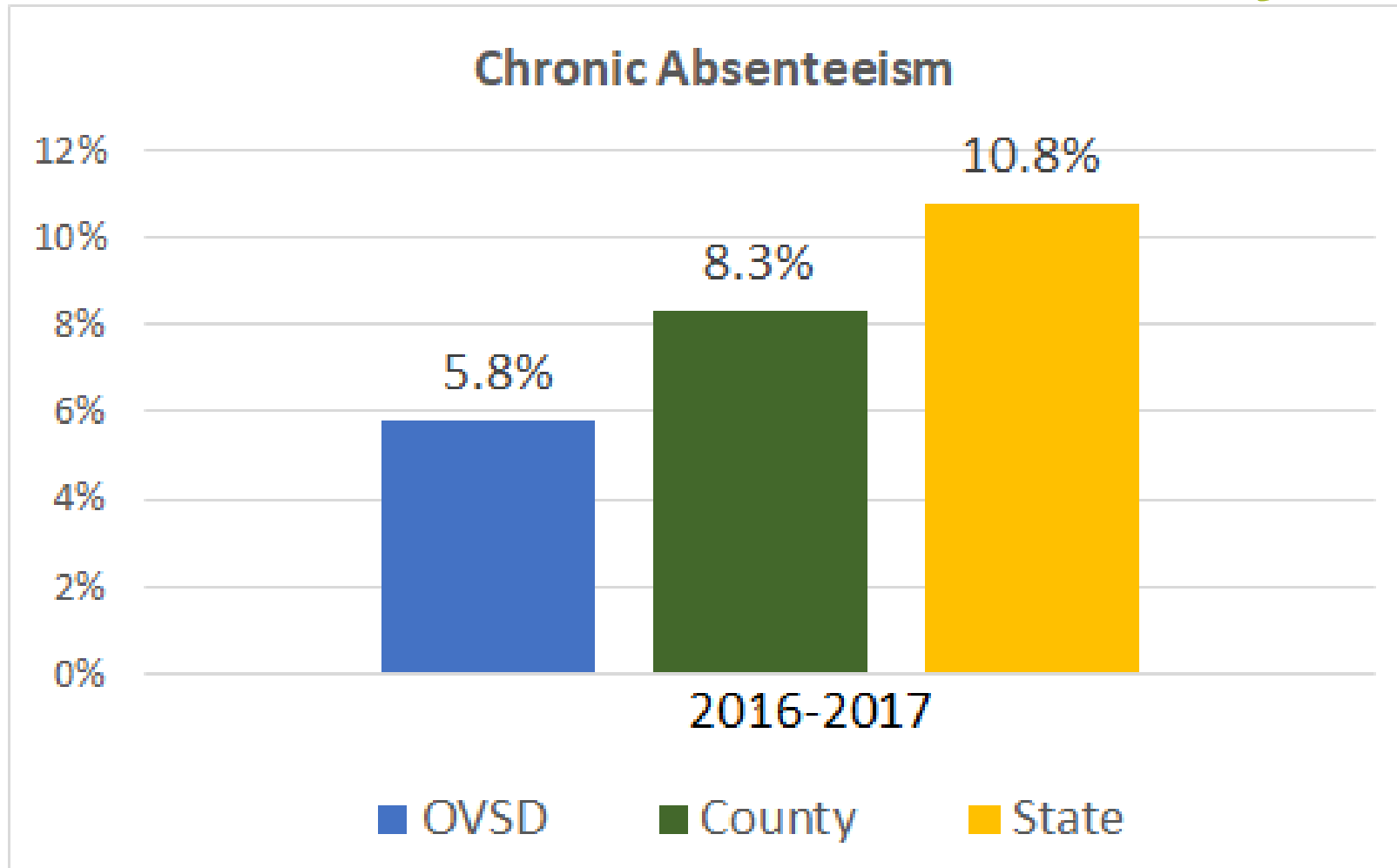
Longitudinal Reclassification Data

Year	# Reclassification Candidates	# Reclassified
2015-2016	447	284
2016-2017	750	350
2017-2018	677	176 (as of 2/7/2018)

Goal 4: School Climate, Connectedness and Safety

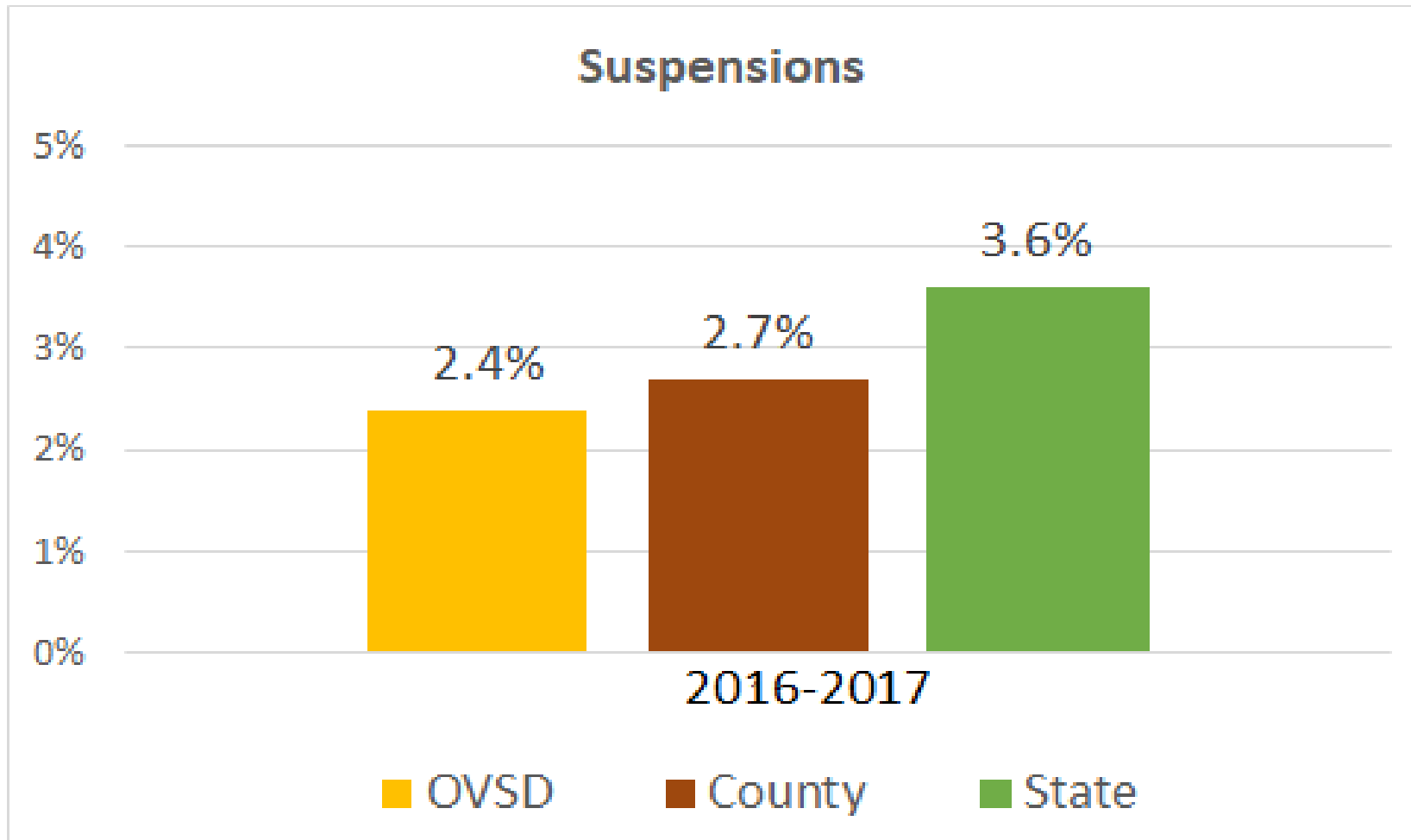


Goal 4: School Climate, Connectedness and Safety



Chronic absenteeism is defined as absences at or exceeding 10% of the enrolled days in school

Goal 4: School Climate, Connectedness and Safety



Goal 4: School Climate, Connectedness and Safety

Student Surveys: Climate

CA Healthy Kids Survey (7th gr. 2016)

- *Report feeling close to people at their school* 70%
- *Report feeling happy to be at their school* 74%

OVSD 5th Grade Climate Survey (Oct. 2017)

- *Report that adults are happy to see them at school* 86%
- *Report feeling happy at school* 78%

Goal 4: School Climate, Connectedness and Safety

Student Surveys: Safety

CA Healthy Kids Survey (7th gr. 2016)

- *Report feeling safe at school* 76%

OVSD 5th Grade Climate Survey (Oct. 2017)

- *Report feeling safe at school* 89%

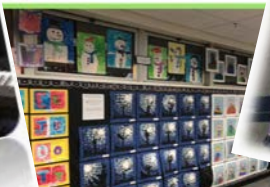
Data Says Needs Are . . .

1. Develop student products/demonstrations of learning that are implemented consistently across all grade levels. *Spring 2018*
2. Develop support systems and structures to assist English learners, Students with Disabilities, Socio-economically disadvantaged students, foster and homeless students meeting the desired student outcomes. *Summer/Fall 2018*
3. Create and implement social-emotional and mental health supports for students who have experienced adverse childhood experiences (abuse, neglect, violence) negatively impacting attendance and school connectivity. *Fall 2018*
4. Continue to support site specific innovative program needs for sustainability. *Ongoing*

Need Drives Goals, Actions and Services - Update

Goal 5: Innovative Programs & Maximizing Resources

Westmont: VAPA School

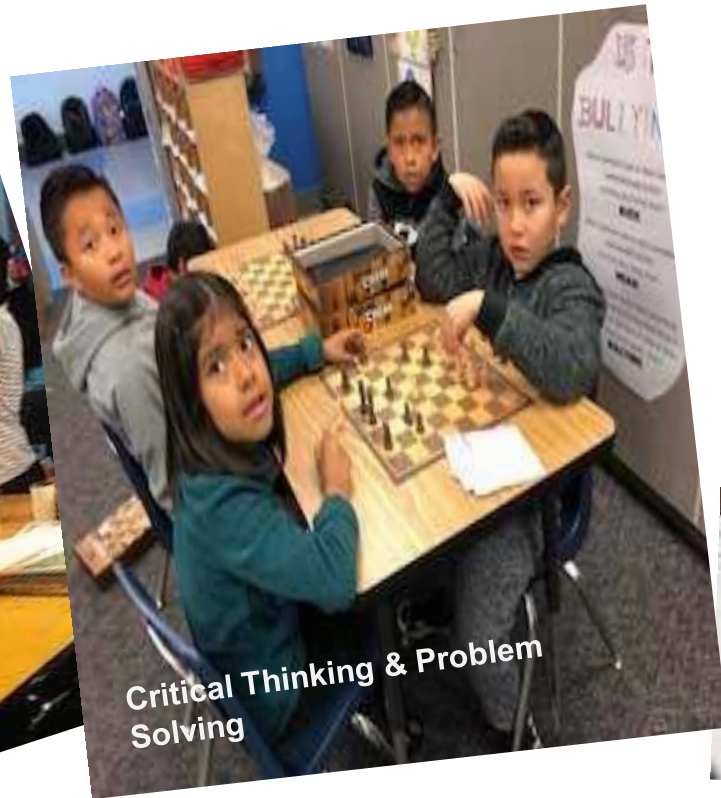


Lake View: STEAM School
Student Created
Virtual Tour



Golden View: Environmental
Science School
(opening fall 2018)

Goal 1: Academic Learning



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How else can the knowledge be used?
(innovative/impactful)

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DOK - 4

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Recall & Reproduction

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DOK - 2

Skills & Concepts

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DOK - 3

Strategic Thinking

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Extended Thinking

What impact?
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What kind of argument/narrative could you write/present?



Goal 2: Professional Learning

- Maximize Resources
- Stay the Course-Instructional Priorities
- Build Capacity-Site and Teacher Leaders
 - Site Support
 - Teacher Leaders
 - Principals as Lead Learners
- Ratcheting up the Rigor-Focusing on High-Level Skills
 - Focused Professional Learning



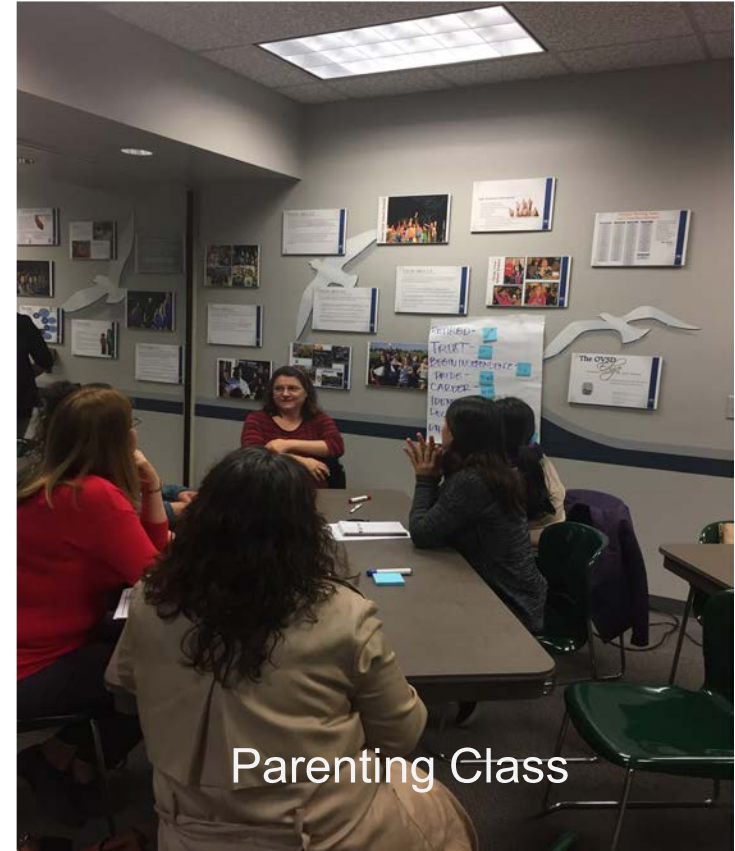
Goal 2: Professional Learning

- Kid-Centered Authentic Literacy Teams Focus
- Educational Services works Collaboratively with Site Administrators
- Site Administrators Lead Teams of Teachers Developing Student Tasks and Rubrics that require high levels of rigor (critical thinking, creativity, analysis)

Goal 3: Parents and Community as Partners



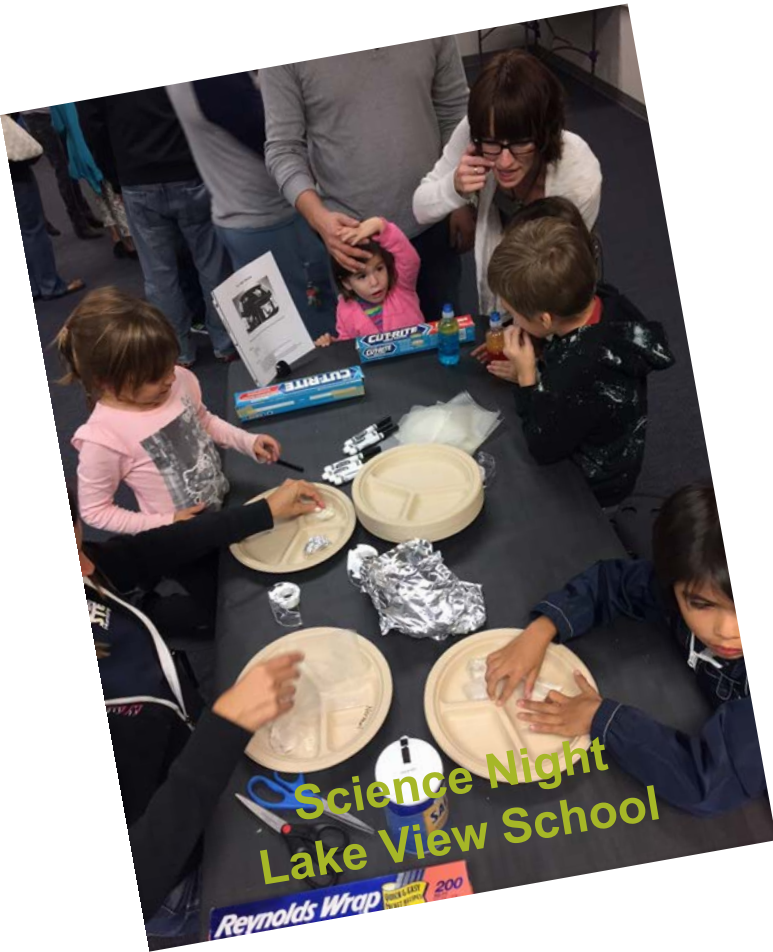
Parent Advisory Committee



Parenting Class

District Parent Engagement

Goal 3: Parents and Community as Partners



Site Parent Engagement

Goal 4: School Climate, Connectedness and Safety



Goal 4: School Climate, Connectedness and Safety

Actions In Progress or in Development:

- Suicide Prevention and Intervention
- Social/Emotional Learning Continuum
- Middle Schools Defining Discipline Offense Codes for Consistent Enforcement and Reporting
- Run, Hide, Fight*
- Wellness Committee*

**In collaboration with Administrative Services and Food & Nutrition Services*

Next Steps. . . .

MARCH/APRIL/MAY

Engage stakeholders and make necessary revisions based on input. Provide an update to the Board (April)

1. Stakeholder Engagement:

- Board of Trustees - October, November, February, April, June
- Leadership Team - early May
- OVTA and CSEA - February, March and May
- PTA/PTO - May
- Parent Advisory Groups - April and May
- Pupil Groups - March
- Parent and Community Survey - March

2. Annual Update Draft completed

3. Board Spring Update (April)

4. Update the three year plan based on Stakeholder input and feedback

JUNE



- 1. Public Hearing - June 12, 2018**
- 2. Board Approval - June 26, 2018**

Input and Feedback from Board of Trustees



Reclassification Criteria Example - Fourth Grade

- 1. Assessment of language proficiency (CELDT)**
 - Overall: Upper Intermediate, Early Advanced or Advanced
 - Domains: Intermediate, Early Advanced or Advanced
- 2. Teacher evaluation (classroom performance)**
 - Grade of C or higher in all subject areas
- 3. Comparison of performance on basic skills with same age, English proficient students using objective measure (state testing and/or other assessments)**
 - Smarter Balanced Assessment (SBA) Meets or Exceeds
 - Reading Inventory (RI) 740
- 4. Parent consent**