

# OVSD Local Control Accountability Plan

**Board of Trustees' Study Session  
November 7, 2017**

# The Local Control Accountability Plan

- Local Control Funding Formula (LCFF) legislation Assembly Bill 97 and Senate Bill 91 represented an historic reform to California's educational funding system.
- Education Code section 52060 states the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52062, including pupils with disabilities, for each of the state priorities and any locally identifiable priorities.



# Three Categories Capture Eight State Priority Areas

## 1. Conditions of Learning

- Basic degree to which teachers are appropriately credentialed (LCAP Goal 2)
- Implementation of State Standards (LCAP & SPSA Goal 1)
- Course Access (LCAP & SPSA Goal 1)

## 2. Pupil Outcomes

- Pupil Achievement (LCAP & SPSA Goal 1)
- Other Pupil Outcomes (LCAP Goals 1, 2, 4)

## 3. Engagement

- Parental Involvement (LCAP and SPSA Goal 3)
- Pupil Engagement (LCAP & SPSA Goals 1, 2, 4)
- School Climate (LCAP & SPSA Goals 1, 2, 4)

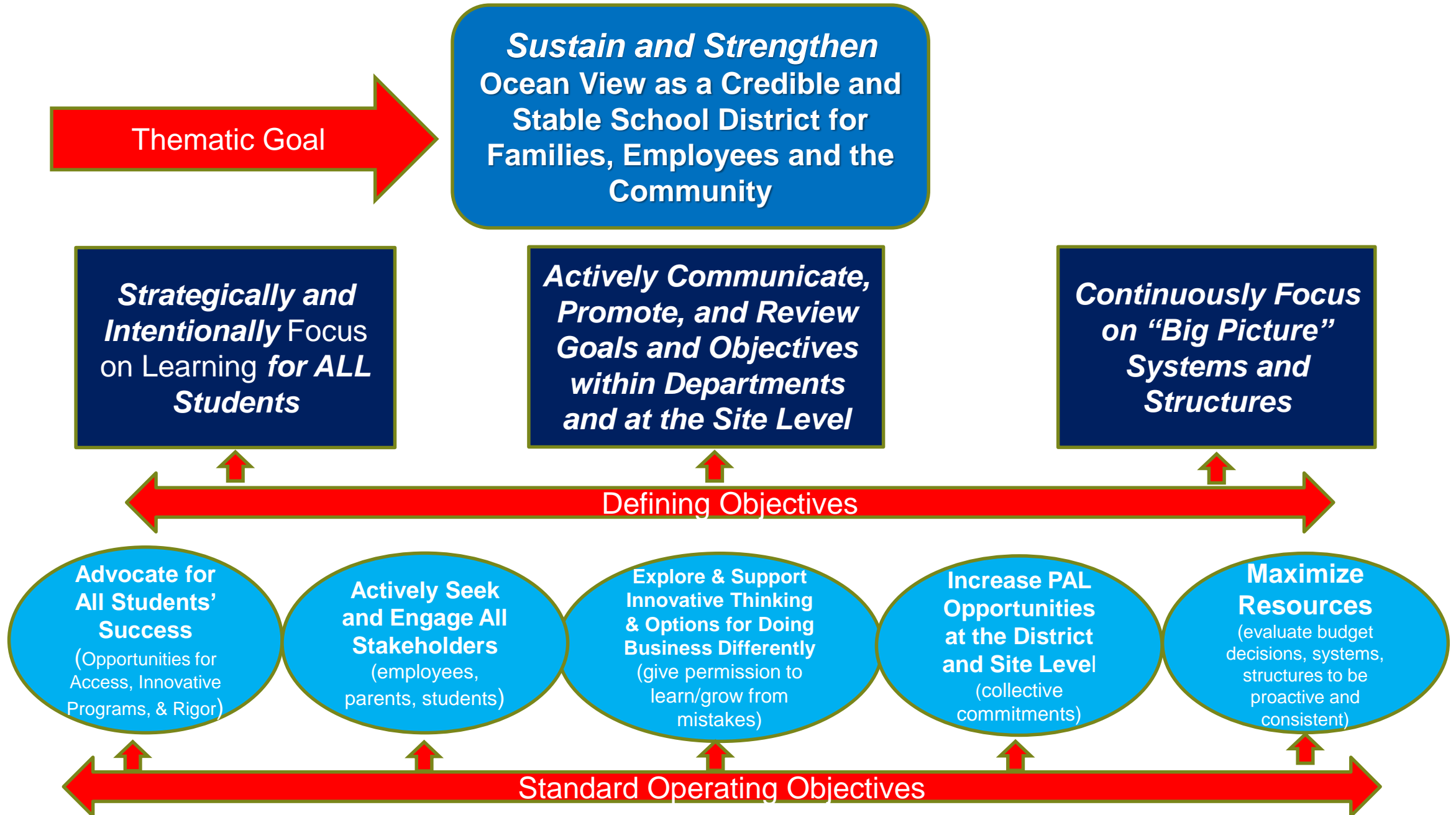
# Stakeholder Engagement – Not only Required, But Necessary for a Collective Commitment to Achieve Desired Results

*The governing board of a school district shall **consult** with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a local control and accountability plan.*

*Education Code 52060 (g)*



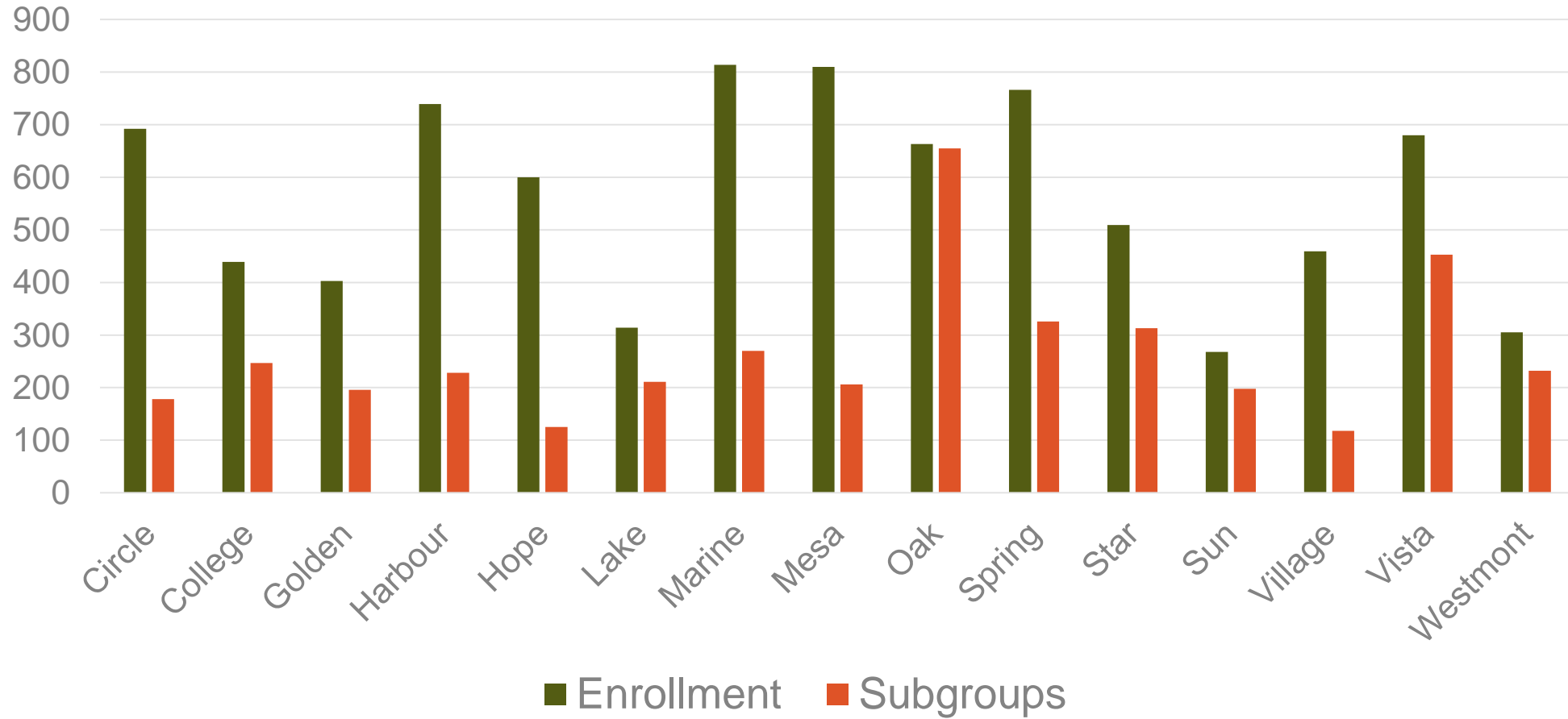
# Operationalizing Doing Business Differently



# After Four Years of Implementation, We Know . . .

1. Ocean View students demonstrate annual gains (above the state and county averages);
2. Students can learn and are capable of success; however,
3. An **Achievement Gap** exists for:
  - English Learners
  - Students with Special Needs
  - Socio-economically Disadvantaged Students
4. A continued **strategic** focus on student learning includes identifying and overcoming barriers and developing consistent structures and systems to enable ALL students to be successful today, tomorrow and into the future.

# Ocean View Student Demographics\*



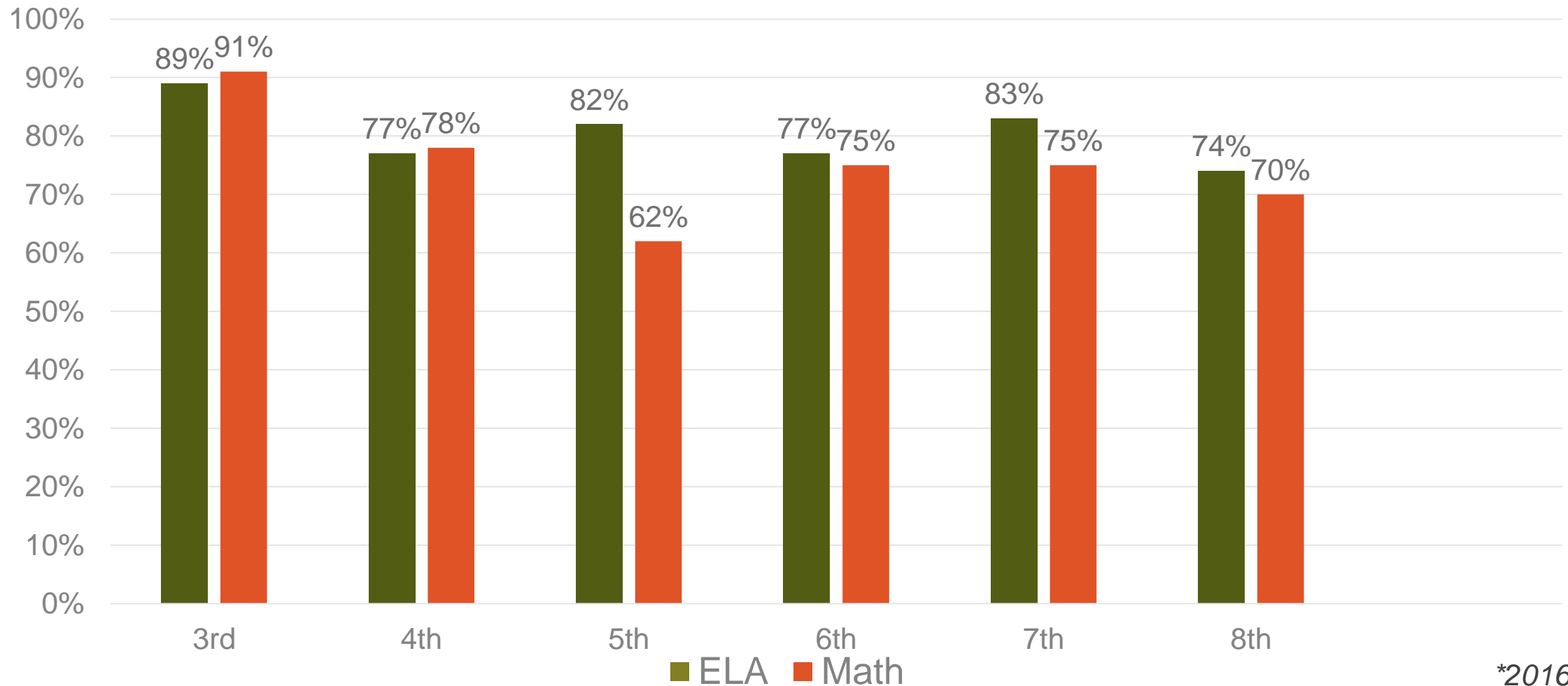
\*2016 CBEDS

## OVSD English Learners

- 2,185 students are English learners, or 26% of the District's total student population
- Over 40 primary languages are spoken in Ocean View
- 831 students have been reclassified, or 10% of the total District's student population
- 1,806 or 83% of English learners are also Socio-economically Disadvantaged



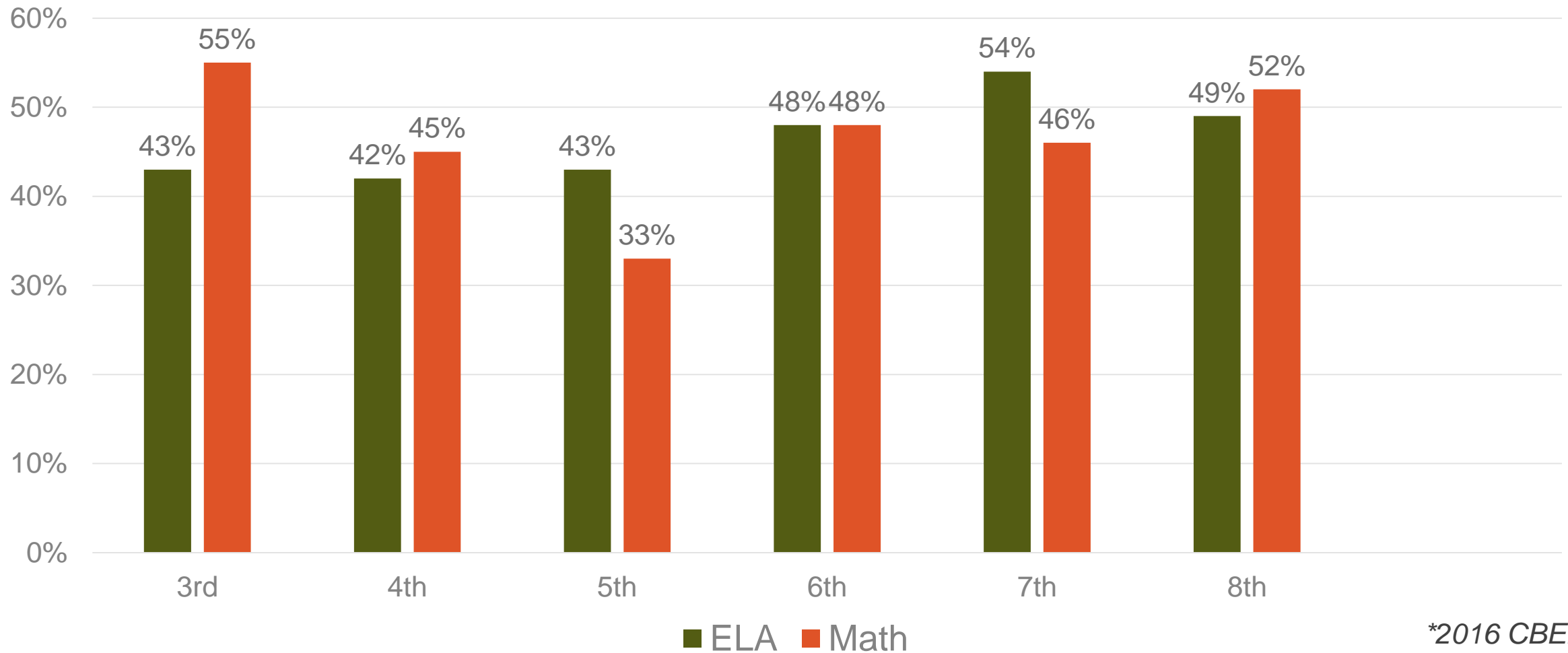
# Reclassified Students\* Met or Exceeded Standards (2017 SBA)



\*2016 CBEDS

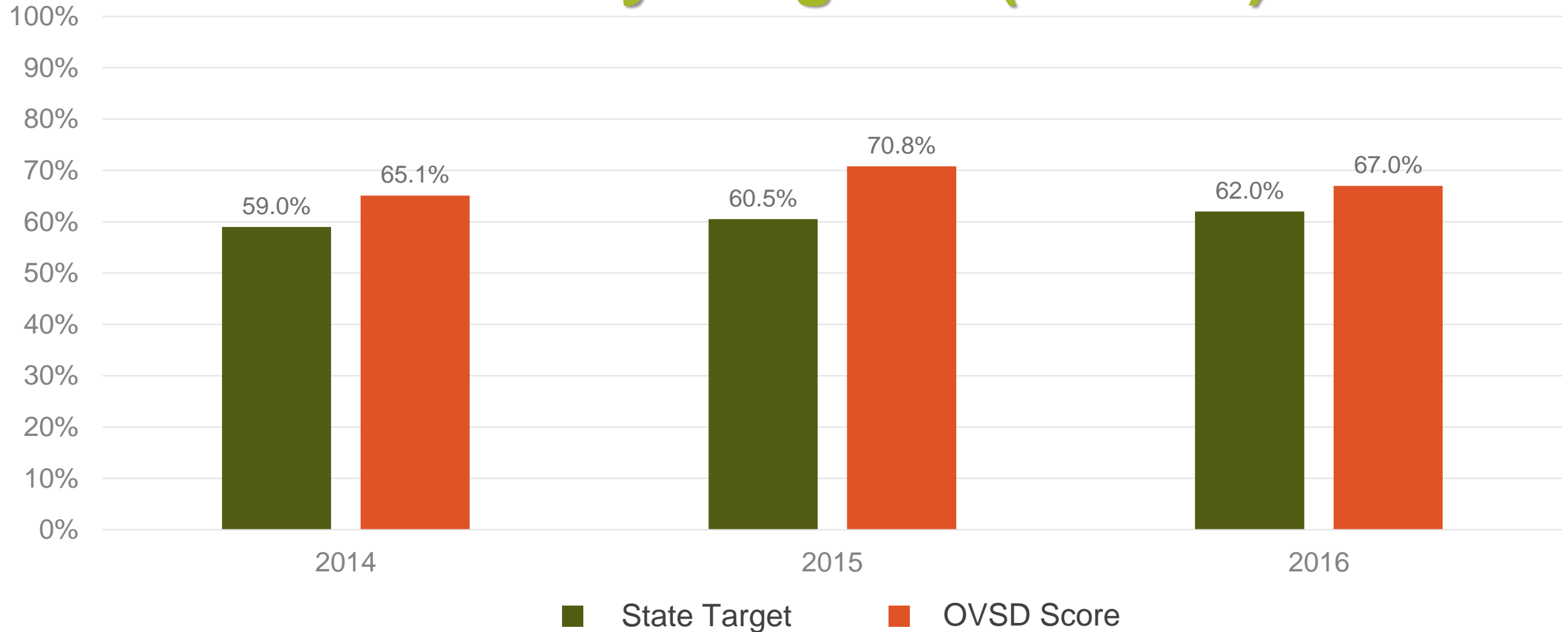
# Ever English Learners\*

## Met or Exceeded Standards (2017 SBA)



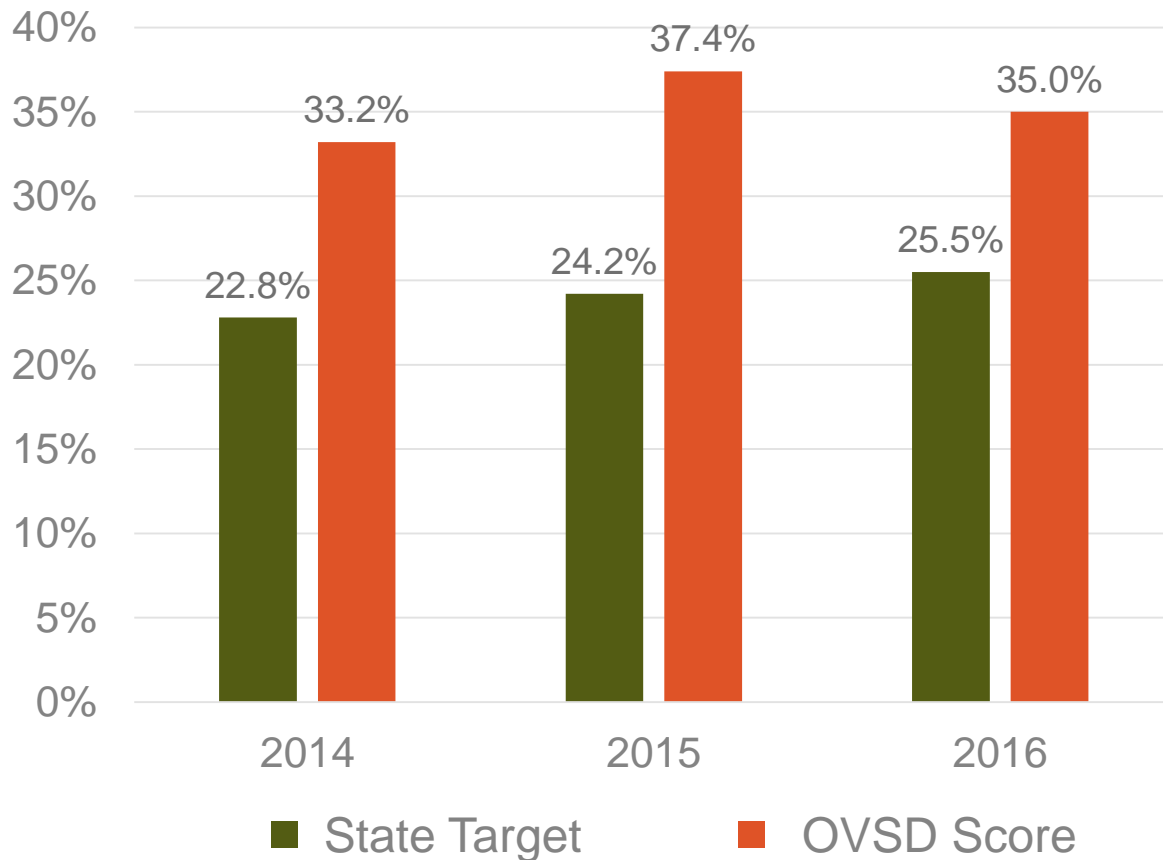
\*2016 CBEDS

# English Learners – One Level of English Proficiency Progress (CELDT)

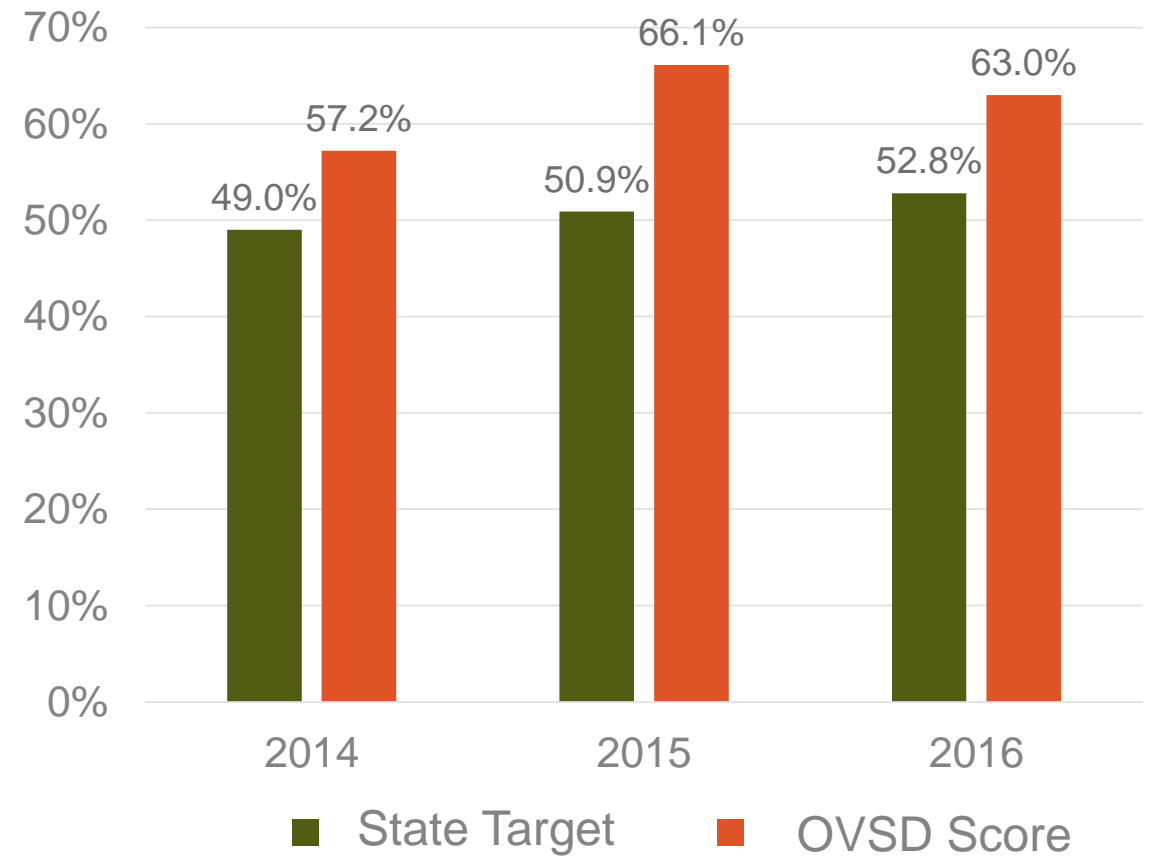


# English Learners – Met English Proficiency (CELDT)

## Less than 5 Years



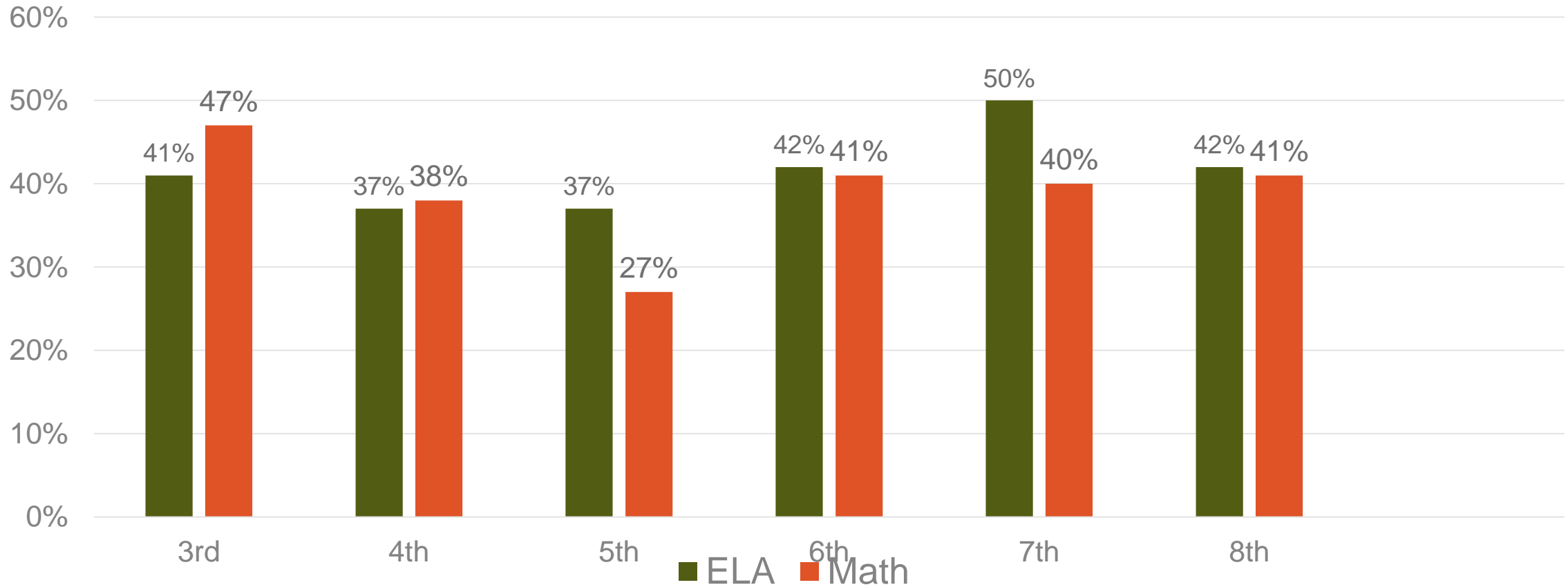
## 5 Years or More



# English Learner Structures to Support Learning

- Continue to work toward full integration of the English Language Development Standards that now directly align with English Language Arts Standards.
- Analyze instructional materials to identify where supplemental resources are necessary.
- Support newcomers with materials and instructional assistants.
- Provide targeted and direct language instruction through Designated ELD by proficiency level.
- Intentional focus to provide English Language Development within content areas through Integrated ELD instruction.

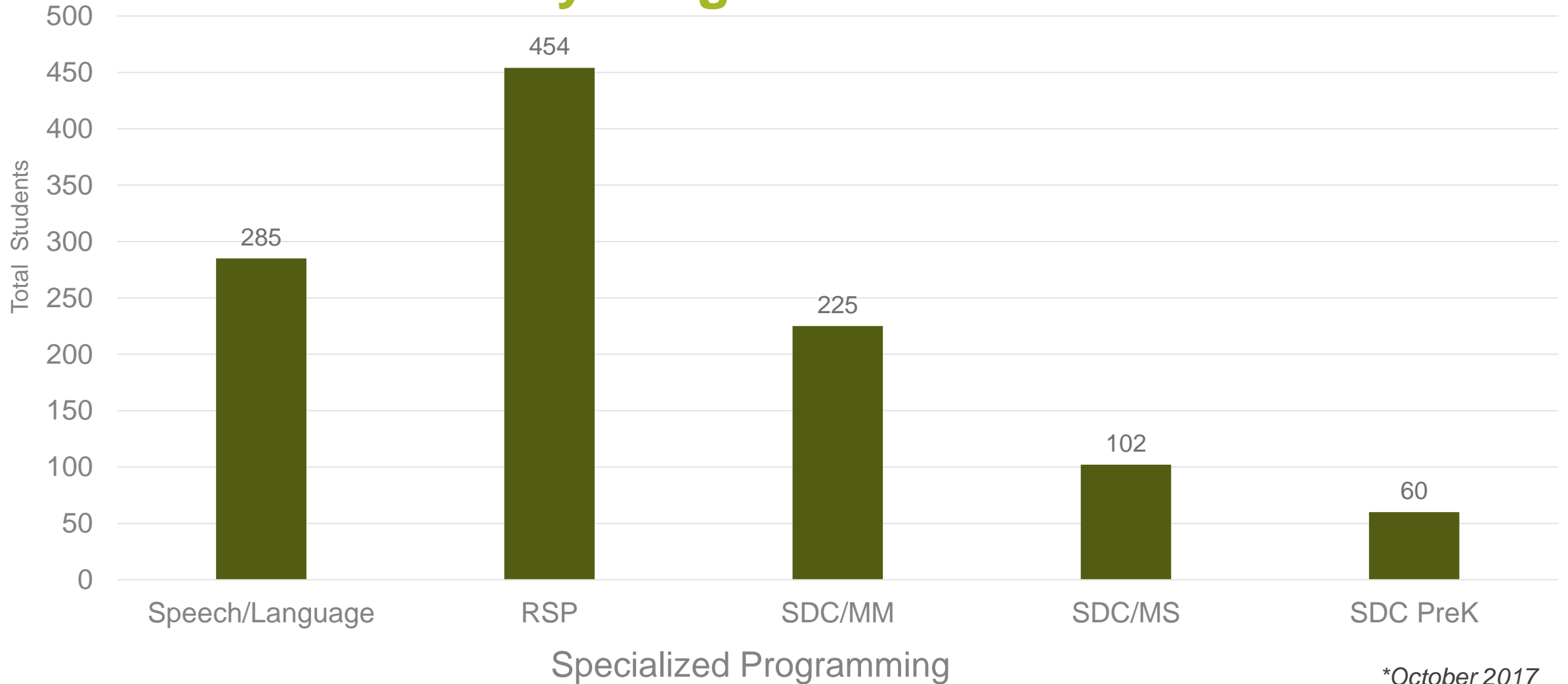
# Socio-economically Disadvantaged Students\* Met or Exceeded Standards (2017 SBA)



\*2016 CBEDS

- 3,514 students, or 42% of total the student population are socio-economically disadvantaged
- 1,806 or 83% of English learners are also socio-economically disadvantaged

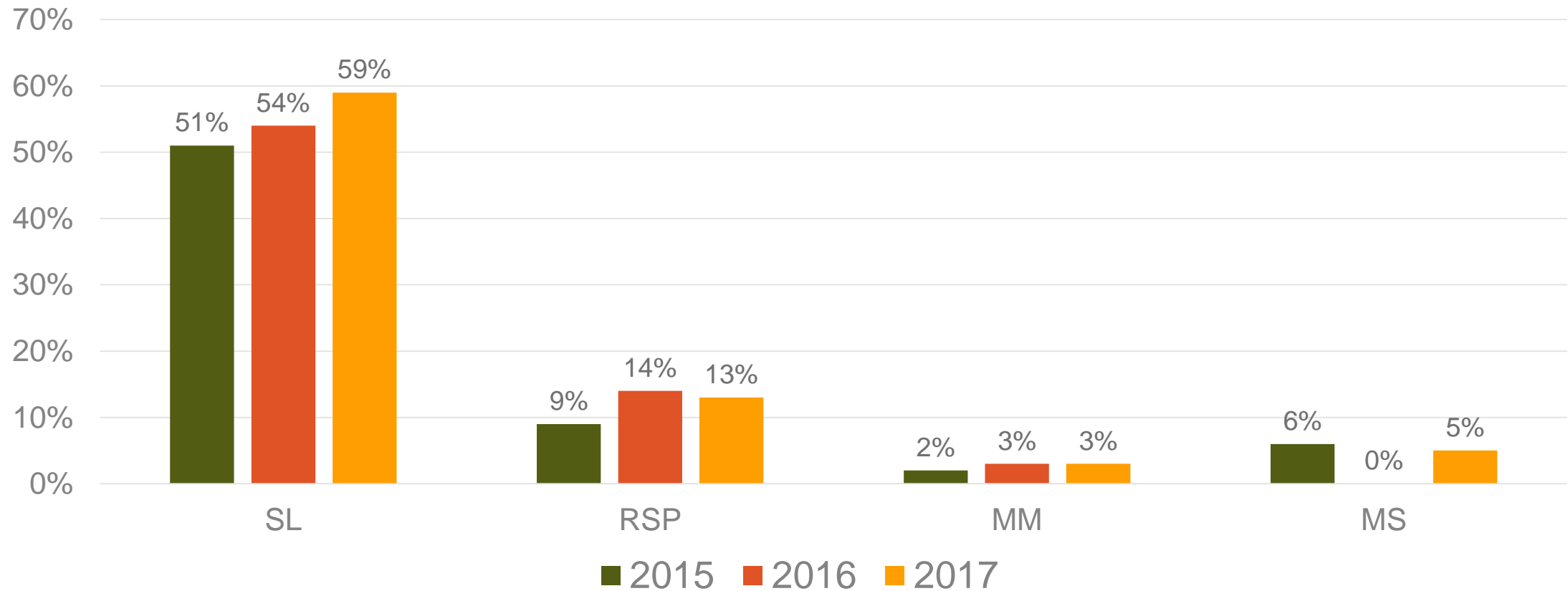
# Students with Disabilities\* by Program/Service



- 1,121 Students with Disabilities, or 13.5% of the total population

# Students with Disabilities Met or Exceeded Standards (2017 SBA)

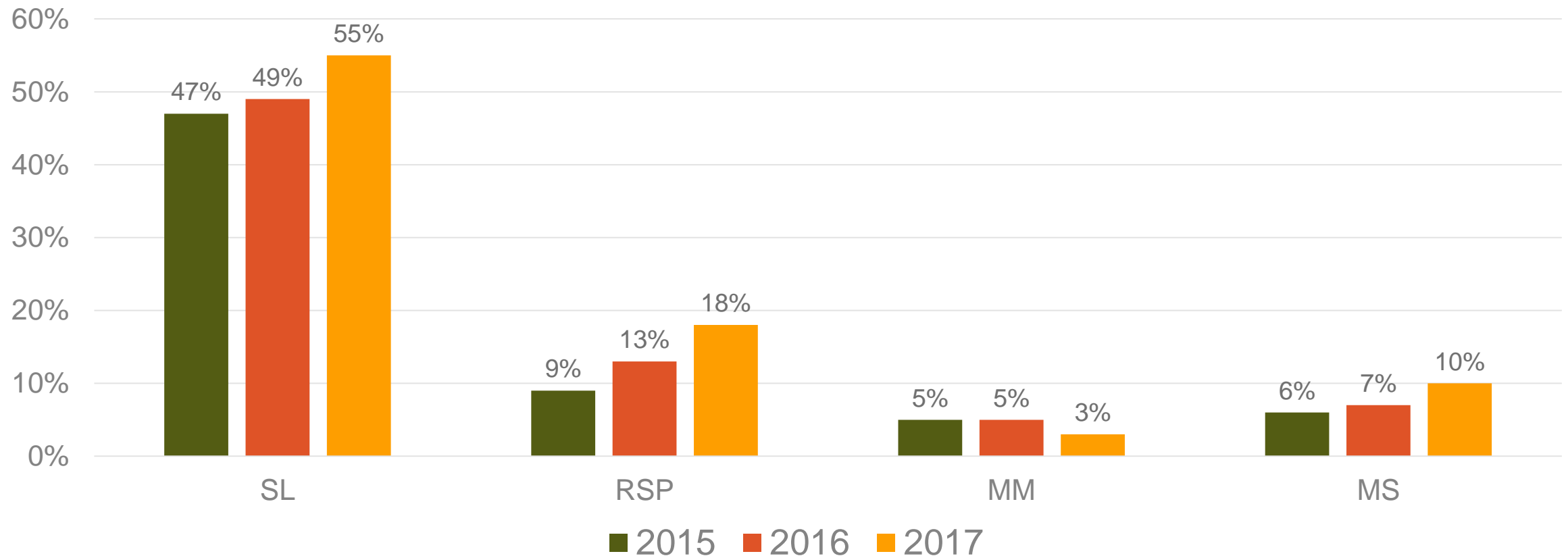
English Language Arts Proficiency by Program/Service





# Students with Disabilities Met or Exceeded Standards (2017 SBA)

## Mathematics Proficiency by Program/Service



# Students with Disabilities Structures to Support Learning

- Strengthening the alignment between IEP goals and the California State standards.
- Providing professional development that supports teachers in accommodating specific student needs using the core instructional program.

# Common Themes and Patterns for All Subgroups

- Provide access to the core curriculum.
  - Strengthen language development.
- Provide support structures such as social-emotional curriculum, counseling and reinforcing positive school climate.
- Provide Parent Education to address site specific and District-wide needs.
- Seek input from subgroup stakeholders (DELAC, PAC, Foster Youth, Homeless).

**Some districts see the LCAP as  
a compliance “to do” requirement.**

**But in the Ocean View School District,  
the LCAP Champions a Cause . . .**

***Where all students are successful  
today, tomorrow and into their future.***

# Goal 5: Innovative Programs and Maximizing Resources

- Expand Innovative Programs
- Streamline systems and structures
- Identify District-wide core standards for instruction, equipment, furniture, technology, staffing (certificated, classified and management)

# Goal Area 1: Academic Learning

- Implement a standards based curriculum using effective lesson design, authentic literacy, and active student engagement in all subject areas.
- Provide additional support and interventions during school hours and before and after school.
- Continue to build and develop a comprehensive middle school program.

## Goal Area 2: Professional Learning

- Build capacity of administrators, teacher leaders, teachers and classified staff through professional learning experiences to support academic, behavioral and social-emotional needs of students.
- Site level teams using data to drive decisions.
- Apply and reinforce PAL principles as a way of doing business differently.

# Goal 3: Parents and Community as Partners

- Expand home to school communications and connectedness
- Strengthen and expand community communications and partnerships



# Goal 4: School Climate, Connectedness and Safety

- Modernizing school facilities
- Expanding safety measures
- Develop and implement school climate programs and services for students
  - Attendance
  - Positive Behavior Intervention System (PBIS)

# Five Key Points Focusing on High Levels of Learning for *ALL* Students

- **Staying the Course** – remaining laser focused on reading, writing, speaking and listening across all content areas
- **Engaging in Weekly Coaching Days**
- **Creating Individual Site Support Structure Teams**
- **Transforming Traditional Staff Meetings to Professional Learning**
- **Expanding Innovative Programs Across the District's Schools**

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  Schoolwide OR  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

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# Comments and Suggestions

# Next Steps:

- Document plan progress, including expenditures in the annual update of the current LCAP document (September through January)
- Draft any necessary revisions to the three year LCAP document (January)
- Share draft revisions with stakeholder groups (February/March)
- Provide LCAP update to the Board (February)
- Make necessary adjustments to the three year LCAP document
- Submit draft document for Orange County Department of Education Review (April)
- Make necessary adjustments (May)
- Public Hearing on draft LCAP and Operating Budget (June)
- Board approves LCAP and Operating Budget (June)

# Defining Terms and Initialisms

**School Plan for Student Achievement - (SPSA)**

**Subgroups** (EL – English Learner; SED – Socio-economically Disadvantaged; SWD - Students with Disabilities; FY – Foster Youth)

**Reclassified English Learner** – An English learner who met state and local criteria to be reclassified as Fluent English Proficient.

**Ever English Learner** – A student who is currently an English learner (EL), or who was formerly designated as an English Learner and may now be Reclassified Fluent English Proficient (RFEP) by the California English Language Development Test - (CELDT)

**Mild/Moderate - (MM)**

**Resource Program - (RSP)**

**Moderate/Severe - (MS)**

**Special Day Class – (SDC)**

**Speech and Language - (SL)**