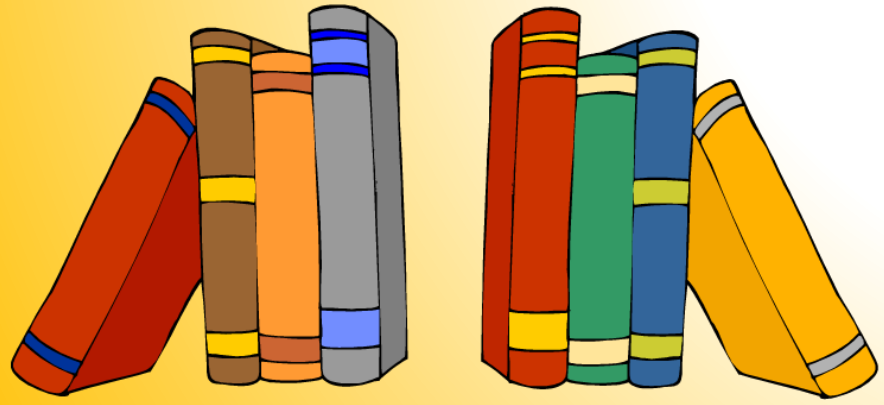
Ocean View School District Local Control and Accountability Plan (LCAP) and the CA School Dashboard

2016-2017 Process Update

Board Of Trustees

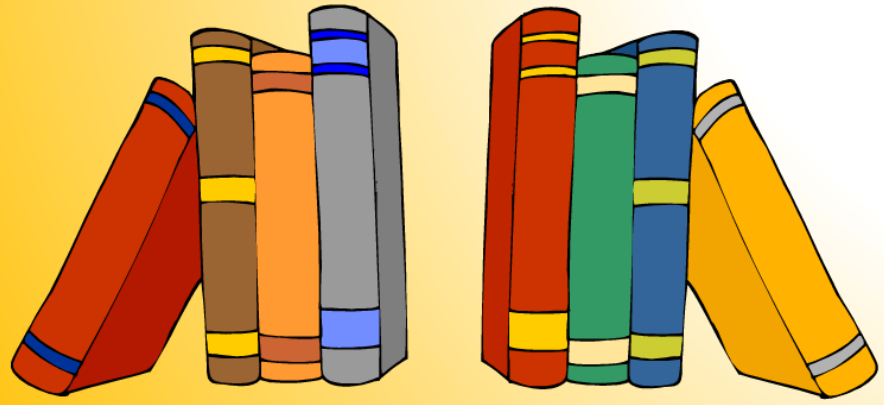
March 7, 2017





Overview

- "WHAT, WHY, and IMPACT" intended with the Local Control and Accountability Plan and the CA School Dashboard
- Stakeholder Engagement Process
- Continuous Improvement – A Work in Progress Year After Year
- Next Steps





“What” is the LCAP?

- 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, 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/Eight State Priority Areas

1. Conditions of Learning

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

2. Pupil Outcomes

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

3. Engagement

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



Student Outcomes Form the Majority of Priority Area Focus

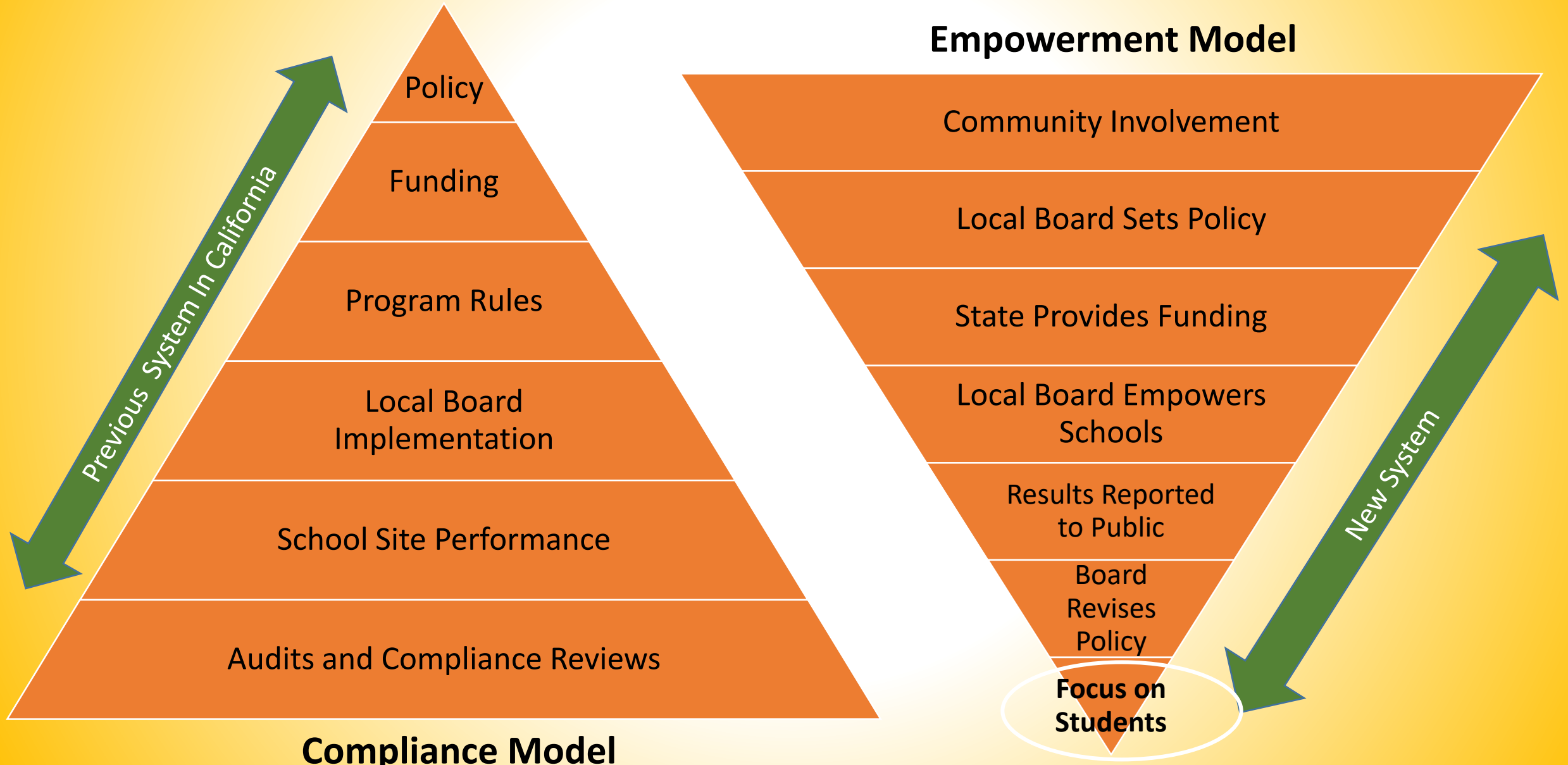
Ocean View LCAP Goals (*the EDGE*)
Integrate the 8 State Priorities

1. ***All students*** will receive effective **standards-based instruction** and ***demonstrate*** **academic growth** annually as measured by District and state assessments.
2. Certificated, classified, and administrative management staff will participate in select professional learning experiences ***to support student academic growth*** in all areas.
3. OVSD will effectively **engage the community**, seek input, and provide feedback in order to maintain open and transparent two-way communications with all stakeholders.
4. *In* ***partnership*** with the District, schools, parents, local agencies, and the community, OVSD will develop systems, structures, programs, and services, and allocate resources to ***provide a safe, secure, and respectful learning environment for all students***, including students identified in subgroups.
5. OVSD stakeholders will ***involve stakeholders*** in the process of ensuring fiscal and capital resources are maximized to eliminate duplicative expenditures in order to provide the highest quality instruction, services, programs, facilities, and staff ***for the benefit of all students.***



The "Why" of LCAP – A Results Oriented Model of Accountability

To Act Differently We Must Think Differently



Stakeholder Input – Not only Required, But Necessary for 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.*



Stakeholder Input Meetings

1. District Leadership Team (site and district administrators, managers, and supervisors) – February 2, 2017 and May 4, 2017
2. PTA/PTO RoundTable – April 10, 2017
3. DELAC and Homeless – March 16, 2017
4. Special Education Parent Advisory Council – March 7, 2017
5. CSEA (California School Employee Association) – February 3, 2017
6. OVTA (Ocean View Teachers Association) – February 3, March 24, and May 28, 2017
7. Student Focus Groups
   - February 24, 2017 – Vista View Middle School
   - March 7, 2017– Mesa View Middle School
   - March 9, 2017 – Spring View Middle School
   - March 28, 2017 – Marine View Middle School
8. Site Level (School Site Council PTA/PTO Meeting, Staff Meeting) – April - May

Purpose of the CA School Dashboard

- The Dashboard is a component of the Local Control Funding Formula law passed in 2013 that significantly changed how California provides funding to public schools and holds local educational agencies accountable for student performance.

- The Local Control Funding Formula law required that the State Board of Education adopt a new accountability tool that reflects performance in different priority areas identified in the law. The Dashboard is how performance data on the state and local indicators (Eight State Priority Areas) that the State Board of Education included in this new accountability tool is shown publicly

"Ensuring all students improve their performance"

CA Dashboard – Communicates Results

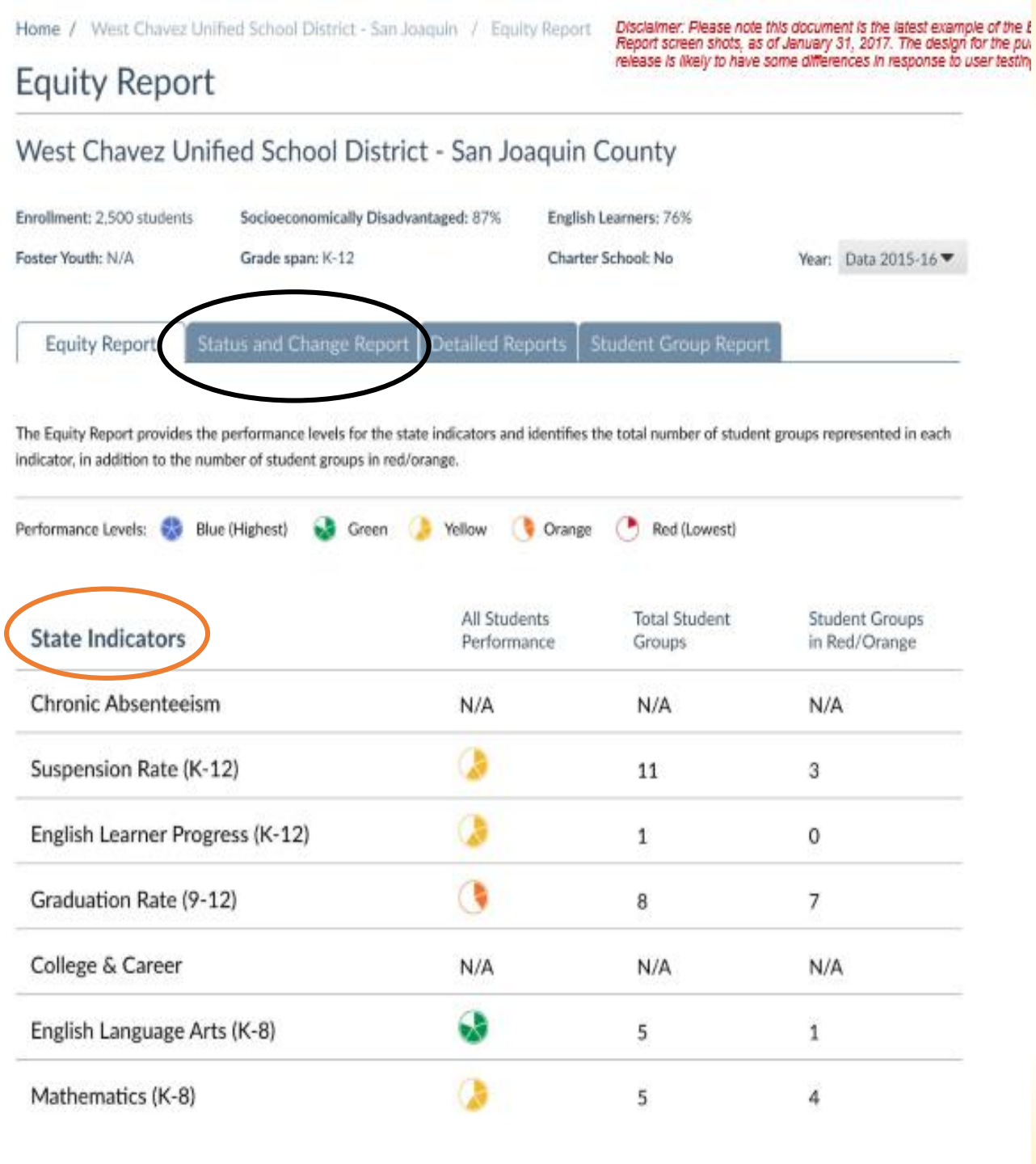
Local Control and Accountability Plan (LCAP) School Plan for Student Achievement (SPSA), Every Student Succeeds Act (ESSA) –

- Each plan designed to increase student performance with *measurable* goals
- Specific Action Steps to achieve measurable goals
- Allocation of Resources
- Progress Monitoring Along the Way
- Adjustments, Modifications as Necessary (based on informed data driven decisions)
- Stakeholder Engagement/Involvement
- **Report Out of Results**
- Revise and Update Plans Annually

CA Dashboard – Communicates Results

One System–

- Meets Accountability for ESSA, LCAP, SPSA
- Utilizes *Multiple Measures* – Performance/Status/Change
- Includes *State Indicators* Across all LEAs/Sites
- Local Indicators Specific to the LEA – LEA Only
- Equity – Reports on all students


Home / West Chavez Unified School District - San Joaquin / Equity Report

Disclaimer: Please note this document is the latest example of the E
Report screen shots, as of January 31, 2017. The design for the pu
release is likely to have some differences in response to user testin

Equity Report

West Chavez Unified School District - San Joaquin County

Enrollment: 2,500 students | Socioeconomically Disadvantaged: 87% | English Learners: 76%

Foster Youth: N/A | Grade span: K-12 | Charter School: No | Year: Data 2015-16

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

The Equity Report provides the performance levels for the state indicators and identifies the total number of student groups represented in each indicator, in addition to the number of student groups in red/orange.

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		11	3
English Learner Progress (K-12)		1	0
Graduation Rate (9-12)		8	7
College & Career	N/A	N/A	N/A
English Language Arts (K-8)		5	1
Mathematics (K-8)		5	4

STATE INDICATORS

Status and Change Report for State Indicators



Student Group Reports

- Subgroups with 30 or more reported
- Subgroups with 11-29 increase/decrease reported only

Status

- Points above/below Standard Met

Change

- Declined Significantly
- Declined
- Maintained
- Increased
- Increased Significantly

English Learner Progress (K-12)		1	0
Graduation Rate (9-12)		8	7
College & Career	N/A	N/A	N/A
English Language Arts (K-8)		5	1
Mathematics (K-8)		5	4

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Not Met
Parent Engagement	Not Met for Two Years
Local Climate Survey	Met

A dash (--) indicates that the student group consists of less than 11 students, the minimum size for any reporting; an asterisk (*) indicates the student group consists of less than 30 students, and the performance level (color) is not presented or included for accountability purposes. An N/A indicates that data is not currently available. Additional details can be found in the California School Dashboard Technical Manual (link will be provided).

Narrative

The narrative text box is provided as an optional feature for local educational agencies to describe their performance on the state indicators and local indicators. This option allows LEAs to provide additional information and context as part of the display.

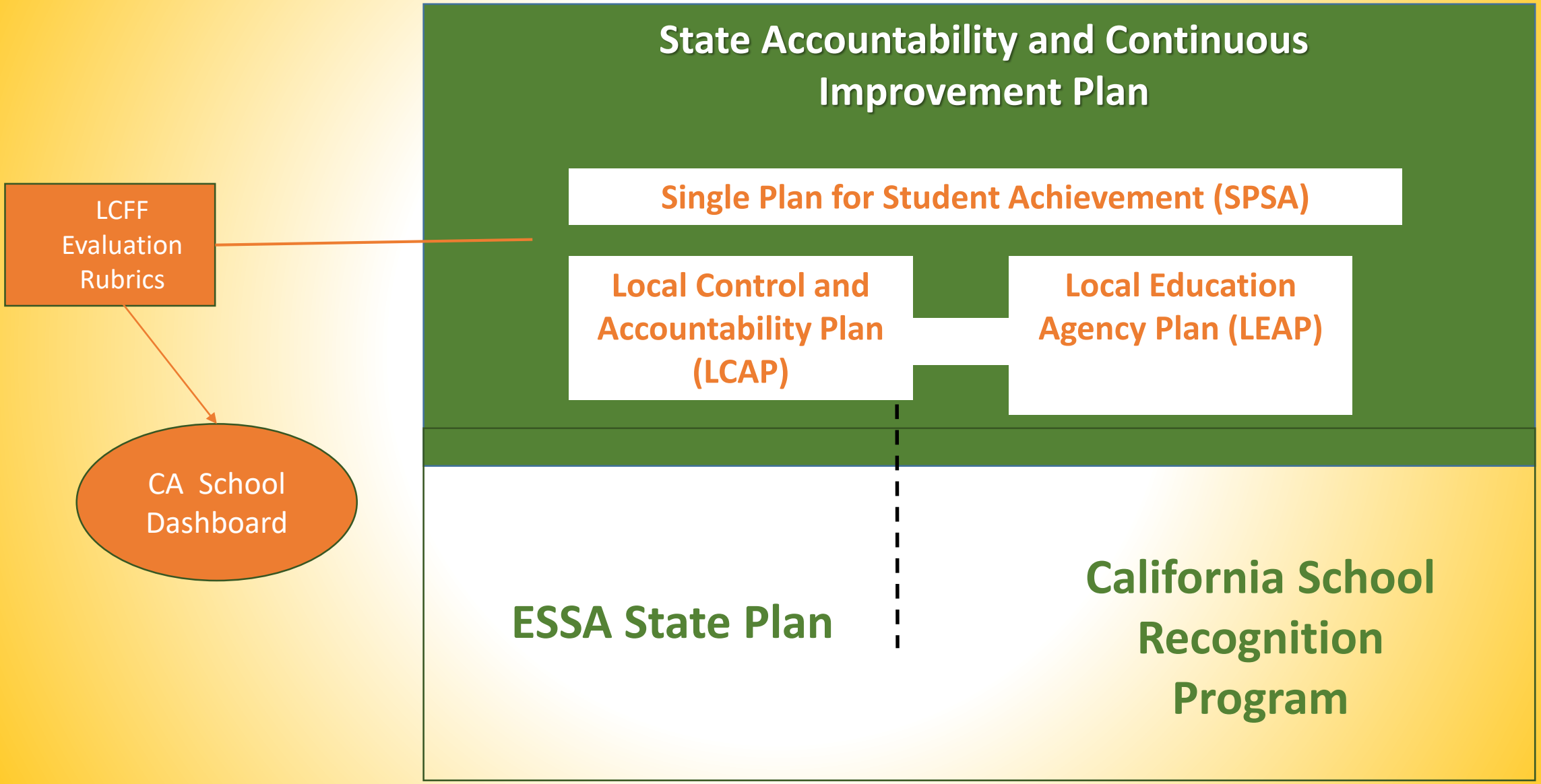
LOCAL INDICATORS (LEA Only)

- Basics (teachers, facilities, instructional materials)
- Implementation of Academic Standards
- Parent Engagement
- Local Climate Survey

NARRATIVE

- Allows each district to provide information about their performance on the state and local indicators.
- Provides context to the district's display

An Intentional Comprehensive Design



CA State Accountability and Continuous Improvement Plan (SACIP) May 2016

Continuous Improvement – A Work In Progress – LCAP, SPSA, ESSA

- Share data collected to measure the District's five (5) goals and corresponding action steps to address eight (8) state priority areas with all stakeholder groups (State and local assessments)
- Gather stakeholder input/feedback:
  - Identify "compelling needs"
  - Address and meet student achievement targets of all students
- Revise and develop goals
  - District Local Control and Accountability Plan
  - School Plan Student Achievement (SPSA)
- Continue, Modify, Add, or Discontinue Action Steps based on data
- Allocate Resources to Achieve Desired Results

Next Steps

- **Continue to meet and share metrics assessing 2016-2017 LCAP goals and action steps**
- **Draft Next Three Year Plan 2017-2020**
  - 2016-2017 Update on Goals, Actions and Expenditures
  - July 2017 through June 2020
    - Goals
    - Action Steps
    - Metrics
    - Resource Allocation
- **Address Public Comment on Next Three Year LCAP Plan through Advisory Groups**
- **Public Hearing on Next Three Year LCAP June 13, 2017**
- **Board Approval of Next Three Year LCAP June 27, 2017**