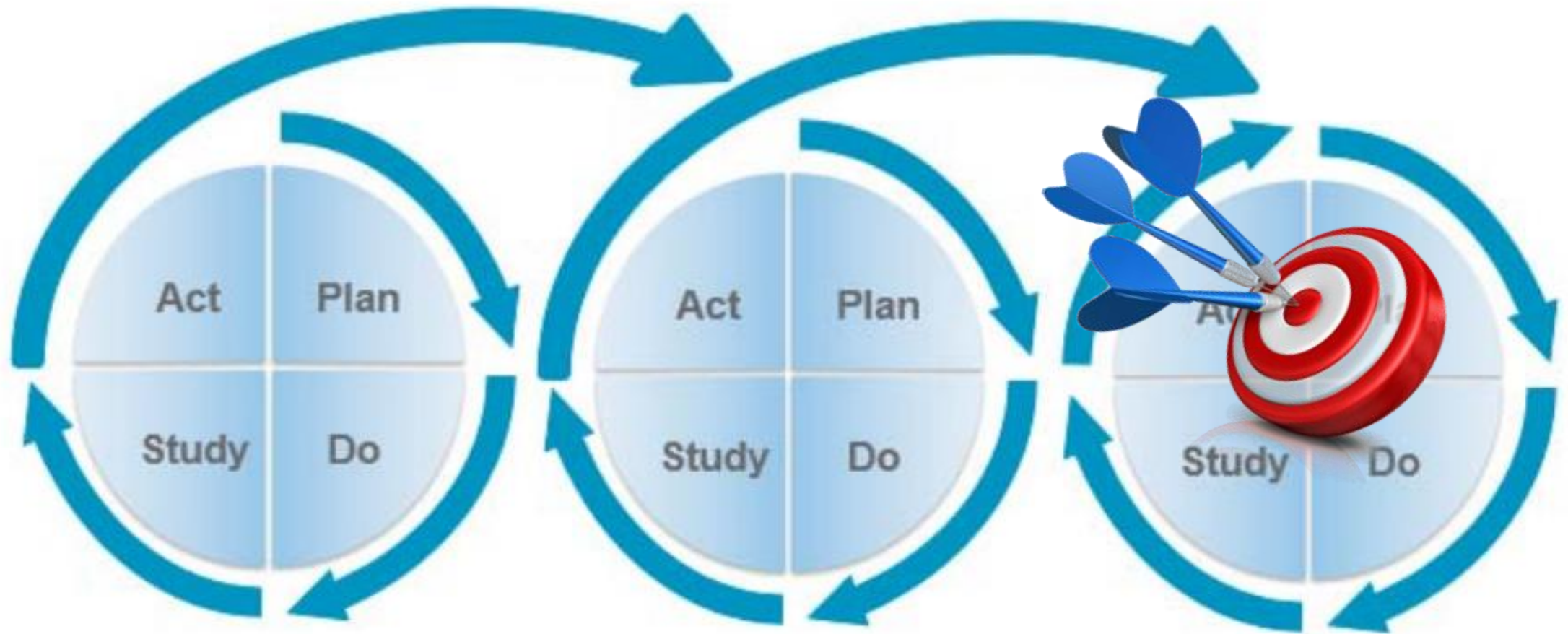# LCAP 101

## Local Control Accountability Plan
## 1.21.2017

Shirley Diaz , Asst. Superintendent Educational Services
Randy Jones, Asst. Superintendent Business Services
Glenn County Office of Education

GLENN COUNTY
OFFICE of EDUCATION

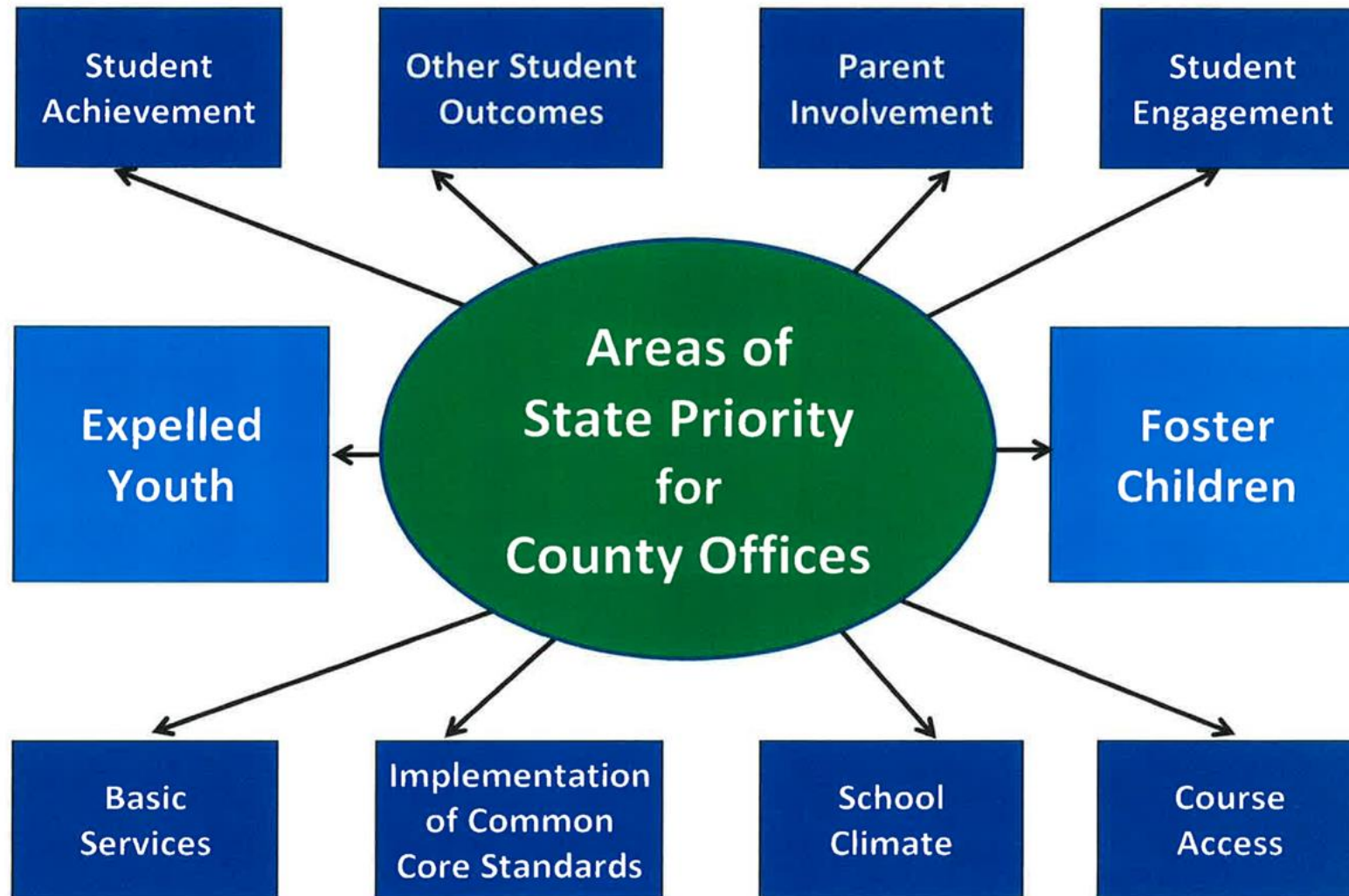# Continuous Improvement

# State Priorities

8 State Priorities

# 8 State Priorities

## Conditions of Learning

- P1-Basic Services
- P2-Implementation of Standards
- P7-Course Access

## Pupil Outcomes

- P4-Student Achievement
- P8-Other Student Outcomes

## Engagement

- P3-Parent Involvement
- P5-Student Engagement
- P6-School Climate

**NOTE: There are 10 State Priorities for COE**
**P9/P10Expelled Youth & Coordination of Foster Youth/Homeless Services**

Areas of State Priority for County Offices

- Student Achievement
- Other Student Outcomes
- Parent Involvement
- Student Engagement
- Expelled Youth
- Foster Children
- Basic Services
- Implementation of Common Core Standards
- School Climate
- Course Access

DRAFT

Adapted from Legislative Analyst Office Report July 29, 2013

CCSESA    ©    VCOE

# Expected Annual Measureable Outcomes

NEW

# Expected Annual Measurable Outcomes

**Basic Services**-Facilities, instructional materials, credentialed teachers

**Implementation of Standards**-Quarterly Williams Reports, Professional Learning, Teacher Lessons, Instructional Rounds

**Parent Engagement**-Surveys, School Events, Engagement Activities

**Student Achievement**-CAASPP, CELDT/ELPAC, Local Assessments, Interim Assessments

# Expected Measurable Outcomes Continued

**Student Engagement**-Absence rate, chronic absenteeism, graduation rate, drop-out rate

**School Climate**- Expulsion rates, suspension rates, PBIS, surveys

**Student Access**-Review base services see Ed Code 51210

**Other Student Outcomes**-Performance, other school initiatives

*NEW*

# California Schools Dashboard

Local, State, Federal

Continuous Accountability  & Improvement System

# State & Local Performance Indicators
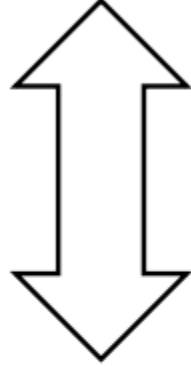
## Applicability of Performance Indicators

| State Performance Indicators | COE | District | Charter* | School + | TK-5 | 6-8 | 9-12 |
|---|---|---|---|---|---|---|---|
| Chronic Absenteeism | X | X | X | X | X | X | X |
| Suspension Rate | X | X | X | X | X | X | X |
| English Learner | X | X | X | X | X | X | X |
| Graduation Rate | X | X | X | X | | | X |
| ELA CAASPP Assessment | X | X | X | X | | | |
| MATH CAASPP Assessment | X | X | X | X | X | X | |

| Local Performance Indicators | COE | District | Charter* | School + | TK-5 | 6-8 | 9-12 |
|---|---|---|---|---|---|---|---|
| Basics | X | X | X | | X | X | X |
| Implementation of State Standards | X | X | X | | X | X | X |
| Parent Engagement | X | X | X | | X | X | X |
| School Climate | X | X | X | | X | X | X |
| Coordination of Expelled Youth (COE only) | X | | | | X | X | X |
| Coordination of Services for Foster Youth (COE only) | X | | | | X | X | X |

*Certain performance indicators may not apply to a charter school depending on its charter.*

*+ Performance indicators do not currently apply to Alternative Schools Accountability Model (ASAM) Schools.*

## STATE PERFORMANCE CATEGORY LEGEND

| | | |
|---|---|---|
| 🔵 | Blue | Highest |
| 🟢 | Green | ⬆⬇ |
| 🟡 | Yellow | |
| 🟠 | Orange | |
| 🔴 | Red | Lowest |
| * | Between 11 and 30 pupils | Between 11 and 29 pupils for whom data is reported for the applicable performance indicator |
| --- | Less than 11 pupils | Less than 11 pupils for whom data is reported for the applicable performance indicator |
| N/A | Not applicable or applicable | Data is not available or the performance indicator is not applicable |

Local Educational Agencies (LEAs) are responsible for measuring progress on these priorities using self-assessment tools. Results will be collected and reported locally to enhance local decision making for the relevant LCFF priority.

LEAs will assess their progress on these indicators on the following scale:

- **Met**
- **Not Met**
- **Not Met for Two or More Years**

Home/Washington Elementary School District

**Washington Elementary School District (Data Subset)\***

Enrollment: 725     Socioeconomically Disadvantaged: 60% English Learners: 20%

Grade span: K-6     Charter School: N

This report provides the color coded rating for all state indicators and identifies the number of total number of student groups relative to the number of student groups in red/orange. A dash (—) in any of the cells indicates that data is currently not available; A cell with N/A indicates that the student group consists of less than 11 students. A cell with an asterisk indicates the student group consists of less than 30 students and the performance category is not presented or included for accountability purposes.

Performance Categories:  Blue   Green   Yellow   Orange   Red

| | Performance Category | Total Student Groups | Groups in Red/Orange |
|---|---|---|---|
| Suspension Rate (All Students) | Green | 7 | 0 |
| Suspension Rate (English Learner) | | | |
| Suspension Rate (African American) | | | |
| Suspension Rate (White) | | 1 | 0 |
| English Learner | | 7 | 5 |
| Mathematics Assessment (All Students) | | | |
| Mathematics Assessment (Low Income) | | | |
| Mathematics Assessment (African American) | | | |
| Mathematics Assessment (White) | | 7 | 0 |
| English Language Arts Assessment (All Students) | | | |

English Language Arts  Assessment (Low Income)

English Language Arts Assessment (African American)

English Language Arts Assessment (White)

Data subset for illustration purposes only.

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**Proposed Criteria for Determining LEA Eligibility for Differentiated Assistance and Intensive Intervention**

**Basics (Priority 1)**
- *Not Met for Two or More Years* on Local Performance Indicator

**Implementation of State Academic Standards (Priority 2)**
- *Not Met for Two or More Years* on Local Performance Indicator

**Parent Engagement (Priority 3)**
- *Not Met for Two or More Years* on Local Performance Indicator

**Pupil Achievement (Priority 4)**
- *Red* on both English Language Arts and Math tests OR
- *Red* on English Language Arts or Math test AND *Orange* on the other test OR
- *Red* in the English Learner Indicator (English learner student group only)

**Pupil Engagement (Priority 5)**
- *Red* on Graduation Rate Indicator OR
- *Red* on Chronic Absence Indicator

**School Climate (Priority 6)**
- *Red* on Suspension Rate Indicator OR
- *Red* on Chronic Absence Indicator

**Access to and Outcomes in a Broad Course of Study (Priorities 7 & 8)**
- *Red* in College/Career Indicator

**Coordination of Services for Expelled Pupils – COEs Only (Priority 9)**
- *Not Met for Two or More Years* on Local Performance Indicator

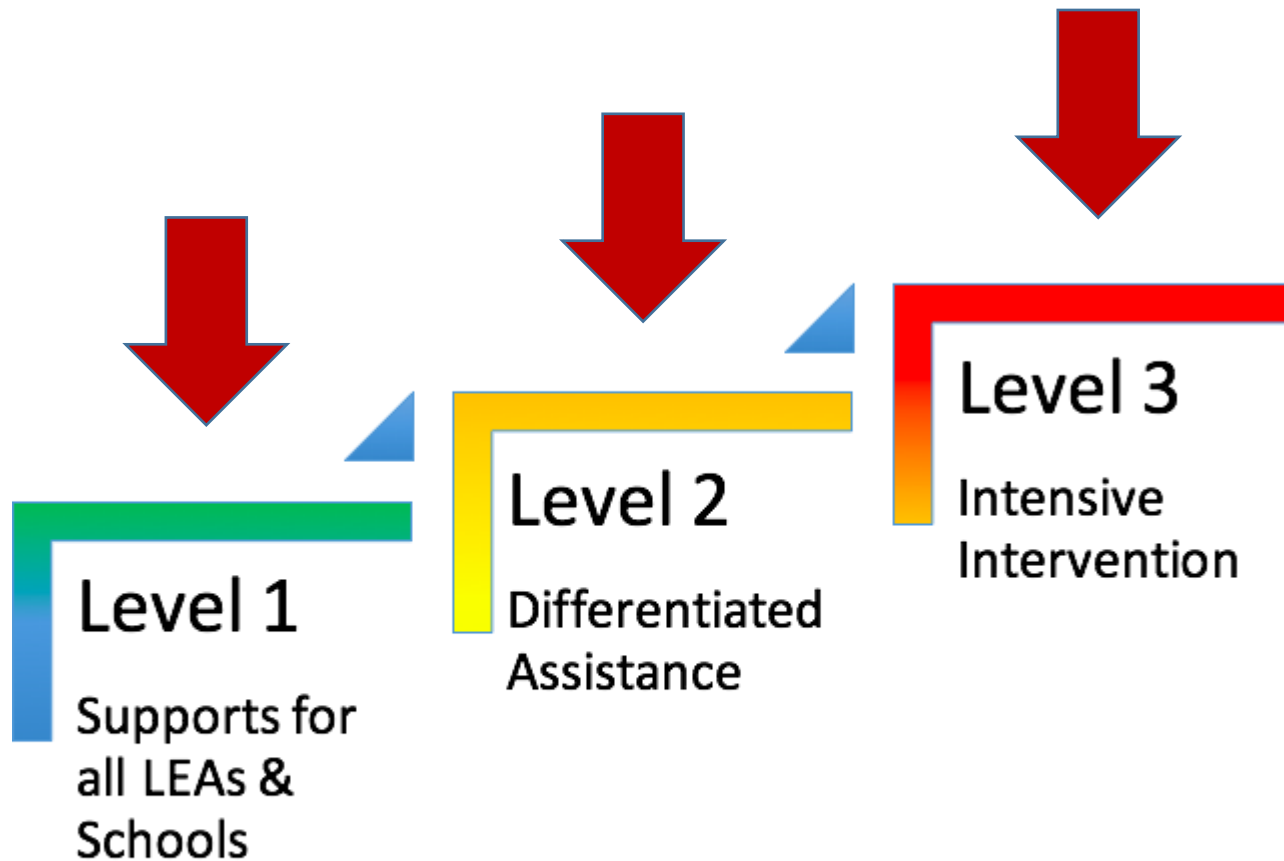**Coordination of Services for Foster Youth – COEs Only (Priority 10)**
- *Not Met for Two or More Years* on Local Performance Indicator

# Current DRAFT Timeline for Development of CA's Accountability System

Fully operational

| Development of State Accountability System | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Academic Indicator: CAASPP (ELA, math) | status/change model | CA Alt Assessment | | Growth model |
| College/Career Indicator | first phase status & change model | Pilot revised model - status | Pilot revised model with status & change | Revised status/change model |
| English Learner Indicator | CELDT / ELPAC field test | ELPAC summative | ELPAC initial & summative / EL Indicator pilot: LT EL | revised EL Indicator |
| Graduation Rate Indicator | 4-year cohort status/change model | | 4 & 5-year cohort status/change model | |
| Suspension Rate Indicator | 2 years suspension status/change model | | | |
| Academic Indicator: CAASPP Science (CA Science Test – CAST; CA Alternative Assessment - CAA) | CAST & CAA Pilot test | CAST field test and CAA pilot test | CAST fully operational & CAA field test | CAST & CAA fully operational |
| Alternative Accountability (ASAM) | Recommendations on revised ASAM | Pilot revised ASAM model | Model ready for use in CA system | |
| Chronic Absenteeism Indicator | 1st year of data | Pilot status | Pilot status & change | Status & change |
| High School Readiness Indicator | delayed / Proposed review of a high school readiness indicator | Pilot a high school readiness indicator | Model ready for use in CA system | |
| Local Indicators (SP 1, 2, 3, 6, 7, 8, 9, 10) & local climate survey | Local climate work group | Pilot local indicators & climate for SP 1, 2, 3, 6, 7, 8, 9, 10 | Pilot revised local indicators | Local indicators & climate for SP 1, 2, 3, 6, 7, 8, 9, 10 |

12.08.16

Level 1
Supports for all LEAs & Schools

Level 2
Differentiated Assistance

Level 3
Intensive Intervention

# Three Levels of Support for LEAs & Schools

Three levels of support to LEAs and schools to promote continuous improvement and equity.

*NOTE: LCFF evaluation rubrics are aligned to the statutory provisions of Every Student Succeeds Act (ESSA)*

# Plan Summary

Focus & Fiscal

# Summary

- **The Story**
- **LCAP Highlights**

---

LCAP Year ☐ 2017–18 ☐ 2018–19 ☐ 2019–20

## Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| LEA Name | |
| Contact Name and Title | | Email and Phone | |

## 2017-20 Plan Summary

**THE STORY**
Briefly describe the students and community and how the LEA serves them.

**LCAP HIGHLIGHTS**
Identify and briefly summarize the key features of this year's LCAP.

Page **1** of **1**

**Performance Review**

- Greatest Progress
- Greatest Needs
- Performance Gaps

**REVIEW OF PERFORMANCE**

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

**GREATEST PROGRESS**

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**GREATEST NEEDS**

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

**PERFORMANCE GAPS**

# Student Groups

**LEAs must demonstrate <mark>Increased or Improved</mark> Services for Student Groups that generate extra funding**



INCREASED OR IMPROVED SERVICES
If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

**BUDGET SUMMARY**
Complete the table below. LEAs may include additional information or more detail, including graphics.

| DESCRIPTION | AMOUNT |
|---|---|
| Total General Fund Budget Expenditures for LCAP Year | $ |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | $ |

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

$ _____ Total Projected LCFF Revenues for LCAP Year

exec-lasso-nov16item01
Attachment 1
Page 3 of 23

- **Low income**
- **Foster Youth**
- **English Learners**

# Annual Update

# Annual Update    LCAP Year Reviewed:   XXXX–XX

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

| Goal 1 | |
|---|---|

| State and/or Local Priorities Addressed by this goal: | STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 |
| | COE ☐ 9 ☐ 10 |
| | LOCAL _____ |

## ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
|---|---|
| | |

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action    1

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | | |
| | BUDGETED | ESTIMATED ACTUAL |
| Expenditures | | |

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

| | |
|---|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal. | |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | |

# Place for Reflection and Analysis

# Stakeholder Engagement

# Involvement Process & Impact on the Plan

## Stakeholder Engagement

**LCAP Year** ☐ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

IMPACT ON LCAP AND ANNNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

# STAKEHOLDERS



Students

Classified/
Certificated

Bargaining
Unit

Community
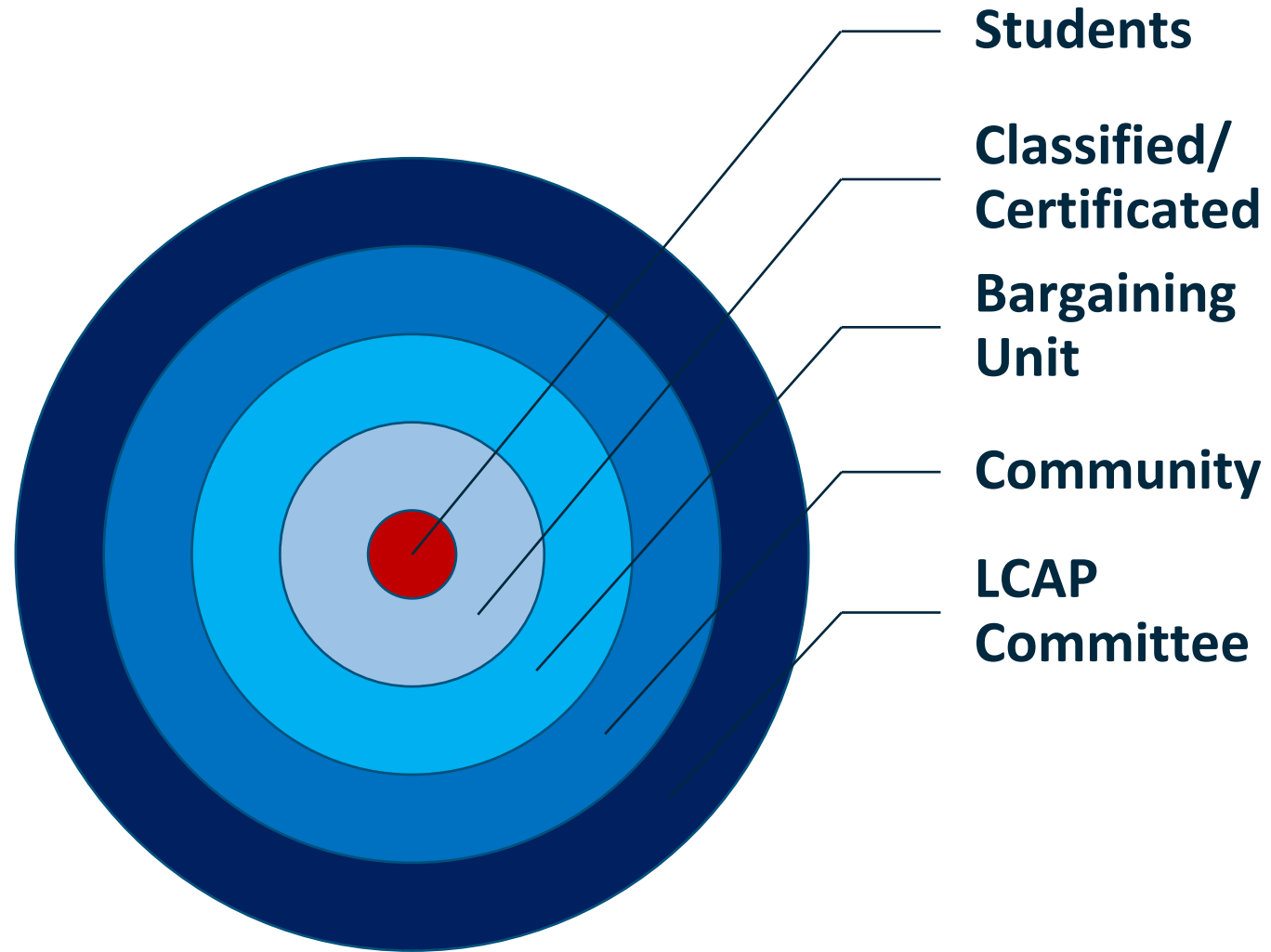
LCAP
Committee

# STAKEHOLDER Connection Opportunities

1. **Surveys delivered via:**
   - US Mail
   - E-mail
   - Hard Copy
   - Web-based Survey Instrument
   - Post cards in local businesses

2. **Committee Meetings including:**
   - LCAP Committee/School Site Council
   - DELAC/ELAC
   - PTA/PTO
   - Bargaining Units

3. **Community-Based and Government Agency Meetings/Activities**
   - Chambers of Commerce
   - Community Clubs-Rotary, Lions, Kiwanis, Soroptimist
   - Public Advocate Groups
   - Community Hubs
   - Community Events
   - Sheriff Association/Foster Youth Council/Public Health
   - Foundations that support education
   - Local Colleges

**4. School-related meetings/activities including:**
- Board meetings
- Faculty Meetings
- School Leadership Meetings

**5.   Parent Conferences**

**6.   School Celebrations**

**7.   Student focus groups**

**8.   Open Houses/Back to School Nights/Student Events which include:**
- Student performances or exhibitions
- Food for the attendees
- Child Care
- Information on the LCAP

*Use as many creative strategies as possible to obtain the feedback you need.*

# Goals/Actions

Where it all happens...

# Section 2: Goals, Actions, Services,

## Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

| ☐ New | ☐ Modified | ☐ Unchanged |
|---|---|---|

**Goal 1**

State and/or Local Priorities Addressed by this goal:

STATE ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8

COE ☐9 ☐10

LOCAL _____

Identified Need

### EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

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 |
|---|---|---|
| ☐ New  ☐ Modified  ☐ Unchanged | ☐ New  ☐ Modified  ☐ Unchanged | ☐ New  ☐ Modified  ☐ Unchanged |
| | | |

BUDGETED EXPENDITURES

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

# Budget

## Budget and LCAP Aligned

**GOALS**
**Actions/Services**

Expenditures shall align to budget
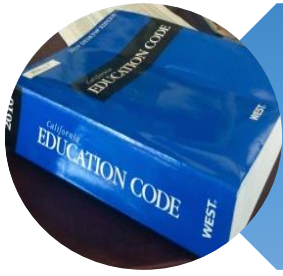
LEAs must have funds to support the actions and services

# Budget Summary

## from
## Document Tracking Service
## (DTS)

### Example

# Approval Process

Ed Code

# The Law Requires:

**LCAP must demonstrate how services are being provided to meet the needs of unduplicated pupils in each category and improve performance of all pupils in the state priority areas.**

**LCAP must be consistent with school plans
(Ed Code Sec. 640**01)

**The Three Year "Static" plan to be reviewed
and updated annually.**

**1st**
- Approved by District Accountability Committee
- Sent to Board for approval

**2nd**
- Public Hearing of *LCAP and budget* to solicit recommendations from public

**3rd**
- Board meeting to approve the LCAP and budget.   (Budget may not be approved before the LCAP.  LCAP will be listed  first on the agenda with the budget to follow.)

**4th**
- Send to County Office of Education no later than 5 days from adoption. Must be adopted along with budget by July 1st.

**1st**
- Program and business start the review process as soon as LCAPs are received

**2nd**
- Business ties LCAP expenditures to budget
- Program reviews based on check-off list

**3rd**
- Informal correspondence (email, one-on-one appointments and phone calls) occurs between the county and the district

**4th**
- August 15th -Formal correspondence to School Board for needed corrections
- 15 day cycle begins

**5th**
- October 8th-Approval, conditional approval or not approved
- Formal letter sent letter to School Board

# Questions ?