

Chino Valley Unified School District
Board Study Session
January 12, 2017

Local Control and Accountability Plan (LCAP)



Roadmap for Today



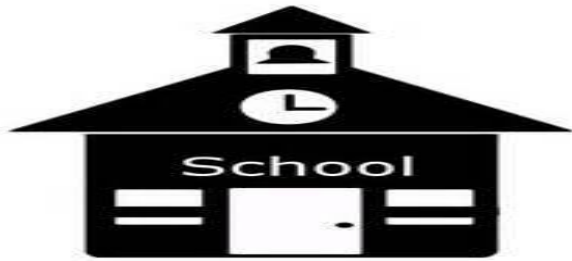
- ▶ Big Picture
- ▶ Changes in the Local Control and Accountability Plan (LCAP)
- ▶ Conceptual Model of a Data Display
- ▶ Evaluation Rubric: Graduation and Suspension Data
- ▶ LCAP goals 1-5
- ▶ Timeline for LCAP Development and Stakeholder Engagement

The Big Picture



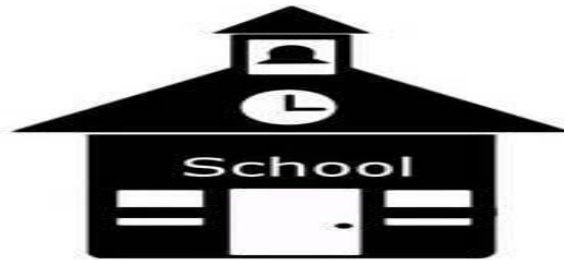
- ▶ Under the Local Control Funding Formula (LCFF), the District sets priorities for all students with an emphasis on students who qualify for free or reduced priced meals (LI), English learners (EL), and foster youth (FY)
- ▶ District priorities are outlined in the LCAP
- ▶ Involves collaboration with stakeholders in the community
- ▶ By July 1, each year, the District is required to adopt a three year district wide LCAP
- ▶ District's budget is based on the revised funding formula
- ▶ LCAP does not capture the entire district's budget

How does LCFF Work?



Base Grants

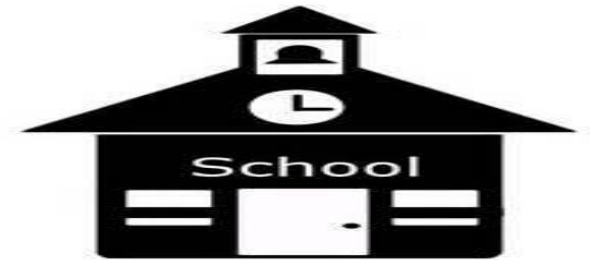
Every student generates a base grant which funds basic educational costs, such as: employee salaries, building costs, and instructional materials.



Supplemental Grants

Low income, English learners, and foster youth, generate 20% more funding above the base grant.

Funding is to increase and improve services for the specified groups above to improve achievement.



Concentration Grants

Districts with more than 55% low income, English learners, or foster youth receive extra 50% of the base grant.

CVUSD does not qualify for concentration grants.

Changes in LCAP



- ▶ Revised LCAP template
- ▶ District's measure of progress will be displayed to the public
- ▶ New evaluation rubrics to assess strengths and areas of improvement and to determine level of technical assistance from the State, as needed
- ▶ Expect more changes to come from the State

Revised LCAP Template- Order of Components

Previous LCAP Template

1. Section 1: Stakeholder Engagement
2. Section 2: Goals, Actions, Expenditures, and Progress Indicators
3. Annual Update
4. Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

***Instructions and guiding questions throughout the template

Revised LCAP Template

1. Plan Summary
2. Annual Update
3. Stakeholder Engagement
4. Goals, Actions, & Services
5. Demonstration of Increased or Improved Services for Unduplicated Pupils

***Instructions and guiding questions in appendices

LCAP-Plan Summary

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	<input type="text"/>		
Contact Name and Title	<input type="text"/>	Email and Phone	<input type="text"/>

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.

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

LCAP-Annual Update

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

Actions/Services	PLANNED	ACTUAL
Expenditures	BUDGETED	ESTIMATED ACTUAL

LCAP-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

LCAP-Goals, Action, & Services

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
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input 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

State Required Indicators for Measuring Progress

7 State Adopted Indicators [Priority 4, 5, 6, 7, and 8]

1. Student scores in English language arts in grades 3-8 [Priority 4] - almost ready (1/11/17)
2. Student scores in Mathematics in grades 3-8 [Priority 4] - almost ready (1/11/17)
3. Progress of English learners towards English language proficiency [Priority 4] - almost ready
4. High School graduation rate by District and by school [Priority 5]
5. Suspension rates by District and by school [Priority 6]
6. College and career readiness [Priorities 4, 7, and 8] - not ready yet
7. Chronic absenteeism [Priority 5] - not ready yet




4 Local District Indicators [Priority 1, 2, 3, and 6]

1. Basic Services (teachers, instructional materials, and facilities) [Priority 1]
2. Implementation of State adopted academic standards [Priority 2]
3. Parent Engagement [Priority 3]
4. School Climate [Priority 6]

Data Display

- ▶ Publicly displayed tentatively in January 2017
- ▶ What is shown today may or may not look like what will be seen on the state website
- ▶ Prototype of what to expect on the website will be shared



State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate		.5%	-1.1%
English Learner		62%	-1.0%
Graduation Rate		87%	+2%
College/Career	N/A	N/A	N/A
English Language Arts Assessment		50.7%	no change
Mathematics Assessment		20%	no change

7 State Indicators



Local Performance 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

Narrative

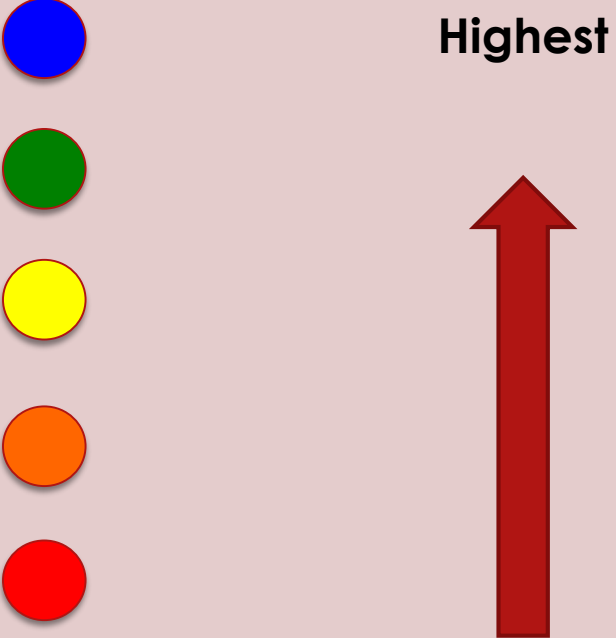
The narrative text box is provided as an optional feature for local educational agencies to describe their performance on the state indicators and local indicators. This option allows LEAs to provide additional information and context as part of the display.

4 Local Indicators

Sample All Subgroup Report

	Chronic Absenteeism	Suspension Rate	College/ Career	English Learner	Graduation Rate	ELA Assessment	Math Assessment
All Students	N/A		N/A				
American Indian	N/A	---	N/A	---	---	---	---
Asian	N/A		N/A				
African American	N/A		N/A	---			
English Learner	N/A		N/A				
Filipino	N/A	---	N/A	---	---	---	---
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A		N/A				
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A		N/A	---	*		
Socioecon.	N/A		N/A				
Stud. w/ Disability	N/A		N/A				
Two or more Races	N/A		N/A	---			
White	N/A		N/A	---			

State versus Local Performance

State	Local
 <p>Highest</p>	<p>Met</p> <p>Not Met</p> <p>Not Met for Two or More Years</p>
<p>Performance determined by State based metrics (defined cut scores) using evaluation rubrics</p>	<p>Performance determined by District using evaluation rubrics</p>

Use of Evaluation Rubric-Graduation

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▶ **2014-2015: 89.7%** } Identify “**Status**” (based on this year)

▶ 2013-2014: 89.4%

▶ 2012-2013: 89.0%

▶ 2011-2012: 86.5%



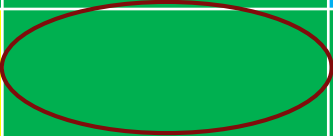
Calculate “**Change**”

Status – **Average** of 3 prior years
 $89.7\% - 88.3\% = 1.4\%$

(3 year average) = **88.3%**

Reference Chart (89.7% Status; +1.4% Change)

Graduation Rate		Change (Prior 3 Years)				
Status (2014-2015)		Declined Significantly By more than 5%	Declined By 1% to 5%	Maintained Declined or improved by less than 1%	Increased By 1% to less than 5%	Increased Significantly By 5% or more
	Very High 95% or greater					
	High 90% to less than 95%					
	Median 85% to less than 90%					
	Low 67% to less than 85%					
	Very Low Less than 67%					



Use of Evaluation Rubric-Suspension

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2014-2015

of students suspended (only counted once) ÷ cumulative enrollment x 100

$$1049 \div 31,593 \times 100$$

Status = 3.3%

Prior Year Suspension Rate

20

2013-2014

of students suspended (only counted once) ÷ cumulative enrollment x 100

$$1215 \div 31,975 \times 100$$

Prior Year = 3.8%

Change

Current Year Suspension Rate – Prior Year Suspension Rate


$$3.3\% - 3.8\% = 0.5\% \text{ decrease}$$

$$\text{Change} = - 0.5\%$$

Reference Chart (3.3% Status; - 0.5% Change)

Suspension Rate (Unified School District)		Change (prior year)				
		Increased Significantly By more than 2.0%	Increased By 0.3% to less than 3.0%	Maintained Declined or increased by less than 0.3%	Declined Declined by 0.3% to less than 2.0%	Declined Significantly Declined by 2.0% or greater
Status (2014-2015)	Very Low 1.0% or less	Black	Green	Blue	Blue	Blue
	Low Greater than 1.0% to 2.5%	Yellow	Yellow	Green	Green	Blue
	Medium Greater than 2.5% to 4.5%	Yellow	Yellow	Yellow	Green (Circled)	Green
	High Greater than 4.5% to 8.0%	Red	Yellow	Yellow	Yellow	Yellow
	Very High Greater than 8.0%	Red	Red	Red	Yellow	Yellow



Identifying When Assistance is Needed

State Priority	Differentiated Assistance When any student group meets performance in two or more of the following:	Intensive Intervention When three or more student groups meet performance in two or more of the following in three of four consecutive years:
1. Basic	Not met for 2 or more years on local performance indicator	
2. Implementation of State Standards	Not met for 2 or more years on local performance indicator	
3. Parent Involvement	Not met for 2 or more years on local performance indicator	
4. Pupil Achievement	Red on both ELA and Math or Red on ELA or Red on Math and Orange on the other assessment Red on the EL indicator	
5. Pupil Engagement	Red on Graduation rate indicator or Red on Chronic Absenteeism	
6. School Climate	Red on Suspension rate indicator or Not met for 2 or more years on local performance indicator	
7. Course Access	Red on College/Career indicator	
8. Pupil Outcomes	Red on College/Career indicator	

Stakeholder Engagement

Stakeholder Engagement Development

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2013-14

Town hall meetings, surveys, LCAP Think Tank, and 2 DELAC and LCAP Advisory Committee meetings

2014-15

Town hall meetings, surveys, student input at high schools, consultation with the Associations, and 2 DELAC and LCAP Advisory Committee meetings

Stakeholder Engagement Development continued

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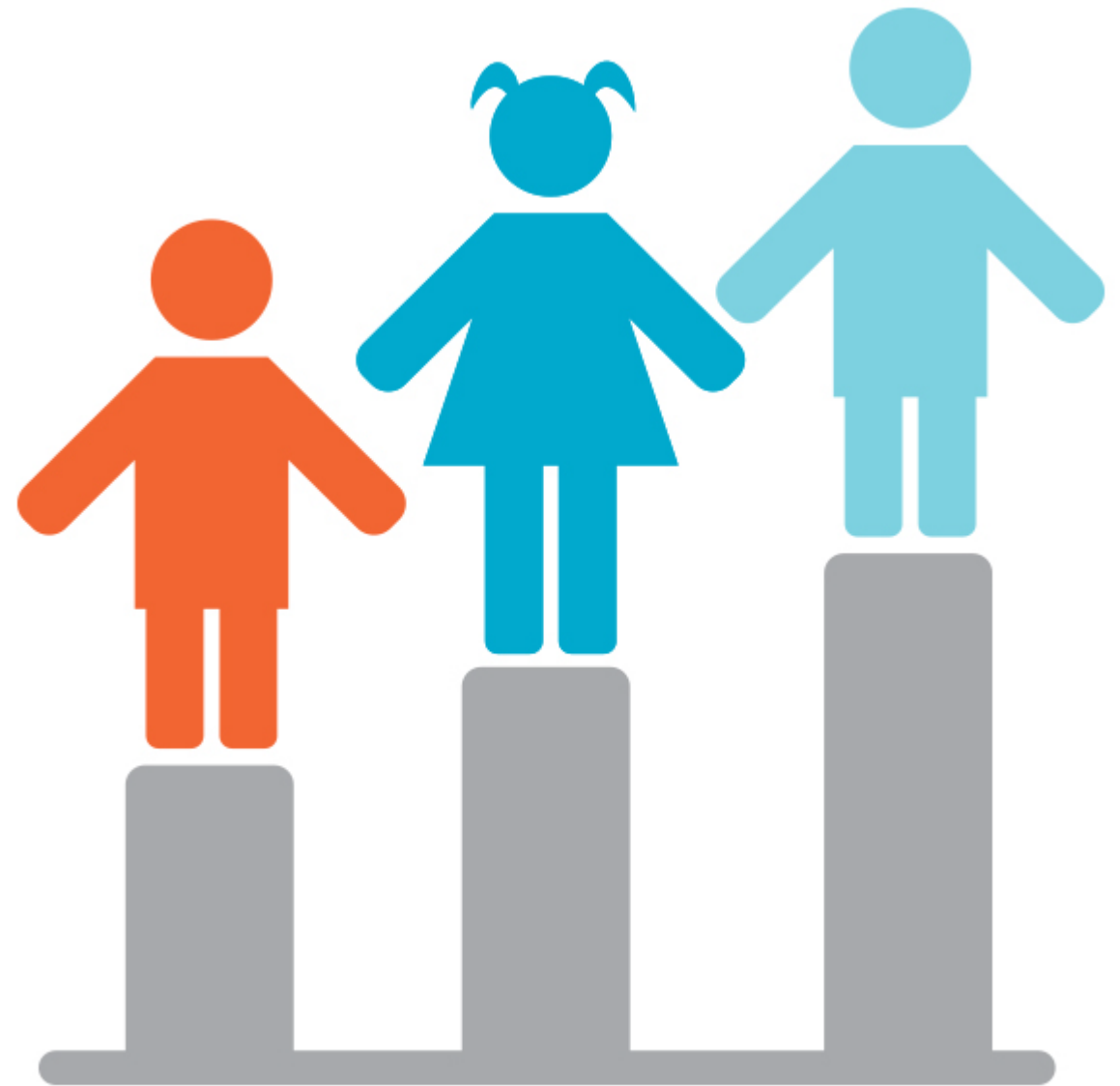
2015-16

School level engagement meetings, student input at high schools, consultation with the Associations, and 3 DELAC and LCAP Advisory Committee meetings

2016-17

School level engagement sessions, student input at high schools, consultation with the Associations, Board Study Sessions, 5 meetings with DELAC and LCAP Advisory Committee Meetings

LCAP Goals 2016-2017



LCAP Focuses on 8 State Priorities

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Conditions of Learning

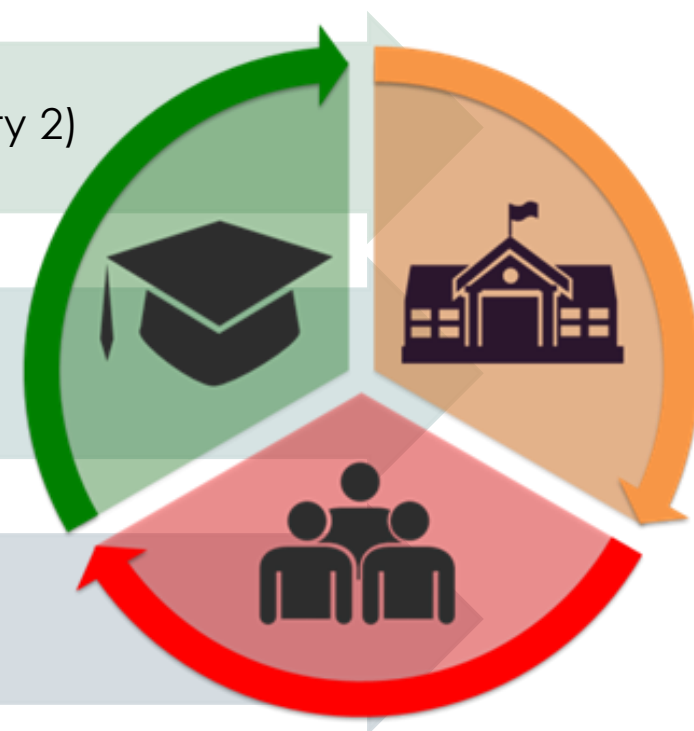
- Basic Services (Priority 1)
- Implementation of State Standards (Priority 2)
- Course Access (Priority 7)

Student Outcomes

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

Engagement

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



Goals Set by Chino Valley Unified

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Goal 1: All students are provided appropriately assigned/credentialed teachers; students will have access to standards aligned materials; **21st century learning tools**; and school facilities will be in good repair. (Priority1)

Goal 2: All students progressively demonstrate growth towards mastery of the California academic standards in preparation for College and Career.

(Priorities 2, 4, 7, & 8)

Goal 3: All English learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other underrepresented students will receive additional support services necessary to progressively demonstrate growth toward mastery of the California academic standards in preparation for College and Career. (Priorities 3, 4, & 8)

Goals 1-5 Continued

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Goal 4: Parents, families, and community will have the opportunity to receive training and resources to support their children and engage with school staff in collaborative discussions and decision making. (Priority 3)

Goal 5: Every member of Chino Valley Unified School District will contribute a positive learning environment, which focuses on safety, school connectedness, and student engagement. (Priority 5 & 6)

Goal 1: All students are provided appropriately assigned/credentialed teachers; students will have access to standards aligned materials; 21st century learning tools; and school facilities will be in good repair . (Priority 1)



1. Recruit and retain highly qualified staff
2. Hire teachers to reduce class size in K-3
3. Provide instructional materials aligned with state standards
4. Provide adequate technology infrastructure and equipment
4. Maintain facilities in good repair



Outcomes of Goal 1

Expected Outcome

99% of teachers are appropriately assigned and credentialed as measured by the School Accountability Report Card (SARC) and Misassignment Report

Outcome: 100%

Expected Outcome

100% of students have access to standards aligned curriculum/materials as measured by the Williams Report and Instructional Material Sufficiency Report

Outcome: 100%



Outcomes of Goal 1

Expected Outcome

100% of facilities will have a good or higher rating as measured by the Facilities Inspection Tool (FIT)

Outcome: 100%

Expected Outcome

100% of staff will have access to updated technology, both infrastructure and hardware as measured by the District Technology Inventory

Outcome: 100%



Reflect/Revise-Goal 1

Outcome of Goal: **Met**

What improvements, if any, to the goal, actions, and services would best prepare students for college and career?

What to Expect Next Time...

35



1. Review LCAP Goals 2-5
2. Highlight the actions and services implemented to achieve each goal
3. Examine the progress of the annual measurable outcome(s)
4. Obtain your input on the goals, actions, and services

LCAP Stakeholder Engagement

Date	Activity
December 13, 2016	DELAC/LCAP Parent Advisory Group
January 12, 2017	Board of Education Study Session
January 2017	35 School Site Stakeholder Engagement Meetings
	5 Student Stakeholder Engagement Meetings
	Administration Stakeholder Engagement Meeting
February 7, 2017	DELAC/LCAP Parent Advisory Group
February 2017	Association Input
March 2, 2017 and March 16, 2017	Annual Update to the Board of Education
April 25, 2017	Draft LCAP to DELAC/LCAP Parent Advisory Group
May 9, 2017	Present Final Draft to DELAC/LCAP Parent Advisory Group
May 11, 2017	Board of Education Study Session
June 15, 2017 and June 29, 2017	LCAP Hearing and Adoption (2 separate meetings)

Questions?

