Chino Valley Unified School District

Local Control Accountability Plan (LCAP)

DELAC and LCAP Parent Advisory Group

Roadmap for Today

▶ Big Picture

▶ Changes in the Local Control and Accountability Plan (LCAP)

▶ Conceptual Model of Data Display

▶ Evaluation Rubric

▶ LCAP Goals 1-5

▶ Stakeholder Input for Goal 1

▶ 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)

- 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 the LCFF Funding Formula Works
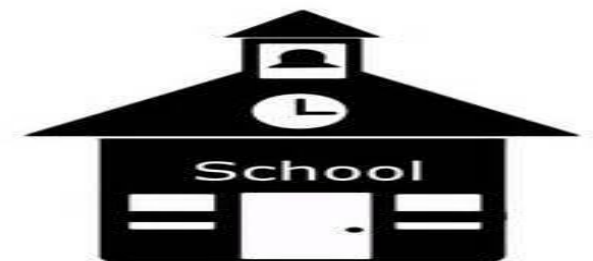
Base Grants

Every student generates a base grant which funds basic educational costs such as teacher 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 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.

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

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		
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

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	

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] - not ready yet
2. Student scores in Mathematics in grades 3-8 [Priority 4] - not ready yet
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 <u>may not</u> look like what will be seen on the state website

- ▶ Prototype of what to expect on the website will be shared

7 State Indicators

Status/Change Report

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

4 Local 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.

Sample All Subgroup Report

State versus Local Performance

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

Use of Evaluation Rubric-Graduation

- **2014-2015: 89.7%** } Identify "Status" (based on this year)
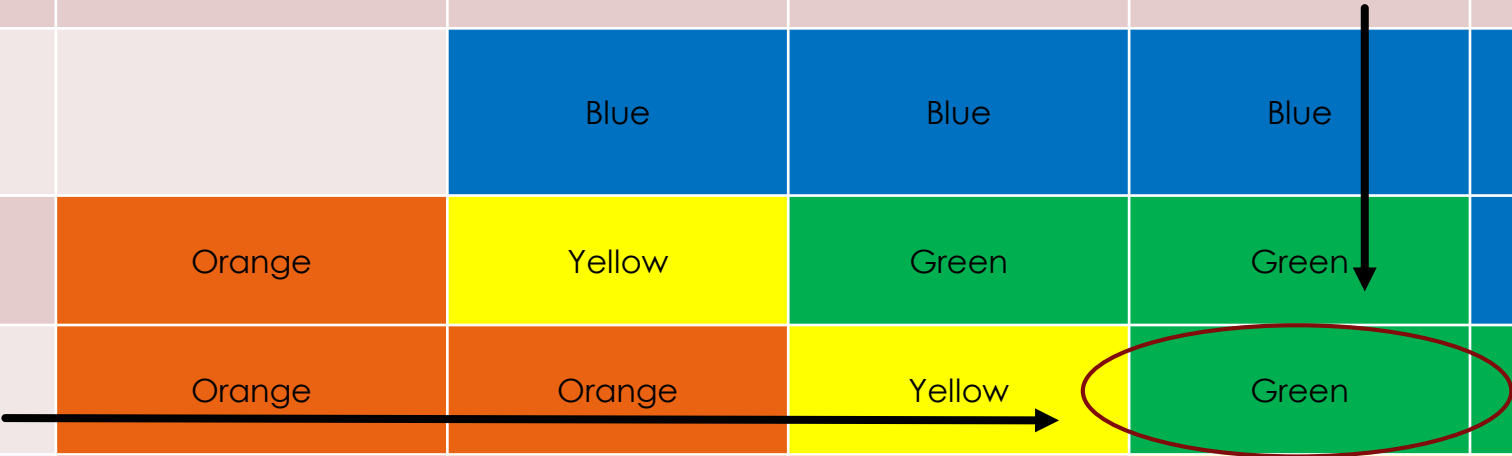
- 2013-2014: 89.4%
- 2012-2013: 89.0%
- 2011-2012: 86.5%

(3 year average)= 88.3%

Calculate "Change"

Status – Average of 3 prior years
89.7% – 88.3% = 1.4%

Reference Chart (89.7% Status;1.4% Change)

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

2014-2015

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

1049   ÷   31, 593   x 100

Current Year = 3.3%

Prior Year Suspension Rate

2013-2014

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

1215 ÷ 31,975 x 100

Prior Year = 3.8%

Change

Current Year Suspension Rate – Prior Year Suspension Rate

3.3% - 3.8% = 0.5% decrease

Change = - 0.5%

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

		Change (Prior Year)				
		Increased Significantly increased by more than 2.0%	**Increased** increased by 0.3% to less than 2%	**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 more
Status (2014-2015)	**Very Low** 1.0% or less		Green	Blue	Blue	Blue
	Low Greater than 1.0% to 2.5%	Orange	Yellow	Green	Green	Blue
	Medium Greater than 2.5% to 4.5%	Orange	Orange	Yellow	Green	Green
	High Greater than 4.5% to 8.0%	Red	Orange	Orange	Yellow	Yellow
	Very High Greater than 8.0%	Red	Red	Red	Orange	Yellow

LCAP Goals
2016-2017

LCAP Focuses on 8 State Priorities
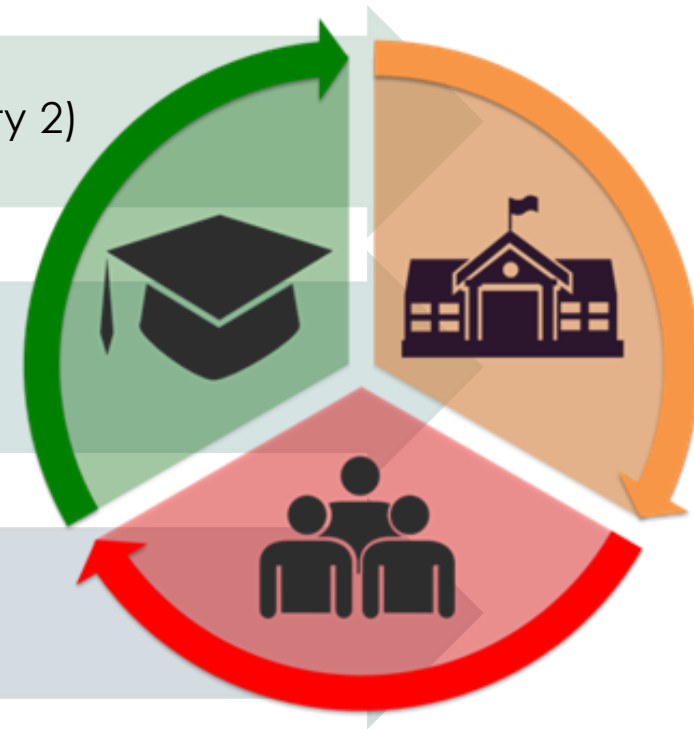
Conditions of Learning
- Basic Services (Priority 1)
- Implementation of State Standards (Priority 2)
- Course Access (Priority 7)

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

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)

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)

Goals1-5 Continued

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)

Actions

Services

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. Maintain facilities in good repair

5. Provide adequate technology infrastructure and equipment

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) report

Outcome: 100%

Expected Outcome

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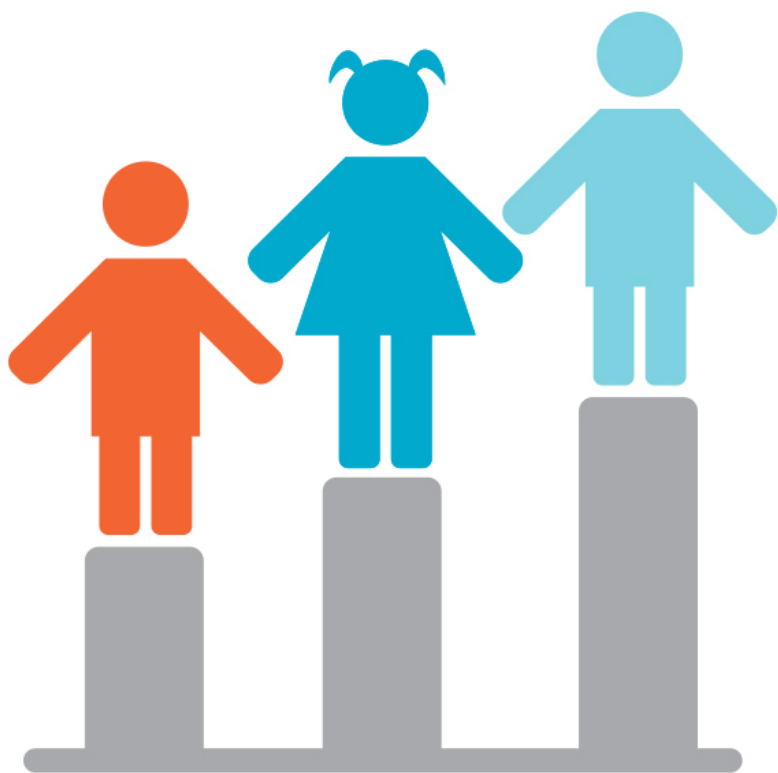
Outcome: 100%

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…

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 input on the goals, actions, and services

LCAP Stakeholder Engagement

|	
December 13, 2016	DELAC/LCAP Parent Advisory Group
January 12, 2017	Board of Education Study Session
January 2017	School Site Stakeholder Engagement Meetings
	Student Stakeholder Engagement Meetings
	Administration Stakeholder Engagement Meeting
February 7, 2017	DELAC/LCAP Parent Advisory Group
February 2017	Association (A.C.T. and CSEA) Input
March 2017	Annual Update to the Board of Education
April 25, 2017	Draft LCAP to DELAC/LCAP Parent Advisory Group
May 2017	Board of Education Study Session
May 9, 2017	Present Final Draft to DELAC/LCAP Parent Advisory Group
June 2017	LCAP Hearing and Adoption (2 separate meetings)
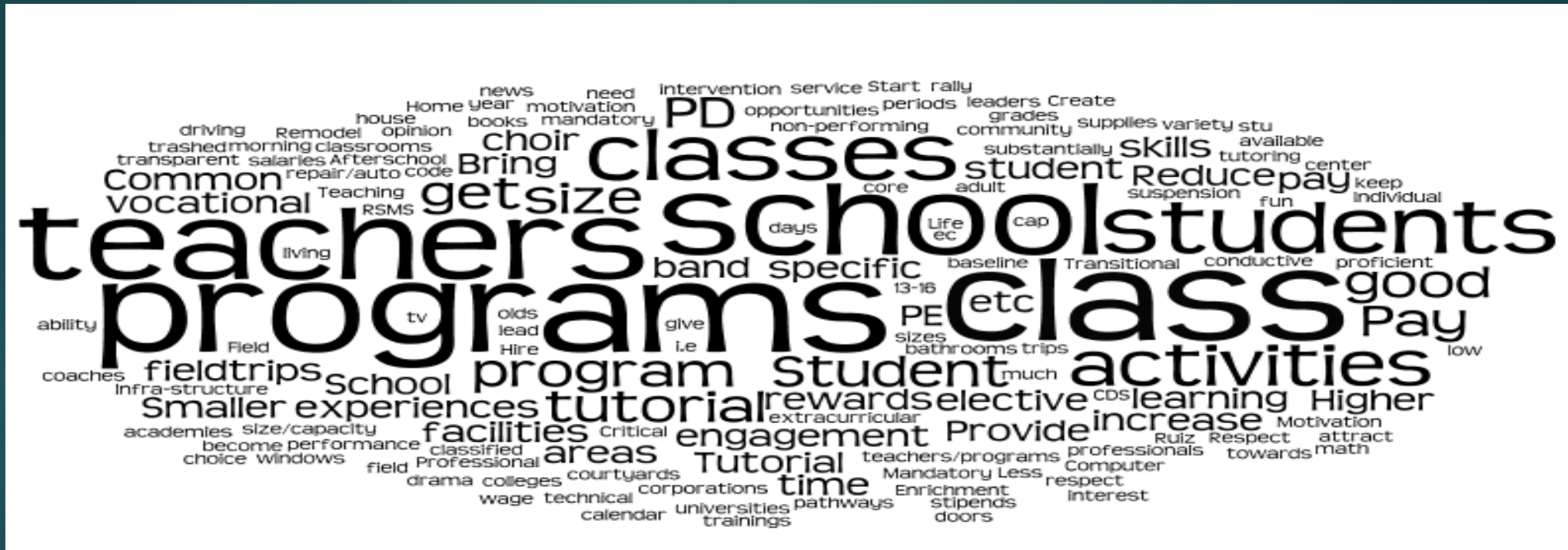
See you back on Tuesday, February 7, 2017 !