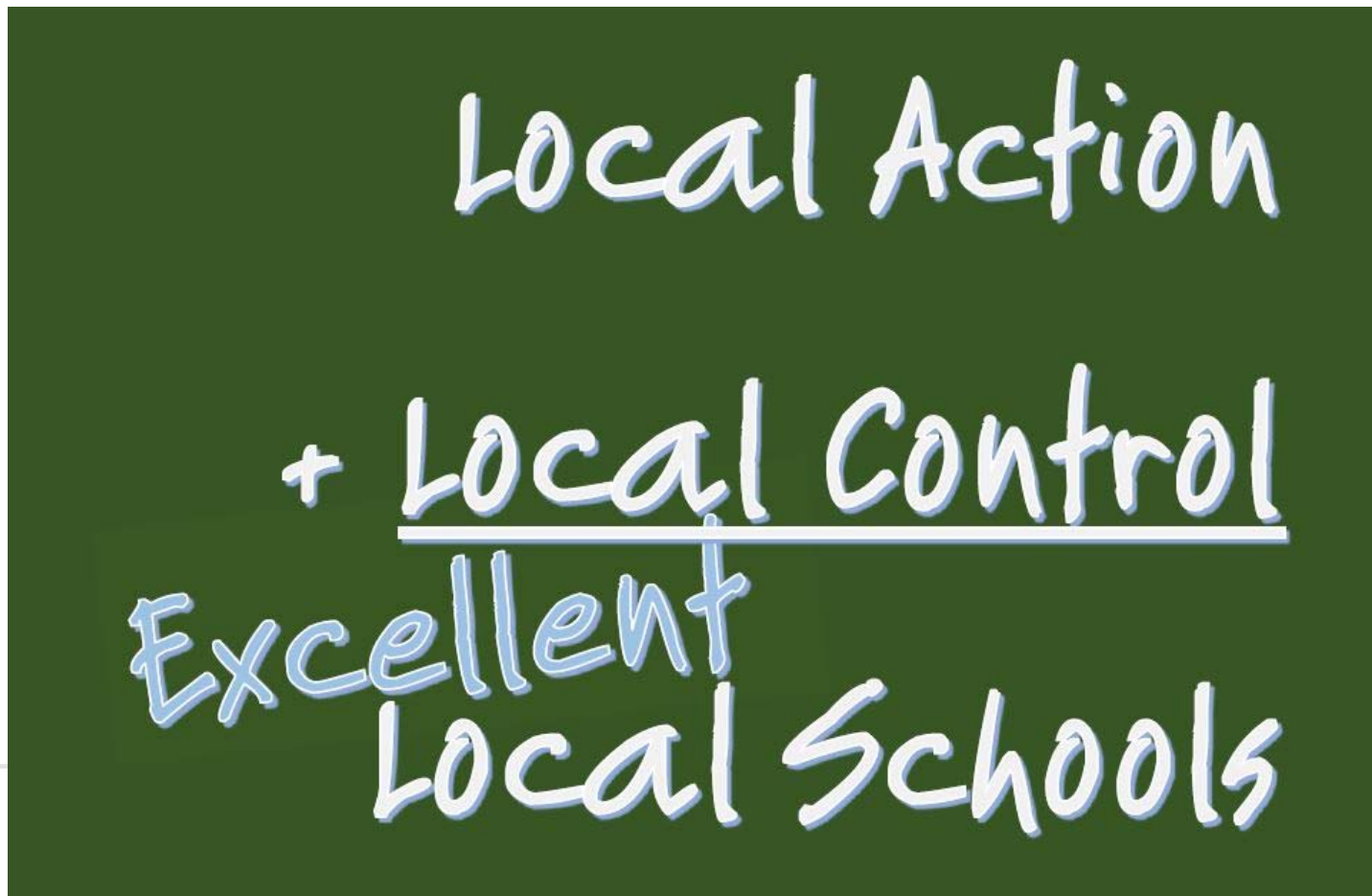# Local Control Accountability Plan
Glendale Board of Education
May 6, 2014

State of California Changes EVERYTHING

- Common Core State Standards (CCSS)

- Testing of Student Achievement (SBAC/CAASPP)

- Funding of Districts and Schools (LCFF)

- Accountability Plan (LCAP)

- District and School Accountability for Results i.e. API (TBD)

Local Control Funding Formula (LCFF)

- The LCFF reroutes more resources to California's school districts with the most disadvantaged students

- The law also gives districts greater freedom to spend funds previously difficult to access due to rigid guidelines but must show an increase in student achievement
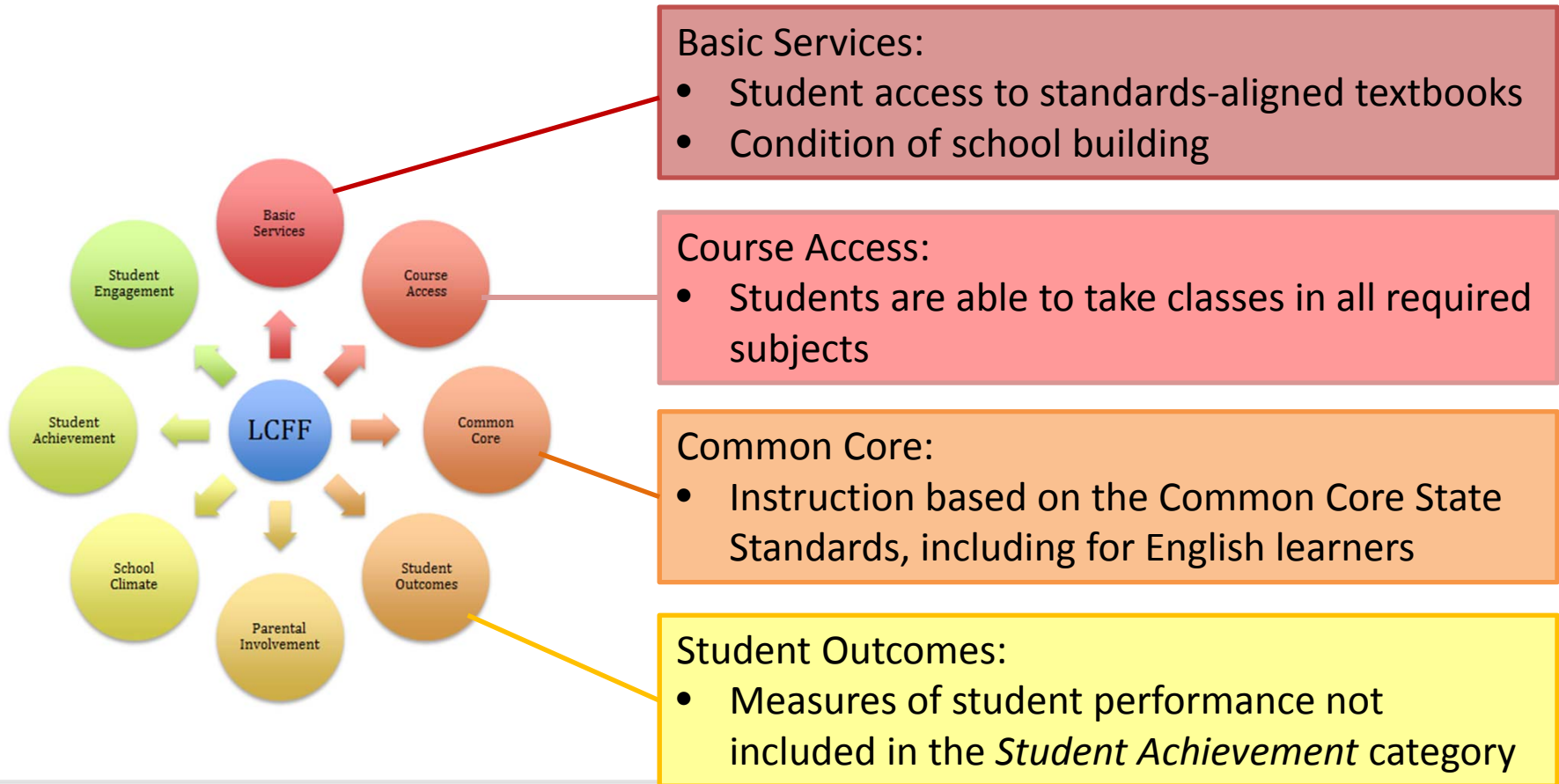
GUSD has been doing Strategic Planning since 1995

We currently have the Glendale School Strategic Plan 2015

Our Challenge

How can we use the Board Goals, District's Strategic Plan and the 8 State priorities together to create LCAP goals that identify needs, provide actions designed to continue the overall growth in student achievement, while specifically identifying targeted subgroups in an effort to close the achievement gap

Here are the priority areas and what do they mean?

Basic Services:
- Student access to standards-aligned textbooks
- Condition of school building

Course Access:
- Students are able to take classes in all required subjects

Common Core:
- Instruction based on the Common Core State Standards, including for English learners

Student Outcomes:
- Measures of student performance not included in the *Student Achievement* category

What does each priority area mean?

Student Engagement:
- School attendance and absences
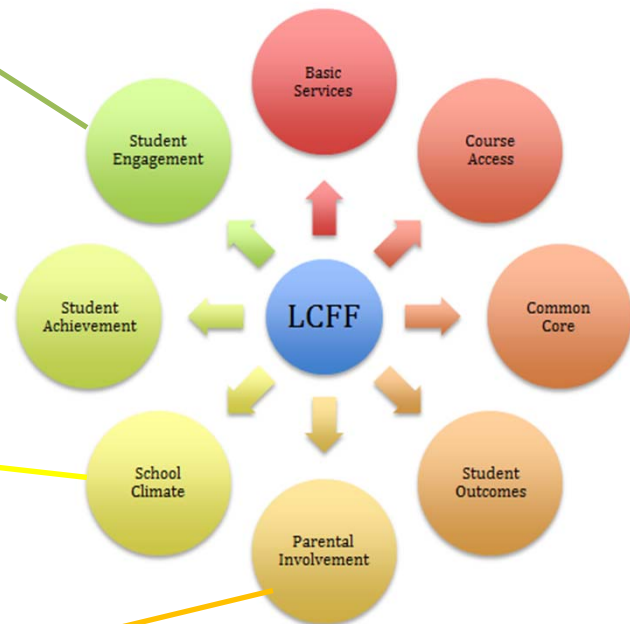- Drop out rates in middle and high school

Student Achievement:
- Student scores on standardized tests, number that are college ready, English proficient, etc.

School Climate:
- Suspension and expulsion rates
- Other local measures

Parental Involvement:
- Efforts to include parents and guardians in schools and in decision-making

Priority 1: Basic

- Teachers appropriately assigned
- Fully credentialed for assignment
- Standards-aligned instructional materials
- School facilities in good repair

Priority 2: Implementation of Common Core State Standards

- Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners

Priority 3: Parent Involvement

- Efforts to seek parent input in decision-making

- Promotion of parent participation in programs for unduplicated   pupils and special need subgroups

Priority 4: Pupil Achievement

Performance on:

- Standardized tests
- Academic Performance Index
- College and career readiness
- English proficiency
- Reclassification rate
- Advanced Placement exams
- Early Assessment Program

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Priority 5: Pupil Engagement

- School attendance rates

- Chronic absenteeism rates

- Middle school dropout rates

- High school dropout rates

- High school graduation rates

Priority 6: School Climate

- Pupil suspension rates

- Pupil expulsion rates

- Surveys of pupils, parents, teachers

- Parents and teachers on the sense of safety and school connectedness

Priority 7: Course Access

- Pupil enrollment in a broad course of study

Priority 8: Other Pupil Outcomes

- Pupil outcomes in subject areas

  by subgroups:

  -Low income

  -English learners

  -Foster/Homeless

  -Students with disabilities

The BIG Three Categories

- **Conditions of learning**

  (Priorities 1,2,7)

  - **Pupil outcomes**

    (Priorities 4,8)

    - **Engagement**

      (Priorities 3,5,6)

Collecting Input from Stakeholders is a Major Component of the LCAP Process

- 3 Cluster Meetings for parents
- Principal Survey
- Teacher Specialist Survey
- LCAP Committee
- DELAC Committee
- GTA and CSEA Meeting
- PTSA Meetings

LCAP Committee

LCAP Committee
96 members met for 1 to 5 meetings
74% attendance

- Parents
- Students
- Teachers
- Principal

- Administrators
- Classified
- Board Members
- Community Members

Defined Base and Base Plus Programs

Base =

- The staff, programs and supports that would be **essential** to every elementary/secondary school in GUSD

Base Plus =

Focuses on those students not yet proficient with an emphasis on the four identified subgroups:

- English language learners
  - Redesignation of English learners
- Low socioeconomic disadvantaged,
- Foster/homeless youth an
- Student with disabilities

Base Plus =

- Also includes the staff, programs and supports that would be desirable to provide if additional funds were available

GUSD 7 LCAP Goals

LCAP Goal 1: Improve student achievement for all students while implementing the Common Core State Standards (CCSS) (State Priorities: 1,2,4,7,8)

Actions

- Common Core State Standards (CCSS)
- District benchmark assessments to the common core
- Professional development training
- Teacher collaboration time
- CAASPP baseline data
- CAHSEE rates

LCAP Goal 1 continued

Actions

- Reduce class size

- Common core implementation

- Provide targeted systemic intervention support

- Highly qualified teachers

LCAP Goal 1 continued

- CELDT scores

- EL redesignation rate

- AP class enrollment, students taking AP exam and pass rate of 3 or higher

- Highly qualified teachers, CLAD and/or BCLAD

- Common core aligned instructional materials

LCAP Goal 2: Ensure all students are given the opportunity to be college and/or career ready upon graduation (State Priorities 4,5,7,8)

Actions

- UC/CSU a-g requirements for college entrance

- Career Tech Ed Program/Pathway options and classes offered

- CTE courses a-g approved

Goal 2 Continued

- College/career going culture
- Maintain and develop CTE programs and career pathways
- Explore community partnerships/internships/mentorships

LCAP Goal 3: Ensure all schools support the social, emotional and physical needs of all students
(State Priorities: 1,2,3,4,5,6,7,8)

Actions

- Capacity at school sites to meet the needs of all students

- Psychologist days

- Student attendance

Goal 3 Continued

- "Healthy Zone" scores

- Connectedness to school environment

- Caring adult relationships at school

- Sad or hopeless feelings

- Thoughts of suicide

Goal 3 Continued

- Social programs and supports
- Provide inclusion support
- Increase emotional support programs and supports
- Support staff
- Physical fitness programs and supports

LCAP Goal 4: Implement intervention programs and practices for all students not yet proficient, specifically low income, English learners, foster/homeless

(State Priorities: 1,2,3,4,5,6,8)

Actions

- Provide and increase interventions

- Provide extended learning opportunities

Goal 4 Continued

ACTIONS

- Provide and increase interventions
- Provide extended learning opportunities

LCAP Goal 5: Provide opportunities for all students to learn beyond the core curriculum
(State Priorities: 1,2,3,4,7)

ACTIONS

- Increase teacher collaboration time

- Increase technology use and support

- Expand enrichment activities

LCAP Goal 6: Engage parents, teachers, staff, students and community
(State Priorities: 1,3)

ACTIONS

- Stakeholder involvement and engagement
- Parent/student communication
- Social media
- Parent resources and parenting classes

LCAP Goal 7: Create a safe and secure learning environment for students to learn in well-maintained facilities

(State Priorities: 1,4,5,6)

ACTIONS

- Maintenance staffing Increase custodial staffing ratios/formulas to effectively address cleanliness at sites

- Custodial staffing ratios/formulas

- Provide secure campuses

Supplemental/Concentration Programs for Targeted Subgroups

- Low income pupils

- English Language Learners

- Foster/homeless youth

- Redesignated fluent English proficient pupils

- Students with disabilities

New Funding Formula Summary

Local Control Funding Formula (LCFF)	←→	Local Control Accountability Plan (LCAP)
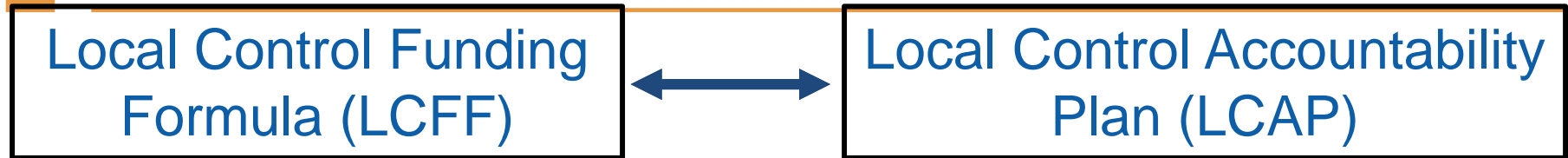
- **Connect budgets more closely to plans**

- **Support innovation and community engagement**

- **Increase local flexibility and accountability**

- **Promote transparency of resource allocation**

- **Tie resources directly to students' needs**

- **Monitor and report on use of resources**

This is a Journey not a Sprint!

- Develop a 3 year plan and review and revise annually based on results

- This will be an 8 year cycle to fully transition to the new funding model

- Maintain LCAP Committee

Timeline

- May 6, 2014- Presentation
- May 20, 2014-Public Hearing
- June 17, 2014-LCAP Approval
- August 15, 2014-LACOE Approves
- On-going implementation and monitoring of the LCAP plan
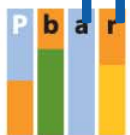
Special Thanks to LCAP Committee

Our work has just begun!