

LOCAL CONTROL ACCOUNTABILITY PLAN

Community Forum

October 5, 2016

October 12, 2016



Etiwanda School District

Maintaining Excellence in Education

Information About Measure I

Local Classroom Repair, Safety & Education Measure

Goal for Today's Community Forum

- To better understand the Local Control and Accountability Plan or LCAP.
- To participate in “local control” by providing input on student programs and funding decisions.



California's New Education Funding

Local Control Funding Formula (LCFF) is California's new education funding system.

- Provides more flexibility and local control in decisions regarding student achievement.
- Involves parents, students and teachers in decisions about academic programs and expenditures.
- Includes funding for at-risk / high need students, i.e. free and reduced lunch, English learner, and foster youth students.

District Funding Under LCFF

Concentration Grant \$

Additional money for districts with more than 55% of high need students.

Etiwanda does not qualify for Concentration Grant

Supplemental Grant \$

Additional funding, 20% of Base Grant, for at-risk/high need students.

Defined as English Learner, Free & Reduced Lunch, and Foster Youth students in California

Base Grant \$

Per pupil funding school districts receive. Funding differs at each grade level span.

**Concentration Grant
50% of Base Grant**

Supplemental Grant

**20% of Base Grant for
each high-need student**

Base Grant

**Per pupil funding school
districts receive**

**Weighted average for
Etiwanda School
District Grades K–8 is
\$7,225**

Framework for Student Achievement

LCFF requires districts to develop a three-year plan for achieving specific student outcomes.

Local Control and Accountability Plan or LCAP

The LCAP is the District's education plan built around the eight State Priorities established by the California Department of Education

State Priority	Description
Basic Services	Staffing, instructional materials, and facilities
State Standards	Implementation of the academic state standards, including the new Common Core Standards in ELA and Math
Parent Involvement	Involving families in decision making and engaging them in the school community
Pupil Achievement	Improving student achievement and performance on state tests, including English proficiency for English Learners
Pupil Engagement	Engaging students in the school community and addressing attendance rates, truancy and drop-out prevention
School Climate	Students' sense of safety, school connectedness, and positive behavior intervention and support
Access to Broad Curriculum	Access to core subject area instruction and other areas that prepare them for college and career
Other Outcomes	Other student outcomes related to required areas of study (physical education)

LCAP Goals, Actions & Expenditures

- Each year the District must develop or update **GOALS** for student outcomes to support the eight State Priorities.
- In addition to developing goals, the District must develop **ACTIONS** to meet each goal using Base Grant funding.
- The District must also develop **ADDITIONAL ACTIONS** to support high need students in meeting goals using Supplemental Grant funding.

Stakeholder Input Builds Goals

An important feature of the LCAP is an opportunity for stakeholders to provide input on district goal development and budget decisions.

Stakeholders include:

Students

Parents

Teachers & Administrators

Advisory Groups

Types of Stakeholder Input

- **Parent and Student Surveys** indicate areas of strength and areas for growth related to the eight state priorities.
- **Community Forums** offer stakeholders an opportunity to give input on goals and actions for student achievement.
- **Parent and Employee Advisory Groups** provide input on developing goals and actions through group activities.
- **LCAP Advisory Committee** collects input from stakeholder groups, forums, and surveys to develop and update LCAP goals.
- **Online LCAP Feedback** portal is open on the District website for stakeholders to provide feedback on the draft LCAP prior to Board approval in June.

Data Builds LCAP Goals

Progress towards LCAP Goals is measured by different **metrics or measures**.

Attendance Rates

Language Proficiency

Drop-Out Rates

Facility Repair Status

Test Scores

*One of the **measures** is the new state test system called California Assessment of Student Performance and Progress or CAASPP.*

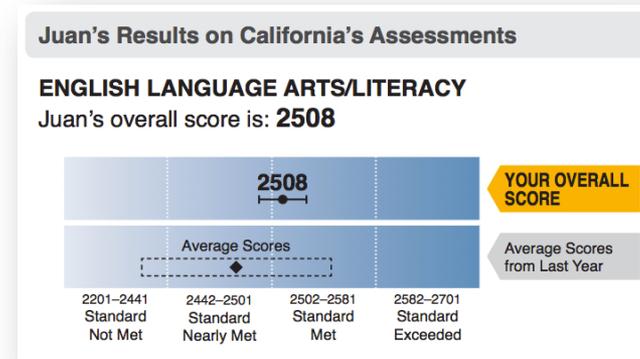
CAASPP

- CAASPP online Smarter Balanced Test is a end-of-year comprehensive assessment that measures progress towards college and career readiness.
- Administered to students in grades 3-8
- Each test, Language Arts and Math, is comprised of two parts:
 - a computer adaptive test
 - a performance task



CAASPP Scores

- Students receive an overall score within one of four levels:
 - standard exceeded
 - standard met
 - standard nearly met
 - standard not met

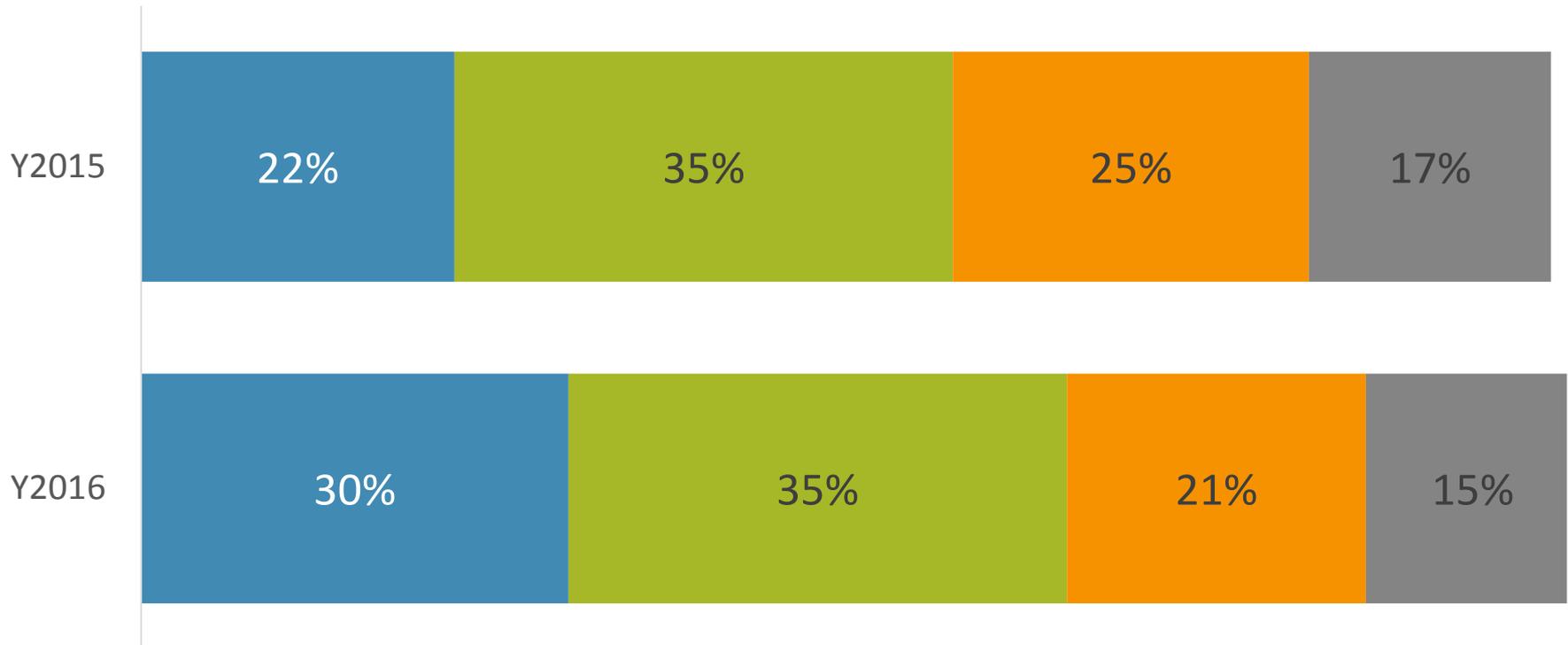


State tests are used in conjunction with class assignments, report cards, and reading/math diagnostic assessments to provide information on student learning and guide instruction.

District Achievement Level Distribution – English Language Arts

Two- Year Comparison

■ Standard Exceeded ■ Standard Met ■ Standard Nearly Met ■ Standard Not Met



District Achievement Level Distribution - Mathematics

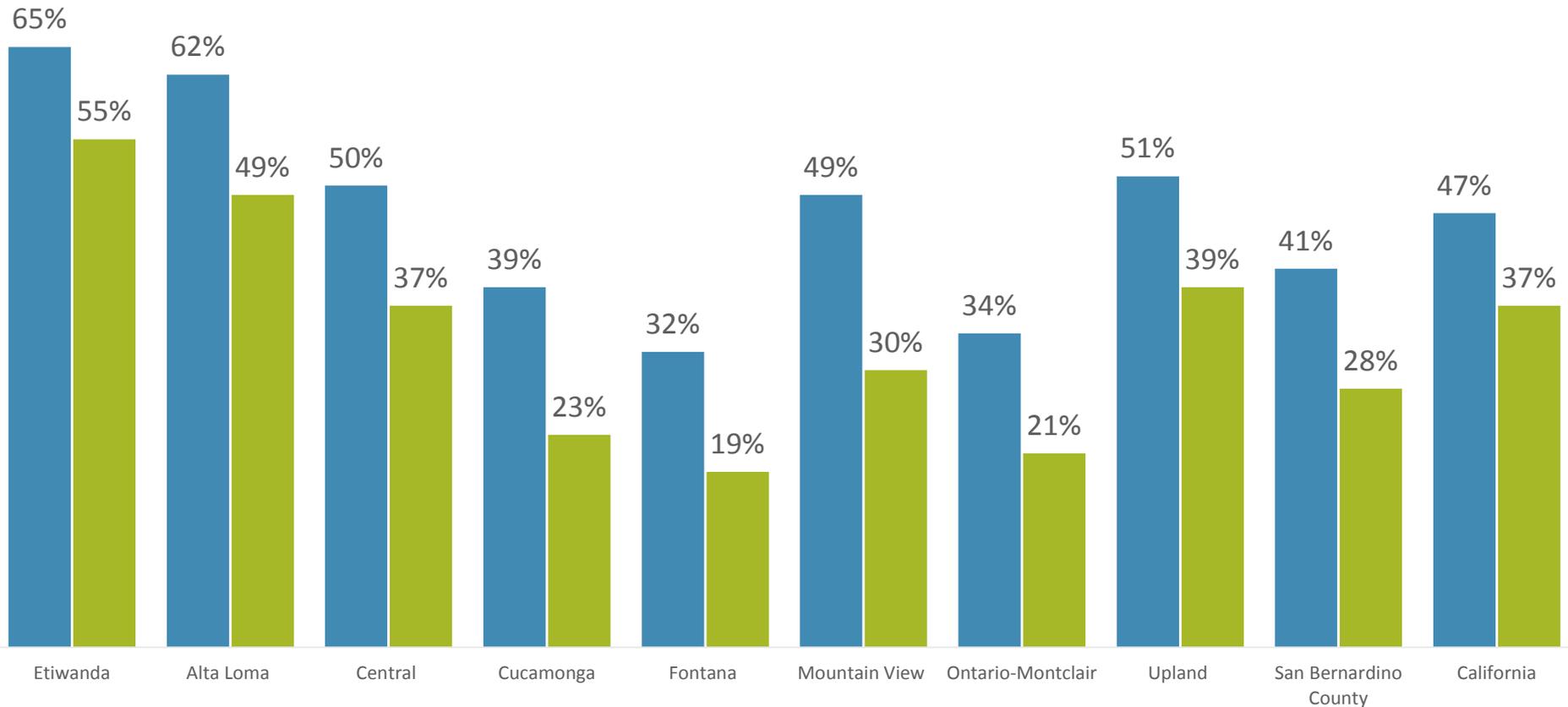
Two- Year Comparison

■ Standard Exceeded ■ Standard Met ■ Standard Nearly Met ■ Standard Not Met

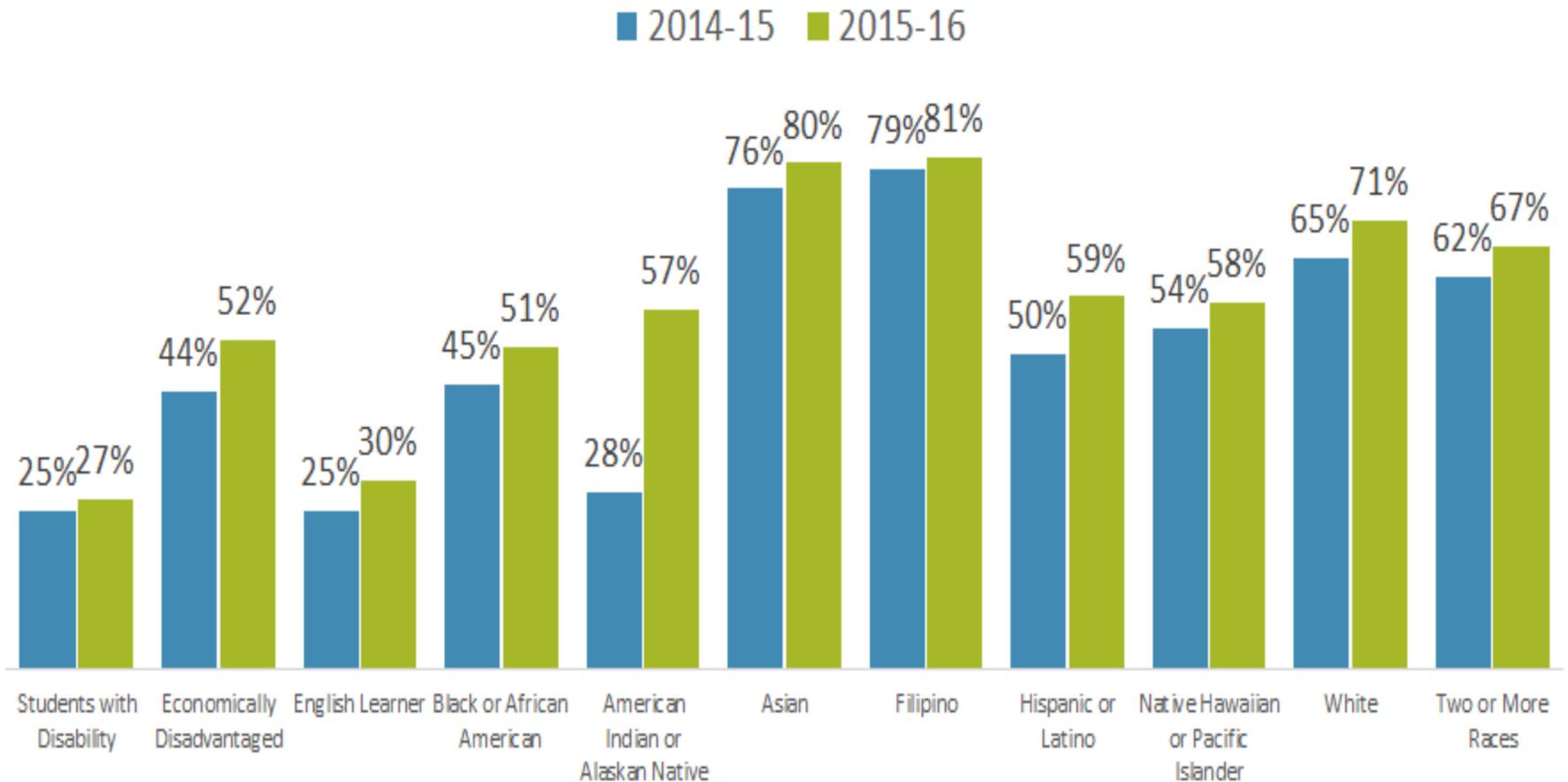


2016 CAASPP – Met or Exceeded Standard (GR 3-8) State, County, and Local Districts

■ ELA ■ Math

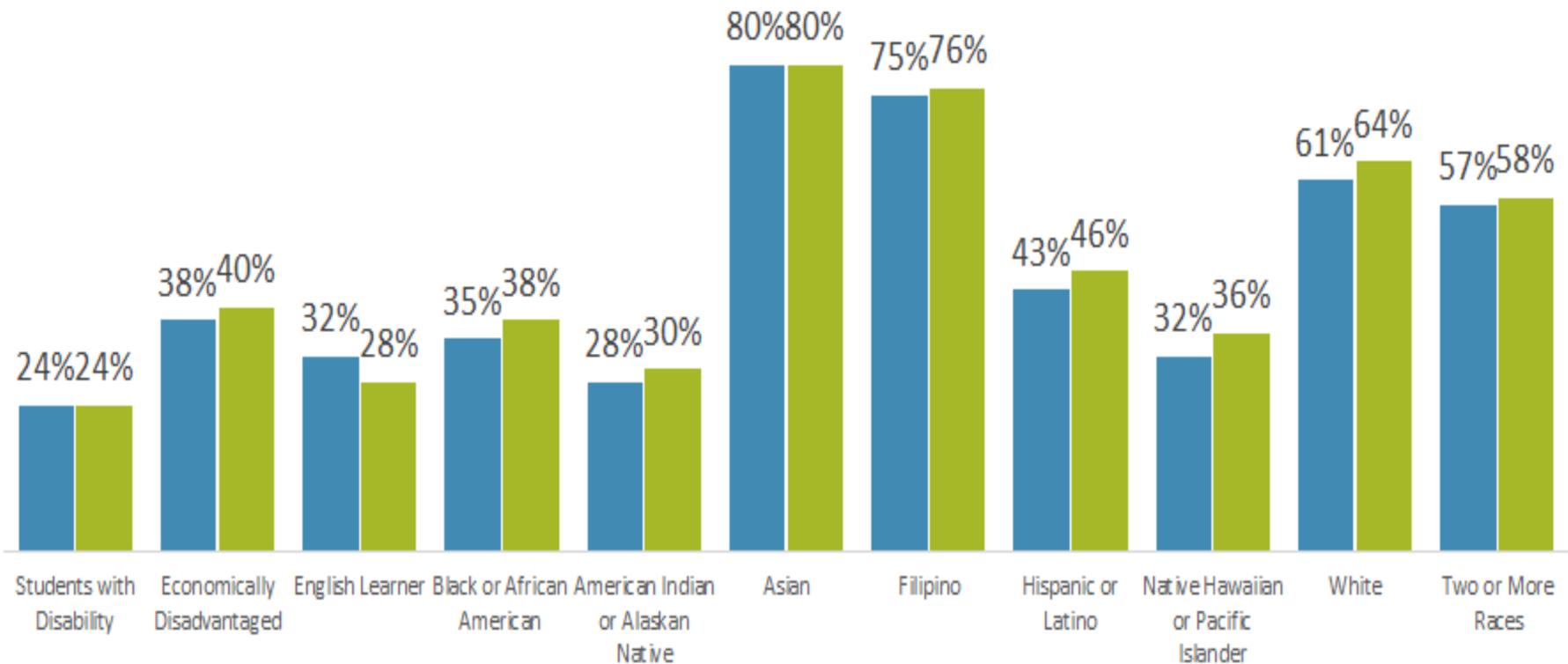


Two-Year Comparison - Student Groups



Two-Year Comparison - Student Groups

■ 2014-15 ■ 2015-16



Community Forum Activity

Today, we are going to meet in small groups with district and school administrators to provide input on:

Pupil Achievement & State Standards

Student Engagement

School Climate & Basic Services

Parent Involvement

Our focus for this activity is to gather input on our schools and programs from a parent's perspective.

Small Group Discussion

Hand-Out: Discussion Questions

- What would you recommend to administrators and teachers to create a positive school and classroom environment during the school day?
- If you walked into your child's classroom, what would you like to see?
- What does "college and career" ready look like for your child?

Small Group Discussion

- How would you describe a high quality teacher?
- What factors help your child excel and what factors make it challenging for your child to excel?
- Parent involvement can happen at school and in the home. How can we support your involvement in your child's education, either at home or school?

As a follow-up to some of these questions, table hosts may ask, "What evidence of this do you see at your child's school or class?"

Discussion Norms

Talking chips allow each participant to have a voice.

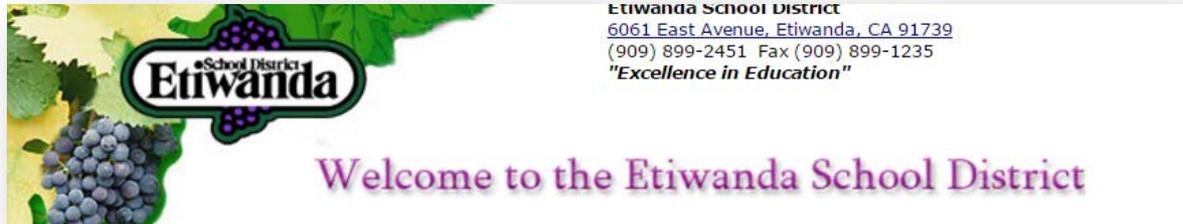
- You can use your talking chip to say, “I agree.”
- Be respectful of the comments of others.
- Please refrain from using staff names in your sharing.
- Everyone’s ideas are important – there are no right or wrong answers to our questions.

Discussion Groups

- When I give the signal, we will divide into groups of approximately 3-7 people.
- Your “talking chip” is also your table assignment.
- A recorder is taking notes, but only your comments, not your names or who said what.
- Discussion will come to a conclusion after 25 minutes – your group may not get to all of the questions in that time frame.
- We will reconvene into a larger group for raffle.

Thank you!

- We want to thank you for joining us today. We hope this was a valuable way to learn about your district's planning and goals.
- Additional information on the Etiwanda Local Control Accountability Plan may be found on our district website under the **Parent Link** and **Most Popular Pages!**



Raffle for school spirit item and a reserved parking permit for a school event of your choice.