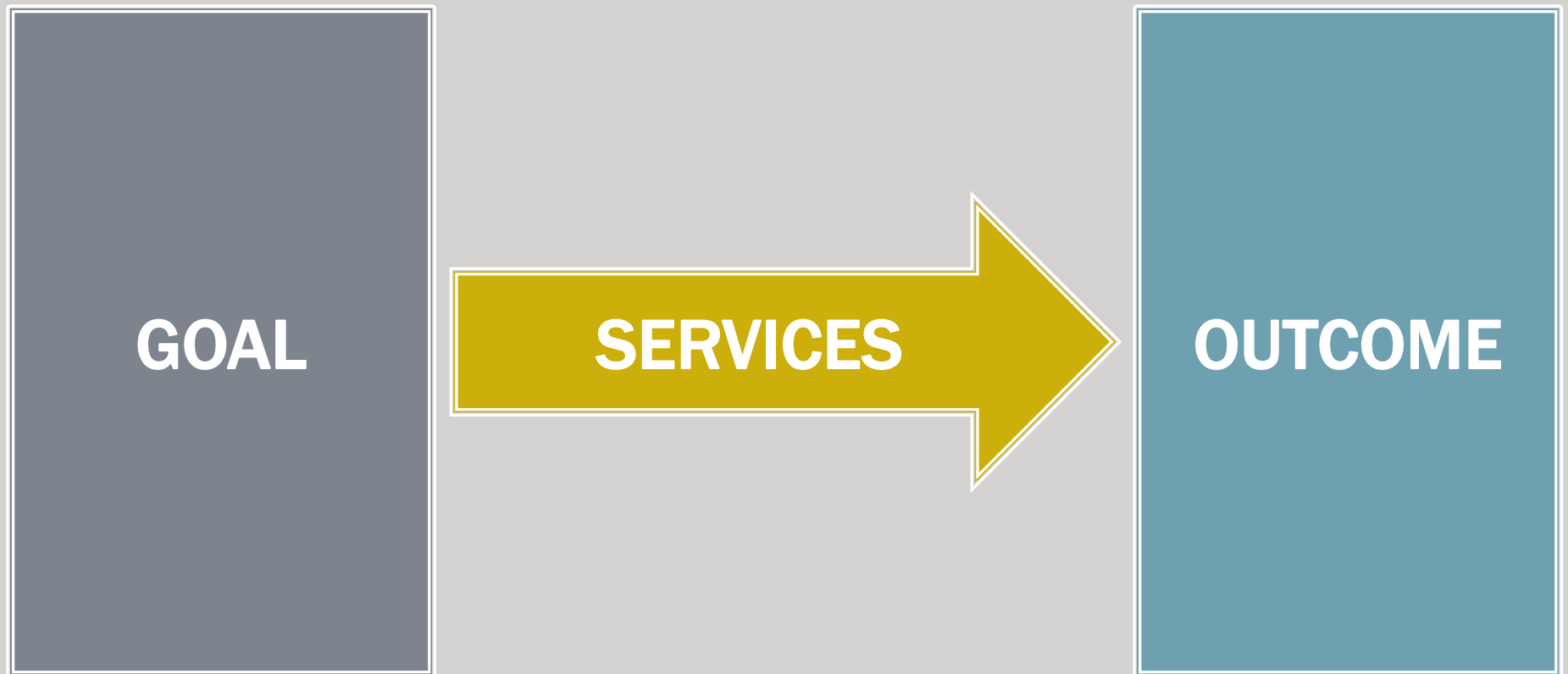Santa Ana Unified School District

ALL EYES ON LEARNING

2014 – 2015
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
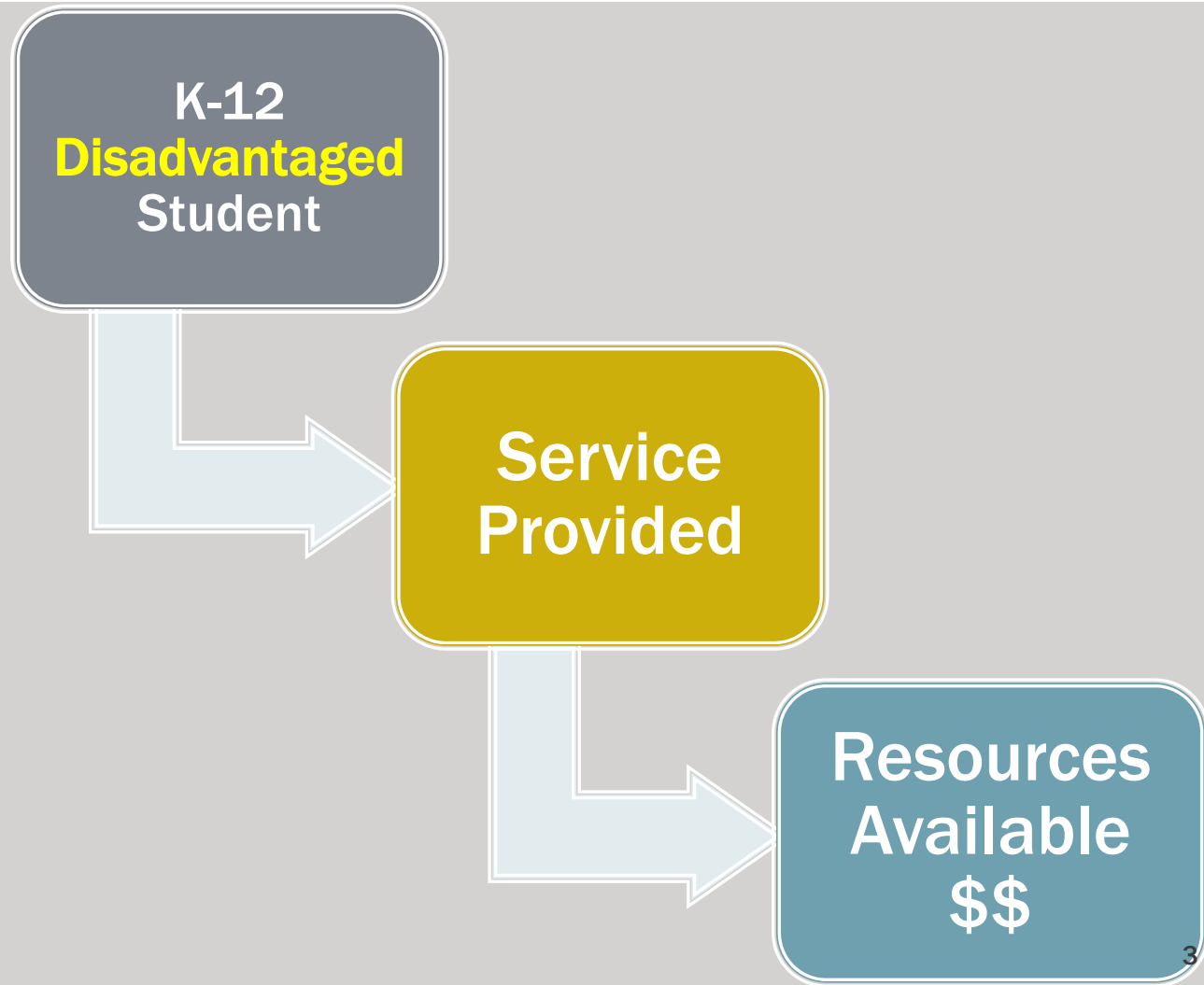
May 13, 2014

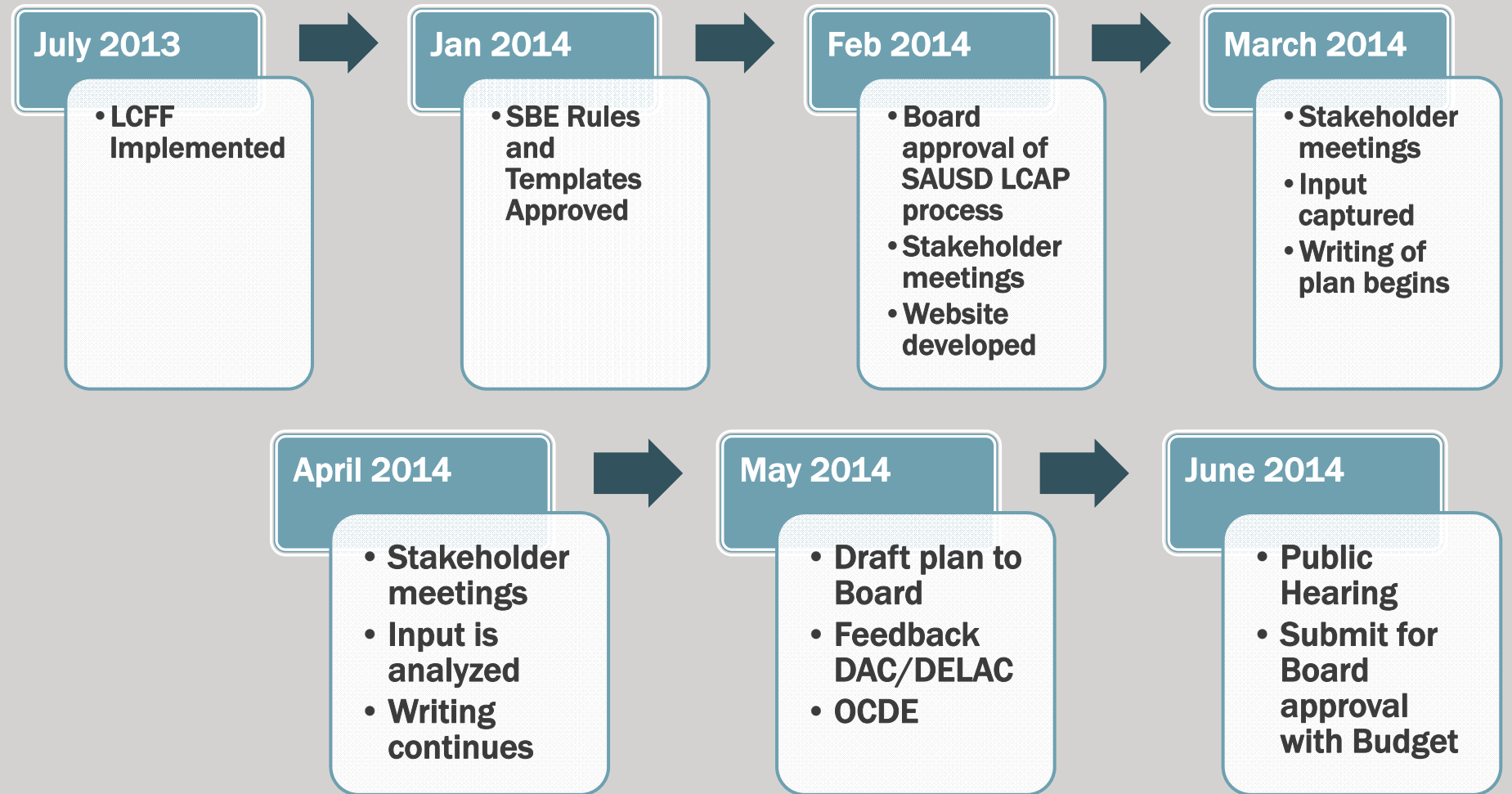# LOCAL CONTROL ACCOUNTABILITY PLAN LCAP

GOAL → **SERVICES** → **OUTCOME**

PURPOSE

NEW PROCESS

K-12
Disadvantaged
Student

Service
Provided

Resources
Available
$$

2013-14 PROCESS TIMELINE

July 2013
- LCFF Implemented

Jan 2014
- SBE Rules and Templates Approved

Feb 2014
- Board approval of SAUSD LCAP process
- Stakeholder meetings
- Website developed

March 2014
- Stakeholder meetings
- Input captured
- Writing of plan begins

April 2014
- Stakeholder meetings
- Input is analyzed
- Writing continues

May 2014
- Draft plan to Board
- Feedback DAC/DELAC
- OCDE

June 2014
- Public Hearing
- Submit for Board approval with Budget

STATE BOARD TEMPLATE

EIGHT STATE PRIORITIES

1. Student Achievement
2. Parental Involvement
3. Student Engagement
4. Basic Services
5. Other Outcomes
6. Implementation of New Standards
7. School Climate
8. Course Access

THREE BUCKETS

Pupil Outcomes
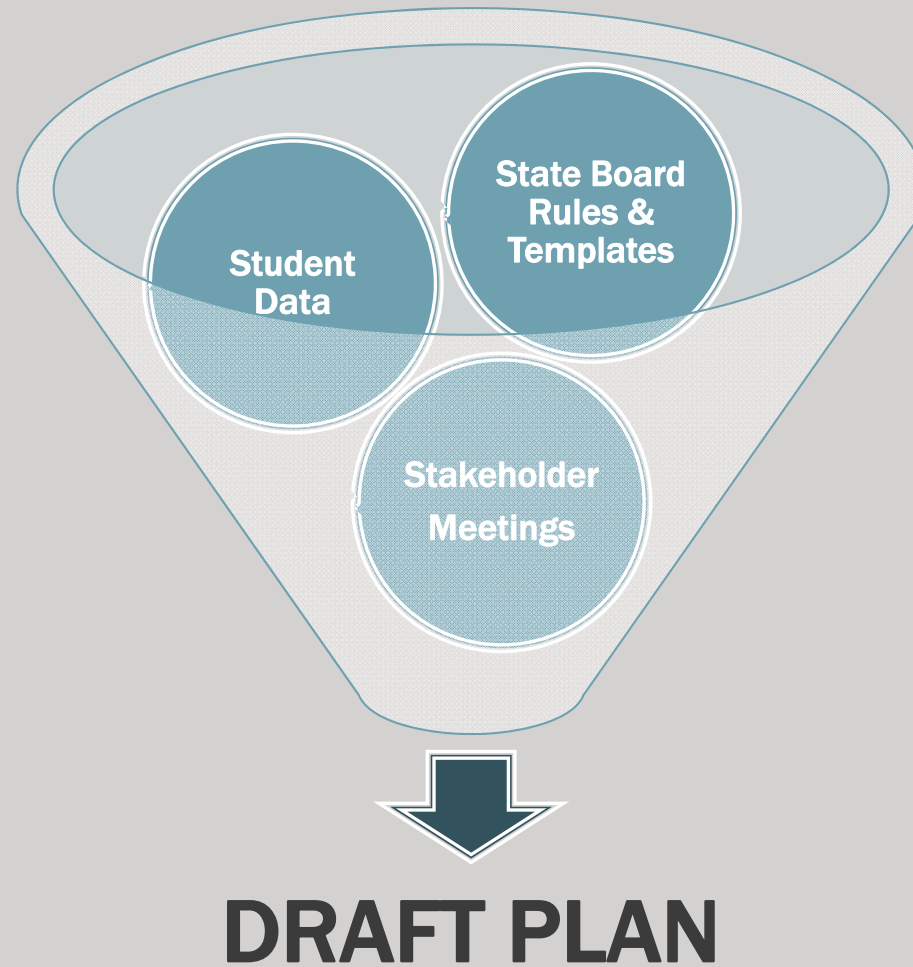 » Student Achievement
 » Other Outcomes

Engagement
 » Parental Involvement
 » Student Engagement
 » School Climate

Conditions of Learning
 » Basic Services
 » Implementation of New Standards
 » Course Access

PLAN PROCESS

- Student Data
- State Board Rules & Templates
- Stakeholder Meetings

DRAFT PLAN

LCAP SECTION 1: STAKEHOLDER ENGAGEMENT

» **Describe in the LCAP the process used to engage the community, including meeting requirements of statute, in developing the LCAP**

» **Describe how this engagement contributed to the development of the LCAP**

» **LEAs must still describe goals and actions around the state priorities of parent involvement and pupil engagement which must be detailed in Sections 2 and 3**

INPUT: PARTICIPANTS

Parents
- District Advisory Council
- District English Learner Advisory Council
- PTA Council
- Parents of Foster Youth
- 25 total individual school community meetings

Students
- Students at each of the high schools
- Superintendent's Student Advisory Council
- Website and school QR Code feedback
- 10 total Student Conversation meetings

Staff
- Employee Associations
- Various school staff meetings
- Principals
- Assistant Principals
- District Support Team
- CLAS teachers
- Special Education Task Force and Leadership Teams
- 17 total internal stakeholder meetings

Community
- Various community groups
- Continuous Improvement Team
- Website feedback

INPUT: A LOOK AT THE NUMBERS

- 52

Meetings

- 7,521

Individual Responses

- 304

Web Responses

Number of Participants

- 4,850
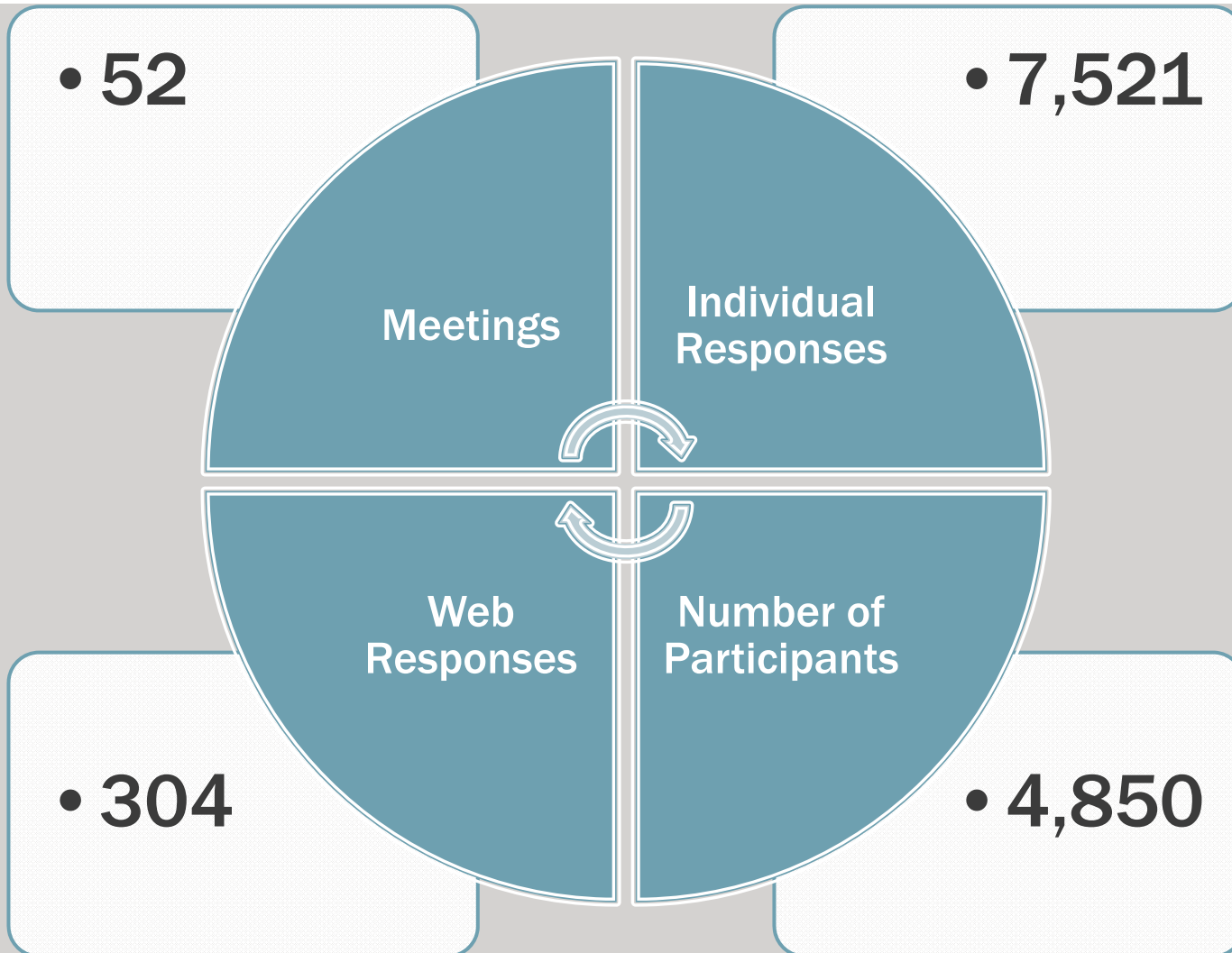
INPUT: MEETING STRUCTURE
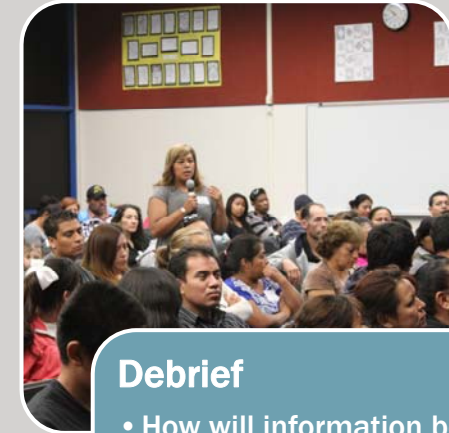
A TYPICAL MEETING

Welcome
- Introduction of LCFF/LCAP
- Description of the 8 State Priorities
- Opportunity to break into small groups to discuss

Facilitators at each group
- All meetings held in English and Spanish
- Vietnamese support provided at targeted meetings
- Dedicated support staff
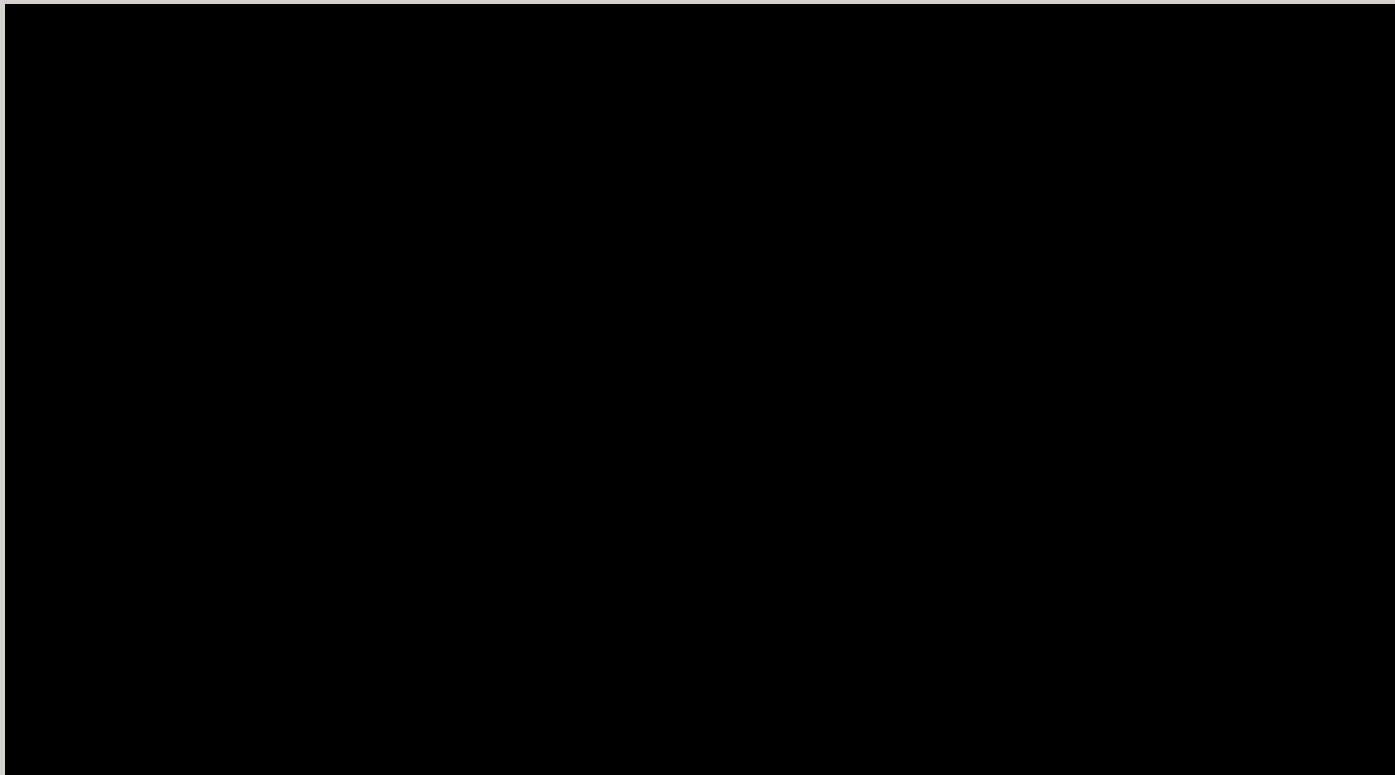- Lots of interaction & feedback

Debrief
- How will information be used?
- Continued input?
- Process improvement?
- AH-HA's?

WHAT DID OUR STAKEHOLDERS SAY?

All Eyes on Learning:

Comments from
Stakeholders

WHAT DID OUR STAKEHOLDERS SAY?

WHAT DID OUR STAKEHOLDERS SAY?

- **Ed Trust-West Feedback**

  - More information regarding priority areas
  - Explain the LCAP development process
  - Acknowledged that SAUSD is going "above and beyond"
  - Explain in-depth how parent input is part of LCFF

- **Major themes in the Input we received**

  - Parent Involvement and Education Strategies
  - Instruction
  - Classroom Technology
  - Extracurricular Activities

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WHAT DID OUR STAKEHOLDERS SAY?

Most Recurrent Themes	Total	
Pupil Outcomes		
Academic achievement of English learners, academic achievement in reading/writing/, math, science and assessments	222	
College career ready, college career ready post secondary tracking	205	
Instruction; Instruction Alternative/Differentiated	235	
Engagement		
Enrichment/Extracurricular Activities	288	
Parental involvement, parent accountability, parental support, parent education	412	
Relationships/Connectedness	114	
Conditions of Learning		
Computers/Technology	237	
Environment/Facilities	152	
Support Staff/Volunteers	117	
Materials, Supplies, Textbooks Needs	119	
School Climate/Safety	165	
Wrap Around Services	114	14

LCAP SECTION 2:
GOALS AND PROGRESS INDICATORS

» **Set goals (annual and long term) around state and local priorities**

» **Identify metrics for measuring progress towards goals**

» **Review past progress and adjust if necessary**

OVERARCHING GOALS

Goal 1

All students demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

Goal 2

All students have equitable access to a high quality curricular and instructional program that is accessible from school and home.

Goal 3

All students and staff work in a healthy, safe, and secure environment that supports learning.

IDENTIFIED LCAP METRICS

Goal 1
- Reclassification Rate
- Grade-level On-Track Indicators
- A-G Access and Success Rates
- College Readiness Indicators
- Post Secondary Enrollment

Goal 2
- HQT Hiring and Retention Rates
- Teacher/Leader Professional Development
- Extracurricular Participation
- Course Enrollments
- Access to Technology

Goal 3
- California Healthy Kids Survey
- California School Parent Survey
- California School Climate Survey
- Suspension and Expulsion Rates
- Parent Participation Rates
- Facilities Inspection Tool Results

EXAMPLE OF ON-TRACK INDICATORS GOAL 1

Literacy

Early Literacy

Reading Proficiency by 3rd Grade

EL Redesignation Rate (Within Five Years)

CAHSEE Proficiency

Writing Across Curriculum

Numeracy*

Conceptual Understanding

Procedural Fluency

Algebra Readiness

CAHSEE Proficiency

*Not to exclude other curriculum areas

College Readiness

A-G Access and Success

AP Participation

Readiness Metrics (EAP, SAT, ACT)

College Acceptance, Enrollment, Persistence, and Remediation Rates

GOAL 1: ALL STUDENTS WILL DEMONSTRATE THE KNOWLEDGE, SKILLS, AND VALUES NECESSARY TO BECOME PRODUCTIVE CITIZENS IN THE 21ST CENTURY.

Intervention

- Early Literacy and Numeracy
- Before and After School Tutoring
- Padres Unidos
- AVID / MESA
- Extended Learning Time and Days

Base Program

- Highly-Qualified Teachers and Leaders
- Pre-K and TK
- Access to Technology
- College and Career Pathways
- Growth-Based Assessments
- Curriculum Support

Enhancement

- Summer Bridge and Transition Programs
- STEM and STEAM Programs
- AP and IB Programs
- Personalized Learning
- Professional Development

GOAL 2: STUDENTS NEED EQUITABLE ACCESS TO A HIGH QUALITY CURRICULAR AND INSTRUCTIONAL PROGRAM THAT IS ACCESSIBLE FROM SCHOOL AND HOME.

Intervention

- Increased Instructional Time / Days
- Access to Social Services
- Computer and English Classes for Parents
- Access to Alternative / Choice Programs

Base Program

- Adequate Materials and Supplies
- Increased Access to Technology
- Digital Resources
- Professional Development
- Home Internet Access

Enhancement

- Increased VAPA Courses (K-12)
- Extended Learning Opportunities
- Project-Based Learning
- Community-Based Learning
- Online Learning

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GOAL 3: ALL STUDENTS AND STAFF WILL WORK IN A HEALTHY, SAFE, AND SECURE ENVIRONMENT THAT SUPPORTS LEARNING.

Intervention

- PBIS / MTSS
- Parenting Classes and Workshops
- PlayWorks
- Transportation
- Dropout Prevention / Credit Recovery

Base Program

- Welcoming Environment
- Health and Wellness Programs
- Safe Instructional Learning Spaces
- Curriculum Support

Enhancement

- PIQE
- Before/After School Programs
- Dad's University
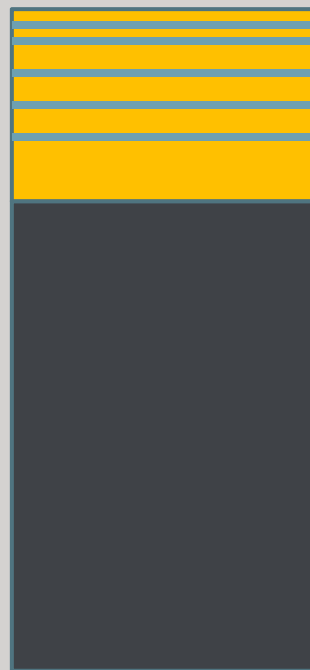- K-8 Intramural Sports Programs
- Mentoring Programs for At Risk Youth

LCAP SECTION 3 (A) AND (B): ACTIONS, SERVICES, AND EXPENDITURES

» **Identify actions and services to support the goals**

» **Include actions and services that will be targeted toward students identified as**

  » **Low-income**

  » **Foster youth**

  » **English Learner**

» **Identify expenditures to support the actions and services and describe where these expenditures are included in the LEA's budget**

» **Review past progress and adjust if necessary**

CHANGES MADE BY LCFF

LCFF Concentration
provided when more than 55% of a district's students fall into the high-needs category

LCFF Supplemental
provided to address needs of English Learners, low income, and foster youth

Categorical Funding
for specific purposes with many rules

Revenue Limit
based on historical amounts per student with <u>many </u>adjustments

LCFF Base Grant
the same for every local educational agency with adjustments based on grade level

Pre-LCFF   **LCFF**

DRAFTING THE REPORT

WORKING IN PARTNERSHIP WITH WESTED

DRAFTING THE REPORT

CHRONICLED BY EDSOURCE

EdSource
Highlighting Strategies for Student Success

Reporting & Analysis

Santa Ana Unified caters to parents to boost accountability meeting attendance

April 21st, 2014 | 4 Comments |

By Karla Scoon Reid/EdSource correspondent

Like 14   Tweet 11   Pin it   Share 107

SANTA ANA – After agreeing to coordinate th Santa Ana Unified School District's public meetings about its Local Control and Accountability Plan (LCAP), Frances Byfield's first question was: "What are we serving for dinner?"

While that question may seem puzzling, it make perfect sense to Byfield who, as a retired principal with more than two decades of experience, knows this Orange County community's families intimately and understands their challenges.

Much like Mary Poppins with her "spoonful of sugar," Byfield used translators, meals, babysitting, and prize raffles to motivate parents to attend the district's 23 LCAP community workshops. Each meeting venue was prepped in

Armando Gutierrez, an assistant principal at Lowell Elementary School, writes down parents' concerns and comments Tuesday during a Local Control and Accountability Plan meeting at King Elementary School in Santa Ana. Credit: Karla Scoon Reid

Stephanie P. Phillips, Santa Ana's deputy superintendent of operations, opened the meeting speaking in English while César Vargas, a language specialist for the district, effortlessly translated each phrase. After Phillips gave a brief overview of the state's new funding formula and the purpose of the accountability plan, which included information displayed on two screens (one English, one Spanish), the parents were broken up into small groups. Only a handful of attendees e breakout sessions conducted in English.

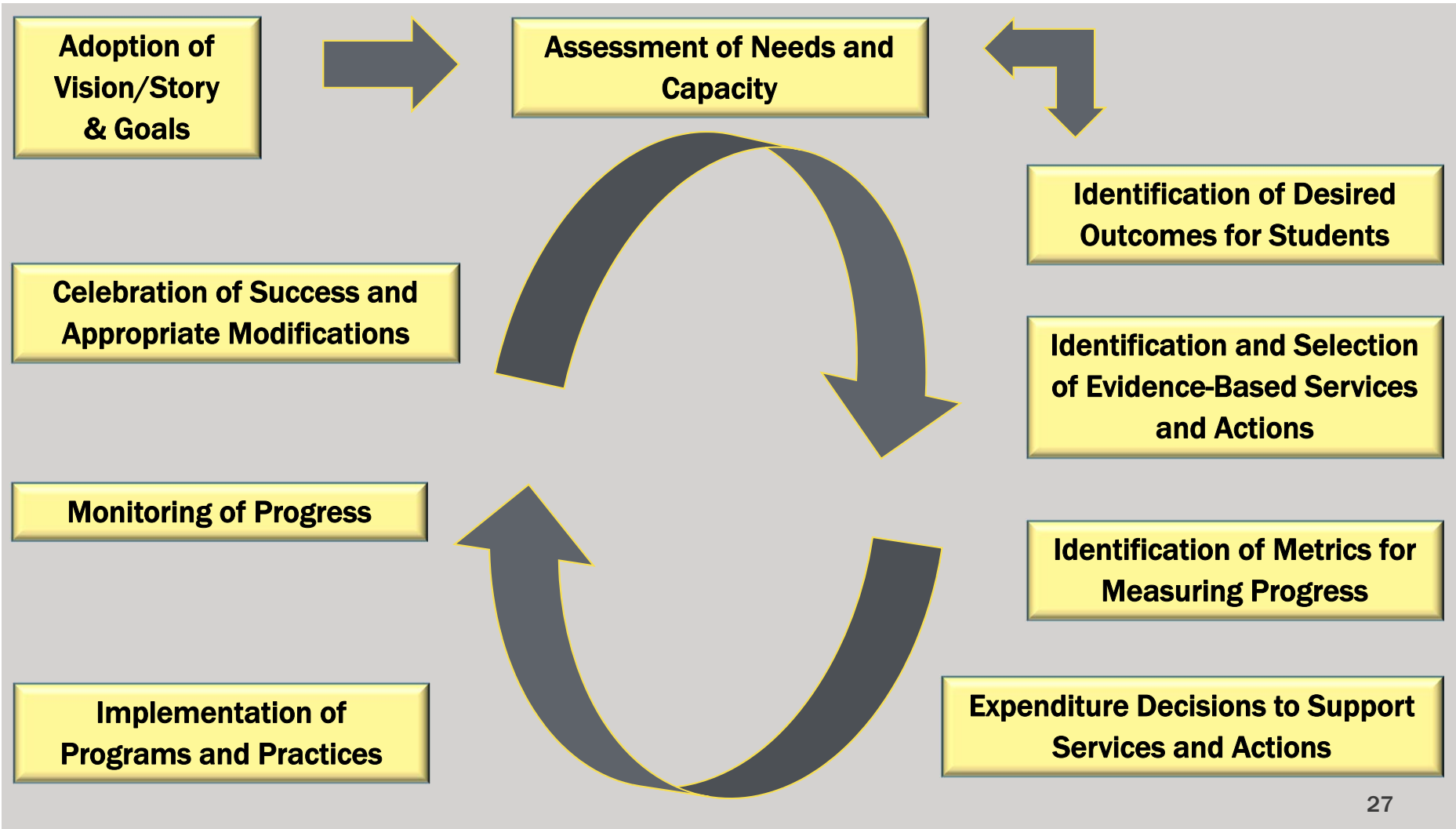is is a new way of approaching community engagement," Phillips said. "It's not about about listening."

n stay in the room, meeting organizers had parents gather to f Easels were set up and labeled with each inutes on one subject

The Santa Ana Unified School District, with over 57,000 students, plans to hold 25 "parent and community input sessions" in March and the first three weeks of April. Superintendent Rick Miller said the district is intentionally hosting a large number of meetings because they offer more opportunities for parents to attend. It also means that each gathering has fewer attendees, and gives participants a better chance to be heard. "We wanted to keep the group size small so that people can actually talk," said Miller, who came to Santa Ana last November after four years at the Riverside Unified School District in the top post there.

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NEXT STEPS

1. Draft plan to be sent to OCDE and the DAC/DELAC for review and comment

2. Draft plan will be sent to each school and will be available on the District and schools' websites for review

3. Revised draft plan will be provided to the Board on May 27, 2014. We anticipate having received preliminary feedback from OCDE and DAC/DELAC by that time.

4. Plan will be available for comment at Public Hearing on June 10, 2014 Board Agenda (E.C. 52062 b(2))

5. Final plan will be recommended for Board approval on June 24, 2014 in conjunction with Budget Adoption (E.C. 52062 b(1))

LEA PLANNING CYCLE

Adoption of Vision/Story & Goals

Assessment of Needs and Capacity

Identification of Desired Outcomes for Students

Celebration of Success and Appropriate Modifications

Identification and Selection of Evidence-Based Services and Actions

Monitoring of Progress

Identification of Metrics for Measuring Progress

Implementation of Programs and Practices

Expenditure Decisions to Support Services and Actions

2014-15 PROCESS TIMELINE
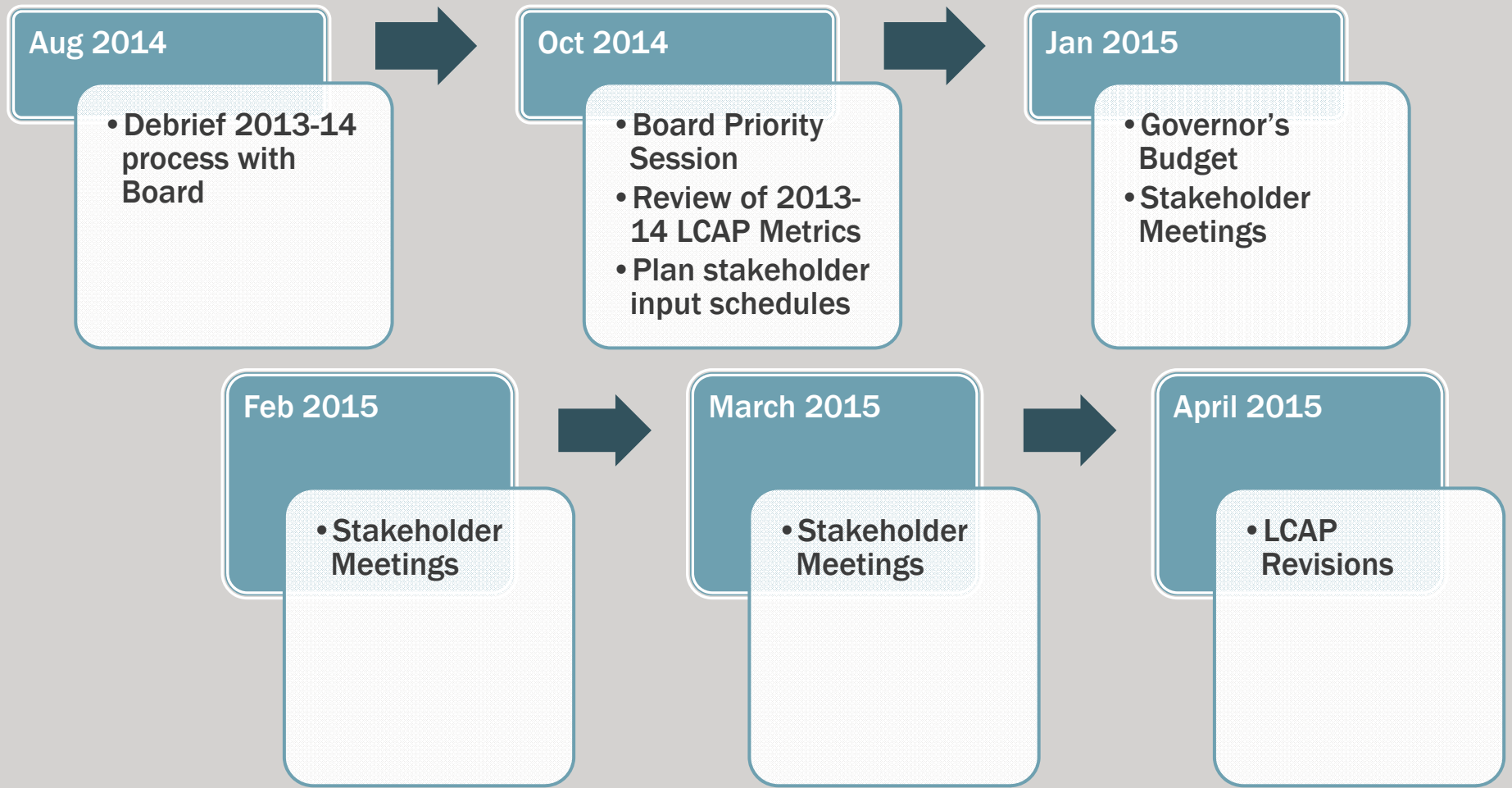
Aug 2014
- Debrief 2013-14 process with Board

Oct 2014
- Board Priority Session
- Review of 2013-14 LCAP Metrics
- Plan stakeholder input schedules

Jan 2015
- Governor's Budget
- Stakeholder Meetings

Feb 2015
- Stakeholder Meetings

March 2015
- Stakeholder Meetings

April 2015
- LCAP Revisions

■ **BACKUP SLIDES**

BACKUP SLIDES

Most Recurring Themes	Total	Internal Stakeholder n (%)	External Stakeholder n (%)	Unknown Stakeholder* n (%)
Pupil Outcomes				
Academic achievement of English learners, academic achievement in reading/writing/, math, science and assessments	222	131 (59.0)	88 (39.6)	3 (1.3)
College career ready, college career ready post secondary tracking	205	120 (58.5)	82 (40.0)	3 (1.5)
Instruction; Instruction Alternative/Differentiated	235	103 (43.8)	132 (56.2)	n/a
Engagement				
Enrichment/extracurricular	288	94 (32.6)	148 (51.4)	46 (16.0)
Parental involvement, parent accountability, parental support, parent education	412	138 (33.5)	270 (65.5)	4 (1.0)
Relationships/connectedness	114	36 (31.6)	78 (68.4)	n/a
Conditions for Learning				
Computer/technology	237	78 (33.0)	115 (48.5)	44 (18.6)
Environment/Facilities	152	25 (16.4)	70 (46.1)	55 (36.2)
Support Staff/Volunteers	117	25 (21.4)	77 (65.8)	15 (12.8)
Materials, Supplies, Textbooks Needs	119	28 (23.5)	57 (47.9)	34 (28.6)
School Climate safety	165	26 (15.8)	132 (80.0)	7 (4.2)
Wrap Around Services	114	41 (36.0)	70 (61.4)	3 (2.6)

Input

Plan

Stakeholders

Staff

ANNUAL LCAP CYCLE (3 YEARS)

- Stakeholder Conversation
- Goal Setting
- Planning Process
- Budget Development
- Program Implementation

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ON-TRACK INDICATORS (GOAL II)

Access

- High-Quality Teachers and Leaders
- Technology and Digital Resources
- Parent Workshops
- Instructional Time
- Curriculum Support

Engagement

- Course Enrollments
- Extracurricular Programs
- Extended Learning Opportunities
- Professional Development
- Parent Participation

Success

- A-G Completion
- AP Participation
- Readiness Metrics (EAP, SAT, ACT)
- Enrollment, Persistence, and Remediation Rates

ON-TRACK INDICATORS (GOAL III)

Students

Wellness Indicators

Engagement Indicators

PBIS Data

Student Survey Data

Parents

Parent Training Data

Workshop Participation Rates

Parent Volunteer Hours

Parent Survey Data

Staff

Staff Survey Data

PBIS Implementation

Retention Data

Facilities Data