

Local Control and Accountability Plan (LCAP) Update

October 13, 2016

Educational Services

Presentation Goals

- Provide status update on 2016-17 LCAP
- Review timeline for 2017-18 LCAP
- Summarize key changes in 2017-18 LCAP
- Provide brief preview of new LCFF Accountability System

LCAP Goals

1. Eliminate barriers to student success and maximize learning time
- 2a. Support all students in becoming college and career ready
- 2b. Support all English Learners (ELs) in becoming college and career ready
3. Support parent/guardian development as knowledgeable partners and effective advocates for student success
4. Ensure that all students have access to basic services

2016-17 LCAP: Status Update

- June 28, 2016 LCAP Approval (Alameda BOE)
- August 15, 2016 ACOE Request for Clarifications
- August 31, 2016 AUSD Response
- September 2, 2016 ACOE Approval Recommendation
- September 23, 2016 Confirmation of ACOE Approval

May 2016:

Recognition for best practices among non-concentrated districts in adhering to the letter and equity spirit of the LCFF law. http://www.publicadvocates.org/wp-content/uploads/non-concentrated_district_report_-_final_5_23_2016.pdf

2017-18 LCAP: Projected Timeline

- October 2016: LCAP Update (BOE)
- November 2016 – May 2017: Stakeholder Engagement
- May 2017: ACOE Feedback Session
- May 9/23, 2017: SPSA Approvals (BOE)
- May 23, 2017: LCAP Draft (BOE)
- June 13, 2017: LCAP Public Hearing (BOE)
- June 27, 2017: LCAP Approval (BOE)
- By July 1, 2017: Submission to ACOE
- August 2016: County Approval/Feedback
- As needed: Revisions/Response

2017-18 LCAP: Key Changes

The California State Board of Education (SBE) is planning to adopt a revised LCAP template (to take effect for 2017/18 LCAP) in November 2016 based on the following design principles:

- Maximize transparency and ease of use for stakeholders
- Simplify, to the extent possible, structure and language
- Provide clear instructions and support
- Support efficient and effective local planning, reporting, and implementation processes

The revision will include a move to an online e-template to be used by all districts statewide.

- Addition of a 'plan summary' section at beginning of LCAP
- Consolidation of redundant sections into single tables
- Clearer direction for demonstrating increased/improved services for unduplicated pupils

Accountability: New LCFF System

On September 8, 2016 the California State Board of Education (SBE) approved key elements of the new state accountability system including:

- The 10 indicators (6 state and 4 local) that will be used to measure school and district success
- System by which schools that do not meet performance standards can become eligible for technical assistance and intervention
- Statement of Model Practices and links to external resources, with content to be finalized at a future date

State staff were directed to develop recommendations on proposed performance standards for the November SBE meeting.

Accountability: New LCFF System

The 6 state performance indicators include:

1. Progress of English Learners (ELs) toward English proficiency
2. High school graduation rate
3. College/Career Indicator (combines Grade 11 CAASPP ELA score and other measures of readiness to be determined)
4. Suspension rate by grade span (Elementary, Middle, High)
5. Chronic absenteeism
6. Scores on state standardized tests (CAASPP)

Accountability: New LCFF System

The 4 local performance indicators include:

1. Basic conditions (Appropriately assigned teachers; Access to curriculum-aligned instructional materials; and safe, clean, and functional school facilities)
2. Implementation of state academic standards
3. Parent/guardian engagement
4. School climate as determined by local climate surveys

Accountability: New LCFF System

The SBE approved a system of tiered supports for districts to demonstrate success under the new accountability system:

Level 1: ALL

- Supports for ALL including voluntary technical assistance

Level 2: Differentiated

- Individually designed technical assistance to address identified performance issues

Level 3: Intensive

- May be required of districts and/or schools with persistent performance issues and a lack of improvement over a specified time period

Accountability: New LCFF System

Following is a draft example of how performance will be measured in each indicator: **Graduation Change**

Graduation Status	Level	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	Gray	Blue	Blue	Blue	Blue
	High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
	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

Gray colored cell=Not applicable

Questions?

Resources:

- CDE News Release #59: <http://www.cde.ca.gov/nr/ne/yr16/yr16rel59.asp>
- CA SBE Agenda for September 8-9, 2016:
<http://www.cde.ca.gov/be/ag/ag/yr16/agenda201609.asp>
- AUSD 2016-17 LCAP:
<http://alamedausd.ca.schoolloop.com/file/1383982824746/1410848116331/6597826206965886140.pdf>
- May 2016 Public Advocates LCFF/LCAP report: .
http://www.publicadvocates.org/wp-content/uploads/non-concentrated_district_report_-_final_5_23_2016.pdf