

Local Control and Accountability Plan (LCAP) Update

January 9, 2017

Educational Services

Presentation Goals

- Report status of 2017-18 LCAP
- Review timeline for 2018-19 LCAP
- Provide overview of LCAP Engagement
- Provide overview of new state accountability and differentiated assistance process

2016-17 LCAP: Status Update

- June 27, 2017 LCAP Approval (Alameda BOE)
- August 14, 2017 ACOE Request for Clarifications
- August 31, 2017 AUSD Response
- September 15, 2017 Confirmation of ACOE Approval

2017-18 LCAP: Projected Timeline

- | | |
|--------------------|---------------------------|
| • Engagement | Throughout year |
| • Jan-April 2018: | SPSA/LCAP Development |
| • May 2018: | ACOE Feedback Session |
| • May 2018: | SPSA Approvals (BOE) |
| • June 12, 2018: | LCAP Public Hearing (BOE) |
| • June 26, 2018: | LCAP Approval (BOE) |
| • By July 1, 2018: | Submission to ACOE |
| • August 2018: | County Approval/Feedback |
| • As needed: | Revisions/Response |

What is the LCAP?

- CDE's [LCAP support site](#) includes the following description of the LCAP:

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

What does AUSD's LCAP include?

For 2017-18, AUSD's LCAP includes detail for \$93,160,661 of the district's overall budget of \$101,703,934. These 93M includes expenditures from the following:

- Unrestricted General Funding
- LCFF Supplemental Funding
- Titles 1, 2, and 3 funding
- Other categorical funding

NOTE: Often 'LCAP' is used synonymously – and erroneously - with 'LCFF Supplemental.'

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

LCAP Engagement

- Local Control Funding Formula (LCFF) regulations require that LEA's consult with stakeholders to obtain input in the development and ongoing review of their LCAP.
- Stakeholders include students, staff, and parent/guardians.

LCAP Engagement

Critical groups in the LCAP stakeholder engagement process include:

- District and Site English Language Advisory Committees ((D)ELACs)
- LCAP Parent Advisory Committee (PAC)
- Employee LCAP Group
- School Site Councils (SSCs)
- Board of Education (BOE)

LCAP Engagement

Additional groups that provide important input to the overall LCAP process include, but are not limited to:

- Instructional Leadership Team (ILT)
- Management Team
- Title 1 Committee
- SpED Strategic Planning Group
- Parent Teacher Associations and PTA Council
- Contractually defined committees
- Workgroups

Tools for Stakeholders

Stakeholders interested in AUSD's LCAP or the LCAP process in general can utilize the following:

- [AUSD 2016-17 LCAP](#)
- [California Department of Education \(CDE\) LCAP Resources](#)
- [California PTA LCAP/LCFF Resources](#)
- [WestEd LCAP/LCFF Resources](#)

Tools for Stakeholders

Following direction by the Board, AUSD has contracted with GOBO, a vendor that produces stakeholder-friendly infographics, to offer LCAP summaries. The documents are being finalized and translated into multiple languages. A preview is below:



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

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

Differentiated Assistance: County Oversight

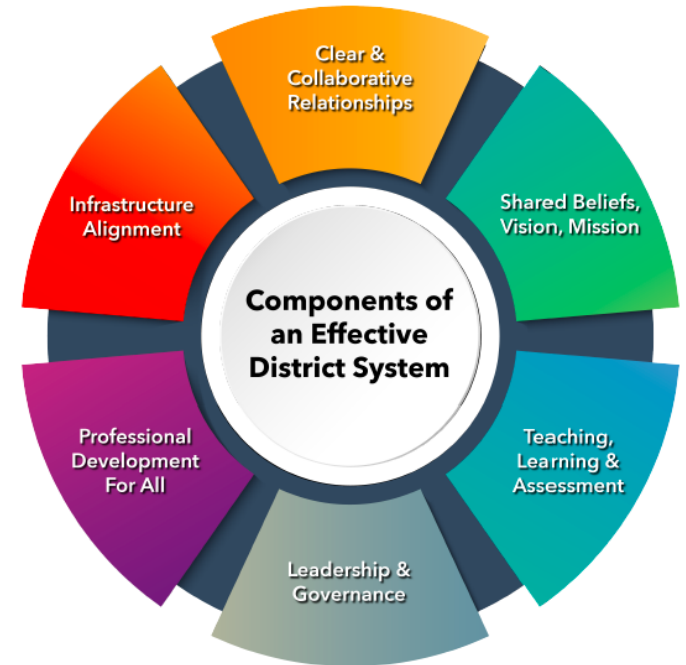
AUSD has been identified for differentiated assistance based on the performance of students with disabilities. ACOE will be guiding AUSD staff through the differentiated assistance process following the timeline below:

- 1/16-26 Meeting 1: Initial Analysis and Discussion
- 2/12-23 Meeting 2: Focused Analysis and Discussion
- 3/12-23 Meeting 3: Presentation and Discussion of Preliminary Findings
- 3/30 Summary of Findings

Differentiated Assistance: Self-Assessment

LEAs in differentiated assistance are required to use the following 6 components to self-assess:

1. Beliefs, Mission, and Vision
2. Teaching, Learning, and Assessment
3. Leadership and Governance
4. Professional Learning for All
5. Infrastructure (Data and Resources)
6. Clear & Collaborative Relationships



Differentiated Assistance: LCAP Connection

- The LCAP is the action plan for this process and should connect the results of the California School Dashboard to the LEA self-assessment and findings presented by the county.
- ACOE expects that the Summary of Findings will be incorporated into the LCAP.



Questions?