

THE LOCAL CONTROL ACCOUNTABILITY PLAN

DIXON UNIFIED SCHOOL DISTRICT

June 18, 2015

Why?

- The Local Control Funding Formula (LCFF) requires that all school districts complete a Local Control Accountability Plan (LCAP).
- The plan is intended to “provide details regarding local educational agencies actions and expenditures to support pupil outcomes and overall performance”
- The LCAP is intended to serve as the organizing tool and means of determining and delivering services to support students in all elements of their learning and growth.

What?

The State identified eight priority areas that the LCAP must address:

- Student Achievement
- Student Engagement
- School Climate
- Basic Services
- Implementation of Common Core State Standards
- Course Access
- Parental Involvement
- Other Student Outcomes

Who?

- The LCAP is intended to outline the actions and services that will benefit all students.
- Specific consideration must be given in the plan to those students who are members of three specific subgroups identified by the State:
 - English Learners
 - Those who qualify for free or reduced lunch
 - Foster Youth

Goals for Dixon Unified

Goal 1:

Ensure that all students have equitable access to a well-rounded, relevant curriculum designed to prepare them for college and career opportunities.

Goal 2:

Engage all students in learning which results in continual academic growth, and mastery of the Common Core State Standards.

Goal 3:

Provide students and staff with safe and positive school environments which promote and foster meaningful engagement and participation in their school communities.

Goals for Dixon Unified

Goal 4:

Recruit, train, and retain high quality, dedicated, and collaborative staff to fully implement the District's Goals.

Goal 5:

Develop active partnerships with parents, businesses, and the community in the academic and social growth of students.

Goal 6:

Provide students with equitable and meaningful access to technology in order to support their learning and become responsible digital citizens.

Continued Actions, Services, & Expenditures from the 2014-15 Plan

- Supplemental and Concentration Grant (SCG) Funding is being utilized to support actions and services targeted toward students in the unduplicated count:

• <i>Intervention Teachers</i>	\$311,000
• <i>EL Support staff</i>	\$73,000
• <i>Bilingual Parent Liaisons</i>	\$95,000
• <i>College Outreach/Preparation</i>	\$40,000

- As well as school/district wide efforts to benefit all students including those in the unduplicated count:

• <i>Instructional Coaches</i>	\$211,000
• <i>Technology</i>	\$100,000
• <i>Beginning Teacher Support</i>	\$75,000
• <i>Positive Support Programs at sites</i>	\$40,000

New Actions, Services, and Expenditures in the 2015-16 Plan

Education Services Expenditures from SCG Funds

• 1 “TOSA’ for Common Core Support	\$90,000
• Common Core Math Coaching and PD	\$90,000
• 1 Coordinator for “SCG” pupil Services	\$110,000
• AVID Support at DHS	\$19,000
• AP Test fees for Targeted Students	\$20,000
• Summer School – Math Academy	\$28,000
• Elementary ELD Teachers (.5 FTE per site)	\$110,000
• Clerical Support for EL Programs (DHS & CAJ)	\$30,000
• Materials for Library/Media Centers	\$10,000
• Support for Migrant Learning Center	\$10,000
•	
<i>Total</i>	<i>\$517,000</i>

New Actions, Services, and Expenditures in the 2015-16 Plan

Other Actions and Services from SCG Funds

• <i>2 Professional Development Days</i>	<i>\$160,000</i>
• <i>Shift in Funding for Alternative Ed Counselor</i>	<i>\$40,000</i>
• <i>Shift in Funding for Alt Ed Instructional Asst.</i>	<i>\$45,000</i>
• <i>Additional Technology Expenditures</i>	<i>\$50,000</i>
• <i>Increased time for Parent Liaisons</i>	<i>\$60,000</i>
• <i>Social-Emotional Support Services</i>	<i>\$100,000</i>
<i>Total</i>	<i>\$455,000</i>
<i>Total new Expenditures</i>	<i>\$972,000</i>

Next Steps

- Public Hearing on the LCAP – June 18
- Approval of the LCAP – June 25
- Approval of the 2015-16 Budget - June 25
- Implementation of the revised Plan begins, including staffing components
- Monitoring processes begin

More Details about the Dixon USD LCAP

Section 1: Stakeholder Engagement---details DUSD's plans to engage stakeholders (parents, pupils and others), and shares the anticipated impact. (p 4 - 12)

Section 2: Goals, Actions, Expenditures, and Progress Indicators---details DUSD's overall goals, how these goals will be measured and what specific actions linked to expenditures we will take to make progress towards these goals. Covers 3 years

- Part One: 2015-16, 16-17 & 17-18
- Part Two: 2014-15 Annual Update

Section 3: Use of Supplemental and Concentration Grant Funds and Proportionality

Section 1: Stakeholder Engagement

- Involvement Process
 - Top part: Getting input for 2015-18 LCAP
 - Bottom part: Getting input for 14-15 Annual Update
- Impact on LCAP
 - Top part: Impact on 2015-18 LCAP
 - Bottom part: Impact on 14-15 Annual Update

Relate Goals to at least 1 State Priorities

State Priorities	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
1. Basic Services				X		
2. Implementation of State Standards		X				
3. Parental Involvement					X	
4. Pupil Achievement		X				
5. Pupil Engagement			X			
6. School Climate			X			
7. Course Access	X					
8. Other Pupils Outcomes						X

Section 2: Part A Example

- Goal
- Related State and/or Local Priorities
- Identified Need
- Goal applies to:

GOAL:	2) Engage all students in learning which results in continual academic growth, and mastery of the Common Core State Standards	Related State and/or Local Priorities: 1_ 2_ <input checked="" type="checkbox"/> 3_ 4_ <input checked="" type="checkbox"/> 5_ 6_ 7_ 8_ COE only: 9_ 10_ Local : Specify _____
Identified Need :	More than half of all students fail to show proficiency in state & local assessments, with significantly lower performance among students in the unduplicated count.	
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups: All Students	

Section 2: Part A Example Cont.

LCAP Year 1: 2015-2016

Expected Annual
Measurable
Outcomes:

Required:

Priority 4: Pupil Achievement

- Performance on statewide Standardized Test (STAR/CAASPP):
 - SBAC ELA % Proficient: Increase by 3% from 14-15 baseline
 - SBAC Math % Proficient: Increase by 3% from 14-15 baseline
 - CST Science % Proficient: Increase 5th, 8th and 10th Grade by 3% from 14-15 baseline
- Scores on Academic Performance Index (API)----NO LONGER AVAILABLE STATEWIDE
- Share of pupils that meet the required entrance to UC and CSU or complete career technical education (CTE) sequences or programs
 - % of Grads meeting UC/CSU: Increase by 2% from 14-15 baseline
 - % completing CTE sequence: Increase by 2% from 14-15 baseline
- Share of ELs that become English Proficient (AMAO 2)
 - ELs more than 5 years in US: increase by 2% from 14-15 baseline
 - ELs less than 5 years in US: increase by 2% from 14-15 baseline
- English learner reclassification rate: Increase by 3% from 2013-14 baseline
- Share of pupils that pass Advance Placement (AP) Exams with 3 or higher: Increase by 3% from 14-15 baseline
- Share of pupils determine prepared for college by Early Assessment Program (EAP)
 - ELA % Prepared: Increase by 3% from 14-15 baseline
 - Math % Prepared: Increase by 3% from 14-15 baseline

Priority 2: Implementation of State Standards

- Implementation of State Board of Education-adopted academic content and performance standards for all pupils, including English Learners
 - % of teachers displaying and teaching to the grade level standard during principal's classroom visits: Increase by 10% from Spring 2015

Additional:

- Local assessment data
- Learning Walk tool data on teacher use of engagement strategies and small group instruction
- Successfully meeting all EL compliance requirements

Section 2: Part A Example Cont.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Continue to strengthen implementation of Instructional Coach positions for each elementary school site in order to improve “first instruction” for all students in every classroom.</p> <ul style="list-style-type: none"> ➤ Coaching responsibilities will include, but not be limited to, working with classroom teachers on: <ul style="list-style-type: none"> ◆ Engagement strategies ◆ Differentiation through Small group instruction ◆ EL Strategies during ELD Time ◆ Implementation of new Assessments ◆ Use of technology ◆ Implementation of new ELD, Math and ELA Professional development ➤ 3 FTE Instructional Coaching positions will continue to be provided for the elementary schools. ➤ Coaches will receive professional development and administrative support ➤ The Instructional Coaches will improve services to English Learners, Low Income Students and Foster Youth by helping teachers to implement classroom practices such as engagement strategies that will help these targeted students gain more access to the common core curriculum. Coaching will include support on how to organize their lessons so that differentiated small group instruction will ensure that these targeted students’ academic needs are addressed. <p>Mike Walbridge Elementary Principals</p>	<p>School Wide</p> <ul style="list-style-type: none"> ◆ Anderson ◆ Tremont ◆ Gretchen Higgins 	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>FUND 01 - UNRESTRICTED –</p> <p>11XX = \$198,669</p> <p>3XXX = \$42,777</p>

Section 2: Part B “Annual Update” Example

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>An Instructional Coach position will be created for each elementary school site in order to improve “first instruction” for all students in every classroom. Coaching responsibilities will include, but not be limited to, working with classroom teachers on;</p> <ul style="list-style-type: none"> ♦ Engagement strategies ♦ Differentiation ♦ Assessment ♦ Data analysis ♦ Use of technology ♦ ELD Strategies <p>♦ 3FTE Instructional Coaching positions will be provided for the elementary schools.</p> <p>♦ Coaches will receive professional development and administrative support</p> <p>Mike Walbridge Elementary Principals</p>	<p>\$270,000 from Supplemental/Concentration grants</p>	<p>3 elementary Instructional Coaches were hired at the beginning of the year. They attended weekly half day trainings focused on developing coaching skills consistent with Jim Knight’s Instructional Coaching Partnership model. These sessions were led by the Assistant Superintendent for Ed Services and included the common core TOSAs and a Common Core Math coach. Throughout the year, coaches met with every teacher at their sites to collaboratively develop a specific goal in one of three focus areas:</p> <ul style="list-style-type: none"> • Student Engagement Strategies • Differentiation through small group instruction • EL Strategies during ELD Time <p>Coaches also provided the Assistant Superintendent for Ed Services a weekly update detailing how many teachers were participating, professional development that was being planned or delivered and success and challenges with coaching at their sites.</p> <p>A total of 74 teachers are engaged in elementary coaching. 2 have met with the coach one time, 34 have met twice and 38 have met three or more times to work on their agreed goal. The coaches have been modeling instructions, creating data forms to analyze progress, visiting classrooms and debriefing afterwards as part of a cycle of inquiry around specific practices.</p> <p>The coaches have also helped teachers with initiatives that we have rolled out or are planning including preparation for SBAC assessments, Learning Walks, ELD adoptions and evaluation of assessment options for 2015-16.</p>	<p>\$229,601.35</p>

Section 3: Use of Supplemental and Concentration Grant Funds and Proportionality

Part A: “Describe how the LEA is expending these funds in the LCAP year. Include a **description of, and justification for, the use of any funds in a districtwide**, schoolwide, countywide, or charterwide **manner** as specified in 5 CCR 15496.”

Example:

Technology training, hardware and software are used schoolwide in order to allow the teacher to pull groups of students in which unduplicated count students are overrepresented and provide focused small group instruction. (MultiTiered System of Support, or MTSS, and integration of technology in all revised Curriculum Frameworks---i.e “Learning in the 21st Century” section of *ELA Framework*)

Section 3: Use of Supplemental and Concentration Grant Funds and Proportionality

Part B: “...An LEA shall describe how the proportionality percentage is met using a **quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils** as compared to the services provided to all pupils.”

Example:

The Bilingual Parent Liaison will increase two-way communication with parents of Spanish-speaking parents so they can better support their students. Services to English Learners, Latino students, Low Income Students and Foster Youth will be increased through this addition of 1 hour a day at each school compared to 14-15.

Questions? Comments?

