Local Control Accountability Plan (LCAP) DELAC

February 27, 2018

Inspiring Students of Today, Leaders of Tomorrow!
Introduction of DELAC Members
“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela
Agenda

- Call to Order
- Pledge of Allegiance
- Introduction of Members
- Reading and Approval of Minutes
- Title III Update
- LCFF–LCAP Review
- Mid-Year Update
- CUSD English Learner Data
- ThoughtExchange Results
- Stakeholder Input
- Questions/Comments
- Adjournment
Title III

- Title III LEP – $59,030
  - Translations
  - Instructional Aide
  - Ellevation
  - ELPAC Training
  - Supplemental Materials

- Title III Immigrant – $12,606 (carryover)
  - Instructional Aide

18–19 Discussions – AVID Excel elective at El Roble
The Big Picture

Implementation of Local Control Funding Formula (LCFF)

Develop & Adopt a Local Control Accountability Plan (LCAP)

Revise and Update LCAP Annually
State Funding

Local Control Funding Formula (LCFF) consists of:

- Base Grant
- Supplemental Grant
- Concentration Grant

(*Does not apply for CUSD)
Federal Funding

Title I
*(Low-Income Students)*

Title II
*(Teacher & Administrator Training)*

Title III
*(English Learners & Immigrants)*
LCAP 3 Year Plan:

Annual Revision Process

2017-18
- Implement 2017-18 actions
- Update needs assessment based on 2016-17 data

2017-18 actions fall away
Revise goals and action based on needs
Add 2020-2021 goals

2018-19
- Implement 2018-19 actions
- Update needs assessment based on 2017-18 data

2018-19 actions fall away
Revise goals and action based on needs
Add 2021-2022 goals

2019-20
- Implement 2019-20 actions
- Update needs assessment based on 2018-19 data

2019-20 actions fall away
Revise goals and action based on needs
Add 2022-2023 goals
Plan Development Process

Information Gathering & Preparation
Fall – Winter 2017–2018
- Develop Timeline
- LCAP ThoughtExchange

Stakeholder Engagement
February – May 2018
- School Board
- Parent Advisory Committee
- District Advisory Council
- DELAC

Plan Development
March – May 2018
- Trends & Input
- Goals
- Actions
- Budget

Final Plan Review and Adoption
- Public Hearing – June 21, 2018
- Board Action – June 25, 2018
- Annual Updates – By July 1 Every Year
# Local Control Accountability Plan

## Pupil Subgroups

<table>
<thead>
<tr>
<th>Critical Subgroups</th>
<th>Numerically Significant Subgroups (Over 30 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Learners</strong></td>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Socio-economically Disadvantaged</td>
<td>Ethnic/Racial Subgroups</td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
</tr>
</tbody>
</table>
# Local Control Accountability Plan

## 8 State Priorities

<table>
<thead>
<tr>
<th>Conditions of Learning</th>
<th>Pupil Outcomes</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Services</td>
<td>Pupil Achievement</td>
<td>Parent Involvement</td>
</tr>
<tr>
<td>State Academic Standards</td>
<td></td>
<td>Pupil Engagement</td>
</tr>
<tr>
<td>Course Access</td>
<td>Other Pupil Outcomes</td>
<td>School Climate</td>
</tr>
</tbody>
</table>
Reflect & Ask Questions
Mid-Year Update

- Explain Structure of the Mid-Year Update Document
  - Review document
  - Table group discussion
- Whole Group Share
  - Comments
  - Questions
Break
Review EL Data

- District Demographics
- Critical Subgroups
  - English Learners
- State Priority Areas
Total CUSD K-12 Enrollment:
2016-17 = 7,066 Students
2015-16 = 6,972 Students
English Learner Primary Language

Total Number of English Learners: 417

<table>
<thead>
<tr>
<th>Language</th>
<th>ELs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>39</td>
</tr>
<tr>
<td>Korean</td>
<td>32</td>
</tr>
<tr>
<td>Mandarin (Putonghua)</td>
<td>26</td>
</tr>
<tr>
<td>Spanish</td>
<td>223</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>35</td>
</tr>
<tr>
<td>All Other Languages Combined</td>
<td>62</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>417</strong></td>
</tr>
</tbody>
</table>

CUSD Total Enrollment: 7066
Overall English Learner Percentage: 6%
Total CUSD K-12 Enrollment:
2016-17 = 7,066 Students
## English Language Learners

<table>
<thead>
<tr>
<th>District</th>
<th>Total Student Enrollment</th>
<th>English Learner Enrollment</th>
<th>English Learner Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>7066</td>
<td>417</td>
<td>6%</td>
</tr>
<tr>
<td>Chaparral</td>
<td>648</td>
<td>29</td>
<td>4%</td>
</tr>
<tr>
<td>Condit</td>
<td>686</td>
<td>47</td>
<td>7%</td>
</tr>
<tr>
<td>Danbury</td>
<td>57</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Mountain View</td>
<td>512</td>
<td>69</td>
<td>13%</td>
</tr>
<tr>
<td>Oakmont</td>
<td>282</td>
<td>33</td>
<td>12%</td>
</tr>
<tr>
<td>Sumner</td>
<td>526</td>
<td>56</td>
<td>11%</td>
</tr>
<tr>
<td>Sycamore</td>
<td>400</td>
<td>18</td>
<td>5%</td>
</tr>
<tr>
<td>Vista</td>
<td>335</td>
<td>63</td>
<td>19%</td>
</tr>
<tr>
<td>El Roble</td>
<td>1108</td>
<td>32</td>
<td>3%</td>
</tr>
<tr>
<td>Claremont High</td>
<td>2405</td>
<td>64</td>
<td>3%</td>
</tr>
<tr>
<td>Community Day</td>
<td>16</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>San Antonio High</td>
<td>82</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>Non Public</td>
<td>9</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Pupil Achievement – English Learners

Reclassification Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>CUSD</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>21.1%</td>
<td>11.0%</td>
</tr>
<tr>
<td>2015-16</td>
<td>18.3%</td>
<td>11.3%</td>
</tr>
<tr>
<td>2016-17</td>
<td>18.0%</td>
<td>13.3%</td>
</tr>
</tbody>
</table>
## 2017 CAASPP English Language Arts

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard Exceeded</th>
<th>Standard Met</th>
<th>Standard Nearly Met</th>
<th>Standard Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>37%</td>
<td>27%</td>
<td>22%</td>
<td>15%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>36%</td>
<td>25%</td>
<td>18%</td>
<td>22%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>25%</td>
<td>30%</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>19%</td>
<td>43%</td>
<td>26%</td>
<td>12%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>26%</td>
<td>40%</td>
<td>23%</td>
<td>11%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>22%</td>
<td>44%</td>
<td>23%</td>
<td>11%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>42%</td>
<td>35%</td>
<td>14%</td>
<td>9%</td>
</tr>
<tr>
<td>CUSD Totals</td>
<td>30%</td>
<td>35%</td>
<td>21%</td>
<td>14%</td>
</tr>
</tbody>
</table>
2017 ELA CAASPP

Percentage of Students who Met or Exceeded Standards

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>64.88%</td>
</tr>
<tr>
<td>English Learners</td>
<td>21.12%</td>
</tr>
</tbody>
</table>
## 2017 CAASPP Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard Exceeded</th>
<th>Standard Met</th>
<th>Standard Nearly Met</th>
<th>Standard Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>24%</td>
<td>37%</td>
<td>26%</td>
<td>14%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>24%</td>
<td>27%</td>
<td>32%</td>
<td>17%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>20%</td>
<td>19%</td>
<td>33%</td>
<td>28%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>23%</td>
<td>27%</td>
<td>29%</td>
<td>21%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>25%</td>
<td>24%</td>
<td>30%</td>
<td>21%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>29%</td>
<td>21%</td>
<td>27%</td>
<td>23%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>20%</td>
<td>26%</td>
<td>26%</td>
<td>27%</td>
</tr>
<tr>
<td>CUSD Totals</td>
<td>23%</td>
<td>26%</td>
<td>29%</td>
<td>22%</td>
</tr>
</tbody>
</table>
2017 Math CAASPP

Percentage of Students who Met or Exceeded Standards

- All Students: 49.03%
- English Learners: 20.80%
Other Data
International Baccalaureate (IB)

389 Students took IB classes

• 89 SED Students
• 0 EL Students
• 34 RFEP Students
California State Seal of Biliteracy

Students have earned Seal of Biliteracy

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>141</td>
</tr>
<tr>
<td>2016</td>
<td>142</td>
</tr>
<tr>
<td>2015</td>
<td>95</td>
</tr>
</tbody>
</table>

Applications currently being accepted for 2018
There are 184 eligible candidates
English Learners

Graduation Rate: EL student at any time during 4 years

Academic Performance: Current ELs and anyone reclassified within the last 4 years

Suspension Rate: EL during the academic year

English Learner Progress: Current ELs and anyone reclassified within the prior year.
This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>All Students</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Homeless</th>
<th>Socioeconomically Disadvantaged</th>
<th>Students with Disabilities</th>
<th>African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Suspension Rate (K-12)</td>
<td>🟢</td>
<td>🟢</td>
<td>🟥</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
</tr>
<tr>
<td>English Learner Progress (1-12)</td>
<td>🟢</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduation Rate (9-12)</td>
<td>🟢</td>
<td>🟢</td>
<td>🟥</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
</tr>
<tr>
<td>English Language Arts (3-8)</td>
<td>🟢</td>
<td>🟢</td>
<td>🟥</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
</tr>
<tr>
<td>Mathematics (3-8)</td>
<td>🟢</td>
<td>🟢</td>
<td>🟥</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
<td>🟢</td>
</tr>
</tbody>
</table>

Performance Levels:
- Red (Lowest Performance)
- Orange
- Yellow
- Green
- Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.
Data Processing Activity

- Review Data
- Table Talk
- Whole Group Share
“Unity is strength... When there is teamwork and collaboration, wonderful things can be achieved”

– Mattie Stepanek
DELAC Ideas

Individual Reflection → Table Talk → Whole Group Share

Diagram showing the process flow from Individual Reflection to Table Talk to Whole Group Share.
Next Steps

Next DELAC Meeting: April 24th @ 5:30

- EL Parent Survey will be distributed to EL Facilitators on March 7, 2018 to give to teachers.
- Please be on the “look out” to complete & return.

Claremont Unified School District
2017-18 Timeline for 2018-2021 Local Control Accountability Plan (LCAP)

November 2017 – January 2018
LCAP Stakeholder Surveys (Staff, Students, & Parents)

January 2018
LCAP Committee & Council Confirmation/Organization

January 15, 2018
Board Study Session
- Share progress-to-date
- Provide direction for amendments/additions

February 27, 2018
District English Language Advisory Council (DELAC) (5:30 – 7:30 p.m.)
- Share Progress-to-Date & Drafted Updates
- Provide direction for amendments/additions

March 14, 2018
District Parent Advisory Committee (DPAC) (4:00 – 6:00 p.m.)
- Share Progress-to-Date & Drafted Updates
- Provide direction for amendments/additions

April 12, 2018
LCAP Advisory Council (4:00 – 6:00 p.m.)
- Share Progress-to-Date & Drafted Updates
- Provide direction for amendments/additions

April 19, 2018
Board Meeting
- Share progress-to-date & Drafted Updates
- Provide additional direction for amendments/additions

April 26 – May 18, 2018
Educational Services Staff and Business Services to Revise Draft Updates Based on DELAC, DPAC, LCAP Advisory Council and Board Input

June 8, 2018
Post LCAP Draft on CUSD Website

June 21, 2018
Board Presentation and Public Hearing on LCAP and District Budget

June 25, 2018
Board Action on LCAP and District Budget
Thanks for providing input!