Local Control Accountability Plan (LCAP) DELAC

February 19, 2020

Inspiring Students of Today, Leaders of Tomorrow!
Pledge of Allegiance
Welcome and Introductions

Introductions: Name, Position/Role, Site/Organization
What Experts Say

Our success is dependent on stakeholder trust and support:

• Partnership and student academic achievement are closely linked

• Families and community can help schools overcome the challenges they face

People support what they help create.

Karen Mapp, Ed.D. – Beyond the Bake Sale
What Experts Say

*Systems that build community believe:*

• Bringing people together to discover and stretch their thinking drives robust decisions.

• Debate creates transparency, trust, and drives clear direction the team can effectively execute.

*Liz Wiseman – The Multiplier Effect*
Call to Order
Pledge of Allegiance
Introduction of Members
Reading and Approval of Minutes
LCFF–LCAP Review
CUSD English Learner Data
Stakeholder Input
Questions/Comments
Adjournment
Title III

- **Title III LEP - $66,811**
  - Additional Translations
  - Ellevation
  - Supplemental Materials
  - Kagan Training
  - Professional Development
  - Technology

- **19-20/20-21 Discussions**
  - Dual Language Immersion
  - IB – Middle Years Program
  - Expansion of AVID Excel
  - AVID Parent Night @ El Roble: March 31st
The Big Picture

Implementation of Local Control Funding Formula (LCFF)

Develop & Adopt a Local Control Accountability Plan (LCAP)

Revise and Update LCAP Annually

2020-2021– New three year plan
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)*

Title IV
*(Student Support and Academic Enrichment)*
III. What is the LCAP?
Plan Development Process

Information Gathering & Preparation
Fall – Winter 2019-2020
- Develop Timeline
- LCAP Surveys
- Student Focus Groups

Stakeholder Engagement
February - May 2020
- School Board
- Parent Advisory Committee
- District Advisory Council
- DELAC

Plan Development
March – May 2020
- Trends & Input
- Goals
- Actions
- Budget

Final Plan Review and Adoption
Public Hearing – June 18, 2020
Board Action – June 19, 2020
Annual Updates – By July 1 Every Year
## Indicators by Priority

<table>
<thead>
<tr>
<th>Priority 1: Basic Services or Basic Conditions at Schools</th>
<th>State Indicators</th>
<th>Local Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 2: Implementation of State Academic Standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priority 3: Parent Engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priority 4: Student Achievement</td>
<td>Academic Indicator (3-8, 11) Engl</td>
<td>Local Indicators</td>
</tr>
<tr>
<td>Priority 5: Student Engagement</td>
<td>Chronic Absence Indicator (K-8) Graduation Rate Indicator (9-12)</td>
<td>Local Indicators</td>
</tr>
</tbody>
</table>

- **Priority 1**: Text books availability, adequate facilities, and correctly assigned teachers
- **Priority 2**: Annually report on progress in Implementing the standards for all content areas
- **Priority 3**: Annually report progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs
- **Priority 4**: Academic Indicator (3-8, 11) English Learner Progress Indicator (1-12)
- **Priority 5**: Chronic Absence Indicator (K-8) Graduation Rate Indicator (9-12)
## Indicators by Priority

<table>
<thead>
<tr>
<th>Local Control Funding Formula Priority</th>
<th>State Indicators</th>
<th>Local Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 6: School Climate</td>
<td>Suspension Rate Indicator (K-12)</td>
<td>Administer a Local Climate Survey every other year</td>
</tr>
<tr>
<td>Priority 7: Access to a Broad Course of Study</td>
<td></td>
<td>Annually report progress on the extent students have access to, and are enrolled in, a broad course of study</td>
</tr>
<tr>
<td>Priority 8: Outcomes in a Broad Course of Study</td>
<td>College/Career Indicator (9-12)</td>
<td></td>
</tr>
<tr>
<td>Priority 9 (COE Only) Services for Expelled Students</td>
<td></td>
<td>Annually report on the coordination of Services for Expelled Students</td>
</tr>
<tr>
<td>Priority 10 (COE Only) Services for Foster Youth</td>
<td></td>
<td>Annually report on the coordination of Services for Foster Youth</td>
</tr>
</tbody>
</table>
## Local Control Accountability Plan

<table>
<thead>
<tr>
<th>Pupil Subgroups</th>
<th>Critical Subgroups</th>
<th>Numerically Significant Subgroups (Over 30 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Learners</strong></td>
<td>Socio-economically Disadvantaged</td>
<td>Students with Disabilities</td>
</tr>
<tr>
<td></td>
<td>Foster Youth</td>
<td>Ethnic/Racial Subgroups</td>
</tr>
</tbody>
</table>
Understanding the California School Dashboard and our District’s Progress
Mid-Year Update

Local Control Accountability Plan
2015-16 LCAP Implementation Status

<table>
<thead>
<tr>
<th>Priority Area 1 — Basic Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Goal 1</td>
</tr>
<tr>
<td>Goal 2</td>
</tr>
<tr>
<td>Goal 4</td>
</tr>
<tr>
<td>Goal 5</td>
</tr>
</tbody>
</table>

Table includes actual services and original budget values.
EL Parent Survey

- Review and provide feedback
Break
Review EL Data

- District Demographics
  - English Learners

- Data Walks
District Demographics – Ethnic Diversity

Total Enrollment: 6868

Ethnic Diversity

- Hispanic: 43.19%
- White: 32.30%
- Asian: 10.73%
- Black/African American: 4.41%
- Filipino: 1.56%
- Amer Indian/Alaskan Native: 1.46%
- Declined to State: 0.22%
- Ethnic Diversity: 5.96%

English Learners: 4.8%
Students with Disabilities: 12.1%
Socioeconomically Disadvantaged: 33.9%
Enrollment by Primary Language

- **English**: 81%
- **Spanish**: 9%
- **Mandarin (Putonghua)**: 2%
- **Vietnamese**: 1%
- **Arabic**: 1%
- **All Other Languages Combined**: 5%

**Total CUSD TK–12 Enrollment:**
2019–20 = 6,868 Students
# English Learner Primary Language

Total Number of English Learners: 333

<table>
<thead>
<tr>
<th>Language</th>
<th>ELs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>31</td>
</tr>
<tr>
<td>Korean</td>
<td>18</td>
</tr>
<tr>
<td>Mandarin (Putonghua)</td>
<td>38</td>
</tr>
<tr>
<td>Spanish</td>
<td>173</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>19</td>
</tr>
<tr>
<td>All Other Languages Combined</td>
<td>53</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>332</strong></td>
</tr>
</tbody>
</table>

CUSD Total Enrollment: 6868  
Overall English Learner Percentage: 5%
Total CUSD TK–12 Enrollment: 2019–20 = 6,868 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>6868</td>
<td>332</td>
<td>5%</td>
</tr>
<tr>
<td>Chaparral</td>
<td>656</td>
<td>40</td>
<td>6%</td>
</tr>
<tr>
<td>Condit</td>
<td>677</td>
<td>24</td>
<td>4%</td>
</tr>
<tr>
<td>Danbury</td>
<td>42</td>
<td>7</td>
<td>17%</td>
</tr>
<tr>
<td>Mountain View</td>
<td>424</td>
<td>48</td>
<td>11%</td>
</tr>
<tr>
<td>Oakmont</td>
<td>282</td>
<td>19</td>
<td>7%</td>
</tr>
<tr>
<td>Sumner</td>
<td>463</td>
<td>34</td>
<td>7%</td>
</tr>
<tr>
<td>Sycamore</td>
<td>410</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>Vista</td>
<td>350</td>
<td>50</td>
<td>14%</td>
</tr>
<tr>
<td>El Roble</td>
<td>1129</td>
<td>38</td>
<td>3%</td>
</tr>
<tr>
<td>Claremont High</td>
<td>2357</td>
<td>57</td>
<td>2%</td>
</tr>
<tr>
<td>Community Day</td>
<td>4</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>San Antonio High High</td>
<td>55</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Non Public</td>
<td>19</td>
<td>1</td>
<td>5%</td>
</tr>
</tbody>
</table>
Student Achievement – English Learners

Reclassification Rate

![Bar chart showing reclassification rates for CUSD and State from 2016-17 to 2018-19]

- **2016-17**: CUSD 18.0%, State 13.3%
- **2017-18**: CUSD 26.6%, State 14.6%
- **2018-19**: CUSD 23.1%, State 13.8%
Other Data
International Baccalaureate (IB)

365 Students took IB classes

• 72 SED students
• 0 EL Students
• 51 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>2019</td>
<td>146</td>
</tr>
<tr>
<td>2018</td>
<td>178</td>
</tr>
<tr>
<td>2017</td>
<td>141</td>
</tr>
</tbody>
</table>
Data Walk

Ready to start?

I can see the impact our work together could have on the data.

Your perspective helps me see the data differently.
DELAC Ideas

Individual Reflection → Table Talk → Whole Group Share
“Unity is strength... When there is teamwork and collaboration, wonderful things can be achieved”

- Mattie Stepanek
Next Steps

Next DELAC Meeting:  **April 22nd @ 9:00 am**

**EL Parent Surveys**
- EL Parent Survey will be distributed to EL Facilitators on March 9, 2020 to give to teachers.
- Please be on the “look out” to complete & return.
Thanks for providing input!