



Local Control Accountability Plan (LCAP)

Superintendent, Dr. Nellie Meyer

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School Board Presentation

June 4, 2014

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Presenters: James Wogan, Foster Youth; Cheryl Kolano, Principal; Guy Moore, MDEA President; Ellen Weinstock-Mehl, Math Teacher; Linda Tran, Special Education Teacher; Celeste McCullough, Parent Advisory Council Representative; Nestor Guadron, DELAC Representative; David Salinas and Antonio Cabresa, Students; Lorie O'Brien, Stephanie Roberts, and Nance Juner, Central Office Staff



LCAP Purpose & Setting the Stage

- ▶ LCAP guides how we spend Local Control Funding Formula (LCFF)
- ▶ Exemplary commitment and time dedicated by our community to engage in this process
- ▶ Aligns and links existing district work and plans (*English Learner (EL) Master Plan, Equity, Common Core, Technology*)
- ▶ Ensures All student have access to the Base program and additional support given to Subgroups (*Low Income, Foster Youth and English Learner*)
- ▶ Schools Single Plans for Student Achievement (SPSA) already aligned with LCAP

8 State Priorities for the LCAP

| LCAP Priorities | Accountability Measurement |
|-------------------------|--|
| 1) Williams Settlement | <ul style="list-style-type: none">• Rate of teacher mis-assignment• Student access to standards-aligned materials• Facilities in good repair |
| 2) Common Core | <ul style="list-style-type: none">• Implementation of Common Core for all students including English Language learners |
| 3) Parental Involvement | <ul style="list-style-type: none">• Seek parental input• Efforts to improve parent participation |
| 4) Pupil Achievement | <ul style="list-style-type: none">• Performance on standardized tests• Score on Academic Performance Index• Share of students college and career ready, CTE completion, UC a-g, etc.• Share of English learners that become English proficient• English learner reclassification rate• Share of students passing AP exam with 3 or higher• Share of students determined prepared for college by Early Assessment Program (EAP) |

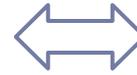
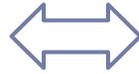
8 State Priorities for the LCAP (Cont.)

| LCAP Priorities | Accountability Measurement |
|-----------------------------|---|
| 5) Pupil Engagement | <ul style="list-style-type: none">• School attendance rates• Chronic absenteeism rates• Middle/high school dropout rates• High school graduation rates |
| 6) School Climate | <ul style="list-style-type: none">• Student suspension rates• Student expulsion rates• Other local measures |
| 7) Broad Course of Study | <ul style="list-style-type: none">• Student access and enrollment in all required areas of study |
| 8) Course of Study Outcomes | <ul style="list-style-type: none">• Other indicators of student performance in required areas of study• May include performance on other exams |



Three LCAP “Buckets”

The LCAP divides the 8 state priorities into 3 categories or “buckets”.



- ▶ Basic – Williams
- ▶ State Standards
- ▶ Course Access

- ▶ Student Achievement

- ▶ Parent Involvement
- ▶ Student Engagement
- ▶ School Climate

What do you and your child need to want to come to school everyday?

What does your child need to be college and career ready (after they graduated from MDUSD)?

How can we work together to support relationships in our district (i.e. student-teacher, staff-parents...)?

Community Input Timeline and Process

- ▶ Rapid timeline from the State Board of Education
- ▶ Authentic process with over 20 stakeholder input meetings led by Superintendent Nellie Meyer
- ▶ Stakeholder input synthesized by outside agency
- ▶ Aligned to District's Strategic Plan
- ▶ Documents translated

- ▶ *I felt this process was _____*



Community Input Timeline

January - April 2014 Community Meetings held at all High Schools and two Middle Schools

January 2014 K-Adult Meeting with school and district administrators

February 2014 Budget Advisory Meeting
Measure C Advisory Meeting

March 2014 Equity Advisory Team Meeting
Community Advisory Committee (CAC) Meeting
Cabinet Meetings

March – April 2014 District English Advisory Council (DELAC) Meeting
City Council Meetings



Community Input Timeline

- April - May 2014 LCAP Focus Group Meetings facilitated by WestEd
- Alignment to District Strategic Plan
 - Identification of Goals and Outcomes
 - Analyze and synthesize recommended actions
- May 2014 Combined Parent Advisory Council (PAC) and DELAC Meeting to formally review LCAP Template prior to School Board presentation
- May 30 -June 13 Public Comment on LCAP via district website
- June 4, 2014 Present Draft LCAP for information, Public Hearing
MDUSD Budget Presentation, Public Hearing
- June 25, 2014 Present LCAP for Action & Approval
Approval of MDUSD Budget

Goal 1: *All students will receive a high quality education in a safe and welcoming environment with equitable expectation, access to technology, and Common Core State Standards that prepare them to be college, career, and civic ready.*

Outcomes:

- ▶ Increase student achievement for all students
- ▶ Increase student access to rigorous and relevant content taught by enthusiastic and skilled educators, Transitional Kindergarten (TK) – 12th grade.
- ▶ Increase student engagement and opportunities for participation in extra-curricular activities for all students.
- ▶ Increase student connectedness to a safe, supportive, and well maintained school environment.



Goal 1: Highlights of Actions

- ▶ Coaching, training and support to teachers and administrators to implement the LCAP
- ▶ Coaching and collaboration time for staff
- ▶ Professional development and support on Common Core State Standards
- ▶ Celebrate academic improvement and achievement
- ▶ Extra-curricular opportunities
 - ▶ *High School Athletics*
 - ▶ *5th grade Music*
- ▶ Positive Behavior, school climate and cultural responsiveness
- ▶ College and career readiness and work experience opportunities
- ▶ Multi-Tiered System of Support to address academic, social and emotional needs of students
- ▶ Technology access and training

Goal 2: *Parents, family and community will be informed, engaged, and connected as partners with MDUSD employees to support student learning.*

Outcomes

- ▶ Parents, family and community are engaged and connected as partners
- ▶ Students will connect learning and preparation for their future through the support of informed parents, family and community who are engaged as partners with all MDUSD.

Highlights of actions

- ▶ Parent outreach and education.
 - ▶ *Classes, networking, parent liaison*
- ▶ System-wide communication practices and celebrations.
 - ▶ *Conferences, multiple means of communication*



Goal 3: *High quality, culturally proficient, and responsive staff will be supportive of all students, respectful of all students' backgrounds, and invested in the education of all students*

Outcomes:

- ▶ Students will learn and thrive in an environment with high quality instruction where all staff demonstrates cultural responsiveness, foster strong, supportive relationships, and engages students in their learning.
- ▶ Students and staff will demonstrate cultural responsiveness in their interaction with peers.

Highlights of actions:

- ▶ Coaching, collaboration time and training for staff
- ▶ Assess need of staff to determine focus, support, and training
- ▶ Campus supervision, safety, and school climate.



Subgroups Actions & Supports

▶ Low Income

- ▶ *Interventions, monitoring of achievement*
- ▶ *Support to engage in college, career and civic readiness activities*
- ▶ *Childcare, food and materials at parent meetings*
- ▶ *Support to access technology*

▶ English Learners (EL)

- ▶ *Bi-literacy opportunities*
- ▶ *Increasing translation support*
- ▶ *Parent education on reclassification process and Dual Language programs*
- ▶ *Cultural Proficiency*

▶ Foster Youth

- ▶ *Targeted counseling*
- ▶ *Partnerships with community based organizations*
- ▶ *Identification of barriers to full participation and school attendance*
- ▶ *Stengthening communication among school, group homes, and caregivers*

Alignment of Fiscal Resources

- ▶ Process for aligning funding with actions
- ▶ Three year projection
- ▶ Revisit, adjust and revise annually
- ▶ Guides spending with local, state and federal dollars to support LCAP
- ▶ Continue to engage the community (Parent Advisory Council and DELAC) in discussions about resources.

What we have already learned?

- ▶ This is an ever changing and evolving document
- ▶ Strong stakeholder support for focusing effort and resources on student academic and socio-emotional supports, communication, extra-curricular opportunities, and technology
- ▶ Year 1 (2014-15) will serve as the baseline year and by the end of year 3 (2016-17) all actions will be implemented.
- ▶ Subgroups will need additional support and assistance which is reflected in the LCAP.



Plans for the Future

- ▶ Submit to County Office of Education June 30, 2014
- ▶ Continually review and adjust the plan—“Living Document”
- ▶ Forefront of the work of the district
- ▶ Education funding is ever evolving
- ▶ Report on progress throughout the year in Board presentations and community meetings
- ▶ Parent Advisory Council (PAC) and DELAC will meet to monitor and adjust the LCAP
- ▶ Outreach to students to increase voice and involvement by creation of a Student Advisory Council (SAC)

Questions & Comments



Continue to gather input on the district website, and LCAP@mdusd.org email address. Frequently Asked Questions (FAQ) will be updated regularly.

LCAP is open for public comment at anytime. Input is encourage and welcomed!

Thank You!

