LCAP* Site Meeting

*Local Control Accountability Plan

WELCOME AND INTRODUCTIONS

❑ Site Principal's Name
Email
Office Phone Number

❑ Anyone else co-presenting
Email
Office Phone Number
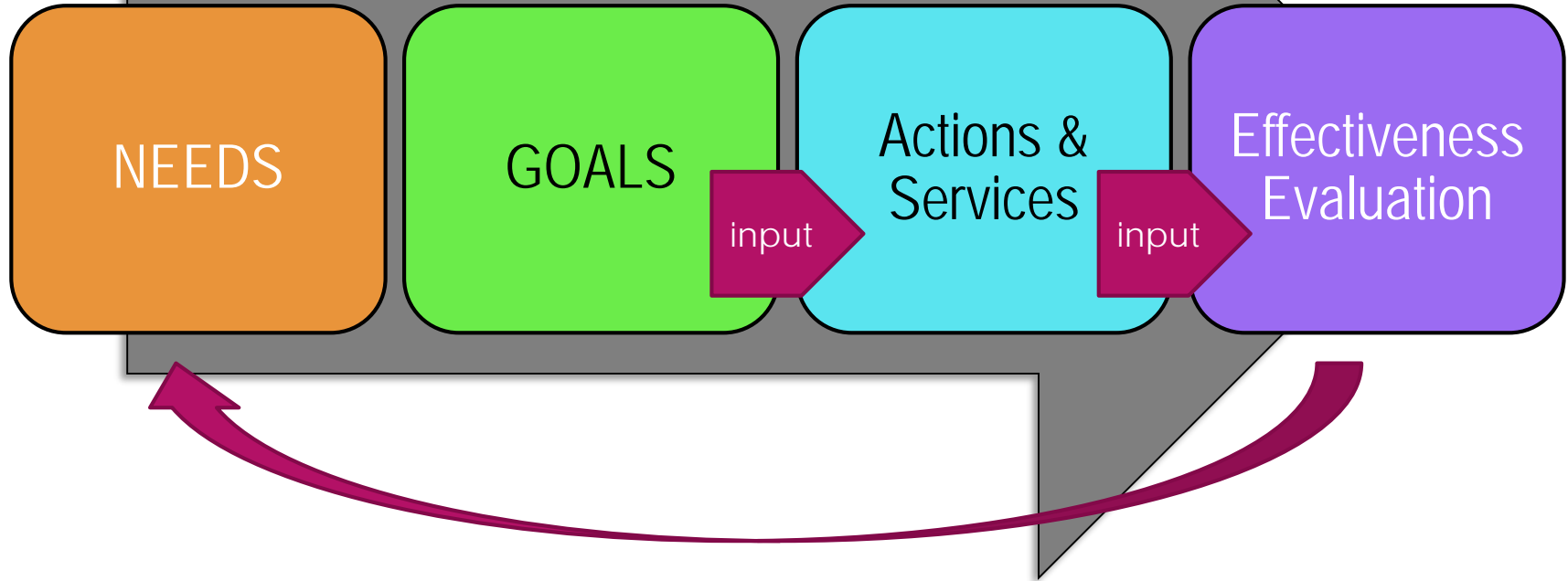
Meeting Objectives

Community members will be able to…

► Describe the WHAT and WHY of LCAP

► Explore and participate in EUSD's LCAP process.

► Provide input on actions and services that target unduplicated subgroups.

What is LCAP?

>>>The LCAP Process

NEEDS → GOALS → input → Actions & Services → input → Effectiveness Evaluation

Local Control Accountability Plan (Current)

1 **CORE INSTRUCTION:** Instructionally challenge all students district-wide to prepare them with 21st century college and career-ready skills and demonstrated proficiency on content standards.

2 **INTERVENTION AND STUDENT SERVICES:** Raise levels of student proficiency, resiliency, and school engagement through targeted, evidence-based school and classroom practices, interventions and supplemental services.

3 **ENRICHMENT:** Increase levels of student proficiency, course of study and school engagement through enrichments and electives for all students district-wide.

4 **SUPPORT SERVICES:** Maintain effective and efficient operational and administrative support services to EUSD students and staff to ensure ongoing focus on the educational program and support of student achievement and engagement.

5 **LEARNING ENVIRONMENT AND FACILITIES:** Provide safe, well-maintained and environmentally -sustainable facilities to foster effective learning environments and valued community centers.

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Why from 5 to 3?

-PCOE feedback—Do not display entire budget!

-Broader goals emphasize interconnection among actions and services

-Purpose of LCAP: Close the achievement gap—equitable services

GOALS *from* 5 to 3

GOAL 1
- EUSD will provide **high quality classroom instruction** and curriculum that promote college and career readiness with academic interventions to eliminate barriers to student success.

GOAL 2
- EUSD will support the **physical, mental, emotional, and social well-being** of all students by promoting prosocial behavior, teaching coping and decision-making skills, and modeling positive relationships.

GOAL 3
- EUSD will ensure all school sites have <u>safe, welcoming and inclusive climates</u> for all students and their families, so that all students have opportunities to be successful.

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From Input to Priorities

EUSD Changes in Focus and Process - *The 3 R's*
- **R**eview
  - Data & Effectiveness of Programs
- **R**efine
  - Goals, Actions, Services
- **R**epurpose
  - Limited Resources

We can do ANYTHING.
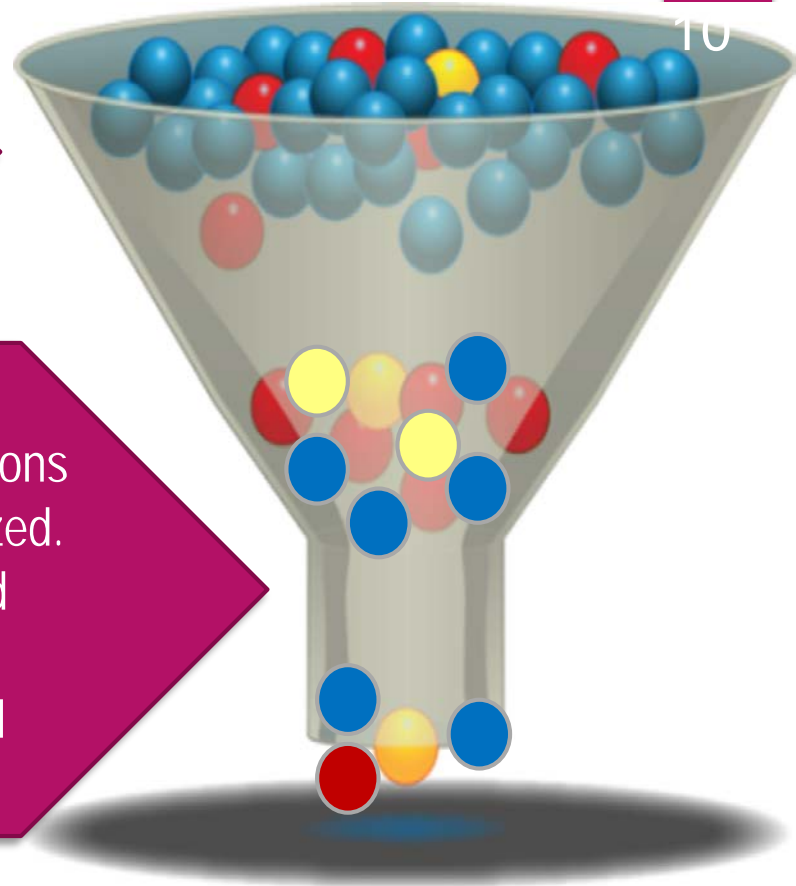
We can't do EVERYTHING.

TheInspiredHome.org

Input from all stakeholders is sought, synthesized, and reviewed.

" We can do anything, but not everything"

David Allen

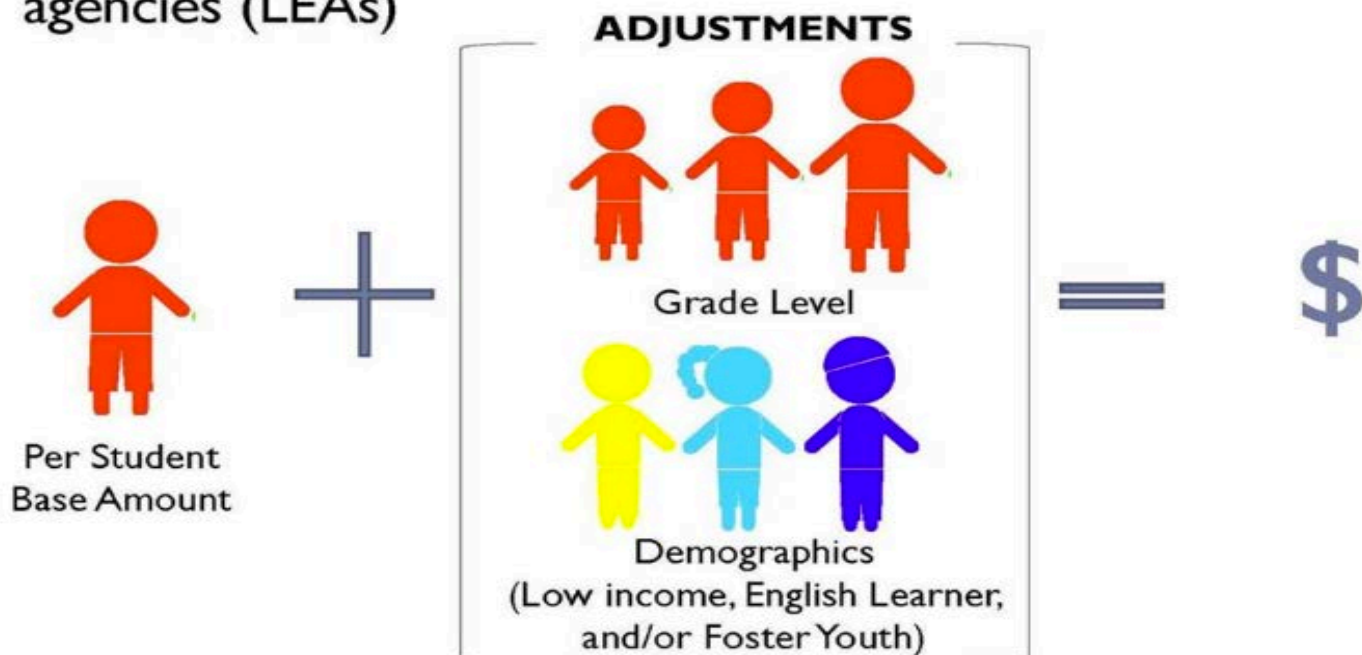Input reviewed. Actions and services prioritized.
  -Budget considered
  -Research on best practices considered

Handout: LCAP Cyclical Process/Timeline

NEW STATE FUNDING MODEL

▸ Greatly simplifies state funding for local educational agencies (LEAs)

ADJUSTMENTS

Per Student Base Amount + Grade Level / Demographics (Low income, English Learner, and/or Foster Youth) = $

Supplemental Funding
2018-2019

Total Budget: $827,097

Academic Intervention

TK-K Instructional Aides

4-6 Instructional Aides

7-8 Intervention Periods

Summer Math Program

K-6 Math Lab/Intervention

7-8 Study Hall

SST Stipends

Intervention Curriculum

Social Emotional Supports

7-8 Additional VP Allocation

K-8 Additional Counselor Allocation

7-8 WEB Stipends

Social emotional programs

Targeted Subgroup Supports

Intervention Teachers: EL

Intervention Coordinator

Free/Reduced Transportation

Parent Interpreters

GATE Assessments (targeted)

This is important because some students experience more head/tailwinds than others.

WHY?

Struggling students:

Tailwinds → ← Headwinds

Successful Students:

Tailwinds → ← Headwinds
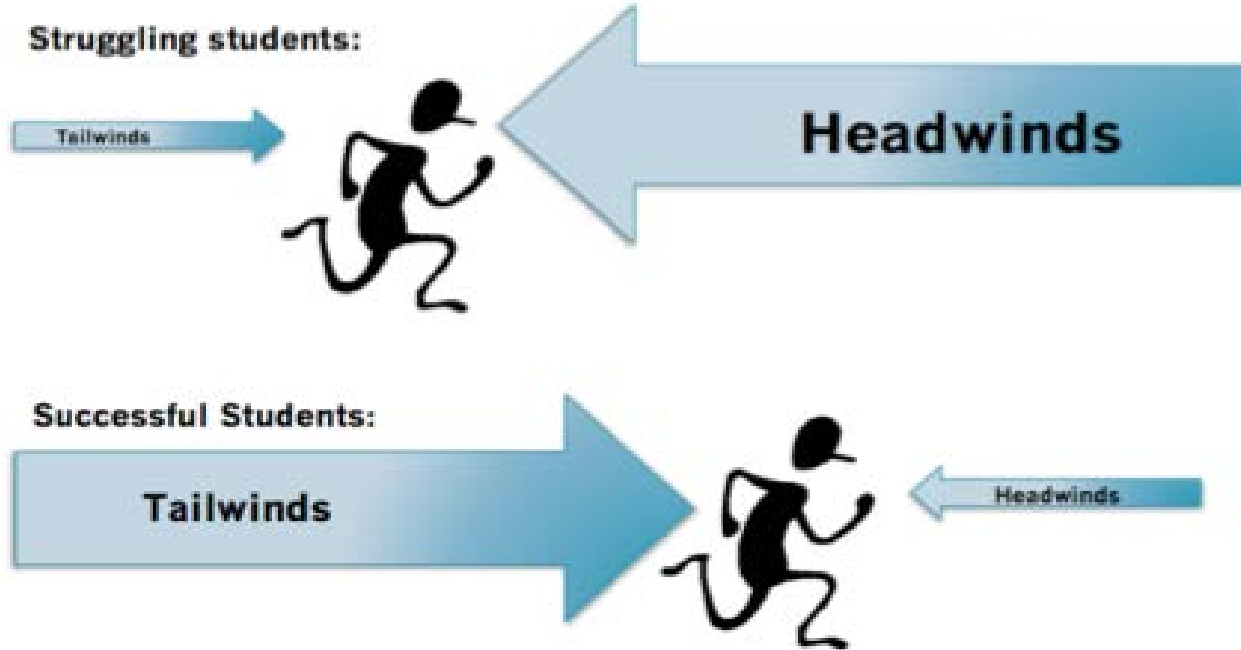
"Principally-directed and most effective in meeting the needs of…."

Socio-Economically Disadvantaged

English Learner

Foster Youth

NOTE: Foster Youth numbers are very low.

MAI

18.7% SED
12.9% EL
N = 450

GH

13.8% SED
5.3% EL
N = 457

OAK

8.6% SED
6% EL
N = 452

EXC

20.8% SED
8% EL
N = 523

RV

9% SED
3.7% EL
N = 597

OLY	14.1	4.6	482
CAV	7.1	1.2	420

(Re)Framing

► Ask Not:

   ► *CAN* I spend my supplemental and concentration funds on a certain program?

► Ask:

   ► *SHOULD* I spend my supplemental and concentration funds on a certain program?

   ► Did/Will this program increase or improve services for my unduplicated students as compared with what is provided to all students?

Setting the Stage: Silent Data Walk

1. Take a clipboard, pen, and several (10) post its.
2. Visit each data station. Jot down any insights (""I noticed…") on your post it.
3. Jot down any questions you may have ("I wonder…")
4. When time is up, return back to your tables.

What did you *notice* and what did

2nd Gallery Walk

- ❑ Three groups
- ❑ Facilitator at each station
- ❑ Recorder at each station

GOAL 1

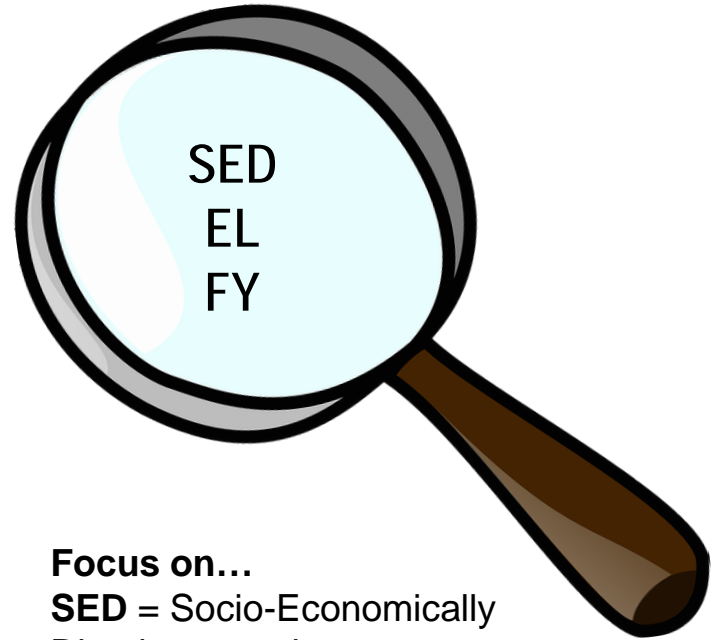| We are doing these…	What else can we do?
	How will we know if what we proposed to do are effective?

SED
EL
FY

Focus on…
SED = Socio-Economically Disadvantaged
EL = English Learner
FY = Foster Youth

Questions for Discussion

Goal 1: What other services do you recommend for improving learning outcomes for our SED, EL, Foster Youth and Homeless students?

How will you measure (name sources of data) the effectiveness of identified actions/services?

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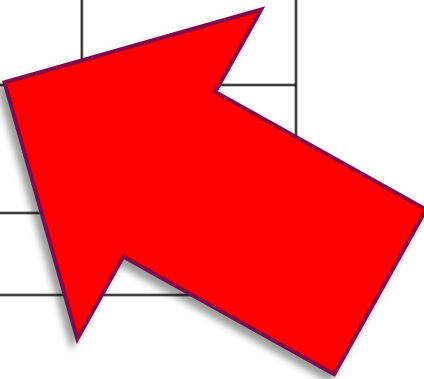| Station: Goal 1	Station: Goal 2	Station: Goal 3
• Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions to eliminate barriers to student success	• Support the physical, mental, emotional, and social well-being of all students by **promoting** pro**social** behavior, teaching coping and decision-making skills, and modeling positive relationships.	• Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Next Steps…

District Representative LCAP Meeting: Site reps include staff and parents	April 3 (5:30-PM-7:30PM)	
Cabinet: Review stakeholder input, create draft actions/services through LCAP Committee	April/May	
Cabinet Present draft LCAP to Board	May 14 Board meeting	
LCAP Hearing	June 4 and/or June 25 Board Meeting(s)	

If you need to provide any additional comment or input, email Cabinet@eurekausd.org.