Local Control and Accountability Plan Overview

LCAP

The LCAP process invites stakeholders into the conversation of how resources affect student performance.

The LCAP
tells the story of
GGUSD

Plan how stakeholders will be involved

A governing board of a school district shall consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a local control and accountability plan. [EC 52060(g)]
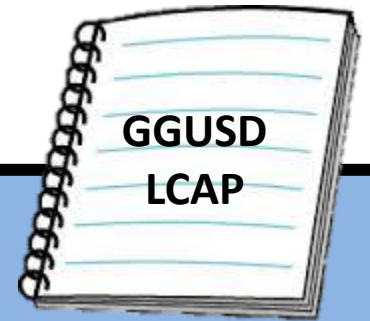
LCAP Introduction

Local Control Funding Formula (LCFF):

State Funding System

- Assembly Bill 97 and Senate Bill 91
- 2013-14 Budget Act

GGUSD LCAP

Local Control and Accountability Plan (LCAP)

- Important component of the LCFF
- Develop, adopt, and annually update a three-year plan
- Describes the actions, services, and expenditures to improve student achievement
- Meet 8 State Priorities and increase or improve services for Educationally Disadvantaged Youth (EDY): English learners, Low-Income, and Foster youth ("*unduplicated count*")

Previous State Funding System

In the old system, the district and schools had allocations for each state categorical fund, each with their own rules.

EIA-SCE	EIA-LEP	**ELAP** (Grades 4-8)	**Other District-level State Categorical Funds** (i.e., SLIBG, etc.)

LCFF replaces the previous K-12 finance system

LCFF state funding comes as one budget from the State and the local district creates the plan with input from stakeholders. Site plans align with district plan. Funds are targeted to <u>increase</u> or <u>improve</u> services for eligible pupils: *Educationally Disadvantaged Youth (EDY): Low-Income, English Learner, and Foster Youth*

New State Funding System: LCFF

Districts receive LCFF funding based on demographic profile of students served. Districts are given local flexibility to improve outcomes of students.

Concentration → Additional funding for districts with more than 55% **EDY***.

Supplemental → Calculation of proportional increase for targeted **EDY***.

BASE → Based on ADA

* Funds must improve or increase services for EDY

Educationally Disadvantaged Youth (EDY) includes:
Low-Income, English Learner, and Foster Youth

Working on the LCAP

- LCAP actions/services were developed in 2014-15 with stakeholder input. The LCAP is a three-year plan. GGUSD goals for 2015-16 remain the same, with alignment to the Strategic Plan.

- The state's LCAP template was revised for 2015-16 LCAP.

- LCAP requires the district to engage stakeholders, review progress, make revisions as necessary, complete an annual update, and obtain board approval every year.

- 2015-16 is the first year the district will complete the "Annual Update" section.

- Rubric to assess LCAP will not be adopted until October of **2015 .**

LCAP Goals aligned to GGUSD Strategic Plan

OUR MISSION
To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

OUR VISION
We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.

GOAL 1: ACADEMIC SKILLS

+

GOAL 2: PERSONAL SKILLS

=

GOAL 3: LIFELONG SUCCESS

SUBGOALS

Goal 1A: Academic Content
Goal 1B: Academic English
Goal 1C: Scholarly Habits

Goal 2A: Motivation
Goal 2B: Socio-emotional Wellbeing
Goal 2C: Climate

Goal 3A: College & Career Readiness
Goal 3B: College & Career Success

Eight State Priorities

	Priority	Key Idea
Conditions of Learning	**Basic Conditions (1)**	Teachers are appropriately assigned and fully credentialed. Standards-aligned materials. School facilities are maintained and in good repair.
	Implementation of (2) State Standards	State standards are implemented, including standards for English learners.
	Course Access (7)	Offer broad course of study, including all subjects in CA Ed Code, including required courses for a-g eligibility.
Pupil Outcomes	**Pupil Achievement (4)**	Student achievement as measured by standardized tests, API, EPL, RFEP, AP, EAP, and a-g rates
	Other Pupil Outcomes (8)	Other outcomes in subject areas such as measures of success in arts, PE, etc., or other assessments such as SAT and ACT.
Student & Parent Engagement	**Pupil Engagement (3)**	School attendance, chronic absenteeism, middle and high school dropout, and graduation rates.
	Parent Involvement (5)	Seek parent input in decision making, promote parent programs for EDY and special needs subgroups.
	School Climate (6)	Suspension, expulsion, other local measures (including surveys of pupils, parents, teachers on safety and school connectedness).

LCAP Structure

Eight State Priorities → Grouped into three categories

Conditions of Learning

Pupil Outcomes

Student & Parent Engagement

Three sections in LCAP

Section 1:	Section 2:	Section 3:
STAKEHOLDER ENGAGEMENT	GOALS, ACTIONS, EXPENDITURES, AND PROGRESS INDICATORS With Annual Update	USE OF SUPPLEMENTAL AND CONCENTRATION GRANT FUNDS AND PROPORTIONALITY

Stakeholder Engagement Section 1

Since the goals of the Strategic Plan guide the development of the LCAP, the process of stakeholder engagement occurs simultaneously. Stakeholders were engaged through meetings and the Strategic Plan Survey.

Involvement Process	Impact on LCAP
Annual Update:	Annual Update:

LCAP Goals aligned to GGUSD Strategic Plan

Introduction:

LEA: Garden Grove Unified School District   Contact: Gabriela Mafi, Ed.D., Superintendent, gmafi@ggusd.us, (714) 663-6111   LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

Our LCAP Goals are the 8 subgoals of our Strategic Plan

GOAL:	**GOAL 1A. ACADEMIC CONTENT**: Students will demonstrate continued growth in all content areas, with an emphasis on critical thinking and problem-solving.	Related State and/or Local Priorities: 1 ✓ 2 ✓ 3__ 4 ✓ 5__ 6__ 7 ✓ 8 ✓ COE only: 9__ 10__ Local : Specify _____

GOAL 1A. ACADEMIC CONTENT will be measured annually. Data will be disaggregated to review student achievement, student progress made towards closing gaps, and to plan supplemental programs to target areas of need. Content areas include: English Language Arts (ELA), math, science, history/social science, and electives (including world languages), visual and performing arts, physical education, and career education (ROP/CTE), etc.

Identified Need :

Metrics include:
1. State standardized assessments*:
2. Academic Performance Index (API)*
3. District assessments
4. Grades/Report cards
5. Special education identification rates
6. Appropriate teacher assignment and credentialing rates*
7. Access to standards-aligned materials* and implementation of SBE-adopted academic content and performance standards*
* Those marked with an asterisk are metrics required by LCAP regulations.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Some metrics are required by the state, others are locally developed

This is followed by a description of expected outcomes, actions/services, and budgeted expenditures for the next three years.

Goals, Actions, Expenditures, Progress Indicators Section 2

GOAL:	**GOAL 3A. COLLEGE & CAREER READINESS** District-wide data that are predictive of success after high school will improve annually.	Related State and/or Local Priorities: 1 ✓ 2 ✓ 3__ 4 ✓ 5__ 6__ 7 ✓ 8 ✓ COE only: 9__ 10__ Local : Specify _____

Identified Need :	GOAL 3A. COLLEGE & CAREER READINESS will use K-12 assessments and measures that can be predictors of college and career readiness will be identified and implemented. **Metrics include:** 1. CAHSEE pass rates 2. a-g rates* 3. Early Assessment Program (EAP)* 4. College Readiness Exams (PSAT/SAT/ACT) 5. Advanced Placement (AP) pass rates* 6. Advanced Placement (AP) enrollment rates *Those marked with an asterisk are metrics required by LCAP regulations.*

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1. **CAHSEE pass rates:** Maintain or increase CAHSEE pass rates, greater than or equal to 84% (ELA) 87% (math) 2. **a-g rates:** Maintain an overall districtwide a-g rate greater than or equal to 60% 3. **Early Assessment Program (EAP):** The percentage of students with a "college-ready" status should be a rate greater than or equal to 23% (ELA) 13% (math). The percentage of students with a "conditionally-ready" status should be a rate greater than or equal to 18% (ELA) 45% (math). 4. **College Readiness Exams (PSAT/SAT/ACT):** The districtwide average SAT score should be greater or equal to 475 (critical reading), 515 (math). The SAT participation rate should be greater than or equal to 57%. 5. **Advanced Placement (AP) pass rates:** The districtwide AP pass rate should be greater than or equal to 57%. 6. **Advanced Placement (AP) enrollment rates:** The number of students enrolled in AP courses and number of AP test takers should be maintained or increased from the previous year, with enrollment representative to the demographics of the school.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 College/ Career Events Maintain a focus on a college-going culture in all grades K-12, and expose students to various college and career options/pathways: • Host district-wide events, including College Fair, Career Fair, Roadmap to College, and Life After High School. • Host College Information Nights and Financial Aid Nights at every high school and expand program at intermediate schools and elementary schools.	All	✓ALL OR: __Low Income pupils __English Learners __Foster Youth Redesignated fluent English proficient	$550,000 *(LCFF)* $75,000 (Non-LCFF)

Annual Update
Section 2 *(continued)*

Original GOAL from prior year LCAP:	**GOAL 2A. MOTIVATION**: Students will demonstrate continued growth in their attitude towards learning.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of service:		Scope of service:	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	

Stakeholder Input: Actions and Services

Conditions of Learning	Pupil Outcomes	Engagement
Advanced Placement: Equitable and open access to Advanced Placement (AP)	**Assessments:** Use multiple types of assessments to measure achievement and use data to inform instruction	**Attendance/Truancy:** Expand/Refine programs that target attendance and truancy issues
Arts: Increase/Expand performing and fine arts programs	**College-Going Culture:** Maintain focus on a-g requirements and college-going culture	**Awards/Recognition:** Use recognition, awards, and incentives to encourage parent and student engagement
Athletics: Increase opportunities for students to participate in athletic/physical education programs	**Counselors:** Increase availability of school counselors at intermediate school and high school levels	**Bullying:** Develop strong bullying/cyberbullying prevention programs across the district at all levels and educate all stakeholders
Campus: Clean, well-maintained campus	**English Learners:** Support English learners and implement English Language Development programs, including training for teachers	**Communication:** Increase teacher-parent communication and use of Parent Portal
Class Size: Reduce class size*	**Extended Learning:** Expand and improve extended learning opportunities made available to all students (intervention, tutoring, enrichment, after school programs)	**Communication:** Increase use of communication tools (newsletters, website, social media, other media)
Collaboration: Increase opportunities for teacher collaboration*	**Hands-On Learning:** Making connections for students through hands-on learning and real world application	**Diversity:** Train staff on the implications of culture and encourage events/activities that celebrate diversity
Common Core: Training for teachers - Implement new state standards	**Instructional Support:** Increase instructional support personnel for student needs (English learners, academically at-risk, special needs)	**Interpretation/Translation:** Provide interpretation/ translation services
Electives: Offer more elective course options	**Libraries:** Upgrade/maintain libraries services and access to libraries beyond school day	**Mental health:** Provide clinical counseling services and socioemotional supports for students
Facilities: General facilities maintenance/ upgrades	**Online Programs:** Increase opportunities for online programs and courses	**Motivation:** Build practices that support student motivation in classrooms and schools
Language: Expand world and heritage language programs	**Program Improvement:** Additional support for Program Improvement schools	**Parent Education:** Provide opportunities for parents to learn how to support student learning, including an understanding of the new Common Core State Standards
Materials: New curriculum/instructional materials	**Special Needs:** Support students with special needs, including training for teachers and collaboration between general **education and special education teachers**	**Parent Involvement:** Through a school-home partnership, provide parents with multiple opportunities for involvement at a welcoming school
Science/Social Studies: More time for science and social studies, particularly in elementary grades	**STEM:** Increase support for programs in the areas of Science, Technology, Engineering, and Math (STEM)	**Safety:** Maintain schools as safe spaces and provide proper safety/emergency training to students and adults
Supplies: Increase instructional supplies for use in classrooms to provide resources for classroom needs	**Summer Programs:** More summer programs (intervention, credit recovery, enrichment)	**School Connectedness:** Provide more opportunities for students to be involved and engaged in school at all levels (clubs, sports, programs, school activities, etc.)
Teachers: Recruit and retain highly qualified teachers to work in Garden Grove USD*	**Technology:** Integrating instructional technology into the classroom, and training for teachers, students, parents	**Substance Abuse Prevention:** Address risks associated with substance abuse through prevention programs
Technology: Increase access and availability of technology (computers, connectivity, technology tools)	**Training for Staff:** More on-site coaching and support for teachers and training opportunities for all staff	**Surveys/Focus Groups:** Use surveys and hold focus groups to gather feedback from parents, students, and employees
Vocational: Develop career pathway/vocational programs, including CTE/ROP, at both intermediate school and high school levels	**Writing:** Focus on improving writing skills and academic language	

Section 3:
Addressing Educationally Disadvantaged Youth

Low Income	English Learners	Foster youth
• Support of instructional offices and teacher professional development (supported by federal funds) • Additional instructional support personnel (aides, tutors) • ASES and 21st CCLC (after school programs) • Intervention, Summer Institute, Summer School • Materials, supplies, curriculum	• Following Board-approved timeline and plan: English Learner services • Tutoring/after school programs, interventions • ELD program implementation • EL specific professional development • AVID Excel • Bilingual instructional support personnel • Assessment and Registration Center support	• Additional tutoring opportunities, including one-on-one or in-home • Support for emancipation process • Career planning and independent living skills coaching • Parenting classes • Ongoing collaboration with key partnerships and agencies supporting foster youth needs • Understanding foster youth policy guidance

Supplemental and Concentration Grant Funds Section 3A

Total amount of Supplemental and Concentration grant funds calculated:	$71,004,687

As of the 2014-15 second interim, the total amount of supplemental and concentration grant funds calculated for 2015-16 is **$71,004,687,** based on the number and concentration of low income, foster youth and English learner pupils (unduplicated count). GGUSD has an unduplicated enrollment of **80.44%** based on a two-year modified average. Therefore the LCAP supplemental and concentration grant funding will be expended on a districtwide basis, as allowed for in 5 CCR 15496, and as described in the LCAP. These key areas include:

- Professional development/training of staff (i.e., teachers and other support staff)
- Increases in support personnel
- Extended day and extended year programs
- Parent involvement/education programs
- Curricular materials necessary to implement the Common Core
- Materials and supplies necessary to upgrade all content areas to support the Common Core and college and career readiness goals
- Technology integration
- Programs that support school connectedness and the development of self-regulatory skills
- College/career readiness programs and services

Minimum Proportionality Percentage Section 3B

21.04	%

The minimum proportionality percentage (MPP) for the LCAP year 2015-16 has been calculated as 21.04%. The actions and services for low income pupils, foster youth, and English learners will be increased or improved in proportion to this increase in funding, as represented by the MPP calculation. Actions and services targeted to meet the needs of unduplicated pupils (i.e., low income, foster youth, and English learners) can be categorized in several key areas:

- High-quality, effective instruction, including instructional strategies and curriculum materials to support unduplicated pupils.
- Targeted intervention programs to meet the needs of unduplicated pupils (e.g., in-class interventions, afterschool tutoring programs, summer programs).
- Focused professional development and ongoing coaching and support for teachers (related to needs of unduplicated pupils).
- Additional instructional/classroom support personnel (e.g., instructional aides, bilingual aides).
- Increased support services and programs (e.g., counseling programs, student services).
- Parent education/engagement programs (for parents of unduplicated pupils).