



Is Your District Engaging?

CSBA Annual Education Conference
December 1, 2018
San Francisco



www.goboinfo.com/csba2018/



Introduction

- **Dr. David Vierra**, Superintendent, Antelope Valley UHSD: **"An Ounce of Prevention"**
- **Dr. Joe Kelly**, Director of School Improvement, Antelope Valley UHSD: **"Engagement Equals Achievement"**
- **Randall Putz**, Former Bear Valley USD Board Member / Partner, Gobo LLC: **"100s of LCAPs later: The Engagement Imperative"**
- **Q&A**

But First...

- **Thank you**
- **Housekeeping**
- **Why We Are Here**
- **Does It Really Matter?**

An Ounce of Prevention

Dr. David Vierra



Engagement

- **Setting the Foundation**
- **Community Composition**
(broader context)

Benefits

- **Relationships / Trust**
(deposits / withdrawals)
- **Cycle of Continuity**
(structure to ensure continual review / improvement)



Dos & Don'ts

- **Authentic / Sincere**
- **Listen and Provide**
(be proactive and go to them)
- **Reflect / Evidence thereof**
- **DO NOT just give "lip service"**

School Crisis

- **Active Shooter @ Highland HS**
- **How engagement helped**

Engagement Equals Achievement

Dr. Joe Kelly





Core Tenets

- **You Grow What You Tend**
- **Meet People Where They're At**



One-Sided Engagement












- **Not a bad thing.**
(i.e. Twitter / Social Media generation)
- **Videos, Infographics, Phone App, Website, Surveys**

App School Followers Report

Organization	# of Followers ▼
 AV High School District	26,902

Get the Free AVUHS App



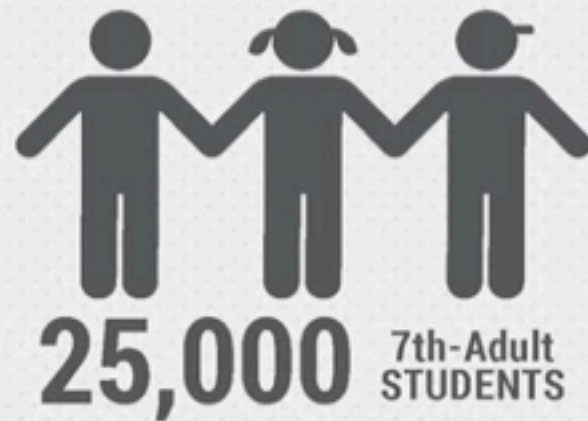
Organization	# of Followers ▼	# of Followers
 Quartz Hill High School	5,478	<div><div></div></div>
 Eastside High School	3,297	<div><div></div></div>
 Palmdale High School	3,279	<div><div></div></div>
 Lancaster High School	3,084	<div><div></div></div>
 Highland High School	3,065	<div><div></div></div>
 Littlerock High School	1,832	<div><div></div></div>
 Antelope Valley High School	1,517	<div><div></div></div>
 Knight High School	1,486	<div><div></div></div>
 Academy Prep - SOAR Junior High	570	<div><div></div></div>
 Quartz Hill High School OSC	545	<div><div></div></div>
 S.O.A.R-Students On Academic Rise High School	504	<div><div></div></div>

Local Control and Accountability Plan

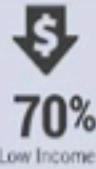
Antelope Valley UHSD
2017-18 Highlights
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DISTRICT STORY



SUBGROUPS



District Vision

Graduates will be prepared to pursue college & any career

District Mission:

Safe & secure learning environment that promotes rigorous curriculum & enables development of necessary academic, technical, & work-related skills



Career Academies & Pathways

Focus students' coursework toward a specific field of interest.



BUDGET



General Fund Expenditures:
\$274,107,017

General Fund expenditures are broken down into the following categories:

Salaries: 55%
Benefits: 22%
Services: 14%
Books: 7%
Other: 2%

LCAP Expenditures:
\$21,234,495

Specified LCAP expenditures make up **77%** of General Fund expenditures.

GOAL

#1

INVESTING
\$10,317,464

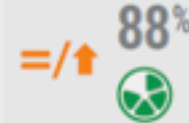


College & Career Readiness

HIGHLIGHTED OUTCOMES & METRICS



MAINTAIN GRADUATION RATE



INCREASE EL INDICATOR



INCREASE EL ACHIEVEMENT



INCREASE COLLEGE & CAREER INDICATOR



INCREASE STUDENTS TAKING AN AP EXAM



HIGHLIGHTED ACTIONS, EXPENDITURES & TARGETS

1.1 - Student visits to colleges & universities	\$120,000	Low Income
1.2 - Administer PSAT to 9, 10 & 11 graders	\$315,000	English Learners
1.3 - Shmoop test prep account access	\$80,000	Foster Youth
1.4 - Teacher summer AP training to maintain qualified staffing	\$100,000	All Students
1.5 - Expand after school tutoring & remediation options	\$1,125,000	
1.6 - Administer Scholastic Reading Indicator 2x per year	N/C	
1.7 - Reduce class sizes to 25:1 ratio for intensive ELA, Algebra, & literacy support classes	\$700,000	
1.8 - Additional staff to administer & monitor CELDT / ELPAC outcomes	\$227,218	
1.9 - Increase students in higher level courses	N/C	



Local Control and Accountability Plan

Antelope Valley UHSD
2017-18 Highlights
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GOAL #2 INVESTING \$16,675,517



Rigorous Curriculum

HIGHLIGHTED OUTCOMES & METRICS



INCREASE AP EXAM PARTICIPATION

+5%



INCREASE AP 3+ SCORES

+3%



INCREASE CLASSROOM WALK-THROUGHS

↑ 6,000

HIGHLIGHTED ACTIONS, EXPENDITURES & TARGETS



2.1 - Guidance counseling services for academic, collegiate, professional & personal growth opportunities

\$4,110,000



2.2 - Augment Guidance services

\$5,002,785



2.3 - Increase PD opportunities to continue CCSS curriculum development

\$1,215,500



GOAL #3 INVESTING \$184,435,416



Safe & Positive School Climate

HIGHLIGHTED OUTCOMES & METRICS



DECREASE SUSPENSION RATE

↓ 8.7%



MAINTAIN OR IMPROVE ATTENDANCE RATE

=/↑ 94%



DECREASE CHRONIC ABSENTEEISM



HIGHLIGHTED ACTIONS, EXPENDITURES & TARGETS



3.1 - Increase awareness of diverse student & community population

\$543,300



3.2 - Williams instructional materials compliance

\$3,002,900



3.3 - Williams facility compliance

\$30,863,828



3.4a - All teachers fully credentialed & appropriately assigned

\$82,574,894



GOAL #4 INVESTING \$893,708



Build Stakeholder Relationships

HIGHLIGHTED OUTCOMES & METRICS



INCREASE PARENT CHKS SURVEY & COMMUNITY FORUM RESPONSES

↑ 1,000



INCREASE SCHOOL CLIMATE INDEX ON CHKS

↑ 335



INCREASE DIGITAL VISITS



HIGHLIGHTED ACTIONS, EXPENDITURES & TARGETS



4.1 - Contract Hanover Research to gather data from all stakeholders

\$37,600



4.2 - Add "Parent Link" system for messaging families, creating a digital app & coordinating Social Media

\$76,377



4.3 - College information & financial aid workshops

\$83,500



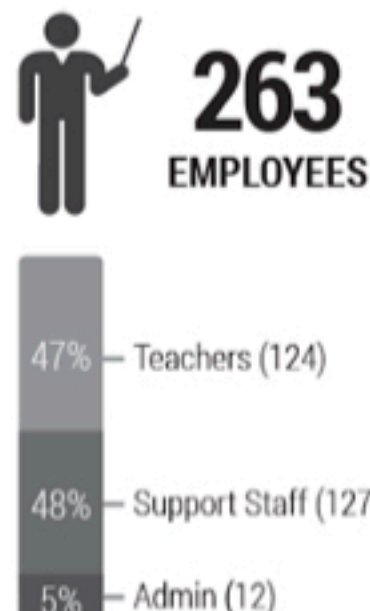
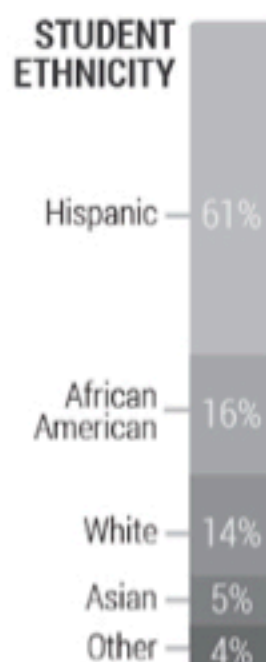
Single Plan for Student Achievement



School Profile

2018-19 SPSA for Highland High School

2,734
9-12th Grade
STUDENTS



CCSS Implementation

Continue transition to a more application/process-based learning style with teacher training

School Vision

A collaborative & creative learning environment & teaching & learning focused on knowledge development rather than information consumption



School Mission

Empower students to use knowledge, skills, & strategies to become higher level thinkers & productive members of society



Total SPSA Budget:
\$1,225,230

CALIFORNIA SCHOOL DASHBOARD HIGHLIGHTS



Graduation Rate

Status: High, Change: Increased



Asian Suspension Rate

Status: Low, Change: Declined Significantly



African American Graduation Rate

Status: Very High, Change: Increased Significantly



Goals for Student Performance Improvement

SCHOOL GOAL

#1

INVESTING \$495,288

LCAP Goal #1 College & Career Readiness



College & Career Readiness

Highlighted Actions & Expenditures:

1.1 - Administer PSAT, provide training & conferences for teachers, extend Student Center hours, & Linked Learning opportunities (AVID, EL, Literacy, AP trainings, etc.)	\$77,000
1.2 - Support small class sizes, intervention teachers, & collaboration (math & Read 180, System 44, AVID materials, SAM, 25:1 Algebra 2, ELA & literacy class ratios, etc.)	\$155,000
1.3 - Expanded tutoring & counseling support college & career preparation (extended Student Union or Innovation room hours, college field trip for 9th graders, etc.)	\$239,288
1.4 - Support College & Career Center (counselors, NCAA meeting attendance, college finance classes, Naviance, Four year plans, Plans for college, etc.)	\$24,000

SCHOOL GOAL

#2

INVESTING \$354,000

LCAP Goal #2 Rigorous Curriculum



Rigorous Curriculum & 21st Century Learning Environment


Highlighted Actions & Expenditures:


2.1 - Continue professional development (Core Instructional model, Google Suite, driving questions & SAMR lesson planning, Common Core, Linked Learning, & technology)	\$240,000
2.2 - Support engineering & technology programs (materials, facilities, supplies, professional development, student activities, etc.)	\$80,000
2.3 - Expand & deepen literacy standards teaching & learning (extended learning opportunities, administer surveys, technology, reading materials, student & parent tech training, library access)	\$34,000


Single Plan for Student Achievement

2018-19 SPSA
Highland High School
Continued...







SCHOOL GOAL #3 INVESTING \$204,254	LCAP Goal #3 Safe & Positive School Culture
	Safe & Positive School Culture
Highlighted Actions & Expenditures:	
3.1 - Security & positive culture support & training (PBIS, school safety committee, etc.)	\$114,254
3.2 - Administer parent, student & teacher surveys & set goals for facility improvement	\$65,000
3.3 - Determine student perception of school environment & place technology in Student Center & front desk	\$15,000
3.4 - Catapult trainings & student center enrichment courses	\$10,000

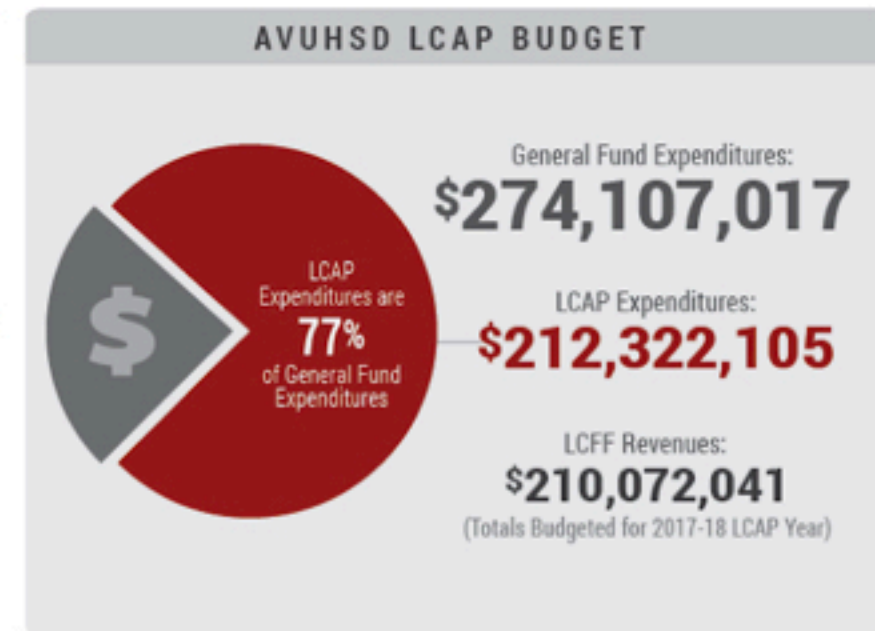
SCHOOL GOAL #4 INVESTING \$148,900	LCAP Goal #4 Build Stakeholder Relationships
	Build Stakeholder Relationships
Highlighted Actions & Expenditures:	
4.1 - Technology training & equipment to improve communication (digital presence, video resource support, student center support, etc.)	\$108,900
4.2 - Parent workshops & meetings (instructional coach & admin, student center classes, etc.)	\$16,500
4.3 - Expand communication methods (articulation work with feeder schools, evening parent & student learning opportunities, open house)	\$23,500

SCHOOL GOAL #5 INVESTING \$22,788	LCAP Goals #1, 2, 3, & 4
	Respond to WASC Areas of Need
Highlighted Actions & Expenditures:	
5.1 - Improve stakeholder communication for successful change implementation	\$22,788
5.2 - Involve more stakeholders in a student-centered planning process	n/c
5.3 - Administrators & teachers develop a trusting & respectful atmosphere among staff	n/c
5.4 - Teachers improve CCSS knowledge & implementation	n/c
5.5 - Define & implement expectation of how rigor & relevance is applied in the classroom	n/c

Antelope Valley UHSD LCAP Goals for Student Improvement

LCAP GOAL #1 INVESTING \$10,317,464	College & Career Readiness
	
LCAP GOAL #3 INVESTING \$184,435,416	Safe & Positive School Climate
	

LCAP GOAL #2 INVESTING \$16,675,517	Rigorous Curriculum
	
LCAP GOAL #4 INVESTING \$893,708	Build Stakeholder Relationships
	



Highland High's School Site Council (consisting of 1 Principal, 4 Classroom Teachers, 1 Other School Staff, 3 Parent/Community Members, & 3 Students) has reviewed & recommends this School Plan with proposed expenditures to the District Governing Board for approval. Attested by Principal Chris Grado & Chairperson Carlos Davis on May 30, 2018.





Stakeholder Involvement 2017-2018

Schools	Students	Staff	Parents	Community	TOTALS
AVHS	2196	319	108	2	2625
EHS	2590	448	244	7	3289
HHS	3721	504	264	29	4518
KHS	3136	360	239	5	3740
LnHS	2204	370	185	2	2761
LHS	1422	255	208	7	1892
PHS	3035	309	215	4	3563
QHHS	3047	400	138	4	3589
SOAR	581	48	196	1	826
Alt. Sites	1261	162	52	0	1475
AAV	355	73	53	3	484
Totals	23193	3433	1849	64	28539





Two-Sided Engagement

- **Back-to-School Nights**
- **WASC & LCAP Meetings**
- **Workshops**



Achievements

- **Graduation Rates**
- **English Learner Progress**
- **College-Career Readiness**
 - AP
 - SAT
 - A-G Rates
 - CTE Courses and Academies

Antelope Valley Union High - Los Angeles County

List of all schools in this district

Enrollment: 21,543 Socioeconomically Disadvantaged: 71% English Learners: 10.2% Foster Youth: 2%





Grade Span: 7-Adult Charter School: No

Dashboard Release:

Fall 2017

- Equity Report
- Status and Change Report
- Detailed Report
- Student Group Report






The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u>Chronic Absenteeism</u> 	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		13	10
<u>English Learner Progress (1-12)</u>		1	0
<u>Graduation Rate (9-12)</u>		11	2
<u>College/Career (9-12)</u> <small>Select for one year of available data</small>	N/A	N/A	N/A

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
<u>Basics (Teachers, Instructional Materials, Facilities)</u>	Met
<u>Implementation of Academic Standards</u>	Met
<u>Parent Engagement</u>	Met
<u>Local Climate Survey</u>	Met

Performance Levels:

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

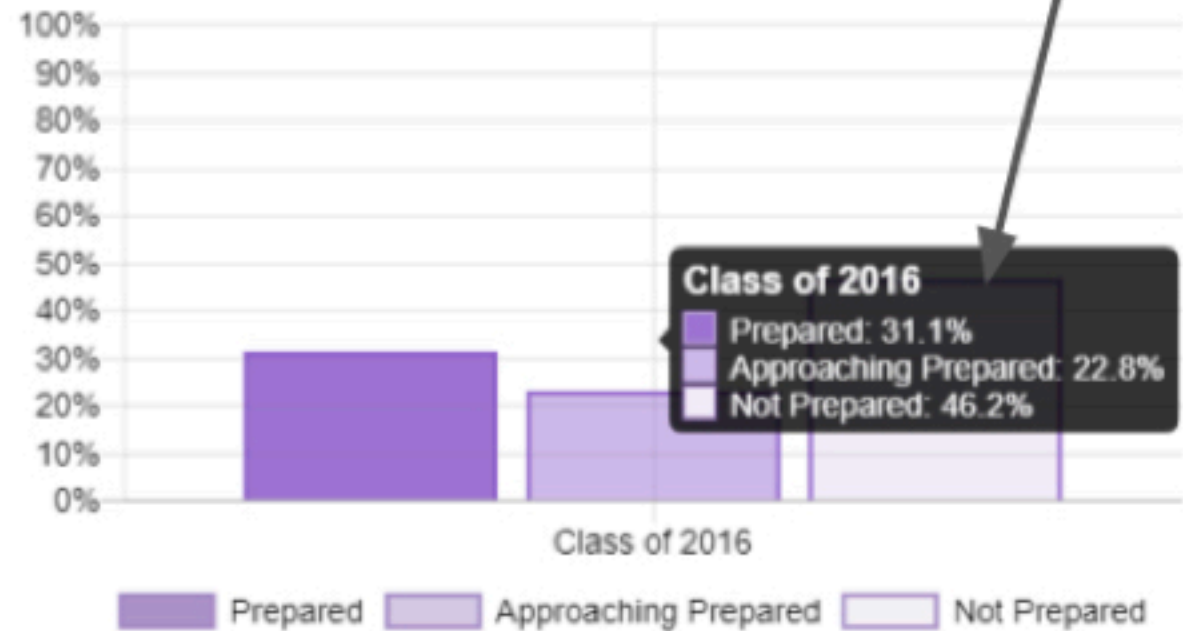
The College/Career Indicator (CCI) contains both college and career measures which recognizes that students pursue various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools.

Total Number of 2013-14 Cohort Students	College/Career Level	Number of Cohort Students at Each Level	Percent of Cohort Students at Each Level
4503	Prepared	831	18.5%
	Approaching Prepared	906	20.1%
	Not Prepared	2766	61.4%

More detailed information regarding the criteria for the three CCI performance levels can be obtained at the California Department of Education Web page at <http://www.cde.ca.gov/ta/ac/cm/ccl.asp>.

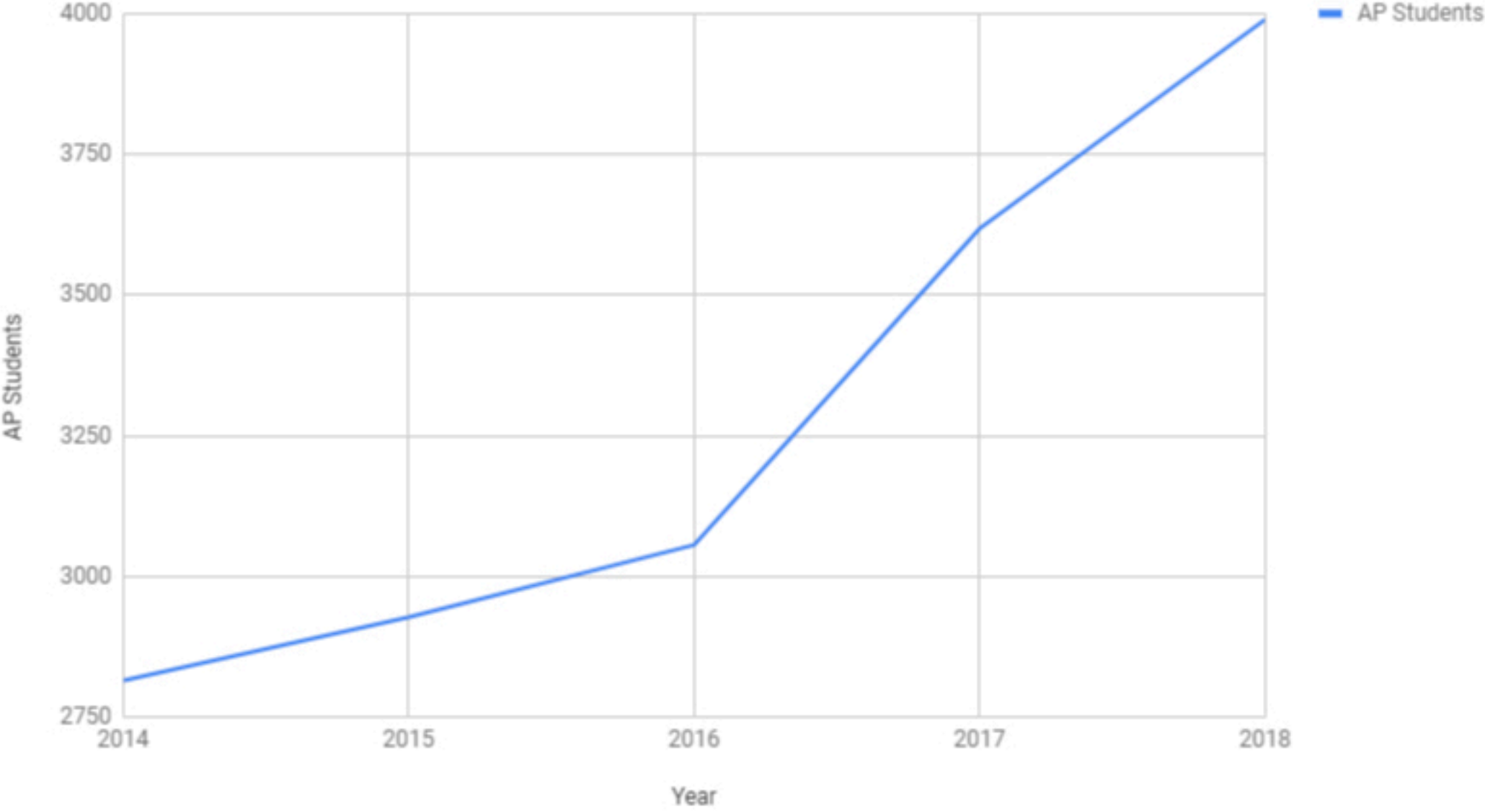


College/Career Indicator

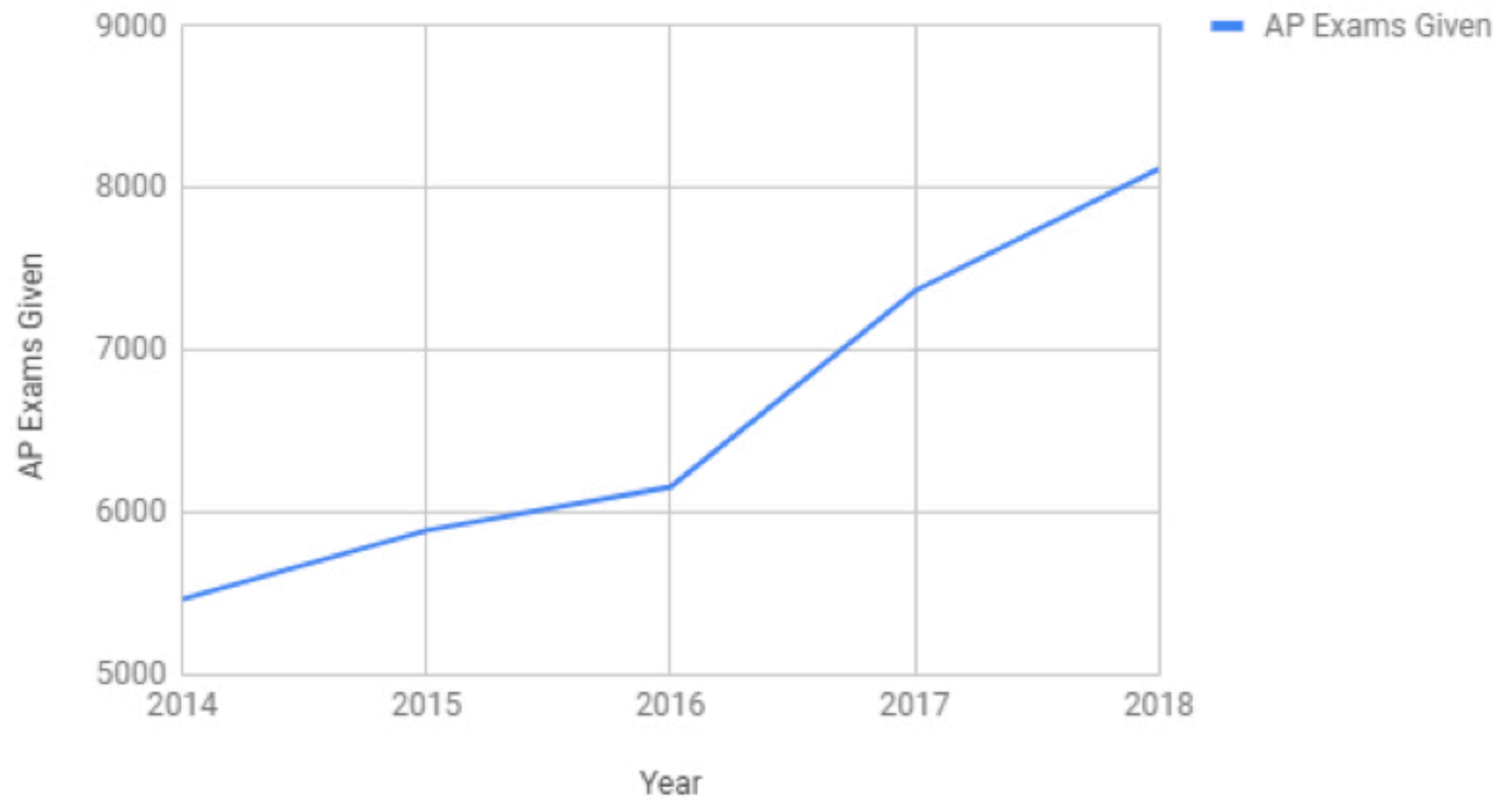


For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

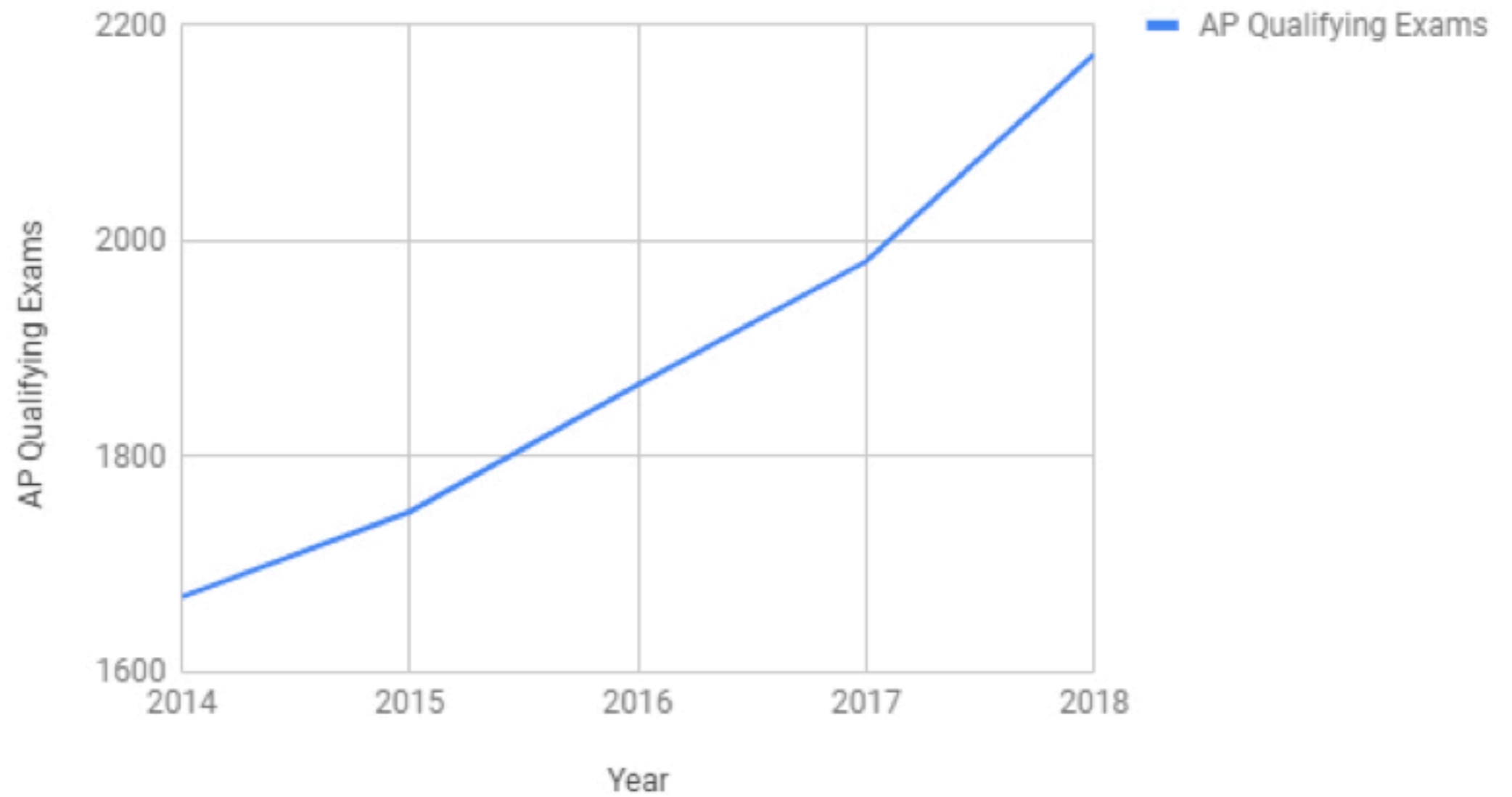
AP Students vs. Year



AP Exams Given vs. Year



AP Qualifying Exams vs. Year





Benefits of Engagement

- **Transparency --> Trust**
- **Open lines of communication**
- **Fact sharing**
(both ways)

100s of LCAPs later: The Engagement Imperative

Randall Putz





A Personal Perspective

- **I Didn't Want to Read It**
- **100s of LCAPs**
- **Unique perspective, geographic & size diversity**



Historical Perspective

- **Grumbling about
Categoricals in 2008**
- **Promise of LCFF &
LCAP in 2013**
- **Swinging Pendulum in
2018**



Districts Struggle

- **Creating good plans**
- **Setting goals**



S

Specific

- State what you'll do
- Use action words



M

Measurable

- Provide a way to evaluate
- Use metrics or data targets



A

Achievable

- Within your scope
- Possible to accomplish, attainable



R

Relevant

- Makes sense within your job function
- Improves the business in some way



T

Time-bound

- State when you'll get it done
- Be specific on date or timeframe



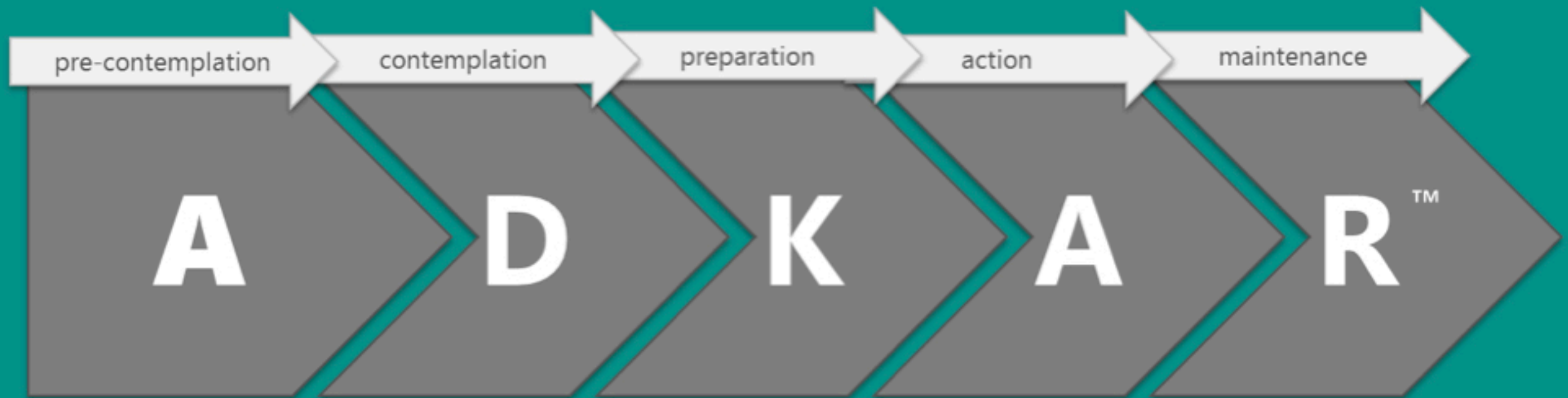
Districts Struggle

- **Creating good plans**
- **Setting goals**
- **Achieving goals**



Why? Change Management

- **Change is hard**
- **Change is necessary**
- **Requires people be brought along** (ADKAR)



Awareness

- What is and isn't working in my organisation
- What are my options
- Communicate that there is a problem
- Focus attention on the most important reasons to change

Desire

- Communicate benefits for adoption of Scrum
- Identify risks involved
- Build momentum
- Address fears

Knowledge

- Learn new technical skills
- Learn to think as a team
- Learn how to timebox
- Share information
- Set reasonable targets

Action

- Employ a suitable governance framework
- Training the basics
- Start small
- Don't do it by stealth
- Adjust processes that touch the Scrum teams

Reinforcement

- Engage a Scrum Coach
- Identify champions
- Share Scrum experiences
- Learn from early mistakes

enablement zone

engagement zone



Why? Change Management

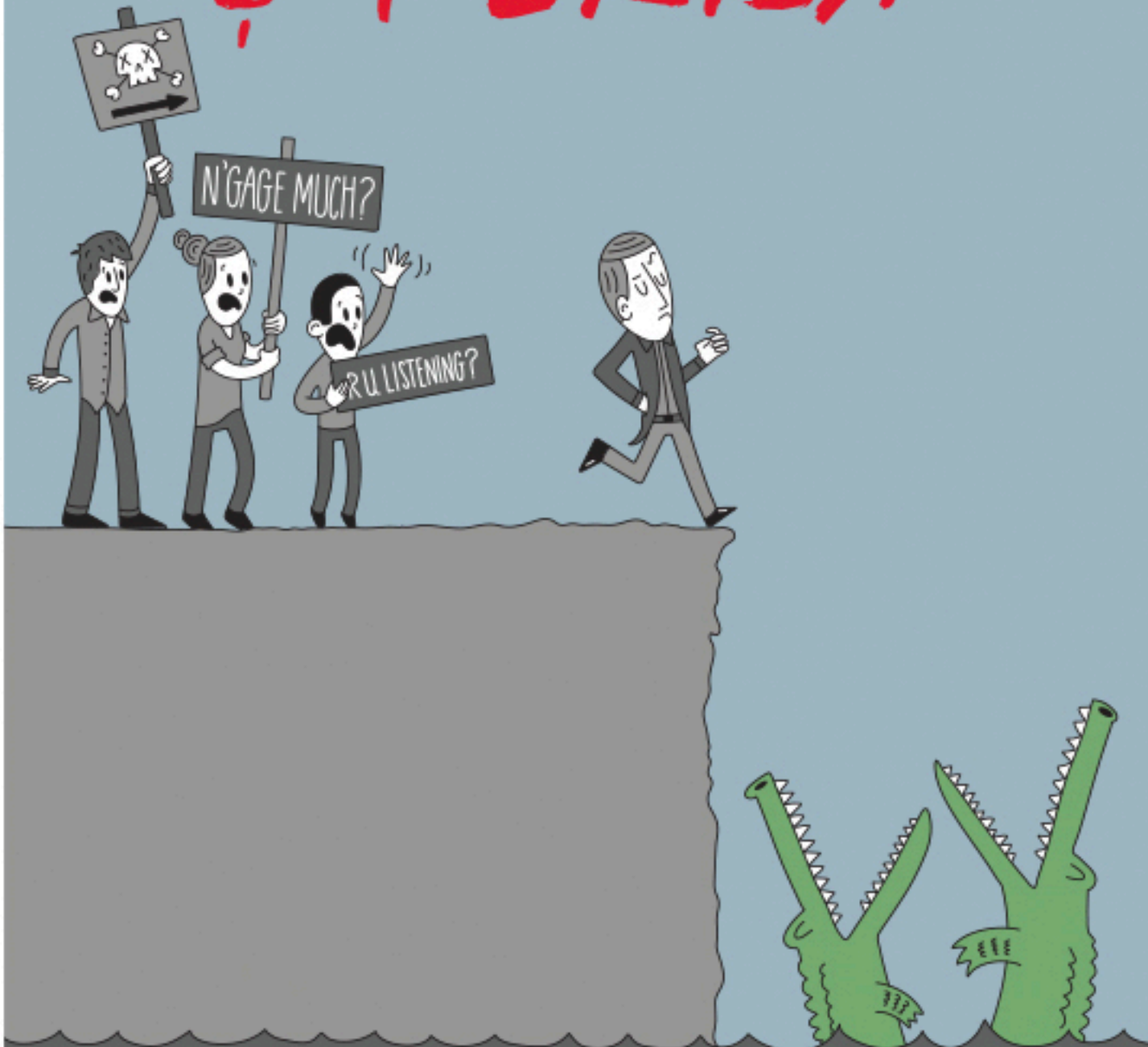
- **Change is hard**
- **Change is necessary**
- **Requires people be brought along** (ADKAR)
- **Core of which requires engagement**



The Engagement Imperative

- **Education under attack**
- **Engage & Prosper or
Disengage & Perish**

DIS ENGAGE & PERISH



ENGAGE *É PROSPER*





The Engagement Imperative

- **Education under attack**
- **Engage & Prosper or Disengage & Perish**
- **Facts Don't Change Our Minds. Trusted Relationships Do.**



Some tools that may help

- **California Family Engagement Framework**
- **Engage & Prosper with LCAP Engagement Tools Infographic**
- **LCFF & LCAP Easily Explained Infographic**
- **Really Listening - OMSD's Student Stakeholder Engagement**
- **LCAP & SPSA Infographics & Videos**

Family Engagement Framework

A TOOL FOR CALIFORNIA SCHOOL DISTRICTS



California Department of Education
SACRAMENTO 2014

Required District Activities and Implementation Rubrics

1. Build Capacity

This set of rubrics describes program implementation addressing Program Dimension I: Involve Staffing and Professional Development, and Program Dimension VII: Teaching and Learning.

1.01 Ensure all principals understand and implement required parental involvement practices at their schools.

Federal and State Activities	Basic Implementation	Progressive Implementation
<p>Provide coordination, technical assistance, and other support to school staff for including families as participants in local educational agency (LEA) and school governance and decision making [20 <i>United States Code (USC)</i> 6318(a)(2)(B)].</p> <p>Establish parent/community advisory committees [5 <i>California Code of Regulations (CCR)</i> 18275].</p> <p>Ensure that plans for parent involvement and education include</p> <ul style="list-style-type: none"> Parent conferences <ul style="list-style-type: none"> At least two per year [5 <i>CCR</i> 18275]. 	<p>Provide to principals</p> <ul style="list-style-type: none"> technical assistance materials for training advisory committees in their roles and responsibilities; information, support, and professional development opportunities addressing the role of families as participants in LEA and school governance and decision making; information and models for required school-level plans for parent involvement; information and guidance on involving families in the development of required parent involvement and education plans; support to establish and hold regular, calendared meetings of required parent community advisory committees; <p>and</p> <p>Support school sites to conduct at least two parent-teacher conferences per year.</p>	<p>In addition to basic training on the role of families in governance and decision making, provide principals with training and resources</p> <ul style="list-style-type: none"> engaging with family members individually or as members of advisory groups to solve problems, draft policy, and make decisions; and/or linking school-level plans to school-parent compacts to support student learning; and/or focusing advisory group and council activities to support student achievement; <p>and/or</p> <p>Encourage principals to increase opportunities for parent-teacher conferences, in addition to the required two.</p>

1.02 Establish family-friendly volunteer policies to recruit and support parent help and support.

Federal and State Activities	Basic Implementation	Progressive Implementation
<p>Facilitate supervision of family members volunteering time and resources to improve school facilities and programs [28 <i>EC</i> 51101(a)(3)].</p>	<p>Provide teachers with written information and guidance on supervising parent volunteers who are assisting in classrooms.</p>	<p>In addition to basic information and guidance, develop and disseminate volunteer management resources and provide teachers with training on their use, including:</p> <ul style="list-style-type: none"> handbook; volunteer forms; guidelines for recruiting, screening, training, and retaining volunteers; certificates of recognition.

THE STAKEHOLDER ENGAGEMENT IMPERATIVE

ENGAGE & PROSPER!

1. STRUGGLING

Under-resourced, overburdened, disconnected.

Educators know this well: Too much to do, not enough resources, and unrealistic expectations, resulting in frustration, discouragement, and maybe even apathy. Parents, teachers, administrators, the community - they all care, but they don't know how to help.



2. COOPERATING

Informed, understood, and helping.

Engaged stakeholders focused on clear goals will enhance school and student achievement, and is foundational to LCFF and the LCAP. Remember, "Many hands make light work." Cultivate participation in its various forms, and take advantage of the Best Practices below to make it easier.



3. ACCELERATING

Stronger schools, stronger students, stronger society.

Quality stakeholder engagement results in: improved student performance, better behavior, more volunteer and community support, increased teacher performance and satisfaction, and strengthened collaboration and trust. A well-engaged educational community is the foundation upon which a strong society stands.





Where are you on the ENGAGEMENT SPECTRUM



Use the measurement criteria below, checking all boxes that apply to your agency, to see how you are doing and what better might look like:

SPECIFIC LCAP ENGAGEMENT FUNCTION		MINIMAL	AVERAGE	EXCEPTIONAL
QUANTITY	LCAP Distribution	<input type="checkbox"/> @ Meetings	<input type="checkbox"/> + Website	<input type="checkbox"/> + School Sites, Emailed, Flyers
	LCAP Meeting Frequency	<input type="checkbox"/> 2x / year	<input type="checkbox"/> 3 x / year	<input type="checkbox"/> 12 x / year
	Meeting Location	<input type="checkbox"/> District Office	<input type="checkbox"/> + Some School Sites	<input type="checkbox"/> + All School Sites, In Community
QUALITY	Interaction Type	<input type="checkbox"/> One way communication	<input type="checkbox"/> + 2 way, with Q&A	<input type="checkbox"/> + Inclusionary, Probing Needs Analysis
	Stakeholder Interest Level	<input type="checkbox"/> Passive, Non-responsive	<input type="checkbox"/> Mildly Responsive	<input type="checkbox"/> Active Understanding, Enthusiastic
	Methods of Communication	<input type="checkbox"/> Lengthy Text Document	<input type="checkbox"/> + Presentations	<input type="checkbox"/> + Concise Infographics, Videos
	Language Translations	<input type="checkbox"/> None	<input type="checkbox"/> + LCAP Documents *	<input type="checkbox"/> + Translators @ Meetings
	Meeting Attendance Incentives	<input type="checkbox"/> None	<input type="checkbox"/> + Free Food	<input type="checkbox"/> + Childcare
REACH & RESPONSE	Active Stakeholder Groups	<input type="checkbox"/> LEA staff, Governing Board, Bargaining Units, Parents, PAC, Students, ELAC* & DELAC*	<input type="checkbox"/> + SSC, Student Advisory Groups, Advocacy Groups	<input type="checkbox"/> + Community Partners, Local Business Leaders, General Public
	Stakeholder Response to Agency	<input type="checkbox"/> None	<input type="checkbox"/> < less than 25% Response Rate	<input type="checkbox"/> > more than 25% Response Rate, Detailed & Prioritized
	Agency Response to Stakeholders	<input type="checkbox"/> Superintendent response to PAC	<input type="checkbox"/> + Feedback Acknowledgement	<input type="checkbox"/> + Communicated Implementation & Progress

Indicates California Mandated requirement, * Required if 15% of enrollment speak a single primary language other than English.

— Selected **BEST PRACTICES** for Exceptional Engagement —

Effective techniques from across the State:



QUICK TIPS

- Be sure to reach all demographics to ensure everyone is represented
- Make your LCAP events prominent on your website
- Keep meetings short & efficient, include opportunities for everyone to speak
- Reduce stakeholder fatigue by engaging different stakeholders in different ways
- List a staff member for stakeholders to contact with questions
- Provide context and personal relevance, i.e. how LCFF directly impacts local children
- Tell stakeholders you heard them by acknowledging their input, explaining how you implemented it, or why you couldn't
- Thank stakeholders for partnering with you



The wisdom of children, and pizza:

Engage your most important stakeholders - your students.

Student LCAP discussion stimulates conversation about achieving goals and measuring progress, incorporates important planning concepts into classroom curriculum, and provides valuable LCAP feedback from the stakeholders that matter most. Fairfield-Suisun USD elementary students participate in the LCAP Pizza Palooza, where they provide input on current activities at their sites under each of the LCAP goals and provide recommendations for additional actions.

- Fairfield-Suisun USD

Leverage the "4-I" Framework:

Inform, Inquire, Involve & Inspire.

First, INFORM key audiences about your work, your expectations, and any changes. INQUIRE about the unique needs of stakeholders, listening to feedback closely and responding to questions. Actively INVOLVE key audiences in the work as co-creators of policies and programs. Finally, INSPIRE others to act and lead.

- RSN's From Inform to Inspire, A Framework for Communications and Engagement

A continuing climate of collaboration:

Create engagement infrastructure.

LEAs demonstrate their commitment to stakeholder engagement when they build capacity and create infrastructures for implementation. These structures include policy and plan statements committing to engagement, staffing, and advisory groups that prepare community members for engagement advocacy. Anaheim Union HSD invests in Family and Community Engagement Specialists, and uses a variety of programs, including a Parent Leadership Academy and Parent Learning Walks, to help further cultivate engagement.

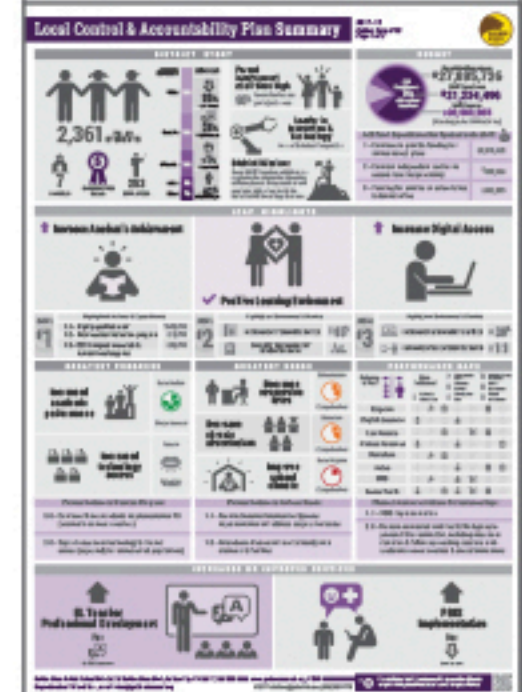
- Anaheim Union HSD



The power of visualization:
No one wants to read your LCAP book.

Tools like executive summaries and infographics help better communicate LEA intention and avoid disengagement caused by text-heavy 100-page LCAPs. Highly visual documents in easy-to-understand language are more accessible to everyone, especially English Learners.

- Bear Valley USD's LCAP Infographic from goboinfo.com



It's the law - you MUST engage. LEAs must "consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils" in developing the LCAP, with specific requirements for particular groups of stakeholders, including the general public. LEAs must also document the steps they took to engage stakeholders and how this engagement contributed to developing the LCAP. - California Education Code § 52060(g)



LCAP ENGAGEMENT CALENDAR



	FALL Educate			WINTER Review			SPRING Develop			SUMMER Reflect		
LCAP Activity*	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Write Draft											
COE Pre-Approval											
Board Approval										..		
COE Approval	
Data Updates											
Share
Gather Feedback		
Analyze Feedback								
Incorporate Feedback									
Review Plan									
Public Hearing										
Approve & Publish											..	

*These are general guidelines and may vary depending on local or COE requirements. LEGEND: ■ Blue Square = LCAP Creation ■ Green Square = LCAP Engagement

THE LOCAL CONTROL FUNDING FORMULA

An
Introductory
Overview

The Promise
of a Better
Education for
California's
Students



LCFF

California's education system has undergone a massive shift in school funding & monitoring. Enacted in 2013, the Local Control Funding Formula (LCFF) replaced the previous model of revenue limits & categorical programs, that had been in effect for 40 years, with a simplified system of grants:

BEFORE



Revenue Limits & Categorical Programs

NOW



Base
Grant



Supplemental
Grant



55%+
Concentration
Grant

3 Pillars of LCFF

Removing the old system's restrictions & red tape, LCFF encourages creative, innovative, and resourceful solutions at the local level:



EQUITY

High need LEAs* get the funds needed to close achievement gaps, moving from equality towards equity.



LOCAL CONTROL

Decisions are made locally to meet local needs, moving from top-down orders to ground-level solutions.



CONTINUOUS IMPROVEMENT

Every year will get better, moving from compliance towards incremental improvement, and leading the way to increased equity and accountability.

Local Control & Accountability Plans

A key part of LCFF legislation requires each LEA to create an annual LCAP that:

Lists the **goals** they are working to achieve,

defines **outcomes** they plan to reach,

details **actions** they will take,

& tracks **expenditures** that fund the process.

By transparently presenting their plan, LEAs are held accountable by teachers, parents, and advocacy groups that are engaged in the LCAP creation & annual review process.



To support continuous improvement, LEAs are required to complete the LCAP planning cycle each year:

- **Consult** (review last year's plan with stakeholders to evaluate necessary changes)
- **Review** (revise & draft new LCAP)
- **Input** (publicly available for comment before board approval)
- **Adopt** (Board approval, followed by County approval)

State Priorities & Metrics

LEAs may report student progress as they see appropriate, but must address at a minimum the 8 priorities & 26 metrics specified by the State in the LCAP instructional addendum.

A. Conditions of Learning

- 1. Basic Services
- 2. Academic Standards
- 7. Course Access

B. Pupil Outcomes

- 4. Student Achievement
- 8. Other Outcomes

C. Engagement

- 3. Parent Involvement
- 5. Student Engagement
- 6. School Climate

Examples of the 26 metrics include:

- 1. Appropriately assigned / credentialed teachers
- 4. Implement adopted content & standards
- 6. Parent input on decision making
- 9. Statewide assessments
- 15. School attendance rates
- 20. Pupil suspension rates
- 22. Other local measures
- 23. Broad course of study

California School Dashboard



Launched in 2017, the Dashboard reports school & LEA performance for accountability & intervention. Under-performing LEAs receive collaborative intervention & support from the CCEE & their County Office of Education.

State Indicators



Local Indicators



State Performance Levels



Local Performance Levels



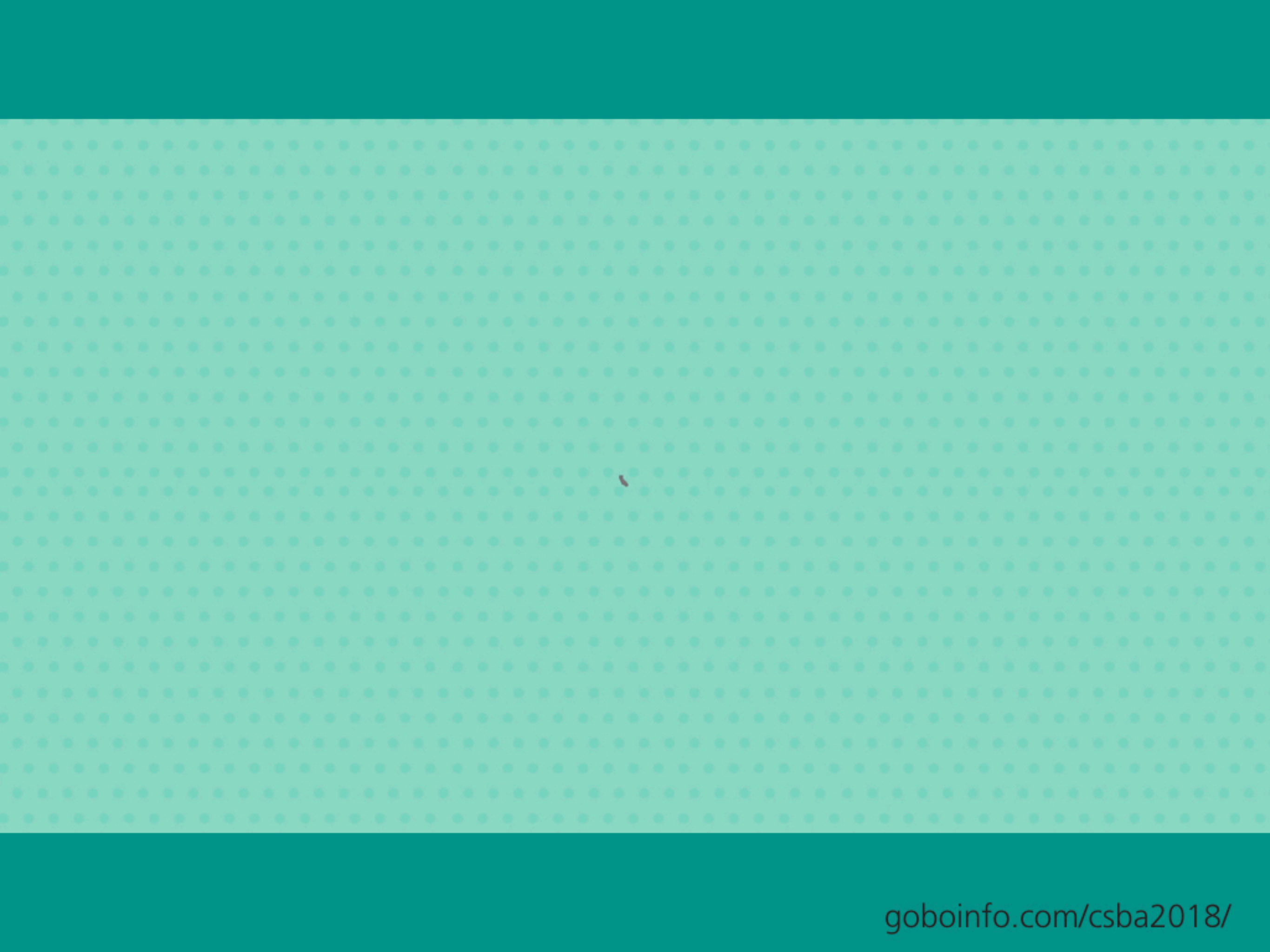
California Collaborative for Educational Excellence

The CCEE helps ensure LCAP efforts are adequately supported by advising & assisting districts, charters, & county superintendents.

Fulfilling the Promise

Through stakeholder engagement, a commitment to transparency, and accountability, we fulfill the promise of the LCFF, improve our children's education, & make California's future better.

How Everyone Benefits:	Parents	Teachers & Administrators	Students	Community Members	Employers
Transparency	Know what your children learn and how they perform	Know what resources are planned for your school(s)	Know what resources & options are available to you	Know how your tax dollars are invested in your community's children	Know how well your future employee's are prepared for the workplace
Accountability	Ensures that your children are sufficiently prepared for their future	Ensures that your school(s) receive necessary services	Ensures that your school gets the resources necessary to best serve you	Ensures that the education provided is the best use of resources	Ensures that future employee's have necessary skills & training
Engagement	Participate in improving the quality of your children's education.	Participate in setting education expectations	Participate in improving your school & future	Participate in how your community is educated & tax dollars are spent	Participate in determining the preparedness of future employees



Questions & Answers





Thank you.

All presentation materials available at:
www.goboinfo.com/csba2018/

Is Your District Engaging?
CSBA Annual Education Conference
December 1, 2018
San Francisco



