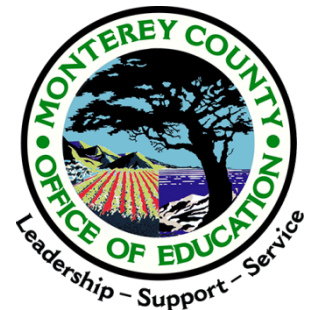


Using LCFF and LCAP to Improve Student Achievement

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Educational Services

November 18, 2015



Mission

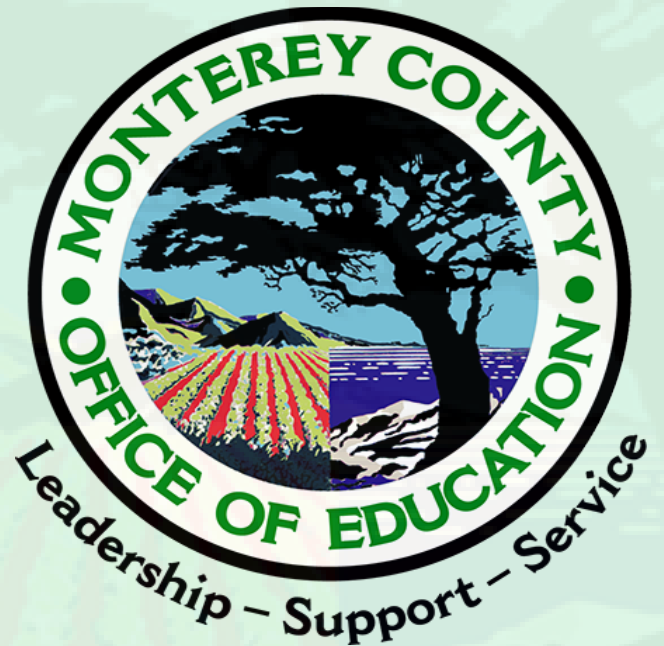
The Monterey County Office of Education provides the leadership, support and service excellence needed to prepare the diverse students of Monterey County for success in each step of their educational journey.

Vision

Every student's educational experience will prepare them for success as productive and contributing members of our global society.

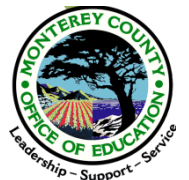
Core Values

Accountability, Collaboration,
Innovation, Diversity & Equity

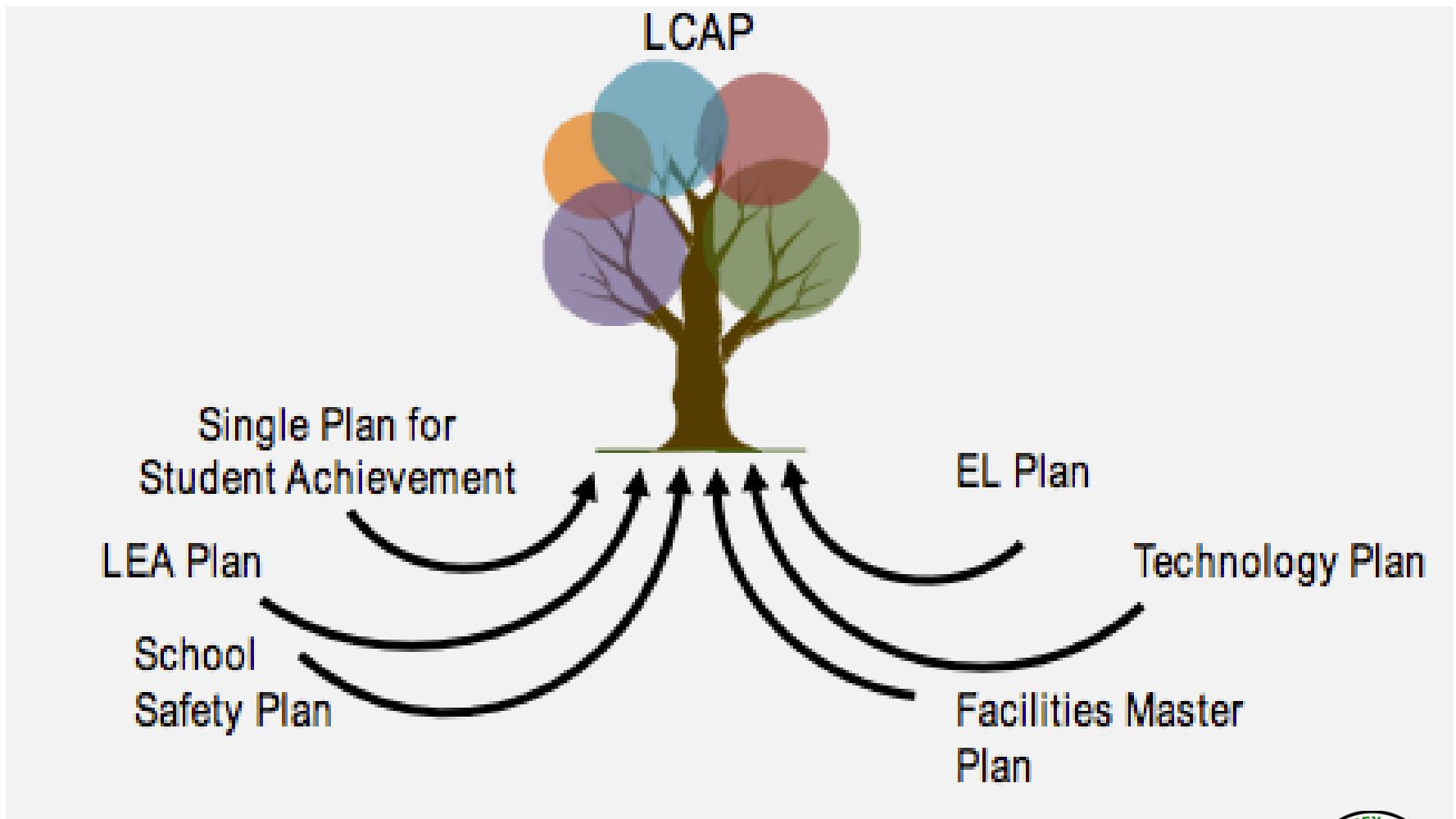


Purpose

- *With local control funding comes local control responsibility ...*
 - **To plan and develop LCAP goals**
 - **To monitor and adjust LCAP actions and expenditures**
 - *in order to improve student outcomes*



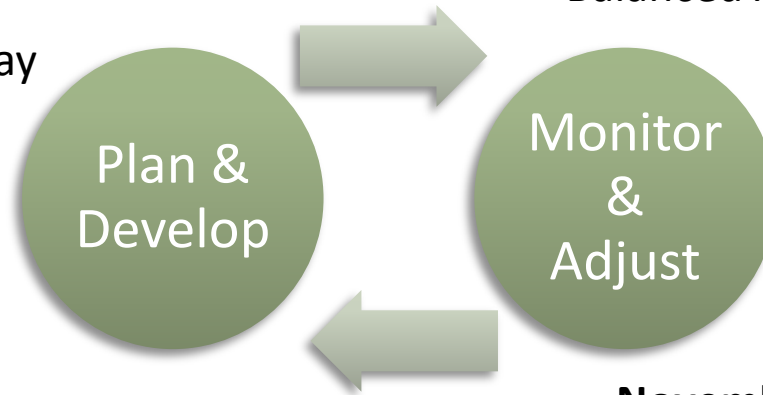
Development of an LCAP



LCAP Lifecycle

April-June

- Review progress of LCAP goals, actions, expenditures
- Consult with stakeholders
- Finalize following May revisions
- Hold public hearing
- Adopt plan



July-October

- Begin implementation and monitoring of plan
- Evaluate progress of CAASPP results (Smarter Balanced Assessment)

February-March

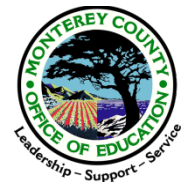
- Continue to monitor progress of current plan
- Create a draft of Annual Update
- Present Annual Update adjustments to Stakeholders
- Respond to comments about the Update
- Conduct Needs assessment
- Adjust to reflect input from Update and Needs assessment

November-January

- Engage Stakeholders
- Monitor progress
- Identify goals, actions, services that might need adjustments

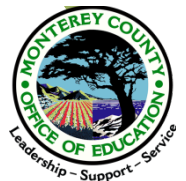
In preparation for next year...

- With Governor's January budget, align resources
- Consult stakeholders



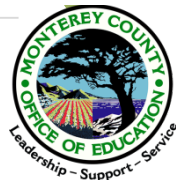
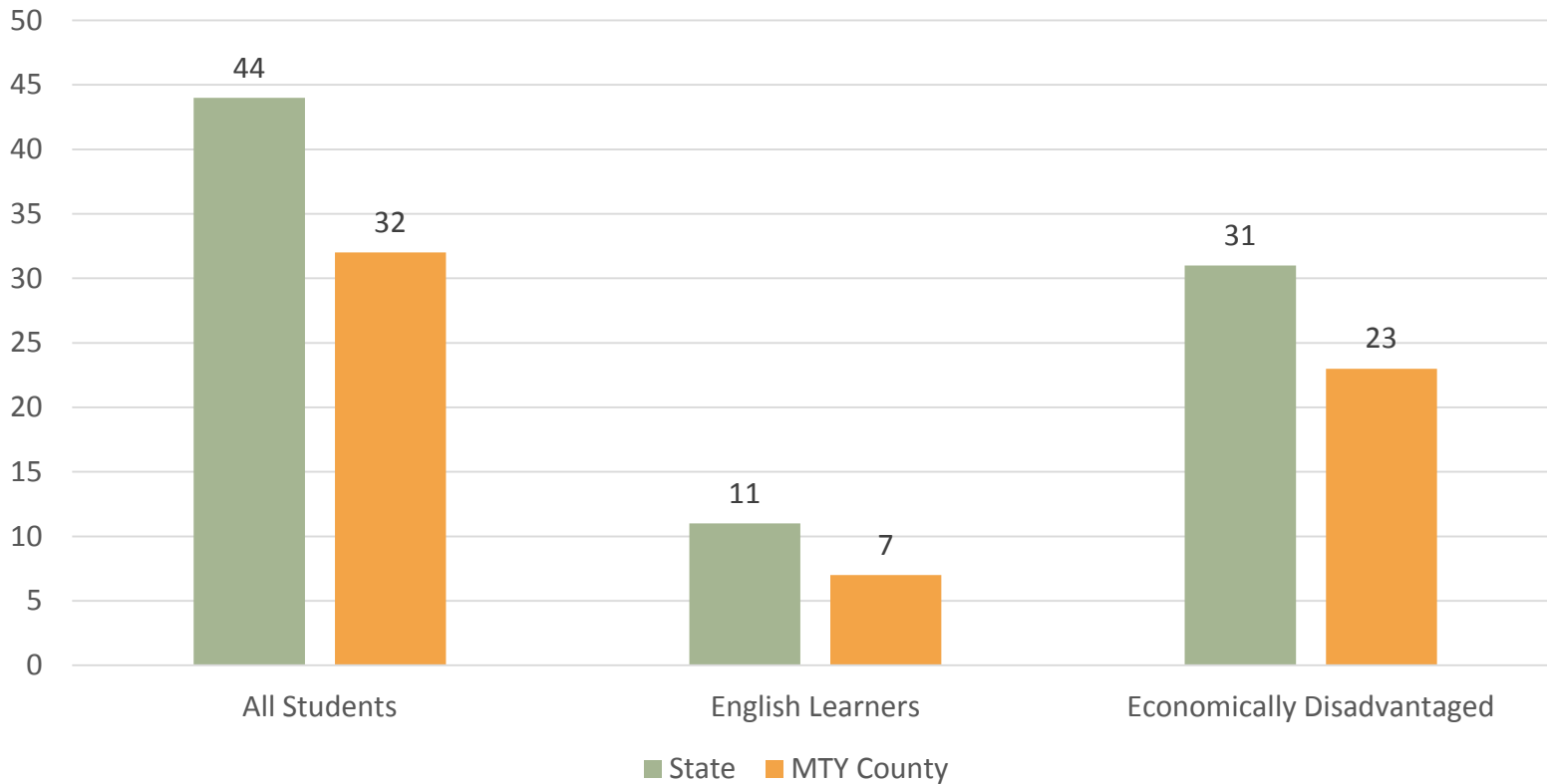
A well-developed LCAP...

- *Focuses on student achievement & well-being*
- ***Meets the unique needs/desires of their community***
- *Addresses intentional steps to move the needle within the eight **state priorities***
- *Contains high-leverage actions to meet the needs of **English learners, students from low socio-economic backgrounds, Foster Youth***



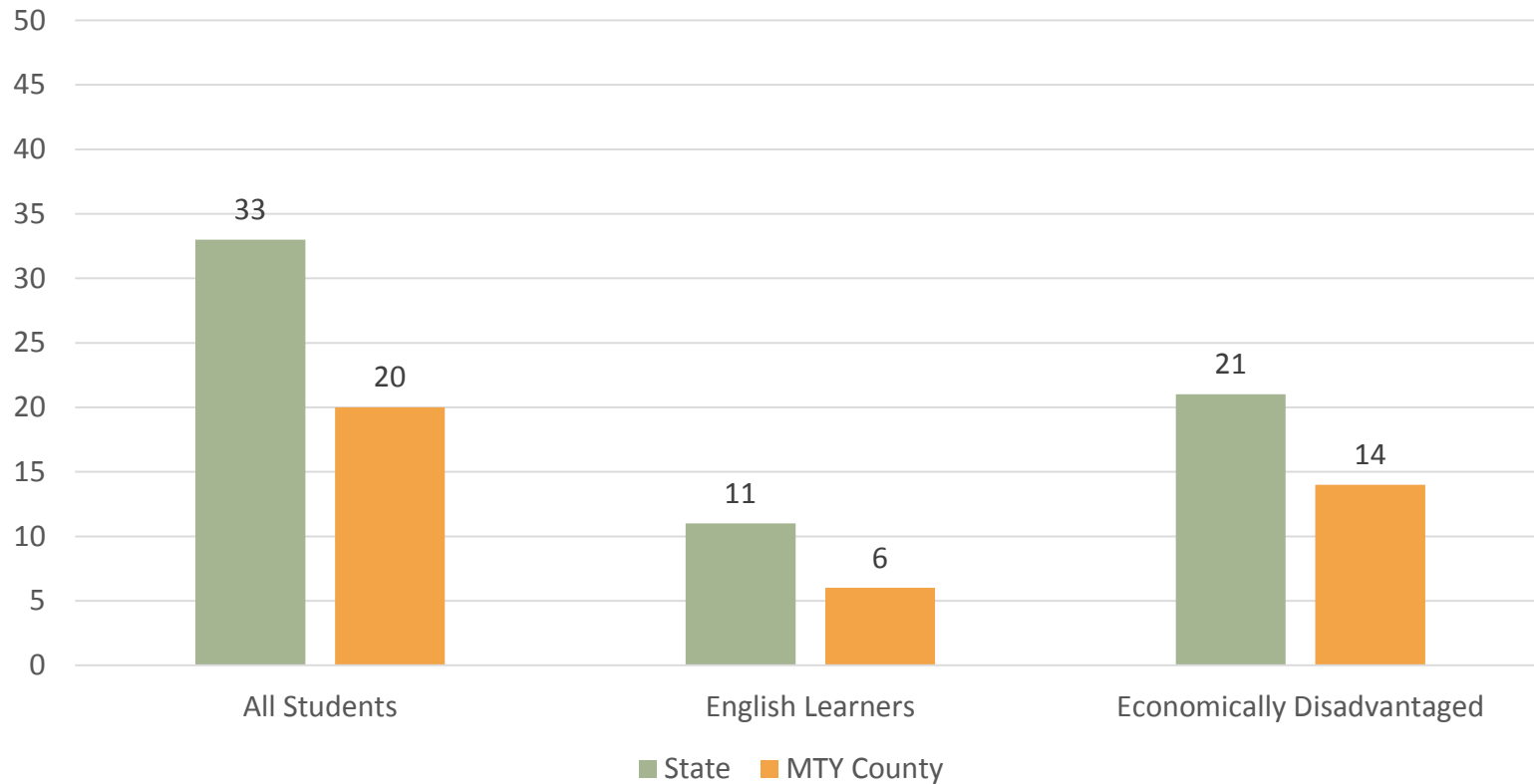
CAASPP Results: English/Language Arts

English/Language Arts (% met or exceeded standards)



CAASPP Results: Mathematics

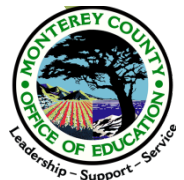
Mathematics (% met or exceeded standards)



Sample Grade Level Data

Total percent of students that have met or exceeded standards.

GRADE 3	STATE		MTY COUNTY	
L4-Standard Exceeded	18%	38%	9%	23%
L3-Standard Met	20%		14%	
L2-Standard Nearly Met	26%		26%	
L1-Standard Not Met	36%		52%	
# of Students Tested	470,191		6,126	



Sample Subgroup Data

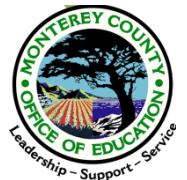
Migrant	SUHSD	SAN ANTONIO	SAN ARDO
L4-Standard Exceeded	1%		*
L3-Standard Met	9%		*
L2-Standard Nearly Met	24%		*
L1-Standard Not Met	66%		*
# of Students Tested	370		7

Empty cells indicate no students tested.

Asterisk (*) indicates 10 students or less tested.

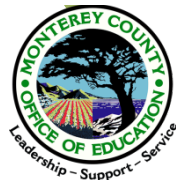
Development of the LCAP: Supporting the Unique Needs of the Community

- *Engaging Stakeholders*
 - Parents
 - Students
 - Teachers
 - Administrators
 - Union representatives
 - Official Parent Groups
 - DELAC/ELAC
 - PAC



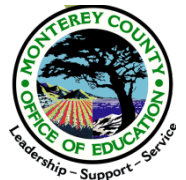
Considerations of the LCAP Process:

- **Systemic**
 - **All levels** of organization and community know the contents
 - The 'Elevator' Message
- **Integrated within current standing meetings**
 - Bargaining Unit Meetings
 - Leadership Team Meetings
 - School Site Council
 - Parent/Teacher Organizations
 - Community Groups (eg. Rotary, Chamber of Commerce)
- **Year-long Conversation**
 - Reporting periods (quarterly, trimester)
 - 1st/2nd Interim Reports



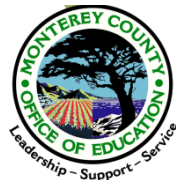
Best Practices to Engage Stakeholders

- Input Collection
 - Face-to-Face meetings
 - Surveys
- Generate List of Needs/Priorities
 - Actions that will “move the mark”
 - Identify Priorities through trends/patterns (spend your dots)
- Remain Focused
 - Identify which priorities to be implemented
 - Years 1, 2, or 3



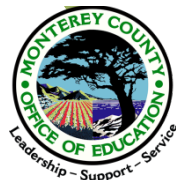
It's all about **Student Outcomes**

- *Developing a Strong Plan*
- *Fully Implementing the Plan*
- *Intentionally Monitoring the Plan*
 - *Data*
 - *Actions & Expenditures Updates*
- **Committing to Communication About the Plan**



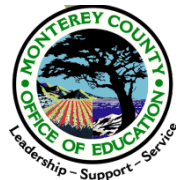
English Learners: Findings of LCAP Actions Falling Short

- The LCAP is not adequately designed to determine if districts are planning increased or improved services for ELs from one year to the next.
- Only 28% of districts explicitly specify programs aligned to their specific EL population.
- A great majority of LCAPs present a weak approach or fail to mention English Language Development or implementation of the new ELD standards.
- LCAPs display weak and inconsistent representation of English Learner Parent engagement such as DELAC in the development of the LCAP plan.
- Overall, LCAPs lacked identification of explicit language proficiency and disaggregated academic benchmarks for EL progress.



LCAP Plan Implementation: What are High Leverage Actions to Support Subgroups?

- Strategic, intentional focus
- Supporting Effective instruction
 - Providing Professional Development
 - Monitoring Progress
- Teacher Collaboration
 - Within/Across sites



A well-developed LCAP contains high yield actions that when implemented will result in increased student outcomes.



- Questions/Comments
- Thank you for your time and attention to this very important process that impacts students.

