

The Local Control & Accountability Plan (LCAP) Impacts Communities

May 11, 2023

SBCSS – LCAP Team



Karen Strong
Director

LCAP Support & Advisory
Services
Karen.Strong@sbcss.net

David Culberhouse
Program Manager
LCAP

David.Culberhouse@sbcss.net

Christine Gianunzio
Program Manager
LCAP

Christine.Gianunzio@sbcss.net

Shannon Miller
Program Manager
LCAP

Shannon.Miller@sbcss.net

Cassandra Waters
Office Specialist III
LCAP Support & Advisory
Services

Cassandr.Waters@sbcss.net

LCAP Support and Advisory Services
Department

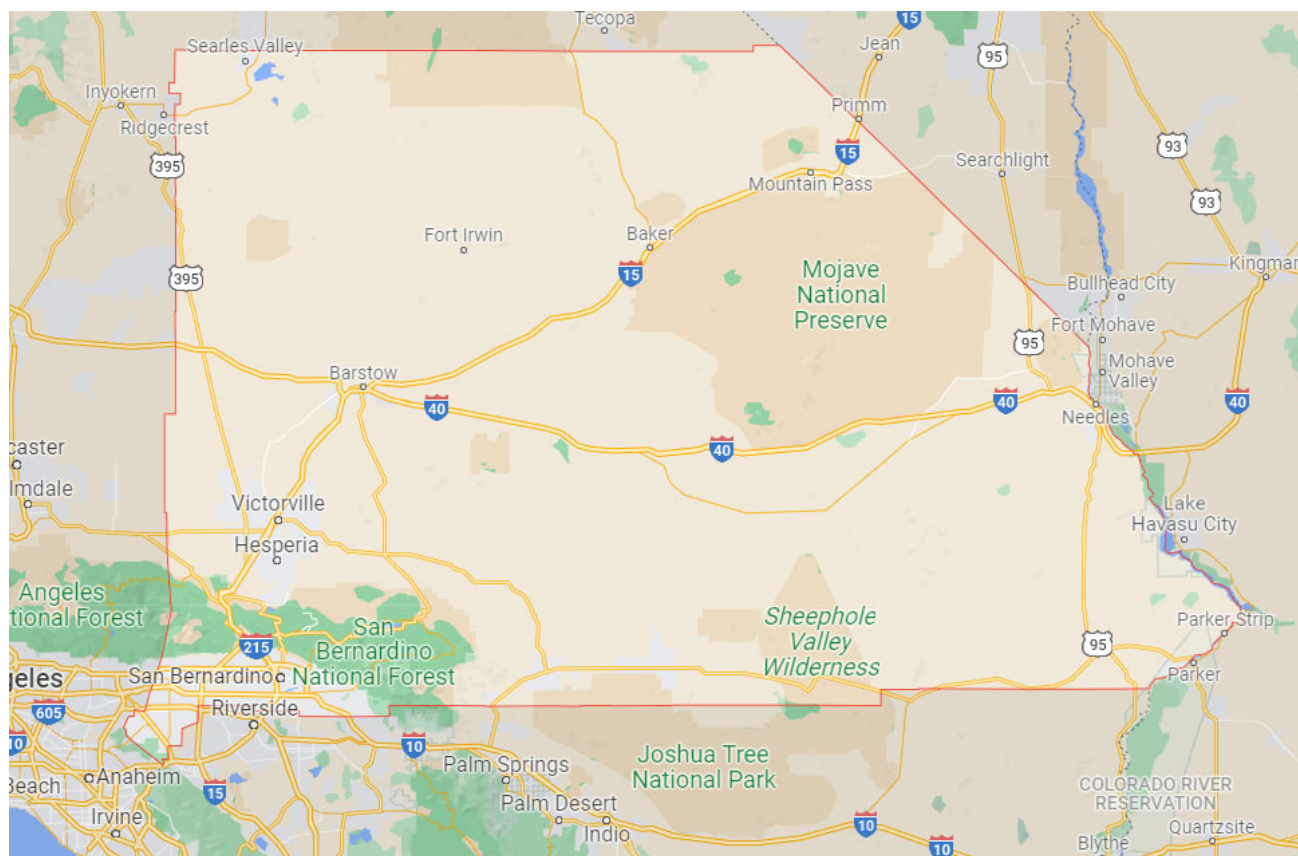


Transforming lives through education

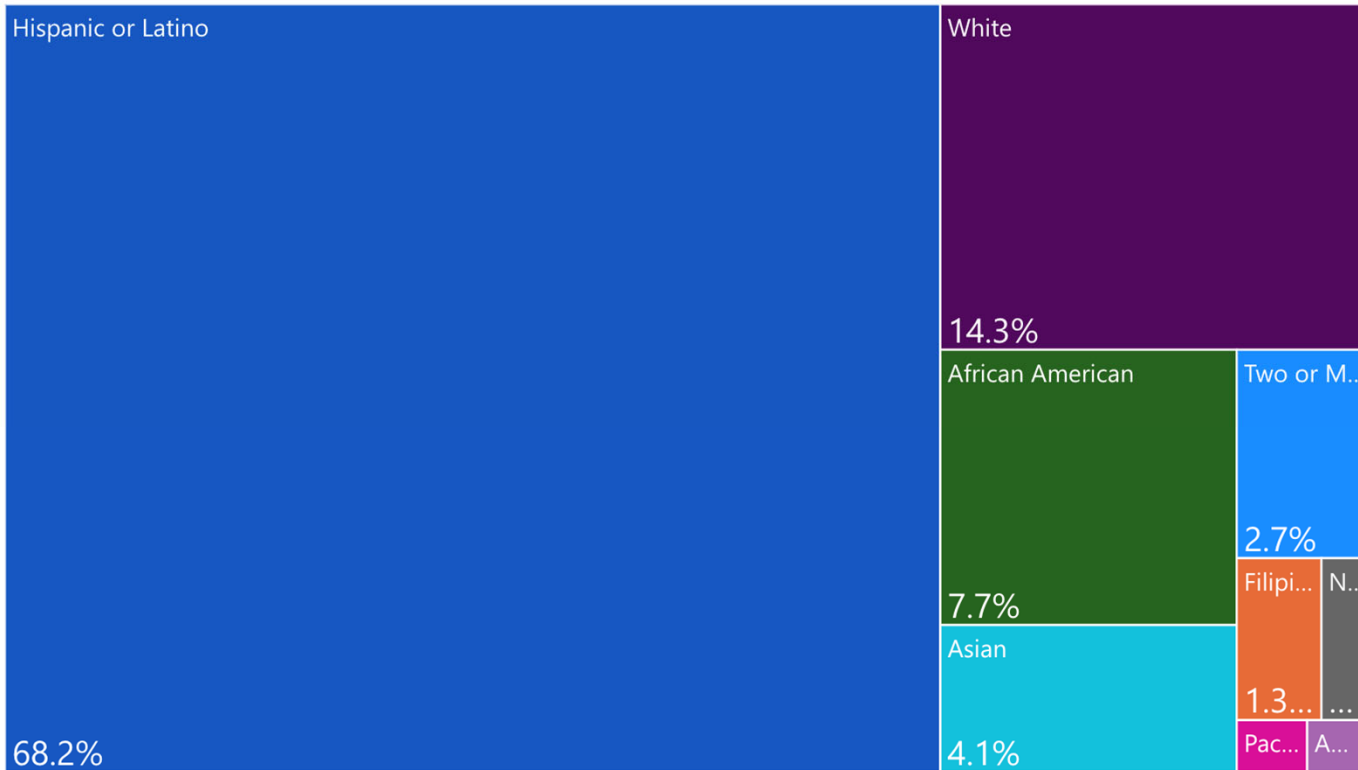
Who Do We Serve?



- Largest county in continental US by sq. miles
- About the size of West Virginia
- 33 school districts ranging in ADA from less than 100 students to more than 45,000 students
- 51 charter schools



San Bernardino County 2022-23 Enrollment



Total # of Students
397,426

Filters Enabled: School Type: All Schools; Gender: All Students; Year: 2022-23; Ethnicity: All Students

In San Bernardino County . . .



High School Graduates



87.7%

↑ graduation rate

Source: 2020-21 Cohort Graduation Rate

Socioeconomic Status



69.1%

↓ percent disadvantaged

Source: 2021-22 Student Groups

Elem.
339
Alt.
12

Middle
76
Community Day
11

High
68
SpEd
3

K-12
24
County Community
1

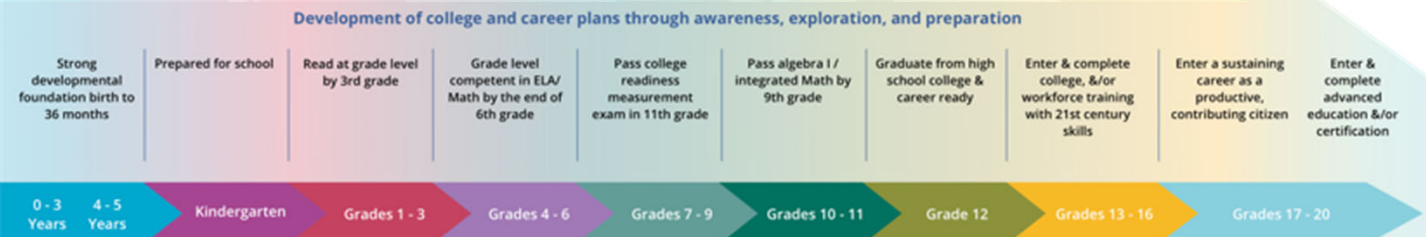
Cont.
23
Juvenile
1

558
All Schools

The C2C Roadmap



ACADEMIC & CAREER READINESS SUCCESS INDICATORS



PERSONAL & SOCIAL READINESS SUCCESS INDICATORS

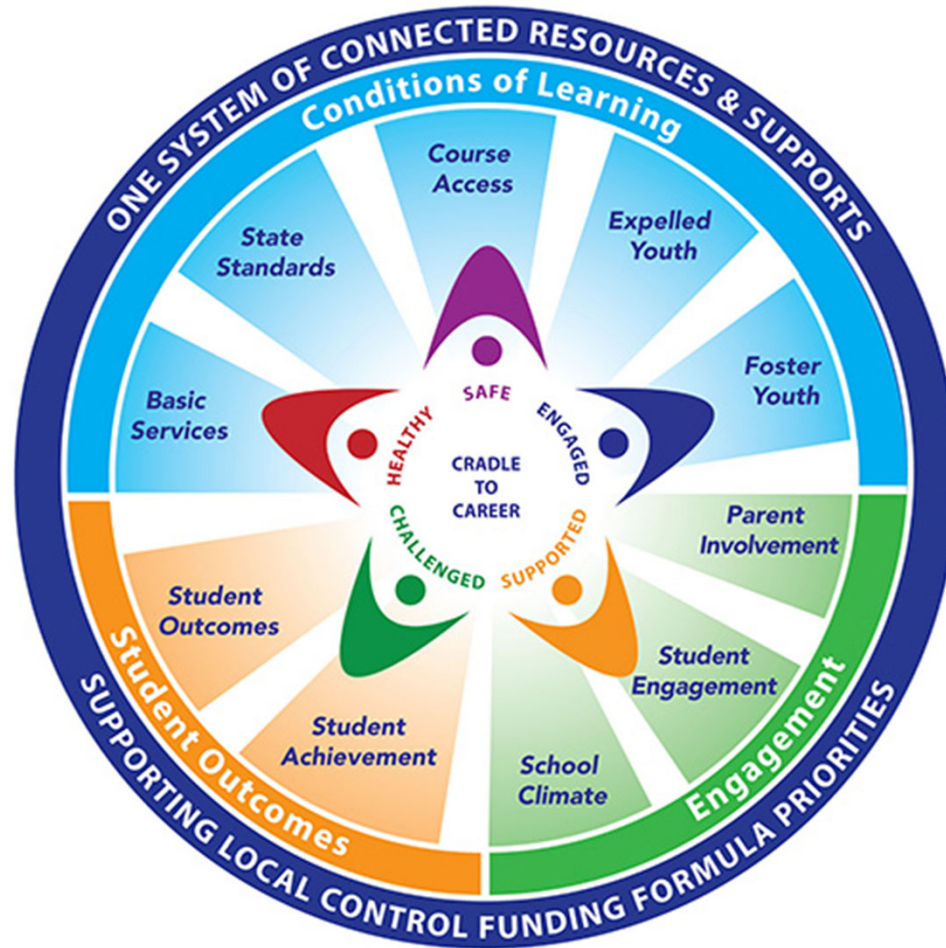


PILLARS OF SUPPORT

LCAP and LCFF: A Brief Overview

LCAP Support and Advisory Services
Department





What is the LCAP?



- The LCAP is a three-year plan that describes the **goals, actions, services, and expenditures** to support positive student outcomes that address state and local priorities.
- The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of **how, what, and why** programs and services are selected to meet their local needs.

Who Contributes to the LCAP?



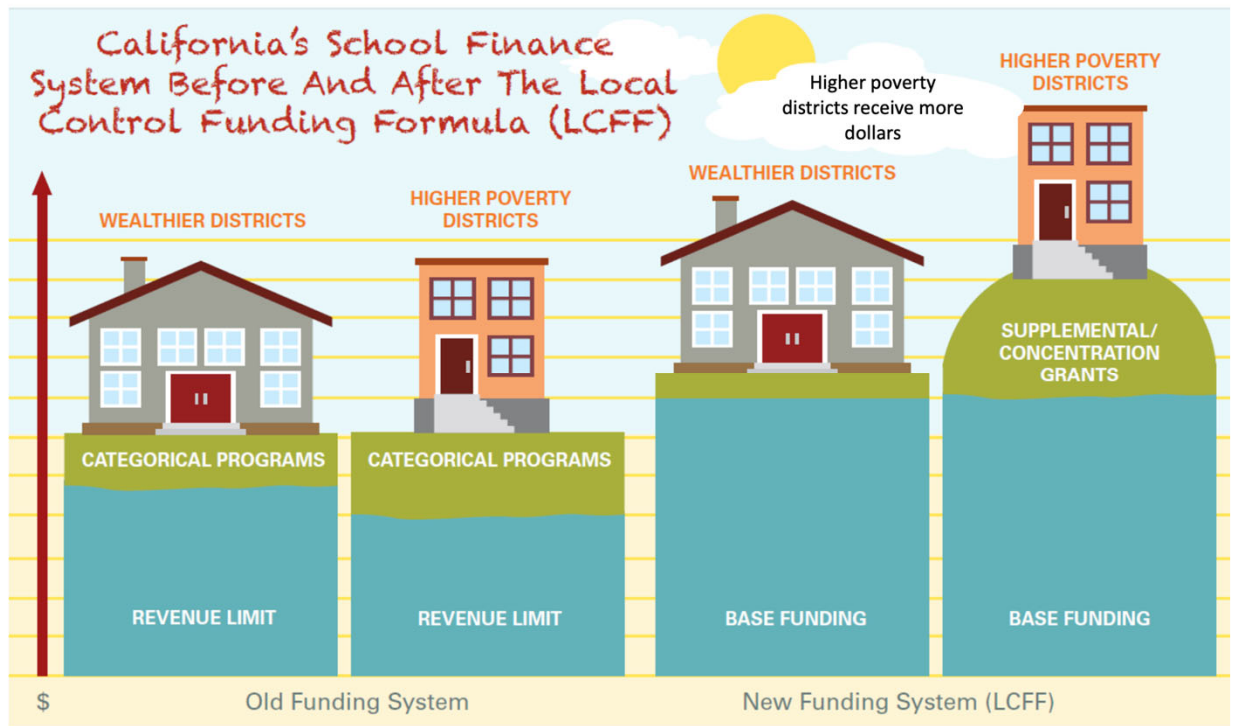
Representatives from school districts and community partners including:

- Parent Advisory Committee (PAC)
- English Learner Advisory Committee (ELAC)
- Students
- School district staff including teachers and administrators
- Other educational partners (stakeholders)



What Does LCFF Have to Do with LCAP?

LCFF



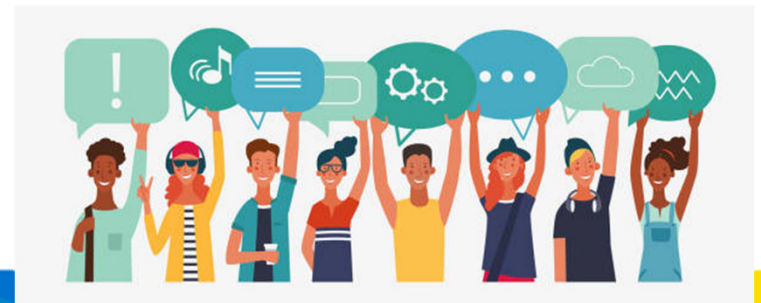
Who?



Which student groups are the additional funds (Supplemental and Concentration) intended to support?

- English Learners (EL)
- Socio Economically Disadvantaged (SED)
- Foster Youth (FY)

Since many students fall into more than one student group, the "unduplicated" counts are used for calculating funding amounts.



How Can You Support LCAP Development?



- Participate in community partner meetings
- Work with district personnel to understand unique needs of students enrolled in your programs
- Understand metrics for success – local and state





California School DASHBOARD

An Overview of the State
Metrics Measuring
Student Outcomes

The Dashboard...Before and After



Prior Years 2017-19



LOWEST PERFORMANCE



HIGHEST PERFORMANCE

Current Year - 2022

Purple "cell phone bars" depict "status" for each indicator



For Academic Indicators & Graduation Rate



For Suspension and Chronic Absenteeism

CA School Dashboard – 5x5 Grid



| | | CHANGE | | | | |
|--------|---------------------------|--|--------------------------|----------------------------|----------------------------|---|
| | | Declined Significantly from Prior Year | Declined from Prior Year | Maintained from Prior Year | *Increased from Prior Year | Increased Significantly from Prior Year |
| STATUS | Level | | | | | |
| | Very High in Current Year | Yellow | Green | Blue | *Blue | Blue |
| | *High in Current Year | *Orange | *Yellow | *Green | *Green | Blue |
| | Medium in Current Year | Orange | Orange | Yellow | Green | Green |
| | Low in Current Year | Red | Orange | Orange | Yellow | Yellow |
| | Very Low in Current Year | Red | Red | Red | Orange | Yellow |

Which Metrics Might Be Most Applicable?



STATE PERFORMANCE OVERVIEW

Generate PDF Report

State of California

2019

Explore the performance of the State of California under California's Accountability System.

Chronic Absenteeism



Orange

Suspension Rate



Yellow

English Learner Progress



No Performance Color

Graduation Rate



Green

College/Career



Yellow

English Language Arts



Green

Mathematics



Orange

Where Can I Find More Information?



- The California Dashboard flyers produced by CDE are a great source of information

<https://www.cde.ca.gov/ta/ac/cm/dashboardflyers.asp>

California School DASHBOARD

College/Career Indicator (CCI): Measures of Career Readiness

The CCI shows how well local educational agencies (LEAs) and schools are preparing high school students for success after graduation, whether in postsecondary education or in a career. For this reason, the CCI consists of both college- and career-readiness measures. This flyer contains the career-readiness measures. For college-readiness measures, please access the California Department of Education (CDE) CCI Measures of College Readiness document at <https://www.cde.ca.gov/ta/ac/cm/documents/ccicollege.pdf>.

Career readiness means completing rigorous coursework and engaging in learning experiences that are designed to prepare students for the workforce. Several measures have been approved by the State Board of Education as indicating career readiness, as shown below. For each measure, specific criteria are used to determine whether a student is "Prepared" or "Approaching Prepared."

Prepared

Graduates classified as Prepared must meet at least one of the criteria:

- **Leadership/Military Science**
Complete two years of Leadership/ Military Science and receive a score of Level 3 or higher in one subject area (ELA or math) Level 2 "Standard Nearly Met" or higher in the other
- **Career Technical Education (CTE) Pathway**
Complete a CTE Pathway with a grade of C- or better in the capstone course and meet one of the additional criteria below:
 - Smarter Balanced Summative Assessments: Receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 or higher in the other area
 - Complete one semester/two quarters/two- trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for

NOTE: If the CTE capstone course and CTE college credit course are completed in the same year, they must be in different CTE Pathways for the CTE college credit course to count toward Prepared. If the CTE capstone course and the CTE college credit course are completed in different years, they may be in the same CTE Pathways for the CTE college credit course to count toward Prepared.

Approaching Prepared

Local educational agencies (LEAs) and schools are preparing high school students for success after graduation, whether in postsecondary education or in a career. The CCI consists of both college- and career-readiness measures. To view the career-readiness measures, please access the California Department of Education (CDE) CCI Measures of College Readiness document at <https://www.cde.ca.gov/ta/ac/cm/documents/ccicollege.pdf>.

Approaching Prepared means completing rigorous coursework, passing challenging exams, and earning college credit. Several measures have been approved by the State Board of Education as indicating career readiness, as shown below. For each measure, specific criteria are used to determine whether a student is "Prepared" or "Approaching Prepared."

Prepared

Prepared must meet at least one of the criteria:

- **Standard Summative Assessments**
Receive a score of Level 3 "Standard Met" or higher on both English language arts/ mathematics and mathematics
- **Advanced Placement (AP) Exams**
Receive a score of 3 or higher on two AP exams
- **Baccalaureate (IB) Exams**
Receive a score of 4 or higher on two IB exams
- **College Credit Courses**
Earn 3 semesters, three quarters, or three trimesters of college coursework of C- or better in academic/Career Technical Education (CTE) subjects where college credits are awarded
- **College Credit Courses**
Earn 3 semesters, three quarters, or three trimesters of college coursework of C- or better in academic/Career Technical Education (CTE) subjects where college credits are awarded
- **College Credit Courses**
Earn 3 semesters, three quarters, or three trimesters of college coursework of C- or better in academic/Career Technical Education (CTE) subjects where college credits are awarded

California Department of Education • January 2021

Themes in San Bernardino County

1. **Equity** – Equitable opportunities and outcomes for ALL students
2. **Professional Development and curriculum to support state standards** – Staff training and development
3. **Family and educational partner engagement** – practices to empower families and communities
4. **College and career readiness** – provide choices and post secondary options for ALL students
5. **Social emotional learning and support** – support a positive school climate and student well being
6. **Technology to support 21st Century learning** – provide software and hardware to enhance learning

San Bernardino County LCAP Themes

1 Equity



2 Professional development and curriculum to support state standards



3 Family and educational partner engagement



4 College and career readiness



5 Social emotional learning and support



6 Technology to support 21st Century learning



California's System of Support

Differentiated Assistance (DA)

Level 2

California System of Support



System of Support

Level 1 – Support for ALL

Level 2 – Differentiated Assistance (DA)

Level 3 – Intensive Intervention

California System of Support



*“The overarching goal of California’s System of Support is to help LEAs and their schools **meet the needs of each student they serve**, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes.”*

-CDE (2022)

<https://www.cde.ca.gov/sp/sw/t1/csss.asp>

System of Support

Level 1 – Support for ALL

Level 2 – Differentiated Assistance (DA)

Level 3 – Intensive Intervention

What Is Differentiated Assistance?



Differentiated Assistance (DA) is:

- Level 2 Support in **California's** System of Support
- Individually designed technical assistance provided to a **district**

System of Support

Level 1 – Support for ALL

Level 2 – Differentiated Assistance (DA)

Level 3 – Intensive Intervention

Focused on:

- Addressing identified performance issues on **state and local indicators** *and/or*
- Addressing significant disparities in performance among **student groups** as measured by the CA School Dashboard



Differentiated Assistance Eligibility



How does a district become eligible?

- Eligibility is determined annually based on the California School Dashboard data (released in December).
- LEAs eligible for DA in 2019, maintained eligibility in 2020-2021 and 2021-2022.
- Support is based on a calendar year (January-December).



California School
DASHBOARD

2022 Differentiated Assistance Criteria

| LCFF Priority Area | 2022 Dashboard State Indicators Criteria |
|--------------------------------|--|
| Priority 4 – Pupil Achievement | <ul style="list-style-type: none">• “Very Low” on both English Language Arts (ELA) and Math Academic Indicator; or• “Very Low” on the ELPI. |
| Priority 5 – Pupil Engagement | <ul style="list-style-type: none">• “Very Low” on Graduation Rate Indicator; or• “Very High” on Chronic Absenteeism Indicator |
| Priority 6 – School Climate | <ul style="list-style-type: none">• “Very High” on the Suspension Rate Indicator |

An LEA will be eligible for Differentiated Assistance if **the same student group** has the above status levels in **2 or more LCFF priority areas** on the CA School Dashboard.

Eligibility Based on 2022 CA School Dashboard



In San Bernardino County 31 LEAs are eligible because one or more student group(s) met the criteria for at least two state indicators. The most common student groups and indicators in San Bernardino County are:

Student Groups

Students with Disabilities*
Foster Youth*
African American Students*
English Learners

Indicators

Chronic Absenteeism*
Academic (ELA & Math)

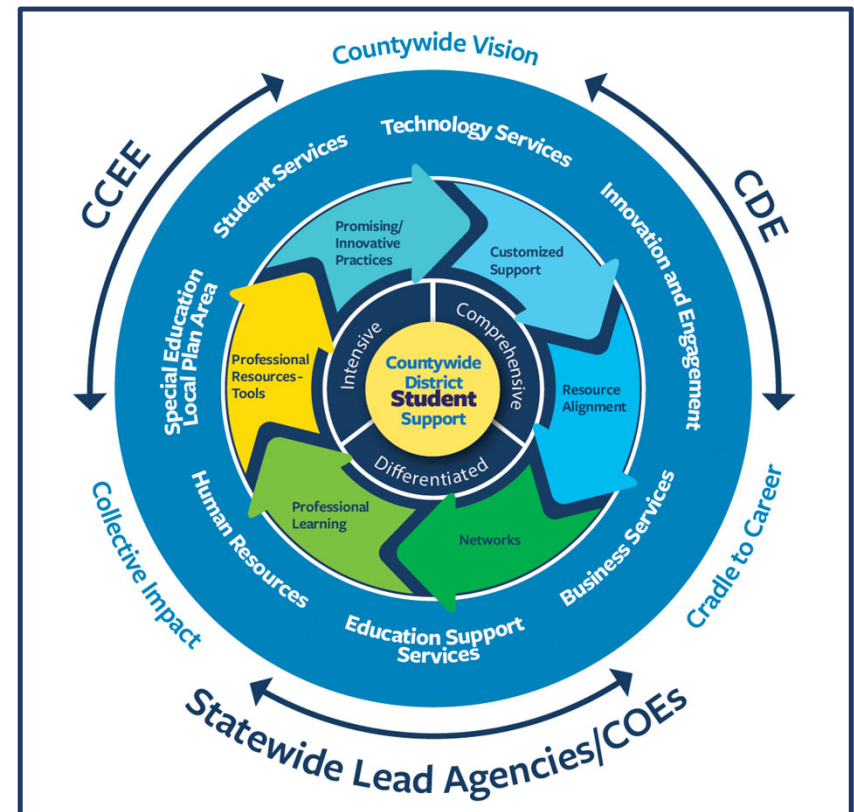
*Same from 2019 Dashboard



SBCSS System of Support



At SBCSS we embrace an **integrated, collaborative approach to support district-level initiatives aligned with state priorities** that promote improved and equitable student outcomes on the California School Dashboard.



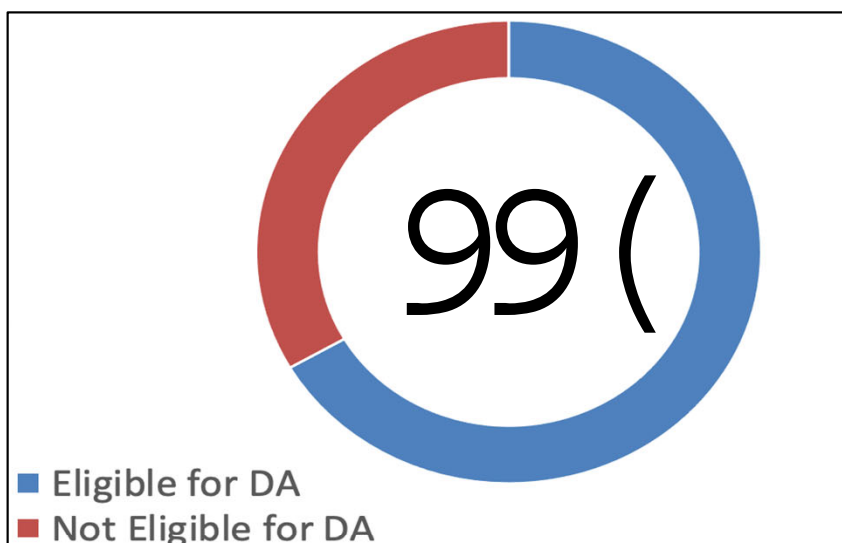
The Role of SBCSS in Differentiated Assistance



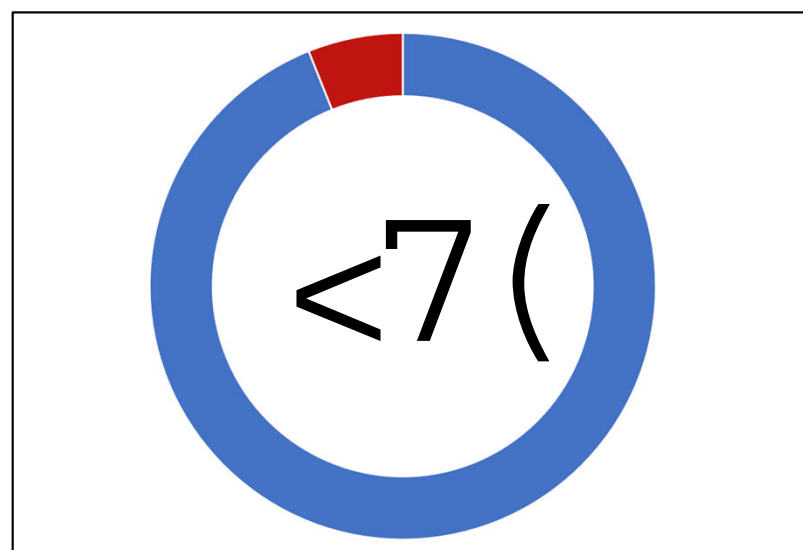
- Facilitator
- Resource provider and connector
- Thought partner
- Collaborator
- Accountability partner



Who Is Eligible for Differentiated Assistance?



2021 Dashboard



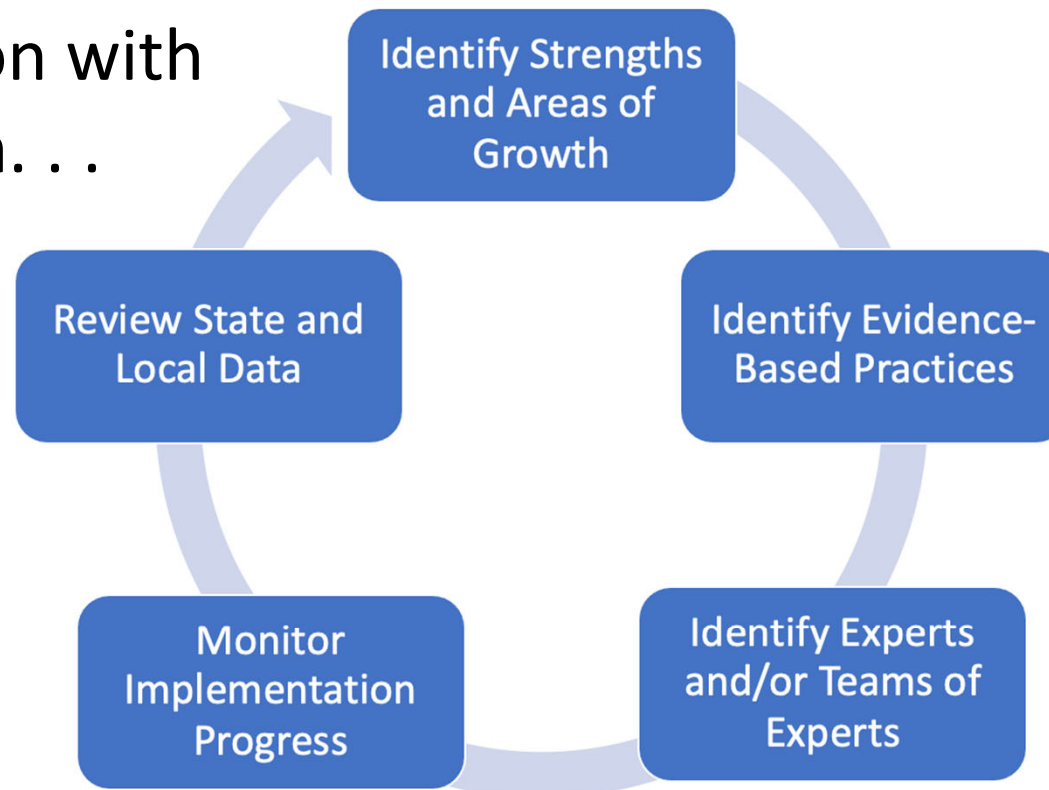
2022 Dashboard



The Differentiated Assistance Process



In collaboration with
a district team. . .

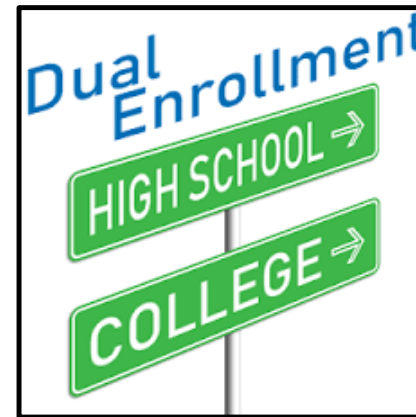


How Might Community Colleges Partner?

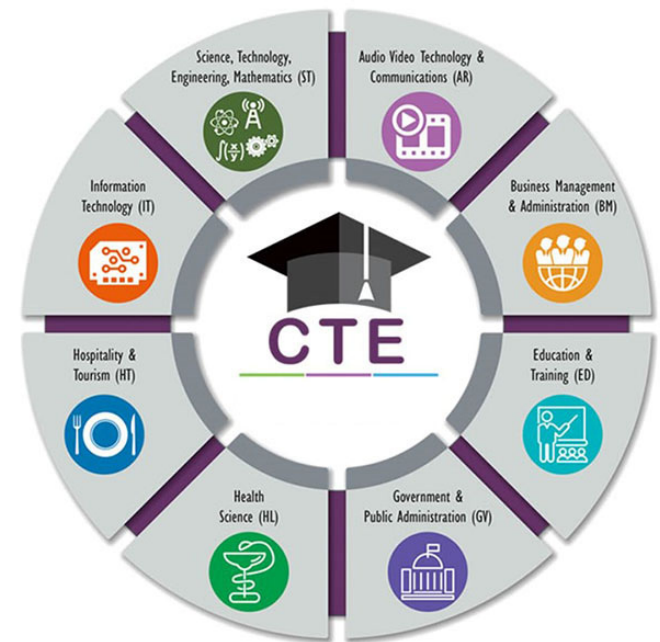
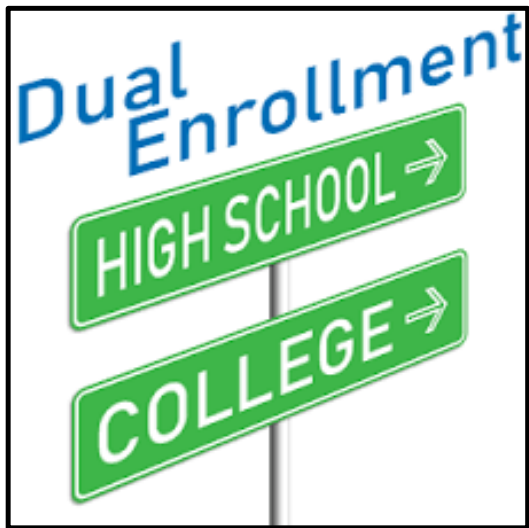



In addition to required state metrics, each LCAP also includes local metrics such as:

- Dual enrollment
- A-G
- CTE Pathways
- Broad Course of Study
- Etc.



College and Career Readiness



A sunset over a forest of evergreen trees. The sky is a mix of orange, yellow, and light blue, with some clouds. The trees are silhouetted against the bright sky.

**If you want to go fast, go
alone; if you want to go far go
together”, African Proverb.**

Paul Oberschneider



Questions