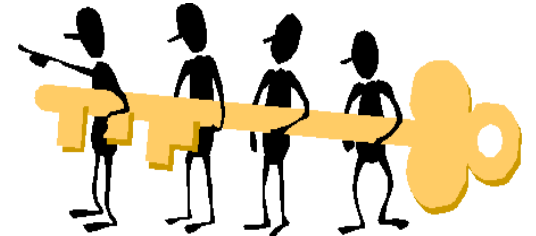


2018-2019 LCAP Governing Board Presentation

Dr. Lisa Waner
June 18, 2018



The Focus

8 State Priorities:

- Conditions of Learning
 - Basic
 - Implementation of State Standards
 - Course Access
- Pupil Outcomes
 - Pupil Achievement
 - Other Pupil Outcomes
- Engagement
 - Parent Involvement
 - Pupil Engagement
 - School Climate



2018 - 2019 Goals

Goal 1: Increase percent of students who are on track to graduate college and career ready

Goal 2: Provide an educational setting that is conducive to learning

Goal 3: Increase engagement levels of students

LCAP Summary - Highlights

- **Continuing to Foster a College Going Culture**
*Implementation of Advancement Via Individual Determination (AVID) program to BBHS in 9th grade
 - **Expanding Computer Technical Education (CTE) offerings**
*Threat Intelligence Pathway: Cyber Security 1
 - **Expanding Career Technology Education offerings in the vocational sector**
*Additional Auto Service/Fundamentals (3 sections)
 - **Continuing to Focus on Student wellness and interventions**
*Restorative Justice training and program implementation (“Expect Respect” at BBMS)
 - **Implementing a chronic absenteeism monitoring program**
*“Achievement Initiative” (Attention2Attendance) to address student absences
-

Greatest Progress

- ❑ Current English Learner Progress Indicator for the CA Dashboard is Green/High with a **9% increase** over last year
 - ❑ **21% increase** of District wide ELA scores (34% - 41%) over three years
 - ❑ **22% increase** of District wide math scores (23% - 28%) over three years
 - ❑ **27% increase** in 11th grade EAP ELA (41% - 52%)
 - ❑ **19% increase** for 11th grade EAP math (21% - 25%)
 - ❑ Overall graduation rate remains high at **92.3%**
 - ❑ **58% increase** in A-G completion rates from 26.6% to 42%
 - ❑ Provision of updated devices for the one to one ratio in all core classes
-

Areas for Continued Growth

- ❑ LEA CAASPP scores in math (Orange: 2 Elem; Middle school)
 - *Continued professional development with math curriculum
 - *TK- 12 curriculum meetings for planning, data analysis, and review of quarterly local assessments
 - *Continued support for math interventions during the day and after school
 - ❑ LEA CAASPP scores in ELA (Orange: 2 Elem; Middle School)
 - *Professional Development in new ELA curriculum
 - *TK- 12 curriculum meetings for planning, data analysis, and review of quarterly local assessments
 - ❑ LEA Suspension Rates (Orange: Middle School; Red: 1 Elem)
 - *Training in Alternative Means of Correction
-

Areas for Continued Growth

- LEA Suspension Rates (Orange: Middle School; Red: 1 Elem)
 - *Training in Alternative Means of Correction/Restorative Justice
 - *Monitoring monthly data on suspension rates and root causes
 - *Training additional teachers/administration involved in Crisis Prevention Institute

 - College and Career Readiness Indicator is at 21% Prepared
 - *Implementation of Career Cruising 9th – 11th
 - *Implementation of Achievement Via Individual Determination (AVID)
 - *Increasing the offerings of A-G classes in math
 - *Continued promotion of a college going culture via college tours and guest speakers
-

Performance Gaps

❑ Students with Disabilities (ELA, math, Suspension)

*We are addressing these issues with:

- Continued training for Special Education and General Education teachers in classroom strategies to specifically address the needs of these students
- Ensuring proper placement of students
- Training with teachers in differentiated strategies for all students

❑ Homeless (Graduation rate, Suspension rate)

*We are addressing these issues with:

- A revised position of a liaison to monitor attendance and academic progress
 - Implementation of The Achievement Initiative, a chronic absenteeism monitoring system
-

Increased or Improved Services

- ❑ Advancement Via Independent Determination (AVID)
 - ❑ Achievement Initiative – monitoring chronic absenteeism
 - ❑ Adding Cyber Security CTE class
 - ❑ Increasing offerings of Automotive classes
 - ❑ Training in Behavioral support systems (i.e. Expect Respect curriculum)
 - ❑ Restorative Justice trainings
-

Budget Summary

Total General Funds Budget Expenditures: \$28,071,686

Total Funds Budgeted for Planned Actions/Services: \$4,483,664

Total Projected LCFF Revenues for LCAP Year: \$4,227,779

Additional costs not listed in the LCAP include: Special Education, transportation for home to school, maintenance and operations, custodial, lottery monies, MAA monies, Operational costs, and Human Resources.

Annual Measurable Outcomes

Aligned with new California accountability measures

Based on current and past data

Designed to show growth

Projected to exceed State Averages

Annual Measurable Objectives

Goal 1: Academic achievement

- ❑ A-G requirements
 - ❑ CTE sequence course completion
 - ❑ Post secondary education
 - ❑ Early Assessment Program in Math and ELA
 - ❑ AP exams- % of students receiving a 3 or better
 - ❑ Alumni Surveys - % feeling prepared for college / % required to take remedial classes in college
 - ❑ % of teachers implementing State Standards
 - ❑ CAASPP tests
 - ❑ Local quarterly assessments
 - ❑ English language reclassification rate
-

Annual Measurable Objectives

Goal 2: Learning Environment

- ❑ Highly qualified teachers
 - ❑ California State Standard aligned materials
 - ❑ School Climate: California Healthy Kids Survey
 - ❑ K-3 24:1 class sizes
 - ❑ Facility reports
 - ❑ Suspension/Expulsion rates
-

Annual Measurable Objectives

Goal 3: Student Engagement

- ❑ Middle School/High School dropout rates
 - ❑ Graduation rate
 - ❑ District attendance rate
 - ❑ Chronic Absentee rate
 - ❑ Parental involvement/engagement
 - ❑ Student Physical Fitness Test
-

2017-2018 Stakeholder Engagement Process

- ❑ 28 members of LCAP Advisory Budget Committee meetings
 - ❑ 4 LCAP Advisory Budget Committee meetings
 - ❑ Data shared: CAAPSS scores, CA Dashboard, Governing Board Dashboard, local surveys, California Healthy Kids Survey, Youth Truth, Student Tracker, Alumni Survey
 - ❑ Multiple Surveys
 - Parent Engagement Survey
 - Title I Survey
 - Staff – Standards Implementation survey/CA Healthy Kids
 - Students – CA Healthy Kids
 - ❑ DELAC/ELAC meetings
-

Goal #1: Increase percent of students who are on track to graduate college and career ready (28 Action items)



- ❖ TK – 3rd grade span adjustment (24:1)*
- ❖ Maintain lower class sizes 4th – 12th *
- ❖ Offer induction program for new teachers*
- ❖ Provide professional learning opportunities*
- ❖ Provide support/time for TK – 12 teachers for curriculum alignment, assessment implementation/analysis, and vertical articulation
- ❖ Provide additional support (.4 FTE) to monitor/facilitate success for students who are English Learners district wide*

* Funded with Supplemental and Concentration Grant monies

Goal #1: Increase percent of students who are on track to graduate college and career ready (cont.)

- ❖ Provide support for our students who are English Learners with site coordinators and funding for the Family Based English Tutoring program*
- ❖ Counselors and Psychologists ensure equal access for ALL students*
- ❖ Offer multiple opportunities/personnel for intervention *
- ❖ Advancement Via Individual Determination (AVID)
- ❖ Achievement Initiative*

*Funded with Supplemental and Concentration Grant monies

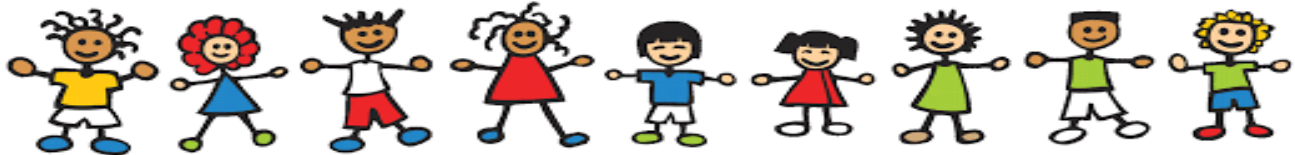
New for 2018-2019

Goal #2: Provide an educational setting that is conducive to learning (8 Action items)

- ❖ Maintain low class sizes
- ❖ Maintain safety personnel at BBHS and BBMS*
- ❖ Probation Officer*
- ❖ “Days of Understanding” at Big Bear High School *
- ❖ Student Support Liaison*
- ❖ Restorative Justice Training/Behavioral supports program implementation*

*Funded with Supplemental and Concentration Grant monies

New for 2018-2019



Goal #3: Increase engagement levels of students (12 Action items)



- ❖ One to One technology*
- ❖ Science, Technology, Engineering, Math (STEM) opportunities at every site*
- ❖ “Principles of Engineering” at Big Bear High School*
- ❖ Music/Drama/Choir/Art*
- ❖ Auto Fundamentals; **Cyber Security***
- ❖ Continued enrichment offered at BBMS and elementary schools, including transportation*
- ❖ Provide League transportation
- ❖ Provide funding for sensory tools/devices for students with special needs*

* Funded with Supplemental and Concentration Grant monies

Federal Addendum

Title I, Part A – Improving Basic Programs Operated by State and Local Educational Agencies

Title II, Part A – Supporting Effective Instruction

Title III, Part A – Language Instruction for English Learners and Immigrant Students

Does not drive LCAP development but Every Student Succeeds Act (ESSA) funds are supplemental to state funds.

Title I: BVUSD will monitor student progress to meet the challenging state academic standards by:

- ❑ Providing students with a highly qualified staff well trained in the implementation of instructional strategies to ensure students master the CA State Standards.
 - ❑ Analyzing multiple measures to ensure student progress (ie. CAASPP scores, local assessments, ELPAC, classrooms grades and exams).
 - ❑ Providing multiple avenues of additional support during the day as well as after school intervention classes.
 - ❑ Providing additional professional development in intervention strategies and supports
 - ❑ Purchasing online supplemental programs containing diagnostic tests to better monitor student progress.
 - ❑ Provide collaboration time for staffs to develop assessments, align curriculum, and analyze data.
-

Title II: BVUSD continues to support teachers with professional development in CA Content Standards to promote effective teaching

- ❑ Implementation of California math and English Language Arts standards using district adopted texts
 - ❑ English Language Arts training for TK – 2 in “guided reading”
 - ❑ English Language Arts training for 3rd – 6th in “access to complex texts”
 - ❑ Next Generations Standards and implementation strategies
 - ❑ Science Technology Engineer Math (STEM)
 - ❑ Restorative Justice training
 - ❑ Strategies to support students with disabilities in the general education classroom
 - ❑ Training in researched based practices that provide differentiated strategies to meet the needs of all students
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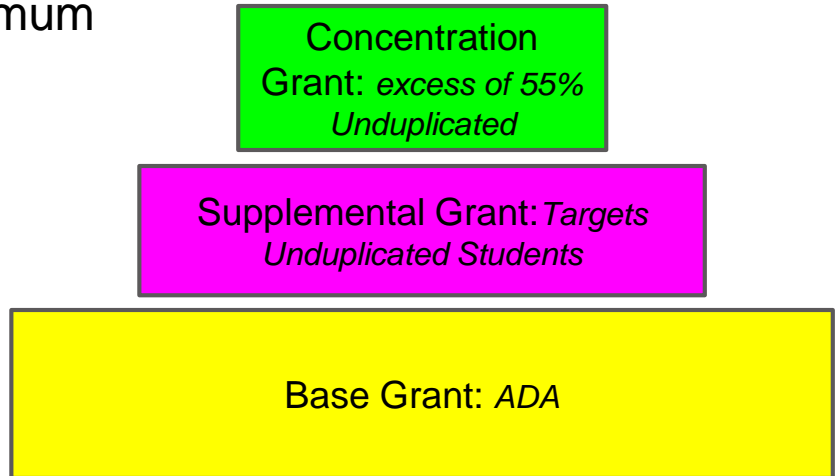
Title III: BVUSD supports all students who are English Learners in a variety of ways.

- ❑ Each site has a teacher leader who provides additional focused support for English Learners.
 - ❑ Provide a .4 FTE district wide English Learner Teacher Coordinator.
 - ❑ Quarterly meetings are held with English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) with an interpreter present if needed.
 - ❑ Provide the opportunity to participate on the School Site Council at each Title I school.
 - ❑ Offer a Family Based English Tutoring (FBET) program that supports students who are English Learners and their families; parents are taught how to navigate through insurance forms, doctor forms, college applications and the FASFA; students have opportunities to work with academic tutors.
 - ❑ Translate all documents/surveys/informational materials into Spanish.
-

Supplemental and Concentration Grant (2018-2019)

- Supplemental and Concentration Grant - based on EL, Foster Youth, & Free and Reduced students - Revenue : \$4,227,779
- Improve and increase services for 2018-2019 for Unduplicated Students \$4,483,664
- LCFF funding model required minimum increase of 21.86%

**While funds are generated to serve our unduplicated students, we recognize that some services will also be utilized for students outside this focus group.*



Questions or
Comments??

