



# DAG/PAC Meeting November 10, 2021

# Agenda

**LCAP Updates**

**Review Current Metric Outcomes**

**Dashboard Updates**

**ELO and ESSER III Updates**

Districts are required to develop a plan for how they will use State funds (LCFF) to serve all students.

The LCAP includes goals, specific actions, and measurable student outcomes for each of the **eight statewide priorities**

# LCAP Requirements



Each district's LCAP must include the following:

- ✓ Goals
- ✓ Actions
- ✓ Related expenditures



LCAPs must include services that target each major student subgroup, including:

- ✓ Racial/ethnic subgroups
- ✓ Low-income students
- ✓ English learners
- ✓ Students with disabilities
- ✓ Foster youth
- ✓ Homeless youth



LCAPs must address the 8 State Priorities\*:

1. Basic Services
2. Implementation of standards
3. Parental engagement
4. Student achievement
5. Student engagement
6. School climate
7. Access to courses
8. Other student outcomes



## Bellflower Unified School District's Proposed Mission Statement

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### ***The Why: MISSION***

*We build futures for our students by providing a pathway for all students to become responsible, informed, productive citizens who can compete in a diverse world.*

### ***The What: VISION***

*The Bellflower Unified School District produces graduates who are globally competitive learners. Through equitable access to high quality academic, social, and applied learning, students are ready to excel in college, careers, and life.*

### ***The How: THEORY OF ACTION.***

*Bellflower Unified School District equips every student to be academically and socially prepared to be globally competitive by closing the PreK-12 achievement and opportunity gaps and creating relevant career pathways for all students.*

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# CORE VALUES

## Equity

All students have equal access to quality staff, courses, activities, services and resources based on their individual needs.

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## Achievement

Teachers and staff have the knowledge, skills, expertise, and resources to ensure continuous improvement for all students. Staff is focused on continuous evaluation and improvement of our programs and use data to make changes when needed.

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## Community

Stakeholders work as a team to provide a respectful environment that fosters learning through positive relationships and engagement among students, adults and our diverse community.

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# High Reliability School Framework

5 Competency-Based Education

4 Standards-Referenced Reporting

3 Guaranteed and Viable Curriculum

2 Effective Teaching in Every Classroom

1 Safe, Supportive, and Collaborative Culture

# 2021 - 2024 LCAP

EQUITY	ACHIEVEMENT	COMMUNITY
Conditions for Learning	Student Outcomes	Parent Engagement
<p><b>Provide all students safe, collaborative conditions for learning.</b></p>	<p><b>Provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.</b></p>	<p><b>Provide ongoing communication and opportunities for stakeholders to advocate for the success of all students.</b></p>
<p><b>State Priorities:</b>            1: Basic Services            5: Student Engagement            6: School Climate</p> <p><b>HRS:</b>            1: Safe, Supportive, Collaborative Culture</p>	<p><b>State Priorities:</b>            2: State Standards            7: Course Access            4: Student Achievement            8: Other Student Outcomes</p> <p><b>HRS:</b>            2: Effective Teaching in Every Classroom            3: Guaranteed and Viable Curriculum</p>	<p><b>State Priorities:</b>            3: Parent Engagement</p> <p><b>HRS:</b>            1: Safe, Supportive, Collaborative Culture</p>

<p><b>Goal 1: Provide all students safe, collaborative conditions for learning.</b></p>	<p><b>Goal 2: Provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.</b></p>	<p><b>Goal 3: Provide ongoing communication and opportunities for stakeholders to advocate for the success of all students.</b></p>
<p><b>Base Actions</b></p> <ol style="list-style-type: none"> <li>1. High Quality Educators</li> <li>2. K-3 Class size reduction</li> <li>4. Maintain infrastructure</li> <li>5. Safety and Custodial Operations/Services</li> </ol>	<p><b>Base Actions</b></p> <ol style="list-style-type: none"> <li>1. Core instructional materials/assessments and professional development               <ul style="list-style-type: none"> <li>o Adoptions</li> <li>o CTE</li> </ul> </li> <li>2. Professional learning plans/Beginning Teacher Support and Induction               <ul style="list-style-type: none"> <li>o BTSA</li> </ul> </li> <li>4. Extended Learning Opportunities               <ul style="list-style-type: none"> <li>o 9-12 credit recovery and original credit</li> <li>o Elective credit CTE course options through CalAPS</li> </ul> </li> <li>7. 21st Century Learning Opportunities               <ul style="list-style-type: none"> <li>o PD CTE</li> <li>o College Pathways</li> <li>o CalAPPS</li> </ul> </li> <li>8. Pre-kindergarten educational opportunities</li> <li>10. Dual Immersion               <ul style="list-style-type: none"> <li>o Washington and Secondary</li> </ul> </li> </ol>	<p><b>Base Actions</b></p> <ol style="list-style-type: none"> <li>1. Translation/Interpretation and Communication Services               <ul style="list-style-type: none"> <li>o Assessment Center staff</li> <li>o Blackboard, Google Meet, Live Streaming</li> </ul> </li> <li>4. Community partnerships</li> </ol>
<p><b>Supplemental</b></p> <ol style="list-style-type: none"> <li>3. Analyze implementation of non-combo classes</li> <li>6. Early Warning System-Attendance</li> <li>7. Additional Technology/Tech TOSA</li> <li>8. Positive Behavior Intervention and Supports</li> <li>9. Mental Health Services               <ul style="list-style-type: none"> <li>o Full time elementary counseling</li> <li>o CSW or GI at all sites</li> <li>o 1 Centralized CSW</li> </ul> </li> <li>10. PE Program/Professional Learning Communities               <ul style="list-style-type: none"> <li>o IL stipends</li> <li>o Intervention teachers</li> <li>o Districtwide local assessments</li> </ul> </li> <li>11. Equitable Participation in a Broad Course of Study               <ul style="list-style-type: none"> <li>o Release time PLC</li> <li>o GATE</li> <li>o MTSS, UDL</li> </ul> </li> </ol>	<p><b>Supplemental</b></p> <ol style="list-style-type: none"> <li>3. Supplemental academic support               <ul style="list-style-type: none"> <li>o Supplemental intervention, materials</li> <li>o Centralized data dashboard</li> </ul> </li> <li>5. Additional extended learning opportunities               <ul style="list-style-type: none"> <li>o Elementary at risk extended learning</li> <li>o Summer bridge</li> <li>o After school program ASES</li> </ul> </li> <li>6. Professional Development and support for supplemental instructional initiatives               <ul style="list-style-type: none"> <li>o TOSA: ELA/ELD 3, Math 2, NGSS, MTSS</li> <li>o Centralized teaching and learning specialists</li> </ul> </li> <li>9. Supplemental College, Career supports and resources               <ul style="list-style-type: none"> <li>o AVID, STEAM, CTE Wheel</li> <li>o College/Career Centers</li> <li>o College/career opportunities Exposure</li> </ul> </li> </ol>	<p><b>Supplemental</b></p> <ol style="list-style-type: none"> <li>2. Educational opportunities for parents               <ul style="list-style-type: none"> <li>o 3 parent workshops</li> <li>o PIQE, Family Literacy</li> </ul> </li> <li>3. Diversify two-way communication               <ul style="list-style-type: none"> <li>o Website, APPS</li> <li>o Supplemental translation</li> </ul> </li> </ol>

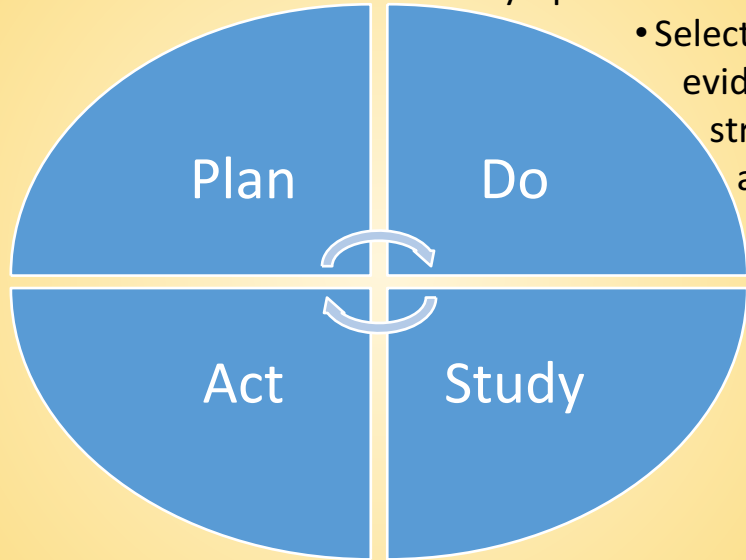


## Set Purpose & Plan

- Review Mission & Vision
- Review Goals & Expectations

## Needs Assessment

- Review data & identify student needs
- Focus on the problem vs the symptoms
- Select on evidence-based strategies to address need



# Continuous Improvement Cycle

## Adjust

- Adjust course to stay on track with meeting goals [revise actions and expected outcomes, as needed]
- Ongoing process

## Implement & Monitor

- Implement plan
- Examine and communicate progress [Annual Update]

## **SBE approved the proposed requirement and updates at the November 3rd SBE Meeting**

- Complete the one time supplement to the annual update to the 2021-2022 LCAP
- Replace the term “stakeholder” with “Educational Partners” throughout the LCAP template and instructions.
- Updated LCAP Template for 22-23

# **Proposed New LCAP Requirements**

On or before February 28, 2022, the LEA will present the following at a regularly scheduled school board meeting and include:

- The supplement to the Annual Update LCAP
- All available mid-year outcome data related to 2021-22 LCAP metrics
- Mid-year expenditure and implementation data on all identified 2021-22 LCAP actions.

# **What is the One Time Supplement for 21-22**

# Annual Update Components



Parents, teachers, classified staff, administrators, and board members are to be engaged in *meaningful conversations* about goals, strategies, actions, and allocations of resources to implement and achieve the outcome goals

1

## Review District Outcomes

Outcomes on State and local priority areas for the past school year are reviewed

2

## Analysis

Stakeholders use the outcomes to reflect on the effectiveness of the current plan

3

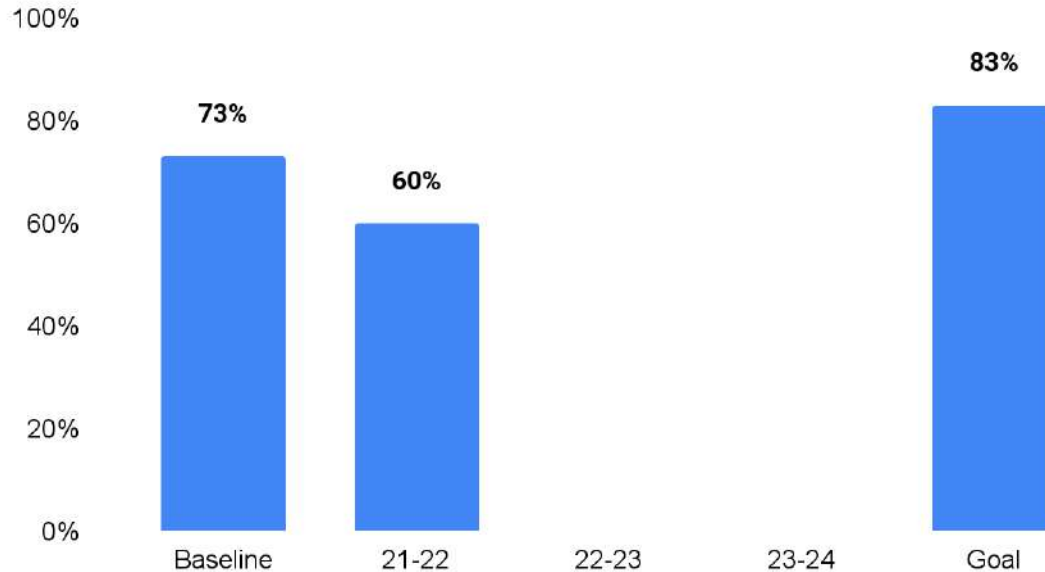
## Updates

Planned adjustments to actions/services or outcomes as needed are shared with stakeholders

# Goal 1: Provide all students safe, collaborative conditions for learning.

Source: 2021 PLC Reflections Survey

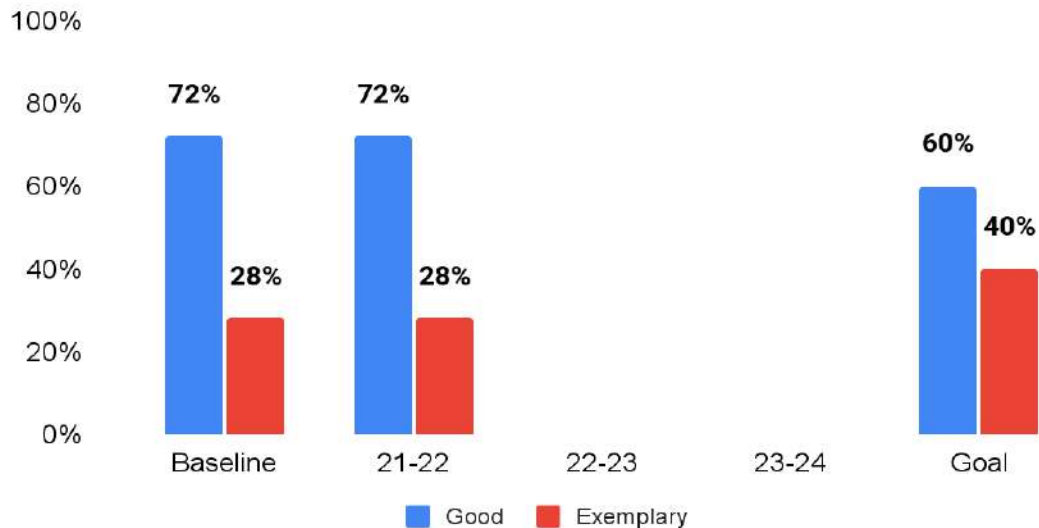
PLC Reflection Survey: Building a Collaborative Culture



# Goal 1: Provide all students safe, collaborative conditions for learning.

Source: 2021 FIT Inspection

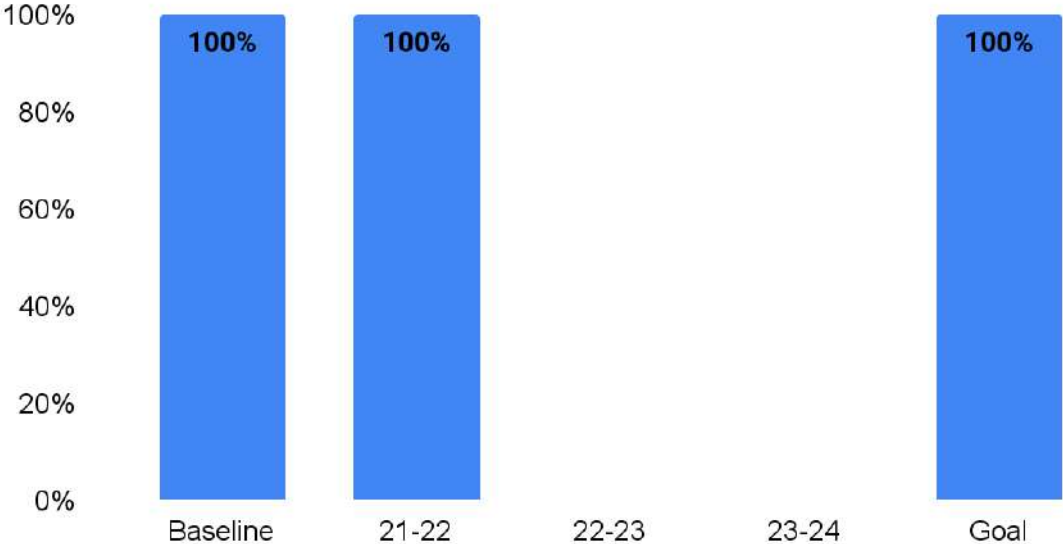
## Increase the percent of site earning "exemplary " on the annual FIT Inspection



# Goal 1: Provide all students safe, collaborative conditions for learning.

Source: 2021 Site Textbook Certification Forms

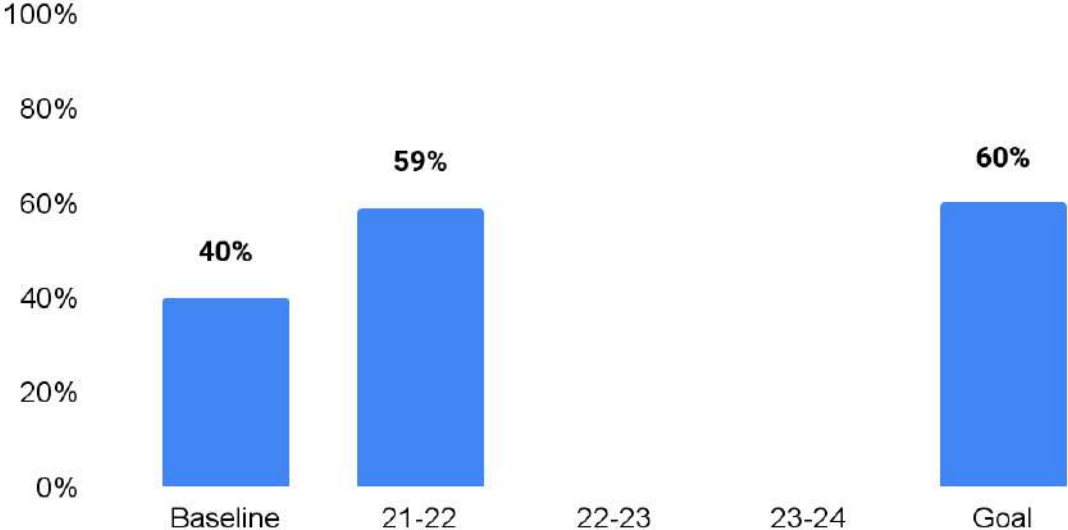
## 100% of Students have access to standards-based aligned Instructional Materials



**Goal 2: Provide all students with a guaranteed and viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.**

Source: 2021 PLC Reflections Survey

PLC Survey: Clarifying what students must learn, Turning data into Information, Monitoring Learning, and Providing Systematic Interventions

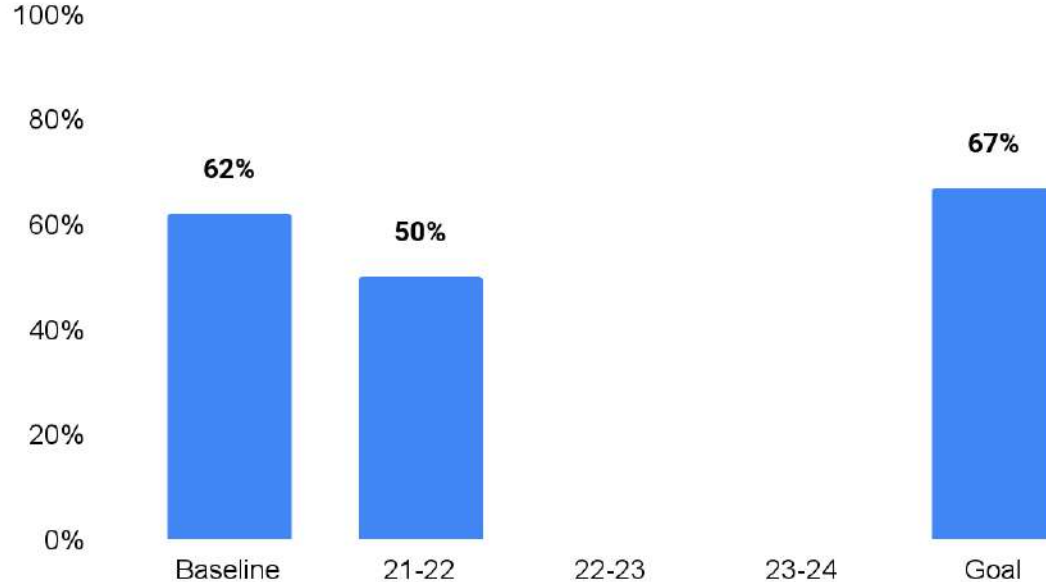




**Goal 2: Provide all students with a guaranteed and viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.**

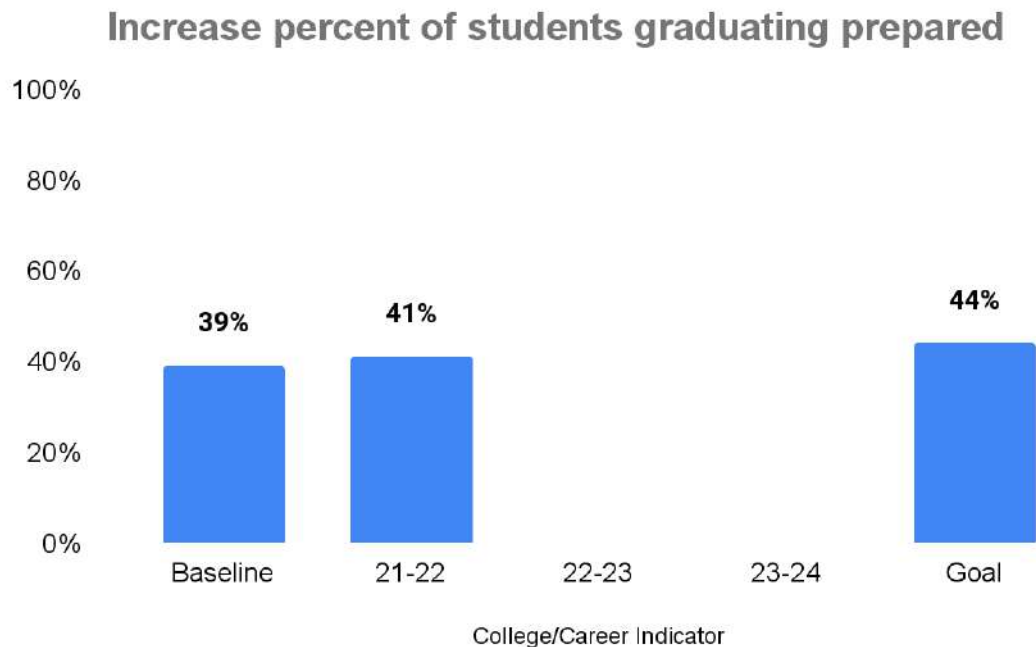
Source: College Board - 2021

**Increase the percent of AP Exams scored at 3 or higher**



## Goal 2: Provide all students with a guaranteed and viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

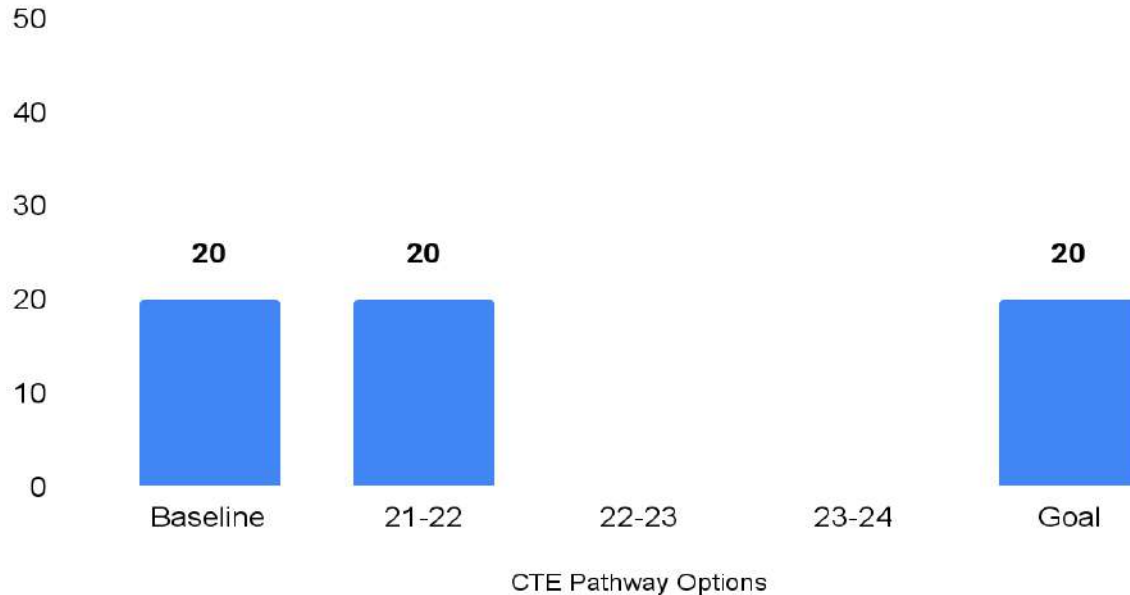
Source: 2020 Dashboard-College/Career Measures Report



**Goal 2: Provide all students with a guaranteed and viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.**

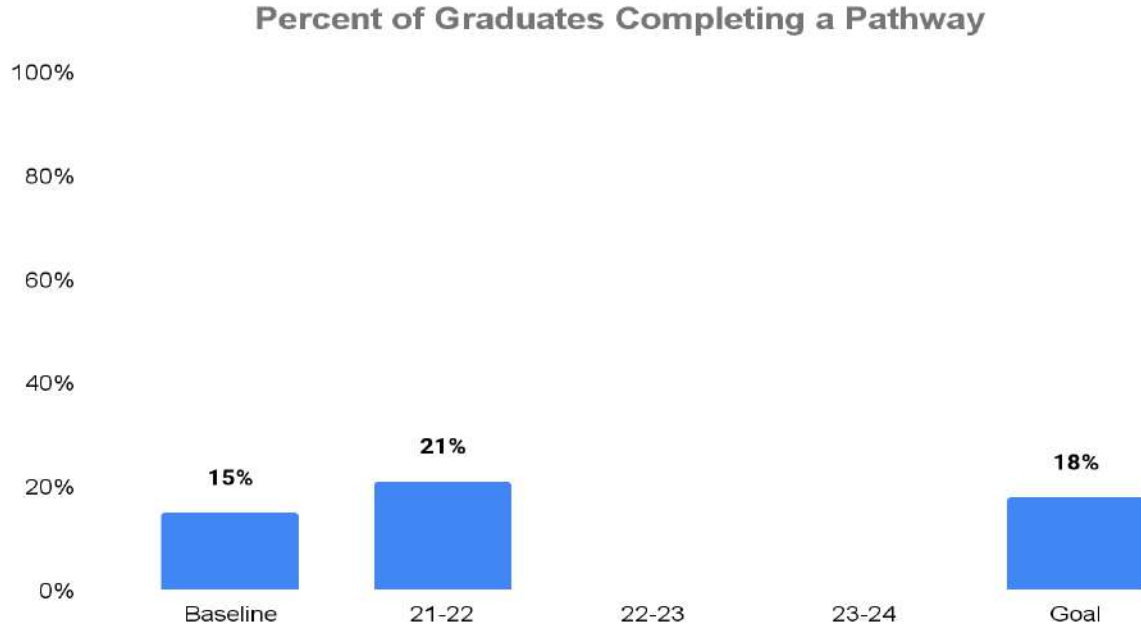
Source: BUSD Career Technical Pathway Options (Fall 2021)

### Maintain CTE Pathway Options



**Goal 2: Provide all students with a guaranteed and viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.**

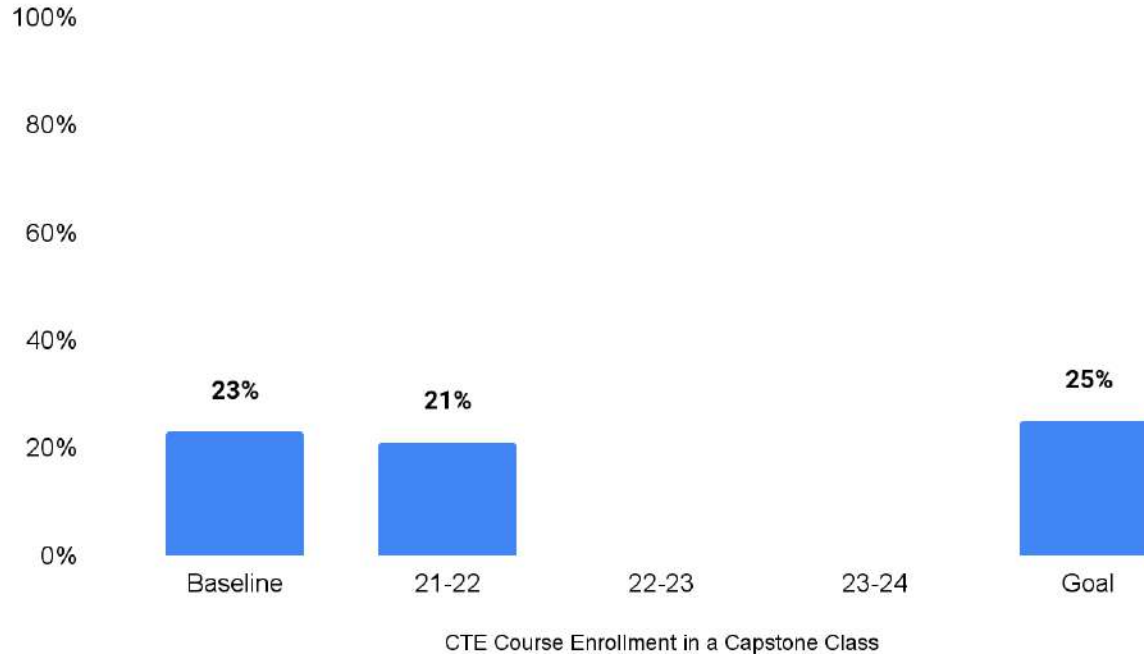
Source: 2020 Dashboard



**Goal 2: Provide all students with a guaranteed and viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.**

Source: Aeries Fall 2021

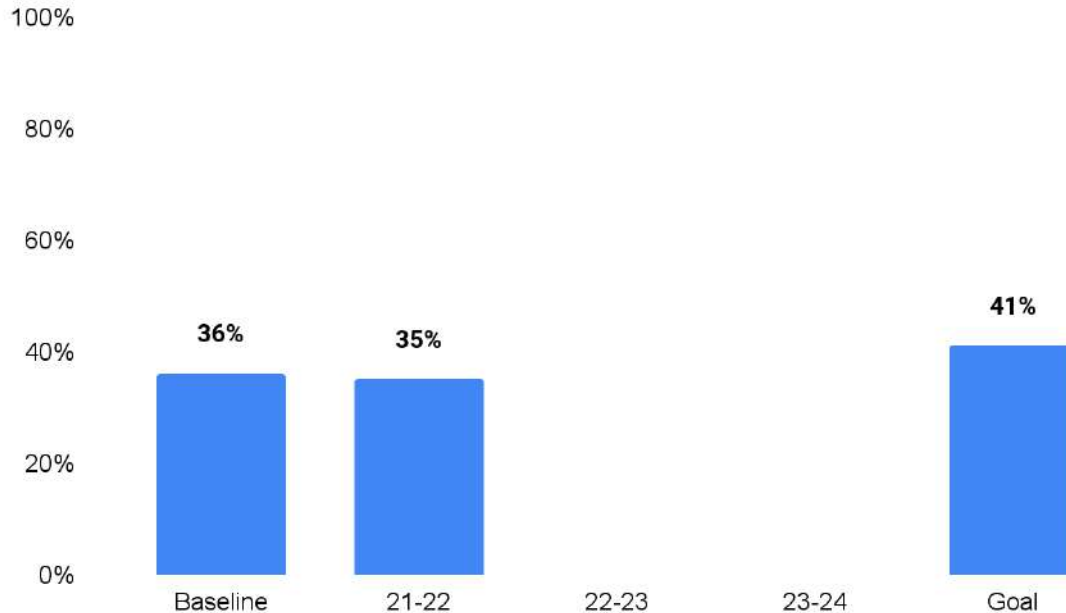
**CTE Course Enrollment in a Capstone Class**



### **Goal 3: Provide ongoing communication and opportunities for stakeholders to advocate for the success of all students.**

Source: 2021 Parent Tracker Form

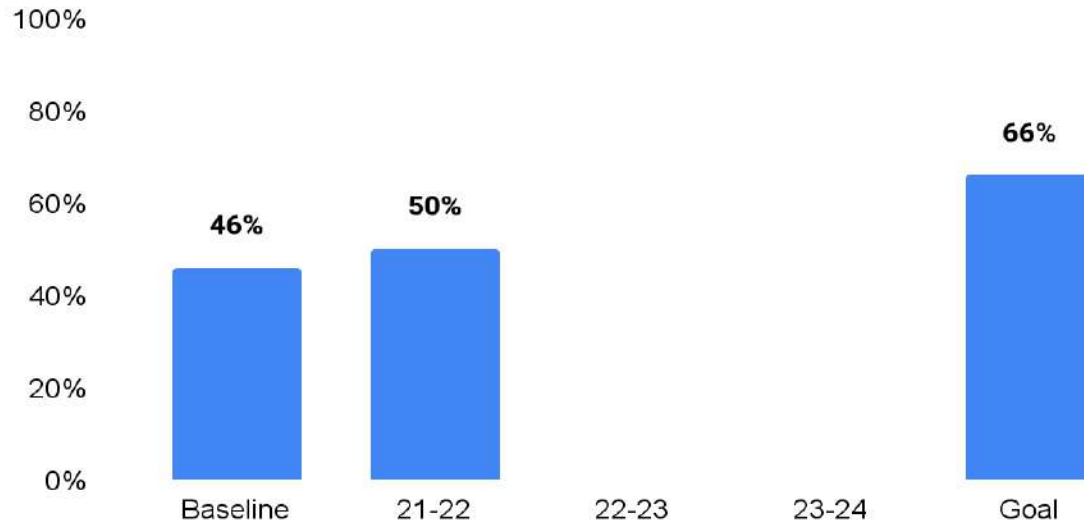
#### **Increase Parent Participation Rate**



### **Goal 3: Provide ongoing communication and opportunities for stakeholders to advocate for the success of all students.**

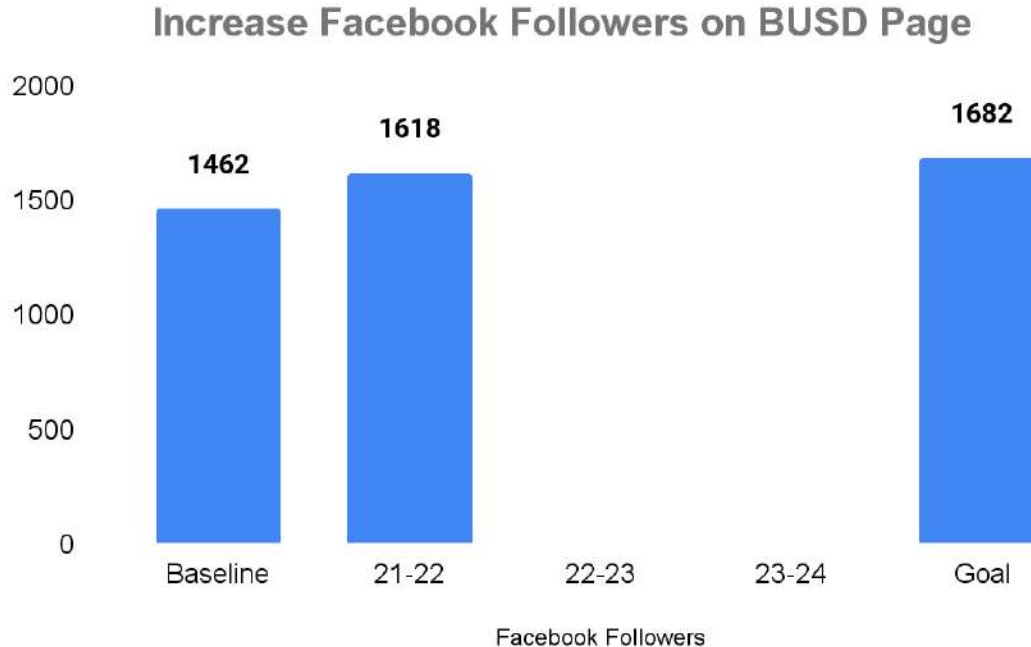
Source: 2021 Parent Tracker Form

#### **Increase the percent of sites providing 3 or more workshops/events for parents**



### **Goal 3: Provide ongoing communication and opportunities for stakeholders to advocate for the success of all students.**

Source: BUSD Facebook Account







# State Accountability Tool

### Big Picture

Provides a more complete picture of what contributes to a positive educational experience

### Focus

Ensures focus is where it is most needed and most likely to improve student outcomes



### Multiple Measures

Reports performance on multiple measures that impact student performance

### Equity

Promotes equity by clearly identifying indicators where there are disparities among student groups

Six State Indicators
1. Chronic Absenteeism
2. Suspension Rate (for grades K–12)
3. English Learner Progress (for grades 1–12)
4. Graduation Rate (for high school only)
5. College/Career (for high school only)
6. Academic (for grades 3–8 only) <ul style="list-style-type: none"> <li>English language arts/literacy (ELA)</li> <li>Mathematics</li> </ul>

Four Local Indicators
Basic Services
Implementation of State Academic Standards
Parent Engagement
School Climate

# Outcomes

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# Annual Update

The Local Control Funding Formula (LCFF) required the State Board of Education (SBE) to develop an *accountability tool (The Dashboard)*:



## Accountability

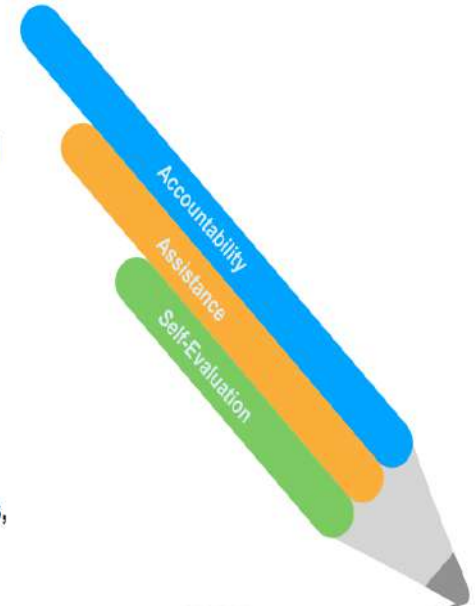
An accountability tool that includes state and local performance indicators for all LCFF priorities

## Assistance

Establishes process for using performance indicators to identify LEAs in need of assistance

## Self-Evaluation

Assists LEAs in identifying strengths, weaknesses, and areas in need of improvement



# CA School Dashboard 2021



## Federal Waiver

State indicators will display **status** only based on data from the 2021–22 school year

- Local indicators will be submitted by LEAs
- CDE will examine new measures for the Dashboard's College/Career Indicator (CCI)

# CA School Dashboard 2022



- State Indicators will include **status only** based on the data from the 21-22 school year.
- Local indicators will be submitted by LEAs
- CDE will examine new measures for Dashboard's College/Career Indicator (CCI)
- Schools and LEAs will be identified for support using 2021-22 data.

# CA School Dashboard 2023



- State Indicators will include **status, change, and Performance Colors** based on data from the 2022–23 and 2021–22 school years
- Local indicators will be submitted by LEAs
- Schools and LEAs will be identified for support using 2022–23 and 2021–22 data

# Expanded Learning Opportunities Grant

Status	Actions
In Progress	Partnership with Community Family Guidance
Complete	Social Emotional Learning assessment
In Progress	Training: Social Emotional Learning programs, Restorative Justice
Complete 2021 Pending 2022	High School Extended Year Expansion: 9 <sup>th</sup> /10 <sup>th</sup> grade credit recovery
Complete 2021 Pending 2022	Learning Hubs during HS Extended Year
Complete 2021 Pending 2022	Elementary/Middle School Summer Acceleration Academy
In Progress	Before and/or After school learning acceleration/intervention
In Progress	On-demand tutoring
Ongoing	Small Group learning supports
Complete	Evidence-based programs and materials
Ongoing	Training for evidence-based programs
Ongoing	Digital Credit Recovery Program
Pending	Intersession support
In Progress	Digital College/Career Readiness Platform

## ESSER III – Awaiting Approval by the County

Strategies for Continuous and Safe In-Person Learning	Addressing the impact of Lost Instructional Time	Use of Remaining Funds
<ul style="list-style-type: none"> <li>• Additional PPE</li> <li>• Additional Water Bottle Stations</li> <li>• Additional HVAC Units</li> <li>• Paging System</li> <li>• Chromebooks</li> <li>• Outdoor Access Points and portable sound systems</li> <li>• Classroom Microphones</li> <li>• Additional Tech Technician - temporary</li> <li>• Additional Computer Repair Tech – temporary</li> <li>• One to One Chromebook tracking</li> <li>• Additional temp COVID Staff</li> <li>• Residential Substitutes</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of Developmental Word Study Grades TK – 3</li> <li>• After School Tutoring for Students in Grades TK – 3</li> <li>• Targeted Tutoring</li> <li>• Summer Learning Academy</li> <li>• Mental Health Services – Licenses Clinical Social Worker (CFGC)</li> <li>• Mental Health Services – Therapist (CFGC)</li> <li>• Mental Health Services – Tele-therapy</li> <li>• Intervention Software</li> <li>• After School Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Hardware (panels)</li> <li>• Temporary Counselors</li> <li>• Healthy Pathway Materials</li> <li>• Tutoring – On demand 4<sup>th</sup> – 12<sup>th</sup> grade</li> <li>• Implementation of UDL</li> <li>• Increase access to independent study options</li> <li>• Access to Audiobooks</li> <li>• High Quality Assessments</li> </ul>

## February

Review Previous Progress  
[Goals & Actions]  
Supplement presented to the  
Board of Education at the  
February Meeting

## April

Review Data Outcomes  
[Annual Update]  
  
Revise Actions, if needed

## May

Review and Comment on  
Plan

## June

Public Hearing  
  
Plan Adoption

# Next Steps





# Questions or Comments

