DELAC Meeting

November 10, 2021

Agenda

Purpose of Committee

LCFF/LCAP Defined

LCAP Development Process

Review Current Metric Outcomes

Dashboard Updates

ELO and ESSER III Updates

Purpose of Committee

This committee:

- Reviews the local control accountability plan (LCAP)
- Reviews the annual update
- Shares/Solicits information from site educational partners
- Provides input, advice and comments on the plan and related plans

LCFF

In 2013, Governor Brown signed the *Local Control Funding Formula* into law, along with a **new accountability system**, based on two principles:

- Provide resources more **equitably** to students with **learning and socio-economic barriers**, and
- Provide **greater flexibility** for educators to serve and respond to their students' needs.

LCAP

(Local Control Accountability Plan)
Three Year plan required to receive State funding

LCAP
What is it?

Every student generates a base grant, which funds basic educational costs, such as teacher salaries, retirement costs, instructional materials, etc.

Every student who **is low-income, learning English,** or in **foster care** generates 20% more funding above the base grant.

These funds must be spent on increasing and improving services for these high-need student groups in order to improve their achievement.

In districts where at least 55% of students are high-need, those high-need students above the 55% enrollment threshold generate an extra 50% of the base grant.

These funds must also be spent to increase or improve services for high-need students in order to improve their achievement.

LCFF (State) Funding

Unduplicated Count Projected
21 - 22
72%

LCAP Requirements

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**

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

Outcomes - Annual Update

More than a single number	Equity	Supports Local Decision-Making
A quality education is defined by **more** than a single test score	**Increased** focus on addressing disparities among student groups	**More** information to support the local strategic planning process

The Local Control Funding Formula (LCFF) required the State Board of Education (SBE) to develop an ***accountability tool***, known as the evaluation rubrics, that:

Includes state and local performance indicators for **ALL** Local Control Funding Formula state priorities.

Assists local educational agencies in *identifying* strengths, weaknesses, and areas in need of improvement for LEAs and schools.

Identifies a process for using the performance standards to *identify LEAs in need of additional assistance* or intervention.

State Accountability Tool - CA School Dashboard

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) • English language arts/literacy (ELA) • Mathematics

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

CA School Dashboard 2021

Federal Waiver

- Removes requirement to publish state level indicators on the California School Dashboard.

State Accountability Assembly Bill 130 (Section 123)

- *The CDE shall:*
  - suspend the publication of state indicators on the 2021 Dashboard
  - report valid and reliable data
  - publish local indicator data.

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.

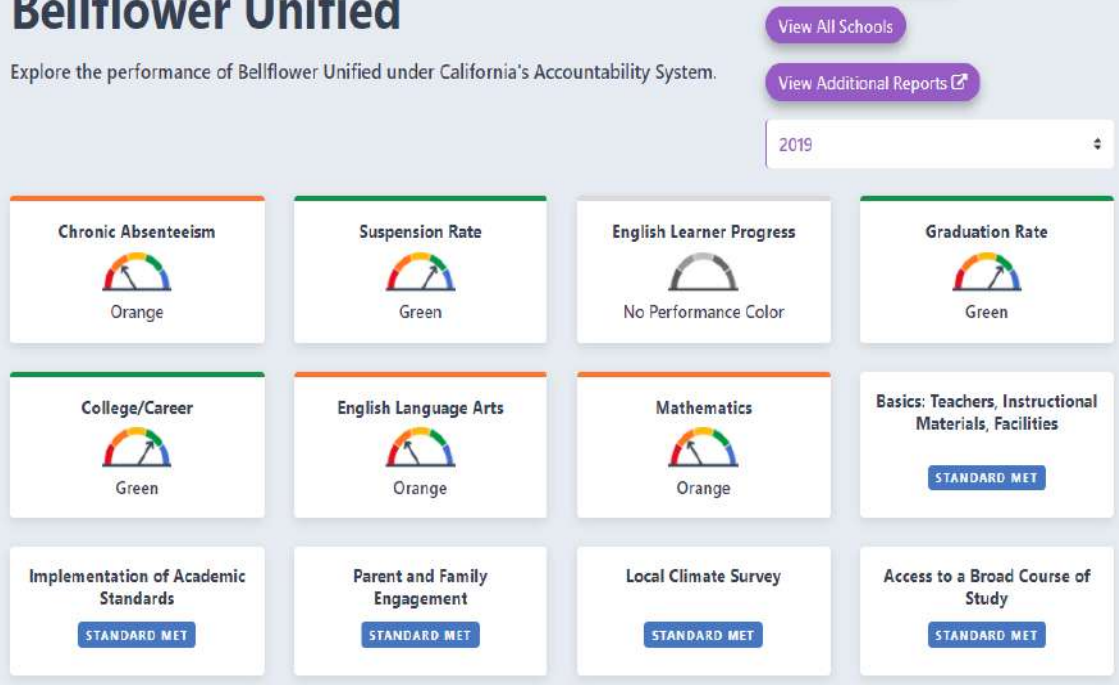
CA School Dashboard 2023

- 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

CA School Dashboard 2021

2019

Performance Colors	Performance Levels
Blue (Highest Performance)	Very High
Green	High
Yellow	Medium
Orange	Low
Red (Lowest Performance)	Very Low



California School DASHBOARD

LEARN MORE

Chronic Absenteeism

All Students | State

Orange

9.3% chronically absent

Increased 0.5%

EQUITY REPORT

Number of Student Groups in Each Color

0	6	4	3	0
Red	Orange	Yellow	Green	Blue

LEARN MORE

Graduation Rate

All Students | State

Green

93% graduated

Increased 2%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	3	4	3
Red	Orange	Yellow	Green	Blue

LEARN MORE

Suspension Rate

All Students | State

Green

4.3% suspended at least once

Declined 0.5%

EQUITY REPORT

Number of Student Groups in Each Color

0	3	7	2	1
Red	Orange	Yellow	Green	Blue

California School DASHBOARD

LEARN MORE

English Language Arts

All Students | State

Orange

5.2 points below standard

Maintained 2.5 Points

EQUITY REPORT

Number of Student Groups in Each Color

0	2	7	1	2
Red	Orange	Yellow	Green	Blue

View More Details →

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Mathematics

All Students | State

Orange

50.5 points below standard

Maintained 1.6 Points

EQUITY REPORT

Number of Student Groups in Each Color

0	4	6	2	0
Red	Orange	Yellow	Green	Blue

View More Details →

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English Learner Progress

All Students | State

47.4% making progress towards English language proficiency

Number of EL Students: 1,754

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

View More Details →

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College/Career

All Students | State

Green

39.4% prepared

Increased 3.3% ⊕

EQUITY REPORT

Number of Student Groups in Each Color

1	1	3	3	1
Red	Orange	Yellow	Green	Blue

View More Details →

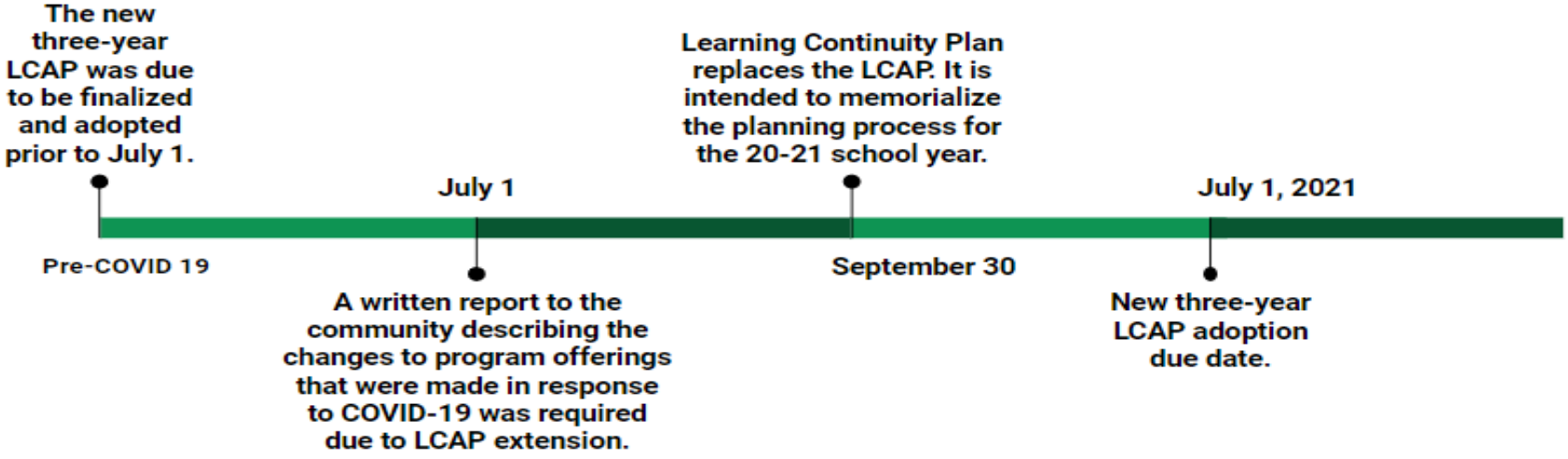
LCAP Development Process

Consult with:	Present for review and comment to:	Opportunity for Public Input:	Adoption of the Plan:
• Bargaining Units • Community • District Personnel • Parents • Students • School Personnel • Teachers	• Parent Advisory Committee (PAC) • District English Learner Advisory Committee (DELAC) • Superintendent responds to comments received	• Notice of opportunity for written comment • Public Hearing • Superintendent responds to comments received • Ensure LCAP strategies are consistent with school plans and categorical programs	• Adopt the plan with the District budget • Submit to LACOE for approval • Post on the District website • LACOE posts LCAPs for each school district

COVID-19 Impact

Written Report → Continuity Plan → LCAP

LCAP 2021 - 2024 Timeline



Bellflower Unified School District's Proposed Mission Statement

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.

CORE VALUES

Equity

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

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.

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.

High Reliability School Framework

2021 - 2024 LCAP

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

Goal 1: Provide all students safe, collaborative conditions for learning.	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.	Goal 3: Provide ongoing communication and opportunities for stakeholders to advocate for the success of all students.
Base Actions 1. High Quality Educators 2. K-3 Class size reduction 4. Maintain infrastructure 5. Safety and Custodial Operations/Services	**Base Actions** 1. Core instructional materials/assessments and professional development o Adoptions o CTE 2. Professional learning plans/Beginning Teacher Support and Induction o BTSA 4. Extended Learning Opportunities o 9-12 credit recovery and original credit o Elective credit CTE course options through CalAPS 7. 21st Century Learning Opportunities o PD CTE o College Pathways o CalAPPS 8. Pre-kindergarten educational opportunities 10. Dual Immersion o Washington and Secondary	**Base Actions** 1. Translation/Interpretation and Communication Services o Assessment Center staff o Blackboard, Google Meet, Live Streaming 4. Community partnerships
Supplemental 3. Analyze implementation of non-combo classes 6. Early Warning System-Attendance 7. Additional Technology/Tech TOSA 8. Positive Behavior Intervention and Supports 9. Mental Health Services o Full time elementary counseling o CSW or GI at all sites o 1 Centralized CSW 10. PE Program/Professional Learning Communities o IL stipends o Intervention teachers o Districtwide local assessments 11. Equitable Participation in a Broad Course of Study o Release time PLC o GATE o MTSS, UDL	**Supplemental** 3. Supplemental academic support o Supplemental intervention, materials o Centralized data dashboard 5. Additional extended learning opportunities o Elementary at risk extended learning o Summer bridge o After school program ASES 6. Professional Development and support for supplemental instructional initiatives o TOSA: ELA/ELD 3, Math 2, NGSS, MTSS o Centralized teaching and learning specialists 9. Supplemental College, Career supports and resources o AVID, STEAM, CTE Wheel o College/Career Centers o College/career opportunities Exposure	**Supplemental** 2. Educational opportunities for parents o 3 parent workshops o PIQE, Family Literacy 3. Diversify two-way communication o Website, APPS o Supplemental translation

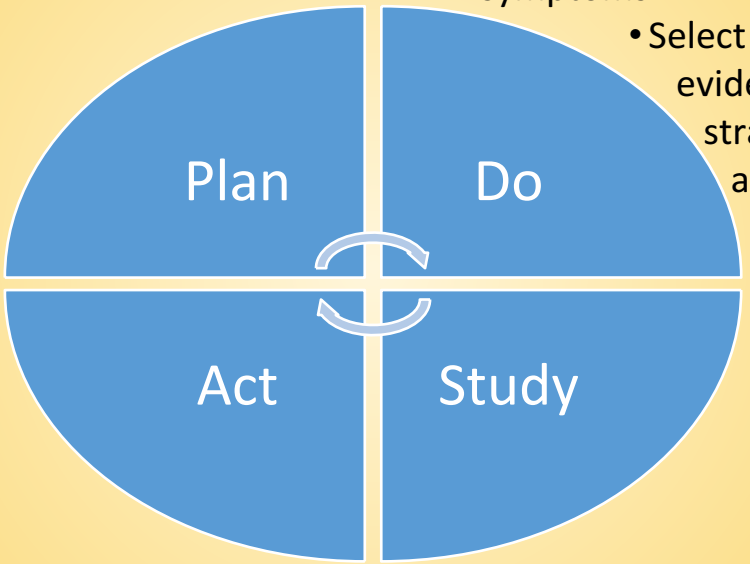
Continuous Improvement Cycle

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



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]

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

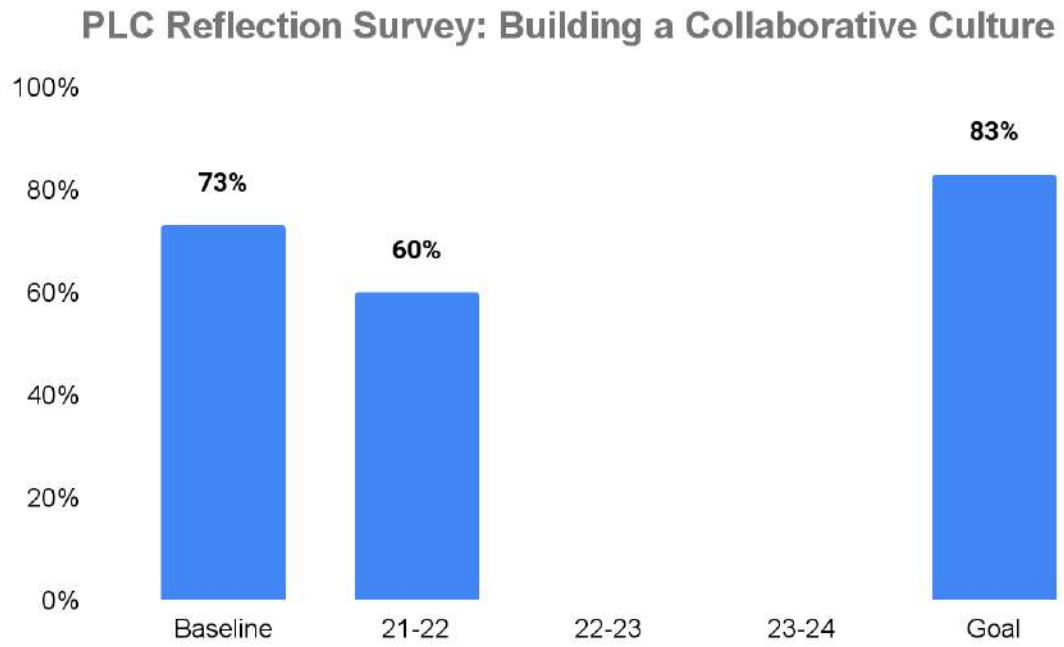
2 Analysis

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

3 Updates

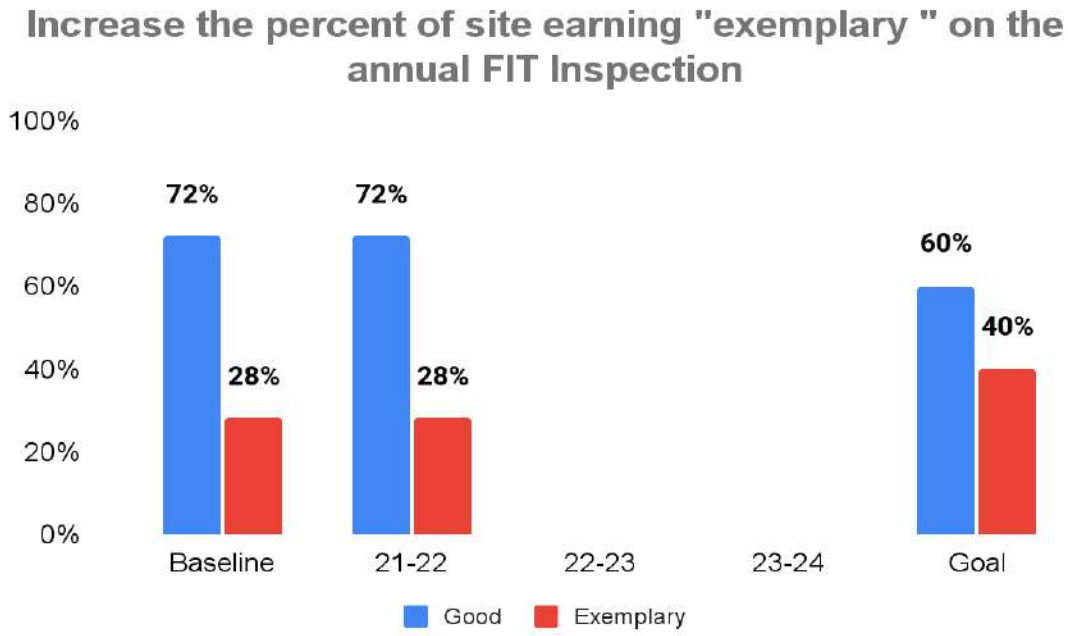
Planned adjustments to actions/services or outcomes as needed are shared with stakeholders

Goal 1: Provide all students safe, collaborative conditions for learning.
Source: 2021 PLC Reflections Survey



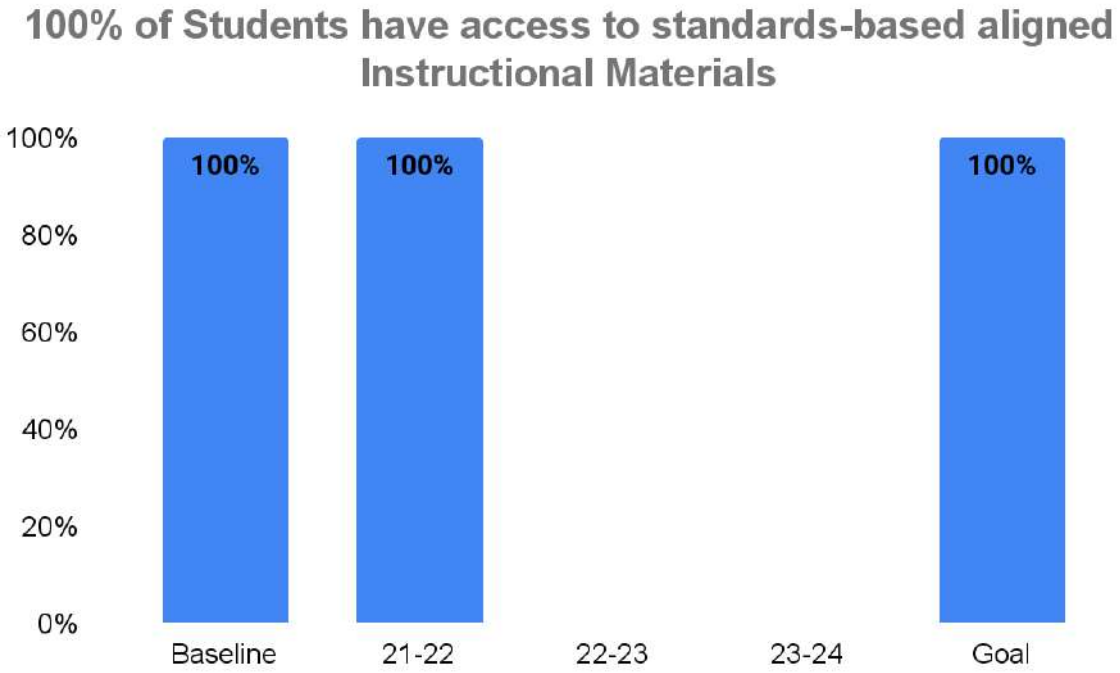
Goal 1: Provide all students safe, collaborative conditions for learning.

Source: 2021 FIT Inspection



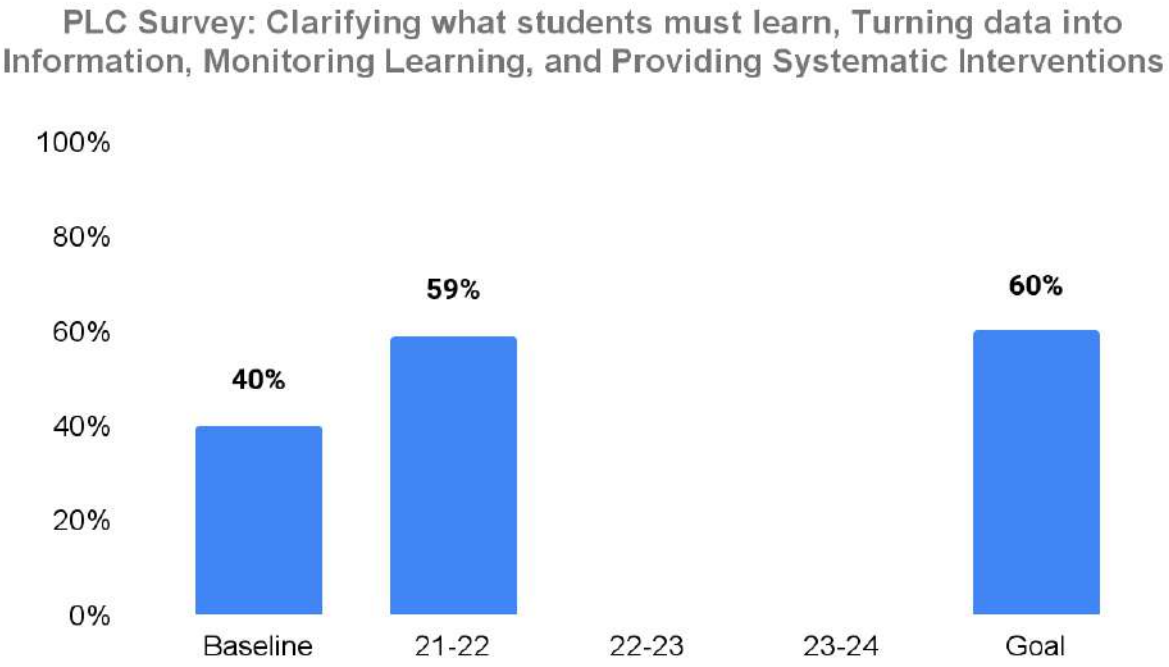
Goal 1: Provide all students safe, collaborative conditions for learning.

Source: 2021 Site Textbook Certification Forms



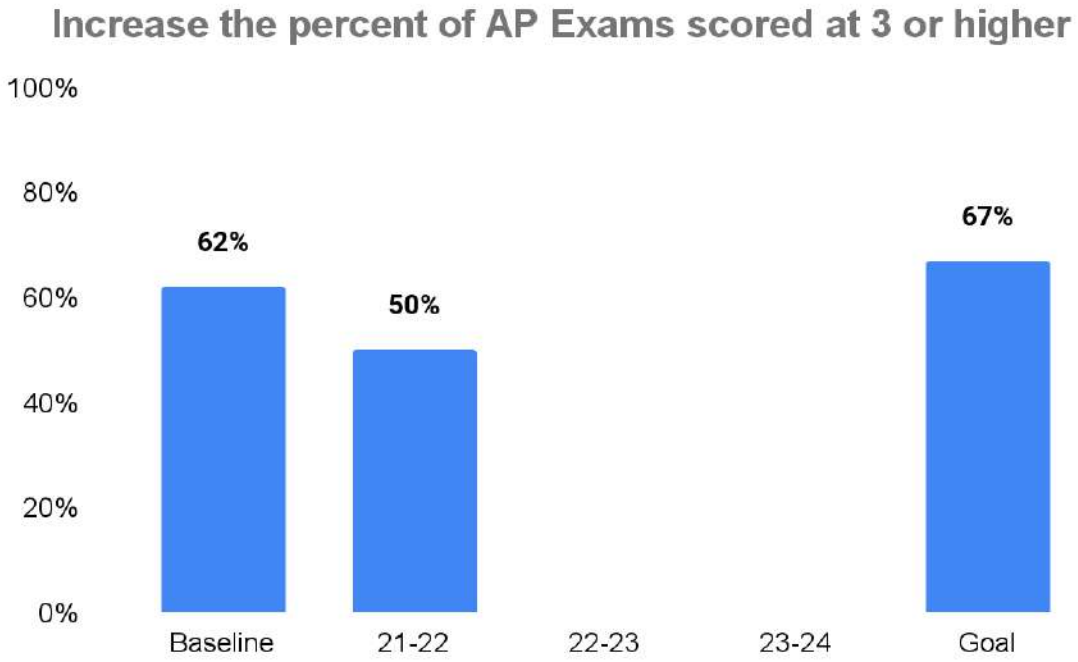
Goal 2: Provide all students with a guaranteed and viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

Source: 2021 PLC Reflections Survey



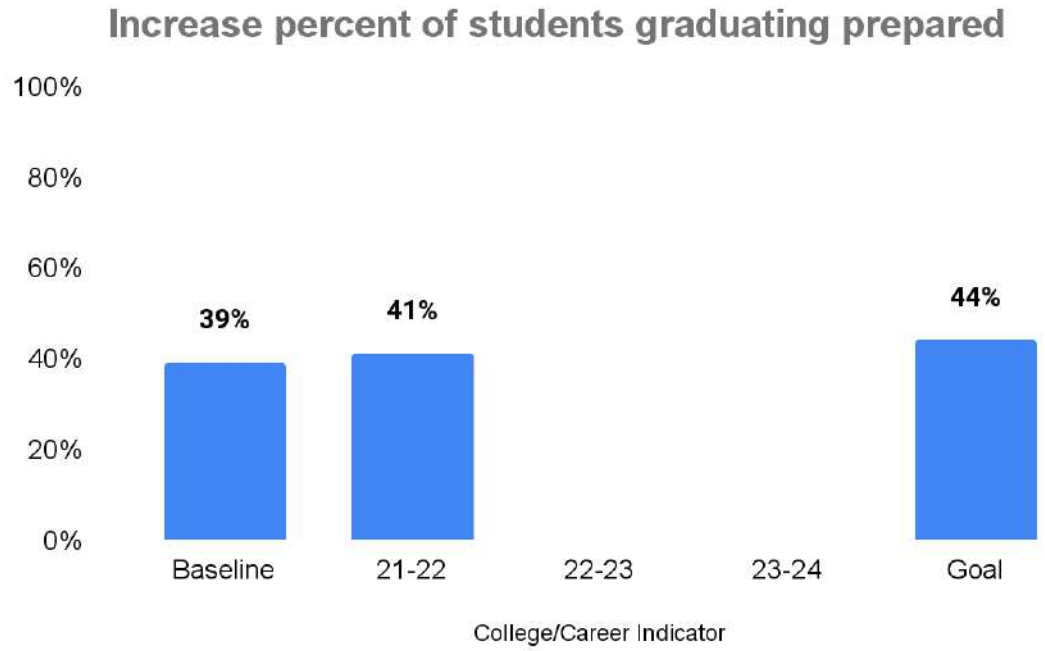
Goal 2: Provide all students with a guaranteed and viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

Source: College Board - 2021



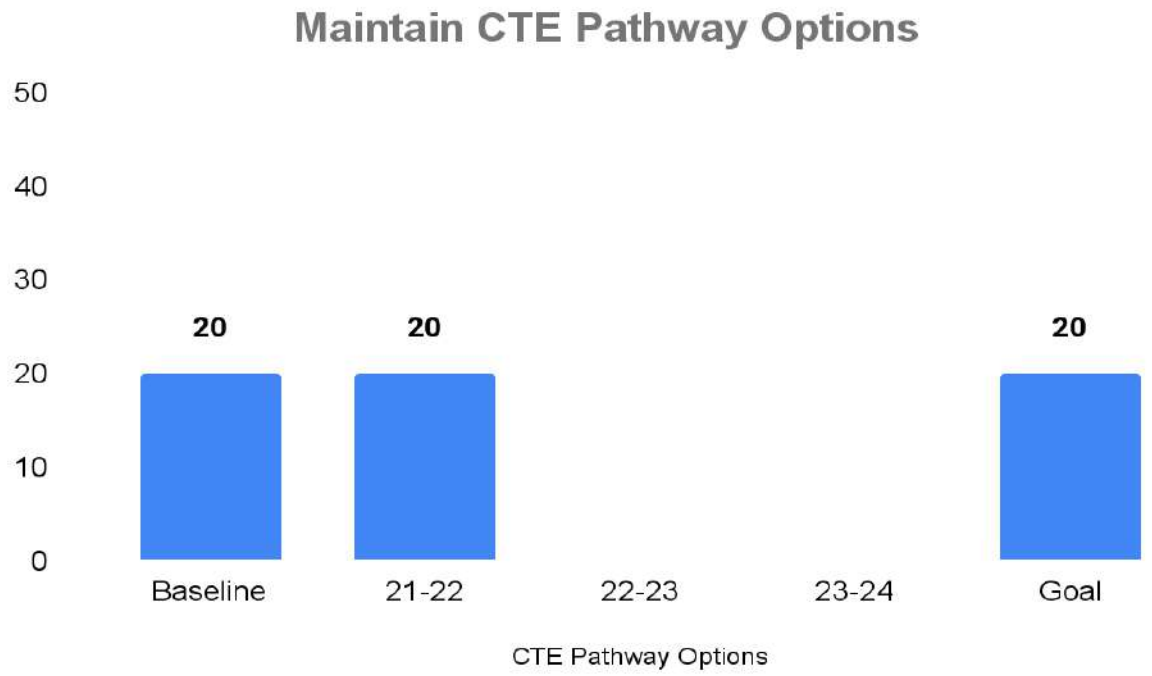
Goal 2: Provide all students with a guaranteed and viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

Source: 2020 Dashboard-College/Career Measures Report



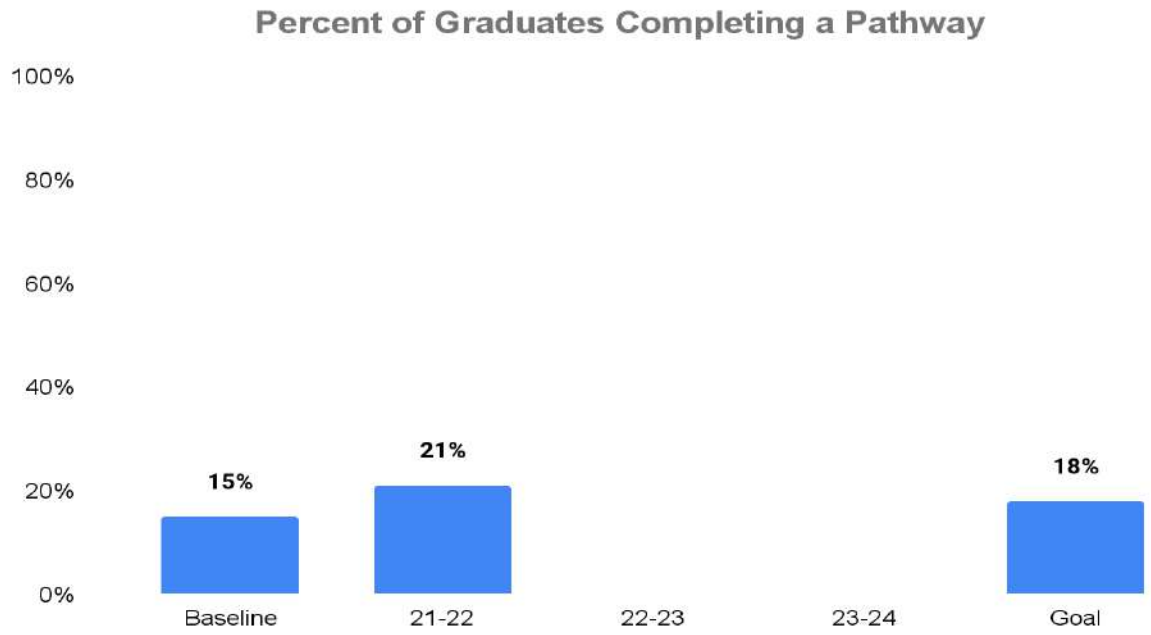
Goal 2: Provide all students with a guaranteed and viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

Source: BUSD Career Technical Pathway Options (Fall 2021)



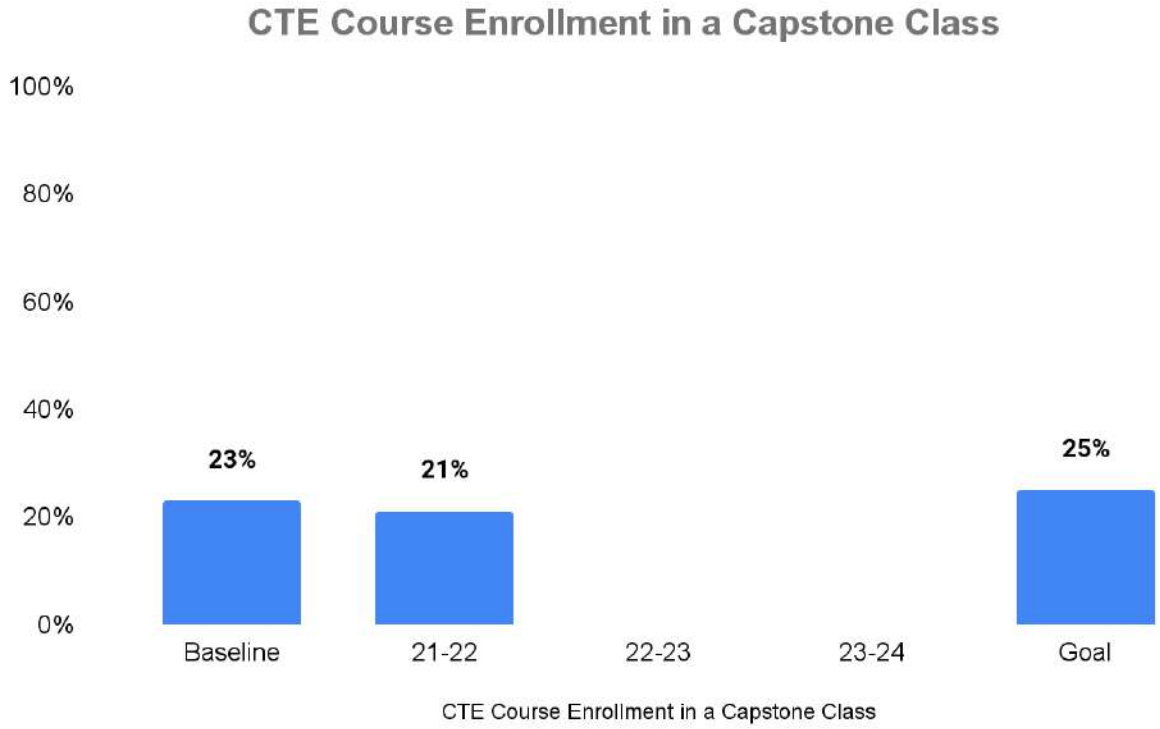
Goal 2: Provide all students with a guaranteed and viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

Source: 2020 Dashboard



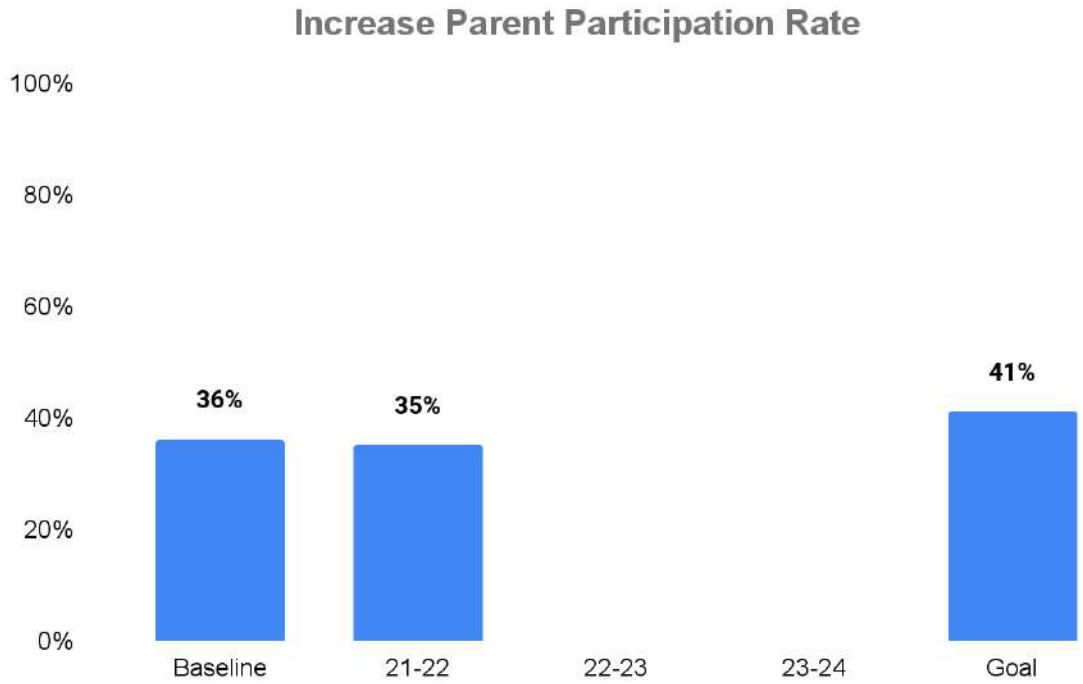
Goal 2: Provide all students with a guaranteed and viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

Source: Aeries Fall 2021



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

Source: 2021 Parent Tracker Form



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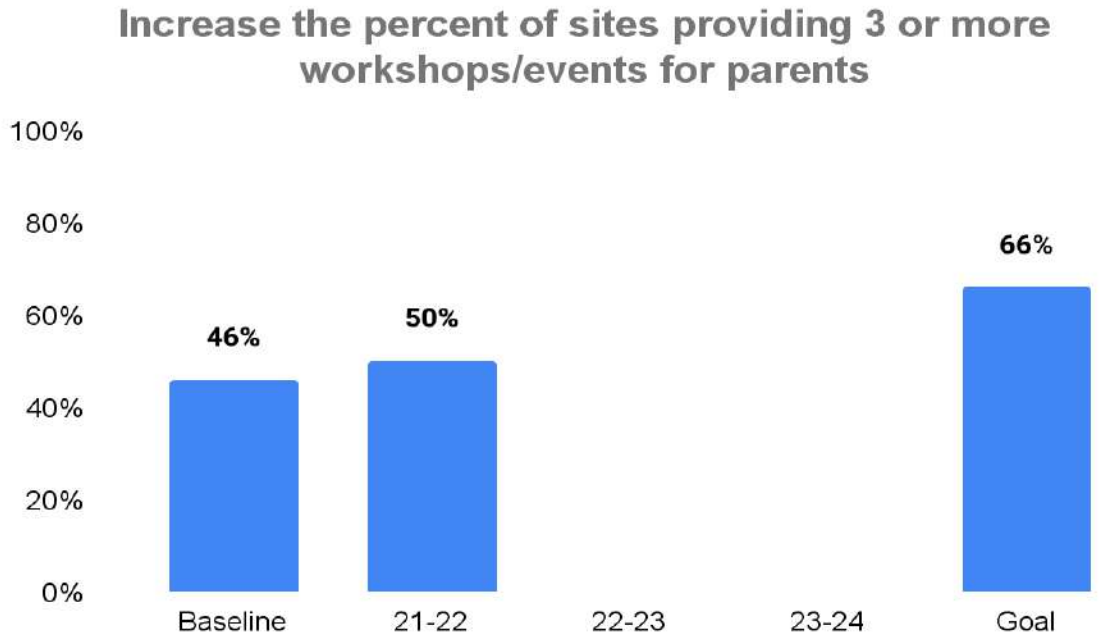
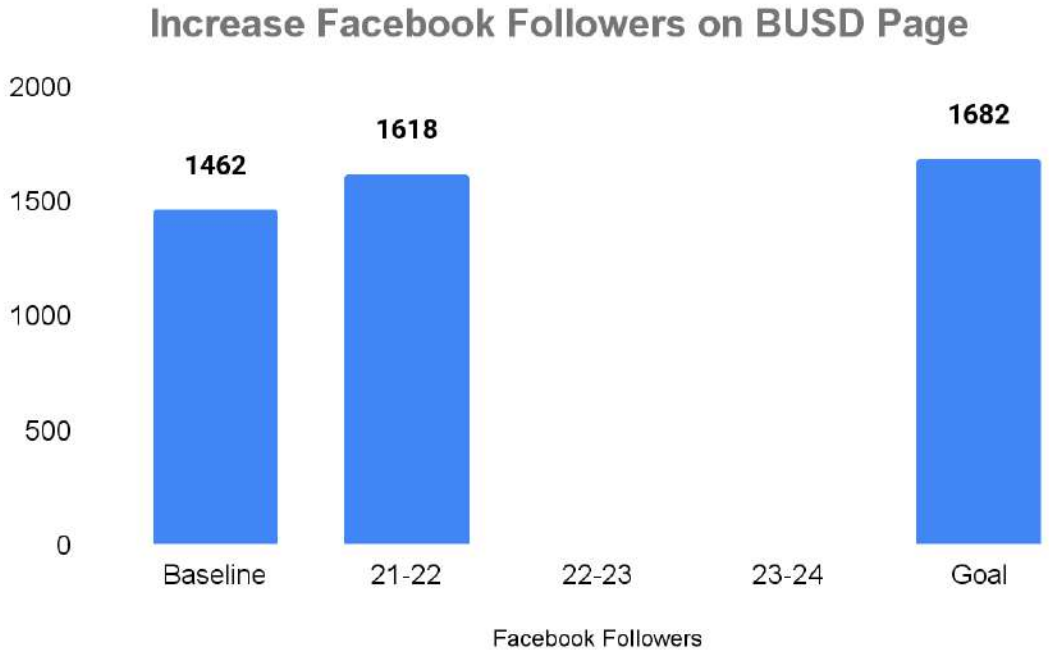


Goal 3: Provide ongoing communication and opportunities for stakeholders to advocate for the success of all students.

Source: BUSD Facebook Account



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: 9th/10th 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
• Additional PPE • Additional Water Bottle Stations • Additional HVAC Units • Paging System • Chromebooks • Outdoor Access Points and portable sound systems • Classroom Microphones • Additional Tech Technician - temporary • Additional Computer Repair Tech – temporary • One to One Chromebook tracking • Additional temp COVID Staff • Residential Substitutes	• Implementation of Developmental Word Study Grades TK – 3 • After School Tutoring for Students in Grades TK – 3 • Targeted Tutoring • Summer Learning Academy • Mental Health Services – Licenses Clinical Social Worker (CFGC) • Mental Health Services – Therapist (CFGC) • Mental Health Services – Tele-therapy • Intervention Software • After School Intervention	• Interactive Hardware (panels) • Temporary Counselors • Healthy Pathway Materials • Tutoring – On demand 4th – 12th grade • Implementation of UDL • Increase access to independent study options • Access to Audiobooks • High Quality Assessments

Next Steps

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

Questions or Comments