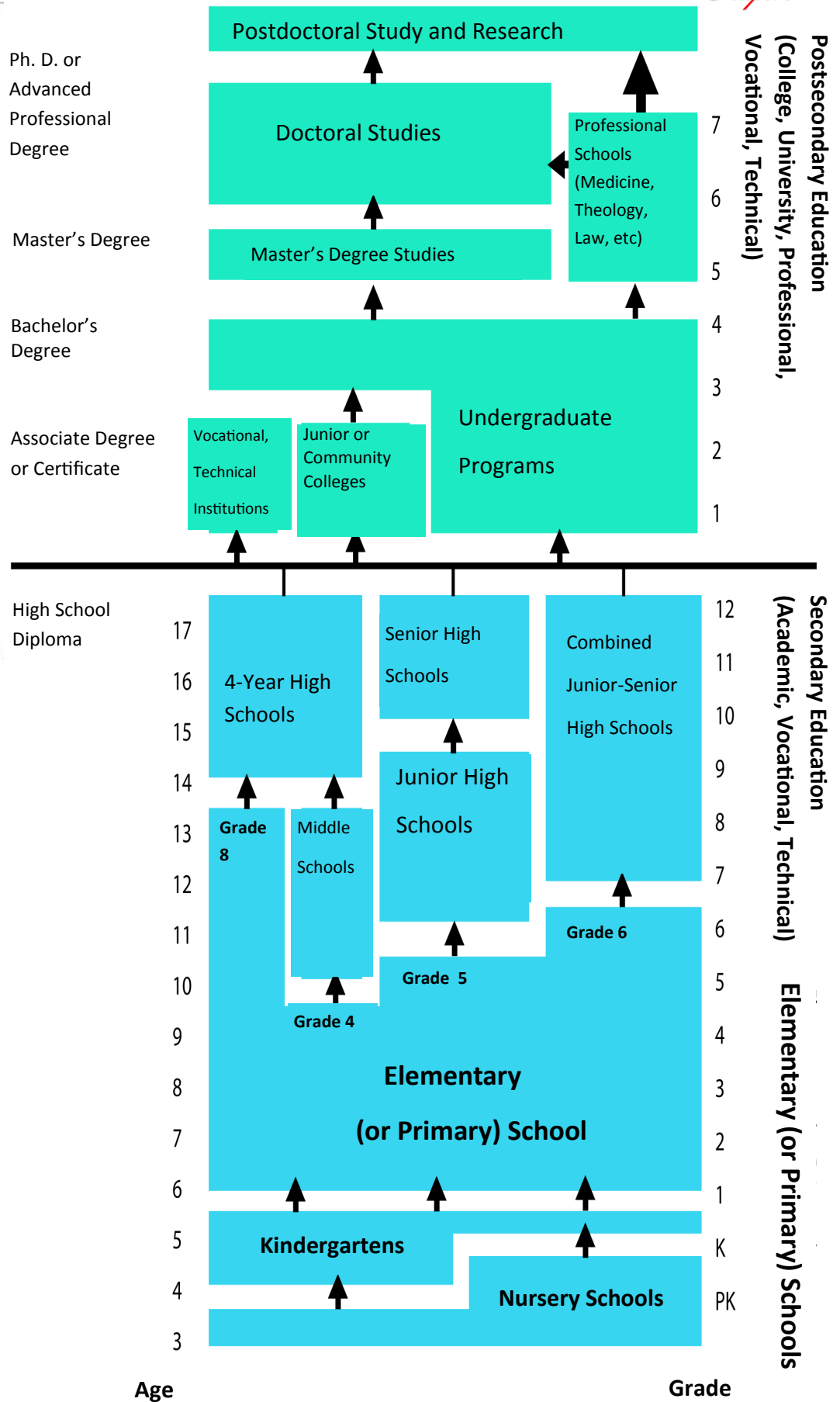


## School Governance



Level/Grade	Typical age
<b>Preschool</b>	
Various optional programs	Under 6
Pre-Kindergarten	4-5
<b>Elementary School</b>	
Kindergarten	4-5
1st Grade	6-7
2nd Grade	7-8
3rd Grade	8-9
4th Grade	9-10
5th Grade	10-11
<b>Middle School</b>	
6th Grade	11-12
7th Grade	12-13
8th Grade	13-14
<b>High School</b>	
9th Grade	14-15
10th Grade	15-16
11th Grade	16-17
12th Grade	17-18
<b>Post-secondary Education</b>	
College or University	18-23
Vocational education	Ages vary
<b>Graduate education</b>	



# Local Control and Accountability Plan (LCAP)

Important new ways for parents to engage in decision making

## What is the Local Control and Accountability Plan (LCAP)?

The LCAP is a critical part of the new Local Control Funding Formula (LCFF).

Each school district must engage parents, educators, employees and the community to establish these plans. The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals.

The LCAPs must focus on eight areas identified as state priorities. The plans will also demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.



## What are the eight state priority areas that must be addressed in the plans?

There are eight areas for which school districts, with parent and community input, must establish goals and actions. This must be done both district-wide and for each school. The areas are:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

In addition to these eight areas, a district may also identify and incorporate in its plan goals related to its own local priorities.



## **When will districts start developing these plans?**

The State Board of Education is in the process of developing a template for school districts to use for their own local plans. This template will be finalized by March 2014.

Between March and June, school districts must engage their parents and communities and adopt their local plans. California State PTA encourages districts to utilize a broad and multi-channel approach to involve parents and school sites beginning now.

Ultimately, the plan must be reviewed by a parent advisory committee. If a district has 15 percent or more English learners, a separate parent committee must provide feedback in this area. The final plans must be approved by July 1.

The initial plan will cover three years, but must be updated annually by the district by July 1 of each following year.

## **What can parents and PTAs do now?**

The new LCFF and LCAPs provide a great opportunity for parents to engage in the decisions that impact their children and schools.

You can start now by thinking about the eight state priority areas and what you would like to see as goals for your school district and schools in each.

In addition, now is the time to communicate with school administrators and elected board members to help them establish an LCAP development and adoption process that ensures many ways for all parents and community members to participate and be heard.

Ask school and district administrators to schedule presentations and participate directly in conversations about the following:

- ▶ The programs and services currently being offered in the district, and their effectiveness in achieving student outcomes.
- ▶ Strategies, programs and services to improve student outcomes at your schools and for groups of students, and the resources needed.
- ▶ The district's current budget-building process, and how the district will be adapting its planning and budgeting processes to meet the new requirements of the LCFF and LCAP.

**Your voice matters – join the conversation!**

[www.capta.org](http://www.capta.org)

# Getting to Know the California School Dashboard



The California School Dashboard ([www.caschooldashboard.org](http://www.caschooldashboard.org)) is an online tool designed to help communities across the state access important information about K-12 districts and schools. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of major shifts in public education, changes that have raised the bar for student learning, transformed testing, and increased the focus on equity.

## 10 Indicators of School Success

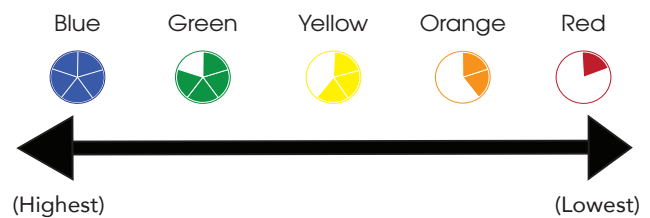
### State Indicators

- **SIX** indicators allow for comparisons across schools and districts.

- ★ High School Graduation Rate
- ★ Academic Performance
- ★ Suspension Rate
- ★ English Learner Progress
- ★ Preparation for College/Career
- ★ Chronic Absenteeism

- Based on information collected statewide.
- Results for all districts, all schools, and all defined student groups (e.g., ethnic groups, low income, English learners) with more than 30 students.

- Schools and districts receive **one of five color-coded performance levels** on each of the six state indicators.



- The color and amount that the circle is filled are two ways of showing the performance level. For example, Green will always have four segments filled and Red will always have one segment filled.
- The overall performance level is based on how current performance (status) compares to past performance (change).

### Local Indicators

- **FOUR** indicators based on information collected by school districts, county offices of education and charter schools.

- ★ Basic Conditions
  - Teacher qualifications
  - Safe and clean buildings
  - Textbooks for all students
- ★ Implementation of Academic Standards
- ★ School Climate Surveys
- ★ Parent Involvement and Engagement

- Districts receive **one of three performance levels** on the four local indicators based on whether they have collected and reported local data.
  - Met
  - Not met
  - Not met for two or more years
- School and student group information is not available for local indicators.

*Continued on the next page.*

The California School Dashboard provides four different reports that allow custom views of school success. Users can also look at performance of all student groups on a single indicator by clicking on that indicator. Clicking on a single student group shows the performance of that student group across all six state indicators.

# 4 Reports Provide Custom Views of School Success

Equity Report

Status/Change Report

Detailed Reports

Student Group Report

## Equity Report

Shows:

- The performance of all students on the state indicators
- The total number of student groups for each state indicator
- The number of student groups in the Red/Orange performance levels
- Performance on local measures (school district level only)

Allows selection of information by indicator

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		9	2
<a href="#">English Learner Progress (K-12)</a>		1	0
<a href="#">Graduation Rate (9-12)</a>		6	4
<a href="#">College/Career</a> <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A
<a href="#">English Language Arts (3-8)</a>		8	0
<a href="#">Mathematics (3-8)</a>		8	1
<b>Local Indicators</b>	Ratings		
<a href="#">Basics (Teachers, Instructional Materials, Facilities)</a>	Met		
<a href="#">Implementation of Academic Standards</a>	Not Met		
<a href="#">Parent Engagement</a>	Not Met for Two or More Years		
<a href="#">Local Climate Survey</a>	Met		

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		Low 2.2%	Increased +0.3%
<a href="#">English Learner Progress (K-12)</a>		Very High 90.2%	Increased +2.7%
<a href="#">Graduation Rate (9-12)</a>		High 93.1%	Declined -1.5%
<a href="#">College/Career</a> <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A
<a href="#">English Language Arts (3-8)</a>		Very High 49 points below level 3	Maintained +6.2 points
<a href="#">Mathematics (3-8)</a>		High 31 points above level 3	Increased +6.5 points

## Status/Change Report

Shows for each state indicator:

- All student performance
- Status (Current Performance)
- Change (Difference from Past Performance)




















## Detailed Reports

- Shows information about performance over time on state indicators
- Shows the locally collected performance information on the local indicators
- Organized into three categories:
  - Academic Performance
  - School Conditions and Climate
  - Academic Engagement

## Student Group Report

- Shows the performance of all students and each student group on the state indicators
- Allows selection of student groups by performance level
  - Blue/Green (i.e., meeting standards)
  - Yellow
  - Red/Orange

The College/Career measure shows how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state measure, high school graduates must meet at least one of the criteria in the Prepared level.

PREPARED	APPROACHING PREPARED	NOT PREPARED
<p> <b>Smarter Balanced Summative Assessments:</b> Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics</p> <p> <b>Advanced Placement (AP) Exams:</b> Score of 3 or higher on two AP exams</p> <p> <b>International Baccalaureate (IB) Exams:</b> Score of 4 or higher on two IB exams</p> <p> <b>College Credit Courses:</b> Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</p> <p> <b>State Seal of Biliteracy (SSB):</b> SSB awarded and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments</p> <p> <b>Leadership/Military Science:</b> Two years of Leadership/Military Science, score of Level 3 or higher in ELA or math, and Level 2 "Standard Nearly Met" or higher in other subject area</p> <p> <b>University of California (UC) and California State University (CSU) a-g requirements:</b> Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below</p> <p> <b>Career Technical Education (CTE) Pathway:</b> Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below</p>	<p> <b>Smarter Balanced Summative Assessments:</b> Score of Level 2 "Standard Nearly Met" on both ELA and mathematics</p> <p> <b>College Credit Courses:</b> One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</p> <p> <b>UC and CSU a-g requirements:</b> Complete a-g course requirements with a grade of C- or better</p> <p> <b>CTE Pathway:</b> Pathway completion with a grade of C- or better in the capstone course</p> <p> <b>Leadership/Military Science:</b> Two years of Leadership/Military Science</p>	<p>Did not meet any of the measures or did not graduate.</p>
<div style="border: 1px solid green; padding: 10px;"> <p><b>Additional Criteria</b></p> <ul style="list-style-type: none"> <li> Smarter Balanced Summative Assessment Scores:           <ul style="list-style-type: none"> <li>• Level 3 or higher on ELA and at least a Level 2 in mathematics, or</li> <li>• Level 3 or higher on mathematics and at least a Level 2 in ELA</li> </ul> </li> <li> One semester/two quarters of College Credit Courses with a grade of C- or better in academic/CTE subjects</li> <li> Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)</li> <li> Completion of CTE Pathway (for a-g requirement only)</li> </ul> </div>		
<div style="border: 1px solid blue; padding: 10px;"> <p><b>Criteria Key</b></p> <ul style="list-style-type: none"> <li> Assessment</li> <li> Coursework</li> </ul> </div>		

