JOHNSTONVILLE ELEMENTARY SCHOOL DISTRICT

LCAP STATE AND LOCAL INDICATORS, NEEDS ASSESSMENT, AND TIMELINE

December 2, 2020
In the Local Control and Accountability Plan (LCAP), school districts, in consultation with their stakeholders, must develop goals and specific actions, as well as measurable student outcomes, for each of the eight statewide priorities and any additional locally defined priorities.
Conditions of Learning

**Priority 1 – Basic Services:** Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards and safe, properly maintained school facilities.

**Priority 2 – Implementation of State Standards:** Ensuring school programs and services enable all students, including English learners, to access California’s academic content and performance standards, including California’s State Standards for English language arts and math, and Next Generation Science Standards and English Language Development Standards.

**Priority 7 – Course Access:** Ensuring all students have access to a broad course of study in all required subject areas including math, social science, science, visual and performing arts, health, P.E., and CTE, that prepare them for college and careers.
## Conditions of Learning Indicators

<table>
<thead>
<tr>
<th>Local Control Funding Formula Priority</th>
<th>State Indicators</th>
<th>Local Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1: Basic Services or Basic Conditions at School</td>
<td></td>
<td>Text books availability, adequate facilities, and correctly assigned teachers</td>
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<tr>
<td>Priority 2: Implementation of State Academic Standards</td>
<td></td>
<td>Annually report on progress in Implementing the standards for all content areas</td>
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<tr>
<td>Priority 7: Access to a Broad Course of Study</td>
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<td>Annually report progress on the extent students have access to, and are enrolled in, a broad course of study</td>
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</table>
Conditions of Learning (Needs)

• Staff desires additional professional development ~ **Priority 2 – Implementation of State Standards**

• Concerns regarding the focus on College/Career Pathways and the relationship with current curriculum ~ **Priority 7 – Course Access**

• Additional Academic supports and interventions needed ~ **Priority 7 – Course Access**
Priority 4 – Student Achievement: Improving achievement and outcomes for all students as measured in multiple ways such as test scores, English proficiency and college- and career-readiness.

Priority 8 – Other Student Outcomes: Measuring other important indicators of student performance in all required areas of study.
## Pupil Outcomes Indicators

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| Priority 4: Student Achievement        | Academic Indicators (3-8)  
English Learner Progress Indicator (1-8) |                  |
| Priority 8: Outcomes in a Broad Course of Study | College/Career Readiness Indicator (9-12) |                  |
Pupil Outcomes (Needs)

• English Language Arts ~ Priority 4 - Student Achievement
  • Socio-Economically disadvantaged
    • Grew but still remained in the yellow category
  • Academic Gap
    • Socio-Economically disadvantaged, Students with Disabilities, Hispanic
• Math ~ Priority 4 - Student Achievement
  • All students
    • Excellent growth this year but still below standard
  • Academic Gap
    • Socio-Economically disadvantaged, Students with Disabilities, Hispanic, English Learner
Community Engagement

**Priority 3 – Parent Involvement:** Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students.

**Priority 5 – Student Engagement:** Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

**Priority 6 – School Climate:** Factors both inside and outside the classroom that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.
### Community Engagement Indicators

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<tr>
<td><strong>Priority 3: Parent Engagement</strong></td>
<td></td>
<td>Annually report progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs</td>
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<tr>
<td><strong>Priority 5: Student Engagement</strong></td>
<td>Chronic Absence Indicator (K-8)</td>
<td></td>
</tr>
<tr>
<td><strong>Priority 6: School Climate</strong></td>
<td>Suspension Rate Indicator (K-8)</td>
<td>Administer a Local Climate Surveys every other year</td>
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</table>
Community Engagement (Needs)

- Chronic Absenteeism ~ **Priority 5 – Student Engagement**

Data from 2019-20 Climate survey results. Additional data is needed from this year’s survey:

- School provides quality programs for my child’s talents, gifts, or Special Needs ~ **Priority 5 – Student Engagement**
- School helps Students Resolve Conflicts ~ **Priority 5 – Student Engagement**
- Bullying and Fighting : Harassment and Bullying ~ **Priority 6 – School Climate**
- Students Disrespecting Students ~ **Priority 6 – School Climate**
- School provides Quality Counseling and Supports for Students with Social or Emotional Needs ~ **Priority 6 – School Climate**
- Additional Mental Health and Socio-Emotional Support desired for Students ~ **Priority 5 – Student Engagement**
<table>
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<tr>
<th>Significant Events</th>
<th>August-October</th>
<th>November-December</th>
<th>January-February</th>
<th>March-April</th>
<th>May-June</th>
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<tbody>
<tr>
<td>CAASPP Data Released</td>
<td>CALPADS Data Gathering and Review</td>
<td>California School Dashboard Released</td>
<td>Governor’s Budget Release</td>
<td>Student Climate Data gathering (suspension, expulsion, dropout, enrollment, attendance)</td>
<td>May Revise</td>
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<td>Physical Fitness Data Released</td>
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<td>LCAP Public Hearing</td>
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<td>LCAP Template released</td>
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<td>LCAP Approval</td>
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<td>Final Budget</td>
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<tr>
<td>Have any changes been made to the LCAP? DO these changes need to continue into the next LCAP?</td>
<td>Review Local Indicators on Dashboard</td>
<td>Continue to gather both formative and summative data to show progress on metrics.</td>
<td>Initiate budget alignment and development process based on January budget release</td>
<td>Development and revision of LCAP Goals/Actions/Metrics based on data and community/stakeholder input</td>
<td>Finalize LCAP and ensure the plan includes:</td>
</tr>
<tr>
<td>Gather both formative and summative data to show progress on metrics.</td>
<td>Give regular updates to the Board of Trustees and stakeholder groups regarding LCAP indicators and dashboard results</td>
<td>Continue to give regular updates to the Board of Trustees and stakeholder groups regarding LCAP process</td>
<td></td>
<td>• Measurable outcomes to address state priorities, indicators, and metrics</td>
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<tr>
<td>Review CAASPP student achievement data and examine achievement gaps</td>
<td>Hold LCAP community input meeting</td>
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<td>Present draft LCAP and budget in community and stakeholder meetings.</td>
<td>• Three year progression of actions/services</td>
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<td></td>
<td>Hold school community input meetings</td>
<td></td>
<td>Gather additional input into draft LCAP</td>
<td>• Involvement of all stakeholder groups</td>
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<td>• Budget to support all actions</td>
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## LCAP Development Timeline

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<th>Stakeholder Engagement</th>
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| Create plan and timeline for stakeholder engagement/input | Potential topics for Stakeholder Meetings –  
- What is LCFF/LCAP?  
- What are the LCAP State Priorities?  
- What are the Climate Survey results?  
- Student achievement and California Dashboard results  
- Implementation plans and how the LCAP will be monitored  
- LCAP expenditure updates  
- LCAP needs assessments | Share formative/summative data as evidence of plan implementation  
- Share plan and input with School Board, School Site Council/District Advisory Committee, and school personnel  
- Partner with stakeholders on how to meet identified needs for coming year.  
- Share budget information  
- Share stakeholder ideas for continued improvement and plan revision.  
- Ask for input in prioritizing themes for inclusion in LCAP. | Share formative/summative data as evidence of plan implementation  
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- Public Hearing Board approval |