



LCAP STAKEHOLDER ENGAGEMENT MEETING #1

Alliance Dr. Olga Mohan High School
Date:

Context

- **Stakeholder and community engagement is a cornerstone of LCFF.** The fundamental premise of LCFF is that LEAs receive increased flexibility in how they use state funds.
- This flexibility must be accompanied by increased efforts to **seek** and **incorporate feedback** from the community, including parents, students, and other stakeholders, as they develop LCAP plans.
- We have created a stakeholder engagement plan to assist you with the completion of the 2018-19 LCAP.

LCAP Stakeholder Engagement Plan

Dates	Description	Objectives
February 13 - 27	Stakeholder Engagement Meeting #1 <i>Format: SSC or Town Hall</i>	<ul style="list-style-type: none">• Review performance on California Accountability Dashboard• Draft performance narrative• Collect feedback from stakeholder groups as required under LCFF on the alignment of resources based on progress
March 13 - 23	Stakeholder Engagement Meeting #2 <i>Format: Town Hall</i>	<ul style="list-style-type: none">• Share draft of 2018-19 Local Control Accountability Plan (LCAP) based on feedback from February stakeholder meeting(s)
April 19 - May 4	Stakeholder Engagement Meeting #3 <i>Format: SSC</i>	<ul style="list-style-type: none">• Review of the final LCAP prior to submission to School Board• Review Title I expenditures

Stakeholder Engagement Window #1

Purpose

- Acquaint stakeholders with performance as presented in the CA Dashboard
- Draft narrative on performance and areas of need
- Discuss potential changes to resource allocations with input of stakeholders relative to subgroup performance

State & Local Indicators

State Indicators

Data that is collected across the state (e.g. state assessments)

- Chronic Absenteeism (to be determined)
- Suspension Rate
- English Learner Progress

HS State Indicators


- High School Graduation Rate
- College/Career Indicator

Local Indicators

Data not collected at the state level—self-reported

- Basic Conditions (Priority 1)
- Implementation of Academic Standards (Priority 2)
- School Climate (Priority 6)
- Parent Involvement and Engagement (Priority 3)

How are Performance Levels assigned?

State Indicators	Local Indicators
<p>Performance determined by state based on five-by-five placement charts - "Status" (y-axis) & "Change" (x-axis)</p>	<p>Performance determined by LEA based on state-created standards</p>
<p>▸ Schools and districts receive one of five color-coded performance levels on each of the six state indicators.</p>  <p>The diagram illustrates five color-coded performance levels: Blue (Highest), Green, Yellow, Orange, and Red (Lowest). A double-headed arrow points from the Blue level on the left to the Red level on the right, indicating the performance scale.</p>	<p>Met</p> <p>Not Met</p> <p>Not Met for Two or More Years</p>

Activity: Dashboard Reflection

Based on the data shared from the school-wide state accountability dashboard, we will take a deeper dive into our subgroups and focus on responding to the following prompts:

- **Strengths:** What are the areas of greatest progress? What are we most proud of and how can we build upon that success?
- **Schoolwide Needs:** Where do we have red/orange levels? How can we address those needs?
- **Subgroup Performance:** Which areas show a gap of 2 or more performance levels for subgroup **vs** schoolwide?

Our Dashboard – Fall 2017 Data

Alliance Dr. Olga Mohan High School
California Accountability Dashboard
Fall 2017

	School	Status	Change
Chronic Absenteeism	5.6%	*	*
Suspension Rate		Low	Increased
English Learner Progress		Very High	Increased Significantly
Graduation Rate		Very High	Maintained
College/Career		High	N/A

Sample Dashboard Template

Strengths	Schoolwide Needs	Subgroup Performance
<ul style="list-style-type: none">• What are the areas of greatest progress?• What are we most proud of?• How do we intend to maintain/build upon this success?	<ul style="list-style-type: none">• Where do we have red/orange levels?• How can we address those needs?	<ul style="list-style-type: none">• Which areas show a gap of 2 or more performance levels for subgroup vs schoolwide?• What areas do we have red/orange levels of performance for subgroups?
What should we keep doing?	Suggestions for improving schoolwide performance	Suggestions for improving subgroup performance

Chronic Absenteeism

	All Students	Status	Change
Chronic Absenteeism	5.6%	*	*
Hispanic	5.7%	*	*

Chronic Absenteeism

Strengths	Schoolwide Needs	Subgroup Performance
<p><i>Performance is significantly better than LAUSD's __ %.</i></p> <p><i>Performance is significantly better than Los Angeles County's __ %.</i></p> <p><i>Performance is significantly better than the State of California's __ %.</i></p>	[Describe schoolwide needs for chronic absenteeism.]	[Describe subgroup performance for chronic absenteeism.]
What should we keep doing?	Suggestions for improving schoolwide performance	Suggestions for improving subgroup performance

Suspension Rate

	Dashboard	Status	Change
All Students		Low	Increased
English Learners		Very Low	Maintained
Socioeconomically Disadvantaged		Low	Maintained
Students with Disabilities		Very Low	Maintained
Hispanic		Low	Maintained

Suspension Rate

Strengths	Schoolwide Needs	Subgroup Performance
<p>[Describe strengths for Suspension Rate]</p> <p><i>Example: Schoolwide suspension rates are very low.</i></p>	<p>[Describe schoolwide needs for Suspension Rate]</p> <p><i>Example:</i></p>	<p>[Describe subgroup performance for Suspension Rate]</p> <p><i>Example: Students with disabilities subgroup has higher suspension rate than the schoolwide indicator.</i></p>
What should we keep doing?	Suggestions for improving schoolwide performance	Suggestions for improving subgroup performance

English Learner Progress

	All	Status	Change
English Learner Progress		Very High	Increased Significantly

English Learner Progress

Strengths	Subgroup Needs
<p>[Describe strengths for English Learner Progress]</p> <p><i>Example:</i> <i>Our English Learner Progress Indicator is at the highest level of performance (blue).</i></p>	<p>[Describe schoolwide needs for English Learner Progress.]</p>
What should we keep doing?	Suggestions for improving performance

Graduation Rate

	Dashboard	Status	Change
All Students		Very High	Maintained
English Learners		High	Declined
Socioeconomically Disadvantaged		Very High	Maintained
Students with Disabilities		*	*
Hispanic		Very High	Maintained

Graduation Rate

Strengths	Schoolwide Needs	Subgroup Performance
<p>[Describe strengths for Graduation Rate]</p> <p><i>Example:</i> <i>Schoolwide we are at blue (highest)</i></p> <p><i>Our two subgroups are also blue</i></p> <p><i>Maintained for schoolwide and the two subgroups</i></p>	<p>[Describe schoolwide needs for Graduation Rate]</p> <p><i>Example:</i> <i>Although we are at blue, need to grow</i></p>	<p>[Describe subgroup performance for Graduation Rate]</p> <p><i>Example:</i> <i>English Learners declined slightly</i></p>
What should we keep doing?	Suggestions for improving schoolwide performance	Suggestions for improving subgroup performance

College/Career

	Dashboard	Status	Change
All Students		Very High	*
English Learners		Very High	*
Socioeconomically Disadvantaged		Very High	*
Students with Disabilities		*	*
Hispanic		Very High	*

College/Career

Strengths	Schoolwide Needs	Subgroup Performance
<p>[Describe strengths for College/Career]</p> <p><i>Example: Schoolwide we have a high percentage of prepared students</i></p>	<p>[Describe schoolwide needs for College/Career]</p> <p><i>Example: Gaps in overall student's preparedness</i></p>	<p>[Describe subgroup performance for College/Career]</p> <p><i>Example: English Learners performance is very low</i></p> <p><i>Students with disabilities preparedness is very low</i></p>
What should we keep doing?	Suggestions for improving schoolwide performance	Suggestions for improving subgroup performance



LCAP STAKEHOLDER ENGAGEMENT MEETING #1

TOWN HALL BREAKOUT

Alliance Dr. Olga Mohan High School

Date:

Breakout Sessions

Based on the LCFF subgroup categories, stakeholders will breakout to assigned locations to offer suggestions on how the areas of focus may be best addressed to improve student subgroup performance

- English Learners (Facilitator name, Room #)
- Special Education (Facilitator name, Room #)
- Foster Youth (Facilitator name, Room #)

Breakout Groups: Focus Questions

- What are the most significant ways we can impact school wide growth in areas of need?
- What significant actions can we take to increase or improve services for targeted subgroups?
- What metrics should we identify to monitor our progress throughout the year?

Areas for Focus in 2018-19 LCAP

Based on the areas of need (school wide) and subgroups, the Instructional Leadership Team, will further examine the actions and services which have been implemented during the 2017-18 academic year to assess what changes should be made in the development of the 2018-19 budget.

Greatest Needs (School-wide)		Performance Gaps (Subgroups)	
Chronic Absenteeism rate is 5.6%	Chronic Absentee	Hispanic subgroup absenteeism is 5.7%	Chronic Absentee
Suspension Rate increased to 1.1%; school performance is yellow	Suspension	Graduation Rate for English Learners is 95.8% and was a decline of 3.1% (schoolwide rate is 99%)	Graduation
College/Career Readiness schoolwide is 80%	College/ Career	English Learners (70.8%) performance is below the schoolwide	College/ Career

Next Steps

Próximos Pasos

BEFORE Stakeholder Engagement Meeting #2:

- Gather additional input from Teachers & Students
- Leadership Team will revise LCAP to incorporate various stakeholder feedback.

MARCH 2018:

- Stakeholder Engagement Meeting 2 held to preview the 2018-19 revised LCAP.

APRIL-MAY 2018:

- School Coordinating Council Meeting approves revised LCAP, including approval of expenditures under Title I.

JUNE 2018:

- School Board of Directors meeting for approval of 2018-19 budget & LCAP.