



THE LOCAL
CONTROL
ACCOUNTABILITY
PLAN
STAKEHOLDER
MEETING

March 2, 2021

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BVUSD MISSION STATEMENT

It is the mission of Bear Valley Unified School District to educate, inspire, and prepare ALL students by creating innovative learning environments where students can thrive academically, contribute to society, and lead healthy, purposeful lives.

BVUSD VISION STATEMENT

All students graduate educated, inspired, and prepared to pursue their dreams.

BVUSD CORE VALUES

Students First

Students come first in everything we do.

Mutual Trust

Mutual trust is essential in all our interactions.

Dignity and Respect

We always treat each other with dignity and respect.

Innovation and Continuous Learning

We embrace innovation and continuously strive to learn and improve.

Growth Mindset and Grit

High expectations and perseverance are keys to success.

Collaboration and Partnerships

Working together, in collaboration and partnership, we make a difference for students.

LCAP MINDSET AND MEANING

“Every system is perfectly designed to get the results it gets.”



8 STATE PRIORITIES

8 State Priorities:

- Conditions of Learning
 - Basic
 - Implementation of State Standards
 - Course Access
- Pupil Outcomes
 - Pupil Achievement
 - Other Pupil Outcomes
- Engagement
 - Parent Involvement
 - Pupil Engagement
 - School Climate



LOCAL CONTROL ACCOUNTABILITY PLAN

- 2013 – 2014 – Introduction of the Local Control Funding Formula (LCFF)
 - Eliminated over 40 categorical funding restrictions
 - Created unrestricted funding which can be spent on any purpose allowable for Local Education Agencies under the Education Code
 - Provided for flexibility in which programs to implement to ensure student success in the 8 state priorities
 - Created more responsibility on the stakeholders to select appropriate and effective programs
 - Required the LCAP to show increasing and improving services for students who are low income, English Learners, or Foster Youth as compared to the services for all students

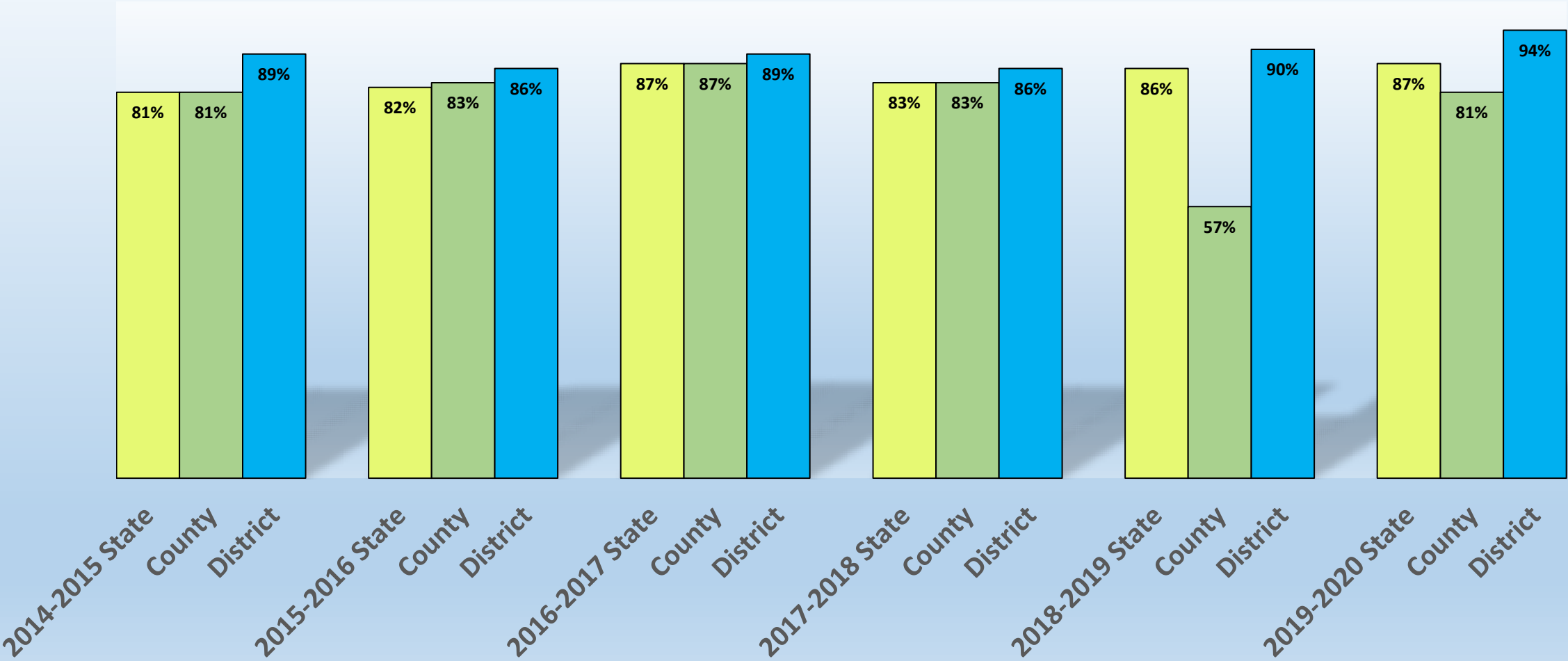
LCAP

- Develop, adopt, and annually update a 3 year plan
- Describe annual goals that address the 8 State Priorities as well as the local priorities as identified by the Governing Board
- Reassess annually the effectiveness of the goals, actions, and services from the prior year
- Include:
 - Comprehensive Strategic Planning
 - Meaningful Stakeholder Engagement
 - Accountability and Compliance

BVUSD DEMOGRAPHICS

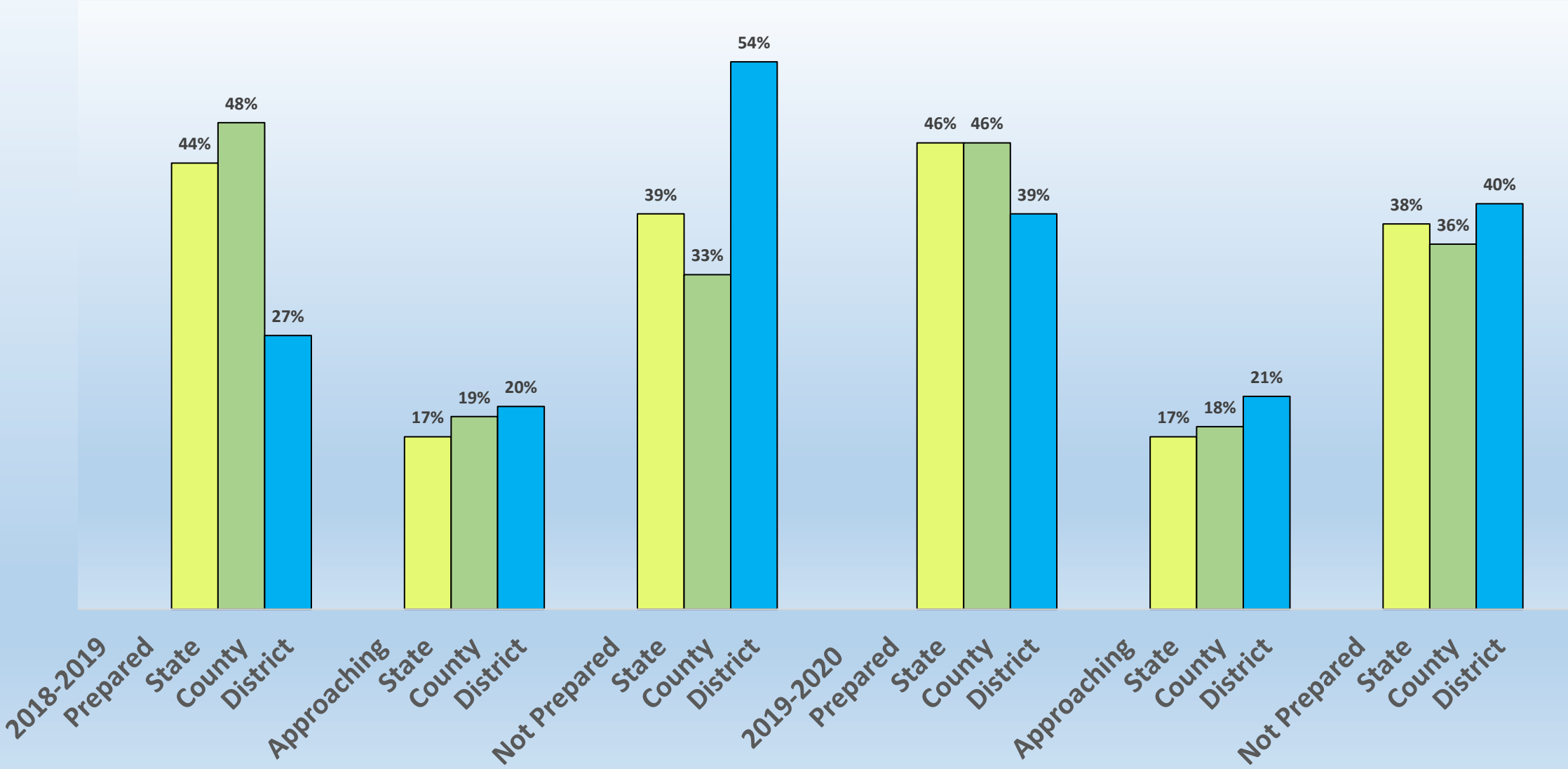
- Per CALPADS – Fall 2020
- Total enrollment: 2238
- Low Income: 1490 (67%)
- Foster Youth: 18 (.08%)
- Homeless: 190 (8.5%)
- English Learners: 282 (13%)
- Special Needs Students: 281 (13%)
- Total Unduplicated: 1543 (70%)

Cohort Graduation Rates



College and Career Indicators

27% - 39% = 44% growth in Prepared Students



2019

Percentage of Students by CCI Level for each Student Group

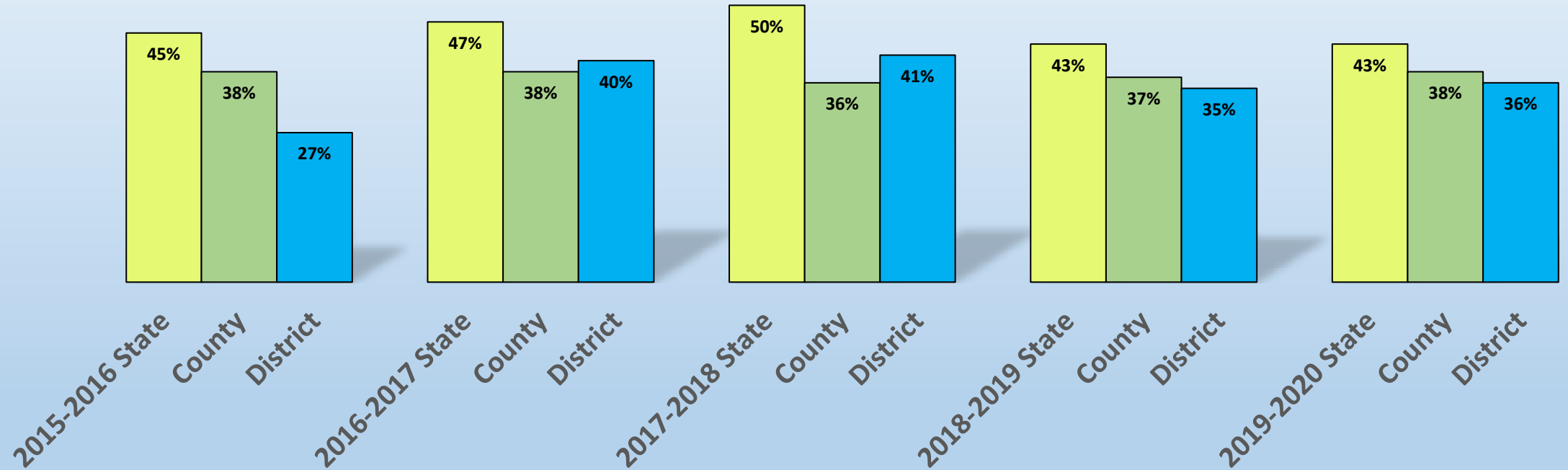
| CCI Level | All Students | African American | American Indian | Asian | Filipino | Hispanic | Pacific Islander | White | Two or More Races | English Learners | Socio-economic Disadvantaged | Students with Disabilities | Foster Students | Homeless Students |
|---------------------------------|--------------|------------------|-----------------|-------|----------|----------|------------------|-------|-------------------|------------------|------------------------------|----------------------------|-----------------|-------------------|
| Percentage Prepared | 27.1% | * | * | * | -- | 16.4% | -- | 33.9% | * | 0.0% | 21.1% | 0.0% | * | 18.2% |
| Percentage Approaching Prepared | 20.1% | * | * | * | -- | 23.3% | -- | 18.8% | * | 31.8% | 19.9% | 10.0% | * | 15.2% |
| Percentage Not Prepared | 52.8% | * | * | * | -- | 60.3% | -- | 47.3% | * | 68.2% | 59.0% | 90.0% | * | 66.7% |

2020

Percentage of Students by CCI Level for each Student Group

| CCI Level | All Students | African American | American Indian | Asian | Filipino | Hispanic | Pacific Islander | White | Two or More Races | English Learners | Socio-economic Disadvantaged | Students with Disabilities | Foster Students | Homeless Students |
|---------------------------------|--------------|------------------|-----------------|-------|----------|----------|------------------|-------|-------------------|------------------|------------------------------|----------------------------|-----------------|-------------------|
| Percentage Prepared | 38.5% | * | * | * | -- | 21.7% | -- | 47.7% | * | 5.3% | 33.3% | 14.3% | * | 10.0% |
| Percentage Approaching Prepared | 21.2% | * | * | * | -- | 16.7% | -- | 22.4% | * | 5.3% | 19.3% | 10.7% | * | 23.3% |
| Percentage Not Prepared | 40.2% | * | * | * | -- | 61.7% | -- | 29.9% | * | 89.5% | 47.4% | 75.0% | * | 66.7% |

% of students completing A-G



State Seal of Bi-Literacy:

- Complete English graduation requirements with 2.0 or better
- Met/Exceeded on 11th grade ELA CAASPP
- **ONE** of the following:
 - 3 or better on AP Spanish test
 - 600 or better on SAT II Foreign Language Exam

Additionally, for English Learners:

- English Language Proficiency level on the English Learner Performance Assessment for California (ELPAC)



Golden State Seal of Merit:

To recognize public school graduates who have demonstrated their mastery of the high school curriculum in at least six subject areas, four of which are English language arts, mathematics, science, and U.S. history, with the remaining two subject areas selected by the student

(**One** of the following in each area)

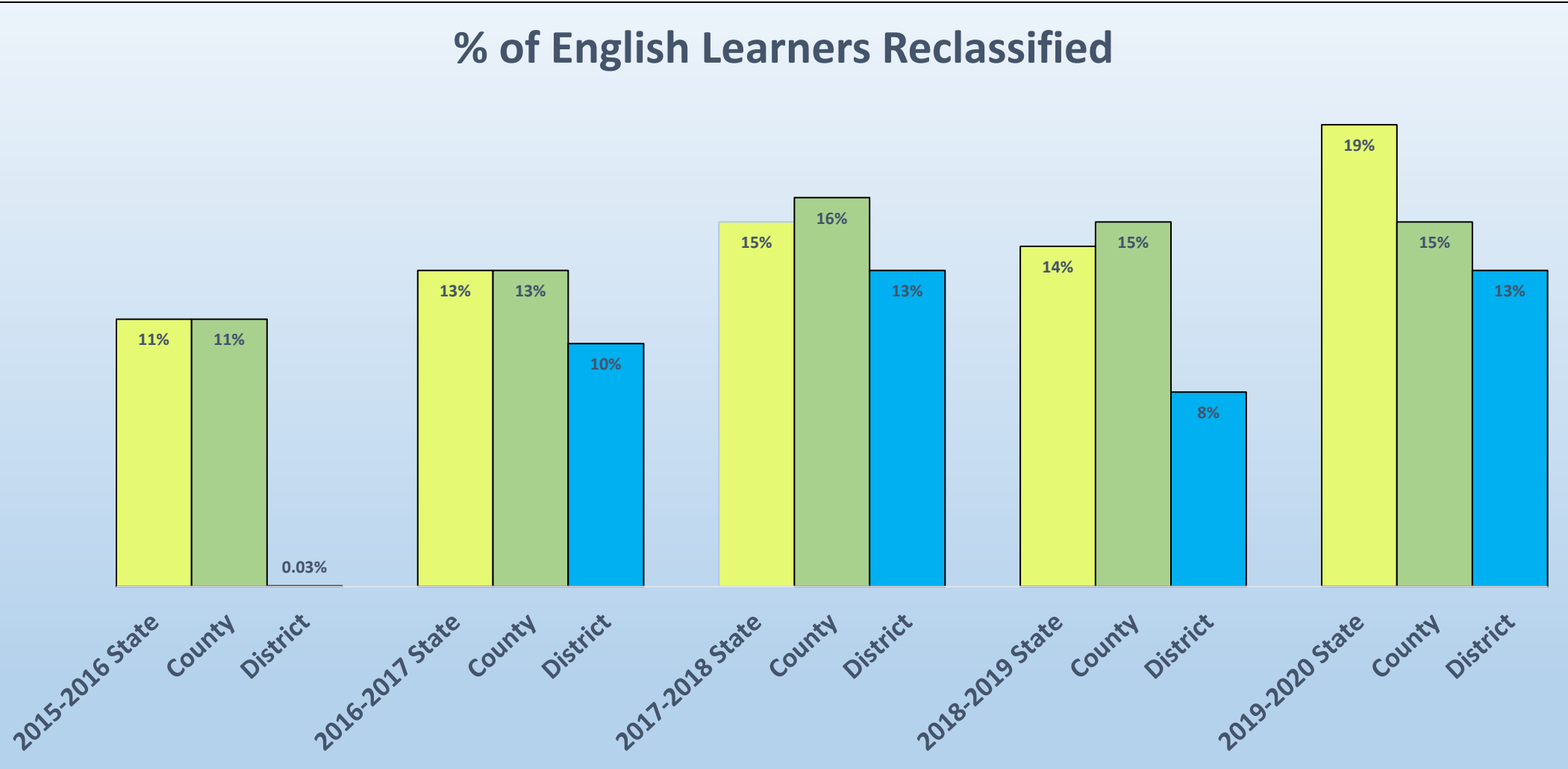
- B+ or better in one year of 9th, 10th, or 11th **English**; **OR** at least “Met Standard” on CAASPP in ELA
- B+ or better in one year of 9th, 10th, or 11th **Math**; **OR** at least “Met Standard” on CAASPP in math
- B+ or better in one year of 9th, 10th, or 11th **Science**
- B or better in required **U.S History** Course
- **Two other content areas**: any additional score in ELA, math, science, history not already used
- B or above in other courses selected by student

| | 2016- 2017 | 2017- 2018 | 2018- 2019 | 2019- 2020 |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| State Seal of Bi-literacy | 6% (n=10) | 8% (n=12) | 8% (n=12) | 5% (n=7) |
| | | | | |
| Golden State Seal of Merit | 15% (n=24) | 21% (n=34) | 23% (n=37) | 16% (n=25) |

ELPAC level descriptors

| | |
|---|---|
| 4 | <ul style="list-style-type: none">•Students at this level have well developed English skills. They can usually use English to learn new things in school and to interact in social situations.•They may occasionally need help using English. |
| 3 | <ul style="list-style-type: none">•Students at this level have moderately developed English skills. They can sometimes use English to learn new things in school and to interact in social situations.•They may need help using English to communicate on less-familiar school topics and in less-familiar social situations. |
| 2 | <ul style="list-style-type: none">•Students at this level have somewhat developed English skills. They usually need help using English to learn new things at school and to interact in social situations.•They can often use English for simple communication. |
| 1 | <ul style="list-style-type: none">•Students at this level are at a beginning stage of developing English skills. They usually need substantial help using English to learn new things at school and to interact in social situations.•They may know some English words and phrases. |

% of English Learners Reclassified



2021-2022 Goals

Goal 1: Increase percent of students who are on track to graduate college and career ready

Goal 2: Provide an educational setting that is conducive to learning

Goal 3: Increase engagement levels of students and families

Opportunities for Stakeholder input

- 2021 LCAP Parent and Family Engagement Survey
- 2021 LCAP Stakeholder Survey
- English Learner Advisory Committee meetings
- District English Learner Advisory Committee meetings
- School Site Council meetings
- Specific Site meetings held by Principals

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