
Using LCAP to Leverage Science for ALL

*Lessons from the San Diego Unified School District
CA-NGSS K-8 Early Implementation Initiative
Core Leadership Team*

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Thank You To Our Collaborators:

- Support and technical assistance provided by the CA NGSS K-8 Early Implementation Initiative (a K-12 Alliance/WestEd program)
- Guidance provided by CSTA, CA4NGSS (CDE Foundation), Achieve, and the California State Board of Education



Session Outcomes

1. LCAP overview
2. Methods and lessons from SDUSD
3. Overview of available LCAP resources
4. Next steps and planning to influence your own district LCAP

What is the LCAP?

The Local Control Accountability Plan (LCAP) is a component of the Local Control Funding Formula. School districts, charters, and county offices of education are required to create, adopt and annually update a 3 year LCAP cycle, using a template adopted by the California State Board of Education.

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.

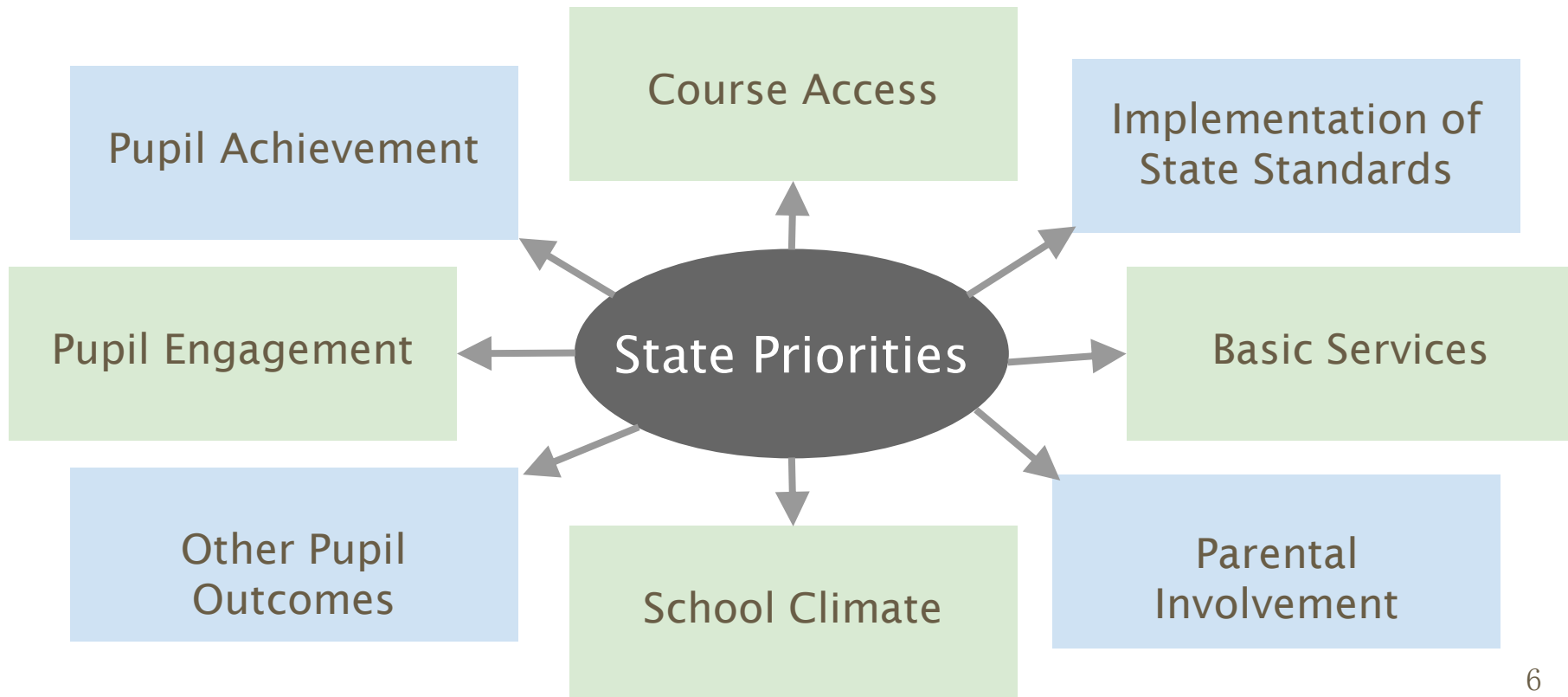
The LCAPs must focus on eight areas identified as state priorities. The plans will also demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.



California's 8 State Priorities

[Overview Handout](#) **H1**

[Resource to find out more](#)



How Did the SDUSD Early Implementer Core Leadership Team Make an Impact?

1. Created a team representing each “cluster” to:

Create a shared vision and **core message**:

Teacher Advice: speaking up for science **H2**

Common talking points around LCAP: read at cluster meetings **H3**

Develop a plan for disseminating

SDUSD LCAP and NGSS

Excellence Through Equity

This is a core value of SDUSD

As it turns out, science is an equalizer. It has the potential to be the vehicle to engage and inspire ALL students. We need to make sure that access to a strong science education doesn't depend on where a child lives nor rely only on the enthusiasm of a few dedicated teachers. Instead, district and community leaders need to ensure that every school will have the teachers, instructional resources, training and supports it needs to offer a strong science education to all students and support the shifts needed to fully honor the vision of the Next Generation Science Standards, science for ALL students.

With California's shift to greater local control of education, we have the control and responsibility to determine plans and resources to support the transition to the NGSS. State law requires that all districts include implementing the NGSS now as a priority within their Local Control and Accountability Plans (LCAP).

The state is taking action to guide the implementation of the NGSS by developing a new curriculum framework, new assessments, training workshops and other supports. But the bulk of the funding that can be used for science education is now controlled locally. SDUSD can and should start now to invest in and begin the work of transitioning to the NGSS.

I represent your local statewide NGSS leaders, the core leadership team and teacher leaders of San Diego Unified's California NGSS K-8 Early Implementation Initiative, which includes representation from all 6 Regions in our district. Leveraging our expertise and lessons learned as we have dug deep into the NGSS over the past two years. Our collective voices recommend a pathway for achieving a successful transition to the NGSS by strengthening the District's proposed LCAP plan in a way that will position science as an equalizer, make science a priority, and beginning the transition to the NGSS.

How Did the SDUSD Early Implementer Core Leadership Team Make an Impact?

1. Created a team representing each “cluster” to:
 Create a shared vision and **core message**:
Teacher Advice on speaking up for science
Common talking points around LCAP to be read at cluster meetings
 Develop plan for disseminating **core message**

2. Organized stakeholders via online sharing tools:

Cross section of district stakeholders to share the **core message**

Included teachers, principals, resource teachers, parents, and students

Chair: Nicola Labas

SDUSD Early Implementers LCAP Committee

Area	Volunteer (to help review recommendations and recruit)	Cluster	Meeting date(s)	Will attend meeting (type all names and emails of who will attend – put an * by who will speak)
1	Heather Potter Sharon Schmidt	Lincoln Serra Alt.	May 9 May 2	
2	Felicia Ryder	Mira Mesa Morse University City Alt.	Already held meeting May 12 May 9	
3	Jeremiah Potter	Kearny Mission Bay Point Loma	May 12 May 5 May 2	
4	Nicola Labas Juliette Solis	Madison Claremont Henry	May 9 May 12 April 28	
5	Roger Ashworth Karal Blankenship	La Jolla San Diego Alt.	Already held meeting May 9	
6	Rachael Tarshes	Crawford Hoover		

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 - Create a shared vision and **core message**:
 - Teacher Advice on speaking up for science
 - Common talking points around LCAP to be read at cluster meetings
 - Develop plan for disseminating **core message**
2. Organized stakeholders via online sharing tools:
 - Cross section of district stakeholders to share the **core message**
 - Included teachers, principals, resource teachers, parents, and students
3. Attended district sponsored events to voice our message and collaborated to update the LCAP to include more NGSS support

SDUSD Lessons Learned

1. Start NOW - don't wait!
2. Coordinate with teachers before meetings where you want to have influence.
3. Don't presuppose audience knowledge of NGSS.
4. Parents are a strong influence!
5. Use student voices.
6. A common message needs to be equally applicable from elementary to high school.
7. Use your district's LCAP emphasis as a thread throughout your message.

Next Steps for San Diego Unified

1. Reach out to more diverse populations of parents as stakeholders.
2. Industry Outreach
3. Reach consensus on data collected by stakeholders.
4. Attend multiple district meeting to drop NGSS hints throughout the school year, so when LCAP time comes in the Spring, more stakeholders are aware.
5. Encourage science teachers to network during Professional Development throughout the year to understand the bigger picture of science needs in the district. Then go advocate in masses!
6. Encourage students at all levels to talk with adults outside of school about the need for more science support in their classrooms.

Suggestions for including CA-NGSS-based goals within YOUR district LCAP:

1. Have parent committees submit a question asking the district how it is integrating CA-NGSS within the district's instructional strategy.
2. Ask parents and students to speak at board meetings, cluster meetings and other district platforms using the shared message.
3. Encourage other stakeholder groups (civil rights leaders, newly established STEM magnets), to provide input and speak at meetings.
4. Use the public comment period during board meetings to submit NGSS recommendations.

Who has voice in your district?

What stakeholder groups have the loudest voice or make the biggest impact on decisions in your district?



LCAP Resources

Lawrence Hall of Science LCAP Toolkit

Model LCAP Content: Science **H4**

SDUSD handout with recommendations aligned by district goals **H5**

Science is an **equalizer**, science must be a priority now, and it's time to begin the transition to the Next Generation Science Standards.

Go to <https://www.sandiegounified.org/what-lcap> for LCAP information for SDUSD

Go to https://www.surveymonkey.com/r/LCAP_Cluster to fill out a survey with your input. Feel free to copy and paste this text, which has been approved by the core leadership team and teacher leaders of San Diego's NGSS K-8 Early Implementation Initiative, with representation from all 6 areas in the district.

Specific Recommendations to SDUSD's LCAP Plan

Goal 1: Closing the Achievement Gap

- Elementary schools ensure adequate (amount and configuration) time provided for NGSS learning which includes a full year of Science offered every year. In Middle (6-8) and High school, students receive a full course of NGSS instruction (supports State Priority #3: Course Access)
- Ensure T-K classrooms have access to science learning opportunities (supports State Priority #3: Course Access)
- Develop and implement district wide science content formative and varied assessments/benchmarks to provide student learning data and inform classroom instruction (supports State Priority #4: Student Achievement)
- Middle and High Schools ensure that course admittance is determined by appropriate measures (e.g. math scores should not be used for science course admittance) (supports State Priority #3: Course Access)
- Provide access to science courses for students with behavioral issues (supports State Priority #6: Student Engagement)
- Provide targeted support services to help high needs students engage in and succeed in science coursework (supports State Priority #6: Student Engagement)
- Elementary schools ensure interventions and pull-out programs do not happen during science instruction (supports State Priority #3: Course Access)

Goal 2: Access to a Broad and Challenging Curriculum

- District engages in NGSS implementation planning and documents the resulting plan with annual goals and objectives (supports State Priority #2: Implementation of State Standards)
- Ensure all classrooms have resources to order/replenish science materials/consumables at end of year (supports State Priority #2: Implementation of State Standards)

Goal 3: Quality leadership, Teaching and Learning

- Provide ongoing and regular professional learning on NGSS K-12 (supports State Priority #2: Implementation of State Standards)
- Provide targeted on-going professional learning K-12 for teachers to develop skills in integrating CCSS and NGSS (supports State Priority #2: Implementation of State Standards)

Goal 4: Positive school environment, climate, and culture - with Equity at the core and Support for the Whole Child

No specific recommendations

Goal 5: Parent and community engagement with highly regarded neighborhood schools that serve students, families and communities

- Provide a district NGSS leadership team to include teachers, administrators, parents, and community members (supports State Priority #7: Family Involvement)
- Ensure students have access and provide resources and supports to science related enrichment activities that go beyond NGSS classroom instruction (Science family nights, festivals, special electives, clubs, outdoor experiences, etc) (supports State Priority #3: Course Access and State Priority #6: Student Engagement)
- Increase the number and percentage of students from underrepresented groups who participate in science enrichment programs (supports State Priority #6: Student Engagement)

Goal 6: well-orchestrated districtwide support services and communications

No specific recommendations

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CA4NGSS Communication Toolkits

Site Leader > Educator Fact Sheet_H6

SDUSD “30-second message”_H7

San Diego Unified
CA-NGSS Early Implementer Leadership Team

30-Second NGSS Message

The Next Generation Science Standards (NGSS) gives all students an opportunity for success!

- Because students get to think and behave like scientists and engineers, they are more engaged in their learning and comprehend more.
- Such strong science education experiences are necessary for college, career, and economic opportunities.
- These experiences also promote equity for our students by incorporating hands-on, real-life applications that are relevant to kids' lives.

From TK to 12th grade, the NGSS puts all of our students on the road to success!

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Get the Facts- PTA

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LCAP Watch

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LCAP Watch

California Science Teachers Association (CSTA)

NGSS Page

California Classroom Science

LCAP Resources

California Teachers Association – [Community Engagement Grants](#)

For organizing parents and community events around NGSS and LCAP principles

*Must be a CTA member (CTA log in)

SDUSD and LCAP Developing a Core Message

SDUSD NGSS Core Message:

Science is an equalizer, science must be a priority now, and it's time to begin the transition to the Next Generation Science Standards.

How can your school or district adopt a core message that can provide a vision for NGSS for ALL?

How can your school or district adopt a core message that can provide a vision for NGSS for ALL?

LCAP Advocacy and communications planning worksheet **H8**

Take a moment to review and begin filling out for your own district needs

Get input from others

1. Spread out to the chart papers posted in the room
2. Introduce yourself to those that join you
3. Chart some messaging points you want to remember after today's session
4. Be ready to share



Contacts and Resources

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CA-NGSS K-8 Early Implementation Initiative:
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Today's presentation will be uploaded to this session on the CSTA conference website

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