Local Control Accountability Plan (LCAP)

African American Student Advocates Meeting
March 13, 2014
LCAP Requirements

- The LCFF accountability system requires that LEAs develop a three-year LCAP and annually update it.

- The LCAP must:
  - Identify goals based on state priorities for all students, “numerically significant subgroups”, students with disabilities, and eligible students.
  - List annual actions that the LEA will implement in accomplishing the goal.
  - Describe expenditures in support of the annual actions and where they can be found in the LEA’s budget.

- The LCAP is intended to be a comprehensive plan:
  - School site plans and the Single Plan for Student Achievement must align with the LCAP.
  - The LCAP may reference and describe actions and expenditures of other plans.
Three Categories for Planning Purposes

- The proposed LCAP template groups the eight state priorities into three categories for planning purposes.

1. Conditions of Learning
2. Pupil Outcomes
3. Engagement

- Initial LCAP planning requires the collection of data we will use to inform plan goals and actions, and precedes the engagement of stakeholders in plan development.
Section 1: Stakeholder Engagement

- Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update.

<table>
<thead>
<tr>
<th>Involvement Process</th>
<th>Impact on LCAP</th>
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Section 2: Goals and Progress Indicators

- Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

<table>
<thead>
<tr>
<th>Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)</th>
<th>Description of Goal</th>
<th>Applicable Pupil Subgroups (Identify applicable subgroups as defined in EC 52052) or indicate “all” for all pupils.</th>
<th>School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</th>
<th>Related State and Local Priorities (Identify specific state priority. For districts all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</th>
<th>Goals</th>
<th>Annual Update: Analysis of Progress</th>
<th>What will be different/improved for students? (based on identified metric)</th>
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<tr>
<td>LCAPYEAR Year 1: 2014-15</td>
<td>Year 2: 2015-16</td>
<td>Year 3: 2016-17</td>
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Section 3: Actions, Services, and Expenditures

- Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget.

- Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable.

- In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide or schoolwide, manner.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Related State and Local Priorities (from Section 2)</th>
<th>Actions and Services</th>
<th>Level of Service (Indicate if school-wide or LEA-wide)</th>
<th>Annual Update: Review of actions/services</th>
<th>What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district will provide high quality instruction and learning opportunities preparing every student to graduate ready for college and career</td>
<td></td>
<td>For low income: Professional development, modeling, coaching to support the shifts in instruction necessary for the implementation of common core for ALL administrators and ALL teachers</td>
<td>School-wide</td>
<td>Full time Instructional coaches will be hired for each school to support the improvements directly in the classroom</td>
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<td>Develop a plan to regularly measure and monitor the impact of interventions and instructional practices on developing student achievement of common core and 5Cs</td>
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<td>The district will engage all stakeholders by promoting opportunities that strengthen the skills, competencies, and abilities for students, parents, staff, and community.</td>
<td></td>
<td>For English learners: Each school will provide parent educational workshops to assist parent in supporting their students educational needs (i.e. college readiness, School Loop training, financial aid)</td>
<td>School-wide</td>
<td>Full time Parent and Community Specialist will be hired for each school and a parent center will be established to help engage parents and improve the communication between home and school.</td>
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<td>Decrease suspension and expulsion rates for overrepresented students</td>
<td></td>
<td>For foster youth: An Individualized Learning Plan will be developed for each identified foster youth and updated at the end of each semester.</td>
<td>School-wide</td>
<td>Full time Social Workers will be hired to help support the social emotional needs of students. One social worker will be assigned to</td>
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Supplemental Share Available

5,354,505

New Additions to Supple

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<tr>
<th>FTE</th>
<th>Sal</th>
<th>Ben</th>
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<tr>
<td>Instructional Coaches</td>
<td>12.00</td>
<td>1,008,000</td>
<td>392,657</td>
</tr>
<tr>
<td>Social Worker</td>
<td>13.00</td>
<td>858,000</td>
<td>390,107</td>
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<tr>
<td>Community Resource Techs</td>
<td>11.00</td>
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Total Projected Cost 3,663,764

Supplemental Balance 1,690,741
Timeline

- March
  - School Site Council/ELAC
  - DAC/DELAC –March 18\textsuperscript{th}
  - AASA—March 13\textsuperscript{th}
  - Vietnamese Parents—March 15\textsuperscript{th}
  - Latino Parents—TBD
  - School Board—March 20\textsuperscript{th}
- April
  - School Site Council/ELAC
  - Migrant Education—April 11\textsuperscript{th}
  - Public Hearing—April 17\textsuperscript{th}
- May
  - Board Approval—May 15\textsuperscript{th}