

Local Control Accountability Plan (LCAP)

African American Student Advocates Meeting

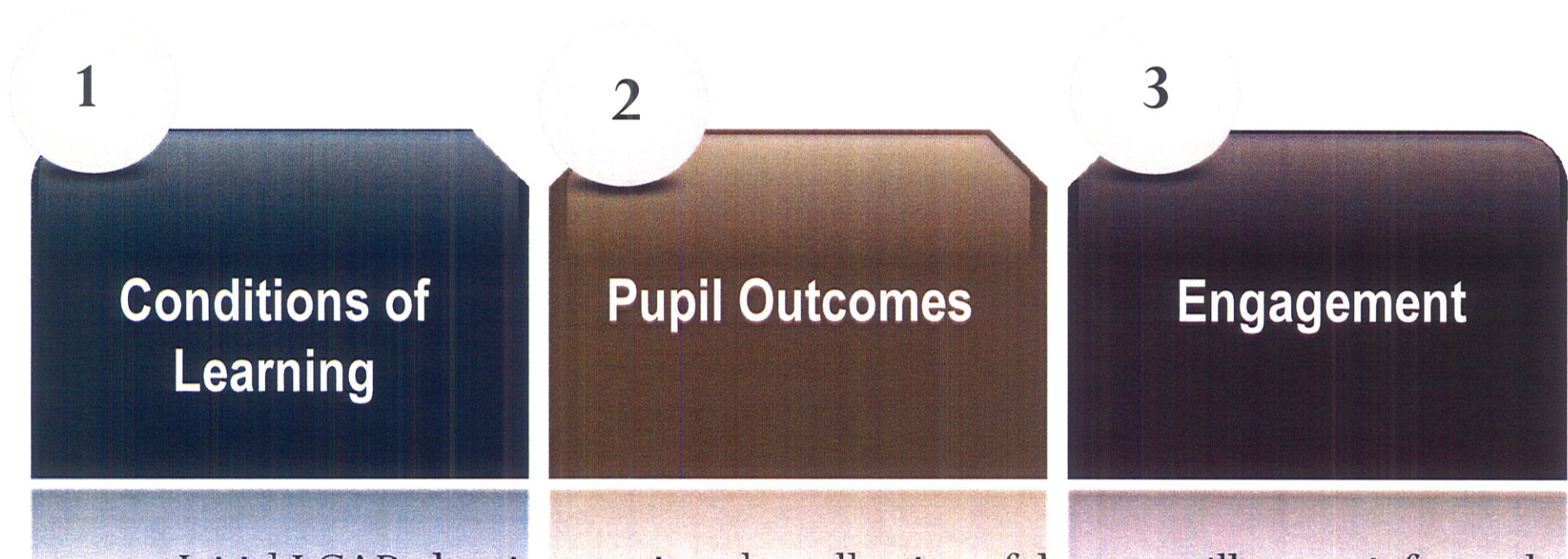
March 13, 2014

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



- 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.

Involvement Process	Impact on LCAP

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.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	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)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
The district will provide high quality instruction and learning opportunities preparing every student to graduate ready for college and career		<p>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</p> <p>Develop a plan to regularly measure and monitor the impact of interventions and instructional practices on developing student achievement of common core and 5Cs</p>	School-wide		Full time Instructional coaches will be hired for each school to support the improvements directly in the classroom	Full time instructional coaches will be hired for each school to support the improvements directly in the classroom	Full time instructional coaches will be hired for each school to support the improvements directly in the classroom
The district will engage all stakeholders by promoting opportunities that strengthen the skills, competencies, and abilities for students, parents, staff, and community.		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)	School-wide		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.	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.	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.
Decrease suspension and expulsion rates for overrepresented students		For foster youth: An Individualized Learning Plan will be developed for each identified foster youth and updated at the end of each semester.	School-wide		Full time Social Workers will be hired to help support the social emotional needs of students. One social worker will be assigned to	Full time Social Workers will be hired to help support the social emotional needs of students	Full time Social Workers will be hired to help support the social emotional needs of students

Supplemental Share Available

5,354,505

New Additions to Supple

FTE	Sal	Ben		
Instructional Coaches	12.00	1,008,000	392,657	1,400,657
Social Worker	13.00	858,000	390,107	1,248,107
Community Resource Techs	11.00			1,015,000
Total Projected Cost				3,663,764
Supplemental Balance				1,690,741

Timeline

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