



San Diego Unified

SCHOOL DISTRICT

Local Control and Accountability Plan (LCAP) Community Engagement Workshop

March, 2014
www.sandi.net/lcff

Agenda



- ❑ Welcome and Introductions
- ❑ Overview and Timeframe
- ❑ Vision 2020
- ❑ Eight State Priority Areas
- ❑ Three Sections of the LCAP
- ❑ Our Process
- ❑ Workshop:
 - Alignment: Vision 2020 to Eight State Priorities
 - Current Reality and Desired Destination
- ❑ Questions

Overview



What are Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP)?

LCFF

- ❑ More flexibility for school districts to work with the community to identify education priorities
- ❑ Fewer strings attached to funding but increased accountability
- ❑ Formula will be fully funded after eight years

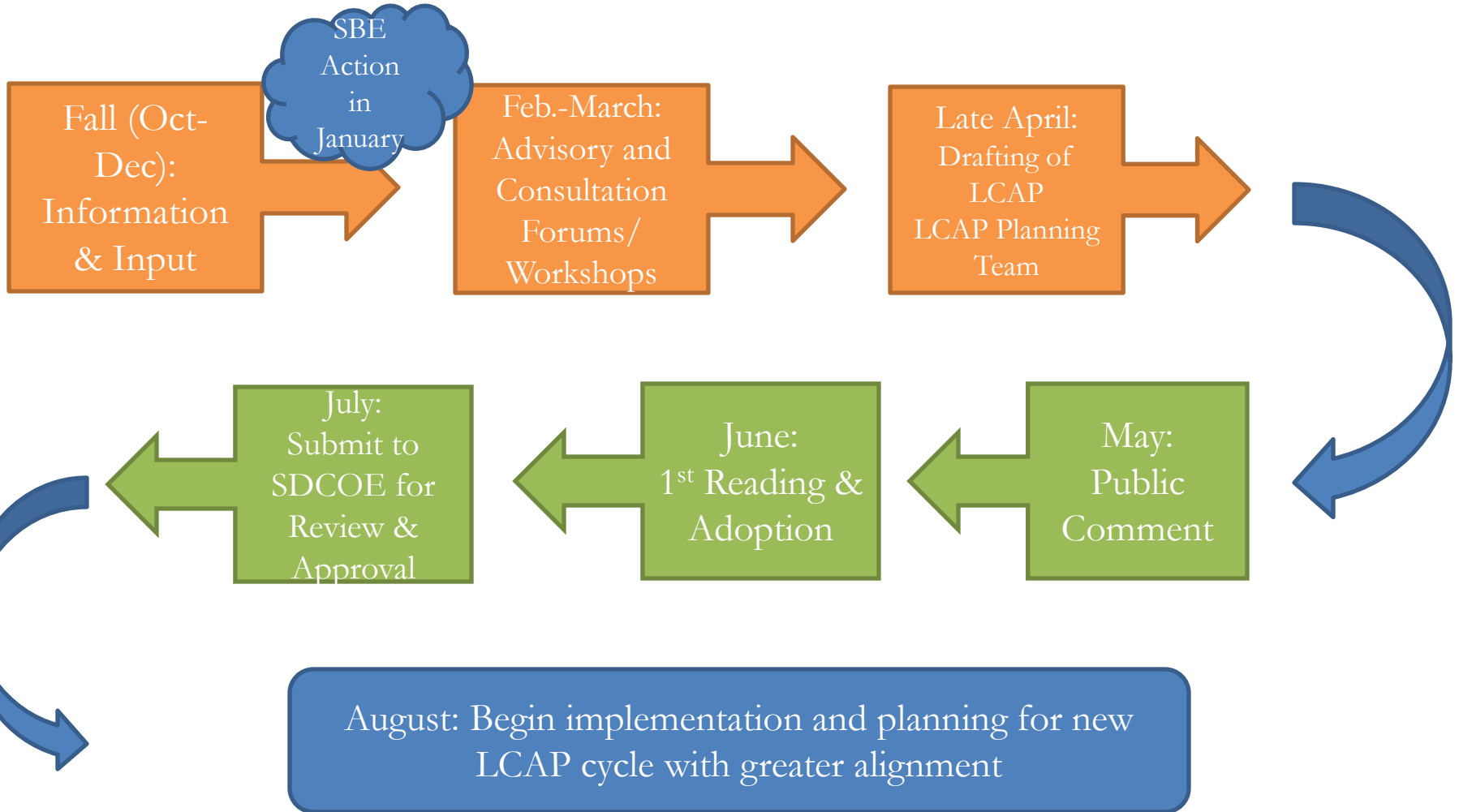
LCAP

- ❑ Inform the public of a district's alignment among academic programs, funding, and stakeholder engagement
- ❑ Three (3) year plan that gets updated every year
- ❑ Eight priority areas that have to be addressed

Overview (cont'd)



LCAP Timeframe:



Vision 2020



- ❑ Locally, San Diego Unified adopted Vision 2020 as a long-term strategic plan for student achievement, culminating in the year 2020.
- ❑ The State of California adopted the LCFF and LCAP as tools to support local decisions and control over education by doing away with most categorical programs.
- ❑ San Diego Unified is focused on supporting Quality Schools in Every Neighborhood by implementation of 12 Quality Indicators.
- ❑ Through the LCAP Workshop, there will be an alignment of both the Vision 2020 and the LCAP Eight State Priorities

The Eight State Priorities



Student Achievement

- Performance on standardized tests.
- Score on Academic Performance Index.
- Share of students that are college and career ready.
- Share of English learners that become English proficient.
- English learners reclassification rate/language proficiency.
- Share of students that pass Advanced Placement exams with score of 3 or higher.
- Share of students determined prepared for college by the Early Assessment Program.

Parental Involvement

- Efforts to seek parent input
- Promotion of parent participation
- Parent advisory committees

Course Access

- Student access and enrollment in a broad course of study that includes core subject areas and other services.

Other Student Outcomes

- Other indicators of student performance in required areas of study. May include performance on other exams.

Basic Services (compliance with *Williams* requirements)

- Rate of teacher misassignments/credentialed teachers.
- Student access to standards-aligned instructional materials.
- Facilities in good repair.

Implementation of Common Core State Standards (CCSS)

- Implementation of CCSS for all students, including English learners access to CCSS and ELD standards.

Student Engagement

- School attendance rates.
- Chronic absenteeism rates.
- Middle school dropout rates.
- High school dropout rates.
- High school graduation rates.

School Climate

- Student suspension rates.
- Student expulsion rates.
- Other local measures assessing safety and school connectedness.

The Local Plan



The State Board of Education adopted an LCAP Template with 3 main areas:

1) Stakeholder Engagement.

Engage students, parents, staff, and community towards the development of the plan.

2) Goals and Progress Indicators.

Identify the measurements that support ongoing student learning.

3) Actions, Services, and Expenditures.

Describe how the academic program is supported by the budget process.

Our Process



- ❑ Advisory Groups will be the District English Learner Advisory Committee (DELAC) and the District Advisory Council (DAC).
- ❑ Vision 2020 Forums to support high level community participation.
- ❑ Cluster LCAP Workshops. Work at the cluster level with students, parents, staff, and community members to inform the development of the plan.
- ❑ Employee organizations focus group. Engage association leadership to inform the development of the plan.
- ❑ Creation of a District 2014/15 LCAP Planning Team consisting of students, parents, staff, and community members.
- ❑ Public Comment Period. Once the plan is drafted, open it up for public feedback.

Vision 2020 Alignment to State Priorities



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- ❑ Table Activity: Align 8 State Priorities and 12 Indicators for Vision 2020
 - Instructions:
 - Match eight state priorities to Vision 2020 12 indicators
 - Tape priority cards to matching posters

 - ❑ Whole Group: Summary

Current Reality and Desired Destination



□ Table Activity:

▪ Prioritize Needs based on:

- *What' working? (use yellow post-its)*
- *What is still needed? (use “other” colored post-its)*
- *Match and attach post-its to Quality Indicator/Priorities Posters*

□ Report out:

- *Review/highlight results*

Reminder: Transition Year Questions?

Feedback also accepted in writing and electronically through April 10, 2014.

Feedback can be sent to lcff@sandi.net with subject line "LCFF Feedback"
or by mail to:

San Diego Unified School District
District Relations Office- Room 2232
Attn: LCFF Feedback
4100 Normal Street, San Diego, CA 92103

District LCFF Website with Frequently Asked Questions:

www.sandi.net/lcff

Email: lcff@sandi.net