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:**

- **Fall (Oct-Dec):** Information & Input
- **Feb.-March:** Advisory and Consultation Forums/Workshops
- **Late April:** Drafting of LCAP
- **LCAP Planning Team**
- **May:** Public Comment
- **June:** 1st Reading & Adoption
- **July:** Submit to SDCOE for Review & Approval
- **SBE Action in January**
- **August:** Begin implementation and planning for new LCAP cycle with greater alignment
Vision 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.

## 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.

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

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

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

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

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

- 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