

Biggs Unified School District

Local Control Funding Formula and Local Control Accountability Plan

Local Control Accountability Plan

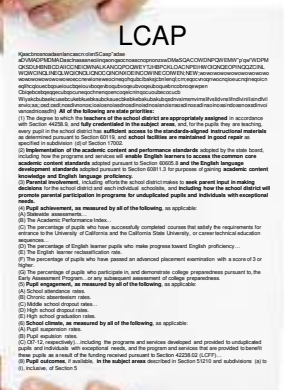
Support and Intervention



A Gift of More Local Control

Local Control Accountability Plan (LCAP)

- Adopted on or before July 1, 2014.
- SBE-adopted template required.



- Three-year plan, annually updated.

Much like an LEA Plan, the LCAP

Describes both of the following:

- 1. Annual goals, for all pupils to be achieved for each of the state priorities and for any additional local priorities.**
- 2. Specific actions the school district will take during each year to achieve the goals.**



Figure 9

Student Subgroups to Be Included in Local Control and Accountability Plans

Racial/Ethnic Subgroups:

Black or African American
American Indian or Alaska Native
Asian
Filipino
Hispanic or Latino
Native Hawaiian or Pacific Islander
White
Two or more races

Other Subgroups:

Socioeconomically disadvantaged students
English learners
Students with disabilities
Foster youth

“Numerically Significant”

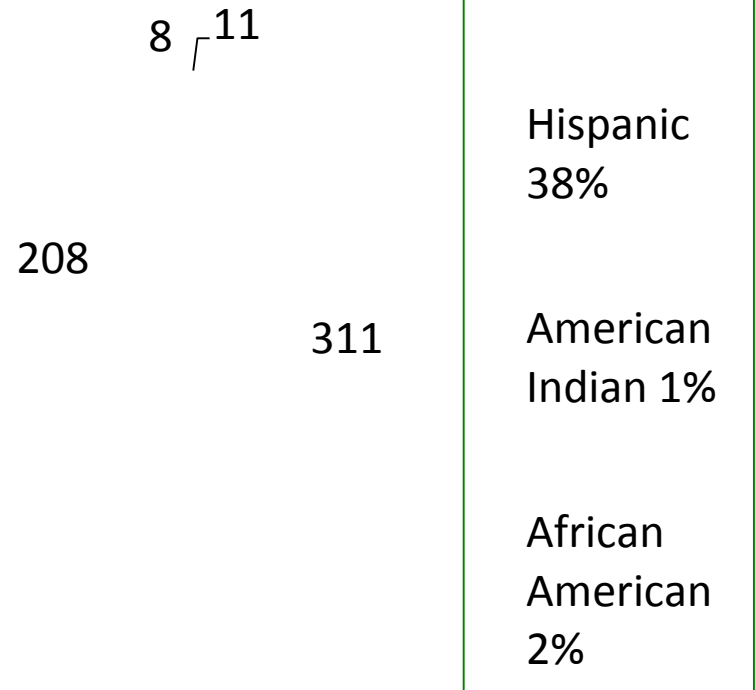
- At least 30 valid scores.
- For foster youth, 15 valid scores.

District Demographics

District Enrollment

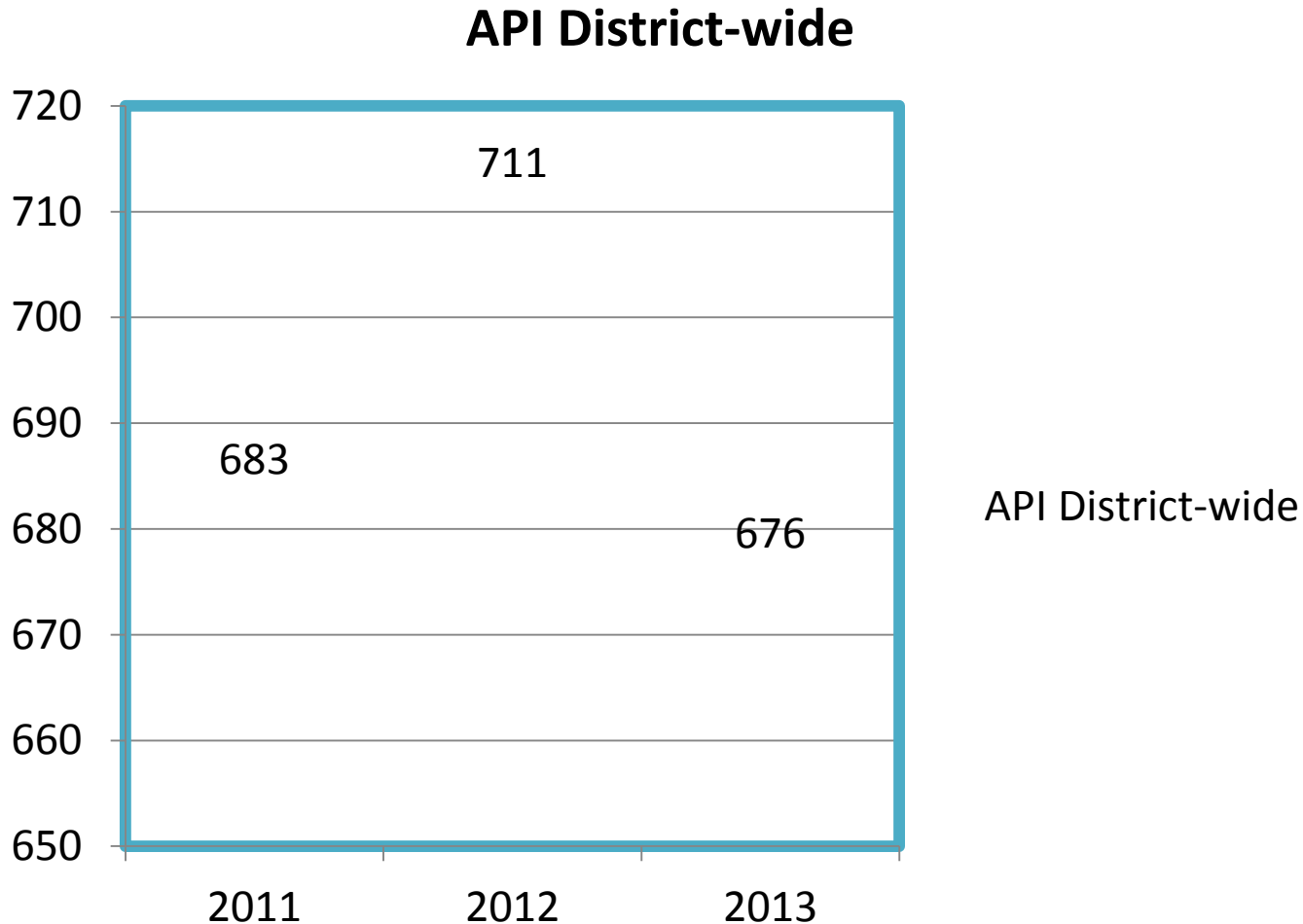


2013 Ethnicity Breakdown

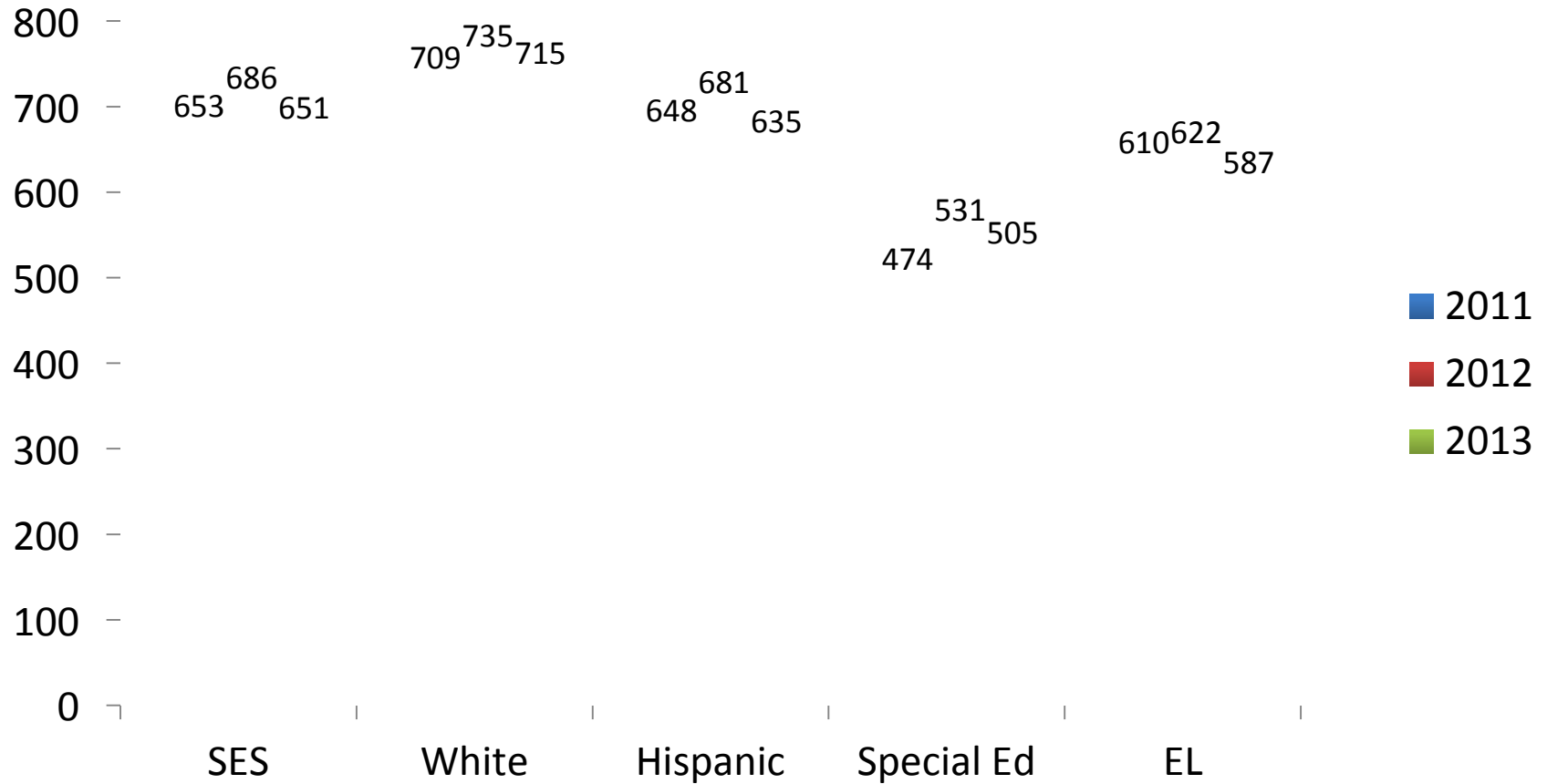


Subgroup Enrollment: 2013
Socioeconomically Disadvantaged (SES): 191
English Learners: 80
Foster Youth: 10
Special Education: 65

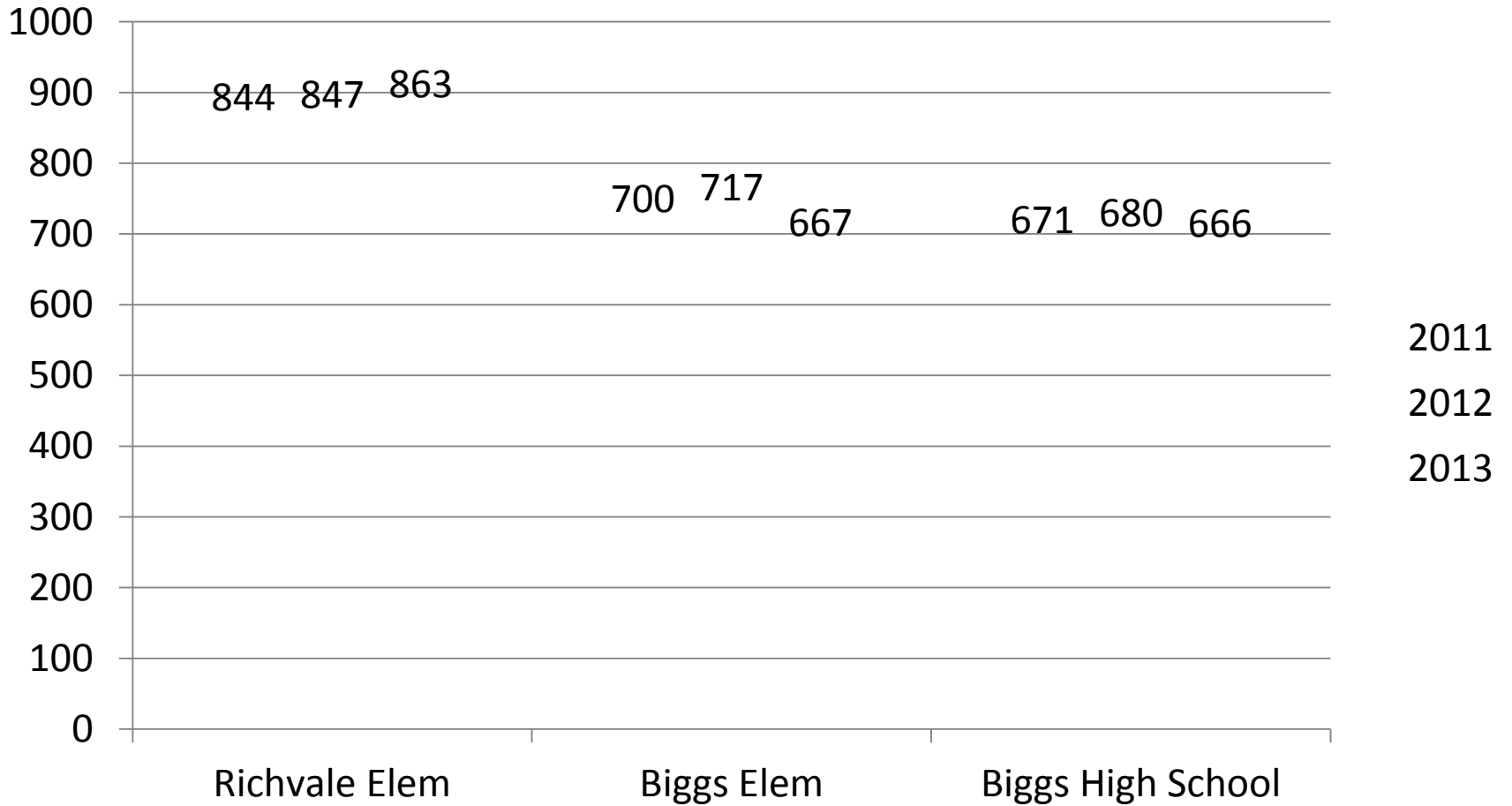
Academic Performance Index (API)



API by Student Group



API by School



Student Attendance Rates

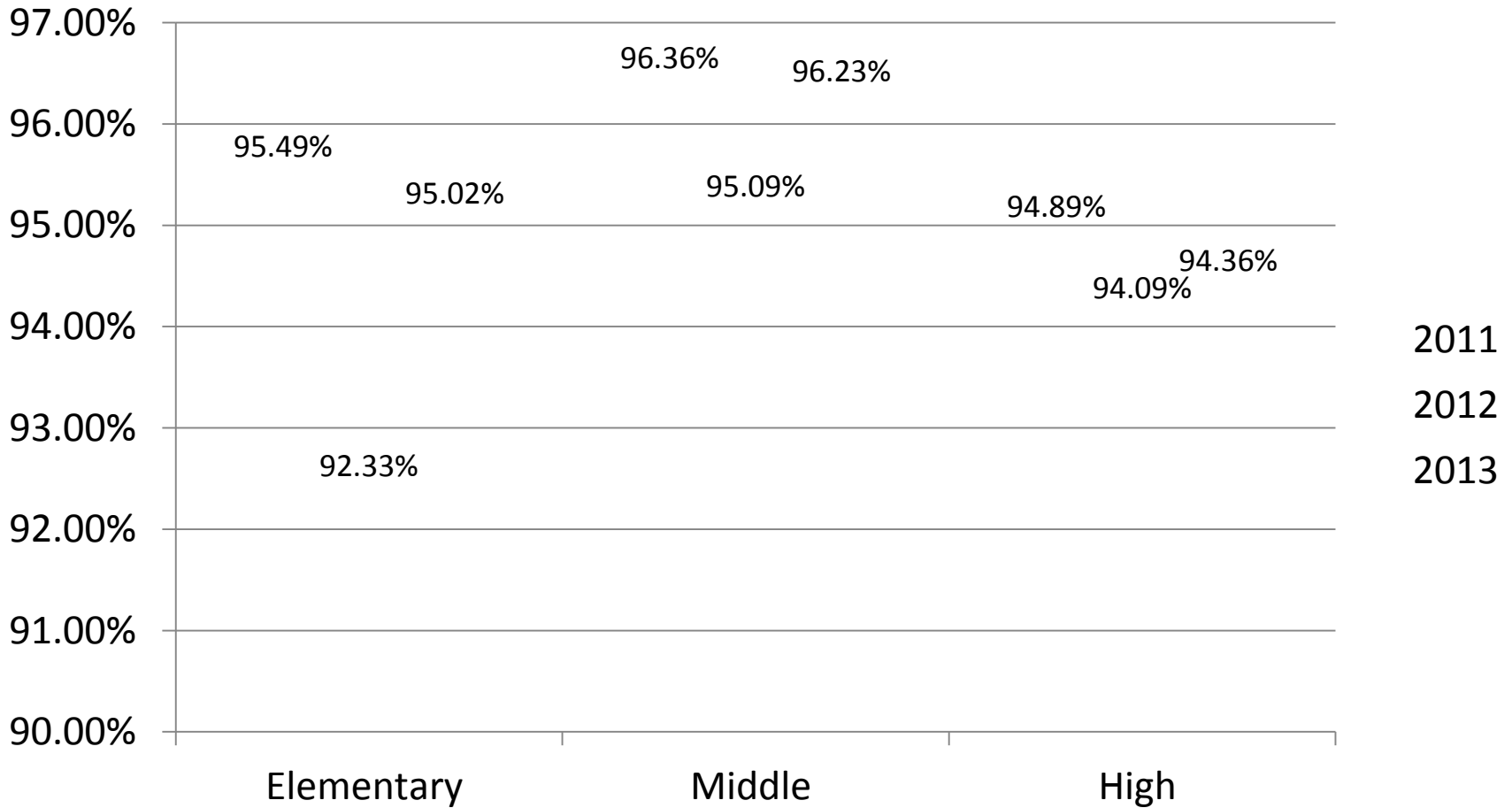
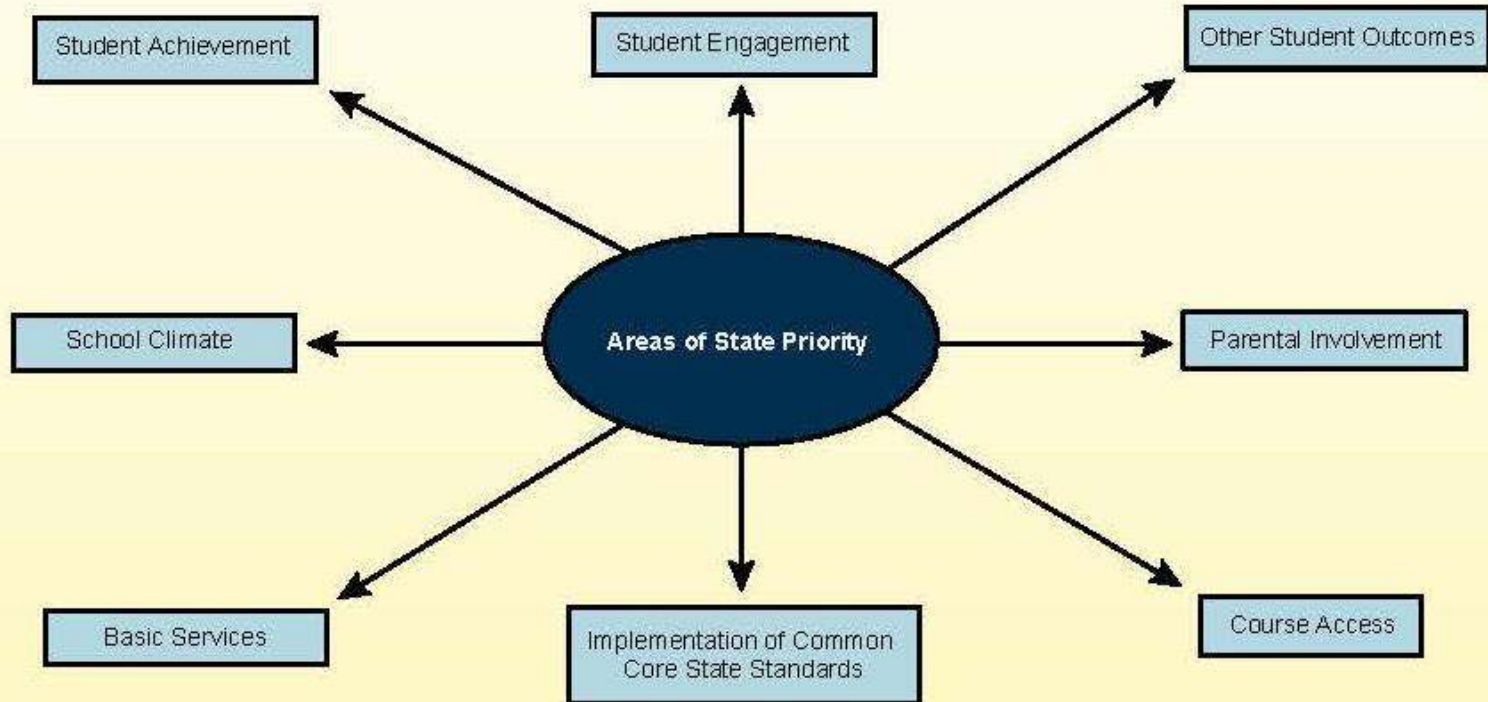


Figure 7

Eight Areas of State Priority Must Be Addressed in LCAPs



LCAP = Local Control and Accountability Plan.

The following slides explain the state LCAP priorities in more detail...

1. Basic Services (Williams)

Teachers appropriately assigned and fully credentialed.

Student access to standards-aligned instructional materials.

School facilities maintained in good repair.

2. Implementation of State Standards

**Overview of the California
English Language Development
Standards and Proficiency Level
Descriptors**

3. Parental Involvement

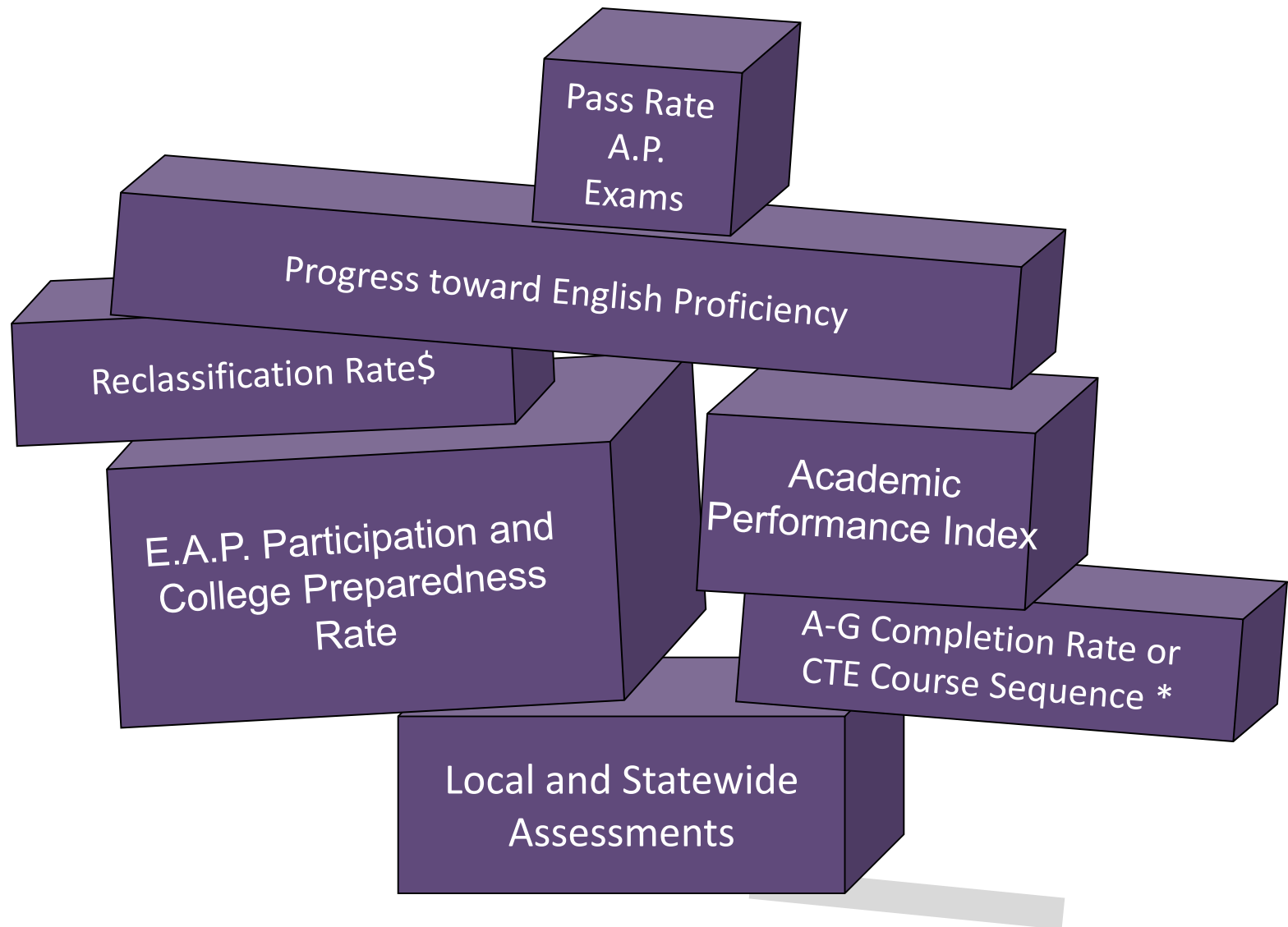
Parent advisory committee.

English learner parent advisory committee.

Notify members of the public and hold at least one public hearing.



4. Student Achievement as measured by:



5. Student Engagement as measured by:

School attendance rates.

Chronic absenteeism rates.

Middle school dropout

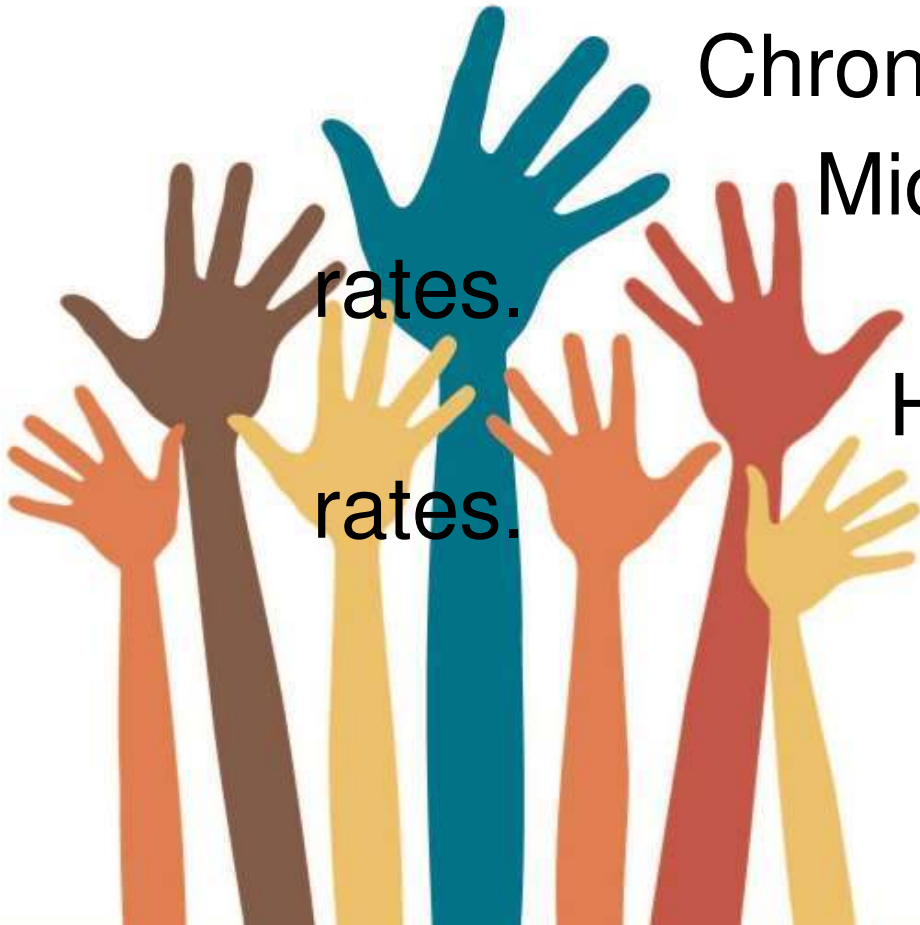
rates.

High school dropout

rates.

High school
graduation

rates.



6. School Climate as Measured by:

Pupil
suspension
rates.

Pupil
expulsion
rates.

Classroom
referrals and
suspensions.

7. Access to Courses

The extent to which pupils have access to, and are enrolled in, a broad course of study



8. Other Student

Outcomes for example:

CAHSEE pass rates. AVID Completion. Advanced placement enrollment. EAP conditionally ready rate.

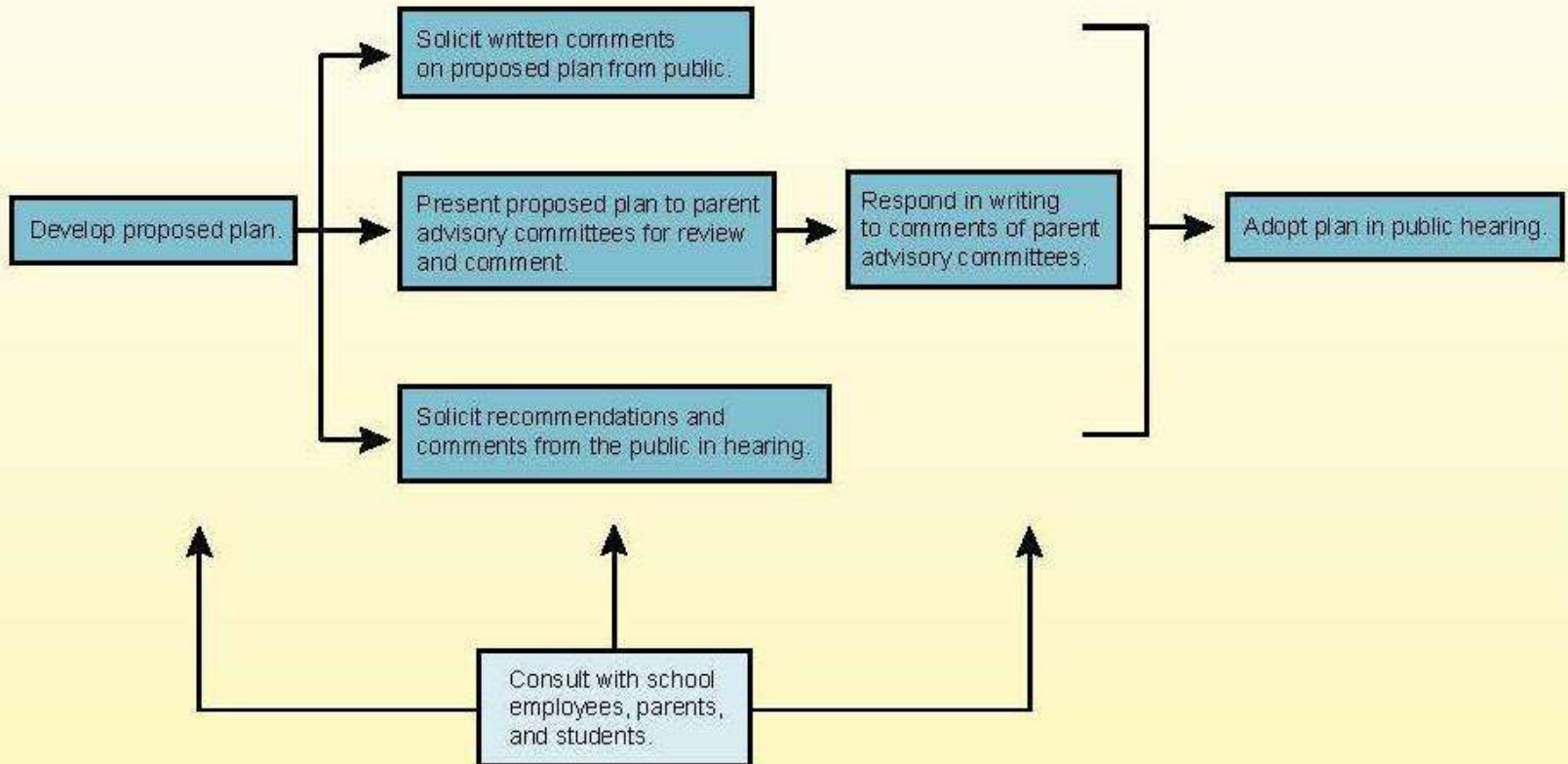
Staff Participation and Input it Vital...



Public Meeting for Approval

Figure 10

School District LCAP Adoption Process

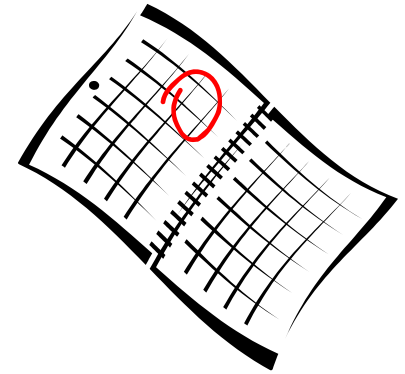


LCAP = Local Control and Accountability Plan.

Pause and Reflect

- What questions or comments do you have about LCAP components. What about the plan works for you? What's problematic?
- What other information have you heard that should be shared?


District Timeline



- Update budgets with LCFF revenues and potential revision of expenses.
- Maintain local advisory groups. Parent and community engagement remain an important aspect of planning and accountability under LCFF.
- Maintain Regional Occupational Center and Program (ROC/P), Adult Education, and Home-to-School Transportation investments.
- Calendar events, backward from June meeting for plan and budget approval. (Public hearing, notices for public input, writing sessions, review with stakeholder groups and revision, etc.) Data consistent with SARC format.
- SBE required to adopt template for LCAP by March 31, 2014
- June 2014, LEA Board Approval
 - Must be reviewed at board meeting prior to approval at subsequent board meeting.
- Plan due July 1, 2014

Content vs. Format....start now!

What Can We Do Now?

A group of business professionals, including a man and a woman, are seated around a conference table in a meeting room. They are looking towards a large screen that displays a text box. The man is on the left, and the woman is in the middle. They are both wearing business attire. The screen is mounted on a wooden cabinet. The text on the screen is centered and reads: "Look for existing data, strategies, and actions in our programs that are successful with eight state priorities. What's missing?"

Look for existing data, strategies, and actions in our programs that are successful with eight state priorities. What's missing?

What Can We Do Now?

Define our core program.
Study what works best for ELs
and low performing students.
Target LCFF augmentation \$ for
these student groups.



What Can We Do Now?

Map out CSR over 3 years.
Consider what it looks like to
add coaches and/or
interventions etc. over time.
What are personnel needs for
'14-15? (March deadline)



What Can We Do Now?

Think Performance-Based Budgeting.

What does it look like to plan for and fund performance?
Does the strategy work?

Update budget for what works.

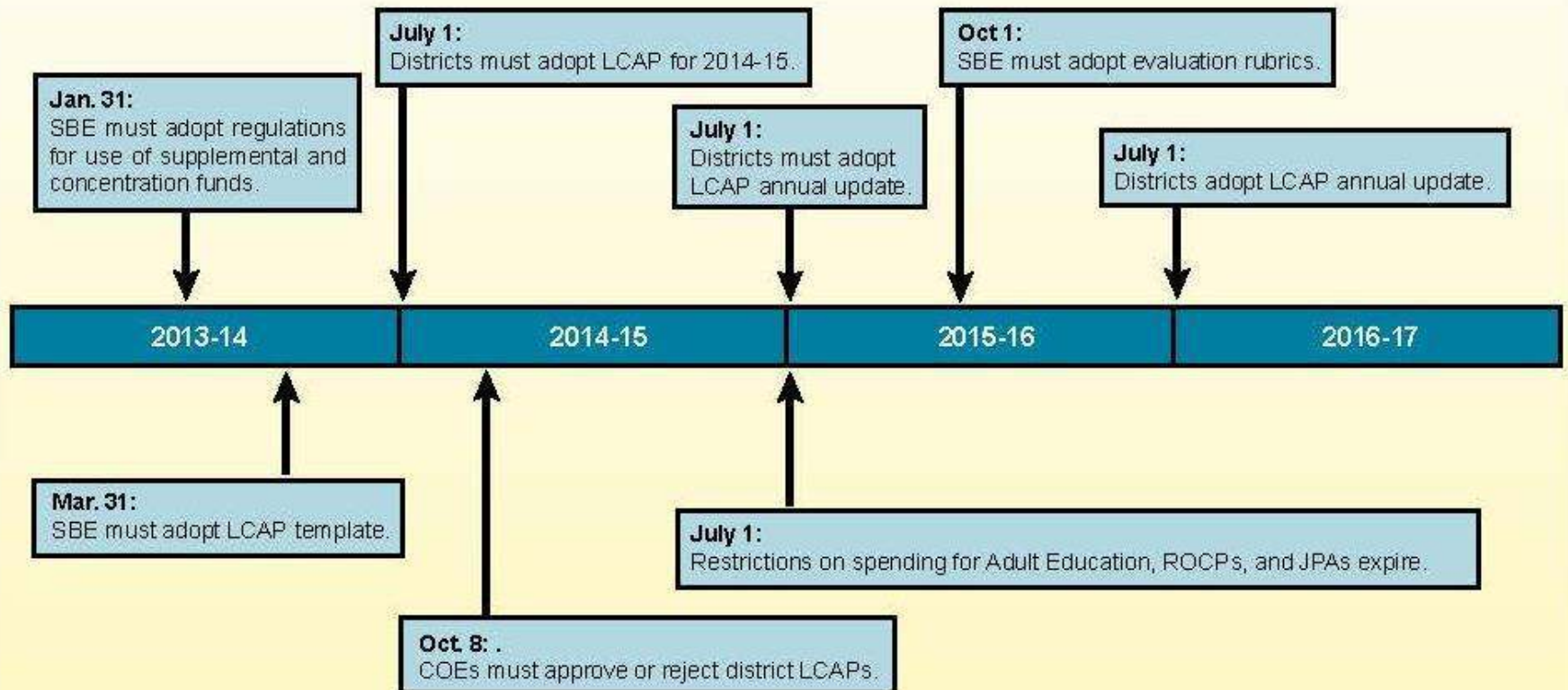


Support and Intervention



Figure 14

Major Milestones for Implementation of LCFF and LCAPs



LCAP = Local Control and Accountability Plan; SBE = State Board of Education; COE = County Office of Education; ROCP = Regional Occupational Centers/Programs; and JPA = Joint Powers Authority.

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