

The Local Control Funding Formula (LCFF) is designed to address the achievement gap by focusing on equity for our neediest students. Accordingly, the LCAP must include goals and measure progress for all students, and then outline the additional services to be provided for **state-designated student groups**, across multiple performance indicators in the **eight state priorities**.



State-Designated Student Groups:

- ◆ Low Income Pupils
- ◆ English Learners
- ◆ Foster and Homeless Youth
- ◆ Reclassified Fluent English-Proficient (RFEP)

Eight State Priorities:

- ◆ Credentialed teachers and sufficient instructional materials
- ◆ State Standards (including ELD Standards and access for English Learners to the Common Core State Standards)
- ◆ Parent engagement (including parents of state-designated student groups) at district and schools
- ◆ Pupil achievement (e.g. API, UC A-G, State assessments, CELDT, RFEP, AP, IB, EAP)
- ◆ Pupil engagement (e.g. attendance, dropout, graduation)
- ◆ School climate (e.g. suspension, expulsion, survey on safety and connectedness)
- ◆ Access and enrollment in required courses
- ◆ Pupil outcomes (e.g. successfully completing courses for graduation)

The Local Control Funding Formula (LCFF) replaces the revenue limit funding system and eliminates most categorical program funding formulas with the intent of allowing the local stakeholders to have significant discretion in making the decisions that best meet the needs of students.

LCFF provides California school districts with funding based on three areas:

1. Base Grant Funding (*per student*)
2. Supplemental Grant Funding - *Additional funding based on numbers of students in poverty, English Learners, & Foster Youth.*
3. Concentration Grant Funding - *Additional funding for districts with 55% or more students as described in #2.*

SUHSD does not qualify for Supplemental or Concentration Grant Funding. However, it is required to ensure a percent of the total funding is spent on services supporting students as described in #2.



For more information and/or opportunities to be involved in LCAP funding decisions, contact your student's principal or Bonnie Hansen, Assistant Superintendent, Educational Services at (650) 369-1411 ext. 22323. You may also visit our LCFF/LCAP Website at: <http://seq.org/?id=248>



Local Control Accountability Plan (LCAP) - DRAFT

2016-17

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Goal 1: Basic Services - Continue to hire the most highly qualified teachers for openings in the district, while seeking to increase the number of teachers who reflect demographically the communities whom we serve.

Measurable Outcomes:

- ◆ 100% of the teachers in the district are “highly qualified” as defined by the state
- ◆ Increase the number and/or percent of teachers hired each year to reflect the overall student demographics

Goal 2: Basic Services (Materials), Common Core State Standards and Student Achievement - All students will have access to a rich, well-rounded curriculum that is aligned to Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measureable progress in mastering grade level CCSS.

Measurable Outcomes:

- ◆ 100% of Algebra I, Geometry, and Algebra II teachers will implement CCSS units. Math teachers will pilot Algebra I and Algebra Readiness materials and confirm which curriculum to adopt for each course
- ◆ English teachers will continue to implement and refine CCSS site common units
- ◆ English and math will continue to use Interim Assessments Blocks (IAB) as districtwide interim assessments
- ◆ Social Studies courses will implement at least one expository and one argumentative writing piece per year and take one districtwide common assessment based on primary documents
- ◆ Science teachers will develop and pilot units for biology, physics, and chemistry

Goal 3: Parent Engagement - Promote and increase school/district and community connectedness by providing quality site and districtwide parent engagement and education opportunities.

Measurable Outcomes:

- ◆ Develop and implement a districtwide parent engagement calendar inclusive of site and district parent meetings/workshops that support site and districtwide goals
- ◆ Establish a format/system for evaluating site and district parent engagement and education opportunities to inform our practices
- ◆ Ensure participation and/or representation of parents of “unduplicated” groups at site/district parent engagement and education opportunities as well as leadership committees (School Site Council, Shared Decision Making Committee, English Learner Advisory Committee, District English Learner Advisory Committee, and LPAC Parent Advisory Committee)
- ◆ 100% of school sites will have implemented the SUHSD Parent Project

Goal 4: Student Achievement—Long Term English Learners - Improve overall Long Term English Learner students’ learning outcomes as measured by AMAO 1 (annual progress on CELDT) and Reclassification criteria.

Measurable goals of English Proficiency AMAO’s (Annual Measurable Achievement Objectives):

- ◆ Increase the percent of students demonstrating overall growth as measured by AMAO 1 from 59% to 62%, and the percent (5 years or more) achieving English Proficiency as measured by AMAO 2 from 48% to 53%
- ◆ Revise Reclassification process and timeline to ensure it is aligned to State recommendations and data collection:
 - ◆ Determine method of assessing and measuring “Basic Skills in English Language Arts”
 - ◆ Establish timeline for reclassification in Spring and Fall
- ◆ Develop a plan to revise SUHSD EL Master Plan

Goal 5: Student Achievement—College & Career - All students will have access to, and be encouraged to enroll in, a rigorous course of study, enabling them to graduate prepared for college and/or career as measured by completion of A-G entrance requirements for California State and University systems.

Measurable Outcomes:

- ◆ Increase the percent of all graduating seniors meeting A-G requirements by 3% of prior year
- ◆ Increase the composite percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% each year

Goal 6: Locally Defined Criteria - All students will have access to, and be encouraged to enroll in, at least one Advanced Placement (AP)/International Baccalaureate (IB) course by the time they graduate from SUHSD.

Measurable Outcomes:

- ◆ Increase the percent of all graduating seniors taking at least one AP/IB course by 3% of the prior year
- ◆ Increase the composite percent of the unduplicated subgroups of graduating seniors taking at least one AP/IB course by 3% of the prior year

Goal 7: Student Engagement and School Climate - All sites will promote positive learning environments for their school communities that will result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accrue ment, graduation, drop out, suspension, and expulsion rates.

Measurable Outcomes:

- ◆ Decrease the dropout, suspension, and expulsion rate for all students in general and decrease the gap between all students and each applicable pupil subgroup as per SUHSD’s Dashboard annual metrics
- ◆ Increase the percent of all freshmen earning 30 credits after the first semester each year and decrease the gap between all students, each applicable pupil subgroup, and the composite of the unduplicated subgroups each year as per SUHSD’s Dashboard annual metrics
- ◆ Increase the percent of all sophomores earning 120 credits after the first semester each year and decrease the gap between all students, each applicable pupil subgroup, and the composite of the unduplicated subgroups each year as per SUHSD’s Dashboard annual metrics
- ◆ At minimum, maintain the attendance rate of all students and increase the rate of subgroups to 90%

Goal 8: Foster Youth - All Foster Youth (FY) will be properly identified, promptly enrolled in appropriate classes, and will have access to academic resources and support on at least an equal basis as other students.

Measurable Outcomes:

- ◆ 100% of FY new to our district will be promptly enrolled in the appropriate school and classes
- ◆ 100% of transferring FY received appropriate credits for work completed
- ◆ District FY Liaison, Attendance/Wellness Coordinator and/or Site Contacts attend Foster Youth Conference

