

Local Control Accountability Plan (LCAP) 2015-16



Discussion at SUHSD Board Meeting
June 10, 2015

2015-16 LCAP

Three Requirements:

1. Adhere to State Board of Education (SBE) Template
2. Sufficient expenditures in budget to implement LCAP
3. Adherence to SBE Expenditure Regulations

Requirement 1: SBE Approved Template

The revised approved template had major format changes that included: goal consolidation, annual update, and guiding questions.

Three sections:

- Section 1: Stakeholder Engagement
- Section 2: Goals, Actions, Expenditures Progress Indicators
- Section 3: Expenditure Requirements

Requirement 2: Sufficient Expenditures in Budget to Implement LCAP

- Budget adopted for applicable fiscal year includes sufficient expenditures to implement actions in approved LCAP
- For 2015-16, SUHSD identified related estimated expenditures totaling \$3,472,000.00

Note: *County superintendent of schools may disapprove a budget if he/she determines that the budget does not include sufficient funds to implement LCAP.*

Requirement 3: Adheres to SBE Expenditure Regulations

- Budget identifies the amount of funds in the LCAP year calculated on the basis of the number and concentration of unduplicated students:
 - Low income (eligible for free or reduced-price meals [FRPM])
 - English Learner (EL)
 - Foster Youth (FY)
 - Reclassified Fluent English-Proficient (RFEP)
- For 2015-16, services for unduplicated students must reflect an increase or improvement of 5.19% as compared to the services provided to all students.

SUHSD LCAP Process (Fall/Winter 2014-15)

Educational Services Department-

- Reviewed 2014-15 LCAP Goals
- Identified LCAP District Team
- Developed a plan of action for the 2014-15 Annual Progress Report and the development of the 2015-16 LCAP

LCAP Stakeholder Consultations (Spring 2015)

- March 10, 2015 (Student Advisory Council)
- March 23, 2015 (Sequoia District Teacher Association)
- April 1-2, 2015 (AVID, Leadership and ELD/LEP student)
- April 13, 2015 (Migrant PAC/DELAC)
- April 27, 2015 (Parent Teacher Association)
- April 29, 2015 (Parents/Guardians: Foster Youth/Homeless)
- May 13, 2015 (All Parents)

Annual Progress & Results (Spring 2015)

Over 200 stakeholders provided feedback and suggestions:

Overall,

- All the goals are relevant
- Modify/clarify goals 1a, 1b and 3: teacher recruitment, curriculum/materials and parent engagement

Annual Progress & Results Cont.'d

Data from the survey was used to identify areas of need and to draft the 15-16 LCAP.

For 2015-16, four goals from the previous year were combined into one goal.

2015-16 LCAP is inclusive of:

- 8 State Priorities
- Modified targets
- Services for all students as well as unduplicated group of students

SUHSD 2015-16 LCAP

Goal #	Goal Description	Student Groups
#1	Continue to hire the most highly qualified teachers for openings in the District, while seeking to increase teachers who represent demographically the communities whom we serve.	All
#2	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.	All & EL/RFEP
#3	Promote and increase school/District and community connectedness by provide quality site and district-wide parent engagement and education opportunities.	All & EL/RFEP
#4	Improve overall Long Term English Learner students' learning outcomes as measured by AMAO 1 (annual progress on CELDT) and Reclassification criteria.	All & EL/RFEP
#5	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 A-G completion.	All & EL/RFEP, FY, SED
#6	All students will have access to and be encouraged to enroll in at least one AP/IB course by the time they graduate from SUHSD.	All & EL/RFEP, FY, SED
#7	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 accrument, graduation, drop out, suspension, and expulsion rates.	All & EL/SED
#8	All foster youth 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.	FY

Next Steps:

- June 24, 2015: LCAP comes to the SUHSD Board of Trustees for approval
- June 25, 2015: SUHSD Board-approved LCAP is submitted to SMCOE