

What is LCAP?



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Proposition 30



- What is Proposition 30?
- What is LCFF? - base funding/supplemental funding
2014/14 - \$2.4 mill,
2015/16 - \$3.6 mill,
2016/17 - \$4.9
- What is LCAP? – the plan that is mandated by the state
- Target Population- English Learners, Low SES and Foster Youth (Supplemental Funding)

Overview of LCAP



- The funding is targeted, and designed to enhance our efforts to properly educate students who have been historically underserved in the state of California. As such, the district was required to implement a community engagement process to gather input from parents, students, staff members and community partners to identify priorities and then develop a plan to expend the funds. The strategy included surveys, small and large group meetings and planning sessions. The plan, called the Local Control Accountability Plan was written in strong collaboration with a large and diverse group of stakeholders.

BUSD LCAP



- Goal One: Provide quality classroom instruction and materials that will promote college and career readiness.
- Goal Two: End racial predictability of academic achievement by ensuring that our systems are culturally and linguistically responsive to the needs of our students.
- Goal Three: Ensure that all schools are welcoming and a place where students feel safe and ready to learn.

LCAP Section One



- **Stakeholder Engagement: PAC, EAC, and DELAC**

- **Our students need:**
 - **Culturally Competent Teachers**
 - **Grade Level Literacy and Math Proficiency**
 - **English Fluency**
 - **College and Career Goals**
 - **Social-Emotional Skills and Mental Health**
 - **School and Family Partnerships**

LCAP Section Two



- Goals and Progress Indicators
 - Thirteen targeted goals
 - Each goal has progress indicators (metrics)
 - Provide tools for measuring the extent to which the goal is being met to meet the needs of all students and the targeted students over three years

Section Three - Actions/Services



- Increase use of culturally and linguistically relevant instructional practices
- Actively recruit, support and retain African-American and Latino teachers
- Coach teachers in effective instructional practices for new Common Core English Language Arts and Math Standards and Next Generation Science Standards, including the integration of technology
- Increase targeted interventions with students and families

Section Three - Actions/Services



- Expand the Bridge program for African-American students at all three middle schools
- Expand the AVID program to support middle and high school students on the path to college
- Fund Literacy Coaches at every elementary school
- Provide trained English Language Development (ELD) teachers at every school site

Section Three - Actions/Services



- Build stronger relationships with students by increasing alternative behavioral interventions, restorative practices, counseling and mental health services
- Provide and support RtI2 teacher coaches at all elementary schools
- Plan and monitor college and career path for high school students needing academic support
- Implement a district wide social-emotional curriculum for grades K-6

Next Steps



- Engage Stakeholders
- Parent Advisory Committee
- Education Advisory Committee
- District LCAP Team
- District English Learner Advisory Council
- Student Advisory Council

What's changed?



- Template
- Clarity of goals for more precise measurement of student success
- Provide more transparency to show the source of funding for action/service items
- Clearly identify any changes that were made from the original plan or from stakeholder input
- Endure that the stakeholder process is inclusive and that the role is clearly defined as “Advisory”.

LCAP



- Thank You for attending!
- If you would like to get involved, please check in with your school's SGC or Principal.
- All meetings are open to the public.
- PAC – 10/30 @ 7:00 @ 2020 Bonar Room 126