

Discovery Charter School Community Forum on Local Control and Accountability Plan

California's 2013-14 Budget Act included landmark legislation that significantly changed how funding is allocated to public schools. The changes in the state's funding formula are a major shift in school funding. The benefit extends to charters as well.

We are required to develop a Local Control and Accountability Plan (LCAP) with input from the community. Please join us for this interactive session:

Date: Monday, May 12, 2014
Time: 7:30 – 8:30 PM
Location: Discovery Charter School II
762 Sunset Glen Drive
San Jose, CA 95123

The LCAP Forum is open to parents, students and staff *from both campuses* to provide input on the state educational priorities and the schools goals. The Forum will focus on:

- What's behind the LCAP and its required elements
- DCS' goals
- Your ideas for setting or maintaining schools goals. Input is specifically sought on applying funds that are directed to English Learners, Lower Income and Foster Youth populations.

If you can't attend, but would like to contribute:

- The presentation will be posted to our website after the meeting
- Send comments to smichels@discoveryk8.org
- Submit comments in writing to your school's secretary, who will forward them.

Attached is a summary and brief guide from the state PTA to prepare you for the content we will address.

As a critical component of the new LCFF law, every school district must engage parents and the community to create a Local Control and Accountability Plan (LCAP). The LCAP is intended to be a comprehensive planning tool.

Each plan must describe:

- District-wide and school-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of **the eight state priority areas**, plus any locally identified priority areas.
- Expected progress toward meeting the goals—and as part of a district’s required annual update of the plan, the district must describe actual progress made toward meeting the goals and describe any adjustments to be made.
- Expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth will be used to increase or improve services for these students.
- The process used to involve parents, students, community members, school employees and other stakeholders in developing, reviewing, and supporting implementation of the LCAP.

Calendar for Adopting Plans

Every school district must involve parents, students and school employees in the development and review of its Local Control and Accountability Plan (LCAP).

As part of the process, every district must convene a parent advisory committee and district governing boards must:

- Share a draft of the district’s initial three-year LCAP at a public board meeting and provide opportunities for parents and others to give feedback;
- Respond to any feedback on the plan;
- Hold a separate public board meeting to discuss and adopt the plan.

The LCAP and district budget must be adopted and submitted to the County Office of Education prior to July 1.

As a next level of oversight, county offices of education are required to review and approve each school district’s plan. School districts must then review progress and update their plans annually. Because the LCFF process is new, we expect it to improve and become even more inclusive of parents each year.

Each school district’s Local Control and Accountability Plan must focus on eight priority areas that help all students succeed. These eight priority areas reflect PTA’s belief that many factors – both inside and outside the classroom – positively impact student success.

CONDITIONS OF LEARNING



Basic Services

Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.



Implementation of State Standards

Ensuring school programs and services enable all students, including English learners, to access California’s academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.



Course Access

Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health physical education, career and technical education and others, that prepares them for college and careers, regardless of what school they attend or where they live.

PUPIL OUTCOMES



Student Achievement

Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.



Other Student Outcomes

Measuring other important indicators of student performance in all required areas of study.

Learn more about how you can provide input into each of these areas by checking with your school district or visiting www.capta.org/lcff.

ENGAGEMENT



Student Engagement

Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.



Parent Involvement

Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students. (See the PTA National Standards for Family-School Partnerships Assessment Guide for suggested ways to measure progress.)



School Climate

Factors both inside and outside the classroom that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers and parents.




Some key questions you can ask your school leaders about the LCAP

Each school district's Local Control and Accountability Plan must be developed with input from parents, students and school employees. The plans must address the eight state priority areas. Here is a sampling of questions that you can ask your school principal, district administrators and school board members to get the conversation going:

- What is our school and school district doing to engage all parents in the process of developing our LCAP? How can parents, staff and community partners work together to support student success at home and at school?
- What are we doing to ensure that all students are motivated to come to school?
- Do all of our students have textbooks and materials that are up-to-date? Are school facilities safe? Are we providing instruction by credentialed teachers in all subject areas?
- What are we doing to prepare our staff for the implementation of the new standards and assessments?
- How is our school district improving or increasing services for low-income students, English learners and foster youth?
- Do all of our students have access to a complete education that includes the arts, physical education and other required courses?
- In what ways does school climate impact student achievement? What is being done to improve school climate so all students have a positive school experience?
- In what different ways is our district measuring student achievement?
- How are we increasing our graduation rates and reducing the number of drop outs?

How does the Local Control Funding Formula work?

The LCFF changes the way the state provides money to school districts. Under the new system, school districts will receive a uniform **base grant** for every student, adjusted by grade level. School districts will receive additional **supplemental grants** for students with greater challenges, defined as low-income students, English learners and foster youth. Plus, districts will receive additional **concentration grant** funding when the numbers of these students enrolled in a district make up more than 55 percent of a district's total enrollment.

Base Grant	Supplemental Grant	Concentration Grant
 <p>Per student base amount, adjusted for grade level.</p>	 <p>Additional funds to improve or increase services for low-income students, English learners and foster youth.</p>	 <p>Additional funding for districts that have a high concentration (55 percent or more) of low-income students, English learners and foster youth.</p>

