

District Advisory Council

Semi Annual Report

Tuesday, December 10, 2013

LCFF/LCAP input process

- Districts across the state of California are now awarded funds based on the Local Control Funding Formula (LCFF).
- Districts are given a base grant for all students and then districts like San Diego Unified receive additional money because of a concentration of low income students and students who are English Learners.
- The district must make a plan detailing how the money is to be spent. This plan is called the Local Control Accountability Plan (LCAP)
- The state requires districts to build their plans around 8 State Priorities and to solicit parent input on the LCAP.

LCFF/LCAP input process

The DAC executive committee decided to collect input concerning the Local Control Accountability Plan from all SSC members.

A subcommittee was formed to design a survey and to analyze the data resulting from the survey.

The subcommittee will then report the results to the DAC general body and to the district.

The sole purpose of the subcommittee is to collect data from the SSC membership and to report it in a timely manner so that it can inform the district's Local Control Accountability Plan.

The subcommittee will be receiving support from the district, and, in particular, the Office of Accountability and Monitoring and Accountability Reporting throughout this process. We will need the support of the district to successfully collect meaningful input from a wide variety of the SSC membership.

LCFF/LCAP input process

The survey will be based upon the 8 State Priorities for building the LCAP:

- Student Achievement
- Parent Involvement
- Course Access
- Other Student Outcomes
- Basic Services
- Implementing Common Core
- Student Engagement
- School Climate

LCFF/LCAP input process

Sample Section from draft survey

- **Other Student Outcomes:** The state recognizes that there may be other indicators of student performance in required areas of study. This may include, but is not limited to the performance on other exams. Please answer the following questions related to this priority.
- Please rate the importance of the following priorities that San Diego Unified needs to address concerning student performance in math and English.
- *The scale is.....not important, somewhat important, important, very important*
 - Closing the achievement gap for students of color
 - Closing the achievement gap for students with disabilities
 - Closing the achievement gap for low income students
 - Closing the achievement gap for students who are English learners
 - Other (please specify):

LCFF/LCAP input process

Sample Section from draft survey (continued)

Please rate the importance of the using these other assessments when evaluating student performance:

- *The scale is.....not important, somewhat important, important, very important*
 - Daily Attendance Rates
 - The California English Language Development Test (CELDT) results
 - An assessment tool that tests outside of grade level
 - Others (please specify):

LCFF/LCAP input process

Sample Section from draft survey

- What other areas do you see as important in defining student outcomes?
- What other indicators (may include but are not limited to other exams) could the district use to evaluate students' progress?

LCFF/LCAP input process

By Early December 2013

- Launch survey to receive input from all SSC members.
- DAC representatives provide support to their SSC members.
- Principals inform SSC members about survey and provide Internet access (if available and requested) to SSC members.

December 2013 through late January 2014

- Data collected and analyzed by DAC LCFF/LCAP subcommittee with the assistance of the district

February 2014

- Submit analysis to the district
- Present data to the DAC for review

March 2014

- District presents state LCAP template to the Board of Education

Thank you to: