

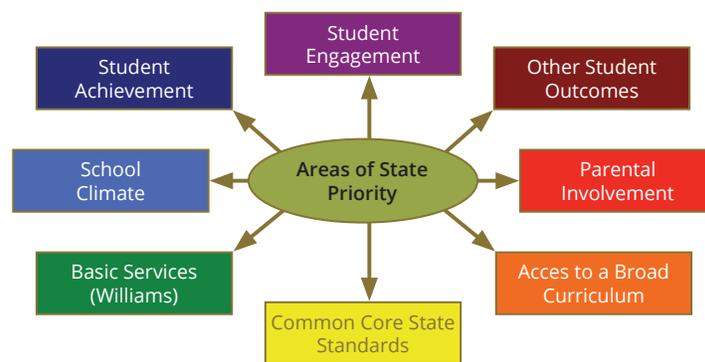


LCAP QUESTIONS & ANSWERS

WHAT IS THE LOCAL CONTROL ACCOUNTABILITY PLAN?

The LCAP is the school district's plan, prepared in collaboration with its stakeholders, on how funds will be spent to provide high quality educational programs. As a critical component of the LCFF law, every school district must engage parents and the community to create the LCAP. The LCAP is intended to be a comprehensive planning tool. The plan must focus on eight priority areas that help all students succeed.

THE 8 STATE PRIORITIES



The State established eight priorities which each LCAP must address:

- 1) 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.
- 2) 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 California's State Standards for English language arts and math, Next Generation Science Standards and English Language Development Standards.
- 3) 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.
- 4) 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.
- 5) Other Student Outcomes** - Measuring other important indicators of student performance in all required areas of study.
- 6) 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.
- 7) 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.
- 8) 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.



PUSD's 3 LCAP GOALS

Guided by both the 8 State priorities and PUSD's *Promise of Excellence*, the District asked the essential question, "How will the Local Control Accountability Plan support PUSD's goal to close the achievement gap for English Learners, Foster Youth, and Low-income Pupils and ensure that all students are college and career ready?"

Using surveys and multiple meetings with stakeholders, three overarching concepts emerged three Goals:

GOAL 1 - ACADEMIC ACHIEVEMENT:

All students will demonstrate achievement of rigorous academic standards through high quality instruction and learning opportunities.

GOAL 2 - QUALIFIED TEACHERS AND STAFF:

Student learning will be supported by qualified teachers and staff.

GOAL 3 - SAFE AND EQUITABLE LEARNING ENVIRONMENTS:

All students will access safe and equitable learning environments and differentiated support systems that promote college and career readiness.





THE LOCAL CONTROL ACCOUNTABILITY PLAN DESCRIBES:

- The process used to involve parents, students, community members, school employees and other stakeholders in developing, reviewing and supporting implementation of the LCAP.
 - 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.

Questions from Stakeholders

What is the Local Control Funding Formula (LCFF)?

LCFF is the formula that allocates funds to the district. The new law is to improve academic outcomes by targeting more money to school districts that serve high needs students. Money from the Local Control Funding Formula accounts for about 80 percent of general funding that districts get from the state. The law requires that districts detail how they will spend the money in a document called the Local Control and Accountability Plan or LCAP. The LCAP should spell out goals for student progress and district improvement, actions and spending that the district will take to achieve them, and how the progress will be measured. The LCFF funds are released once the plan has been approved.

What is the difference between LCFF & LCAP?

LCFF is the formula that allocates funds to the district. The LCAP is the plan where the district spells out how the money will be spent on goals for student progress, actions and spending that the district will take to achieve them, and how the progress will be measured.

Where can I find the LCAP?

PUSD’s plan is on the PUSD Homepage website under Quick Links. This link also includes additional resources.

How, when and where can I give input on our LCAP?

There are multiple opportunities for input such as at the start of the year via online survey publicized on our website. Additional opportunities are provided through school site parent advisory committee meetings which report on how funds will be spent.

What are some of the actions that have been included in the LCAP?

- * More AVID & AVID Excel classes
- * Crisis Prevention Team Support
- * Parent / Community Facilitators
- * Summer Learning Programs
- * Footsteps2Brilliance
- * Robotics
- * Peripherals
- * Librarians, Media Centers & Library Clerks
- * Dual–Immersion
- * Counselors
- * Teachers for Class Size Reduction (K-3 & 7-9 math)
- * All Day Kindergarten
- * Support Art & Music
- * Positive Behavior Intervention Support (PBIS) at more sites
- * Increase access Technology – Rich Environments with Computer Technicians & Technology Teacher Leads
- * Expand Opportunities to online/blended Coursework, STEM Pathways, Career & Technical Educations, 21st Century Classrooms

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