Debbie Bettencourt presented a Power Point on the LCAP (Local Control Accountability Plan):

- We have consolidated the State’s 8 priorities into 5 goals:
  - Goal 1/2 – Students will receive high quality classroom instruction and have access to curriculum which promotes college and career readiness (State Priority 1, 2, and 7)
  - Goal 3 – Increase parent and community engagement (State Priority 3) – corresponds to Goal 5
  - Goal 4 – Student progress and educational outcomes will be monitored for success (State Priority 4 and 8) – measurements of student test scores, etc.
  - Goal 5 – Increase student engagement and provide a safe, healthy, and positive learning environment (State Priority 5 and 6) – tracking student attendance, suspensions, expulsions, graduation rates, etc.

- Stakeholders that we communicate this information to:
  - Superintendent’s Communication Committee – 40 members which represent Special Ed, English Learners/Low Income (EL/LI), and school sites
  - District English Learner Advisory Committee (ELAC) – Elena Cabrera heads this committee
  - Parent Summits and Survey – Elena Cabrera is responsible for this
  - Student Advisory Board and Survey – Debbie Bettencourt chairs this meeting and the school climate survey
  - Board Meetings
  - Budget Communication Committee
  - Leadership Meetings
  - District Website Presence
  - School and Department Meetings

- Measurement of student progress
  - Monitored and reported by subgroups (ethnic groups, EL/LI)
    - Math and English proficiency
    - A-G completion (college entrance qualifications)
    - Graduation and drop-out rates
    - Suspension and expulsion rates
  - Not monitored by subgroup, but still reported to State
    - CTE, STEM, AP, IB completion rates
    - 9th Grade completion rate – 60 units completed in 9th grade
    - EL progress and reclassification
    - Early childhood education
  - FCUSD was behind the State and the County in the EL and LI subgroups. In all other categories, we outperformed the State and the County.
Highly qualified staff goals (Goal 1)
  o Appropriately credentialed teachers
  o Meaningful evaluations based on standards and guidelines - TalentEd is the tool we are using to make sure the evaluations are meaningful
  o English Language Development (ELD) strategies – even though our teachers are CLAD-certified, we still need more professional development
  o Special Education strategies and IEP implementation and compliance – not a State requirement under LCAP, but it is a compliance requirement under the CDE review

Parent and Student Engagement
  o We need more input and participation from the parents of unduplicated students (EL/LI and foster students)
    ▪ Low income students based on free/reduced lunch status
    ▪ Foster students are tagged as such in PowerSchool
  o Attendance and chronic absenteeism – supported by Attendance & Due Process Department and new nurse
  o Positive Behavior Interventions and Supports (PBIS) implementation – supported by our new MFT’s at the secondary schools – they implement Positive School Climate

Resources for Education
  o 2015-16 State Budget - $144.0 million
    ▪ Class Size Reduction (24:1 by 2018) - $2.9 million
    ▪ EL/LI - $8.3 million – there is a one-page document that details the supplemental services that this money covers, in the Budget Adoption in June, 2015
    ▪ Career Technical Education (CTE) - $.9 million
    ▪ Transportation/Targeted Instructional Improvement Grant - $1.7 million
    ▪ Base Grant - $130.2 million

LCAP documents can be found on the District Website
  o http://www.fcusd.org/Page/17743

Ms. Bettencourt discussed how to read the actual LCAP document for 2015-16
  o Top of the page has the goal and the goalettes or sub-goals
  o Identified Need – why we chose those goals and how they will be measured
  o Who the goal applies to – all students or particular subgroups
  o Actions taken to achieve the goals – within that, on the right hand side of the page, are the budget expenditures that Rhonda Crawford has to track

One page summary of the major LCAP goals and identified needs – this is what the Principals will be evaluated on this year – embedded into TalentEd – what strategies they will use to meet these goals

Local Control Funding Formula (LCFF) Funding Snapshot for 2014-15 – gives the formula based on P-2 ADA
  o Shows ADA funding by grade span
  o Unduplicated Pupil Percentage – district-wide average is 38.06%, but Rancho Cordova is much higher than Folsom – we don’t qualify for the Concentration Grant – spending is proportionately higher in Rancho Cordova
- Funding is still below the LCFF Target – there is still about 20% of the funding that will be granted to us over the next 4-5 years
- LCFF State Priorities Snapshot for 2014-15 – each year should show improvement
  - Breaks down the categories by District and State for comparison – Examples:
    - EL Students Who Made Progress Towards English Proficiency – the State did better than the District
    - Students Completing a-g Requirements (for college entrance) – the District is better than the State – room for improvement at FHS and CHS
    - District climate is measured in terms of suspensions and expulsions – in both categories, we are higher than the State
  - Student Achievement by Subgroups – Examples:
    - Completed a-g Requirements:
      - Asians and Filipinos do well
      - African Americans and Hispanics need improvement
    - CTE
      - African Americans were the highest of any other subgroup
    - Graduation Rates
      - Asians are highest, followed by Whites
      - African Americans at 81%, which is good, but should be higher
      - EL students – 78%, Socio-Economically Disadvantaged – 84%, and Students with Disabilities – 75%
- Asking the group to take this information back to their organizations for discussion – are our goals adequate, are we providing the right kinds of services, are we missing anything particularly in terms of our EL/LI students, and provide feedback, either by email to Debbie Bettencourt, or at our next meeting – March
- Discussion – Qualification for Low Income is based on the Free/Reduced Lunch Program approval – some parents that would qualify don’t even apply because they aren’t going to use it. We are trying to get communication out to the parents that they should at least apply, because funding is based on it - $1500 for interventions for each approval. There is a perceived stigma, especially in Folsom, but the entire process is now completely confidential. The MFT's and counselors might be able to work with some families. Also, the Media Production Specialist could put together a blurb that can be shown with the “daily news” at the schools.