



# LOCAL CONTROL ACCOUNTABILITY PLAN

---

Presented by:

Roxane Fuentes

Assistant Superintendent, Educational  
Services

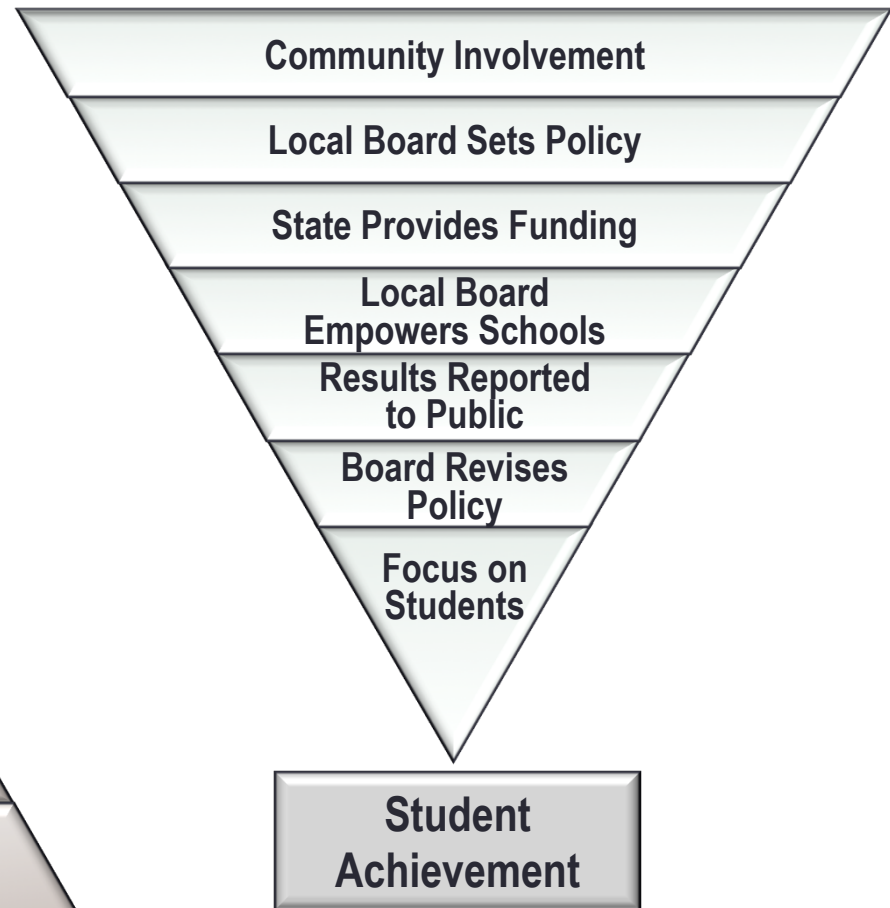
Tuesday, February 17, 2015

**Old System  
State of California**



**Compliance Model**

**New System**



**Empowerment Model**

# Options for Demonstrating *Increased or Improved Services...*



LCAP to describe how LEA will:

- **Spend more** on services
- **Provide more**, or improve services
- **Achieve more** .....

*.....for unduplicated pupils in proportion to  
increase in supplemental and concentration  
grant*



# Classification of Students for LCFF

## English Learners (EL)

- Based on Home Language Survey and California English Language Development Test (CELDT)
- No time limit for funding
- Reclassified students (Fluent English Proficient) will no longer generate additional funding

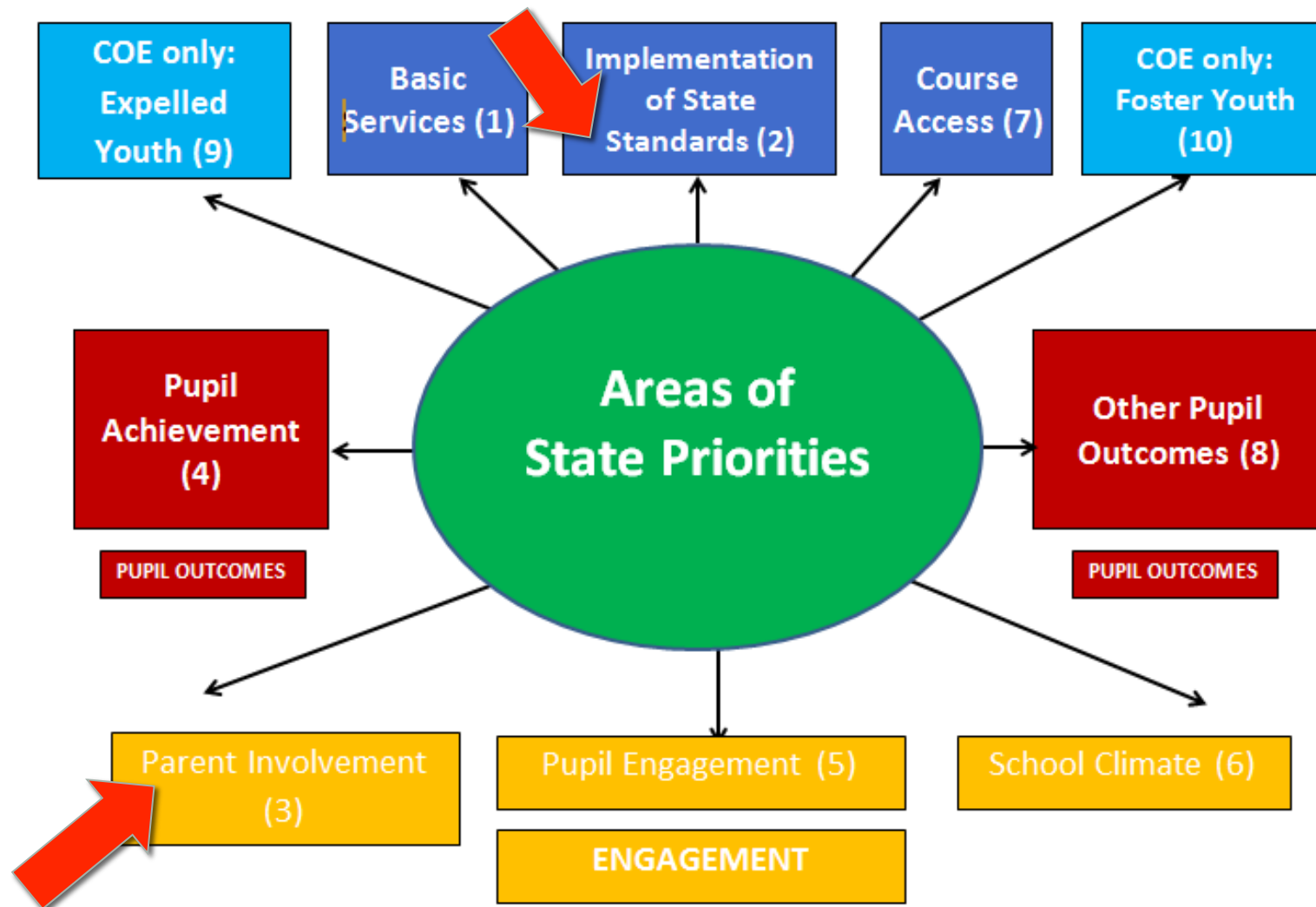
## Low Income (LI)

- Qualify based on free and reduced price meals eligibility.

## Foster Youth (FY)

- Foster youth are students who have been placed into an institution, group home, or private home of a state-certified caregiver or under the placement and care of the county welfare department, county probation department or tribal organization.
- All foster youth qualify as Low Income students.

# Clarifications to State Priorities



# ERUSD LCAP Goals

1. Upon graduation, all students will demonstrate fluent literacy skills using both literary and informational texts.
2. Upon graduation, all students will demonstrate the mathematical skills required to be an astute problem-solver.
3. All students will graduate from high school ready for college and career based on Common Core State Standards in all content areas.

## ERUSD LCAP Goals Cont.

4. The District will invest resources to ensure a safe and productive 21<sup>st</sup> century learning environment for all students.
5. The District will actively promote and invest in engaging parents and students in classroom activities and extended learning opportunities.
6. The District will provide differentiated learning options for students above and beyond the core program.

# Revised LCAP 2014-15

SECTION 1: STAKEHOLDER ENGAGEMENT

SECTION 2: GOALS, ACTIONS, EXPENDITURES,  
AND PROGRESS INDICATORS



ANNUAL UPDATE

SECTION 3: USE OF SUPPLEMENTAL AND  
CONCENTRATION GRANT FUNDS AND PROPORTIONALITY



# Additional Expenditures Required

- Supporting student achievement
  - State Assessments
  - Completing courses for UC/CSU or CTE
  - Ensuring progress of ELs in English Proficiency and content proficiency
  - Ensuring ELs are reclassified at appropriate rates
  - Supporting student success in AP classes
  - Ensuring students are successful in college preparedness assessments

# Focus of LCAP/Regulation Revisions

- Ensure the LCAP is a district plan addressing actions/ services and expenditures for all pupils
- Ensuring all “district/school-wide” services used to meet proportionality are primarily focused on the needs of unduplicated pupils
- Ensuring alignment with school-level goals and involving school level groups in LCAP
- Ensuring transparency

# Next Steps...

