SAN LEANDRO UNIFIED SCHOOL DISTRICT



LOCAL CONTROL ACCOUNTABILITY PLAN 2014-2015 FISCAL YEAR

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LETTER TO THE COMMUNITY

June 13, 2014

The San Leandro Unified School District is working collectively to improve the quality of the educational experience for all of its students. Staff, teachers, students, parents, and the community at large are working together to provide students with a high quality 21st century education that prepares them for college, career, and a wide breadth of future opportunities. Driven by the district's new strategic action plan, the San Leandro Unified School District and the Board of Education are committed to ensuring that all students have equitable access to high quality educational programming that inspires them and prepares them to participate successfully in a diverse, global society. As an organization, we are particularly committed to ensuring this access to students who have been historically underserved by school systems so that we may close the opportunity gap for our racially, culturally and linguistically diverse student population.

The Local Control Accountability Plan (LCAP) and budget reflect the district's commitment to the following five focus areas that serve as the road map for district transformation and continuous improvement practices:

1. Student Achievement, Access and Equity
2. Technology
3. Community and Public Relations
4. School Safety, Health and Wellness
5. Facilities

Pursuant to California Education Code paragraph (1) of subdivision (b) of section 52062 and as required by paragraph (1) of subdivision (a) of section 42127, the San Leandro Unified School District shall hold a public hearing on Tuesday, June 17, 2014 to solicit the recommendations and comments of members of the public on the accompanying local control accountability plan and budget.

Further, and pursuant to the California Education Code paragraph (2) of subdivision (b) of section 52062 and as required by paragraph (2) of subdivision (a) of section 42127, the San Leandro Unified School District Board of Education shall adopt a local control accountability plan and a budget on Tuesday, June 24, 2014 and subsequently file that LCAP and budget with the county superintendent of schools.

We want to express appreciation to our community for their input, our staff for their commitment, and our LCAP design team for their rigorous investment of work in creating a plan that addresses the needs of our K-12 schools.

On behalf of our colleagues throughout SLUSD, we are excited to share the following information with you. We look forward to working with all of our stakeholders in the upcoming years to operationalize this vision and work.

Thank You,

Rosanna Mucetti, Ed.D
Assistant Superintendent, Educational Services

EXECUTIVE SUMMARY

LCAP OVERVIEW

For nearly 40 years, California has relied on a system that funded K-12 school districts through general purpose funding (known as revenue limits) and more than 50 tightly defined categorical programs. Over the years, categorical programs have grown to include specialized grants, competitive opportunities, entitlements, and a combination of one-time, multi-year, and ongoing funding streams. To a large degree history, circumstances, and luck determined the level of funding a school district would receive. This led to an environment in which funding for school districts was inequitable and where grant and specific program requirements drove spending decisions rather than student needs.

In an effort to provide a more equitable formula for distributing state funding, provide greater flexibility to local school districts, and support a student-centric performance-focused environment, the State of California created the Local Control Funding Formula (LCFF).

The Local Control Accountability Plan (LCAP) is the Local Control Funding Formula's (LCFF) vehicle for transparency and engagement. In short, it is the accountability component of the LCFF. LCAPs will be the primary means through which school districts are expected to share performance data, needs, actions, and anticipated outcomes that will guide the use of available LCFF funding.

Beginning in 2014-15, each school district is responsible to create a three-year LCAP which is aligned to the district budget. Under LCFF, it is expected that local districts develop and fund plans with the needs of students in mind. There must be an explicit and transparent connection between the LCAP and budgetary expenditures. Districts will use the LCAP to describe annual goals for all students including calling out details for low-income, English learners, and foster youth that address state and local priorities. The LCAP must also describe the specific actions that the LEA will take to achieve the goals it has identified with budget details that show the level and type of state expenditures made to support these actions. In addition, there is an expectation that parent and community input along with relatively transparent information will be available to communicate how funding addresses the needs of students.

LCAP STRUCTURE

The district's LCAP utilizes the state-required template. That template has three main sections to address the state's eight priorities. The eight state priorities are:

- Basic services
- State standards
- Course access
- Parental involvement
- Pupil engagement
- School climate

- Pupil achievement
- Other students outcomes

The three main sections of the state adopted LCAP template are:

- **Section 1:** Stakeholder Engagement- process used to engage parents, pupils, and the community and how this engagement contributed to the development of the plan
- **Section 2:** Student Outcomes and Progress Indicators- annual student outcomes and expected progress toward meeting goals; goals must be connected to the eight state priorities
- **Section 3:** Actions, Services and Expenditures- annual actions to be performed or services to be services to meet the goals and expenditures to implement expenditures

LCAP PROCESS IN SLUSD

The following narrative highlights much of the content in Section 1, Stakeholder Engagement, of the LCAP template. This narrative describes the process implemented in SLUSD that led to the development of the LCAP being presented to the public on June 13th and adopted on June 24th.

First, SLUSD focused on informing a variety of stakeholder groups and the public at large about the new Local Control Funding Formula (LCFF). SLUSD leadership presented to various district committees providing a basic overview of the new Local Control Funding Formula (LCFF) and the accompanying LCAP's 8 state priorities. The presentation included explaining the changes in how SLUSD will be funded by the state, the requirement to create an annual LCAP, timing for development and review of the plan, as well as some of the anticipated impacts to SLUSD moving forward. These meetings were conducted in January through March with the following groups:

- Board of Education
- District English Learner Advisory Council (DELAC)
- Parent Empowerment Group
- Schools site management teams in order to inform School Site Councils

Information regarding LCFF was also made available to the community via the district's website. LCFF informational materials were posted via a prominent tab on the website and were translated into Spanish, given that 47% of the district's student population identifies as Latino.

Second, SLUSD posted an online LCAP survey in English, Spanish and Chinese in order to solicit the input of stakeholders about how to prioritize the five focus areas outlined in the strategic action plan. This survey was co-designed with one of the district's key parent leadership groups, the Parent Empowerment Group. This survey and the subsequent community forums (described below) were broadly advertised to the community. The survey results served as the foundation of the data analysis conducted by the LCAP Design Team in May. These results were analyzed, discussed, categorized by focus areas and translated into actions, programs and services.

Third, the district held three community forums on April 8th, 21st and 24th to provide live opportunities for community members to actively participate in the LCAP development process. The forums were advertised via the district website, flyer distributions across all schools, phone calls, and an "on the ground" advertising campaign where staff either posted flyers or made contacts at local churches, businesses, and youth development centers in the San Leandro community. Approximately, 75 participants attended the three forums.

Each meeting was 90 minutes in length and included translation services in Spanish and Chinese to ensure all members of the community had access to full participation. Meetings were hosted by the Superintendent of Schools, Assistant Superintendent of Educational Services, Associate Superintendent of Business and Operations, Assistant Superintendent of Human Resources, and the following other central office staff including: Director- Teaching, Learning and Educational Equity; Director- Special Education, Student Services and Community Wellness; and Director- Instructional Technology, Assessment, Research and Evaluation.

The first 60 minutes of the meeting included an opening about LCFF, LCAP, review of the needs assessment and the district's strategic plan. During the informational segments, all participants were encouraged to submit questions and/or comments via cards. District office staff inputted comments and questions electronically as they were submitted and then posted them so that all participants could review them that very evening. The collected comments and questions were then categorized by area. The remaining 30 minutes were dedicated to school district staff responding to questions and comments. These questions and comments have been published on the district website as well. At the close of the meeting, next steps in the LCAP design process were explained. Participants were invited to submit their names if they were interested in serving on the LCAP Design Team.

In addition, district leadership met with the leadership of all three bargaining units (San Leandro Teachers' Association- SLTA, California School Employees Association-CSEA, and

Teamsters and Trades Union) one on one in order to listen more deeply to their needs during the month of April. All three bargaining units also had representation on the LCAP Design Team that directly informed the development of the LCAP.

In order to increase the access to opportunities to listen and learn from the community and staff, site leaders were required to deliver the LCFF and LCAP content at a staff meeting and at meetings with their key parent leadership groups (SSC, ELAC, PTA, etc.) Site administrators across the district held these meetings at the local school level and were required to document input gathered at the sessions. The input was then submitted to district leadership, and served as another data source that was analyzed to inform the design of the LCAP.

Lastly, the district created an LCAP Design Team that served as the primary vehicle for accomplishing the development of the plan based upon all of the stakeholder input. The LCAP Design Team met three times: April 25th, May 9th and May 16th. The team was a working group of 20-24 participants that included representation from the following stakeholder groups:

- 6 parents from elementary, middle and high school levels; the six parents included representation of our diverse demographic as well (Latino, African American, Chinese, and White)
- 4 teachers
- 2 classified support staff
- 3 site administrators
- 2 teamsters and trades employees
- 6 district office administrators (participating and facilitating process)

The team collaboratively engaged in data analysis, presented data drive recommendations, supported the crafting of goals/actions/services, and provided feedback to drafts of section 2 and 3 of the LCAP. The draft that was produced through the design process is being presented to the public on June 13th, 2014 for feedback and recommendations.

Once the LCAP undergoes a final revision and is adopted on June 24th, 2014; the document will serve as the district's guide for decision-making and resource allocation.

CONTACT INFORMATION

San Leandro Unified School District
14735 Juniper Street
San Leandro, CA 94579
(510) 667-3500

DISTRICT LEADERSHIP

Michael McLaughlin, Ed.D, Superintendent
Song Chin-Bendib, Associate Superintendent, Business and Operations
Rosanna Mucetti, Ed.D, Assistant Superintendent, Educational Services
John Thompson, Ed.D, Assistant Superintendent, Human Resources

BOARD OF EDUCATION

Lance James, President
Ron Carey, Vice President
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Mike Katz-Lacabe, Member

LCAP DESIGN TEAM

THANK YOU TO OUR LCAP DESIGN TEAM PARTICIPANTS

Carol Alvarez, CSEA President
Karen Perez, CSEA Vice President
Chad Dutton, Teamsters and Trades
Jon Duarte, Teamsters and Trades
Jon Sherr, SLTA President
Lynda Campfield, Teacher
Tom Morse, Teacher
Jacob Clark, Teacher
Leo Sheridan, Parent
Lorrie Pullman, Parent
Elena Lamas, Parent
Jody Li, Parent
Monique Tate, Parent
Latrina Dumas, Parent
Elisa Alvarez, Assistant Principal
Lynda Hornada, Principal
Ruben Aurelio, Principal
John Thompson, Assistant Superintendent
Rais Abbasi, Director
Victoria Forrester, Director
Sonal Patel, Director
Song Chin-Bendib, Associate Superintendent
Rosanna Mucetti, Ed.D, Assistant Superintendent

