

LCAP UPDATE



WINTER 2017



This LCAP UPDATE Newsletter is created for Robla School District Parents, Staff and Community members to keep you aware of the details of our Local Control Accountability Plan (LCAP) activities and our progress towards putting our plans into action. Look for a new issue each trimester of the school year.

STATE SCHOOL FUNDING

The state of California provides funding to schools using the Local Control Funding Formula (LCFF). The amount of funds provided to schools is dependent on a number of factors. One important factor is the amount of money received from the state, or state revenues. Revenues include money collected by the state from income tax and sales tax. In any given year, if the revenues are good, then schools receive full funding. If revenues are down, then schools receive less.

Over the past few years, state revenues have been high. Not only has the state provided

planned funding to schools, but additional funding was provided in the form of “one time money.” These funds are provided to districts for the current year only, and are not considered an ongoing part of that districts LCFF budget. The state has also been able to provide funds that bring each district’s total budget closer to its fully funded level.

When LCFF began a few years ago, the state set a target funding level for each school district. However, the state could not fund schools at this level at the time. The state’s plan is to increase each district’s

funding each year for eight years until the district is at its full funding level. The state then is trying to “close the gap” between the level of current funding and the eventual level of full funding.

Because the state revenue’s have been good, the state has been able to make larger contributions to closing the gap. However, the gap is now 94.53% closed, so large increases in funding will no longer be the case. In fact, projections for the 2017-2018 school year show that there will be no funding to further close the gap. This

Continued on page 2

INSIDE THIS ISSUE

- 2 Community Engagement
- 3 California School Dashboard
- 4 Funding Overview



LCAP DASHBOARD

Soon, the state will launch the new California School Dashboard. This new information will be available electronically and shows performance data under the state's new accountability system. Different from previous school metrics such as the Academic Performance Index (API) and Adequate Yearly Progress (AYP), the new dashboard will focus on multiple measures and on improvement over time. The California School Dashboard shows district and school performance on *six* state performance indicators.

The state indicators are based on data that is collected across the state through the California Longitudinal Pupil Achievement Data System (CALPADS). The state indicators are:

- Academic Indicator (English Language Arts and Math)
- English Learner Progress
- Chronic Absenteeism
- Graduation Rates
- Suspension Rate
- College/Career Readiness

Data is gathered and performance levels are calculated for each of the state indicators. These calculations are made using percentiles in 5 by 5 reference charts that combine **Status** and **Change**. Status represents the most current data on a state indicator. Change compares current year results to previous year results. An example of a 5 by 5 reference chart for high school graduation is shown below.

Blue is the highest level and red is the lowest level indicated on the chart.

Graduation Performance Categories

Graduation Change

		Graduation Change				
Level		Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
Graduation Status	Very High 95% or more	Gray	Blue	Blue	Blue	Blue
	High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
	Median 85% to less than 90%	Orange	Orange	Yellow	Green	Green
	Low 67% to less than 85%	Red	Orange	Orange	Yellow	Yellow
	Very Low Less than 67%	Red	Red	Red	Red	Red

USING DATA

It makes common sense to use data to measure improvement or success. If you are saving money to reach a goal, you look at the balance in your bank account to see if you are approaching the amount you hope to save or if you have reached your goal. This is true in schools as well. We use data to report on the progress of students. Test scores, assignment scores and report card grades all tell parents and teachers if a student is improving.

Our Local Control Accountability Plan has this idea built in. Each goal, action and service is tied to a way to measure the impact on our students. If you look at the entire Robla LCAP document, you will see that we have tried to identify data that we are able to gather that will indicate to us if we are reaching our goal or improving some part of our work.

Some of the data comes from measures that the state requires of all school districts. For example, the state requires districts to keep and report data on absences, suspensions, student achievement in language arts, mathematics, science and physical education, and graduation rate.

In Robla, we can look at other data we generate on a regular basis such as benchmark assessment results to measure progress in language arts and math, data from the Healthy Kids Survey to measure school climate, and participation at school events to measure parent participation.

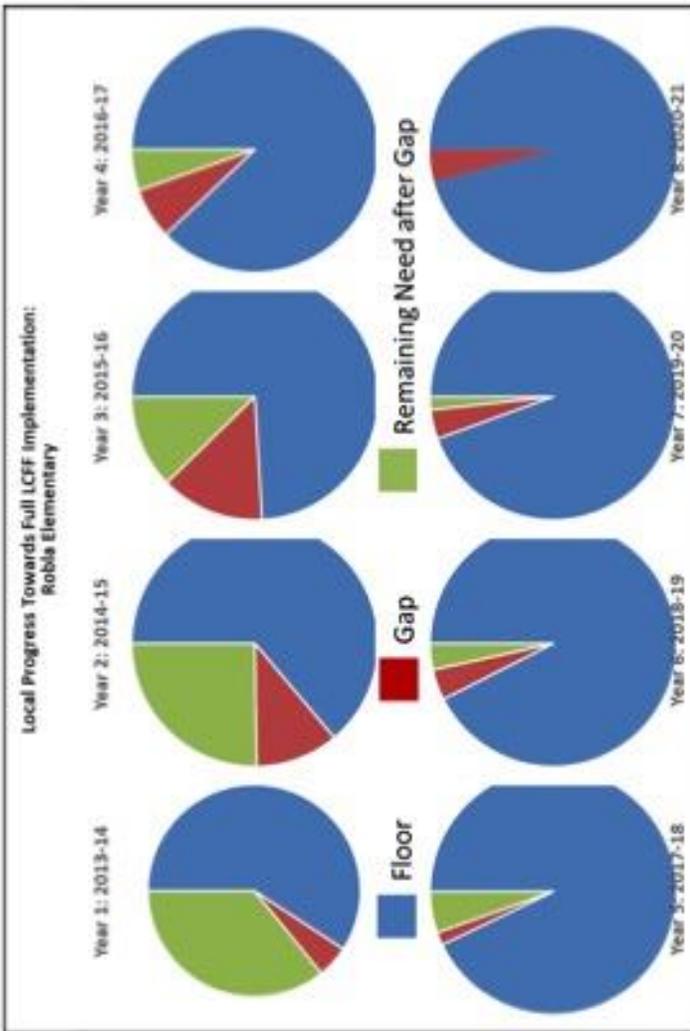
Through the analysis of this data, we can decide if an approach is working or not working. Should the approach change, stop or continue? As a school community, it is important to regularly look at our data to help make our decisions.

ROBLA SCHOOL DISTRICT

District High Needs Student Groups

High Poverty	89.40%
EL Students	43.50%
Homeless/Foster Youth	10.10%

2,214
Students



2016-2017 LCFF at

TARGET TARGET LCFF: \$22,043,295

