

Local Control Funding Formula (LCFF) & The Local Control Accountability Plan (LCAP)



*Standard of Excellence
Nothing Less*



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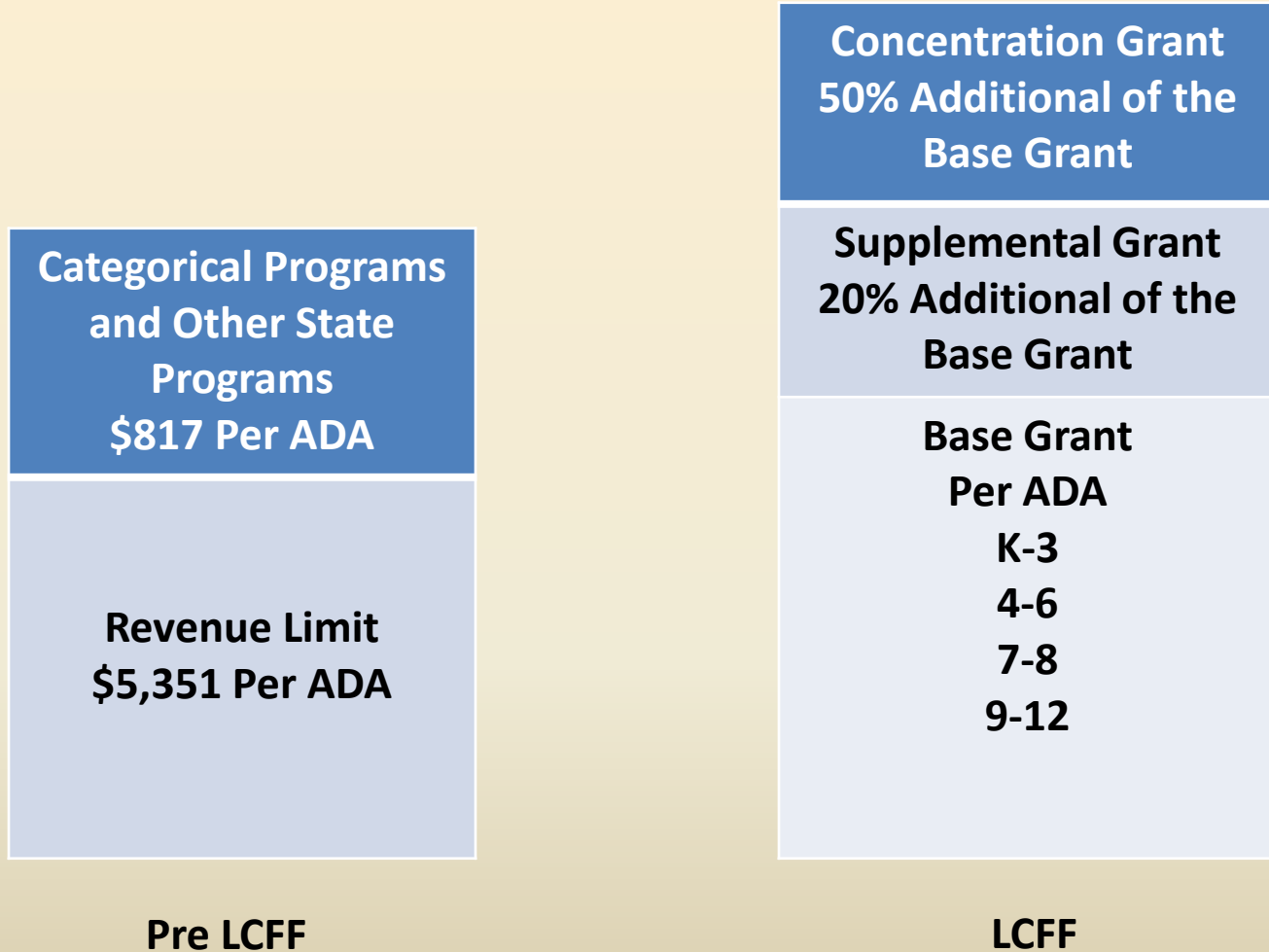
(In Theory) What Is The LCFF

- The LCFF is intended to provide greater discretion to local communities to determine how to best meet the educational needs of their children.
- Parents, teachers, classified staff, administrators, and board members need to be engaged in meaningful conversations about goals and strategies and allocations of resources to implement them.
- State law requires districts to begin developing its Local Control and Accountability Plan (LCAP) and to establish **Parent Advisory Committees** (PACs) that must include parents and guardians of English Learners/Low Income/Foster Youth students.

What Is To Come

- By January 31, 2014, the State Board of Education must set the rules regarding how LCFF funds can be spent.
- The LCFF requires districts to develop Local Control and Accountability Plans (LCAPs) that establish annual goals for all students, describe what will be done to achieve these goals, and detail how funds will be spent to increase or improve services for English Learners/Low Income/Foster Youth students.
- These plans do not have to be adopted until July 2014.

Sample Per Pupil Funding



How LCFF Looks In BUSD

1. **Base grants** provide districts with the bulk of their funding. These per- pupil grants vary by grade level and increase each year.

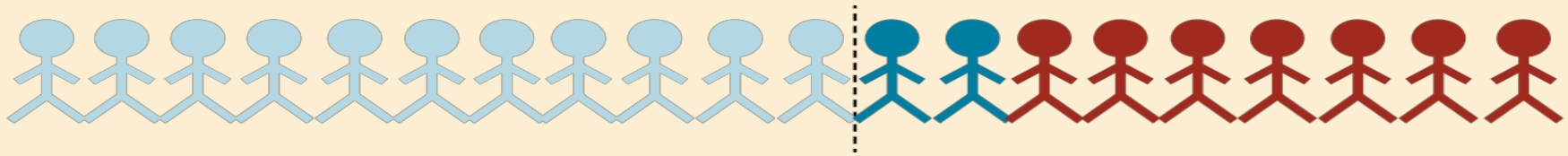
2013-14 Anticipated Funding Grants

Grade Span	Grant Allocation
K-3	\$7,675
4-6	\$7,055
7-8	\$7,265
9-12	\$8,638

Includes K-3 CSR Entitlement
\$723 per student

Includes CTE 9-12
\$218 per student

2. **Supplemental grants** provide districts with 20% more funding for each student who is either low-income, English language learners, and/or in foster care (i.e. high-need). = \$13,923,524 – Full Funding in 7 years
3. In districts where at least 55% of students are high-need, **concentration grants** provide additional funding. For each low-income, English learner, or foster youth student above the 55% enrollment threshold, the district receives an additional 50% in funding. = \$6,835,628 – Full Funding in 7 years



Concentration Threshold
(55 percent of enrollment)

Funding Each Student Generates

EL/LI/FY = English Learner/Low Income/Foster Youth

GSA = Grade Span Adjustment

Student	Base K-3	K-3 GSA	EL/LI/FY	EL/LI/FY	Total
Non-EL/LI/FY	\$6,952	\$723			\$7,675
EL/LI/FY	\$6,952	\$723	\$1,050		\$8,725
EL/LI/FY	\$6,952	\$723	\$1,050	\$515	\$9,240

Districts Must By July 1, 2014

- Present proposed LCAP to the PAC for review & comment, and respond in writing to any comments;
- Present proposed LCAP to the DELAC for review & comment, and respond in writing to any comments;
- Provide an opportunity for members of the public to submit written comments regarding the specific actions and expenditures proposed in the LCAP;
- Hold a public hearing at a school board meeting to solicit comments and recommendations from the public regarding the specific actions and expenditures proposed in the LCAP; and
- Adopt the LCAP or annual update in conjunction with the district's budget in a subsequent public meeting of the school board.

The Eight State Priority Areas

The eight areas for which school districts, with parent and community input, must establish goals and actions. This must be done both district-wide and for each school. The areas are:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.

The Eight State Priority Areas (Continued)

5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including P.E. and the arts.

Board/Superintendent Goals/Strategic Actions 2013-14

Instructional – Human – Physical/Fiscal

“Standard of Excellence; Nothing Less”

INSTRUCTIONAL

Strategy I: Provide A High Quality, Well Rounded Educational Experience To All Students That Is Rigorous, Culturally Relevant, And Engaging.

I. Critical Learnings

- **Each student will increase one academic band as measured by the CST**
- **Each EL student will increase one language proficiency as measured on the CELDT**
- **Demonstrate achievement improvement as measured by Federal, State, and Local assessments**

Strategic Action – Measurably Improve Student Achievement		Y1	Y2	Y3
A	Continue Direct Interactive Instruction (DII) with co-plan/co-teach and accountability coaching			
B	Analyze data from multiple sources and use results to drive instruction for improved academic achievement – STARS by School City			
C	Reorganize and strengthen the Accelerated Learning Pathways K-8 (GATE) (High Achieving)			
D	Implement aspects of Differentiation and Multi-Age/Multi-Grade Instruction			
E	Implementation of Language Learning Pathways – Dual Immersion/Language (Spanish) Mandarin Enrichment			
F	Develop curriculum and instructional strategies utilizing “best practices” that increase student achievement - Nancy Fetzer Writing - Thinking Maps - Direct Interactive Instruction (DII) - Instructional Rounds - PLC's/PLT's			
G	Develop effective and high quality Special Education Learning Models using DII strategies			
H	Monitor Kindergarten Pathways – Jump Start – Transitional K – Dual Language K			
I	Enhance the College and Career Ready Culture on each 7-12 campus			
J	Implement district wide assessments for TK-JK-K-1 students			
K	Continue to support district vocal and instrumental concerts			
L	Expand visual and performing arts sections at each high school			
M	Analyze implementation of the Dramatic Arts K-12			
N	Pilot K-6 PE Program			
O	Implementation of Common Core State Standards K-2			
P	Begin strategic implementation of Common Core State Standards in grades 3-12			
Q	Analyze and implement Paxton/Patterson Health Science Career Pathway at both high schools that is aligned and supports the Lakewood Regional/Kaiser Partnership			
R	Analyze and implement Common Core Bridge Materials			
S	Strengthen literacy instruction in grades 7-12			
T	Implement and strengthen Adult Re-Entry-Virtual Learning-Credit Recovery to increase graduation rates for Educational Option Programs			

Local Control and Accountability Plans: What They Must Include

EACH DISTRICT AND EACH SCHOOL MUST HAVE:

- ✓ Goals
- ✓ Actions
- ✓ Related Budget



FOR EACH MAJOR STUDENT GROUP:

- ✓ Each race/ethnicity
- ✓ Low-income students
- ✓ English Learners
- ✓ Students with disabilities
- ✓ Foster youth



ACROSS 8 PRIORITY AREAS:

- 1) Student Achievement
- 2) Student Engagement
- 3) Other student outcomes
- 4) School climate
- 5) Parental engagement
- 6) Basic services
- 7) Implementation of California Common Core Standards
- 8) Access to courses



Still To Come – State Board of Education Regulations

- ✓ *By March 31, 2014, the SBE must adopt regulations for the LCAP template.*
- ✓ *By October 1, 2015, the SBE must adopt regulations for evaluation rubrics to be used by County Offices and the Superintendent of Public Instruction to evaluate district outcomes and determine whether supports or interventions are needed.*

Local Control and Accountability Plans: How They Are Created and Debated



District drafts a plan



- District presents proposed plan to parent advisory committee and English learner parent advisory committee for feedback
- District asks public for written feedback
- District asks for comments at a public hearing
- District consults with school employees, parents, and students



District responds in writing to feedback from the parent advisory committees



School board adopts plan in another public hearing