

The Local Control Funding Formula and Accountability Plan



November 2013

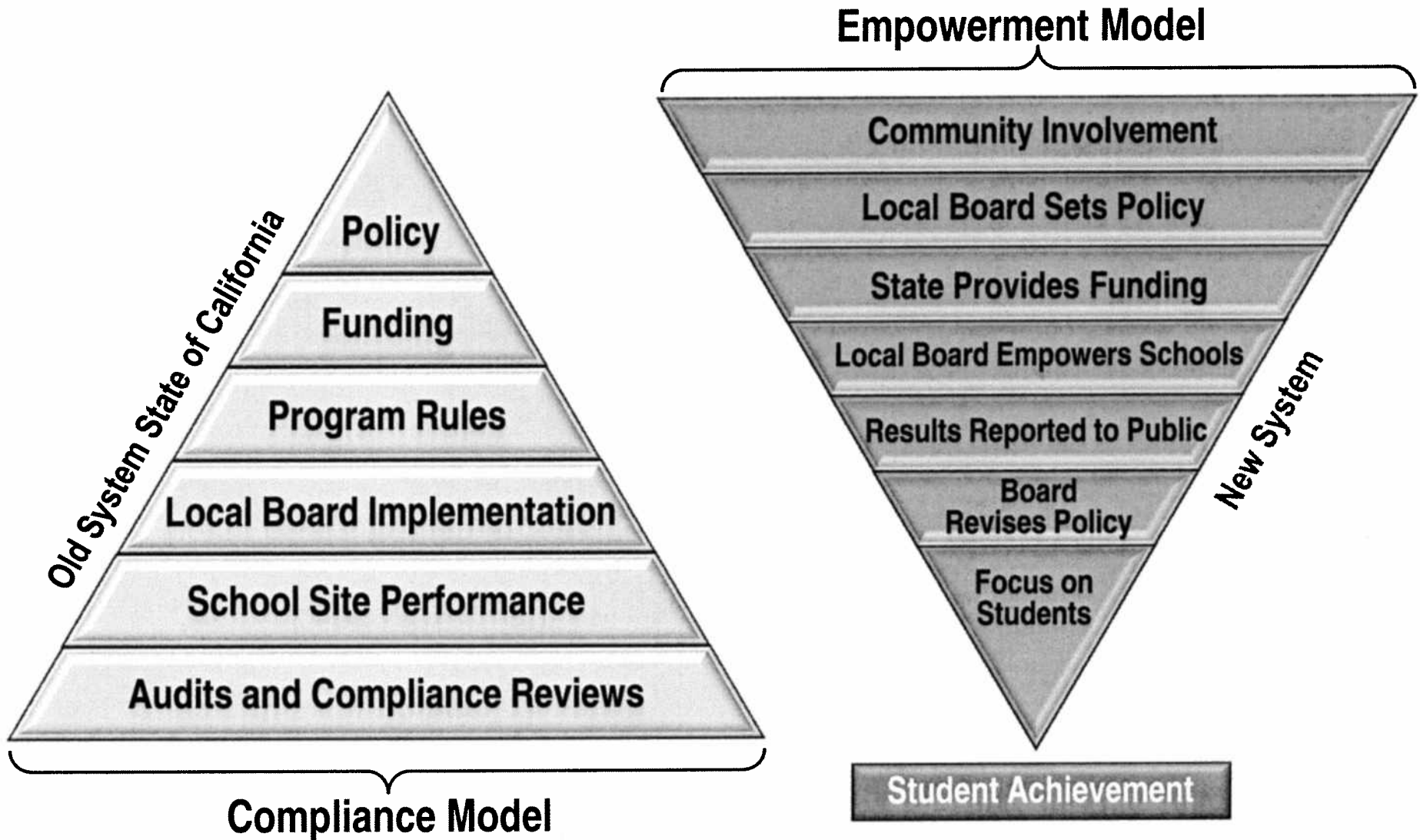
What is the Local Control Funding Formula (LCFF)?

- LCFF is California's new formula for determining state funding
- Provides local flexibility to meet student needs, increases funding transparency
- Eight-year process for implementation, beginning in 2013-14
- On or before July 1, 2014, the Board is required to adopt a Local Control Accountability Plan and the Budget.

The Four Key Changes to State Funding

- Simplified formula, which is the same for all districts
 - Base amount per student that is adjusted based on grade level and...
 - Provides more funding based on the number and concentration of poverty, English Learners, and foster youth
- Student performance focused with an expectation of improved outcomes for students
- Student need drives funding use

To Act Differently We Must Think Differently




The Local Control Accountability Plan (LCAP)

- The plan must include annual goals for all pupils and each subgroup in eight areas
- The plan must include actions to achieve the goals, including correcting deficiencies
- The draft plan is presented to Stakeholder Advisory Committees for review and comment with written responses
- The school district posts the proposed plan

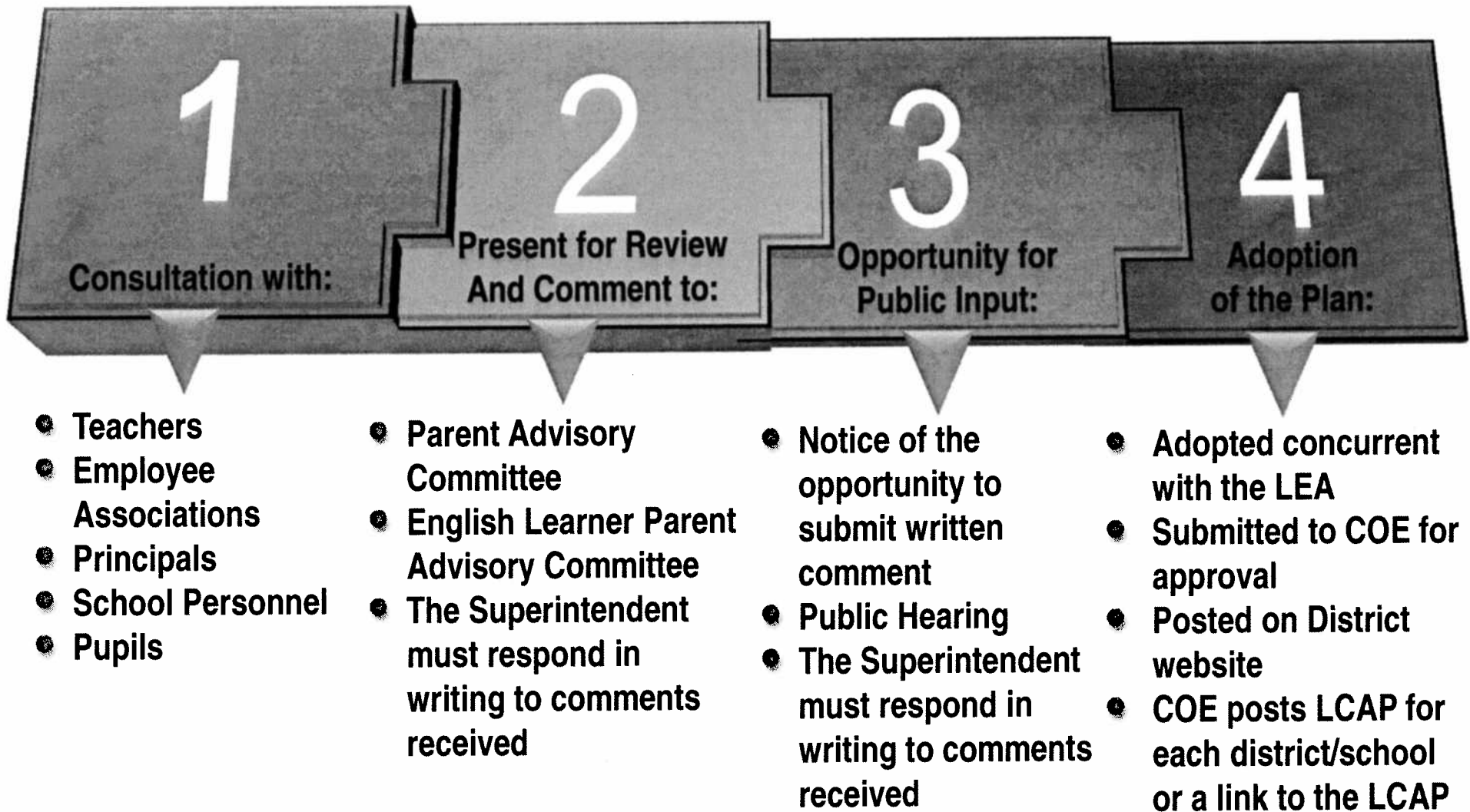
The 8 LCAP Goals

1. *Williams* requirements: appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
2. Academic content and performance standards
3. Parental involvement
4. Pupil achievement as measured by assessment data, college readiness, language proficiency, etc.
5. Pupil engagement as measured by attendance, dropouts, high school graduation, etc.
6. School climate as measured by suspension, expulsion rates, safety, and school connectedness.
7. Access to, and enrollment in, a broad course of study
8. Pupil outcomes comprising a broad course of study

The Process to Build LCAP

1. Identify baseline data and ongoing measurement tools for 8 goals: *Goals should be responsive to the needs of all students, including low income, English learners, and foster youth*
2. Identify activities, programs, and services that are responsive to achieving the goals 
3. Review the current budget
4. Build a budget that support the goals
5. **Gather input from stakeholder groups and revise the plan**
6. Develop a process for monitoring and communicating progress

Adopting and Updating the LCAP



Funding Decisions

- Spend more
- Provide more or improve services
- Achieve more

Timeline for Implementation

- **January 31, 2014** -The State Board of Education must adopt regulations for use of supplemental and concentration grant funds
- **March 31, 2014**- The State Board of Education must adopt the Local Control and Accountability Plan template
- **July 1, 2014** - School districts must adopt their Local Control and Accountability Plans for 2014-2015
- **October 8, 2014** - County offices of education must approve or disapprove school district Local Control and Accountability Plans.
- **October 1, 2015**- The State Board of Education must adopt an evaluation rubric for Local Control and Accountability Plans.

CUSD's Timeline

Major Components of the Planning Process: Data, Goals, Input from Stakeholders, Board of Education, Budget, Public Hearing, Approval

November-January 2013	January-March 2014	March-April 2014	April-May 2014	May-June 2014	June 2014	By July 2014
<i>Major Activity</i>	<i>Major Activity</i>	<i>Major Activity</i>	<i>Major Activity</i>	<i>Major Activity</i>	<i>Major Activity</i>	<i>Major Activity</i>
Present Data at Board Meeting	Solicit Input from Stakeholder Groups	Present Input Data and Draft Goals to Board of Trustee	Board Discussion: Align Goals and \$\$	Board Discussion: Align Goals and \$\$	1. Review Draft LCAP with Stakeholders 2. Public Hearing of Plan	1. Adopt LCAP 2. Adopt Budget
<i>Supporting Work</i>	<i>Supporting Work</i>	<i>Supporting Work</i>	<i>Supporting Work</i>	<i>Supporting Work</i>	<i>Supporting Work</i>	<i>Supporting Work</i>
1. Create summary of data for public review that includes State's 8 goals: -Academic Content and Performance Standards -Parental Involvement -Pupil Achievement -Pupil Engagement -School Climate -Access and Enrollment -Pupil Outcomes -Williams 2. Define areas that need more data	1. Define areas that need more data 2. Review proposed LCAP State Guidelines 3. Post summary data on website and provide to formal stakeholder groups (below) 2. Meet with stakeholder groups to review data: -DELAC -PTA -Employee Associations -Superintendent's Parent, Staff and Administrator Cabinet -Community Advisory Committee	1. Develop draft goals from data and Stakeholder Input 2. Notify public that the District is accepting written comments regarding the LCAP and related expenditures	1. Develop document that shows current budget aligned with the 8 State Priorities 2. Develop information regarding costs of potential activities	1. Respond to information requested by Board at March meeting 2. When discussion is completed, draft LCAP	1. Meet with Stakeholder Groups 2. Provide written response to input regarding the Plan	1. Finalize LCAP and Budget that reflects LCAP 2. Adoption of both occurs at the same Board Meeting

Local Control and Accountability Plan Content Description

Element - Purpose	Instructions and Guiding Questions	Other Considerations (potentially included in separate guidance)
<p>Stakeholder Engagement Engagement of parents, students, and other stakeholders is critical to the Local Control and Accountability Plan (LCAP) process and supports transparency. It is also important that engagement support improved student performance and outcomes.</p>	<ul style="list-style-type: none"> • How have parents, community members, students, and other stakeholders (e.g., local educational agency personnel, other governmental agencies) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP? • How has the involvement of stakeholders supported improved performance and outcomes for students? 	<ul style="list-style-type: none"> • Are engaged parents and students representative of the school community? • How have the English learner and parent advisory committees been engaged? • What type of documentation and/or training has been provided to parent and community stakeholders about the budget, state priorities, and other information useful to engaging in the development of the LCAP? • What form of outreach to parents has been taken and has it yielded results? • How are parents engaged by sites in support of the state priorities and goals identified in the LCAP? • How were teachers, principals, administrators, other school personnel, and local bargaining units involved in the development of the LCAP? • How are governmental agencies engaged by LEAs to support effective partnerships to provide students with services?
<p>Needs Analysis Capture information about the type of data used, relationship to</p>	<p>Ensure as appropriate that data for the state priorities are addressed that apply to the grade levels served and, for charter schools, the nature of the program; encourage inclusion of local priorities; ensure that subgroup analysis is completed</p>	<ul style="list-style-type: none"> • What are the growth needs of the LEA based on an analysis of data that considers all state and local priorities? • Are there significant differences in performance

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<p>state priorities, and findings that will inform goals, services, and actions.</p>	<p>for all significant subgroups and/or special populations; if data analysis has been completed for other plans and aligns to the state and local priorities, simply refer to these data and provide a summary within the LCAP; encourage plain language, avoid jargon.</p> <ul style="list-style-type: none"> • What data were reviewed/considered to assess student needs? • What results identified the primary needs of students attending schools within the LEA? 	<p>between subgroups of students? If so, what might be developed (e.g., goals, actions, and services) to close the observed gap?</p> <ul style="list-style-type: none"> • Which data sources did the LEA use for analysis and to generate goals (e.g., Dataquest, School Accountability Report Cards, Healthy Kids Survey, and local data)
<p>Goals Describe the expectation for student success through goals that reflect an understanding of the changes/improvements needed and that provide sufficient direction to guide action.</p>	<p>Provide clear explanation of what a goal is and how to address the question (level of detail)</p> <p>Describe LEA goals for all students and describe any differentiation or focus within or among goals related to significant subgroups and/or special populations; encourage plain language, avoid jargon.</p> <ul style="list-style-type: none"> • What are the LEA's goals to improve student outcomes that address the needs identified? • How do these goals relate to the state priorities and locally identified priorities? • Are there any specific goals for individual sites that add to or differentiate from the LEA goals listed above? If so, please describe. 	<ul style="list-style-type: none"> • Are there specific goals needed to address to the unique needs of low income, English learners, foster youth, or other special populations? If so, what are these goals? • What are the local goals and are they reflected in the goals included in the LCAP? • How did the LEA consider site goals when developing LEA goals and vice versa? • Do the goals create urgency to act? • Do the goals support coherence in the initiatives of the LEA? In other words, will the LCAP goals be evidenced in the overall strategic focus and values of the LEA or are they viewed as another layer or area of work? If the latter is the case, it may be necessary to revisit the goals and/or manner in

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<p>Performance A clear and concise description of what improvements have and will occur for students. As a plan for three years, the description of performance is expected to show a progression across this period.</p>	<p>Provide clear explanation of what is meant by “change and/or improvement” and how to address the question (level of detail).</p> <ul style="list-style-type: none"> • What will be the noticeable changes and/or improvements for students and their learning outcomes when the goals are met? • What will be the noticeable changes and/or improvements for students in your special populations (e.g., low income, English learners, foster youth, and other significant subgroups) and their learning outcomes when the goals are met? • What will be different/improved for students (all and by subgroups) in Year 1? Year 2? Year 3? 	<p>which the LCAP is being shared with stakeholders.</p> <ul style="list-style-type: none"> • Is the performance of low income, English Learners, and Foster Youth specified? • How did the LEA consider site-level performance expectations when developing LEA goals and vice versa?
<p>Services The actions taken by a local educational agency (LEA) are captured as services to students. This emphasizes the student-focus of activities and requests details regarding expenditures, which will be</p>	<p>Organize into sub-sections for “all” and then separate sections for subgroups (describe by year 1, year 2, and year 3).</p> <ul style="list-style-type: none"> • Describe the services the LEA will provide as they relate to all pupils and special populations and reflecting the nature of the program you provide (e.g., type and/or focus of your LEA) • What is the LEA’s program of support for ALL students and a description of related expenses? • What increased or improved services or programs will be provided with LCFF funding for <i>low income students</i> and a description of related expenses? 	<p>Specific questions may be helpful to elicit broad thinking about priorities and/or expectations for program strategies. For instance, addressing specific questions regarding safety, facilities, Common Core State Standards implementation, climate, significant subgroups, etc. could be provided to aid in discussion regarding the LCAP and completion of the LCAP.</p> <ul style="list-style-type: none"> • What existing programs have a track record of success? How will they be supported and/or

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summarized in the budget section.	<ul style="list-style-type: none"> • How will outcomes be improved for <i>low income students</i> because of such services? • What increased or improved services or programs will be provided with LCFF funding for <i>English learners</i> and a description of related expenses? • How will outcomes be improved for <i>English learners</i> because of such services? • What increased or improved services or programs will be provided with LCFF funding for <i>foster youth</i> and a description of related expenses? • How will outcomes be improved for <i>foster youth</i> because of such services? 	<p>expanded?</p> <ul style="list-style-type: none"> • How are services prioritized and addressed into the three-year plan?
<p>Budget Information Provide budget information that explains how Local Control Funding Formula (LCFF) funds are used to support student performance and address needs of special populations.</p>	<p>Provide budget display options (tables and graphics) to share summary of pertinent details (e.g., organize by goals, subgroups, and/or location of services).</p> <ul style="list-style-type: none"> • How has the LEA ensured that LCFF funds provide for increased or improved services for low income, English Learners, and Foster Youth in proportion to funding provided for such pupils? (See CCR XXX for guidance) • How will LCFF funds be spent to provide for students (options for budget displays, goals, subgroups, etc.)? • How are the expenses described under “services” 	

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This should be simple yet complete.	displayed in the LEA's budget or budget display included in this section?	

Local Control Accountability Plan Timeline
 Planning Meeting: October 28, 2013

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