



LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP): SCHOOL INPUT FORUM

March 2014

Today's Outcomes

- Provide an overview of LCFF and LCAP
- Become familiar with the State's 8 Priorities, and how they play a role in the LCAP development process
- Share a timeline for stakeholder engagement and LCAP development
- Gather input from stakeholders



Agenda

Time	Section
	Opening
	Overview of LCFF and LCAP
	Group Discussion
	Individual Input
	Closing

LCFF OVERVIEW

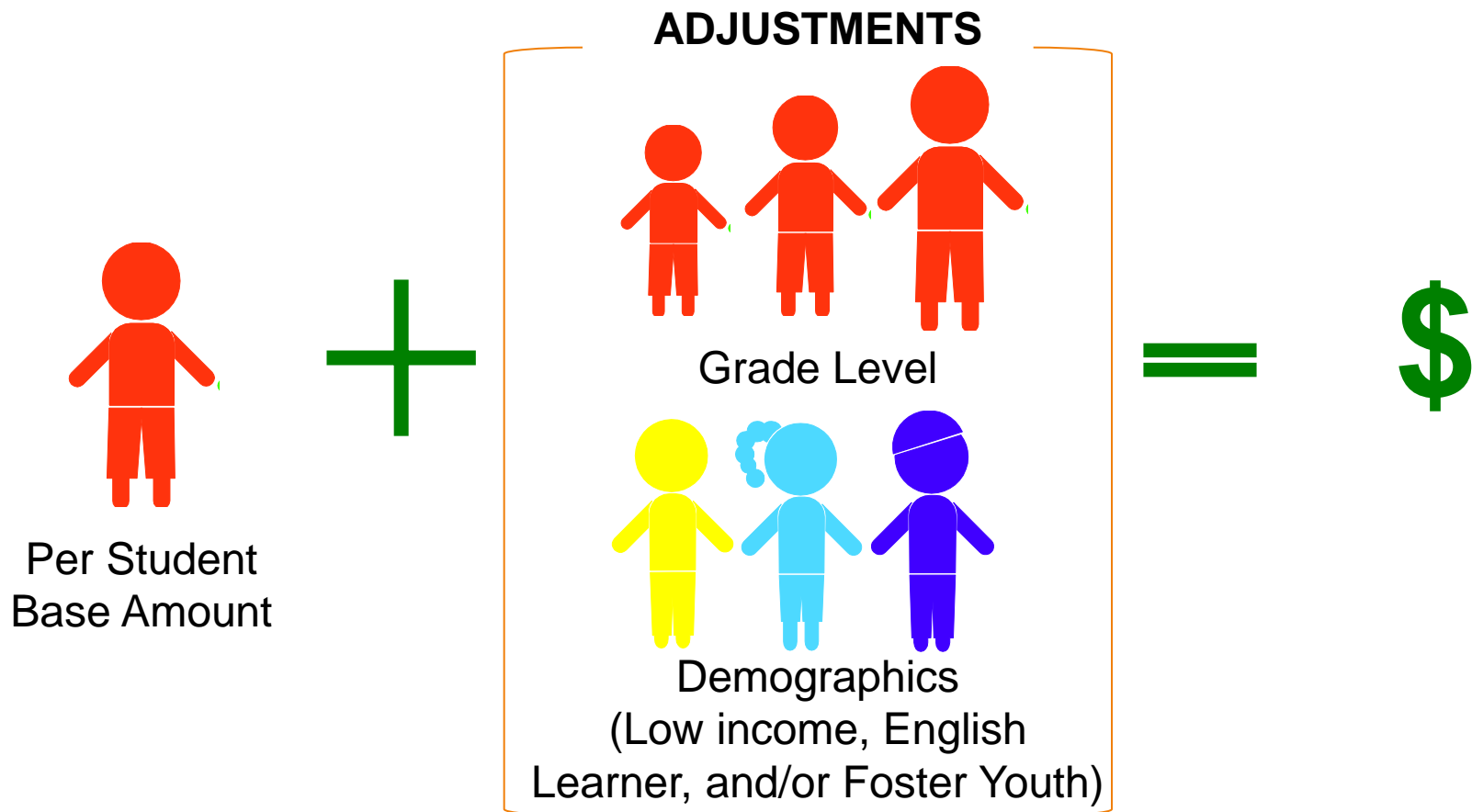
State Policy

- California schools are now funded under a new model known as the **Local Control Funding Formula (LCFF)**. Under this new plan Districts are required to develop a **Local Control Accountability Plan (LCAP)** to guide priorities in the *budget development process*. Central to the process is providing opportunities for *public input*.
- The LCAP must be built around eight **(8) priority areas** identified by the California Department of Education. The eight (8) focus areas include:
 - implementation of the Common Core,
 - adequate instructional materials and facilities,
 - parental involvement,
 - student achievement and engagement as well as other student outcomes,
 - school climate,
 - access to core instruction as well as instruction designed to meet specialized needs.

Local Control Funding Formula (LCFF)

- New California K-12 financial system
- First major reform in nearly 40 years
- Establishes 2020-21 funding target for all school districts
- Simplifies K-12 district funding
- Funding based on demographic profile of students
- Increases flexibility at local level by reducing state expenditure restrictions
- Increases accountability and participation at the local level
- Focuses on increasing and improving services for targeted youth (Low-income, English Learners, and Foster Youth)

The Local Control Funding Formula (LCFF)



This slide shows images that illustrate how the Local Control Funding Formula works. LCFF provides the same amount of funding per student with two adjustments (1) grade level and (2) demographics.

LCFF: Major Changes to Prior Process

Simplified Funding Model

- Replaces complex finance system
- Most categorical programs removed and funding included in “base”
- Adds complexities during transition to full implementation

Increased Flexibility

- Eliminates burden of categorical funding requirement
- Decisions regarding student programs made at local level

Funding for Students with Greatest Need

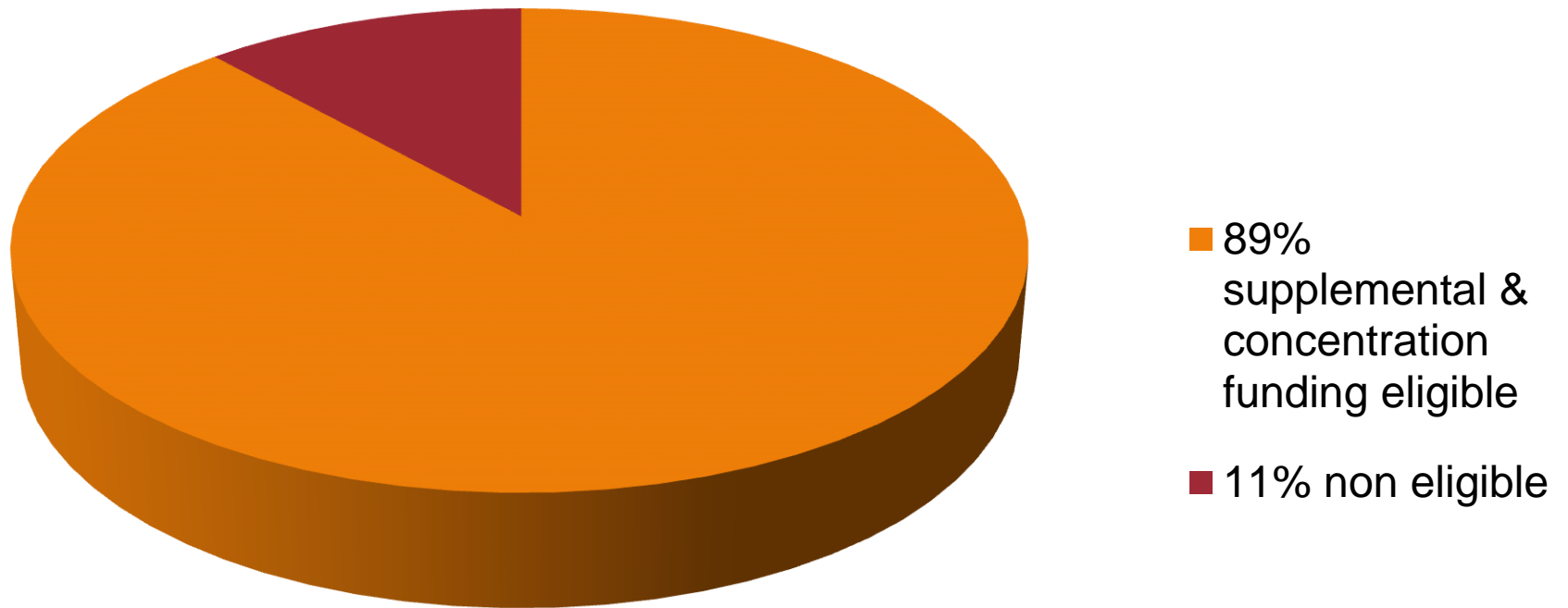
- Additional funding provided for English Learners, Low Income, and Foster Youth

Built-in Accountability

- Requires Local Control Accountability Plan (LCAP)

ARUSD Impact

Total Student Enrollment 11,777



Student Achievement

- Performance on standardized tests.
- Score of students that are college and career ready.
- Share of ELs that become English proficient.
- EL reclassification rate.
- Share of students that pass Advanced Placement exams with 3 or higher.
- Share of students determined prepared for college by the Early Assessment Program.

Student Engagement

- School Attendance rates.
- Chronic Absenteeism rates.
- Middle School dropout rates.
- High school dropout rates.
- High school graduation rates.

Other Student Outcomes

- Other indicators of student performance in required areas of study. May include performance on other exams.

Course Access

- Student access and enrollment in all required areas of study.

School Climate

- Student suspension rates.
- Student expulsion rates.
- Other local measures.

Implementation of Common Core State Standards (CCSS)

- Implementation of CCSS for all students, including EL.

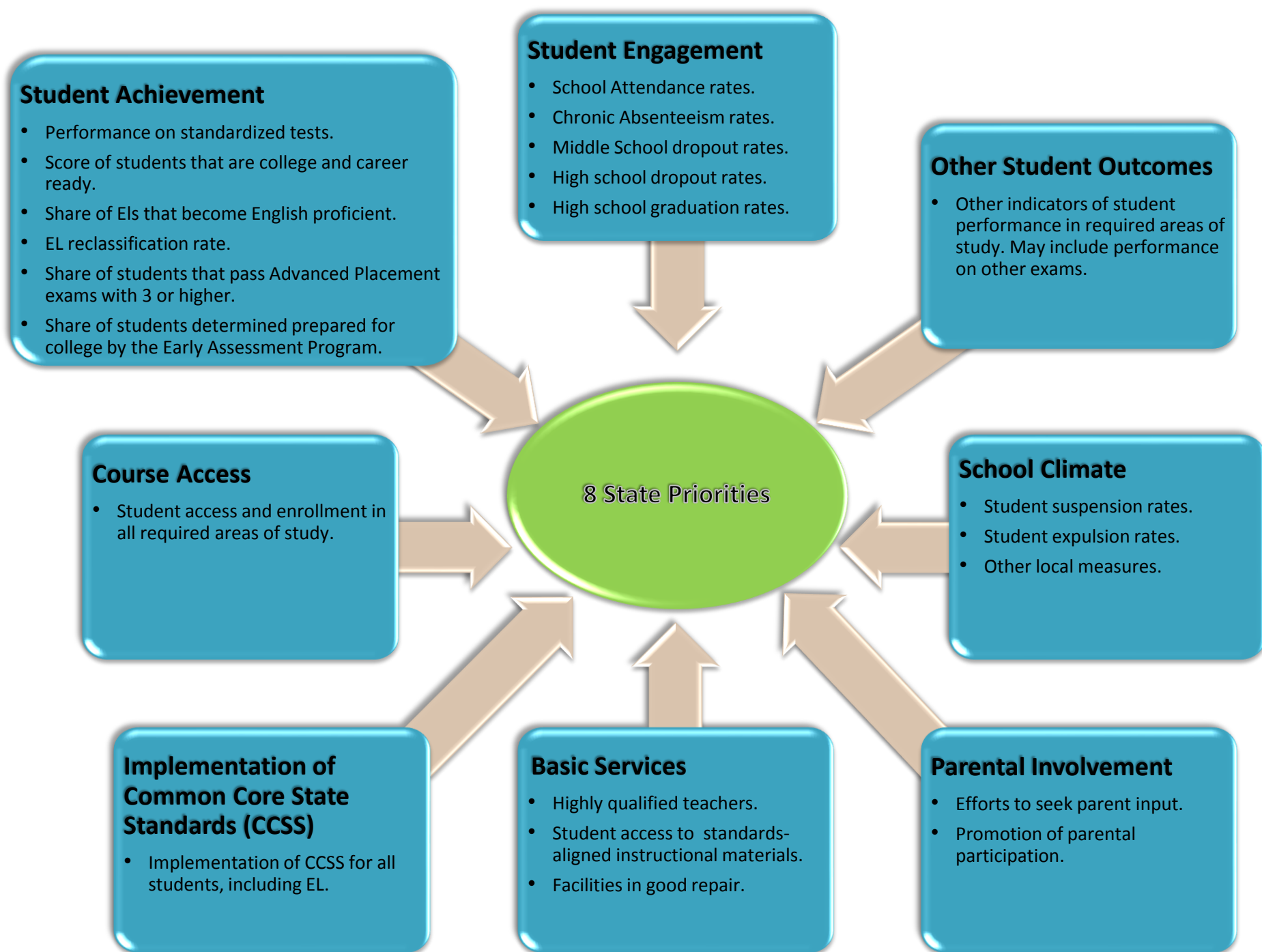
Basic Services

- Highly qualified teachers.
- Student access to standards-aligned instructional materials.
- Facilities in good repair.

Parental Involvement

- Efforts to seek parent input.
- Promotion of parental participation.

8 State Priorities



Alum Rock's 5 Areas of Focus

1. Transition to the Common Core
2. Provide Support for English Learners
3. Provide Support for At-Risk Students
4. Build a Positive Culture
5. Deepen Professional Learning Communities

Overlap Between State's & ARUSD's Areas of Focus

- **Student Achievement**
 - Provide support to English Learners
 - Provide support to students whom are At-Risk
 - Deepen Professional Learning Communities
- **Course Access**
 - Deepen Professional Learning Communities
 - Transition to Common Core
- **Implementation of CCSS**
 - Transition to Common Core
 - Deepen Professional Learning Communities
- **Other Student Outcomes**
 - Provide support to English Learners
 - Provide support to students whom are At-Risk
- **Student Engagement**
 - Build a Positive Culture
- **School Climate**
 - Build a Positive Culture
- **Basic Services**
 - Build a Positive School Culture
- **Parental Involvement**
 - Build a Positive Culture

KEY

State: Blue

ARUSD: Black

LCAP OVERVIEW

Three LCAP Elements

SECTION 1:
STAKEHOLDER ENGAGEMENT

SECTION 2:
GOALS AND PROGRESS INDICATORS

SECTION 3:
ACTIONS, SERVICES, AND EXPENDITURES

1: Stakeholder Engagement

Districts must

- Provide opportunities for stakeholder input (e.g. parents, community, etc.)
- Present draft and gather feedback
- Indicate how stakeholders were provided opportunities to give input, and how the input contributed to the development of the LCAP plan (or update)

2: Goals and Progress Indicators

Districts must

- Ensure goals cover the State's 8 Priorities
- Articulate the
 - **Needs** that have been identified, with an emphasis on students whom are **Low-income, English Learners, and/or Foster Youth**
 - **Goals** that have been set in meeting those needs
 - **Metrics** that will be used to measure progress
 - **Predicted outcomes** and impact to student learning
 - Related State and Local Priorities
 - Annual update with an analysis of the progress

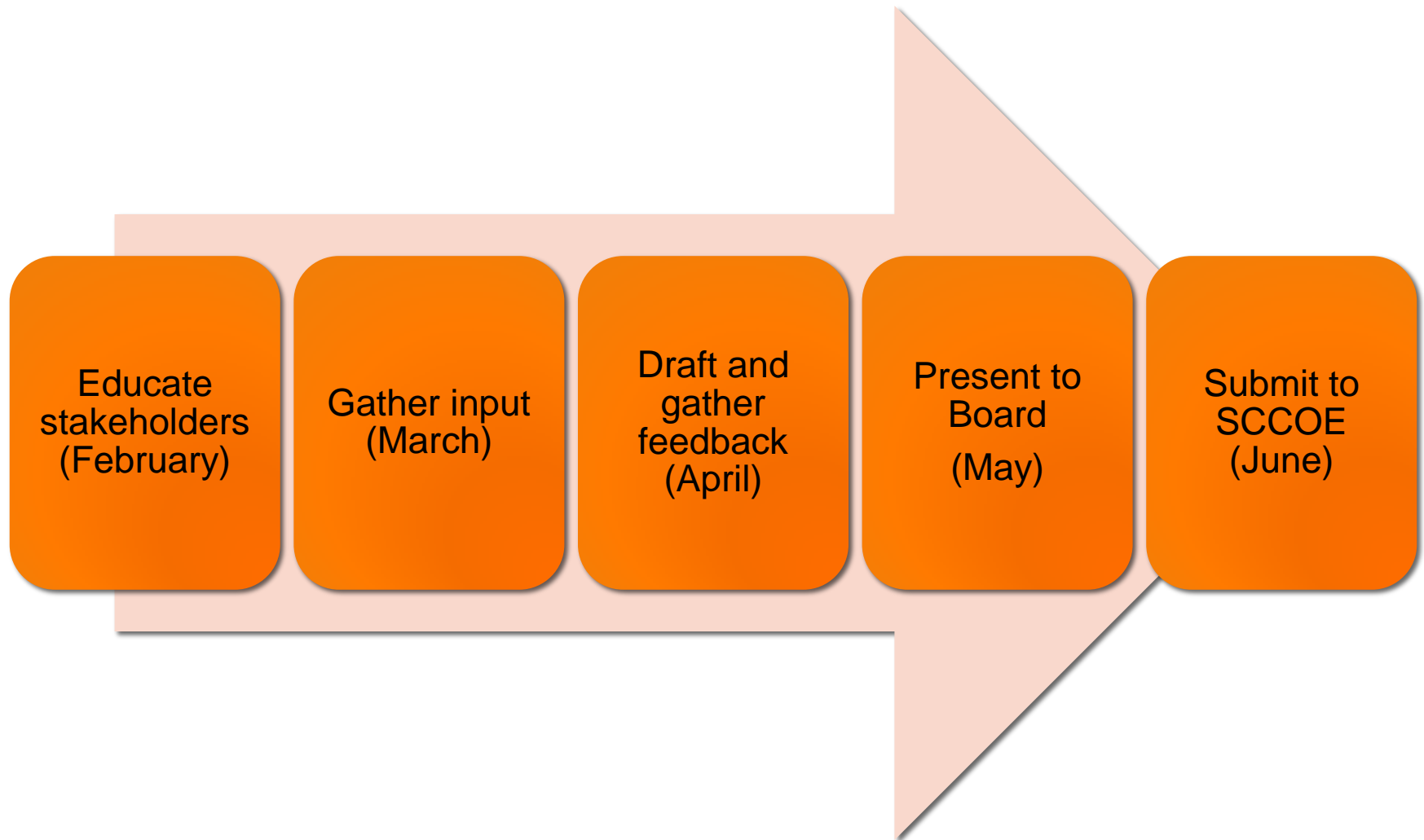
Student Achievement	Student Engagement
Other Student Outcomes	Implementation of CCSS
School Climate	Parental Involvement
Course Access	Basic Services

3: Actions, Services, and Expenditures

Districts must

- Articulate the actions, services, and expenditures that will be provided towards each goal
- Explicitly name how those actions, services, and expenditures will support low-income students, English Learners, and Foster Youth
- Provide an annual update reviewing the impact of each action, service, expenditure

ARUSD Timeline



ARUSD LCAP Development and Stakeholder Engagement Events

February	March	April	May	June
<ul style="list-style-type: none">• DELAC LCAP review- Feb. 3rd• DAC LCAP review- Feb. 10th• SPARC LCAP review- Feb. 26th	<ul style="list-style-type: none">• DAC, DELAC & SPARC Input Forum• Consult with Employee organizations• Employee stakeholder LCAP review/Input Forum• Community Partners Input Forum• School Site Council input• Staff Meetings (school sites) Input Forums	<ul style="list-style-type: none">• Initial findings• LCAP Draft-Community input• Board update	<ul style="list-style-type: none">• Revised LCAP Draft-Board Direction• Board Direction	<ul style="list-style-type: none">• Board Adopts LCAP• Submit LCAP to SCCOE for approval

DISCUSSION

Four Corners: Guiding Questions

In what ways can we improve our current services and resources within each priority?

What other services and resources should we consider?

Share Your Thoughts and Ideas

Student Achievement	Student Engagement
Other Student Outcomes	Implementation of CCSS
School Climate	Parental Involvement
Course Access	Basic Services

Now Give Us Your Feedback!



Thank
you