



LCAP Update

LUSD Parent Advisory Committee
February 1, 2021

Topics

LCFF - Local Control Funding Formula

State Priority Areas

LUSD 2019-20 LCAP Goals & Actions

LCAP Process, Timeline & Stakeholder Engagement

LCFF: Local Control Funding Formula

Let's back up...

- 1972: Revenue Limits (frozen at then current level) - beginning of State control
- Serano vs. Priest: inequities in funding unconstitutional
- 1978: Prop 13, which shifted a preponderance of funding away from local property taxes
- 1980 – 2013: modest growth in revenue limits, but a massive growth in categorical programs
- 1988: Prop 98
- 2008 – 2009: Great Recession, midyear cuts budget, categorical flexibility
- 2013 – 2014: First year of LCFF, elimination of over 40 categorical programs

Foundational Principles of LCFF

- Equity

- Additional funding to address specific identified needs of students who are low income, English learners, and/or foster youth (i.e. unduplicated students)
- Requirement to Increase or Improve Services in proportion to the increase in funding

- Subsidiarity

- A principle of social organization that holds that social and political issues should be dealt with at the most immediate level
- Necessitates transparency and collaboration with the community

Funding Model: Pre/Post LCFF

- Pre-LCFF

- Revenue Limit: Based on historical amounts per student with many adjustments
- Categorical Funding: For specific purposes with many rules

- LCFF

- LCFF Base Grant: The same amount for every local educational agency (LEA) with adjustments based on grade level
- LCFF Supplemental & Concentration Grants: Provided to address the needs of English Learners, low income, and foster youth

Base Funding

Base Grant Funding, *Education Code (EC)* Section 42238.02(d)

Grade Span	2019–20 Base Grant per ADA	2020–21 COLA (0.00%)	2020–21 Base Grant per ADA before Grade Span Adjustments	Grade Span Adjustments (K-3: 10.4% 9-12: 2.6%)	2020–21 Base Grant/ Adjusted Base Grant per ADA
K-3	\$7,702	\$0	\$7,702	\$801	\$8,503
4-6	\$7,818	\$0	\$7,818	N/A	\$7,818
7-8	\$8,050	\$0	\$8,050	N/A	\$8,050
9-12	\$9,329	\$0	\$9,329	\$243	\$9,572

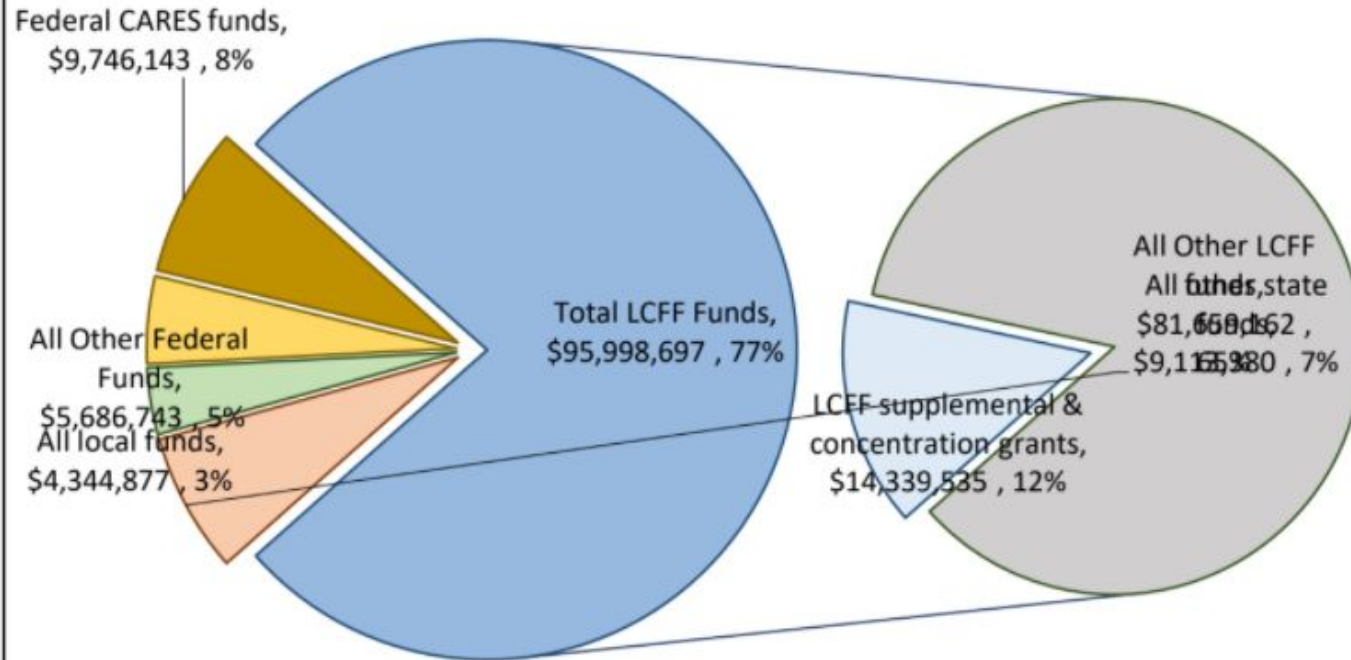
Supplemental & Concentration Funding

Supplemental and Concentration Grant Funding

Funding	Percentage	Grant Calculation
Supplemental Grant <i>EC</i> Section 42238.02(e)	20%	For each grade span: Base Grant or Adjusted Base Grant per ADA, times total funded ADA, times Unduplicated Pupil Percentage (UPP), times 20 percent.
Concentration Grant <i>EC</i> Section 42238.02(f)	50%	For each grade span: Base Grant or Adjusted Base Grant per ADA, times total funded ADA, times portion (if any) of UPP ² that exceeds 55 percent, times 50 percent.

Budget Overview for the 2020-2021 School Year

Projected Revenue by Fund Source



Flexibility for Student Success

- LCFF provides for an increased level of local flexibility to determine which programs and/or services have the greatest likelihood of ensuring that each student will succeed in relation to each of the eight LCFF state priorities.
- In exchange for this flexibility, the LCFF model requires greater local responsibility for selecting appropriate and effective programs.
- This necessitates transparency and engaging stakeholders in analysis and decision-making.

Additional Requirements

- The LCFF requires an LEA to provide evidence in its LCAP to demonstrate how the LEA is increasing or improving services for students who are low income, English learners, or foster youth as compared to the services provided to all pupils.
- Services must be increased or improved in proportion to the increase in funds apportioned on the basis of the number and concentration of low income, English learners, or foster youth students
- To improve services means to grow services in quality and to increase services means to grow services in quantity.

The LCAP

- As part of the LCFF, school districts, county offices of education (COEs), and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) using a template adopted by the California State Board of Education (SBE).
- The LCAP must include a description of the annual goals to be achieved for each student group for each state priority and for any local priorities identified by the local governing board or body of the school district or COE, or in the charter school petition.
- The LCAP must include an annual review of the effectiveness of the goals, actions, and services from the prior year.

State Priority Areas

- Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
- Priority 2: Implementation of academic content and performance standards adopted by SBE
- Priority 3: Parental Involvement and Family Engagement
- Priority 4: Pupil Achievement
- Priority 5: Pupil engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Other Pupil Outcomes
- ~~• Priority 9: Expelled Students (COEs only)~~
- ~~• Priority 10: Foster Youth (COEs only)~~

Framing the LCAP

- **Comprehensive Strategic Planning:**

- The process of developing and annually updating the LCAP supports comprehensive strategic planning
- Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data
- LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

Framing the LCAP

- **Meaningful Stakeholder Engagement:**

- The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement.
- Local stakeholders possess valuable perspectives and insights about an LEA's programs and services.
- Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

Framing the LCAP

- **Accountability and Compliance:**

- The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations.

LCAP Process: 2021-24 three-year plan

Development Phase

- Engaging stakeholders: School Board, Admin, PAC, DELAC, SSC, ELAC, Teachers/Staff, Students - meetings & surveys
- Data analysis and reflection process (annual updates)
- Writing the plan & revising the plan based on input

Adoption Phase

- Public Hearing, to solicit public input - June 8th board meeting
- Public Meeting, to adopt the LCAP, the budget, and report on local indicators - June 22nd board meeting

Review and Approval Phase

Implementation Phase



Review of Previous LCAP

2019-20 LUSD LCAP Infographic

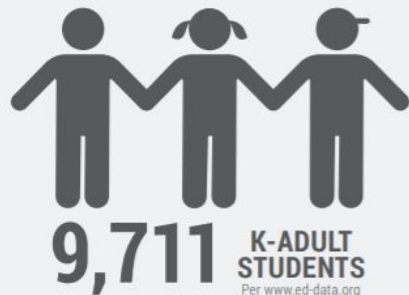


Local Control and Accountability Plan

Lompoc USD
2019-20 Highlights
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DISTRICT STORY



18
SCHOOLS

6
DISTINGUISHED
Schools

988
EMPLOYEES

STUDENT GROUPS

66%
Low Income

17%
English Learners

<1%
Foster Youth

68%
High Need

Wide Range of Student Programs

Middle & High School opportunity classes & specialists support bilingual, migrant, gifted & special needs students



Cooperative & Collaborative Atmosphere

Win-win negotiations & problem solving are institutionalized at all levels

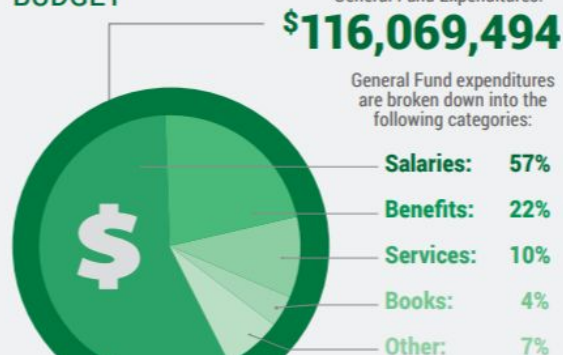


District Mission

Committed to District-wide actions which lead students to develop the skills, knowledge & character traits necessary to become responsible, thriving & contributing members of society



BUDGET



LCAP Expenditures:
\$19,885,958

Specified LCAP expenditures make up **17%** of General Fund expenditures.

GOAL

#1

INVESTING
\$4,714,683Maximize Academic
Achievement

HIGHLIGHTED EXPECTED OUTCOMES & METRICS

IMPROVE ELA &
MATH SBAC SCORES
 ↑ 49%^{ELA}
29%^{Math}
IMPROVE
RECLASSIFICATION RATE

↑ 9.9%

IMPROVE ELA &
MATH EAP COLLEGE
READINESS
 ↑ 66.6%^{ELA}
58.2%^{Math}
IMPROVE AP COURSE
ENROLLMENT RATE

↑ 29.6%

DECREASE INTERVENTION/
REMEDIAL COURSE
ENROLLMENT RATE

↑ 7.9%

HIGHLIGHTED ACTIONS, EXPENDITURES & TARGETS

 1.1 - Increase services based on school needs
(computer, bilingual, & library assistants,
support teachers, technology, home/
school liaisons, counselor hours,
professional development, etc.)

\$2,332,880

 1.2 - Consultants & curriculum publishers
provide professional development
1.3 - District Interim Assessment to guide
instruction (STAR Early Literacy,
Reading & Math)

\$425,255

\$95,000

 1.4 - Continue District-wide collaboration
schedule for instruction &
curriculum alignment

N/C

 1.6 - Secondary Common Core Council to
articulate and plan instructional content

\$42,288





Effective Stakeholder Engagement

HIGHLIGHTED EXPECTED OUTCOMES & METRICS +

	INCREASE SITE EVENT PARENT ATTENDANCE	↑ 85%
	INCREASE STAKEHOLDER INVOLVEMENT SURVEY PARTICIPATION	↑ 486
	INCREASE PARENT DECISION MAKING INPUT	↑ 85%

HIGHLIGHTED ACTIONS, EXPENDITURES & TARGETS +

2.1 - Increase EL parent outreach in their primary language	\$22,091	
2.5 - Ensure materials and communications with parents are provided in Spanish	\$174,519	
2.11 - Offer leadership and parental involvement training to DELAC members	\$1,000	



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Safe & Respectful Learning Environment

HIGHLIGHTED EXPECTED OUTCOMES & METRICS +

	INCREASE ATTENDANCE RATE	↑ 99.5%
	DECREASE CHRONIC ABSENTEEISM	↓ 11.9%
	DECREASE SUSPENSION AND EXPULSION RATES	↓ 4.5% 0% <small>Suspension Expulsion</small>

HIGHLIGHTED ACTIONS, EXPENDITURES & TARGETS +


4.1 - Implementation of Positive Behavioral Intervention & Supports System	\$133,790	
4.3 - Perform regular attendance review, grade analysis and behavior history for at-risk students	N/C	
4.8 - Provide PD for special education teachers	\$72,300	



CA Dashboard: State and Local Indicators

2019

2020



Stakeholder Engagement & Planning Timeline

- February
 - PAC Mtg
 - District Admin/Principals - input
 - Collaboration with fiscal on budget
 - Collaboration with County office & SELPA
 - Annual Updates - analyze data, surveys, and complete 19-20 LCAP & 20-21 LCP update
 - Prepare & share LCAP Stakeholder Survey

Stakeholder Engagement & Planning Timeline

- March & April : Finalize draft based on input & data analysis
 - School Board Mtg(s); District admin/principal mtgs
 - PAC Mtg, DELAC Mtg
 - Site Mtgs; CSEA & LFT
 - Community Partners - seek input (BG/YMCA, ASES, Foundation, PreK, VAFB, etc)
 - Annual Update continues
 - Surveys in progress
 - Review survey data - revise LCAP based on input

Stakeholder Engagement & Planning Timeline

- May: Final revisions based on input
 - SBCEO to review and provide feedback
 - May 3 - Final PAC meeting - review & provide input
 - “May Revise” and collaboration with fiscal \$\$\$\$
 - May 11 - Board mtg - review & provide input
 - May 19 - DELAC meeting - review & provide input
 - May 25 - Board mtg - review and provide input
 - Prepare local indicators & Federal Addendum
- June 8: Board meeting - public hearing
- June 22: Board meeting - adopt LCAP, budget
- By July 1: Must be approved and sent to SBCEO



Questions & Comments

Feel free to share out tonight; in addition all comments, feedback, and input related to the LCAP can be emailed to Christina directly at giguire.christina@lusd.org