



Hacienda La Puente Unified School District

Proposed
Local Control & Accountability Plan
LCAP

Report to the Board of Education

May 22, 2014

Overview: LCFF and LCAP

- The Local Control Funding Formula (LCFF) replaces the previous K-12 finance system
 - LCFF created base, supplemental & concentration grants in place of most existing K-12 funding streams, including revenue limits & most categorical programs
- As part of LCFF, school districts are required to develop, adopt, and annually update a three-year LCAP, by July 1, 2014
- The LCAP template adopted by the California State Board of Education (SBE) must be used
- The LCAP is required to identify goals & measure progress for student subgroups across eight state priority areas



LCAP Requirements

- The LCAP must be developed in consultation with:
 - Teachers, principals, administrators, other school personnel, local bargaining units, parents and students
- The LCAP must be reviewed by two advisory committees:
 - District Advisory Committee (DAC) serves as the representative parent advisory committee
 - District English Learner Advisory Committee (DELAC) serves as the English Learner parent advisory committee
 - The Superintendent must respond in writing to comments from these committees
- Public notice of the opportunity to submit written comment regarding specific actions & expenditures



LCAP Requirements

- Districts must include in their LCAP:
 - Actions, services and expenditures for all students and subgroups
 - Additional actions & services for “unduplicated pupils” including:
 - Low-income students
 - English Learners & redesignated English Learners
 - Foster youth
 - Actions must be consistent with strategies in school sites’ Single Plan for Student Achievement (SPSAs)
- The LCAP & district budget must be presented at a public hearing prior to the board meeting at which the LCAP & budget are adopted
- The LCAP must be approved by the local school board at the same meeting, but prior to adoption of the district budget



LCAP Development Stages

- **Consultation Stage:**

- Engagement of LCAP stakeholders
 - Provide LCFF/LCAP information
 - Procedures to seek stakeholder input

- **Post-Consultation Stage:**

- Develop draft LCAP (*new e-LCAP*)
- Efforts to incorporate stakeholder input

- **Inform and Respond Stage:**

- Present to advisory groups and public for comment
- Superintendent responds in writing to DAC & DELAC
- Public hearing

- **Approval Stage:**

- HLPUSD Board of Education approval – LCAP & budget
- LACOE review and approval process



HLPUSD's LCAP Development Process: Some Highlights



Timeline	LCAP & Budget Development Targets
October	• LCFF/LCAP Community Presentation # 1: General Overview • Community LCAP Priority Survey available on-line
November	• LCFF/LCAP Community Presentation #2: LEA Plan/LCAP Crosswalk
December	• LCAP Advisory Committee Meetings to develop LCAP proposals • DAC & DELAC Presentation (special meetings)
January	• Preliminary LCAP proposals completed by Advisory Committee • Budget development process begins
February	• LCFF/LCAP Community Presentation #3: Stakeholder Engagement • DAC & DELAC – LCAP Updates & FAQs to engage parents at sites • LCAP Campaign implementation at all school sites • Efforts to incorporate stakeholder input into draft LCAP
March	• SBE Hearing on LCFF/LCAP Proposed Regulations - March 17 • Preliminary LCAP integrated into e-LCAP Template & finalized for presentation
April	• Present (Sunshine) → Comments from DAC/DELAC • Respond to comments and possible amendments to ensure LCAP adequately reflects stakeholder ideas
May	• Public Hearings (LCAP and Budget)
June	• LCAP & Budget provided for approval by June 30



Consultation Process Highlights

- Series of 13 District LCFF and LCAP Community Meetings
 - Additional 2-3 LCFF/LCAP meetings at each of 32 school sites
- Community LCAP Priority Survey (3,023 respondents)
- LCAP Advisory Committee
 - HLPTA, SEIU, CSEA, Parent representatives
- LCAP Campaign
- Systematic procedure for gathering LCAP input & feedback
 - Schools, departments, management team
 - Teachers, staff, community
- Schools align LCAP and Single Plan for Student Achievement (SPSA)
 - School Site Councils (SSC) and English Learner Advisory Committees (ELAC)
- District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC)



LCAP Budget Priority Survey Results

Top Ten: First, Second and Third Priorities	Percent of Total Responses
1. Technology & Computers	32.8%
2. Facilities – Improve, Maintain, Repair	21%
3. School Supplies & Equipment (Non-Technology)	20.2%
4. School Lunches/Food	18.5%
5. Music, Band, Instruments & Fine Arts	18.2%
6. Student Achievement/The Students	16.6%
7. Adult Education – More Courses & Days	16%
8. Staff/Staffing/Increase Staffing	15.2%
9. CCCS Curriculum & Materials	14.4%
10. Athletic Facilities/Athletics & Sports	13.1%



LCAP Budget Priority Survey Results

Top Twenty: First, Second and Third Priorities	Percent of Total Responses
11. After School Programs/Tutoring	12.3%
12. School Safety/Police/Security	10%
13. More Course Offerings/Electives	7.6%
14. Pay/Salary Increase	7%
15. Field Trips/Transportation	6.8%
16. Reduce Class Size	6.5%
17. Adult Education/College and Career Preparation	4.8%
18. Teacher Quality	4.5%
19. Professional Development/Training on CCCS	3.4%
20. Counselors, TOSAs, Interventionists	3.1%



LCAP Advisory Committee

Representative Group	LCAP Advisory Committee Member
Management	Jan Castle – Executive Director, Elementary Tami Pearson – Executive Director, High Schools Kathy Meade – Executive Director, Multilingual Gabby Chavarria – Director, Child Development Christina Sanchez – Principal, Elementary Steven Cazarez – Principal, Secondary
Employee Associations	Jane Shults – HLTPA Amanda Benavides – HLPTA Joyce Garcia – SEIU Veronica Garrison – SEIU Eugene Marquez – CSEA Jody Burton - CSEA
DAC/DELAC Parents	Margarita Colunga – La Puente Quadrant Livvy Mendoza – Los Altos Quadrant Ace Lee – Wilson Quadrant Maria Jimenez – Workman Quadrant

January, 2014



Incorporation of Stakeholder Input

*Local Priorities featured in the LCAP through
incorporating stakeholder input include:*

- ✓ Strengthen College and Career Readiness TK-12
- ✓ Focus on professional development and technology for California Common Core Standards (CCCS)
- ✓ Increase support to address highest-risk students' social and/or emotional health
- ✓ Enhance district-wide parent engagement system
- ✓ Academic support for all students and subgroups, including AVID
- ✓ Increase student attendance and enrollment
- ✓ Reduction in combination classes
- ✓ Improve & maintain school facilities



HLPUSD's LCAP Development Process: The Home Stretch



Public Review and Comment Process

- DAC & DELAC Comment:
 - Parent advisory groups provided comment on the LCAP in April, 2014
 - Superintendent's response to comments are posted on the district website at: <http://www.hipschools.org/lcff>
- Public Review & Comment:
 - Draft LCAP is posted on the district website at: <http://www.hipschools.org/lcff>
 - Link to Draft LCAP Comment Survey: <http://goo.gl/qExutP>



Next Steps: LCAP Approval Process

- Public hearing held by the Board of Education on May 22, 2014
- Revisions to proposed LCAP as needed
- Meeting to adopt the LCAP and budget scheduled for June 12, 2014
- Upon adoption, post the LCAP on the district website
- Not later than five days after adoption, file the LCAP with the county superintendent of schools
- Los Angeles County Office of Education (LACOE) must approve the LCAP on or before October 8, 2014 if three conditions are met:
 - The plan adheres to the SBE template
 - The district's budgeted expenditures are sufficient to implement the strategies outlined in the LCAP
 - The LCAP adheres to the expenditure requirements for supplemental and concentration funding



HLPUSD's Proposed LCAP



LCAP Priorities and Goals

- Eight LCAP goals reflect each of the eight state priority areas and include metrics to measure progress over three years
- Goals & actions related to all students and subgroups are described
- The proposed LCAP has incorporated:
 - Local priorities established through district and school needs assessment and stakeholder input
 - Board of Education Goals and the Local Education Agency (LEA) Plan actions and strategies
 - School sites' Single Plan for Student Achievement strategies



LCAP Actions & Services

- **Annual Actions**

- For **ALL** students, including student groups
- ***LCFF Base funds***

- **Additional Actions for Student Groups**

- ***Increase or improve services for:***
 - Low Income students
 - English Learners
 - Foster Youth
 - Redesignated Fluent English Proficient (RFEP) students
- **Above** what is provided for all students
- ***LCFF Supplemental & Concentration funds***



Alignment of LCAP Expenditures

- Aligned to the district's proposed three-year budget
 - Reflects the projected LCFF base, supplemental & concentration grants
 - Reflects the eight LCAP goals and the district budget's correlating LCFF Resource Code goals
- *Additional* aligned resources are included as appropriate to actions & services
 - Federal Title I, II, & III funds
 - Special Education, Early Childhood, After School Programs
 - TIIG, Transportation, Food Services
- To avoid duplication and excessive line items in LCAP:
 - Related sub-actions are grouped and resources combined within LCAP actions
 - Some actions highlight key plan activities without expenditures listed but provide cross-reference to the section and/or action in which the expenditure(s) is included



Local Control Funding Formula and
Local Control & Accountability Plan

LCFF and LCAP

We thank our community for providing valuable input during our LCAP process. Together, we will achieve the LCAP goals to prepare every student to be college and career ready.

Thank You!

