



Governance First

California School Boards Association
Local Control Funding Formula Discussion



Key Precepts of LCFF

- Equity, additional resources for “targeted” students with greater needs
 - Low-income students
 - English learners
 - Foster youth
- Local decision-making and stakeholder involvement
- Accountability
- Transparency
- Alignment of budgeting with accountability plans



An Evolution in Governance

- LCFF is a new way of doing business for school boards
- Defines a new role for the state: one of setting priorities and helping communities succeed
- Reflects Governor's view that local decisions are more likely to benefit students than a one-size-fits all approach
- Allows districts to define how they will advance state priorities for students



California Forward



- California Forward is a catalyst for a "Better California." We work with Californians to promote economic prosperity, quality public services, transparency and accountability.
- Community services are best managed by community leaders
- Shifting authority to community leaders can increase accountability for improved results
- CA Fwd is working with counties to develop the capacity and culture to improve public safety outcomes



Transformative System Change



- Begin with clear vision, goals and objectives
- Develop strategies informed by evidence-based practices, local data and stakeholder input
- Determine metrics and collect information to monitor progress
- Create a culture of continuous improvement
- Collaborate when success requires external partners

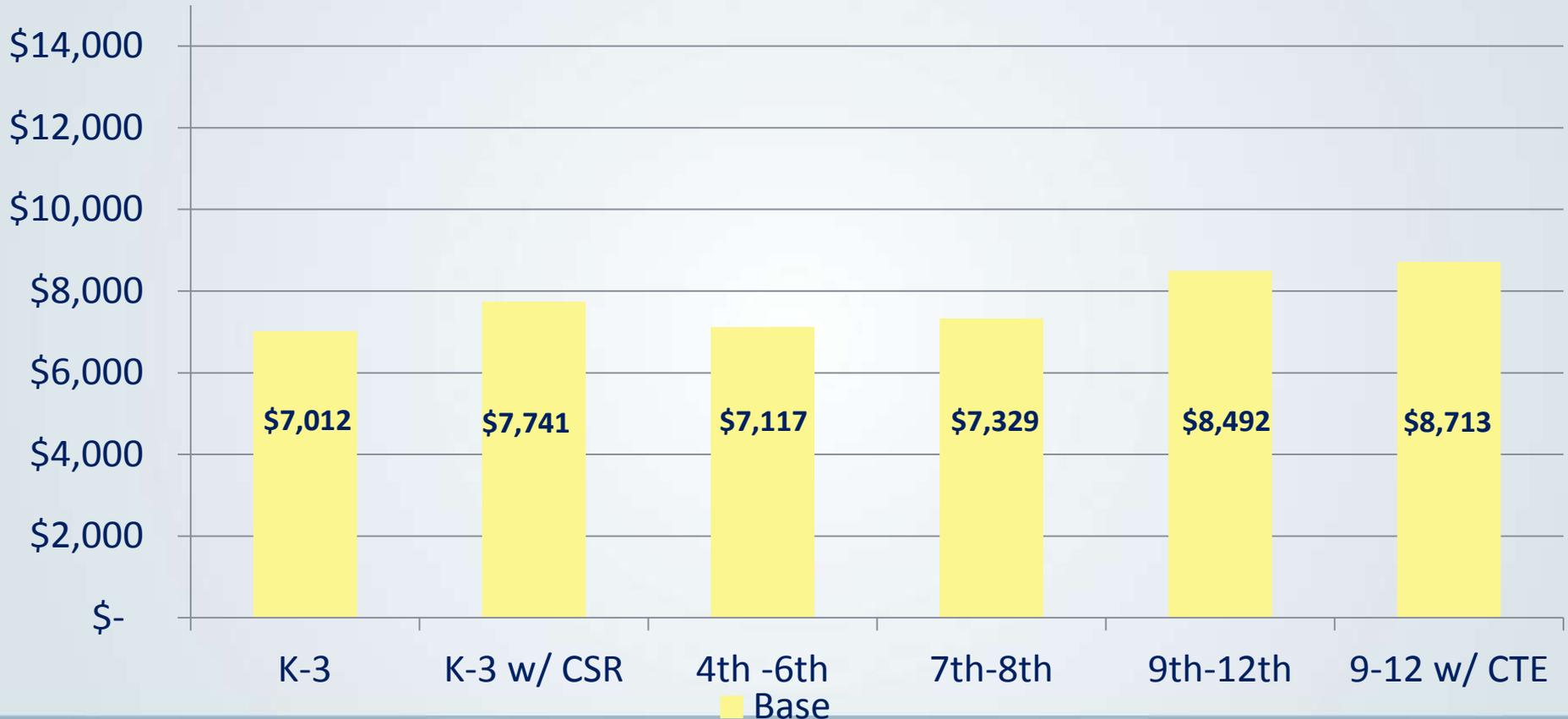


How the LCFF Works



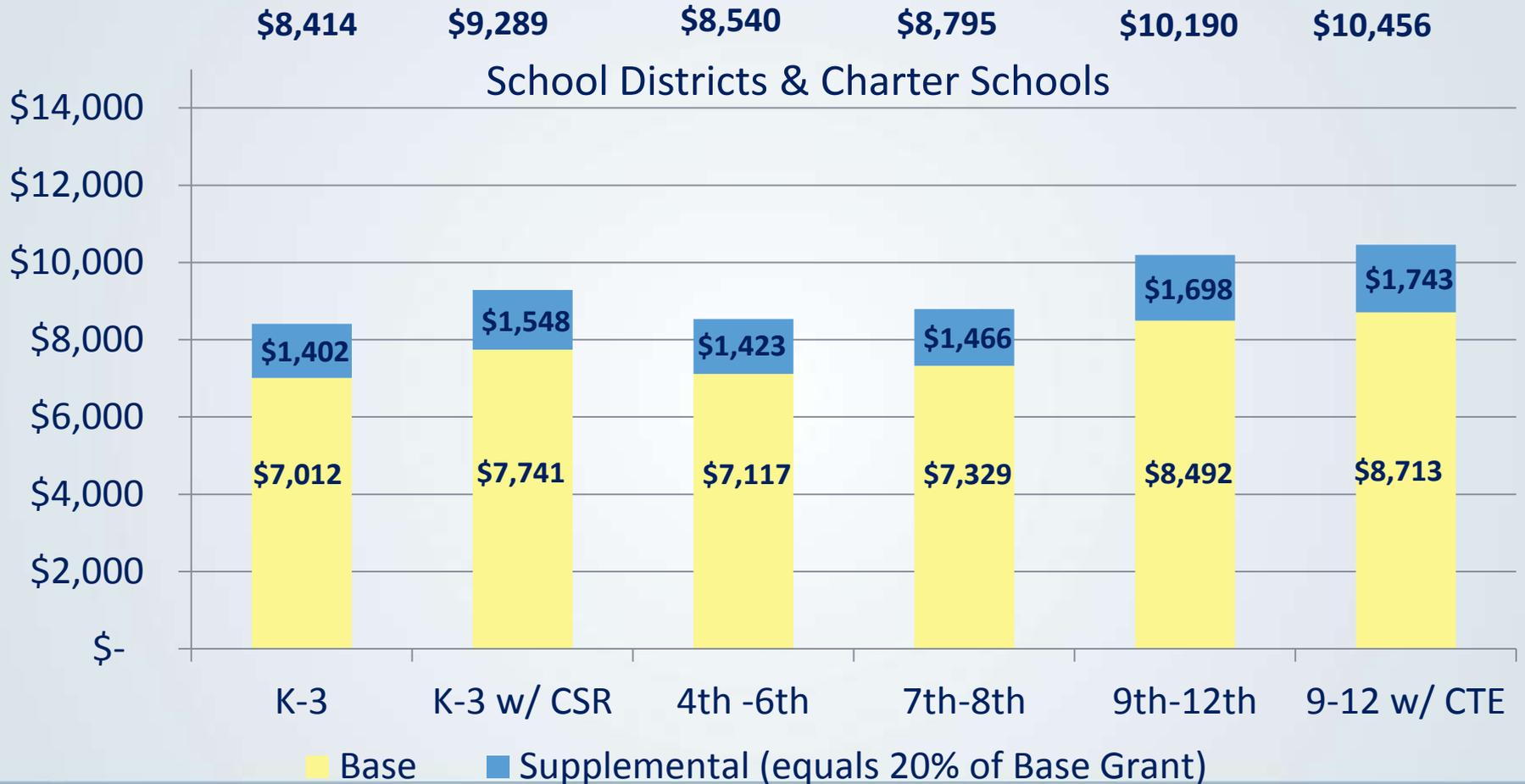
2020-21 **Target** Base Funding

School Districts & Charter Schools



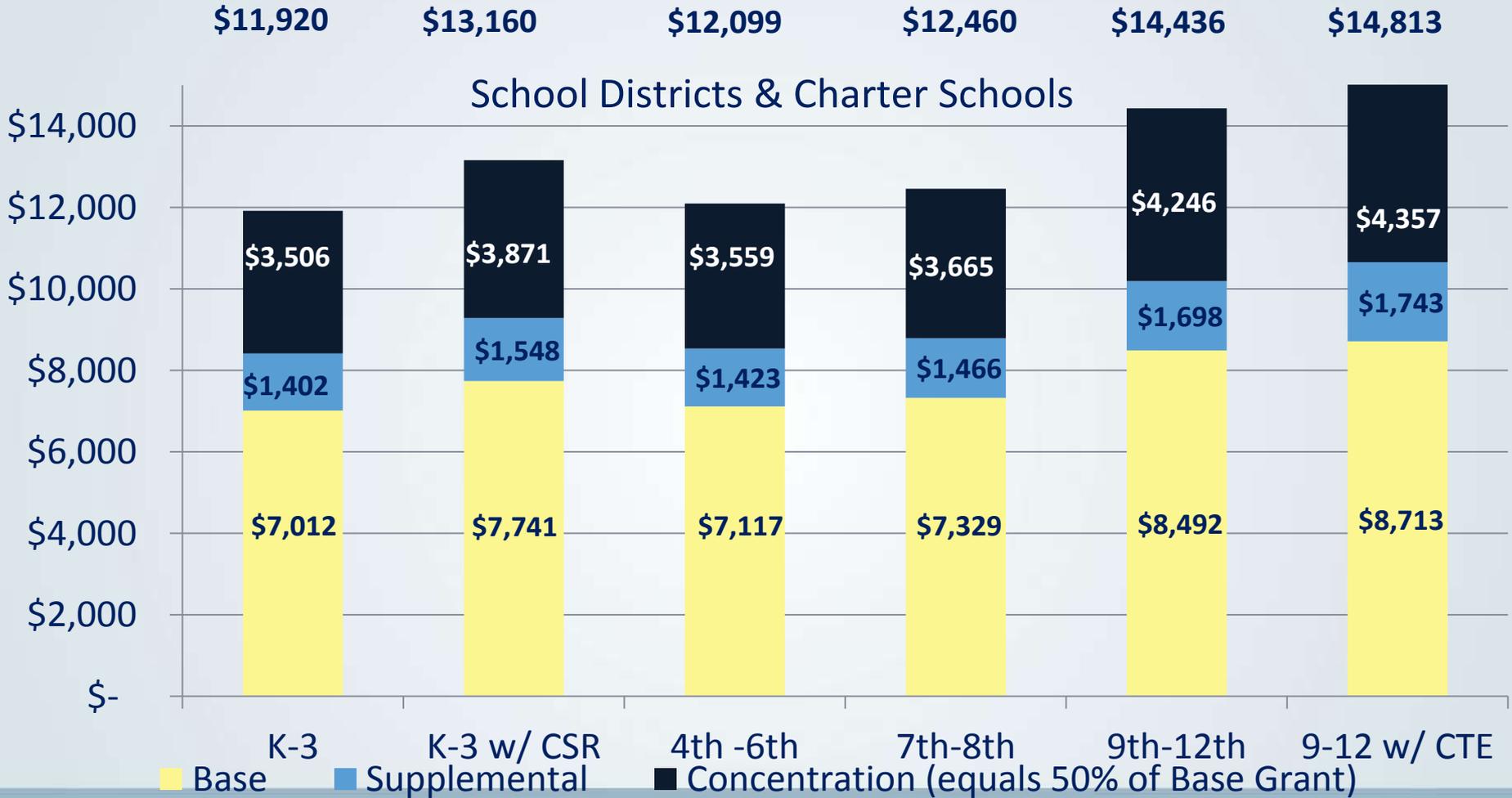


2020-21 **Target** Supplemental Funding



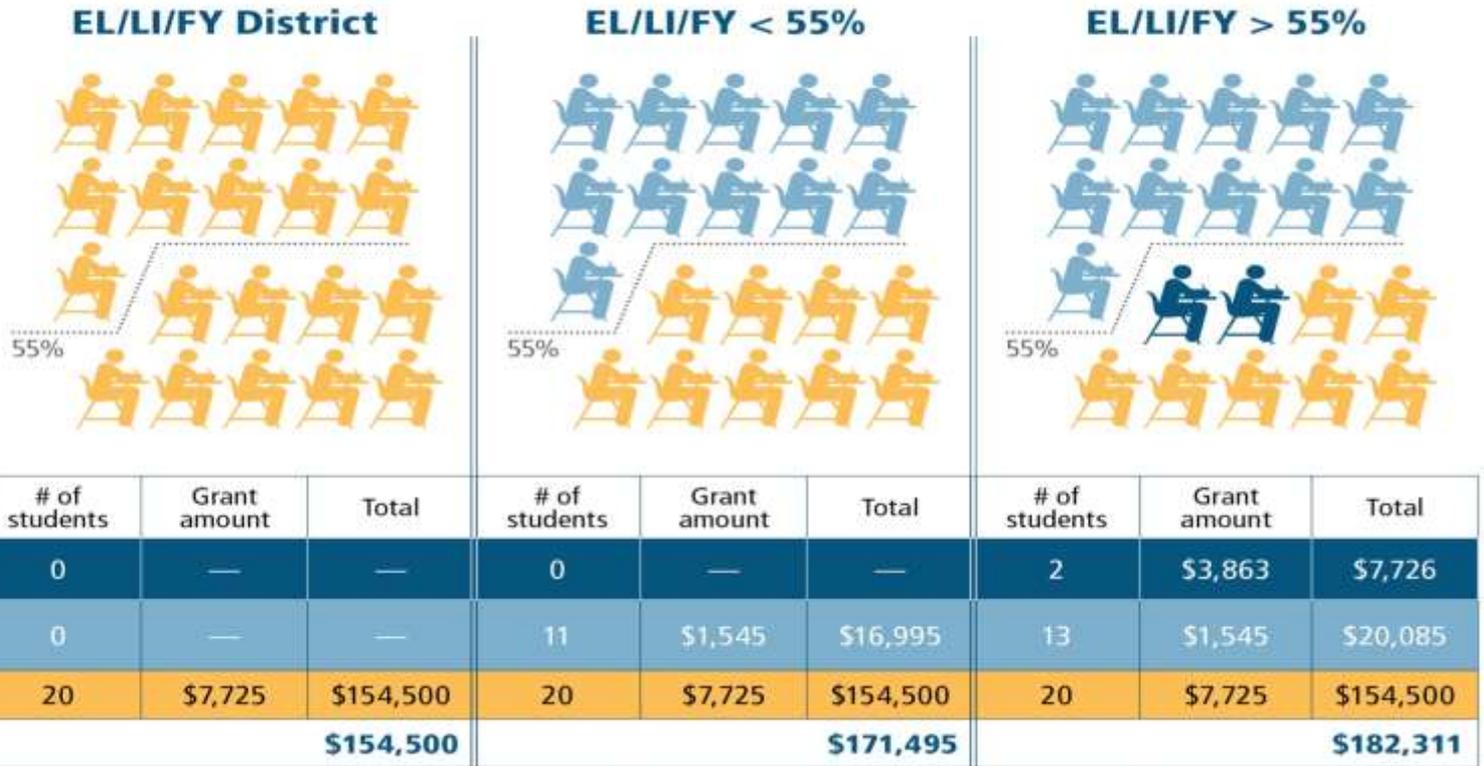


2020-21 Target Concentration Funding





How the Formula Works



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



Economic Recovery Targets (ERT)

- Designed to guarantee that districts at least get back to their 2007-08 funding levels if LCFF doesn't do it.
- $1/8^{\text{th}}$ of the progress annually even if more than that is put into LCFF, such as is proposed for 2014-15.



Remaining Categorical Programs

Special Education

QEIA

Assessment

Foster Youth

After School

State Preschool

Partnership Academies

Indian Education Centers

*Specialized Secondary Programs

*Ag Vocational Education

Adults in Correctional Facilities

Early Childhood Education

Child Nutrition

Federal Programs

* Governor proposes folding into LCFF formula in 2014-15



County Office of Education Formula

Two-part formula:

Part 1: Oversight operational grants

- A minimum grant per county of \$655,920
- Per school district in the county of \$109,320
- Per ADA amount in the county attributable to school districts, charter schools and schools operated by the county superintendent.
 - Per ADA from \$70 to \$40, depending on the number of ADA.



County Office formula (cont.)

Part 2: Category of pupil served:

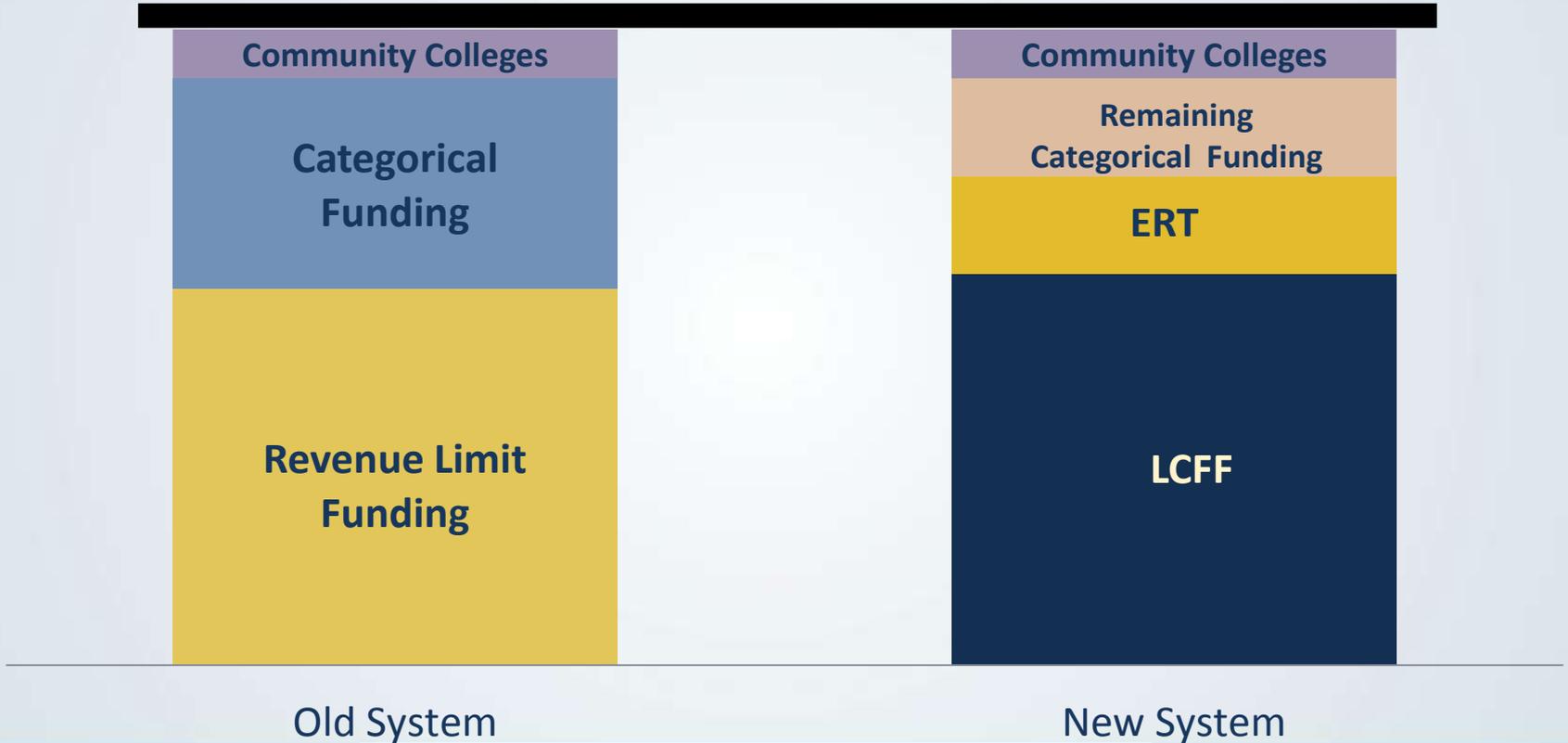
- Base grant at full implementation of \$11,045 for pupils under authority of juvenile justice system; probation-referred; on probation; mandatorily expelled.
- Supplemental grant: 35% of base for targeted students
 - English Learners
 - Low Income
 - Foster Youth
- Concentration grant: 35% of base for targeted students exceeding 50% of enrollment.
- All students in juvenile court schools are eligible for supplemental and concentration grants.

(NOTE: Supplemental and concentration grants based on unduplicated pupil counts)



LCFF & Prop 98

Prop 98





State Board of Education January 16, 2014 Meeting

- 7 hours of LCFF testimony and over 300 speakers
- Governor Brown addressed the State Board
- 160 governance teams testified
- Executive Director Vernon M. Billy and President Josephine Lucey testified on behalf of CSBA
- Emergency spending regulations and LCAP template approved
- Hearing on permanent regulations to be held in March
- SBE will begin developing evaluation rubrics



Spending Regulations

Proportionality

To increase (quantity) or improve (quality) services and spending to targeted students in proportion to the increase in funding received for supplemental and concentration grants



Spending Regulations

Proportionality Formula

- Formula annually calculates proportionality by comparing services provided to targeted students above the services provided in the prior year to all students.
- Funding received in 2013-14 for supplemental and concentration grants along with expenditures made benefitting targeted students will provide the floor to calculate future year percentage increases or improvements in those services



Spending Regulations

Schoolwide and Districtwide

Schoolwide: Districts with an unduplicated enrollment of targeted pupils at a school that exceeds 40% must identify in the LCAP those services being provided on a schoolwide basis using supplemental and any concentration grants and how those services are helping to meet LCAP goals for targeted students.

Districtwide: Districts with an unduplicated enrollment of targeted pupils that exceeds 55% must describe in the LCAP those services being provided on a districtwide basis using supplemental and any concentration grants and how those services are helping to meet LCAP goals for targeted pupils.



Spending Regulations

County Office and Charter Thresholds:

County offices of education spending countywide and charter schools spending charterwide must show how those services are meeting goals for targeted students.



What is an authentic LCAP development process?



LCAP is a time to think differently!

~~PROGRAMS~~

~~PROGRAMS~~

~~PROGRAMS~~

INVEST IN KIDS

What do we WANT to do???

What does our community want???

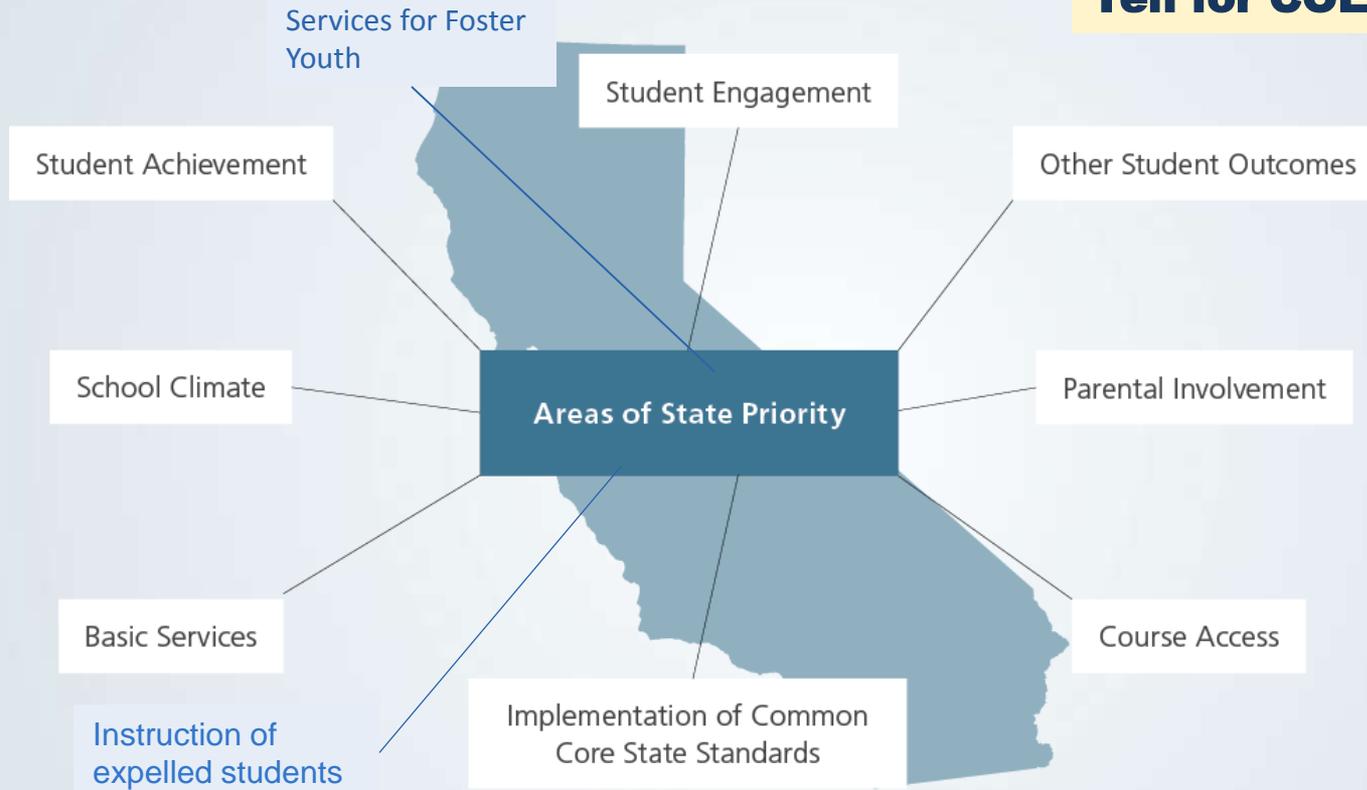
What do our data tell us our students need???

Local Control & Accountability Plans (LCAPs)

Eight Areas of State Priority Must Be Addressed in LCAPs

(Local Control and Accountability Plan)

Ten for COEs



Source: Legislative Analyst's Office, "An Overview of the Local Control Funding Formula" (07/13)



LCAP Timeline is Short!

By June 30, 2014 districts must:

- Form and consult parent advisory groups
- Draft and circulate an LCAP
- Solicit public input and hold a public hearing
- Align budget and board policies to LCAP
- Adopt LCAP and budget



LCAP Work is Deep!

Annual goals must be set for ***all*** students and for ***each*** of the following subgroups in ***each*** of the 8 priorities:

- Ethnic subgroups
- Socioeconomically disadvantaged students
- English learners
- Students with disabilities
- Foster youth



LCAP Template

- Encourages telling a story of support, impact, and improvement
- Emphasis on good planning, communication, and engagement
- Explains how resources contribute to goals, demonstrate equity, and support transparency and simplicity



LCAP Template Format

- **Section 1 Stakeholder Engagement**
 - Involvement and Impact on Final LCAP and budget process
- **Section 2 Goals and Progress Indicators**
 - All students and each subgroup for each priority
 - Need, Metric, Schools Affected, Expected Change year-to-year
- **Section 3 Actions, Services & Expenditures**
 - Actions & Services, and funds spent each year
 - Level of service: target group, schoolwide, districtwide



LCAP Requires a Look at Data

- Who are our subgroups of children?
- What programs are serving them?
- What are our achievement/performance gaps?
- What resources are we currently using to close those gaps?
- What have been the performance trends?



Analyze and Assess Your Needs

- What are our resources?
 - Community partners
 - Staffing
 - Facilities
 - State, Federal and Local Funds
- What are the projections for our district growth?



Develop your goals

- Look to *immediate needs* with a sense of urgency, and
- Plan actions to start addressing *long-term needs* and goals

Align your goals with goals in your other required plans: Single Plan for Student Achievement, Title I, School Site Plans, Safety Plans, etc.



Questions for Goal Setting - Measures

- Are the goals measurable?
- Does the target represent a measurable improvement?
- What changes are anticipated in each year?

In out-years:

- How did progress compare to predictions?



Questions for Goal Setting – Actions to be taken

- What specific actions will we take to achieve the goal?
- How have the needs of the targeted students been met?
- What funding will be allocated for the specific actions? (LCFF, Title I, IDEA, etc.)

In out-years:

- What changes have been made due to review of the actions & expenditures?

Authentic Stakeholder Engagement

Parents
Students
Staff
Community
Labor Groups





LCAP Process: Transparency & Involvement

In *developing the LCAP*, District Governance Teams **must**:

- Consult with teachers, principals, administrators, other school personnel, local bargaining units, parents and pupils
- Establish Parent Advisory Committee to provide advice to board and superintendent on LCAP requirements
- Establish an English Learner Parent Advisory Committee if District English learner enrollment is at least 15% and 50 pupils



CSBA Recommends Going Further:

CSBA recommends broad outreach to all stakeholders...

Parents, Students, Labor groups, Employees, PTA, Site Councils, DELAC/ELAC, Neighborhood Associations, Civil Rights Groups, Seniors, Chamber of Commerce, etc.

One meeting is not enough!

Outreach should include options of time & format: community meetings, small groups, on-line comment, survey, phone calls, etc.



Authentic Engagement Requires

- Educating your stakeholders about your current situation:
 - Resources
 - Achievement
 - Legal Requirements
 - Programs
- Encouraging ideas and questions from all
- Being clear where resources are being spent and outcomes
- Reaching out in home languages

Stakeholder Engagement- Show your Work

Document your engagement with stakeholders by identifying:

- All contacts made with and input received from all subgroups and Parent and EL Advisory committees
- All contributions made by stakeholders and the public to the LCAP
- All written comments and verbal feedback



Transparency & Written Comment

*Prior to scheduling the public hearing on the LCAP each district superintendent and county superintendent **must**:*

- Present the LCAP for review and comment to the Parent Advisory Committees and must respond in writing to their comments
- Notify the general public of the opportunity to submit written comments on the specific actions and expenditures proposed
- Ensure that all public notices are provided, when applicable, in languages other than English



Transparency & Public Process

The Governing Board in *adopting the LCAP* shall:

- Hold at least one public hearing to solicit recommendations and comments from the public regarding the specific actions and expenditures in the LCAP.
- Hold the public hearing at the same meeting as the public hearing required on the district budget
- At a subsequent meeting, the governing board adopts the LCAP and the budget
- The LCAP will be posted on district, COE and CDE websites



What is a Compliant LCAP?



Example considerations - Priority: School Climate

Pupil Suspension Rates

Club Participation

School Meal Participation

Other local measures

Pupil Expulsion Rates

Athletics Participation

Safety Surveys

For: All pupils, socio-economically disadvantaged, foster youth, English learners, racial/ethnic subgroups, pupils with disabilities



LCAP Sections Should Include:

For Each Priority and Each Subgroup:

- Goals
- Strategies to achieve the goals
- Measures of success
- Expenditures tied to the strategies
- Descriptions of how targeted funds are spent on subgroups
- Justification of districtwide and countywide expenditures

These should meet a test of ‘reasonableness’



Services to Unduplicated Students

The LCAP must include “evidence” showing how services to unduplicated students will be increased or improved during the fiscal year

Services include:

- Delivery of instruction
- Administration
- Facilities
- Pupil support services
- Technology



Match Your Goals and Your Money





Accountability: 2014 and Beyond



Role of the County Superintendent, State Superintendent and CCEE

- A review emphasizing local discretion and flexibility is anticipated of initial LCAPs by county superintendents before evaluation matrix is approved by the SBE
- County superintendents will rely on staff and outside experts to conduct annual reviews and to provide assistance
- SBE should approve a “guidance” for use in 2014 by county superintendents to use to review LCAPs and updates

In out years:

- Expect tracking of success of outcomes and adequacy of expenditures to fund the predicted outcomes

Role of the County Superintendent, State Superintendent and CCEE

- State Superintendent to review LCAPs and updates of 58 counties
- Role of the California Collaborative of Educational Excellence (“CCEE”) including the appointment of the Fiscal Agent, will be better established with the approval of regulations by the SBE in 2014
- State intervention remote during initial roll-out



Annual LCAP Accountability Update

Review any changes in revenue, student populations, etc.

- Identify stakeholder involvement and how it supported improved outcomes toward the state priorities

Review progress toward LCAP Goals and outcomes for each subgroup, for all students, and for school sites

- Compare expected progress with the progress made
- Identify how the supplemental and concentration grant funds were spent on the target groups

Based on the data provided make changes to the LCAP for the next year as needed



Impact of LCFF on Negotiations

- Different funding for each district and COE because of size of targeted populations
 - All COE's proposed to be fully funded in FY14-15
- Supplemental and concentration grants may be used for compensation increases BUT must be tied to LCAP goals for targeted students
- Just when you think the work is done, many “specific actions” adopted may be negotiable



Specific Actions Included in the LCAP that may be Subject to Negotiation

- Work Day
- Work Year
- Class Size
- Compensation including health benefits
- Evaluations
- Professional Development
- Promotions
- Transfers

Negotiating the K-3 School Site Class Size Adjustment Target

Districts and COE's have until the LCFF is fully funded to reach a 24:1 ratio in K-3 classrooms

- Class size is a mandatory subject of bargaining
- Bargaining “progress” toward reaching this goal is encouraged and should be included when contract re-opens or expires
- Bargained-for-ratios in classrooms different than 24:1 will receive the CSR adjustment



Role of Charter School Authorizers in LCAP Oversight

Charter school authorizers:

- Receive the LCAP from the charter school but do not approve the LCAP
- Must provide technical assistance when outcomes for state priorities are not met
- May request the SPI, with SBE approval, to assign the CCEE to provide assistance to charter school
- Must ensure that each charter school complies with the LCAP update reporting requirements
- May revoke charter when outcomes fail to improve after assistance from CCEE



Stakeholder Scrutiny

Scrutiny will be very high

- Differing perspectives, experiences and expectations
- Boils down to TRUST

Consequences for failure could mean:

- Complaints (UCP filing)
- Lawsuits
- Legislative reaction – Further changes (e.g. loss of flexibility/local control)



LCFF Toolkit



1. Inform 2. Consult 3. Plan 4. Adopt

Overview

Board
Action

Tools &
Resources

Laws & Regs



Use CSBA Resources

Toolkit

- www.csba.org
- 1-800-266-3382

Services

- Governance Consulting Services
- Policy Services(See LCAP Policy and Administrative Regulation 0460)
- Masters in Governance
- Office of the General Counsel