



San Diego Unified

SCHOOL DISTRICT

Local Control Funding Formula Overview

November 12, 2013
www.sandi.net/lcff

Agenda



- ❑ Welcome
- ❑ Overview of LCFF Formula
- ❑ Engagement Opportunities in LCFF Planning
- ❑ Local Control Accountability Plans
- ❑ Tentative Timeline
- ❑ Additional Resources
- ❑ Questions

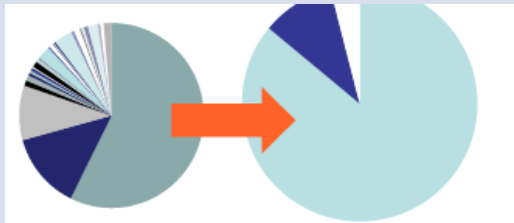
From Then to Now

Before LCFF

Revenue Limits vary from district to district.

Categorical Programs required districts to establish specific programs and services with numerous and sometimes inconsistent or duplicative requirements. At one point there were over 100 separate programs.

Accountability and performance process was separate from funding.



With LCFF

Base Funding – The same for all districts and charters – differentiated by grade span.

Supplemental Funding – Equal to 20% of the base for the unduplicated count of English Learners, low-income students and foster youth.

Concentration Funding – Additional funding of 50% of the base provided for districts and charters with 55% or more of their students who are EL, low-income or foster youth.

Local Control Accountability Plans, based on state and local priorities.

Changes to the API subgroup sizes, including incorporating foster youth into the API as a separate subgroup.

Categorical Programs



Eliminated/Rolled into LCFF

- Advanced Placement Fee Waiver
- Alternative Credentialing
- California High School Exit Exam Tutoring
- California School Age Families
- Categorical Programs for New Schools
- Certificated Staff Mentoring
- Charter School Block Grant
- Civic Education
- Community-Based English Tutoring
- Community Day School (extra hours)
- Deferred Maintenance
- Economic Impact Aid
- Educational Technology
- Gifted and Talented Education
- Grade 7-12 Counseling
- High School Class Size Reduction
- Instructional Materials Block Grant
- International Baccalaureate Diploma Program
- National Board Certification Incentives
- Oral Health Assessments
- Physical Education Block Grant
- Principal Training
- Professional Development Block Grant
- Professional Development for Math and English
- School and Library Improvement Block Grant
- School Safety and School Safety Competitive Grant
- Staff Development
- Student Councils
- Summer School Programs
- Teacher Credentialing Block Grant
- Teacher Dismissal

Remain Outside of LCFF

- Agricultural Vocational Education
- Adults in Correctional Facilities
- After School Education and Safety Program
- American Indian Education Centers
- Assessments
- School Child Nutrition
- Foster Youth Services Program
- Mandates Block Grant
- Partnership Academies
- Quality Education Investment Act
- Special Education
- Specialized Secondary Programs
- State Preschool
- Targeted Improvement Instructional Block Grant
- Home to School Transportation

Estimated LCFF Funding Rates for Districts in 2013-14

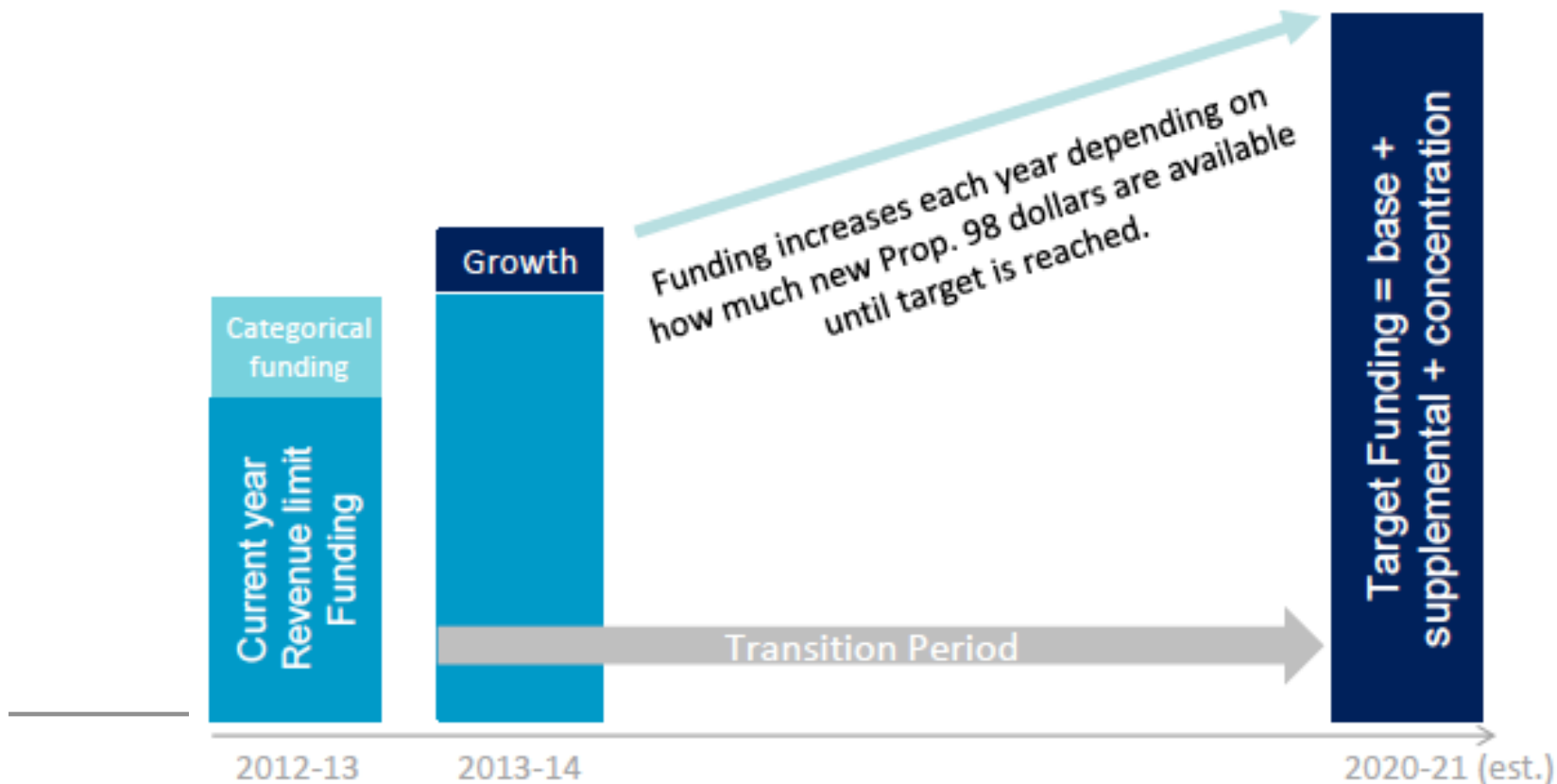


| Grade Spans | Base Grant 2013-14 | K-3 (10.4%) & 9-12 (2.6%) Add-ons | Supplemental Grant* (20% of base grant for EL, LI, FY) | Concentration Grant* (50% more of base grant generated for certain students above 55% of district enrollment) |
|-------------|--------------------|-----------------------------------|--|---|
| K-3 | \$6,952 | \$723 | \$1,033 | \$472 |
| 4-6 | \$7,056 | | \$950 | \$434 |
| 7-8 | \$7,266 | | \$978 | \$447 |
| 9-12 | \$8,419 | \$219 | \$1,163 | \$531 |

**Supplemental and Concentration Grants are based on unduplicated counts of students who are English learners, low-income or foster youth)*

Transitioning to LCFF

- In 2013-14, closes gap towards LCFF target by approximately 12%
 - San Diego Unified anticipates receiving approximately \$30 million in 2013-14 towards reaching our target.
- Allows districts to begin to restore core programs



LCFF and Student Subgroups



- ❑ Various student subgroups for accountability purposes (30 or more minimum):

| Subgroups | Subgroups (cont.) |
|-------------------------------------|---|
| Black or African American | White |
| American Indian or Alaska Native | Two or more races |
| Asian | English learners |
| Filipino | Socioeconomically disadvantaged students, defined as eligible for free and reduced-priced meals |
| Hispanic or Latino | Students with Disabilities |
| Native Hawaiian or Pacific Islander | |

- ❑ Students in foster care
 - New subgroup and 15 students minimum
- ❑ Counts based on three-year rolling averages

Supplemental and Concentration Funds



- ❑ To increase or improve services for English learners, low-income students (those who are eligible) and students in foster care in proportion to the increase in funds apportioned on the basis of unduplicated counts of these students.
- ❑ The district may use these funds for schoolwide, districtwide or countywide purposes in a manner that is no more restrictive than the restrictions provided for in Title I of the No Child Left Behind Act of 2001.
- ❑ State Board of Education to adopt regulations by January 31, 2014 to govern use of these funds.

What Does LCFF Mean for the San Diego Community?



- ❑ **Focused funding for students with the greatest needs**
 - English learners, foster youth and low-income students

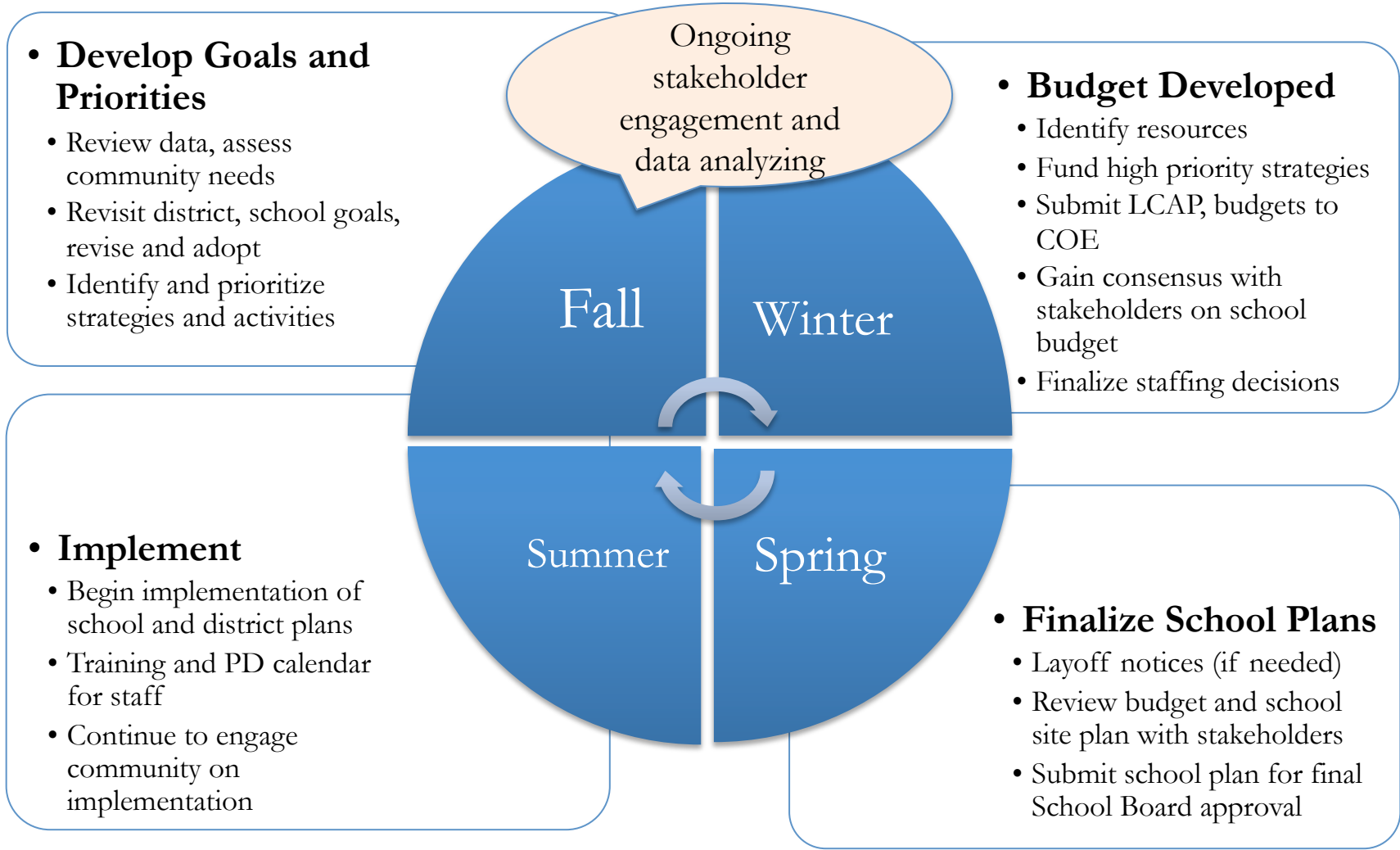
- ❑ **A broader definition of school success** – school district won't be evaluated by test scores alone.
 - LCFF requires schools to develop plans to improve student engagement, increase parent involvement, and create more positive learning environments on campus.

- ❑ **More local control** – School leaders and parents will have greater influence over spending and will have flexibility at the local level to create academic programs, services and budgets to meet the unique needs of students.
 - Districts budgets required to be aligned with academic plans (Local Control Accountability Plans-LCAP) **starting in July 2014.**

The Plan–Local Control Accountability Plan– Will Align Planning and Budgeting

| Past: Plans Followed Budgets (Reactive) | Future: Plans Drive Budget (Proactive) |
|---|--|
| <ul style="list-style-type: none"> • The Governor proposed a budget in January; Districts calculated what schools would receive. | <ul style="list-style-type: none"> • The planning cycle for the next school year begins in the Fall, before the budget is fixed. |
| <ul style="list-style-type: none"> • Schools and districts developed and adopted a budget quickly, in a reactive mode. | <ul style="list-style-type: none"> • Planning begins with a review of data. |
| <ul style="list-style-type: none"> • There was not sufficient time to build community buy-in or input for the budget. | <ul style="list-style-type: none"> • The longer planning cycle allows time for community engagement. |
| <ul style="list-style-type: none"> • Schools then completed the Single Plan for Student Achievement for compliance reasons after budget was finalized. | <ul style="list-style-type: none"> • Goals and priorities are in place and shape how resources are allocated when details become available. |

Aligning Budgets and Academic Programs



Required Eight State Priorities



Student Achievement

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

Parental Involvement

- Efforts to seek parent input
- Promotion of parent participation
- Parent advisory committees

Course Access

- Student access and enrollment in a broad course of study that includes core subject areas and other services.

Other Student Outcomes

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

Basic Services (compliance with *Williams* requirements)

- Rate of teacher misassignments/credentialed teachers.
- Student access to standards-aligned instructional materials.
- Facilities in good repair.

Implementation of Common Core State Standards (CCSS)

- Implementation of CCSS for all students, including English learners access to CCSS and ELD standards.

Student Engagement

- School attendance rates.
- Chronic absenteeism rates.
- Middle school dropout rates.
- High school dropout rates.
- High school graduation rates.

School Climate

- Student suspension rates.
- Student expulsion rates.
- Other local measures assessing safety and school connectedness.

Parental Involvement



- There are specific points in the development of the LCAP that require parental involvement.
 - State Priority – Increasing parental involvement, including district efforts to seek parent input in decision-making and promoting parental participation in programs for high needs and special education students
 - Districts must establish or use existing parent advisory committees to provide advice to the district regarding the LCAP, and must review and provide comment on the LCAP (i.e. DELAC, DAC, CAC, GATE Advisory, etc.)

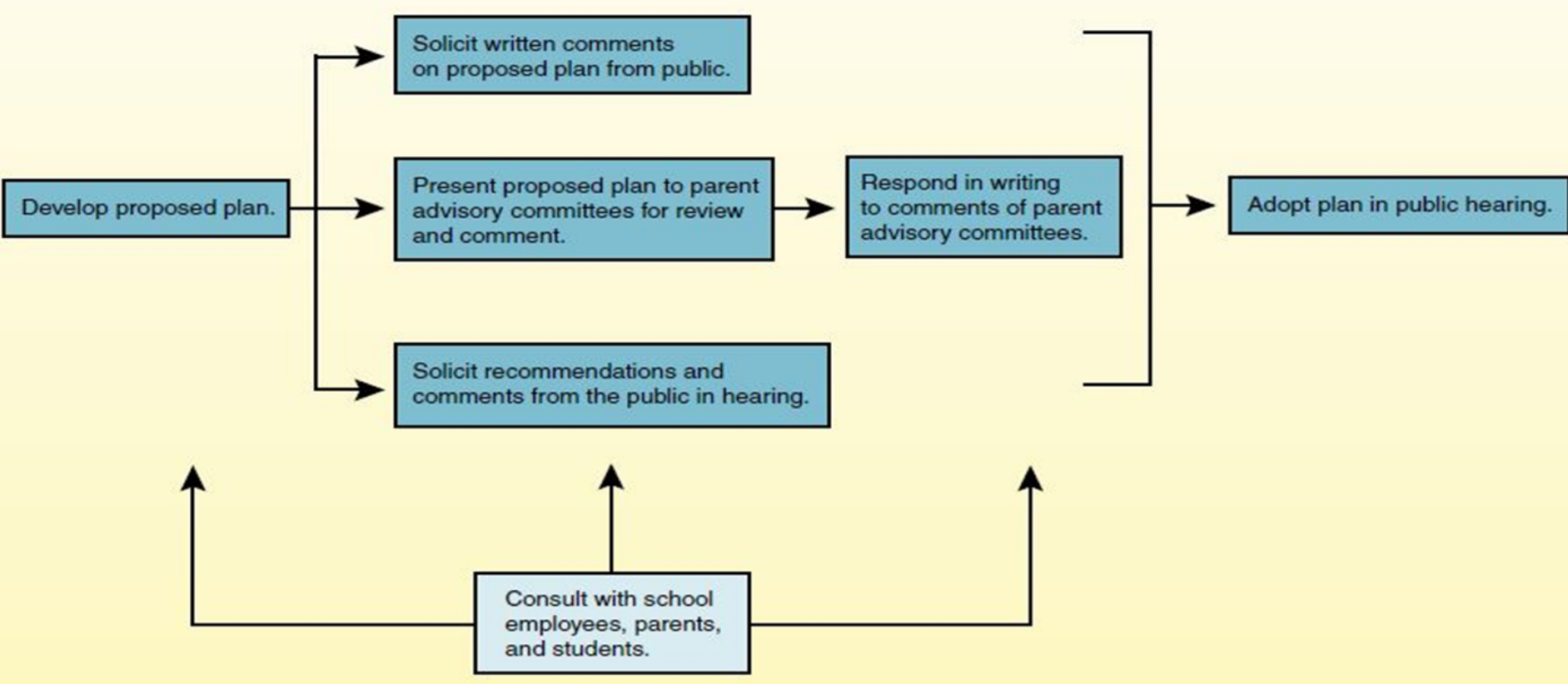


Community Engagement



- ❑ District will consult with teachers, principals, administrators, other school personnel, parents and students in developing LCAP.
- ❑ The Superintendent will notify the San Diego community of opportunities to provide comments regarding the proposed LCAP.
- ❑ The district Board will hold at least one hearing to seek recommendations and comments from members of the public prior to adopting the LCAP.
- ❑ The LCAP must be adopted at a public hearing at the same time as the annual district budget is adopted.

Local Control Accountability Plan Adoption Process



Tentative Timeline

□ State Board of Education

- January 31, 2014 – Adopts fiscal requirements for supplemental and concentration funding
- March 31, 2014 – Develops a template for the LCAP for school districts, charters and county offices to use

□ San Diego Unified

- October 2013 - March 2014 – Hold LCFF public meetings at District's Clusters to solicit input from all stakeholders
- April 2014 – Release draft LCAP for public review and comment
- June 2014 – District establishes local policies to implement LCAP; School Board adopts LCAP aligned with 2014-15 budget and files LCAP with County Superintendent
- July 2014 – Approved LCAP will be posted on District's website

LCFF Accountability Components



□ Support

- If LCAP is disapproved by county, county must provide technical assistance, which may include assignment of experts, or arrangements for a higher performing school district to mentor the district.
- **California Collaborative for Educational Excellence** established to advise and assist districts to achieve goals in their LCAPs. This center will be established by the State Board of Education.
- State Superintendent may assign **Collaborative** at request of school district, at request of county superintendent, or at his discretion.

□ Intervention

- State Superintendent, with approval of State Board, may intervene (rework LCAP, impose budget revision, rescind non-bargained actions, assign academic trustee) if district fails to show improvement across multiple subgroups for 3 of 4 consecutive years, and if support for the Collaborative has not produced results.

Additional Resources

- ❑ San Diego Unified School District- LCFF Site
www.sandi.net/lcff

 - ❑ California Department of Education – LCFF Site
<http://www.cde.ca.gov/fg/aa/lc>

 - ❑ California Weighted Student Formula
<http://caweightedformula.com/>

 - ❑ LCFF Channel’s Implementation Insights
<http://lcff.wested.org/lcff-channel/>

 - ❑ Legislative Analyst’s Office – Overview of LCFF
<http://lao.ca.gov/reports/2013/edu/lcff/lcff-072913.pdf>
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Questions?

District LCFF Website with Frequently Asked Questions:

www.sandi.net/lcff

Email: lcff@sandi.net