

LOCAL CONTROL FUNDING FORMULA

September 10, 2014

**Orange County Department of Education
Facilities Meeting**

**Joe Dixon, Assistant Superintendent
Facilities & Governmental Relations**

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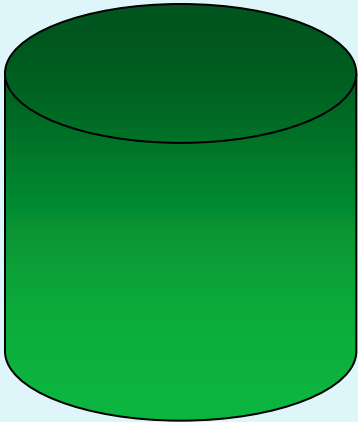
TODAY'S AGENDA

- Evolution of School Funding
- Implementation of LCFF
- Development of LCAP

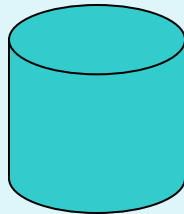
THE OLD FUNDING MODEL FOR SCHOOL DISTRICTS

The District Receives Ongoing Revenue From Several Funding Sources

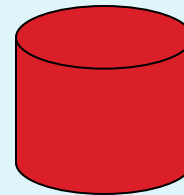
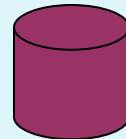
General Fund



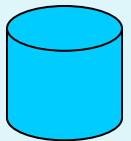
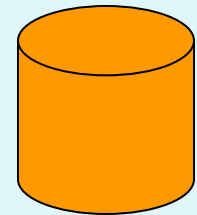
**Ongoing Federal
Title I, II, III, IV**



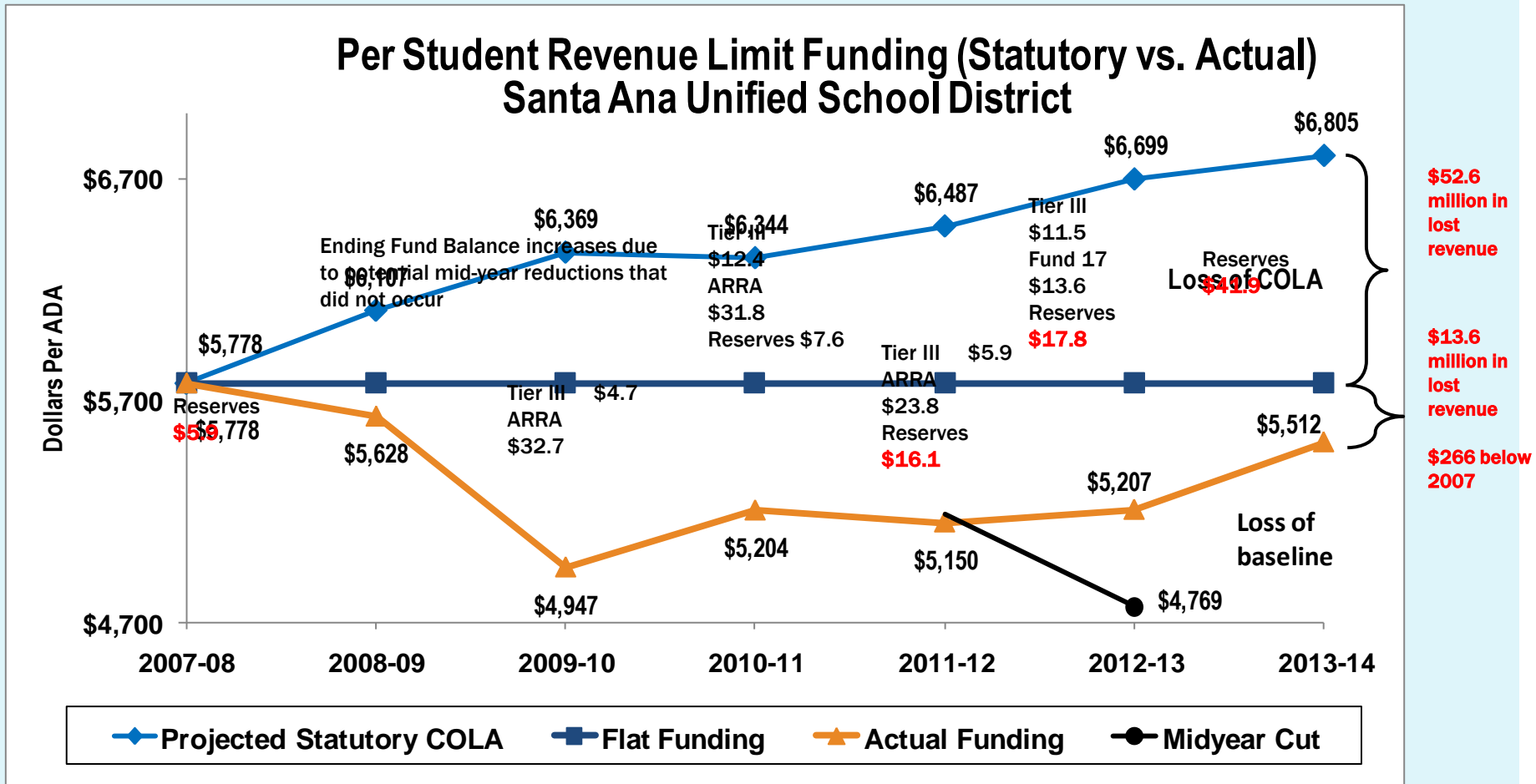
**State Categorical
EIA and Tier III**



**Measure G & State
Match Programs for
Construction
(ORG, COS, MOD, EMRP)**

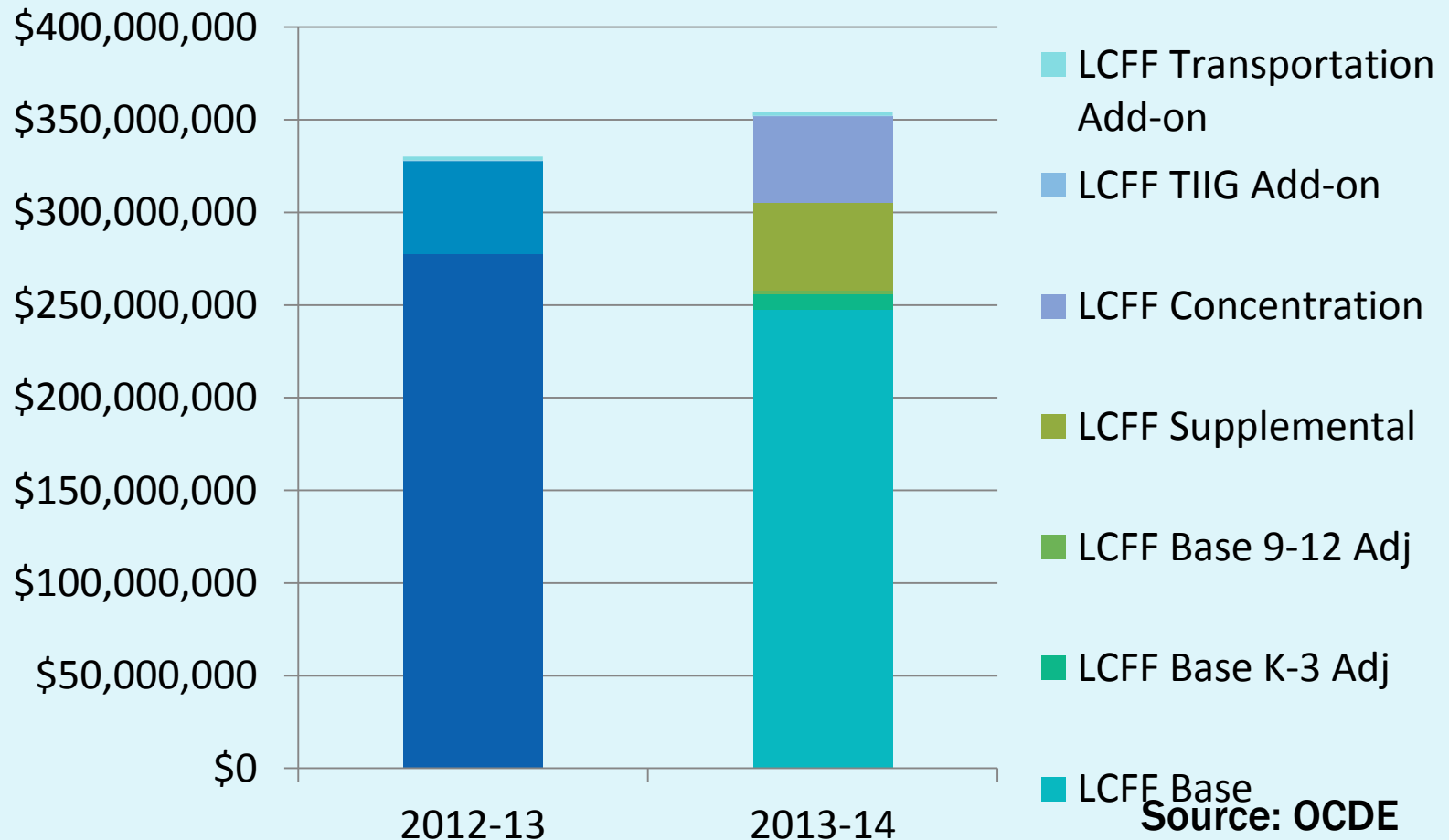


2012-13 BUDGET ACT - FUNDING PER ADA: ACTUAL VS. STATUTORY LEVEL



BASED UPON ADOPTED BUDGET - DOES NOT INCLUDE LCFF

TRANSITIONING TO LCFF



CHANGES IN EDUCATION

- **This is a time of unprecedented changes in Education on 3 different fronts**
 - School Finance – LCFF and LCAP
 - Curriculum and Instruction – Common Core State Standards
 - Assessment and Accountability – Smarter Balance Assessments (SBAC)
- **In addition, the system is coming off of 7 years of declining resources, creating pent up demand to reinstate programs and positions that have been removed during this time period**

LCFF – A QUICK REVIEW

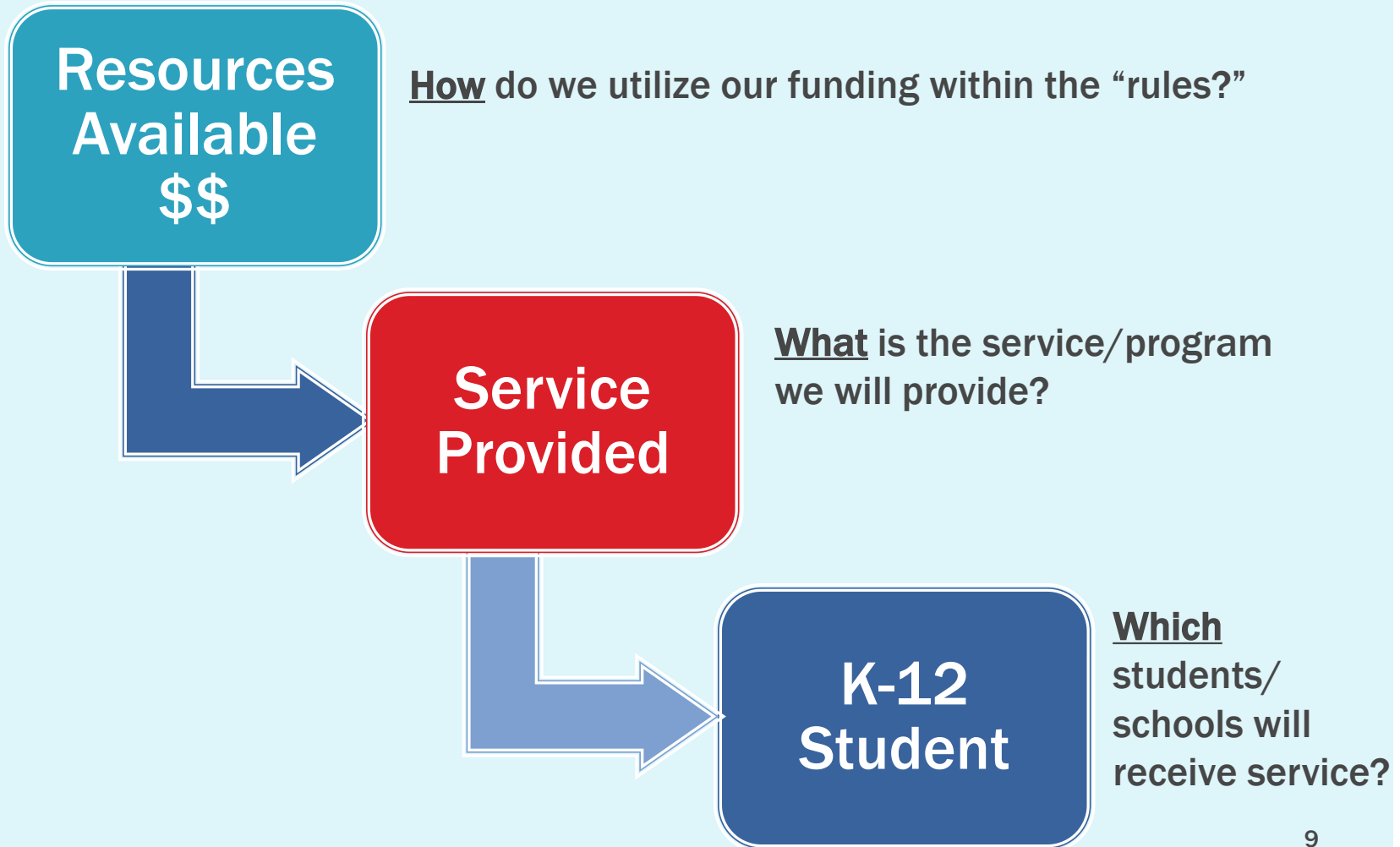
- The LCFF makes fundamental changes to how we allocate state Proposition 98 revenues to school districts
- At full implementation, the LCFF will fund every student at the same base rate in all school districts
- The LCFF provides two weighting factors applied against the LCFF base grant
 - 20% on behalf of each eligible student (Supplemental Grant)
 - An additional 50% for the eligible students exceeding 55% of total enrollment (Concentration Grant)
- Each school district receives at least as much state aid in future fiscal years as the district received in 2012-13
- The LCFF provides an Economic Recovery Target to assure district funding is restored to 2007-08 levels, adjusted for inflation

SYSTEM SHIFTS

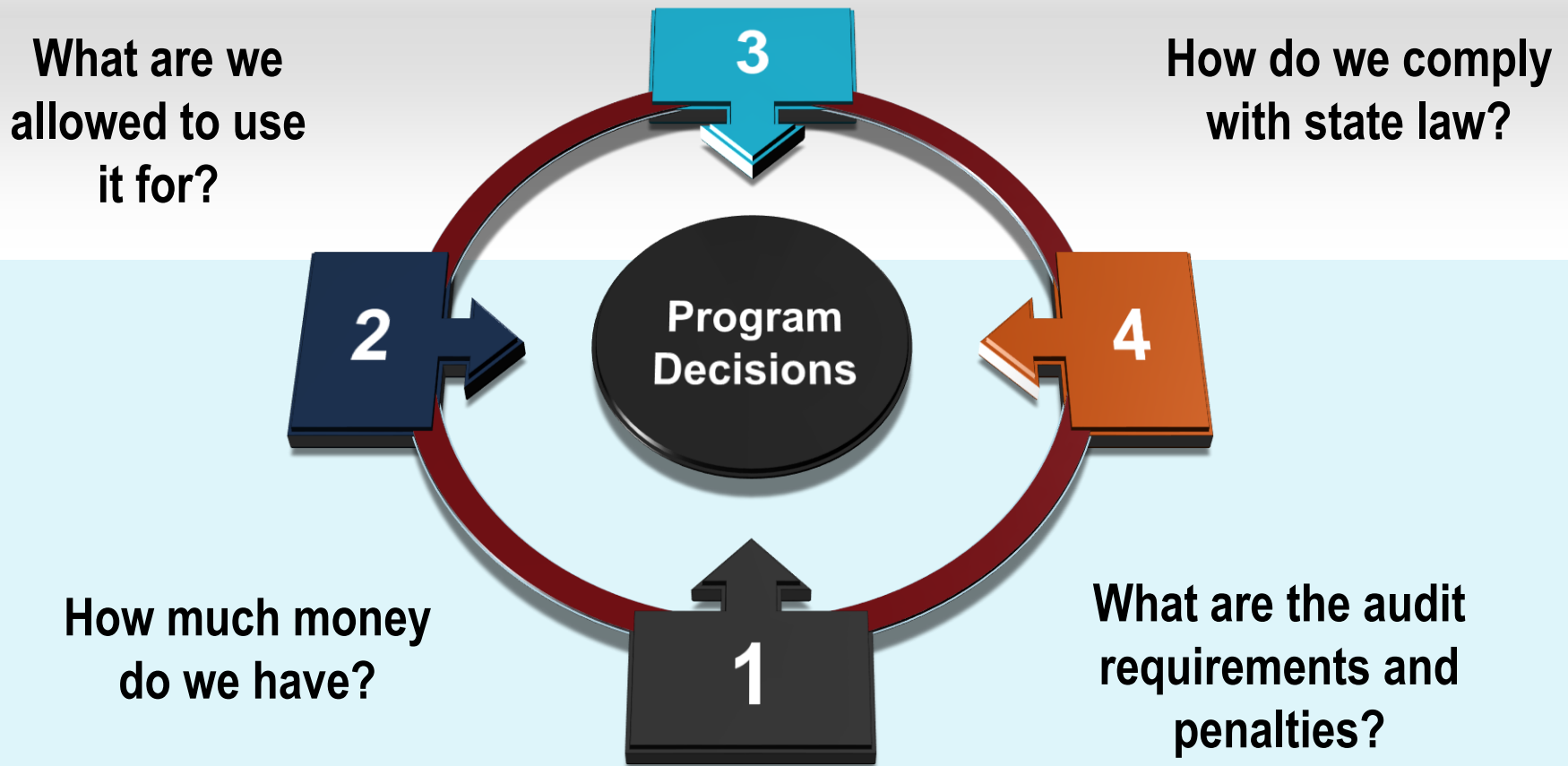
- Equity in Funding
- Role of local Board
 - State system – in the middle
 - Compliance / Budget
- Role of County
 - AB 1200 – Financial

- Equity of **Outcomes**
- Role of local Board
 - **Local** system
 - Based on community / parental input
 - **Accountability** for learning results
 - Elimination of Achievement Gaps
- Role of County
 - AB 1200 -- Financial
 - **LCAP Oversight**

OLD PROCESS



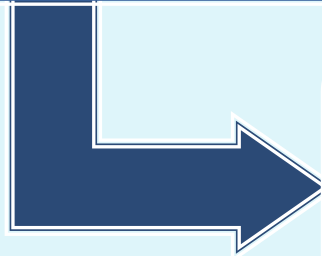
OUR OLD PARADIGM FOCUSED ON INPUT



NEW PROCESS

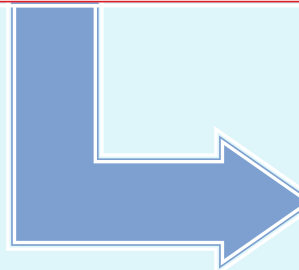
**K-12
Disadvantaged
Student**

Which disadvantaged K-12 student will receive service? What's their name? Who are they?



**Service
Provided**

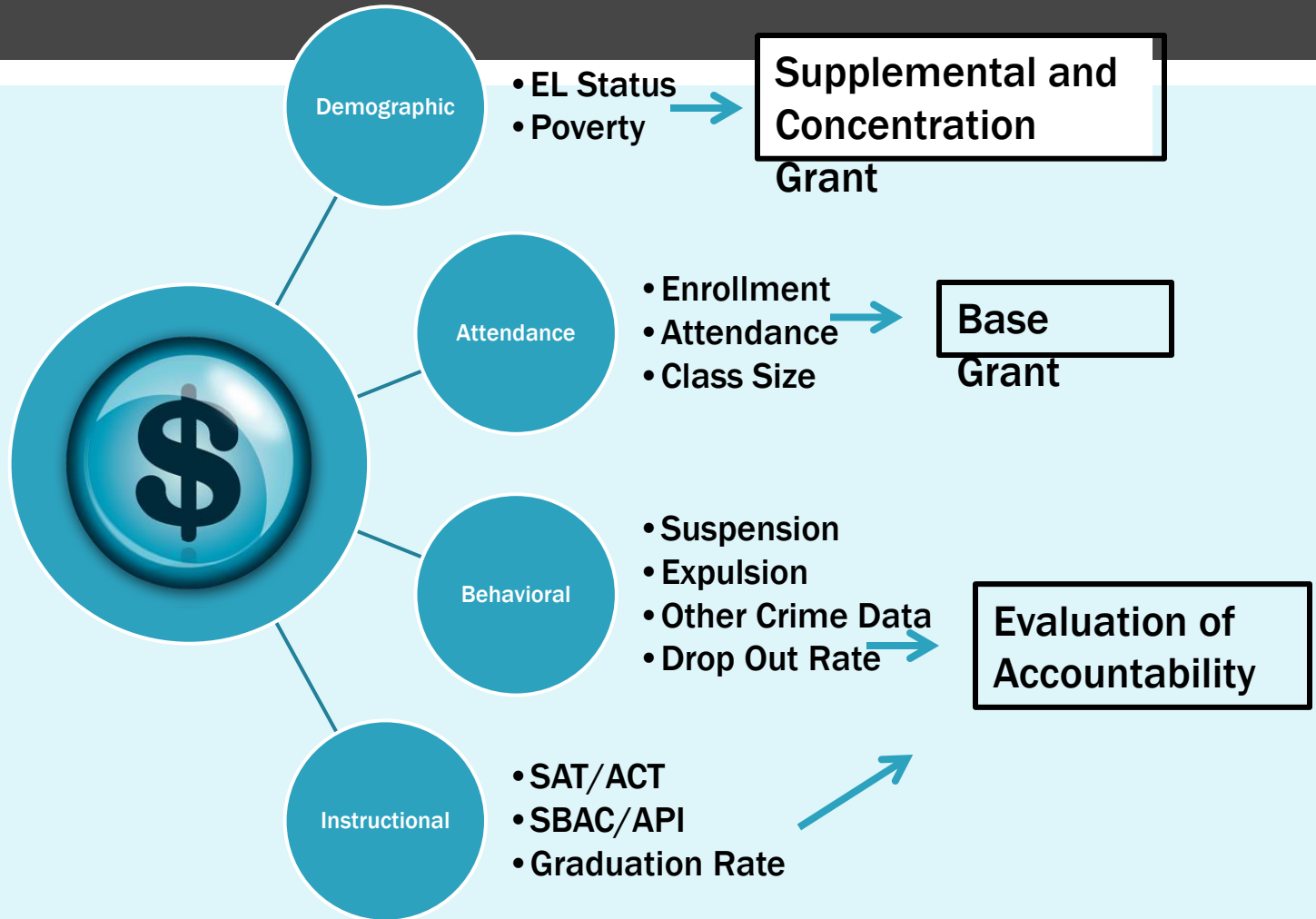
What is the service/program for that student?



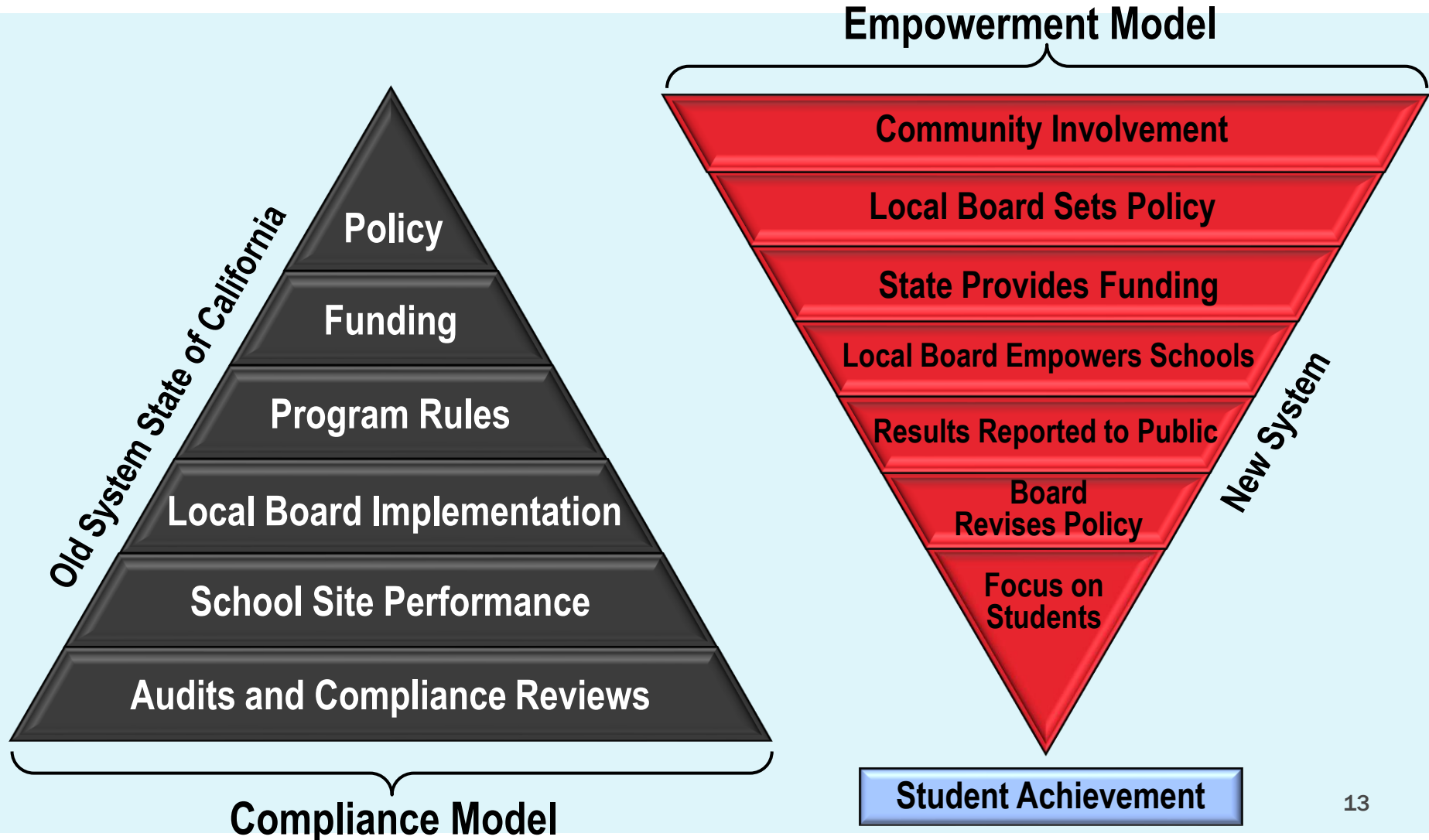
**Resources
Available
\$\$**

How do we prioritize our funding?

WHAT DATA MEANS TO US NOW



COMPLETE MIND SHIFT OF GOVERNANCE AND PLANNING ¹³



SAUSD LCAP PROCESS

- Stakeholder Surveys being sent out to collect data
- Input Sessions to collect data on community priorities
- District Committee charged with taking input and incorporating into the LCAP template
 - School, central office staff and parents are working on the eight components
- input will be gathered from a variety of groups prior to approval by the Board of Education
 - Board of Education updates and study session
 - Stakeholder group meetings
 - Focus groups
 - DAC/DELAC, Continuous Improvement Team (CIT); PTA
 - Posting on Website

PARENT AND COMMUNITY INPUT

DATES	LOCATION	TIME	SCHOOL SITE	SCHOOL SITE	SCHOOL SITE
WEEK 1					
MON 3/3	Willard IS	9:00 a.m.	Willard IS	Davis ES	Heroes ES
TUES 3/4	Sierra IS	6:30 p.m.	Sierra IS	Hoover ES	Garfield ES
WED 3/5	Mendez FIS	6:30 p.m.	Santiago ES	Wilson ES	
THUR 3/6	Mendez FIS	6:30 p.m.	Mendez FIS	Middle College	Muir FES
SAT 3/8	Villa FIS	9:00 a.m.		OPEN TO ALL SITES	
WEEK 2					
WED 3/12	Villa FIS	6:30 p.m.	Villa FIS	Walker ES	Remington ES
THUR 3/13	McFadden IS	6:30 p.m.	McFadden IS	Saddleback HS	Jefferson ES
FRI 3/14	Spurgeon IS	6:30 p.m.	Spurgeon IS	Carver/Romero-Cruz ES	Fremont ES
WEEK 3					
MON 3/17	Lincoln ES	6:30 p.m.	Lincoln ES	Community Day	
TUES 3/18	Lowell ES	8:15 a.m.	Lowell ES	Pio Pico ES	
WED 3/19	Santa Ana HS	6:30 p.m.	Santa Ana HS	Heninger ES	Roosevelt ES
THUR 3/20	Esqueda ES	6:30 p.m.	Washington ES	Esqueda ES	
WEEK 4					
WED 3/26	Martin ES	6:30 p.m.	Martin ES	Lorin Griset	
THUR 3/27	Lathrop IS	6:30 p.m.	Lathrop IS	Franklin ES	
SAT 3/29	McFadden IS	9:00 a.m.		OPEN TO ALL SITES	
WEEK 5					
MON 3/31	Valley HS	8:15 a.m.	Valley HS	Diamond ES	Adams ES
TUES 4/1	Edison ES	9:00 a.m.	Chavez HS	Edison ES	Monroe ES
WED 4/2	MacArthur FIS	6:30 p.m.	MacArthur FIS	Taft ES	
THUR 4/3	Carr IS	6:30 p.m.	Carr IS	Harvey ES	Sepulveda ES
WEEK 6					
MON 4/14	Century HS	6:30 p.m.	Century HS	Kennedy ES	Madison ES
TUES 4/15	Godinez FHS	6:30 p.m.	Godinez FHS	Jackson ES	Mitchell CDC
WED 4/16	Segerstrom HS	6:30 p.m.	Segerstrom HS	Greenville FES	Thorpe FES
THUR 4/17	King ES	8:15 a.m.	King ES	Monte Vista ES	

ALL EYES ON LEARNING

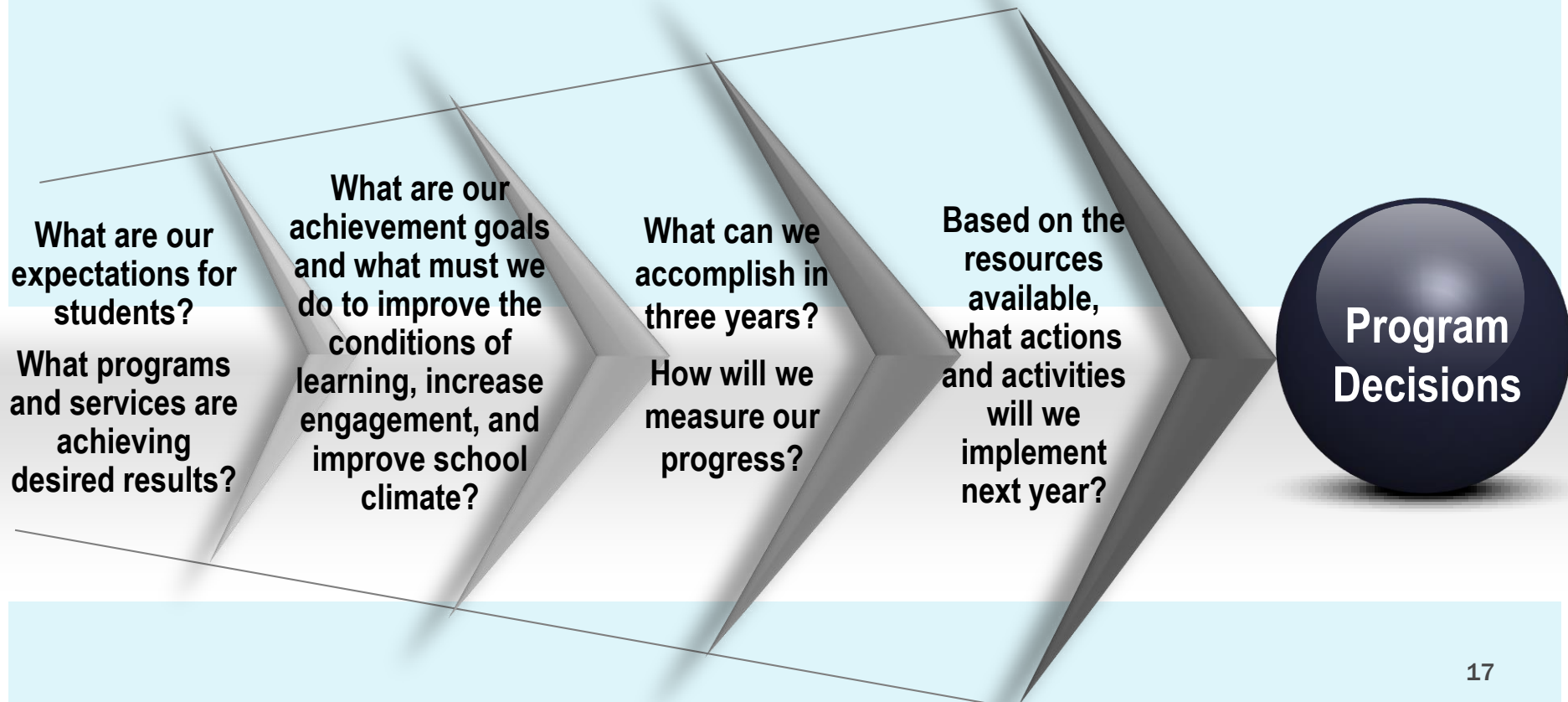
OUR GOAL

Our students must learn and perform better than the students in any community, state, or nation.

How do we show we have accomplished our goal?

A NEW WAY OF THINKING

- The new system requires us to think first about outcomes
- No longer are you limited by what you can afford to do in a single year – start thinking about what you could accomplish in three years



LCAP REQUIREMENTS

- The LCFF accountability system requires that LEAs develop a three-year LCAP and annually update it
- The LCAP must
 - Identify goals based on state priorities for all students, “numerically significant subgroups”, students with disabilities, and eligible students
 - List annual actions that the LEA will implement in accomplishing the goal
 - Describe expenditures in support of the annual actions and where they can be found in the LEA’s budget
- The LCAP is intended to be a comprehensive plan
 - School site plans and the Single Plan for Student Achievement must align with the LCAP
 - The LCAP may reference and describe actions and expenditures of other plans

EIGHT STATE PRIORITIES

- 1. Basic Services**
- 2. Implementation of CCSS**
- 3. Parental Involvement Efforts**
- 4. Student Achievement**
- 5. Pupil Engagement**
- 6. School Climate**
- 7. Course Access for ALL**
- 8. Other Pupil Outcomes**

LEVELS OF ENGAGEMENT AS REQUIRED BY STATUTE

1

- Consultation with:
- Teachers
 - Principals
 - School personnel
 - Pupils
 - Local bargaining units

2

- Present for review and comment to:
- Parent advisory committee
 - English learner parent advisory committee
 - The superintendent must respond in writing to comments received

3

- Opportunity for public input:
- Notice of the opportunity to submit written comment
 - Public hearing
 - The superintendent must respond in writing to comments received

4

Adoption of the plan:

- Adopted concurrent with the LEA's budget
- Submitted to COE for approval
- Posted on district website
- COE posts LCAP for each district/school or a link to the LCAP

THE ROLE OF THE SUPERINTENDENT

- **The Superintendent is given a heavy responsibility to be the conductor of the LCAP development process**
 - **The Superintendent is charged with ensuring that the obligation to consult with employee organizations and to facilitate a response to comments by community groups is met**
 - **Additionally, the Superintendent is charged with recommending specific strategies to the Board and implementing those that are adopted**
 - **The Superintendent leads the Cabinet in analyzing student performance and selecting appropriate interventions**
- **The quality and integrity of the development process are the domain of the Superintendent**
 - **The Superintendent and Cabinet provide the professional expertise to implement the plan and to assess results and recommend revisions**

USE OF SUPPLEMENTAL/CONCENTRATION GRANTS - DISTRICTWIDE

- The LCFF regulations provide districts varying degrees of latitude in the expenditure of supplemental/concentration grant funds, depending upon the percentage of eligible students
- If the district has unduplicated counts of the following:
 - **Greater than 55%, then these funds may be spent on a districtwide basis, provided the district**
 - Identifies the districtwide services
 - Describes how these services meet the district's goals for the targeted students in the state priority areas
 - **Less than 55%, districtwide expenditure of these funds is authorized, provided the district**
 - Identifies the districtwide services
 - Describes how these services meet the district's goals for the targeted students in the state priority areas
 - Describes how these services are the most effective use of the funds

USE OF SUPPLEMENTAL/CONCENTRATION GRANTS- SCHOOL SITES

- The proposed regulations also address school site enrollment and the authorized use of these funds
 - A district that has a school with an enrollment of eligible pupils in excess of 40% of the school's total enrollment, the district may expend the targeted funds on a schoolwide basis, provided the district
 - Identifies the schoolwide services
 - Describes how these services meet the district's goals for the targeted students in the state priority areas
 - A district that has a school with an enrollment of eligible pupils less than 40% of the school's total enrollment, the district may expend the targeted funds on a schoolwide basis, provided the district
 - Identifies the schoolwide services
 - Describes how these services meet the district's goals for the targeted students in the state priority areas
 - Describes how these services are the most effective use of the funds

THE ROLE OF THE BOARD

- The Board represents the visions and values of the community and has final accountability for the performance of students and the financial solvency of the district
 - The Board sets the direction for the development of the LCAP
 - Through the use of study sessions and open meetings, the Board hears and evaluates input from the administration, the community, and all stakeholders
 - The Board conducts public hearings in accordance with the law
 - Qualitative decisions about priorities are the domain of the Board
 - The Board assesses performance annually and approves amendments to the plan
- Ultimately, the Board gives final approval to both the LCAP and the district budget, and ensures that they are consistent and represent the community interest

CLOSING

- This is the most significant school reform in the past 40 years
- We now have a funding model that is based upon the students that we serve today, and nimble enough to provide for the students we will serve tomorrow
- For years the educational community has requested local control of funding and we have it now
- Our legacy will be how we choose to implement this funding model in the future years and the accountability that we require from ourselves

LCAP & MAINTENANCE

Good Repair Standard

- Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair.

NO STATE BOND

- Background on the AB 2235 effort
- Short term strategies
- Long term strategies
- “Pay as you go”
- Governor’s January budget

C.A.S.H. TIMELINE

- Board to meet September 18/19 to discuss options
- Board to decide options September 24
- Major focus of the Fall Conference