

# Aligning LCFF / LCAP with the Strategic Plan

Community Presentation  
January – February 2014

# Tonight's Process

Please silence phones & not use them during this meeting

$\frac{3}{4}$  Be patient -- complicated topic & long presentation

$\frac{3}{4}$  Save questions for small groups

$\frac{3}{4}$  Use question cards

$\frac{3}{4}$  Know that all questions will have responses in FAQs.

# LCFF = Local Control Funding Formula

- $\frac{3}{4}$  LCFF recognizes that students with high academic needs -  
- low income (LI), English learners (ELL) and foster youth (FY) – also need additional financial resources to support them in meeting today’s standards
- $\frac{3}{4}$  Base grants provide the bulk of the funding, per pupil by grade level group, K-3, 4-6, 7-8 and 9-12.
- $\frac{3}{4}$  Supplemental grants – provide 20% more funding for each student who is low-income, English language learner or foster care when LCFF is fully funded.
- $\frac{3}{4}$  Concentration grants for only for districts with 55% or more are high need. Each student over 55% generates another 50% in funding when LCFF is fully funded.



**\$29 Million Less than 2007-08**

**\$109 Million More in 2021-22**

# LCFF Funds Must be Spent as Intended

Funding generated through Supplementary & Concentration grants must be spent to increase or improve services for ELL, LI, FY.

# **LCFF Provides Additional Funding**

**Cost of Living Adjustment – at 1.5% this year**

**Class size reduction – K-3 only at 10.4%**

**Career Technical Education for 9-12 at 2.6%**



# Class Size Reduction – LCFF & WCCUSD

- ★ LCFF requires that districts reduce K-3 class size to 24 by 2020
- ★ WCCUSD Board reduced class sized to an average of 26 for 2013-14 and to an average of 24 for 2014-15
- ★ Supplemental and Concentration funding can't be used for across-the-board class size reduction.
- ★ WCCUSD will use base funding, reserves and parcel tax funds until the state funding for class size reduction catches up.

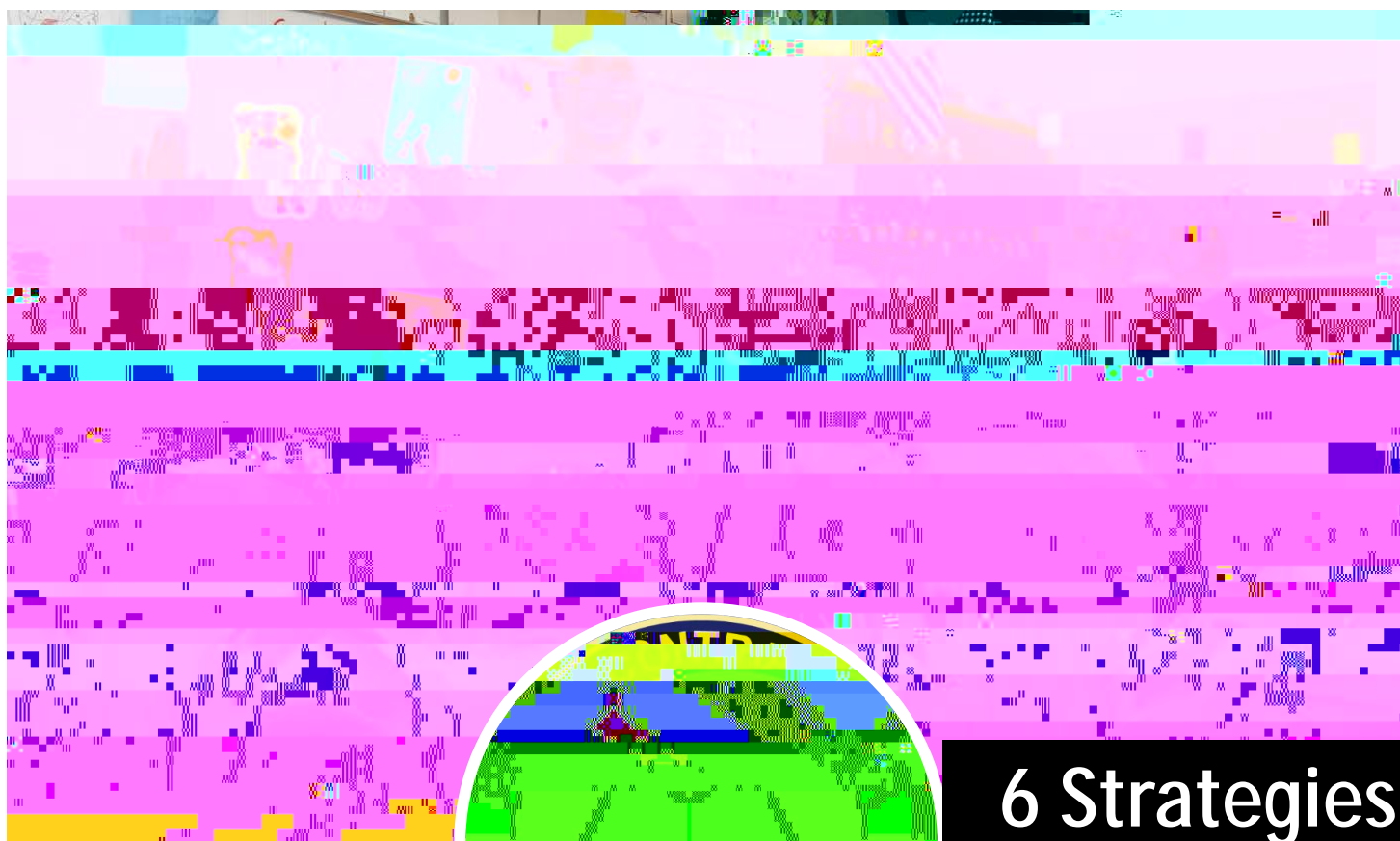
50 One – on – One Interviews

520 Focus Group Participants (31 groups)

1,019 Town Hall Participants (11 town halls)

Teacher &

568 Community Surveys Responses\*



**6 Strategies**  
**35 Objectives**  
**134 Tactics**

# Strategic Plan Report

November 13, 2013



Support Quality Instruction

\$6,500,000

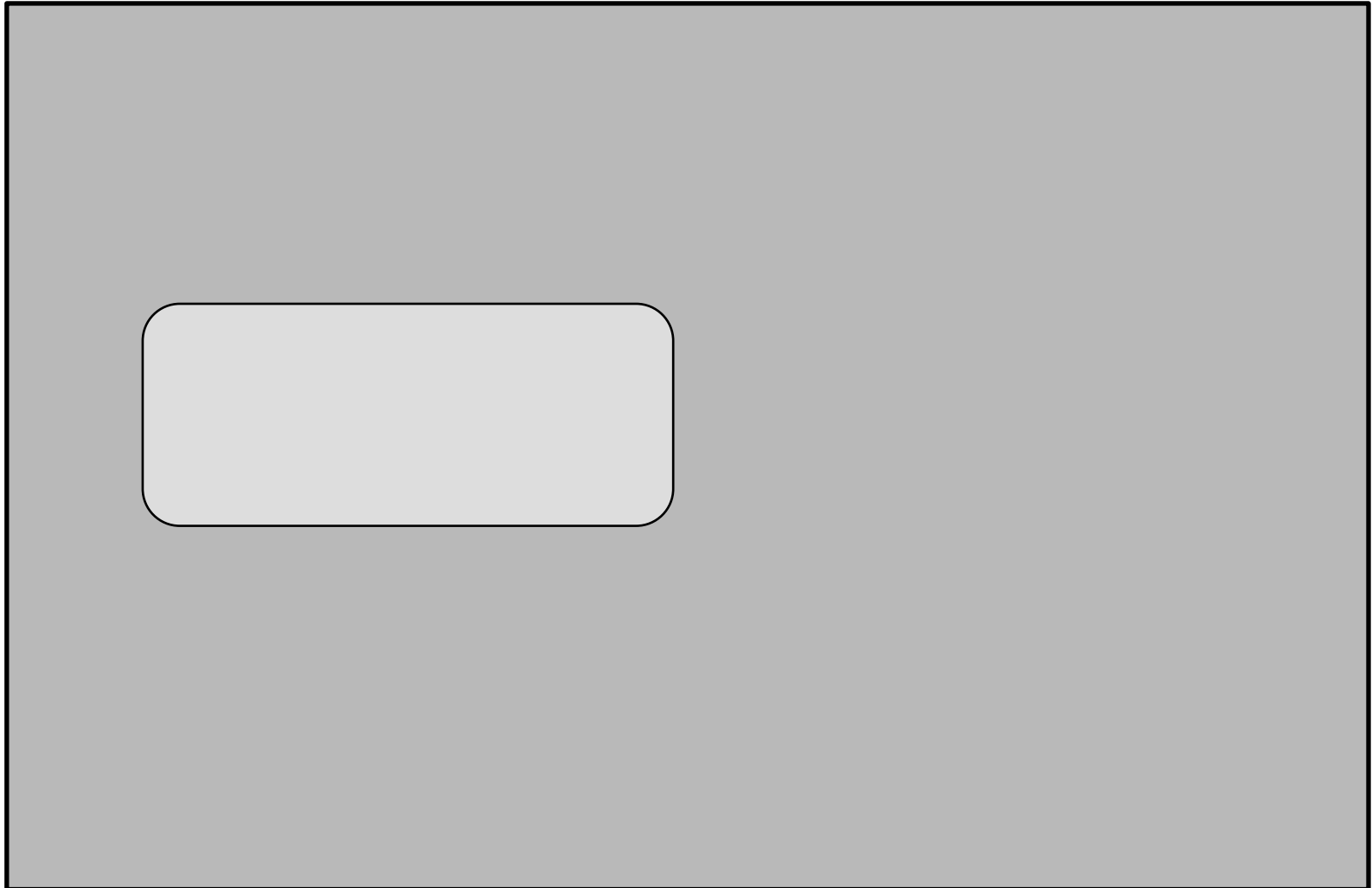
Create High Expectations

\$9,230,000

Embrace Collective Ownership

\$3,400,000

# WCCUSD Strategic Plan Structure



# Local Control Accountability Plan (LCAP)

## LCAP Plans Must Include:

### Key Components

Goals

Actions

Related Budget

### For Each Major Group

Race/ethnicity

Low-income

English learners

Students w/ disabilities

Foster youth

### For 8 priority areas

Student achievement

Student engagement

Implementation of CCSS

School Climate

Parental Involvement

Basic Services

Course Access

Other Student Outcomes

# WCCUSD Student Groups For LCAP

<b>Racial/Ethnic Groups:</b>	
African American / Black	6,103
American Indian or Alaska Native	71
Asian	3,292
Filipino	1,755
Hispanic or Latino	15,522
Native Hawaiian or Pacific Islander	281
White	3,555
<b>Total</b>	<b>30,579</b>
<b>Other Groups:</b>	
Socioeconomically disadvantaged students	20,515
English learners	9,406
Students with disabilities	4,084
Foster youth	84

Increase understanding of LCFF / LCAP / Strategic Plan

Develop proposed plan

Consult with employees, unions, parents & students

Solicit written comments

Present plan to parent advisory committee

Solicit recommendations & comment in public hearing

Respond in writing to comments from parent advisory committee

Adopt plan after public hearing



# District Local Control Accountability Plan Parent Committee

Elementary & Secondary from each high school attendance area

Alternative Education

Bayside Council of PTAs

Building Block for Kids

Community Budget Advisory Committee

Concilio Latino

Contra Costa Interfaith Supporting Community Organization

Foster or Group Home

Homeless

Multilingual District Advisory Committee

NAACP

North Richmond Network

Public Employmentwork

# Aligning District Strategies & Goals & State Priorities

District Strategies	District Goals	State Priorities
Create High Expectations	Improve student achievement for all students	Pupil Achievement; Course Access
Create High Expectations	Accelerate student learning increases for ELL & low income students.	Pupil Achievement; Course Access
Support Quality Instruction	Improve collaboration & autonomy at schools	
Support Quality Instruction	Improve instructional practice through professional development and professional learning communities at schools	Implementation of the common core, academic content & performance standards
Support Quality Instruction	Recruit & retain high quality teachers & principals	
Embrace Collective Ownership	Increase parent engagement, involvement & satisfaction	Parent involvement
Embrace Collective Ownership	Increase community engagement & satisfaction	



# Measures / Data Requirements for State Priority Areas

## Student Achievement

Performance on standardized tests

Score on Academic Performance Index

Share of students that are college & career ready

Share of EL's that become English proficient

EL reclassification rate

Share of students that pass the AP exam at 3 or higher

Share of students who are college ready on the EAP

## Student Engagement

School attendance rates

Chronic absenteeism rates

Middle school dropout rates

# Measures / Data Requirements for District Strategies

**Student Survey** – Healthy Kids & District components for climate, access, services, academic challenge, technology, etc.

**Staff Survey** – based on “Keys” including climate, professional development, support, working conditions, involvement

**Parent Survey** – responsiveness, inclusion, challenge, overall school management

**Community Survey** – perception of communication, effectiveness, value

**Share of teachers & principals rated as highly effective**

**Share of new teachers / principals who stay into their 4<sup>th</sup> year**

**Alignment of Budget to Activities in LCAP for EII, LI & FY**

**Data quality standards & degree to which timelines are met**

**Internal & external recognition of best practices**

**Milestones achievement in technology plan**

# Other Fields for Each Goal

Current Status

Target for 2014-15

Target for 2015-16

# Strategic Plan / LCAP Adoption Timeline

## Community Meetings

Location	Date
El Cerrito High School	Wednesday, January 15, 2014
Ford Elementary School	Thursday, January 16, 2014
Pinole Middle School	Tuesday, January 21, 2014
DeJean Middle School	Tuesday, January 28, 2014
DeAnza High School	Thursday, January 30, 2014
Hercules Middle School	Thursday, February 6, 2014

Jan 8

# Next Steps for Tonight

1. Move into small groups
2. Address your questions
3. Respond to key decision questions
4. Brief Summary



# Group questions for Community Meetings

## Question 1

**The LCFF requires that we target new resources to low income students, English language learners and foster youth. What services or programs could we provide and how could we provide them as academic support?**

# Group questions for Community Meetings

## Question 2

**What services or programs could we provide and how might we provide them as socio-emotional support?**

# Group questions for Community Meetings

## Question 3

**What other wrap around services – e.g. health, vision, attendance, parent engagement for non-English speaking parents, special services for foster youth -  
- should we be considering?**

# Group questions for Community Meetings

Question 4

# **Additional Information**

**California Department of  
Education**

**<http://www.cde.ca.gov/>**