



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

LCFF and LCAP Overview Budget and Finance Committee



Dr. Devin Dillon, Interim Superintendent
Lisa Spielman, LCAP Coordinator
3/1/17

www.ousd.org



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Outcomes

- **I can explain the purpose of LCFF.**
- **I can explain the purpose of the LCAP.**
- **I understand how the LCAP can be leveraged for transparency and accountability.**
- **I understand the LCAP process, challenges, and opportunities**



Why is This Important?

THE STATE REQUIRES

Link Goals to Dollars



Monitor Dollars/Investments



Know & Understand How Investments
Improve Student Achievement



**IMPORTANT OUSD STAFF & COMMUNITY UNDERSTAND
THE ORGANIZATION'S INVESTMENTS**

CA Public School Financial System Changes

Year	Description
2013	State of CA transforms the public school financial system with the passing of the Local Control Funding Formula (LCFF) by Governor Jerry Brown



The Local Control Funding Formula (LCFF)

Focuses on **EQUITY**



The Local Control Funding Formula (LCFF)

MORE DOLLARS are allocated for Students in Need

English
Learners
(EL)

Foster
Youth
(FY)

Low
Income
(LI)

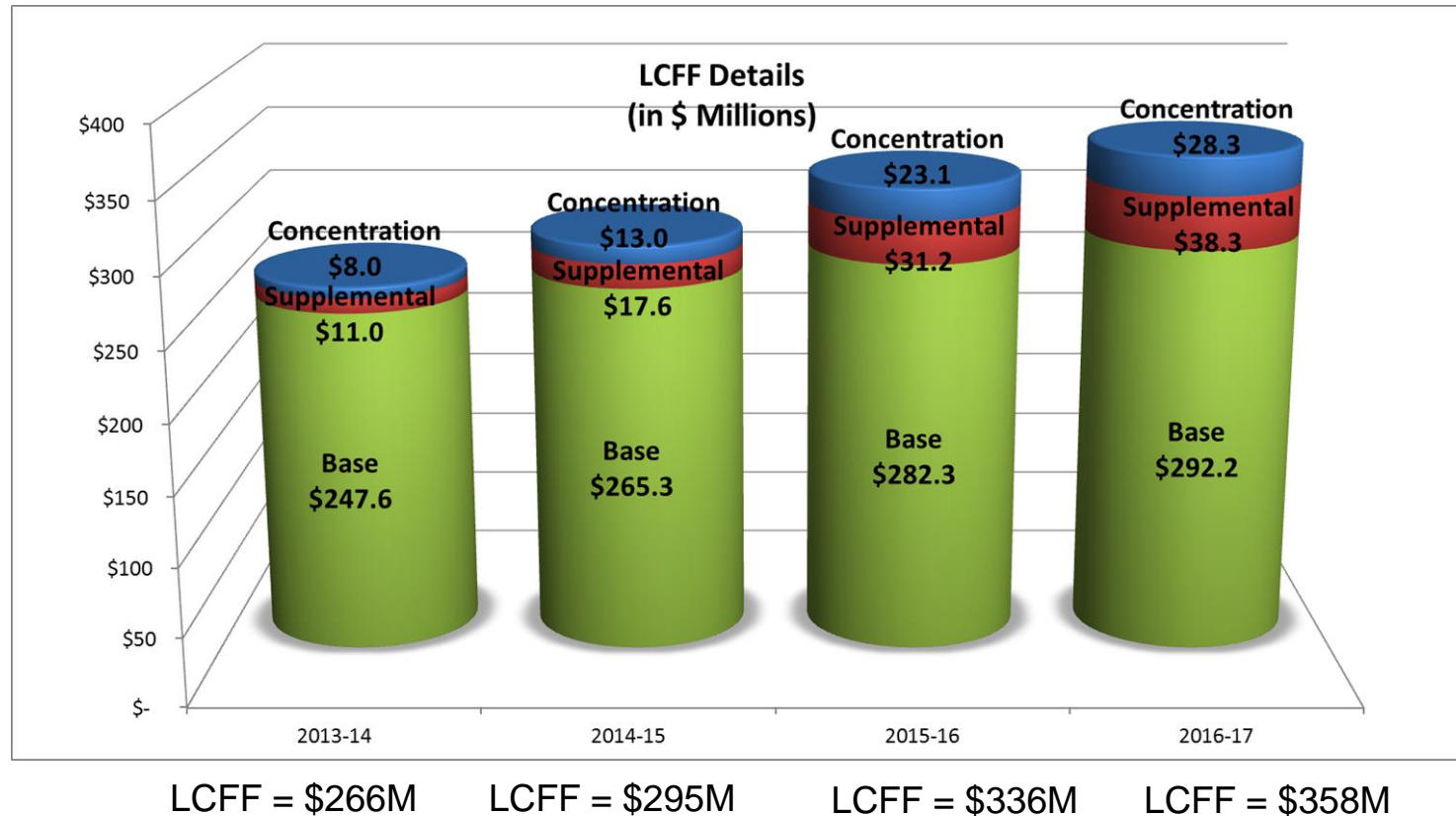
78% of students are in 1 of these student groups. Each student counted only once.



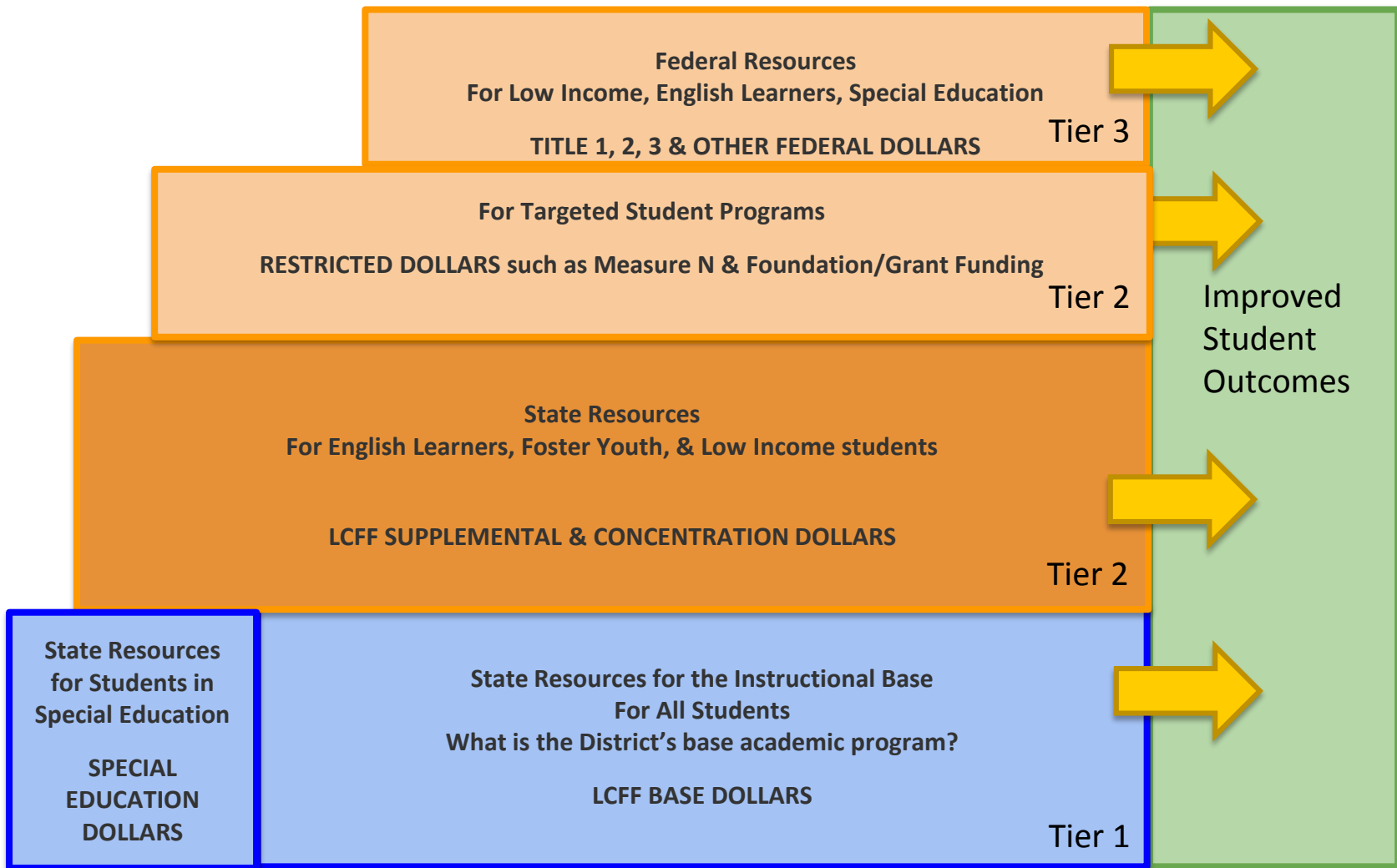
Understanding LCFF – CA State Dollars

Per-Student Grant	Description
LCFF Base Dollars	Every student across the State receives the same level of funding depending on the grade of the student.
LCFF Supplemental Dollars	Every district receives a per-student grant equal to 20% of the base grant for every student in need (English Learners, Foster Youth, & Low Income).
*LCFF Concentration Dollars	Every district with more than 55% enrollment of students in need will receive a per-student grant equal to 50% of the base grant for every student in need above the 55% enrollment level (English Learners, Foster Youth, Low Income).

Multi-Year LCFF Dollar Breakout



Allocating & Aligning Dollars to Student Groups





LCFF S & C Dollars

LCFF Supplemental & Concentration funds will be directed to services that will directly increase or improve the student achievement & social emotional development of our English Learners, Foster Youth, and Low Income Students.



LCFF Supplemental & Concentration Funding

Questions We Need to Answer:

1. How do we know our students are better off?
2. What is the evidence of student academic growth?
3. How do we know investments with S & C dollars are improving student achievement & social emotional development?

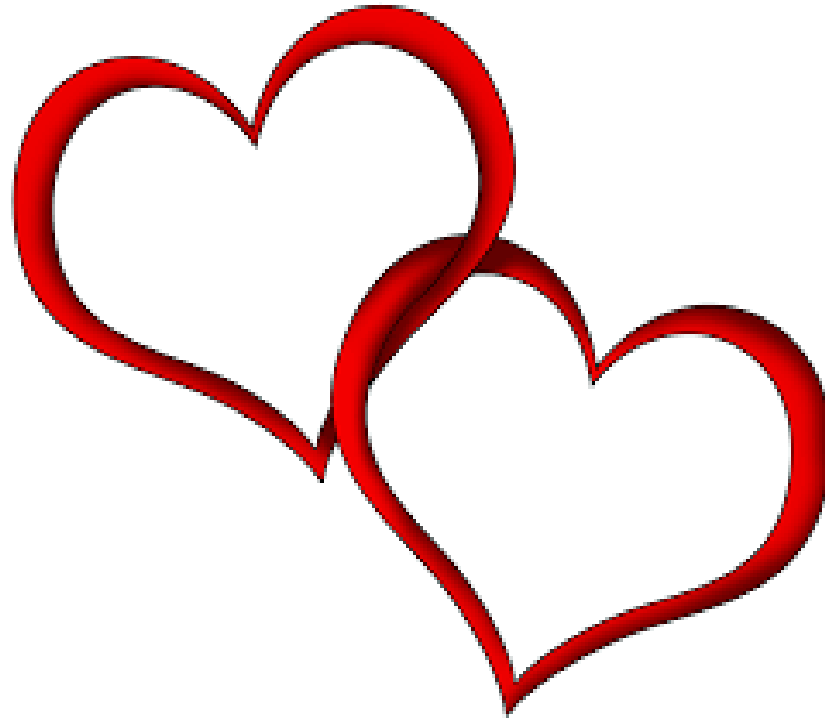
These are good questions to ask for **ALL** investments, not just limited to S & C dollars

LCFF Supplemental & Concentration Funding

Guiding Questions When Allocating Dollars

- 1. What programs, supports, services do we provide for all students?**
- 2. What programs, supports, and services do we explicitly have in place to accelerate student achievement and social emotional development for our English Learners, Foster Youth, and Low Income students?**

LCFF & LCAP Married



Connecting the LCFF and the Local Control Accountability Plan (LCAP)

As part of the LCFF, every district is required to create the Local Control Accountability Plan (LCAP).

The LCAP reports in detail how LCFF funds will be used to improve student outcomes with a specific focus on accelerating the student achievement and social emotional development of English Learners, Foster Youth, and Low Income students.

Goal – OUSD LCAP

The **LCAP** document will be a **MEANINGFUL** document that will **DRIVE DECISION MAKING** about our academic and social emotional supports, services, and programs for students.

The LCAP document will provide **TRANSPARENCY** about the funding for supports, services, and programs.

Details about the OUSD LCAP

The OUSD LCAP **MUST HAVE** the following **INFORMATION** in **ONE** document

**DESCRIPTION OF ACADEMIC & SOCIAL
EMOTIONAL DEVELOPMENT
PROGRAMS, SUPPORTS, & SERVICES**

**FAMILY, COMMUNITY, & STUDENT
ENGAGEMENT RECOMMENDATIONS**
LCAP Parent Student Advisory
Committee (PSAC) meets regularly

**STUDENT ACHIEVEMENT DATA &
ANALYSIS BASED ON LCAP GOALS**

**FUNDING - Expenditures & Funding
Sources**

**JUSTIFICATION FOR SUPPLEMENTAL &
CONCENTRATION INVESTMENTS**

THE ANNUAL UPDATE - Reflections on the
Current School Year. Did we implement what we
planned and what was the impact?

10 Indicators to Measure Student Performance

The LCAP must address each of the Indicators

6 STATE INDICATORS

ACADEMICS

ENGLISH LEARNER

GRADUATION RATE

SUSPENSION RATE

CHRONIC ABSENTEEISM

CAREER & COLLEGE

4 LOCAL INDICATORS

BASIC CONDITIONS

IMPLEMENTATION OF
ACADEMIC STANDARDS

PARENT ENGAGEMENT

SCHOOL CLIMATE

OUSD LCAP – OUR STORY

The LCAP is OUSD's detailed story about what we believe will increase the achievement and social emotional development of our students with a special focus on our English Learners, Foster Youth, and Low Income students.



The LCAP Document – Difficult to Read

Why?

Particular Format

Organized by LCAP Goal and Action Area

Organized by Year

Student Achievement Data Spread Throughout

There is a new LCAP template for 2017-20; information is
EASIER TO FOLLOW

Leveraging the LCAP

TRANSPARENCY & ACCOUNTABILITY

LCAP Section 2 - Actions & Services

The plan for instruction and social emotional development are connected to funding and to our 6 LCAP Goals and LCAP Action Areas.

The LCAP shall list and describe how the expenditures a district has planned will serve low-income students, foster youth, and English Learners.

LCAP Annual Update Section - Reflection/Monitoring

Based on what we planned, did we implement what we planned and what was the impact.



From 2016-17 LCAP, Central Budget & Narrative (Transparency)



Office: Chief Academic Office, Educator Effectiveness LCAP Action Area 2.6 2016-17 Dept./Unit Description	Scope of Service TK - 12	Pupils to be Served X ALL	Total Expenditure: \$1,158,394
<p>Provide the following to support educator effectiveness, with a focus on the growth and development of new educators who are disproportionately placed in schools serving a high population of low income students. Research shows that the number one factor impacting student achievement is the quality of the teacher. The system of educator effectiveness supports all teachers and leaders in their growth and development and effectiveness. This in turn will result in positive student achievement outcomes.</p> <p><u>1. Office Manager (1 FTE)</u> Provides support for the educator effectiveness programs: New teacher support, Peer Assistance and Review coaches, and teacher growth and development. We have expanded our teacher/principal support programs and need a support person on the team. LCFF Supplemental & Concentration Funded</p> <p><u>2. Program Manager, Leadership Growth and Development (1 FTE)</u> Leads the implementation of the Leadership Growth and Development System. Most of our school site leaders support schools where the majority of the student population is Low Income, English Learners, or Foster Youth. This position leads the implementation of the Leadership Growth and Development System which provides leaders feedback about areas of strength when leading and areas of growth. LCFF Supplemental & Concentration Funded</p> <p><u>3. Program Manager, Teacher Growth and Development (1 FTE)</u> Leads the implementation of the Teacher Growth and Development System. The Teacher Growth and Development System supports teachers with their growth and development and effectiveness when working with students. LCFF Supplemental & Concentration Funded</p> <p><u>4. Specialist, Employee Retention and Development Teaching Effectiveness (6 FTE)</u> Provides coaching and support to coaches and evaluators in the implementation of the new evaluation systems.</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Category: Classified Salaries & Benefits \$1,158,394</p> <p>Funding Source: LCFF Supplemental & Concentration: \$245,020; Restricted Federal (Title 1); \$144,828 Restricted Other State (Educator Effective Block Grant) \$768,546;</p>

The 2015-2016 LCAP Annual Update (Accountability)

Office: Information Technology Action 5.1 Page 188

This was written in the **Spring of 2015**

Purchase software to track attendance and behavior for

all high schools with a focus on improving attendance and discipline outcomes for target student groups.

Tracking student data allows teachers to intervene early with students at risk of dropping out of school.

Total Expenditure:

\$25,000

Category: Services and other contracts

Source: LCFF Sup and Conc

Office: Information Technology 5.1

This was written in the **Spring of 2016**

We did purchase software to track attendance and behavior for middle schools and high schools with a focus on improving attendance and discipline outcomes for target student groups. Skyline, McClymonds, and Roosevelt implemented the software. Tracking attendance and behavior allowed for monthly reporting of trends and improvement over time, reductions in suspensions and increase in average daily attendance rates for targeted groups of students.

Total Expenditure:

\$25,000

Category: Services and other contracts

Source: LCFF Sup and Conc

Process

The LCAP is connected to the Budget Development Process.

**The PSAC recommendations inform Budget Prioritization
Budget Prioritization informs the LCAP (the Instructional & Social Emotional Development Plan)**

The LCAP drives allocations to school sites and central office.

The Instructional and SEL Plans are described in the LCAP and the Plan is connected to our funding and to our LCAP Goals and Action Areas

Wins/Opportunities

1. Created a strategic plan around all LCAP tasks.
 2. Created a Budget Central Department Planning Spreadsheet (CDPS). This is similar to SPSA.
 - a. Compiles the instructional narrative and the fiscal data for Central Office that is used to write the LCAP.
 - b. Central Offices have an aligned tool for strategic planning.
-
1. **An opportunity** to communicate a clear narrative of our instructional and social emotional plan for our students.
 2. **An opportunity** to build our infrastructure around the LCAP Goals and LCAP Action Areas.

Challenges/Opportunities

The budget development timeline makes it difficult to write the Local Control Accountability Plan (LCAP)

Opportunity to re-think budget development timeline.

What would it take for our district to make decisions about budget prioritization and funding a before December Vacation?

LCAP Questions and Support

Team LCAP

Dr. Devin Dillon, Interim Superintendent

Dr. Kyla Johnson-Tramel, Interim Deputy Superintendent, Academic Social Emotional Learning

Vernon Hal, Senior Business Officer

Gloria Gamblin, Interim Chief Financial Officer

Jean Wing, Executive Director Research Assessment Data

Katema Ballentine, Director Budget

Lisa Spielman, Coordinator LCAP

Cintya Molina, Program Manager LCAP Community Engagement

Diana Sherman, Coordinator SPSA

Troy Christmas, Fiscal Transparency Specialist

EVERY STUDENT THRIVES!



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