

BACKGROUND ON THE LOCAL CONTROL FUNDING FORMULA, THE LOCAL CONTROL ACCOUNTABILITY PLAN, AND SFUSD'S STRATEGIES

SFUSD staff are working closely with a group of partner organizations to lead a community engagement process and get input related to important changes in the way public schools are funded. Through this collaborative effort we're leading small, community-based focus groups as well as convening large public forums with SFUSD students, families, staff and community members.

Our partners in this initiative include SFUSD's Student Advisory Council, Parent Advisory Council, District English Learner Advisory Committee, African American Parent Advisory Council and Community Advisory Committee for Special Education; Chinese for Affirmative Action, Coleman Advocates for Children and Youth, Mission Graduates, Parent for Public Schools, 2nd District PTA, Support for Families of Children with Disabilities; and United Educators of San Francisco (UESF). We hope to hear from 200-250 participants in these events.

Our objectives with these conversations are to:

- **Share information** about how new state funding for public schools will support our students in San Francisco
- **Provide examples** of SFUSD's goals, programs and accountability measures
- **Hear from our community** about what is working, and what could be increased or improved, to help SFUSD's students be successful

The ideas we hear from everyone through these focus groups, public forums and the online survey will help shape SFUSD's Local Control Accountability Plan.

This online survey provides the same information shared at the public forums, and the opportunity to respond the same questions - so you can share ideas even if you can't attend a conversation in person.

SFUSD and our community partners will compile all this feedback as the district develops our new Local Control Accountability Plan. The state requires that each school district's Local Plan describe how community feedback helped shape the plan.

How Your Ideas Will Help Shape LCAP

Community feedback:	SFUSD's Local Plan:
<ul style="list-style-type: none">☐ What's working?☐ What more needs to be done?☐ What would success look like?	<ul style="list-style-type: none">☐ Describe how LCAP was informed by community feedback☐ Define goals and indicators for student achievement & other outcomes☐ Describe how resources will be used for services to reach these goals

SFUSD will also respond in writing to the written report from the Parent Advisory Council and the District English Learner Advisory Committee (DELAC), as required by the state.

What is the Local Control Funding Formula? Why is this important?

The Local Control Funding Formula (LCFF) is the new model for funding California public schools. The old system for California was very confusing and hadn't been changed for almost 50 years. A lot of the funding was restricted and local districts could only spend it on certain things – even if those weren't the priority needs for their students.

The new LCFF funding formula emphasizes **equity, flexibility and accountability**. It's California's way of closing the longstanding gaps in funding between rich and poor districts.

This graphic illustrates how **equity is different from equality**. The students on the left all have equal amounts of support – they each have the same size box to stand on - but the outcomes are very different. They can't all reach the fruit that's on the tree. That's the old way of education funding in California.

The students on the right all have different amounts of support – they each get what they need so they're all able to reach their goal. It's a simple image that captures the impact of the difference between equality and equity.

An equitable approach to education funding recognizes that students with additional needs also need additional resources to support their education.

Equality vs. Equity

Source: Public Health Services/Saskatoon Health Region

With the new Local Control Funding Formula, the state is trying to meet these different student needs by providing three levels of funding, based on the student population in each school district. These levels are called the BASE grant, the SUPPLEMENTAL grant and the CONCENTRATION grant.

Base Grant: with this new funding approach, every district gets a base amount of money for each student. The base amount per student is the same for every district.

Supplemental Grant: In addition, every district gets additional or supplemental funds for every student who is an **English Learner**, a **low-income** student or **youth in foster care**, to help increase or improve services to support these students. (Students who fall into two or more of these categories are only counted once.)

Concentration Funding: Finally, districts with a student population with over 55% of English Learners, low-income students or youth in foster care, receive addition funding.

San Francisco does have a high concentration of these student populations – so we will see increased funding to help support these students.

Local Control Funding Formula



Source: ACLU of Southern California

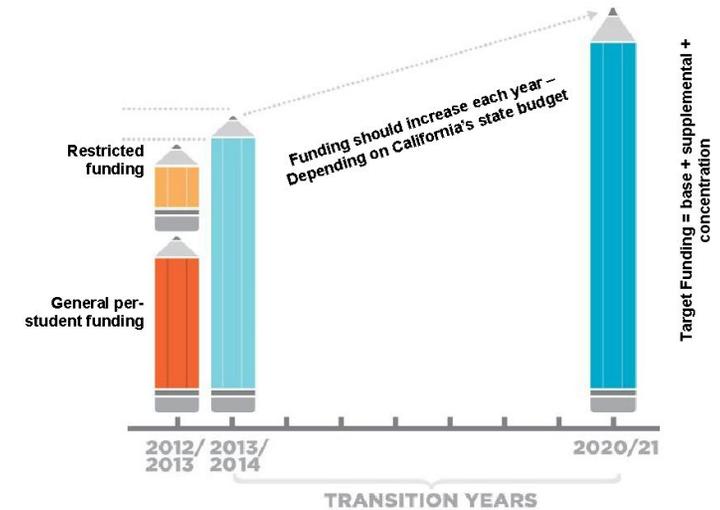
Why is this important? What does it mean for our district, your school and your children’s education?

This new funding formula is being phased in over the next few years, so we aren’t going to see a big change in our budget all at once.

This year SFUSD received more funding than last year, and next year (2016-17) we will receive a little more than this year. Over the next few years our per-student funding will increase until we reach the full amount of LCFF funding around 2020. This is very good news for our district and for our state – BUT the state of California is still providing about **\$1,000 per student each year less than we received in 2008**.

You might remember that in recent years, public schools had to deal with deep cuts in funding. We are still trying to catch up from that period, paying back what the district borrowed from our reserves and giving teachers raises, as well as paying the cost of living adjustments that were put off over several years.

Districts will receive more funding over the next six years



Source: Children Now

What is the Local Control Accountability Plan?

Under the state's new funding model, districts have more **FLEXIBILITY** to spend the money the way they think it would best support their students to be successful.

While the state is providing more flexibility, the new approach also requires more **ACCOUNTABILITY**. All districts have to clearly describe how they are using the money on services and programs to help students be successful – in particular the students who historically have been under-served, especially English Learners, low-income students and youth in foster care.

In San Francisco our historically under-served populations also include African American and Pacific Islander students, as well as students in Special Education.

New Approach Focuses on Equity, Flexibility and Accountability

- **Equity**
Changes how funding from the state for public education is sent to local communities
- **Flexibility**
Changes how that funding can be spent and linking spending to locally identified outcomes
- **Accountability**
New plans provides a clearer picture for what success means



Source: Children Now

Each district's **Local Control Accountability Plan** has to describe its goals and ways to measure the success of the services and programs provided to students, in three different sections.

In **the first section** each district has to explain how their communities were engaged, and how input from students, parents, staff and community members was incorporated into the actual Local Plan.

The **second part** is describing the district's goals, and what the measures and indicators of success will be

The **third section** is a description of the services the district will provide students, and how funding will be allocated to provide those services.

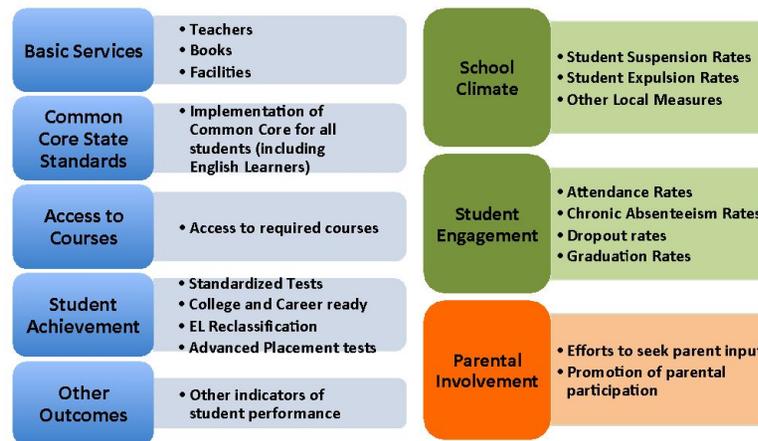
What Local Plan Must Include



8

For those last two parts of the LCAP, the state requires each district to provide a lot of specific information and measurable data, related to eight priority areas.

Data Required for 8 Priority Areas



Looking at the state’s eight priority areas we found that many are related, so we grouped them into three main themes:

- Student Access and Achievement**
- Student Engagement & School Climate**
- Family Engagement**

We color-coded them so it’s easier to see how the priorities fit into these three themes. We also organized the questions for community feedback into these three main themes.

Main Themes of Priority Areas

Student Access and Achievement

**Student Engagement
and School Climate**

Family Engagement

What’s in SFUSD’s LCAP now? What services and resources are being provided to schools to support students to succeed?

These are some excerpts and examples of the measures, goals, services and actions included in SFUSD’s current LCAP – and examples of the staffing support provided to schools to achieve these goals, and provide these services.

Theme: Student Access and Achievement

Current LCAP Measures & Goals

Examples of Measures in SFUSD's Current LCAP	2014-15 Actuals	Goals for 2015-16 and 2016-17
Kindergarten Readiness	45%	Increase by 5%
Proficiency on SBAC, SFUSD overall	ELA: 52% Math: 48%	Increase by 2%
Accelerate proficiency as indicated on SBAC, to reduce achievement gap for African American students	ELA: 17% Math: 11%	Increase by 7%
Pass Advanced Placement exams	31.5%	Increase by 0.5%
Graduation Rate	83.9%	Increase by 1%
Graduating with UC Eligibility	56.9%	Increase by 0.5%

LCAP Actions/Services to Support Student Academic Achievement

- Teacher training for new curriculum & instructional materials related to Common Core state standards
- Additional technology and materials and reduced class size for specific student populations
- Priority access for foster youth to tutoring, academic and social-emotional supports
- Technical assistance to provide students with disabilities instruction in the least restrictive environment
- Develop intensive supports to accelerate academic growth for PreK and TK students

Services and Supports Provided to Schools

Base Support for All Schools in These Grade Levels	Supplemental Supports – to Schools with Identified Needs and/or Student Populations
<ul style="list-style-type: none"> • Coaching and support from central office teams to strengthen new curriculum, instruction & leadership • Access to professional development on culturally relevant pedagogy and addressing implicit bias • Develop supports to accelerate growth for Pre-K & TK students • Build partnerships with community organizations to support access to mentoring and internships 	<ul style="list-style-type: none"> • Literacy Coach (PreK-5/8) • Academic RtI Facilitator (PreK-12) • Instructional Reform Facilitator (PreK-12) • Reduce class size, and provide additional technology and materials for specific student populations

Theme: Student Engagement and School Climate

Current LCAP Measures & Goals

Examples of Measures in SFUSD's Current LCAP	2014-15 Actuals	Goals for 2015-16 and 2016-17
Chronic Absenteeism (for all students)	8.8%	Decrease by 0.5%
Reduce disproportionate suspensions and out-of-class referrals of African American & Latino students	% of suspensions: African Amer.: 42% Latinos: 32%	
Reclassified Fluent English Proficient English Learners, overall	14%	17%
Spanish-speaking EL's	12%	13.5%
Reduce disproportionate identification of African American students for Emotional Disturbance	Risk Ratio: 5.52 (SFUSD's overall risk ratio = 1)	Risk Ratio: 5
Foster youth provided with mentors	7%	2015-16: 30% 2016-17: 50%

LCAP Actions/Services to Support Positive School Climate

- Expand access for students eligible for services and accommodations (Section 504 services)
- Behavioral Action Teams to support Restorative Practices and Positive Behavior Incentive Systems (PBIS)
- Additional supports for trauma-informed practices and crisis intervention
- Increased staff and infrastructure to implement the African American Achievement and Leadership Initiative
- Instruction and support focused on supporting English Learners, including summer programs

Services and Supports Provided to Schools Including Safe & Supportive Schools Initiative

Base Support for All Schools in These Grade Levels	Supplemental Supports – to Schools with Identified Needs and/or Student Populations
<ul style="list-style-type: none"> • Choice of .5 FTE Nurse or .5 FTE Social Worker (preK-8) • Wellness Coordinator (all high schools) • Community Health Outreach Worker (all comprehensive high schools) • Counselor (all high schools provided one counselor & advised on counselor staffing based on student enrollment) • Behavioral Action Team (BAT) support and coaching (preK-12) 	<ul style="list-style-type: none"> • Elementary Advisor (PreK-5) • Attendance Liaison (PreK-12) • Counselor (some K-8 & 6-8 schools) • Additional BAT coaching/support • Child Welfare Attendance Liaison, Social Worker, and Counselor to support students in foster care

Theme: Family Engagement

Current LCAP Measures & Goals

Examples of Measures in SFUSD's Current LCAP	2014-15 Actuals	Goals for 2015-16
SFUSD will develop a strategic plan to implement the Family Engagement Standards; schools will create a site family engagement plan with measurable objectives.	32 schools (31%) have a Parent Involvement Policy	50% of schools will have a site family engagement plan
Positive responses to Family Culture & Climate Survey scales for School Program Fit, Welcoming Culture, Respect for Diversity, Rules and Safety	Set baseline	Increase 3%
Number of schools in SFUSD reaching 70% completion rate for annual Family Culture and Climate Survey.	≥ 70%: 15 sites 60-70%: 8 sites	Increase 15%

LCAP Actions/Services to Uphold Family Engagement Standards

- Provide professional learning resources and technical assistance for SFUSD staff and families (including members of ELAC & School Site Council)
- Work with focal elementary and middle schools to identify site-specific family engagement needs and goals
- Build SFUSD and site capacity to communicate with families via email and/or text messages
- Provide interpretation and translation services, and fulfill all requests for language support in the IEP process in a timely manner

Services and Supports Provided to Schools

Base Support for All Schools in These Grade Levels	Supplemental Supports – to Schools with Identified Needs and/or Student Populations
<ul style="list-style-type: none"> • Workshops for families on technology & online safety (6-8) • Staff access to professional development to support family engagement (PreK-12) • Translation and Interpretation services (PreK-12) 	<ul style="list-style-type: none"> • Family Support Specialist site coaching (PreK) • Family Engagement Coordinator site coaching (PreK-8) • Family Liaisons (PreK-12) • Additional translation and interpretation dedicated to Individual Education Plans and family meetings for Special Education services

Thank you again for taking the time to share your ideas and suggestions!