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UNIVERSITY OF CALIFORNIA BERKELEY



Innovative Tools + Resources for Engagement in Local Control Funding Formula (LCFF)

- School Facilities Planning with a Health Lens:
Best Practices from across California
- Y-PLAN (Youth-Plan, Learn, Act, Now!): A
*classroom-based method for authentically
engaging students + schools in Local Control
and Accountability Plans (LCAPs)*

School Facilities Planning with a Health Lens

Best Practices from across California

- Jeff Vincent, Deputy Director, Center for Cities + Schools
- Chris Davis, Chief Business Official, Arvin Union School District
- Don Olson, Superintendent, Del Norte County Unified School District and County Office of Education
- Jessica Mears, Facilities Planner, Santa Ana Unified School District





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School Facilities Matter



LOCAL CONTROL ACCOUNTABILITY PLAN

The **Local Control Funding Formula (LCFF)** increases school funding and directs more resources to CA's highest-need students. It requires districts to develop **Local Control and Accountability Plans (LCAPs)** that establish annual goals for all students, describe what actions will be taken to achieve these goals, and detail how funds will be spent to increase or improve services.

Facilities in LCFF: *Good Repair*

STATE PRIORITIES

Districts must set annual goals in **8 State Priority areas**

- 1 **Basic Necessities** *Qualified and properly assigned teachers, sufficient instructional materials, facilities in good repair*
- 2 **Implementation of Common Core State Standards**
- 3 **Parental Involvement**
- 4 **Student Achievement** *Statewide assessments, API, EL reclassification rate, college preparedness, etc.*
- 5 **Student Engagement** *Attendance rates, dropout rates, graduation rates, etc.*
- 6 **School Climate** *Suspension and expulsion rates, etc.*
- 7 **Access to Courses**
- 8 **Other student outcomes in subject areas**

PARENT ADVISORY COMMITTEES

Districts must establish **Parent Advisory Committees** to advise school boards and superintendents on LCFF implementation. These committees must include parents and guardians of students that are eligible for reduced-price meals, English learners, and foster youth. Furthermore, if English learners make up at least 15% of a district's enrollment and the school district enrolls at least 50 English learners, it must establish a **District English Learner Advisory Committee** which must include parents/guardians. Districts must present LCAPs to these advisory committees for review and comment.

DISTRICTS MUST ADOPT LCAPS BY JULY 2014.

LOCAL PRIORITIES

Districts can also establish local

GOALS are set under for all students

PROGRESS TOWARDS GOALS

➔ **GOALS & ACTIONS STUDENT SUBGROUPS**

STUDENT SUBGROUPS

Districts must set distinct goals for student subgroups (at least 30 students)

Racial / Ethnic Subgroups:

Black or African American
American Indian or Alaska Native
Asian
Filipino
Hispanic or Latino
Native Hawaiian or Pacific Islander
White
Two or more races

STATE PRIORITIES

Districts must set annual goals in **8 State Priority areas**

- 1 **Basic Necessities** *Qualified and properly assigned teachers, sufficient instructional materials, facilities in good repair*

English learners

Students with disabilities

Foster youth

English learner, low-income, and foster youth students. Districts must use this money to increase or improve services for these high-need students in *proportion* to the increase in funds they receive.



Questions? Email **Sally Chung** at schung@aclu-sc.org

Infographic: ACLU

LOCAL CONTROL ACCOUNTABILITY PLAN

The **Local Control Funding Formula (LCFF)** increases school funding and directs more resources to CA's highest-need students. It requires districts to develop **Local Control and Accountability Plans (LCAPs)** that establish annual goals for all students, describe what actions will be taken to achieve these goals, and detail how funds will be spent to increase or improve services.

STATE PRIORITIES

Districts must set annual goals in **8 State Priority areas**

- 1 **Basic Necessities** *Qualified and properly assigned teachers, sufficient instructional materials, facilities in good repair*
- 2 **Implementation of Common Core State Standards**
- 3 **Parental Involvement**
- 4 **Student Achievement** *Statewide assessments, API, EL reclassification rate, college preparedness, etc.*
- 5 **Student Engagement** *Attendance rates, dropout rates, graduation rates, etc.*
- 6 **School Climate** *Suspension and expulsion rates, etc.*
- 7 **Access to Courses**
- 8 **Other student outcomes in subject areas**

LOCAL PRIORITIES

Districts can also establish local priority areas

PARENT ADVISORY COMMITTEES

Districts must establish **Parent Advisory Committees** to advise school boards and superintendents on LCFF implementation. These committees must include parents and guardians of students that are eligible for free or reduced-price meals, English learners, or foster youth. Furthermore, if English learners make up at least 15% of a district's enrollment and the school district enrolls at least 50 English learners, it must establish a **District English Learner Advisory Committee** which must include parents/guardians. Districts must present their LCAPs to these advisory committees for review and comment.

DISTRICTS MUST ADOPT LCAPS BY JULY 2014. LCAPS COVER 3 YRS, ARE UPDATED ANNUALLY, & MUST BE ALIGNED WITH THE DISTRICT BUDGET

GOALS are set under each priority area, for all students and for subgroups

SPECIFIC ACTIONS are described for each goal

PROGRESS TOWARDS GOALS AND EFFECTIVENESS OF ACTIONS ARE REVIEWED ANNUALLY

➡ **GOALS & ACTIONS ARE DETAILED FOR ALL STUDENTS AND FOR STUDENT SUBGROUPS AT THE DISTRICT AND SCHOOL LEVEL** ⬅

STUDENT SUBGROUPS

Districts must set distinct goals for all **numerically significant** subgroups (at least 30 students, or 15 for foster youth).

Racial / Ethnic Subgroups:

Black or African American
American Indian or Alaska Native
Asian
Filipino
Hispanic or Latino
Native Hawaiian or Pacific Islander
White
Two or more races

Other Subgroups:

Socioeconomically disadvantaged
English learners
Students with disabilities
Foster youth



EXPENDITURES

Districts must list and describe the expenditures implementing the *specific actions* for each fiscal year.

Districts receive **supplemental** and **concentration** funds for English learner, low-income, and foster youth students. Districts must use this money to increase or improve services for these high-need students in *proportion* to the increase in funds they receive.

Questions? Email **Sally Chung** at schung@aclu-sc.org

“The degree to which...school facilities are maintained in good repair as specified in [Education Code §17002(d)]

EC §17002(d) Excerpts

(d) (1) "Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional...

(A) Gas systems and pipes appear and smell safe, functional, and free of leaks.

(B) Mechanical systems...:

(ii) Appear to supply adequate amount of air to all classrooms, work spaces, and facilities.

(L) Interior and exterior drinking fountains are functional, accessible, and free of leaks.

(O) Roofs, gutters, roof drains, and downspouts appear to be functioning properly and are free of visible damage and evidence of disrepair when observed from the ground inside and outside the building.



Facility Inspection Tool (FIT)

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL
 SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 05/09)

STATE ALLOCATION BOARD
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION

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PART II: EVALUATION DETAIL		Date of Inspection:		School Name:											
CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														

Marks: ✓ = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional Area Lines as necessary.

For each state priority, LCAPs:

- Set annual goals for district and each school
- Identify annual actions to reach goals, including “enumeration of any specific actions necessary for that year to correct any deficiencies in regard to [facilities priority area]” (EC §52060)
- Annual updates (EC §52061)



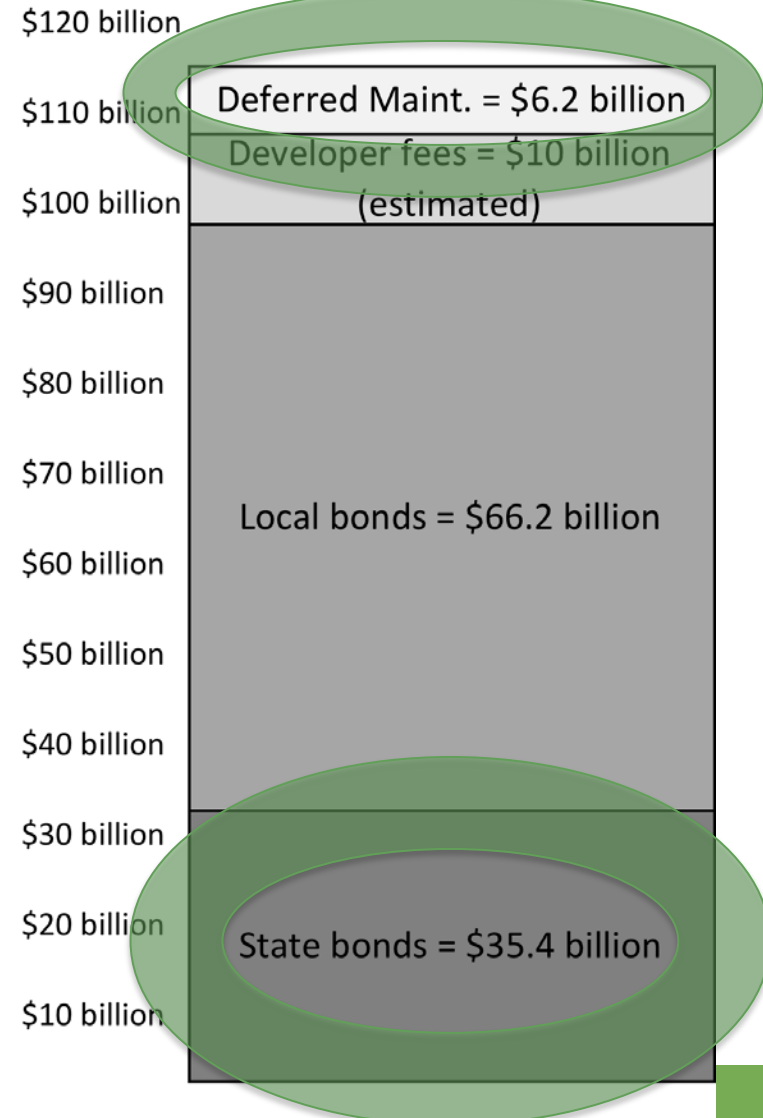
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Shifting Context of K-12 Facilities Funding:

Less state funding

Funding SOURCES for California K-12 Facilities, 1998 - 2011

Estimated Total =
\$118 billion



Local Trends

California's K-12 Educational Infrastructure Investments:

Leveraging the State's Role for Quality School Facilities in Sustainable Communities

A Policy Research Report to the California Department of Education

2012



- Varied conditions + contexts
- Varied capacity
- Instable funding: “Flexing” maintenance funds



Best Practices: *Shared learning*

California's K-12 Educational Infrastructure Investments:

*Leveraging the State's Role for Quality School Facilities in
Sustainable Communities*

A Policy Research Report to the California Department of Education

2012



- Facility Master Plans
- Inventory + assessments
- Preventative Maintenance Plans
- “Ed Specs”
- Technology plans
- Green cleaning standards





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Discussion

