Afternoon Panels

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
School Facilities Matter

Education
Health
Communities
Facilities in LCFF: Good Repair

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

Local Priorities:
Districts can also establish local priority areas for:
- Basic Necessities
- Qualified and properly assigned teachers
- Sufficient instructional materials
- Facilities in good repair
- Implementation of Common Core State Standards
- Parental Involvement
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GOALS
are set under eight State Priority areas.

Parent Advisory Committees:
Districts must set annual goals in 8 State Priority areas.

Student Subgroups:
Districts must set distinct goals for high-need student subgroups (at least 30 students).
- Racial / Ethnic Subgroups: Black or African American, American Indian or Alaska Native, Asian, Filipino, Hawaiian or Pacific Islander, White, Two or more races
- Socioeconomic Status: Low income, students with disabilities
- English Learners
- Foster youth

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
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**
- Basic Necessities: Qualified and properly assigned teachers, sufficient instructional materials, facilities in good repair
- Implementation of Common Core State Standards
- Parental Involvement
- Student Achievement: Statewide assessments, API, EL reclassification rate, college preparedness, etc.
- Student Engagement: Attendance rates, dropout rates, graduation rates, etc.
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**LOCAL PRIORITIES**
Districts can also establish local priority areas

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

**SPECIFIC ACTIONS**
- are described for each goal

**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.

**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.

**ACCOUNTABILITY & LOCAL CONTROL 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.

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

**QUESTIONS?**
Email Sally Chung at schung@aclu-sc.org
(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**  
**STATE ALLOCATION BOARD**  
**OFFICE OF PUBLIC SCHOOL CONSTRUCTION**  
**SCHOOL FACILITY CONDITIONS EVALUATION**  
**FIT (REv 05/09)**  

**PART II: EVALUATION DETAIL**  
**Date of Inspection:** School Name:  

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**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)
Shifting Context of K-12 Facilities Funding:

*Less state funding*
Local Trends

- Varied conditions + contexts
- Varied capacity
- Instable funding: “Flexing” maintenance funds
Best Practices: Shared learning

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