

# Budgeting With Purpose: Example From Anaheim



**inflexion**

# AUHSD

## VISION

To create a better world through Unlimited You.

## MISSION

The Anaheim Union High School District, in partnership with the greater community, will graduate socially aware, civic-minded students who are life ready by cultivating the soft and hard skills.



# AUHSD CORE VALUES

## We Believe...

- 1 In and model the 5Cs: Collaboration, creativity, critical thinking, communication, and compassion
- 2 That education must work for students and not the other way around
- 3 In an assets-based instructional approach focused on our community's strengths and in nurturing everyone's potential
- 4 In moving the needle toward equity and justice
- 5 That our vision, mission, and core values are delivered primarily through instruction
- 6 In systems not silos
- 7 That public schools should enhance and strengthen democracy through cultivation of student voice and problem solving





# Single Plan for Student Achievement (SPSA)

The SPSA is used to meet planning requirements for:

Title I Schoolwide Programs (SWP), Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI).

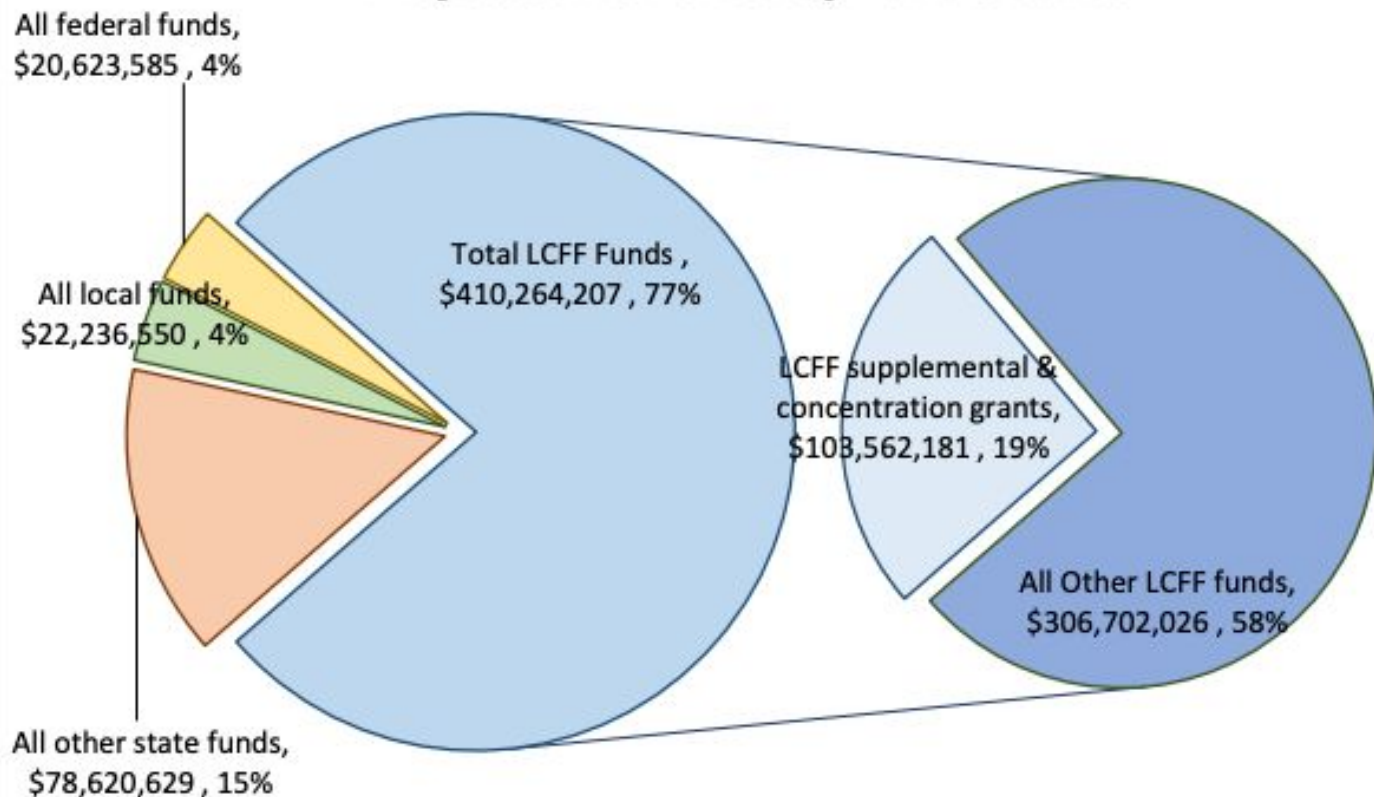


# School Site Budgets

- School Discretionary Fund (District/Site Enrollment)
- Title I (other federal programs)
- Special Programs/Grants (CCSPP)

# Budget Overview for the 2025-26 School Year

## Projected Revenue by Fund Source





# Local Control Funding Formula (LCFF)

California's accountability and continuous improvement system is based on a three-tiered framework, with the first tier, general assistance, made up of resources and assistance that is made available to all LEAs. Differentiated assistance is the second tier of assistance that one or more agencies is required by statute to provide to LEAs that meet certain eligibility criteria. The third tier is intensive intervention, which is generally required based on persistent performance issues over a specified period of time.

# California Teachers Association

*CA's Fair Funding Formula Makes More Possible for Schools*

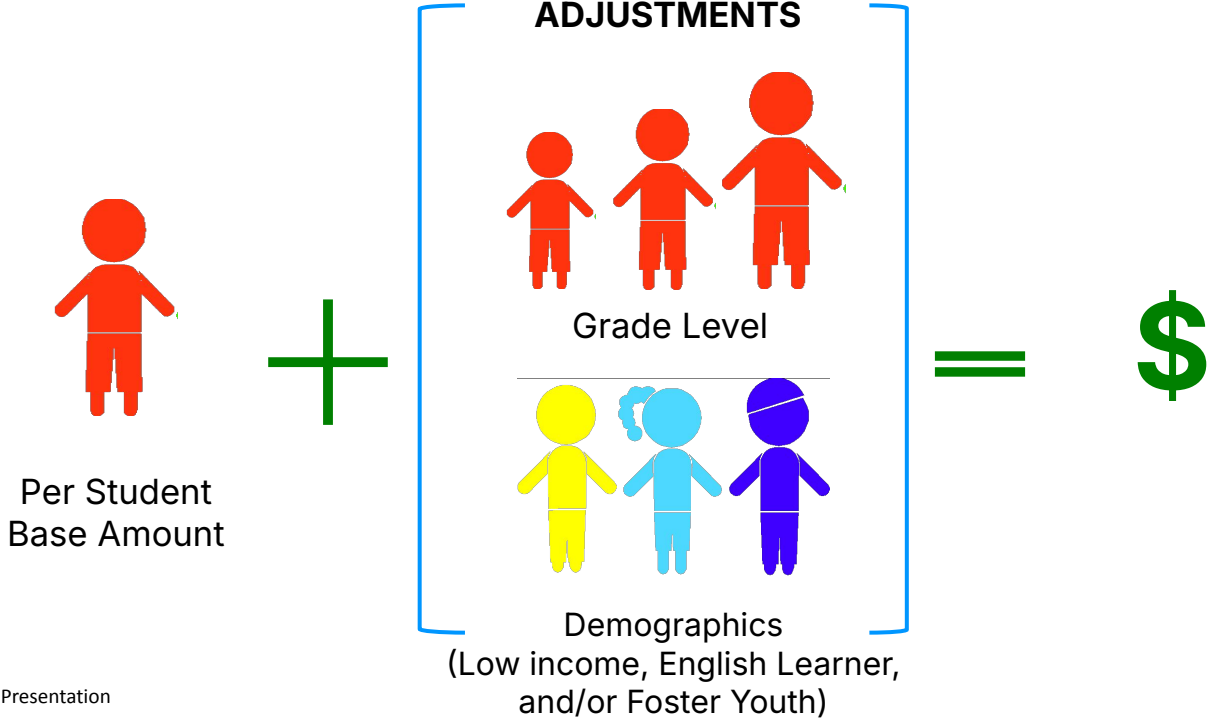


# Local Control Funding Formula (LCFF)



- Historic reform to education funding (Local Control)
- Redistribution of state education funds
- Funding based on grade level grants and demographic data for each district
- Creates accountability for how all students are served, and in particular, targeted groups

# Revisiting the Local Control Funding Formula (LCFF)



Taken from a WestEd Presentation



# Local Control Accountability Plan (LCAP)

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs: county office of education [COE], school districts and charter schools) to share their stories of how, what, and why programs and services are selected to meet their local needs.

The components of the LCAP for the 2025–2026 LCAP year must be posted as one document assembled in the following order:

- LCFF Budget Overview for Parents
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- Action Tables
- Instructions

California *Education Code (EC)* sections 52065 and 47606.5(i) require that all LCAPs approved by the governing board or body of the LEA be prominently posted on the homepage of the internet website of the LEA.

# Local Control Accountability Plan



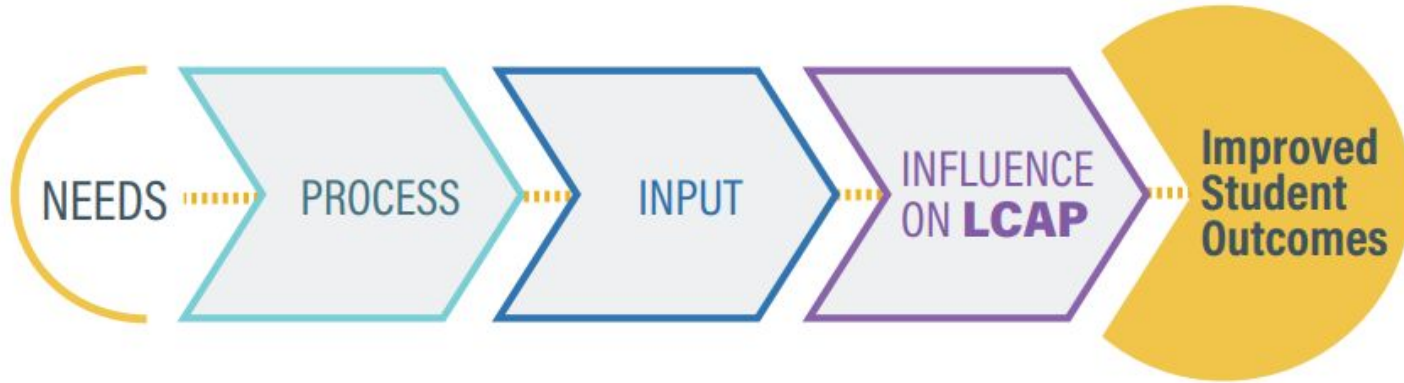
## LCAP Development:

- Three-year plan updated yearly
- Encourages telling a story of support, impact, and improvement
- Emphasis on planning, communication, and engagement

## Organization of Plan:

- Stakeholder Engagement
- Goals and Progress Indicators
- Actions, Services, and Expenditures

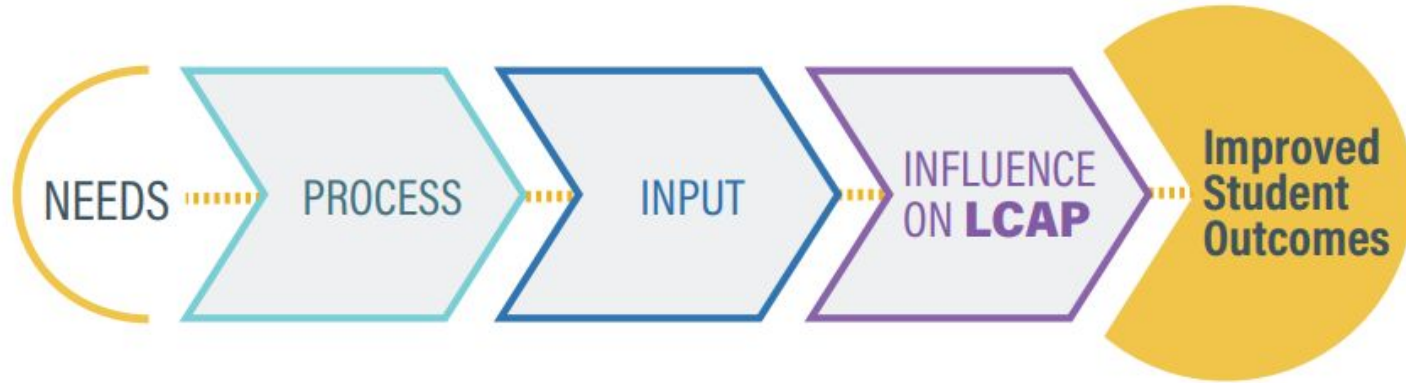
# Education Partner Engagement Process



- California law requires school districts and county offices to consult with "educational partners" (teachers, principals, staff, bargaining units, parents, and students) during the development and annual update of the LCAP and budget.
- This process ensures strategic planning, accountability, and improvement, aligning with state and local priorities.
- The goal is to collaborate with local communities to create plans that improve student outcomes.



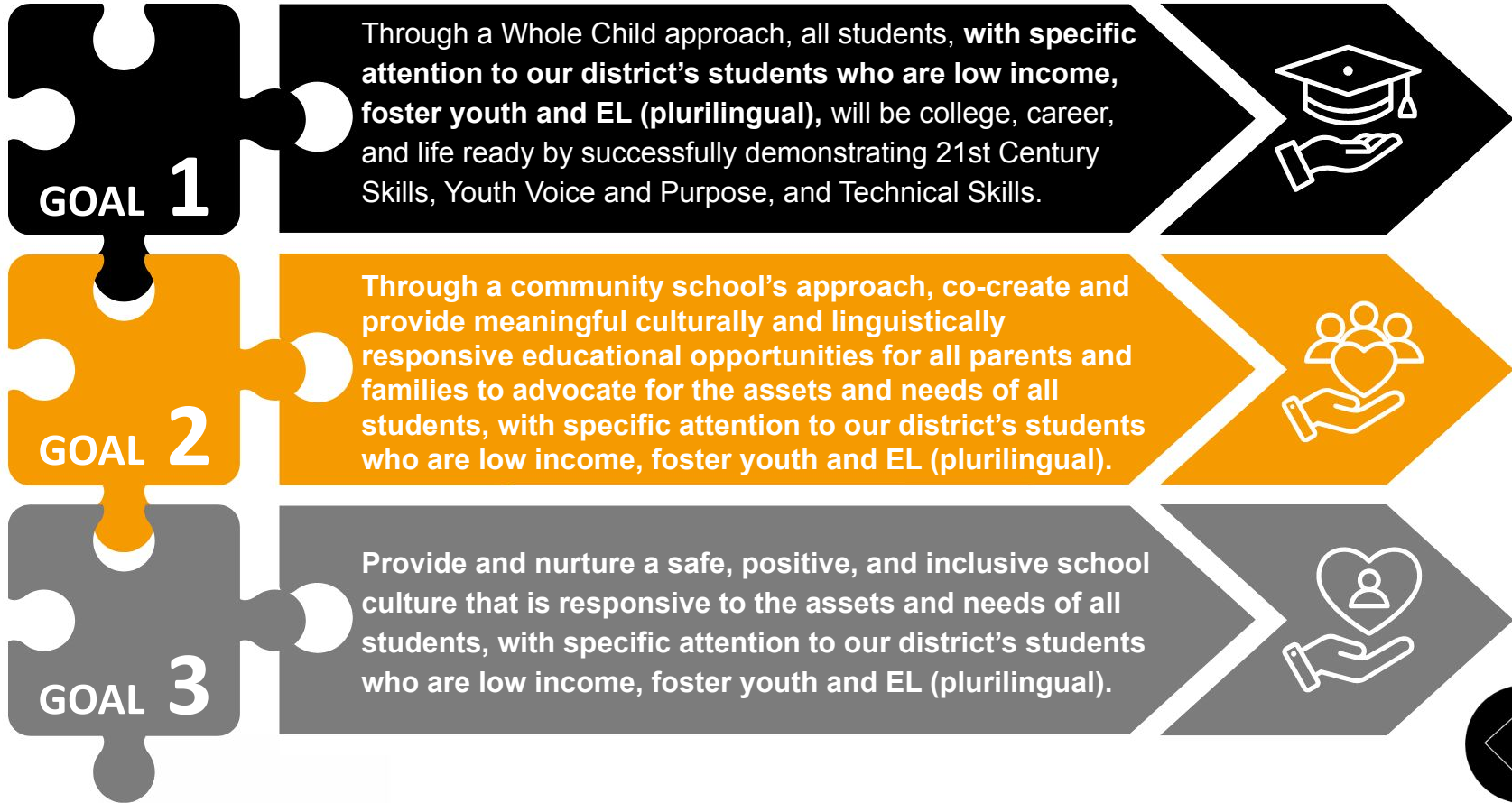
# Education Partner Engagement Process



- Input process is about building consensus. It is not a vote.
- Actions are recommendations and help establish District priorities, based on the eight state priorities.
- Actions included in the LCAP do not take the place of negotiations/bargaining processes.



# AUHSD LCAP GOALS





# Federal Funding: Title I

## Part A: Students from low-income families

California school districts and charter schools with large numbers of students from low-income families receive funding for Title I, intended to make sure children from low-income families have the same opportunities as other students to receive a high-quality education. Schools where at least 40% of students are from low-income families can use these funds to improve education for the entire school. Otherwise, schools are expected to use the funds to serve low-income students achieving the lowest scores on state assessments.

## Part C: Migratory students

These funds are used for programs to help students whose parent or guardian is a migratory worker in the agricultural, dairy, or fishing industries and whose family has moved during the past three years.



# Federal Funding: Title II

## Training, recruiting and retaining teachers and principals

These grants, called Supporting Effective Instruction, can be used for reforming teacher and principal certification programs, supporting new teachers, providing additional training for existing teachers and principals, and reducing class size by hiring more teachers. The goal is to make sure that all students have high-quality principals and teachers in their schools.



# Federal Funding: Title III

## Part A: English and immigrant students

California schools use this funding to help recent immigrant students and students who speak languages other than English at home to learn to speak, read, and write English fluently, to learn other subjects such as math and science, and to meet graduation requirements.



# Federal Funding: Title IV

## Part A: Student support and academic enrichment

These grants are intended to make sure all students have access to a well-rounded education. Programs can include college and career guidance, music, and arts education, science, technology, engineering and mathematics, foreign language, and US history, among other topics. In addition, funding can be used for wellness programs, including prevention of suicide, violence, bullying, drug abuse and child sexual abuse. Finally, funds can be used for improving students in rural, remote and underserved areas expanded access to technology.

## Part B: Before and after-school programs

The 21st Century Community Learning Centers grants are for expanding or starting before and after-school programs that provide tutoring or academic help in math, science, English language arts and other subjects. These grants are intended particularly to help students who attend high-poverty and low-performing schools.



# Federal Funding

## Perkins V: Career and Technical Education

This funding is aimed at programs that help prepare students for careers and vocations, including “pathway programs” in high schools.

## McKinney-Vento Act: Homeless Children

This federal funding is specifically to serve children who are experiencing homelessness, as defined by the McKinney-Vento Act, which includes children whose families are sharing housing with others because they lost housing or because of economic hardship. The funds can be spent on a variety of different things, including identifying homeless students, tutoring and instruction, training teachers and staff on understanding homeless students’ needs and rights, referring students to health services, and transportation to help students get to school.



# California Senate Bill 820

In July 2021, California passed a historic investment in the California Community Schools Partnership Program (CCSPP). Marked the first time school districts across the state received grant funding to support coordination of partners and administration of services for community schools' programs.

The California Community Schools Partnership Program (CCSPP) is an equity-driven initiative that prioritizes schools whose unduplicated count exceeds 80 percent of the overall enrollment student body.

This investment marks the largest investment in school transformation through community schools' strategies in the nation.

# California Community Schools Framework



## Four Pillars



### **Integrated Student Supports,**

which can support student success by meeting their academic, physical, social-emotional, and mental health needs.

### **Family and Community**

**Engagement,** which involves actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting and educating students.



### **Collaborative Leadership and Practices for Educators and Administrators**

that establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes students, families, and community members.

### **Extended Learning Time and Opportunities**

that include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning).





# CCSPP Budget Allowables

Grant funding to LEAs supporting community schools may be used for any of the following purposes:

- Staffing, including, but not limited to, a community school coordinator, and contractor capacity.
- Coordinating and providing support services to pupils and families at or near community schools, including through childcare, expanded learning time before and after school, and during school intersessions.
- Providing training and support to LEA personnel, and partner agency personnel on integrating school-based pupil supports, social-emotional well-being, trauma-informed practices, and establishing sustainable community school funding sources.
- Designing and executing educator, family, pupil, and community engagement strategies.



# CCSPP Budget Allowables

Grant funding to LEAs supporting community schools may be used for any of the following purposes:

- Ongoing data collection and program evaluations, including at least one measure of growth in individual pupil well-being as measured through pupil surveys or the compilation of screening tool results.
- Implementing the sustainability plan and updating the plan as necessary.
- Securing various long-term funding streams and commitments from partners that will continue to provide financial assistance or other means of support.
- Building capacity around sustainability and other efforts to support ongoing community school programming.
- Conducting a comprehensive school and community needs and asset assessment to support a continuous improvement process.



# CCSPP Assumptions

- Statewide investment in community schools, supported by local networks designed to coordinate services and resources is essential for California to actualize the equity promise of the LCFF, LCAP, and other critical initiatives that seek to transform educational outcomes for California's students.
- Community schools and the CCSPP Framework operates from the core underlying assumption that community schools are about all students and all families. The prerequisite for school transformation is for all students and all families to be fully included and engaged in the processes that can produce transformation. As such, the implicit and explicit expectation of the CCSPP is that all participating campuses will prioritize the full inclusion of students with disabilities and their families in all aspects of community schools programming. Similarly, Multilingual Learners, students facing homelessness, students engaged by the foster care system and all students who face barriers to engagement should be the first engaged through the programs and processes of the CCSPP.



# Non-allowable Activities and Costs

## **Funds provided under this grant may not be used to:**

- Supplant existing services and funds;
- Provide sub-grants to members of the partnership or other agencies. This includes mini-grants, which are different than service contracts;
- Acquire equipment for administrative or personal use;
- Purchase furniture normally supplied by the LEA/school (e.g., bookcases, chairs, desks, file cabinets, tables);
- Purchase or lease facilities;
- Remodel facilities not directly related to accessibility to instruction or services;



# Non-allowable Activities and Costs

## **Funds provided under this grant may not be used to:**

- Purchase food services, refreshments, banquets, and meals—possible exceptions are allowed, with evidence that the provision of food is necessary to implement a programmatic intervention strategy or training event conducted beyond normal school hours or off-site for students, staff, and/or parents;
- Purchase promotional favors, such as bumper stickers, pencils, pens, or
- t-shirts;
- Purchase items for personal gain, a benefit or advantage that relates to a particular person rather than to the program as a whole. (i.e., gift cards, stipends to families and students);
- Purchase subscriptions to journals, magazines, or other periodicals; and
- Travel outside of the United States.