

**Local Control Funding Formula and the Local Control Accountability Plan:
A District Perspective on the New Requirements**

**Fall Curriculum Breakfast
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Sacramento
Office of Education
County

Key Components of LCFF

1. Fundamental shift in K-12 per pupil funding
2. Increased public input and transparency in the allocation of funds
3. Required Local Control Accountability Plans (LCAPs)
4. California Collaborative for Educational Excellence (CCEE)

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Timeline for LCFF Activities

- January 31, 2014
 - Regulations to guide the use of LCFF funds
- March 31, 2014
 - Templates for COEs, school districts, and charter schools to meet requirements
- October 1, 2015
 - Rubric for evaluation of performance on state priority areas and identification of areas for improvement and technical assistance

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**LCAP
Initial Submission**

- Required for every school district and COE by July 1, 2014
 - Effective for three years
- Shall include for the LEA and each school:
 - Annual goals for all student groups for each of the state priority areas and any additional local priority areas
 - Specific actions that will be taken to achieve the goals
 - Expenditure information

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LCAP Annual Update

- Required by July 1
- Shall include for the LEA and each school:
 - Review of changes in and progress toward stated goals in each state priority area
 - Assessment of the effectiveness of specific actions designed to impact state priority area goals and any changes to those actions
 - Expenditure information

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LCAP Required Student Groups

- Ethnic/Racial student groups
 - Same as required for state and federal accountability purposes
 - A numerically significant student group is one that has at least 30 students with valid scores
- Socioeconomically disadvantaged students
- English learner students
- Students with disabilities
- Foster Youth
 - A numerically significant student group is 15 students

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State Priority Areas

Eight Areas of State Priority Must Be Addressed in LCAPs
(Local Control and Accountability Plan)

Source: Legislative Analyst's Office, "An Overview of the Local Control Funding Formula" (07/13)

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Basic Services

- Rate of teacher misassignments
- Sufficient standards-aligned textbooks and instructional materials
- Facilities in good repair

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Implementation of Common Core State Standards (CCSS)

- Implementation of academic content and performance standards adopted by the State Board of Education (SBE) with special emphasis on English learners (ELs) and the integration of the 2012 English Language Development (ELD) standards.

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Parental Involvement

- Efforts to seek parental input
- Promotion of parental participation
- Optional:
 - Documented parent participation
 - District committees
 - School committees (School Site Council, English Learner Advisory)
 - On PTA/PTSA/PTO
 - In classrooms

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Student Achievement

- Performance on statewide assessments
- Academic Performance Index (API)
- Proportion of students deemed to be college and career ready
- Measures of EL progress
- EL reclassification rates
- Performance on Advanced Placement (AP)
- Participation and performance on Early Assessment Program (EAP)

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Student Engagement

- Attendance rates
- Chronic absenteeism rates
- Middle school dropout rates
- High school dropout rates
- High school graduation rates

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School Climate

- Suspension rates
- Expulsion rates
- Other measures such as surveys of students, parents, and teachers on safety and school connectedness (i.e., California Healthy Kids Survey or locally developed measures)

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Course Access

- The extent pupils have **access** to, and are **enrolled** in, a broad course of study that includes core subject areas of English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.

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Other Student Outcomes

- Other indicators of student performance in required areas of study.
 - May include performance on other exams

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LCAP

School District Adoption Process

- Present plan to parent advisory committees (including EL parent advisory)
- Notify members of the public about the opportunity to submit written comments
- Hold at least one public hearing to solicit input on the plan
- Consult with school employees and other stakeholders
- Board must adopt LCAP in public meeting

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LCAP
COE Roles and Responsibilities

- Technical assistance
 - Examining data for state priority areas
 - Setting goals
 - Identifying research-based practices to improve outcomes in state priority areas
 - Assist in understanding the SBE template and the LCAP requirements
- Review of all school district LCAPs

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LCAP
COE Review

- By October 8, annually
 - School districts must submit LCAPs to COE within five days of local board adoption
 - COE may seek clarification as needed within a specific window
 - COE may provide specific recommendations to school districts regarding content of LCAP
 - School district must consider COE recommendations in a public meeting

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LCAP
COE Approval

- COE must approve school district LCAP if:
 - It adheres to SBE adopted template, AND
 - The budget includes expenditures are sufficient to implement actions/strategies outlined to meet goals for each state priority area

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Monitoring Progress and Additional Support

- SBE-adopted evaluation rubric
- Circumstances under which districts may receive additional support
- Forms of additional support

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Evaluation Rubric

- Must be adopted by SBE by October 1, 2015 for the following purposes:
 1. To assist school districts, COEs, and charter school in evaluating its strengths, weaknesses, and areas that require improvement
 2. To assist COEs in identifying school district and charter schools in need of technical assistance, and the specific priority areas on which technical assistance should be based
 3. To assist the SPI in identifying school districts for possible intervention

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Evaluation Rubric, continued

- Rubrics shall reflect a holistic, multidimensional assessment of school district and individual schoolsite performance
- Shall include all of the state priority areas
- Shall also include standards for school district and individual schoolsite performance and expectation for improvement in regard to each state priority area

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Circumstances Under Which Districts Will Receive Additional Support

1. The LCAP is not approved by the COE
2. School district requests assistance
3. School district is not improving performance in state priority areas per the SBE-adopted evaluation rubric
 - Does not improve achievement in two or more state priority areas for one or more student groups

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Forms of Additional Support

- COE can select three different types of additional support for school districts:
 1. Identification of a school district's strengths and weaknesses in regard to state priority areas
 2. Assignment of academic expert or team of experts to assist the school district in identifying and implementing effective programs
 3. Request the State Superintendent assign the California Collaborative for Educational Excellence to assist

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California Collaborative for Educational Excellence (CCEE)

- Purpose is to advise and assist school districts, COEs, and charter schools in achieving goals laid out in the LCAPs
- SPI, with approval of the SBE, shall contract with individuals, LEAs, or other organizations with expertise in specific areas:
 - State priorities, improving the quality of teaching, improving quality of leadership, addressing the needs of special populations

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LCAP: What To Do Now

- Focus on your students
 - For what student groups will your school district need to report data on indicators and state priority areas?
- Become familiar with outcomes and gaps for student groups
 - Evaluate required and optional indicators
 - Collect and analyze multiple years of data
 - Establish goals

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LCAP: What To Do Now, continued


- Evaluate the effectiveness of current efforts
 - What current efforts are working?
 - What data do you have to know the current efforts are working?
 - Identify “pockets of excellence” and expand those efforts to other grade levels, schools, or district wide
 - What efforts are not as effective as expected and should be modified or abandoned?

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LCAP: What To Do Now, continued

- Identify expertise of teachers and administrators
 - Utilize staff as “teacher leaders”
 - Adopt “train the trainers” model for “pockets of excellence”
- Know the research for areas of identified need
- Coordinate with other plans (i.e., Single Plan for Student Achievement, LEA Plan)

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