Local Control & Accountability Plan (LCAP)

Los Angeles County Office of Education
Division of Accountability, Support & Monitoring
Categorical Programs Unit
It’s everyone’s work!
Because it is all about our students!
LCAP Basics

- LCAP is required for all school districts, county offices of education and charter schools.

- All LEAs must use the LCAP template approved by the State Board of Education (Per AB97 Charters required to use SBE template for the July 1, 2015 Update).

- LCAP must be approved by local board by July 1, 2014 (New or renewing Charters must submit with Charter Petition).
State Board Approved LCAP Template

- Adopted by State Board of Education as part of Emergency Regulations at January State Board of Education Meeting
- Emergency Regulations include:
  - Definitions
  - Proportionality Calculations
  - Criteria for District/Schoolwide or Charterwide use of funds
About the Plan

• A three year plan
• To be updated annually
• Must include:
  • Annual goals, specific actions and services, expenditures
  • That address the eight state priority areas and any additional local priorities
  • For all pupils and each subgroup and
  • A description of additional actions and services for “unduplicated pupils”
• Charter schools must address the priorities that apply for the grade levels served or the nature of the program
• The LCAP is required for both locally and direct-funded Charter schools.
Involvement in Development of the LCAP

• Requires consultation with teachers, principals, administrators, other school personnel, parents, and pupils

• SB97 added a requirement for consultation with local bargaining units *(not applicable to Charter schools)*

• Prior to the presentation of the LCAP or Update to the local board for consideration, the superintendent must present the plan/update to required advisory committees for review and comment. *(Advisory committees not required for Charters)*

• The superintendent must respond, in writing to comments received from the advisory committees.
Required Advisory Committees

- Districts are required to establish:
  - **Parent Advisory Committee** – includes parents of low-income students, English learners, Foster Youth (Unduplicated Pupils)
  - **English Learner Advisory Committee** – required if district enrollment includes at least 15% English learners and at least 50 pupils who are ELs
  - LEAs may use existing advisory committees for this purpose if they meet these requirements
  - Parent committees not required for Charter schools
LCAP Adoption Process

• Subsequent to advisory committee input, the superintendent must notify members of the public of the opportunity to submit written comments regarding actions and expenditures in the LCAP or Update.

• The superintendent must review school plans to ensure LCAP strategies are aligned with Single Plans for Student Achievement (SPSA).

• The local board must hold at least one public hearing to solicit recommendations and input from the public regarding the LCAP or Update and the budget.

• The board must adopt the LCAP or Update and the budget at the same meeting prior to July 1, 2014.

• The district may not adopt a budget until the board has approved the LCAP or Update.
Charter schools are not required to have advisory committee input or hold public hearings. LCAP is approved by local board and submitted to the authorizer.
Submission & Approval

• Within 5 days of local board approval districts submit LCAP to COE

• Criteria for COE approval:
  • Plan adheres to the SBE adopted template
  • Budget is sufficient to implement the plan
  • Approved LCAPs and Updates posted on COE Web site

• County Offices submit LCAP to CDE for approval

• Charters submit LCAP to their authorizer
Technical Assistance

• If the LCAP is not approved:
  • COE provides technical assistance
  • Assigns an academic expert, or
  • Requests the State Superintendent to assign the California Collaborative for Educational Excellence (CCEE) to provide assistance

• If, using the SBE adopted evaluation rubric, the COE finds the district failed to improve achievement across one or more priorities for one or more subgroups.
LCFF Basic Concepts

1. Funds are to be spent for the students who generate them
2. Supplemental and concentration funds must be spent to increase or improve services to the students who generate the additional funding
3. The additional funds must be spent in proportion to the students who generate the funding

The LCAP is the vehicle for demonstrating how the use of funds meets these criteria

Refer to School Services Fiscal Report Volume 34, No. 3 for further detail
Guiding Questions

• Template includes guiding questions for each section.
• These are to be used as prompts for completing the information as required by statute.
• The guiding questions do not require separate narrative responses.
LCAP Template Organization

**Stakeholder Engagement**

**Goals and Progress Indicators**

**Actions, Services and Expenditures**

<table>
<thead>
<tr>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stakeholder Engagement</td>
<td>Goals and Progress Indicators</td>
<td>Actions, Services and Expenditures</td>
</tr>
</tbody>
</table>

**A) Actions, Services and Expenditures for all pupils and subgroups**

**B) Actions, Services and Expenditures for unduplicated pupils**

**C) Increase in funds based on unduplicated pupils**
- Description of services for unduplicated pupils
- Justification for schoolwide, districtwide, charterwide use of funds

**D) Description of proportional increase and or improvement in services for unduplicated pupils**
## Section 1: Stakeholder Engagement

<table>
<thead>
<tr>
<th>Process for engaging parents, pupils, Community</th>
<th>Impact on LCAP or Update</th>
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</thead>
<tbody>
<tr>
<td>How all stakeholders were involved in developing, reviewing, supporting implementation of LCAP?</td>
<td>What changes were made prior to adoption of LCAP based on feedback through engagement process?</td>
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<tr>
<td>How stakeholders were involved in a timely manner to allow for engagement in LCAP development</td>
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<tr>
<td>What information was made available regarding state priorities?</td>
<td><em>Note: These are examples of Guiding Questions from the Template</em></td>
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<tr>
<td>What specific actions were taken to meet statutory requirements for advisory committee input? Not applicable to charters</td>
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</table>
Section 2: Goals & Progress Indicators

• Annual Goals:
  • For all pupils
  • For each subgroup (30 pupils/15 foster youth)
  • For each state priority and any local priorities
    • One goal may address multiple priorities

• Identified need and metric used to measure progress
• Student groups included
• Schools affected
# LCAP Template: Section 2

## Goals & Progress Indicators

<table>
<thead>
<tr>
<th>Identified Need and Metric</th>
<th>Goals</th>
<th>Annual Update: Analysis of Progress</th>
<th>What will be different or improved for students?</th>
<th>Related State and Local Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What needs have been identified and what metrics are used to measure progress?)</td>
<td>Description of Goal</td>
<td>Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)</td>
<td>School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)</td>
<td>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)</td>
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<tr>
<th>LCAP YEAR</th>
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<tbody>
<tr>
<td>Year 1: 20XX-XX</td>
<td>Year 2: 20XX-XX</td>
<td>Year 3: 20XX-XX</td>
<td></td>
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</tbody>
</table>
Metrics to measure progress

Metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area.
State Priorities

LCAP categorizes 8 state priorities into 3 areas:

• **Conditions for Learning**
  • Basic Services (1)
  • Implementation of State Standards (2)
  • Course Access (7)

• **Pupil Outcomes**
  • Pupil Achievement (4)
  • Other Pupil Outcomes (8)

• **Engagement**
  • Parent Involvement (3)
  • Pupil Engagement (5)
  • School Climate (6)
Conditions for Learning

• Teachers appropriately credentialed; access to standards aligned materials, school facilities \textit{(Priority 1)}
• Implementation of standards for all pupils including ELs \textit{(Priority 2)}
• Access to a broad course of study - ed code required subjects \textit{(Priority 7)}
Pupil Outcomes

- Pupil Achievement based on the following (Priority 4):
  - Performance on standardized tests
  - Score on API
  - College and career ready pupils (CTE sequence; A-G courses)
  - EL’s who become proficient
  - EL reclassification
  - Passage of Advanced Placement exams with 3 or higher
  - Pupils prepared for college based on Early Assessment Program

- Other pupil outcomes in required subject areas (Priority 8)
Engagement

• Promote parent involvement in district & school-level decision making & participation in programs for unduplicated & special need students (*Priority 3*)

• Pupil engagement (*Priority 5)*:
  • Attendance rates
  • *Chronic absenteeism rates*
  • *Middle & High School dropout rates*
  • *High School graduation rates*

• School Climate (*Priority 6)*:
  • Suspension & expulsion rates
  • *Other local measures, including surveys of pupil, parent, teacher, of sense of safety & connectedness*
Section 3A & B
Actions, Services & Expenditures

• Part A – For all students & ethnic and SWD subgroups
• Part B – For unduplicated student groups

Components of both:
• Annual actions related to specific goals & priority areas
• If the action will be districtwide, schoolwide, countywide or charterwide
• Expenditures to implement each action
• Where expenditures can be found in LEA budget
• All fund sources used to support actions & services referenced
Emergency Regulations Define “Services” as Follows:

- *Services* as used in Education Code section 42238.07 may include, but are not limited to, services associated with the delivery of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instruction and related services.

- The scope of funding included in the LCAP will be defined by your plan and the actions and services defined in the plan.

- In the interest of transparency, it is suggested that the LCAP be as inclusive as possible, based on local needs.
**LCAP Template: Section 3, Part A**  
**Actions, Services, Expenditures**  
*(All Students & Subgroups)*

<table>
<thead>
<tr>
<th>Goals (Include and identify all goals from Section 2)</th>
<th>Related State and Local Priorities (from Section 2)</th>
<th>Actions and Services</th>
<th>Level of Service (Indicate if school-wide or LEA-wide)</th>
<th>Annual Update: Review of actions/services</th>
</tr>
</thead>
</table>

What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)?

What are the anticipated expenditures for each action (including funding source)?

<table>
<thead>
<tr>
<th>LCAP Year</th>
<th>Year 1: 20XX-XX</th>
<th>Year 2: 20XX-XX</th>
<th>Year 3: 20XX-XX</th>
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<tbody>
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</table>
## LCAP Template for Section 3, Part B

*(Unduplicated Pupils)*

<table>
<thead>
<tr>
<th>Goals (Include and identify all goals from Section 2)</th>
<th>Related State and Local Priorities (from Section 2)</th>
<th>Actions and Services</th>
<th>Level of Service (Indicate if school-wide or LEA-wide)</th>
<th>Annual Update: Review of actions/services</th>
<th>What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)?</th>
<th>What are the anticipated expenditures for each action (including funding source)?</th>
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<td>LCAP Year 1: 20XX-XX</td>
<td>Year 2: 20XX-XX</td>
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<td>For low income pupils:</td>
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<td>For English learners</td>
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<td>For foster youth:</td>
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<tr>
<td>For redesignated fluent English proficient pupils:</td>
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</tbody>
</table>

For low income pupils:

For English learners

For foster youth:

For redesignated fluent English proficient pupils:
**Section 3C - Districtwide, Schoolwide, Countywide, Charterwide Use of Funds**

- Emergency regulations define conditions under which LEAs may use supplemental and concentration grant funds for districtwide, schoolwide, countywide or charterwide purposes.
- Regulations differentiate between districts and schools with higher and lower numbers of unduplicated pupils (districts over 55% and schools with over 40%).
- Percentage thresholds do not apply to Charters.
Section 3C - Districtwide/Schoolwide Description/Justification

1. Describe increase in funds on basis of number and concentration of unduplicated pupils based on calculation in state regulations 5 CCR 15496(a)(5)

2. Describe how the increased funds in Section 3B are being used.

3. If the funds generated by unduplicated pupils are being used districtwide, schoolwide or charterwide, respond to the following questions:
If funds generated by unduplicated pupils are used on a school wide or districtwide basis...

1. Describe and justify the use of funds in that manner

2. For districts with unduplicated counts
   - Below 55% districtwide
   - Below 40% schoolwide

**ADDITIONALLY** – *Describe how the services are the MOST effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas.*

*Different requirements apply to charter schools*
Section 3C
Charter Schools

1. Describe increase in funds on basis of number and concentration of unduplicated pupils based on calculation in state regulations – 5 CCR 15496(a)(5)

2. How these funds are being spent

3. If funds are used in a charterwide basis:
   a) Identify in the LCAP those services being provided on a charterwide basis
   b) Describe how such services are directed towards meeting the charter school’s goals for its unduplicated pupils in state priority areas
Section 3D
Increased or Improved Services

Demonstrate how services for unduplicated pupils are increased or improved in proportion to the increase in funding generated by those students.

- Identify the percentage by which services for unduplicated pupils must be increased or improved based on increased funding for unduplicated pupils (as defined in emergency regulations).
- Providing a qualitative and/or quantitative description of the increased and/or improved services in comparison to services for ALL students in proportion to the increase in funding.
Annual Updates
(Beginning 7/1/15)

- **Goals** - Annually updated in each of two subsequent years based on analysis of progress in each of the state or local priorities

- **Actions/services and expenditures** - Annually updated in each of two subsequent years based on an analysis of:
  - How the actions and services have addressed the identified needs and goals of all subgroups, including unduplicated pupils and specific school sites and
  - Whether or not the actions or services resulted in the desired outcomes

- **Revisions** – Any revisions to goals or actions based on analysis
The LCAP and Other Plans

- LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities.

- The information in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan).
Local Education Agency (LEA) Plans

• LEA Plans are federal requirements under ESEA
• LCAP does not replace LEA Plans
• Legislation (AB97) required the SBE will take steps to minimize duplication of effort at the local level to the greatest extent possible.
• Minimal alignment in the template, however, LEAs can refer to or include federal, or other program funding or services in the LCAP
School Site Plans

• Specific actions included in the LCAP, or the annual update of the LCAP, must be consistent with the strategies included in school plans.

• No requirement that priorities be specifically addressed in school plans, but may be included at district discretion.

• School plans must continue to meet specified federal requirements for Schoolwide Program schools and school in Program Improvement.

• School Plans must be developed by the School Site Council.
Possible Changes

• LCAP was adopted as part of the Emergency Regulations
• Emergency Regulations are in place for 180 days
• Rulemaking process has begun for final regulations, including any changes to the Template
• Comment period ends March 17, 2014
Questions?
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