



Welcome to the California State Board of Education's LCFF Channel. The video and audio downloads available on the LCFF Channel are designed to help the education community learn about how the Local Control Funding Formula works to support local implementation activities. The focus of this brief segment is on the Local Control Funding Formula permanent spending regulations and Local Control and Accountability Plan Template.

On November 14, 2014 the State Board of Education approved permanent regulations that reinforce the intent and purpose of LCFF to improve equity, performance, transparency, and simplicity while allowing LEAs to make targeted investments that are responsive to local and state priorities.

First, let's look at the changes to the spending regulations. The newly approved regulations provide clarity that parents include anyone with the legal right to make educational decisions on behalf of a student, which include parents, guardians, and others. The regulations also clarify that parents, must comprise the majority of the Parent Advisory Committee including parents of low-income students, English learners and foster youth,, and parents of English learners must comprise the majority of the English Learner Parent Advisory Committee, where applicable.

The regulations also clarify that consulting with students means enabling students, including unduplicated pupils and members of other significant subgroups, to review and comment on the development of the LCAP. This may include surveys, forums, or other committee meetings.

One other notable change made in the new regulations is clarification that in cases where increased or improved services for low-income students, English learners or foster youth are provided districtwide, schoolwide, charterwide, or countywide that they should be "principally directed towards, and are effective in meeting the district's goals for its unduplicated pupils in the state and any local priority areas." Where such services are provided across a school district with less than 55 percent of enrollment of unduplicated pupils or in a school with less than 40 percent of enrollment of unduplicated pupils, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils and shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

The State Board of Education also approved a revised and redesigned LCAP template based on feedback from practitioners and the public from their experience using the template approved to create initial LCAPs. Let's take a brief a tour of the redesigned LCAP.

The new LCAP template has added a glossary in an appendix to clarify terms. There are changes and additions to the guiding questions to aid in the development of LCAPs.

The most noticeable change in the redesign is the LCAP's format. The information that was included in the initial template remains in the new template, but it's now reorganized to eliminate duplication of entry and formatted to provide greater clarity in the presentation of related goals, expected measurable outcomes, and actions/services and expenditures, as well as the scope of



services and pupils, including pupil subgroups served. For example, the new template combines the section that formerly included goals and expected outcomes with the section that describes actions, services, and expenditures into one goal-centered table. This has eliminated the need to re-enter goal information across multiple sections of the template.

The new LCAP clarifies that for each LCAP year, the LCAP must identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, LCAPs must include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and school site level.

The other major change in the new LCAP template is the creation of a separate table for the Annual Update. LCAPs that are due by June 30, 2015 for the 2015-16 through 2017-18 three year period, require that each year an Annual Update be provided that describes implementation, outcome progress, and related expenditures. The purpose of the Annual Update is to aid in communicating to local stakeholders how LCAP goals are being pursued and to provide evidence of progress and adjustments based on reflection of state and local priorities. Another video will be developed to clarify more information regarding the Annual Update.

A few reminders: The regulations and LCAP template have been approved by the State Board of Education and final approval by the Office of Administrative Law is pending. Once final, the regulations and LCAP template will be effective immediately. This means that LCAPs created for the next planning cycle need to follow the new spending regulations and be prepared using the new LCAP template. It is not necessary to reenter existing plans in the template until they are revised and updated. Each year, LEAs need to adopt a LCAP for the upcoming three years and an integrated Annual Update.

An editable version of the new LCAP template can be found in English and Spanish at lcff.wested.org.

Thank you for viewing this edition of the LCFF Channel's Implementation Insight. More information can be found at lcff.wested.org and www.cde.ca.gov.