

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. This brief segment provides a crosswalk between the original Local Control and Accountability Plan template and regulations and the revised LCAP template and regulations recently approved by the State Board of Education.

On November 14, 2014, the State Board of Education approved a revised Local Control Accountability Plan (LCAP) and Annual Update template. LEAs are required to create and adopt an LCAP, including the Annual Update, every year. The LCAP is a three-year plan for the current school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections.

In completing the LCAP, LEAs must comply with the template instructions, carefully consider how to reflect basic instructional program services and expenses in relation to the state priorities, and demonstrate contemplation of the guiding questions.

Let’s review some of the significant changes to the LCAP starting with the section on state priorities. This section of the LCAP template has been updated to more closely refer to the LCFF statute and the adopted expenditure regulations. Priority 2 was updated to clarify that the California English Language Development standards are among the state academic content and performance standards that must be addressed under the Conditions of Learning in the LCAP. Priority 3 was also updated to clarify that the LEA must make an effort to seek parent input at both the district and school. Notably, the revised regulations clarify that *parents* include anyone with the legal right to make education decisions on behalf of a student.

The instructions for the Stakeholder Engagement section have been updated to specifically reflect the statutory requirement that LEAs “consult” with stakeholders, rather than simply engage with them. Accordingly, the instructions require LEAs to describe how they consulted with parents, pupils, school personnel — including teachers, principals, and other staff --- local bargaining units as applicable, and the community, and how this consultation contributed to the development of the LCAP and Annual Update. An additional row has been added to the table in the Stakeholder Engagement section of the template for LEAs to describe how stakeholders were involved in development of the annual *update*

Section 2 of the LCAP has undergone some significant modifications in response to feedback from practitioners and the public, based on their experiences using the initial template.

Section 2: Goals and Progress Indicators and *Section 3: Actions, Services, and Expenditures* from the original LCAP template were combined into one section in the revised LCAP template. This change provides 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. So, while the revised template looks different, the content needed to complete it is essentially the same.

The title for Section 2 is: *Goals, Actions, Expenditures, and Progress Indicators*, and it has two main parts: Goal tables and Annual Update tables. Let's review the Goal tables first.

The new Goal tables contain most of the information from Sections 2, 3A, and 3B of the original LCAP template and the new format eliminates the need to duplicate information between goals and services by including information about goals with progress indicators, actions and services and expenditures within the same table.

The instructions and guiding questions in the revised LCAP template are consistent with the instructions and questions in the original template and are now organized under headings that correspond to the sections of the goal table.

For each goal, LEAs will complete a table with Expected Annual Measurable Outcomes, actions, services and expenditures for EACH of the LCAP's three years, UNLESS the LEA plans to meet the particular overarching goal in one or two years. In that case, the goal table would not encompass planned actions, services and expected outcomes in years 2 or 3. Note, however, that the LCAP in its entirety must still describe goals and specific actions to achieve those goals for each of the state priorities for each of the three years

The instructions also clarify that for each LCAP year, the LCAP must identify and describe specific expected measurable outcomes for all students, and specific student subgroups as applicable, using, at minimum, the applicable required metrics for the related state priorities. The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d).

The revised LCAP instructions continue to emphasize that when completing the goal tables, LEAs need to include goals for all pupils and specific goals for school sites and specific student subgroups, including student with disabilities, both at the LEA level and, where applicable, at the school site level.

2014-15 will be the first year that LEAs will be required to provide an Annual Update. While the table is new, the information required is drawn from Sections 2, 3A and 3B of the original template, along with much of the guidance on how to complete it. The Annual Update requires that for each goal in the current year LCAP, LEAs must review progress toward the expected outcomes for the school year that is coming to a close, assess the effectiveness of actions and services provided, and describe the changes made in the LCAP for the next three years that are based on this review and assessment.

For each adopted goal in the initial LCAP, the Annual Update table has space for LEAs to enter the goal and the corresponding Expected Annual Measurable Outcomes, Planned Actions and Services, Scope of Service, and Budgeted Expenditures *for the current year* on the left side of the table. On the right side, LEAs will enter Actual Annual Measurable Outcomes, Actual Actions and Services, Scope of Service, and Estimated Actual Annual Expenditures also for the

current year. This format allows for a side-by-side comparison of what was planned and what was implemented and attained.

In the final row of each Annual Update table, LEAs will describe the changes made in the LCAP for the next three years based on the review of progress and assessment of the effectiveness of the specific actions and services provided.

LEAs must complete an Annual Update table for each of the LEA's goals for the current year LCAP. This means that if a LEA's LCAP has five goals, it will have five Annual Update tables. If the LCAP has 20 goals, it will have 20 Annual Update tables. LEAs are able to modify the table by duplicating and expanding the fields as necessary to provide detailed information about actual outcomes.

Section 3 of the revised LCAP and Annual Update Template provides guidance and forms to guide LEAs to include specific pieces of information on the use of supplemental and concentration grant funds, as well as on proportionality. The format and instructions have been revised to improve clarity but the information required is the same as in the original LCAP.

In Section 3A, LEAs identify the amount of supplemental and concentration grant funds and describe how they will be expended in the upcoming year. When increased or improved services for low-income students, English learners or foster youth are provided districtwide, schoolwide, charterwide, or countywide, LEAs must describe how such services are principally directed towards, and are effective in, meeting the LEA's goals for its unduplicated pupils in the state and any local priority areas. Where such services are provided across a school district with an enrollment of unduplicated pupils less than 55 percent of the district's total enrollment or in a school with an enrollment of unduplicated pupils that is less than 40 percent of the school's total enrollment, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for its unduplicated pupils and provide the basis for this determination, including, but not limited to, any alternatives considered any supporting research, experience, or educational theory.

In Section 3B, LEAs identify the Minimum Proportionality Percentage, the percentage by which services for low income students, English learners and foster youth must be increased or improved as compared to the services provided to all students in the upcoming year, and provide a description of how the LEA will increase or improve services for these students by this percentage.

The new LCAP template has also added an appendix which includes a glossary to clarify terms and guidance for calculating metrics related to the state priority areas of pupil engagement and school climate.

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 LCFE Channel's Implementation Insight. More information can be found at lcff.wested.org and www.cde.ca.gov.