

Local Control Accountability Plan



The Local Control and Accountability Plan

- Local Control and Accountability Plan (LCAP): what, how, and when of plan development
 - The statutory requirements
 - How we develop the plan and engage stakeholders
 - A timeline for the current year
 - The role of the Superintendent and Board
 - LCAP and Consultation with Bargaining Units

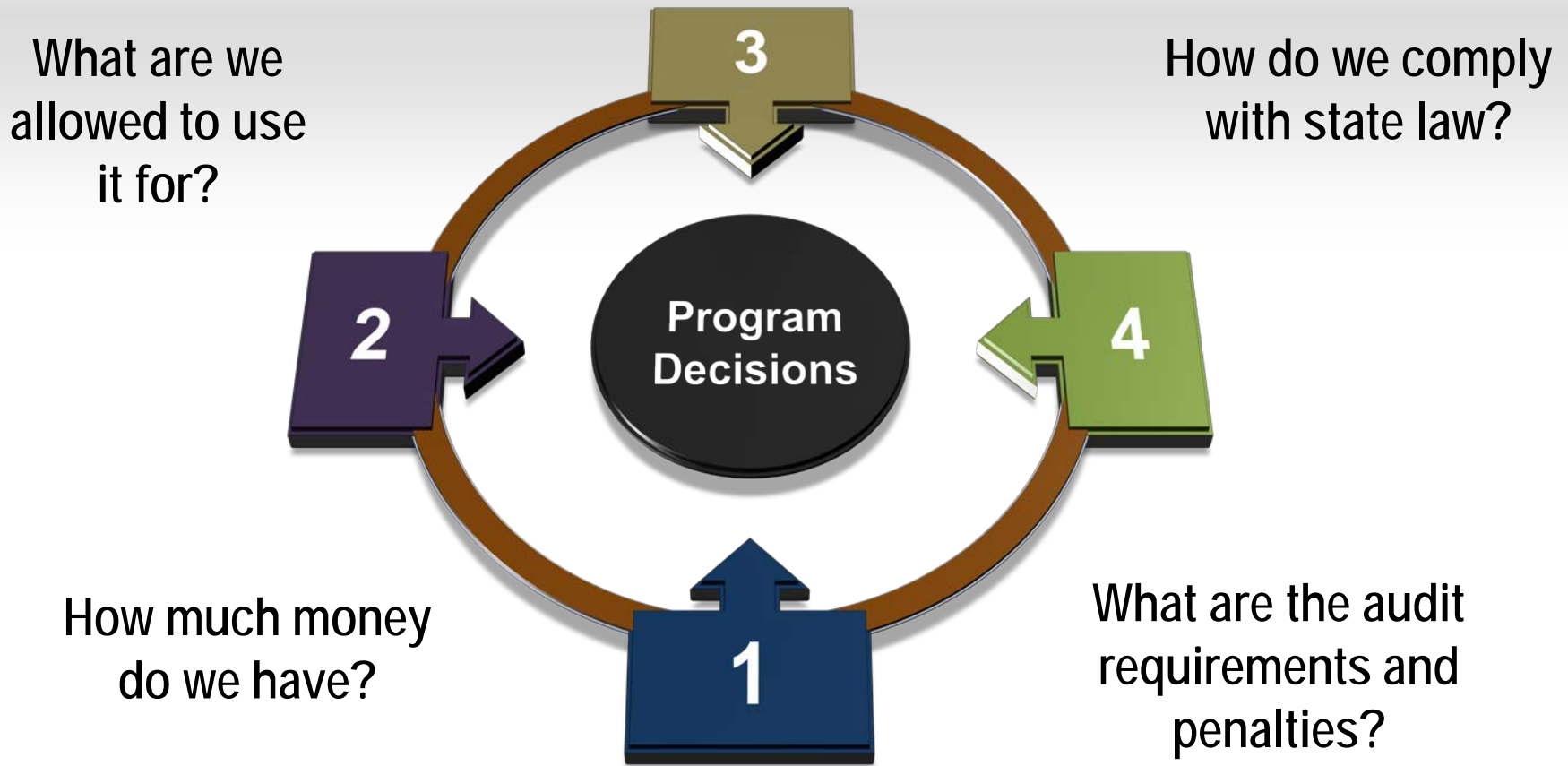
A yellow pencil is shown at the top left, pointing towards a maze. The maze is a complex grid of white lines on a dark background, with a bright light reflecting off one of the paths.

D-2

Shift Happens!

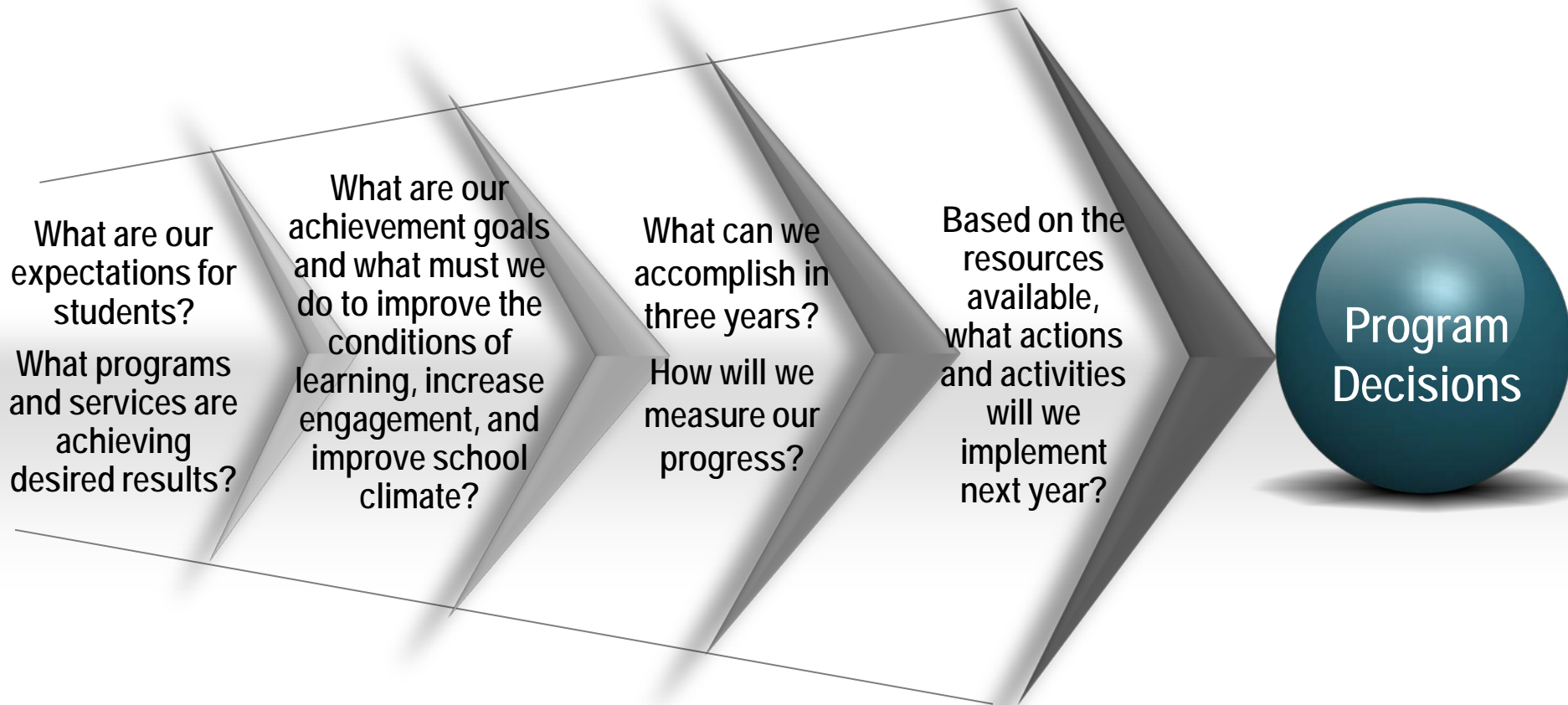
- The LCFF is designed to close the achievement gap by providing additional funds to support improved student outcomes and accountability
- The LCFF shifts the state away from a system of rule compliance, measured by audits and enforced through penalties, to a system of accountability based upon local needs, measured by progress toward annual goals, and explicitly linked to the LEA's budget
- We are no longer implementing the state's plan for eligible students – we must develop a plan locally that achieves improved results
- This will require that we think and plan differently

Our Old Paradigm Focused on Input



A New Way of Thinking

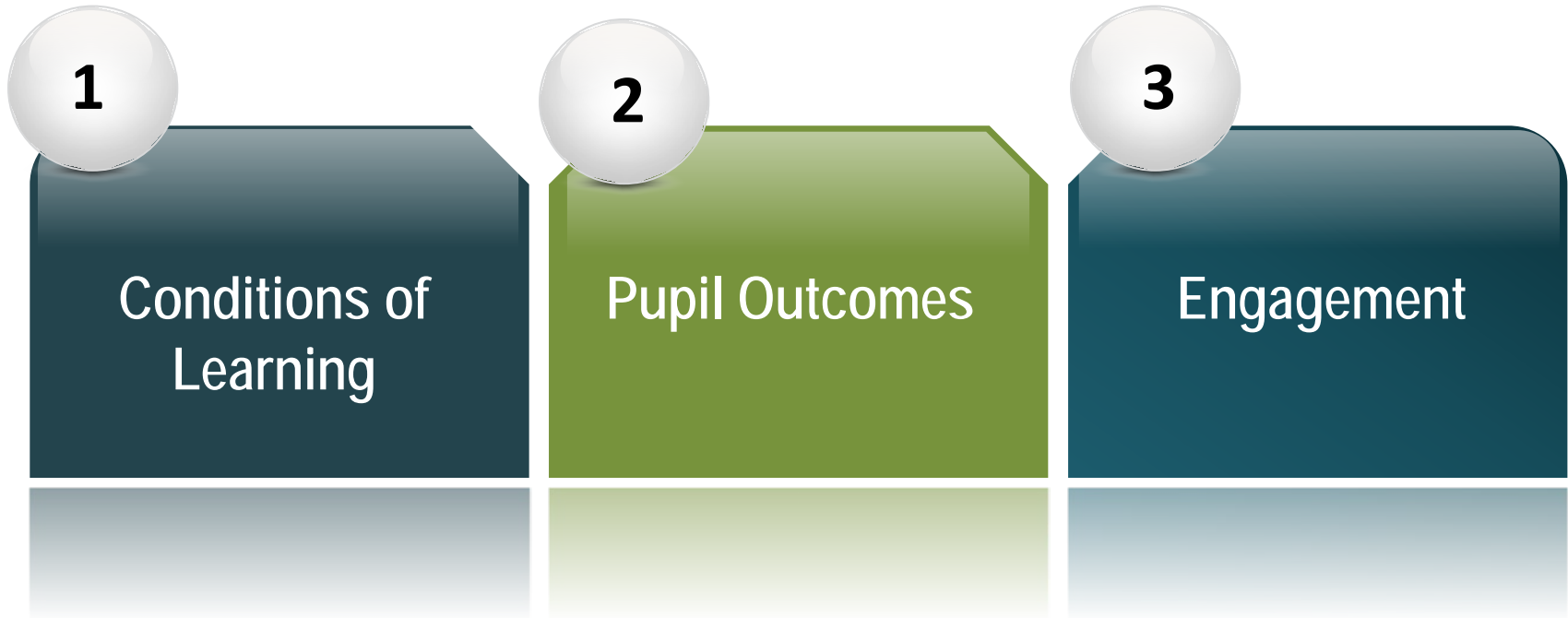
- The new system requires us to think first about outcomes
- No longer are you limited by what you can afford to do in a single year – start thinking about what you could accomplish in three years



- The LCFF accountability system requires that LEAs develop a three-year LCAP and annually update it
- The LCAP must
 - List annual actions that the LEA will implement in accomplishing the goal
 - Describe expenditures in support of the annual actions and where they can be found in the LEA's budget
- The LCAP is intended to be a comprehensive plan
 - School site plans and the Single Plan for Student Achievement must align with the LCAP
 - The LCAP may reference and describe actions and expenditures of other plans

Three Categories for Planning Purposes

- The proposed LCAP template groups the eight state priorities into three categories for planning purposes



- Initial LCAP planning requires the collection of data we will use to inform plan goals and actions, and precedes the engagement of stakeholders in plan development

What Does the Data Tell Us About the Conditions of Learning?

1

Conditions of Learning

The first planning category groups together the following state priorities:

- Priority 1 – Basic Conditions
- Priority 2 – Implementation of State Standards
- Priority 7 – Course Access

Focus planning on assessing to what extent:

- Teachers are qualified and appropriately assigned
- School facilities are in good repair
- Students have access to standards-aligned materials and are receiving instruction that is aligned with state-adopted content and performance standards
- Students are enrolled in a broad course of study

What Does the Data Tell Us About Pupil Outcomes?



2

Pupil Outcomes

The second planning category groups together the following state priorities:

- Priority 4 – Pupil Achievement
- Priority 8 – Other Pupil Outcomes

Planning would focus on assessing:

- Performance on standardized tests
- Percentage of students who are college and career ready
- English learner reclassification rate
- Pass rate on advanced placement exams
- Student outcomes in all core curriculum areas

What Does the Data Tell Us About Student and Parent Engagement?

The third planning category groups together the following state priorities:

- Priority 3 – Parent Involvement
- Priority 5 – Pupil Engagement
- Priority 6 – School Climate

Focus planning on measuring:

- Parent involvement in decision making and the degree to which we promote the participation of parents of eligible pupils
- School attendance rates including chronic absenteeism
- Dropout and graduation rates
- Suspension and expulsion rates
- The degree to which students feel safe and connected to school

3**Engagement**

1

Stakeholder
Engagement

- Meaningful engagement of parents, students, and other stakeholders is not only important but it is a statutory requirement
- LEAs will have to demonstrate evidence of stakeholder engagement, describe how stakeholders were involved, and what impact that engagement had on development of the plan

A few guiding questions from the proposed template:

“What information was made available to stakeholders and used by the LEA to inform the LCAP goal setting process?”

“In the annual update, how has the involvement of stakeholders supported improved outcomes for pupils related to the state priorities?”

- Section 2 must describe the LEA's goals for the term of the plan
- The annual update must include a review of progress based on an identified metric (qualitative or quantitative)
- Goals must address each state priority area and any additional local priorities

2

Goals and
Progress
Indicators

A few guiding questions from the proposed template:

“What are the LEA's goals to address the conditions of learning, pupil outcomes, and parent and pupil engagement?”

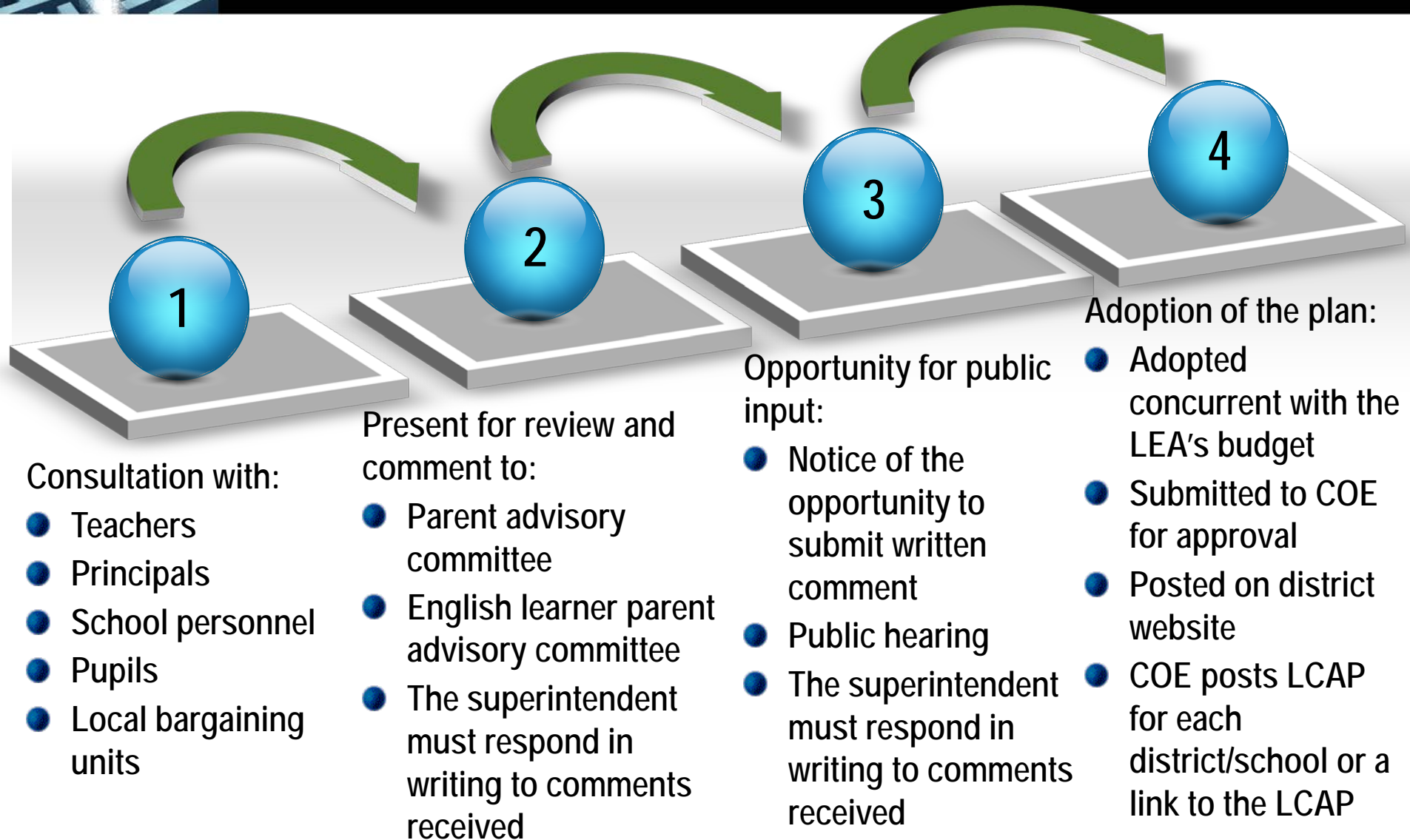
“What data/metrics were considered in developing goals to address each state or local priority and to review progress toward goals in the annual update?”

- Identify annual actions to meet the goals in Section 2 and describe expenditures to implement the action
- In describing actions and expenditures that will serve eligible pupils, identify whether they are for school-, district-, county-, or charter-wide purposes
- This section has four subsections
 - A. Annual actions and expenditures related to the goals for all pupils
 - B. Annual actions and expenditures provided to eligible pupils above what was provided to all students
 - C. Describe how the LEA is expending supplemental and concentration grant funds for any school-, district-, county-, or charter-wide purpose and how they are the most effective use of funds
 - D. Demonstrate proportionality

3

Actions,
Services, and
Expenditures

Levels of Engagement as Required by Statute



A Sample Timeline for the Current Year

