

The Local Control and Accountability Plan
Lessons Learned and Changes on the Horizon
Santa Clara County Office of Education—August 28, 2014

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Overview

- Lessons Learned and Best Practices
 - Engaging Stakeholders
 - Local Control and Accountability Plan (LCAP) Development
 - Plan Adoption
- The Annual Update
- Changes on the Horizon
- Q&A

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Introduction

- Our school finance system is going through the most dramatic change since the creation of revenue limits and categorical programs
- The Local Control Funding Formula (LCFF) shifts the state away from a system of rule compliance to a system of local accountability
- The LCAP is the cornerstone of the state's accountability system
- Local decision-making must be transparent and be based on significant levels of engagement
- Opportunities and challenges are many, expectations for improved student outcomes are great, and guidance has been in short supply
- Adoption of your first LCAP is in the rear view mirror and undoubtedly lessons have been plentiful – still, there is much to learn

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Engagement Lessons Learned and Best Practices

Critical Stakeholders

- Engaging a broad audience through the use of surveys, interviews, and public forums was not always meaningful
- Difficult to share data or ensure that the data informed the respondent's input
- Resulted in input that lacked relevance
- When the input of participants was not reflected in the plan, they were critical of the process and the product

Stakeholder Disappointment

- Participants lacked an understanding of the LCFF and LCAP and their role
- Insufficient time dedicated to the process of data review and analysis and/or reviewing current programs in place to address needs
- Lack of time and understanding led to disappointment among stakeholders who may have joined the ranks of critical stakeholders

Reluctant Stakeholders

- Multiple attempts made to engage parents of significant subgroups
- Many subgroups were not represented and those represented were parents already active in their school communities

Stakeholder Exhaustion

- Data that was not accessible or easily understood led to data bloat and/or paralysis exhausting many first time participants

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LCAP Development Lessons and Best Practices

Cover All the Bases

- The statute clearly provides that school districts and county offices of education (COEs) collect data using required metrics in all of the state priority areas
 - (charter schools must only look at metrics for those state priority areas that pertain to their program)
- Many COEs were very forgiving this first time around, some not so much
- Going forward, it will be increasingly important to make sure our LCAP addresses all of the state priority areas and that it includes all of the required metrics

Connecting the Dots

- Creating meaningful goals, actions, and services requires that they be connected to good baseline data
- The local needs assessment is the foundation, helping you to identify by subgroup, significant areas of need
- Section 2 of the LCAP needs to connect the dots between the needs assessment, the baseline data, the stated need, and the intended actions

All Means All

- Don't forget about your significant subgroups whose needs must also be addressed by your LCAP
- The plan must address the needs of all significant subgroups, including special education students

Make it Measurable

- Goals including statements such as "increased opportunities for . . ." were not well received
- If something has been identified as a need, find a way to measure progress qualitatively or quantitatively



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Adoption Lessons and Best Practices

Kept in the Dark

- If the first time the board hears about the LCAP and the local educational agency's (LEA's) development process at the public hearing, it might not go so well
- Keep the board informed
- Share the local needs assessment early and the plan for engaging stakeholders
- Give them regular updates on your activities

Leadership Drift

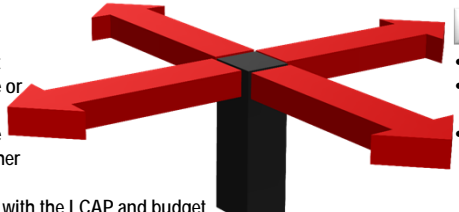
- Superintendents who did not lead or closely monitor LCAP development may have experienced a significant emotional event in the days leading up to the public hearing
- The superintendent is the conductor of the LCAP development process and must ensure the obligation to consult with employee groups and other required stakeholders is met
- Must respond to advisory groups and recommend with confidence the LCAP to the board

Dead on Arrival

- LEAs should not be constrained by the LCAP template – yes, you must comply with the template or it will be dead on arrival
- How you present it to the board and public is another matter
- Good practice to include with the LCAP and budget documents an executive summary, an overview of the LCAP and the budget, and a section on definition of terms

Alone in the Wilderness

- You are not in this alone
- Your COE is there to offer assistance and support
- Working with the COE throughout the adoption process can minimize needed changes, either technical or substantive, long before the public hearing comes along



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Updating Your Plan – What the Law Requires


- In each annual update, the LEA must include a review of progress made on actions implemented in the LCAP year
- The guiding questions included in the LCAP template ask:
 - What changes/progress have been realized and how do these compare to changes/progress predicted?
 - What modifications are being made to the LCAP as a result of this comparison?
- Based on the life cycle of the LCAP and a commitment on the part of the LEA to engage stakeholders in a cycle of inquiry that extends beyond a single meeting, one might wonder:
 - Is that practical?
 - How much progress can we reasonably measure before we begin to consult with our stakeholders?

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Life Cycle of the LCAP



April – June

- Consult stakeholder and adjust to reflect progress measured
- Finalize following May Revision
- Hold public hearing
- Adopt and implement

July – October

- Evaluate progress
- Conduct needs assessment
- Consult stakeholders

February – March

- Inform stakeholders
- Respond to comments
- Adjust to reflect input


November – January

- Identify goals, actions, and services
- With Governor’s January Budget, align resources
- Consult stakeholders

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Let’s Be Practical

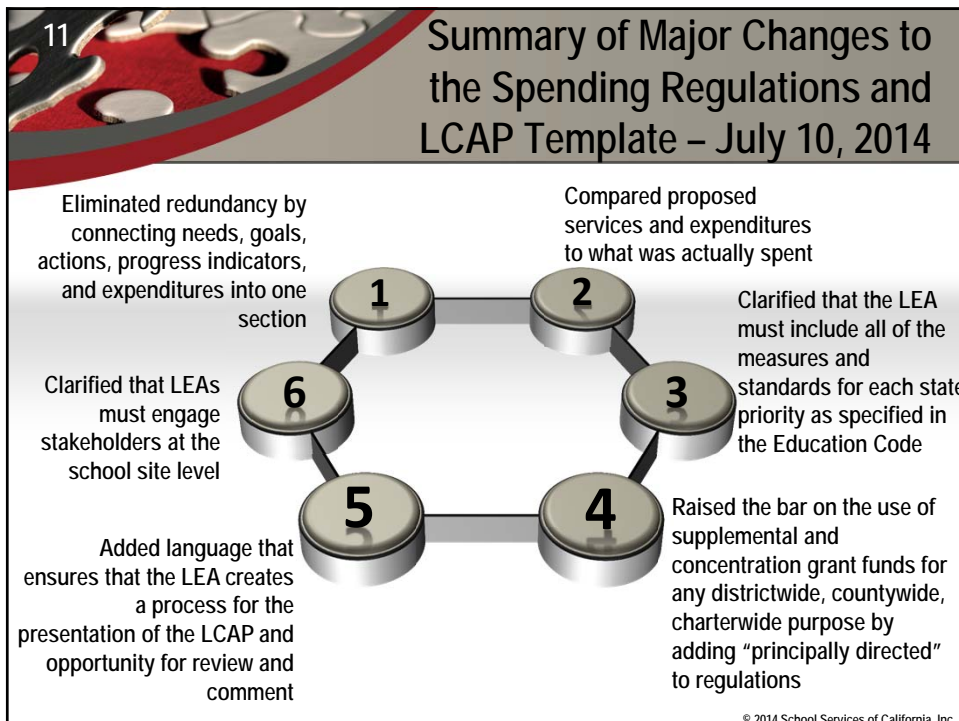


What will the LEA ...	2014-15	2015-16	2016-17	2017-18
Do	Implement 2014-15 actions	Implement 2015-16 actions	Implement 2016-17 actions	Implement 2017-18 actions
Measure	Update needs assessment based on 2013-14 data	Measure 2014-15 progress	Measure 2015-16 progress	Measure 2016-17 progress
Adopt in June	2014-15 actions fall away Revise goals and actions based on local needs assessment Add 2017-18 goals	2015-16 actions fall away Revise goals and actions based on 2014-15 progress Add 2018-19 goals	2016-17 actions fall away Revise goals and actions based on 2015-16 progress Add 2019-20 goals	2017-18 actions fall away Revise goals and actions based on 2016-17 progress Add 2020-21 goals

Remember the Life Cycle – in April/May consult with stakeholders regarding progress in the LCAP year and complete the Annual Update Table

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Conditionally Approved Changes Renew LCAP Debate

Education Management Groups	Civil Rights and Advocacy Groups
<ul style="list-style-type: none">• Changes represent an erosion of the Governor's original vision of subsidiarity• Moves us back to a system of compliance rather than a system focused on student outcomes• Increasing accountability for improved results requires patience<ul style="list-style-type: none">– results will take time	<ul style="list-style-type: none">• Changes don't go far enough to increase transparency and ensure that the dollars spent are going to educationally disadvantaged students• The requirement to consult with students must be more explicit• The state needs to create standard account codes for the tracking of expenditures• Swift action is needed to ensure appropriate spending
Is the LCAP a plan to support improved outcomes for students?	Is the LCAP a budget and accounting document?

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Relevant Comments Received

- Approximately 122 public comments were received during the public comment period between July 11, 2014 and July 28, 2014
- The State Board of Education (SBE) staff is recommending that the SBE take the following actions:
 - Approve the proposed changes to the permanent regulations and the LCAP template
 - Circulate the changes for a second 15-day public comment period
 - Deem the changes to the permanent regulations and LCAP template as adopted if no relevant comments are received
 - Place the proposed regulations and LCAP template on the November 2014 agenda for action if relevant comments are received

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Summary of Major Changes

September 4, 2014

Principally Directed
The SBE received little substantive comments related to the term “principally directed” so the term remains

Scope of Service
Clarifies that goals must identify school, subgroup, and grade level span and if targeted dollars are used for school or districtwide purpose

Subgroup Identification
Check boxes have been added allowing LEAs to select the applicable subgroup(s) or if applicable to all students

Consultation
Modifies changes related to students making it clear that they must be consulted during LCAP development not during the review and comment period

Annual Update
The annual update has been revised to include “estimated expenditures” as opposed to “actual expenditures”

Required Metrics
Adds language that ensures the LEA addresses all of the required metrics for every state priority in each LCAP year

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Annual Update Tables

Original GOAL from prior year LCAP:		1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:
LCAP Year: xxxx-xx		
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services
Scope of service: _____ --ALL--		Scope of service: _____ --ALL--
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		

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Section 3A and 3B – Use of Supplemental and Concentration Grant Funds and Proportionality

Instructions for 3A:
In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).
Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, 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 in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ _____
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Section 3A and 3B – Use of Supplemental and Concentration Grant Funds and Proportionality

Instructions for 3B: In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

_____ %

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