

What Should LEAs Do Now? – August 2013

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 to provide early guidance for things to consider with the start of a new school year and the new Local Control Funding Formula implementation requirements.

While LCFF remains a work in progress, many provisions are now operational. In other words, LEAs are expected to begin rethinking their approach to planning, budgeting, and using funds aligned to the following eight state priorities:

- a. Compliance with *Williams* requirements: appropriate teacher assignment, sufficient instructional materials, and facilities in good repair.
- b. Implementation of the academic content and performance standards adopted by SBE, including how the programs and services will enable English learners to access the common core academic content standards and the English Language Development standards.
- c. Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.
- d. Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.
- e. Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.
- f. School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.
- g. The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.
- h. Pupil outcomes, if available, in the subject areas comprising a broad course of study.

The following are specific actions that LEAs should take in 2013–14:

- a. **Update budgets with LCFF revenues and potential revision of expenses.** Because LEAs adopted budgets for 2013–14 before the passage of LCFF, governing boards must revise their budgets to reflect both the funding and legislative changes directed by LCFF. This includes updating budgets by mid-August with LCFF revenues and submitting required interim budget reports later in the year.
- b. **Follow federal regulations. Program rules and financial management rules still apply.** The changes made by LCFF do not change federal funding or related requirements. LEAs should continue to prepare federally-required improvement plans (e.g., Titles I and III Corrective Action plans and the Single Plan for Student Achievement) and meet federal maintenance of effort and supplement-not-supplant requirements. The LCAP may affect options for planning in subsequent years but in no way will such changes diminish federal requirements.
- c. **Maintain local advisory groups. Parent and community engagement remain an important aspect of planning and accountability under LCFF.** While the terminology and details for local advisory groups may be refined under LCFF, LEAs are expected to continue to engage parents and community members broadly in the preparation of LEA and site-level planning activities, as most of these groups are required for federal program purposes. For instance, LEAs should continue to engage district and site-level advisory groups, including those charged with providing input to planning for English learners' needs.
- d. **Maintain Regional Occupational Center and Program (ROC/P), Adult Education, and Home-to-School Transportation investments.** LCFF requires that LEAs maintain 2012–13 state-funded expenditure levels for ROC/P and Adult Education for two years, 2013–14 and 2014–15, and Home-to-School Transportation on an ongoing basis. Recognizing that in many cases interagency partnerships existed to support such programs, LCFF also requires LEAs to continue passing through ROC/P and Home-to-School Transportation funds to joint powers agencies for two years.
- e. **Use 2013–14 to introduce procedures that will be required in 2014–15.** While the regulations and templates for LCFF will not be in place until the 2014–15 planning and budget cycle, LEAs would be well served to begin thinking in 2013–14 about and implementing procedures that support transparency and public engagement related to planning and budgeting.
- f. **Use remaining Economic Impact Aid (EIA) funds following EIA rules.** LEAs with carryover balances in EIA should continue to use such funding following the rules of the EIA program prior to LCFF's passage. While EIA



funds no longer exist within LCFF, funding that was issued as EIA must be used for its original purposes for English learners and economically disadvantaged youth.

The changes made by LCFF represent a major overhaul in the manner in which the state funds and supports LEAs. We appreciate the thoughtful questions being asked about LCFF and the suggestions being provided. LCFF's implementation requires patience as we work to make changes that lead to enduring improvements for students. Please expect that the SBE and CDE will work diligently to keep LEAs and stakeholders informed throughout this process.

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