

## **Overview of the Local Control and Accountability Plan**

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 provides some guidance regarding how to think about and begin development of a quality Local Control and Accountability Plan.

January 16 the State Board of Education approved a template for the Local Control and Accountability Plan, or LCAP. The timing is great as all districts, charter schools, and county offices of education need to have a completed and local board approved LCAP in place prior to their final budget adoption for 2014-15.

The LCAP is a critical part of what makes LCFF work to support student success. The simplification in the funding formula for education made by LCFF is not just for the sake of simplicity, but because a simple formula is important to support the goal of increased transparency and accountability. The development and sharing of the LCAP is how LCFF supports these goals.

The LCAP is first and foremost about creating a great plan that will guide how a district, charter school, or county office of education supports student success. Ideally it will be brief, easy to understand, and contain key information about how an educational agency plans to act and spend funding to address state and local priorities for student success. It resembles the type of information contained in a strategic plan where the emphasis is on creating a document that shares the story of how an agency plans to achieve its mission and vision.

The LCAP is intended to be a comprehensive plan that includes LCFF funds received by a local educational agency. It can include other funds if such information is helpful. Each LCAP is expected to include information about the goals, services, and spending plan that address the needs of all pupils and each significant subgroup. Furthermore, the LCAP must reflect specific goals for school sites, which may be districtwide or countywide, or called out by individual site. The LCAP does not replace existing site plans. Rather it is expected that the LCAP and site plans are aligned and that site level advisory groups are informed about and have been engaged in providing input to the development of the LCAP.

The LCAP is organized around state and local priorities. In the case of school districts, the state has identified eight priorities that must be addressed over the course of the three year LCAP horizon. County offices of education must address these same eight priorities

plus two additional priorities related to coordination with other agencies. Charter schools may develop plans that address the eight state priorities, but these may be modified based on the goals identified by each charter school in its application.

Let's take a brief tour of the LCAP and its components. The LCAP is comprised of three sections.

- a. Section 1 asks for information about Stakeholder Engagement and how this has contributed to the development of the LCAP. Section 2 is where goals for the LEA and school sites are described with an explanation of progress indicators. Section 3 is where actions, services, and expenditures are described that address the goals from Section 2.
- b. Each section starts with instructions. The instructions are directly related to requirements from the Education Code. Following the instructions are guiding questions. The guiding questions are included to help prompt thinking that may help construct the story, or information that goes into the plan for the specific section. It is not necessary, or desirable to provide answers to every question when writing the LCAP.
- c. There is information that must be written in each section. It is expected that when read together, the information across the sections provides an accessible story about the needs, approach, and investments that each LEA is making to support student success for ALL students. LEAs may resize pages or attach additional pages to facilitate completion of the LCAP.

The LCAP is intended to help LEAs prepare a performance-based plan that reflects local needs, local approaches, and local conversations. It is not a plan that needs to be created, but one that should be created if we are serious about engaging stakeholders, supporting transparency, and committing to meaningful accountability. It does not ask for signatures, sign-in lists, or dates. What it does ask for is a local story that emphasizes a progression of impact over the three years captured in each LCAP.

A few tips to close with.

- a. Engagement of stakeholders is critical to LCFF. As you plan for this engagement consider what information stakeholders need and the types of contributions you are asking of them.



- b. Make this plan a local story, with local importance. This LCAP is not for the state. It's your local district, charter school, or county office of education spending plan for student success.
- c. Expect to start okay and get better at this over time. The approach to planning promoted by the LCAP is not what most LEAs are accustomed to. Our first LCAPs are going to be okay to start, but let's commit to make them better as we go.
- d. Finally, if your LEA has a great strategic plan, use it as a starting point. Good strategic plans generally are good because stakeholders have been engaged, goals are focused, activities are clear, and the content has been communicated. That's exactly what will make a great LCAP.

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