http://bit.ly/2FPNTQz

Everything LCAP

Everything you need to know, but were afraid to ask! (March 3, 2018)

Agenda

Introductions

Understand the difference between LCFF and LCAP

Review the LCAP cycle

Tour the Indicators

Tour the Dashboard and dive into the data
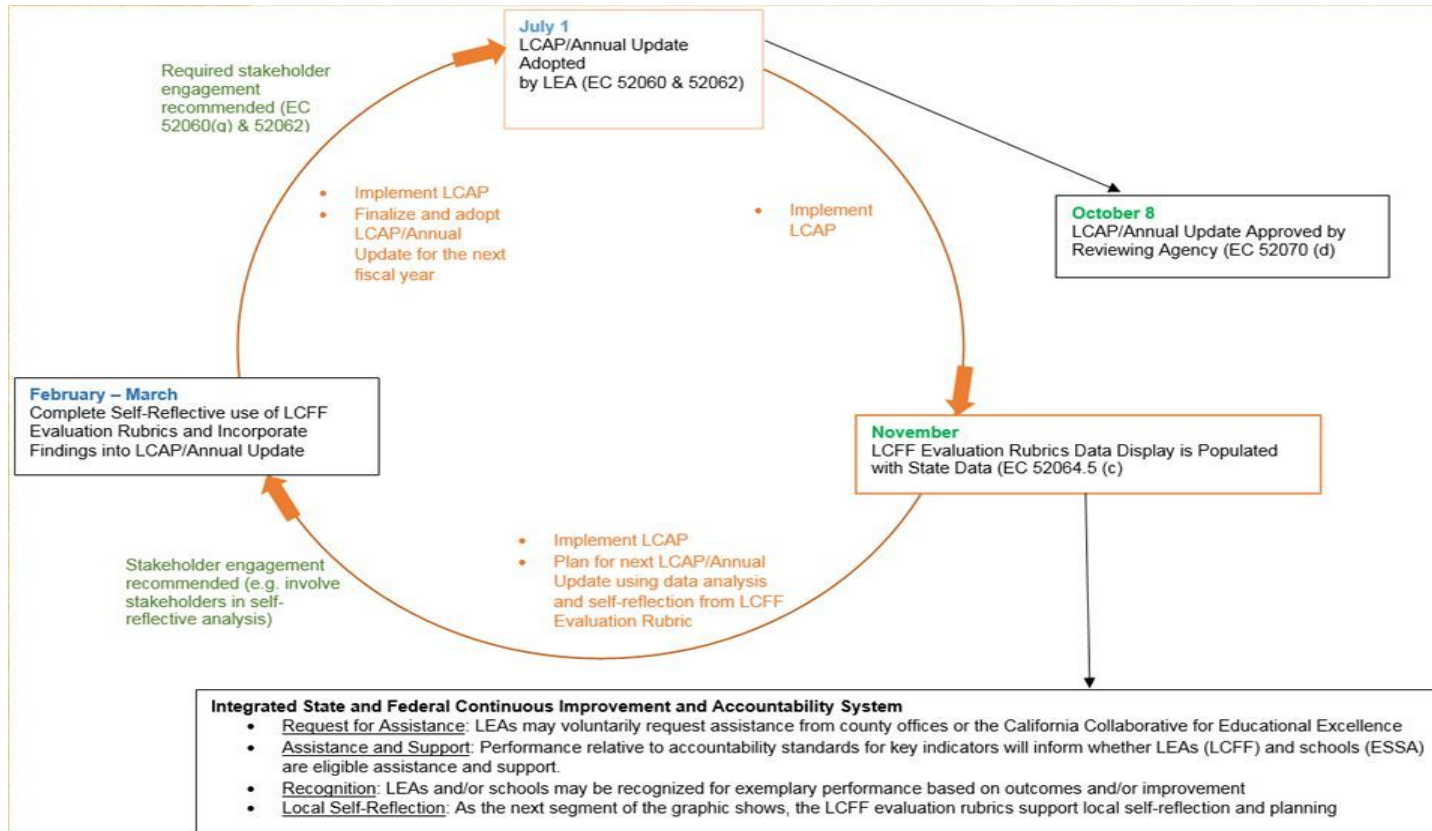
Share out

Local Control Funding Formula

Funding Provisions

The local control funding formula (LCFF) was enacted in 2013–14, and it replaced the previous kindergarten through grade 12 (K–12) finance system which had been in existence for roughly 40 years.

LCFF Accountability is the LCAP

As part of the LCFF, school districts, using a template adopted by the California State Board of Education (SBE), COEs, and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) . In addition, the SBE is required to adopt evaluation rubrics (now known as the "California Schools Dashboard") to assist LEAs and oversight entities in evaluating strengths, weaknesses, areas that require improvement, technical assistance needs, and where interventions are warranted.

LCAP Cycle

July 1
LCAP/Annual Update Adopted by LEA (EC 52060 & 52062)

Required stakeholder engagement recommended (EC 52060(g) & 52062)

- Implement LCAP
- Finalize and adopt LCAP/Annual Update for the next fiscal year

- Implement LCAP

October 8
LCAP/Annual Update Approved by Reviewing Agency (EC 52070 (d)

February – March
Complete Self-Reflective use of LCFF Evaluation Rubrics and Incorporate Findings into LCAP/Annual Update

November
LCFF Evaluation Rubrics Data Display is Populated with State Data (EC 52064.5 (c)

Stakeholder engagement recommended (e.g. involve stakeholders in self-reflective analysis)

- Implement LCAP
- Plan for next LCAP/Annual Update using data analysis and self-reflection from LCFF Evaluation Rubric

Integrated State and Federal Continuous Improvement and Accountability System
- Request for Assistance: LEAs may voluntarily request assistance from county offices or the California Collaborative for Educational Excellence
- Assistance and Support: Performance relative to accountability standards for key indicators will inform whether LEAs (LCFF) and schools (ESSA) are eligible assistance and support.
- Recognition: LEAs and/or schools may be recognized for exemplary performance based on outcomes and/or improvement
- Local Self-Reflection: As the next segment of the graphic shows, the LCFF evaluation rubrics support local self-reflection and planning

The Dashboard

California School DASHBOARD

State Indicators

- 6 State Indicators (Academics: ELA and Math)
- Pre-populated by the state
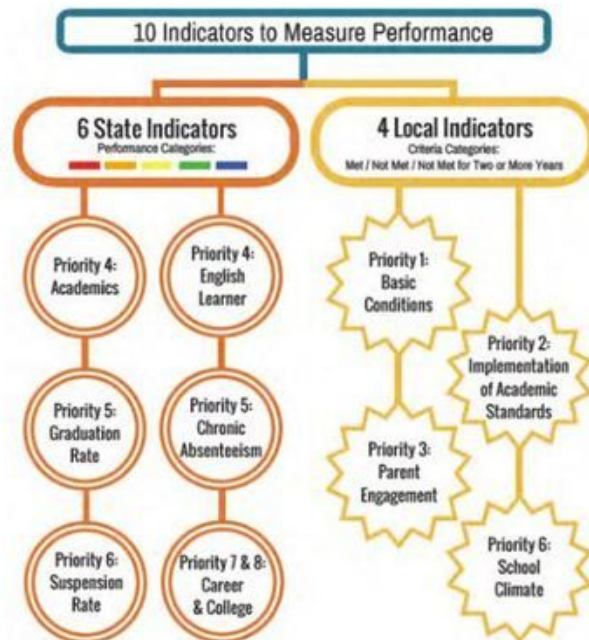- Quantitative data

5 Performance Categories:

Blue

Green

Yellow

Orange

Red

10 Indicators to Measure Performance

6 State Indicators
Performance Categories:

4 Local Indicators
Criteria Categories:
Met / Not Met / Not Met for Two or More Years

Priority 4: Academics

Priority 4: English Learner

Priority 1: Basic Conditions

Priority 2: Implementation of Academic Standards

Priority 5: Graduation Rate

Priority 5: Chronic Absenteeism

Priority 3: Parent Engagement

Priority 6: Suspension Rate

Priority 7 & 8: Career & College

Priority 6: School Climate

Local Indicators

- 4 Local Indicators
- Districts populate them with analysis of progress from local data.
- Qualitative + quantitative data

3 Performance Categories:

Met

Not Met

Not Met for 2+ years

The "California Way"

The ***State Indicators*** will be measured by *Status* and *Change*.

Status is determined by the current year performance.

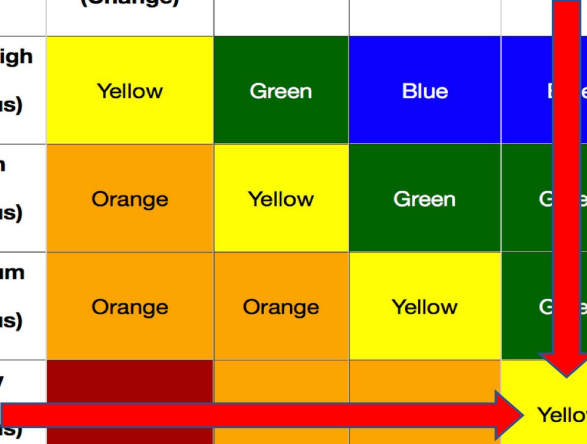*Change* is the difference in performance from the current year and the prior year.

Level	Declined Significantly (Change)	Declined (Change)	Maintained (Change)	Increased (Change)	Increased Significantly (Change)
Very High (Status)	Yellow	Green	Blue	Blue	Blue
High (Status)	Orange	Yellow	Green	Green	Blue
Medium (Status)	Orange	Orange	Yellow	Green	Green
Low (Status)	Red	Orange	Orange	Yellow	Yellow
Very Low (Status)	Red	Red	Red	Orange	Yellow

The "California Way"

Performance Category is the combination of an LEA's *Status* and *Change* and is represented as a **color** on the 5X5 grid.

Note: This model is applied to all LEA's and significant student subgroups (more than 30 students)

Level	Declined Significantly (Change)	Declined (Change)	Maintained (Change)	Increased (Change)	Increased Significantly (Change)
Very High (Status)	Yellow	Green	Blue	Blue	Blue
High (Status)	Orange	Yellow	Green	Green	Blue
Medium (Status)	Orange	Orange	Yellow	Green	Green
Low (Status)	Red	Orange	Orange	Yellow	Yellow
Very Low (Status)	Red	Red	Red	Orange	Yellow

Indicators

Academic Indicators (CAASPP)

- Grades 3-8: Math and ELA
- Grades 5, 8: Science (coming soon!)

Measured using the Average distance to Level 3 (Standard Met)

Let's take a quick tour together!

Indicators

English Learner Indicator: Based on the English Learner Progress Indicator and embedded in other state indicators:

State Indicator	Criteria
English Learner Progress	Current EL annual ELPAC test takers plus prior year RFEP
Academic	ELs plus RFEP (4 years)
Graduation/CCReadiness	EL status any time 9-12
Suspension	Current EL (K-12)

Let's take a quick tour together!

Indicators

[Graduation Rate (9-12)](#)

[College and Career Readiness (9-12)](#)

[HHS Data](#)

[Chronic Absenteeism (K-12)](#)

[HUSD Data](#)

[Suspension Rate (K-12)](#)

[Let's take a quick tour together!](#)

Technical Assistance

Proposed Criteria for Determining LEA Eligibility for Differentiated Assistance and Intensive Intervention. LEAs are eligible for technical assistance if the LEA "fails to improve pupil achievement across more than one state priority for one or more student groups."

Pupil Achievement (Priority 4)

- *Red on both English Language Arts and Math tests OR*
- *Red on English Language Arts or Math test AND Orange on the other test OR*
- *Red on the English Learner Indicator (English learner student group only)*

Technical Assistance

Pupil Engagement (Priority 5)

- *Red on Graduation Rate Indicator OR*
- *Red on Chronic Absence Indicator*

School Climate (Priority 6)

- *Red on Suspension Rate Indicator OR*
- *Not Met for Two or More Years on Local Performance Indicator*

Access to and Outcomes in a Broad Course of Study (Priorities 7 & 8)

- *Red on College/Career Indicator*

HUSD Dashboard

[HUSD Data Summary](#)

[Dashboard Basics In a Nutshell](#)

Dashboard Data Dive

Activity: Let's take a look at the Dashboard and LCAP Summary

Work with your group to answer the questions on your worksheet. Not all questions need to be addressed, but they are there to facilitate discussion.

- Group 1
- Group 2
- Group 3

What does your group notice? What are our next steps? What should we do more of? Or less of? **Be prepared to share out.**

Thank you! Have a great weekend!