Local Control and Accountability Plan (LCAP)

Background

The California *2013-14 Budget Act* and related legislation (Assembly Bill 97, Senate Bill 97, and Senate Bill 91) made significant changes to the State public school funding system. The legislation introduced the new Local Control Funding Formula (LCFF) which simplifies the funding process and strengthens local accountability. Through the LCFF, local educational agencies (LEAs) will receive funds based on local student demographics. The Legislative Analyst's Office overview of LCFF includes an explanation of the new school funding system.

A plan called the Local Control and Accountability Plan (LCAP) is a requirement of the new funding formula. LEAs are required to use the State-approved LCAP template to develop a plan that includes annual goals and actions that will be implemented to meet the eight State priorities. The LCFF requires County Offices of Education to approve the LCAPs and budgets for districts within their county. Contact the Siskiyou County Office of Education with questions about LCFF and LCAP.

Local Control and Accountability Plans

The Local Control Funding Formula requires that information be made available to the public regarding how state funds are spent. After the plans are approved by both the local governing boards and SCOE, final LCAP's (including any necessary updates and revisions) will be posted for the following districts:

- Big Springs Union Elementary School District
- Bogus Elementary School District
- Butte Valley Unified School District
- Butteville Elementary School District
- Delphic Elementary School District
- Dunsmuir Union Elementary School District
- Dunsmuir Joint Union High School District
- Forks of Salmon Elementary School District
- Gazelle Elementary School District
- Golden Eagle Charter School District
- Grenada Elementary School District
- Happy Camp Elementary School District
- Hornbrook Elementary School District
- Junction Elementary School District
- Klamath River Elementary School District
- Little Shasta Elementary School District
- McCloud Elementary School District
- Montague Elementary School District
- Mount Shasta Elementary School District
- Northern United Charter School
- Scott Valley Unified School District
- Seiad Elementary School District
- Siskiyou Union High School District
- Weed Elementary School District

- Willow Creek Elementary School District
- Yreka Union Elementary School District
- Yreka High School District
- Siskiyou County Office of Education

LCAP Trainings

The Siskiyou County Office of Education (SCOE) provides ongoing technical assistance to local districts to support their development of the LCAP and related budget. SCOE held a series of training sessions to assist districts with developing data-driven, pupil-centered LCAPs that address state and local requirements.

Developing an LCAP

Local Educational Agencies are required by the Local Control Funding Formula to develop and adopt a three-year Local Control and Accountability Plan (LCAP) by July 1, 2014. Plans will be updated annually. The LCAP describes how the agencies will address the state and local priorities by setting annual goals for all the students and each significant subgroup of students. Also, the actions that will be taken to meet the goals must be included and the adopted budget must be aligned to the actions and services in the plan.

- California Department of Education LCAP Template (Word)
- California Department of Education LCAP Spending Regulations

The LCAP should include five sections:

Section 1 – Plan Summary
- This sections has five components:
    - The Story – description of students and community and how the LEA serves them.
    - LCAP Highlights – Identifies and summarizes key features of this year's LCAP.
    - Summary of Progress – Review of LCAP progress, needs, and gaps.
    - Increased or Improved Services – Describes ways the LEA will increase or improve services for low income, English learners, or foster youth.
    - Budget Summary – Describes total funds budgeted for planned actions/services in the LCAP year.

Section 2 – Annual Update
- Describes the overall implementation and effectiveness of actions and services. Also describes material changes in budget, changes to LCAP for upcoming year and identifies where changes can be found in the LCAP.

Section 3 - Stakeholder Engagement:
- Describes the consultation process and how it impacts the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures. It is important to note what, if any, specific data was shared with stakeholders during these consultations.

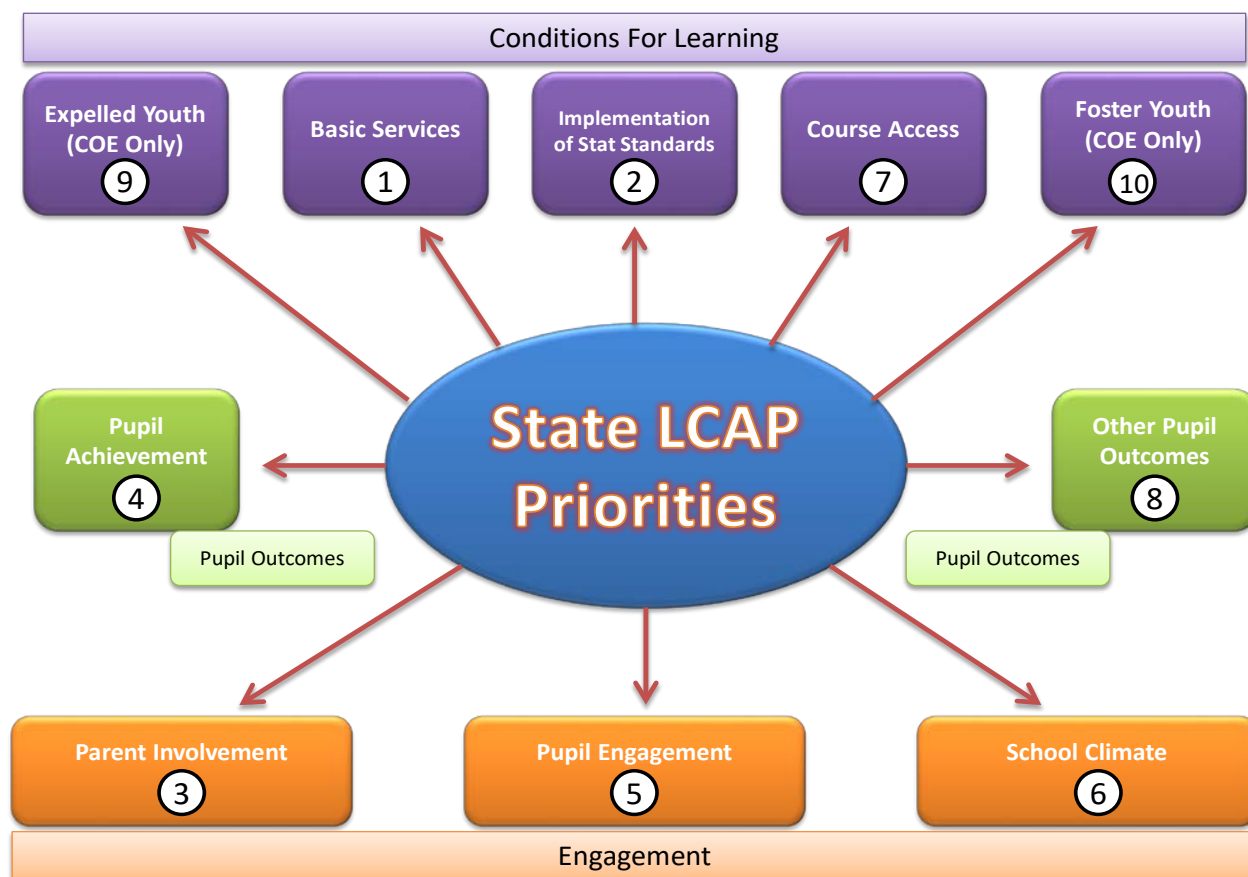Section 4 – Goals, Actions, and Services:
- Describes specific goals and outcomes to be achieved as well as budgeted expenditures to meet those goals.

Section 5 – Demonstration of Increased or Improved Services for Unduplicated Pupils:

- Describes how services provided for unduplicated pupils are increased or improved as compared to services provided for all students in the LCAP year.

LCAP State Priorities

There are eight state priorities that must be addressed in the LCAP (County Offices of Education have two additional priorities). The priorities are grouped into three categories: Conditions for Learning, Engagement, and Pupil Outcomes. Each LCAP goal may include more than one priority.

Conditions for Learning	
Priority 1: Basic Services	
Compliance with *Williams* requirements: appropriate teacher assignment, sufficient instructional materials, and facilities in good repair.	
Priority 2: Implementation of State Standards	
Implementation of the academic content and performance standards adopted by the State Board of Education, including how the programs and services will enable English Learners to access the common	

core academic content standards and the English Language Development standards.

Priority 7: Course Access

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.

Priority 9: Expelled Youth (County Offices of Education Only)

Coordination of instruction with other agencies regarding expelled youth.

Priority 10: Foster Youth (County Offices of Education Only)

Coordination of services with other agencies regarding foster youth.

Engagement

Priority 3: Parent Involvement

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 how the school district promotes parental participation in programs for the economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

Priority 5: Pupil Engagement

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.

Priority 6: School Climate

School climate a 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.

Pupil Outcomes

Priority 4: Pupil Achievement

Pupil Achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.

Priority 8: Other Pupil Outcomes

Pupil outcomes, if available, in the subject areas comprising a broad course of study.