Conceptual Framework and Options for the Local Control Funding Formula Expenditure of Funds Regulations and Local Control and Accountability Plan Templates

Draft Language for Regulations:

Stakeholder input indicates significant variability in the local contexts within which LCFF will be implemented. This document reflects an *options-based policy framework* for regulations. In other words, rather than creating regulations that direct an LEA to spend or account for funding use in a single specific way, this approach is intended to provide each LEA with flexibility to determine how it will demonstrate it has met the requirement to "increase or improve services for unduplicated pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils." This approach reflects the intent of the LCFF legislation as a whole to focus on improving outcomes for all students. This draft regulation proposal should be considered jointly with the concepts for the local control and accountability plan.

Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants.

§ XXX1. Scope.

(a) This chapter applies to all local educational agencies as defined in subdivision (a) of **§XXX2**.

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula funds apportioned pursuant to Education Code Sections 2574, 2575, 42238.02, and 42238.03.

§ XXX2. Definitions.

In addition to those found in Education Code sections 2574-2579 and 42238-42303, the following definitions are provided:

(a) "Local educational agency" means a school district, county office of education, or charter school.

(b) "Services" as used in Education Code section 42238.07 may include, but are not limited to, services associated with the delivery of instruction, administration, facilities, technology, and other general infrastructure

necessary to operate and deliver educational instruction and related services.

(c) "Prior year" means one fiscal year immediately preceding the fiscal year for which a local control and accountability plan or annual update to the local control and accountability plan is approved.

(d) "Unduplicated pupil" means any of those pupils to whom any of the definitions included in Education Code section 42238.01 apply.

§ XXX3. Options for Local Educational Agencies to Demonstrate Increased or Improved Services for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants.

(a) A local educational agency shall provide evidence in its local control and accountability plan, using the template adopted by the State Board of Education, to demonstrate increased or improved services for unduplicated pupils as required by paragraph (1) of subdivision (a) of Education Code section 42238.07 by describing how the local educational agency expends funds in accordance with of the following options:

(1) Spend more on services for unduplicated pupils in proportion to the increase in supplemental and concentration grant funds over the amount spent in the prior year.

(2) Provide more, or improve, services for unduplicated pupils in proportion to the increase in supplemental and concentration grant funds. These services may include, but are not limited to, expanding existing services, extending learning time, increasing learning options, or providing professional development opportunities.

(3) Achieve more for unduplicated pupils in proportion to the increase in supplemental and concentration grant funds. Local educational agencies may demonstrate an increase in achievement by providing evidence of achievement in the applicable state priorities referenced in subdivision (d) of Education Code Section 52060, subdivision (d) of Education Code Section 52066, and subparagraph (B) of paragraph (5) of subdivision (b) of Education Code Section 47605, including a description of the increase in achievement for unduplicated pupils in proportion to the increase in supplemental and concentration grant funds.

(b) Pursuant to paragraph (2) of subdivision (a) of Education Code section 42238.07, local educational agencies are authorized to use the funds apportioned for the purposes provided on the basis of the number of unduplicated pupils for schoolwide purposes, for school districts, districtwide purposes, for county offices of education, countywide

purposes, or for charter schools, charterwide purposes, in a manner that is no more restrictive than the restrictions provided for in Title I of the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301, et seq.).

Examples of How Regulations May be Demonstrated

Stakeholder input indicates there is significant variability in the local context within which the Local Control Funding Formula (LCFF) will be implemented. However, the expectation that the LCFF supports increased performance and improved outcomes applies to all local educational agencies (LEAs). A document providing non-binding examples of how LEAs may provide evidence of the selected option to demonstrate "increased or improved services for unduplicated pupils in proportion to the increase in funds apportioned," (*EC* 42238.07) while satisfying the intent of the LCFF statute may be useful. The following are some examples that could be included in such a document.

Spend More

The following is an example of how an LEA may demonstrate the "spend more" option. This is example is one way this could be demonstrated and is not intended to serve as guidance or direction.

Increase Spending Relative to the Proportion of Local Control Funding Formula Base and Supplemental Funding

For increased funding attributable to the LCFF above the prior year (i.e., incremental increase attributable to the LCFF), calculate the proportion of "new" funding that is provided as base versus supplemental/concentration. Add this amount to the prior year level of spending for students in need (e.g., low income, English learners, and foster youth) in the relative ratio of such funding at the LCFF target (full implementation). At full implementation the amount spent will meet or exceed the target for the supplemental/concentration funding level.

Provide More

The following are examples of how an LEA may demonstrate the "provide more" option. These examples are not intended to serve as guidance or direction.

Add or improve services to provide more to unduplicated students; examples include, but are not limited to:

• Extend learning time for unduplicated pupils: Add learning time through summer school, intersession, and/or before- or after-school programs.

- Increase learning options: Add specialized programs and/or staff (e.g., intervention support, instructional aides, reduced class sizes, and technology support) to increase support for unduplicated pupils.

- Offer targeted professional development: Some or all teachers participate in professional development to improve learning support for unduplicated pupils.

- Provide supplemental learning materials: Provide print, technology, equipment, and/or supplies to address learning needs of unduplicated pupils.

Achieve More

The following option is an example of how local educational agencies (LEAs) may demonstrate the "achieve more" option. This example is not intended to serve as guidance or direction.

Provide evidence of significant growth in the preceding two- or more year period for unduplicated pupils, as documented by state or local data indicating student performance on the Local Control Funding Formula (LCFF) state priorities as identified in *Education Code* sections 52060(d), 52066(d), or 47605(b)(5)(B) for the local educational agency.

Local Control and Accountability Plan Concept

The following describes possible content to include in the Local Control and Accountability Plan (LCAP) template, organized by elements and including instructions and guiding questions. It is envisioned that the "other considerations" section may be included in separate, nonbinding guidance for addressing the questions that would be contained in the LCAP and will accompany the template to support its use and value.

Comments about Format

The first version of the LCAP will be in an editable template format that can be downloaded for use and posted for review at an LEA Web site. In all likelihood it will be organized into sections (elements) with guiding questions intended to generate thoughtful analyses of each LEA's data and findings. It is envisioned that once the State Board of Education (SBE) adopts the template, an online tool can then be created that pre-populates data, aids in the efficient completion of the LCAP, and facilitates transparency.

Local Control and Accountability Plan Guiding Principles

- Simple: Avoids plan duplication, jargon, and non-essential information.

- Transparent: Includes information necessary to demonstrate/describe/explain how LCFF funding supports student performance and outcomes.

- Local: Expects information shared to be highly contextual and supports the sharing of a local story.

- Performance-Focused: Emphasizes student performance outcomes and avoids compliance-oriented information requests and questions (e.g., checkboxes and explanation of processes).

Local Control and Accountability Plan Content Description

Element -Purpose	Instructions and Guiding Questions	Other Considerations (potentially included in separate guidance)
Stakeholder Engagement Engagement of parents,	• How have parents, community members, students, and other stakeholders (e.g., local	• Are engaged parents and students representative of the school community?

Element -Purpose	Instructions and Guiding Questions	Other Considerations (potentially included in separate guidance)
students, and other stakeholders is critical to the Local Control and Accountability Plan (LCAP) process and supports transparency. It is also important that engagement support improved student performance and outcomes.	educational agency personnel, other governmental agencies) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP? • How has the involvement of stakeholders supported improved performance and outcomes for students?	• How have the English learner and parent advisory committees been engaged? • What type of documentation and/or training has been provided to parent and community stakeholders about the budget, state priorities, and other information useful to engaging in the development of the LCAP? • What form of outreach to parents has been taken and has it yielded results? • How are parents engaged by sites in support of the state priorities and goals identified in the LCAP? • How were teachers, principals, administrators, other school personnel, and local bargaining units involved in the development of the LCAP? • How are governmental agencies engaged by LEAs to support effective partnerships to provide students with services?
Needs Analysis Capture information about the type of data used, relationship to state priorities, and findings that will inform goals, services, and	Ensure as appropriate that data for the state priorities are addressed that apply to the grade levels served and, for charter schools, the nature of the program; encourage inclusion of local priorities; ensure that subgroup analysis is completed for all significant subgroups and/or special populations; if data analysis has been completed for other plans and aligns to the state and local priorities, simply refer to these data	• What are the growth needs of the LEA based on an analysis of data that considers all state and local priorities? • Are there significant differences in performance between subgroups of students? If so, what might be developed (e.g., goals, actions, and services) to

Element -Purpose	Instructions and Guiding Questions	Other Considerations (potentially included in separate guidance)
actions.	and provide a summary within the LCAP; encourage plain language, avoid jargon. • What data were reviewed/considered to assess student needs? • What results identified the primary needs of students attending schools within the LEA?	close the observed gap? • Which data sources did the LEA use for analysis and to generate goals (e.g., Dataquest, School Accountability Report Cards, Healthy Kids Survey, and local data)
Goals Describe the expectation for student success through goals that reflect an understanding of the changes/ improvements needed and that provide sufficient direction to guide action.	Provide clear explanation of what a goal is and how to address the question (level of detail) Describe LEA goals for all students and describe any differentiation or focus within or among goals related to significant subgroups and/or special populations; encourage plain language, avoid jargon. • What are the LEA's goals to improve student outcomes that address the needs identified? • How do these goals relate to the state priorities and locally identified priorities? • Are there any specific goals for individual sites that add to or differentiate from the LEA goals listed above? If so, please describe.	• Are there specific goals needed to address to the unique needs of low income, English learners, foster youth, or other special populations? If so, what are these goals? • What are the local goals and are they reflected in the goals included in the LCAP? • How did the LEA consider site goals when developing LEA goals and vice versa? • Do the goals create urgency to act? • Do the goals support coherence in the initiatives of the LEA? In other words, will the LCAP goals be evidenced in the overall strategic focus and values of the LEA or are they viewed as another layer or area of work? If the latter is the case, it may be necessary to revisit the goals and/or manner in which the LCAP is being shared with stakeholders.
Performance A clear and	Provide clear explanation of what is meant by "change and/or	• Is the performance of low income, English Learners,

Element -Purpose	Instructions and Guiding Questions	Other Considerations (potentially included in separate guidance)
concise description of what improvements have and will occur for students. As a plan for three years, the description of performance is expected to show a progression across this period.	improvement" and how to address the question (level of detail). • What will be the noticeable changes and/or improvements for students and their learning outcomes when the goals are met? • What will be the noticeable changes and/or improvements for students in your special populations (e.g., low income, English learners, foster youth, and other significant subgroups) and their learning outcomes when the goals are met? • What will be different/improved for students (all and by subgroups) in Year 1? Year 2? Year 3?	and Foster Youth specified? • How did the LEA consider site-level performance expectations when developing LEA goals and vice versa?
Services The actions taken by a local educational agency (LEA) are captured as services to students. This emphasizes the student-focus of activities and requests details regarding expenditures, which will be summarized in the budget section.	Organize into sub-sections for "all" and then separate sections for subgroups (describe by year 1, year 2, and year 3). • Describe the services the LEA will provide as they relate to all pupils and special populations and reflecting the nature of the program you provide (e.g., type and/or focus of your LEA) • What is the LEA's program of support for ALL students and a description of related expenses? • What increased or improved services or programs will be provided with LCFF funding for *low income students* and a description of related expenses? • How will outcomes be improved for *low income students* because of such services?	Specific questions may be helpful to elicit broad thinking about priorities and/or expectations for program strategies. For instance, addressing specific questions regarding safety, facilities, Common Core State Standards implementation, climate, significant subgroups, etc. could be provided to aid in discussion regarding the LCAP and completion of the LCAP. • What existing programs have a track record of success? How will they be supported and/or expanded? • How are services prioritized and addressed into the three-year plan?

Element -Purpose	Instructions and Guiding Questions	Other Considerations (potentially included in separate guidance)
	• What increased or improved services or programs will be provided with LCFF funding for *English learners* and a description of related expenses? • How will outcomes be improved for *English learners* because of such services? • What increased or improved services or programs will be provided with LCFF funding for *foster youth* and a description of related expenses? • How will outcomes be improved for *foster youth* because of such services?	
Budget Information Provide budget information that explains how Local Control Funding Formula (LCFF) funds are used to support student performance and address needs of special populations. This should be simple yet complete.	Provide budget display options (tables and graphics) to share summary of pertinent details (e.g., organize by goals, subgroups, and/or location of services). • How has the LEA ensured that LCFF funds provide for increased or improved services for low income, English Learners, and Foster Youth in proportion to funding provided for such pupils? (See CCR XXX for guidance) • How will LCFF funds be spent to provide for students (options for budget displays, goals, subgroups, etc.)? • How are the expenses described under "services" displayed in the LEA's budget or budget display included in this	

Element -Purpose	Instructions and Guiding Questions	Other Considerations (potentially included in separate guidance)
	section?	