

Fremont Union High School District

LCFF and LCAP – An Overview

LCFF

The Local Control Funding Formula (LCFF) is a new law that dramatically changes the way California school districts spend their funds on education. The new law:

1. Allows school districts more authority in deciding how education dollars are spent,
2. Holds them accountable for getting results,
3. Concentrates more money to school districts that serve high-needs students.

The LCFF encompasses 3 broad principles

1. Funding schools equitably,
2. Making decisions locally,
3. Measuring school achievement broadly.

LCAP

The LCAP (Local Control and Accountability Plan) is part of the LCFF. It is a 3-year improvement plan. The LCAP helps with two things:

1. It is the blueprint for how schools districts intend to meet annual goals for all pupils, with specific activities to address state and local priorities,
2. It ensures that school districts are taking additional measures to involve the community in the financial planning process.

LCAP planning areas

Each plan must describe:

1. **District-wide and school-wide goals**, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of the eight state priority areas, plus any locally identified priority areas.
2. **Expected progress toward meeting the goals**, and as part of a district's required annual update of the plan, the district must describe actual progress made toward meeting the goals and describe any adjustments to be made.
3. **Expenditures required to implement each of the goals and actions**, including a description of how additional funds provided for low-income students, English Learners, and Foster Youth will be used to increase or improve services for these students.
4. **The process used to involve parents, students, community members, school employees and other stakeholders** in developing, reviewing, and supporting implementation of the LCAP.

The 8 Priorities of LCAP

The LCAP must focus on eight priority areas that help all students succeed:

1. **Basic Services** — Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.
2. **Implementation of State Standards** — Ensuring school programs and services enable all students, including English learners, to access California’s academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.
3. **Course Access** — Ensuring all students have access to a broad course of study in all required subject areas, including Math, Social Science, Science, Visual and Performing Arts, Health, Physical Education, Career and Technical Education and others, that prepares them for college and careers, regardless of what school they attend or where they live.
4. **Student Achievement** — Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness
5. **Other Student Outcomes** — Measuring other important indicators of student performance in all required areas of study.
6. **Student Engagement** — Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.
7. **Parent Involvement** — Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.
8. **School Climate** — Factors both inside and outside the classroom that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers and parents.

Parent and Family Involvement

The expectations of LCAP and LCFF to improve student outcomes rely on Parent and Family Involvement.

1. Statute requires the inclusion of parents, including parents or legal guardians of targeted disadvantaged pupils in the planning and implementation of the LCFF.
2. School districts need not establish new parent advisory groups if the LEA has previously existing groups that satisfy the new requirements.

Resources

PTA capta.org
EdSource edsources.org