

Local Control Funding Formula (LCFF) Requirements for the Local Control Accountability Plan (LCAP)

Required Components of the LCAP:

- The plan must include a description of how the district will achieve all of the following:
 - Implement, for all pupils, the content standards adopted by the state board.
 - Increase the Academic Performance Index for each school and for each numerically significant pupil subgroup and reduce gaps in the Academic Performance Index and other measures of pupil achievement between numerically significant pupil subgroups.
 - Improve pupil achievement of the content standards adopted by the state board as evidenced by the results of statewide assessments.
 - Increase high school graduation rates, if high school pupils are enrolled, increase attendance rates, and reduce dropout rates.
 - Increase the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, advanced placement courses, and career technical education programs.
 - Identify and address the needs of pupils who have been classified as an English learner, who qualify for the free and reduced-price meal program, who are in foster care, and (for county offices of education) who are enrolled in a juvenile court school.
 - Remedy deficiencies and improve conditions in any school and ensure access for each pupil to sufficient textbooks and instructional materials; safe, clean, and adequate school facilities; and qualified teachers.
 - Provide meaningful opportunities for parent involvement, including, at a minimum, supporting effective schoolsite councils or other structures at each school and advisory panels to the governing board of the school district or the county board of education or, if parents so choose, creating other processes or structures, such as creating the role of an ombudsman for parents, to address complaints and other issues raised by parents.

- The plan must also include:
 - An analysis of pupil achievement and of progress made in implementing the goals identified in the prior plan.
 - Projections of the costs of implementing its specific actions and strategies.

Process Requirements:

- The State Board of Education (SBE) shall adopt a template by January 30, 2014 to allow school districts to complete a single local control and accountability plan and federal Title I requirements and to minimize local duplication of effort to the greatest extent possible.
- The plan must be developed in consultation with teachers, principals, administrators, other school personnel, parents, and pupils.
- The governing board must hold at least one public meeting prior to adopting the plan and the plan must be adopted in a public meeting using the SBE-adopted template.
- The public must be notified of its opportunity to submit written recommendations and opinions regarding specific actions and strategies to be included in the plan.
- The plan must be filed with the county superintendent of schools.
- The county superintendent of schools must examine the plan for compliance with the SBE template, determine if the district's budget includes "expenditures sufficient to implement the specific actions and strategies" in the plan, and determine whether the district considered input from teachers, principals, administrators, other school personnel, parents, and pupils in the plan's development.

General Provisions:

- A governing board shall not adopt a budget before it adopts a LCAP or approves an update to an existing plan, and shall not adopt a budget that does not align with the LCAP.

- The county superintendent of schools must determine whether a district's budget will "allow the school district to implement the specific actions and strategies included in the local control and accountability plan adopted by the governing board."
- The county superintendent of schools shall "disapprove" a budget if the district does not file a LCAP or if he or she "determines that a local control and accountability plan filed does not adhere to the template adopted by the state board... or does not include all of the [required] components, or if the county superintendent of schools determines that the expenditures included in the budget do not reflect the costs necessary to implement the plan."
- The county superintendent of schools may disapprove local plans that are not likely to improve student achievement if a district fails to meet academic achievement targets set by the State Board of Education, including achievement for each subgroup of students, for two out of three years.
- A county superintendent may make changes to a district's plan or overturn decisions made by the district governing board when deemed necessary by the Fiscal Crisis and Management Assistance Team (FCMAT).
- Schools must use supplemental or concentration grant funds "for any locally determined educational purpose so long as it substantially benefits the unduplicated pupils that generated those funds as provided for in a school district's or charter school's local control and accountability plan."
- School districts must spend supplemental and concentration grant moneys at each school site in proportion to the enrollment of English learners, low income students, and foster students at each site. This requirement is subject to the annual independent audit.
- The annual financial and compliance audits performed by the State Controller must determine whether funds have been spent "in accordance with the local control and accountability plan adopted by the governing board of the school district."
- Upon full implementation of the LCFF, funding to address the needs of English learners, low income pupils, and foster youth students "shall not be less than the supplemental grants and concentration grants the ...school district projects receiving" pursuant to the LCFF formula.