2016 CCSA Conference
Presented by EdTec

Everything You Need to Know About LCAP & LCFF

edtec
Business and Development Specialists
for Charter Schools

March 15, 2016

Bryce Fleming – Sandy Park – Annice Weinstein

Introduction

- Purpose

  - Prepare you with the latest information on Local Control Accountability Plan (LCAP) guidelines, metrics and how it aligns with your charter, as well as the updated Local Control Funding Formula (LCFF) calculations.

- Presenters from EdTec

  - Bryce Fleming – Senior Director of Client Management and School Finance

  - Sandy Park – Senior Manager of Educational Support Services

  - Annice Weinstein – Senior Manager of Assessment Data & Analysis

Agenda

- LCFF

- LCAP Sections 1 & 2 Overview

- LCAP Goals and Metrics

- LCAP Update

- LCAP Section 3 Overview

Local Control Funding Formula

Understanding Local Control Funding Formula

- Local Control Funding Formula (LCFF), approved in 2013, is the funding system that determines all schools' general purpose funding

- Schools have individually calculated rates that factor in grade levels as well as school demographics

- Each year, schools will move a specified % of way from their 2012-13 per ADA rate (base rate) towards a calculated target rate
  - 2015-16 is the third year of an year transition; as of 2015-16 FY, transition to LCFF is 70% complete

- LCFF is beneficial for charters, as it consolidates many categorical programs that charters couldn't access
  - Good for newer charters because all schools are now eligible for funds that for previously frozen programs, like Class Size Reduction and Supplemental Hourly Instruction
  - Good for schools serving a high concentration of free and reduced lunch and English learners as more money is now directed to those schools

- FCMAT is best source for calculating school specific LCFF http://fcmat.org/local-control-funding-formula-resources/

edtec

LCFF Target Rate: How will this be calculated?

		2015-16	2016-17
"Base Grant"	K-3 4-6 7-8 9-12	**$7,083** **$7,188** **$7,402** **$8,577**	**$7,116** **$7,222** **$7,437** **$8,617**
"Grade Level Add-ons"	K-3 9-12	**$744** **$225**	**$747** **$226**
"Supplemental Grant"	20% of base grant for all unduplicated FRL/EL/FY		
"Concentration Grant"	50% of base grant for all unduplicated FRL/EL/FY above the 55% - capped at district unduplicated		

edtec

LCFF: Target Rate Calculation

School with 100 K-3 students (ADA), 80% unduplicated, district 70% unduplicated

	Funding Driver	Rate		Students	Total
"Base Grant"	K-3 Students	**$7,083**	**X**	**100**	**$708,300**
"Grade Level Add-ons"	K-3 Students	**$744**	**X**	**100**	**$74,400**
"Supplemental Grant"	All Unduplicated	**$1,417**	**X**	**80**	**$113,328**
"Concentration Grant"	Unduplicated over 55% - capped at district %	**$3,542**	**X**	**15**	**$53,123**
Total Target Funding				**100**	**$949,151**
Target Per ADA					**$9,492**

Target rate is the total target divided by the total ADA. In this case
$949,151/100 = $9,492

edtec

LCFF: An Example

LCFF increases funding over an eight-year period

Base Rate

Base rate for school is based on funding per ADA from 2012-13 (or first year of operation)

FY13 "Base Rate"
per ADA: **$5,848**

Target

Target rate is calculated based on LCFF

"Target Rate"
per ADA: **$9,492**

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Implementation Percentage Towards Goal	11.80%	30.20%	52.0%	49.1%	45.3%	6.2%	34.2%	100%
Total Effective Implementation Percentage	11.80%	38.40%	70.4%	84.9%	91.8%	92.3%	94.6%	100%
Funding Amount	$6,278	$7,247	$8,413	$8,941	$9,193	$9,211	$9,295	$9,492

Large influx of revenues over the first three years of implementation; increases projected to be much lower over the next few years

edtec

LCFF: How will these funds arrive to schools?

While the LCFF calculations generate one total entitlement,
it will arrive to the school via different paths

From the State

From the District

via the 5-5-9 schedule

quarterly

monthly

State Aid (8011)

+

Education Protection Account (8012)

+

In-lieu of Property Tax (8096)

=

Total Local Control Funding

Temporary sales and income tax hike is set to expire at the end of 2016 and 2018, respectively

LCFF Timing

- State aid follows the 5-5-9 schedule below, but is subject to deferrals (no deferrals this year!)

- Education Protection Account (Prop 30) is disbursed quarterly

  - September and December calculated on PY P2 ADA, March on P1 ADA and final June payment is based on P2 ADA

- In-lieu of Property Tax timing set by EdCode 47635

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
State Aid	5%	5%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%
EPA			25%			25%			25%			25%
Property Tax		6%	12%	8%	8%	8%	8%	8%	14%	7%	7%	7%
	P2 of Prior Year								P1 of Current Year			CY P2

- **Note**: State aid payments are sent at the end of the month and depending on county processing time likely won't arrive until early in the following month

edtec

LCFF for New Schools

- **Calculations** - LCFF base rate is different for newly operational charters
  - Since new charter schools have no prior year funding to calculate a base rate, they will use the base rate of the school district where they are physically located
    - If school is physically located in multiple districts, the district with the higher LCFF rate will be used as the base rate for the charter
  - School will then move from district base rate to own individually calculated target rate

- **Timing** – New and grade growth schools have a different fall payment schedule
  - Schools submit a PENSEC (enrollment/ADA count) which must be approved by their authorizer and submitted to the CDE by July 31st - generate first 37% of state funding
  - Schools also submit a 20-day count based on students who have attended in the first four weeks – 18% of funding

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
State Aid			37%			18%		9%	9%	9%	9%	9%	
EPA			25%			25%			25%			25%	
Property Tax			28%			18%			18%	9%	9%	9%	9%
	PENSEC					20 Day		P1 of Current Year				CY P2	

- **Note**: New school EPA is based on $200 per ADA until P1 is certified

LCAP and Annual Update

LCAPs Are Strategic Documents

- ✓ A **practical tool** for carrying out the school's vision

- ✓ The LCAP should tell the **whole story** of how your school is **utilizing its resources and measuring success**

- ✓ Relied upon **throughout the year** to check in on progress towards goals

LCAP Section 1

Stakeholder Engagement

The process is more important than the product

- ☐ The big idea behind LCFF is that **local decisions are more likely to benefit students** than one-size-fits-all state-level decision making.

- ☐ For this reason, the LCAP must show the process used to consult with ALL stakeholders and how it contributed to the development of the LCAP and annual update.

- ☐ Stakeholders include: parents, students, school personnel and the community
  - ◘ Be certain to engage parents/families of subgroups with 30 or more students in the LCAP development process
  - ◘ If 15 percent or more of the pupils enrolled in a school speak a single primary language other than English, parents and families must be provided with translations to ensure meaningful participation

edtec

Section 1 Template: Stakeholder Engagement

Involvement Process	Impact on LCAP
Held a series of community meetings in which each small group reviewed priorities for our school over the next few years and gave feedback on whether they were the correct ones.	Based on the feedback given at the community meetings, we revised the priorities to reflect their input.
Annual Update: Sent a survey to students and staff to see if they found evidence of the LCAP being implemented in the schools and what changes they would make for next year.	**Annual Update:** Used the information gathered to help measure the progress of each goal and include it in the annual update.

Quick Tips

✓ **Engage early and often** but do not ask for information you are not planning to use

✓ Organizational cultures must change to be more **transparent and open to debate**

✓ **Use multiple methods** of communication to access all stakeholders effectively

LCAP Section 2

State Priority Areas

Charter schools must include a description of **annual goals** to be achieved for **each student subgroup** (foster youth, socioeconomically disadvantaged students, English learners, and students with disabilities) for **each of the eight state priority areas**.

Basic Services (1)	Common Core (2)	Parental Involvement (3)	Student Achievement (4)
Student Engagement (5)	School Climate (6)	Course Access (7)	Student Outcomes (8)

**Charter schools are exempt from addressing all priority areas if in contrast to their charter petition

edtec

Data and Metrics

Below are the required metrics to measure progress towards their goals

Student Achievement	School Climate
• Performance on standardized tests • Score on Academic Performance Index • Share of students that are college and career ready • Share of ELs that become English proficient • Share of students that pass Advanced Placement exams with 3 or higher • Share of students determined prepared for college by the Early Assessment Program	• Student suspension rates • Student expulsion rates • Other local measures
	Parental Involvement
	• Efforts to seek parent input • Promotion of parental participation
	Course Access
	• Student access and enrollment in all required areas of study
Student Engagement	**Basic Services**
• School attendance rates • Chronic absenteeism rates • Middle school drop out rates • High school drop out rates • High school graduation rates	• Rate of teacher misassignment • Student access to standards-aligned instructional materials • Facilities in good repair
Other Student Outcomes	**Implementation of Common Core State Standards**
• Other indicators of student performance in required areas of student. May include performance on other exams.	• Implementation of CCSS for all students, including EL

**Charter schools must use all metrics in their LCAP unless in contrast to charter petition or metric is not relevant to school (ex. AP exams for a K-5 charter)

edtec

Spending on Subgroups

The LCAP must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils

Subgroups are considered numerically significant if there are 30 or more students with the exception of Foster Youth where 15 students are considered numerically significant.

Racial / Ethnic Subgroups

- ☐ Black or African American
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Filipino
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or Pacific Islander
- ☐ White
- ☐ Two or more races

Other Subgroups

- ☐ English Learners
- ☐ Low Income
- ☐ Students with Disabilities
- ☐ Foster Youth

Setting LCAP Metrics for Reporting

Setting Metrics

- Matched to your charter goals
  - Highlight your unique program and/or population

- Alternatives to 100% Proficient
  - Focus on growth or benefits of long-term enrollment

- Consider comparable measures
  - Useful later for charter renewal and grant proposals

Achievement Data Tracking

- Establish goals that match the way the data is reported
  - Proficient, on grade level, percentile rank, growth target

- Make sure you can match up longitudinal measures
  - Use same student ID for all measures
  - Store data in a single system

- Track data regularly and consistently
  - Incorporate data tracking process into teacher PD
  - Don't wait until year end to collect all data

Differences between AYP and LCAP Subgroups

Accountability reporting: 100 or more students or 50 or more students that make up at least 15% of population

Made AYP: No
Met 18 of 21 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes			
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria A
Schoolwide	630	630	100	Yes
Black or African American	25	25	100	--
American Indian or Alaska Native	3	3	100	--
Asian	315	315	100	Yes
Filipino	46	46	100	--
Hispanic or Latino	65	65	100	--
Native Hawaiian or Pacific Islander	3	3	100	--
White	125	125	100	Yes
Two or More Races	48	48	100	--
Socioeconomically Disadvantaged	146	146	100	Yes
English Learners	185	185	100	Yes
Students with Disabilities	72	72	100	--

Percent Proficient - Annual Measurable Objectives (AMOs)

	English-Language Arts Target 89.2 % Met all percent proficient rate criteria? No					Mathematics Target 89.5 % Met all percent proficient rate criteria? No				
GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Alternative Method
Schoolwide	611	483	79.1	Yes	SH	611	492	80.5	Yes	SH
Black or African American	25	12	48.0	--		25	11	44.0	--	
American Indian or Alaska Native	2	--	--	--		2	--	--	--	
Asian	306	269	87.9	No		306	276	90.2	Yes	
Filipino	46	40	87.0	--		46	38	82.6	--	
Hispanic or Latino	60	34	56.7	--		60	36	60.0	--	
Native Hawaiian or Pacific Islander	3	--	--	--		3	--	--	--	
White	122	92	75.4	Yes	SH	122	93	76.2	Yes	SH
Two or More Races	47	32	68.1	--		47	35	74.5	--	
Socioeconomically Disadvantaged	143	84	58.7	Yes	SH	143	85	59.4	Yes	SH
English Learners	176	126	71.6	No		176	129	73.3	No	
Students with Disabilities	68	30	44.1	--		68	35	51.5	--	

Two or More Races: Schools and local educational agencies will be making demographic changes to the "Two or More Races" student group. Assessment results for students without valid Statewide Student Identifiers (SSIDs) were assigned to this student group.

Academic Performance Index (API) - Additional Indicator for AYP

2012 Base API	2013 Growth API	2012-13 Growth	Met 2013 API Criteria	Alternative Method
895	907	12	Yes	
	72	72	100	--

Sources for Key Student Accountability Data

	Source for Reporting
SSID	Requested via CALPADS enrollment
Race/Ethnicity Subgroups	CALPADS Student Information
Socioeconomically Disadvantaged Subgroup	CALPADS Parent Education Level + CALPADS Programs Lunch Status
English Learners Subgroup	CALPADS Programs + CELDT
Students with Disabilities Subgroup	CALPADS Programs (Special Ed & 504 Programs)
Foster Youth	Match of SSID to CA Dept of Social Services Foster Youth database
Cohort Graduates/Dropouts	CALPADS Enrollment and Exit Codes
State Tests (Smarter Balanced, CELDT, etc.)	Student information comes from CALPADS (or from school w/ paper/pencil admin.)

Recommendations for Collecting Performance Data

- Ensure all data for CALPADS is regularly maintained and reported accurately
  - Pay particular attention to subgroup data reported

- Include the Student ID (or SSID) as a column in all files
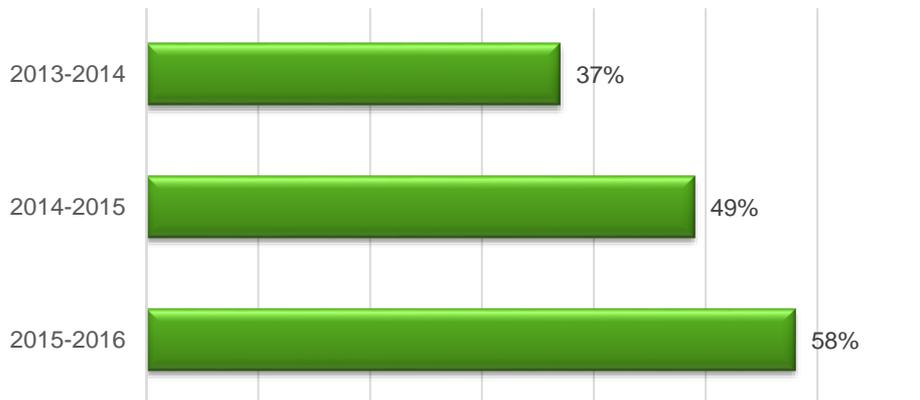 - Allows for longitudinal analysis

- Store data securely
  - Be consistent about saving state test data files
  - Download data files annually as they become available
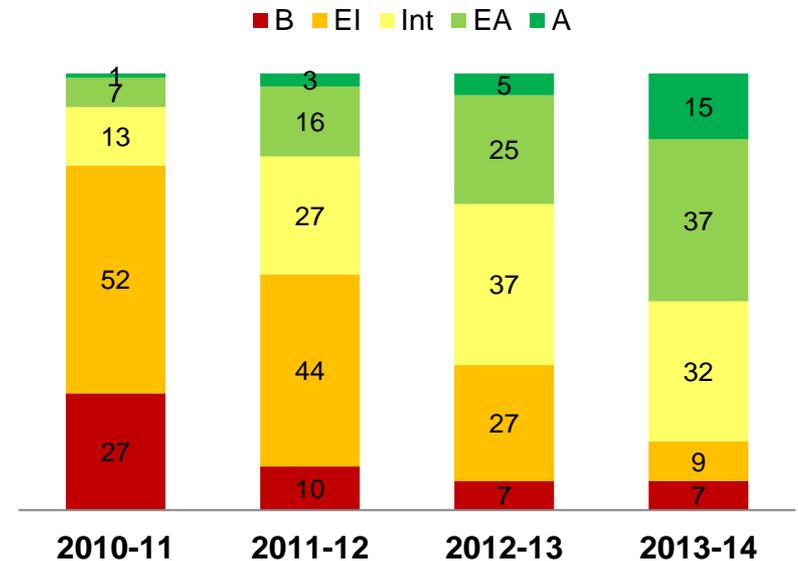
Presenting Achievement: Longitudinal View

Identifying a cohort of students enrolled long-term can show benefits of continuous enrollment at your school

Students Enrolled 3 Years:
Reading on Grade Level by Spring

Year	%
2013-2014	37%
2014-2015	49%
2015-2016	58%

CELDT Performance: Students Enrolled for 4 Years

Legend: ■ B ■ EI ■ Int ■ EA ■ A

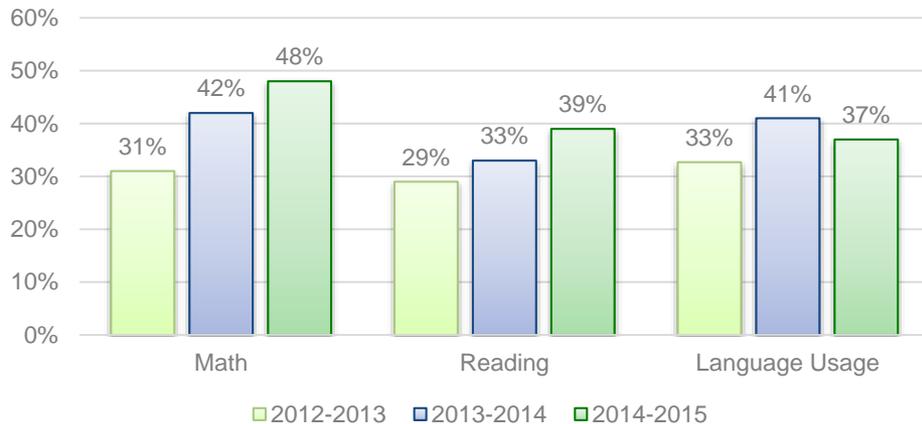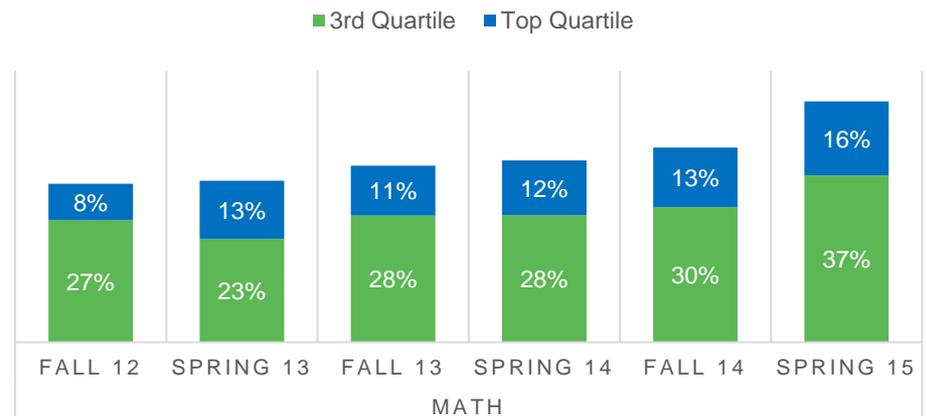|	2010-11	2011-12	2012-13	2013-14
A	1	3	5	15
EA	7	16	25	37
Int	13	27	37	32
EI	52	44	27	9
B	27	10	7	7

Longitudinal: Norm-Referenced Tests

Compare your student performance and growth to national norms

NWEA % of Students Who Met Fall to Spring Growth Target

Math: 2012-2013: 31%, 2013-2014: 42%, 2014-2015: 48%
Reading: 2012-2013: 29%, 2013-2014: 33%, 2014-2015: 39%
Language Usage: 2012-2013: 33%, 2013-2014: 41%, 2014-2015: 37%

Legend: 2012-2013, 2013-2014, 2014-2015

NWEA MATH: % IN TOP 2 QUARTILES

Legend: 3rd Quartile, Top Quartile

|	3rd Quartile	Top Quartile
FALL 12	27%	8%
SPRING 13	23%	13%
FALL 13	28%	11%
SPRING 14	28%	12%
FALL 14	30%	13%
SPRING 15	37%	16%

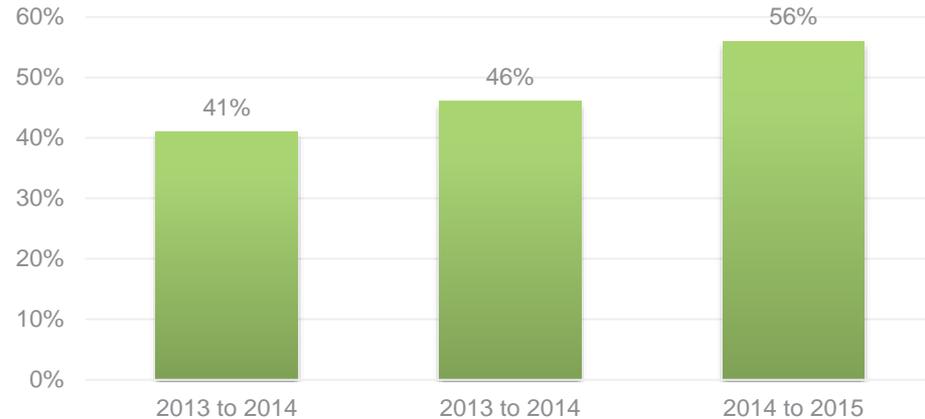MATH

Longitudinal: CELDT

Track whether English learners are progressing year over year on the CELDT

CELDT PROGRESS YEAR OVER YEAR

■ Declined 1 or More Levels ■ Stayed the Same ■ Improved 1 or More Levels

	2012 TO 2013	2013 TO 2014	2014 TO 2015
Improved 1 or More Levels	34%	45%	51%
Stayed the Same	52%	45%	42%
Declined 1 or More Levels	14%	10%	7%
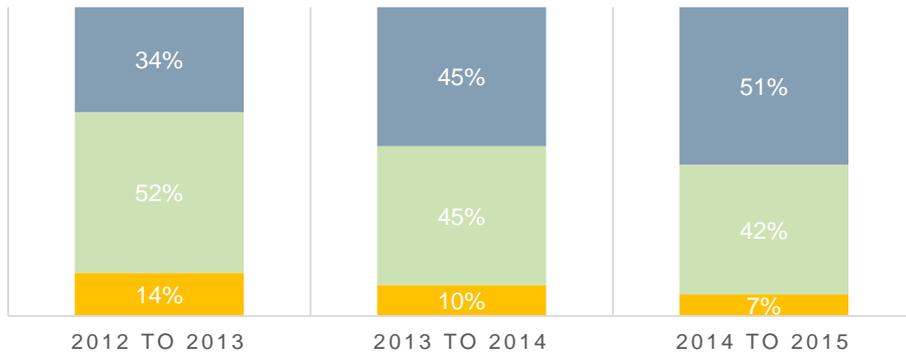
CELDT % of Students Who Met Annual Growth Goal

2013 to 2014	2013 to 2014	2014 to 2015
41%	46%	56%

Levels 1-3 should increase 1 level each year; 4+ aim to Meet Standard on SBAC ELA

edtec

30

Section 2: Goals, Actions, Expenditures and Progress Indicators

GOAL:	Engage parents and families to support student success in school		Related State and/or Local Priorities: 1__ 2__ 3☒ 4☒ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:			
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		

LCAP Year 1: xxxx-xx			
Expected Annual Measurable Outcomes:	Increase by 5% the number of parents participating in…		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Translate all communication materials into Spanish		__ALL OR: __Low Income pupils ☒_English Learners __Foster Youth ☒Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost: $1000 Funding: Supp Object Code: 5802
Hire family engagement coordinator		☒ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Cost: $25,000 Funding: Base Object Code: 3201
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

**Charter schools can submit a one year LCAP if their authorizer only requires a one year budget to be submitted

edtec

31

Section 2: Annual Update

Original GOAL from prior year LCAP:	Provide professional development and implementation support for schools and teachers to use the CCSS	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8☒ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:
	Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:	100% of teachers will say…	Actual Annual Measurable Outcomes:	85% of teachers said…

LCAP Year: xxxx-xx

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
10 hours of PD for all staff to receive support on…	$20,000 (Base)	5 hours of PD for ELD staff was received to support…	$1,000 (Title II)
Scope of service: ☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils ☒English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

- What changes in actions, services and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Quick Tips

- ✓ Include **all funding sources**, not just supplemental and concentration funding

- ✓ Processes and systems need to change to **link expenditures to goals**

- ✓ Make sure to use **multiple methods** to **measure outcomes**

edtec

33

Section 3: Use of Supplemental and Concentration Funds and Proportionality

- In section 3A, LEAs must identify the amount of supplemental and concentration grant funds and how they will be expended in 2016-2017

  - If provided charterwide, the school must describe how such services are principally directed and are effective towards meeting the goals for its unduplicated students

- In section 3B, LEAs must identify the Minimum Proportionality Percentage (MPP) and provide a description of how the LEA will increase or improve services for its low income, English learners and foster youth for these students by this percentage

Approval and Evaluation Process

Approval and Evaluation Process

- The LCAP must be approved by the school's board before it can approve the budget

- The LCAP must be submitted to the county office and authorizer by July 1, 2016

- By Oct 2016, the state will develop an evaluation rubric to:
  - Help LEAs evaluate their strengths, weaknesses, and areas that require improvement
  - Help county superintendents identify LEAs in need of technical support and for which intervention is warranted

- A draft of the evaluation rubric is currently available at:

  http://lcff.wested.org/lcff-channel/evaluation-rubric-videos/

edtec 36

"Accountability" in the LCAP

A new agency was created to work with schools that are persistently underperforming and not meeting the goals laid out in their LCAP

- The new agency is called the California Collaborial for Educational Excellence. Their purpose is to "advise and assist" LEAs in achieving the goals of their accountability plan as well as helping to improve the quality of teaching and leadership

- Persistently failing charter schools must receive help either from the district that granted them their charter or, at the discretion of the state superintendent of public instruction, from the California Collaborative for Educational Excellence. A school will require intervention if it fails to improve the performance of its students in three out of four years for three or more subgroups of students in more than one of the eight state priority areas

- Whichever agency granted a charter school its charter can consider revoking it upon the recommendation of the Collaborative for Educational Excellence based on one of two findings:

  - The school has not been able to carry out the Collaborative' s recommendations
  - The school's performance is persistently poor

edtec

New LCAP eTemplate

LCAP eTemplate Setup Instructions

☐ The eTemplate system can only be accessed by authorized users who have registered in the CAS system (If you have access to CARS, you can use this username and password. If you need to set up a new account, see page 4 in the attached eTemplate User Guide.)

☐ Identify at least one individual to serve as the LEA System Administrator who will be responsible for adding new users and assigned specific user roles.

☐ Once your school's internal "system admin" has been established, email the following information to eTemplate@cde.ca.gov to gain access:

    ◘ The name and CDE code of the school

    ◘ The first and last name, exact CAS user name, and email address of the system admin(s)

☐ Upon receipt of this information your school will be added to the eTemplate system and the system admin(s) assigned; once complete you will be notified by email.

☐ The system admin will then be able to logon to the system at http://www2.cde.ca.gov/lcap/logon.aspx; add users, and assign specific user roles. Please refer to page 12 and following of the attached eTemplate User Guide, Part I, for instructions on assigning user roles.

☐ Questions can be emailed to eTemplate@cde.ca.gov

edtec

Questions?

40 Notes

Link to presentation with notes:
https://EdTecInc.Box.com/CCSA2016

41 # Thank you!

Additional questions? Contact us:

Bryce Fleming: bryce@edtec.com
Sandy Park: sandy.park@edtec.com
Annice Weinstein: annice@edtec.com