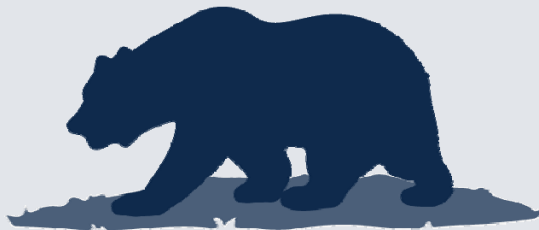


Review of California's Local Control and Accountability Plans



Presented to:
California Budget Project

Legislative Analyst's Office

Local Control and Accountability Plan (LCAP) Components

Statutory Requirements

- **Goals, Actions, and Funding Across Eight Priority Areas and 24 Performance Indicators**
- **Additional Information on Services for English Learner and Low-Income Students**
 - Districts required to demonstrate that these services increased or improved.
- **Input From Stakeholders**

Eight State Priority Areas

- **Student Achievement**
- **Student Engagement**
- **Parental Involvement**
- **Basic Services**
- **Implementation of State Standards**
- **Course Access**
- **School Climate**
- **Other Student Outcomes**

State Priority Areas and Associated Metrics

Student Achievement

- Performance on standardized tests.
- Score on Academic Performance Index.
- Share of students that are college and career ready.
- Share of English learners that become English proficient.
- English learner reclassification rate.
- 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 Engagement

- School attendance rates.
- Chronic absenteeism rates.
- Middle school dropout rates.
- High school dropout rates.
- High school graduation rates.

Other Student Outcomes

- Other indicators of student performance in required areas of study. May include performance on other exams.

School Climate

- Student suspension rates.
- Student expulsion rates.
- Other local measures.

Parental Involvement

- Efforts to seek parent input.
- Promotion of parental participation.

Basic Services

- Rate of teacher misassignment.
- Student access to standards-aligned instructional materials.
- Facilities in good repair.

Implementation of State Standards

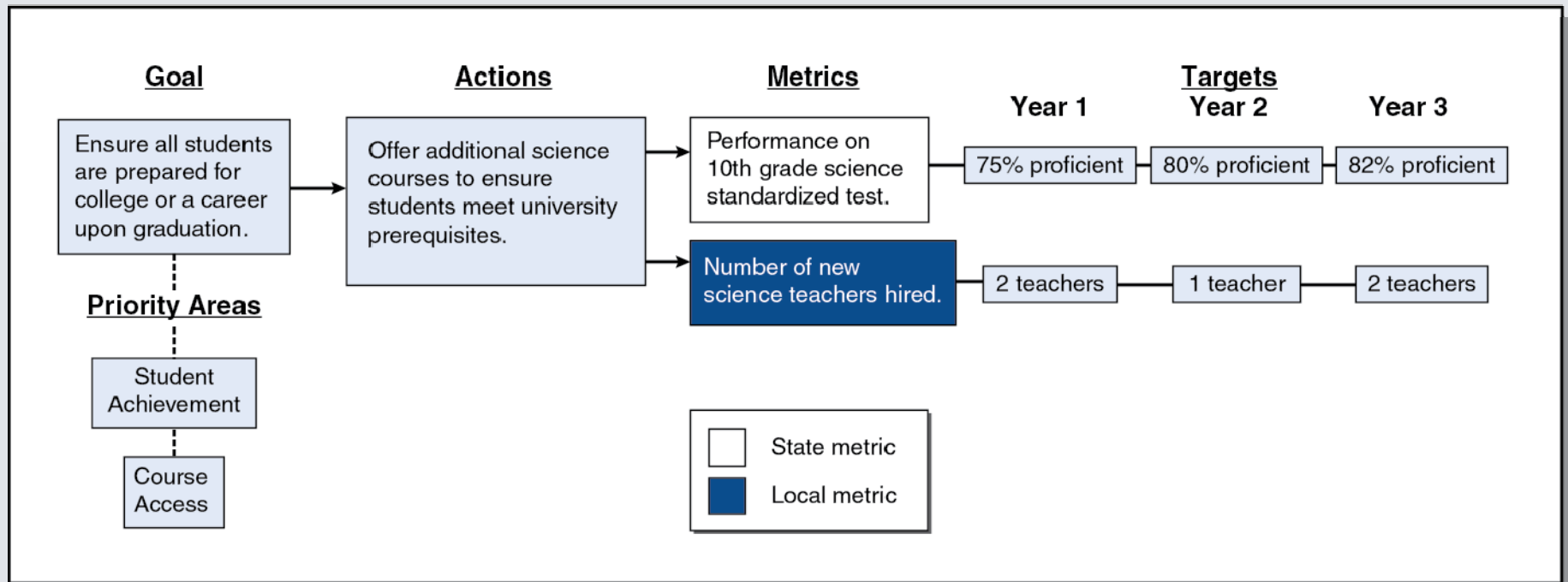
- Implementation of Common Core State Standards for all students, including English learners.
- Implementation of English language development standards.

Course Access

- Student access and enrollment in all required areas of study.

Relationship Among LCAP Components

Simplified Illustration of Goals, Priority Areas, Actions, Metrics, and Targets

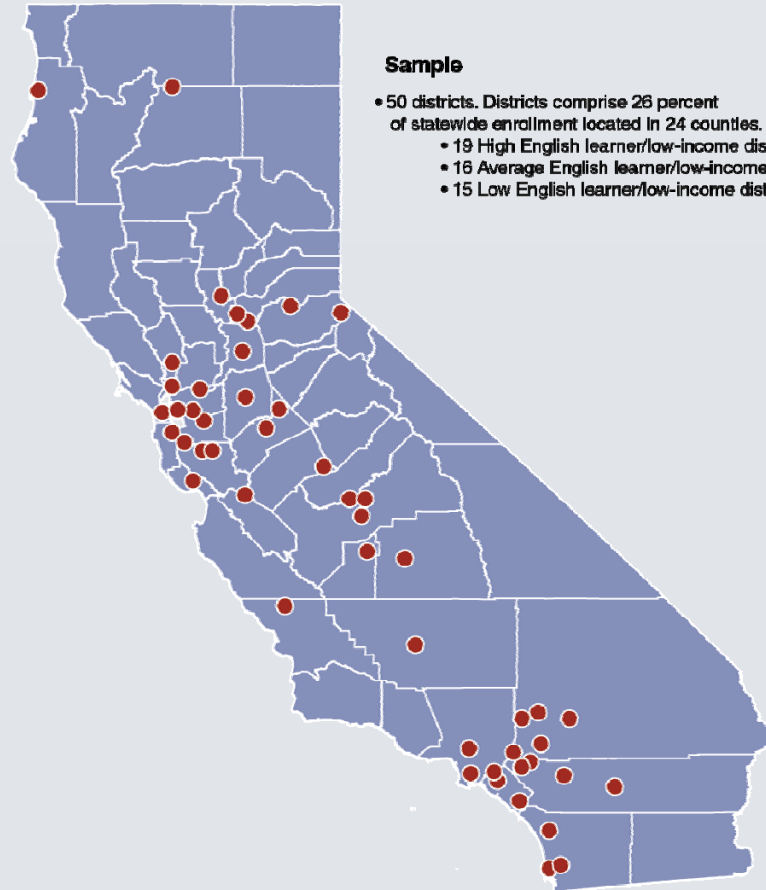


Review Methodology and Intent

- **Reviewed LCAPs From Representative Sample of 50 Districts**
- **Examined the Comprehensiveness of Districts' LCAPs and Identified Common Themes**
 - Interested in understanding whether the LCAPs reflected thoughtful strategic planning by districts.
- **Did Not Critique Districts Specific Program Decisions**

Sample Selection

Districts Included in Our Sample



Sample

- 50 districts. Districts comprise 26 percent of statewide enrollment located in 24 counties.
- 19 High English learner/low-income districts.
- 16 Average English learner/low-income districts.
- 15 Low English learner/low-income districts.

Major Findings and Assessment

- **Statute Establishes Ambitious Set of Requirements**
 - LCAP has potential as strategic plan if refined to be more focused on districts' key performance issues.
- **Statute Appears to Emphasize Eight State Priority Areas Equally**
 - Districts' goals not targeted to areas in greatest need of improvement.
- **Districts' Information on Services for English Learner and Low-Income Students Varies**
 - Difficult to determine if and how districts are improving services.

Recommendations

- ✓ Emphasize readable, strategic plan over detailed, comprehensive plan.
- ✓ Allow districts to focus on key metrics.
- ✓ Clarify metrics in some areas to help monitor performance.
- ✓ Require districts to indicate whether actions are new or ongoing.
- ✓ Monitor quality of information regarding English learner/low-income students, make minor statutory changes.
- ✓ Disseminate information on key ingredients of effective strategic plans.

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