



Frequently Asked Questions Related to Changes in State Educational Policy

Why are there so many changes in state education policy?

The Local Control Funding Formula (LCFF), signed into law in 2013, fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential. Implementation of this law has led to many changes at the district and school levels since its passage. (<https://www.cde.ca.gov/fg/aa/lc/>)

What are the major components of LCFF?

- Funding – LCFF establishes base, supplemental, and concentration funds in place of the myriad of previously existing K–12 funding streams for school districts and charter schools.
- Local Control and Accountability Plan (LCAP) – The LCAP is a three-year district plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for LEAs to share their stories of how, what, and why programs and services are selected to meet their local needs. <https://www.cde.ca.gov/re/lc/>
- Accountability and Continuous Improvement System – The Accountability Model and School Dashboard provide information about how districts and schools are meeting the needs of California's diverse student population based on a concise set of measures.
- LCFF Support and Assistance – California's new accountability and continuous improvement system is based on a three-tiered framework, with the first tier, general assistance, made up of resources and assistance that is made available to all local educational agencies. Differentiated assistance is the second tier of assistance that one or more agency is required by statute to provide to local educational agencies that meet certain eligibility criteria. The third tier is intensive intervention, which is generally required based on persistent performance issues over a specified period of time.

Why are these changes important in the context of ACS WASC accreditation?

Important features of the *Focus on Learning Joint Process ACS WASC/CDE* integrate central components of the state priorities and the School Dashboard results into the expectations for the school self-study and the visiting committee visits. School action plans are now closely aligned to the goals, actions and services detailed in the LCAP and schools are required to address major needs identified by performance indicators for state and local measures of progress from the Dashboard.

How is the new school accountability and continuous improvement system different from the past?

California's new school accountability system provides a more complete picture of how schools are meeting the needs of all students. There are three important advantages to California's new approach:

- More than a single number: The multiple measures of student success define a quality education more broadly than a single test score.
- Equity: There is an increased focus on identifying and addressing disparities among student groups.
- Supporting Local Decision Making: State accountability tools provide information to support local planning process around improving student performance.

What is the California School Dashboard?

The Dashboard is an online tool that shows how local educational agencies and schools are performing on the state and local indicators included in California's school accountability system. The Dashboard is a key part of major shifts in California K-12 schools, changes that have raised the bar for student learning, transformed testing and placed the focus on equity for all students. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard provides information that schools use to improve. (<https://www.cde.ca.gov/ta/ac/cm/index.asp>)

Do charter and alternative schools have Dashboard results?

Charter school data is included in the School Dashboard system. In July 2017, the SBE approved criteria for schools to apply for Dashboard Alternative School Status (DASS). While DASS schools did not receive a Dashboard in the spring and fall of 2017, they will receive a Dashboard report beginning in 2018. DASS schools will be held accountable for meeting all of the same state indicators that are currently reported in the Dashboard, although modified methods will be used (when appropriate) to more fairly evaluate the success of alternative schools that serve high-risk students. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx>).

What is the relationship among the LCAP, the SPSA, and the ACS WASC Action Plan?

The LCAP is a district plan and a schoolwide action plan that integrates critical areas for follow-up based on the ACS WASC self-study and visit is aligned with the LCAP goals, actions and. A charter school's LCAP serves as the SPSA and WASC recommendations need to be integrated into the LCAP after a visit. Legislative changes under AB 716 provide more guidance on school plan expectations and CDE will provide additional resources on these changes soon.