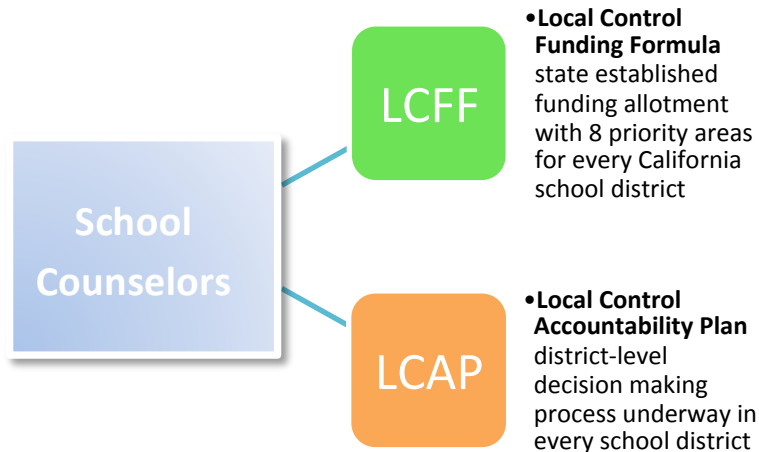


LCFF AND LCAP REQUIREMENTS: WHAT SCHOOL COUNSELORS NEED TO KNOW AND DO



What is LCFF?

The **Local Control Funding Formula (LCFF)** replaces California's state-controlled school finance system with one that has more local control and greater transparency. Under the new system districts will receive base funding, plus supplemental funds for legislatively protected youth. Students classified "protected" include: Low-Income (LI), English Learners (EL) and Foster Youth (FY). The vast majority of school districts will receive more funding under the new formula than was received in previous years. The transition to the new formula will begin with the 2014-15 school year. Full implementation of the new funding formula is anticipated to take eight years.

What is LCAP?

Under LCFF, school districts must adopt and submit a **Local Control and Accountability Plan (LCAP)** by July 1, 2014. Each district's LCAP must describe: 1) annual goals will be met in each of eight (8) state priority areas; 2) specific considerations for subgroups for districts with 55% or more legislatively protected youth (EI/LI/FY); and 3) how money will be spent to fund actions and services for all students in each of the state priority areas. Currently, California, school districts are surveying parents, holding focus groups and collaborating with stakeholders and community members to solicit feedback and suggestions regarding priorities for actions and services to be included in the LCAP. Suggestions related to activities and services often performed by school counseling are provided below.

What Must School Counselors Know and Do?

The LCFF and the LCAP regulations provide a unique opportunity for school counselors to educate faculty, parents, community agencies, and local school boards on the important ways school counseling programs and services help the district meet the requirements of the Local Accountability Plans (LCAP). School counselors are encouraged to a) participate in focus groups; b) present data on student gaps and needs; c) provide descriptions of current and proposed services for all students; d) share outcomes of current programs and services; and e) propose supplemental services for marginalized youth. School counselors must demonstrate the many ways their program provides for the needs of all students for college and career readiness and supports *additional school counseling services* specifically targeted to support the success of legislatively protected youth.

The transformational changes to funding in [California eliminated categorical funds specifically for school counseling programs](#) (such as AB 1802). Without targeted funds or a state law requiring school counselors, positions previously funded by soft money may also be lost. Now is the time for school counselors to educate themselves and all key stakeholders about funding needs, suggested actions, and benefits of school counseling programs for all students *and* legislatively protected youth (see below)! More advocacy information for school counselors is available in [this PowerPoint](#) and these documents on [funding concerns](#) and the [8 priority areas](#).

**LCFF/LCAP Eight State Education Priorities (California Ed Code 52060)
(SAMPLE) Services and Actions Provided by School Counselors**

LCFF/LCAP 8 Areas	General Strategies	Suggested Actions for Supporting ALL Students	Suggested Actions for Supporting Legislatively Protected Students <i>Low-Income (LI), English Learner (EL), Foster Youth (FY)</i>
1. Basic Service: (Williams Criteria)	<ul style="list-style-type: none"> • Appropriately assigned and fully credentialed • Pupils have access to standards-aligned instructional materials • School facilities are maintained 	<ul style="list-style-type: none"> • Participate in hiring teams, advocating for fully credentialed, diverse teachers and support staff • Join teams that oversee all students having access to high quality, standards-based, developmentally appropriate instructional materials • Advocate for change when students are placed in unsafe facilities for learning 	<ul style="list-style-type: none"> • Advocate for recruiting diverse, multilingual, culturally proficient, fully credentialed staff • Serve as “champions of equity” leading efforts to ensure traditionally marginalized groups receive appropriate instructional material • Promote facility design that benefits legislatively protected students (parent resource centers, health facilities, technology labs)
2. Implementation of State Standards	<ul style="list-style-type: none"> • Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners 	<ul style="list-style-type: none"> • Support and promote climate of high expectation • Participate in curriculum leadership; decision-making teams, and intervention teams • Identify students who need Tier 2 interventions to address academic barriers to learning • Ensure students receive six-year individualized learning plans, 	<ul style="list-style-type: none"> • If groups of students are poorly served, lead efforts to do something about it • Reinforce the appropriate identification and placement of EL/FY
3. Course Access	<ul style="list-style-type: none"> • Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. <i>(Priority 7)</i> 	<ul style="list-style-type: none"> • Serve as members of the master schedule team to design to prepare all students for options of college and career • Provide programs that encourage all students to enroll in rigorous courses of study • Challenge course prerequisites and practices that limit course access • Advocate for equitable access to programs of study preparing all students for college/career • Ensure systems of support are in place for students who need additional support 	<ul style="list-style-type: none"> • Organize workshops to educate parents on educational options for EL /LI/FY families • Advocate for creating or increasing college prep courses in areas of interest to LI/EL/FY (Chicano Studies, AP Spanish, etc.) • Promote/advocate for programs such as AVID and Puente • Seek and/or provide professional development for faculty to dispel myths regarding EL/LI/FY • Use data to discover and close access, opportunity and attainment gaps.
4. Pupil Achievement	<ul style="list-style-type: none"> • Performance on standardized tests; • Score on Academic Performance Index • Share of pupils that are college and career ready • Share of English learners that become English proficient English learner reclassification rate • Share of pupils that pass Advanced Placement exams with 3 or higher • Share of pupils determined prepared for college by the Early Assessment Program. 	<ul style="list-style-type: none"> • Design programs to assist students and parents in understanding and grasping the nature and complexities associated with the Common Core State Standards (CCSS) assessment – Smarter Balance • Track, and intervene with students to support improvement on standardized tests • Develop and implement an action plan towards increasing enrollment in <i>Advanced Placement (AP) courses, Early Assessment Programs (EAP)</i> • Address testing issues including: fears, stress and anxiety • Market the benefits of Advanced Placement courses to ALL students • Utilize consistent practices for placing students into more rigorous college prep courses • Ensure students and their parents understand the importance of the Early Assessment Program 	<ul style="list-style-type: none"> • Coordinate instructional opportunities for legislatively protected youth to ensure students and parents understand both the nature and consequences of test performance on promotion, graduation and college access. • Monitor and intercede with students regarding their attendance at appropriate intervals • Help students, families and teachers understand the benefits of EL reclassification • Identify and provide support for Foster Youth to secure all the opportunities available for college access • Provide leadership and advocacy for Foster Care youth regarding differing graduation requirements

LCFF/LCAP & Areas	General Strategies	Suggested Action for Supporting ALL Students	Suggested Actions for Supporting Legislatively Protected Students <i>Low-Income (LI), English Learner (EL), and/or Foster Youth (FY)</i>
5. Pupil Engagement	<ul style="list-style-type: none"> School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates 	<ul style="list-style-type: none"> Design strategies for identifying and monitoring students who are chronically absent Use research-based strategies to design programs aimed at early identification of at-risk behaviors Analyze school data to identify whole school or individual needs (Data sources: CHKS, attendance, students who received Ds and Fs) Provide social marketing strategies to support parental education regarding the importance of attendance and GPA Advocate for academic opportunities to suit every student including credit recovery, alternative placement, and tutoring 	<ul style="list-style-type: none"> Devise tracking procedures to intervene with legislatively protected students to determine help and resources they need before they ask for it Create welcoming activities and information for students who enter school mid-year Provide case management services for legislatively protected youth to track, guide and access their use of school, agency and community resources
6. School Climate	<ul style="list-style-type: none"> <i>Pupil suspension rates</i> <i>Pupil expulsion rates</i> <i>Other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness</i> 	<ul style="list-style-type: none"> Participate in a district or site leadership role to implement Positive Behavior Intervention and Supports (PBIS) Oversee/Teach violence prevention curriculum Support “other means of correction” laws by developing and implementing procedures to address individual behavior issues early Use discipline data (office behavior referrals, suspension/expulsion rates) to provide behavioral interventions including restorative justice practices Coordinate peer mediation programs and restorative justice Refer students/families to community resources 	<ul style="list-style-type: none"> Ensure equitable discipline across demographics and advocate for change when marginalized youth are disciplined disproportionately Analyze and distribute to staff disaggregated school climate data of legislatively protected youth Provide post suspensions conferences in students native language
7. Parental involvement	<ul style="list-style-type: none"> Efforts to seek parent input in decision making Promotion of parent participation in programs for unduplicated pupils and special need subgroups 	<ul style="list-style-type: none"> Participate in the creation of parent surveys (especially LCAP) to ensure parents have opportunities to comment on school counseling programs and services Review of feedback from LCAP surveys Serve on a variety of school-wide advisory committees (especially LCAP) Provide parent workshops on college/career readiness Participate in SST’s, IEP’s & parent conferences Seek feedback/ideas for creating and supporting safe, welcoming, family friendly schools Invite parents/guardians to visit school counseling program Develop and distribute school counseling program results and promote benefits of a fully funded program 	<ul style="list-style-type: none"> Review disaggregated feedback on surveys from parents of legislatively protected youth. Serve as a liaison to school-wide advisory committees (DLAC; ELAC) Provide informational workshops on college/career readiness ensuring developmentally scaffold and delivered in language friendly ways Advocate for professional translators at SST’s, IEP’s and parent conferences Limit monolingual correspondence barriers Inform parents of what’s expected of them Create flexible schedules for working families Support and promote parent education programs (e.g. PIQE) Provide workshops to educate parents on multiple career pathways in native language
8. Other Outcomes	<ul style="list-style-type: none"> Pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. 	<ul style="list-style-type: none"> Educate students and parents on multiple outcomes including academic pathways. Monitor course enrollment patterns offered and student enrollment in academic pathways. Monitor enrollment in and successful completion of career technical education programs, apprentices and internships Initiate building of dual enrollment w/community college and four year colleges/universities 	<ul style="list-style-type: none"> Advocate for creating or increasing CTE aligned courses of interest to LI/EL/FY (survey needs) Use data to determine gaps and target interventions to support need of LI/EL/F