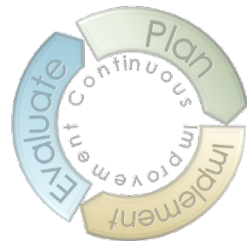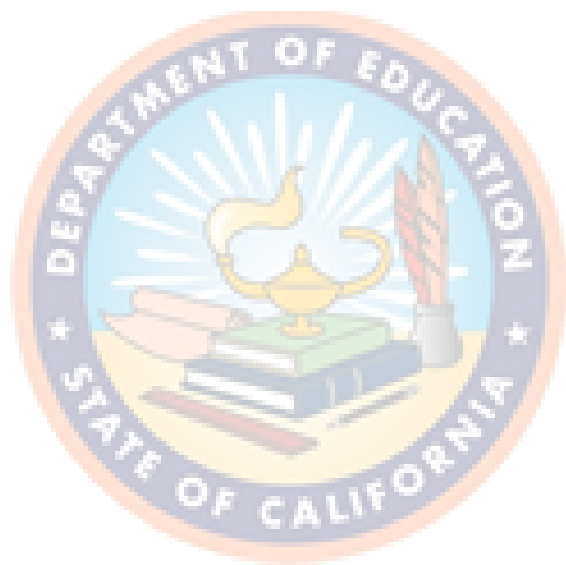# The Revised LCAP Template

CONTINUOUS IMPROVEMENT IN THE PLANNING PROCESS

Presented by

Jeff Breshears

Local Agency Systems Support Office

California Department of Education

Background

REVIEWING THE FOUNDATIONS LAID BY LCFF

# History of the LCAP Template

- Version 1 – Adopted under emergency regulations and used during the 2014-15 school year.

- Version 2 – Adopted as part of the final LCFF regulations and used during the 2015016 and 2016-17 school years.

- Version 3 – Adopted by the State Board of Education at its November, 2016 meeting and is being used to develop LCAPs for the 2017-18 school year.

LCAP Template: A Tool

Major Revisions

- Addition of a Plan Summary
- 3-year inclusive plan
- Instructions moved to Addendum
- Specific Ties to the Evaluation Rubrics

- New design promotes ease of reading
- Specific Instructions for Charter Schools
- Planned Actions and Services: contributing to increased or improved services requirement.
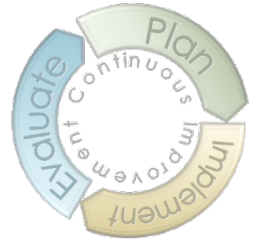
Specific Ties to the Evaluation Rubrics

- Plan Summary
  - Greatest Progress
  - Greatest Needs
  - Performance Gaps
- Annual Update
  - Analysis
- Goals, Actions, and Services
  - Identified Need
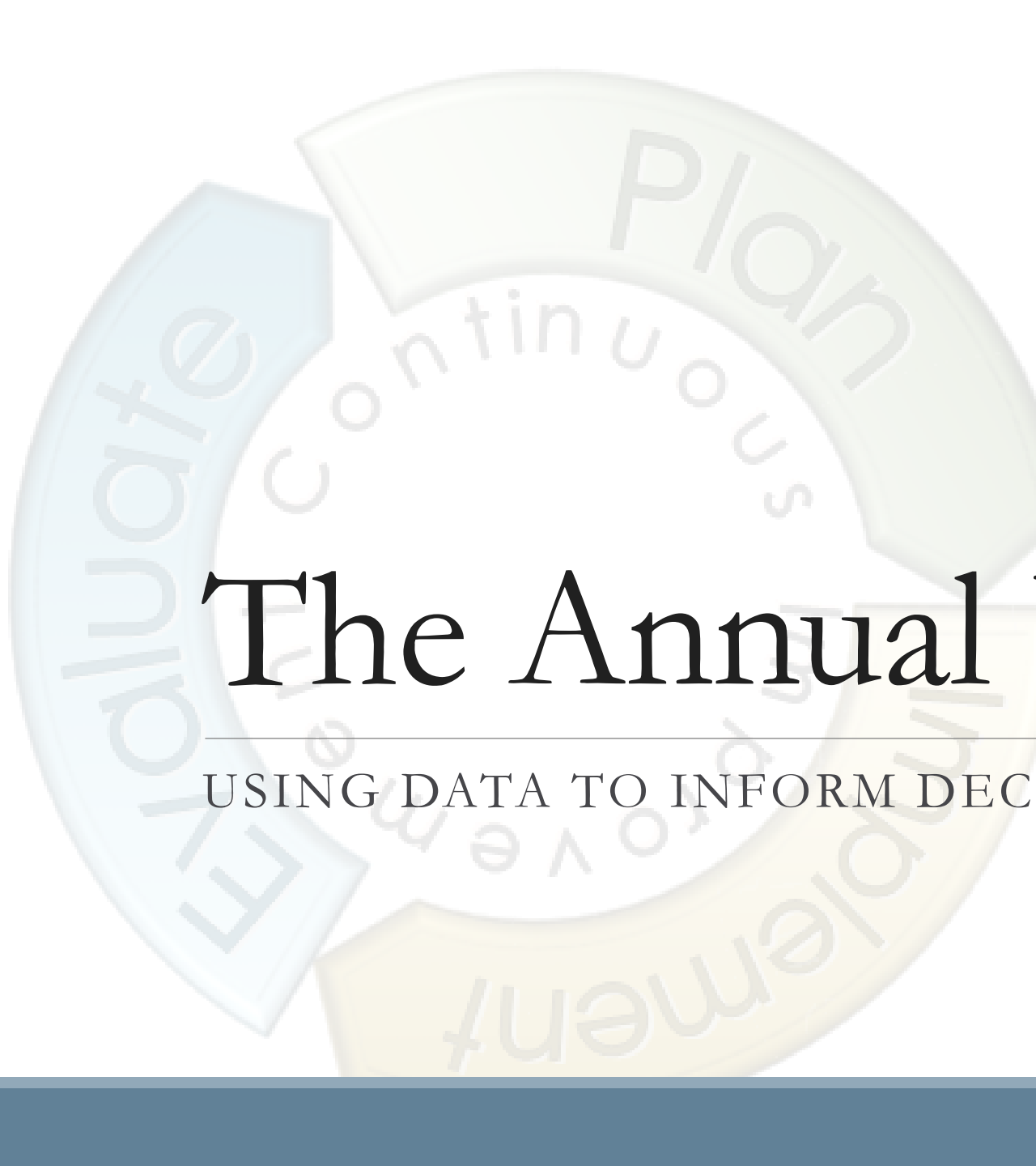
Order of Plan Components

1. Plan Summary
2. Annual Update
3. Stakeholder Engagement
4. Goals, Actions, & Services
5. Demonstration of Increased or Improved Services for Unduplicated Pupils

Addendum
- Instructions
- State Priorities

Appendices
- Priorities 5 and 6 Rate Calculation Instructions
- Guiding Questions

The Annual Update

USING DATA TO INFORM DECISION-MAKING

Section Highlights

- Narrative is replaced each year

- The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's approved LCAP

  - For LCAP year 2017/18, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year

  - Minor typographical errors may be corrected

What Data Should be Used?

A review of performance should consider quantitative or qualitative data from

- Local LEA and school-level data

- Local self-assessment tools

- LCFF Evaluation Rubrics

  - State indicators

  - Local indicators

- Stakeholder input (both solicited and unsolicited)

- Other relevant data sources (city, county, or state-level data)

Annual Update

(1 of 2)

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services		
	BUDGETED	ESTIMATED ACTUAL
Expenditures		

Page 4

Annual Update

(2 of 2)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

|	
Describe the overall implementation of the actions/services to achieve the articulated goal.	
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	

Stakeholder Engagement

MEANINGFUL ENGAGEMENT TO DEVELOP THE LCAP
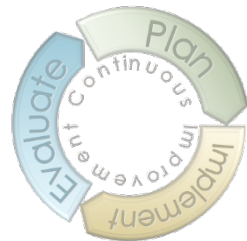
Section Highlights

- Narrative is replaced each year

- Specific instructions for different types of LEAs:

  - School districts and county offices of education consult with Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community

  - Charter schools consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Stakeholder Engagement

LCAP Year	☐ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

IMPACT ON LCAP AND ANNNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Page 6

Goals, Actions, and Services - Part 1

GOALS AND EXPECTED OUTCOMES

Section Highlights

- ## New, Modified, or Unchanged

  - Indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

- ## Expected Annual Measurable Outcomes

  - Identify the metric(s) or indicator(s) that the LEA will use to track progress

  - In the baseline column, identify the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan

  - In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP

Goals, Actions, and Services

(1 of 2)

Page 7

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☐ Unchanged

Goal 1	

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Goals, Actions, and Services

(1 of 2)

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☐ Unchanged

Goal 1

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL _____

Metrics

Baseline

This is the progress that we plan to make to achieve our Year 3 outcomes.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Goals, Actions, and Services - Part 2

ACTIONS AND SERVICES

Section Highlights

- Differentiate between Actions/services that contribute to meeting the Increased or Improved Services Requirement and those that will not.

- New/Modified/Unchanged for actions/services and budgeted expenditures

  - Check "New" if the action/service is being added

  - Check "Modified" if the action/service has been changed or modified in any way

  - Check "Unchanged" if the action/service has not been changed or modified in any way

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank

- Format of Budgeted Expenditures

Goals, Actions, and Services

(2 of 2)

Page 8

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Gradespans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Gradespans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount		Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Planned Actions/Services

For Actions/Services not contributing to meeting Increased or Improved Services Requirement:			
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____		
Location(s)	☐ All schools ☐ Specific Schools:_____		☐ Specific Gradespans:_____

OR

For Actions/Services contributing to meeting Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income		
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student		
Location(s)	☐ All schools ☐ Specific Schools:_____		☐ Specific Gradespans:_____

Differentiate between Actions/services that contribute to meeting the Increased or Improved Services Requirement and those that will not.

Example 1

- Not contributing to Increased or Improved Services

- All Students

- All Schools

Example 2

- Not contributing to Increased or Improved Services
- Specific Student Group
- Specific Grade Spans

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☒ Specific Grade spans: K-5

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Create a collaborative co-teaching model that supports student learning through well designed and delivered differentiated instruction, accommodations and modifications. A. Special education and general education teachers will work toward creating a team teaching model. The Special Education Coordinator will work with teachers regarding inclusion support, including supports and strategies for academic and behavioral outcomes. B. Implement identified intervention materials for students with disabilities who cannot access the curriculum. C. Special education administrators will conduct classroom observations at least one time per	Continue to create a collaborative co-teaching model that supports student learning through well designed and delivered differentiated instruction, accommodations and modifications. A. Special education and general education teachers will continue to work to refine their team teaching model. The Special Education Coordinator will continue to work with teachers regarding inclusion support, including supports and strategies for academic and behavioral outcomes. B. Continue to implement identified intervention materials for students with disabilities who cannot access the curriculum. The Special Education Coordinator will review and adjust	

Example 3

- Contributing to Increased or Improved Services
- All Unduplicated Students
- LEA-Wide
- All Schools

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income
Scope of Services	☒ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
School sites will maintain a tiered academic intervention program and special education program for students needing strategic and intensive interventions, including English learners. A. Training for administrators, academic coaches, teachers, and instructional aides B. Maintain one academic coach per school site		

Example 3

- Contributing to Increased or Improved Services

- Action/Service must be identified in the "Demonstration of Increased or Improved Services…" Section

- Actions/Services identified as LEA-wide or Schoolwide must also include the applicable description in the "Demonstration of Increased or Improved Services…" Section

Example 4

- Contributing to Increased or Improved Services

- Specific unduplicated student group

- Specific schools

- Must be identified in "Demonstration of Increased or Improved Services.." Section

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s) ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools ☒ Specific Schools: High Schools A and B ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide a section of EL instruction for tutoring and support for students designated as English Language Learners at both high schools.		

Goals, Actions, and Services

(2 of 2)

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Gradespans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Gradespans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount		Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

PROVIDING FOR UNDUPLICATED PUPILS

Section Highlights

- Completed each year

  - In year 2 or year 3, copy the table and mark the appropriate LCAP year.

  - Using the copy of the table, complete the table as required.

  - Retain all prior year tables for this section for each of the three years within the LCAP.

- Describe how services provided for unduplicated pupils are increased or improved

  - If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions

Increased or Improved Services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☐ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $ **Percentage to Increase or Improve Services:**   %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

LEA-Wide and Schoolwide

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

A. For those services being provided on an **LEA-wide** basis:

    i. For **school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education**…

    ii. For **school districts with an unduplicated pupil percentage of less than 55%**…

B. For **school districts only**, identify in the description those services being funded and provided on a **schoolwide** basis, and include the required description supporting the use of the funds on a schoolwide basis:

    i. **For schools with 40% or more enrollment of unduplicated pupils**…

    ii. **For [schools with less than 40% enrollment of unduplicated pupils]**…

Example 3

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

The Plan Summary

PRESENTING THE LCAP TO THE PUBLIC

Section Highlights

- Narrative is replaced each year

- The prompts are not limits

- Ties to the LCFF Evaluation Rubrics as well as local data

- Budget Summary

- An alternative format for the plan summary may be used as long as it includes the information specified in each prompt and the budget summary table

Plan Summary

(1 of 3)

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Plan Summary

(2 of 3)

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Page 2

Plan Summary

(3 of 3)

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

$	Total Projected LCFF Revenues for LCAP Year

Download the LCAP Template

http://www.cde.ca.gov/fg/aa/lc/documents/approvedlcaptemplate.doc

Questions or Comments?

Please contact

Local Agency Systems Support Office

LCFF@cde.ca.gov

916-319-0809