Santa Clara County Office of Education

Putting the Pieces Together

2017 SCCOE LCAP District Training
Session 1 – The New Template

Agenda

- Introductions
- Overview -
- The New Template (CCSESA District Training Slides)

  Sections

      Summary …………………………..(Michael)

      Annual Update …………………….. (David)

      Stakeholder Engagement ……….. (David)

      Goals – Actions and Services …… (Michael)

      Increased or Improved Services …(Michael)

- Summary of 2016-17 LCAP – A tool for developing the discussions with stakeholders

Objectives

- Districts teams will be familiar with the new LCAP template

- Districts will review existing LCAP to prepare a summary of the current LCAP for the purpose of stakeholder engagement and creation of the 2017-18 LCAP

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The LCAP "Revolution"

LOCAL CONTROL

- Local Decision Making
- Local Accountability
- LCFF Rubric –
- Local Measures

An Opportunity for

- Meaningful Community Engagement
- Mapping Continuous Improvement
- Marketing

It's January

- The Governor's proposed budget
- Beginning projections for next year: How did HS students do on required courses?
- Will I need additional sections of _____ ? What is the capacity and capability of my Credit/Grade recovery program?
- What are my cohort scheduling needs for the classes?
- Reaching out to 8th graders and families
- Kindergarten, enrollment day, parent tours, accurate projections
- Interim assessment data – projections, are we aligned with State assessments

This is just some of what's going on as we are working in the present and future; how can the LCAP be a part of this instead of an "add on"?

The New Template Slides

- Training documents shared among the 58 California Counties

The landscape – LCAP and Accountability

- CDE

- COEs / CCSESA

- CCEE California Collaborative for Educational Excellence

Technical Understanding of the Revised LCAP Template & what it will mean to move to a 3-year inclusive plan

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

LCAP Template Crosswalk

What are the expectations in a 3-year inclusive plan?

LCAP Components	Year 1	Year 2	Year 3
Plan Summary	Yearly	Yearly	Yearly
Budget Summary	Yearly	Yearly	Yearly
Annual Update	Yearly	Yearly	Yearly
Stakeholder Engagement	Yearly, no historical narrative to be kept	Yearly, no historical narrative to be kept	Yearly, no historical narrative to be kept
Goals, Actions, & Services	Written for 3 years	Changes to plan could include a change to a specific goal, adding an action, modifying an action, discontinuing an action - all based on review of data/metrics and indicators	
Demonstration of Increased/Improved Services	Yearly, historical context kept over 3 years	Yearly, historical context kept over 3 years	Yearly, historical context kept over 3 years

Interaction Among LCAP, LCFF Evaluation Rubrics & Assistance and Support Process

Stakeholder Engagement

- Implement LCAP
- Finalize and adopt LCAP/Annual Update

February – March
Complete Self-Reflection use of LCFF Evaluation Rubrics and incorporate findings into LCAP/Annual Update

Stakeholder Engagement

- Implement LCAP
- Plan for next LCAP/Annual Update
- Use data analysis and self-reflection from LCFF Evaluation Rubrics

July 1
LCAP/Annual Update Adopted by LEA

- Implement LCAP

October 8
LCAP/Annual Update Approved by Reviewing Agency

November
LCFF Evaluation Rubrics Data Display is Populated with State Data

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Section by Section Walkthrough

1. Template snapshot with instructions, with focus on what is new in the instructions
2. Background/Context for any changes that have now been incorporated
3. Identifies what would need to be completed before starting the section
4. An **example*** filled out in the new template format
5. Table time for groups to identify how the example aligns with the instructions

*Example - meets statute, but may include additional features that help with transparency and building toward continuous improvement

Section 1: Plan Summary

2017-20 Plan Summary

   In addition to streamlining the LCAP process for the LEAs, making the development process and the LCAP accessible to all stakeholders were factors in the latest revision of the LCAP template and also led to the "Plan Summary" as a requirement of the template.
   Parent groups, advocates and practitioners made their voices heard regarding the need for improved accessibility of the plans.

From this:

> **Introduction:**
>
> LEA:_____Contact Person_____LCAP Year_____

To this:

> ## 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.

❖ New section added in response to feedback that LCAPs lacked accessibility and growing pressure from advocacy groups on SBE and growing consensus that providing a summary was a good practice.

❖ Five components:
- The Story
- LCAP Highlights
- Review of Performance
- Increased or Improved Services
- Budget Summary

Beginning your summary:

1. The goals of the summary are accessibility and transparency.

2. Some parents and stakeholders will not go beyond the summary so it may be a key tool to build support with stakeholders and to share your message.

3. Know your audience.

4. Collect and analyze your data; LCFF Rubric, Local Data, site data.

5. Share the data with stakeholders, solicit input.

6. Use data and feedback to look at actions and services currently implemented.

7. Identify the areas of progress and need to highlight in the summary.

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, **briefly address the prompts** provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an **alternative format** for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

Plan Summary Template Instructions

2017-20 Plan Summary

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

- ❖ Brief - a few sentences
- ❖ Who do you serve? Describe students and community
- ❖ How is LCAP tied to district vision for student success

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

- ❖ List key objectives of LCAP that are aligned
    with at least 1 of 8 state priorities

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

The Justice for All Unified School District serves a diverse group of students with the goal of: *"Preparing every student to thrive in a global society."* Our student population is 51.2% English learner (EL) and 48% are classified as Low Income, our LCFF Unduplicated count is 54.8% and 83% of our EL students speak Spanish, additional languages include Vietnamese, Mandarin, Arabic, Tagalog, Punjab and Hmong. Our student population is made up of many ethnicities with the majority of our students 51% identifying as Hispanic Latino, 28% White, 8% Asian and 5% African American

We serve approximately 21,000 students Pre-k through 12th grade at 22 quality schools: 4 traditional high schools, 5 middle schools, 2 continuation high schools, 1 alternative school of choice, and 10 elementary schools. The district also authorizes four charter schools that are required to create their own LCAP

At your tables, does this example address the prompt given in the template?

Note: groups reviewing summaries appreciated graphic representations when applicable, not sure if e-template will be compatible with graphics

CCSESA - November 2016

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Plan Summary: Story & Highlights Example 1

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

This example provides linkage to the goals and where to find more detail within the LCAP.

Working closely with stakeholders throughout the district, five goals have been identified for focus within the next three years.

- **GOAL 1 - High-quality academics:** JFAUSD will provide a high quality and comprehensive instructional program that produce college and career ready students. *13 Actions/Services (pp. 20-26) $41 M*

- **GOAL 2 - Broader community and family supports:** JFAUSD will ensure students, staff, parents and the community are satisfied and engaged in our schools and programs. *9 Actions/Services (pp. 27-29) $28*

- **GOAL 3 - Research-based accountability and support:** JFAUSD LCAP Goals, Actions and Services will demonstrate efficient and exemplary practices in all divisions, departments and schools. *(pp. 30-31) $11M*

- **GOAL 4 - High-quality staff:** JFAUSD will attract, recruit, support and retain a highly effective and diverse certificated, classified and administrative workforce. *4 Actions/Services (pp. 32-33) $120 M*

- **GOAL 5 - Aligned resources/efficient operations:** JFAUSD will align resources to the strategic plan and equity policy and demonstrate cost-effective budget management in the allocation of funds. *2 Actions/Services (p. 34) $8M*

Plan Summary: Story & Highlights Example 2

LCAP HIGHLIGHTS

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

This example includes several key components: reference to the engagement process, tie to vision, and areas of influence, and listing of key actions.

Through analysis of our state and local data and input from staff and stakeholders we identified our focus areas to be addressed to achieve our vision: "*All graduates would be prepared for college and career, empowered to thrive in a global society.*" Based on this process, the actions and services in the LCAP fell into the following areas of influence:
1. Improving connections and achievement in the classroom,
2. Meeting and supporting parents and students in navigating through high school and toward college and career,
3. Supporting students emotionally and academically outside of classroom and/or the school day when they struggle.

Key LCAP actions to support these areas are: reduced class size, additional counseling support at all sites, and targeted support services to address our high needs students. Our LCAP provides a map for how we are working to steer our entire educational program to improve outcomes for all students and close the historic performance gaps

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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

Greatest Progress

- Based on Evaluation Rubrics, local self-assessments, stakeholder input, other sources
- What progress are you most proud of?
- How will you maintain/build on that success?

Greatest Needs

- Based on Evaluation Rubrics (except for "ASAM" schools/programs)
- Address any indicator for which:
  - Overall performance is in "Red" or "Orange" categories
  - Rating is "Not Met" or "Not Met for Two or More Years"
  - Other areas of need
- How will you address these needs?

Performance Gaps

- Based on Evaluation Rubrics

- Identify state indicator for which any student group performance was 2 or more levels below "all student" performance

- Identify modifications to goals, actions/services, and/or expenditures to improve those performance levels

Based on a review of state and local indicators of student performance included in the LCFF Evaluation Rubrics, 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?

Greatest Progress

This year the percentage of students that scored a 3 or above on the Advanced Placement (AP) tests rose 5.6% to 61.4%. Additionally the percentage of historically under-represented subgroups enrolled in AP classes and attempting the AP exams rose enough to reflect the demographics of the district, Hispanic/Latino participation rose 18%, and African American participation rose 14%.

Stakeholder input from parents, staff, and students made further _reducing class size_ at high school a priority to support our continued improvement in serving underrepresented students in AP courses. The addition of the _Naviance college planning software_ to our high schools and the growth of our _Advancement Via Individual Determination (AVID)_ program in our middle schools has helped focus students on college readiness. This year we will expand Naviance to middle school to assist students and their families in planning for high school success. See: _Goal 1 (pg. 18), Goal 2 (pg. 25), Goal 3 (pg. 31)_

See also: "Increased or Improved Services"

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Referring to the LCFF Evaluation Rubrics, address any state or local performance indicator where overall performance was in the "Red" or "Orange" performance category or received a "Not Met" or "Not Met for Two or More Years" rating. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Need

Use the rubric *and* input to identify "most" important need. If no "Red" or "Orange" data points, select area of greatest need with input

The district rubric indicator was "yellow" for "all students" based on the 2016 CAASPP Mathematics results. 53% of the district scored standard met or standard exceeded in mathematics. Scores for our unduplicated populations were two performance levels below the below the Asian and White student groups in this measure.

Research is overwhelming that instructor effectiveness is the key to improving outcomes for all students, so the JAUHSD LCAP invests heavily in instructional coaching in content and culturally relevant pedagogy to improve academic outcomes for all students.
LCAP Goal 1 (pg. 14, 15) ($2.1 M)

We are also continuing to invest in professional development for teachers regarding implementation of common core curricula and pedagogy.
LCAP Goal 1 (pg.15,16) ($875,000)

We also continue to invest in targeted support and intervention programs to meet the instructional needs of at-risk students at all grade levels.
LCAP Goal 1 (pg. 17,18) ($4.1 M)

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

Performance Gaps

English learner achievement on CAASPP mathematics and English language arts is two levels below the "all student" performance. To address the gap, JAUSD LCAP includes the following actions and services:

- Professional development to improve ELD in content area subjects *LCAP Goal 1 (pg. 15)*
- Adding classes of ELD content support at middle and high school for EL Level 1 and EL level 2 students *LCAP Goal 1 (pg. 17)*
- Summer School program with targeted classrooms *LCAP Goal 2 (pg. 24)*

Suspension Rate data show that African American and Hispanic/Latino students are two levels below the "all student" performance. To address the gap the following actions and services are included:

- Positive Behavior Interventions and Supports will be implemented at all sites *LCAP Goal 2 (pg. 25)*
- 2 Coaches to provide professional development and model an "*equity emphasis*" and culturally relevant pedagogy *LCAP Goal 1 (pg. 18)*

Plan Summary: Increased or Improved Services

Increased or Improved Services

If not previously addressed, identify two or three most significant ways the LEA will increase or improve services for low income, English learner, or foster youth.

In many districts this is a section that will be a focal area.

Based on staff and stakeholder feedback and research on effective practices we are implementing more than 20 LCAP Action/Services to improve services for the low income, English learner and foster youth including using a portion of the LCFF Supplemental dollars for site allocations based on the number of unduplicated youth served to allow sites to implement site specific solutions based on unique site needs, and site stakeholder input. Three significant actions to improve services are:

- Providing additional ELD and sheltered content class supports for ELD 1 and 2 students at all middle and high schools. See LCAP Goal 1 (pg.15)

- Additional college and career counseling for the lowest performing schools as well as to meet the needs of English learner, migrant, low income, foster youth and African American students. See LCAP Goal 2 (pg. 21)

- Community Specialist support at all schools with high concentrations of Latino, English learner, and African American youth. See Goal 3 (pg. 28)

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District Overview

Vision: **Every** student graduates prepared for college and career, empowered to thrive in a global society.

Mission: We align decisions to create safe, dynamic and relevant learning environments that inspire critical thinking, problem solving and innovation.

Core Values: Equity, Inclusiveness, Commitment to Excellence, Diversity, Professional Capacity

East Side Union High School District (ESUHSD) = 11 Traditional High Schools, 4 Continuation High Schools and 1 Alternative School of Choice

ESUHSD also authorizes 8 Charter Schools, which are not a part of the district LCAP. Charter schools are responsible for submitting their own LCAP

ESHUSD Demographics

- 2%
- 1%
- 0.02%
- 7%
- 33%
- 46%
- 8%
- 3%

- American Indian or Alaska Native
- Asian
- African American
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- Two or More Races
- White

LCFF Student Groups

15% English Learner	54% Low Income	<1% Foster Youth
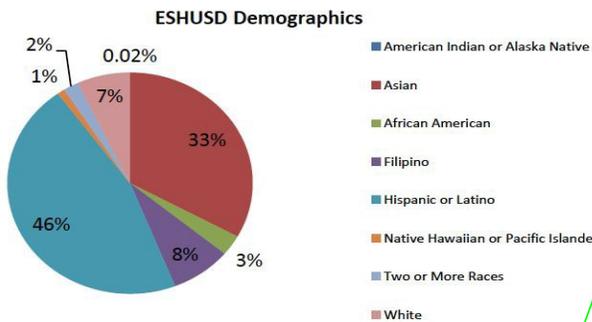
Unduplicated Students generate LCFF Supplemental Funding

54%

Unduplicated Percentage = % of students who are English learners, low income

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JUSTICE FOR ALL SCHOOL DISTRICT

Brief Budget Info
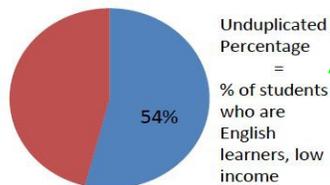
District Profile

Demographics
Brief profile of who we serve

[Date]

Dear School Community,

Intro paragraph (2-3 sentences). Perhaps include: changes in admin/board, in student makeup/ enrollment, parcel taxes won/lost, etc.

+/Δ of Outcomes (2-3 sentences). Perhaps include the fraction of how many annual measurable outcomes the district met (10/15 required by LCFF) and any particular highlights where the district is above/below county/state averages.

Increased & improved services for High Need students (2-3 sentences). Perhaps list 2-3 actions or groups of actions the district will be increasing/improving/initiating.

Conclusion

Signature

Our District at a Glance

Total Revenue: $30,000,000
- Local Control Funding Formula (LCFF) Base Funds district receives for all students: **$20 million**
- LCFF Supplemental & Concentration funds district receives for high-need students (English learners, low-income students, and foster youth): **$3,000,000**
- Other state, federal and local: $7 million

$/Student: $8k
- Per high-need student: $10k
- Per not high-need student: $6k

**18 Schools:** 10 Elementary, 5 Middle, 3 High

Total # of students: 20,000

High Need Students: 70%
- % Low-income
- % English learners
- % Foster Youth

Ethnicity

- 42% Latino
- 28% Black
- 18% Asian
- 12% White

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Samples of District Summaries

❖ How have districts to this point captured LCAP summaries for their stakeholders? What have you seen that has been effective with stakeholders?

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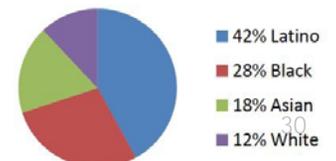
Section 1: Plan Summary - Budget Summary

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

Political Context

"As the comprehensive educational plan for the district, the LCAP should account for nearly all education-related spending, including all supplemental and concentration – and most base – funding."

(Keeping the Promise of LCFF, Public Advocates, April 2016)

What to do before completing section

- Complete Budget Summary after Goals, Actions, and Services section
- Use FCMAT LCFF Calculator to estimate LCFF revenues (based on latest information available)
- Build district budget
  - Draft LCAP - Estimate budget based on most recent information
  - Final LCAP - Adopted budget
- Other things to consider:
  - Estimated costs related to school operation (administrative costs, personnel, systems, overhead, etc.)
  - Contributions to other programs/requirements not included in LCAP

"…the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for **ALL STUDENTS AND EACH STUDENT GROUP** identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities." *(Emphasis Added)*

Budget Summary Template Instructions

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❖ **<u>Total LEA General Fund Budget Expenditures for the LCAP Year</u>**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund…

Total of ALL General Fund Expenditures (Unrestricted and Restricted)

❖ **<u>Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year</u>**: This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

Total of all unique amounts for LCAP actions/services in current year

Budget Summary Template Instructions

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❖ **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP**: Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year.

> *Briefly describe where the funds are going if they are not described in the LCAP. This is an opportunity to summarize operational expenses and call out any particular items that may be useful for stakeholders to know.*

❖ **Total Projected LCFF Revenues for LCAP Year**: This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to EC sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by EC sections 42238.03 and 2575 for the LCAP year respectively.

> *Total of all LCFF Revenue (Base, Supplemental, and Concentration Grants, Transportation, TIIG, MSA)*

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Budget Summary Template Instructions

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

SACS Form 01
- Page 1
- 9) TOTAL EXPENDITURES
- Column (F)

++ Plus ++
- Transfers Out
- Other Uses

Total $ Budgeted for Actions / Services in LCAP Year (All Sources)

Explain use of funds not included in LCAP Actions / Services

SACS Form 01
- Page 4
- Subtotal, LCFF Sources

-- Minus --
- Transfers to Charter Schools in Lieu Property Taxes

Completing the Budget Summary

July 1 Budget
General Fund
Unrestricted and Restricted
Expenditures by Object

00 99999 0000000
Form 01

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	209,732,613.00	0.00	209,732,613.00	216,549,779.00	0.00	216,549,779.00	3.3%
2) Federal Revenue		8100-8299	339,724.00	14,829,156.00	15,168,880.00	0.00	12,902,080.00	12,902,080.00	-14.9%
3) Other State Revenue		8300-8599	19,734,691.00	23,953,163.00	43,687,854.00	10,169,166.00	19,796,071.00	29,965,237.00	-31.4%
4) Other Local Revenue		8600-8799	4,718,870.00	2,052,654.00	6,771,524.00	4,698,641.00	642,139.00	5,340,780.00	-21.1%
5) TOTAL, REVENUES			234,525,898.00	40,834,973.00	275,360,871.00	231,417,586.00	33,340,290.00	264,757,876.00	-3.9%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	100,610,390.00	27,156,594.00	127,766,984.00	101,698,290.00	25,018,264.00	126,716,554.00	-0.8%
2) Classified Salaries		2000-2999	29,192,385.00	14,479,340.00	43,671,725.00	29,392,623.00	15,758,848.00	45,151,471.00	3.4%
3) Employee Benefits		3000-3999	40,338,171.00	12,750,234.00	53,088,405.00	44,620,028.00	13,236,619.00	57,856,647.00	9.0%
4) Books and Supplies		4000-4999	9,208,231.00	4,066,326.00	13,274,557.00	9,229,458.00	4,355,800.00	13,585,258.00	2.3%
5) Services and Other Operating Expenditures		5000-5999	13,788,613.00	12,825,896.00	26,614,509.00	14,127,471.00	9,565,922.00	23,693,393.00	-11.0%
6) Capital Outlay		6000-6999	1,000,676.00	0.00	1,000,676.00	1,125,000.00	0.00	1,125,000.00	12.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	5,780,142.00	1,082,469.00	6,862,611.00	6,057,726.00	1,630,149.00	7,687,875.00	12.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(2,887,540.00)	2,367,243.00	(520,297.00)	(2,811,271.00)	2,249,064.00	(562,207.00)	8.1%
9) TOTAL, EXPENDITURES			197,031,068.00	74,728,102.00	271,759,170.00	203,439,325.00	71,814,666.00	275,253,991.00	1.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			37,494,830.00	(33,893,129.00)	3,601,701.00	27,978,261.00	(38,474,376.00)	(10,496,115.00)	-391.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	13,915,577.00	0.00	13,915,577.00	6,347,032.00	0.00	6,347,032.00	-54.4%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(32,951,183.00)	32,951,183.00	0.00	(35,408,787.00)	35,408,787.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(46,866,760.00)	32,951,183.00	(13,915,577.00)	(41,755,819.00)	35,408,787.00	(6,347,032.00)	-54.4%

281,601,023.00

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Completing the Budget Summary

Total Funds Budgeted for Planned Actions/Services in LCAP Year

Note:
- Total of all amounts budgeted actions/services for 2017
- If amounts are duplicated in other Actions/Services, ONLY COUNT ONCE

Santa Clara County
Office of Education

Completing the Budget Summary

Total Projected LCFF Revenues

July 1 Budget
General Fund
Unrestricted and Restricted
Expenditures by Object

00 99999 0000000
Form 01

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	65,934,255.00	0.00	65,934,255.00	76,393,725.00	0.00	76,393,725.00	15.9%
Education Protection Account State Aid - Current Year		8012	5,279,712.00	0.00	5,279,712.00	5,185,532.00	0.00	5,185,532.00	-1.8%
State Aid - Prior Years		8019	402,911.00	0.00	402,911.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	854,541.00	0.00	854,541.00	854,541.00	0.00	854,541.00	0.0%
Timber Yield Tax		8022	18.00	0.00	18.00	18.00	0.00	18.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	124,938,334.00	0.00	124,938,334.00	126,938,334.00	0.00	126,938,334.00	1.6%
Unsecured Roll Taxes		8042	4,029,613.00	0.00	4,029,613.00	4,029,613.00	0.00	4,029,613.00	0.0%
Prior Years' Taxes		8043	1,844,810.00	0.00	1,844,810.00	1,844,810.00	0.00	1,844,810.00	0.0%
Supplemental Taxes		8044	2,801,575.00	0.00	2,801,575.00	2,801,575.00	0.00	2,801,575.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	9,131,268.00	0.00	9,131,268.00	9,285,270.00	0.00	9,285,270.00	1.7%
Community Redevelopment Funds (SB 617/699/1992)		8047	9,262,814.00	0.00	9,262,814.00	4,500,000.00	0.00	4,500,000.00	-51.4%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			224,479,851.00	0.00	224,479,851.00	231,833,418.00	0.00	231,833,418.00	3.3%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(4,046,447.00)		(4,046,447.00)	(4,240,016.00)		(4,240,016.00)	4.8%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(10,700,791.00)	0.00	(10,700,791.00)	(11,043,623.00)	0.00	(11,043,623.00)	3.2%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

220,789,795.00

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Completing the Budget Summary

Potential Items to Include in Brief Description

- Cost of base program (recommend to include base program in LCAP)
- General cost of overhead
- Contributions to program not included in LCAP
- Mandatory contributions to Routine Restricted Maintenance
- Anything else that might:

  a) Help stakeholders understand overall cost of education

  b) Be useful for district to share

- Could be opportunity rather than challenge

Merriam-Webster
Definition

Brief: *using only a few words*

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- Meets Basic Requirements
  - Short description statements, general dollar figures
    - Teacher, staff, and administrator salary and benefits account for nearly 90% of the district's general fund expenditures (roughly $90 million). Other key expenditures include general overhead($1 million) expenses, transportation ($800 thousand), maintenance ($4 million), and contributions to special education ($4 million).
- Exceptional LCAP Communication
  - Informative statements which are helpful to stakeholders
    - The district strives to implement its strategic vision toward improving student outcomes while maintaining fiscal responsibility. An overwhelming majority of district expenditures (88%) are used to hire teachers and staff who deliver services to students. LCAP initiatives account for only $3.5 million of overall cost of salaries and benefits ($88 million). The district is facing increased costs related to pensions (increasing $1.3 million per year), persistent underfunding of our special education program ($16 million), and …
- What to Avoid
  - A spreadsheet of numbers with no context

Budget Summary: COE Review

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.

#1

$ _____   Total Projected LCFF Revenues for LCAP Year

Did the district provide an explanation of how funds are being used outside those Actions/Services listed in the LCAP?

Does the explanation provide sufficient information to be understandable to a <u>reasonable</u> stakeholder?

How much detail was provided?

How much detail is actually required?

What does "Briefly describe any…" mean?

Budget Summary: COE Review

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	$

#2

Was a dollar amount provided?

Verify total budgeted expenditures for Actions/Services in current 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

Budget Summary: COE Review

BUDGET SUMMARY

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

#3

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

Was a dollar amount provided?

Verify amount against District's 2017-18 Adopted Budget.
SACS Form 01

SACS Form 01
- Page 1
- 9) TOTAL EXPENDITURES
- Column (F)

++ Plus ++
- Transfers Out
- Other Uses

Santa Clara County
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Budget Summary: COE Review

BUDGET SUMMARY

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

#4

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

Was a dollar amount provided?

Verify amount against District's 2017-18 Adopted Budget.
SACS Form 01

SACS Form 01
- Page 4
- Subtotal, LCFF Sources

-- Minus --
- Transfers to Charter Schools in Lieu

Property Taxes

Budget Summary: COE Review

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
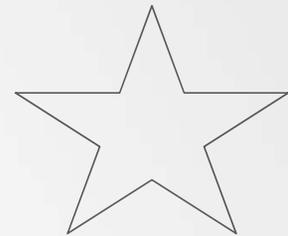
Complete the Budget Summary

Using the sample LCAP and budget provided:

1) Calculate the amounts that should be included in the Budget Summary

2) What recommendations do you have for the "describe Non-LCAP expenditures" box?

Handout

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

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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	$ 27,980,000
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ 145,000

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.

Many, many, many things...

$ 21,925,000	Total Projected LCFF Revenues for LCAP Year

Section 2: Annual Update

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.	

"LCAP Annual Updates should serve as a meaningful tool for local accountability and continuous improvement. Although the LCAP Annual Update is still relatively new, thus far it has been a missed opportunity in most districts. The Annual Update is intended to encourage districts to monitor progress towards expected outcomes and measure what progress remains. It should also include an assessment of specific actions and be data driven."

(ACLU & Public Advocates Letter, June 17, 2016)

Legal Basis for Annual Update

EC 52060(b) A local control and accountability plan adopted by a governing board of a school district shall be effective for a period of three years, and shall be updated **on** or **before** **July 1** of **each year**.

❖Provides an opportunity for reflection on effectiveness of current plan

❖Review district outcomes in state and local priority areas for the past school year

❖Provides stakeholders with information on the impact of the current year's plan and planned changes in the coming year

❖Provides an opportunity for stakeholders to participate in the analysis of the effectiveness of planned actions/services

❖**Describes annual adjustments to planned actions/services and/or outcomes as needed based on analysis of actual annual outcome data including data from Evaluation Rubrics**

Focus on Analysis of Performance Data, including data from Evaluation Rubrics

- Template has been reordered
- Prompts for the Analysis Section have been expanded
- Use of the Evaluation Rubrics is required where applicable
- More clarity provided in instructions

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Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied **verbatim** from the previous year's approved LCAP. **Minor typographical errors may be corrected.**

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Annual Update Template Instructions

Santa Clara County
Office of Education

Actions/Services

Identify the **planned** Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the **estimated actual annual expenditures** to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Annual Update Template Instructions

Santa Clara County
Office of Education

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in <u>achieving the goal</u>. Respond to the prompts as instructed.

- ❖ Describe the overall implementation of the actions/services to achieve the articulated goal. *Include a discussion of relevant challenges and successes experienced with the implementation process.*

- ❖ 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. *Minor variances in expenditures or a dollar-for-dollar accounting is not required.*

- ❖ 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 data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Discussion

What would districts or COEs need to consider before beginning the Annual Update?

Using the handout provided, consider both the <u>information</u> districts would need to access and the <u>processes</u> that would need to be in place to conduct a meaningful Annual Update.

Discuss in your groups:

What would districts or COEs need before beginning the Annual Update?

Annual Update Section	Information/Process
Annual Measurable Outcomes (Expected and Actual)	
Actions/Services	
Fiscal (Estimated and Actual)	
Analysis Annual Measurable Outcome Data, including performance data from Evaluation Rubrics	

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Annual Update

LCAP Year Reviewed: XXXX–XX

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

Support Academic Progress and Behavior
Provide interventions and enrichment to address students' academic, behavioral and attendance needs to reduce the achievement gap, increase English proficiency for EL students and provide differentiated instruction for all students.

Copied Verbatim

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

Decrease suspensions for all students by .5% from baseline to 5.4%.
Maintain number of expulsions below 15.
Increase attendance rate by .9% to 97%
Maintain chronic absenteeism below 7.4%

Copied Verbatim

ACTUAL

Description	2014-15	2015-16	Met/Not Met
Suspensions for all students	5.4%	4.9%	Met
Expulsions	2	4	Met
Cumulative Attendance Rate	96.1%	96.9%	Met
High school cohort drop-out rate	11.9%	10.2%	Met

Use most current data

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

Actions/Services

Copied Verbatim

PLANNED	ACTUAL
Hire Attendance Specialist for early outreach to increase attendance and decrease chronic absenteeism.	An Attendance Specialist was hired to **in December** to monitor attendance processes at schools and provide parent meetings focused on the importance of regular school attendance. The Attendance Specialist met with each school to analyze attendance practices and will hold 8 parent meetings by June, 2017.

Identify the actual actions/services, including changes

Expenditures

BUDGETED	ESTIMATED ACTUAL
$105,000 Certificated Salaries (1000) $24,150 Benefits (3000) LCFF Base funds (*Attendance Specialist*), $10,000 Instructional Materials (4300) Professional Development, LCFF Supplemental and Concentration funds	$67,325 certificated salaries (1000) $15,584 benefits (3000) LCFF Base funds (*Attendance Specialist*) $0 professional development, materials LCFF Supplemental and Concentration funds.

Identify fiscal projections through 6/30

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.	Actions and Services for this goal were generally implemented as planned with a few exceptions primarily due to timelines for hiring of staff and unanticipated needs for additional staff to support full implementation of specific actions. Although the new Attendance Specialist was not hired until December 2015, once established, this staff position supported schools in focusing on attendance practices and also began to serve as a link to parents to address this need.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	An increase in the chronic absenteeism rate remains a challenge for our schools and indicates a need to increase monitoring and support for students who at are at-risk with regard to school attendance. There is a particular need to provide parent meetings/outreach on the importance of attendance, especially to parents of kindergarten and ninth grade students; these two grades have the highest percentage of chronic absenteeism. Although the Attendance Specialist was effective in helping schools focus on attendance practices, the parent component of this action was the least effective part of implementation of these services. Part of this was due to the late hiring of the specialist who began by focusing on school-level awareness and establishing school practices. The parent component was not structured in a way that connected with parents of target students and did not focus on chronic absenteeism in key grade levels.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Material differences in estimated actual and budgeted expenditures were primarily due to staff salary schedules which, based on the particular employees filling specific positions significantly increased or decreased expenditures over original estimates. The Saturday School program was not implemented until November, resulting in a decrease in costs for that program. In addition, it was recognized early in the year that implementation of the online reporting system would require additional staff to support and fully implement the program.
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.	Analysis Although attendance rates were maintained and dropout data is positive, the increase in the chronic absenteeism rates indicates a need to increase monitoring and support for students who at are at-risk with regard to school attendance. Further analysis pointed to significant discrepancies in chronic absenteeism among kindergarten and ninth grade students. Change The services of an additional Attendance Specialist will be added to increase parent meetings and outreach activities on the importance of school attendance. Additional parent activities will be provided for parents of kindergarten students and incoming ninth grade students focusing on the relationship between regular school attendance and academic success. (*Changes reflected in Goal 1 actions/services, expenditures*)

Analysis

(a careful study of something to learn about its parts, what they do, and how they are related to each other)

Describe the <u>overall implementation</u> of the actions/services to achieve the articulated goal.

Describe the **<u>overall effectiveness</u>** of the **actions/services** to achieve the articulated goal as measured by the LEA.

Explain **<u>material differences</u>** between **Budgeted Expenditures** and Estimated **Actual Expenditures**.

Analysis

(a careful study of something to learn about its parts, what they do, and how they are related to each other)

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.

Is Analysis based on instructions:

- ❖ Describes the overall implementation of Actions/Services
  - ➢ Are the challenges/successes in implementation described?
  - ➢ Does the summary directly relate to the goal?
- ❖ Describes effectiveness of Actions/Services
  - ➢ What criteria are used to determine effectiveness of Actions/Services?
  - ➢ Are these aligned to the goal?
- ❖ Describes material changes in the budget
  - ➢ Is there a description of material differences in budgeted and actual expenditures?
  - ➢ Is the description presented in a clear and transparent manner?

Is Analysis based on instructions:

❖ Describes changes to the LCAP for the upcoming year
  - ➢ Are changes based on Analysis of effectiveness of the actions/services in meeting outcomes?
  - ➢ Does the Analysis include data from local indicators and Evaluation Rubrics?

❖ Identifies where changes can be found in the LCAP
  - ➢ Can stakeholders easily locate changes in LCAP?

In your groups, review the sample Annual Update. Use handout to review the sample.

Is Analysis based on Instructions:

Use the following questions to review the Sample Annual Update.

Annual Update   LCAP Year Reviewed: XXXX–XX

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 — **Support Academic Progress and Behavior**
Provide interventions and enrichment to address students' academic, behavioral and attendance needs to reduce the achievement gap, increase English proficiency for EL students and provide differentiated instruction for all students.

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

Decrease suspensions for all students by .5% from baseline to 5.4%.
Maintain number of expulsions below 15.

Increase attendance rate by .9% to 97%

Decrease high school drop-out rate by 1% to 10.9%

Maintain number of Middle School Adjusted drop-Outs at or below 30.

Increase graduation rate by 1% from baseline to 81.8%.
Maintain chronic absenteeism below 7.4%.

Overall student achievement in ELA will increase by 5% from the current level of 35%

Overall student achievement in mathematics will increase by 5% in mathematics from the current level of 25%

ACTUAL

Metric Outcomes, Most Recent Official Data Available

Description	2014-15	2015-16	Met/Not Met
Suspensions for all students	5.4%	4.9%	Met
Expulsions	2	4	Met
Cumulative Attendance Rate	96.1%	96.9%	Met
High school cohort drop-out rate	11.9%	10.2%	Met
Middle School Adjusted Drop-Outs	17	19	Met
Cohort graduation rate	80.8%	86.4%	Met
Chronic absenteeism	7.4%	8.3%	Not met
SBAC ELA percent Met or Exceeded (all grades)	35%	37%	Not met

...on of Actions/Services

...entation described?
...e goal?

...Services

...ectiveness of Actions/Services?

...udget

...l differences in budgeted and actual
...nd transparent manner?

...the upcoming year

...tiveness of the actions/services in meeting
...al indicators and Evaluation Rubrics?

...und in the LCAP

...in LCAP?

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- ❖ Outcomes presented in a clear, comprehensible manner, indicating which were and were not met

- ❖ Actual implementation of actions/services shows thoughtful reflection on reasons behind any changes in implementation

- ❖ Reasons for fiscal changes are identified and connected to implementation of actions/services

Implementation:

- ❖ Degree of implementation of key actions/services described

- ❖ Data included on impact of actions (*eg: 50 students on track for graduation*)

- ❖ Reasons for changes are identified (*eg: late hiring of staff, increased demands for training*)

Effectiveness of Actions/Services in Achieving Goal:

❖ Impact of actions/services reveals differences in effectiveness for various groups. (*eg: suspensions generally down, but increased for high school; chronic absenteeism impacting kdg and 9th grade*)

❖ Effectiveness of actions/services includes analysis of specific components of the action. (*eg: attendance specialist services effective in supporting schools, but late hiring and structure for engagement led to less effective outcomes for parent support*)

❖ Possible reasons for impact identified by stakeholders are noted. (*eg: need for alternatives to suspension for high schools, structure of parent outreach*)

Changes in expenditures are clearly explained based on implementation of the actions/services (e*g: salary costs dependent on who filled positions; impact of late implementation of program; need for additional staff support to effectively implement the program*)

❖ Analysis is clearly described in a transparent and comprehensible manner

❖ Analysis includes review of multiple data sources including Evaluation Rubric and local indicators

❖ Changes are directly tied to analysis of outcomes

❖ Changes are included that demonstrate and attempt to better measure effectiveness of services for specific groups identified as performing below the overall district level

❖ Clearly identifies specific changes and where they can be found in the new LCAP

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In education, the term **continuous improvement** refers to any school- or instructional-improvement process that unfolds progressively, that does not have a fixed or predetermined end point, and that is sustained over extended periods of time. The concept also encompasses the general belief that improvement is not something that starts and stops, but it's something that requires an organizational or professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth.

Glossary of Educational Reform

The Annual Update is a critical part of this process!

Section 3: Stakeholder Engagement

Stakeholder Engagement

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?

❖ The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

Stakeholder Engagement Template Instructions

❖ Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

Stakeholder Engagement Template Instructions

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❖ The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Stakeholder Engagement Template Instructions

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Stakeholder Engagement Template Instructions

Describe the consultation process and how it impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures. It is important to note what, if any, specific data was shared with stakeholders during these consultations.

Stakeholder Engagement

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

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Include format or meeting, date, audience/participants for all efforts to gather stakeholder input
Example:
1. On November 30, 2016 COE staff met with Foster Youth Liaisons to gather input on how they perceive COE's efforts to coordinate services for FY countywide. COE shared data related to the number of meetings held and the contents of its web site.

IMPACT ON LCAP AND ANNUAL UPDATE

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

1. As a result of its November 30, 2016 meeting with Foster Youth Liaisons it was agreed that:
   A. COE would hold monthly collaborative meetings with Liaisons to better track progress and share information in a more timely manner.
   B. COE would publish information on its web page related to transportation options available to Foster Youth

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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?

Introduction - The ABC School District is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such the ABC School District used a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, district data as well as proposed actions and services.

Community Engagement – The following groups (denoted in **BOLD** type) were actively involved in the LCAP development process described below.

Parent and Community LCAP Advisory Committee - The ABC School District formed a Parent and Community LCAP Advisory Committee and this group met six times to go over the LCAP (October 14, 2014, December 9, 2014, January 27, 2015, March 17, 2015, May 6, 2015, and May 26, 2015). On May 26, 2015 the final LCAP was presented to the LCAP Advisory Committee and allow for the superintendent to post any written comments to stakeholder questions (if applicable) prior to the June 10, 2015 Public Hearing on the LCAP, LCFF, and budget review. The committee is comprised of **parents, certificated staff, students, community members, principals, union representatives, the superintendent, and other district staff.**

Parents and Students - In January and February, parents and students were invited to attend informational meetings designed to more fully educate the community on issues related to major changes and directions in the state of California that will directly impact their educational experiences. These sessions covered all of the following: (1) California State Standards, (2) the Local Control Funding Formula (LCFF), and the (3) LCAP. These meetings occurred in conjunction with each school site's Open House on either February 3 (Schools 1 and 2), February 6 (schools 3,4,5,6, and 7) or March 18 (school 8). In addition, Site administrators presented at all school site PTA meetings during the month of April 2016.

The Community at Large - Three additional community meetings covering the same topics and providing an opportunity for questions and discussion were announced in the *Local Newspaper* and held in centralized community locations on January 8, 11 and 13. All site and community meetings were conducted in both English and Spanish.

The Local Business Community - The Superintendent met with business leaders at the local Chambers of Commerce and Rotary Clubs on five different occasions during the month of February. Additional meetings were available and delivered at school sites by Teachers' Union Representatives for district staff.

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LCAP - Example Characteristics

What makes these examples effective?

1. An introductory paragraph giving context to the dynamics of the how and why of your process
2. A clear breakdown and specific names of the constituency groups with whom you met
3. Specific descriptions of the forums you held, including specific dates
4. A timeline for your process
5. Detailed data including the number of respondents and what they advocated for
6. An historical context or summary as compared to prior years 7.
7. A detailed description of how this input *directly* impacted your LCAP including specific goals, actions and services that were added, modified or deleted.

Section 4: Goals, Actions, and Services

3-Year Inclusive LCAP

2017-18	2018-19	2019-20

Specific Goals and Outcomes to be Achieved

Year 1 Gains, Actions, & Services	Analysis of Progress →	Year 2 Gains, Actions, & Services	Analysis of Progress →	Year 3 Gains, Actions, & Services

State Board of Education July 2016 - Item 3

Changes in Expectations by Year

3-Year Inclusive Plan

LEAs will articulate their vision and build a 3-year plan following a review & analysis of the goals, actions/services included in the previous LCAP. The goals and outcomes will span the 3-year time frame.

Annually

LEAs will identify gains to be achieved toward the outcomes and will develop specific actions/services to be implemented to reach their goals.

Annual Review & Analysis

LEAs will analyze progress made toward attaining their projected outcomes and the effectiveness of the related actions/services.

Years 2-3

LEAs will use the Annual Review & Analysis section to report their progress and reflect any adjustments to actions/services that will be implemented.

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What are the expectations in a 3-year inclusive plan?

LCAP Components	Year 1	Year 2	Year 3
Plan Summary	Yearly	Yearly	Yearly
Budget Summary	Yearly	Yearly	Yearly
Annual Update	Yearly	Yearly	Yearly
Stakeholder Engagement	Yearly, no historical narrative to be kept	Yearly, no historical narrative to be kept	Yearly, no historical narrative to be kept
Goals, Actions, & Services	Written for 3 years	Changes to plan could include a change to a specific goal, adding an action, modifying an action, discontinuing an action - all based on review of data/metrics and indicators	
Demonstration of Increased/Improved Services	Yearly, historical context kept over 3 years	Yearly, historical context kept over 3 years	Yearly, historical context kept over 3 years

❖ LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

➢ **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

➢ **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Goals, Actions, & Services Template Instructions

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Goals, Actions, & Services

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

☐ 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 _____

Goal

❖ State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

❖ Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Goals, Actions, & Services Template Instructions

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

Separate locations to include information

Identified Need

❖ Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

❖ For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column 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. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

❖ The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

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.

New Component

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 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:_____

Planned Actions/Services

❖ For each action/service, the LEA must complete **either** the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement."

The LEA shall not complete both sections for a single action.

For Actions/Services <u>Not</u> Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

❖ The "Students to be Served" box is to be completed for all actions/services **except** for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

❖ Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Goals, Actions, & Services Template Instructions

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Budgeted Expenditures

❖ For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

❖ Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

❖ If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Goals, Actions, & Services Template Instructions

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Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- ❖ Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- ❖ Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- ❖ Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - ➢ 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 rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Goals, Actions, and Services Example

Goals, Actions, & Services

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

All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers in 21st Century Classrooms

All students will receive high quality instruction in California English language arts, mathematics and Next Generation Science Standards (NGSS) from highly qualified teachers in 21st Century classrooms at safe clean and welcoming facilities to prepare them to be college and career ready upon graduation.

> This goal covers basic services, teachers, curriculum, and facilities

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL ___Strategic Plan Goals 1, 3, 5___

> Use of state and local metrics and inclusion of needs as identified by a variety of stakeholders

Identified Need

SARC report indicates 94% of staff fully credentialed in area taught, high school science, content ELD support and

1. The School Accountability Report Card (SARC) indicates 94% of staff are fully credentialed in the area taught. High school science, high school mathematics, content ELD support, and special education teachers are needed.
2. **Statewide summative (CAASPP) student achievement data**, teacher survey data, observational walk-through data all indicate the need for continued professional development on California Math, English Language Arts and NGSS curriculum and pedagogy.
3. The district technology survey demonstrates the need to upgrade classroom technology access in grades 3-5 and parent/student survey indicates the need to improve student access to online course materials.

EXPECTED ANNUAL MEASURABLE OUTCOMES

> Measures include closing of the gap

Metrics/Indicators	Baseline			2019-20
Annual William/SARC report on teacher credential	94% of staff fully credentialed in area taught	96% of staff fully credentialed in area taught	98% of staff fully credentialed in area taught	100% of staff fully credentialed in area taught
SBAC Math % Standard Met/Exceeded	District 58% LI 41% EL 29%	District 63% LI 48% EL 37%	District 68% LI 56% EL 45%	District 73% LI 64% EL 53%
SBAC ELA % Standard Met/Exceeded	District 71% LI 46% EL 19%	District 74% LI 52% EL 27%	District 77% LI 58% EL 38%	District 80% LI 64% EL 43%
District professional development needs survey	73% of teachers self-report mastery of Califoria Standards Curriculum on	85% of teachers will self-report mastery of Califofnia Standards Curriculum	90% of teachers will self-report mastery of Califofnia Standards Curriculum	95% of teachers will self-report mastery of Califofnia Standards Curriculum

Goals, Actions, and Services Example

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 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	Important to show increased costs and base services	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Recruit and retain high quality certificated teaching staff, classified support and administrative personnel. (Salary + Benefits)	Recruit, and retain high quality certificated teaching staff, classified support and administrative personnel	Recruit, hire, and retain high quality certificated teaching staff and classified support and administrative personnel.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$211,773,500	Amount	$222,323.375	Amount	$230,697,585
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Resource 0000 Object 1000/2000/3000	Budget Reference	Resource 0000 Object 1000/2000/3000	Budget Reference	Resource 0000 Object 1000/2000/3000

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For Actions/Services <u>Contributing</u> to Meeting the Increased or Improved Services Requirement: Students to be Served

❖ For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

❖ For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:
  ➤ If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
  ➤ If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
  ➤ If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For Actions/Services <u>Contributing</u> to Meeting the Increased or Improved Services Requirement:

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

❖ Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Goals, Actions, and Services Example

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 **2. 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 Grade spans:_____

Action may seem to serve all but be "principally directed" to meet subgroup needs

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
Teacher professional development (3 additional days) (Salary + Benefits) + Contract w/ Partners in Innovation **/EL Needs**	Teacher professional development (3 additional days) (Salary + Benefits) + Contract w/ Partners in Innovation	Teacher professional development (3 additional days) (Salary + Benefits) + Contract w/ Partners in Innovation

BUDGETED EXPENDITURES

Show increased costs and other funding sources

2017-18		2018-19		2019-20	
Amount	$1,124.585 /$10,000	Amount	$1,231,420 /$10,000	Amount	$1,349,637 /$10,000
Source	LCFF Supplementary / Title I	Source	LCFF Supplementary / Title I	Source	LCFF Supplementary / Title I
Budget Reference	Resource 0000 / Resource 3010 Object 1000/3000/5800	Budget Reference	Resource 0000 / Resource 3010 Object 1000/3000/5800	Budget Reference	Resource 0000 Resource 3010 Object 1000/3000/5800

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Goals, Actions, & Services Template Instructions

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Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Goals, Actions, & Services Template Instructions

Goals, Actions, and Services

❖ See gray handout.

❖ Discuss sample data at your table.

❖ Agree on 1 goal and 1 action/service that addresses at least 1 element of the input and at least 1 state priority.

❖ Choose 1 person to share.

Goals, Actions & Services
At your table discuss and decide on possible Goals, Actions and Services based on the following:

Data/Input	Source / Results
Academic Indicator	Math CAASPP Achievement EL and Hispanic / Latino two levels below "all student" group. Standard Met All Students 71%; Hispanic Latino 39%: English Learner 21%
College/Career Indicator	Hispanic/Latino and African Americans are two levels below "all student" group- A-G
Graduation Rate Indicator	All Students 72%, Hispanic/Latino 38%, African American 34%
Local Performance Indicator	SP 1: SARC 93% of teachers fully credentialed and properly assigned
Local Performance Indicator	SP 2: Teacher Survey 25 PD days lost district wide due to sub availability, 65% of math teachers self report mastery of California Standards Math
Input	Technology survey indicates need to upgrade technology access in grades 3-5, and improve universal access for low income students and families
Student & Parent Feedback	Student and parent feedback indicates a desired for increased advanced class offerings
Parent Survey	Parent feedback on stakeholder survey indicates a desire for parent PBIS training

Possible Goal:

Students to be Served	Actions/Services

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Goals, Actions, and Services

❖ Does the *Goal* address at least one of the State Priorities?

❖ Who is served by the action or service?

❖ Does the action/service provide a targeted service or is it principally directed to improve unduplicated outcomes through broad instructional or service improvements?

❖ What state and local metrics will be used to measure continuous improvement?

❖ Are the metrics differentiated to address performance gaps?

Goals, Actions, and Services

In addition to the LCAP articulating the actions and services that the LEA will implement to realize the LEA vision, or strategic plan; the LCAP also highlights the actions and services that provide the LEAs Multiple Systems of Support

Intensive Intervention

LCFF Supplemental / Concentration + other funds

INTERVENTIONS

Based on needs identified by LCFF Rubric, local data, and stakeholder input. May include actions "principally directed" to meet unduplicated student needs

LCFF Base Funds

All Students – Basic Services

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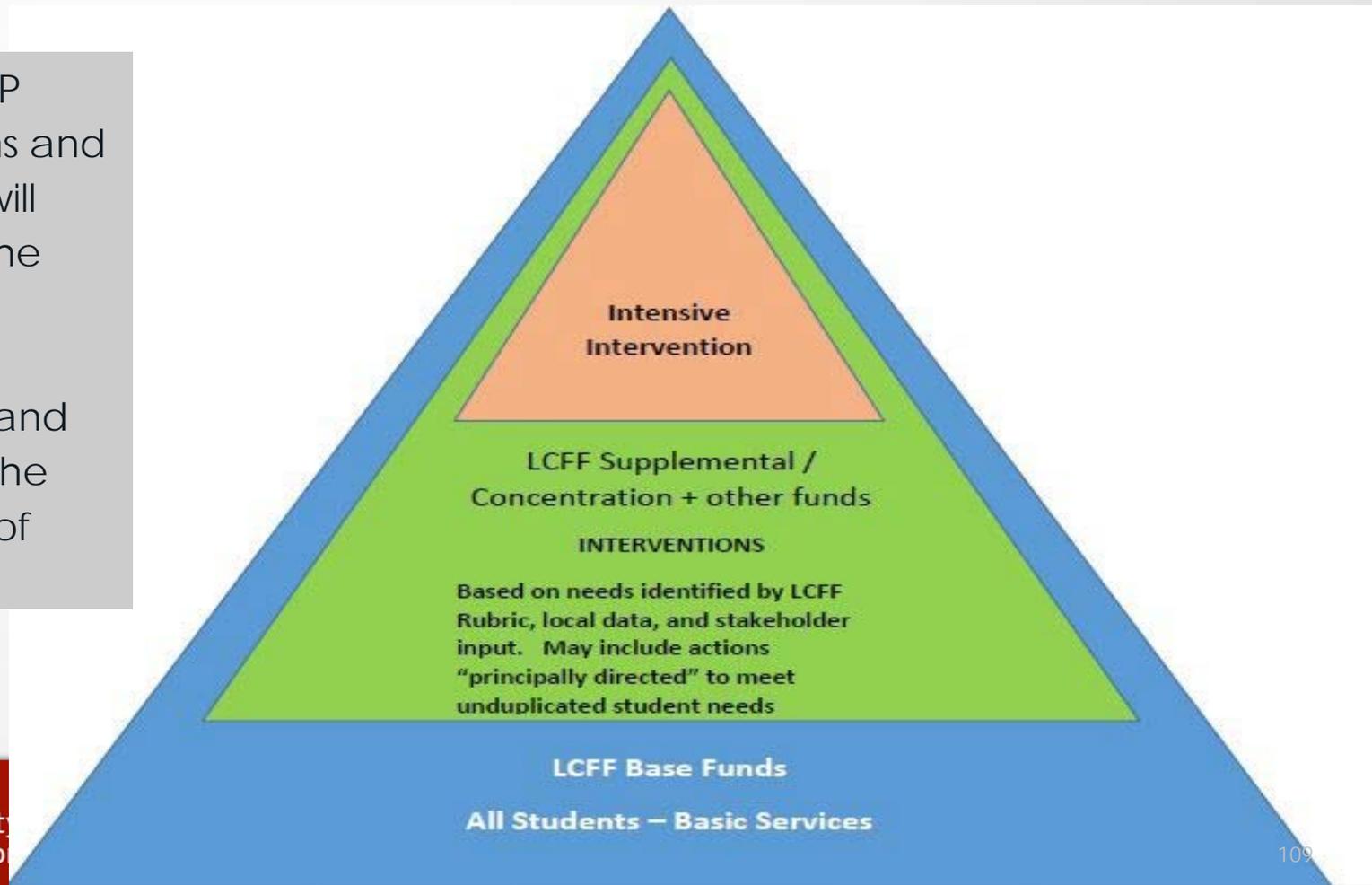
Goals, Actions, and Services

A small sample of services seen in previous LCAPs
BASIC SERVICES – (Indicate "All Students" on LCAP)

ACADEMIC
Properly assigned/credentialed teachers (Priority 1, 7)
California Standards Curriculum / NGSS Curriculum
Materials and Pedagogy (Priority 1, 2, 7)
High School – A-G approved courses (Priority 1, 2, 4, 7, 8)

CLIMATE: SOCIAL, EMOTIONAL, BEHAVIORAL
Clean, safe, welcoming, facilities (Priority 1, 5, 6)
Positive Behavioral Intervention System
(PBIS) (Priority 5, 6, 7, 8)
Proper campus supervision (Priority 1)

INTERVENTION SERVICES - (Indicate Subgroup the intervention is to primarily serve on LCAP)

ACADEMIC
After School Tutorial Program (Priority 4, 7,8)
Intervention Curriculum (Priority 4, 7,8)
Intervention Support Teachers / Classes (Priority 4, 7,8)

CLIMATE – SOCIAL EMOTIONAL – BEHAVIORAL
Attendance Intervention Support (Priority 5)
Parenting classes (Priority 3)
Additional College to Career counselor (Priority 7,8)

INTENSIVE INTERVENTION SERVICES – (Indicate Subgroup the intervention is to serve on LCAP)
ACADEMIC
Newcomer's classroom for new immigrant students
Beginning literacy classes @ grade 6-12

CLIMATE – SOCIAL EMOTIONAL – BEHAVIORAL
LCSW or MFT on site

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Goals, Actions, and Services:Outcomes

Provide measurable outcomes

❖ "Identify and describe <u>specific expected measurable outcomes</u>"

Provide outcomes for all metrics for all 3 years

❖ "…the goal tables must address all required metrics for every state priority in <u>each LCAP year</u>"

Break out expenditures by fund source

❖ "<u>What changes to goals, actions, services</u>, and expenditures are being made in the LCAP"

Section 5: Demonstration of Increased or Improved Services for Unduplicated Pupils

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Political Context

"These section 3 requirements are essential to ensure that the funds the legislature intended for addressing the greater needs of high-need students are not treated as indistinguishable from the base funding districts receive, but instead are properly used to meet the LEA's proportionality obligation. A meaningful section 3 explanation ensures that decisions are anchored in the particular needs of the high-need students who generated those funds in the first place."

(Public Advocates / ACLU of California letter to SBE, March 31, 2016)

Demonstration of Increased or Improved Services for Unduplicated Pupils

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).

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Demonstration of Increased or Improved Services for Unduplicated Pupils: Starting Point

What to do before completing section

- ❖ Use FCMAT LCFF Calculator to calculate estimated Supplemental and Concentration Grant Funds and Minimum Proportionality Percentage (MPP) for LCAP year
- ❖ Review Goals, Actions, and Services section (after completed)
  - ➢ Identify goals identified as contributing toward increased or improved services
- ❖ Identify any use of Supplemental and Concentration Grant funds and whether the use was:
  - ➢ District-wide
  - ➢ School-wide
  - ➢ Targeted Services
- ❖ Obtain unduplicated pupil percentages for district and each school site
- ❖ Assemble information related to research-based strategies implemented at district and/or school sites

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❖ This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

❖ **Estimated Supplemental and Concentration Grant Funds**: Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

Note: Same process as prior years

❖ **<u>Percentage to Increase or Improve Services</u>**:   Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Note: Same process as prior years

❖ Consistent with the requirements of 5 CCR 15496, describe how services provided to unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided to all students in the LCAP year.

Demonstration of Increased/Improved Services Template Instructions

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❖ To improve services means to grow services in quality and to increase services means to grow services in quantity.   This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

❖ 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.

Demonstration of Increased/Improved Services Template Instructions

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For those services being provided on an <u>LEA-wide</u> basis:

❖ For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

❖ For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

Demonstration of Increased/Improved Services Template Instructions

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**:

❖ For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

❖ For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

Demonstration of Increased/Improved Services Template Instructions

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Completing the Demonstration of Increased or Improved Services for Unduplicated Pupils

FCMAT LCFF Calculator
- LCAP MPP Tab
- 5. Estimated Supplemental & Concentration Grant Funding
- 2017-18 Column

FCMAT LCFF Calculator
- LCAP MPP Tab
- 7/8. Minimum Proportionality Percentage
- 2017-18 Column

Demonstration of Incre   **for Unduplicated P**

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).

Completing the Demonstration of Increased or Improved Services for Unduplicated Pupils

	C	D	E	F	G	H	I	J	K	L
		California Unified (00000) - 2015-16 UA and 2016-17 AB July 6, 2016								8/17/2016
		Proportionality Percentage (MPP): Supplemental & Concentration Grant								
			2013-14	2014-15	2015-16	2016-17	2017-18**	2018-19**	2019-20**	2020-21**
1.		LCFF Target Supplemental & Concentration Grant Funding *from Calculator tab*		60,452,021	59,257,022	57,811,839	58,141,237	60,203,788	62,307,253	63,576,541
2.		Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils								
		Prior Year EIA expenditures *2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp*								
3.		Difference [1] less [2]		60,452,021	59,257,022	57,811,839	58,141,237	60,203,788	62,307,253	63,576,541
4.		Estimated Additional Supplemental & Concentration Grant Funding *[3] * GAP funding rate*		18,232,427	31,144,078	31,322,454	42,437,289	24,298,249	46,094,906	63,576,541
		GAP funding rate		30.16%	52.56%	54.18%	72.99%	40.36%	73.98%	100.00%
5.		Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1]) **LCAP Section 3, Part A**		18,232,427	31,144,078	31,322,454	42,437,289	24,298,249	46,094,906	63,576,541
6.		Base Funding *LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation*		238,827,061	253,973,751	267,339,795	264,211,993	284,621,718	272,311,407	265,688,251
		LCFF Phase-In Entitlement		259,318,033	287,376,374	300,920,794	308,907,827	311,178,512	320,664,858	331,523,337
7/8.		Minimum Proportionality Percentage* [5] / [6] **LCAP Section 3, Part B**		7.63%	12.26%	11.72%	16.06%	8.54%	16.93%	23.93%
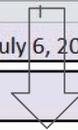
Awards - New Charter | District MYP Data | Charter MYP Data | District Class Size | District NSS | NSS decision | District In-Lieu Taxes | Calculator | EPA | **LCAP MPP**

Completing the Demonstration of Increased or Improved Services for Unduplicated Pupils

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds: $ 42,437,289   Percentage to Increase or Improve Services: 16.06 %

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).

Demonstration of Increased or Improved Services for Unduplicated Pupils: Instructions

Template Instructions

- Description requirements for Action(s)/Service(s) provided LEA-wide or Schoolwide:
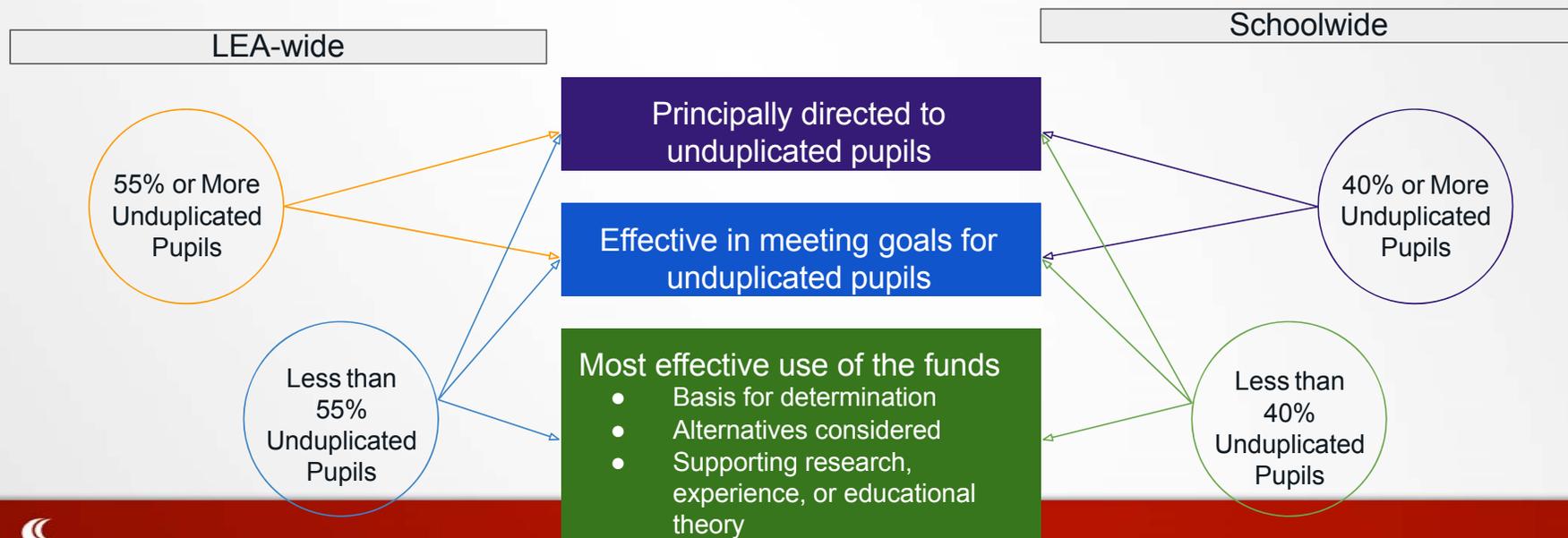
LEA-wide

Schoolwide

55% or More Unduplicated Pupils

Less than 55% Unduplicated Pupils

40% or More Unduplicated Pupils

Less than 40% Unduplicated Pupils

Principally directed to unduplicated pupils

Effective in meeting goals for unduplicated pupils

Most effective use of the funds
- Basis for determination
- Alternatives considered
- Supporting research, experience, or educational theory

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Demonstration of Increased or Improved Services for Unduplicated Pupils: Examples

Example A

Principally directed to unduplicated pupils

Effective in meeting goals for unduplicated pupils

- Large District
- 60% UPP
- Districtwide and Schoolwide Approach

The Districtwide expenditures laid out in the LCAP are available broadly, but the services are principally directed towards and are proving effective in meeting the District's goals for its unduplicated students. Many students who do not fall into the unduplicated category do not need these services and therefore, do not avail themselves of these services. These services, therefore, are principally directed towards those who need it, and partakers of these services are self-selecting.

Although available to all, it is the District's experience that those who are most at risk are more likely to need it and our outreach efforts are primarily directed at providing these Districtwide services primarily to vulnerable, unduplicated students. Because of the District's successful school of choice program, unduplicated pupils attend every school in significant numbers, further justifying a Districtwide approach for many services.

For an urban school district, student needs are sometimes concentrated in specific areas. Such cases warrant a schoolwide approach, which allows for targeted support while retaining some economies of scale and site flexibility. For this plan, Example USD has identified high-need schools where "unduplicated pupils" make up 60% or more of the student population, and they will receive greater resources:

Demonstration of Increased or Improved Services for Unduplicated Pupils: Examples

Example B

Principally directed to unduplicated pupils

Effective in meeting goals for unduplicated pupils

- Large District
- 91% UPP
- Targeted / Schoolwide Approach

The percentage by which services to or achievement of unduplicated pupils must increase is estimated at 38.55% over the LCAP year. The LCAP plan developed by Example USD recognizes the needs of these at risk students that comprised about 91% of our student population.

The targeted support to school sites is based upon these student populations/subgroups is designed to serve at-risk students as outlined in Section 3B demonstrates that site level funding continues to be funded at a rate that is 62% higher than pre-LCAP funding. Increased direct services may include but are not limited to supplemental instructional materials, support staff, technology, contracted services, parent engagement activities and support services, professional development, extending AVID strategies across all schools, increased counseling, increased/extended learning opportunities (e.g. summer bridge, grade level transition programs, credit recovery, and superintendent's graduation program) and academic enrichment activities, as well as support for GATE, AP, and IB programs.

In addition, the District has allocated additional funding to increase after school services to students, expand technology to students for use at home, reduce class size at 8th and 9th grades, and provide professional development for teachers geared to increase student achievement.

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Demonstration of Increased or Improved Services for Unduplicated Pupils: Examples

Example C

Principally directed to unduplicated pupils

Effective in meeting goals for unduplicated pupils

Most effective use of the funds
- Basis for determination
- Alternatives considered
- Supporting research, experience, or educational theory

- Medium District
- 40% UPP
- Schoolwide Approach

All funds are being expended on a district-wide basis while also <u>principally targeting</u> unduplicated pupils as described in the table found in section 3B and in Appendix D:
- Example Action
- Example Action
- Example Action

The Example USD team reviewed Educational Theory around the reasoning to systematize services and research supports and systematic implementation and data-systems for accountability and monitoring of supports throughout the year.

Our stakeholders and evaluation data demonstrates the need for systematized levels of intervention and support. Educators and psychologists are concerned about providing these interventions at the point of contact and case-management. Effective interventions and practices have been documented for addressing these needs. One promising approach to the systemic and sustained implementation of these practices is school-wide interventions targeted to the students that need them through a layered intervention model. This student-based, comprehensive systems approach is suggested as a means of achieving durable implementation of effective school-based interventions. Research and Educational Theory are listed in detail in Appendix H.

Demonstration of Increased or Improved Services for Unduplicated Pupils: Examples

Example D

Principally directed to unduplicated pupils

Effective in meeting goals for unduplicated pupils

Most effective use of the funds
- Basis for determination
- Alternatives considered
- Supporting research, experience, or educational theory

- Medium/Large District
- 48% UPP
- Districtwide Approach w/ School Discretion

Example USD reconfigured its budget to direct supplemental funds to our highest need schools based on their populations of low-income, English learner, and foster youth (see Section 2). The district decision to meaningfully shift funds towards our highest need students goes above and beyond state requirements. We believe this methodology will result in the required support for at-risk youth while still maintaining high-quality services for all students.

- Example Action
- Example Action

Example USD has enhanced the systems surrounding both the planning and budgeting processes for schools to advance, among other things, the appropriate use of supplemental funds. Each Single Plan for Student Achievement (SPSA) articulates how the school will spend its supplemental funds to advance key student achievement measures. The personnel allocations included in the SPSA are derived from the school staffing sheets that mirror the base and supplemental allocation method from the state. Before funding can be spent, the SPSA is reviewed and approved by the School Site Council (SSC). Further, a review by the Central Office staff also ensures there is alignment and clarity in the SPSA to both the goals of the LCAP and appropriate use of funds. This multistep process ensures the supplemental funds are applied to services and supports for our English Learners, low-income students and foster youth.

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Demonstration of Increased or Improved Services for Unduplicated Pupils: Examples

Example E

Principally directed to unduplicated pupils

Effective in meeting goals for unduplicated pupils

Most effective use of the funds
- Basis for determination
- Alternatives considered
- Supporting research, experience, or educational theory

- Medium/Large District
- 50% UPP
- Districtwide Approach

Example USD is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL and foster youth at the school sites as all requests in expending funds go through an approval process through the Special Programs and Accountability office in ensuring that funds are spent to benefit these subgroups of students.

Further, funds expended at the district level will be used in the following ways which is in response from the Community/Stakeholder Engagement survey as well as research based:
(Please find supporting research information in Appendix B. Supporting Research Document for Programs/Services)

- Example Action
- Example Action

Based on supporting research, experience, and educational theory, the Example USD has determined these actions described in the LCAP are the most effective use of funds to meet the District's goals for unduplicated pupils and has established processes to ensure that supplemental funds are utilized in a manner which benefits the intended student subgroups.

Demonstration of Increased or Improved Services for Unduplicated Pupils

What % of supplemental and concentration funds to be included?

❖ "Describe <u>how the LEA is expending the Supplemental and Concentration Grant Funds</u> this LCAP year."

❖ "Demonstrate <u>how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services</u> for these pupils in proportion to the increase in funding provided for such pupils in that year."

What % of LCFF funding should be addressed?

❖ "The LCAP is intended to be a <u>comprehensive planning tool</u>. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities."

Demonstration of Increased or Improved Services for Unduplicated Pupils

REMEMBER

1. All LCFF Funds are Unrestricted

2. Demonstration of Increased or Improved Services Requirement is <u>NOT a Spending Requirement</u>

Track LCAP expenditures in budget

- County offices must verify that "budget for applicable fiscal year… includes <u>expenditures sufficient to implement the specific actions and strategies</u> included in the local control and accountability plan"

Potential tracking mechanisms

- Cost centers
- Resource codes
- Separate mapping tool / spreadsheet
- Other?

Demonstration of Increased or Improved Services for Unduplicated Pupils

Table Discussion

- What are the major challenges districts face in completing this section?
- What strategies will you be recommending to districts as they complete this section?
- Examples of best practices?

Discuss and Share Out

Summarizing your current LCAP

- Much of your current LCAP will roll over so reviewing your current LCAP will help to guide your work

- As you engage your stakeholders for input, also think about how you are marketing yourself to the stakeholders and the community.

- What are the talking points you want to emphasize for your community?

- Any ideas to use the SBE Adopted Summary Template or an alternative in creative ways.

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Greatest Progress

- What is your greatest progress to date?

- How will we communicate our success?

Greatest Needs

- What are your Greatest Needs?

- How are you meeting those needs? How will you effectively communicate how the district is addressing them?

- What input do you need from stakeholders?

Performance Gaps

- What are your Performance Gaps?

- How are you addressing the gaps? How do you effectively communicate, how the district is addressing them?

- What input is needed from stakeholders?

Increased or Improved Services

- What increased or improved services are being provided to 'primarily' address the needs of unduplicated students?

- How do you effectively communicate?

Next Session

Session 2*:*

Utilizing the LCAP Rubric to create a high quality annual review

- February 7, 2017 http://santaclara.k12oms.org/201-125480 <u>or</u>
- February 14, 2017 http://santaclara.k12oms.org/201-125481

Getting into the LCFF Rubric and the data

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Thank You! Hope to see you for Session 2

- Please complete an evaluation

- Session 2
  - *February 7 (Tuesday) or*
  - *February14 (Tuesday)*

- Contact Michael Bachicha, Ed.D.
  michael_bachicha@sccoe.org
  (408) 453-6899 with any questions

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