

Level **Up** Your LCAP !

January 18, 2019 and February 1, 2019



<http://tinyurl.com/levelupresources>

Welcome

County Superintendent



Dr. Mary Ann Dewan



Purpose

To provide general and differentiated information to district LCAP teams as they update and improve upon their existing LCAPs.



LCAP Advisory Services Department

Chris Izor: Director (cizor@sccoe.org)

Dawn River, Ed. D: Coordinator (driver@sccoe.org)

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District Business Advisory Services

Judy Kershaw: Director (jkershaw@sccoe.org)

Ann Redd: Sr Advisor (aredd@sccoe.org)

Stephanie Lo: Advisor (slo@sccoe.org)

Yen Lam: Advisor (ylam@sccoe.org)

Anita Maharaj: Advisor (amaharaj@sccoe.org)

Susan Ady: Advisor (sady@sccoe.org)



Agenda

General Session: 9:00-10:30 AM (San Jose Room)

- Welcome and introductions
- Changes for this Year
- History and Purpose
- LCAP Process, Timelines, Approval

Breakout Session 1: 10:45-11:45 AM

Lunch: 11:45-12:30 PM (San Jose Room)

Breakout Session 2: 12:30-1:30PM

Breakout Session 3: 1:45-2:45 PM





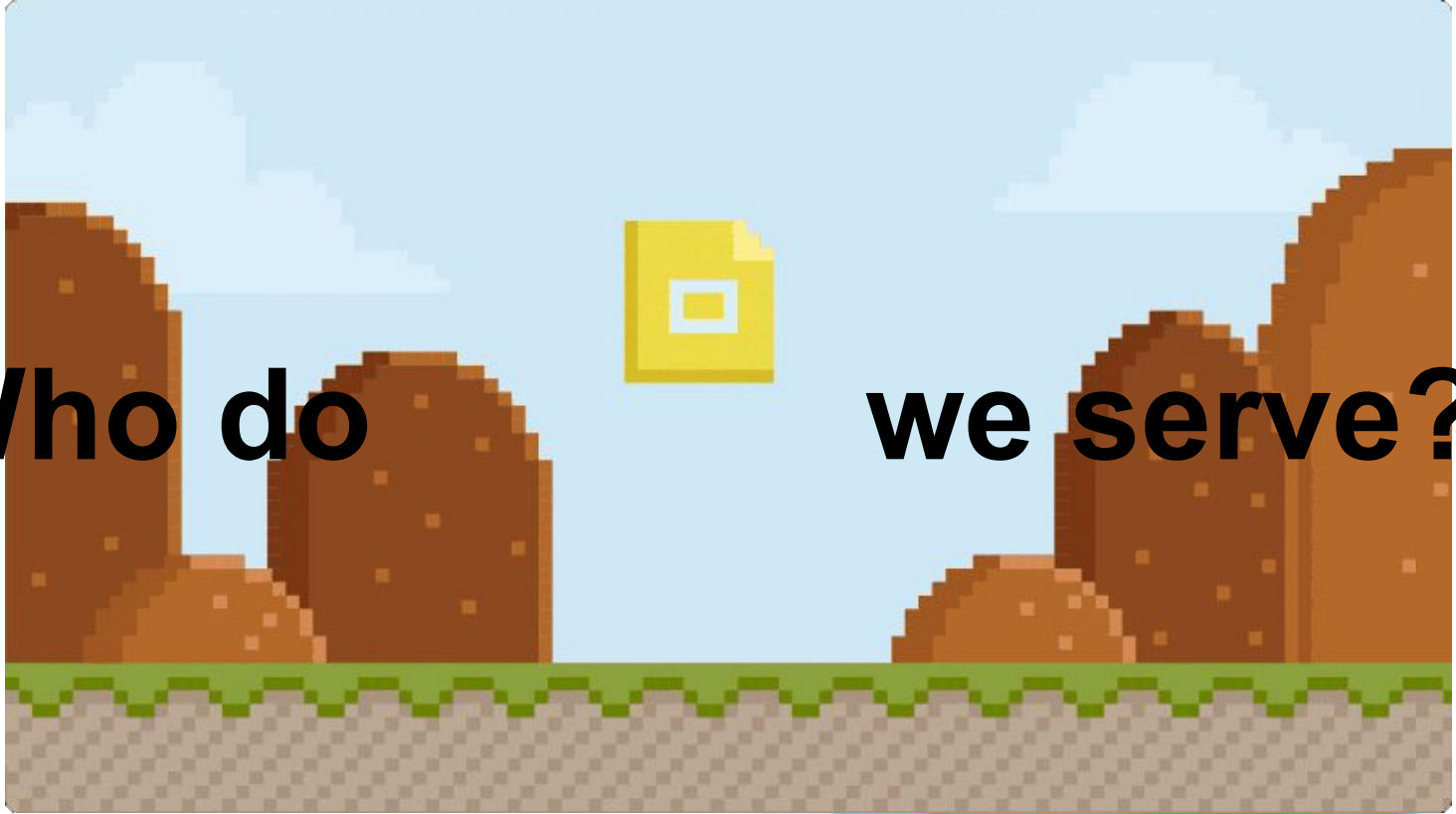
*“ The California Way rests on the belief that educators want to excel, trusts them to **improve** when given the proper supports, and provides **local** schools and districts the flexibility to deploy resources so they can improve.”*

~ Introduction Blueprint for Great Schools 2.0



How do we Level Up our LCAP?

Who do we serve?



Where am I in the LCAP?



Jaimie

- English Speaker
- Gifted academically
- Struggles with anxiety
- Middle Income
- Plays sports



Maria

- English Learner
- Average academically
- Low Income
- Wants to go to college



Leo

- Autistic
- Struggles academically
- Struggle socially
- Artistically gifted



What is the purpose of the LCAP?



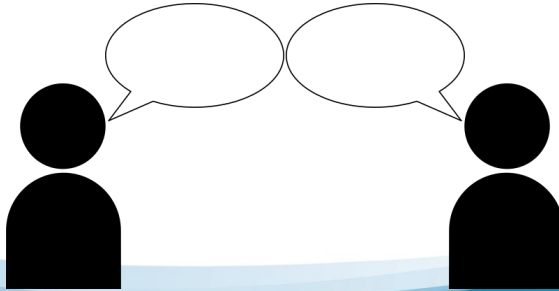
Tell Your Story!



Table Talk

What is the current perception of the LCAP in your district?

What are the implications if it was to become the **driver** for continuous improvement?



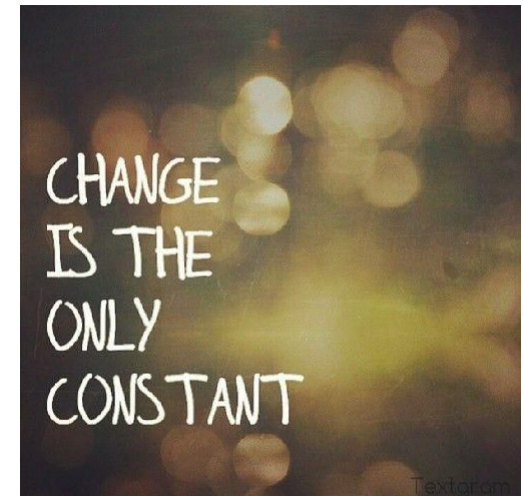
LCAP Template

LCAP Year (select from 2017-18, 2018-19, 2019-20)		
<input type="text" value="[Enter LCAP Year]"/>		
Local Control Accountability Plan and Annual Update (LCAP) Template		
Addendum : General instructions & regulatory requirements. Appendix A : Priorities 5 and 6 Rate Calculations Appendix B : Guiding Questions: Use as prompts (not limits) LCFF Evaluation Rubrics : Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.		
LEA Name	Contact Name and Title	Email and Phone
<input type="text" value="[Add LEA Name here]"/>	<input type="text" value="[Add Contact Name and Title here]"/>	<input type="text" value="[Add Email and Phone here]"/>



The LCAP Template

- The Plan Summary
- The Annual Update
- Stakeholder Engagement
- Goals, Actions, and Services
- Increased or Improved Services



Options for the LCAP Template

- [CDE Word Template](#)
- [CDE E-Template](#)
- Secondary Providers
 - [Document Tracking Service](#)
 - LACOE Template

[Enter LCAP Year]

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum:](#) General instructions & regulatory requirements.
[Appendix A:](#) Priorities 5 and 6 Rate Calculations
[Appendix B:](#) Guiding Questions: Use as prompts (not limits)
[LCFF Evaluation Rubrics:](#) Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

[Add LEA Name here]

[Add Contact Name and Title here]

[Add Email and Phone here]

2017-20 Plan Summary

The Story
Describe the students and community and how the LEA serves them.
[Add text here]

LCAP Highlights
Identify and briefly summarize the key features of this year's LCAP.
[Add text here]

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
[Add text here]

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



2019-20 Change #1:

ESSA Comprehensive Support and Improvement Narrative

(Plan Summary)



ESSA Identification For Support

(School Level Identification)

Comprehensive (CSI)

- ☐ Identified every 3 years
- ☐ Lowest performing 5% of schools
- ☐ HS with grade rate below 67%

Targeted (TSI/ATSI)

- ☐ Identified annually
- ☐ 1 or more student groups meeting the 5% CSI criteria for 2 or more years.

***Lowest 5% =**

- | | |
|---------------------------------------|--|
| 1) All Red indicators | 2) All Red and Orange indicators |
| 3) All Red but one of any other color | 4) Five or more indicators where majority is red |

Additional Targeted Support and Improvement: (ATSI)

As part of the ESSA requirement, TSI schools will be identified for ATSI every three years along with CSI



CSI and TSI Planning Requirement

CSI

The LEA shall, for each school identified by the state and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a *comprehensive* support and improvement plan for the school to improve student outcomes

ATSI/TSI

The school shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), develop and implement a *targeted* support and improvement plan for the school to improve student outcomes for each student group identified

Through the SPSA and SSC Process



"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

[Add text here]

Referring to the California School Dashboard, 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

[Add text here]

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

[Add text here]

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

[Add text here]

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

[Add text here]

CSI Narrative at the end of the Plan Summary



Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

[Add text here]

**Only for LEAs with
schools identified for
Comprehensive Support
and Improvement**

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

[Add text here]

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

[Add text here]



CSI and TSI Timeline

- ❑ A list of identified schools will be posted at the end of the month.
- ❑ New SPSA template will be released with guidance will be released at the same time.
- ❑ SCCOE Training planned for March 4th.



Questions?



2019-20 Change #2

Budget Overview for Parents



Last Year

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

\$ [Add amount here]

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$ [Add amount here]

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.

[Add text here]

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ [Add amount here]



Budget Overview for Parents Template

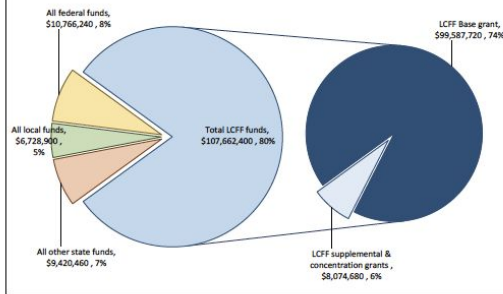
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Example Unified School District
CDS Code: 555555500000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: LCAP Contact, (555) 555-5555, LCAPcontact@eusd.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEA and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



This chart shows the total general purpose revenue Example Unified School District expects to receive in the coming year from all sources

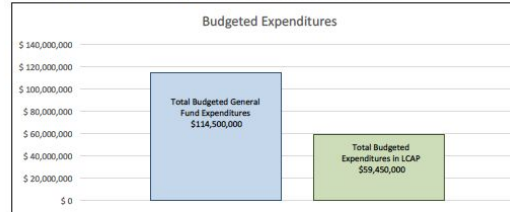
The total revenue projected for Example Unified School District is \$134,578,000, of which \$107,662,400 is Local Control Funding Formula (LCFF), \$9,420,460 is other state funds, \$6,728,900 is local funds, and \$10,766,240 is federal funds. Of the \$107,662,400 in LCFF Funds, \$8,074,680 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Example Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Example Unified School District plans to spend \$114,500,000 for the 2019-20 school year. Of that amount, \$59,450,000 is tied to actions/services in the LCAP and \$55,050,000 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not budgeted in the LCAP were district office salaries, indirect costs, maintenance and grounds.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Example Unified School District is projecting it will receive \$8,074,680 based on the enrollment of foster youth, English learner, and low-income students. Example Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the service all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Example Unified School District plans to spend \$7,472,610 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

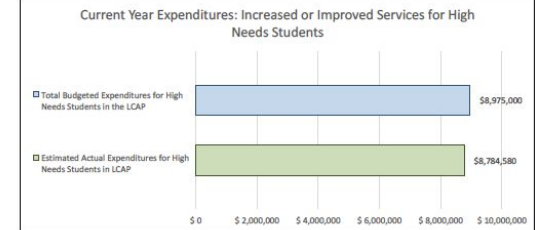
We are carrying over funds for a one time purchase of EL supplemental materials next year.

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LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Example Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Example Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year

In 2018-19, Example Unified School District's LCAP budgeted \$8,975,000 for planned actions to increase or improve services for high needs students. Example Unified School District estimates that it will actually spend \$8,784,580 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$190,420 had the following impact on Example Unified School District's ability to increase or improve services for high needs students:

We had planned to hire 5 district EL specialists but were unable to fill 2 of the positions. The money budgeted for those two specialists was not spent.

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Page 3 of 3



Local Educational Agency (LEA) name:	
CDS code:	
LEA contact information:	
Coming LCAP Year:	
Current LCAP Year	
*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.	
Projected General Fund Revenue for the [Coming LCAP Year] LCAP Year	Amount
Total LCFF funds	
LCFF supplemental & concentration grants	
All other state funds	
All local funds	
All federal funds	
Total Projected Revenue	\$ -
Total Budgeted Expenditures for the [Coming LCAP Year] LCAP Year	Amount
Total Budgeted General Fund Expenditures	
Total Budgeted Expenditures in LCAP	
Total Budgeted Expenditures for High Needs Students in LCAP	
Expenditures not in the LCAP	\$ -
Expenditures for High Needs Students in the [Current LCAP Year] LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	
Estimated Actual Expenditures for High Needs Students in LCAP	
<div> ▶ Title Page Data Input Narrative Responses Template Instructions + </div>	

Budget Overview for Parents

- ❑ Excel Spreadsheet
- ❑ Replaces the Budget piece in Plan Summary
- ❑ 4 Tabs
- ❑ Submitted with the LCAP
- ❑ Must be posted with LCAP after approval.

TAB #1
Data Input



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

[Add text here]

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

[Add text here]

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

Increased or Improved services

[Add text here]

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	\$ [Add amount here]
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ [Add amount here]

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.

[Add text here]

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ [Add amount here]

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	
CDS code:	
LEA contact information:	
Coming LCAP Year:	
Current LCAP Year	

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the [Coming LCAP Year] LCAP Year	Amount
Total LCFF funds	
LCFF supplemental & concentration grants	
All other state funds	
All local funds	
All federal funds	
Total Projected Revenue	\$ -

Total Budgeted Expenditures for the [Coming LCAP Year] LCAP Year	Amount
Total Budgeted General Fund Expenditures	
Total Budgeted Expenditures in LCAP	
Total Budgeted Expenditures for High Needs Students in LCAP	
Expenditures not in the LCAP	\$ -

Expenditures for High Needs Students in the [Current LCAP Year] LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	
Estimated Actual Expenditures for High Needs Students in LCAP	



LEA Information

DRAFT LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Example Unified School District
CDS code:	5555555000000
LEA contact information:	LCAP Contact, (555) 555-5555, LCAPcontact@eusd.net
Coming LCAP Year:	2019-20
Current LCAP Year	2018-19

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.



Projected Revenue for 2019-20

Projected General Fund Revenue for the [Coming LCAP Year] LCAP Year		Amount
Total LCFF funds	\$	107,662,400
LCFF supplemental & concentration grants	\$	8,074,680
All other state funds	\$	9,420,460
All local funds	\$	6,728,900
All federal funds	\$	10,766,240
Total Projected Revenue	\$	134,578,000



Budgeted Expenditures for 2019-20

Total Budgeted Expenditures for the 2019-20 LCAP Year		Amount
Total Budgeted General Fund Expenditures	\$	114,500,000
Total Budgeted Expenditures in LCAP	\$	59,450,000
Total Budgeted Expenditures for High Needs Students in LCAP	\$	7,472,610
Expenditures not in the LCAP	\$	55,050,000



Tied to any action/service identified as
“Contributing to meeting the Increased Improved Services Requirement”



Expenditures for High Needs Student 2018-19

Expenditures for High Needs Students in the 2018-19 LCAP Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	8,975,000
Estimated Actual Expenditures for High Needs Students in LCAP	\$	8,784,580



TAB # 2
Narrative Responses

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	(Enter Response Here)
The amount budgeted to increase or improve services for high needs students in 2019-20 is less than the projected revenue of LCFF supplemental and concentration grants for 2019-20. Provide a brief description of how the actions/services in the LCAP will meet the requirement to improve services for high needs students.	(Enter Response Here)
The total estimated actual expenditures for actions and services to increase or improve services for high needs students in 2018-19 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2018-19.	(Enter Response Here)



Prompt #1 (Required for all)

(Same as last year)

<p>Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.</p>	<p>(Enter Response Here)</p> <div data-bbox="838 479 1760 657">Same prompt as last year.</div>
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Prompt #2

(Will only show if Budgeted Expenditure amount is less than S/C Grant)

The amount budgeted to increase or improve services for high needs students in 2019-20 is less than the projected revenue of LCFF supplemental and concentration grants for 2019-20. Provide a brief description of how the actions/services in the LCAP will meet the requirement to improve services for high needs students.

Example:

$\$7,472,610 < \$8,074,680$

(Enter Response Here)

Projected General Fund Revenue for the [Coming LCAP Year] LCAP Year		Amount
Total LCFF funds	\$	107,662,400
LCFF supplemental & concentration grants	\$	8,074,680
All other state funds	\$	9,420,400
All local funds	\$	6,728,900
All federal funds	\$	10,766,240
Total Projected Revenue	\$	134,578,000
Total Budgeted Expenditures for the [Coming LCAP Year] LCAP Year		
Total Budgeted General Fund Expenditures	\$	114,500,000
Total Budgeted Expenditures in LCAP	\$	59,450,000
Total Budgeted Expenditures for High Needs Students in LCAP	\$	7,472,610
Expenditures not in the LCAP	\$	55,050,000

Required if Expenditures for High Needs is less than LCFF S/C Grant.



Prompt #2

(Will only show if Budgeted Expenditure amount is less than S/C Grant)

The amount budgeted to increase or improve services for high needs students in 2019-20 is less than the projected revenue of LCFF supplemental and concentration grants for 2019-20. Provide a brief description of how the actions/services in the LCAP will meet the requirement to improve services for high needs students.

(Enter Response Here)

Projected General Fund Revenue for the [Coming LCAP Year] LCAP Year		Amount
Total LCFF funds	\$	107,662,400
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All federal funds	\$	10,766,240
Total Projected Revenue	\$	134,578,000

Any funds that are tied to an Action/Service "Contributing to the Increased and Improved Service Requirement"

Total Budgeted Expenditures for the [Coming LCAP Year] LCAP Year		Amount
Total Budgeted General Fund Expenditures	\$	114,500,000
Total Budgeted Expenditures in LCAP	\$	59,450,000
Total Budgeted Expenditures for High Needs Students in LCAP	\$	7,472,610
Expenditures not in the LCAP	\$	55,050,000



Prompt #3

(Will only show if Actual Expenditures is less than Budgeted Expenditures)

The total estimated actual expenditures for actions and services to increase or improve services for high needs students in 2018-19 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2018-19.

(Enter Response Here)

Expenditures for High Needs Students in the 2018-19 LCAP Year

Amount

Total Budgeted Expenditures for High Needs Students in the LCAP

\$

Required if Actual Expenditures were less than Budgeted.

8,975,000

Estimated Actual Expenditures for High Needs Students in LCAP

\$

8,784,580



Tab 3: Final Template

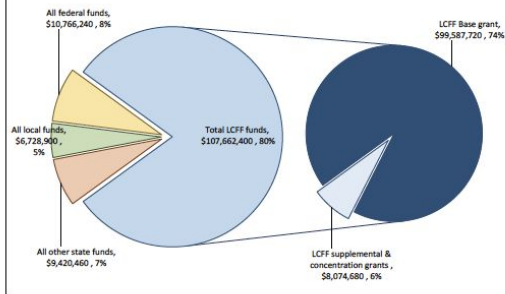
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Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



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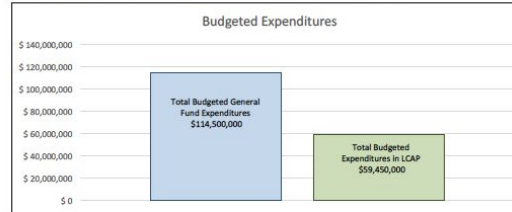
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LCFF Budget Overview for Parents

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Increased or Improved Services for High Needs Students in 2019-20

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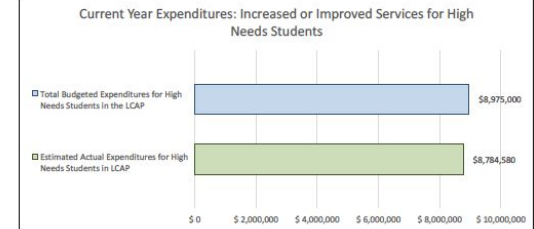
We are carrying over funds for a one time purchase of EL supplemental materials next year.

DRAFT

Page 2 of 3

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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In 2018-19, Example Unified School District's LCAP budgeted \$8,975,000 for planned actions to increase or improve services for high needs students. Example Unified School District estimates that it will actually spend \$8,784,580 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$190,420 had the following impact on Example Unified School District's ability to increase or improve services for high needs students:

We had planned to hire 5 district EL specialists but were unable to fill 2 of the positions. The money budgeted for those two specialists was not spent.

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Tab #4 Instructions

Highlights:

- ❑ This is for parents to make the budget easier to understand
- ❑ “High Needs” students refers to Unduplicated Students.
- ❑ Many fields automatically calculate or populate based on data inputted.
- ❑ Narrative responses #2 and #3 are connected to Data Input sheet and may not show if expenditures exceed budgeted amounts.
- ❑ “Brief descriptions” means 75 words or less.



Questions?



Planning for the LCAP

Suggested Timeline

Santa Clara County Office of Education Suggested LCAP Development Timeline			
LCAP Action	Suggested Timeline	District Staff Involved	Completed
Identify stakeholders (teachers, administrators, local bargaining units, students, parents) for current year EC 52060(g)	July-October		
Establish calendar for stakeholder meetings	July - October		
Determine Parent Advisory Committee members 52063(a)(1)(2)(3)	August - October		
Establish schedule for Parent Advisory Committee	August- October		
Determine English Learner Parent Advisory Committee members EC 52063(b)(1)(2)	August- October		
Establish schedule for English Learner Parent Advisory Committee	August- October		
Determine LCAP Updates to Board (monthly, quarterly, etc.)	August- October		
Identify key staff responsible for implementing each LCAP goal/action	August - September		
Identify metrics to monitor throughout the year and how these metrics will be gathered and reported (ensure required metrics are included)	August - September		
Review alignment of district plans with LCAP EC 52062(a)(4)	July- October		
Consult stakeholders on LCAP implementation and metrics gathered to determine any mid-course corrections or implications for LCAP in development for next year	November- January		
Meet with Parent Advisory Committee on LCAP implementation	November- January		
Meet with EL Parent Advisory Committee on LCAP implementation	November- January		
Begin to record progress on Annual Update	November- January		
Revise LCAP goals, actions and services to align with changes needed for plan development	November- January		
CA Dashboard Release: Review results	December		
Review Governor's proposed budget and determine local implications	January		
Winter Consolidated Application (CARS)	January-February		
Review draft LCAP actions and services	February-March		



Planning for the LCAP

Organizing a Team

- *Assign people responsible for implementing, monitoring, and reporting metrics*
- *Assign people responsible for implementing, monitoring, and reporting each action or service*
- *Assign fiscal staff to develop a budget in support of actions and services*
 - *Report estimated actuals and identify material differences in annual update*
 - *Align budget to the LCAP*
 - *Prepare Budget Summary*

Adapted from LACOE LCAP Annual Work Plan



Planning for the LCAP

Creating Systems (Best Practices)

- *Follow the suggested timeline*
- *Schedule team meetings to monitor progress*
- *Use collaboration tools (Google, DTS)*
- *Set deadlines to complete sections*
 - *Send sections to SCCOE for feedback*
- *Update the Board at regular intervals*
- *Update Stakeholders at regular intervals*

Adapted from LACOE LCAP Annual Work Plan



The LCAP Template

- The Plan Summary
- The Annual Update
- Stakeholder Engagement
- Goals, Actions, and Services
- Increased or Improved Services



THE PLAN SUMMARY



Plan Summary

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

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

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.

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



Review of Performance

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

All Students

State



Yellow



ANNUAL UPDATE



Annual Update: Why is it Important?

The Annual Update:

- The link between the current year and the following year's LCAP goals and actions
- Provides a process for analyzing the district's current data to determine if goals and actions for the current year achieved the desired results
- Offers stakeholders information on the progress the district is making towards achieving goals and actions as well as progress made with specific groups of students



Annual Update: Outcomes, Actions/Services

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

[Describe goal here]

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities Here]

Local Priorities: [Add Local Priorities Here]

Annual Measureable Outcomes

Expected	Actual
[Add expected outcome here]	[Add actual outcome here]
[Add expected outcome here]	[Add actual outcome here]
[Add expected outcome here]	[Add actual outcome here]

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Add planned actions/services here]	[Add actual actions/services here]	[Add budgeted expenditures here]	[Add estimated actual expenditures here]



Annual Update Requirement

Original Goal from Prior Year LCAP (verbatim)

Each goal in the prior year's LCAP copied **VERBATIM**

- Goal description
- State/local priorities
- Expected annual measurable outcomes
- Planned actions/services
- Planned expenditures



Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide structures and supports to continue to support implementation of California Standards in Math, English-Language Arts/English Language Development and Science 1.1 Teacher Leadership Teams in Science, ELA and Mathematics will	1. Provide structures and supports to continue to support implementation of California standards in Math, English-Language Arts/English Language Development and Science 1.1 PARTIALLY MET- In order to provide input and direction for	1.1 1000 & 3000: Certificated Salaries & Benefits Supplemental \$50,000 1.2 1000 & 3000: Certificated Salaries & Benefits Supplemental \$77,300	1.1 1000 & 3000: Certificated Salaries & Benefits Supplemental \$15,771 1.2 1000 & 3000: Certificated Salaries & Benefits Supplemental \$40,814

Page 14 of 273

Identify fiscal
projections
through June 30

provide input and direction for planning, actions and professional development. 1.2 Site level data analysis meetings and professional development and provide teacher release/teacher hourly for staff to study student data trends and monitor academic growth 1.3 Provide transitional materials for California Standards in Science (NGSS) for Middle School 1.4 Coaching between middle school math teacher and feeder schools for 4th and 5th grade teachers 1.5 Provide student identification in Gifted and Talented and Compacted Math Pathways	planning, actions and professional development, we held Teacher Collaboratives in Science and Math. The Math Collaborative had 20 teachers in grades 3-5. They held 4 meetings and classroom visits. The Science Collaborative had 3 meetings with 50 elementary teachers. The Middle School Science leadership team consisted of 4 members. The lead teacher for the Math Collaborative held 1.2 Middle School Math site level data analysis meetings and professional development using teacher release/teacher hourly for staff to study student data trends and monitor academic growth	1.3 4000-4999: Books And Supplies Lottery \$50,000 1.4 1000 & 3000: Certificated Salaries & Benefits Supplemental \$18,742 1.5 1000 & 3000: Certificated Salaries & Benefits Base \$10,000	1.3 4000-4999: Books And Supplies Lottery \$33,894 1.4 1000 & 3000: Certificated Salaries & Benefits Supplemental \$15,544 1.5 1000 & 3000: Certificated Salaries & Benefits Base \$177
--	---	--	---

Report on
ALL Actions
and Services



Respond to the Prompts

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.

[Add text here]

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

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

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.

[Add text here]

Connected to the Goal, Actions, and Services



Stakeholder Engagement



Stakeholder Engagement

EC 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.



Groups to Engage

Bargaining Units

Certificated and Classified

Administrators

Parents

Students

Advisory Groups 

A posted written response is required by the Superintendent to any questions generated during Advisory Group meetings



Stakeholder Engagement Suggested Timeline



Template

Stakeholder Engagement

LCAP Year: XXXX–XX

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?

[Add text here]

Impact on LCAP and Annual Update

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

[Add text here]



GOALS, ACTIONS AND SERVICES



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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 1

[Describe the goal here]

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities here]

Local Priorities: [List Local Priorities here]

Identified Need:

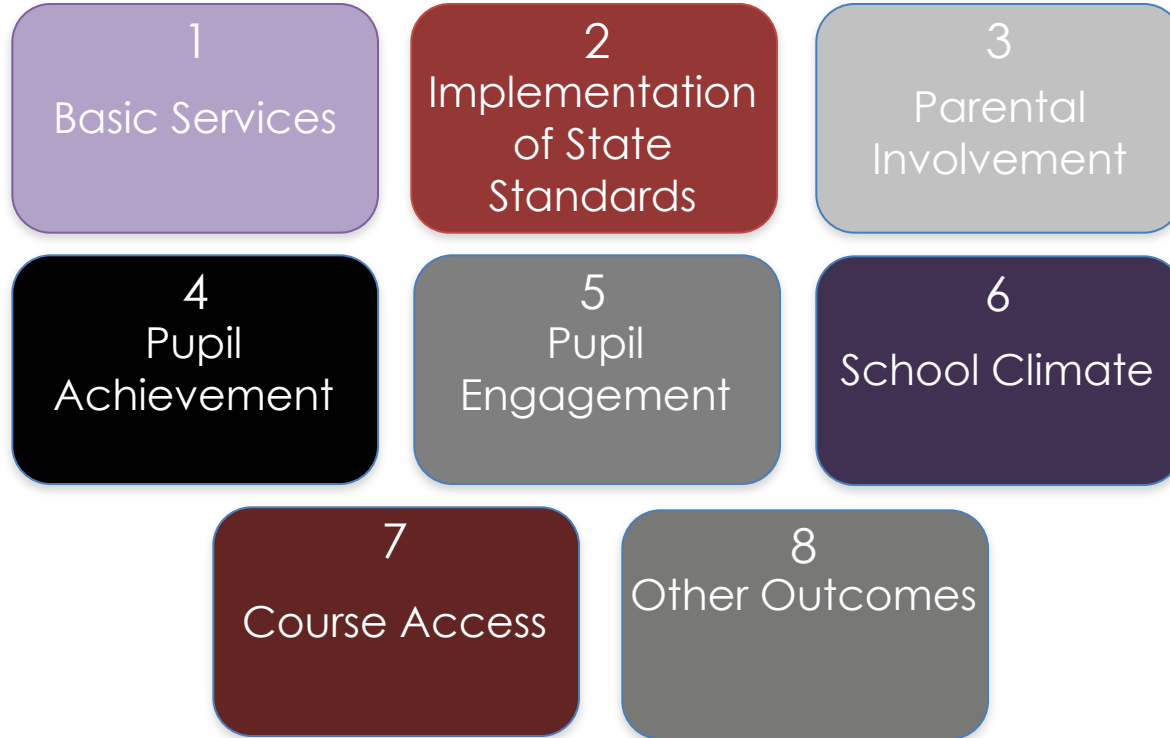
[Add text here]

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]



8 State Priorities



Priorities: State and Local

State Priorities The LCAP must address all eight state priorities.	Required Metrics/ Outcomes The LCAP outcomes must include required metrics/outcomes referenced in statute to measure annual progress.
1. Basic	Must address: <ul style="list-style-type: none"> <input type="checkbox"/> Teachers: Fully Credentialed & Appropriately Assigned <input type="checkbox"/> Instructional Materials: Every student has standards-aligned materials <input type="checkbox"/> School Facilities in “Good Repair”. Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria
2. Implementation of State Standards	Must address: <ul style="list-style-type: none"> <input type="checkbox"/> Implementation of academic content and performance standards for all students, including how ELs will access the CCSS and ELD standards
3. Parent Involvement	Must address: <ul style="list-style-type: none"> <input type="checkbox"/> Parent input in decision-making <input type="checkbox"/> Parental participation in programs for unduplicated pupils (UDPs)
4. Pupil Achievement	As measured by: <ul style="list-style-type: none"> <input type="checkbox"/> Statewide CAASPP assessments (<i>ELA & Math -SBAC /CAA, Science-CST/CMA/CAPA</i>) <input type="checkbox"/> Percentage of pupils that have successfully completed a-g requirements or CTE pathways. <input type="checkbox"/> Percentage of English learners who progress in English proficiency (<i>as measured by EL PAC</i>) <input type="checkbox"/> English learner reclassification rate <input type="checkbox"/> Percentage of pupils that pass AP exams with a score of 3 or higher <input type="checkbox"/> Pupils prepared for college by the EAP
5. Pupil Engagement	As measured by: <ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Chronic absenteeism rates <input type="checkbox"/> Middle school dropout rates <input type="checkbox"/> High school dropout rates <input type="checkbox"/> High school graduation rates
6. School Climate	As measured by: <ul style="list-style-type: none"> <input type="checkbox"/> Suspension rates <input type="checkbox"/> Expulsion rates <input type="checkbox"/> Other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness
7. Course Access	Must address: <ul style="list-style-type: none"> <input type="checkbox"/> Students have access and are enrolled in a broad course of study (<i>i.e. social science, science, health, PE, VAPA, foreign language</i>)
8. Other Pupil Outcomes	Must address: <ul style="list-style-type: none"> <input type="checkbox"/> If available, outcomes for subjects listed in course access.



Expected Annual Measurable Outcomes (cont.)

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 applicable to the type of LEA. For the student engagement priority metrics, LEAs must calculate the rates as described in the LCAP Template Appendix sections (a) through (d).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]



Actions/Services

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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

[Add 2017-18 selection here]

Select from New, Modified, or Unchanged for 2018-19

[Add 2018-19 selection here]

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

[Describe the 2017-18 action/service here]

2018-19 Actions/Services

[Describe the 2018-19 action/service here]

2019-20 Actions/Services

[Describe the 2019-20 action/service here]



Goals, Actions and Services Template Instructions

Action 1

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

Students to be Served:

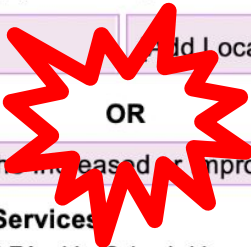
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]



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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

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.***



New, Modified or Unchanged

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

**Previous years actions remain unchanged. Modifications
are made in the next year's LCAP to the right.**

[Add 2019-20 selection here]

2019-20 Actions/Services

[Describe the 2019-20 action/service
here]

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

Source

Budget
Reference

**Previous years budget remain unchanged.
Modifications are made in the next year's LCAP to
the right.**

[Add amount here]

[Add source here]

[Add budget reference here]

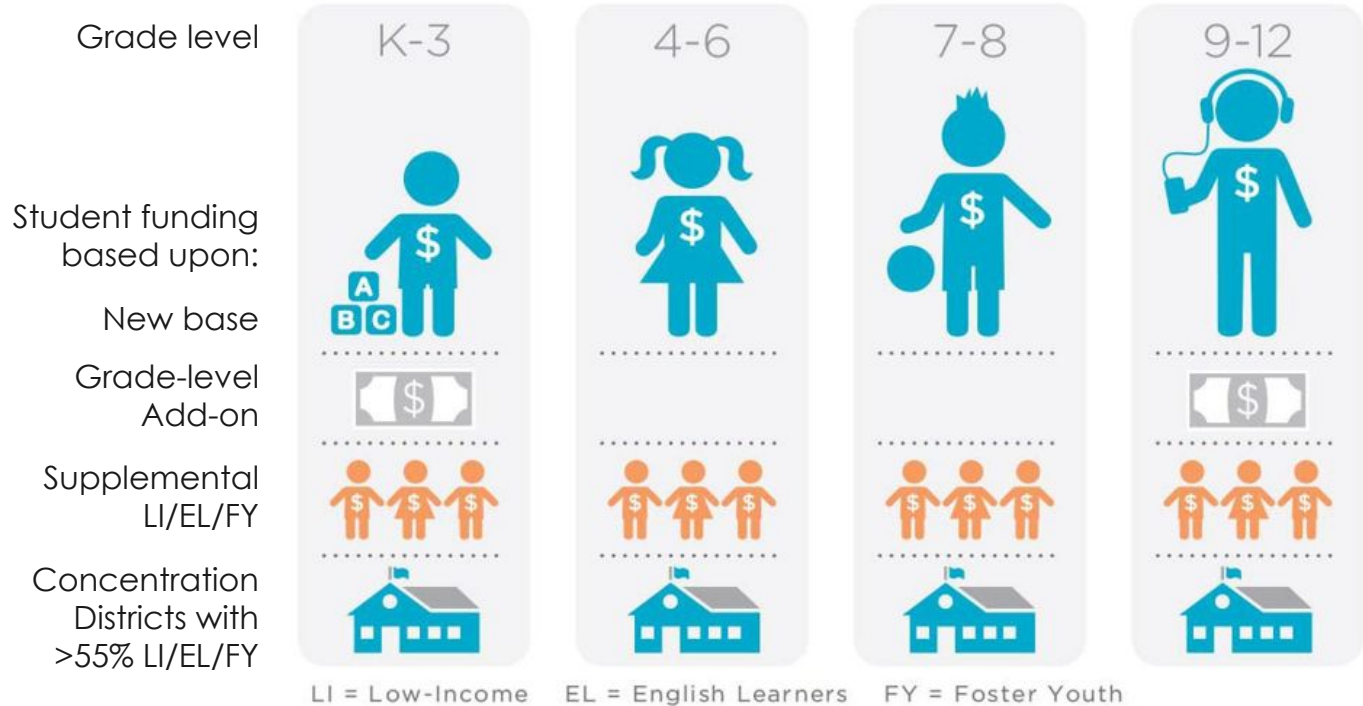


DEMONSTRATION OF INCREASED OR IMPROVED SERVICES





How LCFF Funds Districts



Increased or Improved Services for Unduplicated

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ [Add amount here]

[Add percentage here] %

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).

[Add text here]



Demonstration of Increased or Improved Services Template Instructions

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 and include 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 15486(a)(5).

Note: Same process as prior years



Description Requirements for Action(s) or LEA-wide or School-wide Actions



Example

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$3,280,721

Percentage to Increase or Improve Services

8.51%

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).

Guidance Counselors (Goal 1.6.-2)

Principally directed: The additional sections of Guidance Counseling is principally directed to serve the unduplicated pupils by focusing on improving school climate, student achievement, course access and parental involvement. The decision using these funds for a reduced caseload for Guidance Counselors is based on data gathered on the need to address access and equity for all students especially underrepresented subgroups in Advanced Placement (AP) courses, to improve our a-g rate, and the College and Career Indicator (CCI) of our unduplicated pupils.

Effective: This service will support our goal of increasing UP access to a broad course of study which includes Advanced Placement and dual enrollment courses that will ultimately improve our CCI rates.



Budget Overview:

- Accuracy between LCAP Sections and Budget Overview is critical

Plan Summary:

- Update all demographics, dates, and information from the CA School Dashboard

Annual Update:

- Copy Metrics and Planned Actions and Services VERBATIM
- All changes to Goals, Actions, and Services included in Analysis

Stakeholder Engagement

- Consult with all required stakeholder groups

Goals, Actions, and Services

- All 8 State Priorities addresses
- All Required Metrics addressed
- Do not alter previous years Metrics, Actions, or Services

Increased or Improved Services

- Include 17-18, 18-19, and 19-20 in final copy for Board Approval.

**The
Essentials !**



Approval Process

Joint effort between LCAP Advisory Services and District Business Advisory Services

Three criteria for determining LCAP approval:

- Adherence to State Board of Education Approved Template
 - Including following instructions for completing the template
- Sufficient Expenditures in Budget to Implement LCAP
 - Board adopted budget sufficient to implement actions and strategies
- Adherence to State Board of Education Expenditure Regulations
 - Both LCAP and Annual Update adhere to expenditure requirements, including funds for supplemental and concentration of unduplicated students
 - Assess description of proportionality increased and/or improved services for unduplicated pupils, including whether any proposed schoolwide or districtwide uses of funds are described



Approval Process



CCSESA
California County Superintendents
Educational Services Association

BASC
Business and Administration
Steering Committee

CISC
Curriculum and Instruction
Steering Committee

CCSESA LCAP APPROVAL MANUAL | 2018-19
A Guide for Review and Approval of District LCAPs

DOCUMENTS FOR DOWNLOAD:

- CCSESA LCAP Approval Manual 2018-19 – Updated February 2018
- CCSESA LCAP Approval Guide for County Superintendents – Updated June 2017

CCSESA LCAP APPROVAL MANUAL 31

Appendix A

{County Name}
Local Control and Accountability Plan (LCAP)
LCAP Template Compliance Review
For Use in County Review of District LCAPs

Page 1

District:		Reviewer:	
Date Submitted:		Date Reviewed:	
LCAP Version:		Draft:	

Meeting Dates	Public Hearing: Click here to enter a date.	LCAP Approval: Click here to enter a date.
Unduplicated %:	Click here to enter text.	Total Suppl. & Conc. \$: Click here to enter text.
Min. Proport. %:	Click here to enter text.	

EXECUTIVE SUMMARY

SBE Template	
Page(s) / Ref#	Comments / Follow Up Required:
Plan Summary	
Page(s) / Ref#	Comments / Follow Up Required:
Annual Update	
Page(s) / Ref#	Comments / Follow Up Required:
Stakeholder Engagement	
Page(s) / Ref#	Comments / Follow Up Required:
Goals, Actions, and Services	
Page(s) / Ref#	Comments / Follow Up Required:
Demonstration of Increased or Improved Services for Unduplicated Pupils	
Page(s) / Ref#	Comments / Follow Up Required:

LCAP FINANCIAL ANALYSIS

Total S/C Funds for LCAP Year (based on LCFF Calculator)	
Total S/C Expenditures for LCAP Year	
S/C Expenditures Described in Goals, Actions, and Services but not included in Demonstration of Increased/Improved Services	
Expenditures Described in Demonstration of Increased/Improved Services but not included in Goals, Actions, and Services	



Adoption Requirements

In adopting the LCAP the governing board shall:

- **Hold at least one public hearing** to solicit recommendations and comments from the public . The agenda for the Public Hearing must be posted at least 72 hours before the hearing. *(MEETING 1)*
- **A the same meeting hold the public hearing required for the LEA budget and Budget Overview for Parents.** *(MEETING 1)*
- **At a subsequent meeting, the governing board adopts the LCAP, LCAP Federal Addendum, LEA budget, and the Budget Overview for Parents** *(MEETING 2)*



SCCOE Approval

- ❑ After LCAP has been Board approved, submit the final copy to LCAP Advisory Services as soon as possible.
- ❑ Final review by SCCOE will be in June
- ❑ Additional clarification may be required after review.



Adoption Requirements

After adoption of the LCAP and Budget:

- Approved LCAPs are to be posted on LEA websites and district LCAPs and/or links posted on county office websites
- Information about **LCAP requirements** must be included in the annual notification to pupils, parents, guardians, employees, and other interested parties

Ed Code 52065



Technical Assistance: Planning for the LCAP

Suggested Timeline

LCAP Action	Suggested Timeline	District Staff Involved	Completed
Identify stakeholders (teachers, administrators, local bargaining units, students, parents) for current year EC 52066(g)	July-October		
Establish calendar for stakeholder meetings	July - October		
Determine Parent Advisory Committee members 52063(a)(1)(2)(3)	August - October		
Establish schedule for Parent Advisory Committee	August - October		
Determine English Learner Parent Advisory Committee members EC 52063(b)(1)(2)	August - October		
Establish schedule for English Learner Parent Advisory Committee	August - October		
Determine LCAP Updates to Board (monthly, quarterly, etc.)	August - October		
Identify key staff responsible for implementing each LCAP goal/action	August - September		
Identify metrics to monitor throughout the year and how these metrics will be gathered and reported (ensure required metrics are included)	August - September		
Review alignment of district plans with LCAP EC 52062(a)(4)	July - October		
Consult stakeholders on LCAP implementation and metrics gathered to determine any mid-course corrections or implications for LCAP in development for next year	November- January		
Meet with Parent Advisory Committee on LCAP implementation	November- January		
Meet with EL Parent Advisory Committee on LCAP implementation	November- January		
Begin to record progress on Annual Update	November- January		
Revise LCAP goals, actions and services to align with changes needed for plan development	November- January		
CA Dashboard Release: Review results	December		
Review Governor's proposed budget and determine local implications	January		
Winter Consolidated Application (CARS)	January-February		
Review draft LCAP actions and services	February-March		

Process and Key Dates

- ❑ **January-March:** SCCOE Team meets with LEA to provide feedback based on 2018-19 LCAP
- ❑ **February-March:** Review sections and drafts with stakeholders
- ❑ **April:** First draft to COE for feedback
- ❑ **Late May-June:** Submit revision based on May revise.
- ❑ **June:** Hearing and Approval @ Board Meetings



Breakout Sessions

	Session 1: 10:45-11:45	Session 2: 12:30-1:30	Session 3: 1:45-2:45
Gilroy Room South Building First Floor	<i>Systems for Continuous Improvement</i> Chris Izor Director LCAP Advisory Services	<i>Using DataZone with your LCAP</i> Marcy Lauck/Meaghen Spencer Data Zone Team	<i>New CA Dashboard & Creating Quality Metrics</i> Dan Mason Manager of Assessment/Accountability
Milpitas Room North Building Second Floor	<i>Using MTSS to Shape your LCAP</i> Rhonda Beasley Coordinator MTSS	<i>Planning Services to Support School Climate</i> Stephanie Tague Coordinator PBIS	<i>Planning Services to Support Chronic Absenteeism</i> Jennifer Del Bono Director Safe and Healthy Schools
Morgan Hill Room South Building Third Floor	<i>LCAP Federal Addendum Refresher</i> Dawn River Ed. D Coordinator State and Federal	<i>Stakeholder Engagement Toolkit</i> Dawn River Ed. D Coordinator State and Federal	<i>Base Program and Increased and Improved Services</i> Chris Izor Director LCAP Advisory Services
Oak Grove Room South Building Second Floor	<i>Best Budget Practices for LCAP Development</i> District Business Advisory Services	<i>Telling the Story of English Learners in Your LCAP</i> Olivia Santillan and Yee Wan Ed.D. Multilingual and Humanities Dept.	<i>Navigating the College and Career Indicator</i> Joell Hanson and Jennifer Janzen Innovation and Instructional Support



LCAP Writing Workshops

One day a month we will hold writing workshops where district teams can come and write together while receiving technical assistance. Each day will focus on a section of the LCAP.

Dates:

February 25: 9:00-12:00. *Annual Update*

March 25: 9:00-12:00. *Goal, Actions, and Services*

April 15: 12:00-3:00 PM. *Increased or Improved Services*

May 6: 12:30-3:30 PM. *Plan Summary. Pulling it all together*



Feedback

All Sessions

<http://tinyurl.com/SCCOELevelUp>



FEEDBACK



LCAP Advisory Services Department

Chris Izor: Director (cizor@sccoe.org)

Dawn River, Ed. D: Coordinator (driver@sccoe.org)

Dan Mason: Manager (dmason@sccoe.org)

District Business Advisory Services

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