Santa Clara County Office of Education

LCAP APPROVAL CHECKLIST FOR 2014-2015

The 2014-15 LCAP Approval Checklist is being provided to you as a planning tool. Please make sure all sections with a check box are complete prior to submittal. The SCCOE will accept either hard and soft copies of your board-approved LCAP. Soft copies should be emailed to: angelica_ramsey@sccoe.org and peggy_stull@sccoe.org. Hard copies should be mailed to: SCCOE, Attn: Angelica Ramsey, Ed.D., 1290 Ridder Park Drive, MC 221, San Jose, CA 95131.

THREE CRITERIA FOR LCAP APPROVAL [EC 52070(d)]

Throughout the review process, COEs should keep in mind the **Three Criteria** for LCAP approval:

Adherence to SBE Template

1. The LCAP adheres to the template adopted by the SBE pursuant to Section 52064

Sufficient Expenditures in Budget to Implement LCAP

2. The budget for the applicable fiscal year adopted by the governing board of the school district includes expenditures sufficient to implement the specific actions and strategies included in the LCAP adopted by the governing board of the school district, based on the projections of the costs included in the plan.

Adherence to SBE Expenditure Regulations

3. The LCAP adheres to the expenditure requirements adopted pursuant to Section 42238.07 for funds apportioned on the basis of the number and concentration of unduplicated pupils pursuant to Sections 42238.02 and 42238.03.

LCAP APPROVAL TIMELINE

The state's LCAP approval timeline provides for an additional six weeks beyond the timeline for approving the annual budget. This additional time allows for written clarification between the county superintendent and the district board, where clarification is needed prior to granting approval of a district's LCAP.

- *On or before August 15*
  - *County superintendent of schools may seek clarification, in writing*
  - *Within 15 days governing board of a school district shall respond, in writing, to requests for clarification*
  - *Within 15 days of receiving response, the county superintendent of schools may submit recommendations, in writing, for amendments to the LCAP.*
  - *The governing board of a school district shall consider the recommendations submitted by the county superintendent of schools in a public meeting within 15 days of receiving the recommendations*
- *On or before October 8*
  - *A county superintendent shall approve a district's LCAP, provided the district meets the **Three Criteria** in EC 52070(d).*

It is SCCOE's intent to send clarifying questions to districts by July 30. It is our intent to approve LCAPs by August 15 in order to be in line with the AB1200 budget timelines.

ESTABLISHING COE CROSS-DEPARTMENTAL SUPPORT AND REVIEW TEAMS

- Reviews will depend upon the specific goals and actions identified across the three-year plan
- All reviews may, at a minimum involve the following:
  - Curriculum & Instruction
    - Identify instructional strategies and associated expenditures outlined in the LCAP
    - In coordination with Business Services, assess sufficiency of associated expenditures included in budget
    - In coordination with Business Services, assess description of minimum proportionality increased services
  - Business Services
    - In coordination with Curriculum & Instruction, assess sufficiency of associated expenditures included in budget
    - Confirm calculation of estimated supplemental and concentration grants amount and minimum proportionality percentage (MPP), as estimated by district
    - In coordination with Curriculum & Instruction, assess description of minimum proportionality increased services

COMPONENTS OF AN LCAP

☐ Section 1: Stakeholder Engagement

Description of (to be consistent with the language on Section 3) the process used to engage parents, pupils, and the community and how that engagement contributed to the development of the LCAP
Include evidence that these requirements were fulfilled:

☐ Column 1 – Involvement Process

Description of actions the district used to obtain meaningful engagement
Include evidence such as dates of meetings, dates when surveys were distributed or made available, dates of consultations, and other pertinent facts to disclose all actions the district used to obtain meaningful engagement in the involvement process.

☐ Column 2 – Impact on LCAP

Synthesized version of the input could include categories where similar types of input are included as goals areas.
Districts might choose to include or describe the input that wasn't used in the current LCAP and will be set aside and considered in the future.

☐ Public Hearing

COE review will request evidence that the LCAP hearing notice was posted 72 hours before the meeting, that the LCAP was available for public inspection and the budget hearing was held at the same meeting .Evidence might include board meeting date(s), the date the LCAP was made available for public inspection, copies of the board meeting agenda, etc. Evidence of sequential steps to ensure the meaningful engagement occurred (e.g., public hearing held by the governing board should not happen before the parent or English learner advisory input meetings.

☐ Ethnic Subgroups and Other Groups

Evidence that the identified/listed subgroups were included in the involvement process (e.g., dates the subgroups were included in the meetings to gather input for the development of the district LCAP goal process)

☐ Section 2: Goals and Progress Indicators

For each goal, identify which of the eight state priorities it is linked; district identifies a specific metric or metrics that will measure what is different or will be improved in each of the next three years for students

☐ Column 1 – Identified Need and Metric

Identify the need and the metric(s) connected to each of the goals
*Include COE provided language for N/A metrics

☐ Column 2 – Description of Goal

Describe the goal

☐ Column 3 – Applicable Pupil Subgroups
Specify which student subgroups or "all students"

☐ Column 4 – School(s) Affected
Identify the entire district or particular schools where the goal applies

☐ Column 5 – Annual Update: Analysis of Progress
Complete beginning in 2015-16 (BLANK FOR THIS YEAR)

☐ Columns 6, 7, & 8 – What will be Different/Improved for Students (based on identified metric)
ALL 3 YEARS

Example:

2014-15	2015-16	2016-17
CAHSEE pass rates in ELA will improve from/to	CAHSEE pass rates in ELA will improve from/to	CAHSEE pass rates in ELA will improve from/to

☐ Column 9 – Related State and Local Priorities
Link each of the eight priorities in Education Code 52060

- **LCAP Template**
  Use template approved by the SBE by July 1, 2014 (ensure third party templates are EXACTLY as SBE approved template)

- **LCAP Approval**
  Adoption will be effective for three years and be updated on or before July 1 of each year

- **LCAP Requirements – Goals**
  Include a description of the goals for all pupils **and** each subgroup

- **LCAP Requirements – Subgroups**
  Education Code 52052 defines a subgroup as 30 or more students in ethnic subgroups, socioeconomically disadvantaged pupils (as stated in Education Code 42238.01 based on eligibility for free and reduced priced meals), English learners, students with disabilities, and 15 or more foster youth students.

☐ LCAP Requirements – Actions and Eight State Priorities

Education Code 52060(d)(1) – Teachers are appropriately assigned and fully credentialed in the subject area for the pupils they teach, every pupil has sufficient access to standards-aligned instructional materials, and school facilities are maintained in good repair.

Education Code 52060(d)(2) – Implementation of academic content and performance standards, including how the programs and services will enable English language learners to access the common core academic content standards and the English language development standards to gain academic content knowledge and English language proficiency.

Education Code 52060(d)(3) – Involvement of parents, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

Education Code 52060(d)(4) – Pupil achievement, as measured by all of the following as applicable: statewide assessments, Academic Performance Index, percentage of students who have completed A-G requirements, programs of student that align with state board-approved career technical educational standards and proficiency as measured by the CELDT, English learner reclassification rate, percentage of pupils who have passed an advancement placement test with a score of 3 or higher, percentage of pupils who participate in and demonstrate college preparedness as assessed in Early Assessment Program.

Education Code 52060(d)(5) – Pupil engagement, as measured by all of the following as applicable: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates.

Education Code 52060(d)(6) – School climate, as measured by all of the following as applicable: pupil suspension rates, pupil expulsion rates, and other local measures of pupils, parents and teachers on the sense of safety and school connectedness.

Education Code 52060(d)(7) – The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all the subject areas listed for grades 1 to 6 in Education Code 51210 (English, mathematics, social science, science, visual and performing arts, health, physical education, and other studies as prescribed by the local governing board) and all the subject areas listed for grades 7 to 12 listed in Education Code 51220 (English, social science, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, automobile driver education and other studies as prescribed by the local governing board).

Education Code 52060(d)(8) – Pupil outcomes in the subject areas listed in Education Code 51210 and Education Code 51220.

Section 3: Actions, Services, and Expenditures

Description of the specific actions a school district will take to meet the goals identified (if a single goal requires longer than one year to implement fully, the LCAP should reflect the annual incremental actions, services, and expenditures, as well as the annual anticipated progress, that the district expects to achieve for each student group)

Education Code 52064(b) requires the LCAP template to include the following:

☐ A listing and description of expenditures for the 2014-15 fiscal year and <u>each</u> <u>year</u> <u>thereafter</u>, implementing the specific actions included in the LCAP

☐ A listing and description of expenditures for the 2014-15 fiscal year and <u>each</u> <u>year</u> <u>thereafter</u>, that will serve low-income, English learner, foster youth and pupils re-designated as fluent English proficient

Section 3 contains four different areas, Sections A-D:

☐ Section A identifies actions and services that are being provided for ALL students. Columns 1-4 and 6 must be complete.

☐ Section B identifies actions and services that will serve low-income, English learner, foster youth and pupils redesignated as fluent English proficient, specifically with a line for each demographic. Columns 1-4 and 6 must be complete.

☐ Section C contains three areas to be covered:

1. The amount of funds in the LCAP year attributable to the number and concentration of low-income, foster youth and English learner students
2. How the district is expending these funds
3. A description and justification of the use of any funds in a districtwide or schoolwide manner. (*Describe how the district is spending the supplemental and concentration funding and if the funds are being used in a schoolwide or districtwide manner – different from data presented in Sections A and B in that the amounts identified in Section C only represent the LCFF supplemental and concentration grant funding. Sections A and B* ***may*** *include funding from other non-LCFF sources to assist a district in meeting its goals.)*

   *Under LCFF, **all** districts will have an amount of their entitlement attributable to identified pupils regardless of district funding type. This amount can be calculated using the LCFF Calculator, under the LCAP MP% Tab or a district may provide its own calculations.

***If LCAP states district and/or schoolwide use**
Districtwide and Schoolwide use of Funds
Section 15496 of Emergency Regulations states that a district may use funds apportioned on the basis of the number and concentration of unduplicated pupils for districtwide or schoolwide purposes. Pursuant to Education Code Section 42238.07(a)(1), a district may demonstrate it has increased or improved services for unduplicated pupils under subdivision (b) of CCR 15496, by using funds to upgrade the entire educational program of a school site or a school district.

County superintendent of schools shall review any required descriptions provided for those expenditures of supplemental and concentration grant funds on a districtwide or schoolwide basis when the district has an enrollment of less than 55 percent or the school has an enrollment of less than 40 percent of unduplicated pupils in determining whether the district has fully demonstrated that it will increase or improve services for unduplicated pupils according to the minimum proportionality percentage.

For districtwide usage of funds, the following applies:

- Districts with an enrollment of unduplicated pupils in excess of 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted (or in the prior year) may expend supplemental and concentration grant funds on a districtwide basis.

  The following two criteria shall be met:
  A. Identify in the LCAP those services that are being provided districtwide.
  B. Describe in the LCAP how such services are directed toward meeting the district's goals for its unduplicated pupils in the state priority areas.

- Districts with an enrollment of unduplicated pupils less than 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted (or in the prior year) may expend supplemental and concentration grant funds on a districtwide basis. The following three criteria shall be met:
  A. Identify in the LCAP those services that are being provided districtwide.
  B. Describe in the LCAP how such services are directed toward meeting the district's goals for its unduplicated pupils in the state priority areas.
  C. Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state priority areas.

For schoolwide usage, the following law applies:

- Schools with an enrollment of unduplicated pupils in excess of 40 percent of the school's total enrollment in the fiscal year for which an LCAP is adopted (or in the prior year) may expend supplemental and concentration grant funds on a schoolwide basis. The following two criteria shall be met:
  A. Identify in the LCAP those services that are being provided schoolwide.
  B. Describe in the LCAP how such services are directed toward meeting the district's goals for its unduplicated pupils in the state priority areas.

- School with an enrollment of unduplicated pupils less than 40 percent of the school's total enrollment in the fiscal year for which an LCAP is adopted (or in the prior year) may expend supplemental and concentration grant funds on a schoolwide basis. The following three criteria shall be met:
  A. Identify in the LCAP those services that are being provided schoolwide.
  B. Describe in the LCAP how such services are directed toward meeting the district's goals for its unduplicated pupils in the state priority areas.
  C. Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state priority areas.

☐ Section D requires districts to demonstrate how the services provided in the LCAP year for low-income pupils, foster youth, and English learners provide for increased or improved services for these pupils, over and above services provided for all pupils, in proportion to the increase in funding provided for such pupils in that year. Districts are to describe how the proportionality is met using a quantitative and/or qualitative description of the increased and/or improved services for identified pupils as compared to the services provided to all pupils.