

Santa Clara County  Office of Education

Local Control and Accountability Plans



CISC
Curriculum and Instruction
Steering Committee



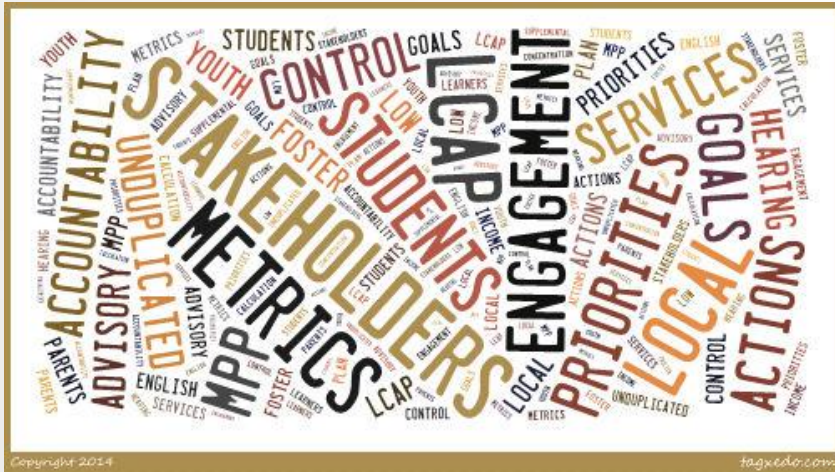
BASC
Business and Administration
Steering Committee

Focus for Today's Work

- State Board of Education LCAP Revisions as of November 14, 2014
 - Template Conversion Guidelines
 - Annual Updates **Overview Only**
 - Regulations
- On-going Stakeholder Engagement
- Ties to Other Plans

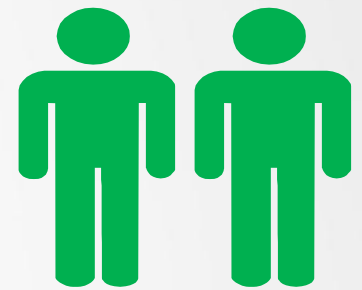


Lessons Learned From First LCAP



With your district team or table group, reflect on your LCAP activities to date. List one idea in each category, then pick one thing to share with the larger group:

- One significant thing we accomplished
- One important thing we learned
- One thing we will repeat or change this year



LOCAL CONTROL AND ACCOUNTABILITY PLANS

REVISED TEMPLATE



Screenshot of Revised Introduction

Introduction:

LEA: _____ Contact (Name, Title, Email, Phone Number): _____ LCAP Year: _____

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. 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. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

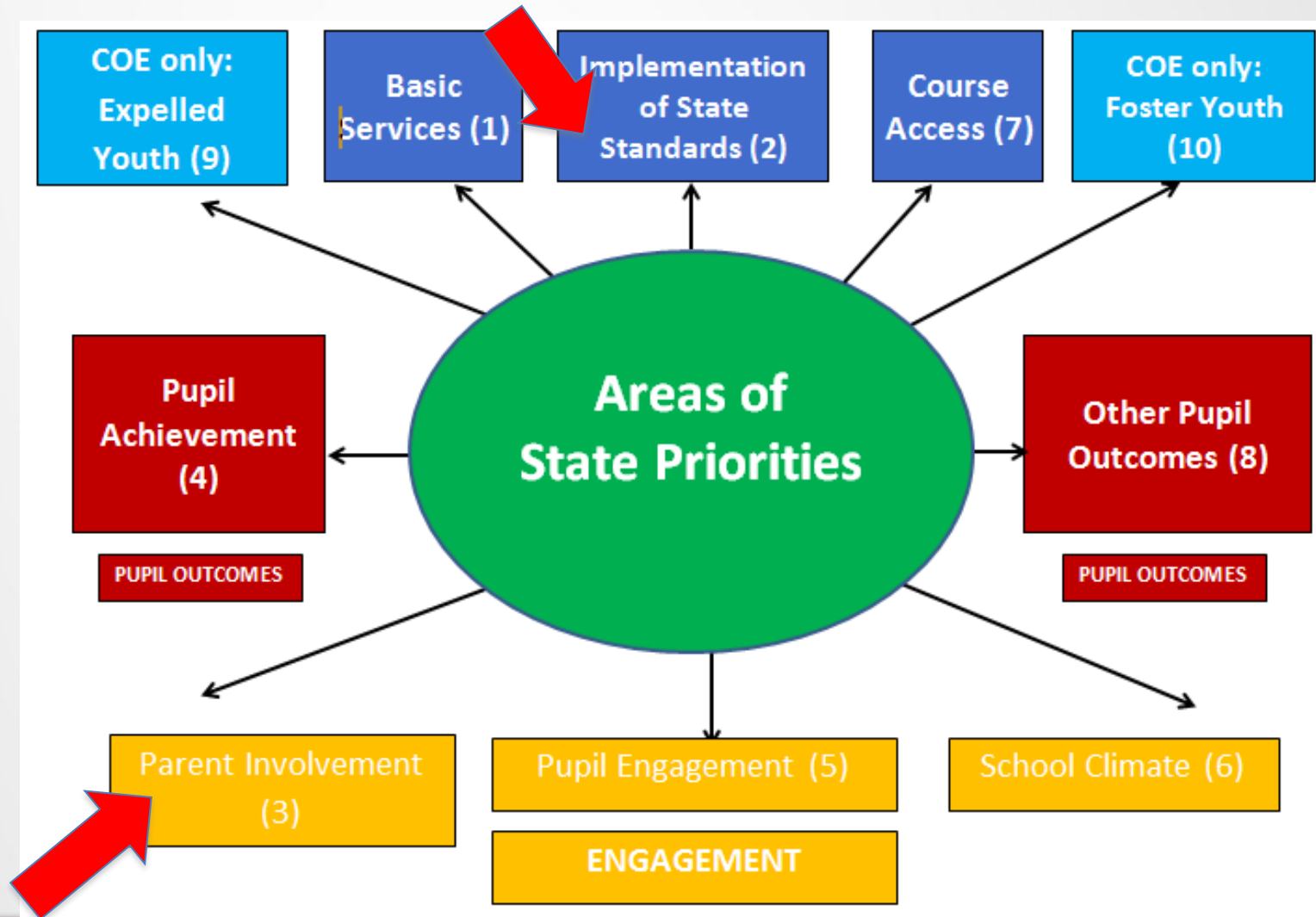


Additions to the Introduction

- Language changes in the Introduction include:
 - The LCAP and Annual Update Template must be completed by all LEAs each year
 - 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. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions and expenditures related to the state and local priorities.
 - However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the LCAP.



Clarifications to State Priorities



Screenshot of Clarifications to State Priorities

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)



Clarifications of State Priorities

- Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority2)
- Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation for programs for unduplicated pupils and special need subgroups. (Priority 3)



Revised LCAP



SECTION 1: STAKEHOLDER ENGAGEMENT

SECTION 2: GOALS, ACTIONS, EXPENDITURES,
AND PROGRESS INDICATORS

ANNUAL UPDATE

SECTION 3: USE OF SUPPLEMENTAL AND
CONCENTRATION GRANT FUNDS AND
PROPORTIONALITY



Revised Section 1: Stakeholder Engagement Description

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 56029 specify the minimum requirements for charter schools. In addition, Education Code section 58985 specified the requirements for translation of documents.

- Education Code 52060 (g) A governing board of a school district shall consult with teachers, principals, administrators, and other school personnel, local bargaining units of the school district, parents, and pupils developing a local control and accountability plan.
- Education Code 52066 (g) has the same requirements for county offices of education



Revised Section 1: Stakeholder Engagement Instructions

Section 1: Stakeholder Engagement

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

- Previously, the verb was “engage” and now it is “consult” which matches Education Code 52060.
- Added to the instructions are all the people who are to be consulted, including “school personnel” and “local bargaining units as applicable,” also in Education Code 52060.
- The remaining changes are related to capturing in the revised Section 2 what was previously in Sections 2 and 3A and 3B.



Definition of “Consult”

The determination of curriculum content, the selection of instructional materials, and the use of instructional technology are subject to the duty to "**consult**" under Government Code Section 3543.2(a).

"Consultation" (also known as "meet and confer") involves **the free exchange of information, opinions, informal proposals, and recommendations according to orderly procedures in a conscientious effort to incorporate such recommendations into the resulting policy or plan.**

The Fiscal Report (2013)
School Services of California, Inc.



Obligation to “Negotiate”

While LEAs have an obligation to "**consult**," they do **not** have an obligation to "meet and negotiate" implementation decisions.

"Establishing educational policies, goals and objectives," "determining curriculum," and "establishing budgetary priorities and allocations" are all **fundamental management prerogatives** not within the mandatory scope of bargaining...

The Fiscal Report (2013)
School Services of California, Inc.



Obligation to “Negotiate”

(continued)

However, **if such decisions would have a foreseeable impact on negotiable "terms and conditions of employment"** for bargaining unit members, **a school district or COE is required to negotiate the "effects" or "impacts" of these decisions** on negotiable subjects, including for example, hours of employment and compensation for professional development.

The Fiscal Report (2013)
School Services of California, Inc.



Revised Section 1: Guiding Questions on Stakeholder Engagement

1. How have applicable stakeholders (e.g., including parents and pupils of unduplicated pupils and unduplicated pupils identified in Education Code 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners and others as appropriate) been engaged in developing, reviewing, and support implementation of the LCAP?
2. How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?



Revised Section 1: Guiding Questions on Stakeholder Engagement (continued)

3. What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was this information made available?
4. What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5. What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?



Revised Section 1: Guiding Questions on Stakeholder Engagement (continued)

6. What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7. How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Revised Section 1: LCAP Template

Involvement Process	Impact on LCAP
Annual Update:	Annual Update:



Classification of Students for LCFF

English Learners (EL)

- Based on Home Language Survey and California English Language Development Test (CELDT)
- No time limit for funding
- Reclassified students (Fluent English Proficient) will no longer generate additional funding

Low Income (LI)

- Qualify based on free and reduced price meals eligibility.

Foster Youth (FY)

- Foster youth are students who have been placed into an institution, group home, or private home of a state-certified caregiver or under the placement and care of the county welfare department, county probation department or tribal organization.
- All foster youth qualify as Low Income students.

Subgroups are considered numerically significant if there are 30 or more students with the exception of Foster Youth where 15 students are considered numerically significant.

Racial/Ethnic Subgroups

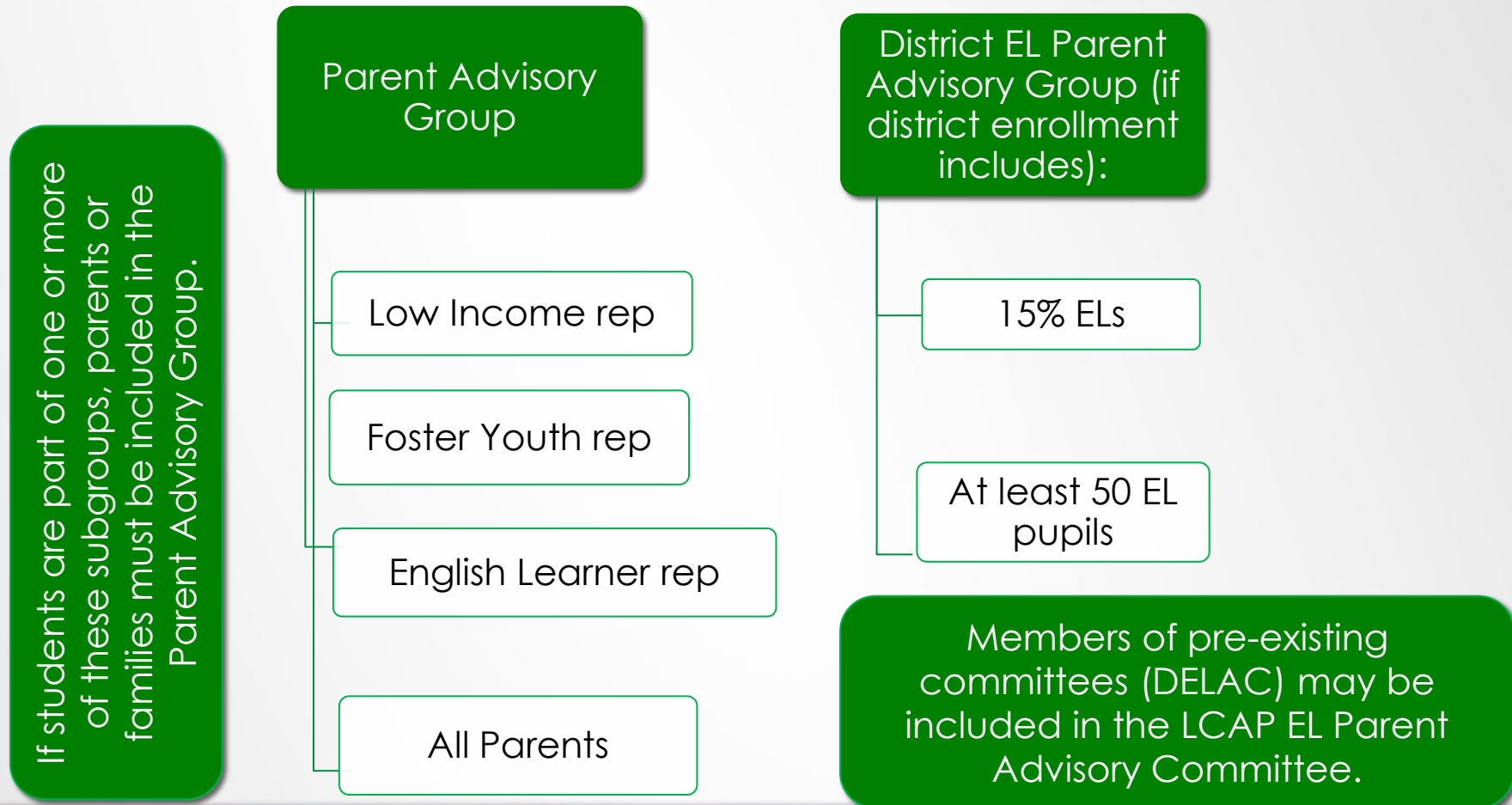
- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or more races

Other Subgroups

- English Learners
- Low Income
- Students with Disabilities
- Foster Youth



Required Representation from Parent Groups



Team Discussion

- What is your process this year for continuing to work with stakeholder groups to monitor goal implementation and student outcomes?
- How do you intend to consult with all groups?

5 minutes



Revised LCAP

SECTION 1: STAKEHOLDER ENGAGEMENT



SECTION 2: GOALS, ACTIONS, EXPENDITURES,
AND PROGRESS INDICATORS

ANNUAL UPDATE

SECTION 3: USE OF SUPPLEMENTAL AND
CONCENTRATION GRANT FUNDS AND
PROPORTIONALITY



Revised Section 2: Description

(continued)

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions: All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of the school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter Schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.



Revised Section 2: Description

(continued)

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school-site level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil 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

Revised Section 2: Description

(continued)

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Describe the Goal: When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level.

The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).



Section 2: Revised Template

GOAL:			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: <u>xxxx-xx</u>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		



Section 2: Revised Template

GOAL:	Section 2, Column 2		Related State and/or Local Priorities:	
			1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify __	
Identified Need :	Section 2, Column 1		Section 2, Column 9	
Goal Applies to:	Schools:	Section 2, Column 4		
	Applicable Pupil Subgroups:	Section 2, Column 3		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Section 2, Column 7			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Section 3A and 3B, Column 3	Section 3A, Column 4	ALL In Section 2, 3A and 3B, Columns 3 Section 3A and 3B, Column 6, Year 1 __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)		
		__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)		
		__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)		



Section 2: Identifying Goals

GOAL:	Related State and/or Local Priorities:	
	1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :		
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:		
Actions/Services	Sc	Se

GOAL:

Include goals for all pupils and specific goals for school sites and specific subgroups including pupils with disabilities, both at LEA level and where applicable at the school site level. The LEA may identify which subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not specific to a subgroup or school site.



Section 2: Related State and/or Local Priorities

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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Related State and/or Local Priorities:
1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__
COE only: 9__ 10__
Local: Specify _____

Goal 1: XXXX-XX

Pupils to be served within identified scope of service	Budgeted Expenditures
ALL R: Low Income pupils __English Learners Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)_____	
ALL R: Low Income pupils __English Learners Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)_____	
ALL R: Low Income pupils __English Learners Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)_____	



Section 2: Identified Need

GOAL:		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__	
Identified Need:			
Tools:			
Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			
Actions/Services	S	es	
		__ Other Subgroups:(Specify) _____ __ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ <u>Redesignated</u> fluent English proficient __ Other Subgroups:(Specify) _____	
		__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ <u>Redesignated</u> fluent English proficient __ Other Subgroups:(Specify) _____	

Identified Need:

Describe the need(s) identified by the LEA that this goal addresses, including a description of supporting data used to identify the need(s).



Section 2: Goal Applies to- Schools

GOAL:		Related State and/or Local Priorities: 1 2 3 4 5 6 7 8							
Identified Need :									
Goal Applies to:	Schools:								
	Applicable Pupil Subgroups:								
Expected Annual Measurable Outcomes:									
Actions/Services									
		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____							
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____							

Goal Applies to- Schools:

Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5)



Section 2: Goal Applies to- Applicable Pupil Subgroups

GOAL:	Related State and/or Local Priorities:		
Identified Need :			
Goal Applies to:	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			
Actions/Services	S		
		<input type="checkbox"/> Other Subgroups:(Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Goal Applies to- Applicable Pupil Subgroups:

Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.



Section 2: Expected Annual Measurable Outcomes

GOAL:		Related State and/or Local Priorities:	
Identified Need :			
Goal Applies to:		Schools:	
		Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:			
Programs/Services			

Expected Annual Measurable Outcomes:

For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and school site level.



Section 2: Expected Annual Measurable Outcomes (continued)

GOAL:		Related State and/or Local Priorities:
Identified Need :		
Goal Applies to:	Schools:	
	Applicable Pupil Subgro	
Expected Annual Measurable Outcomes:		
Actions/Services		

Expected Annual Measurable Outcomes:

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the LCAP and Annual Update Template Appendix, sections (a) through (d).



Section 2: Actions/Services

GOAL:			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__
Identified Need :			
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcome:			
	Actions/Services	S	S
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Actions and Services:

For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.



Section 2: Scope of Service

GOAL:		Related State and/or Local Priorities:	
Identified Need :			
Goal Applies to:		Schools:	
		Applicable Pupil Subgroups:	
LCAP Year 1: XXX			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be Served	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgroups	

Scope of Service

Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g. all high schools or grades K-5). If supplemental and concentrations funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, school wide, countywide, or charter wide.



Section 2: Pupils to be Served Within Identified Scope of Service

Pupils to be served within identified scope of service

For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL." For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service.

Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Ed. Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Ed. Code section 52052.

Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
P Year 1: <u>XXXX-XX</u>	
Pupils to be served within identified scope of service	Budgeted Expenditures
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Section 2: Budgeted Expenditures

GOAL	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identifi		
Goal A		
Expec Me Ou		
	be served within identified scope of service	Budgeted Expenditures
	pupils __English Learners n __Redesignated fluent English proficient roups:(Specify) _____	
	pupils __English Learners n __Redesignated fluent English proficient roups:(Specify) _____	
	Low Income pupils __English Learners Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify) _____	

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.



Guiding Questions from LCAP Template

1. What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2. What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3. What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4. What are the LEA's goal(s) to address locally-identified priorities?
5. How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site-level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school-level data analysis, etc.)?



Guiding Questions from LCAP Template (continued)

6. What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7. What are the specific ~~predicted~~ measurable outcomes/~~metrics/noticeable changes~~ associated with each of the goals annually and over the term of the LCAP?
8. What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?



Guiding Questions from LCAP Template (continued)

9. What information was considered/reviewed for individual school sites?
10. What information was considered/reviewed for subgroups identified in Education Code section 52052?
- ~~11. In the annual update, what changes/progress have been realized, and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?~~



Guiding Questions from LCAP Template (continued)

11. What actions/services will be provided to all students, to subgroups of pupils identified pursuant to Ed. Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP.
12. How do these actions/services link to identified goals and expected measurable outcomes?
13. What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?



Team Discussion

- Discuss where the district is with each goal's actions. What has been started, what needs to be started, what needs to be modified or changed?
- For which priority areas have you been collecting data? Where do you still need to work on data collection and what are your plans to do so?

15 minutes




Revised LCAP

SECTION 1: STAKEHOLDER ENGAGEMENT

SECTION 2: GOALS, ACTIONS, EXPENDITURES,
AND PROGRESS INDICATORS

ANNUAL UPDATE



SECTION 3: USE OF SUPPLEMENTAL AND
CONCENTRATION GRANT FUNDS AND
PROPORTIONALITY



Section 3: Use of Supplemental and Concentration Grant Funds and Proportionality. 3A

- In the box below 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Total amount of Supplemental and Concentration funds calculated	\$
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LCAP Instructions, Section 3A

- Describe how the LEA is expending these funds in the LCAP year. Include a description of and justification for, the use of any funds in a districtwide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496.
- For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils. In addition to describing how the use of these funds are the most effective use of the funds, LEAs must also provide **the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.** (See 5 CCR 15496(b) for guidance).



Section 3: Use of Supplemental and Concentration Grant Funds and Proportionality, 3B

- In the box below identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

%



LCAP Template for Section 3B

- Consistent with the requirements of 5 CCR 15496, 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 in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7).
- An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.



LCAP Annual Update

Appendix Definitions

- a) Chronic absenteeism rate
- b) Middle School dropout rate
- c) High School dropout rate
- d) High school graduation rate
- e) Suspension rate
- f) Expulsion rate



Charter School LCAPs

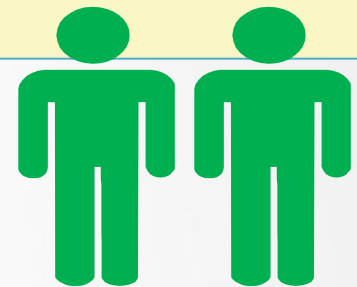
Reminders

- ✓ All charter schools complete an LCAP, using the SBE template.
- ✓ Charter schools must adopt an LCAP by July 1, 2014 and annually thereafter.
- ✓ Charter schools submit for review the LCAP to the chartering authority and the county superintendent of schools by July 1 of each year pursuant to *EC* Section 47604.33. <http://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp#CS>



Discussion

- How is your district using supplemental and concentration funds?
- What have you noticed about the planned increased or improved services? Have you developed any new services, ideas or resources to share?



LOCAL CONTROL AND ACCOUNTABILITY PLANS

TIMELINE FOR 2014-2015



Recommended Timeline for 2014-15

July – October 2014

Identify and consult stakeholders

Conduct needs assessments

Review available data for Annual Report

Develop timeline for data collection and reporting

Report demographic information via CALPADS

Review alignment of district plans with LCAP

November 2014 - January 2015

Consult stakeholders

Continue updating progress on Annual Report

Review LCAP goals, actions and services for needed adjustments

Review final, SBE-approved LCAP & Annual Report Template

Review proposed state budget (2015-16) and local implications

February - March 2015

Consult stakeholders

Review draft LCAP Evaluation Rubric when available

Continue modification of LCAP and updating progress on Annual Report

Present draft LCAP to stakeholders, including PACs

April - June 2015

Consult stakeholders

Review May revision of proposed State budget (2015-16) and local implications

Invite public comment on draft LCAP

Present draft LCAP to PACs

Respond to comments in writing

Finalize Annual Report

Hold LCAP and budget public hearing

Receive local board approval

Submit to COE

Receive LCAPs from charter schools



LOCAL CONTROL AND ACCOUNTABILITY PLANS

QUESTIONS AND FINAL COMMENTS



Thank you!

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