

Santa Clara County  Office of Education

LCAP Technical Assistance
Presentation

State & Federal Programs

Recommended Timeline for 2015-16

July – October 2015

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 2015 - January 2016

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 2016

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 2016

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



Guiding Questions from LCAP Template Annual Update

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?



LCAP - Guiding Principles

- **Performance – focused** – relationship among plans, funding use, outcomes for students
- **Simplicity and transparency**
- **Student-focused** – local identification of needs, provide equitable opportunities
- **State priorities** – define metrics but rely on local determination of measurement
- **Stakeholder engagement**-parents, students, educators, broader community

Section 1 and Annual Update Implications

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



Section 1 and Annual Update Implications

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.



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?



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?



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?



Section 1: LCAP Template

Involvement Process	Impact on LCAP
Identify stakeholder meetings –	Attribute actions and services to input from stakeholders
Annual Update:	Annual Update:



Section 1: LCAP Template

Involvement Process	Impact on LCAP
<p>At _____ there were a series of opportunities for parents to give input on our school goals and priorities for the coming years. Throughout the school year, students, parents, staff, and community members have had opportunities to provide the site with feedback via surveys, conversations, and poster gallery walks that present participants with essential questions about how to improve our school's academic program, our school climate and our facilities and programs.</p> <p>DELAC Meetings September 4, 2015 (23 Parents, 5 staff, 2 administrators) October 6, 2015 (22 Parents, 6 staff, 2 administrators)</p>	<p>FROM DELAC MTGS:</p> <p>Increase advanced class offerings (see Goal 1) Zero period program to support World Language and Arts (see Goal 1) Home visits from the school (see Goal 3) More multicultural awareness and community events (see Goal 3) PBIS training for parents (see Goal 4)</p>
<p>Annual Update: DELAC Meetings September 4, 2015 – Reviewed EOY Data and status of implementation of LCAP services</p>	<p>Annual Update: EOY Attendance data met goals, DELAC parents recommended continuance and possible expansion of attendance liaison personnel</p>



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

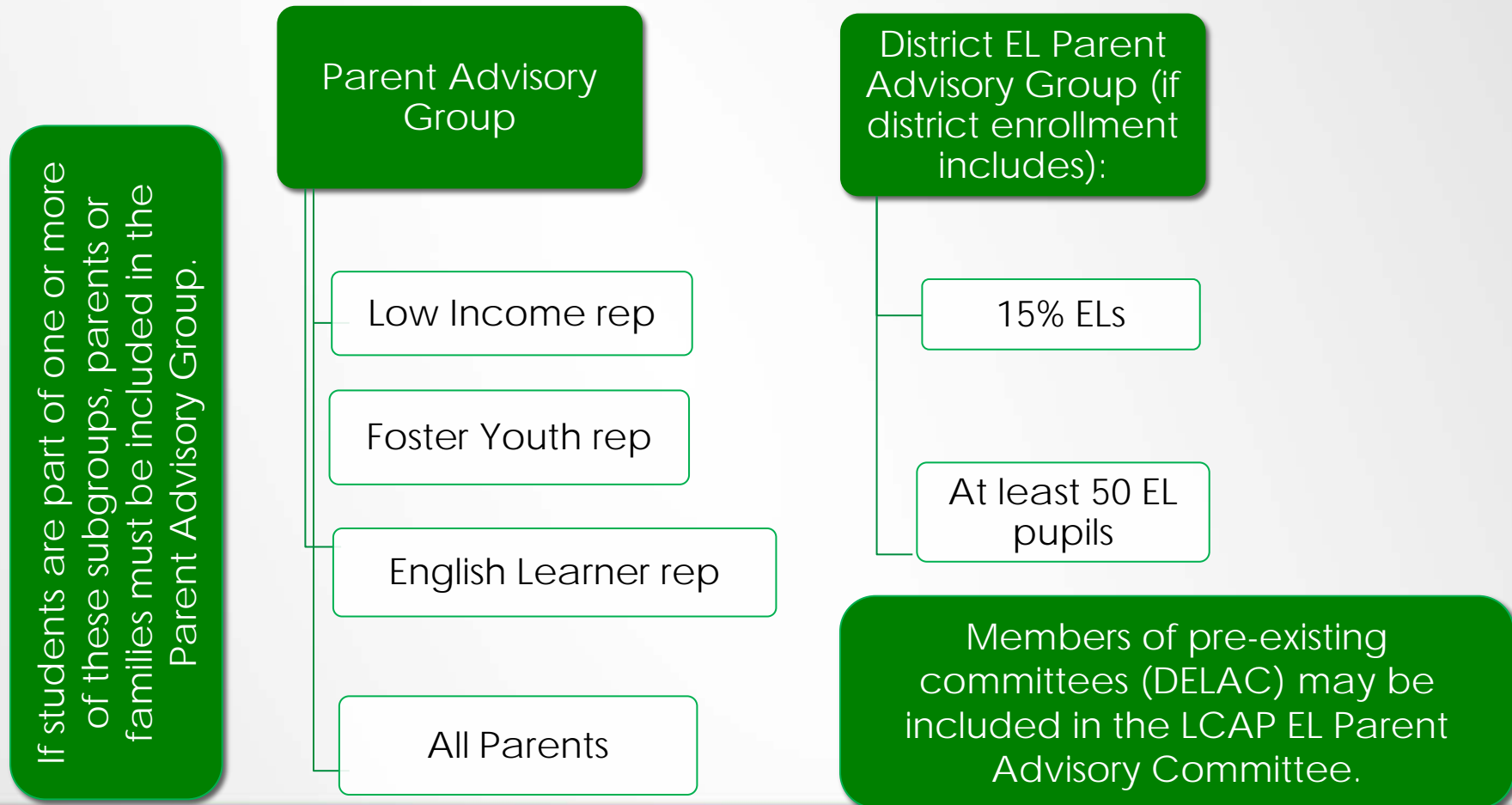
- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or more races

Other Subgroups

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



Required Representation from Parent Groups



SPSA Sample Form A

LEA GOAL: All Students in the Pine Tree School District will be educated in a safe and healthy learning environment

SCHOOL GOAL: (Goals should be prioritized, measurable, and focused on identified student learning needs.) By May 31, 2013, the percentage of students that report feeling “safe” or “very safe” on the PTSD Stakeholder Survey at Pine Tree Middle School will increase from 40% to 60%.

What data did you use to form this goal? <ul style="list-style-type: none">▪ California School Climate Survey▪ California Healthy Kids Survey▪ PTSD Stakeholder Survey of students, staff, parents, and community▪ Comments and testimonials of PTMS students and staff	What were the findings from the analysis of this data? <ul style="list-style-type: none">▪ In 2012 PTSD Stakeholder Survey, 60% of PTMS students said they felt “unsafe” or “very unsafe” at school▪ Similar patterns were noted in the most recent CHKS and CSCS	How will the school evaluate the progress of this goal? <ul style="list-style-type: none">▪ This school goal will be evaluated on an annual basis as part of the SPSA evaluation process
---	---	---

STRATEGIES: 1) PTMS will use an inquiry-based approach to identify major student safety issues, review current practices, and identify potential strategies or interventions to increase student safety.



SPSA Sample Form

State Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Local Control Funding Purpose: To provide LEAs and schools		<input type="checkbox"/>
<input type="checkbox"/>	LCFF – S Purpose: To provide up to 20 percent of the adjusted grant for targeted students	\$	<input type="checkbox"/>
<input type="checkbox"/>	LCFF – on Grant Purpose: To provide an additional concentration LCFF base grant for targeted students exceeding an LEA's enrollment	\$	<input type="checkbox"/>



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



Annual Update - LCAP Section 2

Original GOAL from prior year LCAP:	Section 2, Column 2		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only 9__ 10__ Local: Section 2, Column 9	
Goal Applies to:	Schools: Section 2, Column 4	Applicable Pupil Subgroups: Section 2, Column 3		
Expected Annual Measurable Outcomes:	Section 2, Column 6		Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	
			Estimated Actual Annual Expenditures	
Scope of service:	Section 3A and 3B, Column 4		Scope of service:	
ALL	Section 3A and 3B, Column 4		ALL	
OR:	Section 3A and 3B, Column 6		OR:	
Low Income pupils	Section 3B, Column 3	Low Income pupils	English Learners	
Foster Youth		Foster Youth	Redesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)		
Scope of service:	Section 3A and 3B, Column 4		Scope of service:	
ALL	Section 3A and 3B, Column 4		ALL	
OR:	Section 3A and 3B, Column 6		OR:	
Low Income pupils	Section 3B, Column 3	Low Income pupils	English Learners	
Foster Youth		Foster Youth	Redesignated fluent English proficient	
Other Subgroups:(Specify)		Other Subgroups:(Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				



Annual Update – LCAP Section 2

Original GOAL from prior year LCAP:	Section 2, Column 2		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE entry: 9__ 10__ Local: Section 2, Column 9	
Goal Applies to:	Schools: Section 2, Column 4	Section 2, Column 3		
Expected Annual Measurable Outcomes:	Section 2, Column 6		Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	
			Estimated Actual Annual Expenditures	
Section 3B, Column 6				
Scope of service:	Section 3A, Column 4		Scope of service:	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re <input type="checkbox"/> ent <input type="checkbox"/> Other Subgroups:(Specify) _____		Section 3B, Column 6	<input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other Subgro	
Scope of service:	Section 3A, Column 4		Scope of service:	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re <input type="checkbox"/> ent <input type="checkbox"/> Other Subgroups:(Specify) _____		Section 3B, Column 6	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated <input type="checkbox"/> fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

What actually happened in 2014-15?
What changes will be made as a result of reviewing past progress?



Annual Update

Original GOAL from prior year LCAP:			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: _____	Applicable Pupil Subgroups: _____	
Expected Annual <u>Measurable</u> Outcomes:		Actual Annual <u>Measurable</u> Outcomes:	
LCAP Year: <u>xxxx-xx</u>			
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services
			Estimated Actual Annual Expenditures
Scope of service: __ ALL			
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____			
Scope of service: __ ALL			
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Important for business and program staff to work together for *Estimated Actual Annual Expenditure* column.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.



Annual Update

Annual Update Instructions: For each goal in the prior LCAP year, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.



Annual Update

Estimated Actual Annual Expenditures

- Timing – The annual update is completed in conjunction with next year's LCAP
 - ✓ Start gathering data on actions and services that are being provided to share with stakeholders by January
 - ✓ Review audit requirements



Annual Audit Manual

The LCAP will be reviewed during the annual audit.

2014/15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting					
<p>X. LOCAL CONTROL AND ACCOUNTABILITY PLAN</p> <ol style="list-style-type: none"> Obtain a copy of the LEA's approved local control and accountability plan or annual update to the local control and accountability plan for the audit year. Select a sample of actions or services the LEA described in Sections 3A and 3B of the plan that the LEA identifies as having actual expenditures. Select a sample of actual expenditures for actions or services identified pursuant to (2) and examine supporting documentation to determine whether the expenditures were made consistent to the actions or services. If the expenditures selected pursuant to (3) were not made consistent to the identified actions or services, so state in a finding. For county offices of education and school districts only, verify the LEA: <ol style="list-style-type: none"> Presented the local control and accountability plan or approved annual update to the parent advisory committee in accordance with Education Code Section 52062(a)(1) or 52068(a)(1), as appropriate. If applicable, presented the local control and accountability plan or approved annual update to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan or approved annual update in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate. Held at least one public hearing in accordance with Education Code Section 52062(b)(1) or 52068(b)(1), as appropriate. Adopted the local control and accountability plan or approved annual update in a public meeting in accordance with Education Code Section 52062(b)(2) or 52068(b)(2), as appropriate. If the county office or school district was not in compliance with any of the requirements listed in (5), so state in a finding. 	<table border="1"> <thead> <tr> <th>Worksheet Reference</th> <th>Auditor Initials</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Worksheet Reference	Auditor Initials		
Worksheet Reference	Auditor Initials				



Guiding Questions from LCAP Template Annual Update

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?



Guiding Questions from LCAP Template Annual Update

- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?



Team Discussion

1. Discuss your district's plans to collect data and report progress in preparation for the Annual Update.

5 minutes



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



LCAP Section: 2 Goals and Services

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction: ADD A BRIEF EXECUTIVE SUMMARY/DISTRICT DESCRIPTION

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.

GOAL 1:	All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers in 21st Century Classrooms.		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> 8</p> <p>COE only: 9 _ 10 _ 0</p> <p>Local : Specify <u>Strategic Plan Goals 1, 2, 5</u></p>						
Identified Need :	<p>Need: Students need access to highly qualified teachers, high quality materials and facilities, and daily instruction in the Common Core standards and NGSS standards.</p> <p>Metrics: MAKE SURE METRICS include the required metrics for the STATE PRIORITIES the goal addresses Williams validation, HR records, BTSA records, Rate of teacher mis-assignments, PD sign-in sheets, Curriculum maps, curriculum pacing maps, lesson plans, report cards, instructional materials inventories, iReady and BAS assessments, and teacher and classroom observations, SARC</p>								
Goal Applies to:	<table border="1"> <tr> <td data-bbox="430 889 705 939">Schools:</td> <td data-bbox="705 889 1839 939">LEA Wide</td> </tr> <tr> <td data-bbox="430 939 705 989">Applicable Pupil</td> <td data-bbox="705 939 1839 989">ALL</td> </tr> <tr> <td data-bbox="430 989 705 1036">Subgroups:</td> <td data-bbox="705 989 1839 1036"></td> </tr> </table>			Schools:	LEA Wide	Applicable Pupil	ALL	Subgroups:	
Schools:	LEA Wide								
Applicable Pupil	ALL								
Subgroups:									

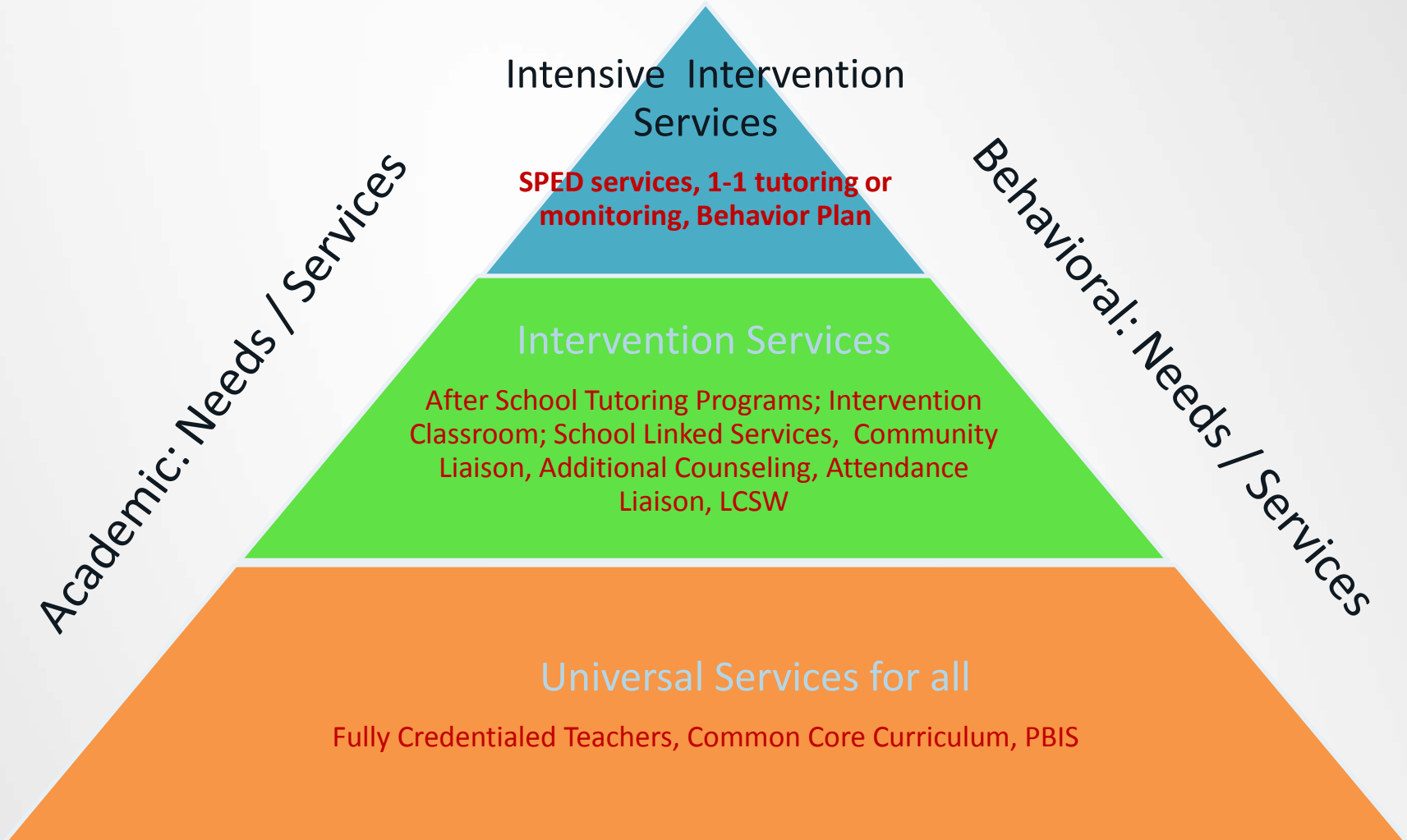


LCAP Year 1: 2015-16

By June 2016, all students will receive instruction from teachers who are appropriately assigned, using Common Core curriculum materials, in adequate, well-maintained facilities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 All teachers are appropriately assigned and fully credentialed in their subject areas. Certificated Personnel Salary + Benefits</p> <p>1.2 All new teachers will participate in BTSA. Administer the Clear Multiple Subject, Single Subject, and Ed. Specialist Induction Programs: Support Provider training, Participating Teacher PD and 1:1 mentoring related to Pedagogy, Equity, Teaching ELs, and Teaching Special Populations. Recommendation of Participating Teachers for Clear Credentials upon successful completion of the program</p> <p>1.3 All teachers assigned to ELA and Math will participate in Common Core ELA, Math and ELD professional development. Stipends for teachers +</p>	LEA-wide	<p><u>X</u> All OR:----- _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Cost of Personnel, \$80,000 avg per teacher – (141 FTE [teachers]) \$11.28 Million – 0000 Unrestricted LCFF BASE Salary (1000) + Benefits (3000)</p> <p>1.2 Cost to administer BTSA new teacher induction program: Per teacher charge: \$4,400 x 37 FTE (teachers) \$4,400 x 37 = \$162,800 0000: Unrestricted LCFF Base</p> <p>1.3 Cost for trainers, per diem rates, stipends for PD, per teacher 0000: Unrestricted Base \$2,000</p>

LCAP supporting students: Multi Tiered System of Support - MTSS



LCAP Supporting Students – Go beyond the Data

Example: State Priority #5 – Student Engagement – required metric is attendance

Disaggregate data by grade span, by subgroup, by site

What does the data say? What does your stakeholder information say?

Using a Multi-tiered System of Support for the whole child and family: What actions and services might be needed?

A kindergarten attendance dip at a site – is it consistent over time?

1. Could be an indication for Parent education?
2. Health care access?
3. Safe welcoming classroom environment?



LCAP Supporting Students – Go beyond the Data

Example: State Priority #5 – Student Engagement – required metric is attendance

What does the data say? What does your stakeholder information say?

Using a Multi-tiered System of Support for the whole child and family: What actions and services might be needed?

- A specific school site shows a dip in attendance
 1. Is there a need for Parent Education?
 2. Are parents aware of absences? An attendance liaison to insure communication with parents?
 3. Is there a bullying issue as some students report they are afraid?
 4. Clean, welcoming, healthy facilities and classrooms?
 5. Academic avoidance? What supports are in place?
 6. Is the playground, cafeteria, safe and welcoming?

SCHOOLWIDE USAGE

LCFF Schoolwide usage of funds follows federal guidelines:

Title I schools with percentages of students from low-income families of at least 40 percent may use Title I funds, along with other Federal, State, and local funds, to operate a "schoolwide program" to upgrade the instructional program for the whole school.

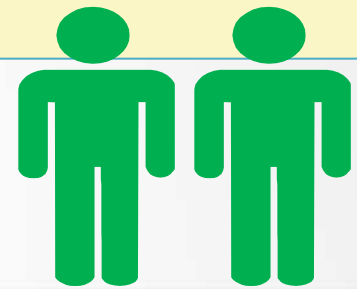
Targeted Schools

- For Schools that don't qualify for Schoolwide allocation LCFF also allows flexibility

Targeted assistance schools design, in consultation with parents, staff, and district staff, an instructional program to meet the needs of those students. Both schoolwide and targeted assistance programs must use instructional strategies based on scientifically based research and implement parental involvement activities.

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?



Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. 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).

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, schoolwide, countywide, or charterwide 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 schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide 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 the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

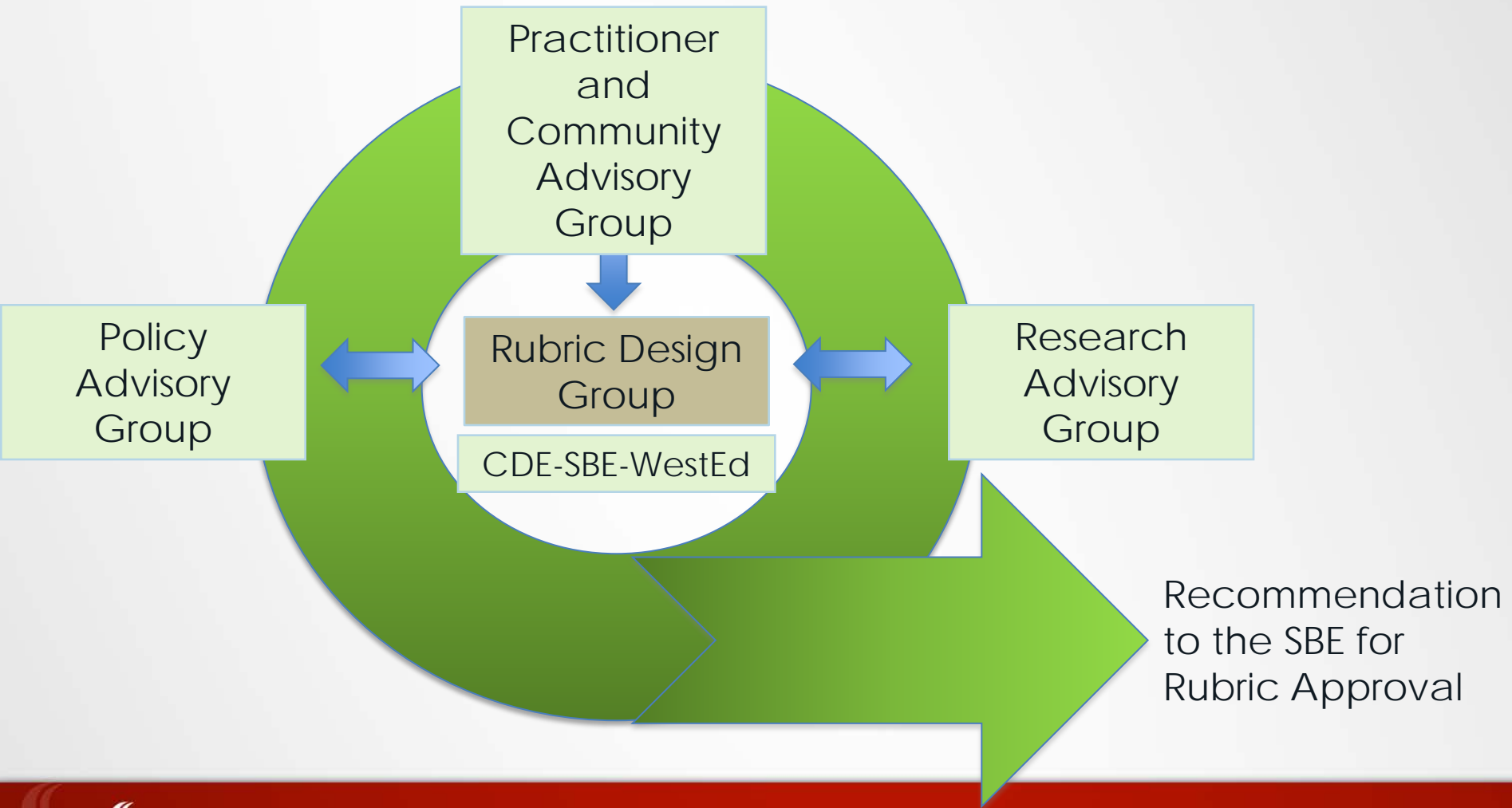
Total amount of Supplemental and Concentration grant funds calculated:	<u>\$948,697</u>
Highlight the Intervention Services to support the identified needs of students If using funds districtwide or schoolwide – justify why this is the most effective use of funds to address needs	

B. 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).

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.

8.65	%
------	---

Rubric Development Process



LCFF Rubrics –

- Align to the LCFF design principles: student focused, equity, transparency, and performance
- Serve as a resource that LEAs find useful to guide reflections and provide helpful ideas to support students
- Support of a continuous improvement process focused on student level outcomes
- Facilitate reflection that supports local ownership of planning and implementation of actions that support student level outcomes

LCFF Rubrics –

- NOT grade or judge, but provide ways to identify strengths, areas for improvements, and strategies to improve
- Include other resources and tools that in combination support high-quality planning and implementation
- Extend to all strategic planning and implementation efforts – Rubrics are not limited to LCAPS

LOCAL CONTROL AND ACCOUNTABILITY PLANS

QUESTIONS AND FINAL COMMENTS



Local Control and Accountability Plans Thank You Update

Contact Information

Michael Bachicha

michael_bachicha@sccoe.org

408-453-6899