LCAP Template Redesign

California Collaborative for Educational Excellence – Advisory Group
December 4, 2019

California DEPARTMENT OF EDUCATION

TONY THURMOND
State Superintendent of Public Instruction

Project Timeline

- Draft Prototype to State Board of Education (SBE) at its September 2019 meeting

- LCAP Redesign Survey to SBE in an October Information Memorandum

- Draft Template/Instructions Feedback Survey to SBE in an December Information Memorandum

- Present LCAP Template for adoption by the SBE at its January 2020 meeting

  – Continued stakeholder feedback throughout process

Stakeholder Engagement Process

- **April 2019**
  - Stakeholder Input Session – Sacramento
  - State and Federal Program Directors Meeting
- **May 2019**
  - LCAP Ad Hoc Committee Meeting
  - State and Federal Program Directors Meeting
- **June 2019**
  - Stakeholder Input Session - Sacramento
  - Stakeholder Input Session - Ventura
  - Stakeholder Input Session – Virtual (Tuesdays@2 Webinar)
  - California Practitioners Advisory Group (CPAG)
  - LCAP Ad Hoc Committee Meeting
  - LCFF Stakeholder Meeting

  - State and Federal Program Directors Meeting
- **July 2019**
- State and Federal Program Directors Meeting
- **August 2019**

  - California Practitioners Advisory Group (CPAG)
  - LCFF Stakeholder Meeting
  - State and Federal Program Directors Meeting
- **September/October 2019**
  - LCAP Redesign Survey

Changes by Issue

"Accessibility" of Language

- The LCAP Template shall, to the greatest extent practicable, use language that is understandable and accessible to parents (similar to expectations in the Budget Overview for Parents).

- Instructions may be more technical in nature to ensure LEAs can complete the template properly.

Prioritizing LCFF Priorities/Goals

- To approach the planning process differently, the instructions must specify that LEAs should prioritize the state priorities within the planning process and consider its performance on the Dashboard in determining how to prioritize the specific actions and expenditures.

- LEAs must continue to track progress of metrics in all LCFF priorities

LCAP Expenditure Summary Table

- Statute requires the LCAP template to consolidate the expenditures in one or more summary tables.
  - Broken out by:
    - Fund source
    - Personnel and Non-Personnel expenditures
- Expenditure tables should substantially reduce the length of most LCAPs

Increase or Improve Services Summary

- Consolidating the expenditures in the expenditure table for actions that contribute to increased or improved services for unduplicated students into one place will improve transparency.

- Clearly specifying which actions are being provided LEA-wide, targeted to specific unduplicated student groups, or provided at individual school sites will allow LEAs and stakeholders to quickly see how increased or improved services are being provided

English Learner Programs in the LCAP

- The instructions must specify that LEAs must include actions/services related to its EL programs in the LCAP if the LEA has a numerically significant group of English Learners
  - Must report progress on EL metrics.

Web Posting

- School districts and county offices of education must post the adopted LCAP on their webpages.
- New statutory language clarifies that districts and COEs must prominently display the link to the LCAP on its homepage.

Highlights of Proposed Changes

Instructions Approach Introduction

Under LCFF, the LCAP development process is intended to serve three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP is intended to support comprehensive strategic planning….

- **Meaningful Stakeholder Engagement:** The adopted LCAP should reflect decisions reached through meaningful engagement with local stakeholders through the development process.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes…

Instructions Approach – Format

Purpose:

When done well this section…

Requirements and Instructions:

Statute specifies the stakeholder groups that school districts and county offices of education must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and pupils. Before adopting the LCAP…

Prompts and Instructions – Plan Summary

Prompt – Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Instructions– Reflections: Successes

Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 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

Stakeholder Engagement*

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

[Insert response here]

A summary of the feedback provided by stakeholder groups.

[Insert response here]

A description of the parts or features [aspects] within the LCAP that were influenced by stakeholder input.

[Insert response here]

*DRAFT

Stakeholder Engagement – Instructions

- **Prompt 1**: Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

- **Prompt 2**: Describe and summarize the stakeholder feedback provided by stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

- **Prompt 3**: This prompt is intended to provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt #2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects of the LCAP" can include, but are not necessarily limited to…

Stakeholder Engagement – Prompt 3 Instructions (continued)

- Inclusion of a goal or decision to pursue the Focus Goal option
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Goals and Actions

Goal

Goal #	Description
[Goal #]	[A description of what the LEA wants to accomplish, by when, and how it will know it is a success.]

An explanation of why the LEA has developed this goal.

[Respond here]

*DRAFT

Goals and Actions – Instructions

Focus Goal

– A Focus Goal must be specific, measurable, and time-bound. Indicate the metric(s) by which achievement of the goal will be measured. Indicate the time frame according to which the LEA expects to achieve the goal.

Maintenance of Progress Goal

– Use this section to address all state priorities and applicable metrics not addressed through Focus Goal(s). The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain current actions and monitor progress while focusing implementation efforts on the actions covered by the focus goals.

– **Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the Focus Goal(s) above.

- **Broad Goal**

– **Description**: A Goal Statement identifies what the LEA plans to achieve through the actions included in the goal. A Goal Statement will be clearly aligned with the expected measurable outcomes included for the goal. The Goal Statement organizes the actions and expected outcomes in a cohesive and consistent manner. A Goal Statement is specific enough to be measurable in either quantitative or qualitative terms.

Measuring and Reporting Results*

Measuring and Reporting Results

Metric	Baseline	Actual Outcome for 2020-21	Actual Outcome for 2021-22	Actual Outcome for 2022-23	Desired Outcome for 2022-23
[Respond here]	[Respond here]	[Insert actual outcome here]	[Insert actual outcome here]	[Insert actual outcome here]	[Respond here]

*DRAFT

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the summary tables in the Excel spreadsheet]	[A description of what the action or service is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	Y/N
[Action #]	[A short title for the action]	[A description of what the action or service is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	Y/N

*DRAFT

Goal Analysis

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond to the Analysis Prompts here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond to the Analysis Prompts here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond to the Analysis Prompts here]

A description of any changes that made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond to the Analysis Prompts here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Excel Table.

Expenditure Tables (1)*

Data Entry

Goal	Action	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Instructional coaches (28 FTE)	yes	LEA-wide	All	all schools	ongoing	100%	$ 3,088,959	$ -	$ 2,157,951	$ -	$ -	$ 931,008	$ 3,088,959
1	2	English learner support and leaderhsip	yes	LEA-wide	English learners	all schools	ongoing	100%	$ 693,285	$ -	$ 693,285	$ -	$ -	$ -	$ 693,285
1	3	Instructional and socio-emotional support	yes	LEA-wide	All	all schools	ongoing	80%	$ 400,000	$ 100,000	$ 500,000	$ -	$ -	$ -	$ 500,000
1	4	Curriculum content specialist (ELA, math, sci	no	n/a	n/a	n/a	ongoing	100%	$ 637,247	$ -	$ 137,247	$ 350,000	$ -	$ 150,000	$ 637,247
2	1	Beginning teachers support and assessment	no	n/a	n/a	n/a	ongoing	75%	$ 206,250	$ 68,750	$ 275,000	$ -	$ -	$ -	$ 275,000
2	2	Professional development (classified)	yes	Schoolwide	All	All Middle Schools	ongoing	80%	$ 21,594	$ 5,398	$ 26,992	$ -	$ -	$ -	$ 26,992
3	1	Child welfare attendance and safety (staffing	yes	LEA-wide	All	all schools	ongoing	100%	$ 577,017	$ -	$ 577,017	$ -	$ -	$ -	$ 577,017
3	2	Child welfare attendance and safety (service	yes	LEA-wide	All	all schools	ongoing	100%	$ 161,010	$ -	$ 161,010	$ -	$ -	$ -	$ 161,010
3	3	Foster youth liaison and support staff	yes	Targeted	Foster Youth	all schools	ongoing	100%	$ 70,987	$ -	$ 70,987	$ -	$ -	$ -	$ 70,987

Actions and Services | Total Expenditure Table | Contributing Expenditure Table | Annual Update Table | **Data Entry Table** | ⊕

*DRAFT

Expenditure Tables (2)*

Total Expenditure Table

Goal	Action	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Contributing
1	1	Instructional coaches (28 FTE)	$ 2,157,951	$ -	$ -	$ 931,008	yes
1	2	English learner support and leadership	$ 693,285	$ -	$ -	$ -	yes
1	3	Instructional and socio-emotional support	$ 500,000	$ -	$ -	$ -	yes
1	4	Curriculum content specialist (ELA, math, science)	$ 137,247	$ 350,000	$ -	$ 150,000	no
2	1	Beginning teachers support and assessment	$ 275,000	$ -	$ -	$ -	no
2	2	Professional development (classified)	$ 26,992	$ -	$ -	$ -	yes
3	1	Child welfare attendance and safety (staffing	$ 577,017	$ -	$ -	$ -	yes
3	2	Child welfare attendance and safety (service	$ 161,010	$ -	$ -	$ -	yes
3	3	Foster youth liaison and support staff	$ 70,987	$ -	$ -	$ -	yes

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds
	$ 4,599,489	$ 350,000	$ -	$ 1,081,008

Totals:	Total Personnel
Totals:	$ 5,856,349

*DRAFT

Expenditure Tables (3)*
Contributing Expenditure Table

Goal	Action	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Instructional coaches (28 FTE)	yes	LEA-wide	All	all schools	$ 2,157,95	$ 3,088,959
1	2	English learner support and leadership	yes	LEA-wide	English learners	all schools	$ 693,285	$ 693,285
1	3	Instructional and socio-emotional support	yes	LEA-wide	All	all schools	$ 500,000	$ 500,000
2	2	Professional development (classified)	yes	Schoolwide	All	All Middle Schools	$ 26,992	$ 26,992
3	1	Child welfare attendance and safety (staffing	yes	LEA-wide	All	all schools	$ 577,017	$ 577,017
3	2	Child welfare attendance and safety (service	yes	LEA-wide	All	all schools	$ 161,010	$ 161,010
3	3	Foster youth liaison and support staff	yes	Targeted	Foster Youth	all schools	$ 70,987	$ 70,987
						Totals:	$ 4,187,242	$ 5,118,250

*DRAFT

Expenditure Tables (4)*

Annual Update Table

Last Year's Goal	Last Year's Action	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	Instructional coaches (28 FTE)	yes	$ 3,088,959	$ 2,978,522
1	2	English learner support and leadership	yes	$ 693,285	$ 715,000
1	3	Instructional and socio-emotional support	yes	$ 500,000	$ 498,000
1	4	Curriculum content specialist (ELA, math, science)	no	$ 637,247	$ 638,000
2	1	Beginning teachers support and assessment	no	$ 275,000	$ 275,000
2	2	Professional development (classified)	yes	$ 26,992	$ 26,992
3	1	Child welfare attendance and safety (staffing	yes	$ 577,017	$ 577,017
3	2	Child welfare attendance and safety (service	yes	$ 161,010	$ 161,010
3	3	Foster youth liaison and support staff	yes	$ 70,987	$ 70,987
			Totals:	$ 6,030,497	$ 5,940,528

*DRAFT

Questions?

Please contact
Local Agency Systems Support Office
LCFF@cde.ca.gov
916-319-0809