

LCAP/LCFF/Accountability

Updates for Districts:

April, 2019



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Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

[Addendum:](#) General instructions & regulatory requirements
[Appendix A:](#) Priorities 5 and 6 Rate Calculations
[Appendix B:](#) Guiding Questions: Use as prompts
[LCFF Evaluation Rubrics:](#) Essential data for LCAP. Please analyze the LEA's full data. Rubrics are also provided within the template.

LEA Name

Contact Name and Title

Happy Unified District

Robert Keeshan

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Updated for 2018-2019 LCAP

The Happy Unified School District serves a dynamic and diverse student body. The district provides an innovative, rigorous and diverse set of educational programs including elementary schools, one K-8 school, two middle schools, two continuation high schools, an independent study program, an early college program, and a charter school. The district serves a diverse student body which includes 15% Hispanic/Latino students, 5% multi-racial students, 5% Asian, 3% Indian or Alaskan Native, and 1% Filipino. Of these students, 16% are English Learners with the majority having Spanish as their native language. 100% of students qualify for free or reduced lunch. As a way to better serve our student body, the district board of trustees adopted an Equity Imperative Statement that recognizes the district's commitment to serve all of our students equitably and determine that student outcomes are not easily predicted by a student's race, ethnicity, language proficiency or other factors that historically define student achievement. The district recognizes the importance of this process as a way to strategically address the obstacles that make it difficult for certain groups to be successful.

As a way to identify and define what equity means to NUSD, the District Advisory Committee comprised of teachers, administrators, parents, students and community members refined an Equity Imperative Declaration which calls out the importance of equity. An excerpt from this document describes "A universal goal is what we want to be for every student in the district. Our universal goal in NUSD is that every student will demonstrate mastery of grade level content as well as academic and social skills (Graduate Profile) and will meet the UC/CSU entrance requirements upon graduation. They are prepared for and successful in college and career." This declaration will serve as the star for all of the work the district will do towards ensuring all students regardless of racial, ethnic

Plan for Equity

Accountability

Continuous Improvement



Red

LOWEST PERFORMANCE



Orange



Yellow



Green

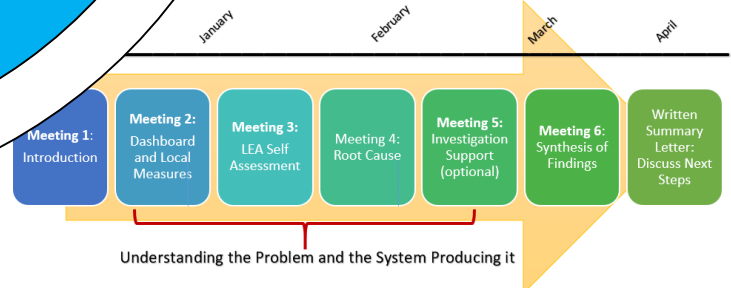


Blue

HIGHEST PERFORMANCE



Differentiated Assistance
Initial Support





Dashboard

Updates

Dashboard: Updates

- Incorporation of CAA in the Academic Indicator (ELA and Math)
- Incorporation of 5 year Graduation Rate
- **Local Indicator Self-Reflection Tool**
 - Revision to Priority 3 – Parental Involvement and Family Engagement
- **Application of the 3 x 5 color Grid for the College and Career Indicator**
 - Proposal that with the 2019 Dashboard, the 3 x 5 methodology be applied to the CCI – smaller schools
- **Inclusion of the status of the English Learner Progress Indicator (ELPI) in the Dashboard**



Dashboard: Local Indicators

- Local Priority: 1, 2, 3, 6, and 7
- Reported in the Dashboard: Met/Not Met/Not Met 2+ years
- Report to Governing Board – as an agenda item

Spring

Complete work for
local indicators and
LCAP



Summer

Submit LCAP



Fall

Report
performance on
Dashboard

Dashboard: Revised Indicator - 3

- Underscore the importance of Family Engagement
- Requirement for LEA to address Priority 3 in the LCAP
- Effective 2019 Dashboard
 - Identify the diverse stakeholders that need to participate in the self-reflection process to ensure all groups of families, staff and students in the LEA are represented.
 - Engage stakeholders in determining what data and information will be considered to complete the self reflection tool.
 - Rate performance/ability and narrative



Dashboard:
Revised Indicator – 3

Rate progress:

Section 1

Building Relationships

- Developing the capacity of staff to build trusting and respectful relationships with families
- Creating welcoming environments for all families in the community
- Supporting staff to learn about each family's strengths, cultures, language, goals for their children
- Developing multiple opportunities for the LEAs/sites to engage in 2-way communication using language that is understandable and accessible.

Section 2

Building Partnerships for Student Outcomes

- Provide professional learning/support to educators to improve capacity to partner with families
- Provide families with information/resource to support student learning/development in the home.
- Implement policies/programs for educators to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.
- Support families to understand their legal rights and advocate for their own students/ all students.

Section 3

Seeking Input for Decision Making

- Build capacity of and supporting educators to engage families in advisory groups and with decision making.
- Provide families with the opportunities to provide input on policies/programs and implement strategies to reach and seek input from any underrepresented groups.
- Provide opportunities to have families, educators work together to plan, design, implement and devaluate family engagement activities at school and district level.

LCAP/LCFF

- * Timeline
- * Template
- * Planning for 2020-2022



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19-20 Timeline

March - April

- Annual Update
 - Actions
 - Budget
- Review with MCOE through April 26

April 17 – May 10

- Goals, Actions & Services
- Review with MCOE through May 10

July 1

- LCAPs Due
- Hard copies of LCAPs (and budgets submitted to MCOE)



19-20 Timeline (Cont'd)



July - August

- LCAP Reviews
- Full team

August 15

- Clarifying Questions
- MCOE sends clarifying questions to districts (as applicable)
- District response due by August 30

September 15

- Final Approval of LCAP



LCAP, cont'd

Reminders:

- Stakeholder engagement – every year
- Transparency - key
- COE role
- **2020-2021**
 - Opportunity
 - Plan creation
 - Single School districts
 - Professional Development

Local Accountability

The Uniform Complaint Process

2019-20 LCAP Review and Approval process & criteria

Uniform Complaint Process and the LCAP

UCP Complaints and Appeals have resulted in CDE decisions that clarify two key areas of LCFF/LCAP implementation:

- **Stakeholder Engagement**
 - Open Meetings
 - Composition of PACs and ELPACs
 - Communicating and receiving comments from stakeholders
- **Demonstration of Increases/Improvements in Services for EL/LI/FY students as Compared to Services for All Students**
 - Districtwide or Schoolwide Services
 - Inadequate justifications/descriptions of how identified services are “principally directed towards” and “effective in” meeting LCAP goals for LI, EL and/or FY students
 - Under student concentration thresholds, inadequate descriptions of how services are the “most effective use” of the funds to meet the LCAP goals for LI, EL and/or FY students





LCAP - Template

Changes and Updates

Template: LCFF Budget Overview



Transparency

To the greatest extent practicable:

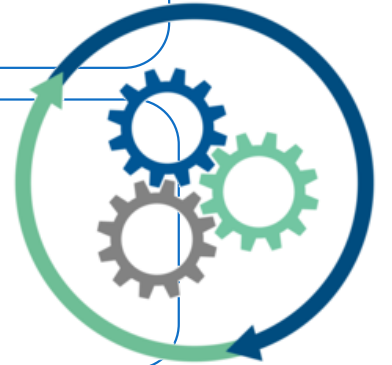
Use language that is **understandable and accessible** to parents and displays information **visually/graphically**

Process Requirements:

Must be developed and approved along with the LCAP
Included in the review and approval of the LCAP

Reporting Requirements:

Must be posted on website



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Template: Budget Summary

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

Increased or Improved services

[Add text here]

Budget Summary

+ Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ [Add amount here]
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ [Add amount here]

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

[Add text here]

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



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Template: LCFF Budget Overview Narrative (Required)



Projected General Fund Revenue for the 2019-20 LCAP Year	Amount
LCFF Base grant	
LCFF supplemental & concentration grants	
All other state funds	
All local funds	
All federal funds	

Total Budgeted Expenditures for the 2019-20 LCAP Year	Amount
Total Budgeted General Fund Expenditures	
Total Budgeted Expenditures in LCAP	
Total Budgeted Expenditures for High Needs Students in LCAP	

Expenditures for High Needs Students in the 2018-19 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	
Estimated Actual Expenditures for High Needs Students in LCAP	

Funds for High Needs Students	Amount
2019-20 Difference in Projected Funds and Budgeted Expenditures	0
2018-19 Difference in Budgeted and Actual Expenditures	0

Template: CSI

Comprehensive Support and Improvement

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

Schools Identified

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

[Add text here]

Support for Identified Schools

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

Describe/summarize what the district has done to support the school in plan development; needs assessment outcome – include in the School Plan. Describe the evidence-based interventions in use and how resource inequities were identified. All should be in the School Plan.

Monitoring and Evaluating Effectiveness

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

Describe the method/process/plan used by the LEA and School to collect, organize and examine the data necessary to evaluate the implementation and effectiveness of the CSI plan. Make it clear that the LEA plans to collect the data it determines to be sufficient (Dashboard, local, etc...).



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Template: Differentiated Assistance

✓ Strategies/Actions from 18-19
Differentiated Assistance (DA)
Process to be included in the
LCAP

✓ DA Funds to be included in
the LCAP

- ✓ Goal?
- ✓ Action?



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Federal Addendum

ESSA – Title I, II, III and IV

LCAP

LCAP Federal
Addendum

ESSA LEA
Plan

Federal
Addendum

ConApp



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LCAP Federal Addendum – Timeline

<https://www.cde.ca.gov/re/lc/addendumguidance.asp>

April – June, 2019

- April 15 –online submission window opens
- LEA submits prompt responses per Title.
- Each Title has their own guidance and review process

June 30, 2019

- Federal Addendum Due
- Electronic submission:
- <https://www2.cde.ca.gov/lcapfas>

Week of July 15

- CDE Review and Approval Begins

CSI & ATSI

School Block Grant

CSI & ATSI – School Block Grant

Comprehensive Support & Improvement (CSI)

Lowest Performing Title I Schools

Your school's [Dashboard](#) performance meets one of the following:

- All **RED** indicators
- All **RED** but one indicator of another color
- All **RED** and **ORANGE** indicators
- 5+ indicators where the majority are **RED**



Graduation Rate

Your school has a GRADUATION RATE **below 67%** - averaged across two years.



Comprehensive Support and Improvement Timeline

Spring, 2019

- March 18 – Grant Begins
 - Money can be expensed back to this date
- CDE Allocations are Distributed

Spring/Fall 2019

- CSI Allocations Addressed in LCAPs and SPSAs

June 30, 2020

- All CSI Allocations Must be expensed



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Template: CSI

Comprehensive Support and Improvement

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

[Add text here]

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

Describe/summarize what the district has done to support the school in plan development; needs assessment outcome – include in the School Plan. Describe the evidence-based interventions in use and how resource inequities were identified. All should be in the School Plan.

Monitoring and Evaluating Effectiveness

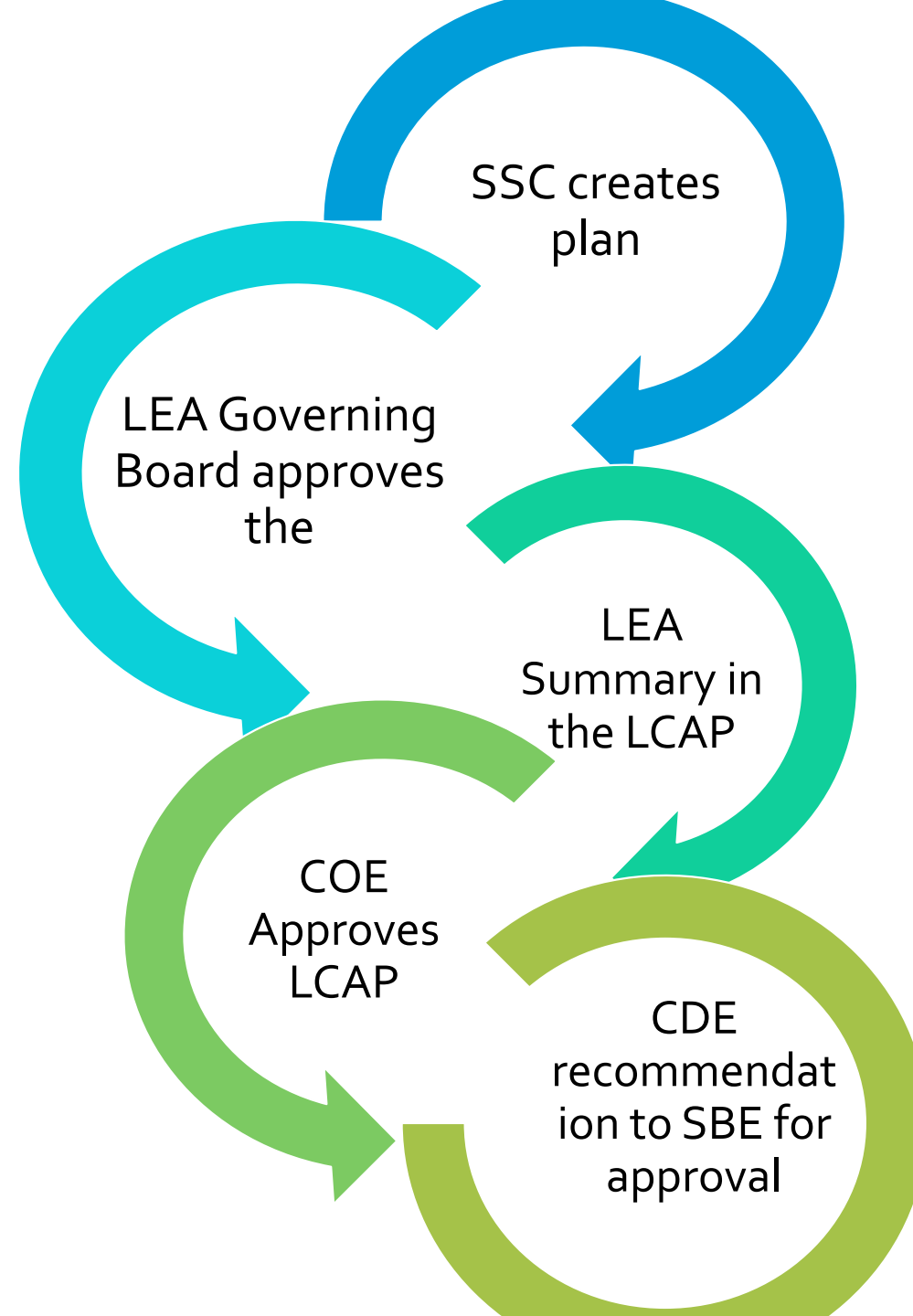
Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Describe the method/process/plan used by the LEA and School to collect, organize and examine the data necessary to evaluate the implementation and effectiveness of the CSI plan. Make it clear that the LEA plans to collect the data it determines to be sufficient (Dashboard, local, etc...).



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CSI: Approval Process



CSI: Reporting



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LCAP

SPSA

Comprehensive Support and Improvement

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

Schools Identified

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

[Add text here]

Support for Identified Schools

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

[Add text here]

Monitoring and Evaluating Effectiveness

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

[Add text here]

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

[Describe the purpose of the plan here]

2019-20 LCAP Review & Approval

As our collective understanding of the LCAP, **its intent and implementation become better understood**, we modify our approach and the tools we are using:

- The LCAP template has undergone a change **every year** since implementation with each rendition an attempt to make the LCAP **more transparent and accessible, especially to the public**
- The measures to be used in determining whether LCFF supplemental and concentration grant funds have been appropriately used have been clarified
- Our review and approval process has **adapted each year to accommodate these changes** and to **allow our districts to learn how to manage** this new method of school funding and accountability

2019-20 LCAP: Criteria for LCAP approval

Education Code **requires** the County Superintendent to review and approve the LCAP and annual update for each district after determining the LCAP

1. **Adheres to the template** adopted by the State Board of Education
2. The **budget includes expenditures sufficient** to implement the specific actions and strategies included in the LCAP
3. The LCAP **adheres to the spending requirements** for *English Learners, Low Income and Foster youth students*

2019-20 LCAP: Adherence to the template

Adherence to the template encompasses reviewing the following sections for accuracy and completeness:

- ***Stakeholder engagement***: Adequate documentation of engaging with the required groups providing the required information for their review and input and the subsequent impact on the development of the LCAP.
- ***Annual Update***: Conforms to the district's 2018-19 board approved LCAP and provides
 - meaningful descriptions of the actions performed/services provided
 - thoughtful analysis of the success of the actions chosen in meeting the specified goal
 - a description of any modifications the district will be making to the 2019-20 LCAP as a result of this analysis

2019-20 LCAP: Adherence to the template

- Goals – unless the District has changed a goal, we are not anticipating districts to make major changes to their goals, however, **please review**:
 - the state and local priorities being addressed **by each goal**
 - The estimated measurable outcomes and **whether metrics should be improved** to align with the priorities being addressed and/or to better understand the efficacy of the associated actions and services.
- Actions/Services – **should clearly indicate** if ***contributing OR not contributing*** to the district's demonstration of increased or improved services
- **If contributing**, clearly identify if the service is provided on a **school** or **LEA-wide** basis or is limited to the students generating LCFF supplemental and concentration grant revenues

The Budget and its relationship to the LCAP

Our review of the adopted budget and whether it includes sufficient expenditures to implement the LCAP will continue to include the following elements:

- All **sources must be clearly identified** using **CSAM definitions**: LCFF, Federal, Other State or Other Local
- **Multi-funded actions must identify** the amount of each revenue source being used
- Actions identified as contributing to the LCFF spending requirements **must include LCFF as a funding source**
- The budget reference – **where the amount can be found in the budget** - should use either major object and or functional classifications from the CSAM as appropriate
- We will select a sample of budgeted expenditures from the annual update and the budget and will request supporting documentation from the District.

LCFF Spending Requirements

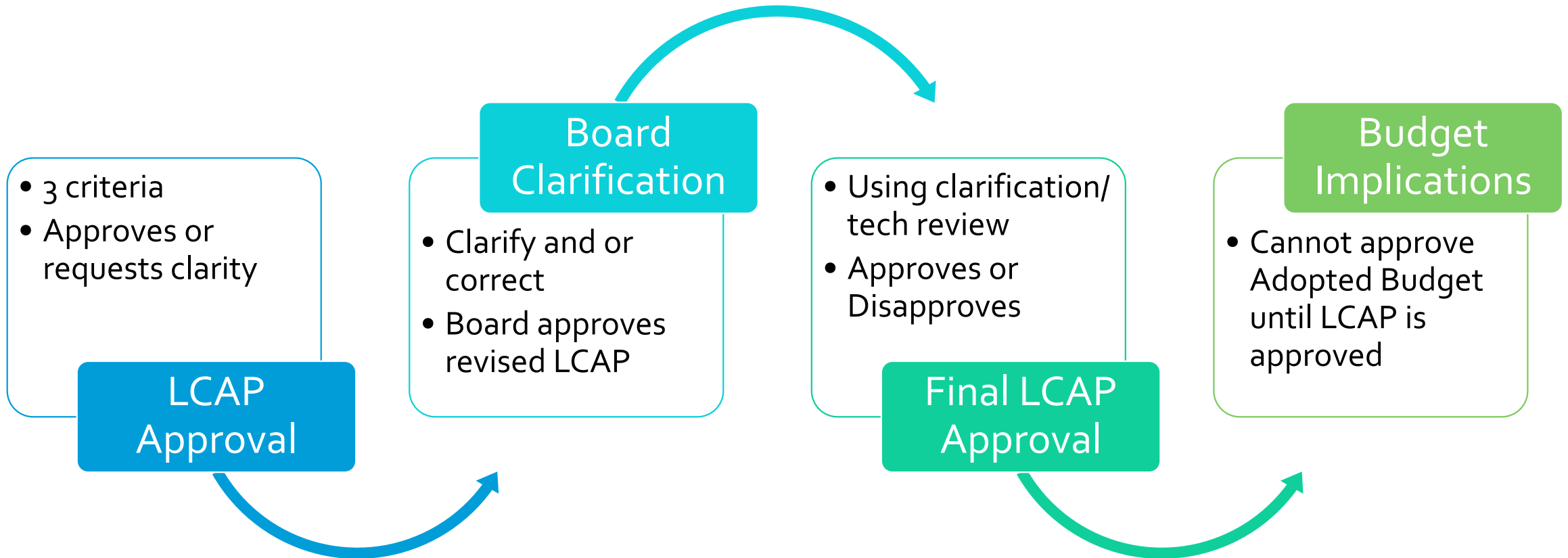
In reviewing **whether the LCAP adheres to the spending requirements** for English learners, low income and foster youth students our process includes:

- Identifying if there is a **clear separation between those actions/services** provided on a limited or targeted basis and those provided on a 'wide' basis
- **Tying the described services back to the LCAP goals actions and services** section to ensure the descriptions are congruent
- For '**wide**' services, determining whether they are being provided in a school that has less than a 40% concentration of English learners, low income, foster and homeless youth or in a district with less than 55% concentration
- If **pupil concentrations exceed these thresholds**, review the description to ensure the District has described how the action is ***principally directed*** and ***effective*** in meeting the district's goals for the target pupils

LCFF Spending Requirements

- If pupil concentrations are below the thresholds:
 - we will review the description to ensure the District has described how the action is ***principally directed*** and ***effective*** in meeting the district's goals for the target pupils **and** how the services are the ***most effective use of the funds***, citing **research, academic theory, or experience**.
- In describing 'principally directed' the reader should be able to understand **what need the target pupils exhibited** that inspired this action, that can, by the way, also benefit other pupils.
- In describing '*the most effective use of the funds*' the reader should understand how that conclusion was arrived at

LCAP Approval Process



LCAP: Approval Timeline

July 1

- District submits LCAP no later than

August 1

- LCAP review team will advise if LCAP needs amendment

August 15

- Board Clarification Letters issued

August 30

- Revised board approved LCAP must be submitted to allow review without conditionally approving the budget on September 15th

September
15

- Budget Approval or Conditional Approval Letters issued

October 8

- Last day to approve the LCAP without having to disapprove the adopted budget

LCAP: Support and Technical Assistance

The Marin County Office of Education LCAP Review team is comprised of

- Laura Trahan, LCAP Lead
- Keith Ricci
- Carolina Rodriguez
- Beth Kradepohl
- Jordan Brown
- under the oversight of Kate Lane, Assistant Superintendent

LCAP Support and Technical Assistance

The LCAP team is ready to support you in the way that best suits your district:

- Host and provide LCAP related trainings
- Provide one-on-one assistance
- Review your LCAP and provide feedback
- Meet with your team to discuss any issues that will prevent approval of your LCAP
- We have amended our timeline to provide you with more timely feedback

Questions?

Resources

Parent/Family Engagement:

Partners in Education: A Dual Capacity Building Framework for School Partnerships:

<https://www2.ed.gov/documents/family-community/partners-education.pdf>

CDE – Family Engagement Toolkit: Continuous Improvement through an Equity Lens -

<https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>

LCAP Federal Addendum:

CDE – ESSA Federal Addendum: <https://www.cde.ca.gov/re/lc/addendumguidance.asp#addressedCARS>

Local Control and Accountability Plan

CDE LCAP/LCFF: <https://www.cde.ca.gov/re/lc/index.asp>

Planning for the LCAP and School Plan

<https://www.cde.ca.gov/re/lc/planninglcapschoolplan.asp>

LCFF Budget Overview for Parents: <https://www.cde.ca.gov/re/lc/documents/budgetoverviewinstruct.pdf>

LCFF FAQs: <https://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp#LCAP>

LCAP: Professional Development 2019-2020

- 2019-2020
 - LCAP 101
 - LCAP – 2020: Seasons of your Plan
 - Dig into the Dashboard – Accountability – LCAP Relevancy
 - Site Administrators
 - School Board
 - Parents/Family
 - Stakeholder Engagement
 - Continuous Improvement Series – Site/District