Local Control Accountability Plan Committee

Cambrian School District
December 2, 2016

Overview

- State Board of Education LCAP
  - Guidelines
  - Annual Updates
  - Regulations

- On-going Stakeholder Engagement

- Development Process

- Next Steps

Lessons Learned

With your team or table group, reflect on your LCAP/SPSA activities to date. List one idea in each goal, 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
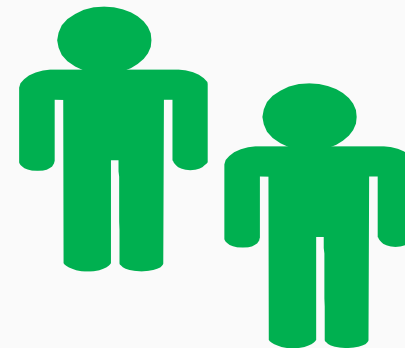
LCAP Stakeholder Input Process

LCAP Introduction

- The LCAP and Annual Update must be completed by all LEAs each year, including charter schools

- 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.

- Narrative response and goals and actions should demonstrate each guiding question was considered during the development of the LCAP.
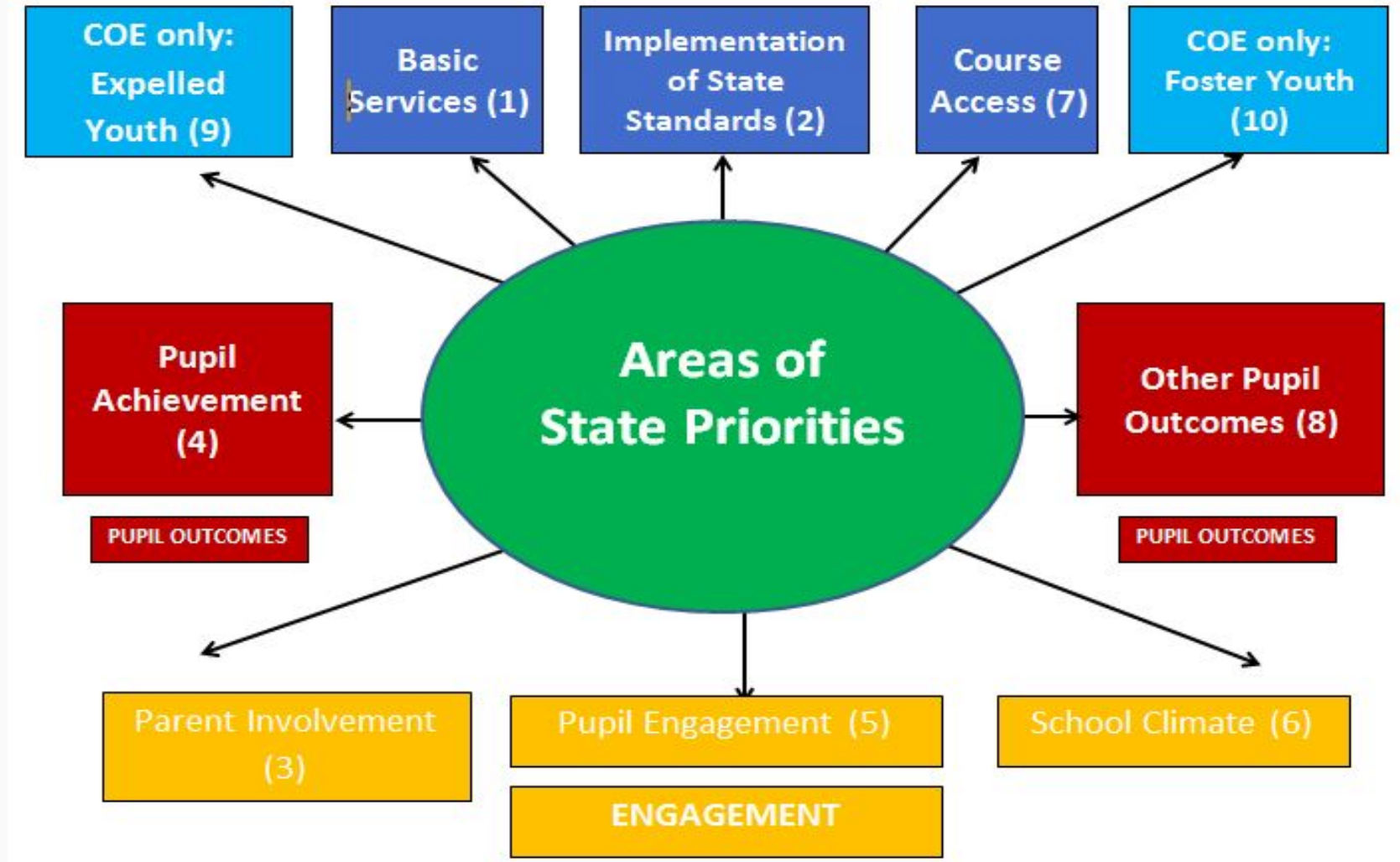
Local Control Accountability Plan

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 1: Stakeholder Engagement

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.

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.

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.

Guiding Questions on Stakeholder Engagement

- How have applicable stakeholders (e.g., including parents and pupils of unduplicated pupils and unduplicated pupils; 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?

- How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

- 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?

Guiding Questions on Stakeholder Engagement

- 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?
- 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?
- What specific actions were taken to consult with pupils to meet the requirements?
- 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?

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/Homeless 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
- Homeless Youth

Required Representation from Parent Groups

If students are part of one or more of these subgroups, parents or families must be included in the Parent Advisory Group.

Parent Advisory Group

- Low Income rep
- Foster Youth rep
- English Learner rep
- All Parents

District EL Parent Advisory Group (if district enrollment includes):

- 15% ELs
- At least 50 EL pupils

Members of pre-existing committees (DELAC) may be included in the LCAP EL Parent Advisory Committee.

Stakeholder's Engagement at Site Level

- Site PBIS Team Meetings
- Site Leadership Team Meetings
- Staff Meetings
- School Site Council Meetings
- English Learners Advisory Committee Meetings
- Principal Coffees
- Home & School Club Meetings
- School Surveys

Stakeholder's Engagement at District Level 2015-16

- Community Conversation on Learning (Fall of 2015)
- Community Advisory Committee on Portrait of a Cambrian Graduate (3 meetings)
- District Advisory & Intervention Team (3 meetings)
- District English Learner Advisory Committee (3 meetings)
- LCAP Community Engagement in March 2016 (2 meetings)
- District Leadership Committees (24 meetings)
- LCAP Community Input Survey March - April 2016
- LCAP Student Survey April 2016
- LCAP Website with additional information on LCAP

*Approximately 50 meetings were held during this process between the sites an

Stakeholder's Impact Major Key Areas of Great Need

- Every student has access to standards-aligned instructional materials
- Use of technology in all curriculum areas for both teachers and students
- Differentiated Instruction for ALL students, including target subgroups
- Closing the achievement gap and high expectations for all
- Focuses on preparing teachers to implement rigorous curriculum for all students
- Strives to engage parents in the school community through education, ongoing communication, and involvement
- Plan and implement comprehensive program focus on social emotional and social competence

Stakeholder's Impact Major Key Areas to Maintain

- Increase student achievement in all subject areas
- Focus on implementing the state academic standards for all students
- Utilize assessment data to improve rigorous instruction
- Supporting English Learners towards English proficiency and increase reclassification rate
- Encourages regular attendance
- Expand Positive Behavior Intervention and Support
- Provide Tier 2 & 3 programs and services to support students and families with intensive needs during and beyond the school day
- Ensures facilities are in good repair

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

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 a 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 that 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.

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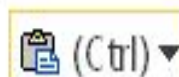
Guiding Questions from LCAP

- What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- What are the LEA's goal(s) to address locally-identified priorities?
- 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.)?
- 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?
- What are the specific measureable outcomes associated with each of the goals annually and over the term of the LCAP?

Guiding Questions from LCAP

- 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?

- What information was considered/reviewed for individual school sites?

- What information was considered/reviewed for subgroups identified in Education Code section 52052?

- 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.

- How do these actions/services link to identified goals and expected measurable outcomes?

- 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?

Goals for 2016-17

Goal 1: **High Student Achievement**
Provide high quality and dynamic instruction for all students while preparing them for 21st century college and career readiness.

Goal 2: **Effective Leadership, Teaching and Learning**
Provide high qualified staff through recruitment, retention and professional development so every student thrives.

Goal 3: **Positive School Environment, Climate and Culture**
Provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.

Goal 4: **Strong Parent and Community Engagement**
Promote a welcoming and inclusive environment for all parents, families and community stakeholders as partners in the education and support of all student's success in school.

Goal 1: High Student Achievement Key Strategies

1. Professional Development for continuous improvement of best practices focus on effective first teaching practices, instructional shifts, DOK, and differentiated instruction
2. Access to instructional materials that are aligned to state standards and NGSS
3. Integration of technology to deliver rigorous and relevant instruction aligned to state standards and 21st century skills
4. Established a structure and culture for continuous improvement by implementing best practices to support English learners
5. Identify and implement intervention programs for ELA & Math to provide additional or extended learning support to target student subgroups
6. Identify and implement enrichment learning opportunities to engage and meet the interested and abilities of all students

Goal 2: Effective Leadership, Teaching and Learning Key Strategies

1. Recruit and retain highly qualified staff
2. Establish a structure and culture for continuous improvement by implementing best practices and providing professional development for teachers and staff
3. Implement district wide professional learning communities to promote authentic, timely assessment of student performance to strengthen instruction and identify students for additional support
4. Ensure access to and mastery of 21st century learning tools, resources and skills for staff and students

Goal 3: Positive School Environment, Climate and Culture Key Strategies

1. Identify and develop programs that support the social, emotional and physical well-being of all students and staff
2. Implement district-wide plan to support the knowledge and training of all stakeholders to ensure a safe positive learning and working environment for students and staff
3. Promote opportunities and incentives to maintain or increase attendance rates at all schools
4. Ensure school and district facilities are maintained and are safe learning and working environments

Goal 4: Strong Parent and Community Engagement Key Strategies

1. Plan and promote opportunities to highlight student successes
2. Promote ongoing and open communication among all stakeholders that maintain a culture of respect, integrity, and inclusion
3. Identify, plan, maintain and/or add advisory and committees to increase staff, parents and community partners participation to support the personal and intellectual success of ALL students
4. Identify and provide opportunities to increase parent participation as partners in their child's education

Budget Priorities for Conditions of Learning

- 2.25 Additional Teachers on Special Assignment - Goal 1 & 2
  - On site instructional coaching and support for differentiation
  - EL and tier II services
  - Ongoing site level and district-wide professional development
- Professional Development - Goal 1 & 2
  - Visible Learning
  - PLCs/Instructional Rounds
  - ELA/ELD Framework in collaboration with the County Office of Education
  - Writer's Workshop - Year 2
  - Next Generation Science Standards
  - Mathematics
- State standards aligned instructional materials & resources - Goal 1
  - Math, ELA, Supplemental and Special Ed programs
  - Health and Nutrition

Budget Priorities for Conditions of Learning

- **New Teacher Support - Goal 2**
  - BTSA Program
  - Educator Effectiveness Plan
- **English Learner Services - Goal 1**
  - Integrated and designated ELD
  - Site level instructional coaching and support
  - Additional and extended day programs
- **Tier II Interventions - Goal 1**
  - RtI Instructional coaching and support
  - Tier II acceleration program during and beyond the school day
  - Summer school 2017
- **Technology Integration - Goal 1 & 2**
  - Addition of devices, tools & resources
  - Professional development for teachers through Cambrian University

Budget Priorities for Student Outcomes

- **Provide professional development for staff - Goal 2 & 3**
  - Response to Intervention (RtI) Framework
  - Formative and summative assessments
  - Cycle of inquiry
  - Student Study Team Process
- **Ongoing support and implementation of the California Assessment of Student Performance and Progress - Goal 2**
  - Technology
  - Ongoing training of online assessment
- **Ongoing support and implementation of Illuminate data and assessment system - Goal 2**
  - Online common core aligned interim assessment
  - Using data to guide instruction and decision making

Budget Priorities for Student Outcomes

- **Ongoing training, support & implementation of performance based assessments - Goal 2**
  - MAC/MARS Performance Task
  - Writing Performance Task
  - Developmental Reading Assessment
  - ESGI for Grades TK/K/SDC
- **Curriculum mapping and pacing guides for ELA & Math - Goal 1 & 2**
- **Student Progress Reporting - Goal 1, 2 & 4**
  - Digital Portfolios
  - Standards based reporting
- **Expand EL and Title I services - Goal 1**
- **Using SWIS data to support and expand PBIS - Goal 2 & 3**
- **School Climate Survey in collaboration with Project Cornerstone - Goal 3 & 4**

Budget Priorities for Engagement

- **School events highlighting student successes - Goal 3 & 4**
  - Awards/Recognition events
  - Musicals and music concerts
  - STEAM/Science fairs
  - Open House/Back to School
- **Parent education, workshops, and information nights - Goal 4**
  - Parent education series on different areas of interest
  - Parent information/workshops for EL parents
  - Digital citizenship
  - Family literacy/math night
- **Student activities/events, club offerings, & extended learning opportunities - Goal 1 & 3**
  - Expand extra-curricular activities

Budget Priorities for Engagement

- **English learner student and parent engagement opportunities - Goal 3 & 4**
  - Language classes
  - Community liaison
  - Volunteering opportunities in different languages
- **Site & district level committees and advisories - Goal 4**
  - Home & School Club
  - School Site Council
  - English Learner Advisory Committee
  - District DAC/DELAC
  - Expand community partnerships
- **Communication expansions - Goal 4**
  - Translation services
  - Frequency and engaging content

LCAP Goal 1 Key Budget Allocations

Expected Outcomes:
a. All students will improve by 3% in ELA & Math District CC Aligned Assessments (DRA, MAC/MARS, Writing)
b. All students will improve by 3% in ELA & Math Smarter Balanced Assessments (CASPP)
c. All EL students will improve at least 1 level in English proficiency California English Language Development Test (CELDT)
d. CSD will maintain English Learner students Reclassification to English Proficient Rate by at least 15%

Actual Outcomes for 2015-16:
1. District ELA/Math CC aligned Assessments: Proficiency or above from baseline in ELA & Math - TBD
2. Smarter Balanced Assessment Consortium (SBAC): 5% increase in Proficiency or above from baseline in ELA & Math in Grades 3-5 TBD
3. AMAO 1 increase from 69.0% to 73.2%
4. AMAO 2 for cohort less than 5 years increased from 41.4% to 44.9%
5. AMAO 3 for cohort 5 years or more increased from 62.6% to 75.0%
6. EL Reclassification Rate increased from 12% to 28% for 2015-16

Key Allocation Descriptions	New or Ongoing	Targeted or All Students	Funding Source (s)
2.25 FTE additional TOSAs for coaching/PD/differentiation	New	Targeted	Supplemental
Common Core/NGSS aligned instructional materials	Ongoing	All	Base, Supplemental, Lottery
English Learner Services, including supplemental instructional materials	Ongoing	Targeted	Supplemental, Title III
Tier II Interventions, Newcomer Program	Ongoing	Targeted	Base, Supplemental. Title I, Title III
Technology Integration & 21st Century Learning	Ongoing	All	Base, Supplemental
Estimated Total Cost $723,764			

* CSD LCAP Budget only reflects estimated cost for Bagby ES, Steindorf SS and Ed Services combined.

LCAP Goal 2 Key Budget Allocations

Expected Outcomes:
a. Maintain Highly Qualified Teachers at 100%
b. Increase participation in professional development opportunities
c. Increase staff satisfaction from professional development surveys to 100%
d. Expand BTSA program for all eligible CSD teachers
e. Increased internal leadership and promotion opportunities
f. Increased opportunities for placement of university student teachers

Actual Outcomes for 2015-16:
1. 100% classroom teachers in CSD will be GLAD certified trained by July 2016
2. CSD maintains an above 95% teacher retention rate
3. CCSS is being implemented in 100% of the classrooms through classroom observations via principals and teacher evaluation of Professional Development
4. CSD teachers are certified as GLAD trainers
5. 6 teachers in grades K-8 and 2 administrators completed the 3-day ELA/ELD Framework training
6. 97% were Highly Qualified
7. 98% teacher participated in district-wide professional development

Allocation Descriptions	New or Ongoing	Targeted or All Students	Funding Source (s)
Writer's Workshop Training for Grades TK-6 (2nd Year)	Ongoing	All	One Time Discretionary, Supplemental
New Teacher Support and Training, including BTSA	Ongoing	All	Base, Educator Effectiveness Fund, Title II
CC Professional, including GLAD, NGSS, ELA/ELD, Math	Ongoing	All	Base, Supplemental
Technology & 21st Century Training and Support	Ongoing	All	Base, Supplemental
Using data to guide decision making, Illuminate, CELDT	Ongoing	All	Base, Supplemental

Estimated Total Cost $129,000

* CSD LCAP Budget only reflects estimated cost for Bagby ES, Steindorf SS and Ed Services combined.

LCAP Goal 3 Key Budget Allocations

Expected Outcomes for 2016-17:
a. Decrease major office referrals rates by10%
b. Decrease suspensions and expulsion rates by10%
c. Maintain or increase attendance rates to 98%
d. Maintain all facilities at 100% compliance Williams audit
e. Increase PBIS SET rate to 95% or above
f. Increase participation in student survey to at least 90%

Actual Outcomes from 2015-16:
1. At least a 90% score on the PBIS SET in 2015-16
2. A 46% decrease in major office referrals over the last 3 years
3. A 30% increase in counseling referrals
4. There were no SARB referrals in 2015-16
5. CSD had an average attendance rate of 97%
6. No Healthy Kids Survey was administered this year. Instead a student school climate was provided for students in grades 4-8. Survey results are reflected in the LCAP stakeholder annual update.

Key Allocation Descriptions	New or Ongoing	Targeted or All Students	Funding Source (s)
Facilities upkeep & maintenance as needed	Ongoing	All	Base, Capital
Project Cornerstone Partnership, PBIS	Ongoing	All	Supplemental
Counseling Services	Ongoing	Target	Base, Supplemental
Comprehensive Plan for Social Emotional, including district-wide curriculum	New	All	Base, Supplemental, Title I
Estimated Total Cost $71,000			

* CSD LCAP Budget only reflects estimated cost for Bagby ES, Steindorf SS and Ed Services combined.

LCAP Goal 4 Key Budget Allocations

Expected Outcomes:
a. Increase parent participation/Attendance in school events, activities, and functions to 90% or above
b. Increase parent involvement in school committees, parent/teacher conferences, and information forums by 50%
c. Increase parent participation in parent education and parenting classes by 50%
d. Increase positive ratings on district and school climate surveys to 100%
e. Increase district/site website/social media usage by 50%

Actual Outcomes from 2015-16:
1. School sites reported significant turnout of participation/attendance at school events, activities, and functions. Most events had over 90% attendance.
2. There were a range of increase in parent involvement in school committees, especially SSC and ELAC
3. Sites vary from 95 - 100% attendance at parent/teacher conferences
4. Increase in translation services of English Learner parents in a variety of communication platforms, including newsletter, website, and parent conferences, especially in Spanish
5. CSD provided 2 series of parent education classes that included a total of 12 sessions with attendance from 20 - 35 parents attending each night.
6. All school sites reported significant turnout during principal's coffees.
7. CSD DELAC increase parent participation with all sites represented
8. CSD provided community ample opportunities to engage in LCAP development process.

Key Allocation Descriptions	New or Ongoing	Targeted or All Students	Funding Source (s)
Community Liaison	New	All	Supplemental, Title I, Title III
Translations Services and Extended Day Support Services	Ongoing	Target	Supplemental, Title I, Title III
Parent Education Series and Training	Ongoing	All	Supplemental, Title I, Title III
Parent/Community Advisories/Committees/Information Events	Ongoing	All	Base, Supplemental

Estimated Total Cost $62,000

* CSD LCAP Budget only reflects estimated cost for Bagby ES, Steindorf SS and District Office combined.

CSD Charter Schools' SPSA/LCAP Budget Allocations by Goal

School	Goal 1	Goal 2	Goal 3	Goal 4	Total Estimated Cost
Fammatre ES	$118,300	$17,000	$39,000	$22,200	$196,500
Farnham ES	$118,917	$2,500	$82,741	$12,100	$216,258
Sartorette ES	$163,404	$16,400	$48,000	$16,500	$244,304
Price MS	$152,200	$20,500	$161,000	$6,250	$339,950
Subtotal	**$552,821**	**$56,400**	**$330,741**	**$57,050**	**$997,012**
*CSD LCAP	$723,764	$129,000	$71,000	$62,000	$985,764
Grand Total	**$1,276,585**	**$185,400**	**$401,741**	**$119,050**	**$1,982,776**

* CSD LCAP Budget only reflects estimated cost for Bagby ES, Steindorf SS and District Office combined.

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

Annual Update

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

Guiding Questions from LCAP Annual Update

- How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

- 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?

- 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 Annual Update

- What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 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?
- What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

LCAP Supplemental Funds

- 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 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 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.

Supplemental Funds

- 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.
- LEA must 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.

Team Discussion

- How is our district using supplemental funds?
- What have you noticed about the planned increased or improved services?
- Have you developed any new services, ideas or resources to share?
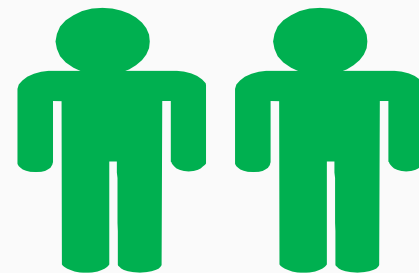
Recommended Timeline for 2016-17

July – October 2016

- 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 2016 - January 2017

- Consult stakeholders
- Continue updating progress on Annual Report
- Review LCAP goals, actions and services for needed adjustments
- Review final, SBE-approved LCAP & Annual Report
- Review proposed state budget (2017-18) and local implications

February - March 2017

- Consult stakeholders
- Review draft LCAP Evaluation Rubric when available
- Continue modification of LCAP and updating progress on Annual Report
- Present draft LCAP to stakeholders

April - June 2017

- Consult stakeholders
- Review May revision of proposed State budget (2017-18) and local implications
- Invite public comment on draft LCAP
- Present draft LCAP to Board
- 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

Charter School LCAPs

Reminders

✓   All charter schools complete an LCAP, using the SBE template.

✓   Charter schools must adopt an LCAP by July 1, 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

Next Steps

- Summarize the input from today's meeting

- Continue to monitor action and services

- Next LCAP Stakeholder's Meeting is Friday, January 27, 2017 from 1-3:00pm

  - Progress monitoring of actions and services

  - LCAP Community Stakeholders' Survey 2017-18

  - Preliminary Budget Projections for 2017-18

    - Implications for LCAP