

Tips and Tools for Writing a District LCAP



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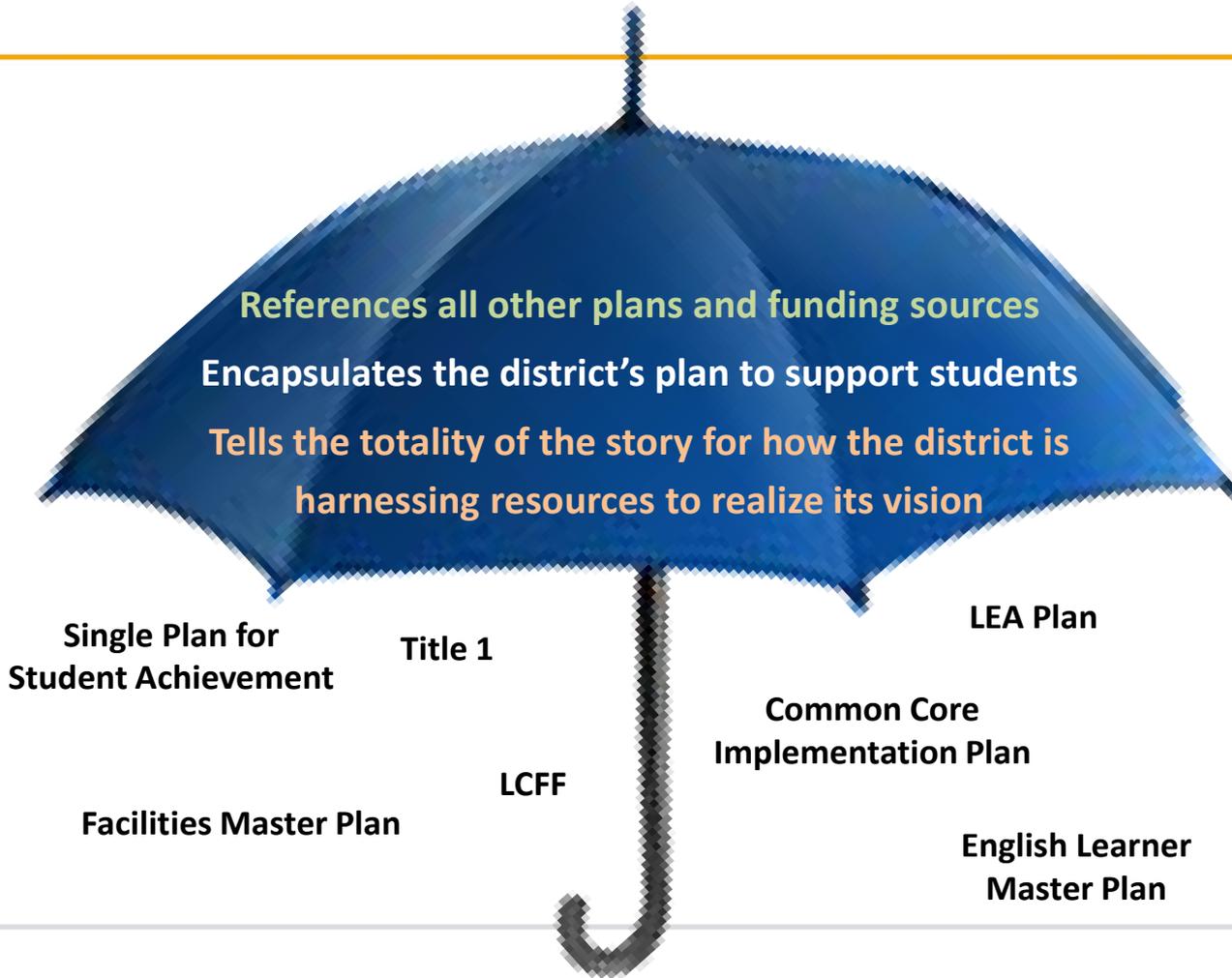




Objectives & Outcomes

- Provide ideas for how to take an inventory of the district's current goals, priorities, and funding
- Discuss strategies for aligning current district goals, strategies, actions and investments with the LCAP
- Discuss components of good goals and metrics
- Discuss aligning goals with budgets
- Preview a series of questions to assess the quality of your LCAP

The LCAP Is Like an Umbrella





Some Basics

- LCAPs must describe:
 - Goals, and specific actions to achieve those goals, for all pupils and all subgroups of pupils
 - Goals must address the state’s eight priority areas and can include additional local priorities
- LCAPs should reference any other plans that represent the district’s plans for students including LEA Plan, Facilities Master Plan and Common Core Implementation Plan
- Information across the plans must be consistent and school plans must align with district plans
- It is a **LIVING** document that is reviewed and updated annually, creating a roadmap for districts to follow



Organization of the State Priorities

The eight state priorities are organized into three sub-categories on the LCAP:

Conditions of Learning	Pupil Outcomes	Engagement
<ul style="list-style-type: none">✓ Basic Conditions✓ Implementation of State Standards✓ Course Access	<ul style="list-style-type: none">✓ Pupil Achievement✓ Other Pupil Outcomes	<ul style="list-style-type: none">✓ Parent Involvement✓ Pupil Engagement✓ School Climate



Section 1: Stakeholder Engagement

LEAs must describe the process used to engage parents, students and community in its LCAP development. Narratives in the LCAP should...

- Explain how the engagement contributed to the LCAP or annual update
- Discuss how various stakeholder groups, including those that provide direct support to the target student subgroups, were involved in the process
- List the types of information provided to stakeholders to inform their understanding of priorities and goals
- Site areas where stakeholder feedback directly influenced LCAP development



Document Your Engagement Process

- Maintain an engagement calendar and notes that demonstrate the outcomes of each meeting, including suggested revisions to the process for future years
- Use this calendar as a guide for future engagements in years 1, 2, 3 of LCFF Implementation
- Develop short-term and long-term goals for engagements that include aspirations both for the *informational* and *relational* outcomes of the meetings



Who Should the District Involve?

- Determining the appropriate groups of people to engage with on the LCAP, and at what time, depends upon the local context
- Take some time to assess the current conditions to determine who might be the right people to involve and in what ways
- Ensure that you engage with stakeholders that represent your students:
 - Foster Youth
 - English Language Learners
 - Low Income Youth
 - Other relevant subgroups for your context



Section 2: Goals and Progress Indicators

- Initial LCAPs must list three-year goals with specific annual outcomes
- Districts are able to identify their own sources of data and metrics for measuring goals
- During annual updates, districts must report on progress towards those goals, and describe any changes made to those goals
- Individual school goals should be aligned to district goals
- Target student subgroup goals should also be identified



Current Goals

LCFF and LCAP will best serve students if districts start with goals and priorities.

1. Start by listing current goals and aspirational goals
2. Determine which goals hold true for all schools in the district and which are for a specific sub-set of schools
3. Identify which target populations are addressed in each goal

Make an Inventory of Current Goals

Current Goals	Metric	Schools Impacted		Target Students				Related Plan
		All Schools (Yes/No)	Specific Schools (list)	ELL	Foster Youth	Low SES	Other (list):	List related school/district plan that documents goal
Close the achievement gap while raising achievement for all students 1. All students will receive challenging, rigorous, appropriate instruction 2. All students will develop critical thinking strategies and academic skills	State, local and district assessments	Yes		Yes				District strategic plan Title III plan
Ensure effective communication 1. Maintain a	Through the results of surveys, completion of newsletters,	Yes		Yes				Strategic plan Title III plan

This initial inventory begins to align current district goals with individual schools and students and acts as a starting point when determining priority areas and progress indicators in the LCAP.



Needs Assessment

Conducting a Needs Assessment to unearth the specific areas of focus is an important step to ensure that goals match student needs.

Priority Area:			
Area of Need:	Sources of Data:	Target Group(s):	Rationale:

Ideally, this Needs Assessment is done with a broad group of stakeholders so they can begin to understand the assets and challenges that inform the district's approach.

Sample Sources of Data

- CST Scores
- Computer-Student Ratio
- Reading and Math benchmark assessment scores
- CEDLT Scores and Re-designation Rates
- Attendance, suspension and expulsion rates
- Human Resources staffing information
 - Teacher experience
 - Counselor-student ratio
 - Number of custodians per school
- Williams compliance reports
- Common Core implementation plan
- Drop-out rates
- SARC/SPSAs/Title 1 Plan
- California Healthy Kids Survey
- Local surveys and measures





Which Goals will Guide Your Plan?

Identify broad goals that encompass the district's vision, and use these to organize the LCAP.

Consider the following:

- After mapping all of the district's current plans, are there themes and areas of alignment?
- If a district has a strategic plan, does it match with the current plans and goals in place? How much progress has been made towards to goals of the strategic plan?
- What did the Needs Assessment tell you? Where is the district in its attainment of current goals? How might that progress inform goal-setting?



Next Step: Create Sub-goals

- Once the district has identified a set of over-arching goals, then it should identify smaller sub-goals.
- The number of broad goals and sub-goals can vary, but should:
 - ✓ Encompass all of a district's plans for students
 - ✓ Be succinct enough that they can be understood and tracked by the public
 - ✓ Try to have a range of no more than eight to sixteen TOTAL goals

The objective is to create measurable outcomes for students, families, and schools.



Goals Should be SMART

Specific – aligned to your needs and student population

Measurable – how will you assess success or attainment?

Attainable – something that is within your control or power to influence

Relevant – related to the needs of your students and school community

Time Bound – accomplishable or able to show significant progress within one school year

Template to Collect SMART Goals

District Goal	SMART Goal	Measure	State Priority Area(s)	Strategies	Resources*
	Increase the annual rate of reclassification of English Learner students to fluent English Proficient by 3% annually	CELDT Scores, reclassification rates (RFEP)	Pupil Achievement Common Core		
	3% improvement	Same as above			
	3% improvement	Same as above			

- Start by identifying goals that relate directly to the Needs Assessment—Where is the greatest need?
- Where does the district want to be in three years towards addressing that need?
- What are the steps that the district must take in years 1 and 2 to get there?
- Goals do not need to be numeric, but they should demonstrate a logical progression.
- Set goals BEFORE identifying strategies to meet those goals. When we get to the *how* before we know the *what*, it is easy lose sight of the big picture.

Sample Goals in the LCAP

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/ improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Goal: Work with our community to create schools that are focused on student success.								
More effective parent communication; District climate survey and family engagement report	District will use a variety of effective methods to facilitate communication between schools and families.	All	All	Our baseline year shows that 70% of our parents feel satisfied with communication between schools and parents.	75% satisfaction rating	80% satisfaction rating	85% satisfaction rating	Parent involvement Pupil engagement
Effective partnerships with local universities and businesses, as measured by the climate survey and a measure to be developed	The district will foster partnerships with local colleges, businesses, non-profits, stakeholders and other agencies to support our families, students, and schools.	All	All	We have current partnerships with our local university and chamber of commerce.	Complete community map identifying strategic partnerships	Add three new strategic partnerships	Add three new strategic partnerships	Parent engagement Pupil achievement Pupil engagement
Student surveys Results on the physical fitness tests Pre/post surveys on food quality Tracking food thrown away	All schools will provide tasty, healthy meals and physical activity programs	All	All	60% students receive free/reduced price meals, in 2013, only 55% of students passed the state physical fitness test	Students will receive nutritious meals options, including a salad bar at the middle schools	60% of students will pass the fitness test	65% of students will pass the fitness test	Pupil engagement Pupil achievement School climate



Section 3:

Actions, Services and Expenditures

- After districts have identified a set of goals, it is time to connect them with strategies
- Ideally, like the goal-setting and needs assessment, this is done with a mixed group of stakeholders
- The strategies the district considers should include the feedback gathered from the community
- The same strategy can be used to meet different goals and may demonstrate a priority for the district



What will it look like to move towards goal-oriented budgets?

- To identify priorities for use of funds in the LCAP, a good starting place is to understand how the budget will break down between Base, Supplemental and Concentration dollars.
- Take an inventory both of goals and priorities that emerged during the Discovery phase and begin to assess how they will be funded, and when.
- This will serve as a first step to determining how funding may be used under LCAP.

Review Your Inventory

Consider:

- Which students were served under the previous Categorical program system?
- Which students and services will need to be maintained under LCFF through use of Supplemental and Concentration funds?
- Will our district need to use some base funds to ensure a Maintenance of Effort?
- How will the district's plan demonstrate proportionality?

LCAP Priorities/Goals	Base	Supplemental	Concentration	Fiscal shift (s) needed to implement the goal	LCAP: Alignment with 8 priority areas	Year 1, 2, 3?
Example: Increase counseling support to increase the number of college going students.	amount	amount	amount			

Align Strategies to Goals

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/ improved for students?			Related State and Local Priorities
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Goals in Section 2 should align with specific Strategies, Actions and Expenditures in Section 3

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
District will use a variety of effective methods to facilitate communication between schools and families.	Parent involvement Pupil engagement Aligns with a board-adopted goal	Establish communication across a variety of methods including: Facebook Principal newsletters District e-mail Flyers Blackboard content Parent education classes Translate all materials into Spanish and other relevant languages. Use translators in all school and district meetings.	LEA-wide	N/A	Review current district communication strategies, assess strategies used at school sites, and establish district-wide communication strategies and tools to be used by all school sites. Ensure that district communications department uses both print and electronic methods to communication with parents and staff. Cost: \$30,000 (for staff salaries and printing of materials)	Add parent education classes to two new schools and align content shared in parent education classes across the district. Cost: \$20,000 (\$10,000 per site to establish and staff parent education courses)	Add two additional sites that provide parent education classes. Cost: \$20,000 (\$10,000 per site to establish and staff parent education courses)



It Is a Good Plan?

Pivot has developed a set of questions to help districts and communities to evaluate LCAPs.

Use the questions as a guide to support analysis of what is working, what could be improved.

Districts should share their LCAPs with a broad array of stakeholders to ensure that all viewpoints have been considered.

Remember, this is the first year of a three-year plan. Taking care to be collaborative and transparent now will pay dividends in future years.

This is a plan will need to be implemented beginning in the summer, does the plan provide a clear roadmap as it stands? Will additional planning be required?



Questions: Stakeholder Engagement

1. **Who was involved?**
 - a. Were a broad and representative range of people and groups involved in the development of the LCAP? Did the district use an engagement process that utilized the strengths, perspectives and input of its stakeholders?
 - b. Is there evidence that stakeholder voices were heard and their input used? Did the engagement feel authentic to those involved, especially to parents, students and community members whose voices might not have been heard in the past?

2. **With what result?**
 - a. Is there evidence that the goals reflect the community's goals for children? Is there evidence that key strategies or activities reflect what stakeholders believe matters?
 - b. Is the LCAP process meeting the goal of strengthening the connection between the district and its key stakeholders?
 - c. Did the LCAP development process uncover new opportunities for partnerships or new roles for stakeholders? Could it?

3. **What did the district learn about the process?**
 - a. If the timeline was a barrier to authentic engagement, does the district have a plan to start earlier next time around?
 - b. Will stakeholders be more willing to engage in the LCAP process in the future?
 - c. Will they know more about it and thus be able to be more effective?



Questions: Goals and Metrics

1. Goals: are the goals the right ones?

- a. Do they reflect state priorities?
- b. Do the goals matter for the district's children? Do they reflect what the data says about the district's gaps and needs?
- c. Do they include the goal of building capacity in both people and the organization?
- d. Are they coherent, that is, are they consistent with other goals the district may have (Board goals, strategic planning goals etc.)?

2. Progress indicators: Does the plan propose metrics to measure progress toward each goal? Have annual targets been specified? Will these metrics be useful to assess the effectiveness of specific initiatives, programs, services and/or activities?

- a. Are the metrics sufficiently robust to provide decisionmakers with what they need to determine if the goals have been met?
- b. Are data collection timelines and data analysis roles clear and appropriate to give decisionmakers what they need? This information may not be included in the LCAP, but key agreements should be captured somewhere.



Questions: Actions, Services and Expenditures

3. Actions and Services: does the Plan support implementation of a coherent set of high leverage broad initiatives; programs and services; and specific activities?

- a. Is it clear what major initiatives the district is investing in and why? Is it clear what programs and services are being supported, what students will benefit, and what activities will be carried out?
- b. How are the target students addressed in the plan? If a program or service is going to be offered district-wide (rather than only for target students) is there evidence that this is the best strategy to support the

4. Expenditures: Does the LCAP reflect a clear plan and rationale about how best to invest scarce resources? Do the students who need more, get more?

- a. Was the district able to connect the planning process with budgeting in this first year of LCFF and LCAP? Did goals shape funding priorities?
- b. Does the Plan communicate a clear rationale for the district's spending choices, a "through line" or plausible story about how spending money in the way outlined will produce the results we want? Is this supported by research, data and/or experience?



Want to Learn More?

For the full set of questions, visit the
School Finance page on pivotlearningpartners.org

Pivot's Planning, Budgeting and Accountability
for Resources (PBAR) Tool provides an
online platform to write a district LCAP

Pivot's Education Finance team is ready to help!



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