

Local Control and Accountability Plan: Updates & Focus on Section 3

AGENDA

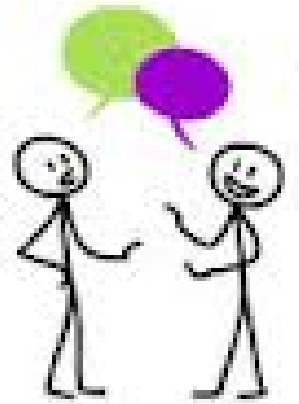
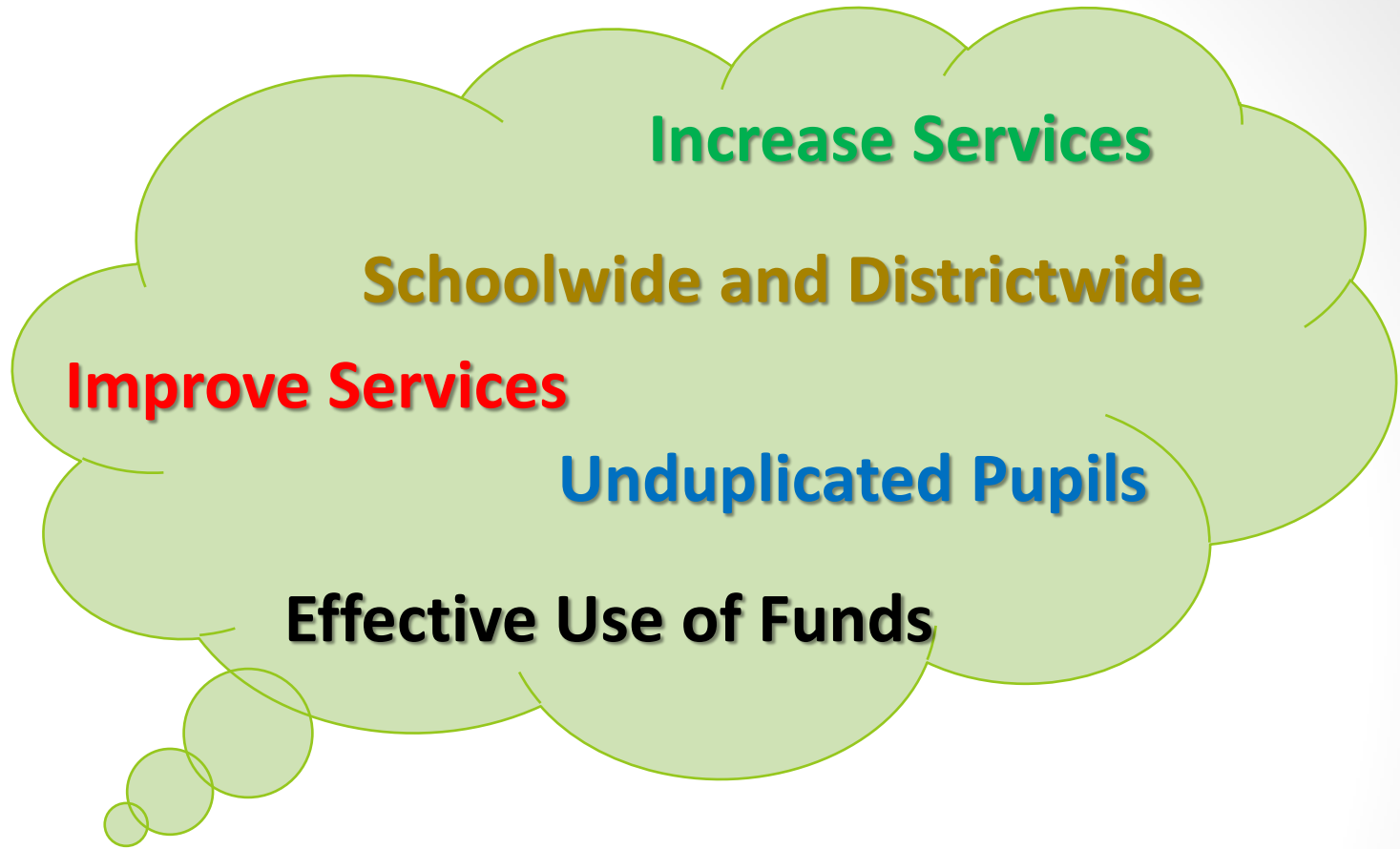
- **A Closer Look at LCAP Sections 3A and 3B**
 - ✓ **5 Questions to Ask about the Use of Supplemental and Concentration Funds Schoolwide and Districtwide**
 - ✓ **Review your LCAP Sections 3A & 3B**
- **District Presentation: Promising Practices**
- **LCAP Updates**
- **Networking and Team Planning**

LCAP Team Warm-Up

With your district team or table group, reflect on your LCAP activities to date. List one idea in each category, then pick one thing to share with the larger group:



- One significant thing we implemented in our most recent LCAP
- One action or service that we are providing schoolwide or districtwide
- One highlight from our review of our district's data



Partner Up:

What do these terms mean for the LCAP?

Wheel of Fortune!

Favorite Section of the LCAP ...



LCAP Sections 3A and 3B

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:	\$ _____

- 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.

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LCAP Section 3A

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:

\$ _____

LCAP Section 3A

15496(b)(1) A school district that has an enrollment of **unduplicated pupils of 55% or more** of the district's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

- (A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.
- (B) Describe in the LCAP how such services are **principally directed towards, and are effective in,** meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

LCAP Section 3A

15496(b)(2) A school district that has an enrollment of **unduplicated pupils of less than 55%** of the district's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

(B) Describe in the LCAP how such services are **principally directed towards, and are effective in,** meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(C) Describe how the services are **the most effective use of funds** to meet the district's goals for its unduplicated pupils in the state and any local priority areas.

Districtwide

Effective Use of Funds

§ 15496. (b)(2)(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

Schoolwide Effective Use of Funds

§ 15496. (b)(3)(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

LCAP Section 3B

- 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.

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§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants.

(a) This funding shall be used to **increase or improve services for unduplicated pupils as compared to the services provided to all pupils** in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1).

Title 5, § 15495. Definitions.

(k) “to improve services” means to grow services in quality.

(l) “to increase services” means to grow services in quantity.

Use of Supplemental and Concentration Funds: Districtwide and Schoolwide

LCAP Requirements: Use of Supplemental and Concentration Funds (5 CCR 15496(b))

Section 3A

Districtwide Use of Funds

If 55% or more of the district's enrollment is comprised of unduplicated students, LCAP section 3A must include:

- A description of the services being provided on a districtwide basis
- Justification for how the services are principally directed towards and effective in meeting the goals for unduplicated pupils in the state priority areas

If less than 55% of the district's enrollment is comprised of unduplicated students, LCAP section 3A must include:

- A description of the services being provided on a districtwide basis
- Justification for how the services are principally directed towards and effective in meeting the goals for unduplicated pupils in the state priority areas
- A description of how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas (research, experience, or theory)

Schoolwide Use of Funds

If 40% or more of the school's enrollment is comprised of unduplicated students, LCAP section 3A must include:

- A description of the services being provided on a schoolwide basis
- Justification for how the services are principally directed towards and effective in meeting the goals for unduplicated pupils in the state priority areas

If less than 40% of the school's enrollment is comprised of unduplicated students, LCAP section 3A must include:

- A description of the services being provided on a schoolwide basis
- Justification for how the services are principally directed towards and effective in meeting the goals for unduplicated pupils in the state priority areas
- A description of how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas (research, experience, or theory)

LCAP Requirements: Use of Supplemental and Concentration Funds (5 CCR 15496(a))

Section 3B

- 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.
- 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

5 Questions to Ask

About the Use of
Supplemental and Concentration Funds
Schoolwide / Districtwide

Question 1

Are the proposed use of funds “*principally directed*” toward meeting the *goals* that the LEA has set in its LCAP for high need students (low-income students, English learners, foster youth, and homeless students)?

(In other words, a *forethought*, not an after thought or an equal thought?)

District Example

Identifies Districtwide Action

States how action is to “principally” serve unduplicated students

Tutoring Support. The program is principally directed to serve our unduplicated students by diagnosing their weaknesses and offering tutoring support to assess their academic achievement. We will seek to provide 9-12 students with academic tutoring for core classes and other after-school offerings that may include classes to prepare students for SAT/ACT, preparatory classes and intervention classes to ensure student success for English learners and students struggling academically. In grades K-8, the support will primarily consist of math and literacy support, also focusing on our unduplicated students who comprise the large majority of students who need extra academic support.

Cost of the above (Tutoring program) \$65,000

Identifies S&C Expenditure (best practice)

District Example

Table One – Proportionality by Action

Action/Service	Description	Action/Service Type	Supp & Con Fund	Total Funding	Description of Program Service to Unduplicated Students
1.4S	Rtl ² Teachers	School-Wide	\$877,600	\$1,898,900	This specific action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. RTI2 teachers identify students needing intervention in either reading (1.4S) and mathematics (1.5S). Of the over 750 students logged in the intervention system, 61% are unduplicated students.
1.5S	Math Coaches	District-Wide	\$260,000	\$490,000	This specific action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Math coaches mentor their colleagues at a school site. In doing so, they help their fellow teachers to better serve all students, especially students who are struggling academically. Such improvement has the most impact on unduplicated students because they make up 69% of students who are not at grade level in mathematics. Math coaches also work directly with students needing intervention in math.(Cohn, 2014.)
1.9S	Super Science Saturdays	District-Wide	\$40,000	\$70,000	This specific action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. This program is for African-American students who are struggling in math. In 2014-15, unduplicated students comprised 59% of the students
1.10S	BHS Intervention Counselor				and is
1.12S	Literacy Teacher Leaders	School-wide			ents. ed Literacy students served using RR and LLI unduplicated students.
1.15S	AVID Program	District-Wide	\$155,000	\$315,000	This specific action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. 77% of the 192 Gr. 7-11 students in AVID are unduplicated students.
1.16S	BRIDGE Program	District-Wide	\$335,000	\$446,000	This specific action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. 83% of the Bridge students are unduplicated students.

+ Provides appendix to Section 3.A detailing why each action is principally directed and effective in increasing or improving services for unduplicated students in easy-to-read format

This additional Appendix clarifies the information for stakeholders and is not required.

Question 2

Can the proposed use of funds be demonstrated (by past experience, research, or theory) as an “*effective*” use of funds for serving the LEA’s goals for high need students?

Question 3

If the population of high need students in the LEA is <55%, or in the school is <40%, is the decision to provide the LEA-wide or schoolwide service *the most effective use* of the funds, including compared to more targeted programs?

- Does the LCAP provide the basis for the “most effective” determination, including:
 - alternatives considered,
 - any supporting research,
 - experience, or
 - educational theory?

District Example

<p>development, instructional assistants, bilingual assistants, push-in teachers, technology, intervention programs, social and emotional support programs, and parent and family engagement and literacy programs.</p>		<p>Explains basis for "most effective use" determination, including "Other considerations", stakeholder feedback and research.</p>
<p>Provide after school intervention focused programs principally focused toward EL, LI and FY at elementary schools with high populations of at-risk students that do not currently have this type of program. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college.</p>	<p>\$530,387</p>	<p>Other Considerations: Not offering the program at our most needy of schools; only providing in-class interventions</p> <p>Feedback from stakeholders indicates that providing additional support to the elementary schools that have the higher percentage of targeted students will greatly support the students' academic growth. Researched based practices to meet this action/service can be found at:</p> <p>Research-based strategies for English Learners and Long-Term English Learners: http://laurieolsen.com/resources/</p> <p>ELD Standards, http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf</p> <p>Understanding Language, Stanford University http://ell.stanford.edu/</p> <p>Research-based strategies to support Foster Youth: http://www.cfyef.org/uploads/CAL_EdSummit_report.pdf</p>
<p>Provide intervention summer school principally directed toward EL, LI, FY and all students at-risk of not progressing toward graduation. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college.</p>	<p>\$680,000</p>	<p>Other Considerations: Holiday intersession; extended school day; limited course offerings; online courses</p> <p>Courses offered during the summer school session allow students to progress appropriately towards graduation and provide further access to meet A-G requirements and/or enroll in Advanced Placement, performing arts, and CTE courses.</p> <p>Research-based strategies for English Learners and Long-Term English Learners: http://laurieolsen.com/resources/</p>

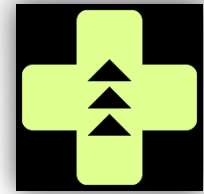
Explains how service is "principally" directed toward unduplicated students based on the district's experience.

Question 4

Does the proposed use of funds *increase or improve services* for high need students (*i.e.*, does it “grow services in quality” or “quantity”)?

- a. Over the level of services provided to high need students in the last year (for new S&C \$) during the transition to full LCFF implementation?
- b. Over the level of services provided to all pupils for the LCAP year?

2 Dimensions to Increasing and Improving Services



Subsection (a)

Focus: unduplicated students receive a growth in services (quality or quantity) over the prior year.

- Explain how each year's additional funds will increase/improve services over what was provided to high need students the year before.
- **Note:** A district may continue funding increased or improved services added in prior LCAP years with previously allocated S&C funds.

Subsection (b)

Focus: unduplicated students receive a growth in services compared to what all students receive.

- The increased/improved levels of services corresponds to the proportionality percentage.
- **Note:** it's not enough to use S&C funds to provide high-need students the same increased or improved level of service that you are providing to all students.

District Example

- 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.

17.4	%
1	

From 2014-2015 to 2015-2016, we have more than doubled the types of services we are offering to unduplicated students.

Of our sixteen 2015-2016 specific supplemental/concentration services, ten of them are completely new services for 2015-2016.

Only 1 supplemental/concentration service from 14-15, the technology teacher, is being discontinued/repurposed.

These 10 new services in themselves represent major changes in the quality and level of service for our unduplicated students that far exceeds the 17.4% Minimum Proportionality Percentage.

For example, next year we will have 10 supplemental/concentration services for our 7th and 8th grade students. These teachers will be working toward the district goal of increasing the number of supplemental/concentration services for our 7th and 8th grade students the most.

That service is completely new. No 7th and 8th grade students will be receiving science, math, english or social studies courses from single subject credentialed teachers.

Next year we are, again for the first time in years, providing a music teacher for the K8 school.

The music teacher, along with the continuing position of the Art and Science resource teacher, will work together with the English Language Development Coordinator to plan integrated lessons together that include explicit strategies for English Language Learners. These direct services (repurposed for 15-16) will help all students but especially students who are learning English and who have other learning challenges (while in general education classes).

(In addition, the ELD coordinator/teacher will significantly increase her time in classrooms to model lessons, give feedback to teachers, and help implement new formative assessments. This increase represents new services for 2015-2016.)

The physical education teacher for the middle school is a completely new certificated position, and is, arguably, a completely new service if one considers that the type and quality of service delivered by a credentialed teacher will likely be vastly different than what was previously in place.

The work of Mills Teachers Scholars to train teachers to identify the instructional methods that are most effective by gathering authentic data about student learning, and the

+ Lists all actions taken with supplemental and concentration funds and provides explanation of how these actions will increase or improve services for unduplicated pupils

District Example

5.65% % This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils. For the 2015-16 school year, San José Unified received \$4.25M in additional supplemental funds compared to 2014-15. This increase has been used to provide additional school-based personnel who can provide appropriate support for high-need students.

- \$2.8M (65%) for additional classroom teachers at schools with high populations of unduplicated pupils.
- \$0.6M (15%) for additional Assistant Principals at schools with high populations of unduplicated pupils.
- \$0.4M (10%) is provided to schools with high populations of unduplicated pupils. The school's leadership and School Site Council will determine how best to deploy these supplemental dollars to enhance instructional opportunities for low-income, EL, and foster youth populations.

- \$0.4M (10%) is provided for resources to strengthen instruction for English Learners. This includes providing additional coaches and aides at schools with high EL populations. These individuals will support EL instruction, provide tutorials, and assess the development of language proficiency.

Question 5

For annual updates and future LCAP adoptions, after a reasonable time for implementation:

- (a) did the investment *result in an increase or improvement in services* in terms of program quantity or quality as promised?

- (b) Was it *effective* (or, for low-concentration schools/LEAs, the *most effective* use) in *improving outcomes* in the intended priority area?

If the answer to any of the 5 questions above is NO, then...

- Contact your County Office of Education to discuss what you propose to do,

or

- Reconsider the expenditure of Supplemental and Concentration funds.

Selected resources to help answer these questions

Resource	Description
Sacramento County Office of Education LCFF webpage: http://www.scoe.net/lcap/index.html	Find current LCAP information, workshop resources, and Sacramento County district LCAPs
Public Advocates: http://www.publicadvocates.org/lcff	Find a variety of LCAP resources and information to assist planning for unduplicated students
California Department of Education LCFF webpage: http://ias.cde.ca.gov/lcffreports/ http://caaspp.cde.ca.gov/sb2015/default	Find your district's LCFF Funding Snapshot, LCFF State Priorities Snapshot, and CAASPP results showing how your district performed on the LCAP state metrics (includes subgroup information)
Californian's Together: https://www.californiantogether.org/local-control-funding-formula-and-english-learners-resources/	LCAP support for English learners
Kids Alliance: http://kids-alliance.org/lcff/	LCAP support for Foster Youth
Fair Share for Kids: http://fairshare4kids.org/	LCAP support for high needs students
California Office of the Attorney General: https://oag.ca.gov/truancy/2015/learn/lcap-analysis	LCAP resources to support pupil engagement
Education Trust-West: https://west.edtrust.org/our-work/presentations-and-guides/?q=LCAP	LCAP resources to support unduplicated students and eliminate the achievement gap
WestEd's LCFF Channel: http://lcff.wested.org/lcff-channel/	Find additional LCAP resources that compliment the CDE website's information

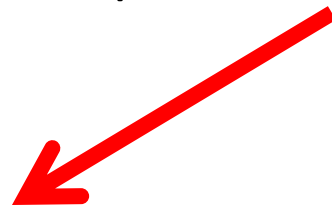
Putting into Practice...

Example:

Paying for a district-wide salary increase with Supplemental and Concentration funds.

SPI: “A district may use supplemental and concentration funds for a general salary increase in a manner consistent with the expenditure regulations and LCAP Template.”

- “In order to use supplemental and concentration grant funds for an across-the-board salary increase, or for any other districtwide purpose, a district must demonstrate in its LCAP how this use of the grant funds will increase or improve services for unduplicated pupils as compared to services provided all pupils. This should be in proportion to the increase in supplemental and concentration funds apportioned on the basis of the number and concentration of unduplicated pupils. (5 CCR sections 15496[a] and [b], 15497, and 15497.5 [LCAP Template sections 2 and 3].)”



Let’s walk through the 5 Questions!

Example: District-wide salary increase

Question 1: Are the proposed use of funds “*principally directed*” toward meeting the *goals* that the LEA has set in its LCAP for high need students? (i.e., a *forethought* not an *after thought* or *equal thought*?)

- Example: District must show in its LCAP that its salaries make it difficult to recruit and retain qualified staff and this has a negative effect on instructional program for unduplicated students
- District must show in its LCAP that the salary increase will be principally directed to address these adverse impacts for high-need students.

Example: District-wide salary increase

Questions 2&3: Can the proposed use of funds be demonstrated (by past experience, research, or theory) as an “*effective*” or “*most effective*” use of funds for serving the LEA’s goals for high need students?

- LCAP would have to describe how the impact of salary increases (e.g., reduction of teacher turnover, increase of experienced classroom teachers provided districtwide) are the “most effective” use of S/C funds (for district <55% unduplicated) or “effective” (for district with \geq 55% unduplicated) to meet the district’s goal for its unduplicated pupils.
- LCAP must provide the basis for this determination, including any alternative uses of the S/C funds considered and any supporting research, experience, or educational theory.

Example: District-wide salary increase

Question 4: Does the proposed use of funds *increase or improve services* for high need students (*i.e.*, does it “grow services in quality” or “quantity”)?

- a. Over the level of services provided to high need students as of the base year prior to the salary increase?
 - **In general, an across-the-board salary increase leads to paying more for the same level of service.**

- b. Over the level of services provided to all pupils for the LCAP year?
 - **And how would such a districtwide increase or improve services for unduplicated students as compared to all students?**

Example: District-wide salary increase

Question 5: For annual updates and future LCAP adoptions, after a reasonable time for implementation:

- (a) Did the salary increases *result in an increase or improvement in services* in terms of program quantity or quality as promised?
 - For example, did the district actually reduce teacher turnover or increase experience levels of classroom teachers?

- (b) Was it *effective* (and, for low-concentration schools/LEAs, the *most effective* use) in *improving outcomes* in the intended priority area?
 - For example, did the reduction in teacher turnover or increase in experience levels result in closing achievement gaps or increasing achievement for subgroups of students?

Let's Practice Together...



Local Control and Accountability Plan: Section 3 Analysis Use of Supplemental and Concentration Funds on a Schoolwide/Districtwide Basis

Directions: Review your district's LCAP sections 3A and 3B. Read each question below and evaluate your LCAP based on the information provided about the use of supplemental and concentration funds. Add notes under each category to support your rating of the question. Discuss your responses with your team.

Question 1	Rating
(Section 3A) Is the proposed use of funds "principally directed" toward meeting the goals that your district has set in its LCAP for unduplicated students (e.g., low-income, English learners, foster youth, and/or homeless students)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Question #1 Evidence to Support Response:	
Considerations for future LCAP	

- Review the sample LCAP sections 3A & 3B, then answer each of the five questions on your handout.
- Select something to share with the large group.



30 minutes

Sample LCAP Section 3A & 3B...



The _____ Unified School District received approximately 5.8 million dollars in the supplemental portion of the LCFF supporting our 51.5% unduplicated pupils. The majority of these funds will continue to be spent on personnel hired to support student achievement. The largest amount of funding is aimed directly at intervention teachers for unduplicated students in elementary, middle, and, this coming year, high school. Our research so far within the district has shown us that our interventions are working to close the achievement gap that exists between our low income, foster youth, and English learner students and the other higher-performing students who don't fit one of those categories. Over time we hope to grow these positions, adding more intervention time to make sure that our Response to Intervention system is functioning appropriately, and bringing students up to grade level when they fall below.

Sample LCAP Section (continued)...



We're also using funds to support part-time teacher support Teachers on Special Assignment (TOSAs) at all 18 schools. When developing the TOSA model, initial stakeholder input also included increasing site administrators or adding district-based TOSAs. Through the stakeholder process, we came to agreement that the TOSAs would be most effective when placed at the school sites, and when they are hired by the school principals and their leadership teams. Our TOSAs have been actively pursuing research-based, standards-focused professional learning for all our teachers this year. They use the time provided in district-wide late-start Mondays as their primary vehicle for teacher support. We strongly believe that investing in our teachers supports student achievement.

Sample LCAP Section (continued)...



We want our students to be successful in their regular classrooms (level 1 in Rtl), and in this time of change our teachers have a lot of learning to do. This coming year, we will focus professional learning in some key areas: building and maintaining Professional Learning Communities, focusing on writing and literacy skills, implementing the ELA/ELD framework, and implementing the Next Gen Science Standards. All of these things need to happen, and instructional leadership can't be the principal's responsibility alone. The FTE allotments for intervention and TOSA positions are intended to be flexible; individuals will be hired by sites and scheduled based on site needs. The allotments in the LCAP reflect suggested allocations for ELD/Intervention teachers and TOSAs. Sites will determine the actual schedule for each teacher.

Question 1

Are the proposed use of funds “*principally directed*” toward meeting the *goals* that the LEA has set in its LCAP for high need students (low-income students, English learners, foster youth, and homeless students)?

Local Control and Accountability Plan: Section 3 Analysis
Use of Supplemental and Concentration Funds on a Schoolwide/Districtwide Basis

Directions: Review your district's LCAP sections 3A and 3B. Read each question below and evaluate your LCAP based on the information provided about the use of supplemental and concentration funds. Add notes under each category to support your rating of the question. Discuss your responses with your team.

Question 1	Rating
(Section 3A) Is the proposed use of funds "principally directed" toward meeting the goals that your district has set in its LCAP for unduplicated students (e.g., low-income, English learners, foster youth, and/or homeless students)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Question #1 Evidence to Support Response:	
Considerations for future LCAP	

(In other words, are high need pupil goals the principal purpose of the use?)

Question 2

Can the proposed use of funds be demonstrated as an “*effective*” use of funds for serving the LEA’s goals for high need students? (by past experience, research, or theory)

Question 2	Rating
<p>(Section 3A)</p> <p>Can the proposed use of funds be demonstrated as an “<i>effective</i>” use of funds (by past experience, research, or theory) for serving the district’s goals for unduplicated students (e.g., low-income, English learners, foster youth, and/or homeless students)?</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> N/A</p>
<p>Question #2 Evidence to Support Response:</p>	
<p>Considerations for future LCAP</p>	

Question 3

If the population of high need students in the LEA is <55%, or in the school is <40%, is the decision to provide the LEA-wide or schoolwide service *the most effective use* of the funds, including compared to more targeted programs?

- Does the LCAP provide the basis for the “most effective” determination, including,
 - alternatives considered,
 - any supporting research,
 - experience, or
 - educational theory?

Question 3	Rating
(Section 3A) If the district's population of unduplicated students is <55%, or in the school is <40%, is the decision to provide the districtwide or school wide service <i>the most effective use</i> of the funds, including compared to more targeted programs?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Question #3 Evidence to Support Response:	
Considerations for future LCAP	

Question 4

Does the proposed use of funds *increase or improve services* for high need students (*i.e.*, does it “grow services in quality” or “quantity”)?

- a. Over the level of services provided to high need students in the last year (for new S&C \$ during the transition to full LCFF implementation)?
- b. Over the level of services provided to all pupils for the LCAP year?

Question 4	Rating
(Section 3B) Does the proposed use of funds <i>increase or improve</i> services for unduplicated students? • Over the level of services provided to unduplicated students in the base year? • Over the level of services provided to all pupils for the LCAP year?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Question #4 Evidence to Support Response:	
Considerations for future LCAP	

Your Turn...



Local Control and Accountability Plan: Section 3 Analysis
Use of Supplemental and Concentration Funds on a Schoolwide/Districtwide Basis

Directions: Review your district's LCAP sections 3A and 3B. Read each question below and evaluate your LCAP based on the information provided about the use of supplemental and concentration funds. Add notes under each category to support your rating of the question. Discuss your responses with your team.

Question 1	Rating
(Section 3A) Is the proposed use of funds "principally directed" toward meeting the goals that your district has set in its LCAP for unduplicated students (e.g., low-income, English learners, foster youth, and/or homeless students)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Question #1 Evidence to Support Response:	
Considerations for future LCAP	

Question 2	Rating
(Section 3A) Can the proposed use of funds be demonstrated as an "effective" use of funds (by past experience, research, or theory) for serving the district's goals for unduplicated students (e.g., low-income, English learners, foster youth, and/or homeless students)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Question #2 Evidence to Support Response:	
Considerations for future LCAP	

Question 3	Rating
(Section 3A) If the district's population of unduplicated students is <55% or in the school is <40%, is the decision to provide the districtwide or school wide service the most effective use of the funds, including compared to more targeted programs?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Question #3 Evidence to Support Response:	
Considerations for future LCAP	

Question 4	Rating
(Section 3B) Does the proposed use of funds increase or improve services for unduplicated students? • Over the level of services provided to unduplicated students in the base year? • Over the level of services provided to all pupils for the LCAP year?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Question #4 Evidence to Support Response:	
Considerations for future LCAP	

- Review your district's LCAP sections 3A & 3B, then answer each of the five questions on your handout.
- Select something to share with the large group.



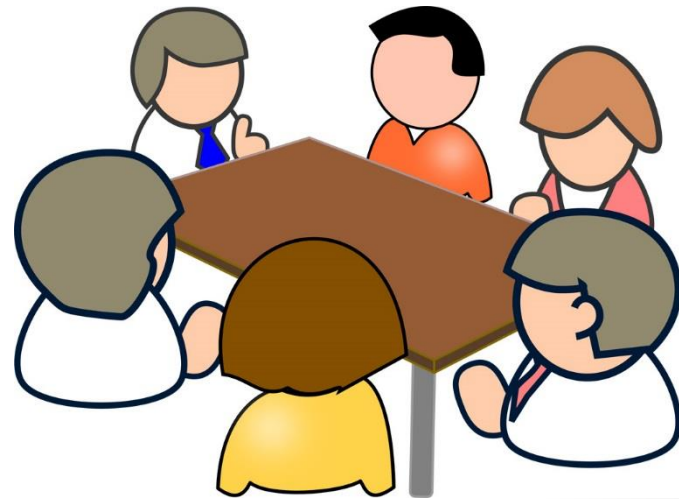
30 minutes

Promising Practices

Time to hear about and share ideas with other districts regarding promising practices for developing and implementing LCAPs

Working Lunch

- Networking
- Team Planning



Thank You!

- **Next LCAP training:** *Annual Update*

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