A Year of Change

• During the past year we lived, learned, and thrived (?
  • A new funding formula with new acronyms – LCFF and LCAP
  • Translating new standards into instruction – CCSS and NGSS
  • Smarter Balanced field test – computers and engaging questions
  • An evolving Academic Performance Index
The Year Ahead

• This year is more of what we experienced last year - what have we learned?
  • Change is hard, but not impossible
  • Local flexibility is not a free for all, but a choice
  • Metrics matter, but teaching and learning matter more
  • Accountability and accounting are not one in the same

KEYS TO EFFECTIVE LCAP PLANNING
Keys to Effective LCAP Planning

• Be well versed on the what, why, and how of LCAP implementation
  • Explanation of the purpose, mechanics, and anticipated outcomes
• Performance mindset to counter compliance practice
• Pioneering leadership
• Keep it local

LCAP: What, Why, and How

• LCFF replaces revenue limits and most state categorical programs
• LCFF is designed to improve student outcomes
  • Simplicity to aid in transparency
  • Equity through student-focused formula
  • Performance through aligned program and budget plans
  • Local flexibility to meet student needs
• LCFF implementation will take time, but begins now
Revisiting LCFF

Per Student Base Amount +

Demographics (Low income, English learner, and/or foster youth) = $

Local Control and Accountability Plan

- Encourages telling a story of support, impact, and improvement
- Emphasis on good planning, communication, and engagement
- 2014-15 LCAP template revisions proposed in July 2014
  - Simplified and restructured
  - Emphasis on Annual Update
Local Control and Accountability Plan

Goal → Services → Outcome

WestEd.org
### LCFF State Priorities and Related Data Elements

<table>
<thead>
<tr>
<th>Pupil Achievement</th>
<th>School Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance on statewide standardized tests.</td>
<td>Rate of suspension rates.</td>
</tr>
<tr>
<td>Score on Academic Performance Index.</td>
<td>Rate of expulsion rates.</td>
</tr>
<tr>
<td>Share of pupils who meet the requirements for entrance to the University of California and the California State University or complete career technical education sequences or programs.</td>
<td>Other local measures.</td>
</tr>
<tr>
<td>Share of English Learners that become English proficient.</td>
<td></td>
</tr>
<tr>
<td>English learner recodification rate.</td>
<td></td>
</tr>
<tr>
<td>Share of pupils that pass Advanced Placement exams with 3 or higher.</td>
<td></td>
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<tr>
<td>Share of pupils determined prepared for college by the Early Assessment Program.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Pupil Engagement</th>
<th>Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>School attendance rates.</td>
<td>Efforts to seek parent input.</td>
</tr>
<tr>
<td>Overall on-time graduation rate.</td>
<td>Promotion of parent participation.</td>
</tr>
<tr>
<td>Middle school dropout rates.</td>
<td></td>
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<tr>
<td>High school dropout rates.</td>
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<tr>
<td>High school graduation rates.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Pupil Outcomes</th>
<th>Course Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other indicators of pupil performance in required areas of study.</td>
<td>Pupil access and enrollment in all required areas of study.</td>
</tr>
</tbody>
</table>

### Approaching State and Local Priorities

- The eight state priorities collectively articulate broad state expectations for student success.
- **Tips:**
  - Avoid treating the priority areas and related metrics as a checklist.
  - Use the metrics to identify needs, inform goals, and assess impact and outcomes.
    - It is necessary to consider all eight state priorities when assessing needs and developing goals.
  - The metrics are a list; local educational agencies need to make them locally meaningful.
    - What’s different or improved for students?
  - Anticipate data availability and construct metrics accordingly.
Goals and Outcomes

- Goals drive plans
  - Do existing goals clearly communicate how needs related to the state priorities are addressed?
  - Do the existing goals direct attention towards needed areas of action?

What is Data Driven Decision Making?

- Education is rich with data, but is it information
  - Information = data + context
- Good versus useful information
  - Judge by quality, accuracy, and relevance
- Data never does anything...people are required
LCAP Metrics– Accounting or Accountability?

- Data appears many places
  - Plans and needs assessments
  - Facts, figures, tables, and charts
- Critical questions:
  - Do LCAP goals point to strategies, or metrics?
  - Do LCAP outcomes demonstrate process and/or impact towards achieving the goal

Typical County Revenues per Average Daily Attendance

- Source: California Department of Education, 2010-11

State Average = $8,801
A Subgroup or All?

- No Child Left Behind helped education:
  - Recognize subgroups
  - Develop plans and actions to support subgroups
- Who are California’s students with disabilities?

Source: California Department of Education, 2010-11
Total K-12 Enrollment = 6,220,993

Free and Reduced Price Meals (FRPM) 57.8%

Students with Disabilities 9.9%

English Language Learners 21.7%

Source: California Department of Education, 2011-12

Overlaps Between Subgroups

Free and Reduced Price Meals (FRPM)

Students with Disability (SWD)

English Language Learners (EL)

Other

EL/FRPM 18.5%

SWD/FRPM/EL 3.0%

SWD/FRPM 6.9%

SWD/EL 3.4%

Source: California Department of Education, 2011-12
Special Education Enrollment = 686,573

Free and Reduced Price Meals (FRPM) 63.0%
English Language Learners 31.5%
No other program 33.6%
FRPM/EL within Special Education 27.1%

Source: California Department of Education, 2011-12

LCFF State Priorities and Related Data Elements

**Pupil Achievement**
- Performance on statewide standardized tests.
- State Academic Performance index.
- Share of pupils that meet the requirements for admission to the University of California and the California State University or complete career technical education sequences or programs.
- Share of English learners that become English proficient.
- English learner reclassification rate.
- Share of pupils that pass Advanced Placement exams with 5 or higher.
- Share of pupils ever enrolled in precollegiate programs.

**School Climate**
- Pupil suspension rates.
- Pupil expulsion rates.
- Other disciplinary measures.

**Parental Involvement**
- Efforts to solicit parent input.
- Promotion of parent participation.

**Basic Services**
- Role of special education appropriately assigned and fully coordinated.
- Pupil access to standards-aligned instructional materials.
- Facilities maintained in good repair.

**Implementation of State Standards**
- Implementation of rigorous standards of education set for all students based on performance standards for all pupils, including English learners.

**Course Access**
- Pupil access to required and elective courses of study.

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Activity: Telling Your LCAP Data Story

Review the eight state priorities and related metrics
1. Construct a theory of change or action using the metrics.
2. Identify how you would review data to assess this theory of action.
3. Share and discuss.
Mapping a Course With LCFF

- Are we ready to work together?
  - Understanding of roles, responsibilities, and expectations
- What are the needs, goals, and actions that will change outcomes for students?
- Are we aiming for involvement or engagement?
  - What information and support is needed to be engaged?

Authentic Engagement

- Authentic engagement provides the ability to see and articulate why a plan was different because of stakeholder engagement
- In other words, authentic engagement reflects that stakeholder contributions matter
**Authentic Engagement**

- Requires us to be purposeful in order to answer:
  - To what end do we plan to engage people?
  - What do we hope to achieve?
  - Based on what contributions?

---

**Don’t Ask Stakeholders for Input You Don’t Have a Plan for Using!**
Stakeholder Engagement

Consider:

- Who must be actively engaged in your LCAP planning process if your plan is going to be successful?
- Who could have a significant negative influence on your LCAP planning and implementation if they communicate confusion, frustration, or disappointment to others? How will you know if this is happening?
- How do you ensure that these individuals stay appropriately informed, committed, and/or motivated?

Communicating to Reduce Stress

- Simplify
- Set reasonable expectations over time
- Practice consistency in messaging
- Call out the learning process
- Inoculate
- Repeat, repeat, repeat!
**LEA Planning Cycle**

1. **Adoption of Vision/Story & Goals**
2. **Assessment of Needs and Capacity**
3. **Identification of Desired Outcomes for Students**
4. **Identification and Selection of Evidence-Based Services and Actions**
5. **Identification of Metrics for Measuring Progress**
6. **Implementation of Programs and Practices**
7. **Expenditure Decisions to Support Services and Actions**
8. **Monitoring of Progress**
9. **Celebration of Success and Appropriate Modifications**
How Far Have We Come? Operating Rooms in 1914 and 2014

How Far Have We Come? Classrooms in 1914 and 2014
### LCAP Alignment: Purpose

<table>
<thead>
<tr>
<th>LCAP</th>
<th>Examples for Potential Coordination or Integration</th>
<th>Federal Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action and spending plan that describes how LCFF funds will be used to achieve locally identified goals based upon state and local priorities derived from a review of data. The LCAP documents how resources are aligned between planned actions and proposed spending.</td>
<td>Required state and federal plans serve as action and spending plans with specific funding and/or students as the point of focus. The LCAP could be used to capture LEAP and Title III Plan information, or provide a bridge to such plans, by including reference to the support Title I provides to low-income students and Title III to English Learners. Site level plans should inform the LCAP development, but separate site plans are necessary to allow for involvement of site councils in the process of developing and approving such plans.</td>
<td>LEAP – Action and spending plan that described how federal funds (i.e., Title funds) will be used to achieve goals based on No Child Left Behind priorities (i.e., academic proficiency in English/Language Arts, Mathematics, and Graduation rate). Title III – Only required in cases where a LEA fails to meet accountability requirements for English Learners (EL) for 3+ years. Similar in purpose to the LEAP with a focus on ELs. SPSA – School-level action and spending plan that describes how site level categorical funds are used to address site level goals that include, but are not limited to NCLB priorities.</td>
</tr>
</tbody>
</table>
**LCAP Alignment: Timeline**

<table>
<thead>
<tr>
<th>Timeline</th>
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<th>Examples for Potential Coordination or Integration</th>
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<tbody>
<tr>
<td></td>
<td>Three-year plan that is updated annually and rolls forward to include a new year; aligns with state-required budgets submitted by all LEAs.</td>
<td>Update LEAP and Title III plan when updates to goals, actions/services, and budget are made to the LCAP. This may require a change in local process to accommodate more frequent updates to LEAP and Title III plans.</td>
<td>LEAP – Five-year plan with an annual update.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Title III – Five-year plan with an annual update.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>SPSA – One or more year plan with an annual update.</td>
</tr>
</tbody>
</table>
## LCAP Alignment: Priorities

<table>
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<tbody>
<tr>
<td>Needs assessment, goals, and updates must consider how LEAs address eight state priorities and county offices of education address these plus two additional priorities, for all students, significant subgroups (30 or more students with valid test scores, including race, income, language ability, and Foster Youth), and schools.</td>
<td>The LCAP includes academic outcomes that align to LEAP, Title III, and SPSA priorities with the addition of outcomes related to conditions of learning and engagement. Federal plans do not need to reference the additional priorities addressed in the LCAP, and in some cases federal funding may not be appropriate for such purposes. However, federal funds should complement and supplement (i.e., add to what is accomplished with state funds) priorities related to academic outcomes. The LCAP should be used as a reference point to determine effective uses of funds as reflected in LEAP, Title III, and SPSA plans.</td>
<td>LEAP – Academic achievement in ELA and Mathematics, and graduation rate for all significant subgroups (50 students or more, including race, income, and language ability).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title III – Focused on academic achievement for ELs.</td>
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<tr>
<td></td>
<td></td>
<td>SPSA – Same as LEAP with a school level focus.</td>
</tr>
</tbody>
</table>
## LCAP Alignment: Goals

<table>
<thead>
<tr>
<th>Goals</th>
<th>LCAP</th>
<th>Examples for Potential Coordination or Integration</th>
<th>Federal Plans</th>
</tr>
</thead>
</table>
| Reflect needs based on assessing data related to state and local priorities. | LCAP goals can be constructed to include federal goals. This would provide an approach to aligning plans, minimizing duplication, and potential integration of plans. It is possible that not all LCAP goals will be supported by federal funds, but those that overlap with federal goals (e.g., academic outcomes for low-income, ELs, and other significant subgroups) could include reference to federal support that supplements LCFF funding to achieve outcomes. | LEAP – Reflect need based on assessing data related to federal priorities for academic achievement and graduation for low-income and low-performing students.  

Title III – Similar LEAP with focus on Title III funds for ELs language acquisition and proficiency, and academic proficiency.  

SPSA – Same as LEAP with a school level focus. |
## LCAP Alignment: Outcomes

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>LCAP</th>
<th>Examples for Potential Coordination or Integration</th>
<th>Federal Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAs describe what will be different and/or improved for students over time for each goal identified based on metrics aligned to state and local priorities.</td>
<td>LCAP outcomes statements related to goals that align with federal plans (e.g., academic performance and graduation rate) should be sufficient to meet federal requirements provided that there are references to metrics associated with academic outcomes.</td>
<td>LEAP – Generally referenced within goal statement; focused on academic achievement in ELA and Mathematics and graduation rate. Does not always consistently reference annual or progressive goals across multiple years.</td>
<td></td>
</tr>
<tr>
<td>Title III – Similar LEAP with focus on Title III funds for ELs language acquisition and proficiency, and academic proficiency.</td>
<td></td>
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<tr>
<td>SPSA – Same as LEAP with school level focus.</td>
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</tbody>
</table>
LEAs describe the actions/services to address goals and achieve outcomes identified in the LCAP. This should include specific reference to how the needs of low-income, ELs, Foster Youth, and other significant subgroups will be met. This may also include basic services such as general instructional support, maintenance, and administration. These areas are not generally part of federal plans because they represent the “basic” service that federal funds are used to supplement for specific students and related needs.

The LCAP should describe basic and additional services for which LCFF funding is used to address identified goals based on state and local priorities. The additional services identified should ensure attention to the needs of significant subgroups (e.g., race, income, language ability, and foster youth) following the state standard (30 or more students with valid test scores). In some cases, an LEA may fully address the needs of a subgroup with LCFF resources, but in those cases where additional services are needed and federal funds allow for such uses, such services could be described within the LCAP with a clear reference to the use of Title I, II, or III funds or such details could be included with reference to goals and outcomes also referenced in the LCAP in a separate plan. Each LEA would determine if they prefer for the LCAP to be a plan with all information about actions and services, or one that remains focused on LCFF funds. (Note: the approach taken with Federal Program Monitoring may affect the decision of LEAs.)

**Federal Plans**

LEAP – Within each goal area detail regarding actions to address the needs of low-income and low-performing students are provided with Title I budget information. The level of detail is often very specific to facilitate review of the use of funds as part of Federal Program Monitoring (FPM) reviews.

Title III – Similar LEAP with focus on Title III funds for ELs language acquisition and proficiency, and academic proficiency.

SPSA – Same as LEAP with school level focus.
The Hierarchy of Supplementing

Supplement

Supplement^2

Targeted Supplemental Resources
LCAP Supplemental/Concentration PLUS Title III
(Examples: Like general supplemental, but targeted and in addition to)

General Supplemental Resource
LCAP Supplemental/Concentration PLUS Title I
(Examples: Intervention, supplemental materials, counselors, staff development)

Core – General Operations & Required Program Elements
Unrestricted General Fund – LCAP Basic
(Examples: Regular classroom teachers and core textbooks)
**LCAP Alignment: Proportionality**

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</thead>
<tbody>
<tr>
<td>LEAs describe within the LCAP how they demonstrate that they are providing increased or improved services for low-income, English Learners, and Foster Youth in proportion to the increase in funding provided for such pupils.</td>
<td>This requirement is very specific to the use of LCFF funds. However, as described, the concept is similar to the rules regarding federal funding use. There is an expectation that a portion of LCFF funds provides for increase and improvement in services for students in need. In the case of federal funds, the expectation is that such funding further increases or improves what is available to such students.</td>
<td>LEAP – Focused on the needs of low-income and low-performing students; comparability, maintenance of effort, and supplement, not supplant rules are in place to ensure that funds are used to provide additional services to targeted pupils.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title III – Similar LEAP with focus on Title III funds for ELs language acquisition and proficiency, and academic proficiency.</td>
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</table>
### LCAP Alignment: Annual Update

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<tr>
<th>Annual Update</th>
<th>LCAP</th>
<th>Examples for Potential Coordination or Integration</th>
<th>Federal Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each year beginning in 2014-15 LEAs will need to reflect on progress towards meeting or exceeding goals by providing a descriptive annual update analysis.</td>
<td>This requirement is unique to the LCAP, but to the extent there is a relationship to LCAP goals and those of federal plans, such an update could be used to help refine how federal funds are used to support services based on reflection of impact and needs.</td>
<td>LEAP – Not explicitly required.</td>
</tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Title III – Not explicitly required.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>SPSA – Not explicitly required.</td>
</tr>
</tbody>
</table>
## LCAP Alignment: Stakeholder Engagement

**LCAP**

| School districts and county offices of education must form and engage a parent advisory committee and an English Learner parent advisory committee* to provide advice about the LCAP. These advisory committees can be newly formed or draw from existing parent advisory groups, but they must include representation of students in need (e.g., low income, English learners, and foster youth). LEAs must also consult with teachers, principals, administrators, other school staff, local bargaining units, parents, and students to inform the LCAP’s development. The consultation could occur as part of the stakeholder engagement process. |

---

**Examples for Potential Coordination or Integration**

| The parent and English Learner advisory committees required under LCFF may be constituted from existing district-level committees. Each LEA decides how to best formulate required committees. If a district uses its district level advisory committees for LCAP and federal funds, there should be attention to the education needed to support advisors in their role of information LCAP development. |

Feedback from site councils and/or parents with a focus on site specific needs should be gathered when developing the LCAP as a means to inform both the LCAP development as well as SPSAs. |

Common goals or a clear relationship between goals for LCAP, LEAP, Title III, and SPSA is helpful to build understanding and focus on the relationship between plan requirements. |

---

**Federal Plans**

| LEAP – There are no specific requirements for advisory groups to provide input. However, the CDE suggests that input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) be sought. District English Learner Advisory Committee (DELAC) are required to provide input to planning for needs of English Learners at LEAs where they comprise a critical mass.* |

Title III – Similar to LEAP with focus on Title III funds for ELs language acquisition and proficiency, and academic proficiency. DELAC advice should be sought. |

SPSA – Site Councils are required to develop, approve, and monitor site plans. In addition, a site English Language Advisory Council is required to provide input to the planning process at schools with 21 or more ELs. |

* If the LEA has 50 or more English learners, or if they comprise 15 percent or more of the student enrollment.
### LCAP Alignment: Approval

#### LCAP

Districts and county offices of education hold at least two public meetings where the LCAP is shared, along with the formal LEA budget. Charter schools are not required to hold such meetings, but may elect to do so in the interest of public transparency. Local governing boards approve district LCAPs and these are submitted to their COE superintendent for review and approval. COEs submit their LCAPs to CDE for review and approval. Charter school LCAPs are submitted to their authorizer and reviewed with their application for approval or renewal.

#### Examples for Potential Coordination or Integration

Local governing boards are the point of intersection for all plans and should be highly engaged in the determination of goals that create strategic focus for how programs are developed and operated, funds are used, and results assessed. If a local governing board sees value in coordinating or integrating plans, using common goals as a reference point is a potential approach. In addition, there should be clear understanding of the types of services/actions that each type of plan is created to describe to allow for coordination or integration.

#### Federal Plans

**LEAP – Local Governing Boards** approve and submit to CDE. LEAPs are examined as part of federal program monitoring by CDE and as part of federal accountability monitoring for LEAs in PI Corrective Action.

**Title III – Same as LEAP.**

**SPSA – Site Councils** approve SPSAs, but require formal approval from local Governing Boards. SPSAs may be examined as part of federal program monitoring by CDE.
Local Control Accountability Plan
EXAMPLE: Preparation Activities

**Local Control Accountability Plan Preparation**

- **July-August**
  - Evaluate
  - Evaluate progress on implementing services and actions
  - Align data analytics to metrics
  - Educate stakeholders on using data to inform decisions and assess progress

- **September-October**
  - Progress
  - Progress monitoring continuum to inform annual update
  - Needs assessment
  - Partner with stakeholders on assessing needs and understanding metrics

- **December-January**
  - Identify
  - Identify new/additional needs based on progress monitoring and data analysis
  - Initiate budget development
  - Involve stakeholders in consultative process

- **February-May**
  - Calibrate
  - Calibrate plans and resources to needs
  - Align services and actions and budget
  - Communicate with stakeholders on plan revisions

- **June**
  - Public hearing for LCAP Annual Update and Budget
  - Adopt LCAP Annual Update and Budget

WestEd.org
California Department of Education's Quality Schooling Framework

Quality Schooling Framework

The Quality Schooling Framework (QSF) is the California educator's destination for timely tools and practices to guide effective planning, policy, expenditure, and instructional decisions at all schools and districts.

THE ANNUAL UPDATE
LCAP Annual Update: What

- First annual update will be required as of June 2015 to reflect review of progress in 2014-15
- Reviews the progress towards expected outcomes based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066

Proposed Local Control and Accountability Plan

- Simplified and restructured
Proposed LCAP Template: Annual Update

- LCFF is designed to improve student outcomes
- Adds another chapter in the story
- Changes to the LCAP based on the annual review process
- Renews the emphasis on good planning, communication, and engagement
LCAP Annual Update: How

- Review data as measured by required and locally determined metrics and consider the following questions:
  - Did actions/services addressed the needs of all pupils?
  - Did actions/services addressed the needs of all subgroups of pupils identified?
  - Did the actions/services address identified needs/goals of specific school sites?

- Be ready to communicate
  - What information such as, quantitative and qualitative data/metrics were examined to review progress toward goals in the annual update?
  - What modifications will be made to the LCAP based on the review?
LCAP Review

For 2014-15 LCAPs:

- #1: Adheres to SBE Template
- #2: Sufficient Expenditures
- #3: Adheres to Expenditure Regulations (Parts 1 & 2)

All questions are answered "yes" or "satisfied" on Criteria Approval Flowchart

Any questions answered "no" or "unsatisfied" have been mapped through the Clarification Table

Written clarification communication provided to the governing board

If Criteria not met, Technical Assistance has been provided
It's Really Straightforward
REMEMBER…

It’s Really Straightforward

LCAP Rubric

• LCFF legislation calls for rubrics:
  • To assist LEAs to identify strengths, weaknesses, and areas that require improvement
  • To assist COEs to identify school districts and charter schools in need of technical assistance
  • To assist the Superintendent to identify school districts for which intervention is warranted
  • Reflect holistic, multidimensional assessment of school district and individual school site performance including the state priorities
LCAP Rubric

• State Board of Education must approve by October 1, 2015
  • Expect first draft of rubric by Spring 2015
• Process to develop includes:
  • Broad stakeholder input
  • Relevant application to state diversity
  • Fidelity to LCFF design principles

On the Horizon

• State
  • Permanent Regulations Process
  • Rubric Development
  • California Collaborative for Educational Excellence
• Local
  • 2014-15 LCAP reviews and feedback
  • Implementing 2014-15 LCAP
  • Developing 2015-16 LCAP
3 BELIEFS

EMOTIONALLY ENGAGING
WORTH THE EFFORT
VIABLE
What Will You Do to Support Effective Implementation?

What Do You Want To Practice?