
SECTION 1:

ANNUAL UPDATE TOOLS/RESOURCES

STEP 1: COPY AND PASTE FROM PREVIOUS LCAP

This includes the following:

- Goal
- Priorities
- Expected Annual Measurable Outcomes
- Planned Actions
- Planned Expenditures

Please note, this information needs to be **verbatim** from the previous LCAP.

TOOLS AND RESOURCES:

Previous LCAP

Tool 1-1 New LCAP template:

https://docs.google.com/document/d/12OQJ8TPwwl_0Jyi3ovhEZ3LITGxWfRCYJhCl5zrgg/edit?usp=sharing

STEP 2: COLLECT THE NECESSARY DATA

Data needs to include:

- State Indicators
 - Suspension rate
 - English Language Arts Achievement
 - Math Achievement
 - Graduation rate, if applicable
 - English Learner Progress-Proficiency and Reclassification
- Local Indicators
 - Basic Services (information found in SARC)
 - Implementation of State Standards (survey)
 - School Climate (California Healthy Kids Survey or SWIS data or district-created survey)
 - COEs only: Coordination of Services for Expelled Students
 - COEs only: Coordination of Services for Foster Youth (rubric)
- Other local data as presented in Expected Annual Measurable Outcomes
 - NWEA, Benchmark data, etc.

TOOLS AND RESOURCES:

California School Dashboard (available on <http://cde.ca.gov> website under Assessment and Accountability)

STEP 3: REVIEW THE DATA

Analysis of the results. It is suggested to do the following:

- Analyze results for all students, schools, and student groups
 - Determine performance category for each indicator
 - Determine growth on local results

TOOLS AND RESOURCES:

Tools 1-2 Dashboard Analysis

<https://drive.google.com/file/d/0B-F3Q3RGEQqBdUEybU8yX1VjQ2s/view?usp=sharing>

Tool 1-3 Process for Looking at the Data to Inform LCAP

<https://drive.google.com/file/d/0B-F3Q3RGEQqBcWhEWGhoLVBvbDg/view?usp=sharing>

Tool 1-4 Processing the 5x5 Grid School and Subgroups Placement Reports

<https://drive.google.com/open?id=0B-F3Q3RGEQqBVnVOUINtZHo5STA>

Change is the difference between performance from the **prior** year and **current** year, or between the **current** year and a **multi-year average** - if available.

Status is based on the **current** year performance.

Gray	Blue	Blue	Blue	Blue
Orange	Yellow	Green	Green	Blue
Orange	Orange	Yellow	Green	Green
Red	Orange	Orange	Yellow	Yellow
Red	Red	Red	Red	Red

STEP 4: IDENTIFY ANY PERFORMANCE GAPS

Review any discrepancies between all students and schools and student groups

Root Causes Analysis Where are we getting these results?

Culture <i>The predominant norms, values, and attitudes that define and drive behavior in the district</i>	
Structures and Systems <i>Structures help define how the work of the district gets done. It</i>	

TOOLS AND RESOURCES:

Tool 1-5 State Indicator 5x5 Charts

<https://drive.google.com/a/montereycoe.org/file/d/0B-F3Q3RGEQqBSjg1T0tSZW4yNVk/view?usp=sharing>

STEP 5: DETERMINE ROOT CAUSES FOR THE GAPS

Review discrepancies and discuss potential reasons. Focus is to not be on blaming, but to figure out the reasons for the results.

TOOLS AND RESOURCES:

Tool 1-6 Root Causes Analysis

https://docs.google.com/document/d/1RGOhgmr7LkxeHq4roL_GeStarEJpR5HRFwahHT80DU/edit?usp=sharing

Tool 1-7 Root Causes Analysis Worksheet

<https://drive.google.com/open?id=0B-F3Q3RGEQqBM3ptVGJ1eTRoeW8>

STEP 6: RECORD THE DATA IN THE ACTUAL MEASURABLE OUTCOMES

Record Actual Measurable Outcomes in appropriate box for each goal.

Using the Legislated Metrics tool, insert specific data, as appropriate and indicate results to be included in appendix.

Legislated Metrics

Conditions of Learning						
Priority	Description	Location of information	Baseline 2016-17	Expected Outcomes 2017-18	Expected Outcomes Year 2 2018-19	Expected Outcomes Year 3 2019-20
Basic	Degree to which teachers are appropriately assigned and credentialed in subject areas:	SARC report				

TOOLS AND RESOURCES:

Tool 1-8 Required Metrics Template

https://docs.google.com/document/d/1z8FiERO0tYghxEdTEpZmfFbAr8QGeiaFOxBW0PEt_Bc/edit

STEP 7: COMPLETE THE ACTUAL ACTIONS/ SERVICES

Clearly explain what was actually done for each action

<input type="checkbox"/> <i>3. Provide College and Career Pathways Coordinator to support creation of new CTE pathways</i>	<i>3. Position was not filled due to lack of qualified candidates</i>
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STEP 8: MEET WITH FISCAL FOR ACTUAL EXPENDITURES FOR EACH ACTION/ SERVICE

Work with Fiscal to determine the actual cost for each action/service. Have them review expenditures for all actions/services for each goal, both planned and actual expenditures.

<i>Expenditures</i>	<i>\$1,218,500 for salaries and benefits for 18 teachers</i>	<i>\$1,127,690 salaries and bonuses for 21 teachers</i>
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STEP 9: ANALYZE THE RESULTS OF ACTIONS/SERVICES

Holistically review the results in the following areas and make sure that information is aligned and related to the goal.

- Degree of implementation
 - What were the challenges/successes in implementing the actions/services? Determine how well the actions were implemented and indicate if actions/services were initially implemented, partial implemented, completely implemented. List level of implementation overall for all goals and actions. Indicate if implementation was consistent in all schools and classrooms or inconsistent and list any inconsistencies.
- Effectiveness
 - Did the actions/services have an impact on student outcomes? What criteria was used to determine effectiveness of actions/services? Describe effectiveness on all students or subgroups of students targeted for the actions/services.
 - Include analysis of indicators. Explain the results of the indicators in relationship to the goal and the impact on student outcomes.
- Material Differences
 - What was significantly different? What is the reason for this material difference? Material differences are unique to communities. What changes would your community want/need to know about?
- Changes to be made
 - Are the changes due to the effectiveness of the actions/services in meeting the outcomes? Based upon the implementation and effectiveness, should this goal be continued? Did it make a difference for students? Has the goal been addressed successfully and other priorities

should be the focus for the upcoming years? Should the goal continue due to the indicators and local results indicated more work is needed in order to make a change for students? Explain the thinking of continuation, modification, or elimination.

Be sure to identify where the changes can be found in the LCAP (i.e. Goal, page number)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

TOOLS AND RESOURCES:

Tool 1-9 Annual Update Analysis of Effectiveness

<https://docs.google.com/document/d/1GVzDdV8fr6x6oyob-Dft9WpRPWmGbeqb0hrivNRyfSM/edit?usp=sharing>

Tool 1-10 Example of Annual Update Analysis of Effectiveness

<https://docs.google.com/document/d/1hq9axNssHRKAuE8q-rfWcPbR4SN4YqLtLsvhThEyEiA/edit?usp=sharing>

STEP 10: REPEAT THE PROCESS FOR EVERY GOAL LISTED IN THE ANNUAL UPDATE

ADDITIONAL RESOURCES:

Tool 1-11 Preparing for the Annual Update

<https://drive.google.com/file/d/0B4Trdt8VPoDtdlBkR1dEQnpNUEk/view?usp=sharing>