



California County Superintendents

Educational Services Association

Local Control and Accountability Plan (LCAP) Approval Manual

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Business and Administration
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CISC
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Section 1

Introduction

The California County Superintendents Educational Services Association (CCSESA) developed and released the first Local Control Accountability Plan (LCAP) Approval Manual in March 2014. The current version of the LCAP Approval Manual contains updates to the 2019-20 Edition based on the State Board of Education (SBE) approved LCAP template redesign, which includes the addition of the LCAP expenditure tables. This manual provides a guide for county offices of education (COEs) to use in their LCAP oversight and approval process. It represents a collaboration led by CCSESA's Business and Administration Steering Committee (BASC) with support from the Curriculum and Instruction Steering Committee (CISC), and with the assistance of staff from the California Department of Education (CDE), the State Board of Education (SBE), and the California Collaborative for Educational Excellence (CCEE). The Fiscal Crisis and Management Assistance Team (FCMAT) provided additional assistance.

Background

The Local Control Funding Formula (LCFF) dramatically reformed California's educational funding system. The LCFF eliminated most categorical funding streams, replacing them with funds based on each local educational agency's (LEA's) student demographic profile. The LCFF instituted a change in LEA accountability for unrestricted funding in the form of a three-year Local Control and Accountability Plan (LCAP), with annual updates, that focuses on services and outcomes for all students, with special emphasis on English learner, low income, and foster youth students. Under Education Code Section 52070 and subsequent sections, county superintendents are responsible for approval and oversight of their local districts' LCAPs.

Grounded in LCFF statutes and regulations, the *LCAP Approval Manual* and the separate *Guide for County Superintendents— Support, Review, and Approval of Local Control and Accountability Plans* are intended to serve as guides to help county offices take a thoughtful, holistic approach to LCAP support and approval. This manual focuses on the statutory requirements for county office review and approval of district LCAPs, whereas the *Guide for County Superintendents – Support, Review, and Approval of Local Control and Accountability Plans* is intended to provide guidance and best practices for county offices as they help districts create and implement continuous improvement processes.

Internal accountability for the LCAP rests with elected local district board of education trustees, district administrators, and local stakeholders. The county superintendent of schools, as the intermediate agent between the state and the LEAs, provides external accountability by overseeing the LCAP process in his or her county. Pursuant to Assembly Bill (AB) 1200 and the LCFF, the county superintendent of schools is the foundation of the Statewide System of Support and is responsible for a combination of fiscal and academic assistance that includes progressive support and assistance to school districts when needed.

Three Criteria for Determining LCAP Approval

Throughout the review process, COEs should keep in mind the **Three Criteria** for LCAP approval [EC 52070(d)]:

1. Adherence to SBE Template

The LCAP or annual update to the LCAP adheres to the template adopted by the SBE pursuant to Education Code Section 52064 (Appendix C). This includes following instructions for completing the template.

2. Sufficient Expenditures in Budget to Implement LCAP

The budget for the applicable fiscal year adopted by the governing board of the school district includes expenditures sufficient to implement the actions and strategies included in the district's board-adopted LCAP, based on the projections of the costs included in the plan.

EC 42127(d)(1) states that the county superintendent of schools shall disapprove a budget if the county superintendent of schools determines that the budget does not include the expenditures necessary to implement an LCAP.

3. Adherence to SBE Expenditure Regulations

The LCAP adheres to the expenditure requirements adopted pursuant to Education Code Section 42238.07, and Title 5, California Code of Regulations, Sections 15494-15497 (Appendix D), for funds apportioned on the basis of the number and concentration of unduplicated pupils pursuant to Sections 42238.02 and 42238.03.

Use of Terms

Throughout this manual, the terms "county superintendent of schools," "county offices of education" and "COEs" are used interchangeably. In all cases, these terms refer to the statutory role of the county superintendent of schools under Education Code Sections 1240, 42127 and 52070, and following.

Section 2

LCAP Review and Approval Process

To assist COEs in the LCAP review and approval process, this section describes California's implementation of the Every Student Succeeds Act (ESSA), the impact of ESSA on the LCAP process, and provides two LCAP review tools that can assist in the review process. This chapter also provides details on the LCAP review process and approval timeline as they relate to district budget approval, as well as strategies for building cross-departmental review teams and guidelines in case an LCAP is not approved.

California's Every Student Succeeds Act (ESSA) Plan and the LCAP Process

LEAs that apply for Every Student Succeeds Act (ESSA) funds are required to complete the LCAP, the LCAP Federal Addendum Template, and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the ESSA LEA Plan requirement.

In January 2019, the SBE approved changes to the LCAP template to address requirements of Section 1111(d) of ESSA, to reduce duplication of effort for LEAs when completing the LCAP and the LCFF Budget Overview for Parents, and to make minor conforming changes to the Addendum in the template. Section 1111(d)(1)(B) of ESSA requires LEAs, in partnership with stakeholders, to locally develop and implement a comprehensive support and improvement (CSI) plan to improve student outcomes for each school identified for CSI; among other requirements, Section 1111(d)(1)(B)(v) requires that these plans be approved by the school, the LEA, and the State Educational Agency (SBE).

California addresses this requirement through the LCAP process and the school planning process.

1. At the school level, the LEA will work collaboratively with the school site council at each school identified for comprehensive support to develop the school plan for student achievement (SPSA) using the updated SPSA template. California Education Code 64001 and the ESSA require schools that receive federal funds through the ConApp to consolidate all school planning requirements into the SPSA. The school plan will be approved by the governing board of the LEA.

2. At the LEA level, the LEA will report efforts to support its identified schools in the LCAP Plan Summary section via the following three new prompts:
 - a. Identify the schools within the LEA that have been identified for CSI.
 - b. Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
 - c. Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
3. At the county level, as part of the LCAP approval process, the county office will ensure LEAs with schools identified for CSI complete the prompts included in the Comprehensive Support and Improvement section of the LCAP template. This requirement includes charter schools, which means that county offices will be responsible for reviewing this section of charter school LCAPs for any charter schools identified for CSI.
4. At the state level, the CDE will compile a list of approved LCAPs with CSI plan summaries and recommend these plans to the SBE for approval.
5. Addressing ESSA requirements in this way ensures that the LEA remains the locus of responsibility for supporting school improvement; that there is no separate, compliance-oriented school improvement plan; and that school improvement strategies align with the overall goals and actions/services for the LEA.

Using the Reviewer's Tools

LCAP Review Checklist (Appendix A)

The Template Compliance Review Checklist provided may be used to determine if a district's LCAP addresses the statutory and regulatory requirements for approval. The Compliance Review Checklist guides the reviewer through each section of the LCAP and provides a record for tracking potential clarifications.

LCAP/Budget Adoption Process (Appendix B)

The flowchart guides reviewers in understanding the interaction between district budget and LCAP adoption, submission and approval timelines. It also summarizes the processes required if a district's budget or LCAP is disapproved by a COE.

LCAP and Budget Approval Nexus

The LCAP approval process and budget approval process are interdependent but interrelated. Budget approval is not possible without prior approval of a district's LCAP. If a county superintendent does not approve a district's LCAP on or before September 15, the county superintendent may not approve a district's annual budget. Because of this timing, county superintendents may need to pursue district LCAP approvals within the same time frame as budget approvals, if possible. Refer to the flowchart provided in Appendix B.

This nexus presents COEs with a unique challenge that highlights the need for COEs to develop for oversight processes a comprehensive timeline that recognizes the effort required by districts, considers the interdepartmental collaboration required for LCAP review and approval, and allows for unanticipated challenges.

The requirement for local stakeholder involvement in LCAP development compels districts to start budget planning and LCAP development processes early. COEs can help districts by providing sample timelines, information and status update requests, and by encouraging districts to share LCAP drafts throughout the development process.

Though LCAP approval is required by October 8; the recommended approval date is September 15 to coincide with budget approval timelines. If a district's LCAP is not approved by September 15, a conditional budget approval may be an option [EC 42127(c)(d)], where appropriate.

The LCAP approval timeline provides an additional three weeks beyond the timeline to approve the annual budget. This additional time allows for written clarification, required by August 15, between the county superintendent and the district board, where clarification is needed prior to granting approval of a district's LCAP. This clarification timing is as follows:

On or before August 15

- County superintendent of schools may seek clarification in writing about the contents of the LCAP or annual update.
- Within 15 days, the governing board of a school district shall respond, in writing, to requests for clarification.
- Within 15 days of receiving response, the county superintendent of schools may submit recommendations, in writing, for amendments to the LCAP or annual update.
- Within 15 days of receiving recommendations, the governing board of a school district shall consider the recommendations submitted by the county superintendent of schools in a public meeting.

On or before October 8

County superintendent shall approve a district's LCAP, provided the district meets the three criteria in EC 52070(d).

When an LCAP is Not Approved

If a county superintendent is not able to determine adherence to the SBE template, sufficient expenditures in the budget to implement the LCAP, and/or adherence to the expenditure regulations, the LCAP shall not be approved. If the sole reason for budget disapproval is the lack of an approved LCAP or annual update, the requirement for formation of a budget review committee is waived. When an LCAP is not approved, the county superintendent shall then provide technical assistance as described in the flowchart in Appendix B.

Technical Assistance

Education Code 52071 states that technical assistance shall be provided by the county superintendent in any of the following circumstances:

1. The governing board of a school district requests technical assistance with its LCAP or any other technical assistance support. [Technical assistance provided at the request of a school district shall be paid for by the school district requesting the assistance];
2. The county superintendent does not approve the LCAP or annual update;
3. Based on the California School Dashboard, the district fails to improve pupil achievement across more than one state priority for one or more student groups identified pursuant to Section 52052, as described in EC 52071(c).

When a county superintendent does not approve a district's LCAP, Education Code 52071(b) requires the county superintendent to provide technical assistance focused on revising the LCAP or annual update so that it can be approved.

If a district fails to improve pupil achievement across more than one state priority for one or more student groups, EC 52071(c) requires the county superintendent to provide technical assistance focused on building the school district's capacity to develop and implement actions and services responsive to pupil and community needs, including, but not limited to, any of the following:

1. Assisting the school district in identifying strengths and weaknesses in regard to the state's priorities, including reviewing performance data on the state and local indicators included in the California School Dashboard and other relevant local data, and identifying effective, evidence-based programs that address any areas of weakness.

2. Working collaboratively with the school district to secure assistance from an academic, programmatic, or fiscal expert or team of experts. These experts would assist in identifying and implementing effective programs and practices designed to improve performance in any areas of weakness identified by the school district. The county superintendent, in consultation with the school district, may also solicit another service provider, including but not limited to a school district, county office of education, or charter school, to act as a partner to the district in need of assistance.
3. Obtaining from the school district timely documentation demonstrating that it has the following:
 - a. completed the activities described in paragraphs (1) and (2) above, or substantially similar activities,

OR

 - b. selected another service provider to work with the school district to complete the activities described in paragraphs (1) and (2), or substantially similar activities.

Regardless of whether the approach in item a or b above is used, maintain ongoing communication with the school district to assess the school district's progress in improving pupil outcomes.

4. Requesting the assistance of the geographic lead or the California Collaborative for Educational Excellence (CCEE). If assistance is requested from the geographic lead, the geographic lead may request that another geographic lead agency, an expert lead agency, a special education resource lead, or the California Collaborative for Educational Excellence provide the assistance.

Strengths and Weaknesses Analysis

A strengths and weaknesses analysis is an additional, deeper review that does not independently form the basis for disapproval of the LCAP, nor is it limited to a district's LCAP.

A strengths and weaknesses analysis does the following:

- Identifies areas of strengths and areas in need as related to state and local priorities
- Includes a review of effective, evidence-based programs that address any areas of weakness

This analysis, among other things, shall be used under the following conditions:

- When a district's LCAP is not approved
- Upon request for technical assistance from the governing board of a school district
- If a district fails to improve pupil achievement across more than one state priority for one or more student groups

Evaluation Rubrics/The California School Dashboard

The LCFF evaluation rubrics, as implemented in the California School Dashboard, are part of a larger system that supports the overall objectives of the LCFF statute to improve student outcomes, support transparency and increase equity. The Dashboard allows school districts, COEs, and charter schools to evaluate their strengths, weaknesses, and areas that require improvement; assist county superintendents to identify districts in need of support and assistance; assist the county superintendent or chartering authority in determining technical assistance to eligible charters as outlined in EC 47607.3; and assist the SPI in identifying where interventions may be warranted. Furthermore, the Dashboard is intended to guide LCAP development by identifying both strengths and areas in need of continuing improvement. The Dashboard reflects a holistic, multi-dimensional assessment of district and school site performance and provides standards for school district and individual school site performance and expectations for improvement related to the LCFF state priorities. As described in the Plan Summary section, the LCAP template now requires data from the evaluation rubrics as represented in the Dashboard to be included in the content of the plan and factored into analysis. In the absence of a Dashboard in 2020, LEAs will use available state and local data to meet this requirement for the 2021-22 LCAP.

The Dashboard is intended to:

- Align to the LCFF design principles: (1) student-focused, (2) equity, (3) transparency, and (4) performance.
- Serve as a resource that districts find useful.
- Provide support to promote continuous improvement.
- Help districts focus on student-level outcomes.
- Be used as a tool to review data and reflect on areas of greatest growth, areas of greatest need, and performance gaps was first implemented as part of the LCAP in 2017-18.

Section 3

Summary of LCAP Redesign

Assembly Bill 1840 amended California Education Code Section 52064 to revise the Local Control and Accountability Plan and Annual Update template for the upcoming three-year LCAP cycle, 2020-21 through 2022-23. The State Board of Education first adopted the new LCAP Template on January 8, 2020, and it was updated in December of 2020. The intent of the LCAP template redesign was to streamline the content and format of the LCAP to make the information more accessible for parents and other local stakeholders.

The LCAP Template changes were made for the following reasons:

Simplify the LCAP and make it more accessible

The new language is more user-friendly and does not add elements beyond those required in statute.

Prioritize the LCFF Priorities/Goals

The new language states that LEAs should prioritize the state priorities within the planning process and consider their performance on the California School Dashboard in determining how to prioritize the specific actions and expenditures.

Consolidate LCAP Expenditures

The new language requires that the LCAP template consolidate the expenditures in one or more summary tables to promote fiscal transparency with stakeholders.

Summarize Increased or Improved Services

The new summary table provides information about actions that contribute to increased or improved services for unduplicated pupils that is more clearly presented in order to determine if the increased or improved services are being targeted to specific school sites or provided on a districtwide, countywide, or charter-wide basis.

Section 4

Components of an LCAP Review

This section, in combination with the next section detailing the expenditure tables, will guide the reviewer through the components of an LCAP and will provide context and content for a thorough review process.

The following are section-by-section guidelines for an LCAP reviewer to verify that a district's LCAP meets the approval criteria. For additional guidance, see the Template Compliance Review Checklist, Appendix A.

Template Narrative Sections

There are four narrative sections of the LCAP template. The sections are titled: 1) Plan Summary, 2) Stakeholder Engagement, 3) Goals & Actions, and 4) Increased or Improved Services. The template was designed to comply with Education Code requirements and related regulations. Instructions and guiding questions are intended to be helpful to the reviewer's thinking about each section. The data used (also referred to in the LCAP as the required metrics or the specified measures and objectives for each state priority as set forth in EC 52060(d) and 52066(d)) shall be consistent with the school accountability report card (SARC) where practical. For some goals and state priority areas, districts may use data that is more recent than the latest SARC.

For the 2021-2022 year, the annual update requirement is fulfilled through a one-time stand-alone Annual Update template. This Annual Update encompasses both the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan (LCP).

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

The Annual Update section of the 2021-22 LCAP must be completed using a one-year stand-alone template required by Senate Bill 820. The three components of the Annual Update section for use in the development of the 2021-22 LCAP are as follows:

Annual Update for the 2019-20 Local Control and Accountability Plan Year

Annual Update for the 2020-21 Learning Continuity and Attendance Plan

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

Annual Update for the 2019-20 LCAP Year

Goal

Creates an Annual Update table for each goal from the 2019-20 LCAP.

Review Recommendation - COEs should verify that each goal from the 2019-20 LCAP is included and that the wording is copied verbatim from the approved 2019-20 LCAP. Minor typographical errors may be corrected.

State and/or Local Priorities Addressed by the Goal

Identifies the state and local priorities addressed by the goal.

Review Recommendation - COEs should verify that the priorities addressed in the goal are copied verbatim from the approved 2019-20 LCAP. Minor typographical errors may be corrected.

Annual Measurable Outcomes

Identifies the expected annual measurable outcomes identified in the 2019-20 LCAP for the goal. Specifies the actual measurable outcomes for the expected outcomes OR an alternative metric and the actual measurable outcome if an alternative metric was used to measure progress towards the goal.

Review Recommendation - Expected Annual Measurable Outcome-COE's should verify that the expected annual measurable outcomes in the goal are copied verbatim from the approved 2019-20 LCAP. Minor typographical errors may be corrected.

Review Recommendation - Actual Annual Measurable Outcome-COE's should verify that actual outcomes are included for each expected outcome and that the information is understandable. An explanation should be provided if an actual measurable outcome is not available due to the impact of COVID-19 or if an alternative measure was used.

Planned Actions/Services

Identifies what the planned actions and services were for the goal.

Review Recommendation - COEs should verify that the planned actions/services in the goal are copied verbatim from the approved 2019-20 LCAP. Minor typographical errors may be corrected.

Optionally, additional unplanned actions may be added after the planned actions. If unplanned actions are included, they should be clearly identified as unplanned actions, and the associated budgeted expenditures should be \$0 or blank.

Budgeted Expenditures:

Identifies the budgeted expenditures to implement the planned actions and services.

Review Recommendation – COEs should verify that the budgeted expenditures for each planned action/service are copied verbatim from the approved 2019-20 LCAP. Minor typographical errors may be corrected.

Actual Expenditures:

Identifies the actual expenditures incurred to implement the planned actions and services for the goal.

Review Recommendation – COEs should verify that actual annual expenditures are included for each planned action/service for the goal.

Goal Analysis:

Uses available state and local data and input from stakeholders to analyze the following areas at the goal level:

Prompt 1:

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Review Recommendation - COEs should verify that an explanation is provided for any planned actions/services that were not implemented. The explanation should describe how the funds for the planned actions/services were used to support students, including low-income, English learner, or foster youth students, families, teachers, and staff. In addition, the explanation could provide insight on what actions/services were implemented to mitigate the impact of COVID-19 but were not in the 2019-20 LCAP.

Prompt 2:

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Review Recommendation - COEs should verify that a description of successes and challenges is provided regarding the implementation of the actions/services toward achievement of the goal. The explanation may include a description of the impact of COVID-19 on the planned actions/services and should include specifics on any actions/services that could not be implemented. In addition, the explanation could include a description of the overall effectiveness of the actions/services to achieve the goal.

Annual Update for the 2020-21 Learning Continuity and Attendance Plan

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Identifies the planned actions as well as the budgeted expenditures for the planned actions related to in-person instruction. In addition, provides an estimate of actual expenditures to implement planned actions at the time of the LCAP writing. Actions are identified as either contributing or not contributing to meeting the increased or improved services requirement pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496.

Review Recommendation - COEs should verify that action descriptions and budgeted expenditures were copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected. An amount should be identified for estimated actual expenditures related to each action. In addition, verify that each action was identified as either contributing or not contributing to meeting the increased or improved services requirement.

Describes any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Review Recommendation - COEs should verify that an explanation is provided for substantive differences between planned actions and/or budgeted expenditures versus implemented actions and/or actual expenditures. Substantive differences may include those differences in expenditures that result in a difference in implementation or practice.

Optionally, additional unplanned actions may be added after the planned actions. If unplanned actions are included, they should be clearly identified as unplanned actions, and the associated budgeted expenditures should be \$0 or blank.

Analysis of In-Person Instructional Offerings

Describes the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Review Recommendation - COEs should verify that an explanation is provided using available state and/or local data and feedback from stakeholders. If in-person instruction was not provided to any students, then an explanation should be provided stating that in-person instruction was not provided in 2020-21.

Distance Learning Program

Actions Related to the Distance Learning Program

Identifies the planned actions as well as the budgeted expenditures for the planned actions related to the distance learning program. In addition, provides an estimate of actual expenditures to implement planned actions at the time of the LCAP writing. Actions are identified as contributing to meeting the increased or improved services requirement pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496.

Review Recommendation - COEs should verify that action descriptions and budgeted expenditures were copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected. An amount should be identified for estimated actual expenditures related to each action. In addition, verify that each action was identified as either contributing or not contributing to meeting the increased or improved services requirement.

Optionally, additional unplanned actions may be added after the planned actions. If unplanned actions are included, they should be clearly identified as unplanned actions, and the associated budgeted expenditures should be \$0 or blank.

Describes any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Review Recommendation - COEs should verify that an explanation is provided which describes the difference between planned actions and/or budgeted expenditures versus implemented actions and/or actual expenditures due to the impact of COVID-19.

Analysis of the Distance Learning Program

Describes the successes and challenges in implementing the distance learning program in the 2020-21 school year.

Review Recommendation - COEs should verify that an explanation is provided using available state and/or local data and feedback from stakeholders. Each of the following areas should be covered, as applicable, in the explanation:

- Continuity of Instruction
- Access to devices and connectivity
- Pupil participation and progress
- Distance learning professional development
- Staff roles and responsibilities

- Supports for pupils with unique needs; including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils experiencing homelessness.

An analysis may be provided of the effectiveness of the distance learning program. If distance learning was not provided to any students, then an explanation should be provided stating that distance learning was not provided in 2020-21.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Identifies the planned actions as well as the budgeted expenditures for the planned actions related to addressing pupil learning loss. In addition, provides an estimate of actual expenditures to implement planned actions at the time of the LCAP writing. Actions are identified as contributing to meeting the increased or improved services requirement pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496.

Review Recommendation - COEs should verify that action descriptions and budgeted expenditures were copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected. An amount should be identified for estimated actual expenditures related to each action. In addition, verify that each action was identified as either contributing or not contributing to meeting the increased or improved services requirement.

Optionally, additional unplanned actions may be added after the planned actions. If unplanned actions are included, they should be clearly identified as unplanned actions, and the associated budgeted expenditures should be \$0 or blank.

Describes any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Review Recommendation-COE's should verify that an explanation is provided which describes the difference between planned actions and/or budgeted expenditures versus implemented actions and/or actual expenditures.

Analysis of Pupil Learning Loss

Describes the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Review Recommendation - COEs should verify that an explanation is provided using available state and/or local data and feedback from stakeholders. An analysis may be provided of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners, low income, foster youth, pupils with exceptional needs and pupils who are experiencing homelessness.

Analysis of Mental health and Social and Emotional Well-Being

Describes the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Review Recommendation - COEs should verify that an explanation is provided using available state and/or local data and feedback from stakeholders. The explanation should include the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

Describes the successes and challenges related to pupil engagement and outreach during the 2020-21 school year.

Review Recommendation - COEs should verify that an explanation is provided using available state and/or local data and feedback from stakeholders. The explanation could include a description of the implementation of tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaged in instruction, as applicable.

Analysis of School Nutrition

Describes the successes and challenges in providing school nutrition in the 2020-21 school year.

Review Recommendation - COEs should verify that an explanation is provided using available state and/or local data and feedback from stakeholders. The explanation should include the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year for both in-person instruction and distance learning, as applicable.

Analysis of Additional Actions and Plan Requirements

Identifies the planned action and section of the Learning Continuity Plan related to the additional actions described. In addition, provides the budgeted expenditures and estimated actual expenditures to implement planned actions. Actions are identified as contributing to meeting the increased or improved services requirement pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496.

Review Recommendation - COEs should verify that section identification (if applicable), action descriptions, and budgeted expenditures were copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected. An amount should be identified for estimated actual expenditures related to each action. In

addition, verify that each action was identified as either contributing or not contributing to meeting the increased or improved services requirement.

Optionally, additional unplanned actions may be added after the planned actions. If unplanned actions are included, they should be clearly identified as unplanned actions, and the associated budgeted expenditures should be \$0 or blank.

Describes any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Review Recommendation - COEs should verify that an explanation is provided which describes the difference between planned actions and/or budgeted expenditures versus implemented actions and/or actual expenditures.

Overall Analysis

Uses three prompts to allow a LEA to complete an analysis of the Learning Continuity and Attendance Plan.

Prompt 1:

Provide an explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.

Review Recommendation - COEs should verify that an explanation is provided and is understandable. In addition, the explanation could describe how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021-24 LCAP. The explanation could cover specific areas such as health and safety considerations, distance learning, monitoring, and supporting mental health and social-emotional well-being and engaged pupils and families.

Prompt 2:

Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021-24 LCAP, especially for pupils with unique needs.

Review Recommendation - COEs should verify that an explanation is provided and is understandable. In addition, the explanation should address the following specific pupil groups: low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

Prompt 3:

Provide a description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services

requirement and the actions or services implemented to meet the increased or improved services requirement.

Review Recommendation - COEs should verify that an explanation is provided and is understandable. Actions are identified as contributing to meeting the increased or improved services requirement pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496. The LEA should reference if an explanation was previously provided on substantive differences within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions section of the Annual Update.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

Provides a prompt for the LEA to analyze and describe how student outcomes in the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Review Recommendation - COEs should verify that an explanation is provided and is understandable. This description may include how the LEA used the analysis in stakeholder engagement and/or how the analysis led to the inclusion of specific goals or actions in the 2021-2022 LCAP.

Plan Summary

The Plan Summary was added to the template to address concerns that adopted LCAPs were too long and complicated to decipher. The intent of the Plan Summary is to provide information about an LEA's community, a brief overview of student needs and performance, and to highlight elements in the LCAP that the LEA believes are important. LEAs are encouraged to view the summary as an opportunity to tell their story in concise and easily understandable terms. Each of the summary sections must be completed in each year of a three-year LCAP. The reviewer should verify that references to the evaluation rubrics (as represented in the California School Dashboard) in the LCAP are accurate. Please note that LEAs may use an alternate format as long as the required information is included.

General Information

Requirement - The LEA should provide a description of the students and community.

Review Recommendation - COEs should verify that this section was completed and that the information is understandable. Note that an LEA may include information in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, or any other information included to enable a reader to more fully understand an LEA's LCAP. Although LEAs are required to complete each section of the summary each year, it is possible that the information in this section will remain unchanged from year to year.

Reflections: Successes

Requirement-The LEA should describe successes and/or progress based on a review of the Dashboard and/or local data for the 2021-22 LCAP.

Review Recommendation - COEs should verify that this section was completed, that the information is understandable, and that the stated plan to maintain or build upon success is included in the LCAP.

Reflections: Identified Need

Requirement - Based on a review of the Dashboard and/or local data, the LEA should identify any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. In addition, the LEA should identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. The explanation should also include any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas. The LEA should identify the steps it will take to address performance gaps in all areas in which the rubric (Dashboard) color gaps are two or more levels below “all students” on any indicator. Please note, due to the suspension of the December 2020 Dashboard, LEAs will not be required to refer to the Dashboard colors for the 2021-2022 LCAP.

Review Recommendation - COEs should verify that this section was completed and that the information is understandable. In addition, COEs should verify that the LEA identified all state indicators within the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating in the evaluation rubrics (Dashboard). If the LEA did not receive any “Red,” “Orange,” “Not Met” or “Not Met for Two or More Years” ratings, it should use local data as a basis to identify areas of greatest need and describe how they will be addressed in the LCAP.

LCAP Highlights

Requirement - The LEA should identify and briefly summarize the key features of this year’s LCAP.

Review Recommendation - COEs should verify that this section was completed and that the information is understandable. The explanation might include a restatement of goals deemed the highest priority, or a calling out of some of the most important expected measurable annual outcomes. LEAs should not provide a summary of all actions in the LCAP.

Comprehensive Support and Improvement

The Every Student Succeeds Act (ESSA) requires LEAs, in partnership with stakeholders, to locally develop and implement a plan to improve student outcomes at schools identified for comprehensive support and improvement (CSI), as defined by the federal law. The CSI plan is intended to align the school planning and improvement process for schools that meet the criteria for CSI with the LEA's continuous improvement process reflected in the LCAP. Approval of the CSI plan must be obtained at the school, LEA, and SBE level. LEAs will receive information regarding schools qualifying for CSI from the state and should complete the prompts described below. The reviewer will verify the list of schools identified and ensure that all prompts are completed.

Schools Identified

Requirement - LEA must list the schools that are currently identified for CSI support within the LEA. Please note, no new schools were identified from the 2020 dashboard. The waiver request for no new schools is based on 2021 data.

Review Recommendation - If schools were identified, COEs should verify that all identified schools within an LEA are listed. A list of schools that meet the criteria for support and improvement can be found at <https://www.cde.ca.gov/sp/sw/t1/csi.asp>

Support for Identified Schools

LEAs must describe how it has or will support the identified schools in developing CSI plans that includes a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Review Recommendation - COEs must verify that this prompt has been addressed and that the information is understandable. If one or more of the identified schools is going through the WASC accreditation process and will use the WASC process to fulfill ESSA requirements, the LEA may indicate this.

Monitoring and Evaluating Effectiveness

Requirement-LEA must describe how it will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement at identified sites.

Review Recommendation - If schools were identified, COEs should verify that this prompt has been addressed and that the information is understandable. If one or more of the identified schools is going through the WASC accreditation process and will use the WASC process to monitor and evaluate effectiveness, the LEA may indicate this.

Stakeholder Engagement

The stakeholder section of the LCAP describes the consultation process the LEA had with various stakeholder groups, which could include the Parent Advisory Committee, the English Learner Parent Advisory Committee, teachers, principals and administrators, other school personnel, Special Education Local Plan Area Administrator(s), local bargaining units, parents, students, and any other stakeholder groups identified by the LEA. Meaningful engagement of all stakeholders is critical to the development of the LCAP and the budget process.

Summary of the Stakeholder Process

Requirement - The LEA should describe the stakeholder engagement process used to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. If applicable based on the stakeholder group, the LEA superintendent must respond in writing to comments received during the consultation(s).

Review Recommendation - COEs should verify that this section was completed, that the information is understandable, and that all statutorily required stakeholder groups were consulted. In addition, COEs should verify that the timeline of the stakeholder process and meetings is for the current year. An LEA's response may also include information about an LEA's philosophical approach or other engagement strategies with stakeholders.

Summary of Feedback

Requirement - The LEA should summarize the feedback received from specific stakeholder groups throughout the LCAP development process. The summary should include ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Review Recommendation - COEs should verify that this section was completed, that the information is understandable, and that stakeholder feedback provided by specific stakeholders is summarized and includes ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Description of Aspects within the LCAP that were Influenced by Specific Stakeholder Input

Requirement - The LEA should describe the aspects within the LCAP that were influenced by specific stakeholder input. The response should provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2.

Review Recommendation - COEs should verify that this section was completed, that the information is understandable, and that the explanation contains specific information about how the stakeholder engagement process influenced the development of the LCAP. In addition, COEs should verify that the LEA identified aspects of the LCAP that were influenced by or developed in response to the specific stakeholder feedback obtained during stakeholder engagement.

For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to the following:

Inclusion of a goal or decision to pursue a Focus Goal

- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of actions(s) or group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals & Actions

The Goals & Actions section of the LCAP focuses on the goals, actions, expenditures, and progress indicators identified by the district. The reviewer will verify the data provided are aligned with the relative goal, progress indicators, and expenditures.

The districts should prioritize their goals, specific actions and related expenditures with the LCAP and within the state priorities. Well-developed goals will clearly communicate to stakeholders what the district plans to accomplish; what the district plans to do in order to accomplish the goal and how the district will know when it has accomplished the goal. When looking at measures of performance on the goals, districts can consider student performance on both state and local indicators, including any locally collected and reported data. At a minimum, the LCAP MUST address all state priorities and associated metrics.

Goals

In order to support the prioritization of goals, the LCAP template provides districts with the option of developing three different types of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be accomplished (similar to a SMART goal).
- **Broad Goal:** A Broad Goal is relatively less concentrated than a Focus Goal in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows a district to track performance on any metrics not addressed in the other goals of the LCAP.

Focus Goal

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. The district would develop a Focus Goal to address areas of need that may require or benefit from a more specific and **data intensive** approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the district expects to achieve the goal. While this goal is specific enough to be measurable, there are many different metrics for measuring progress towards this goal.

Explanation of why the district is focusing on this goal: In this section, the district will explain why it has chosen to prioritize this goal. An explanation must be **based on Dashboard data or other locally collected data**. The district must describe how the goal was identified for focused attention, including **relevant consultation with stakeholders**.

Districts are encouraged to promote transparency and understanding about the decision to pursue a Focus Goal.

Review Recommendation - If there is/are Focus Goal(s) - COEs should verify data references and how the goal was identified, including consultation with stakeholders.

Broad Goal

Goal Description: Describe what the district plans to achieve through the actions included in the goal. This description will be clearly aligned with the expected measurable outcomes for the goal. **The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. The description is specific enough to be measurable in either quantitative or qualitative terms.**

Explanation of why the LEA is focusing on this goal: In this section, the district will explain why it has developed this goal and how the actions and metrics grouped together will help achieve the goals.

Review Recommendation- If there is/are Broad Goal(s) - COEs should verify that the goal is aligned to the outcomes listed.

Maintenance of Progress Goal

Goal Description: Describe how the district intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. The metrics and state priorities contained in these goals are those for which the district, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by the other goals in the LCAP.

Explanation of why the LEA is focusing on this goal: Explain how the actions will sustain the successes exemplified by the related metrics.

Measuring and Reporting Results

For each LCAP year, districts will identify the metric(s) that it will use to track progress toward the expected outcomes. Districts are encouraged to identify metrics for specific groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps. For this section, districts will complete the table in the template.

When reviewing this portion of the LCAP, reviewers should look for the following:

Metric - this information will be entered when completing the 2021-22 LCAP.

Baseline - this information will be entered when completing the 2021-22 LCAP. This is the most recent data associated with the metric at the time of adoption of the LCAP. For some metrics, this may be the 2019 Dashboard results, but for others, it may involve reviewing the data the district is preparing to submit to CALPADS or the most recently submitted CALPADS data. The source of the data and the year should be noted.

Year 1 Outcome - left blank until completing the 2022-23 LCAP.

Year 2 Outcome - left blank until completing the 2023-24 LCAP.

Year 3 Outcome - left blank until completing the 2024-25 LCAP.

Desired Outcome for Year 3 - this information will be entered when completing the LCAP for 2023-24. (This is the desired outcome the district has for the next 3-year period.)

Review Recommendation - COEs will need to verify metrics for all of state indicators and baseline data, properly identified, are located within the goals. Check to make sure the appropriate boxes are left blank.

Actions

The information on the Actions the district lists will be in a table form.

Actions for English Learners: School districts, COEs and charter schools that have a numerically significant English learner student group (30 students or greater) **MUST** include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs and charter schools that have a numerically significant Foster Youth student group (15 students or greater) **are encouraged** to include specific actions in the LCAP designed to meet the needs specific to Foster Youth.

Review Recommendation - COEs will need to make sure of the following:

Box 1 - Action # - Is a number associated with each Action under each Goal?

Box 2 - Title - Is there a short title for the Action? (This is what will appear in the expenditure tables.)

Box 3 - Description - Is there a description of what the action is? Contributions to Increased or Improved Services may be listed here.

Box 4 - Total Funds - Is there a total amount associated with this Action?

If the district uses the LCAP e-template, these will automatically populate from the Data Entry Table.

Box 5 - "Y" if that Action is contributing to the Increased or improved services. "N" if it is not.

Goal Analysis

For the completion of the 2021-22 LCAP, the Goal Analysis Section of the template will not be used. Instead, the **Annual Update for the 2019-20 Local Control and Accountability Plan Year** will be completed for each of the district's goals from the 2019-20 LCAP.

This section captures the progress toward the expected annual outcomes, including the required metrics detailed in Education Code Sections 52060 and 52066 for each goal from the prior year's LCAP. Each prior year goal has its own Annual Update. The recap must include an assessment of the effectiveness of the specific actions and a description of any changes to the actions or goal the district will make as a result of the review.

Original Goal from Prior Year LCAP:

Creates an Annual Update table for each goal from the prior year LCAP.

Review Note - COEs should verify that each goal from the prior year's LCAP is included and that the same wording is used as in the original LCAP.

State and/or Local Priorities Addressed by this Goal:

Identifies the state and local priorities addressed in the goal.

Review Note – COEs should verify that the priorities addressed in the goal are the same as in the original LCAP.

Expected Annual Measurable Outcomes:

Identifies the expected outcomes for students using, at a minimum, the metrics in Education Code Section 52060.

Review Note – COEs should verify that the expected annual measurable outcomes for each goal are the same as in the original LCAP.

Actual Annual Measurable Outcomes:

Provides comparative metrics and other local data connected to the goal, revealing how outcomes have changed for the student groups that the goal was designed to address.

Review Note – COEs should verify that actual outcomes are included for each expected outcome and that the information is understandable.

Planned Actions/Services:

Identifies what the planned actions and services were for the goal.

Review Note – COEs should verify that the planned actions/services for each goal are the same as in the prior year LCAP.

Actual Actions/Services:

Details which actions and services were provided.

Review Note – COEs should verify that actual actions/services are included for each planned action/service and that the information is understandable.

Planned Expenditures:

Identifies the budgeted expenditures for the planned actions and services.

Review Note – COEs should verify that the planned expenditures for each action/service are the same as in the prior year LCAP.

Actual Expenditures:

Details what the estimated actual annual expenditures were for the actions and services at the time of the LCAP writing.

Review Note – COEs should verify that estimated actual annual expenditures are included for each planned expenditure and that the information is understandable.

Analysis:

Uses actual annual measurable outcome data, including performance data from the evaluation rubrics (Dashboard), as applicable, to analyze the following areas at the goal level:

Describe the overall implementation of the action(s)/service(s) to achieve the articulated goal and include a discussion of relevant challenges and successes experienced with the implementation process.

Review Note – COEs should verify that the following are included: 1) a description of the implementation of the actions/services toward the achievement of the goal; and 2) a discussion of relevant challenges and successes during the implementation process.

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

Review Note – COEs should verify that a description of the overall effectiveness of actions/services toward the achievement of the goal is included.

Explain any material differences between planned expenditures and actual expenditures.

Review Note – Material differences will vary by district size and expenditures planned.

Describe any changes made to the goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the evaluation rubrics (Dashboard), as applicable, and identify where those changes can be found in the LCAP.

Increased or Improved Services

This section details the use of supplemental and concentration funds to meet the requirement to increase and/or improve services for the Local Control Funding Formula (LCFF) student groups as compared to all students proportionate to the increase in funding generated by LCFF student groups under the LCFF. The prior year tables should be retained to provide all three years of planned increased or improved services at the end of the three-year template cycle.

LCAP Year Indicates the LCAP year for the set of tables below.

Percentage to Increase or Improve Services Identifies the percentage by which services for unduplicated pupils (the LCFF student groups) must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a) (7).

Review Recommendation – COEs should verify that this section was completed and confirm the percentage to increase or improve services for each year correlates with the percentage identified in the LCFF calculator.

Increased Apportionment Based on the Enrollment of Unduplicated Pupils Describes the total amount of supplemental and concentration grant funds based on the enrollment of Foster Youth, English Learners, and Low-Income students (LCFF student groups) in the LCAP year calculated pursuant to 5 CCR 15496(a)(5).

Review Note – COEs should verify that this section was completed and confirm that the amount of supplemental and concentration grant funds aligns with the amount identified in the LCFF calculator. If the amount does not align with the amount identified in the Budget Overview for Parents, COEs should request the district to provide aligned information.

Description of Increasing or Improving Services for Unduplicated Students Requirement

Describes how these funds are being expended in the LCAP year for each action being provided to an entire school, or across the entire school district, with an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the district's goals for these students in the state priority areas. District describes and demonstrates how the services planned in the LCAP year provide for increased or improved services for the LCFF student groups proportionate to the increase in funding they generate under the LCFF in that year as calculated pursuant to 5 CCR 15496(a)(7). Districts are required to describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for the LCFF student groups as compared to the services provided to all pupils, as detailed in the following section.

Review Note - COEs should analyze the description to verify that the LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students by analyzing the following:

1. Verify a description is included for each schoolwide and LEA wide action identified as contributing to increased or improved services
2. Verify the explanation for each "wide" action addresses how the action is principally directed and effective for the intended unduplicated student group including:
 - a. How the needs, conditions, circumstances of unduplicated students were considered.
 - b. How the action is based on and addresses these considerations.
 - c. How the action will be effective for the intended student group to achieve outcomes in the goal.

- d. Actions continuing from the 2017-20 LCAP into the 2021-24 LCAP, LEA must determine whether the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.
 - e. LEAs with less than 55% unduplicated pupil count, must also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including **any alternatives considered, supporting research, experience, or educational theory**.
3. If any description is missing or does not include the required components, request clarification. Conclusory statements might also prompt clarifications. Conclusory statements indicate that an action will help achieve an expected outcome for the goal, without an explicit connection to the outcome or further explanation as to how the action will address the needs of an intended student group.

Use of Supplemental and Concentration Funds

Pursuant to subdivision (a) of Title 5, California Code of Regulations (CCR) 15496, an LEA shall demonstrate it has increased or improved services for unduplicated pupils in proportion to the increase in funding such pupils generate under the LCFF. Title 5, CCR 15496(b) identifies the conditions under which a district may use funds apportioned on the basis of the number and concentration of unduplicated pupils (i.e., LCFF student groups) to update the entire educational program of a school site, a school district, or a charter school.

Education Code Section 52070(d)(3) states that the county superintendent shall determine if the LCAP or annual update adheres to the expenditure regulations for supplemental and concentration funds, which are found in Title 5, California Code of Regulations, Sections 15494-15497 (See Appendix E). In making the determination regarding adherence to expenditure requirements, the county superintendent shall include a review of any required descriptions provided for expenditures of supplemental and concentration grant funds. When supplemental and/or concentration grant funds support services provided on a districtwide, schoolwide, or charter-wide basis, the county superintendent shall determine whether the school district has fully demonstrated that it will increase or improve services for unduplicated pupils pursuant to 5 CCR 15496(a). If a county superintendent does not approve an LCAP because the district failed to meet its requirement to increase and improve service, the superintendent shall provide technical assistance to the district in meeting that requirement pursuant to 5 CCR 15497 and EC 52071.

For districtwide usage of funds, the following applies:

Districts in which the LCFF student groups make up 55 percent or more of the district's total enrollment in the fiscal year for which an LCAP is adopted (or in the prior year) must address two criteria as follows when expending supplemental and concentration grant funds on a districtwide basis.

The reviewer shall determine if the following two criteria are met:

- The district has identified in the LCAP those contributing services provided districtwide.
- The district has described in the LCAP how such services are principally directed to and effective in meeting the district's goals for its unduplicated pupils in state and/or local priority areas.

Districts in which the LCFF student groups make up less than 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted must address three criteria when expending supplemental and concentration grant funds on a districtwide basis. The reviewer shall determine if the following three criteria are met:

- The district has identified in the LCAP those services provided districtwide.
- The district has described in the LCAP how such services are principally directed to and effective in meeting the district's goals for its unduplicated pupils in state and/or local priority areas.
- The district has described 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. This includes providing the basis for this determination including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory according to 5 CCR 15496(b).

For schoolwide use of funds, the following applies:

A district with a school in which the enrollment of unduplicated pupils is 40 percent or **more** of the school's total enrollment in the fiscal year for which an LCAP is adopted (or in the prior year) must address two criteria as follows when expending supplemental and concentration grant funds on a schoolwide basis. The reviewer shall determine if the following criteria are met:

- The district has identified contributing services in the LCAP that are provided schoolwide.
- The district has described in the LCAP how such services are principally directed toward and are effective in meeting the district's goals for its LCFF student groups in the state and any local priority areas.
- Schools in which the enrollment of unduplicated pupils is **less** than 40 percent of the school's total enrollment in the fiscal year for which an LCAP is adopted (or in the prior year) must address three criteria as follows when expending supplemental and concentration grant funds on a schoolwide basis. The reviewer shall determine if the **three** criteria are met:

- The district identified contributing services that are provided schoolwide in the LCAP.
- The district has described in the LCAP how such services are principally directed to and effective in meeting the district's goals for its unduplicated pupils in the state and any local priority areas.
- The district has described how these services are the most effective use of the funds to meet the district's goals for English learners, low-income students and foster youth, in the state and any local priority areas.

Review note – Adherence to the LCFF spending regulations as demonstrated in the LCAP has been the subject of a number of Uniform Complaint filings against districts around the state, and in some cases against the COE that approved the LCAP in question. See the Uniform Complaint Procedure and LCAP section below for further information.

Oversight of Supplemental and Concentration Grants

The Local Control Funding Formula (LCFF) provides additional funding for low-income, English learner, and foster youth students (i.e., LCFF student groups). Districts must increase or improve services to these pupils in proportion to the increase in funding they generate under the LCFF. The Minimum Proportionality Percentage (MPP) represents the minimum level of increased or improved services provided to unduplicated pupils, above services provided to all pupils.

Under the third criteria for LCAP approval, county offices of education shall ensure each district's LCAP adheres to the expenditure regulations adopted by the SBE under 5 CCR 15494 and following, including the method for calculating the amount each district shall increase or improve services. Due to varying demographics across the state, each district will have its own unique increased proportionality requirement. COEs shall verify the district's description of increased or improved services to unduplicated pupils as compared to the services provided to all pupils. Refer to the Districtwide and Schoolwide Use of Supplemental and Concentration Funds section above for the additional requirements that apply when contributing service(s) are principally directed toward but not limited to serving the LCFF student groups.

Uniform Complaint Procedures and LCAP

Pursuant to EC 52075, a complaint that an LEA has not complied with the legislative and regulatory requirements related to LCAP may be filed using the Uniform Complaint Procedures.

In June 2017 EC 52075(e) was added to specify that if the SPI finds merit in a complaint that a county superintendent improperly approved a district's adopted LCAP, then the SPI "shall provide technical assistance to the county superintendent of schools focused on improving the county superintendent of schools' review and approval of local control and accountability plans."

Most of the UCPs filed to date have revolved around adherence to the LCFF spending regulations. The CDE's review has focused on the quality and sufficiency, or lack thereof, of a district's justification for the use of supplemental and concentration grant funds on a schoolwide or districtwide basis.

LCAP Definitions and Code Requirements

Comprehensive Support and Improvement

In accordance with the ESSA, schools are eligible for Comprehensive Support and Improvement (CSI) when they are identified in one of the following two categories:

1. The "CSI-Low Graduation Rate Schools" category, for 2018, consists of schools that have a two-year average high school graduation rate below 67 percent. This graduation rate criteria applies to both Title I-funded schools and schools that did not receive Title I funds. In addition, schools must have graduation rate data for both 2017 and 2018 to be eligible for identification in this category.
2. The "CSI-Lowest Performing Schools" category, for 2018, consists of schools that received Title I funding for the 2017–18 school year and are the lowest performing based on the 2018 Dashboard data. At least five percent of the Title I-funded schools must be identified in this category.

School identification categories are hierarchical. Schools can only be identified in one category for any given school year. The first identification group is CSI-Low Graduation Rate Schools. Schools identified for CSI based on graduation rate that happened to also be Title I-funded are removed from the pool prior to the identification of Title I-funded schools in the CSI-Lowest Performing Schools category.

The lowest-performing Title I schools – as required by ESSA – will be identified based on the data in the 2019 Dashboard, using the color combinations that schools receive at the school level (i.e., not student group level) on the Dashboard indicators. The selection criteria are:

- Schools with all red indicators;
- Schools with all red indicators except one, which may be any other color;
- Schools with all red or orange indicators; and
- Schools with five or more indicators, the majority of which are red.

Consult

School Districts

Education Code 52060(g) requires a district to consult with teachers, principals, administrators, other school personnel, local bargaining units of the district, parents and pupils in developing a local control and accountability plan. The provision does not require the superintendent to respond in writing to comments received during the consultation(s). Consultation with pupils, as used in Education Code 52060 and 42238.02, requires a process to enable pupils, including unduplicated pupils and other student groups large enough to receive a performance level on the Dashboard, to review and comment on the development of the LCAP. Education Code 48985 specifies translation requirements for notices, reports, statements or records sent to a parent or guardian.

Education Code 52062(a)(5) requires a district to consult with the LEA's special education local plan area (SELPA) administrator or administrators to determine that specific actions for individuals with exceptional needs are included in the local control and accountability plan or annual update to the local control and accountability plan, and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.

County Offices of Education

Education Code 52066(g) requires the county superintendent of schools to consult with teachers, principals, administrators, other school personnel, local bargaining units of the county office of education, parents, and pupils in developing a local control and accountability plan. The provision does not require the county superintendent to respond in writing to comments received during the consultation(s).

Education Code 52068(a)(5) requires the county superintendent of schools to consult with its special education local plan area (SELPA) administrator or administrators to determine that specific actions for individuals with exceptional needs are included in the local control and accountability plan or annual update to the local control and accountability plan, and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.

Charter Schools

Education Code 47606.5(d) requires a charter school to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing a local control and accountability plan. The provision does not require the charter school to respond in writing to comments received during the consultation(s).

English Learner Parent Advisory Committee (ELPAC)

School Districts

Education Code 52063(b)(1) states that the governing board of a school district shall establish an English learner parent advisory committee if the enrollment of the school district includes at least 15 percent English learners and the school district enrolls at least 50 pupils who are English learners. A majority of members must be parents of English learners.

Education Code 52063(b)(2) does not require the governing board of the school district to establish a new English learner parent advisory committee if the governing board already has established a committee that meets the requirements of this subdivision. Education Code 52062(a)(2) requires the superintendent to present the LCAP to the English learner parent advisory committee for review and comment. The superintendent shall respond, in writing, to comments received from the committee.

County Offices of Education

Education Code 52069(b)(1) states that the county superintendent of schools shall establish an English learner parent advisory committee if the enrollment of the pupils in the schools and programs operated by the county superintendent of schools includes at least 15 percent English learners and the schools and programs operated by the county superintendent of schools enroll at least 50 pupils who are English learners.

Education Code 52069(b)(2) does not require the county superintendent of schools to establish a new English learner parent advisory committee if the county superintendent of schools already has established a committee that meets the requirements of this subdivision.

Education Code 52068(a)(2) requires the county superintendent of schools to present the LCAP to the English learner parent advisory committee for review and comment. The county superintendent of schools shall respond, in writing, to comments received from the committee.

Parent Advisory Committee (PAC)

School Districts

Education Code 52063(a)(1) requires districts to establish a parent advisory committee that includes parents of students as defined in EC 42238.01 (English learner, low income, and foster youth) to provide advice to the governing board and superintendent regarding Article 4.5, Local Control and Accountability Plans. A majority of the members must be parents.

Education Code 52063(a)(3) does not require the governing board of the school district to establish a new parent advisory committee if it has already established a parent advisory committee that meets the requirements of this subdivision, including any committee established to meet the requirements of the federal Elementary and Secondary Education Act, as amended by the federal Every Student Succeeds Act (Public Law 114-95), pursuant to Section 1116 of Subpart 1 of Part A of Title I of that act.

Education Code 52062(a)(1) requires the superintendent to present the LCAP to the parent advisory committee for review and comment. The superintendent shall respond, in writing, to comments received from the committee.

County Offices of Education

Education Code 52069(a)(1) requires the county superintendent of schools to establish a parent advisory committee that includes parents of students as defined in EC 42238.01 (English learner, low income, and foster youth) to provide advice to the governing board and superintendent regarding Article 4.5, Local Control and Accountability Plans. A majority of the members must be parents.

Education Code 52069(a)(3) does not require the county superintendent of schools to establish a new parent advisory committee if it has already established a parent advisory committee that meets the requirements of this subdivision, including any committee established to meet the requirements of the federal Elementary and Secondary Education Act pursuant to Section 6312 of that act.

Education Code 52068(a)(1) requires the county superintendent of schools to present the LCAP to the parent advisory committee for review and comment. The county superintendent of schools shall respond, in writing, to comments received from the committee.

LCAP Approval

Education Code 52060 states that the adoption of the LCAP by the governing board of the school district will be effective for three years and will be updated on or before July 1 of each year.

Education Code 52070 states the county superintendent shall then approve district LCAPs and annual updates if he or she determines the district's LCAP adheres to the SBE template, has sufficient expenditures in the budget to support the LCAP, and adheres to the expenditure requirements for supplemental and concentration funds.

LCFF Budget Overview for Parents

Education Code Section 52064.1 requires that COEs, school districts and charter schools develop the LCFF Budget Overview for Parents in conjunction with the LCAP beginning with the 2019-20 LCAP year.

LCAP Requirements – Actions and Eight State Priorities

Education Code 52060(d) identifies eight state priorities that shall be addressed annually in the district's goals.

1. Basic

Education Code 52060(d)(1) – Teachers are appropriately assigned and fully credentialed in the subject area for the pupils they teach, every pupil has sufficient access to standards-aligned instructional materials, and school facilities are maintained in good repair.

2. Implementation of State Standards

Education Code 52060(d)(2) – Implementation of academic content and performance standards and English language development standards, including how the programs and services will enable English learners to access the common core academic content standards and the English language development (ELD) standards to gain academic content knowledge and English language proficiency.

3. Parental Involvement

Education Code 52060(d)(3) – Efforts to seek parent input in decision making at the district and each school site, including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

4. Pupil Achievement

Education Code 52060(d)(4) – Pupil achievement, as measured by all of the following as applicable:

Statewide assessments as certified by the SBE,

The percentage of students who have successfully completed courses that satisfy University of California (UC) and California State University (CSU) entrance requirements, or programs of study that align with state board-approved career technical educational standards and frameworks, the percentage of English learners who made progress toward English Language Proficiency Assessments for California (ELPAC) or any other subsequent assessment as certified by the SBE, English learner reclassification rate.

The percentage of pupils who have passed an advanced placement test with a score of 3 or higher,

The percentage of pupils who participate in and demonstrate college preparedness as assessed in Early Assessment Program or any subsequent assessment of college preparedness.

5. Pupil Engagement

Education Code 52060(d)(5) – Pupil engagement, as measured by all of the following as applicable: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates.

6. School Climate

Education Code 52060(d)(6) – School climate, as measured by all of the following as applicable: pupil suspension rates, pupil expulsion rates, other local measures of pupils, parents and teachers on the sense of safety and school connectedness.

7. Course Access

Education Code 52060(d)(7) – The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all the subject areas listed for grades 1 to 6 in Education Code 51210 (English, mathematics, social science, science, visual and performing arts, health, physical education, and other studies as prescribed by the local governing board) and all the subject areas for grades 7 to 12 listed in Education Code 51220 (English, social science, world language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, automobile driver education, and other studies as prescribed by the local governing board).

8. Other Pupil Outcomes

Education Code 52060(d)(8) – Pupil outcomes in the subject areas listed in Education Code 51210 and Education Code 51220.

LCAP Template

Education Code 52060 states that the governing board of each school district shall, by July 1, 2014, adopt a local control accountability plan using the template approved by the SBE and shall be updated on or before July 1 of each year.

Minimum Number of Students to Receive a Performance Level in the Dashboard

Performance levels are reported for all students and for any student group that has at least 30 students in both the current and prior year. An exception is made for foster youth and homeless youth at the LEA level where performance levels will be reported if there are at least 15 students in those student groups.

Parent Advisory Committee

Education Code 52063(a)(1) requires districts to establish a parent advisory committee that includes parents of students as defined in EC 42238.01 (English learner, low income, and foster youth) to provide advice to the governing board and superintendent regarding Article 4.5, Local Control and Accountability Plans. A majority of the members must be parents.

Education Code 52063(a)(3) does not require the governing board of the school district to establish a new parent advisory committee if it has already established a parent advisory committee that meets the requirements of this subdivision, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001.

Education Code 52062(a)(1) requires the superintendent to present the LCAP to the parent advisory committee for review and comment. The superintendent shall respond, in writing, to comments received from the committee.

Plan Alignment

To the extent practicable, per Education Code 52060(f), data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard maintained by the CDE pursuant to Section 52064.5.

Prior Year

Means one fiscal year immediately preceding the fiscal year for which an LCAP is approved.

Public Hearing

After the stakeholder engagement activities and consultations to gather input to develop the LCAP and goals, the governing board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or the annual update (EC 52062(b)(1)). The agenda for the public hearing shall be posted at least 72 hours before the public hearing and shall include the location of the hearing and where the proposed LCAP will be available for public inspection. The LCAP public hearing shall be held at the same meeting as the budget public hearing, as required by EC 42127(a)(1).

Public Notification

Education Code 52062(a)(3) requires the superintendent to notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures, using the most efficient method of notification possible. The district is not required to produce printed notices or to send notices by mail; however, all written notifications related to the LCAP are to be provided in compliance with the translation requirements in Education Code 48985.

Qualitative Information (per Education Code Section 52060(d))

The term “qualitative information” is used to refer to descriptive information (as opposed to numerical data) gathered to evaluate the effectiveness of the district’s goals and actions related to the state’s priorities. These may include findings that result from, but are not limited to, school quality reviews or any other reviews. Qualitative data may also include information gathered from interviews or focus groups.

Services

Services include, but are not limited to, those associated with the delivery of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instruction and related services. To “improve services” means to increase the quality of services. To “increase services” means to increase the quantity of services.

Statewide System of Support

California’s statewide system of support is one of the central components of California’s accountability and continuous improvement system. The overarching goal is to help LEAs and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes. California’s system of support includes three levels of supports to LEAs and schools.

Level 1: Support for all LEAs and schools

Level 2: Differentiated Assistance

Level 3: Intensive Interventions

County offices of education play a vital role in the statewide system of support by providing level 1 and level 2 support to school districts. County offices of education also collaborate with the CDE, the SBE, CCEE, and designated lead agencies to ensure coherent and consistent implementation of support and assistance for continuous improvement across the state.

Section 5

LCAP Expenditures Tables

Background

AB 1840 consolidated the requirements for the LCAP template into Ed. Code 52064, and included the requirement that one or more summary expenditure tables be added to the template. The rationale for including expenditure tables included 1) making it easier for stakeholders to see the “full picture” of all the LCAPs actions, services, and expenditures, and increased or improved services in particular, and 2) to reduce the length and complexity of LCAPs by consolidating the presentation of information.

The template adopted by the SBE at its January 2020 meeting included a Data Entry Table and the following four required summary tables:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

Per the LCAP template instructions, LEAs are to enter information into the Data Entry table, which will then auto-populate the corresponding fields in tables 1 – 4 above. Tables 1 – 4 must be included in an LEA’s adopted LCAP. The Data Entry table may be included in an LEA’s adopted LCAP but is not required to be included. Consequently, review of the Data Entry Table is not required for an LCAP to be approved by the County Office.

Review of Expenditure Tables

Reviewing information across the four summary tables

Certain elements such as an action’s title, #, and total funds budgeted for the action, etc. are repeated across two or more of the four summary tables. Reviewers may want to check to make sure the information presented for an action is consistent across all the tables in which that action appears. However, if the auto-population features of the template work as intended, and if they are properly utilized, such inconsistencies across the tables should not be present.

Table 1: Actions

Requirement:

The Actions table contains summary information for all LCAP actions across all LCAP goals. A partial version of the Actions table for each goal, containing only the actions for that individual goal, is embedded in the Goals and Actions section of the template. The table contains five columns:

- **Action #:** Each action for a given goal should be numbered.
- **Title:** The title field should be completed for each action listed.
- **Description:** The description field should be completed for each action listed.
- **Total Funds:** The total budgeted expenditures from all funding sources should be shown for each action listed.
- **Contributing:** This field should contain “Yes” if the action is included as contributing to meeting the increased or improved services requirement, or “No” if the action is not included as contributing to meeting the increased or improved services requirement.

Review Recommendation:

Reviewers should verify that all fields are completed for each action. Reviewers may need to seek clarification if:

- Fields are left blank for any row containing an action; or
- Information presented is internally inconsistent (e.g., two or more actions for a Goal numbered the same, or a “Description” does not seem to match the “Title” of the Action).
- The description field does not exist in the Data Entry table. Consequently, even though the intent is for the Data Entry table to auto-populate the four summary expenditure tables, LEAs will need to manually enter information in this field.

Table 2: Total Expenditures

Requirement:

The Total Expenditures table contains information for all LCAP actions. The table contains nine columns of information per action, along with a summary row by funding source, and another summary row breaking out personnel and non-personnel expenditures.

The nine columns include:

- **Goal #:** The LCAP Goal number the action supports should be entered.
- **Action #:** Each action for a given goal should be numbered.
- **Student Group(s):** The student group(s) targeted by the action should be entered. This could be “All”, or a specific student group or groups.
- **Title:** The title field should be completed for each action listed.
- **LCFF Funds:** The total LCFF funds, if any, budgeted for expenditures supporting the action should be shown for each action listed.
- **Other State Funds:** The total Other State funds, if any, budgeted for expenditures supporting the action should be shown for each action listed.
- **Local Funds:** The total Local funds, if any, budgeted for expenditures supporting the action should be shown for each action listed.
- **Federal Funds:** The total Federal funds, if any, budgeted for expenditures supporting the action should be shown for each action listed.
- **Total Funds:** The total budgeted expenditures from all funding sources should be shown for each action listed.

The summary rows include:

- **LCFF Funds:** This field should contain the sum of all budgeted LCFF funds for the individual actions in the Total Expenditures table.
- **Other State Funds:** This field should contain the sum of all budgeted Other State funds for the individual actions in the Total Expenditures table.
- **Local Funds:** This field should contain the sum of all budgeted Local funds for the individual actions in the Total Expenditures table.
- **Federal Funds:** This field should contain the sum of all budgeted Federal funds for the individual actions in the Total Expenditures table.
- **Total Funds:** This field should contain the sum of all budgeted expenditures across all funding sources for the individual actions in the Total Expenditures table.
- **Total Personnel:** This field should contain the sum of all budgeted Personnel expenditures across all funding sources for the individual actions in the Total Expenditures table.
- **Total Non-personnel:** This field should contain the sum of all budgeted Non-personnel expenditures across all funding sources for the individual actions in the Total Expenditures table.

Review Recommendation:

Reviewers should verify that all fields are completed for each action (except that one or more of the categories of funding could be blank for a given action if that funding source is not being used to fund the action). To confirm budget sufficiency and consistency, reviewers should verify that:

- Total Funds budgeted for all actions is consistent with the “Total Budgeted Expenditures in LCAP” field in the Budget Overview for Parents; and
- The LEA’s adopted budget includes enough personnel expenditures (SACS codes 1000 – 3xxx) to cover the Total Personnel expenditures budgeted for all actions; and
- The LEA’s adopted budget includes enough non-personnel expenditures (Total expenditures minus SACS codes 1000 – 3xxx) to cover the Total Non-personnel expenditures budgeted for all actions.

Reviewers may need to seek clarification if:

- Fields are left blank for any row containing an action (see funding source exception above); or
- Information presented is internally inconsistent (e.g., Total Funds amount is not equal to the sum of the constituent funding sources... however, if the auto-population and auto-calculation features of the template work as intended, and if they are properly utilized, such calculation errors should not be present).

Table 3: Contributing Expenditures Table**Requirement:**

The Contributing Expenditures table contains information only for those actions that contribute to increased or improved services. The table contains eight columns of information per action, along with a summary section that subtotals LEA-wide, Targeted, and Schoolwide budgeted expenditures.

The eight columns include:

- Goal #: The LCAP Goal number the action supports should be entered.
- Action #: Each action for a given goal should be numbered.
- Action Title: The title field should be completed for each action listed.

- **Scope:** The scope field should indicate if the action is serving students LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or on a more limited or targeted basis. If the action is limited/targeted, the field should indicate which unduplicated student group or groups are being targeted by the action.
- **Unduplicated Student Group(s):** The unduplicated student group(s) targeted by the action should be entered. To avoid confusion with the “All” students designation in the Total Expenditures table, it is recommended that LEAs list out the unduplicated student groups served even if all three (SED, ELL, Foster) unduplicated groups are targeted.
- **Location:** The schools and/or grade spans where the service is being provided should be indicated for each action. If the action is being provided across all schools and grades, the LEA can enter “All Schools.”
- **LCFF Funds:** The total LCFF funds budgeted for expenditures supporting the action should be shown for each action listed.
- **Total Funds:** The total budgeted expenditures from all funding sources should be shown for each action listed.

Review Recommendation:

Reviewers should verify that all fields are completed for each action (except possibly the LCFF Funds field). Reviewers should verify that the Total Funds on the “Total” row of the summary box is consistent with the “Total Budgeted Expenditures for High Needs Students in LCAP” field in the Budget Overview for Parents.

Reviewers may need to seek clarification if:

- Fields are left blank for any row containing an action; or
- Information presented is internally inconsistent (e.g. Total Funds amount is not equal to the sum of the subtotals by scope... however, if the auto-population and auto-calculation features of the template work as intended, and if they are properly utilized, such calculation errors should not be present).

Table 4: Annual Update Expenditures Tables

Requirement:

For the 2021-2022 LCAP adoption, the Annual Update Expenditures tables will not be used. These tables should be left blank.

The Annual Update Expenditures tables will contain information about estimated actual expenditures for LCAP actions in comparison with the budgeted expenditures for the actions. There is a separate Annual Update Expenditure table for each of the three years of the 2021-22 to 2023-24 LCAP cycle. The Annual Update Expenditure Table for each year contains six columns plus an additional summary row.

The six columns include:

- Last Year's Goal #: The prior year LCAP Goal number the action supported should appear in this field.
- Last Year's Action #: The prior year action number should appear in this field.
- Prior Action/Service Title: The title of the prior year action should appear in this field.
- Contributed to Increased or Improved Services?: This field should contain "Yes" if the action was included as contributing to increased or improved services in the prior year LCAP, or "No" if the action was not included.
- Last Year's Total Planned Expenditures: The total budgeted expenditures from all funding sources for the action, as entered in the prior year LCAP, should appear in this field.
- Total Estimated Actual Expenditures: The total estimated actual expenditures from all funding sources for the action should be entered in this field.
- The summary row includes:
 - Planned Expenditure Total: This field should contain the sum of all prior year planned expenditures for all actions.
 - Estimated Actual Total: This field should contain the sum of all estimated actual expenditures for all actions.

Review Recommendation:

(For 2021-22 LCAPs, no review is required for the Annual Update Expenditure tables.)

Reviewers should verify that all fields are completed for each action.

Reviewers may need to seek clarification if:

- Fields are left blank for any row containing an action (see funding exception above); or
- Differences between the "Planned Expenditures" and the "Estimated Actual Expenditures" for the actions contributing to any particular goal appear to be inconsistent with the "explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures" section of the Goal Analysis for that goal; or
- Information presented is internally inconsistent, or inconsistent with the prior year LCAP (At the time of this writing, it is unclear to what extent transfer of information from the prior year LCAP may be automated).

Section 6

LCFF Budget Overview for Parents Overview

The Local Control Funding Formula Budget Overview for Parents was established in Assembly Bill 1808 for inclusion in the 2019-20 LCAP year, and each year thereafter. The intent of the LCFF Budget Overview for Parents is to help stakeholders better understand funding decisions included in the LCAP. To the greatest extent practicable, the Budget Overview for Parents should use language that is understandable and accessible to parents and that display information using visuals and graphics.

As set forth in California Education Code Section 52064.1, the LCFF Budget Overview for Parents is subject to the same requirements for adoption, review, and approval as the LCAP and annual update to the LCAP. The LCFF Budget Overview for Parents must be attached as a cover to the LCAP. In addition, the document must be included in the review and approval of the LCAP and posted on the LEA's website with the LCAP as a single document.

Approval of LCFF Budget Overview for Parents

The County Superintendent of schools or the State Superintendent of Public Instruction (SPI), as applicable, shall approve the LEA's Budget Overview for Parents and ensure that it adheres to the template established in EC 52064.1. If a county superintendent of schools or the SPI does not approve an LCFF Budget Overview for Parents, the agency shall withhold approval of the LCAP filed by the governing board of the school district or county board of education and shall provide technical assistance pursuant to EC Section 52071(b) or EC Section 52071.5(b) so that it can be approved.

Structure of the LCFF Budget Overview for Parents Template

The LCFF Budget Overview for Parents template and instructions can be downloaded from the Local Control and Accountability Plan section of the CDE website at:

<https://www.cde.ca.gov/re/lc/>

Although the LCFF Budget overview for Parents template has a "Data Input" and "Narrative Responses" tab with information, only the "template" table that is generated needs to be included as the cover pages of its LCAP for adoption, review and approval.

Data Requirements

LEA & LCAP Year Information

Requirement - The top of the LCFF Budget Overview for Parents should identify the LEA, including the LEA contact person, as well as for the LCAP Year that the template was prepared.

Review Recommendation - COEs should verify that this section was completed to include LEA name, county district school (CDS) code, the coming LCAP year, and LEA contact information (name, phone number and email address).

Projected Revenue by Fund Source

Requirement - The LEA's projected total general fund revenue for the coming fiscal year should be identified, subtotaled by major funding category (Total LCFF funds, All Federal Funds, All Local Funds, and Other State Funds).

Review Recommendation - COEs should confirm that total projected general fund revenue, subtotaled by major funding category, ties to the LEA's adopted budget for the coming fiscal year. For school districts, the total projected general fund revenue, subtotaled by major funding category, should be verified against the district's adopted budget SACS Form 01, column F, row A.5 (Total Revenues) for the coming fiscal year.

Breakdown of Total LCFF Funds

Review Recommendation - COEs should confirm that the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive for the coming LCAP year ties to the LEA's adopted budget LCFF Calculator.

Budgeted Expenditures

Requirement-The LEA must identify:

1. Total budgeted general fund expenditures for the coming LCAP year
2. Total amount of budgeted expenditures on the planned actions to meet the goals included in the LCAP

Budgeted General Fund Expenditures

Review Recommendation - COEs should confirm that the total budgeted general fund expenditures for the coming fiscal year tie to the LEA's adopted budget. For COEs, districts, and charters that the General Fund is the main operating fund of the charter; this is the amount reported on SACS Form 01, column F, row B.9 Total Expenditures.

Budgeted Expenditures in LCAP

Review Recommendation - COEs should confirm that the total amount of budgeted expenditures in the LCAP ties to the Total Funds field of the Total Expenditures Table included with the LCAP for the coming LCAP year. Budgeted amounts that are referenced across multiple actions/services must be counted only once. It should be noted that the total funds budgeted for planned actions in the LCAP may include expenditures from funds other than the general fund, depending on the actions included in the LEA's LCAP.

General Fund Budget Expenditures not included in LCAP

Requirement - The LEA must describe any of the General Fund Budget Expenditures for the coming LCAP year that are in the LEA's adopted budget but are not included in the LCAP. The explanation should be completed for Prompt 1 on the "Narrative Responses" input page of the LCFF Budget Overview for Parents template. The LEA's response is limited to 75 words.

Review Recommendation - COEs should verify a reasonable and understandable explanation is provided by the LEA for General Fund Budget Expenditures for the coming LCAP year that were not included in the LCAP.

Increased or Improved Services for High-Needs Students in 2021-22

Requirement - The LEA must identify the total amount of budgeted expenditures for the coming LCAP year, from all fund sources, in the planned actions included in the LCAP that are identified as contributing to the increased or improved services for high-needs students

Review Recommendation - COE's should confirm that the total amount of budgeted expenditures reported, from all fund sources, identified as contributing to the increased or improved services for high-needs students ties to the Total Funds field of the Contributing Expenditures Table included with the LCAP for the coming LCAP year. Budgeted amounts that are referenced across multiple actions/services must be counted only once. It should be noted that high-needs students are also known as unduplicated students for LCFF Funding purposes.

Total Budgeted Expenditures for High Needs Students < Total LCFF Supplemental & Concentration Funds

Requirement - The LEA must explain how the actions in the LCAP will meet the requirement to improve services for high needs students if the total amount of budgeted expenditures reported, from all fund sources, identified as contributing to the increased or improved services for high- needs students is less than the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive for the coming LCAP year. The explanation should be complete for Prompt 2 on the "Narrative Responses" input page of the LCFF Budget Overview for Parents template. The LEA's response is limited to 75 words.

Review Recommendation - COE's should verify that the LEA explains how the actions in the LCAP for the coming year will meet the requirement to improve services for high needs students without utilizing the total estimated allocation for LCFF supplemental and concentration funds. The explanation should be reasonable and understandable.

Update on Increased or Improved Services for High-Needs Students in 2020-21

Requirement -The LEA must identify the following:

1. the total budgeted expenditures for high-needs students in the Annual Update for the 2020-21 Learning Continuity and Attendance Plan
2. the total estimated actual expenditures for high-needs students in the Annual Update for the 2020-21 Learning Continuity and Attendance Plan

Review Recommendation - COEs should confirm that the total amount of budgeted expenditures reported in the Learning Continuity Plan for 2020-21 ties to the sum of all budgeted expenditures identified as contributing to the increased or improved services for high-needs students in the Annual Update for the 2020-21 Learning Continuity and Attendance Plan.

Review Recommendation -COEs should confirm that the total amount of estimated actual expenditures reported ties to the sum of all estimated actual expenditures identified as contributing to the increased or improved services for high-needs students in the Annual Update for the 2020-21 Learning Continuity and Attendance Plan.

Total Budgeted Expenditures for High Needs Students > Total Estimated Actual Expenditures for High Needs Students

Requirement -The LEA must explain how not utilizing the total amount of budgeted expenditures for high-needs students in the Annual Update for the 2020-21 Learning Continuity and Attendance Plan impacted the actions in the Learning Continuity and Attendance Plan that were identified as contributing to the increased or improved services for high-needs students and overall increased or improved services for high needs students in the current fiscal year pursuant to EC Section 42238.07. The explanation should be completed for Prompt 3 on the "Narrative Responses" input page of the LCFF Budget Overview for Parents template. The LEA's response is limited to 75 words.

Review Recommendation - COEs should verify that the LEA explains how the actions identified as contributing to the increased or improved services for high-needs students in the current year were impacted by not utilizing the total amount of budgeted expenditures for high-needs students. In addition, the LEA should explain the impact on the overall increased or improved services requirement for high-needs students. The explanation should be reasonable and understandable.

Appendices

Appendix A – LCAP Template Compliance Review Checklist

Appendix B – LCAP / Budget Adoption Process

Appendix C – LCAP Template

Appendix D – Budget Overview for Parents Template

**Appendix E – Title 5, California Code of Regulations, Sections
15494-15497**

Appendix A

{County Name}
 Local Control and Accountability Plan (LCAP)
 Compliance Review Template
For use in County Review of District LCAPs

District:		Reviewer:	
Date Submitted:		Date Reviewed:	
LCAP Version:			

Hearing Date:		Adoption Date:	
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Unduplicated %:		Total S & C Funds:	
Min. Proport. %:			

BUDGET OVERVIEW FOR PARENTS REVIEW CRITERIA

Instructions to reviewer: Mark the Yes box next to each criteria to indicate if the criteria is met based on review of the LCAP and related documents. If follow up is required, describe the follow up required using the Comments/Follow Up Required box. The Page Reference boxes may be used to help track where the criteria is met (or follow up required) in the LCAP or related documents.

Budget Overview for Parents

Yes	Page Ref#	Approval Criteria
		B.00 Budget Overview adheres to the template adopted by the SBE.
		B.01 Local Educational Agency (LEA) name: LEA must enter district name.
		B.02 CDS code: LEA must enter 14-digit district CDS code.
		B.03 LEA contact information: LEA must enter name, phone number and email address of the person completing the LCAP.
		B.04 Coming School Year: This information (2021-2022) has been pre-populated.
		B.05 Current School Year: This information (2020-2021) has been pre-populated.
		B.06 Projected General Fund Revenue for the 2021-22 School Year: LEA must enter all amounts in the gray box adjacent to the corresponding amount title.
		B.061 Total LCFF Funds (row 9): LEA enters the total amount of LCFF funding it estimates it will receive, including supplemental and concentration grants, as indicated in SACS Budget Fund Form 01, Column F, row A.1 (LCFF Sources)
		B.062 LCFF supplemental & concentration grants (row 10): LEA must enter the total amount of LCFF supplemental and concentration grants it estimates it will receive on the basis of the number and concentration of low income, foster youth and English learner students as applicable for the 2021-2022 school year.
		B.063 All other state funds (row 12): LEA must enter the total amount of other (non-LCFF) funds it estimates it will receive.
		B.064 All local funds (row 13): LEA must enter the total amount of local funds and entitlements it estimates it will receive.
		B.065 All federal funds (row 14): LEA must enter the total amount of federal funds it estimates it will receive, including all Every Student Succeeds Act Title funds).
		B.066 Total Projected Revenue (row 15): Total must equal the amount indicated in SACS Form 01, Column F, row A.5 (Total Revenues).
		B.07 Total Budgeted Expenditures for the 2021-22 School Year: LEA must input the span of time for which the action will be implemented.
		B.071 Total Budgeted General Fund Expenditures (row 17): LEA must enter its total budgeted general fund expenditures as indicated on SACS Budget Fund Form 01, column F, Row B9 (Total Expenditures).
		B.072 Total Budgeted Expenditures in the LCAP (row 18): LEA must enter the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the 2021-2022 school year, as indicated in the Total Funds field of the Total Expenditures Table.
		B.073 Total Budgeted Expenditures for High Needs Students in the LCAP (row 19): LEA must enter the total amount of budgeted expenditures, from all fund sources, associated with the actions included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07, as indicated in the Total Funds field of the Contributing Expenditures Table.
		B.074 Expenditures not in the LCAP (row 20): LEA must enter the total amount of planned 2021-22 expenditures not included in the Local Control and Accountability Plan..
		B.08 Expenditures for High Needs Students in the 2020-21 School Year:
		B.081 Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan (row 22): LEA must enter the total of the budgeted expenditures, from all fund sources, for the planned actions in the Learning Continuity Plan that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07 for the current school year.
		B.082 Actual Expenditures for High Needs Students in Learning Continuity Plan (row 23): LEA must enter the estimated actual expenditures, from all fund sources, for the actions included in the Learning Continuity Plan that are identified as contributing to the

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		increased or improved services for high needs students pursuant to EC 42238.07, as reflected in the Annual Update for the Learning Continuity Plan.
		B.090 Brief description of General Fund Expenditures (row 3): LEA must describe any of the General Fund Expenditures for the current school year that are not included in the Local Control and Accountability Plan. Limited to 75 words.
		B.091 Brief description for High Needs Students (row 4): If the amount on line 19 is less than the amount in line 10, a prompt will appear and the LEA must provide a brief description of additional actions it is taking to meet its requirement to increase or improve services for high needs students. Limited to 75 words.
		B.092 Brief description for actual expenditures for high needs students (row 5): if the amount in line 22 is greater than the amount in line 23, a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services in the current fiscal year. Limited to 75 words.
Comments/Follow-up Required		

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ANNUAL UPDATE FOR DEVELOPING THE 2021-22 LCAP REVIEW CRITERIA

***Instructions to reviewer:** Mark the Yes box next to each criteria to indicate if the criteria is met based on review of the LCAP and related documents. If follow up is required, describe the follow up required using the Comments/Follow Up Required box. The Page Reference boxes may be used to help track where the criteria is met (or follow up required) in the LCAP or related documents.*

Annual Update for the 2019-20 Local Control and Accountability Plan Year

Yes	Page Ref#	Approval Criteria
		1.10 Annual Update adheres to the template adopted by the SBE and instructions are attached.
		1.11 Each goal in the prior year LCAP is addressed, including the following information copied verbatim from the prior year LCAP:
		1.111 Goal description
		1.112 Identified state/local priorities
		1.113 Expected annual measurable outcomes
		1.114 Planned actions/services
		1.115 Budgeted expenditures
Comments/Follow Up Required:		
		1.12 Actual Annual Measurable Outcomes: Progress toward the expected annual outcomes(s) are reviewed. If an actual measurable outcome is not available due to the impact of COVID-19, provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for the metric. All expected outcomes are addressed either with the actual outcomes or with an explanation.
		1.13 Actual Annual Services: A description of the actual actions/services is included.
		1.14 Estimated Actual Annual Expenditures: Estimated actual annual expenditures are included.
		1.15 Analysis: If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, LEA must describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
		1.16 Analysis: LEA must describe the overall successes AND challenges in implementing the actions/services. Analysis specifies which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEA included a description of the overall effectiveness of the actions/services to achieve the goal.
Comments/Follow Up Required:		

Annual Update for the 2021 Learning Continuity and Attendance Plan

Yes	Page Ref#	Approval Criteria
		In-Person Instructional Offerings
		1.17 Actions Related to In-Person Instructional Offerings: LEA adds additional rows to the table as needed.
		1.17.1 Description: Copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

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		1.172 Total Budgeted Funds: Copied verbatim from the 2020-21 Learning Continuity and Attendance Plan.
		1.173 Estimated Actual Expenditures: LEA must enter estimated actual expenditures to implement the actions.
		1.174 Contributing: LEA must indicate whether the action contributes to increased/improved services for unduplicated pupils.
		1.18 Substantive Differences: LEA must describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
		1.19 Analysis of In-Person Instructional Offerings: Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, LEA must describe successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, LEA states as such.
Comments/Follow Up Required:		
		Distance Learning Program
		1.20 Actions Related to the Distance Learning Program: LEA adds additional rows to the table as needed.
		1.20.1 Description: Copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.
		1.20.2 Total Budgeted Funds: LEA must copy verbatim from the 2020-21 Learning Continuity and Attendance Plan.
		1.20.3 Estimated Actual Expenditures: LEA must enter estimated actual expenditures to implement the actions.
		1.20.4 Contributing: LEA must indicate whether the action contributes to increased/improved services for unduplicated pupils.
		1.21 Substantive Differences: LEA must describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
		1.22 Analysis of the Distance Learning Program: Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, LEA must describe successes and challenges experienced in implementing distance learning in the 2020-21 school year, as applicable in the following areas: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Staff Roles and Responsibilities and Supports for Pupils with Unique Needs. To the extent practicable, LEA are encouraged to include an analysis of the effectiveness of the program to date. If distance learning was not provided to any students in 2020-21, LEA states as such.
Comments/Follow Up Required:		
		Pupil Learning Loss
		1.23 Actions Related to the Pupil Learning Loss: LEA adds additional rows to the table as needed.
		1.23.1 Description: Copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.
		1.23.2 Total Budgeted Funds: LEA must copy verbatim from the 2020-21 Learning Continuity and Attendance Plan.
		1.23.3 Estimated Actual Expenditures: LEA must enter estimated actual expenditures to implement the actions.
		1.23.4 Contributing: LEA must indicate whether the action contributes to increased/improved services for unduplicated pupils.
		1.24 Substantive Differences: LEA must describe any substantive differences between the planned actions and/or budgeted expenditures for pupil learning loss and what was implemented and/or expended on the actions, as applicable.
		1.25 Analysis of Pupil Learning Loss: Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, LEA must describe successes and challenges experienced in addressing pupil learning loss in the 2020-21 school year, as applicable. To the extent practicable, LEA includes an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners, low-income, foster youth, pupils with exceptional needs, and pupils who are experiencing homelessness, as applicable.
Comments/Follow Up Required:		

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		1.26 Analysis of Mental Health and Social and Emotional Well-Being: Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, LEA must describe successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.
		1.27 Analysis of Pupil and Family Engagement and Outreach: Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, LEA must describe successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.
		1.28 Analysis of School Nutrition: Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, LEA must describe successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.
Comments/Follow Up Required:		
		Additional Actions and Plan Requirements
		1.29 Additional Actions to Implement the Learning Continuity Plan: LEA adds additional rows to the table as needed.
		1.29.1 Section: Copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. LEA writes the section of the Learning Continuity Plan related to the action described. Minor typographical errors may be corrected. May enter N/A if the action does not apply to one specific section.
		1.29.2 Description: Copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.
		1.29.3 Total Budgeted Funds: LEA must copy verbatim from the 2020-21 Learning Continuity and Attendance Plan.
		1.29.4 Estimated Actual Expenditures: LEA must enter estimated actual expenditures to implement the actions.
		1.29.5 Contributing: LEA must indicate whether the action contributes to increased/improved services for unduplicated pupils.
		1.30 Substantive Differences: LEA must describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.
Comments/Follow Up Required:		
		1.31 Overall Analysis: Analysis refers to the whole of the 2020-2021 LCP. LEA must provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP. As part of this analysis, LEA are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021-24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and their families.
		1.32 Analysis refers to the whole of the 2020-2021 LCP. LEA must provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021-24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
		1.33 Analysis refers to the whole of the 2020-2021 LCP. LEA must describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to <i>California Code of Regulations</i> , Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.
		1.34 Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan LEA responds once only. LEA must describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable
Comments/Follow Up Required:		

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2021-24 LOCAL CONTROL AND ACCOUNTABILITY PLAN REVIEW CRITERIA

Instructions to reviewer: Mark the Yes box next to each criteria to indicate if the criteria is met based on review of the LCAP and related documents. If follow up is required, describe the follow up required using the Comments/Follow Up Required box. The Page Reference boxes may be used to help track where the criteria is met (or follow up required) in the LCAP or related documents.

SBE Template

Yes	Page Ref#	Approval Criteria
		T1 LCAP / annual update adheres to template adopted by the SBE which includes instructions and expenditure tables.
Comments/Follow-up Required		

Plan Summary

Yes	Page Ref#	Approval Criteria
		2.01 LEA name and contact information is provided.
		2.02 General Information: Includes brief description of the LEA, its schools and students.
		2.03 Reflections: Successes: Includes a description of successes and/or progress based on a review of performance on the state and local indicators, progress toward LCAP goals, local self-assessment tools, and stakeholder input.
		2.031 What progress LEA is most proud of, based on review of CA Dashboard, performance on state and local indicators, progress toward LCAP goals, local self-assessment, stakeholder input, or other information
		2.032 How LEA plans to maintain or build upon that success
		2.04 Reflections: Identified Need: Identifies areas that need significant improvement based on a review of Dashboard and local data.
		2.041 Identifies indicators where overall performance was in the "Red" or "Orange" categories or for which LEA received a "Not Met" or "Not Met for Two or More Years" rating in Evaluation Rubrics, and any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.
		2.042 Describes steps LEA is planning to take to address the areas of low performance and performance gaps
		2.05 LCAP Highlights: Identifies and summarizes key features of LCAP for the current year
		2.06 Comprehensive Support and Improvement: Identifies schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act (ESSA) and describes LEA plans to address needs of school sites.
		2.061 Schools Identified: LEA has identified schools identified for CSI.
		2.062 Support for Identified Schools: Describes how the LEA supported identified schools in developing CSI plans that include a school-level needs assessment, selection of evidence-based interventions, and identification of any resource inequities to be addressed.
		2.063 Monitoring and Evaluating Effectiveness: Describes how the LEA will monitor and evaluate the implementation and effectiveness of CSI plans.
Comments/Follow-up Required		

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Stakeholder Engagement

Yes	Page Ref#	Approval Criteria
		3.01 Summary of Stakeholder Process: Summarizes how stakeholder engagement was considered before finalizing the LCAP.
		3.011 Must describe how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the LEA.
		3.012 Must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders.
		3.02 Summary of Feedback: Describes and summarizes the stakeholder feedback provided by specific stakeholders listed below:
		3.021 Parents
		3.022 Students
		3.023 Teachers
		3.024 Principals and Administrators
		3.025 Other School Personnel
		3.026 Local Bargaining Units, as applicable
		3.027 Community
		3.028 Parent Advisory Committee, as applicable
		3.029 English Language Parent Advisory Committee, as applicable
		3.0210 Special Education Local Plan Area Administrator, as applicable
		3.03 Aspects of the LCAP influenced by Stakeholder Input: Describes the impact of stakeholder engagement on the development of the LCAP and Annual Review, including the impact on the LCAP goals, actions, and expenditures.
Comments/Follow-up Required		

Goals and Actions

Yes	Page Ref#	Approval Criteria
		4.01 Goal : Includes a description of what the LEA plans to accomplish.
		4.011 Focus Goal: Description must be specific, measurable, and time bound.
		4.012 Focus Goal Explanation: Description of why the LEA has chosen to prioritize the goal. Explanation must be based on Dashboard data or other locally collected data and should describe how the LEA identified the goal for focused attention.
		4.013 Broad Goal: Description of what the LEA plans to achieve through the actions included in the goal. The description must be clearly aligned with the expected measurable outcomes included for the goal.
		4.014 Broad Goal Explanation: Description of why the LEA developed the goal and how the actions and metrics grouped together will help achieve the goal.
		4.015 Maintenance of Progress Goal: Description of how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.
		4.016 Maintenance of Progress Goal Explanation: Description of how the actions will sustain the progress exemplified by the related metrics.
		4.02 Related State Priorities: Each state priority below is addressed within the goals:
		4.021 Priority 1: Basic (Conditions of Learning)

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		4.022 Priority 2: Implementation of State Standards (Conditions of Learning)
		4.023 Priority 3: Parent Involvement (Engagement)
		4.024 Priority 4: Pupil Achievement (Pupil Outcomes)
		4.025 Priority 5: Pupil Engagement (Engagement)
		4.026 Priority 6: School Climate (Engagement)
		4.027 Priority 7: Course Access (Conditions of Learning)
		4.028 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
		4.029 Priority 9: Expelled Pupils (Conditions of Learning) <i>(County Office of Education only)</i>
		4.0210 Priority 10: Foster Youth (Conditions of Learning) <i>(County Office of Education only)</i>
		4.03 Measuring and Reporting Results: Metric(s) should be identified that the LEA will use to track progress toward expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.
		4.031 All required metrics as set forth in EC 52060(d) for each state priority listed are described either quantitatively or qualitatively for each LCAP year.
		4.032 For each identified state and/or local priority, at least one of the corresponding metrics is identified. Note that LEAs may identify metrics for specific student groups.
		4.033 Metric: LEA should indicate how progress is being measured using a metric. May be quantitative or qualitative.
		4.034 Baseline: LEA should include the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. Baseline data shall remain unchanged throughout the three-year LCAP.
		4.035 Year 1 Outcome: To be completed for the 2022-23 LCAP. LEA should enter the most recent data available.
		4.036 Year 2 Outcome: To be completed for the 2023-24 LCAP. LEA should enter the most recent data available.
		4.037 Year 3 Outcome: To be completed for the 2024-25 LCAP. LEA should enter the most recent data available.
		4.038 Desired Outcome for 2023-24: LEA should complete the first year of the LCAP. Description should include desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023-24 LCAP year.
		Priority 1: Basic
	A.	Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching
	B.	Every pupil in the school district has sufficient access to standards-aligned instructional materials
	C.	School facilities are maintained in good repair
		Priority 2: Implementation of State Standards
	A.	Implementation of the academic content and performance standards adopted by the state board
	B.	How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency
		Priority 3: Parent Involvement
	A.	Efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite
	B.	How the school district will promote parental participation in programs for unduplicated pupils
	C.	How the school district will promote parental participation in programs for individuals with exceptional needs
		Priority 4: Pupil Achievement
	A.	Statewide assessments
	B.	CTE pathway completion rate

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		C. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks
		D. The percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board
		E. The English learner reclassification rate
		F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher
		G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness
		Priority 5: Pupil Engagement
		A. School attendance rates
		B. Chronic absenteeism rates
		C. Middle school dropout rates
		D. High school dropout rates
		E. High school graduation rates
		Priority 6: School Climate
		A. Pupil suspension rates
		B. Pupil expulsion rates
		C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness
		Priority 7: Course Access
		A. A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable
		B. Programs and services developed and provided to unduplicated pupils
		C. Programs and services developed and provided to individuals with exceptional needs
		Priority 8: Other Pupil Outcomes
		A. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable
		4.04 Action: LEA should provide a title and description for each action. The action title should be short and will also appear in the expenditure tables. The description should provide an explanation of what the action is and may include a description of how the action contributes to increasing or improving services.
		4.05 Total Funds: Each action must have the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables.
		4.06 Contributing: LEA must indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or "N" for No.
		4.061 LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in <i>California Code of Regulations</i> , Title 5[5 CCR] Section 15496(b) for any action offered on an LEA-wide or schoolwide basis.
		4.07 Actions for English Learners: LEAs that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.
		4.08 Actions for Foster Youth: LEAs that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.
		4.09 Goal Analysis: The goal analysis portion of the LCAP will not be used during the 2020-21 LCAP Year. The Annual Update for the 2019-20 LCAP Year will be utilized for the 2020-21 LCAP Year to address the goal analysis.
Comments/Follow-up Required		

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students		
Yes	Page Ref#	Approval Criteria
		5.01 All prior year tables for each of the three years within the LCAP are retained.
		5.02 Percentage to Increase or Improve Services: Percentage by which services for unduplicated pupils must be increased or improved as compared to services provided to all pupils in the LCAP year is identified for LCAP year and agrees to line 7/8 of proportionality calculation determined pursuant to 5 CCR 15496(a)(7).
		5.03 Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students: Estimated amount of Supplemental/Concentration Funds for LCAP year is identified and agrees to line 5 of proportionality calculation determined pursuant to 5 CCR 15496(a)(5).
		5.04 Required Descriptions
		<p>5.05 For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students: Any actions included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis must include an explanation consistent with 5 CCR Section 15496(b). An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:</p> <ul style="list-style-type: none"> It considers the needs, conditions, or circumstances of its unduplicated pupils; The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these consideration; and The action is intended to help achieve an expected measurable outcome of the associated goal. <p>As such, the response provided in this section may rely on a needs assessment of unduplicated students. Conclusory statements that a service will help an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.</p>
		5.051 Any actions identified as contributing to the increased or improved services requirement for unduplicated pupils continued into the 2021-24 from the 2017-20 LCAP must include an explanation of how the LEA determined whether or not the action was effective as expected, and the determination must reflect evidence of outcome data or actual implementation of data.
		5.052 Actions Provided on an LEA-Wide Basis
		<p>5.053 Unduplicated Percentage > 55%: School districts with an unduplicated pupil percentage of 55% or more must describe how these actions are principally directed to and effective in meeting its goal for unduplicated pupils in the state and any local priorities. An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:</p> <ul style="list-style-type: none"> It considers the needs, conditions, or circumstances of its unduplicated pupils; The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these consideration; and The action is intended to help achieve an expected measurable outcome of the associated goal. <p>As such, the response provided in this section may rely on a needs assessment of unduplicated students. Conclusory statements that a service will help an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.</p>
		5.054 Unduplicated Percentage < 55%: School districts with an unduplicated pupil percentage of 55% or less must describe how these actions are principally directed to and effective in meeting its goal for unduplicated pupils in the state and any local priorities. LEA must also describe how the actions are the most effective use of the funds to meet the goals for its unduplicated pupils and the basis for determination, including but not limited to any alternatives considered and any supporting research, experience or educational theory (if not applicable, indicate N/A).
		5.055 Actions Provided on a Schoolwide Basis

{County Name}
 Local Control and Accountability Plan (LCAP)
 Compliance Review Template
For use in County Review of District LCAPs

District:		Reviewer:	
Date Submitted:		Date Reviewed:	
LCAP Version:			

Hearing Date:		Adoption Date:	
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Unduplicated %:		Total S & C Funds:	
Min. Proport. %:			Page 12

		5.056 School Districts with 40% or more enrollment of unduplicated pupils: LEA must describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.
		5.057 School Districts with 40% or less enrollment of unduplicated pupils: LEA must describe how these actions are principally directed to and the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.
		5.58 A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required: LEA must describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. Description must address how the action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the applicable LCAP year.
		5.59 School district has fully demonstrated that it will increase and/or improve services for unduplicated pupils by the Minimum Proportionality Percentage pursuant to 5 CCF 15496(a).
Comments/Follow-up Required		

Expenditure Tables

Yes	Page Ref#	Approval Criteria
		6.01 Data Entry table must be completed for each action in the LCAP. All expenditure tables will be automatically populated based on the data entry table.
		6.02 Goal #: LEA must enter the LCAP Goal number for the action.
		6.03 Action #: LEA must enter the action's number as indicated in the LCAP Goal.
		6.04 Action Title: LEA must provide a title of the action.
		6.05 Student Group(s): LEA must indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
		6.06 Increased/Improved: LEA must indicate if the action is included as contributing to meeting the increased or improved services requirement. If an action is identified as contributing to meeting the increased or improved services requirement, the LEA must complete the following columns:
		6.061 Scope: The scope of an action may be LEA-wide, schoolwide, or limited.
		6.062 Unduplicated Student Group(s): LEA must indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
		6.063 Location: LEA must identify the location where the action will be provided.
		6.07 Time Span: LEA must input the span of time for which the action will be implemented.
		6.08 Total Personnel: LEA must input the total amount of personnel expenditures utilized to implement the action.
		6.09 LCFF Funds: LEA must input the total amount of LCFF funds utilized to implement the action.
		6.10 Other State Funds: LEA must input the total amount of Other State Funds utilized to implement the action.
		6.11 Local Funds: LEA must input the total amount of Local Funds utilized to implement the action.
		6.12 Federal Funds: LEA must input the total amount of Federal Funds utilized to implement the action.
Comments/Follow-up Required		

{County Name}
Local Control and Accountability Plan (LCAP)
Compliance Review Template
For use in County Review of District LCAPs

District:		Reviewer:	
Date Submitted:		Date Reviewed:	
LCAP Version:			

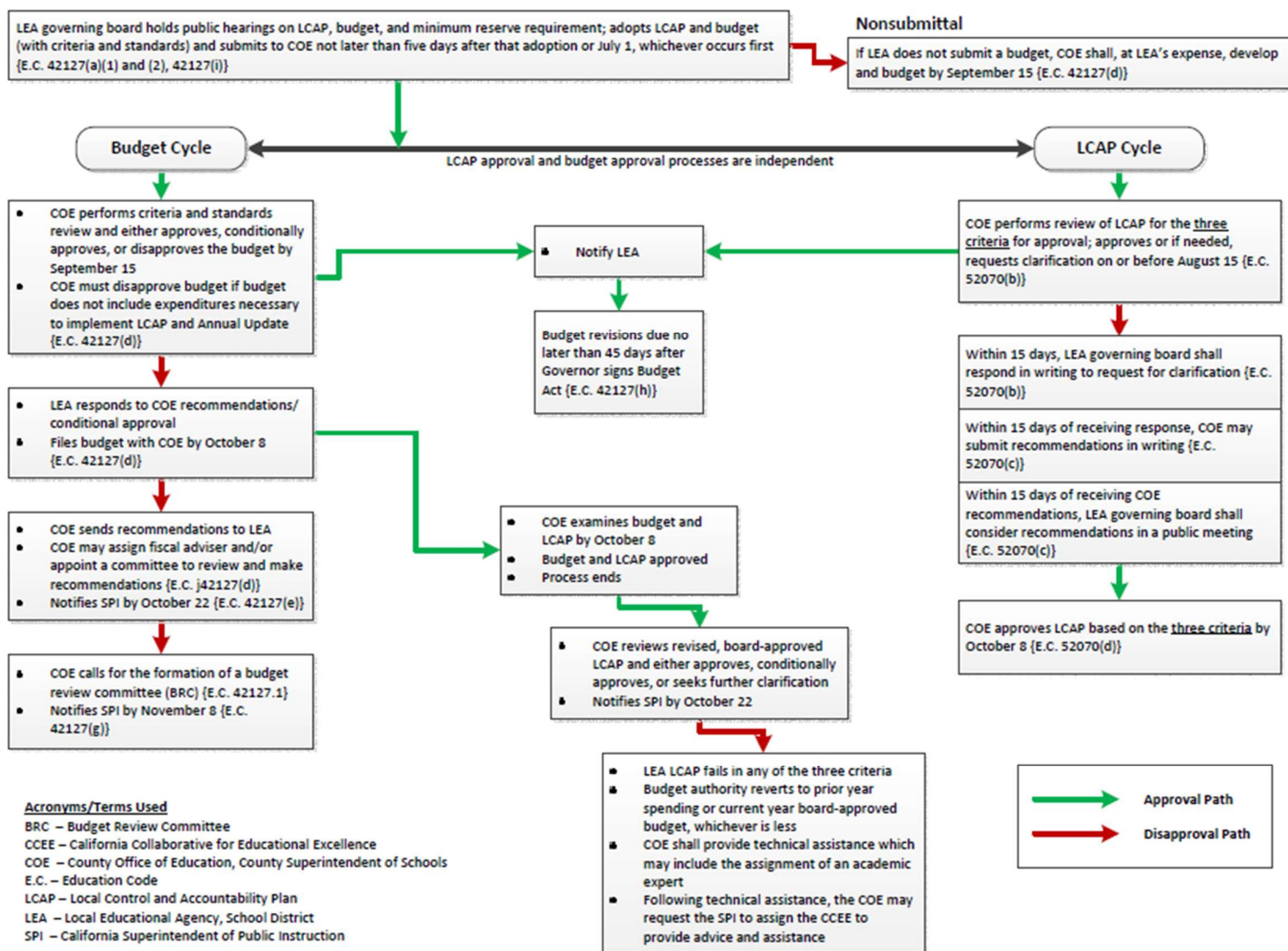
Hearing Date:		Adoption Date:	
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Unduplicated %:		Total S & C Funds:	
Min. Proport. %:			

Appendix B

BUDGET/LCAP ADOPTION PROCESS

Appendix B



Appendix C

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]

Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students.

[Respond here]

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

[Respond here]

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

[Respond here]

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

[Respond here]

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

[Respond here]

A summary of the feedback provided by specific stakeholder groups.

[Respond here]

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

[Respond here]

Goals and Actions

Goal

Goal #	Description
[Goal #]	[A description of what the LEA plans to accomplish.]

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

[Provide description here]

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

[Provide description here]

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
[Insert Goal #]	[Insert Action #]	[Insert Action Title]	[Insert Student Group(s)]	[Insert Yes/No]	[Insert Scope]	[Insert Unduplicated Student Group(s)]	[Insert Location]	[Insert Time Span]
[Insert Goal #]	[Insert Action #]	[Insert Action Title]	[Insert Student Group(s)]	[Insert Yes/No]	[Insert Scope]	[Insert Unduplicated Student Group(s)]	[Insert Location]	[Insert Time Span]

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
[Personnel Expense]%	[Insert Total Personnel]	[Insert Total Non-personnel]	[\$[Insert LCFF Funds]]	[\$[Insert Other State Funds]]	[\$[Insert Local Funds]]	[\$[Insert Federal Funds]]	[\$[Insert Total Funds]]
[Personnel Expense]%	[Insert Total Personnel]	[Insert Total Non-personnel]	[\$[Insert LCFF Funds]]	[\$[Insert Other State Funds]]	[\$[Insert Local Funds]]	[\$[Insert Federal Funds]]	[\$[Insert Total Funds]]

Total Expenditures Table

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
[Goal #]	[Action #]	[Student Group(s)]	[Action Title]	\$(LCFF Funds)	\$(Other State Funds)	\$(Local Funds)	\$(Federal Funds)	\$(Total Funds)
[Goal #]	[Action #]	[Student Group(s)]	[Action Title]	\$(LCFF Funds)	\$(Other State Funds)	\$(Local Funds)	\$(Federal Funds)	\$(Total Funds)

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$(Total LCFF Funds)	\$(Total Other State Funds)	\$(Total Local Funds)	\$(Total Federal Funds)	\$(Total Funds)

Totals:	Total Personnel	Total Non-personnel
Totals:	\$(Total Personnel)	\$(Total Non-personnel)

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
[Goal #]	[Action #]	[Action Title]	[Scope]	[Unduplicated Student Group(s)]	[Location]	\$(LCFF Funds)	\$(Total Funds)
[Goal #]	[Action #]	[Action Title]	[Scope]	[Unduplicated Student Group(s)]	[Location]	\$(LCFF Funds)	\$(Total Funds)

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$(Total LCFF Funds)	\$(Total Funds)
LEA-wide Total:	\$(Total LCFF Funds)	\$(Total Funds)
Targeted Total:	\$(Total LCFF Funds)	\$(Total Funds)
Schoolwide Total:	\$(Total LCFF Funds)	\$(Total Funds)

Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures		Total Estimated Actual Expenditures
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	\$(Total Planned Expenditures)		\$(Total Estimated Actual Expenditures)
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	\$(Total Planned Expenditures)		\$(Total Estimated Actual Expenditures)
				Totals:	Planned Expenditure Total	Estimated Actual Total
				Totals:	\$(Planned Expenditure Total)	\$(Estimated Actual Total)

Annual Update Table Year 2

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures		Total Estimated Actual Expenditures
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	\$(Total Planned Expenditures)		\$(Total Estimated Actual Expenditures)
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	\$(Total Planned Expenditures)		\$(Total Estimated Actual Expenditures)
				Totals:	Planned Expenditure Total	Estimated Actual Total
				Totals:	\$(Planned Expenditure Total)	\$(Estimated Actual Total)

Annual Update Table Year 3

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	\$(Total Planned Expenditures)	\$(Total Estimated Actual Expenditures)
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	\$(Total Planned Expenditures)	\$(Total Estimated Actual Expenditures)

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	\$(Planned Expenditure Total)	\$(Estimated Actual Total)

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

[Describe goal here]

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities Here]

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
[Add expected outcome here]	[Add actual outcome here]
[Add expected outcome here]	[Add actual outcome here]
[Add expected outcome here]	[Add actual outcome here]

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
[Add planned action/service here]	[Add budgeted expenditures here]	[Add actual expenditures here]
[Add planned action/service here]	[Add budgeted expenditures here]	[Add actual expenditures here]

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

[Add text here]

A description of the successes and challenges in implementing the actions/services to achieve the goal.

[Add text here]

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]

[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]
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A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

[Add text here]

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

[Add text here]

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

[Add text here]

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

[Add text here]

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

[Add text here]

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

[Add text here]

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

[Add text here]

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

[Add text here]

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

[Add text here]

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]

[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]
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A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

[Add text here]

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

[Add text here]

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

[Add text here]

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

[Add text here]

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

[Add text here]

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

- As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Appendix D

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, March 2021

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are five tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', and 'Template'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and stakeholders. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

For the 2021–22 Budget Overview for Parents, the dates for the Coming School Year (2021–22) and the Current School Year (2020–21) have been prepopulated.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.

• **All other state funds (row 12):** This amount is the total amount of other state funds (do not include including LCFF funds) the LEA estimates it will receive.

• **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

• **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, associated with the actions included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

• **Total Budgeted Expenditures for High Needs Students in the Learning Continuity and Attendance Plan (Learning Continuity Plan) (row 22):** This amount is the total of the budgeted expenditures, from all fund sources, for the planned actions included in the Learning Continuity Plan that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.

• **Actual Expenditures for High Needs Students in the Learning Continuity Plan (row 23):** This is the total of the estimated actual expenditures, from all fund sources, for the actions included in the Learning Continuity Plan that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the Learning Continuity Plan.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

• **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

• **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	
CDS code:	
LEA contact information:	
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021 – 22 School Year		Amount
Total LCFF funds		
LCFF supplemental & concentration grants		
All other state funds		
All local funds		
All federal funds		
Total Projected Revenue	\$	-
Total Budgeted Expenditures for the 2021 – 22 School Year		Amount
Total Budgeted General Fund Expenditures		
Total Budgeted Expenditures in the LCAP		
Total Budgeted Expenditures for High Needs Students in the LCAP		
Expenditures not in the LCAP	\$	-
Expenditures for High Needs Students in the 2020 – 21 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan		
Actual Expenditures for High Needs Students in Learning Continuity Plan		

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	[Respond to prompt here.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: [LEA Name]

CDS Code: [CDS Code]

School Year: 2021 – 22

LEA contact information: [LEA Contact Information]

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

Total LCFF Funds , 0,
0%

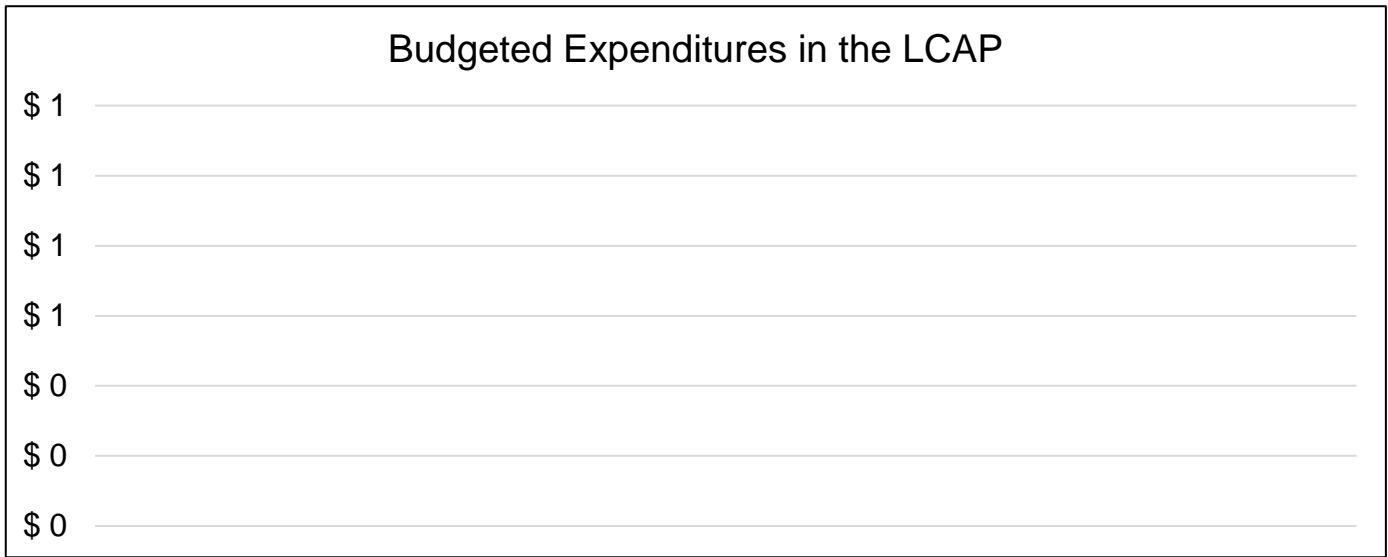
All Other LCFF funds,
\$- , 0%

This chart shows the total general purpose revenue [LEA Name] expects to receive in the coming year from all sources.

The total revenue projected for [LEA Name] is \$0.00, of which \$0.00 is Local Control Funding Formula (LCFF), \$0.00 is other state funds, \$0.00 is local funds, and \$0.00 is federal funds. Of the \$0.00 in LCFF Funds, \$0.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much [LEA Name] plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

[LEA Name] plans to spend \$0.00 for the 2021 – 22 school year. Of that amount, \$0.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

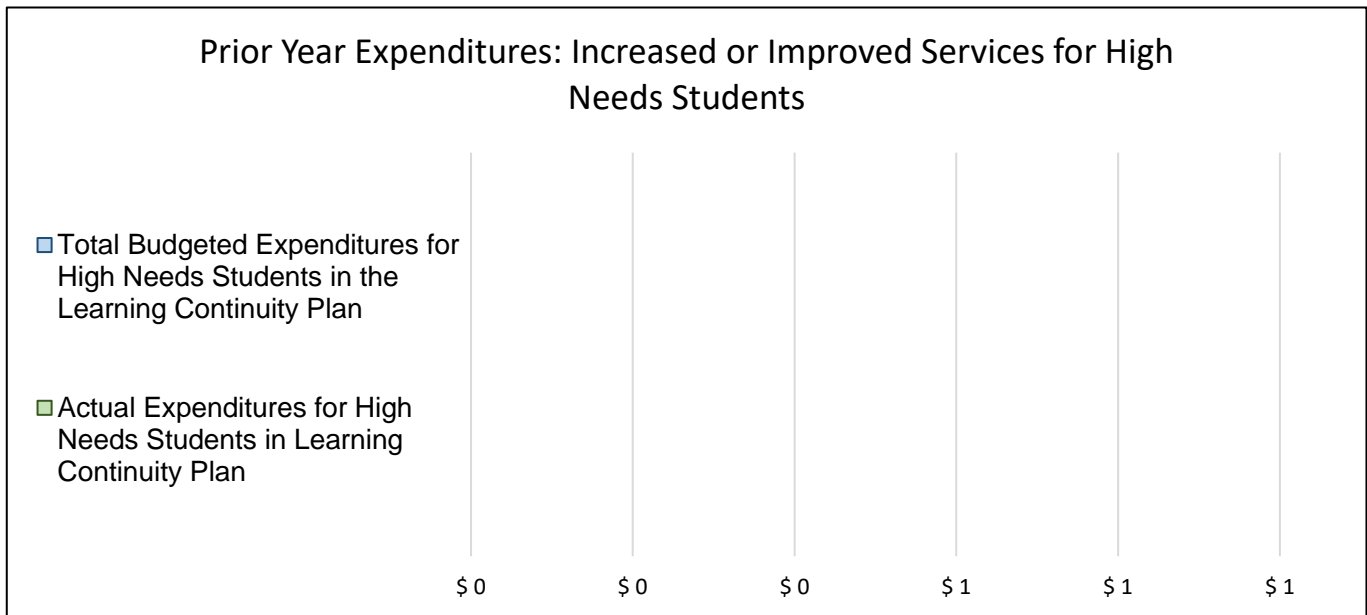
[Respond to prompt here.]

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, [LEA Name] is projecting it will receive \$0.00 based on the enrollment of foster youth, English learner, and low-income students. [LEA Name] must describe how it intends to increase or improve services for high needs students in the LCAP. [LEA Name] plans to spend \$0.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what [LEA Name] budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what [LEA Name] estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, [LEA Name]'s Learning Continuity Plan budgeted \$0.00 for planned actions to increase or improve services for high needs students. [LEA Name] actually spent \$0.00 for actions to increase or improve services for high needs students in 2020 – 21.

LCFF Budget Overview for Parents - Instructions for Use

1. Open the LCFF Budget Overview for Parents template Excel document.

Notice that there are five tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', and 'Template'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel.

2. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and stakeholders.

The information contained in the 'Instructions' tab is also contained in this document.

To start, ensure that you are in the 'Data Input' worksheet by clicking on the 'Data Input' tab at the bottom of the workbook.

*NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

For the 2021–22 Budget Overview for Parents, the dates for the Coming School Year (2021–22) and the Current School Year (2020–21) have been prepopulated.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming LCAP year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) First Interim Fund Form 01, Column D, row A.1 (LCFF Sources).

- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.
- **All other state funds (row 12):** This amount is the total amount of other state funds (not including LCFF funds) the LEA estimates it will receive.
- **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **Total federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, associated with the actions included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07.

Expenditures for High Needs Students in the Current School Year

- **Total Budgeted Expenditures for High Needs Students in the Learning Continuity and Attendance Plan (Learning Continuity Plan) (row 22):** This amount is the total of the budgeted expenditures, from all fund sources, in the planned actions included in the Learning Continuity Plan that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.
- **Actual Expenditures for High Needs Students in the Learning Continuity Plan (row 23):** This is the total of the estimated actual expenditures, from all fund sources, in the actions included in the Learning Continuity Plan that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the Learning Continuity Plan.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

- **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.
- **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

- **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

3. When the 'Data Input' and 'Narrative Responses' worksheets are completed select the 'Template' tab and check that the narrative responses are displaying in rows 13, 15, and

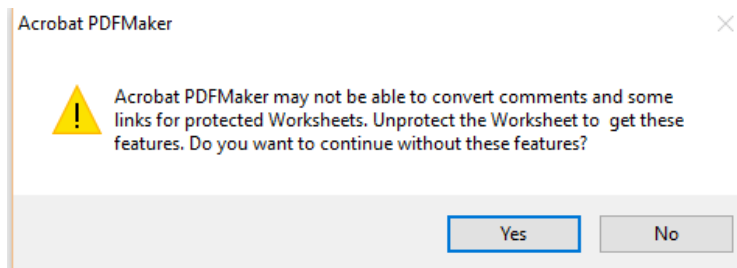
18, as applicable. It may be necessary to adjust the row height to display the entire response. After ensuring that the narrative responses are displaying properly, the information contained in the 'Template' tab is ready to be shared with parents and stakeholders. Select the 'Template' tab in the Excel document and click on File>Save as Adobe PDF.

4. In the dialogue box, ensure the following:

- a. Conversion Range: select 'Sheet(s)'
- b. "Template" is listed on the right side, under list titled 'Sheets in PDF'
- c. Conversion Options: select 'Actual Size'

Click on 'Convert to PDF'.

5. Another dialogue box will appear (shown below):



Select 'Yes'.

6. Your default Adobe reader will open displaying the new document. Go to File>Save As. Save the document as you see fit (on a local drive, network drive, etc.). This .pdf is the document required to be approved and posted on the LEA's internet web page with the Learning Continuity Plan.

Prepared by the California Department of Education, February 2021

Appendix E

Appendix E

1 **Title 5. EDUCATION**
2 **Division 1. California Department of Education**
3 **Chapter 14.5. Local Control Funding Formula**
4 **Subchapter 1. Local Control Funding Formula Spending Regulations for**
5 **Supplemental and Concentration Grants and Local Control and Accountability**
6 **Plan Template**
7 **Article 1. Local Control and Accountability Plan and Spending Requirements for**
8 **Supplemental and Concentration Grants**

9
10 **§ 15494. Scope.**

11 (a) This chapter applies to all local educational agencies (LEAs) as defined in
12 section 15495(d).

13 (b) Funding restrictions specified in Education Code section 42238.07 apply to local
14 control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils
15 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

16 (c) The local control and accountability plan (LCAP) shall demonstrate how services
17 are provided according to this chapter to meet the needs of unduplicated pupils and
18 improve the performance of all pupils in the state priority areas.

19 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
20 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6,
21 47606.5, 52052, 52060, 52061, 50062, 52063, 52064, 52066, 52067, 52068, 52069,
22 52070, 52070.5, and 64001, Education Code; 20 U.S.C. Sections 6312 and 6314.

23
24 **§ 15495. Definitions.**

25 In addition to those found in Education Code sections 2574, 42238.01, and
26 42238.02, the following definitions are provided:

27 (a) "Consult with pupils," as used in Education Code sections 52060, 52066, and
28 47606.5, means a process to enable pupils, including unduplicated pupils and other
29 numerically significant pupil subgroups, to review and comment on the development of
30 the LCAP. This process may include surveys of pupils, forums with pupils, pupil
31 advisory committees, or meetings with pupil government bodies or other groups
32 representing pupils.

33 (b) "English learner parent advisory committee," as used in Education Code sections

1 52063 and 52069 for those school districts or schools and programs operated by county
2 superintendents of schools whose enrollment includes at least 15 percent English
3 learners and at least 50 pupils who are English learners, shall be composed of a
4 majority of parents, as defined in subdivision (e), of pupils to whom the definition in
5 Education Code section 42238.01(c) applies. A governing board of a school district or a
6 county superintendent of schools shall not be required to establish a new English
7 learner parent advisory committee if a previously established committee meets these
8 requirements.

9 (c) "Local control and accountability plan (LCAP)" means the plan created by an LEA
10 pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in
11 conformance with the LCAP and annual update template found in section 15497.5.

12 (d) "Local educational agency (LEA)" means a school district, county office of
13 education, or charter school.

14 (e) "Parents" means the natural or adoptive parents, legal guardians, or other
15 persons holding the right to make educational decisions for the pupil pursuant to
16 Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or
17 56055, including foster parents who hold rights to make educational decisions.

18 (f) "Parent advisory committee," as used in Education Code sections 52063 and
19 52069, shall be composed of a majority of parents, as defined in subdivision (e), of
20 pupils and include parents of pupils to whom one or more of the definitions in Education
21 Code section 42238.01 apply. A governing board of a school district or a county
22 superintendent of schools shall not be required to establish a new parent advisory
23 committee if a previously established committee meets these requirements, including
24 any committee established to meet the requirements of the federal No Child Left Behind
25 Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of
26 Title I of that act.

27 (g) "Prior year" means one fiscal year immediately preceding the fiscal year for
28 which an LCAP is approved.

29 (h) "Services" as used in Education Code section 42238.07 may include, but are not
30 limited to, services associated with the delivery of instruction, administration, facilities,
31 pupil support services, technology, and other general infrastructure necessary to
32 operate and deliver educational instruction and related services.

1 (i) "State priority areas" means the priorities identified in Education Code sections
2 52060 and 52066. For charter schools, "state priority areas" means the priorities
3 identified in Education Code section 52060 that apply for the grade levels served or the
4 nature of the program operated by the charter school.

5 (j) "Subgroup" means the numerically significant pupil subgroups identified pursuant
6 to Education Code section 52052.

7 (k) "to improve services" means to grow services in quality.

8 (l) "to increase services" means to grow services in quantity.

9 (m) "unduplicated pupil" means any of those pupils to whom one or more of the
10 definitions included in Education Code section 42238.01 apply, including pupils eligible
11 for free or reduced price meals, foster youth, and English learners.

12 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
13 Sections 2574, 42238.01, 42238.02, 42238.07, 47606.5, 52052, 52060, 52061, 52062,
14 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001, Education
15 Code; 20 U.S.C. Section 6312.

16

17 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services**
18 **for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for**
19 **Supplemental and Concentration Grants.**

20 (a) An LEA shall provide evidence in its LCAP to demonstrate how funding
21 apportioned on the basis of the number and concentration of unduplicated pupils,
22 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to
23 support such pupils. This funding shall be used to increase or improve services for
24 unduplicated pupils as compared to the services provided to all pupils in proportion to
25 the increase in funds apportioned on the basis of the number and concentration of
26 unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA
27 shall include in its LCAP an explanation of how expenditures of such funding meet the
28 LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall
29 determine the percentage by which services for unduplicated pupils must be increased
30 or improved above services provided to all pupils in the fiscal year as follows:

31 (1) Estimate the amount of the LCFF target attributed to the supplemental and
32 concentration grants for the LEA calculated pursuant to Education Code sections
33 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

1 (2) Estimate the amount of LCFF funds expended by the LEA on services for
2 unduplicated pupils in the prior year that is in addition to what was expended on
3 services provided for all pupils. The estimated amount of funds expended in 2013-14
4 shall be no less than the amount of Economic Impact Aid funds the LEA expended in
5 the 2012-13 fiscal year.

6 (3) Subtract subdivision (a)(2) from subdivision (a)(1).

7 (4) Multiply the amount in subdivision (a)(3), by the most recent percentage
8 calculated by the Department of Finance that represents how much of the statewide
9 funding gap between current funding and full implementation of LCFF is eliminated in
10 the fiscal year for which the LCAP is adopted.

11 (5) Add subdivision (a)(4) to subdivision (a)(2).

12 (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant
13 to Education Code sections 42238.02 and 2574, as implemented by Education Code
14 sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted
15 Instructional Improvement Grant program and the Home to School Transportation
16 program, in the fiscal year for which the LCAP is adopted.

17 (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

18 (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero
19 or when LCFF is fully implemented statewide, then an LEA shall determine its
20 percentage for purposes of this section by dividing the amount of the LCFF target
21 attributed to the supplemental and concentration grant for the LEA calculated pursuant
22 to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is
23 adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the
24 Targeted Instructional Improvement Grant program and the Home to School
25 Transportation program.

26 (b) This subdivision identifies the conditions under which an LEA may use funds
27 apportioned on the basis of the number and concentration of unduplicated pupils for
28 districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education
29 Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved
30 services for unduplicated pupils under subdivision (a) of this section by using funds to
31 upgrade the entire educational program of a schoolsite, a school district, a charter
32 school, or a county office of education as follows:

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

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

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

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

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

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

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

25 (3) A school district that has an enrollment of unduplicated pupils at a school that is
26 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP
27 is adopted or in the prior year may expend supplemental and concentration grant funds
28 on a schoolwide basis. A school district expending funds on a schoolwide basis shall do
29 all of the following:

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

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

4 (4) A school district that has an enrollment of unduplicated pupils that is less than 40
5 percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is
6 adopted may expend supplemental and concentration grant funds on a schoolwide
7 basis. A school district expending funds on a schoolwide basis shall do all of the
8 following:

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

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

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

19 (5) A county office of education expending supplemental and concentration grant
20 funds on a countywide basis or a charter school expending supplemental and
21 concentration grant funds on a charterwide basis shall do all of the following:

22 (A) Identify in the LCAP those services that are being funded and provided on a
23 countywide or charterwide basis.

24 (B) Describe in the LCAP how such services are principally directed towards, and
25 are effective in, meeting the county office of education's or charter school's goals for its
26 unduplicated pupils in the state and any local priority areas, as applicable.

27 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
28 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47606.5,
29 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, and
30 52070.5, Education Code; 20 U.S.C. Sections 6312 and 6314.

31 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**
32 **Proportionality.**

33 In making the determinations required under Education Code section 52070(d)(3),

1 the county superintendent of schools shall include review of any descriptions of
2 districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through
3 (b)(4) when determining whether the school district has fully demonstrated that it will
4 increase or improve services for unduplicated pupils pursuant to section 15496(a). If a
5 county superintendent of schools does not approve an LCAP because the school district
6 has failed to meet its requirement to increase or improve services for unduplicated
7 pupils as specified in this section, it shall provide technical assistance to the school
8 district in meeting that requirement pursuant to Education Code section 52071.

9 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
10 Sections 2574, 42238.01, 42238.02, 42238.03, 42238.07, 52052, 52060, 52061, 52062,
11 52063, 52064, 52066, 52067, 52068, 52069, 52070, and 52070.5, Education Code.

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