



California County Superintendents Educational Services Association

Local Control and Accountability Plan (LCAP) Approval Manual

2018-19 Edition

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BASC
Business and Administration
Steering Committee

CISC
Curriculum and Instruction
Steering Committee

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Chapter 1

Introduction

The California County Superintendents Educational Services Association (CCSESA) developed and released the first *LCAP Approval Manual* in March 2014. The current version of the *LCAP Approval Manual (2018-19 Edition)*, contains minor updates to the 2017-18 Edition related to the release of the California School Dashboard, Uniform Complaints and LCAP approvals, and the proposals presented to the State Board of Education (SBE) for California's plan to comply with the federal Every Student Succeeds Act (ESSA). 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 Services Committee (BASC) with support from the Curriculum and Instruction Services Committee (CISC), and with the assistance of staff from the California Department of Education (CDE) and the State Board of Education (SBE). 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 institutes 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, et seq., county superintendents are now responsible for the approval and oversight of district LCAPs.

Education Code Section 1240 grants county superintendents the oversight of districts within their county. Under AB1200 that role significantly expanded to include a progressive method of oversight aimed at ensuring fiscal solvency. Over the past 20-plus years AB1200 has evolved into a multidimensional practice, often referred to as the art and science of AB1200. Additionally, county offices have been involved in supporting districts in data-driven, education-related planning and implementation under Williams Settlement oversight and Program Improvement under No Child Left Behind (NCLB). Similarly, the district LCAP review and oversight process can be expected to develop and expand over time. Drawing on and building on other oversight experiences will help county offices as they grow and develop their LCAP support and approval practices. Grounded in LCFF statutes and regulations, the *LCAP Approval Manual* and the *Guide for County Superintendents – Support, Review, and Approval of Local Control and Accountability Plans* are intended to serve as a guide to assist county offices toward 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 related to county office support and assistance provided to districts in creating and implementing continuous improvement processes.

Internal accountability for the LCAP rests with local stakeholders, elected board of education trustees, and district administration. 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. Through the combined statutes of AB1200 and the LCFF, the county superintendent of schools is responsible for a combination of fiscal and academic assistance that includes progressive interventions to school districts when needed.

In addition to increasing the authority and responsibilities given to county offices of education, the LCFF created the California Collaborative for Educational Excellence (CCEE) to serve California's LEAs. The CCEE is available to advise and assist school districts, county superintendents of schools, and charter schools in achieving the goals set forth in a Local Control and Accountability Plan.

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 specific 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 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 or annual update to the plan 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.

Evaluation Rubrics / California School Dashboard

As part of a larger system of accountability and support, the LCFF legislation called for the development of evaluation rubrics intended to provide support to LEAs in their pursuit of continuous improvement. The SBE adopted the first series of evaluation rubric indicators in September 2016, and in 2017 rubrics were implemented as the California School Dashboard – an online tool that shows how LEAs and schools are performing on the state and local indicators included in California's school accountability system (<https://www.caschooldashboard.org/#/Home>). Additional performance indicators will be adopted in the future. The SBE is committed to analyzing data from the Dashboard, and making adjustments as necessary. The Dashboard is intended to reflect a holistic, multidimensional assessment of district and school site performance and must provide standards for school district and individual school site performance and expectations

for improvement related to the LCFF state priorities. The Dashboard will allow school districts, COEs, and charter schools to evaluate their strengths, weaknesses, and areas that require improvement over time; assist county superintendents in identifying districts and charter schools in need of technical assistance; and assist the state Superintendent of Public Instruction in identifying where interventions may be warranted.

Providing Technical Assistance

EC 52071(a) states that if a county superintendent of schools does not approve a district's LCAP, or if the governing board of a school district requests technical assistance, the county superintendent of schools shall provide technical assistance, including, among other things, identification of strengths and weaknesses or the assignment of academic expert or experts. See the Technical Assistance section for more information.

Under EC 52071(b) the county superintendent is responsible for providing technical assistance, as described in 52071(a), when Dashboard results indicate that a district has not improved pupil achievement across more than one state priority described in subdivision (d) of Section 52060 for one or more pupil subgroups identified pursuant to Section 52052. Technical assistance provided pursuant to EC 52071(b) is termed “differentiated assistance” to distinguish this form of support from technical assistance related to LCAP approval.

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 ultimately refer to the statutory role of the county superintendent of schools under Education Code Sections 1240, 42127 and 52070, et seq.

Chapter 2

Support and Oversight

The county superintendent of schools serves as an intermediary between the state and LEAs and is responsible for the support and oversight of school districts within their jurisdiction. Generally, charters and chartering authorities function under a different set of codes and regulations. The COE's role often expands beyond statute in response to districts' needs for technical assistance, training and other support. Beginning in 2013-14, requirements related to the development and implementation of LCAPs expanded the COE's role beyond the statutory requirements related to fiscal oversight (AB1200). The nexus of district budgets and the shared nature of LCAP development that is connected to the California School Dashboard reinforces the need for effective dialogue and commensurate positive working relationships between districts and COEs, and across all levels and departments within COEs as counties engage in LCAP review and approval processes.

There are many examples of effective strategies COEs use to build and strengthen relationships with districts. No single strategy will work for all COEs. Just as each district is unique to the population it serves, each COE has evolved over time to support the districts in its jurisdiction. Throughout the state, there are many ways COEs can encourage outcomes and performance while assisting districts with compliance and, ultimately, supporting students.

Strategies for Relationship Building

Successful implementation of localized funding as provided for in the LCFF and the accountability framework relies on relationships between county offices and districts that encourage thoughtful dialogue, proactive problem-solving, and inclusive planning.

The LCAP is a locally defined performance and outcome plan for students developed pursuant to Education Code Section 52060. Responsibility related to the first level of oversight belongs to the local elected board of education working in collaboration with district staff in planning for improved student outcomes and adhering to the statute. The following guidelines are important to consider in supporting districts through their LCAP development process.

Service-Focused Support

This strategy emphasizes COE operations as a service to districts while ensuring that statutory responsibilities relating to compliance are addressed. The goal of this approach is to establish the COE as a valuable ally and resource for districts. Considering the in-depth interaction involved in providing fiscal oversight and support, COEs are able to offer technical expertise and services tailored to individual districts. This COE support includes:

- Effective and accurate professional development and training on the LCAP template, the Dashboard, and relevant statutes/regulations
- Timely follow through on all district requests
- Accurate, contextualized, and meaningful data and support
- Clear explanations of services offered as well as clarity in how these services may be obtained

It is expected that these services will evolve over time to provide districts with responsive and innovative support coordinated from COE specialists, district practitioners, and educational experts. Ultimately, the goal is to increase the capacity of districts to collect, understand, and utilize data to support and implement a continuous improvement system of education.

Communication Strategies Specific to LCAP

To facilitate the development of effective relationships between county offices and districts, a positive, transparent, two-way flow of communication is essential, as is clear explanation of the COE's expectations as they pertain to district LCAPs. Below are some communication strategies for COEs to consider with respect to LCAP reviews:

- Define and communicate the COE's role and responsibility and those of key COE staff regarding LCAP development support
- Encourage regular interaction and cooperation between LCAP development and implementation team members (stakeholders, fiscal services, instructional/curriculum services, and leadership team)
- Act as a conduit for communication and networking both within and among districts
- Meet regularly with district leadership to share information and experiences, discuss challenges, and identify best practices
- Frequently communicate with districts throughout the LCAP development process to help both COEs and districts avoid surprises during review and approval
- Request regular communication and/or meetings between districts and their COE as they progress through the LCAP development process and notify them that support is available
- Encourage and reinforce adherence to the template and regulations as more than a compliance exercise, but rather as a tool for effective planning to improve outcomes for students as intended in the LCFF legislation
- Provide information as to the political context at both the state and local levels surrounding the LCAP development and implementation process
- Provide a timeline and a checklist for districts to use in LCAP development and submission
- Provide an annual reminder of the five-day requirement to submit the adopted budget and LCAP to the county superintendent
- Provide LCAP development and California School Dashboard training and support, including offerings to train district staff as needed
- Develop a working understanding and appreciation of the roles, communications and strategies used under AB1200, Williams Settlement, and all other areas of oversight
- Become familiar with district demographics and stakeholder outreach
- Remain neutral regarding the merits of the goals identified in the LCAP but be available to offer input and provide guidance related to goals if requested
- Provide technical assistance whenever and wherever needed
- Share best practices by other school districts

- Collaborate with other COEs
- Coordinate and/or host joint learning opportunities for districts and COE to grow and evolve the LCAP development and implementation cycle

Collaboration Within the County Office of Education

The LCAP review process requires several county office departments or divisions to work together (business, curriculum and instruction, human resources, special education, technology, etc.). Effective interdepartmental collaboration within COEs is necessary to ensure the review process is comprehensive and accomplished within the statutory timeline. Identifying key players in the review process both within the COE as well as in districts is essential. Many departments have experience in support and oversight roles for districts. An internal environment of respect for these experiences will be beneficial to all.

LCAP review teams will depend on the specific goals and actions identified across the LCAP's three-year plan. Review teams may, at a minimum, involve:

Curriculum & Instruction

- Identify programs, actions and services that address student needs as reflected in analysis of the metrics, the California School Dashboard and stakeholder input, and ensure their alignment with associated expenditures outlined in the LCAP
- Establish the definition of the “base instructional program” to facilitate the description of services for unduplicated pupils that are increased and/or improved beyond the base
- Conduct additional review of LCAP focusing on communication of links between actions/services and outcomes
- Confirm adherence to the template adopted by SBE, including completion of the template consistent with the template instructions, and that all state priorities and required metrics have been coherently incorporated in the LCAP
- In coordination with Business Services, review the Annual Update for transparency, including communication of the LEA's analysis of effectiveness of actions and services and its impact on the LCAP
- In coordination with Business Services, assess whether there are sufficient expenditures are budgeted to implement LCAP
- In coordination with Business Services, assess description of proportionality increase and/or improved services for unduplicated pupils, including whether any proposed schoolwide or districtwide uses of funds are described.
- Where required, review the description of the basis for determining that using supplemental and concentration funds in a schoolwide or districtwide program is the most effective use of these funds

Business Services

- In coordination with Curriculum & Instruction, review the Annual Update for transparency
- In coordination with Curriculum & Instruction, assess sufficiency of associated expenditures included in budget
- Verify alignment between expenditures described in LCAP and those included in budget

- Confirm calculation of estimated supplemental and concentration grants amount and minimum proportionality percentage (MPP), as estimated by district
- Confirm figures in LCAP related to total general fund expenditures and total estimated LCFF revenue
- In coordination with Curriculum & Instruction, assess description of proportionality increase and/or improved services for unduplicated pupils

Additional support may involve review teams from:

Information & Educational Technology

- Review of technology related instructional goals and actions
- Review of goals and actions that involve changes to technology infrastructure

Human Resources

- Review and assess appropriate credentials, as connected to State Priority #1 or other areas, as appropriate

Special Education

- Review and assess special education goals, outcomes, services and expenditures, if listed

Foster Youth

- Review and assess actions and services designed to meet the local needs of foster youth

Special Programs

- Review and assess goals, outcomes, services and expenditures, if listed, to special programs such as alternative education, community school, CTE programs, after school programs, and others as appropriate

Existing Areas of Oversight

Existing areas of oversight and support throughout various COE departments may prove a valuable resource related to established roles and processes. These can offer guiding points that can smooth the development of the LCAP approval process.

COEs can lean on the experiences of AB1200, Williams, and NCLB, all of which have helped shape this manual's guidelines around interdepartmental collaboration, communication facilitation and timeline building.

Since the introduction of AB1200 in 1992, COEs have grown into the role of management assistance and oversight. The lessons learned in these years are invaluable and should be considered during the development of LCAP review and approval processes. Many of the strategies mentioned earlier in this chapter were gleaned from the experience of AB1200 oversight as well as the experience of county offices of education in providing instructional planning and support activities in program improvement, DAIT, SAIT, and other statewide initiatives.

Chapter 3

LCAP Review and Approval Process

To assist COEs in the LCAP review and approval process, two LCAP reviewer's tools are listed below. This chapter also provides details on the LCAP review process and approval timeline as it relates to district budget approval, as well as strategies for building cross-departmental review teams and guidelines in case an LCAP is not approved.

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, while providing a record for tracking findings.

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 should a district budget or LCAP be disapproved by a COE.

LCAP and Budget Approval Nexus

The LCAP approval process and budget approval process are interdependent. 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 timeframe as budget approvals, if possible. Refer to the flowchart provided in Appendix B.

This nexus presents COEs with a unique challenge highlighting the need for COEs to develop a comprehensive timeline for oversight processes: one 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 the 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.
- The governing board of a school district shall consider the recommendations submitted by the county superintendent of schools in a public meeting within 15 days of receiving the recommendations.

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 details any of the following three paths to technical assistance that shall be provided by the county superintendent when:

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; or
3. Based on the California School Dashboard, the district fails to improve pupil achievement across more than one state priority for one or more pupil subgroup identified pursuant to Section 52052, as described in EC 52071(b).

When a county superintendent does not approve a district's LCAP, Education Code 52071(a) (1) requires the county superintendent to provide technical assistance that includes, among other things, any of the following:

- Identification of strengths and weaknesses in regard to the state's priorities, including the review of effective, evidence-based programs that apply to the district's goals.
- The assignment of an academic expert or experts. These experts would assist in identifying and implementing effective programs designed to improve outcomes for all

pupil subgroups. The county superintendent may also solicit another district to act as a partner to the district in need of assistance.

- Requesting the assistance of the California Collaborative for Educational Excellence (CCEE).
- Technical assistance will utilize the California School Dashboard.

Strengths and Weaknesses Analysis

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

A strengths and weaknesses analysis:

- Identifies areas of strengths and areas in need as related to state and local priorities
- Encompasses a review of effective, evidence-based programs that apply to the district's goals

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 the district fails to improve pupil achievement across more than one state priority for one or more pupil subgroup

The identification of a district's strengths and weaknesses with regard to the state priorities shall include a review of effective, evidence-based programs that apply to the school district's goals, and shall be communicated in writing to the district.

Evaluation Rubrics / The California School Dashboard

The LCFF evaluation rubrics, as implemented in the California School Dashboard, are envisioned as a part of a larger system that supports the overall objectives of the LCFF to improve student outcomes, support transparency and increase equity. The SBE officially implemented the Dashboard in the fall of 2017. The Dashboard will allow 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 differentiated 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, multidimensional assessment of district and school site performance and must provide 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.

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.

Use of the Dashboard as a tool to review data and reflect on areas of greatest growth, areas of greatest need, and performance gaps was implemented as part of 2017-18 LCAPs.

California Collaborative for Educational Excellence

The California Collaborative for Educational Excellence (CCEE) was created in 2013 by EC Section 52074 in conjunction with the enactment of the LCFF. Its executive director is Dr. Carl A. Cohn and its website is <http://ccee-ca.org/>.

The purpose of the CCEE is “to advise and assist school districts, county superintendents of schools, and charter schools in achieving the goals set forth in a local control and accountability plan.”

Composition of the CCEE Governing Board

A board consisting of the following five members governs the CCEE:

- State Superintendent of Public Instruction or his/her designee.
- The president of the State Board of Education or his/her designee.
- A county superintendent of schools appointed by the Senate Committee on Rules.
- A teacher appointed by the Speaker of the Assembly.
- A superintendent of a school district appointed by the Governor.

The Role of the CCEE - Advice and Assistance

EC 52074 provides that the CCEE may, after consulting with the state Superintendent of Public Instruction, accept a request or referral to advise and assist a school district, county superintendent of schools, or charter school in any of the following circumstances:

- If an LEA requests the advice and assistance of the CCEE.
- If the county superintendent of schools of the county in which the school district or charter school is located determines, following the provision of technical assistance pursuant to EC 52071 or EC 47607.3 as applicable, that the advice and assistance of the CCEE is necessary to help the school district or charter school accomplish the goals described in the LCAP.
- If the SPI determines that the advice and assistance of the CCEE is necessary to help the district, county office of education, or charter school accomplish the goals set forth in the LCAP.

Chapter 4

Components of an LCAP Review

This chapter 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 the district's LCAP meets the approval criteria. For additional guidance, see the **Template Compliance Review Checklist**, Appendix A.

Template Sections

There are five sections of the LCAP template. The sections are titled: Plan Summary; Annual Update; Stakeholder Engagement; Goals, Actions, & Services; and Demonstration of Increased or Improved Services for Unduplicated Pupils. There are several Education Code requirements and related regulations to be adhered to in each section of the template as well as instructions and guiding questions that may be helpful to the reviewer's thinking about that section. The data used (also referred to as the required metrics or the specified measures and objectives for each state priority as set forth in EC 52060(d) and 52066(d) in the LCAP) 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.

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 a brief overview of what the LEA believes are important elements contained within the LCAP, and to promote fiscal transparency. 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 each year of a three-year LCAP. The template instructions state that in year 2 or 3 of the LCAP LEAs should "mark the appropriate LCAP year [in the check box at the top right of the template] and replace the previous summary information with information relevant to the current year LCAP." The reviewer will verify that references to the evaluation rubrics (as represented in the California School Dashboard), to the district's budget, and to the expenditures outlined in the LCAP are accurate. Please note that LEAs may use an alternate format for the Plan Summary as long as all the required information is included.

The Story:

Briefly describes the students and community and how the LEA serves them.

The Story box may also be used to articulate an overarching vision statement for "student success" as reflected in the LCAP.

Review Note - COEs should verify that this section was completed and that the information is understandable. Key elements to look for include a description of the students and community being served and how the LEA serves them. While LEAs are required to complete each section of the summary each year, it is possible that the information in this section would remain unchanged from year to year.

LCAP Highlights:

Identifies and briefly summarizes the key features of this year's LCAP. This might be a restatement of Goals deemed the highest priority, or a calling out of some of the most important Expected Measurable Annual Outcomes, or some other distillation of the Goals, Actions, & Services section of the LCAP. LEAs should approach this as an opportunity to emphasize the plans in the LCAP for the coming year that they most want constituents to be aware of and remember. LEAs should not attempt to summarize or restate all actions/services included in the LCAP.

Review Note - COEs should verify that this section was completed, information is understandable, and that the highlighted items are included in the LCAP for the current year.

Review of Performance:

This section communicates the outcomes of the LEA's continuous improvement plan to stakeholders and connects the LCFF evaluation rubrics (as represented in the Dashboard) and other data sources to the LCAP, and highlights the district's greatest successes and challenges to date.

Greatest Progress

Based on a review of state and local indicators of student performance included in the evaluation rubrics (as represented in the Dashboard), local self-assessments, stakeholder input, or other information, identifies the progress of which the LEA is most proud and details how the LEA plans to maintain or build upon that success.

Review Note – COEs should verify that this section was completed, that the information is understandable, that all references to the evaluation rubrics (Dashboard) are correct, and that the stated plan to build on future success is included in the LCAP. Information provided in this section should include an area of significant progress and the LEA's plans to maintain or build on that success. Note that the prompt allows LEAs to emphasize progress as indicated by the LCFF evaluation rubrics, "local self-assessments, stakeholder input, or other information," so no specific indicator source is required.

Greatest Needs

Based on the evaluation rubrics (Dashboard), addresses any state or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or received a "Not Met" or "Not Met for Two or More Years" rating, and outlines what steps the district will take to address these needs.

Review Note – COEs should verify that this section was completed, that the information is understandable, that all areas within "Red" or "Orange" or "Not Met" in the evaluation rubrics (Dashboard) are included, and that the stated plan to address greatest needs is included in the LCAP. Note that the LEA may choose to identify other areas of need not falling into the listed rating categories. 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 (with links to Goals, Actions, and Services) in the LCAP.

Performance Gaps

Based on the evaluation rubrics (Dashboard), addresses any state or local performance indicator for which the performance of any student group was two or more performance levels below the “all student” performance, and identifies how the LEA will address the performance gaps through the LCAP goals, actions/services, and/or expenditures.

Review Note – COEs should verify that this section was completed, that the information is understandable, that all references to the evaluation rubrics (Dashboard) are correct, all areas where rubric (Dashboard) color gaps of 2 or more have been included, and that the LEA identified the steps it will take to address these performance gaps through the LCAP goals, actions/services, and/or expenditures. Note that if the LEA did not have any student groups performing two or more levels below all students on any indicators it can choose to enter a statement to the effect of “The district had no performance gaps.”

Increased or Improved Services

If not previously addressed, identifies the two to three most significant ways that the district will increase or improve services for low-income students, English learners, and foster youth.

Review Note – COEs should verify that the LEA has not previously addressed this issue in the LCAP Highlights section or other appropriate section of the Plan Summary. The Increased or Improved section of the Plan Summary should be used to highlight key takeaways from the Demonstration of Increased or Improved Services for Unduplicated Students section of the LCAP. If the LEA has addressed this issue in the LCAP Highlights or another Plan Summary section, the LEA may choose simply to refer readers to the appropriate section of the Plan Summary.

Budget Summary:

This section highlights connections between expenditures included in the LCAP and the LEA budget for the LCAP year.

Total General Fund Budget Expenditures for the LCAP Year

Identifies the dollar value of the LEA’s total General Fund 01 budgeted expenditures for the LCAP year.

Review Note – COEs should verify that an amount was included in the box provided and verify the figure against the district’s adopted budget. Total General Fund budgeted expenditures should include total unrestricted and restricted expenditures for the LCAP year and take into consideration transfers out of the General Fund and other uses.

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

Identifies the summed dollar value budgeted for all actions and services listed in the LCAP for the LCAP year.

Review Note – COEs should verify that the district provided a total for all LCAP actions/services in current LCAP year that includes all funding sources. Budgeted

amounts that are referenced across multiple actions/services must be counted only once.

General Fund Budget Expenditures not included in LCAP

Briefly describes the use of any funds that are included in the General Fund budget expenditures for the LCAP year but are not included in the LCAP.

Review Note – COEs should verify that the district provided a brief description of how general funds are being used outside of the LCAP, that the explanation is understandable and reasonable, and that the figure(s) listed are accurate. The total funds budgeted for planned actions/services may include funds other than general fund expenditures, but that is not required.

Total Projected LCFF Revenues for LCAP Year

Identifies the dollar value of the LEA's projected LCFF revenue (including base grants and any supplemental and concentration grants) for the LCAP year.

Review Note – COEs should verify that the district provided a figure in the identified box and that the figure matches data contained in the district's adopted budget. Total LCFF revenue should be reduced by transfers of in-lieu property taxes to charter schools but should not be reduced by unrestricted LCFF transfers (such as to routine restricted maintenance).

Annual Update

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 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 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 subgroups 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; and

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.

Review Note – COEs should verify that this section was completed, that the information is understandable, that all references to the evaluation rubrics (Dashboard) are correct, that the stated changes to LCAP goals, expected outcomes, actions/services, and/or expenditures are included in the LCAP, and that the location of changes is provided.

Stakeholder Engagement

This section describes the consultation process the district had with parents, pupils, school personnel, local bargaining units and the community and how that engagement contributed to the development of the LCAP.

LCAP Year

Indicates the LCAP year that the Stakeholder Engagement section addresses.

Involvement Process for LCAP and Annual Update

Describes actions the district used to obtain meaningful engagement and demonstrates how stakeholders were consulted in the progress toward the LCAP goals and the creation of the Annual Update. This description may include evidence such as dates of meetings, dates when surveys were distributed or made available, dates of consultations, and other pertinent facts, including the data and information provided to stakeholders, and disclosing all actions the district used to meaningfully engage stakeholders in the LCAP development process.

Review Note – COEs should verify that this section was completed, that the information is understandable, and the section includes specific references to engagement with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils. It is required that all of these groups are identified within this section.

Impact on LCAP and Annual Update

Includes the input from the involvement process that yielded goals and/or actions and services for the upcoming LCAP year. A summarized version of the input may be included as adjustments to goals, actions or services made as a result of the review and assessments.

Review Note – COEs should verify that this section was completed, that the information is understandable, and that any stated changes to LCAP goals, expected outcomes, actions/services, and/or expenditures as a result of this engagement process are included in the LCAP.

Goals, Actions, and Services

The Goals, Actions, and Services section of the LCAP focuses on the goals, actions, expenditures, and progress indicators identified by the district. The reviewer will verify that data is provided that led the district to create each goal, whether the goal is designed for specific subgroups or schools, and how the district will measure progress toward the goals. The section lists which of the eight state priorities the goal is linked to and identifies the related metric or metrics that will measure differences or improvements for the students in each of the next three years.

Goals may be combined to address more than one student group and/or more than one state priority when analysis of local data determines the needs are similar. If a single goal requires longer than one year to be fully implemented, the reviewer will look to see that the LCAP reflects the annual anticipated progress the district expects to achieve for each student group. These annual benchmarks will assist districts, county offices of education, and the community to monitor the progress of the plan.

Goal Status

Indicates if the goal is new, modified, or unchanged from the previous year's LCAP as described in the LCAP instructions (see Appendix C).

Review Note – COEs should verify against the prior year LCAP that this section was completed correctly.

Goal

Describes goal's desired impact and ultimate outcome toward which all actions/services are directed.

State and/or Local Priorities Addressed by this Goal:

For each LCAP year, all state priorities are addressed in at least one of the district's LCAP goals. Some goals may address more than one state priority.

Review Note – COEs should verify that each state priority is addressed by at least one goal.

Identified Need

Notes the district's identified quantitative data or qualitative information used to demonstrate to stakeholders and to the district the need for the goal, including but not limited to the results of the stakeholder engagement process, the annual update process, or performance data from the evaluation rubrics (Dashboard).

Review Note – COEs should verify that this section was completed, and that the information is understandable.

Expected Annual Measurable Outcomes

For each year, identifies and describes specific expected measurable outcomes, and states baseline data for these indicators. Goal tables, in the aggregate, must address the required metrics for every state priority in each LCAP.

Review Note – COEs should verify that each required metric, including baseline data that will remain unchanged during the three-year period, is addressed in the LCAP, and that at least one of the corresponding metrics for each identified state and/or local priority addressed by the goal is included. LEAs may identify metrics

for specific student groups. For metrics associated with state priorities 5 or 6, rates are calculated as specified in Appendix A of the LCAP Template.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

If an action/service does not contribute to the Increased or Improved Services requirement, then each of the following fields must be completed. Reviewers must verify that if this section is completed, then the “Actions/Services included as contributing” section is left blank.

Students to be Served

Identifies the students to be served for each action/service. Indicates “ALL” if the action to be performed or the services to be provided is/are for all pupils. Indicates “Students with Disabilities” if the action or service serves this student group. Indicates and/or specifies the pupil subgroups in “[Specific Student Group(s)]” (Education Code 52052) that will benefit from the action, and/or will receive the services.

Review Note – COEs should verify that this section was completed, and that only one of the three options within this section is indicated.

Location(s)

Identifies the school sites covered for each action/service. District may indicate “All schools,” specify an individual school or a subset of schools under “Specific Schools,” or specify grade spans (e.g., all high schools or grades K-5) under “Specific Grade spans.”

Review Note – COEs should verify that this section was completed, and that only one of the three options is indicated.

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

If an action/service does contribute to the Increased or Improved Services requirement, then each of the following fields must be completed. Reviewers must verify that if this section is completed, then the “Actions/Services not included as contributing” section is left blank.

Students to be Served

Identifies the students to be served for each action/service. Indicates “English learners,” “foster youth,” or “low income” if the action or service serves this student group.

Review Note – COEs should verify that this section was completed. Note that more than one student group may be identified in this section.

Scope of Services

For actions/services that are indicated as contributing to increased or improved services, identifies the scope of services. Indicates “LEA-wide,” “schoolwide,” or “limited to “unduplicated student group(s)” depending on scope of implementation of action/service as described in the LCAP instructions (see Appendix C).

Review Note – COEs should verify that this section was completed, and that only one of the three options is indicated.

Location(s)

Identifies the school sites covered for each action/service. District may indicate “all schools,” specify an individual school or a subset of schools under “specific schools,” or specify grade spans (e.g., all high schools or grades K-5) under “specific grade spans.”

Review Note – COEs should verify that this section was completed, and that only one of the three options is indicated.

Actions/Services

Identifies the following:

Action/Service Status: Indicates if the action/status is new, modified, or unchanged from the previous year’s LCAP; and

Actions/Services: Identifies the actions to be performed and services provided in each year to meet the described goal.

Review Note – COEs should verify that this section was completed, that the information is understandable, and should verify Action/Service Status against prior year LCAP. Note that it is not the COE’s responsibility to make a judgment on the probability of success of a specific action or service, only that an action or services addresses one of the eight state priorities and identified metrics or any local priority. If a planned action/service is indicated as remaining “unchanged” for the duration of the LCAP, the district may choose to check the status box and leave the action/service descriptions blank for years 2 and 3.

Budgeted Expenditures

Describes the budgeted expenditures to implement these actions, for each LCAP year and for each action/service, including the following information:

Expenditure amount,

Expenditure source, and

Budget reference.

Review Note – COEs should verify that this section was completed, that the information is understandable, and should confirm that expenditure amounts, sources and budget references are included for each action/service. Reviewers shall verify the location of each expenditure in the budget for the LCAP year and the classification of expenditures using the California School Accounting Manual. A classified expenditure uses a Standardized Account Code Structure (SACS) code or name of a specific expenditure category, e.g., teacher salaries, counselor salaries, employee benefits, instructional services, pupil support services, etc.

Demonstration of Increased or Improved Services for Unduplicated Pupils

This section details the use of supplemental and concentration funds to meet the requirement to increase and/or improve services proportionally to the increase in funding to these funds. All prior year tables for each of the three years should be retained in the LCAP.

LCAP Year

Indicates the LCAP year for the set of tables below.

Estimated Supplemental and Concentration Grant Funds

Describes the total amount of supplemental and concentration grant funds in the LCAP year calculated per 5 CCR 15496(a)(5).

Review Note – COEs should verify that this section was completed, and confirm the amount of supplemental and concentration grant funds for each year.

Percentage to Increase or Improve Services

Identifies 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 15496(a)(7).

Review Note – COEs should verify that this section was completed, and confirm the percentage to increase or improve services for each year.

Description of Increasing or Improving Services for Unduplicated Pupils Requirement

Describes how these funds are being expended in the LCAP year. Describes and demonstrates how the services provided in the LCAP year for low-income students, foster youth and English learners provide for increased or improved services for these students in proportion to the increase in funding provided for such students 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 unduplicated pupils as compared to the services provided to all pupils, as detailed in the following section.

Review Note – COEs should verify that this section was completed, and that the information is understandable. The reviewer shall verify that this section includes a description of, and justification for, each use of funds in a districtwide or schoolwide manner as specified in 5 CCR 15496 and as detailed below. The reviewer shall also determine if the district adequately provided the required description of increased and/or improved services.

Use of Supplemental and Concentration Funds

Title 5, California Code of Regulations, Section 15496(b) identifies the conditions under which a district may use funds apportioned on the basis of the number and concentration of unduplicated pupils for districtwide or schoolwide purposes. Pursuant to Education Code Section 42238.07(a)(2), a district may demonstrate it has increased or improved services for unduplicat-

ed pupils under subdivision (b) of CCR 15496 by using funds to upgrade the entire educational program of a school site or a school district.

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 D. In making the determination regarding adherence to expenditure requirements, the county superintendent shall include review of any required descriptions provided for expenditures of supplemental and concentration grant funds. When on a districtwide or schoolwide 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 with an enrollment of unduplicated pupils of 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) may expend supplemental and concentration grant funds on a districtwide basis.

The reviewer shall determine if the following two criteria shall be 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 toward and are effective in meeting the district's goals for its unduplicated pupils in state/or local priority areas.

Districts with an enrollment of unduplicated pupils less than 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted may expend 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 toward and are effective in meeting the district's goals for its unduplicated pupils in state/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 usage of funds, the following applies:

A district with a school with an enrollment of unduplicated pupils that 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) may expend supplemental and concentration grant funds on a schoolwide basis. The reviewer shall determine if the following **two** criteria are met:

- The district has identified services that are provided schoolwide in the LCAP.

- 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 unduplicated pupils in the state and any local priority areas.

Schools with an enrollment of unduplicated pupils **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) also may expend supplemental and concentration grant funds on a schoolwide basis. The following **three** criteria shall be met:

- The district identified services that are provided schoolwide in the LCAP.
- The district described in the LCAP how such services are principally directed toward and are effective in meeting the district's goals for its unduplicated pupils in the state and any local priority areas.
- The district 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 any alternatives considered and any supporting research, experience, or educational theory according to 5 CCR 15496(b).

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.

Calculating the Percentage to Increase or Improve Services (MPP)

COEs should work with districts during the LCAP development process to ensure the calculation and demonstration of increased and improved services adheres to the regulations. There are two methods of calculating this increase: one during implementation of the LCFF and another when fully implemented. Refer to the FCMAT LCFF Calculator for assistance.

Calculating the MPP at Full Implementation:

Calculating the MPP at full LCFF implementation begins by adding supplemental and concentration grants together and then dividing by all other LCFF funding (less Targeted Instructional Improvement Block Grant (TIIG) and Transportation add-ons). For example:

All other LCFF Funding (less TIIG & Transportation)	\$10,000,000
Supplemental and Concentration	\$1,000,000
MPP (1,000,000/10,000,000)	10%

Calculating the MPP During Implementation:

During the transition to full implementation of LCFF, districts must make adequate progress toward spending the proportionate share of the increase on the students who generated the supplemental and concentration grant funds. To calculate this percentage, determine the estimated supplemental concentration amount and divide all other LCFF funds (less TIIG and Transportation) by this number. To arrive at the estimated supplemental and concentration amount, sub-

tract the prior year expenditures from the target supplemental and concentration grants. Multiply the result by the current year estimated gap percentage and add the product to the prior year expenditure amount.

Sample Calculation

Gap %	29.56%
All other LCFF Funding (less TIIG & Transportation)	\$10,000,000
Target Supplemental and Concentration =	\$1,000,000
Prior year spending on unduplicated students =	\$400,000
Difference =	\$600,000
Difference x Gap % (\$600,000 x 29.56% = \$177,360)	\$177,360
Estimated Supplemental and Concentration (S&C)	\$577,360
MPP = Estimated S&C/All other LCFF (less TIIG and Transportation)	(\$577,360/10,000,000 = 5.77%)

Oversight of Supplemental and Concentration Grants

The LCFF provides additional funding for low-income, English learner, and foster youth. Districts must increase or improve services to these pupils in proportion to the increase in funding. The 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 et seq., and includes the method for calculating the amount each district shall increase or improve services. Due to the varying demographics of 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.

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. CDE's review in particular 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.

California's Every Student Succeeds Act (ESSA) Plan

As of the publication of this manual, California's plan for compliance with ESSA has not yet been finalized. The current proposal being considered by the SBE includes a requirement that LEAs complete and adopt a "federal addendum" addressing ESSA requirements in conjunction with the LCAP adoption. However, the addendum would not be part of the county office review and approval process.

LCAP Definitions and Code Requirements

Consult

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 numerically significant subgroups, to review and comment on the development of the LCAP.

English Learner Parent Advisory Committee

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.

Ethnic Subgroups and Other Groups

Ethnic subgroups and other groups are referred to as "student groups" in the LCAP and Annual Update Instructions and the California School Dashboard. Numerically significant subgroups are identified in Education Code Section 52052. The subgroups are: ethnic subgroups, socioeconomically disadvantaged pupils, English learners, pupils with disabilities, foster youth and homeless youth.

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.

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.

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.

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, pursuant to Education Code 52062(b)(1) 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. 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 consistent with the translation requirements in Education Code 48985.

Qualitative (per Education Code Section 52060(d))

The term “qualitative” is used to refer to other information 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.

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 grow services in quality. To “increase services” means to grow services in quantity.

Significant Subgroups

A numerically significant pupil subgroup is one that consists of at least 30 pupils. For a subgroup of pupils who are foster youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils.

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 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 special need subgroups.

4) Pupil Achievement

Education Code 52060(d)(4) - Pupil achievement, as measured by all of the following as applicable: statewide assessments, Academic Performance Index, percentage of students who have completed A-G requirements, programs of study

that align with state board-approved career technical educational standards and frameworks, percentage of English learners who made progress toward English proficiency as measured by the California English Language Development Test (CELDT), English learner reclassification rate, percentage of pupils who have passed an advancement placement test with a score of 3 or higher, percentage of pupils who participate in and demonstrate college preparedness as assessed in Early Assessment Program.

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, and 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 listed for grades 7 to 12 listed in Education Code 51220 (English, social science, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical 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.

Plan Alignment

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on a school accountability report card, pursuant to Education Code Section 52060(f).

Appendices

Appendix A – LCAP Template Compliance Review Checklist

Appendix B – LCAP / Budget Adoption Process

Appendix C – LCAP Template

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

Appendix A

{County Name}

Local Control and Accountability Plan (LCAP)

LCAP Template Compliance Review

For Use in County Review of District LCAPs

Page 1

District:			Reviewer:		
Date Submitted:			Date Reviewed:		
LCAP Version:		Draft:			
Meeting Dates	Public Hearing:	Click here to enter a date.		LCAP Approval:	Click here to enter a date.
Unduplicated %:	Click here to enter text.		Total Suppl. & Conc. \$:	Click here to enter text.	
Min. Proport. %:	Click here to enter text.				

EXECUTIVE SUMMARY**SBE Template**

Page(s) Ref#	Comments / Follow Up Required:

Plan Summary

Page(s) Ref#	Comments / Follow Up Required:

Annual Update

Page(s) Ref#	Comments / Follow Up Required:

Stakeholder Engagement

Page(s) Ref#	Comments / Follow Up Required:

Goals, Actions, and Services

Page(s) Ref#	Comments / Follow Up Required:

Demonstration of Increased or Improved Services for Unduplicated Pupils

Page(s) Ref#	Comments / Follow Up Required:

LCAP FINANCIAL ANALYSIS

Total S/C Funds for LCAP Year (based on LCFF Calculator)	
Total S/C Expenditures for LCAP Year	

S/C Expenditures Described in Goals, Actions, and Services but not included in Demonstration of Increased/Improved Services

--

Expenditures Described in Demonstration of Increased/Improved Services but not included in Goals, Actions, and Services

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

Page 2

District:		Reviewer:	
Date Submitted:		Date Reviewed:	
LCAP Version:		Draft:	
Meeting Dates	Public Hearing:	LCAP Approval:	
	Click here to enter a date.		Click here to enter a date.
Unduplicated %:	Click here to enter text.	Total Suppl. & Conc. \$:	Click here to enter text.
Min. Proport. %:	Click here to enter text.		

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. 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. Note: Sections of the review form related to the Annual Update and Goals, Actions, and Services may be duplicated for each LCAP goal if reviewers prefer to complete a separate review for each goal.

Yes	Page(s) Ref#	SBE Template:
<input type="checkbox"/>		T1 LCAP / annual update adheres to template adopted by the SBE (revised November 2016)
Comments/Follow Up Required:		
Yes	Page(s) Ref#	Plan Summary:
<input type="checkbox"/>		1.01 Correct LCAP Year is checked.
<input type="checkbox"/>		1.02 LEA name and contact information is provided.
<input type="checkbox"/>		1.03 The Story: Includes brief description of students and community and how LEA serves them.
<input type="checkbox"/>		1.04 LCAP Highlights: Identifies and summarizes key features of LCAP for the current year.
<input type="checkbox"/>		1.05 Review of Performance: Greatest Progress:
<input type="checkbox"/>		1.051 What progress LEA is most proud of, based on review of LCFF Evaluation Rubrics, performance on state and local indicators, progress toward LCAP goals, local self-assessment, stakeholder input, or other information
<input type="checkbox"/>		1.052 How LEA plans to maintain or build upon that success
<input type="checkbox"/>		1.06 Review of Performance: Greatest Needs:
<input type="checkbox"/>		1.061 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, as well as other areas in need of significant improvement based on review of local indicators
<input type="checkbox"/>		1.062 Describes steps LEA is planning to take to address these needs
<input type="checkbox"/>		1.07 Review of Performance: Performance Gaps:
<input type="checkbox"/>		1.071 Identifies state indicators for which performance of any student group was two or more performance levels below the "all student" performance in the LCFF Evaluation Rubrics
<input type="checkbox"/>		1.072 For these indicators, identifies any modifications to the goals, actions/services and/or expenditures within the LCAP to improve performance levels
<input type="checkbox"/>		1.08 Review of Performance: Increased or Improved Services: If not previously addressed, identifies two to three most significant ways that LEA will increase or improve services for unduplicated students.
<input type="checkbox"/>		1.09 Budget Summary: Total general fund budgeted expenditures is included and verified.
<input type="checkbox"/>		1.10 Budget Summary: Total funds budgeted for planned actions/services to meet the goals in the LCAP for the LCAP year is included and matches detail in LCAP.
<input type="checkbox"/>		1.11 Budget Summary: Describes any General Fund Budget Expenditures for the LCAP year that are not included in the LCAP.
<input type="checkbox"/>		1.12 Budget Summary: Total LCFF funding for LCAP year is included and verified.
Comments/Follow Up Required:		

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

Page 3

District:	<input type="text"/>	Reviewer:	<input type="text"/>
Date Submitted:	<input type="text"/>	Date Reviewed:	<input type="text"/>
LCAP Version:	<input type="text"/> Draft: <input type="text"/>		
Meeting Dates	Public Hearing: <input type="text" value="Click here to enter a date."/>	LCAP Approval:	<input type="text" value="Click here to enter a date."/>
Unduplicated %:	<input type="text" value="Click here to enter text."/>	Total Suppl. & Conc. \$:	<input type="text" value="Click here to enter text."/>
Min. Proport. %:	<input type="text" value="Click here to enter text."/>		

Yes	Page(s) Ref#	Annual Update
<input type="checkbox"/>		2.01 Each goal in the prior year LCAP is addressed, including the following information copied verbatim from the prior year LCAP:
<input type="checkbox"/>		2.011 Goal description
<input type="checkbox"/>		2.012 Identified state/local priorities
<input type="checkbox"/>		2.013 Expected annual measurable outcomes
<input type="checkbox"/>		2.014 Planned actions/services
<input type="checkbox"/>		2.015 Planned expenditures
<input type="checkbox"/>		2.02 Actual Annual Measurable Outcomes: Progress toward the expected annual outcomes(s) based on, at a minimum, the required metrics pursuant to EC 52060 are reviewed.
<input type="checkbox"/>		2.03 Actual Annual Services: A description of the actual actions/services is included.
<input type="checkbox"/>		2.04 Estimated Actual Annual Expenditures: Estimated actual annual expenditures are included.
<input type="checkbox"/>		2.05 Analysis: Implementation:
<input type="checkbox"/>		2.051 For each goal, the overall implementation of the actions/services to achieve the articulated goal is described
<input type="checkbox"/>		2.052 For each goal, a discussion of the relevant challenges and successes during the implementation process is included
<input type="checkbox"/>		2.06 Analysis: For each goal, the review of progress includes an assessment of the effectiveness of the specified actions toward the achievement of the goal.
<input type="checkbox"/>		2.07 Analysis: For each goal, any material differences between Budgeted Expenditures and Estimated Actual Expenditures are described.
<input type="checkbox"/>		2.08 Analysis: Any changes to the goal and/or actions/services as a result of this analysis are described, and location(s) of changes to actions/services within the LCAP are identified.
Comments/Follow Up Required:		
<input style="width: 100%;" type="text"/>		
Yes	Page(s) Ref#	Stakeholder Engagement
<input type="checkbox"/>		3.01 Correct LCAP year is checked.
<input type="checkbox"/>		3.02 Involvement Process: Describes the process used to consult with groups below on LCAP and Annual Update:
<input type="checkbox"/>		3.021 Parents
<input type="checkbox"/>		3.022 Pupils
<input type="checkbox"/>		3.023 School Personnel
<input type="checkbox"/>		3.024 Local Bargaining Units, as applicable
<input type="checkbox"/>		3.025 Community
<input type="checkbox"/>		3.03 Impact: Describes the impact of stakeholder engagement on the development of the LCAP and Annual Review, including the impact on the LCAP goals, actions, services, and expenditures.
Comments/Follow Up Required:		
<input style="width: 100%;" type="text"/>		
Yes	Page(s) Ref#	Goals, Actions, and Services
<input type="checkbox"/>		4.01 Goal Status: Each goal is identified as "New", "Modified" or "Unchanged".
<input type="checkbox"/>		4.02 Goals: Includes annual goals for all pupils and/or specific goals for schoolsites and each specific subgroup, including pupils with disabilities, both at the LEA level and where applicable, at the schoolsite level.

{County Name}

Local Control and Accountability Plan (LCAP)

LCAP Template Compliance Review

For Use in County Review of District LCAPs

Page 4

District:				Reviewer:			
Date Submitted:				Date Reviewed:			
LCAP Version:		Draft:					
Meeting Dates	Public Hearing:	Click here to enter a date.		LCAP Approval:	Click here to enter a date.		
Unduplicated %:	Click here to enter text.		Total Suppl. & Conc. \$:	Click here to enter text.			
Min. Proport. %:	Click here to enter text.						

<input type="checkbox"/>		4.03 Related State Priorities: Each state priority below is addressed within the goals:
<input type="checkbox"/>	<input type="checkbox"/>	4.031 Priority 1: Basic (Conditions of Learning)
<input type="checkbox"/>	<input type="checkbox"/>	4.032 Priority 2: Implementation of State Standards (Conditions of Learning)
<input type="checkbox"/>	<input type="checkbox"/>	4.033 Priority 3: Parent Involvement (Engagement)
<input type="checkbox"/>	<input type="checkbox"/>	4.034 Priority 4: Pupil Achievement (Pupil Outcomes)
<input type="checkbox"/>	<input type="checkbox"/>	4.035 Priority 5: Pupil Engagement (Engagement)
<input type="checkbox"/>	<input type="checkbox"/>	4.036 Priority 6: School Climate (Engagement)
<input type="checkbox"/>	<input type="checkbox"/>	4.037 Priority 7: Course Access (Conditions of Learning)
<input type="checkbox"/>	<input type="checkbox"/>	4.038 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
<input type="checkbox"/>	<input type="checkbox"/>	4.039 Priority 9: Expelled Pupils (Conditions of Learning) <i>(County Office of Education only)</i>
<input type="checkbox"/>	<input type="checkbox"/>	4.0310 Priority 10: Foster Youth (Conditions of Learning) <i>(County Office of Education only)</i>
<input type="checkbox"/>		4.04 Identified Need: Need(s) address by the goal is/are described including a description of the supporting data (metrics) used to identify the need(s).
<input type="checkbox"/>		4.05 Expected Annual Measurable Outcomes: For each goal, all required metrics as set forth in EC 52060(d) for each state priority checked are described either quantitatively or qualitatively for each LCAP year. 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.
<input type="checkbox"/>	<input type="checkbox"/>	Priority 1: Basic
<input type="checkbox"/>	<input type="checkbox"/>	A. Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching
<input type="checkbox"/>	<input type="checkbox"/>	B. Every pupil in the school district has sufficient access to standards-aligned instructional materials
<input type="checkbox"/>	<input type="checkbox"/>	C. School facilities are maintained in good repair
<input type="checkbox"/>	<input type="checkbox"/>	Priority 2: Implementation of State Standards
<input type="checkbox"/>	<input type="checkbox"/>	A. Implementation of the academic content and performance standards adopted by the state board
<input type="checkbox"/>	<input type="checkbox"/>	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
<input type="checkbox"/>	<input type="checkbox"/>	Priority 3: Parent Involvement
<input type="checkbox"/>	<input type="checkbox"/>	A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite
<input type="checkbox"/>	<input type="checkbox"/>	B. How the school district will promote parental participation in programs for unduplicated pupils
<input type="checkbox"/>	<input type="checkbox"/>	C. How the school district will promote parental participation in programs for individuals with exceptional needs
<input type="checkbox"/>	<input type="checkbox"/>	Priority 4: Pupil Achievement
<input type="checkbox"/>	<input type="checkbox"/>	A. Statewide assessments
<input type="checkbox"/>	<input type="checkbox"/>	B. The Academic Performance Index
<input type="checkbox"/>	<input type="checkbox"/>	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
<input type="checkbox"/>	<input type="checkbox"/>	D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board
<input type="checkbox"/>	<input type="checkbox"/>	E. The English learner reclassification rate

{County Name}

Local Control and Accountability Plan (LCAP)

LCAP Template Compliance Review

For Use in County Review of District LCAPs

Page 6

District:			Reviewer:		
Date Submitted:			Date Reviewed:		
LCAP Version:		Draft:			
Meeting Dates	Public Hearing:	Click here to enter a date.		LCAP Approval:	Click here to enter a date.
Unduplicated %:	Click here to enter text.		Total Suppl. & Conc. \$:	Click here to enter text.	
Min. Proport. %:	Click here to enter text.				

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 4.14 Actions/Services: For each LCAP goal, annual actions to be performed and services to be provided for each goal are included. |
| <input type="checkbox"/> | 4.15 Expenditure Amount: For each action/service under each LCAP Year, budgeted expenditures are listed /described and enumerated. |
| <input type="checkbox"/> | 4.16 Expenditure Source(s): All fund sources are referenced for each proposed expenditure. |
| <input type="checkbox"/> | 4.17 Expenditure Budget Reference: All expenditures are classified using CSAM to identify where the expenditures can be found in the district's budget. |

Comments/Follow Up Required:

Yes	Page(s) Ref#	Demonstration of Increased or Improved Services for Unduplicated Pupils
<input type="checkbox"/>		5.01 All prior year tables for each of the three years within the LCAP are retained.
<input type="checkbox"/>		5.02 Correct LCAP year is checked for table(s) included.
<input type="checkbox"/>		5.03 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).
<input type="checkbox"/>		5.04 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 of proportionality calculation determined pursuant to 5 CCR 15496(a)(7).
<input type="checkbox"/>		5.05 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).
<input type="checkbox"/>		5.06 Description of increased/improved services to meet MPP requirement aligns to actions/services indicated as "Contributes to Increased or Improved Services" in Goals, Actions, and Services section.
<input type="checkbox"/>		5.07 A description of how the Supplemental/Concentration funds are being expended is included.
<input type="checkbox"/>		5.08 If the use of any of the Supplemental/Concentration funds are being used in a districtwide or schoolwide manner, includes a description of the use of any funds used in that manner, includes all of 5.071-5.073 below (if funds are not used in a districtwide or schoolwide manner, indicate N/A):
<input type="checkbox"/>		5.081 Includes a description of those services that are being provided on a districtwide or schoolwide basis.
<input type="checkbox"/>		5.082 Includes a justification for the use in a districtwide or schoolwide manner.
<input type="checkbox"/>		5.083 Includes how services are principally directed toward and are effective in meeting district goals for its unduplicated pupils in the state priority areas.
<input type="checkbox"/>		5.09 For school districts below 55% enrollment of unduplicated pupils districtwide or below 40% enrollment of unduplicated pupils at a school site, when using supplemental/concentration funds in a districtwide or schoolwide manner, a description of how the services provided are the most effective use of funds to meet the goals for unduplicated pupils in the state and local priority areas is included (if not applicable, indicate N/A).
<input type="checkbox"/>		5.10 For school districts below 55% enrollment of unduplicated pupils districtwide or below 40% enrollment of unduplicated pupils at a school site, when using supplemental/concentration funds in a districtwide or schoolwide manner, the description required in 5.08 above includes providing 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).

Comments/Follow Up Required:

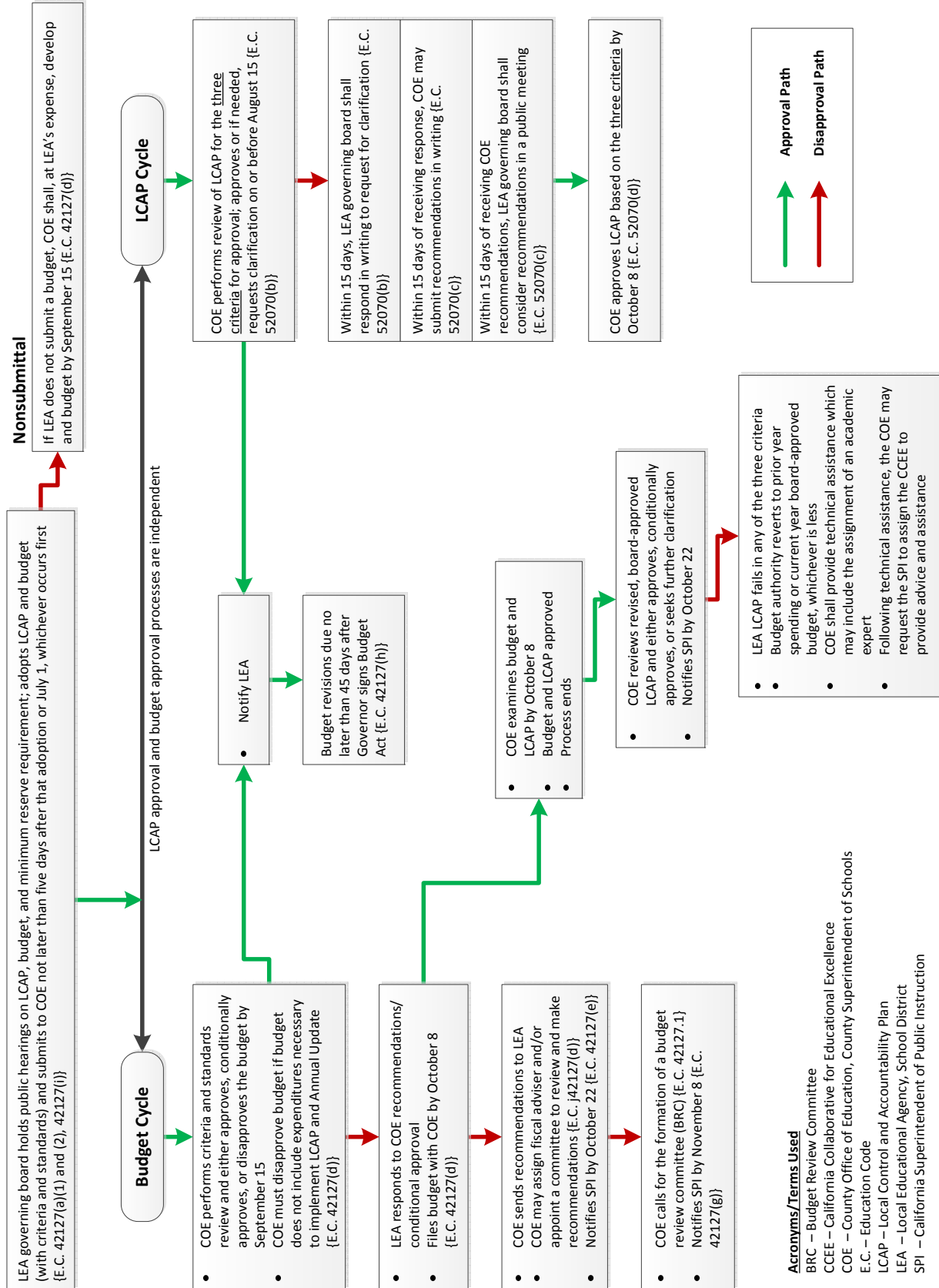
{County Name}
 Local Control and Accountability Plan (LCAP)
 LCAP Template Compliance Review

For Use in County Review of District LCAPs

Page 7

District:				Reviewer:			
Date Submitted:				Date Reviewed:			
LCAP Version:		Draft:					
Meeting Dates	Public Hearing:	Click here to enter a date.		LCAP Approval:	Click here to enter a date.		
Unduplicated %:	Click here to enter text.		Total Suppl. & Conc. \$:	Click here to enter text.			
Min. Proport. %:	Click here to enter text.						

BUDGET/LCAP ADOPTION PROCESS



LCAP Year ☐ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact
Name and
TitleEmail
and
Phone

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

LCAP HIGHLIGHTS

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

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

PERFORMANCE GAPS

exec-lasso-nov16item01
Attachment 1
Page 3 of 23

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

\$

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: XXXX-XX

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

Goal 1

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

Expenditures

PLANNED

ACTUAL

BUDGETED

ESTIMATED ACTUAL

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	

exec-lasso-nov16item01
Attachment 1
Page 6 of 23

Stakeholder Engagement

LCAP Year ☐ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<div>Goal 1</div>		

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10						
LOCAL								

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES**2017-18**
☐ New ☐ Modified ☐ Unchanged
2018-19
☐ New ☐ Modified ☐ Unchanged
2019-20
☐ New ☐ Modified ☐ Unchanged
BUDGETED EXPENDITURES**2017-18**

Amount

Source

Budget
Reference**2018-19**

Amount

Source

Budget
Reference**2019-20**

Amount

Source

Budget
Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	<input type="checkbox"/> 2017–18	<input type="checkbox"/> 2018–19	<input type="checkbox"/> 2019–20
	Estimated Supplemental and Concentration Grant Funds:		Percentage to Increase or Improve Services:
	\$		%
Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.			
Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).			

DRAFT Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

[Plan Summary](#)

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

[Budget Summary](#)

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. 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 Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

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 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- 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: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- 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; and
- 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 as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and

school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 14.5. Local Control Funding Formula

Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template

Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants

§ 15494. Scope.

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

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

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

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

§ 15495. Definitions.

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

- (a) “Consult with pupils,” as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
- (b) “English learner parent advisory committee,” as used in Education Code sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in Education Code section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.
- (c) “Local control and accountability plan (LCAP)” means the plan created by an LEA pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in conformance with the LCAP and annual update template found in section 15497.5.
- (d) “Local educational agency (LEA)” means a school district, county office of education, or charter school.
- (e) “Parents” means the natural or adoptive parents, legal guardians, or other persons holding the right to make educational decisions for the pupil pursuant to Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or 56055, including foster parents who hold rights to make educational decisions.
- (f) “Parent advisory committee,” as used in Education Code sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in Education Code section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets

these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

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

(h) "Services" as used in Education Code section 42238.07 may include, but are not limited to, services 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.

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

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

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

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

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

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

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

(a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is

used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall determine the percentage by which services for unduplicated pupils must be increased or improved above services provided to all pupils in the fiscal year as follows:

- (1) Estimate the amount of the LCFF target attributed to the supplemental and concentration grants for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.
- (2) Estimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils. The estimated amount of funds expended in 2013-14 shall be no less than the amount of Economic Impact Aid funds the LEA expended in the 2012-13 fiscal year.
- (3) Subtract subdivision (a)(2) from subdivision (a)(1).
- (4) Multiply the amount in subdivision (a)(3), by the most recent percentage calculated by the Department of Finance that represents how much of the statewide funding gap between current funding and full implementation of LCFF is eliminated in the fiscal year for which the LCAP is adopted.
- (5) Add subdivision (a)(4) to subdivision (a)(2).
- (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant to Education Code sections 42238.02 and 2574, as implemented by Education Code sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program, in the fiscal year for which the LCAP is adopted.
- (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).
- (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero or when LCFF is fully implemented

statewide, then an LEA shall determine its percentage for purposes of this section by dividing the amount of the LCFF target attributed to the supplemental and concentration grant for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program.

(b) This subdivision identifies the conditions under which an LEA may use funds apportioned on the basis of the number and concentration of unduplicated pupils for districtwide, schoolwide, countywide, or charterwide purposes:

Pursuant to Education Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved services for unduplicated pupils under subdivision (a) of this section by using funds to upgrade the entire educational program of a schoolsite, a school district, a charter school, or a county office of education as follows:

(1) A school district that has an enrollment of unduplicated pupils of 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 may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

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

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

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

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

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

- (C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.
- (3) A school district that has an enrollment of unduplicated pupils at a school that 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 may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:
- (A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.
 - (B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.
- (4) A school district that has an enrollment of unduplicated pupils that is less than 40 percent of the school's total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:
- (A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.
 - (B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.
 - (C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.
- (5) A county office of education expending supplemental and concentration grant funds on a countywide basis or a charter school expending supplemental and concentration grant funds on a charterwide basis shall do all of the following:
- (A) Identify in the LCAP those services that are being funded and provided on a countywide or charterwide basis.

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

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

§ 15497. County Superintendent of Schools Oversight of Demonstration of Proportionality.

In making the determinations required under Education Code section 52070(d)(3), the county superintendent of schools shall include review of any descriptions of districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through (b)(4) when determining whether the school district has fully demonstrated that it will increase or improve services for unduplicated pupils pursuant to section 15496(a). If a county superintendent of schools does not approve an LCAP because the school district has failed to meet its requirement to increase or improve services for unduplicated pupils as specified in this section, it shall provide technical assistance to the school district in meeting that requirement pursuant to Education Code section 52071.

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

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