

LCAP Approval Criteria 2014

Criteria	Ed Code	CDE Directions	Notes
Adhere to SBE-adopted regulations	<p>SECTION 1: STAKEHOLDER ENGAGEMENT Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process.</p> <p>Be certain to engage parents/families of subgroups with 30 or more students in the LCAP development process.</p> <p>Education Code section 48985 states that if 15 percent or more of the pupils enrolled in one of the public schools speak a single primary language other than English, parents and families must be provided with translations to ensure meaningful participation.</p> <p>SECTION 2: GOALS AND PROGRESS INDICATORS</p> <p>For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.</p>	<p>SECTION 1: STAKEHOLDER ENGAGEMENT Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update.</p> <p>SECTION 2: GOALS AND PROGRESS INDICATORS</p> <p>Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric.</p> <p>Charter schools may adjust the chart to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area.</p> <p>Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities.</p>	

<p>Adhere to SBE-adopted regulations (CONT.)</p>	<p>SECTION 3: ACTIONS, SERVICES, AND EXPENDITURES <i>For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.</i></p>	<p>The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level.</p> <p>To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school-site councils, EL Advisory Councils, pupil 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 the goal.</p> <p>SECTION 3: ACTIONS, SERVICES, AND EXPENDITURES Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable.</p> <p>In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charter-wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.</p>	
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Allocated amount is proportional to supplemental and concentration amount	<p>An LEA shall provide evidence in its LCAP to demonstrate how funding</p> <p>30 apportioned on the basis of the number and concentration of unduplicated pupils, 31 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to</p>	<p>FCMAT LCFF Calculator: http://www.fcmat.org/stories/storyReader\$23157</p> <p>Calculate the estimated LCFF Funding Target, (Cell Q16, of the Calculator Tab)</p> <p>Calculate the 2014-15 Total LCFF Funding (Q78, of the Graphs Tab)</p> <p>Calculate the LCFF supplemental and concentration grant targets, at full implementation (Cell O16 + P16, of the Calculator Tab)</p> <p>Determine prior year expenditures to support unduplicated pupils. No less than the amount of EIA expended in 2012-13</p> <p>Subtract the estimated 2013-14 expenditures from the supplemental and concentration grant target.</p> <p>Multiply the difference by the Department of Finance’s gap percentage funding for the year in which the LCAP is adopted.</p> <p>Add to the LEA’s prior year estimated expenditures from step 2</p> <p>Subtract the amount in step 5 from the total LCFF funding in 2014-15.</p> <p>Divide the approximate amount from step 5 by the amount in step 6.</p> <p>If the amount in step 3 is less than or equal to zero, or when the LCFF is fully implemented statewide, then the proportion is calculated by dividing the total supplemental and concentration grants at target by the remainder of the LCFF funding, excluding add-ons for TIIG and H-S Transportation</p>	
Adhere to SBE-adopted template	<p>Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 24 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 25 6312.</p>	<p>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.</p>	

DEFINITIONS

“Services” 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.

“State priority areas” means:

1. **BASIC SERVICES:** Degree to which teachers of the school district are appropriately assigned, fully credentialed in the subject area and for the pupils they are teaching, every student has sufficient access to standards-aligned instructional materials, school facilities are maintained in good repair
2. **IMPLEMENTATION OF STATE STANDARDS:** Implementation of academic content and performance standards adopted by the state board (Common Core State 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 for all pupils
3. **ENGAGEMENT: PARENT INVOLVEMENT:** Efforts to seek parent input in decision making at district and school site(s), Promotion of parent participation in programs for unduplicated pupils and special needs subgroups
4. **PUPIL OUTCOMES/PUPIL ACHIEVEMENT:** Performance on standardized tests, Score on Academic Performance index, Share of pupils that satisfy A-G requirements for UC system or career technical education sequences or clusters of study , Share of English learners that become English proficient, English learner reclassification rate , Share of pupils that pass Advanced Placement exams with a score of 3 or higher , Share of pupils determined prepared for college by the Early Assessment Program
5. **ENGAGEMENT: PUPIL ENGAGEMENT:** School attendance rates, Chronic absenteeism rates, Middle school dropout rates, High school dropout rates , High school graduation rates
6. **ENGAGEMENT: SCHOOL CLIMATE:** Pupil suspension rates, Pupil expulsion rates, Other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness
7. **COURSE ACCESS:** The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas (English, social science, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, and automobile driver education).
8. **OTHER PUPIL OUTCOMES:**
Grades 1 to 6: English, Mathematics, Social science, Science, Health, Visual and performing arts, Physical education, and other subjects as determined by the governing board
Grades 7 to 12 English, Mathematics, Social science, Science, Health, Visual and performing arts, Applied arts, Physical education, Foreign language, Career technical education, Automobile driver education, and other subjects as determined by the governing board

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.

“to improve services” means to grow services in quality.

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

“unduplicated pupil” means any of those pupils to whom one or more of the definitions included in Education Code section 42238.01 apply, including low income, foster youth, and English learner.