



California County Superintendents Educational Services Association

Local Control and Accountability Plan (LCAP) Approval Manual

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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 *LCAP Approval 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, educationally 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* is intended to serve as a guide to assist county offices toward a thoughtful, holistic approach to LCAP support and approval.

The first level of LCAP accountability 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, is responsible for the oversight of 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 will be 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 F).

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 15494-15497.5 (Appendix G), for funds apportioned on the basis of the number and concentration of unduplicated pupils pursuant to Sections 42238.02 and 42238.03.

Providing Technical Assistance

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 a district does not improve pupil achievement. The rubrics are intended to be part of that identification process, which is distinct from the LCAP review process.

Evaluation Rubrics

The evaluation rubrics 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 must adopt the evaluation rubrics by October 2015 as required by Education Code Section 52064.5. Evaluation rubrics will allow school districts, COEs, and charter schools to evaluate their strengths, weaknesses, and areas that require improvement; assist county superintendents to identify districts and charter schools in need of assistance and focus technical assistance; and assist the state Superintendent of Public Instruction in identifying where interventions may be warranted. Furthermore, the rubrics are 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.

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 new nexus of district budgets and LCAPs and the interdepartmental nature of the LCAP reinforces the review process and the need for increased dialogue and effective working relationships between districts and COEs, and across all levels within COEs as counties establish 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, proactive, and inclusive planning.

The LCAP is a locally defined performance and outcome plan for students. Responsibility related to the first level of oversight belongs to the local elected board of education working in collaboration with district administration. 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:

- Timely follow through on all district requests
- Accurate, contextualized, and meaningful data and support
- Assurance that there are no trivial questions or requests
- Clear explanations of services offered and how these services may be obtained

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
- Act as a conduit for communication and networking among districts
- Proactively request meetings with districts early each school year and notify them that support is available throughout the LCAP development process
- 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 districts to communicate with the COE as they progress through their LCAP development process
- Encourage and reinforce adherence to the template and regulations as more than a compliance exercise
- 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 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

Collaboration Within the County Office of Education

The LCAP review process requires several county office departments to work together (business, curriculum and instruction, technology, human resources, special education, etc.). Effective inter-departmental 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 internally and to the districts will help. 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 instructional strategies and associated expenditures outlined in the LCAP
- In coordination with Business Services, assess sufficient expenditures in budget to implement LCAP
- In coordination with Business Services, assess description of proportionality increase and/or improved services for unduplicated pupils
- 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, assess sufficiency of associated expenditures included in budget
- Confirm calculation of estimated supplemental and concentration grants amount and minimum proportionality percentage (MPP), as estimated by district
- 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 Technology

- Review of technology related instructional goals and actions

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

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 shaped 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.

Chapter 3

LCAP Review and Approval Process

Following are directions for using three LCAP Reviewer's Tools, specifics about the LCAP review and approval timeline as it relates to district budget approval and strategies for building cross-departmental review teams. These are followed by guidelines in case an LCAP is not approved.

Using the Reviewer's Tools

LCAP Review Checklists (Appendices A and B)

There are two checklists provided. First, the Goal Review Checklist may be used to track each district LCAP goal. Next, the Process Review Checklist is completed. The Process Review Checklist guides the reviewer through each section of the LCAP, while providing a record for tracking findings.

LCAP Criteria Approval Flowcharts (Appendix C)

The flowcharts guide reviewers through the LCAP, focusing on the three statutory approval criteria (listed in Chapter 1) that determine if the LCAP is eligible for approval. The flowcharts are broken into three sections:

- Criteria #1: Adheres to the SBE Template
- Criteria #2: Sufficient Expenditures in Budget
- Criteria #3: Adherence to Expenditure Requirements

The flowcharts are intended as companion pieces to the Review Checklists. Beginning with the opening question on the left hand side of the flowchart, respond to the question boxes as they relate to the LCAP under review. Move from left to right. A yes/no answer provides information for whether or not the statutory requirement is met. Value judgments are not a part of the statutory requirement. A "no" answer may lead to use of the Clarification Tables as a means of tracking the approval process.

LCAP Clarification Tables (Appendix D)

The Clarification Tables are organized by approval criteria and template sections and provide follow-up guidance in the case of "no" answers on the flowcharts. Clarification Tables are provided as an optional tool and may serve as secondary documents for follow up to the Review Checklist.

LCAP and Budget Approval Nexus

The LCAP approval process is tied to the budget approval. 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 August 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 E.

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 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 August 15 to coincide with current budget approval timelines. If a district's LCAP is not approved by August 15, a conditional budget approval may be an option [EC 42127(c)(d)], where appropriate.

The LCAP approval timeline provides an additional six weeks beyond the timeline to approve the annual budget. This additional time allows for written clarification 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

A 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 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.

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. Using the evaluation rubrics, 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.
- Once the county superintendent has provided technical assistance, the assistance of the California Collaborative for Educational Excellence (CCEE) may also be utilized, once established and available, per EC 52074(f)(2).

Future technical assistance will utilize the evaluation rubrics once adopted by the SBE.

Strengths & 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. See Appendix H for a sample list of elements to look for when assessing the strengths and weaknesses of an LCAP.

Evaluation Rubrics

The evaluation rubrics 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 must adopt the evaluation rubrics by October 2015 as required by EC Section 52064.5. Evaluation rubrics will allow school districts, COEs, and charter schools to evaluate their strengths, weaknesses, and areas that require improvement; assist county superintendents to identify districts and charter schools in need of assistance and focus technical assistance; and assist the SPI in identifying where interventions may be warranted. Furthermore, the rubrics are 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 rubrics are 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 rubrics as a tool to review data and reflect on areas of strength and areas in need of improvement will be implemented as part of 2016-17 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.

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 Tom Torlakson.
- On behalf of the president of the SBE, Sue Burr, State Board of Education.
- A county superintendent of schools appointed by the Senate Committee on Rules, Michael Watkins, Santa Cruz County Superintendent of Schools.
- A teacher appointed by the Speaker of the Assembly, Tim Sbranti, Teacher, Dublin High School.
- A superintendent of a school district appointed by the Governor, Sandra Thorstenson, Superintendent, Whittier Union High School District.

The Role of the CCEE - Advice and Assistance

Once the CCEE is operational, EC 52074 provides that the state Superintendent of Public Instruction may direct the CCEE 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.

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 **Process Review** and **Goal Review Checklists**, Appendices A and B, and the **Clarification Tables**, Appendix C.

Template Sections

There are three sections of the LCAP template and an Annual Update. The sections are titled: Section 1, Stakeholder Engagement; Section 2, Goals, Actions, Expenditures, and Progress Indicators; the Annual Update; and Section 3, Use of Supplemental and Concentration Grant Funds and Proportionality. 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 meant to prompt 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) must be consistent with the school accountability report card (SARC) where appropriate. For some goals and state priority areas, districts may use data that is more recent than the latest SARC.

Section 1: Stakeholder Engagement

Section 1 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 LCAP Section 1, Section 2, Annual Update, and Section 3.

Section 1 includes a review that these requirements were fulfilled.

Column 1, Row 1 - Involvement Process for LCAP

Describes actions the district used to obtain meaningful engagement. 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.

Column 2, Row 1 - Impact on LCAP

Includes the input from the involvement process that yielded goals and/or actions and services. The input could include categories where similar types of input are included as goal areas.

Column 1, Row 2 - Involvement Process for Annual Update

Demonstrates how stakeholders were consulted in the progress toward the LCAP goals and the creation of the Annual Update. Description may include dates of meetings, pertinent data provided to stakeholders for their review, as well as any

other measures taken by the district to meaningfully involve stakeholders in the creation of the Annual Update.

Column 2, Row 2 - Impact on Annual Update

Captures the input of stakeholders after their review of progress data on the LCAP goals. 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. New goals may also be included.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Section 2 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.

The LCAP review verifies that the Section 2 template is completed for each goal in each of the three years that the goal will be part of the LCAP.

Row 1 - Goal and State/Local Priorities

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. [Prior year information is found in Section 2, Column 2 and 9 of LCAP 2014-15]

Row 2 - Identified Need

Notes the district's identified data used to demonstrate to stakeholders and to the district the need for the goal. [Prior year information is found in Section 2, Column 1 of LCAP 2014-15]

Row 3 - Goal Applies to Schools/Goal Applies to Pupil Subgroups

Identifies the school sites to which the goal applies. The district may indicate "ALL" for all schools, specify an individual school or a subset of schools, or specify grade spans (high schools, middle school or elementary school). [Prior year information is found in Section 2, Column 4 of LCAP 2014-15]

Identifies which pupil subgroups, as defined in Education Code 52052, the goal applies to or indicates "ALL." [Prior year information is found in Section 2, Column 3 of LCAP 2014-15]

Information Required for Each LCAP Year

Row 4 - LCAP Year

The LCAP includes a complete Section 2 for each goal in each of three years unless the goal is for a shorter duration. The LCAP includes a school year for the goal in LCAP Year 1, Year 2 and Year 3.

Row 5 - Expected Annual Measurable Outcomes

For each LCAP year, the LCAP identifies and describes specific expected measurable outcomes for all pupils and school sites identified in the Row 3 header section using the applicable metrics for the related state priorities. Goal tables, in the aggregate, must address the required metrics for every state priority in each LCAP. [Prior year information is found in Section 2, Column 7 of LCAP 2014-15]

Row 6 - Actions/Services

Identifies all annual actions to be performed and the services provided to meet the described goal. Actions may describe a group of services implemented to achieve the identified goal. [Prior year information is found in Sections 3A and 3B, Column 3]

Row 6 - Scope of Service

For each LCAP year, the LCAP identifies the school sites covered. Districts may indicate “ALL” schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LCAP must identify whether the scope of service is districtwide, schoolwide, countywide, or charterwide. [Prior year information is found in section 3A, Column 4]

Row 6 - Pupils to be Served within Identified Scope of Service

Identifies the pupils to be served within the identified scope of service for each LCAP year and for each action/service. Indicates “ALL” if the action to be performed or the services to be provided is/are for all pupils. Indicates the applicable unduplicated pupil subgroups for each action/service provided beyond what is being provided for all students (Education Code 42238.01), and/or specifies the pupil subgroups in “OTHER” (Education Code 52052) that will benefit from the additional action, and/or will receive the additional services. [Prior year information is found in Sections 2, 3A and 3B, Column 3 of LCAP 2014-15]

Row 6 - Budgeted Expenditures

Describes the budgeted expenditures to implement these actions, for each LCAP year and for each action/service, including where those expenditures can be found in the district’s budget. The funding source shall be included. Reviewers shall verify a classification of expenditures using the California School Accounting Manual to identify where the expenditure can be found in the budget. A classified expenditure uses a Standardized Account Code Structure (SACS) code or name of a specific SACS field, e.g., teacher salaries, counselor salaries, instructional services, pupil support services, etc. [Prior year information is found in Sections 3A and 3B, Column 6]

Reviewers shall verify if goals and expected annual measurable outcomes are addressed for each of the eight state priorities. 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 or any local priority.

Annual Update

This section captures the progress toward the expected annual outcome based on 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 take as a result of the review.

Row 1 - Original Goal from Prior Year LCAP:

Creates an Annual Update table for each goal from the prior year LCAP. Goals should be worded the same as in the original LCAP and the Annual Update for that year. [Prior year information is found in Section 2, Column 2 of LCAP 2014-15]

Row 1 - Related State and/or Local Priorities:

Identifies the state and local priorities addressed in the goal. [Prior year information is found in Section 2, Column 9 of LCAP 2014-15]

Row 2 - Goal Applies to Schools/Goal Applies to Pupil Subgroups:

Identifies the entire district or particular schools where the goal applied. [Prior year information is found in Section 2, Column 4 of LCAP 2014-15]

Identifies all students or the applicable pupil subgroups the goal was designed to support. [Prior year information is found in Section 2, Column 3 of LCAP 2014-15]

Row 3 - Expected Annual Measurable Outcomes:

Identifies the expected improved outcomes for students using the metrics in Education Code Section 52060. [Prior year information is found in Section 2, Column 6 of LCAP 2014-15]

Row 3 - Actual Annual Measurable Outcomes:

Provides 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.

Row 4 - LCAP Year:

Inserts the LCAP Year that the Annual Update addresses.

Row 5 - Planned Actions/Services:

Identifies what the planned actions and services were for the goal. [Prior year information is found in Sections 3A and 3B, Columns 3 and 6 of LCAP 2014-15]

Row 5 - Actual Actions/Services:

Details which actions and services were provided. Identifies how the actions and services addressed the identified needs and goals of specific student subgroups and if these actions/services were effective in achieving the desired outcomes.

Row 6 - Budgeted Expenditures:

Identifies what the budgeted expenditures were for the planned actions and services. [Prior year information is found in Sections 3A and 3B, Column 6 of LCAP 2014-15]

Row 6 - Estimated Actual Annual Expenditures:

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

Row 7 - Scope of Service as Planned:

Identifies whether all students or specific student subgroups were the focus of the goal. [Prior year information is found in Sections 3A and 3B, Column 4 of LCAP 2014-15] Identifies which unduplicated student subgroups intended to be provided with the service. [Prior year information is found in Section 3B, Column 3 of LCAP 2014-15]

Row 7 - Scope of Service as Delivered:

Details which student subgroups received the actions and services connected to the goal.

Row 8 - What changes in actions, services and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Describes which actions and services will be discontinued and how current actions and services will be modified to achieve the intended outcomes as a result of consultations with stakeholders and analysis by the district.

Section 3: Use of Supplemental and Concentration Grant Funds and Proportionality

Section A - Total dollar amount of supplemental and concentration grant funds

Shows the total amount of supplemental and concentration grant funds in the LCAP year calculated per 5 CCR 15496(a)(5) and describes how these funds are being expended in the LCAP year. The reviewer shall verify that Section A includes a description of, and justification for, the use of any funds in a districtwide or schoolwide manner as specified in 5 CCR 15496.

Districtwide and Schoolwide 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 unduplicated 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 15494-15497.5. See Appendix G. In making the determination regarding adherence to expenditure requirements, the county superintendent of schools shall include review of any required descriptions provided for expenditures of supplemental and concentration grant funds. When on a districtwide or schoolwide basis, 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 the state and any 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 the state and any local priority areas.
- The district has described how these services are the most effective use of the funds to meet the district's goals for 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 in the LCAP those services provided schoolwide.
- The district has described in the LCAP how such services are principally directed toward and are effective in meeting the district's goals for its 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) may expend supplemental and concentration grant funds on a schoolwide basis. The following three criteria shall be met:

- The district identified in the LCAP those services provided schoolwide.
- 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).

Section B - Proportionality Requirement

Consistent with the requirements of 5 CCR 15496, Section B provides space for the district to describe and demonstrate 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). The reviewer shall verify the district's calculation of the minimum proportionality percentage, pursuant to 5 CCR 15496(a). 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. The reviewer shall determine if the district provided the required descriptions.

Calculating the Minimum Proportionality Percentage (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, subtract 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) | <u>\$177,360</u> |
| 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 & 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.

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

Numerically significant subgroups are identified in Education Code Section 52052. The subgroups are: ethnic subgroups, socioeconomically disadvantaged pupils, English learners and pupils with disabilities.

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 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 – Goal Review Checklist

Appendix B – Process Review Checklist

Appendix C – LCAP Criteria Approval Flowcharts

Appendix D – LCAP Clarification Tables

Appendix E – LCAP/Budget Approval Nexus

Appendix F – LCAP Template

**Appendix G – Title 5, California Code of Regulations,
Sections 15494-15497.5**

**Appendix H - Sample LCAP Strengths and Weaknesses
Analysis**

GOAL Review Checklist

(Complete one per goal)

Appendix A

COUNTY OFFICE OF EDUCATION

Individual Goal Checklist: Local Control and Accountability Plan (LCAP) and Annual Update Review

| | |
|--|---|
| District: <input style="width: 90%;" type="text"/> | Reviewer: <input style="width: 90%;" type="text"/> |
| Goal Title: <input style="width: 98%;" type="text"/> | |
| LCAP GOAL REVIEW: | |
| <p>Instructions to Reviewer: This checklist may be used to review each Goal in the LCAP. The compilation of the results from each goal checklist will be the basis for the entries on the summary <u>Local Control and Accountability Plan (LCAP) and Annual Update Review Checklist</u>. 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, mark the FR (follow up required) box and describe the follow up required using the Comments/Follow Up Required box. The FR (follow up required) column is initially intended to be used only as a place holder indicating further review is necessary; after the further review is completed, either change to mark the Yes box, if the review resulted in the criteria being met, or leave the FR column marked indicating the criteria has not yet been met and further work is necessary. For criteria 2.07, if the goal does not include state priority #8, indicate "N/A" in the Yes box.</p> | |
| LCAP YEAR 1 (BUDGET YEAR) GOAL REVIEW: | |
| <div style="display: flex; justify-content: space-between;"> <div>Yes <input type="checkbox"/></div> <div>FR <input type="checkbox"/></div> </div> <div style="text-align: center; font-size: small;">LCAP Checklist Reference</div> | <p>2.03 Identified Need: Need(s) addressed by the goal is/are described including a description of the supporting data used to identify the need(s)</p> <hr/> <p>2.04 Schools: Goal identifies the schoolsites to which the goal applies or indicates "all" for all schools, or a subset of schools or grade spans (e.g. all high schools or grades K-5)</p> <hr/> <p>2.05 Applicable Pupil Subgroups: Goal identifies the pupil subgroups as defined in Ed Code 52052 to which the goal applies, or indicates "all" for all pupils</p> <hr/> <p>Comments/Follow Up Required:</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> |
| LCAP YEAR 1, 2, & 3 GOAL REVIEW: | |
| <div style="display: flex; justify-content: space-between;"> <div>Yes <input type="checkbox"/></div> <div>FR <input type="checkbox"/></div> </div> <div style="text-align: center; font-size: small;">LCAP Checklist Reference</div> | <p>2.02 & 2.06 Related State Priorities and Expected Annual Measurable Outcomes: Below, check each Priority indicated in the LCAP for this goal. For each Priority checked, indicate if the related required metric is described either quantitatively or qualitatively or in the case of those metrics that are not applicable indicate by entering "N/A"</p> <div style="margin-left: 20px;"> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"><input type="checkbox"/></div> <div> <p>Priority 1: Basic</p> <div style="margin-left: 20px;"> <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"/> B. Every pupil in the school district has sufficient access to the standards-aligned instructional materials <input type="checkbox"/> C. School facilities are maintained in good repair </div> </div> </div> <div style="margin-left: 20px; margin-top: 10px;"> <input type="checkbox"/> Priority 2: Implementation of State Standards <div style="margin-left: 20px;"> <input type="checkbox"/> A. Implementation of the academic content and performance standards adopted by the state board <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 </div> </div> <div style="margin-left: 20px; margin-top: 10px;"> <input type="checkbox"/> Priority 3: Parental Involvement <div style="margin-left: 20px;"> <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"/> B. How the school district will promote parental participation in programs for unduplicated pupils <input type="checkbox"/> C. How the school district will promote parental participation in programs for individuals with exceptional needs </div> </div> </div> |

GOAL Review Checklist

(Complete one per goal)

Appendix A

COUNTY OFFICE OF EDUCATION

Individual Goal Checklist: Local Control and Accountability Plan (LCAP) and Annual Update Review

District: Reviewer:

Goal Title:

| | |
|--------------------------|--|
| <input type="checkbox"/> | Priority 4: Pupil Achievement as measured by all of the following, as applicable: |
| <input type="checkbox"/> | A. Statewide assessments |
| <input type="checkbox"/> | B. The Academic Performance Index |
| <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"/> | 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"/> | E. The English learner reclassification rate |
| <input type="checkbox"/> | F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher |
| <input type="checkbox"/> | 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 |
| <input type="checkbox"/> | Priority 5: Pupil Engagement as measured by all of the following, as applicable: |
| <input type="checkbox"/> | A. School attendance rates |
| <input type="checkbox"/> | B. Chronic absenteeism rates |
| <input type="checkbox"/> | C. Middle school dropout rates |
| <input type="checkbox"/> | D. High school dropout rates |
| <input type="checkbox"/> | E. High school graduation rates |
| <input type="checkbox"/> | Priority 6: School Climate as measured by all of the following, as applicable: |
| <input type="checkbox"/> | A. Pupil suspension rates |
| <input type="checkbox"/> | B. Pupil expulsion rates |
| <input type="checkbox"/> | C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness |
| <input type="checkbox"/> | Priority 7: Course Access: The extent to which pupils have access to, and are enrolled in: |
| <input type="checkbox"/> | A. A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable |
| <input type="checkbox"/> | B. Programs and services developed and provided to unduplicated pupils |
| <input type="checkbox"/> | C. Programs and services developed and provided to individuals with exceptional needs |
| | Priority 8: Other Pupil Outcomes |
| <input type="checkbox"/> | A. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable |

| LCAP Checklist Reference | |
|--|--------------------------|
| Yes | FR |
| <input type="checkbox"/> | <input type="checkbox"/> |
| 2.07 Expected Annual Measurable Outcomes: If the Pupil Engagement state priority is checked above, are the rates specified in the LCAP and Annual Update (a)-(e) calculated and included. If priority 8 above not checked, indicate N/A in Yes box. | |
| <input type="checkbox"/> | <input type="checkbox"/> |
| 2.08 LCAP Year 1, LCAP Year 2, and LCAP Year 3: LCAP has the budget year entered in LCAP Year 1, and the two subsequent years entered in LCAP Year 2 and 3 | |
| <input type="checkbox"/> | <input type="checkbox"/> |
| 2.09 Actions/Services: For each year of the LCAP, annual actions to be performed and services to be provided are included | |
| <input type="checkbox"/> | <input type="checkbox"/> |
| 2.10 Scope of Services: For each action/service, the scope of service is identified by schoolsites covered or "all" for all schools, or a subset of schools or grade spans (e.g. all high schools or grades K-5) | |

GOAL Review Checklist

(Complete one per goal)

Appendix A

COUNTY OFFICE OF EDUCATION

Individual Goal Checklist: Local Control and Accountability Plan (LCAP) and Annual Update Review

| | |
|---|--|
| District: <input style="width: 90%;" type="text"/> | Reviewer: <input style="width: 90%;" type="text"/> |
| Goal Title: <input style="width: 98%;" type="text"/> | |
| <div style="display: flex; justify-content: space-between; align-items: center;"> Yes <u>FR</u> </div> | |
| <input type="checkbox"/> <input type="checkbox"/> | 2.11 Pupils to be served within identified scope of service: For each action/service, identifies pupils to be served as either "ALL" <u>or</u> the specific subgroup(s) served |
| Budgeted Expenditures: | |
| <input type="checkbox"/> <input type="checkbox"/> | 2.12 For each action/service, budgeted expenditures are listed/described and enumerated |
| <input type="checkbox"/> <input type="checkbox"/> | 2.13 All fund sources are referenced for each proposed expenditure |
| <input type="checkbox"/> <input type="checkbox"/> | 2.14 All expenditures are classified using CSAM to identify where the expenditure can be found in the LEA's budget |
| <input type="checkbox"/> <input type="checkbox"/> | 2.15 Adopted budget for the applicable fiscal year includes expenditures sufficient to implement the LCAP. |
| Comments/Follow Up Required: <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div> | |
| ANNUAL UPDATE GOAL REVIEW: | |
| <div style="display: flex; justify-content: space-between; align-items: center;"> Yes <u>FR</u> </div> | |
| <input type="checkbox"/> <input type="checkbox"/> | 2.16 Information is included from the prior year LCAP for: Related Priorities, Schools and Pupil Subgroups the goal applies to, Expected measurable outcomes, Planned Actions/Services, Budgeted Expenditures, and Scope of Service |
| <input type="checkbox"/> <input type="checkbox"/> | 2.17 Actual Annual Measurable Outcomes: Progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to EC 52060 are reviewed |
| <input type="checkbox"/> <input type="checkbox"/> | 2.18 Actual Annual Measurable Outcomes: The review of progress includes an assessment of the effectiveness of the specific actions |
| <input type="checkbox"/> <input type="checkbox"/> | 2.19 LCAP year for the Annual update is entered (e.g. The annual update year references the year of the prior year LCAP (the current year)) |
| <input type="checkbox"/> <input type="checkbox"/> | 2.20 Actual Annual Services: A description of the actual actions/services is included |
| <input type="checkbox"/> <input type="checkbox"/> | 2.21 Estimated Actual Annual Expenditures: Estimated actual annual expenditures is included |
| <input type="checkbox"/> <input type="checkbox"/> | 2.22 Actual Scope of Service: the scope of service is identified by schoolsites covered or "all" for all schools, or a subset of schools or grade spans |
| <input type="checkbox"/> <input type="checkbox"/> | 2.23 Actual Pupils Served: Identifies pupils to be served as either "ALL" or the specific subgroup(s) served |
| <input type="checkbox"/> <input type="checkbox"/> | 2.24 Any changes to the goal, actions, services, and expenditures are described |
| Comments/Follow Up Required: <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div> | |

PROCESS Review Checklist

Appendix B

COUNTY OFFICE OF EDUCATION

Local Control and Accountability Plan (LCAP) and Annual Update Review Checklist

| | | | |
|--|---|--|---|
| District: <input style="width: 300px;" type="text"/> | | Reviewer: <input style="width: 250px;" type="text"/> | |
| LCAP Version: | Final: <input type="checkbox"/> Draft: <input type="checkbox"/> | Date Reviewed: | <input style="width: 100px;" type="text"/> |
| Date Submitted: | <input style="width: 100px;" type="text"/> | Draft #: <input style="width: 50px;" type="text"/> | Recommendation: <input type="checkbox"/> Approve: <input type="checkbox"/> Clarification Required: <input type="checkbox"/> |
| Meeting Dates (For Final Reviews Only): | Public Hearing Board Date: <input style="width: 150px;" type="text"/> | LCAP Approval Board Date: | <input style="width: 100px;" type="text"/> |
| Unduplicated Pupil %: | <input style="width: 50px;" type="text"/> | Reviewer Signature: | <input style="width: 200px;" type="text"/> |
| Does the district have any school with Unduplicated % below 40%? (Indicate Yes or No): | | <input type="checkbox"/> | If Yes, Schools: <input style="width: 150px;" type="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, mark the FR (follow up required) box and describe the follow up required using the Comments/Follow Up Required box. The FR (follow up required) column is initially intended to be used only as a place holder indicating further review is necessary; after the further review is completed, either change to mark the Yes box, if the review resulted in the criteria being met, or leave the FR column marked indicating the criteria has not yet been met and further work is necessary (i.e. written clarification to the board). If any of criteria 3.03 through 3.05 are determined to be not applicable, indicate "N/A" in the Yes box. The Page/Goal Reference boxes may be used for ease of tracking where the criteria is met or found in the LCAP. **Note For Section 2:** The reviewer should first complete the Individual Goal Checklist for each goal of the LCAP and then move to Section 2 of this checklist. The Individual Goal Checklist may be used for each individual goal to compile the results and determine the entry into the checklist below. "Appr. #" indicates the approval determination criteria listed under EC 52070(d)(1), (2), or (3).

Yes FR

☐ ☐

SBE Template:

T1 District utilized the adopted State Board of Education (SBE) template (revised and adopted November 2014)

Comments/Follow Up Required:

Section 1 - Stakeholder Engagement

| Yes | FR | Page(s) Ref# | Appr # | Involvement Process: Describes the process used to consult with the groups below on the LCAP and Annual Update: |
|--------------------------|--------------------------|---|--------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 80px;" type="text"/> | 1 | 1.01 Parents |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 80px;" type="text"/> | 1 | 1.02 Pupils |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 80px;" type="text"/> | 1 | 1.03 School Personnel |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 80px;" type="text"/> | 1 | 1.04 Local Bargaining Units, as applicable |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 80px;" type="text"/> | 1 | 1.05 Community |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 80px;" type="text"/> | 1 | 1.06 Impact on LCAP: Describes how the consultation contributed to the development of the LCAP or Annual Update including the impact on, the development of the annual update to LCAP goals, actions, services, and expenditures |
| Annual Update: | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 80px;" type="text"/> | 1 | 1.07 Describes stakeholder involvement process for the review |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 80px;" type="text"/> | 1 | 1.08 Describes the impact of stakeholder engagement on, the development of the annual update to LCAP goals, actions, services, and expenditures |

Comments/Follow Up Required:

Section 2 - Goals, Actions, Expenditures, and Progress Indicators

| Yes | FR | Page(s) / Goal Ref# | Appr # | Section 2 - Goals, Actions, Expenditures, and Progress Indicators |
|--------------------------|--------------------------|---|--------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 80px;" type="text"/> | 1 | 2.01 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 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 80px;" type="text"/> | 1 | 2.02 Related State Priorities: Each state priority below is addressed within the goals: |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 80px;" type="text"/> | 1 | 2.021 Priority 1: Basic (Conditions of Learning) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 80px;" type="text"/> | 1 | 2.022 Priority 2: Implementation of State Standards (Conditions of Learning) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 80px;" type="text"/> | 1 | 2.023 Priority 3: Parental Involvement (Engagement) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 80px;" type="text"/> | 1 | 2.024 Priority 4: Pupil Achievement (Pupil Outcomes) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 80px;" type="text"/> | 1 | 2.025 Priority 5: Pupil Engagement (Engagement) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 80px;" type="text"/> | 1 | 2.026 Priority 6: School Climate (Engagement) |

PROCESS Review Checklist

Appendix B

COUNTY OFFICE OF EDUCATION

Local Control and Accountability Plan (LCAP) and Annual Update Review Checklist

| | | | | | |
|---|--------------------------|--------------|---------------------------------|--|----------------------|
| District: _____ | | | Reviewer: _____ | | |
| LCAP Version: _____ | | | Final: <input type="checkbox"/> | Draft: <input type="checkbox"/> | Date Reviewed: _____ |
| Yes | FR | Page(s) Ref# | Appr # | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1 | 2.027 Priority 7: Course Access (Conditions of Learning) | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1 | 2.028 Priority 8: Other Pupil Outcomes (Pupil Outcomes) | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1 | 2.03 Identified Need: Need(s) addressed by the goal is/are described including a description of the supporting data (metrics) used to identify the need(s) | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1 | 2.04 Schools: Each goal identifies the schoolsites to which the goal applies or indicates "all" for all schools, or a subset of schools or grade spans (e.g. all high schools or grades K-5) | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1 | 2.05 Applicable Pupil Subgroups: Each goal identifies the pupil subgroups as defined in Ed Code 52052 to which the goal applies, or indicates "all" for all pupils | |
| Expected Annual Measurable Outcomes: | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1 | 2.06 For each Goal, all required metrics as set forth in EC 52060(d) for each state priority checked are described either quantitatively or qualitatively | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1 | 2.07 For each Goal with the Pupil Engagement state priority checked, the rates specified in the LCAP and Annual Update Appendix (a)-(d) are calculated and included | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1 | 2.08 LCAP Year 1, LCAP Year 2, and LCAP Year 3: LCAP has the budget year entered in LCAP Year 1, and the two subsequent years entered in LCAP Year 2 and 3 | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1 | 2.09 Actions/Services: For each year of the LCAP, annual actions to be performed and services to be provided for each goal are included | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1 | 2.10 Scope of Services: For each action/service, the scope of service is identified by schoolsites covered or "all" for all schools, or a subset of schools or grade spans (e.g. all high schools or grades K-5) | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1 | 2.11 Pupils to be served within identified scope of service: For each action/service, identifies pupils to be served as either "ALL" or the specific subgroup(s) served | |
| Budgeted Expenditures: | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1, 2 | 2.12 For each action/service, budgeted expenditures are listed/described and enumerated | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1, 2 | 2.13 All fund sources are referenced for each proposed expenditure | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1, 2 | 2.14 All expenditures are classified using CSAM to identify where the expenditure can be found in the district's budget | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 2 | 2.15 Adopted budget for the applicable fiscal year includes expenditures sufficient to implement the LCAP. | |
| Comments/Follow Up Required: | | | | | |
| | | | | | |
| Yes | FR | Page(s) Ref# | Appr # | Section 2 - Annual Update | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1 | 2.16 Each goal in the prior year LCAP is addressed, including information from the prior year LCAP for: Related Priorities, Schools and Pupil Subgroups the goal applies to, Expected measurable outcomes, Planned Actions/Services, Budgeted Expenditures, and Scope of Service | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1 | 2.17 Actual Annual Measurable Outcomes: Progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to EC 52060 are reviewed | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1 | 2.18 Actual Annual Measurable Outcomes: For each goal, the review of progress includes an assessment of the effectiveness of the specific actions | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1 | 2.19 LCAP year for the Annual update is entered (e.g. The annual update year references the year of the prior year LCAP (the current year)) | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1 | 2.20 Actual Annual Services: A description of the actual actions/services is included | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1 | 2.21 Estimated Actual Annual Expenditures: Estimated actual annual expenditures is included | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1 | 2.22 Actual Scope of Service: the scope of service is identified by schoolsites covered or "all" for all schools, or a subset of schools or grade spans | |
| <input type="checkbox"/> | <input type="checkbox"/> | | 1 | 2.23 Actual Pupils Served: Identifies pupils to be served as either "ALL" or the specific subgroup(s) served | |

PROCESS Review Checklist

Appendix B

COUNTY OFFICE OF EDUCATION

Local Control and Accountability Plan (LCAP) and Annual Update Review Checklist

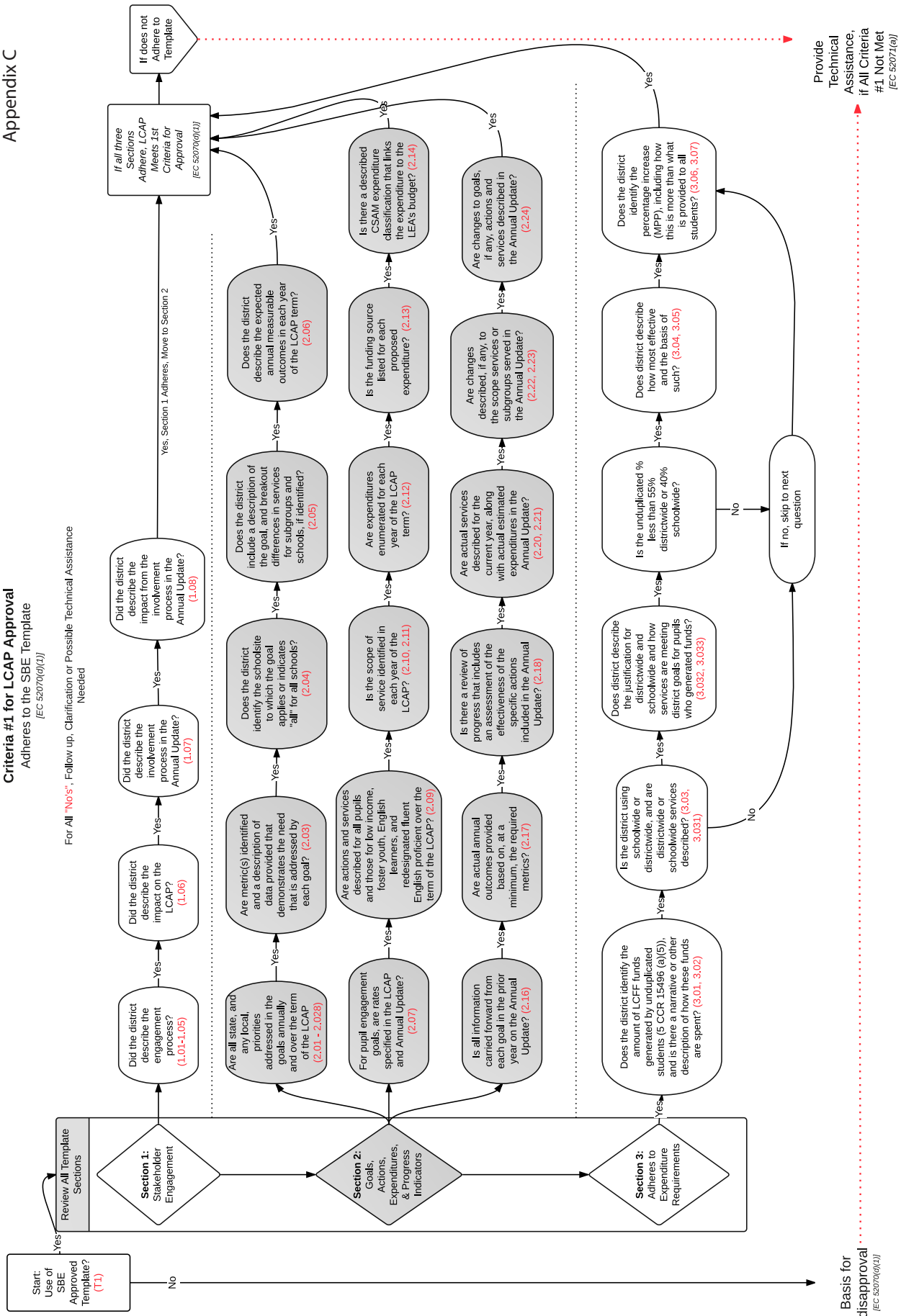
| | | | |
|---|--|---|---------------------------------|
| District: <input style="width: 300px;" type="text"/> | | Reviewer: <input style="width: 200px;" type="text"/> | |
| LCAP Version: <input style="width: 50px;" type="text"/> | | Final: <input type="checkbox"/> | Draft: <input type="checkbox"/> |
| | | Date Reviewed: <input style="width: 100px;" type="text"/> | |

| Yes | FR | Page(s) Ref# | Appr # | |
|--|--------------------------|---|--------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 50px;" type="text"/> | 1 | 2.24 Any changes to the goal, actions, services, and expenditures are described |
| Comments/Follow Up Required: <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div> | | | | |

Section 3 - Use of Supplemental and Concentration Grant funds and Proportionality

| Yes | FR | Page(s) Ref# | Appr # | |
|--|--------------------------|---|--------|---|
| Section A: | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 50px;" type="text"/> | 1, 3 | 3.01 Amount of Supplemental/Concentration Funds is identified and agrees to line 5 of proportionality calculation determined pursuant to 5 CCR 15496(a)(5) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 50px;" type="text"/> | 1, 3 | 3.02 A description of how the Supplemental/Concentration funds are being expended is included |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 50px;" type="text"/> | 1, 3 | 3.03 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, and includes all of 3.031-3.033 below (if funds are not used in a districtwide or schoolwide manner, indicate N/A in the Yes box for 3.03 and 3.031-3.033) : |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 50px;" type="text"/> | 1, 3 | 3.031 Includes a description of those services that are being provided on a districtwide or schoolwide manner |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 50px;" type="text"/> | 1, 3 | 3.032 Includes a justification for the use in a districtwide or schoolwide manner |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 50px;" type="text"/> | 1, 3 | 3.033 Includes how such services are principally directed toward meeting the district's goals for its unduplicated pupils in the state priority areas |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 50px;" type="text"/> | 1, 3 | 3.04 For school districts below 55 percent enrollment of unduplicated pupil in the district or below 40 percent 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 in Yes box) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 50px;" type="text"/> | 1, 3 | 3.05 For school districts below 55 percent enrollment of unduplicated pupil in the district or below 40 percent enrollment of unduplicated pupils at a school site, when using supplemental/concentration funds in a districtwide or schoolwide manner, the description required in 3.04 above, includes providing the basis for the determination, including, but not limited to, any alternatives considered and any supporting research experience, or educational theory (If not applicable, indicate N/A in Yes box) |
| Section B: | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 50px;" type="text"/> | 1, 3 | 3.06 Percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year is identified and agrees to line 7 of proportionality calculation determined pursuant to 5 CCR 15496(a)(7) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input style="width: 50px;" type="text"/> | 1, 3 | 3.07 The narrative describes 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 |
| Comments/Follow Up Required: <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div> | | | | |

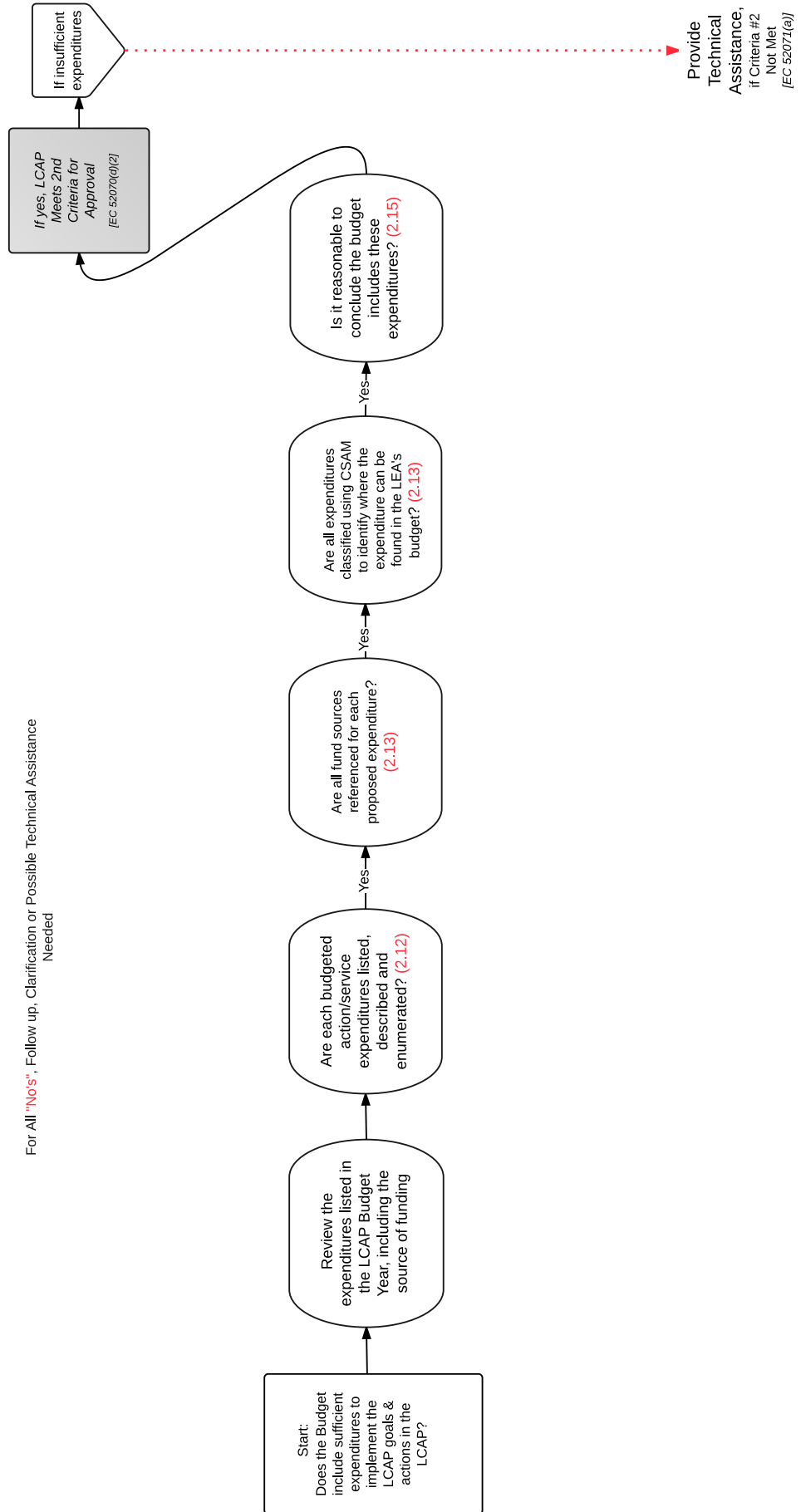
Appendix C

Criteria #1 for LCAP Approval
Adheres to the SBE Template
[EC 52070(d)(1)]

Criteria for LCAP Approval #2 Sufficient Expenditures [EC 52070(d)(2)]

Budget for the fiscal year includes expenditures sufficient to implement specific actions and strategies included in the LCAP, based on the projection of costs included in the plan.

Appendix C



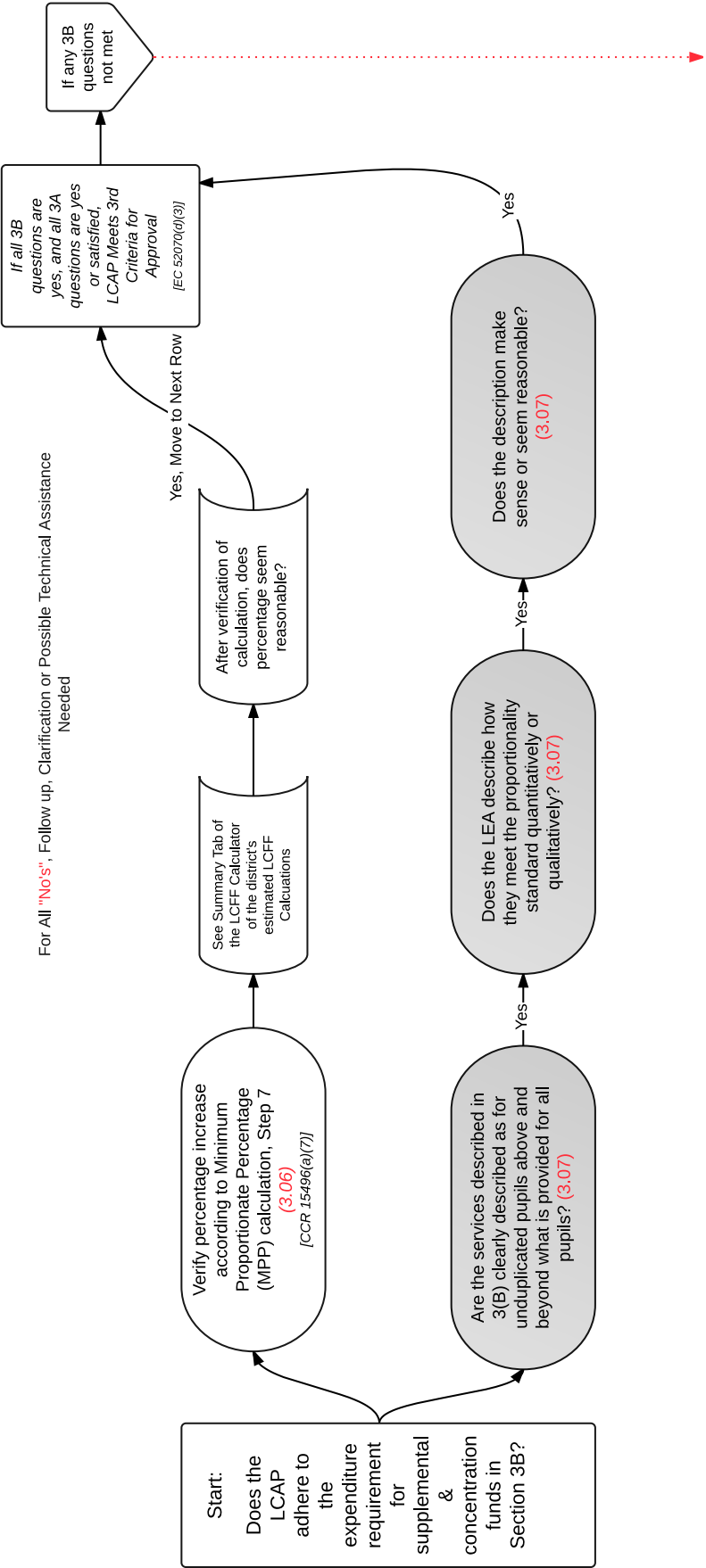
Adherence to Expenditure Regulations

[EC 52070(d)(3)]



**Criteria for LCAP Approval #3
(Part 2)**
Adherence to Expenditure Regulations
[EC 52070(d)(3)]

For All "No's", Follow up, Clarification or Possible Technical Assistance Needed



Provide Technical Assistance

Appendix D

| Clarification Table - Approval #1, Section 1 | | | | | | |
|--|---|--------|-------|-------------------|-------------------------------|---|
| EC 52070 (d)(1) The local control and accountability plan or annual update to the local control and accountability plan adheres to the template adopted by the state board pursuant to Section 52064 | | | | | | |
| Clarification Tables are provided as an optional tool. They may serve as secondary document for follow up to the Review Checklist | | | | | | |
| Review Ck List Ref # | Elements | Review | | Name of District: | | Written clarification to the board, per 52070(b)? |
| | | Fiscal | C & I | Reviewer(s) | Additional Notes/Observations | |
| 1.01 1.02 1.03 1.04 1.05 | Provides description of actions the district used to obtain meaningful engagement. 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 to disclose all actions the district used to obtain meaningful engagement in the LCAP development process. | | | | | |
| 1.06 | Includes the input from the involvement process that is summarized and used in the district goals. The synthesized version of the input could include categories where similar types of input are included as goal areas. Districts might choose to include or describe the input that wasn't used in the current LCAP and will be set aside and considered in the future. This will locally recognize the valued input and create the placeholder for future planning. | | | | | |
| 1.07 | Districts provide how stakeholders were involved in the review of progress on the LCAP goals and the creation of the Annual Update. The reviewer may see the district included evidence such as dates of meetings and pertinent data provided to stakeholders for their review, as well as any other measures taken by the district to meaningfully involve stakeholders in the creation of the Annual Update. | | | | | |
| 1.08 | This section captures the input of stakeholders after their review of progress data on the LCAP goals. The reviewer may see that the synthesized version of the input could include categories where similar types of input are included as goal adjustments or new goals. Districts might choose to include or describe the input that wasn't used in the newest LCAP and will be set aside and considered in the future. This will locally recognize the valued input and create the placeholder for future planning. | | | | | |

| Clarification Table - Approval #1, Section 2 | | | | | | |
|--|---|--------|-------|-------------------|-------------------------------|---|
| EC 52070 (d)(1) The local control and accountability plan or annual update to the local control and accountability plan adheres to the template adopted by the state board pursuant to Section 52064 | | | | | | |
| Clarification Tables are provided as an optional tool. They may serve as secondary document for follow up to the Review Checklist | | | | | | |
| Review Ck List Ref # | Elements | Review | | Name of District: | | Written clarification to the board, per 52070(b)? |
| | | Fiscal | C & I | Reviewer(s) | Additional Notes/Observations | |
| | <i>Note: Evidence for approval criteria #1 is not a judgment of content but rather an assessment of whether the district adhered to this portion of the SBE Template</i> | | | | | |
| 2.01 2.02 | Goals are described and state or local priorities are identified. All state priorities must be addressed in at least one of the district's LCAP goals and some goals may address more than one state priority. | | | | | |
| 2.03 | Metric(s) are identified and a description of data is provided that demonstrates the need that is addressed by the goal; | | | | | |
| 2.04 2.05 | Schoolsites are identified to which this goal applies. May indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (high schools, middle school or elementary school). Second, identifies which pupil subgroups, as defined in Education Code 52052, this goal applies to or indicates "ALL." | | | | | |
| 2.06 2.07 | For each LCAP year, the district identified and described specific expected measurable outcomes for all pupils and school sites identified in the Row 3 header section using the applicable metrics for the related state priorities. | | | | | |
| 2.08 | Descriptions for each goal in each of three years unless the goal is for a shorter duration. School years are provided for the goal in LCAP Year 1, LCAP Year 2 and LCAP Year 3. | | | | | |
| 2.09 | For each LCAP year, identifies all annual actions to be performed and the services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal. Actions and services are addressed for each of the 8 State priorities. It is not the COE's responsibility to make a judgment on the probability of the success of a specific action or service only that an action or services addresses one of the 8 State priorities or any local priority. | | | | | |

Appendix D

| Clarification Table - Approval #1, Section 2 | | | | | | |
|--|---|--------|-------|-------------------|-------------------------------|---|
| EC 52070 (d)(1) The local control and accountability plan or annual update to the local control and accountability plan adheres to the template adopted by the state board pursuant to Section 52064 | | | | | | |
| Clarification Tables are provided as an optional tool. They may serve as secondary document for follow up to the Review Checklist | | | | | | |
| Review Ck List Ref # | Elements | Review | | Name of District: | | Written clarification to the board, per 52070(b)? |
| | | Fiscal | C & I | Reviewer(s) | Additional Notes/Observations | |
| 2.10 | For each LCAP year, identify the schools/sites covered. Districts may indicate "ALL" schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the district must identify if the scope of service is districtwide or schoolwide. | | | | | |
| 2.11 | For each LCAP year and for each action/service, the district identifies the pupils to be served within the identified scope of service. If the action to be performed or the services to be provided is for all pupils, the district places a check mark next to "ALL." For each action/service provided above what is being provided for all students, the district indicates by checking the box of the applicable unduplicated pupil subgroups (Education Code 52052) and /or specifies in "Other", the pupil subgroups (Education Code 42238.01) that will benefit from the additional action, and/or will receive the additional services. | | | | | |
| 2.12 2.13 | For each LCAP year and for each action/service, describes budgeted expenditures to implement these actions, including where those expenditures can be found in the district's budget. The information shall include funding source. | | | | | |
| 2.14 | All expenditures are classified using CSAM to identify where the expenditure can be found in the budget. "Classified" does not require the full CSAM account string. However, an object code or other code may be provided. A classified expenditure could be provided by using the name of a specific Standardized Account Code Structure (SACS) field, e.g. teacher salaries, counselor salaries, instructional services, pupil support services, etc. | | | | | |

Appendix D

| Clarification Table - Approval #1, Section 2 | | | | | | |
|--|--|--------|-------|-------------------|-------------------------------|---|
| EC 52070 (d)(1) The local control and accountability plan or annual update to the local control and accountability plan adheres to the template adopted by the state board pursuant to Section 52064 | | | | | | |
| Clarification Tables are provided as an optional tool. They may serve as secondary document for follow up to the Review Checklist | | | | | | |
| Review Ck List Ref # | Elements | Review | | Name of District: | | Written clarification to the board, per 52070(b)? |
| | | Fiscal | C & I | Reviewer(s) | Additional Notes/Observations | |
| 2.16 | Annual Update: Each goal from the prior year LCAP appears in the Annual Update table for that goal [Found in Section 2, Column 2 of LCAP 2014-15]. Goal wording the same in the original LCAP and the Annual Update for that year. Changes to prior year goals are described within the Update section under Changes. | | | | | |
| 2.16 | Annual Update: State and local priorities, Schools and Subgroups are brought forward from prior year LCAP [Found in Section 2, Column 9 of LCAP 2014-15]. | | | | | |
| 2.17 | Annual Update: Expected measurable outcomes for students are brought forward from the prior year LCAP [Found in Section 2, Column 6 of LCAP 2014-15] | | | | | |
| 2.18 | Annual Update: Actual improved outcomes for students, using the metrics in Education Code 52060, at a minimum, and other metrics and local data connected to that goal are identified that reveal how outcomes have changed for the student subgroups the goal was designed to address. | | | | | |
| 2.20 | Annual Update: Actions and services are carried over from prior year LCAP under Planned Actions/Services [Found in Sections 3A and 3B, Column 6 of LCAP 2014-15]. Actual actions and services that addressed the identified needs and goals are described, including whether these actions/services were effective in achieving the desired outcomes for all pupils or identified pupils for the specified goal. | | | | | |
| 2.21 | Annual Update: Budgeted expenditures are carried over from prior year LCAP under Budgeted Expenditures [Found in Sections 3A and 3B, Column 6 of LCAP 2014-15]. Description of the estimated annual expenditures for the actions and services as of the time of the LCAP writing. | | | | | |

Appendix D

| Clarification Table - Approval #1, Section 2 | | | | | | |
|--|--|--------|-------|-------------------|-------------------------------|---|
| EC 52070 (d)(1) The local control and accountability plan or annual update to the local control and accountability plan adheres to the template adopted by the state board pursuant to Section 52064 | | | | | | |
| <i>Clarification Tables are provided as an optional tool. They may serve as secondary document for follow up to the Review Checklist</i> | | | | | | |
| Review Ck List Ref # | Elements | Review | | Name of District: | | Written clarification to the board, per 52070(b)? |
| | | Fiscal | C & I | Reviewer(s) | Additional Notes/Observations | |
| 2.16 | Annual Update: All students or specific student subgroups are identified as found in the prior year LCAP [Found in Sections 3A and 3B, Column 3 & 4 of LCAP 2014-15]. The district identifies which unduplicated student subgroups were the focus of the goal. | | | | | |
| 2.23 | Annual Update: Describes which student subgroups actually received the actions and services connected to the goal or if actions and services were actually provided. | | | | | |
| 2.24 | Annual Update: Captures the result of consultations with stakeholders and analysis by the district and which actions and services will be discontinued and/or how current actions and services will be modified to achieve the intended outcomes. | | | | | |

Note: Evidence for approval criteria #1 is not a judgment of content but rather an assessment of whether the district adhered to this portion of the SBE Template

Appendix D

| Clarification Table - Approval #1, Section 3 | | | | | | |
|--|---|--------|-------|-------------------|-------------------------------|---|
| EC 52070 (d)(1) The local control and accountability plan or annual update to the local control and accountability plan adheres to the template adopted by the state board pursuant to Section 52064 | | | | | | |
| Clarification Tables are provided as an optional tool. They may serve as secondary document for follow up to the Review Checklist | | | | | | |
| Review Ck List Ref # | Elements | Review | | Name of District: | | Written clarification to the board, per 52070(b)? |
| | | Fiscal | C & I | Reviewer(s) | Additional Notes/Observations | |
| 3.01 | The LCAP includes the dollar amount of the increase, as calculated in Step 5 of the regulations [CCR 15496(a)], as may be verified through the LCFF Calculator | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| 3.01 | The LCAP's estimated calculation of Step 5 of the regulations (CCR 15496(a)) is reasonable considering the district's unduplicated percentage of pupils | | | | | |
| 3.02 | The LCAP includes a description of how the supplemental/concentration funds are expended. | | | | | |
| 3.02 | The LCAP identifies the districtwide services in 3A, if any | | | | | |
| 3.03 | Districtwide Use If supplemental/concentration funds are used in a districtwide manner, the LCAP includes a description, a justification, and how services meet district's goals for unduplicated pupils in state priorities For school districts below 55% unduplicated pupils, the LCAP includes a description in Section 3A of how districtwide services are the most effective use of the supplemental and concentration funds increase for unduplicated students in the meeting the state's priorities. For school districts below 55% unduplicated pupils, the LCAP includes the basis for determining the most effective use of supplemental and concentration funds, including, but not limited to, any alternatives considered and any supporting research experience, or educational theory | | | | | |
| 3.031 | | | | | | |
| 3.032 | | | | | | |
| 3.033 | | | | | | |
| 3.04 | | | | | | |
| 3.05 | | | | | | |
| 3.02 | Schoolwide Use The LCAP identifies the schoolwide services in Section 3A, if any If supplemental/concentration funds are used in a schoolwide manner, the LCAP includes a description, a justification, and how services meet district's goals for unduplicated pupils in state priorities For schools below 40% unduplicated pupils, the LCAP includes a description in Section 3A of how schoolwide services are the most effective use of the supplemental and concentration funds increase for unduplicated students in meeting the state's priorities. For schools below 40% unduplicated pupils, the LCAP includes the basis for determining the most effective use of supplemental and concentration funds, including, but not limited to, any alternatives considered and any supporting research experience, or educational theory | | | | | |
| 3.03 | | | | | | |
| 3.031 | | | | | | |
| 3.032 | | | | | | |
| 3.033 | | | | | | |
| 3.04 | | | | | | |
| 3.05 | | | | | | |

Appendix D

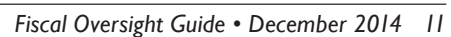
| Clarification Table - Approval #2 | | | | | | |
|--|--|--------|-------|-------------------|-------------------------------|---|
| EC 52070 (d)(1) The local control and accountability plan or annual update to the local control and accountability plan adheres to the template adopted by the state board pursuant to Section 52064 | | | | | | |
| Clarification Tables are provided as an optional tool. They may serve as secondary document for follow up to the Review Checklist | | | | | | |
| Review Ck list Ref # | Elements | Review | | Name of District: | | Written clarification to the board, per 52070(b)? |
| | | Fiscal | C & I | Reviewer(s) | Additional Notes/Observations | |
| 2.12 | For each action/service, budgeted expenditures are listed/described and enumerated | | | | | |
| 2.13 | All fund sources are referenced for each proposed expenditure | | | | | |
| 2.14 | All expenditures are classified using CSAM to identify where the expenditure can be found in the LEA's budget | | | | | |
| 2.15 | The adopted budget includes expenditures sufficient to implement the specific actions based on the costs listed in the LCAP. | | | | | |

| Clarification Table - Approval #3, Part 1 | | | | | | |
|--|---|--------|-------|-------------------|-------------------------------|---|
| EC 52070 (d)(1) The local control and accountability plan or annual update to the local control and accountability plan adheres to the template adopted by the state board pursuant to Section 52064 | | | | | | |
| Clarification Tables are provided as an optional tool. They may serve as secondary document for follow up to the Review Checklist | | | | | | |
| Review Ck List Ref # | Elements | Review | | Name of District: | | Written clarification to the board, per 52070(b)? |
| | | Fiscal | C & I | Reviewer(s) | Additional Notes/Observations | |
| 3.01 | Amount of Supplemental/Concentration Funds is identified and agrees to line 5 of proportionality calculation determined pursuant to 5 CCR 15496(a)(5) | | | | | |
| 3.02 | A description of how the Supplemental/Concentration funds are being expended is included | | | | | |
| 3.03 | 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, and includes all of 3.031-3.032 below: | | | | | |
| 3.031 | Includes a description of those services that are being provided on a districtwide or schoolwide manner | | | | | |
| 3.032 | Includes a justification for the use in a districtwide or schoolwide manner | | | | | |
| 3.033 | Includes how such services are principally directed toward meeting the district's goals for its unduplicated pupils in the state priority areas | | | | | |
| 3.04 | For school districts below 55 percent enrollment of unduplicated pupil in the district or below 40 percent 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 | | | | | |
| 3.05 | For school districts below 55 percent enrollment of unduplicated pupil in the district or below 40 percent enrollment of unduplicated pupils at a school site, when using supplemental/concentration funds in a districtwide or schoolwide manner, the description required in 3.04 above, includes providing the basis for the determination, including, but not limited to, any alternatives considered and any supporting research experience, or educational theory | | | | | |

Appendix D

| Clarification Table - Approval #3, Part 2 | | | | | | |
|--|---|--------|-------|-------------------|-------------------------------|---|
| EC 52070 (d)(1) The local control and accountability plan or annual update to the local control and accountability plan adheres to the template adopted by the state board pursuant to Section 52064 | | | | | | |
| <i>Clarification Tables are provided as an optional tool. They may serve as secondary document for follow up to the Review Checklist</i> | | | | | | |
| Review Ck List Ref # | Elements | Review | | Name of District: | | Written clarification to the board, per 52070(b)? |
| | | Fiscal | C & I | Reviewer(s) | Additional Notes/Observations | |
| 3.06 | Percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year is identified and agrees to line 7 of proportionality calculation determined pursuant to 5 CCR 15496(a)(7) | | | | | |
| 3.07 | The narrative describes 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 | | | | | |

Nonsubmittal



§ 15497.5. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: _____ Contact (Name, Title, Email, Phone Number): _____ LCAP Year: _____

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

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. (Priority 6)

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. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 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, and 47606.5, 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?

| Involvement Process | Impact on LCAP |
|---------------------|----------------|
| Annual Update: | Annual Update: |

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 subgroups 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 schoolsites?
- 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 schoolsites, 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?

| | | |
|---|--|--|
| GOAL: | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Identified Need : | | |
| Goal Applies to: | Schools: | |
| | Applicable Pupil Subgroups: | |
| LCAP Year 1: xxxx-xx | | |
| Expected Annual Measurable Outcomes: | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service |
| | | __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____ |
| | | __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____ |
| | | __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____ |
| | | __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____ |
| | | |

| LCAP Year 2: xxxx-xx | | | | |
|--------------------------------------|------------------|------------------|--|-----------------------|
| Expected Annual Measurable Outcomes: | Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| | | | __ALL OR: __ Low Income pupils __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | |
| | | | __ALL OR: __ Low Income pupils __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | |
| | | | __ALL OR: __ Low Income pupils __English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | |

| LCAP Year 3: xxxx-xx | | | | |
|--------------------------------------|------------------|------------------|--|-----------------------|
| Expected Annual Measurable Outcomes: | Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| | | | ___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ | |
| | | | ___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ | |
| | | | ___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ | |

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 schools/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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

| | | |
|---|---|-----------------------------|
| Original GOAL from prior year LCAP: | Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: | Applicable Pupil Subgroups: |
| Expected Annual Measurable Outcomes: | Actual Annual Measurable Outcomes: | |
| LCAP Year: xxxx-xx | | |
| Planned Actions/Services | | Actual Actions/Services |
| Budgeted Expenditures | Estimated Actual Annual Expenditures | |
| Scope of service: ALL OR: __ Low Income pupils __English Learners __ Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | Scope of service: ALL OR: __ Low Income pupils __English Learners __ Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | |

| | | | |
|--|--|---|--|
| | | | |
| Scope of service: | | Scope of service: | |
| ALL | | ALL | |
| OR: | | OR: | |
| ___ Low Income pupils ___ English Learners | | ___ Low Income pupils ___ English Learners | |
| ___ Foster Youth ___ Redesignated fluent English proficient | | ___ Foster Youth ___ Redesignated fluent English proficient | |
| ___ Other Subgroups: (Specify) _____ | | ___ Other Subgroups: (Specify) _____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | |

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

| | |
|--|----------|
| Total amount of Supplemental and Concentration grant funds calculated: | \$ _____ |
| | |

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).
- Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall 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.

| | |
|--|---|
| | % |
|--|---|

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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).

8-22-14 [California Department of Education]

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, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 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, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, 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 school site, 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 schoolsite'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, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 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, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

8-22-14 [California Department of Education]

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Sample LCAP Strengths and Weaknesses Analysis

Here are some possible questions that may be referenced during a strengths and weaknesses analysis review of a district's LCAP.

A Sample LCAP Strengths and Weaknesses Analysis:

Section 1

- Is there evidence the district addressed guiding questions in this section?
- Does the district describe how it met statutory requirements for engagement?
- Does the district describe specific actions taken to consult with pupils to meet requirements for engagement?
- Is there a clear connection between the process used, the input gathered and the use of input in the LCAP?
- Does the district address input received but not used in the LCAP process?
- Does the district provide the required annual update on the involvement process and its impact on the LCAP?

Section 2

Is there evidence the district addressed guiding questions in this section?

- Is there evidence of what was reviewed to identify the need behind the goal?
- Is there evidence the district has reviewed subgroups and schools individually when developing goals?
- Are the metrics aligned to the goals? Would the expected annual measurable outcomes provide a measurement of progress on each goal as stated?
- Are the metrics easy to understand/made available to stakeholders?
- Do the goals and priorities match up (i.e., is there a clear linkage between the statutory priority and the goal the district has identified as meeting that priority)?
- Are the goals relevant/needs-based/realistic?
- Are expenditures reasonable for listed actions/services?
- Do actions/services appropriately relate to goals?

Section 3

- Does the district provide the calculated amount of Supplemental and Concentration Grant funds in the appropriate box?
- Does the district provide a description of how it is expending supplemental and concentration funds in the LCAP year?
- Does the district provide a description and justification for any use of these funds in a districtwide or schoolwide manner?
- Do all such descriptions include how the services are principally directed toward, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local

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priority areas?

- Is the reviewer able to identify the percent of enrollment of unduplicated pupils districtwide or schoolwide from the narrative?
- If unduplicated pupil percentage is less than 55% districtwide or 40% schoolwide, and the district describes using the funds districtwide or schoolwide, does the district additionally describe how districtwide or schoolwide services are the most effective use of supplemental and concentration grant funds to meet the district's goals for its unduplicated pupils (including the basis for this determination, which includes any alternatives considered and any supporting research, experience, or educational theory)?
- Does the district provide the percentage by which services must be increased or improved for unduplicated pupils as compared to services provided for all students?
- Does the district describe increased or improved services to be provided for unduplicated pupils and demonstrate how services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils by the identified minimum proportionality percentage?
- Does the district describe how the use of Supplemental and Concentration Grant funds provide for the increased or improved services for unduplicated pupils as compared to the services provided to all pupils?
- Does the district provide spending amounts or other quantitative or qualitative measures to describe increased or improved services for unduplicated pupils?
- Are the spending amounts identified in the LCAP reasonable and consistent with the district's budget?

Annual Update

- Is there evidence the district addressed guiding questions in this section?
- Do the prior year's goals match up with the prior LCAP?
- Does the district provide assessment of the effectiveness of the specific actions?
- Does the district describe any changes to the actions, goals or expenditures as a result of the annual review and assessment?

Overall

- Is the LCAP readable/understandable to stakeholders?
- Are references to other plans/data plausible and easily understood?