

- 1 • The State Board of Education has illustrated changes to the original text in the  
2 following manner: text originally proposed to be added is underlined; text proposed to  
3 be deleted is displayed in ~~strikeout~~.
- 4 • The 15-day text proposed to be added is displayed in "**bold underline**," deleted text  
5 is displayed in "~~bold strikeout~~."
- 6 • The 2<sup>nd</sup> 15-day text proposed to be added is displayed in "double underline," deleted  
7 text is displayed in "~~double strikeout~~."

## 8 9 Title 5. EDUCATION

### 10 Division 1. California Department of Education

#### 11 Chapter 14.5. Local Control Funding Formula

##### 12 Subchapter 1. Local Control Funding Formula Spending Regulations for 13 Supplemental and Concentration Grants and Local Control and Accountability 14 Plan Template

#### 15 Article 1. Local Control and Accountability Plan and Spending Requirements for 16 Supplemental and Concentration Grants

##### 17 18 § 15494. Scope.

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

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

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

27 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:  
28 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,  
29 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section  
30 6312.

##### 31 32 § 15495. Definitions.

33 In addition to those found in Education Code sections 2574, 42238.01, and  
34 42238.02, the following definitions are provided:

1 **(a) “Consult with pupils,” as used in Education Code sections 52060, 52066,**  
2 **and ~~47605.5~~ 47606.5, means a process to enable for the presentation of the LCAP to**  
3 **pupils, including unduplicated pupils and other numerically significant pupil subgroups,**  
4 **to for review and comment on the development of the LCAP. This process may**  
5 **include, but is not limited to, surveys of pupils, forums with pupils, pupil advisory**  
6 **committees, or meetings with pupil government bodies or other groups**  
7 **representing pupils.**

8 **(b) “English learner parent advisory committee,” as used in Education Code**  
9 **sections 52063 and 52069 for those school districts or schools and programs**  
10 **operated by county superintendents of schools whose enrollment includes at**  
11 **least 15 percent English learners and at least 50 pupils who are English learners,**  
12 **shall be composed of a majority of parents, as defined in subdivision (e), or legal**  
13 **guardians of pupils to whom the definition of in Education Code section**  
14 **42238.01(c) applies. A governing board of a school district or a county**  
15 **superintendent of schools shall not be required to establish a new English**  
16 **learner parent advisory committee if a previously established committee meets**  
17 **these requirements.**

18 **(a)(c) “Local control and accountability plan (LCAP)” means the plan created by an**  
19 **LEA pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in**  
20 **conformance with the LCAP and annual update template found in section ~~15497~~**  
21 **15497.5.**

22 **(b)(d) “Local educational agency (LEA)” means a school district, county office of**  
23 **education, or charter school.**

24 **(e) “Parents” means the natural or adoptive parents, legal guardians, or other**  
25 **persons holding the right to make educational decisions for the pupil pursuant to**  
26 **Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or**  
27 **56055, including foster parents who hold rights to make educational decisions.**

28 **(f)(e) “Parent advisory committee,” as used in Education Code sections 52063**  
29 **and 52069, shall be composed of a majority of parents, as defined in subdivision e,**  
30 **or legal guardians of pupils and include parents or legal guardians of pupils to**  
31 **whom one or more of the definitions of in Education Code section 42238.01 apply.**

1 **A governing board of a school district or a county superintendent of schools**  
2 **shall not be required to establish a new parent advisory committee if a previously**  
3 **established committee meets these requirements, including any committee**  
4 **established to meet the requirements of the federal No Child Left Behind Act of**  
5 **2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title**  
6 **I of that act.**

7 ~~(g)(f)(e)~~ “Prior year” means one fiscal year immediately preceding the fiscal year for  
8 which an LCAP is approved.

9 ~~(g)~~ “Required metric” means all of the specified measures and standards objectives  
10 for each state priority as set forth in Education Code sections 52060(d) and 52066(d),  
11 as applicable.

12 ~~(h)(d)~~ “Services” as used in Education Code section 42238.07 may include, but are  
13 not limited to, services associated with the delivery of instruction, administration,  
14 facilities, pupil support services, technology, and other general infrastructure necessary  
15 to operate and deliver educational instruction and related services.

16 ~~(i)(e)~~ “State priority areas” means the priorities identified in Education Code sections  
17 52060 and 52066. For charter schools, “state priority areas” means the priorities  
18 identified in Education Code section 52060 that apply for the grade levels served or the  
19 nature of the program operated by the charter school.

20 **(j) “Subgroup” means the numerically significant pupil subgroups identified**  
21 **pursuant to Education Code section 52052.**

22 ~~(k)(f)~~ “to improve services” means to grow services in quality.

23 ~~(l)(g)~~ “to increase services” means to grow services in quantity.

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

27 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:  
28 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,  
29 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section  
30 6312.

1 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services**  
2 **for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for**  
3 **Supplemental and Concentration Grants.**

4 (a) An LEA shall provide evidence in its LCAP to demonstrate how funding  
5 apportioned on the basis of the number and concentration of unduplicated pupils,  
6 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to  
7 support such pupils. This funding shall be used to increase or improve services for  
8 unduplicated pupils as compared to the services provided to all pupils in proportion to  
9 the increase in funds apportioned on the basis of the number and concentration of  
10 unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA  
11 shall include in its LCAP an explanation of how expenditures of such funding meet the  
12 LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall  
13 determine the percentage by which services for unduplicated pupils must be increased  
14 or improved above services provided to all pupils in the fiscal year as follows:

15 (1) Estimate the amount of the LCFF target attributed to the supplemental and  
16 concentration grants for the LEA calculated pursuant to Education Code sections  
17 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

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

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

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

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

29 (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant  
30 to Education Code sections 42238.02 and 2574, as implemented by Education Code  
31 sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted

1 Instructional Improvement Grant program and the Home to School Transportation  
2 program, in the fiscal year for which the LCAP is adopted.

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

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

12 (b) This subdivision identifies the conditions under which an LEA may use funds  
13 apportioned on the basis of the number and concentration of unduplicated pupils for  
14 districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education  
15 Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved  
16 services for unduplicated pupils under subdivision (a) of this section by using funds to  
17 upgrade the entire educational program of a school site, a school district, a charter  
18 school, or a county office of education as follows:

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

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

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

29 (2) A school district that has an enrollment of unduplicated pupils less than 55  
30 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted  
31 **or in the prior year** may expend supplemental **and concentration** grant funds on a

1 districtwide basis. A school district expending funds on a districtwide basis shall do all of  
2 the following:

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

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

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

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

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

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

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

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

30 (B) Describe in the LCAP how such services are **principally** directed towards, **and**  
31 **are effective in**, meeting the district's goals for its unduplicated pupils in the state and

1 any local priority areas.

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

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

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

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

15 ~~(c) **County superintendent of schools oversight of demonstration of**~~  
16 ~~**proportionality: In making the determinations required under Education Code**~~  
17 ~~**section 52070(d)(3), the county superintendent of schools shall review any**~~  
18 ~~**descriptions provided under subdivisions (b)(2)(B) and (b)(2)(C) or subdivisions**~~  
19 ~~**(b)(4)(B) and (b)(4)(C) when determining whether the LEA has fully demonstrated**~~  
20 ~~**that it will increase or improve services for unduplicated pupils under subdivision**~~  
21 ~~**(a). If a county superintendent of schools does not approve an LCAP because the**~~  
22 ~~**LEA has failed to meet its proportionality requirement as specified in this section,**~~  
23 ~~**it shall provide technical assistance to the LEA in meeting that requirement**~~  
24 ~~**pursuant to Education Code section 52071.**~~

25 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:  
26 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,  
27 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section  
28 6312.

29  
30 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**  
31 **Proportionality.**

1        **In making the determinations required under Education Code section**  
2 **52070(d)(3), the county superintendent of schools shall include review of any**  
3 **descriptions of districtwide or schoolwide services provided pursuant to sections**  
4 **15496(b)(1) through (b)(4), ~~15496(b)(2) or descriptions of schoolwide services provided~~**  
5 **~~pursuant to section 15496(b)(4)~~ when determining whether the school district has**  
6 **fully demonstrated that it will increase or improve services for unduplicated**  
7 **pupils pursuant to section 15496(a). If a county superintendent of schools does**  
8 **not approve an LCAP because the school district has failed to meet its**  
9 **requirement to increase or improve services for unduplicated pupils as specified**  
10 **in this section, it shall provide technical assistance to the school district in**  
11 **meeting that requirement pursuant to Education Code section 52071.**  
12 **NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:**  
13 **Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,**  
14 **47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C.**  
15 **Section 6312.**

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8-22-14 [California Department of Education]



~~§ 15497. 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.*

*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. 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 should comply with instructions and 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. 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 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:**~~

~~**Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.**

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?~~
- ~~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 representative parents of pupils identified in Education Code section 42238.01?~~
- ~~6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?~~

Involvement Process	Impact on LCAP

**Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site level advisory groups (e.g., school site councils, 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.~~

**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 "Engagement" (e.g., pupil and parent)?~~
- ~~4) What are the LEA's goal(s) to address locally identified priorities?~~
- ~~5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?~~
- ~~6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?~~
- ~~7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?~~
- ~~9) What information was considered/reviewed for individual school sites?~~
- ~~10) What information was considered/reviewed for subgroups identified in Education Code section 52052?~~



### Section 3: Actions, Services, and Expenditures

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

~~Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.~~

#### ~~Guiding Questions:~~

- ~~1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low income pupils, and/or to foster youth to achieve goals identified in the LCAP?~~
- ~~2) How do these actions/services link to identified goals and performance indicators?~~
- ~~3) 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?~~
- ~~4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?~~

- 5) ~~In the annual update, 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?~~
- 6) ~~In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?~~
- 7) ~~In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?~~

~~A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.~~

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX

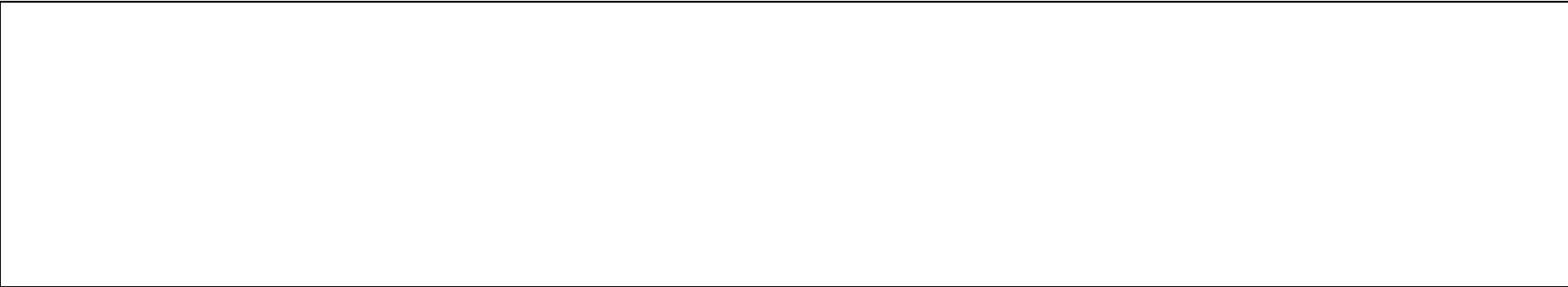
~~B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and~~



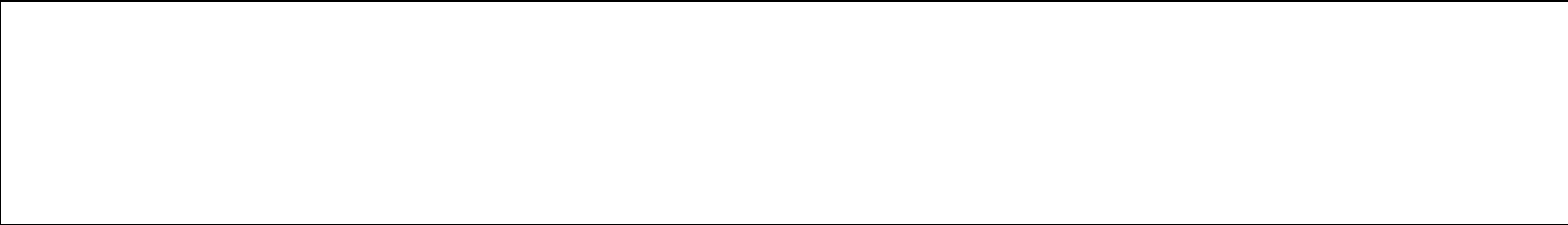
~~pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.~~

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		For low-income pupils:					
		For English learners:					
		For foster youth:					
		For redesignated fluent English proficient pupils:					

~~C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)~~



~~D.—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). 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). 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.~~



**§ 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 school site, 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 engagement 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 ~~parents, community members, pupils, local bargaining units, and other~~ 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, ~~foster youth, foster parents, education rights holders~~ and other foster youth stakeholders, ~~English learners, English learner parents,~~ community organizations representing English learners, ~~low income youth,~~ 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
<u>Annual Update:</u>	<u>Annual Update:</u>

## 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 chart 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, school site-level advisory groups, as applicable (e.g., school site 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.

~~**Goals and Expected Annual Outcomes:** Describe the goals, and expected annual outcomes toward meeting those goals. This section must include specific projected outcomes for the applicable term of the LCAP.~~

~~When completing the goal tables, **include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.**~~

~~**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.~~

~~Describe expected outcomes for all pupils and where applicable include specific outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level. The metrics used to describe the expected outcomes may be quantitative or qualitative, although LEAs must, at minimum, use the required metrics pursuant to 5 CCR 15495(g) for measuring progress within a particular state priority area each year. 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 described in the Appendix, sections (a) through (d).~~

~~**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) develop each goal.~~

~~**Schools Affected:** Identify the schools sites 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.~~

~~**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal. Section 2 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.~~

~~**Actions/Services and Related Expenditures:**~~



**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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site 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).

~~Left Column~~ **Action/Services:** For each LCAP year, identify all annual actions to be performed and services provided to all pupils or any subgroups other than low income, English learner, foster youth pupils, and pupils redesignated English proficient 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 school sites 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.

~~Right Column: Identify annual actions to be performed and services provided, to low income, English learner and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient, above what is provided to all pupils, to meet the described goal.~~

~~For both columns **Budgeted Expenditures:** Actions may describe a group of services that are implemented to achieve the identified goal. 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 actions and expenditures must reflect details for any identified subgroups, and for specific school sites. If supplemental and concentration funds are used, the LEA must identify if the level of service is districtwide, schoolwide, countywide, or charterwide. 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 school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?**
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?**
- 7) What are the specific ~~predicted~~ expected measurable ~~outcomes/metrics/noticeable changes~~ associated with each of the goals annually and over the term of the LCAP?**
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?**
- 9) What information was considered/reviewed for individual school sites?**
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?**
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?**
- 12) How do these actions/services link to identified goals and expected measurable outcomes ~~performance indicators~~?**

**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?**

<b><u>GOAL:</u></b>			
<b><u>Expected Annual Outcomes (In each year, must include all metrics as applicable, pursuant to Education Code sections 52060 and 52066):</u></b>			
<b><u>LCAP Year 1: xxxx-xx</u></b>	<b><u>Year 2: xxxx-xx</u></b>	<b><u>Year 3: xxxx-xx</u></b>	
<b><u>Describe the need(s) identified, including a description of the supporting data, to develop the goal:</u></b>			
<b><u>Applicable Pupil Subgroups:</u></b>			
<b><u>Schools Affected:</u></b>			
<b><u>Related State and/or Local Priorities:</u></b>			
<b><u>Action/Services and Related Expenditures</u></b>			
<b><u>LCAP Year 1: xxxx-xx: Indicate any subgroups, schools, or level of service</u></b>	<b><u>Budgeted Expenditures</u></b>	<b><u>LCAP Year 1: xxxx-xx: Indicate schools or level of service</u></b>	<b><u>Budgeted Expenditures</u></b>
		<b><u>Low Income pupils:</u></b>	
		<b><u>English Learners:</u></b>	
		<b><u>Foster Youth:</u></b>	
		<b><u>Redesignated fluent English proficient:</u></b>	
<b><u>LCAP Year 2: xxxx-xx: Indicate any subgroups, schools, or level of service</u></b>	<b><u>Budgeted Expenditures</u></b>	<b><u>LCAP Year 2: xxxx-xx: Indicate schools or level of service</u></b>	<b><u>Budgeted Expenditures</u></b>
		<b><u>Low Income pupils:</u></b>	
		<b><u>English Learners:</u></b>	
		<b><u>Foster Youth:</u></b>	
		<b><u>Redesignated fluent English proficient:</u></b>	
<b><u>LCAP Year 3: xxxx-xx: Indicate any subgroups, schools, or level of service</u></b>	<b><u>Budgeted Expenditures</u></b>	<b><u>LCAP Year 3: xxxx-xx: Indicate schools or level of service</u></b>	<b><u>Budgeted Expenditures</u></b>

		<u>Low Income pupils:</u>	
		<u>English Learners:</u>	
		<u>Foster Youth:</u>	
		<u>Redesignated fluent English proficient:</u>	

<b>GOAL:</b>		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :			
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		

**LCAP Year 1: xxxx-xx**

Expected Annual Measurable Outcomes:			
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<u>Actions/Services</u>	Scope of Service	<u>Pupils to be served within identified scope of service</u>	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)_____	

OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  
 Other Subgroups:(Specify)\_\_\_\_\_

**LCAP Year 2: xxxx-xx**

Expected Annual  
 Measurable  
 Outcomes:

<u><b>Actions/Services</b></u>	Scope of Service	<u><b>Pupils to be served within identified scope of service</b></u>	Budgeted Expenditures
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

**LCAP Year 3: xxxx-xx**

Expected Annual  
 Measurable  
 Outcomes:

<u><b>Actions/Services</b></u>	Scope of Service	<u><b>Pupils to be served within identified scope of service</b></u>	Budgeted Expenditures
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		<input type="checkbox"/> __ALL <hr/> OR: <input type="checkbox"/> __Low Income pupils <input type="checkbox"/> __English Learners <input type="checkbox"/> __Foster Youth <input type="checkbox"/> __Redesignated fluent English proficient <input type="checkbox"/> __Other Subgroups:(Specify)_____	
		<input type="checkbox"/> __ALL <hr/> OR: <input type="checkbox"/> __Low Income pupils <input type="checkbox"/> __English Learners <input type="checkbox"/> __Foster Youth <input type="checkbox"/> __Redesignated fluent English proficient <input type="checkbox"/> __Other Subgroups:(Specify)_____	
		<input type="checkbox"/> __ALL <hr/> OR: <input type="checkbox"/> __Low Income pupils <input type="checkbox"/> __English Learners <input type="checkbox"/> __Foster Youth <input type="checkbox"/> __Redesignated fluent English proficient <input type="checkbox"/> __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 school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services? ~~What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? What changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?~~
- 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.

<u>Original GOAL from prior year LCAP:</u>			
<u>Expected outcomes (Must include all metrics, as applicable, pursuant to Education Code sections 52060 and 52066):</u>			
<u>Anticipated Outcomes:</u>		<u>Actual Outcomes:</u>	
<u>Planned Action/Services and Related Expenditures</u>		<u>Actual Action/Services and Related Expenditures</u>	
<u>LCAP Year <del>xxxx-xx</del></u> <u>Indicate any subgroups, schools, or level of service</u>	<u>Budgeted Expenditures</u>	<u>LCAP Year <del>xxxx-xx</del></u> <u>Indicate any subgroups, schools, or level of service</u>	<u>Actual Expenditures</u>

<del>LCAP Year xxxx-xx: Indicate schools or level of service</del>		<del>LCAP Year xxxx-xx: Indicate schools or level of service</del>	
<del>Budgeted Expenditures</del>		<del>Actual Expenditures</del>	
<del>Low Income pupils:</del>		<del>Low Income pupils:</del>	
<del>English Learners:</del>		<del>English Learners:</del>	
<del>Foster Youth:</del>		<del>Foster Youth:</del>	
<del>Redesignated fluent English proficient:</del>		<del>Redesignated fluent English proficient:</del>	
<del>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</del>			

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 <u>Measurable</u> Outcomes:			Actual Annual <u>Measurable</u> Outcomes:
<b>LCAP Year: xxxx-xx</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		<u>Estimated</u> Actual <u>Annual</u> Expenditures



Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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. ~~Identify~~ **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 school site 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). ~~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).~~ 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).**