

MEMORANDUM

DATE: September 23, 2016

TO: MEMBERS, State Board of Education

FROM: STAFF, California Department of Education

SUBJECT: Update on the Proposed Revision of the Local Control and Accountability Plan Template

Purpose

This information memorandum provides the California State Board of Education (SBE) with a summary of the input from a series of stakeholder engagement meetings undertaken by the California Department of Education (CDE) to inform the continued development of a revised Local Control and Accountability Plan (LCAP) Template. California *Education Code (EC)* Section 52064(e) provides the SBE with the opportunity to adopt a revised LCAP template using its regular meeting process in accordance with the Bagley-Keene Open Meeting Act. The SBE is required to present the LCAP template at a regular meeting, and take action to adopt the template at a subsequent meeting. Revisions to the template must be approved by January 31 before the fiscal year during which it is to be used by local educational agencies (LEAs).

Summary of Key Issues

At its May 2016 board meeting, the SBE directed the CDE to proceed with the development of a revised LCAP and Annual Update template using these design principles: (1) maximize transparency and ease of use for stakeholders, (2) simplify, to the extent possible, structure and language, (3) provide clear instructions and support, and (4) support efficient and effective local planning, reporting, and implementation processes. These design principles emerged from an analysis of CDE's *LCAP Redesign Survey* (Item 3; <http://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item03.doc>) and other research and stakeholder input presented to the SBE.

At its July 2016 board meeting, the SBE, in response to the draft Revised LCAP and Annual Update Template, directed the CDE to continue with the development of a revised template informed by the assumptions that it should include a Plan Summary section for completion by all LEAs, that it will be effective for a period of three years inclusive, and be updated annually, as required (Item 3; <http://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item03.doc>). In response to feedback received from the SBE at this meeting, the CDE has also reordered the pages

in the template and has explicitly linked the Local Control Funding Formula Evaluation Rubrics with the LCAP and Annual Update Template.

The CDE continues to seek stakeholder input and feedback related to the development of a revised LCAP and Annual Update Template. In addition to meetings held with education coalition and advocacy groups on June 14 and June 15, 2016, in collaboration with the California County Superintendents Educational Services Association (CCSESA), and input received via CDE's *LCAP Redesign Survey* and during SBE meetings, CDE met with representatives of school districts, parents, and county offices of education in a series of meetings held on August 1 through August 4, 2016. On August 15 and August 16, 2016, in partnership with the Association of California School Administrators (ACSA), the CDE met with representatives from school districts, and on August 17, 2016, CDE met with representatives of charter schools. In these sessions, stakeholders were asked to provide feedback on the draft Revised LCAP and Annual Update Template presented to the SBE at its July 2016 meeting (Item 3, Attachment 2; <http://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item03.doc>).

Attachment 1 provides a summary of stakeholder engagement sessions held to inform the revision of the LCAP and Annual Update Template. Attachment 2 provides a summary of comments received, by section, during outreach and consultation with stakeholders.

Attachment 3 provides the revised DRAFT LCAP and Accountability Plan Template. Revisions to the LCAP template include both changes to the content and the format of the plan. The formatting changes are readily apparent. The new design promotes ease of reading with more "white space", and the addition of color, helping to improve the user experience with the LCAP template. Revisions to the LCAP Template content respond to stakeholder feedback and seek to adhere to the design principles approved by the SBE at its May meeting:

- **Maximize transparency and ease of use for stakeholders**
 - Revise the LCAP template such that the plans for school districts and county offices of education shall be developed, adopted by the local governing board, and be effective for a period of three years, inclusive, and updated annually, as required, consistent with *EC* sections 52060(b) and 52066(b), and *EC* sections 52061(a) and 52067(a).
 - Provide instructions in the revised template for including a required summary of the LCAP and the Annual Update.

- ***Simplify, to the extent possible, structure and language***
 - Reorder the sections of the LCAP template to align with a typical LCAP planning cycle.
 - Plan Summary
 - Annual Update
 - Stakeholder Engagement
 - Goals, Actions, and Services
 - Demonstration of Increased or Improved Services for Unduplicated Students
 - The addition of a graphic “2017–20 Plan Outline.” This graphic provides an outline for sections of the LCAP Template following the Plan Summary enabling users to easily navigate to the sections they want to read.
- ***Provide clear instructions and support***
 - Reword and/or clarify instructions for completing each section of the LCAP and the Annual Update.
 - Relocate the instructions for completing the LCAP and the Annual Update to an addendum, and include the State priorities as an addendum. The calculation instructions for metrics in Priorities 5 and 6 and the Guiding Questions are provided as appendices.
- ***Support efficient and effective local planning, reporting, and implementation processes***
 - Allow a county superintendent of schools which has jurisdiction over a single school district, to complete a single LCAP and Annual Update encompassing the educational programs and services of both the county office of education and the school district.

In addition to significant reformatting to improve the user experience with the LCAP template, the CDE has made several additional changes, which are outlined below.

Within the Annual Update, prompts for the Analysis section have been expanded to include:

- Identification of any changes that have been made to the students or student groups served,
- Changes to the planned location of the actions/services provided,
- The opportunity to identify differences between Budgeted Expenditures and Estimated Actual Expenditures, and
- A description of the overall effectiveness of the actions/services to achieve the articulated goal.

Within the Goals, Actions, and Services section:

- The tables have been reformatted to specifically identify the metrics associated with a goal and to identify the baselines from which expected outcomes will be set.
- The “Expected Annual Measurable Outcomes” have been arranged in columns for ease of reading and comparison of the expected growth throughout the three years of the LCAP.
- Checkboxes have been added to identify Goals and/or Planned Actions/Services as New, Modified, or Unchanged from the previous LCAP year. This will facilitate transparency and accessibility for stakeholders by clearly identifying changes made to Goals and/or planned Actions/Services, particularly, during the second and third years of the three year, inclusive, duration of the LCAP.
- In the “Students to be Served” box LEAs will indicate which students will benefit from the actions/services *unless* those actions/services are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. “Students with Disabilities” has been added to align with the federal State Systemic Improvement Plan.
- For any action(s)/service(s) identified by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students, the LEA will identify the unduplicated student group(s) being served and will identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”.
- The “Scope of Service” and “Pupils to be Served” fields have been reformatted to provide increased clarity and alignment of the requirement to increase or improve services for unduplicated students.
- A “Locations” box has been added to identify where the action(s)/service(s) will be provided and applies to all action(s)/service(s).

The “Demonstration of Increased or Improved Services for Unduplicated Students” section has been revised to allow LEAs to describe how services provided for unduplicated students are increased or improved by the percentage required. If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, the LEA will identify each action/service and include the required descriptions supporting each action/service.

Further, in response to feedback provided by members of the State Board at its July meeting, the LCAP template ties directly to the Evaluation Rubrics adopted by the SBE

at its September meeting. Instructions for completing the Annual Update and Goals sections reference an analysis of the data in the Evaluation Rubrics. Prompts provided in the “Plan Summary” section direct LEAs to review student performance ratings for state and/or local indicators in the Evaluation Rubrics and, based on that review, provide an explanation of how the LEA will either build on successes or address areas of greatest need.

Attachment(s)

- Attachment 1: Summary of Stakeholder Engagement Sessions and Input to Inform a Revision of the Local Control and Accountability Plan Template (5 pages)
- Attachment 2: Comments Received, by Section, during Outreach and Consultation with Stakeholders (2 pages)
- Attachment 3: DRAFT Local Control and Accountability Plan and Annual Update Template

LCAP and Annual Update Template Redesign Communications, Outreach, and Consultation with Stakeholders March–October 2016

California Department of Education (CDE) staff in partnership with the California County Superintendents Educational Services Association (CCSESA), the California PTA, and the Association of California School Administrators (ACSA), engaged with members of the Education Coalition, advocacy, and non-profit organizations, and other educational stakeholders to gain additional input to inform a redesign of the template for the LCAP and the Annual Update. This input is being used to ensure that the template for the LCAP and the Annual Update will, to the greatest extent possible, be aligned to meet the needs of both practitioners and stakeholders.

Typical Meeting Protocol:

At each stakeholder input session, participants formed small groups and sat at separate tables. Each group chose a facilitator, reporter, and a scribe. Each participant was given a hard copy of the template plus one extra copy for each table upon which comments and suggested edits were recorded.

An overview of the LCAP Template revision process was explained, and changes from the currently adopted LCAP template to the LCAP Template prototype being discussed were highlighted.

Each section was then introduced, explaining any changes specific to the section and clarifying questions were answered. The small groups were then given time to discuss at their tables any proposed revisions, identify any parts of the template that worked well, and develop any suggested instruction language.

After each section discussion, all participants participated in a large group discussion, allowing each table to report their changes, likes, challenges, etc.

The following is a summary of stakeholder engagement sessions held to inform the revision of the LCAP and Annual Update Template. Attachment 2 then provides a summary of comments received, by section, during outreach and consultation with stakeholders.

Date: March 9–28, 2016

Activity: Local Control and Accountability Plan Template Redesign Stakeholder Survey

Participants: 571 respondents

Details:

Analysis of the survey results revealed three overarching themes or focus areas for the template revision. These overarching themes informed the design principles identified in Item 3 of the May 2016 State Board Meeting

(<http://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item03.doc>).

Date: May 19, 2016

Meeting: CCSESA – Curriculum and Instruction Steering Committee (CISC)

Participants: CISC Members

Details:

Presentation to CISC membership to discuss redesign process and sought feedback regarding the direction of the redesign based on overarching themes revealed in the LCAP Redesign Stakeholder Survey.

Date: May 23, 2016

Meeting: CCSESA's LCAP Template Revision Workgroup Meeting

Participants: CCSESA LCAP Redesign Committee, California Collaborative for Educational Excellence (CCEE)

Details:

Discussed and reviewed the LCAP revision work completed by CCSESA, and discussed edits to the revised/proposed LCAP template. (This model developed by CCSESA served as the foundation of the LCAP prototype presented to the SBE at its July 2016 meeting.)

Date: June 14, 2016

Meeting: Education Coalition – LCAP Redesign Input Session

Participants: California School Boards Association, CA State PTA, California Teachers Association, California Federation of Teachers, Los Angeles Unified School District, California Association of School Business Officials, Service Employees International Union

Details:

CDE staff in conjunction with CCSESA facilitated the meeting seeking specific feedback and suggested revisions to the LCAP template.

Date: June 15, 2016

Meeting: Equity Groups – LCAP Redesign Input Session

Participants: Children Now, Public Advocates, ACLU, Education Trust – West; Partnership for Children and Youth, EdVoice Institute

CDE staff in conjunction with CCSESA facilitated the meeting seeking specific feedback and suggested revisions to the LCAP template.

Date: June 17, 2016
Meeting: State and Federal Program Directors Meeting
Participants: State and Federal Program Directors
Details:

CDE staff facilitated a session seeking specific feedback and suggested revisions to the LCAP template.

Date: June 17, 2016
Meeting: Equity and Policy Stakeholder Input Working Group
Participants: Representatives from statewide and community-based organizations
Details:

CDE and SBE staff in conjunction with West Ed sought recommendations to best integrate the LCFF evaluation rubrics with the LCAP template.

Date: July 7, 2016
Meeting: Small School Districts' Association
Participants: School and District leaders from small school districts, single school districts, and rural/remote school districts
Details:

Discussed suggested edits to the LCAP template, and the potential implication of changes to the LCAP template for small school districts.

Date: July 21, 2016
Meeting: Education Trust – West; conference call
Participants: Representatives of Education Trust – West
Details:

Discussed specific suggested edits to the LCAP Template designed to maximize LEA resource transparency for the community and stakeholders.

Date: August 1, 2016
Meeting: Santa Barbara County Office of Education
Participants: District leaders from Ventura County and Santa Barbara County
Details:

CDE staff in conjunction with Santa Barbara COE facilitated the meeting seeking specific feedback and suggested revisions to the LCAP template.

Date: August 2, 2016
Meeting: CA State PTA – Orange County

Participants: Parents from districts within and surrounding Orange County
Details:

CDE staff in conjunction with CA State PTA facilitated the meeting seeking specific feedback and suggested revisions to the LCAP template.

Date: August 3, 2016

Meeting: CA State PTA – San Gabriel

Participants: Parents from districts in and surrounding Orange County

Details:

CDE staff in conjunction with CA State PTA facilitated the meeting seeking specific feedback and suggested revisions to the LCAP template.

Date: August 4, 2016

Meeting: Riverside COE - Sacramento

Participants: Representatives of Riverside COE

Details:

Discussed specific challenges to, and remedies for those challenges in the Annual Update section of the LCAP template.

Date: August 15, 2016

Meeting: ACSA – Ontario

Participants: District leaders from surrounding area

Details:

CDE staff in conjunction with ACSA leadership facilitated the meeting seeking specific feedback and suggested revisions to the LCAP template.

Date: August 16, 2016

Meeting: ACSA – Sacramento

Participants: District leaders from surrounding area

Details:

CDE staff in conjunction with ACSA leadership facilitated the meeting seeking specific feedback and suggested revisions to the LCAP template.

Date: August 17, 2016

Meeting: Charter School Leadership

Participants: Charter Schools Development Center, California Charter Schools Association, Natomas Charter School Executive Director, SBE staff

Details:

Discussed LCAP template challenges unique to charter schools and potential remedies within the LCAP template and instructions.

Date: August 19, 2016

Meeting: Equity and Policy Stakeholder Input Working Group

Participants: Representatives from statewide and community-based organizations

Details:

WestEd, on behalf of the SBE and CDE, convened representatives from statewide and community-based organizations to review the design options for the evaluation rubric and approaches to revise the LCAP template to promote interaction with the LCFF evaluation rubrics.

Date: September 26, 2016

Meeting: Sacramento County Office of Education (SCOE) and School Districts

Participants: Representatives of SCOE and Sacramento County School Districts

Details:

WestEd, on behalf of the SBE and CDE, will convene representatives of SCOE and Sacramento County School Districts to review and comment on the revisions to the LCAP template proposed in the September Information Memorandum to the SBE.

Date: September 27, 2016

Meeting: ACSA Webinar

Participants: District leaders throughout California

Details:

ACSA, on behalf of the SBE and CDE, will convene district leaders from throughout California via webinar to review and comment on the revisions to the LCAP template proposed in the September Information Memorandum to the SBE.

Date: September 29, 2016

Meeting: Joint Meeting of the California Practitioners Advisory Group (CPAG) and the State Board of Education

Participants: Members of the CPAG, the SBE, and SBE staff

Details:

The revisions to the LCAP template proposed in the September Information Memorandum to the SBE will be presented to the CPAG for review and comment.

Date: October 7, 2016

Meeting: LCAP Webinar

Participants: Educational stakeholders throughout the state

Details:

WestEd, on behalf of the SBE and CDE, will host a webinar for educational stakeholders throughout the state to review the revisions to the LCAP template proposed in the September Information Memorandum to the SBE.

Date: October 10, 2016

Meeting: Orange County Department of Education (OCDE) LCAP Focus Group

Participants: Representatives of OCDEs LCAP Focus Group

Details:

WestEd, on behalf of the SBE and CDE, will convene representatives of OCDEs Focus Group to review and comment on the revisions to the LCAP template proposed in the September Information Memorandum to the SBE.

Date: October 13, 2016

Meeting: 2016 California Association of Administrators of State and Federal Education Programs (CAASFEP) Professional Development Institute

Participants: Representatives of CAASFEP

Details:

The CDE in a joint presentation with CCEE, as part of the 2016 CAASFEP Professional Development Institute, representatives of CAASFEP will be given the opportunity to review and comment on the revisions to the LCAP template proposed in the September Information Memorandum to the SBE.

Summary of Comments Received, by Section, during Outreach and Consultation with Stakeholders

Plan Summary

- Do not make too proscriptive
- Like LCAP instructions as addendum, but put Summary Instructions in Plan Summary section
- Use plain language
- Introduction instead of summary (“who are you” as an LEA)
- Word limit (500) or 1 page limit
- Allow for info graphics
- Identify changes of “story” from year to year
- Just allow districts to tell their story how they believe best for their community
- Remember small districts and counties and workload
- Include theory of change – what are we trying to accomplish to improve outcome for students
- Include table of contents
- Specific instructions for requirements of Plan Summary
- Identify subgroups in LEA
- Chart of budget/expenditures (salaries, facilities, etc.)
- Provide models of best practices of Plan Summaries
- Include link to Evaluation rubrics
- Define core program
- Limit to 3 or 4 requirements for uniformity and ability to compare districts

Annual Update (Annual Review and Analysis)

- Provide clear instructions and expectations
- If estimated Actual expenditures is different from Budgeted expenditures, explain
- Remove “Redesignated fluent English proficient” (why there now?)
- Provide numbering system (goals to actions) consistent with Goals pages
- Make Scope of Service consistent with Goals page (insert “Other” for scope of service)
- Move “old” annual review to back of document when a new annual review is written
- Move “analysis” box after Outcomes and before Planned/Actual Actions/Services
- Analysis box should be broken down to multiple boxes – too much is being requested
- Move LCAP year to top of page
- Original Goal – As a static plan, remove “from prior year”
- Planned and actual scope of service is redundant and should be removed
- Identify unspent S/C dollars for carryover

Stakeholder Engagement

- Keep orientation horizontally – allow for a story and not compliance
- List at beginning groups engaged in process
- Orient vertically – provide sections for each stakeholder
- Provide checkboxes of stakeholder groups

Planning Process

- Leave this section as open as possible
- Move instructions for this section to this section
- Make sure to separate years for 3 year plan
- Define the word “How” when discussing consultation and planning
- How did PAC, DELAC selection take place, what are terms of membership?
- Provide examples of best practices of engagement
- Provide a graphic of groups involved in engagement
- What communication was used and frequency of attempts
- How did you educate your stakeholders?
- What were the types of engagement activities?
- What outreach was attempted?
- When was the plan presented, how was it received?
- Include the question “How did stakeholder engagement go this year, and where could there be improvement?”

Impact

- Parent Advisory Committees are being confused with LCAP Committees –
- Do you have a PAC? How is it composed?
- Include a prompt for addressing what is suggested but is not incorporated in the plan
- How are you trying to raise participation?
- Include location of additions or impact within the LCAP
- Link to comments from PAC and ELPAC and written responses from Superintendent

Goals Actions and Services

- Include column for baseline –
- List of Metrics – make sure to allow for local metrics
- Call baseline current level of performance or current data...
- Differentiate funding amounts with fund sources or categories
- Define Category
- Require greater focus on subgroups

- Link baseline data to prior year and do not allow to be changed
- Do not require budget expenditures for out years
- Identify Actions and Services for meeting Increased or Improved Services requirement
- List all actions and services and have a column as to which year they apply
- Label Action/Service box in each year column

Increased or Improved Services

- Instructions are confusing
- Very confusing with all the boxes
- Frustrating to have boxes that don't need to be filled out, but can't delete
- Why unduplicated percentage for districts only?
- The current basic design works – need clear instructions; what to provide, what to review

Draft

LCAP Year 2017-18 2018-19 2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

INTRODUCTION

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

Links within the document: Instructions for specific sections

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze your LEA's full data set; specific links to the rubrics are also provided within the template.

2017-20 Plan Summary

FOCUS STATEMENT

In 1-3 short sentences, state your focus in serving your students and community. Briefly explain how your LCAP demonstrates your LEA's overall vision for student success.

KEY OBJECTIVES OF LCAP

Identify and briefly summarize the key objectives of this year's LCAP that are aligned with at least one of the 8 state priorities.

1

2

3

LEA Name:

DRAFT

LEA Name:

Contact Name & Title:

Email & Phone:

SUMMARY OF PROGRESS

Briefly describe how your progress on the focus areas has affected the development of the goals, actions/services, and expenditures described in this year's LCAP.

INCREASED OR IMPROVED SERVICES

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

THE GREATEST PROGRESS

Based on a review of state and local indicators of student performance included in the evaluation rubrics, local self-assessments, stakeholder input, or other information, what progress are you most proud of and how do you plan to maintain or build upon that success?

blue/
green

THE GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, address any state or local performance indicator where overall performance was in the "Red" or "Orange" performance category or received a "Not Met" or "Not Met for Two or More Years" rating. What steps are you planning to take to address these areas with the greatest need for improvement?

red/
orange

Additionally, identify any state indicator for which performance of any student group was two or more performance levels below the "all student" performance in the LCFF evaluation rubrics. Identify any modifications to the goals, actions/services and/or expenditures within the LCAP to improve these performance levels.

equity



BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget for LCAP Year	\$
Total Projected LCFF Funds for LCAP Year	\$
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$

Briefly describe any use(s) of LCFF funding not included in the LCAP.

A large, empty rectangular box with a light blue fill and a thin blue border, intended for describing the use of LCFF funding not included in the LCAP.

2017-20 Plan Outline

Graphic 1. LCAP Continuous Improvement Cycle



The graphic above provides an **outline** for the remainder of the document that enables stakeholders to more easily navigate to the section that they want to read. Below is a brief explanation of each element.

Mission: Identifies the focus of the organization in serving students and community. This element is included on page 1 of the plan summary.

Engagement: This section describes the involvement process for the LCAP annual review and analysis.

Goals, Actions, and Services – Plan the Future: These elements (in conjunction with measurable outcomes and budgeted expenditures) are the plan for what is intended to occur in the future.

Goal: A goal is a broad statement that describes the desired impact and ultimate outcome towards which all actions and services are directed.

Measurable Outcomes: The measurable outcome is a metric that documents the progress towards the goal.

Actions & Services: The actions and services are the tangible activities that will be deployed throughout the school year to achieve the goal and measurable outcome.

\$ (Budgeted Expenditure): This describes the resources that enable the actions and services to be deployed.

Annual Update – Assess the Past: This section is a reflection on the plan and assessment of progress.

Annual Update

Duplicate this page for each Goal.

Goal 1

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1.

ACTUAL

1.

PLANNED ACTIONS / SERVICES

Duplicate the following for each Action/Service or group of Action/Services.

Action 1.0

PLANNED

ACTUAL

Actions/Services

Expenditures

Analysis Using actual annual measurable outcome data, including performance data from the evaluation rubrics, as applicable

Describe the degree to which the action(s)/service(s) were implemented (i.e., partially, in progress, completed). As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

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

Explain any differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year

2017-18 2018-19 2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

IMPACT OF LCAP AND ANNUAL UPDATE

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

State and/or Local Priorities Addressed by this goal:

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

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

Action **1.0**

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Gradespans: _____

Contributes to Increased or Improved Services for:

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

METRICS/INDICATORS

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Amount

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Students

LCAP Year

2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds:

\$

Percentage to Increase or Improve Services:

%

Describe how services provided for unduplicated students are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year. Identify any of these actions/services being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting the use of these funds ([see instructions](#)).

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

Addendum ([Return to Top](#))

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

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

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

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process does [may] not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Table of Contents to be completed

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the LCAP Hotline at: 916-XXX-XXX or by email at: lcff@cde.ca.gov.

Introduction ([Return to Introduction](#))

Enter LEA name and contact information. Indicate the appropriate LCAP year.

Plan Summary:

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA.

The summary sections must be completed for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

Annual Update Summary:

In this section, briefly address the prompts provided. The reference to LCFF evaluation rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5. LEAs may attach documents (e.g., the LCFF evaluation rubrics data reports) if desired. These prompts are not limits. LEAs may include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

LCAP Budget Summary:

The LEA must complete the LCAP budget summary Table as follows:

- **Total LEA General Fund Budget for the LCAP Year:** This amount is the LEA's total budgeted general fund expenditures for the relevant LCAP year.
- **Total Projected LCFF Funds for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

Annual Update ([Return to Annual Update](#))

For each goal in the prior year,* review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal. The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's approved LCAP.

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

Planned Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving.

Actual Actions/Services

Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services.

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Analysis

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

- Describe the degree to which the action(s)/service(s) were implemented (i.e., partially, in progress, completed). As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain any differences between Budgeted Expenditures and Estimated Actual Expenditures.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the evaluation rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement [\(Return to Stakeholder Engagement\)](#)

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *Education Code* identifies the minimum consultation requirements for school districts, county offices of education, and charter schools. In addition, *Education Code* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

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Goals, Actions, and Services (*Return to Goals, Actions, and Services*)

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

School districts and county offices of education: The LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan.

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

New, Modified, Unchanged

Indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired impact, and ultimate outcome towards which all actions/services are directed. Goals should align with and support the LEA's focus and objectives. A goal answers the question: What changes are we seeking in order to improve outcomes for students?

Identified Need

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

Related State and/or Local Priorities

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

Expected Annual Measurable Outcomes

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

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the students' engagement priority metrics, as applicable, LEAs must calculate the rates as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Planned Actions/Services

Students to be Served

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

For the actions/services which contribute to increased or improved services for unduplicated students, follow the instructions below in the paragraph “Contributed to Increased or Improved Services For Unduplicated Students”

Location(s)

This box applies to all actions/services. Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

Contributes to Increased or Improved Services For Unduplicated Students

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

Scope of Service

For each action/service, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”.

- If used to upgrade the entire educational program of the LEA, place a check mark next to “LEA-Wide.”
- If used to upgrade the entire educational program of a particular school or schools, place a check mark next to “school-wide”.
- If limited to specific student groups, place a check mark next to “Limited to Student Groups” and specify the student group(s).

The LEA must select one of these three boxes.

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

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Actions/Services

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

Metric(s)/Indicator(s): Identify the associated metric(s)/indicator(s) specified in the “Expected Annual Measurable Outcomes” that the action/service is expected to address.

New/Modified/Unchanged:

- Check “New” if the action/service was not included in the goal in the prior year.
- Check “Modified from prior year” if the action/service was included in the goal from the prior year and has been changed or modified in any way from the prior year description.
- Check “Unchanged from prior year” if the action/service was included in the goal in the prior year and has not been changed or modified in any way from the prior year description.

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

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

Budgeted Expenditures

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

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

Estimated Supplemental and Concentration Grant Funds:

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated student percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated students in the state and any local priorities.
- For school districts with an unduplicated student percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated students in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated students. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities *(Return to Goals, Actions, and Services)*

Priority 1: Basic (Conditions of Learning) addresses the degree to which:

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

Priority 2: State Standards (Conditions of Learning) addresses:

- A. the implementation of state board adopted academic content and performance standards for all students; and
- B. how the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement (Engagement) addresses:

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

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

- A. statewide assessments;
- B. the Academic Performance Index;
- C. the percentage of students who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. the percentage of English learner students who make progress toward English proficiency as measured by the CELDT;
- E. the English learner reclassification rate;
- F. the percentage of students who have passed an advanced placement examination with a score of 3 or higher; and
- G. the percentage of students who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement (Engagement) as measured by all of the following, as applicable:

- A. school attendance rates;
- B. chronic absenteeism rates;
- C. middle school dropout rates;
- D. high school dropout rates; and
- E. high school graduation rates;

Priority 6: School climate (Engagement) as measured by all of the following, as applicable:

- A. student suspension rates;
- B. student expulsion rates; and
- C. other local measures, including surveys of students, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access (Conditions of Learning) addresses the extent to which students have access to and are enrolled in:

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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- 6) What specific actions were taken to consult with students 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 students, including unduplicated students, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 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, students; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated students 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 students?
- 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 students, to subgroups of students identified pursuant to *Education Code* Section 52052, to specific schoolsites, to English learners, to low-income students, 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?