California Department of Education

Executive Office

SBE-002 (REV. 11/2017)

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# **MEMORANDUM**

**DATE:** December 19, 2019

**TO:** MEMBERS, State Board of Education

**FROM:** TONY THURMOND, State Superintendent of Public Instruction

**SUBJECT:** Update Regarding the Local Control and Accountability Plan Redesign Project and Local Control and Accountability Plan Annual Update Template for the 2019–20 Local Control and Accountability Plan Year Consistent with California *Education Code* Sections 52061 and 52064.

## Summary of Key Issues

Assembly Bill 1840 amended California *Education Code* (*EC*) Section 52064 to require the revision of the Local Control and Accountability Plan and Annual Update (LCAP) Template. The revised LCAP Template will be effective with the next three-year LCAP cycle, 2020–21 through 2022–23.

In passing AB 1840, the intent of the Legislature was to accomplish both of the following with respect to making changes to the LCAP Template:

* Streamline the content and format of the LCAP to make the information included more accessible for parents and other local stakeholders.
* Present information about actions that contribute to increased or improved services for unduplicated pupils in a manner that more clearly shows whether the increased or improved services are being targeted to specific school sites or provided on a districtwide, countywide, or charterwide basis.

The LCAP Template Redesign Project, which included details regarding stakeholder involvement and feedback, was presented and explained to the State Board of Education (SBE) at its September 2019 meeting (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item02.docx>).

Between October 2019 and December 2019, the California Department of Education (CDE) continued its efforts to solicit and gather stakeholder feedback in order to inform the development of the revised draft LCAP Template. An online survey was developed and disseminated from October 9, 2019, through November 1, 2019, throughout the state via listservs, partners in the field, educational associations, and in partnership with SBE and CDE communications staff. The survey included a draft LCAP template with draft instructions that reflected feedback from previous stakeholder input sessions and from the SBE at its September 2019 meeting. An overview of the survey results will be presented to the SBE at its January 2020 meeting.

To meet the annual update requirements consistent with *EC* sections 52061 and 52064, the CDE developed a 2019–20 Annual Update Template. This template meets the annual update requirements and keeps the two three-year LCAP templates (2017–20; 2020–23) as separate and distinct plans.

The purpose of this memorandum the following documents for review and feedback prior to finalizing them for recommended adoption by the SBE at its January 2020 meeting:

1. The proposed LCAP Template (Attachment 1).
2. The proposed 2019–20 Annual Update Template (Attachment 2).

Stakeholders may submit additional feedback on the proposed Templates to [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov). To ensure sufficient time to finalize the proposed Templates for inclusion in the January 2020 SBE agenda item, additional feedback should be submitted no later than Tuesday, December 17, 2019.

Attachment(s)

* Attachment 1: Local Control and Accountability Plan (26 pages)
* Attachment 2: Annual Update for the 2019–20 Local Control and Accountability Plan Year (3 pages)

Local Control and Accountability Plan

**Instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
| --- | --- | --- |
| [Insert LEA Name here] | [Insert Contact Name and Title here] | [Insert Email and Phone here] |

**Plan Summary**

### General Information

A description of the LEA, its schools, and its students.

[Respond here]

### Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

[Respond here]

### Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

[Respond here]

### LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

[Respond here]

### Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

#### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

#### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

#### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]

[**Stakeholder Engagement**](#_Goal)

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

[Respond here]

A summary of the feedback provided by stakeholder groups.

[Respond here]

A description of the aspects of the LCAP that were influenced by stakeholder input.

[Respond here]

**Goals and Actions**

### [Goal](#_Goal_2)

| Goal # | Description |
| --- | --- |
| [Goal #] | [A description of what the LEA plans to accomplish.] |

An explanation of why the LEA has developed this goal.

[Respond here]

### Measuring and Reporting Results

| Metric | Baseline | Actual Outcome for 2020–21 | Actual Outcome for 2021–22 | Actual Outcome for 2022–23 | Desired Outcome for 2022–23 |
| --- | --- | --- | --- | --- | --- |
| [Respond here] | [Respond here] | [Insert actual outcome here] | [Insert actual outcome here] | [Insert actual outcome here] | [Respond here] |
| [Respond here] | [Respond here] | [Insert actual outcome here] | [Insert actual outcome here] | [Insert actual outcome here] | [Respond here] |
| [Respond here] | [Respond here] | [Insert actual outcome here] | [Insert actual outcome here] | [Insert actual outcome here] | [Respond here] |

### Actions

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| [Action #] | [A short title for the action; this will appear in the summary tables in the Excel spreadsheet] | [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | [$ 0.00] | Y/N |
| [Action #] | [A short title for the action; this will appear in the summary tables in the Excel spreadsheet] | [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | [$ 0.00] | Y/N |
| [Action #] | [A short title for the action; this will appear in the summary tables in the Excel spreadsheet] | [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | [$ 0.00] | Y/N |

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Excel Table.**

**Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]**

| [Percentage to Increase or Improve Services](#Instructions_DII_PercentIncImprServices) | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| --- | --- |
| [Insert percentage here]% | [Insert dollar amount here] |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Excel Table.**

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were first considered, and (2) how these actions are effective in meeting the goals for these students.

[Provide description here]

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

[Provide description here]

**Instructions**

[Linked Outline]

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education’s (CDE’s) Local Agency Systems Support Office by phone at 916-319-0809 or by email at* [*lcff@cde.ca.gov*](mailto:lcff@cde.ca.gov)*.*

**Introduction and Instructions**

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

* **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
* **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
* **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  + Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).
  + Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  + Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

The revised LCAP template for the 2020-21, 2021-22, and 2022-23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes. An LEA’s adopted LCAP should use language and a level of detail intended to be meaningful and accessible for the LEA’s diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

**Plan Summary**

**Purpose**

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

**Requirements and Instructions**

***General Information***–Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader of the LCAP to more fully understand an LEA’s LCAP.

***Reflections: Successes***– Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

***Reflections: Identified Need***–Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student*”* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps?

***LCAP Highlights*** –Identify and briefly summarize the key features of this year’s LCAP.

***Comprehensive Support and Improvement*** –An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

* **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
* **Support for Identified Schools**:Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
* **Monitoring and Evaluating Effectiveness**:Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**Stakeholder Engagement**

**Purpose**

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute specifies the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and pupils. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and the English Learner Parent Advisory Committee, and consult with the special education local plan area administrator(s), as applicable. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. The LCAP should also 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 schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement and advisory group composition requirements, can be found on the following web page of the CDE’s website: <https://www.cde.ca.gov/eo/in/lcff1sys-pri3res.asp>.

**Requirements and Instructions**

Below is an excerpt from the 2018-19 *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

**Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

* + - 1. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
      2. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
      3. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
      4. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
      5. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1**: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2**: “A summary of the feedback provided by stakeholder groups.”

Describe and summarize the stakeholder feedback provided by stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3**: “A description of the aspects of the LCAP that were influenced by stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

* Inclusion of a goal or decision to pursue a Focus Goal (as described below)
* Inclusion of metrics other than the statutorily required metrics
* Determination of the desired outcome on one or more metrics
* Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
* Inclusion of action(s) or a group of actions
* Elimination of action(s) or group of actions
* Changes to the level of proposed expenditures for one or more actions
* Inclusion of action(s) as contributing to increased or improved services for unduplicated services
* Determination of effectiveness of the specific actions to achieve the goal
* Determination of material differences in expenditures
* Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
* Determination of challenges or successes in the implementation of actions

**Goals and Actions**

**Purpose**

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included this goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, and actions and expenditures.

**Requirements and Instructions**

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

* Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
* Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
* Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal**: Explain how the actions will sustain the successes exemplified by the related metrics.

***Measuring and Reporting Results****:*

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

The most recent data associated with a metric may include data reported as actual outcomes in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

* **Metric**: Indicate how progress is being measured using a metric.
* **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric.
* **Actual Outcome for 2020–21**: When completing the LCAP for 2021–22, enter the actual outcome achieved in the 2020–21 LCAP year.
* **Actual Outcome for 2021-22**: When completing the LCAP for 2022-23, enter the actual outcome achieved in the 2021-22 LCAP year.
* **Actual Outcome for 2022-23**: When completing the LCAP for 2023-24, enter the actual outcome achieved in the 2022-23 LCAP year. The 2023-24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
* **Desired Outcome for 2022-23**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022-23 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Actual Outcome for 2020-21 | Actual Outcome for 2021-22 | Actual Outcome for 2022-23 | Desired Outcome for 2022-23 |
| --- | --- | --- | --- | --- | --- |
| Enter information in this box when completing the LCAP for **2020-21**. | Enter information in this box when completing the LCAP for **2020-21**. | Enter information in this box when completing the LCAP for **2021-22**. Leave blank until then. | Enter information in this box when completing the LCAP for **2022-23**. Leave blank until then. | Enter information in this box when completing the LCAP for **2023-24**. Leave blank until then. | Enter information in this box when completing the LCAP for **2020-21**. |

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

***Actions***: Enter the action number. Provide a short title for the action. This title will also appear in the summary tables in the Excel spreadsheet. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

***Goal Analysis****:*

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

* Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
* Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
* Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. Often, an action or a group of actions within the goal will be intended to improve performance on a metric or set of metrics associated with the goal. When responding to this prompt, consider assessing the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s).
* Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

**Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

**Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

**Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

***Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:*** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

***Required Descriptions:***

**An explanation of how the needs of foster youth, English learners, and low-income students were considered first before selecting each action being provided to an entire school, or across the entire school district or county office of education (COE), and how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the ensuing LCAP year from the current LCAP year, the LEA must determine whether or not the action was effective as expected.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

* It considers the needs, conditions, or circumstances of its unduplicated pupils;
* The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
* The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools**: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

**For School Districts Only:**

**Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

**Expenditure Tables**

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

* Table 1: Actions
* Table 2: Total Expenditures
* Table 3: Contributing Expenditures
* Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

* **Goal #**: Enter the LCAP Goal number for the action.
* **Action #**: Enter the action’s number as indicated in the LCAP Goal.
* **Action Title**: Provide a title of the action.
* **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.
* **Increased / Improved**: Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
* If “Yes” is entered into the Contributing column, then complete the following columns:
  + **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  + **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  + **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “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.
* **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
* **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  + **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  + **Total Non-Personnel**: This amount will be automatically calculated.
* **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
* **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
* **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
* **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
* **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

| **Goal #** | **Action #** | **Action Title** | **Student Group(s)** | **Increased / Improved** | **Scope** | **Unduplicated Student Group(s)** | **Location** | **Time Span** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| [Insert Goal #] | [Insert Action #] | [Insert Action Title] | [Insert Student Group(s)] | [Insert Yes/No] | [Insert Scope] | [Insert Unduplicated Student Group(s)] | [Insert Location] | [Insert Time Span] |
| [Insert Goal #] | [Insert Action #] | [Insert Action Title] | [Insert Student Group(s)] | [Insert Yes/No] | [Insert Scope] | [Insert Unduplicated Student Group(s)] | [Insert Location] | [Insert Time Span] |

**Data Entry Table**

**Data Entry Table**

| **Personnel Expense** | **Total Personnel** | **Total Non-personnel** | **LCFF Funds** | **Other State Funds** | **Local Funds** | **Federal Funds** | **Total Funds** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| [Personnel Expense]% | [Insert Total Personnel] | [Insert Total Non-personnel] | $[Insert LCFF Funds] | $[Insert Other State Funds] | $[Insert Local Funds] | $[Insert Federal Funds] | $[Insert Total Funds] |
| [Personnel Expense]% | [Insert Total Personnel] | [Insert Total Non-personnel] | $[Insert LCFF Funds] | $[Insert Other State Funds] | $[Insert Local Funds] | $[Insert Federal Funds] | $[Insert Total Funds] |

Total Expenditures Table

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Goal** | **Action #** | **Student Group(s)** | **Title** | **LCFF Funds** | **Other State Funds** | **Local Funds** | **Federal Funds** | **Total Funds** |
| [Goal #] | [Action #] | [Student Group(s)] | [Action Title] | $[LCFF Funds] | $[Other State Funds] | $[Local Funds] | $[Federal Funds] | $[Total Funds] |
| [Goal #] | [Action #] | [Student Group(s)] | [Action Title] | $[LCFF Funds] | $[Other State Funds] | $[Local Funds] | $[Federal Funds] | $[Total Funds] |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  | **LCFF Funds** | **Other State Funds** | **Local Funds** | **Federal Funds** | **Total Funds** |
|  |  |  |  | $[Total LCFF Funds] | $[Total Other State Funds] | $[Total Local Funds] | $[Total Federal Funds] | $Total Funds] |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Totals:** | **Total Personnel** | **Total Non-personnel** |
|  |  |  |  |  |  | Totals: | $[Total Personnel] | $[Total Non-personnel] |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Goal #** | **Action #** | **Action Title** | **Scope** | **Unduplicated Student Group(s)** | **Location** | **LCFF Funds** | **Total Funds** |
| [Goal #] | [Action #] | [Action Title] | [Scope] | [Unduplicated Student Group(s)] | [Location] | $[LCFF Funds] | $[Total Funds] |
| [Goal #] | [Action #] | [Action Title] | [Scope] | [Unduplicated Student Group(s)] | [Location] | $[LCFF Funds] | $[Total Funds] |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  | **Totals by Type** | **Total LCFF Funds** | **Total Funds** |
|  |  |  |  |  | **Total:** | $[Total LCFF Funds] | $[Total Funds] |
|  |  |  |  |  | **LEA-wide Total:** | $[Total LCFF Funds] | $[Total Funds] |
|  |  |  |  |  | **Targeted Total:** | $[Total LCFF Funds] | $[Total Funds] |
|  |  |  |  |  | **Schoolwide Total:** | $[Total LCFF Funds] | $[Total Funds] |

Contributing Expenditures Tables

Annual Update Table Year 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Last Year's Goal #** | **Last Year's Action #** | **Prior Action/Service Title** | **Contributed to Increased or Improved Services?** | **Last Year's Total Planned Expenditures** | **Total Estimated Actual Expenditures** |
| [Goal #] | [Action #] | [Prior Action/Service Title] | [Yes/No] | $[Total Planned Expenditures] | $[Total Estimated Actual Expenditures] |
| [Goal #] | [Action #] | [Prior Action/Service Title] | [Yes/No] | $[Total Planned Expenditures] | $[Total Estimated Actual Expenditures] |
|  |  |  |  |  |  |
|  |  |  | **Totals:** | **Planned Expenditure Total** | **Estimated Actual Total** |
|  |  |  | Totals: | $[Planned Expenditure Total] | $[Estimated Actual Total] |

Annual Update Table Year 2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Last Year’s Goal #** | **Last Year’s Action #** | **Prior Action/Service Title** | **Contributed to Increased or Improved Services?** | **Last Year’s Total Planned Expenditures** | **Total Estimated Actual Expenditures** |
| [Goal #] | [Action #] | [Prior Action/Service Title] | [Yes/No] | $[Total Planned Expenditures] | $[Total Estimated Actual Expenditures] |
| [Goal #] | [Action #] | [Prior Action/Service Title] | [Yes/No] | $[Total Planned Expenditures] | $[Total Estimated Actual Expenditures] |
|  |  |  |  |  |  |
|  |  |  | **Totals:** | **Planned Expenditure Total** | **Estimated Actual Total** |
|  |  |  | Totals: | $[Planned Expenditure Total] | $[Estimated Actual Total] |

Annual Update Table Year 3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Last Year's Goal #** | **Last Year's Action #** | **Prior Action/Service Title** | **Contributed to Increased or Improved Services?** | **Last Year's Total Planned Expenditures** | **Total Estimated Actual Expenditures** |
| [Goal #] | [Action #] | [Prior Action/Service Title] | [Yes/No] | $[Total Planned Expenditures] | $[Total Estimated Actual Expenditures] |
| [Goal #] | [Action #] | [Prior Action/Service Title] | [Yes/No] | $[Total Planned Expenditures] | $[Total Estimated Actual Expenditures] |
|  |  |  |  |  |  |
|  |  |  | **Totals:** | **Planned Expenditure Total** | **Estimated Actual Total** |
|  |  |  | Totals: | $[Planned Expenditure Total] | $[Estimated Actual Total] |

[**Annual Update**](#_Annual_Update) **for the 2019–20 Local Control and Accountability Plan Year**

Complete a copy of the following table for each of the local educational agency’s (LEA’s) goals from the prior year Local Control and Accountability Plan (LCAP). Duplicate the table as needed.

**Goal 1**

[Describe goal here]

[State and/or Local Priorities](#_State_Priorities_1) addressed by this goal:

State Priorities: [List State Priorities Here]

Local Priorities: [Add Local Priorities Here]

[**Annual Measurable Outcomes**](#Instructions_AU_AnnMeasOutcomes)

| Expected | Actual |
| --- | --- |
| [Add expected outcome here] | [Add actual outcome here] |
| [Add expected outcome here] | [Add actual outcome here] |
| [Add expected outcome here] | [Add actual outcome here] |

**[Actions / Services](#_Actions/Services_1)**

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

**Action 1**

| Planned  Actions/Services | Actual  Actions/Services | Budgeted  Expenditures | Estimated Actual Expenditures |
| --- | --- | --- | --- |
| [Add planned actions/services here] | [Add actual actions/services here] | [Add budgeted expenditures here] | [Add estimated actual expenditures here] |

**[Analysis](#_Analysis)**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

[Add text here]

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

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

[Add text here]

**Instructions:**

[**Annual Update**](#_Annual_Update_1)

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

**[Annual Measurable Outcomes](#_Annual_Measureable_Outcomes" \o "Link to Outcomes)**

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

**[Actions/Services](#_ACTIONS_/_SERVICES)**

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

**[Analysis](#_ANALYSIS_1)**

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

* Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
* Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
* Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
* Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.