

SCHOOL DISTRICT LOCAL CONTROL AND ACCOUNTABILITY PLANS

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TABLE OF CONTENTS

	<u>Page</u>
BRIEF OVERVIEW OF THE ADOPTED STATE BUDGET FOR 2013-2014	1
LOCAL CONTROL FUNDING FORMULA.....	1
ONE TIME FUNDS FOR COMMON CORE STATE STANDARDS.....	2
LOCAL CONTROL AND ACCOUNTABILITY PLANS	2
A. Adoption of the Local Control and Accountability Plan.....	2
B. Updating the Local Control and Accountability Plan	8
C. Requirements for Adopting a Local Control and Accountability Plan	8
D. Parent Advisory Committees	10
E. State Board of Education Templates and Evaluation Rubrics.....	10
F. Posting of Local Control and Accountability Plans.....	12
G. Filing the Plan with the County Superintendent of Schools	12
H. Review of the Local Plan by the County Superintendent of Schools	14
I. School Districts in Need of Intervention	15
J. The California Collaborative for Educational Excellence	16
K. Uniform Complaint Procedure.....	17
L. Waivers	18
TIMETABLE FOR IMPLEMENTATION.....	19
SUMMARY	20
APPENDIX I:	
SCHOOL WIDE PROGRAMS UNDER THE NO CHILD LEFT BEHIND ACT.....	21
APPENDIX II:	
LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE TEMPLATE.....	25

LOCAL CONTROL AND ACCOUNTABILITY PLANS

BRIEF OVERVIEW OF THE ADOPTED STATE BUDGET FOR 2013-2014

In June 2013, the Legislature enacted and Governor Brown signed a 2013-2014 State Budget and a new formula for the allocation of funds to school districts and county offices of education known as the Local Control Funding Formula.¹ The enactment of the Local Control Funding Formula (“LCFF”) is a fundamental change in the way school districts, county offices, and charter schools are funded. A district’s annual LCFF entitlement will be determined by any available appropriations which gives broad discretion to the Legislature.² The key elements in the LCFF entitlement are the demographics of a district’s student population, specifically the percentage of students who qualify for supplemental and concentration grants.³

Numerous fiscal inequities could arise during the implementation phase of the LCFF and the state can reduce appropriations in future years. There is no statutory guarantee that revenue increases will actually be appropriated to schools. A downturn could occur in the next eight years, which would reduce funding. If there is a recession, the school districts that have high levels of eligible students for supplemental grants and concentration grants may suffer the largest decrease in revenue. Each district’s situation will be different based on the number of students that make the school district eligible for supplemental and concentration grant funding.

LOCAL CONTROL FUNDING FORMULA

In January 2013, the Governor proposed full flexibility for local school districts. The Legislature revised the accountability provisions of the Governor’s proposal and gave direction to the State Board of Education to adopt regulations on local school district accountability. Under LCFF, districts will receive a base grant (which is similar to revenue limits) and supplemental and concentration grants (which are similar to categorical programs). The LCFF will fund every student at the same base rate, but districts will receive varying amounts of supplemental and concentration grants, depending on the student demographics of the school district.

The LCFF replaces most categorical programs with two weighting factors applied against the LCFF base grant:

1. Twenty percent of the base grant on behalf of each eligible student (Supplemental Grant).

¹ Assembly Bill 97, Stats. 2013, ch. 47, effective July 1, 2013. On September 26, 2013, Governor Brown signed Senate Bill 97 and vetoed Senate Bill 344, which made changes to the Local Control Funding Formula and the Local Control and Accountability Plan.

² Education Code section 42238.03(b)(3).

³ Education Code sections 42238 through 42238.15.

2. An additional fifty percent of the base grant for the eligible students exceeding fifty-five percent of total enrollment (Concentration Grant).

Eligible students are low income (pupils eligible for free and reduced-price meals programs), English Language Learners, and foster youth. The funding is largely unrestricted, but will be subject to comprehensive accountability requirements. The supplemental grant and concentration grants will be based on the number of English Language Learners, pupils eligible for free and reduced price meal programs, and foster youth. The number of unduplicated pupils enrolled in each school district as a percentage of total enrollment will constitute the unduplicated count. In 2013-14, one year of data will be used, in 2014-15, the average of two years data will be used, in 2015-16 and future years, three years of data will be used, from the California Longitudinal Pupil Achievement Data System (CALPADS).

ONE TIME FUNDS FOR COMMON CORE STATE STANDARDS

The state budget provides \$1.25 billion statewide in one-time funds for the implementation of the Common Core State Standards. That amount is estimated to be about \$200 per student. The money is one-time money to be spent in 2013-14 and 2014-15.

As a condition of receipt of the funds, each local educational agency must develop and adopt an expenditure plan detailing how the funds will be spent. The plan must be adopted and a public hearing must be held on the plan. On or before July 1, 2015, a report must be filed with the California Department of Education and include the specific purchases made and the number of teachers, administrators and paraprofessional educators who received professional development. The money is expected to be used for professional development, instructional materials, supplemental instructional materials aligned to the Common Core State Standards, and technology.

LOCAL CONTROL AND ACCOUNTABILITY PLANS

A. Adoption of the Local Control and Accountability Plan

On or before July 1, 2014, the governing board of each school district is required to adopt a Local Control and Accountability Plan using a template adopted by the State Board of Education.⁴ The Local Control and Accountability Plan (LCAP) is defined as the plan created by the local educational agency pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in conformance with the LCAP and Annual Update template set forth in the regulations.⁵ A local educational agency (LEA) is defined as a school district, county office of education, or charter school.⁶ The term “prior year” is defined as one fiscal year immediately preceding the fiscal year for which an LCAP is approved.⁷

⁴ Education Code section 52060(a). Stats. 2013, ch. 47, section 103, effective July 1, 2013. A copy of the template is attached as Appendix II.

⁵ Title 5, California Code of Regulations, Section 15495(a).

⁶ Title 5, California Code of Regulations, Section 15495.

⁷ Title 5, California Code of Regulations, Section 15495(c).

The regulations define “services” as services associated with the delivery of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instruction and related services.⁸ The regulations define “state priority areas” as priorities identified in Education Code sections 52060 and 52066. For charter schools, “state priority areas” is defined as priorities identified in Education Code section 52060 that apply for the grade level served or the nature of the program operated by the charter school.⁹ The regulations define the phrase “to improve services” as meaning to grow services in quality.¹⁰ The phrase “to increase services” is defined as meaning to grow services in quantity.¹¹ The phrase “unduplicated pupil” means any of those pupils to whom one or more of the definitions included in Education Code section 42238.01 apply, including pupils eligible for free or reduced-priced meals, foster youth, and English learners.¹²

A Local Control and Accountability Plan adopted by a governing board of a school district shall be effective for a period of three years and shall be updated on or before July 1 of each year.¹³ The Local Control and Accountability Plan adopted by a governing board of a school district must include, for the school district and each school within the school district, a description of both of the following:

1. The annual goals, for all pupils and each subgroup of pupils identified pursuant to Section 52052 (ethnic subgroups, socioeconomically disadvantaged pupils, English learners, and pupils with disabilities), to be achieved for each of the state priorities and for any additional local priorities identified by the governing board of the school district. For purposes of this article, a subgroup of pupils identified pursuant to Section 52052 shall be a numerically significant pupil subgroup as specified in paragraphs (2) and (3) of subdivision (a) of Section 52052 (at least 30 pupils each of whom has a valid test score and the subgroup constitutes at least fifteen percent of the total population of pupils at a school who have valid test scores; if a subgroup does not constitute fifteen percent of the total population of pupils at a school who have valid test scores, the subgroup may constitute a numerically significant pupil subgroup if it has at least 100 valid test scores).
2. The specific actions the school district will take during each year of the Local Control and Accountability Plan to achieve the goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state priorities. The specific actions shall not supersede the provisions of an existing collective bargaining agreement.¹⁴

⁸ Title 5, California Code of Regulations, Section 15495(d).

⁹ Title 5, California Code of Regulations, Section 15495(e).

¹⁰ Title 5, California Code of Regulations, Section 15495(f).

¹¹ Title 5, California Code of Regulations, Section 15495(g).

¹² Title 5, California Code of Regulations, Section 15495(h).

¹³ Education Code section 52060(b).

¹⁴ Education Code section 52060(c).

Education Code section 52060(d) lists the following as state priorities with respect to the Local Control and Accountability Plan:

1. The degree to which the teachers of the school district are appropriately assigned, and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials and school facilities are maintained in good repair.
2. Implementation of the academic content and performance standards adopted by the State Board of Education, including how the programs and services will enable English learners to access the common core academic content standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency.
3. Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.
4. Pupil achievement, as measured by all of the following, as applicable:
 - A. Statewide assessments or any subsequent assessment, as certified by the State Board of Education.
 - B. The Academic Performance Index.
 - C. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or clusters of courses that satisfy state requirements and align with state board-approved career technical education standards and frameworks.
 - D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the State Board of Education.
 - E. The English learner reclassification rate.
 - F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.
 - G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.

5. Pupil 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.
 - E. High school graduation rates.
6. School climate, as measured by all of the following, as applicable:
 - A. Pupil suspension rates.
 - B. Pupil expulsion rates.
 - C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
7. The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received.
8. Pupil outcomes, if available, in the subject areas described in Section 51210 (course of study) and subdivisions (a) to (i), inclusive, of Section 51220 (course of study), as applicable.¹⁵

For purposes of describing the Local Control and Accountability Plan, a governing board of a school district may consider qualitative information, including, but not limited to, findings that result from the school quality reviews conducted pursuant to Education Code section 52052(a)(4)(J) (Academic Performance Index or API) or any other reviews.¹⁶ To the extent practicable, data reported in a Local Control and Accountability Plan shall be reported in a manner consistent with how information is reported on a school accountability report card.¹⁷ A governing board of a school district shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing a Local Control and Accountability Plan.¹⁸ A school district may identify local priorities, goals in regard to the local priorities, and the method for measuring the school district's progress toward achieving those goals.¹⁹

¹⁵ Education Code section 52060(d).

¹⁶ Education Code section 52060(e).

¹⁷ Education Code section 52060(f).

¹⁸ Education Code section 52060(g).

¹⁹ Education Code section 52060(h).

The regulations require school districts to provide evidence in their LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils is used to support the unduplicated pupils. The supplemental grant and concentration grant funding must be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils.

Each school district must include in its LCAP an explanation of how expenditures of such funding meet the school district's goals for its unduplicated pupils in the state priority areas. Each school district shall determine the percentage by which services for unduplicated pupils must be increased or improved above those services provided to all pupils in the fiscal year based on the formula set forth in the regulations.²⁰

A school district may demonstrate it has increased or improved services for unduplicated pupils by using funds to upgrade the entire education program of a schoolsite, a school district, a charter school, or a county office of education as follows:

1. A school district that has an enrollment of unduplicated pupils of 55% or more of the district's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:
 - a. Identify in the LCAP those services that are being provided on a districtwide basis.
 - b. Describe in the LCAP how such services are principally directed towards and are effective in, meeting the district's goals for its unduplicated pupils in the state, and any local priority areas.²¹
2. A school district that has an enrollment of unduplicated pupils of less than 55% of the district's total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:
 - a. Identify in the LCAP those services that are being provided on a districtwide basis.
 - b. Describe in the LCAP how such services are principally directed towards and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.
 - c. Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any

²⁰ Title 5, California Code of Regulations, Section 15496.

²¹ Title 5, California Code of Regulations, Section 15496(b)(1).

local priority areas.²² The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

3. A school district that has an enrollment of unduplicated pupils at a school that is 40% or more of the school's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:
 - a. Identify in the LCAP those services that are being provided on a schoolwide basis.
 - b. Describe in the LCAP how such services are principally directed towards and are effective in meeting the district's goals for its unduplicated pupils in the state priority and any local areas.²³
4. A school district that has an enrollment of unduplicated pupils that is less than 40% of the schoolsite's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:
 - a. Identify in the LCAP those services that are being provided on a schoolwide basis.
 - b. Describe in the LCAP how such services are directed toward meeting the district's goals for its unduplicated pupils in the state priority areas.
 - c. Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas.²⁴ The description shall provide the basis for this determination, including, but not limited to, any alternatives considered any supporting research, experience, or educational theory.

In making the determination of proportionality compliant, the county superintendent of schools shall review any descriptions provided by the school district when determining whether the school district has fully demonstrated that it will increase or improve services for unduplicated pupils. If the county superintendent of schools does not approve an LCAP because the school district has failed to meet its proportionality requirement, it shall provide technical assistance to the school district in meeting that requirement pursuant to Education Code section 52071.²⁵

²² Title 5, California Code of Regulations, Section 15496(b)(2).

²³ Title 5, California Code of Regulations, Section 15496(b)(3).

²⁴ Title 5, California Code of Regulations, Section 15496(b)(4).

²⁵ Title 5, California Code of Regulations, Section 15497.

B. Updating the Local Control and Accountability Plan

On or before July 1, 2015, and each year thereafter, a school district shall update the Local Control and Accountability Plan. The annual update shall be developed using a template developed the State Board of Education pursuant to Education Code section 52064 and shall include all of the following:

1. A review of any changes in the applicability of the goals in the Local Control and Accountability Plan.
2. A review of the progress toward the goals included in the existing Local Control and Accountability Plan, an assessment of the effectiveness of the specific actions described in the existing Local Control and Accountability Plan toward achieving the goals, and a description of changes to the specific actions the school district will make as a result of the review and assessment.
3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the Local Control and Accountability Plan as a result of the reviews and assessment required by Section 52061.
4. A listing and description of expenditures for the fiscal year that will serve the pupils to whom one or more of the definitions in Section 42238.01 (pupils eligible for free or reduced-priced meals, foster youth, or pupils of limited English proficiency) apply and pupils redesignated as fluent English proficient.²⁶

C. Requirements for Adopting a Local Control and Accountability Plan

Before the governing board of a school district considers the adoption of a Local Control and Accountability Plan or an annual update to the Local Control and Accountability Plan, all of the following shall occur:

1. The superintendent of the school district shall present the Local Control and Accountability Plan or annual update to the Local Control and Accountability Plan to the parent advisory committee for review and comment. The superintendent of the school district shall respond, in writing, to comments received from the parent advisory committee.
2. The superintendent of the school district shall present the Local Control and Accountability Plan or annual update to the Local Control and Accountability Plan to the English learner parent advisory committee, if applicable, for review and comment. The superintendent of the school district shall respond, in writing, to comments received from the English learner parent advisory committee.

²⁶ Education Code section 52061(a). The expenditures identified shall be classified using the California School Accounting Manual.

3. The superintendent of the school district shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the Local Control and Accountability Plan or annual update to the Local Control and Accountability Plan, using the most efficient method of notification possible. This provision shall not require a school district to produce printed notices or to send notices by mail. All written notifications shall be in the primary language of pupils if fifteen percent or more of the pupils enrolled in a public school in the district speak a single primary language other than English.²⁷
4. The superintendent of the school district shall review school plans for categorical programs submitted pursuant to Section 64001 for schools within the school district and ensure that the specific actions included in the Local Control and Accountability Plan or annual update to the Local Control and Accountability Plan are consistent with strategies included in the school plans for categorical programs submitted pursuant to Section 64001.²⁸

A governing board of a school district shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the Local Control and Accountability Plan or annual update to the Local Control and Accountability Plan. The agenda for the hearing shall be posted at least 72 hours before the public hearing and shall include the location where the Local Control and Accountability Plan or annual update to the Local Control and Accountability Plan will be available for public inspection. The public hearing shall be held at the same meeting as the public hearing for the adoption of the district's budget for the subsequent fiscal year required under Education Code section 42127(a)(1).²⁹

A governing board of a school district shall adopt a Local Control and Accountability Plan or annual update to the Local Control and Accountability Plan in a public meeting. This meeting shall be held after, but not on the same day as, the public hearing on the Local Control and Accountability Plan. This meeting shall be the same meeting in which the governing board of the school district adopts a budget for the subsequent fiscal year pursuant to Education Code section 42127(a)(2).³⁰

A governing board of a school district may adopt revisions to a Local Control and Accountability Plan during the period the Local Control and Accountability Plan is in effect. A governing board of a school district may only adopt a revision to a Local Control and Accountability Plan if it follows the process to adopt a Local Control and Accountability Plan pursuant to Section 52062 and the revisions are adopted in a public meeting.³¹

²⁷ See, Education Code section 48985.

²⁸ Education Code section 52062(a).

²⁹ Education Code section 52062(b)(1).

³⁰ Education Code section 52062(b)(2).

³¹ Education Code section 52062(c).

D. Parent Advisory Committees

A governing board of a school district shall establish a parent advisory committee to provide advice to the governing board of the school district and the superintendent of the school district regarding the requirements for adopting a Local Control and Accountability Plan.³² A parent advisory committee shall include parents or legal guardians of pupils eligible for free or reduced-price meals, foster youth, and pupils of limited English proficiency.³³ This requirement shall not require the governing board of the school district to establish a new parent advisory committee if the governing board of the school district already has established a parent advisory committee that meets the requirements of this subdivision, including any committee established to meet the requirements of the No Child Left Behind Act.³⁴

The governing board of a school district shall establish an English learner parent advisory committee if the enrollment of the school district includes at least fifteen percent English learners and the school district enrolls at least fifty pupils who are English learners. The governing board is not required to establish a new English learner parent committee if the governing board of the school district has already established such a committee.³⁵

E. State Board of Education Templates and Evaluation Rubrics

On or before January 31, 2014, the State Board of Education must adopt regulations for the use of supplemental and concentration grant funds under LCFF. These regulations will impact the development of the templates for the Local Control and Accountability Plans. The regulations governing supplemental and concentration grants must allow expenditures for schoolwide purposes. The regulations adopted by the State Board of Education for schoolwide, districtwide, or countywide purposes must not be more restrictive than the restrictions provided for in Title I of the No Child Left Behind Act.

On or before March 31, 2014, the State Board of Education shall adopt templates for school districts, county superintendent of schools, and charter schools for adopting the Local Control and Accountability Plan.³⁶ The templates developed by the State Board of Education shall allow a school district, county superintendent of schools or charter schools to complete a single Local Control and Accountability Plan to meet the requirements of state law and the No Child Left Behind Act related to local educational agency plans. The State Board of Education shall also take steps to minimize duplication of effort at the local level to the greatest extent possible.³⁷ The template must include guidance by school districts, county superintendents, and charter schools to report both of the following:

1. A listing and description of expenditures for the 2014-15 fiscal year, and each fiscal year thereafter, implementing the specific actions included in the Local Control and Accountability Plan.

³² Education Code section 52063(a)(1).

³³ Education Code section 52063(a)(2).

³⁴ Education Code section 52063(a)(3).

³⁵ Education Code section 52063(b).

³⁶ Education Code section 52064(a).

³⁷ Education Code section 52064(b).

2. A listing and description of expenditures for the 2014-15 fiscal year, and each fiscal year thereafter, that will serve the pupils to whom one or more of the definitions in Section 42238.01 apply and pupils designated as fluent English proficient.³⁸

The reference to Section 42238.01 refers to pupils who are eligible for free or reduced-price meals, foster youth, and pupils of limited English proficiency.

The State Board of Education shall adopt the templates pursuant to the Administrative Procedures Act.³⁹ The State Board of Education may adopt emergency regulations. In subsequent years, revisions to a template or evaluation rubric shall be approved by the State Board of Education by January 31, before the fiscal year during which the template or evaluation rubric is to be used by the school district, county superintendent of schools or charter school.⁴⁰ The adoption of a template or evaluation rubric by the State Board of Education shall not create a requirement for the governing board of a school district to submit a Local Control and Accountability Plan to the State Board of Education unless otherwise required by federal law.⁴¹

On or before October 1, 2015, the State Board of Education shall adopt evaluation rubrics for all of the following purposes:

1. To assist a school district, county office of education, or charter school in evaluating its strengths, weaknesses, and areas that require improvement.
2. To assist a county superintendent of schools in identifying school districts and charter schools in need of technical assistance pursuant to Section 52071 (i.e., when the county superintendent of schools does not approve a school district's Local Control and Accountability Plan) or 47607.3 (i.e., when charter school fails to improve pupil outcomes) and the specific priorities upon which the technical assistance should be focused.
3. To assist the Superintendent in identifying school districts for which intervention pursuant to Section 52072 is warranted.⁴²

The evaluation rubrics shall reflect a holistic multidimensional assessment of school district and individual schoolsite performance and shall include all of the state priorities in Section 52060(d).⁴³ As part of the evaluation rubrics, the State Board of Education shall adopt standards for school district and individual schoolsite performance and expectations for improvement in regard to each of the state priorities.⁴⁴

³⁸ Education Code section 52064(b).

³⁹ Education Code section 52064(d). The Administrative Procedures Act requires public input before final regulations are adopted.

⁴⁰ Education Code section 52064(e).

⁴¹ Education Code section 52064(f).

⁴² Education Code section 52064.5(a).

⁴³ Education Code section 52064.5(b).

⁴⁴ Education Code section 52064.5(c).

F. Posting of Local Control and Accountability Plans

The superintendent of a school district shall post on the Internet Web site of the school district any Local Control and Accountability Plan approved by the governing board of the school district, and any updates or revisions to a Local Control and Accountability Plan approved by the governing board of the school district.⁴⁵ The county superintendent of schools shall do all of the following:

1. Post on the Internet Web site of the county office of education any Local Control and Accountability Plan approved by the county board of education, and any updates or revisions to a Local Control and Accountability Plan approved by the county board of education.
2. Post all Local Control and Accountability Plans submitted by school districts, or links to those plans, on the Internet Web site of the county office of education.
3. Transmit or otherwise make available to the State Superintendent of Public Instruction all Local Control and Accountability Plans submitted to the county superintendent of schools by school districts and the Local Control and Accountability Plan approved by the county board of education.⁴⁶

The State Superintendent of Public Instruction shall post links to all Local Control and Accountability Plans approved by the governing boards of school districts and county boards of education on the Internet Web site of the California Department of Education.⁴⁷

G. Filing the Plan with the County Superintendent of Schools

Not later than five days after the adoption of a Local Control and Accountability Plan or annual update to a Local Control and Accountability Plan, the governing board of a school district shall file the Local Control and Accountability Plan or annual update to the Local Control and Accountability Plan with the county superintendent of schools.⁴⁸

On or before August 15 of each year, the county superintendent of schools may seek clarification, in writing, from the governing board of a school district about the contents of the Local Control and Accountability Plan or annual update to the Local Control and Accountability Plan. Within fifteen days, the governing board of a school district shall respond, in writing, to the request for clarification.⁴⁹

Within fifteen days of receiving the response from the governing board of the school district, the county superintendent of schools may submit recommendations, in writing, for

⁴⁵ Education Code section 52065(a).

⁴⁶ Education Code section 52065(b).

⁴⁷ Education Code section 52065(c).

⁴⁸ Education Code section 52070(a).

⁴⁹ Education Code section 52070(b).

amendments to the Local Control and Accountability Plan or annual update to the Local Control and Accountability Plan. The governing board of the school district shall consider the recommendations submitted by the county superintendent of schools at a public meeting within fifteen days of receiving the recommendations.⁵⁰

The county superintendent of schools shall approve a Local Control and Accountability Plan or annual update to a Local Control and Accountability Plan on or before October 8, if he or she determines both of the following:

1. The Local Control and Accountability Plan or annual update to the Local Control and Accountability Plan adheres to the template adopted by the State Board of Education.
2. The budget for the applicable fiscal year adopted by the governing board of the school district includes expenditures sufficient to implement its specific actions and strategies included in the Local Control and Accountability Plan adopted by the governing board of the school district, based on the projections of the costs included in the plan.
3. The Local Control and Accountability Plan or annual update to the Local Control and Accountability Plan adheres to the expenditure requirements adopted pursuant to Section 42238.07 for funds apportioned on the basis of the number and concentration of unduplicated pupils pursuant to Section 42238.07 for funds apportioned on the basis of the number and concentration of unduplicated pupils pursuant to Sections 42238.02 and 42238.03.⁵¹

This language refers to the review by the county superintendent of schools of the school district's Local Control and Accountability Plan. The reference to Section 42238.07 refers to state regulations which must be adopted by the State Board of Education by January 31, 2014. Section 42238.07 requires that any regulations adopted by the State Board of Education regarding the expenditure of supplemental and concentration grant money shall be no more restrictive than the restrictions provided for in Title I of the federal No Child Left Behind Act (NCLB) and that the supplemental and concentration grant funds shall be apportioned on a districtwide basis for school districts and a countywide basis for county offices of education. A summary of the requirements for schoolwide programs under the NCLB is set forth in the Appendix to this workbook.

Education Code section 42127(a)(2) states for the 2014-15 fiscal year, and each fiscal year thereafter, the governing board of the school district shall not adopt a budget before the governing board of the school district adopts an LCAP or annual update to the LCAP. The governing board of a school district shall not adopt a budget that does not include the expenditures necessary to implement the LCAP or the annual update to the LCAP that is effective during the subsequent fiscal year.

⁵⁰ Education Code section 52070(c).

⁵¹ Education Code section 52070(d).

Education Code section 42127(d)(2) states that notwithstanding any other provisions, for the 2014-15 fiscal year, and each fiscal year thereafter, the budget of the school district shall not be adopted or approved by the county superintendent of schools before an LCAP or update to an existing LCAP for the budget year is approved. Section 42127(g)(2) states that notwithstanding any other law, for the 2014-15 fiscal year, and each fiscal year thereafter, that if the county superintendent of schools disapproves the school district's budget for the sole reason that the county superintendent of schools has not approved an LCAP or an annual update to the LCAP filed by the school district pursuant to Section 52061, the county superintendent of schools shall not call for the formation of a budget review committee pursuant to Section 42127.1.

In summary, the LCAP and the district's budget are linked together. The governing board of the school district must approve both the LCAP and the budget.

H. Review of the Local Plan by the County Superintendent of Schools

If a county superintendent of schools does not approve a Local Control and Accountability Plan or annual update to the Local Control and Accountability Plan approved by a governing board of a school district, or if a governing board of a school district requests technical assistance, the county superintendent of schools shall provide technical assistance, including, among other things, any of the following:

1. Identification of the school district's strengths and weaknesses in regard to the state priorities. This identification shall include a review of effective, evidence-based programs that apply to the school district's goals.
2. Assignment of an academic expert or team of academic experts to assist the school district in identifying and implementing effective programs that are designed to improve the outcomes for all pupil subgroups. The county superintendent of schools may also solicit another school district within the county to act as a partner to the school district in need of technical assistance.
3. Request that the State Superintendent of Public Instruction assign the California Collaborative for Educational Excellence to provide advice and assistance to the school district.⁵²

Using an evaluation rubric adopted by the State Board of Education, pursuant to Education Code section 52064.5, the county superintendent of schools shall provide the technical assistance to any school district that fails to improve pupil achievement across more than one state priority for one or more pupil subgroups.⁵³ Technical assistance provided by the county superintendent of schools at the request of a school district shall be paid for by the school district requesting the assistance.⁵⁴

⁵² Education Code section 52071(a).

⁵³ Education Code section 52071(b).

⁵⁴ Education Code section 52071(c).

I. School Districts in Need of Intervention

The county superintendent of schools may, with the approval of the State Board of Education, identify school districts in need of intervention.⁵⁵ The State Superintendent of Public Instruction shall only intervene in a school district that meets both of the following criteria:

1. The school district did not improve the outcomes for three or more pupil subgroups or, if the school district has less than three pupil subgroups, all of the school district's pupil subgroups, in regard to more than one state or local priority in three out of four consecutive school years.
2. The California Collaborative for Educational Excellence has provided advice and assistance to the school district and submits either of the following findings to the Superintendent:
 - A. That the school district has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence.
 - B. That the inadequate performance of the school district, based upon an evaluation rubric, is either so persistent or acute as to require intervention by the State Superintendent of Public Instruction.⁵⁶

For school districts identified as being in need of intervention, the State Superintendent of Public Instruction may, with the approval of the State Board of Education do one or more of the following:

1. Make changes to the Local Control and Accountability Plan adopted by the governing board of the school district.
2. Develop and impose a budget revision, in conjunction with revisions to the Local Control and Accountability Plan that the State Superintendent of Public Instruction determines would allow the school district to improve the outcomes for all pupil subgroups identified in regard to state and local priorities.
3. Stay or rescind an action, if that action is not required by a local collective bargaining agreement that would prevent the school district from improving outcomes for all pupil subgroups in regard to state or local priorities.
4. Appoint an academic trustee to exercise the powers and authority specified in this section on his or her behalf.⁵⁷

⁵⁵ Education Code section 52072(a).

⁵⁶ Education Code section 52072(b).

⁵⁷ Education Code section 52072(c).

The Superintendent of Public Instruction shall notify the county superintendent of schools, the county board of education, the superintendent of the school district, and the governing board of the school district of any action by the State Board of Education to direct the State Superintendent of Public Instruction to exercise any of the powers and authorities specified in Section 52072.⁵⁸

J. The California Collaborative for Educational Excellence

Education Code section 52074 establishes the California Collaborative for Educational Excellence. The purpose of the California Collaborative for Educational Excellence is to advise and assist school districts, county superintendents of schools, and charter schools in achieving the goals set forth in a Local Control and Accountability Plan.⁵⁹

The Superintendent of Public Instruction shall, with the approval of the State Board of Education, contract with a local education agency, or a consortium of local education agencies, to serve as the fiscal agent for the California Collaborative for Educational Excellence. The Superintendent of Public Instruction shall apportion funds appropriated for the California Collaborative for Educational Excellence to the fiscal agent.⁶⁰

The California Collaborative for Educational Excellence shall be governed by a board consisting of the following five members:

1. The Superintendent of Public Instruction or his or her designee.
2. The president of the State Board of Education or his or her designee.
3. A county superintendent of schools appointed by the Senate Committee on Rules.
4. A teacher appointed by the Speaker of the Assembly.
5. A superintendent of a school district appointed by the Governor.⁶¹

At the discretion of the governing board of the California Collaborative for Educational Excellence, the fiscal agent shall contract with individuals, local educational agencies or organizations, with the expertise, experience, and a record of success to carry out the purposes of this legislation.⁶² The areas of expertise, experience, and record of success shall include, but are not limited to, all of the following:

1. State priorities.
2. Improving the quality of teaching.

⁵⁸ Education Code section 52072(d).

⁵⁹ Education Code section 52074(b).

⁶⁰ Education Code section 52074(c).

⁶¹ Education Code section 52074(d).

⁶² Education Code section 52074(e).

3. Improving the quality of school district and schoolsite leadership.
4. Successfully addressing the needs of special pupil populations, including, but not limited to, English learners, pupils eligible to receive a free or reduced-price meal, pupils in foster care, and individuals with exceptional needs.⁶³

This added language establishes a governing board for the California Collaborative for Educational Excellence. This added language also establishes the areas of expertise for the California Collaborative for Educational Excellence.

The State Superintendent of Public Instruction may direct the California Collaborative for Educational Excellence to advise and assist a school district, county superintendent of schools, or charter school in any of the following circumstances:

1. If the governing board of a school district, county board of education, or governing body or a charter school requests the advice and assistance of the California Collaborative for Educational Excellence.
2. If the county superintendent of schools of the county in which the school district or charter school is located determines, following the provision of technical assistance pursuant to Section 52071 or 47607.3 as applicable, that the advice and assistance of the California Collaborative for Educational Excellence is necessary to help the school district or charter school accomplish the goals described in the Local Control and Accountability Plan.
3. If the Superintendent determines that the advice and assistance of the California Collaborative for Educational Excellence is necessary to help the school district, county superintendent of schools, or charter school accomplish the goals set forth in the Local Control and Accountability Plan.⁶⁴

K. Uniform Complaint Procedure

A complaint that a school district, a county superintendent of schools, or charter school has not complied with the requirements for the Local Control and Accountability Plans or Sections 47606.5 (charter school annual goals and actions) and 47607.3 (charter school failing to improve pupil outcomes), as applicable, may be filed with a school district, county superintendent of schools, or charter school pursuant to the Uniform Complaint procedures set forth in the California Code of Regulations.⁶⁵ A complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of a Local Control and Accountability Plan.⁶⁶ A

⁶³ Education Code section 52074(e).

⁶⁴ Education Code section 52074(f).

⁶⁵ Education Code section 52075(a).

⁶⁶ Education Code section 52075(b).

complainant not satisfied with the decision of a school district, county superintendent of schools, or charter school may appeal the decision to the Superintendent of Public Instruction and shall receive a written appeal decision within 60 days of the State Superintendent of Public Instruction's receipt of the appeal.⁶⁷

If a school district, county superintendent of schools, or charter school finds merit in the complaint, or the Superintendent of Public Instruction finds merit in the appeal, the school district, county superintendent of schools, or charter school shall provide a remedy to all affected pupils, parents, and guardians.⁶⁸ Information regarding the requirements for a Local Control and Accountability Plan shall be included in the Annual Notification distributed to pupils, parents and guardians, employees, and other interested parties.⁶⁹ School districts, county superintendents of schools, and charter schools shall establish local policies and procedures to implement a complete complaint procedure with respect to Local Control and Accountability Plans on or before June 30, 2014.⁷⁰

We would recommend that the following language be added to your existing policy:

“In addition, pursuant to Education Code section 52075, individuals may file a complaint under the district's Uniform Complaint Procedure alleging that the school district has not complied with the LCAP requirements in the Education Code. The complaint may be filed anonymously. If the complainant is not satisfied with the decision of the school district, the individual may appeal the decision to the State Superintendent of Public Instruction. The State Superintendent of Public Instruction is required to issue a decision on the appeal within 60 days of the Superintendent of Public Instructions' receipt of the appeal.

“If the school district finds merit in the complaint or the Superintendent of Public Instruction finds merit in an appeal, the school district will provide a remedy to all affected pupils, parents, and guardians.”

L. Waivers

Notwithstanding any other law, the provisions relating to Local Control and Accountability Plans shall not be subject to waiver by the State Board of Education or by the Superintendent of Public Instruction.⁷¹ If any activities related to Local Control and Accountability Plans are found to be a state reimbursable mandate pursuant to Article XIII B, Section 6 of the California Constitution, funding provided for school districts and county offices of education pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 shall be used to directly offset any mandated costs.⁷²

⁶⁷ Education Code section 52075(c).

⁶⁸ Education Code section 52075(d).

⁶⁹ Education Code section 52075(e).

⁷⁰ Education Code section 52075(f).

⁷¹ Education Code section 52076.

⁷² Education Code section 52077.

TIMETABLE FOR IMPLEMENTATION

January 31, 2014	The State Board of Education must adopt regulations for use of supplemental and concentration grant funds.
March 31, 2014	The State Board of Education must adopt the Local Control and Accountability Plan template.
July 1, 2014	School districts must adopt their Local Control and Accountability Plans for 2014-2015.
October 8, 2014	County offices of education must approve or disapprove school district Local Control and Accountability Plans.
July 1, 2015	School districts must adopt their Local Control and Accountability Plan annual update.
October 1, 2015	The State Board of Education must adopt an evaluation rubric for Local Control and Accountability Plans.
July 1, 2016	School districts must adopt their Local Control and Accountability Plan annual update.

SUMMARY

In summary, under the requirements for Local Control and Accountability Plans, school districts are required to:

- Adopt Local Control and Accountability Plans that include annual goals for all pupils, incorporate state priorities, and are updated each year.
- Present the Local Control and Accountability Plan to the parent advisory committee and English learner parent advisory committee for review, and provide the public an opportunity to comment on the plan.
- Use the template adopted by the State Board of Education to develop the school district's Local Control and Accountability Plan and post it on the school district's Internet Web site.
- File the Local Control and Accountability Plan with the county superintendent of schools for review and approval.

APPENDIX I

SCHOOLWIDE PROGRAMS UNDER THE NO CHILD LEFT BEHIND ACT

Section 6314 of the No Child Left Behind Act outlines the procedures for use of Title I funds for schoolwide programs.

The No Child Left Behind Act regulations, 34 C.F.R. § 200.25, state that the purpose of a schoolwide program is to improve academic achievement throughout a school so that all students, particularly the lowest achieving students, demonstrate proficiency related to the state's academic standards. The improved achievement is a result of improving the entire educational program of the school.

A local educational agency may consolidate and use Title I funds together with other federal, state, and local funds in order to upgrade the entire educational program of the school that serves an eligible school attendance area if not less than 40% of the children from the eligible school attendance area are from low income families or not less than 40% of the children enrolled in the school are from low income families.⁷³ If a local educational agency qualifies for the schoolwide program, the schoolwide program is required to include the following components:

1. A comprehensive needs assessment of the entire school that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards.
2. Schoolwide reform strategies that –
 - A. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement.
 - B. Use effective methods and instructional strategies that are based on scientifically based research that –
 1. Strengthen the core academic program in the school;
 2. Increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 3. Include strategies for meeting the educational needs of historically underserved populations.

⁷³ 20 U.S.C. § 6314(a)(1).

- C. Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include –
 - 1. Counseling, pupil services, and mentoring services;
 - 2. College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - 3. The integration of vocational and technical education programs.
 - D. Address how the school will determine if such needs have been met.
 - E. Are consistent with, and are designed to implement, the state and local improvement plans, if any.
- 3. Instruction by highly qualified teachers.
 - 4. In accordance with Section 6319 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.
 - 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - 6. Strategies to increase parental involvement in accordance with Section 6318, such as family literary services.
 - 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
 - 8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 6311(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required shall be provided with effective, timely additional assistance which shall include measures to ensure that students’ difficulties are identified on a

timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.⁷⁴

Section 6314(b)(2) requires that any eligible school that desires to operate a schoolwide program shall first develop, in consultation with the local educational agency and its school support team or other technical assistance provider, a comprehensive plan for reforming the total instructional program that:

1. Describes how the school will implement the schoolwide program.
2. Describes how the school will use resources under the Act and from other sources to implement those components.
3. Includes a list of state educational agencies and local educational agencies' programs and other federal programs that will be consolidated in the schoolwide program.
4. Describes how the school will provide individual student academic achievement results in a language that parents can understand, including an interpretation of those results to the parents of the child who participates in the academic assessments.

The comprehensive plan shall be developed during a one-year period, developed with the involvement of parents and other members of the community to be served and individuals who would carry out such plans, including teachers, principals and administrators, and if appropriate, pupil service personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students from such schools. The plan shall be in effect for the duration of the school's participation and reviewed and revised as necessary by the school. The plan should be available to the local educational agency, parents and the public and the information contained in such plan shall be in an understandable and uniform format, and, to the extent practicable, provided in a language that the parents can understand, and if appropriate, developed in coordination with other federal programs.⁷⁵

Section 200.28 of the No Child Left Behind Act regulations states that a schoolwide program must incorporate reform strategies in the overall instructional program. Those strategies must provide opportunities for all students to meet the state's proficient and advanced levels of student academic achievement, address the needs of all students in the school, particularly the needs of low achieving students and those at risk of not meeting the state's student academic achievement standards who are members of the target population of any

⁷⁴ 20 U.S.C. § 6314(b)(1).

⁷⁵ 20 U.S.C. § 6314(b)(2)(B).

program, and included in the schoolwide program, and address how the school would determine if those needs have been met. The schoolwide program must use effective methods and instructional practices that are based on scientifically based research that strengthen the core academic program, provide an enriched and accelerated curriculum, increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, include strategies for meeting the educational needs of historically underserved populations and are consistent with, and are designed to implement, state and local improvement plans, if any.

Section 200.28(b) of the No Child Left Behind Act regulations states that a schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development. The schoolwide program must include strategies to attract highly qualified teachers, provide high quality and ongoing professional development, align professional development with the state's academic standards, devote sufficient resources to carry out effectively the professional development activities, and include teachers in professional development activities regarding the use of academic assessments, to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Section 200.28(c) of the No Child Left Behind Act regulations requires that a schoolwide program involve parents in the planning, review, and improvement of the schoolwide program plan. The schoolwide program must have a parental involvement policy that includes strategies such as family literacy services to increase parental involvement, and describe how the school will provide individual student academic assessment results, including an interpretation of those results, to the parents of students who participate in the academic assessments. Section 200.28(d) states that a schoolwide program must include activities to ensure that students who experience difficulty attaining the proficient or advanced levels of academic achievement standards will be provided effective, timely, additional support, including measures to ensure that those students' difficulties are identified on a timely basis and provide sufficient information on which to base effective assistance to those students. Section 200.28(e) requires that a schoolwide program in an elementary school include plans for assisting preschool students in the successful transition from early childhood programs to the schoolwide program. Section 200.29 authorizes a school to consolidate and use in its schoolwide program federal funds from other federal programs, such as migrant education, Indian education, and special education.

APPENDIX II

**LOCAL CONTROL AND ACCOUNTABILITY PLAN
AND ANNUAL UPDATE TEMPLATE**

[See Following Pages]

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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

Local Control and Accountability Plan and Annual Update Template

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

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Annual Update:	Annual Update:

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

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of

education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :					
Goal Applies to:	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Schools:</td> <td style="width: 80%;"></td> </tr> <tr> <td>Applicable Pupil Subgroups:</td> <td></td> </tr> </table>	Schools:		Applicable Pupil Subgroups:	
Schools:					
Applicable Pupil Subgroups:					

LCAP Year 1: xxxx-xx

Expected Annual Measurable Outcomes:	
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 2: xxxx-xx

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

LCAP Year 3: xxxx-xx

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

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

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

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

- 3) How have the actions/services addressed the identified needs and goals of specific 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?

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

Original GOAL from prior year LCAP:				Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: _____	Applicable Pupil Subgroups: _____		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: xxxx-xx				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Scope of service:			Scope of service:	

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

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

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

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

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

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

	%

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

8-22-14 [California Department of Education]