

Local Control and Accountability Plan Draft 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 student outcomes and overall performance pursuant to Education Code 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code 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 52052, including students with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code 52066, the LCAP must describe, for each school and program operated, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code 52052, including students with disabilities, served in county office of education operated schools or programs 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 on the reporting of district students attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code 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 52052, including students 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.

The LCAP is intended to be a comprehensive planning tool, LEAs may describe actions and expenditures referenced in other plans and from a variety of fund sources when they detail goals, actions, and expenditures related to the state and local priorities. The information contained in the LCAP or annual update may be supplemented by information contained in other plans (including the local educational agency plans 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. LCAPs must be consistent with school plans submitted pursuant to Education Code 64001.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses.

Data referenced in the LCAP must be consistent with the school accountability report card where appropriate.

State Priorities

The state priorities listed in Education Code 52060 and 52066 fall into one of three broad categories, however, LEAs must address each of the state priorities in their LCAP.

A. Conditions of Learning:

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

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

Course access: student enrollment 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 (Priority 7)

Expelled students (for county offices of education only): coordination of instruction of expelled pupils pursuant to 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:

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

Other student outcomes: other indicators of performance in required areas of study (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input, promotion of parent participation (Priority 3)

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

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

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Section 1: Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the subgroups identified in Education Code 52052, is critical to the LCAP process. Education Code 52062, 52063, 52068, 52069, and 47606.5 specify the minimum requirements for engagement.

Instructions: Describe the process used to engage parents, students, and the community and how this engagement contributed to the LCAP and annual update.

Guiding Questions:

- 1) How have parents, community members, students, local bargaining units and other stakeholders (e.g., local educational agency personnel, county child welfare agencies, county offices of education foster youth services program, court appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) Have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) Was information (quantitative and qualitative) related to the state priorities and used by the LEA to inform the LCAP goal setting process made available to stakeholders?
- 4) What changes 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 processes specified in statute?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code 52062, 52068, and 47606.5, including engagement with representative parents of students identified in Education Code 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for students?

Involvement Process	Impact on LCAP

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Section 2: Goals and Progress Indicators

Education Code 52060, 52061, 52066, 52067, and 47606.5 require the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and any changes to the goals.

Instructions: Describe annual goals and expected and actual progress towards meeting goals. This section must include specifics over the term of the LCAP and in each annual update year, a review of progress made in the past fiscal year, based on an identified metric. The metrics may be quantitative or qualitative, although LEAs must at minimum use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however one goal may address multiple priorities. The goals must reflect outcomes for all students and include specific goals for specific subgroups, including pupils with disabilities, and school sites. An LEA may incorporate or reference other plans or actions that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goals to improve student outcomes? How do these goals relate to the state priorities and locally identified priorities?
- 2) What are the specific goals for any individual school sites or subgroups that add to or differentiate from the LEA's goals for all students or the LEA as a whole?
- 3) What are the specific outcomes/ metrics/ noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 4) In an annual update year, what incremental changes/progress have been realized and how did these compare to changes/progress predicted? What modifications were made as a result of this comparison?
- 5) What data (quantitative and qualitative) were considered/reviewed to develop goals around the state or local priorities and review progress towards goals in the annual update? What data were considered/reviewed for individual school sites or subgroups identified in Education Code 52052?

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Section 3: Actions, Services, and Expenditures

Education Code 52060, 52066, 52064, 52067, and 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified and a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be provided to meet the goals described in Section 2 and describe expenditures to implement each action. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect specifics within a goal for the specific subgroups identified in Education Code 52052, including pupils with disabilities, and school sites as needed. In describing the actions and expenditures for low-income, English learner, foster youth students as identified in Education Code 42238.01, the LEA must identify supplemental and concentration funds used and when those funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA may reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code 52061 and 52067.

Guiding Questions:

- 1) What services will be provided to all students, subgroups of students identified pursuant to Education Code 52052, school sites, English learners, low-income students, and foster youth to achieve goals identified in the LCAP?
- 2) How do these services linked to identified goals and performance?
- 3) What expenditures support changes to services as a result of the goal identified? Where can these expenditures be found in the LEA budget?
- 4) In the annual update, how have the services addressed the needs of all students, subgroups of students identified pursuant to Education Code 52052, school sites, English learners, low-income students, and foster youth and did they result in the desired outcomes?
- 5) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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A. What actions, and the LEA may include any services that support these actions, are provided for ALL students, including subgroups of students identified pursuant to Education Code 52052 and specific school sites?

Actions and Services	What actions/services are provided in each year? What are the anticipated expenditures for each action?			Related to goal? (Identify specific goal from Section 3)
	Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	

B. Identify actions, and the LEA may include any services that support these actions, that will serve low-income, English learner, foster youth students as identified in Education Code 42238.01 and pupils redesignated as fluent English proficient.

Actions and Services	What actions/services are provided in each year? What are the anticipated expenditures for each action?			Related to goal? (Identify specific goal from Section 3)
	Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX	
1) For Low Income:				
2) For English Learners:				
3) For Foster Youth:				
4) For redesignated fluent English proficient:				

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- C. Describe the increase in funds in the LCAP year apportioned to the LEA on the basis of the number and concentration of low income, foster youth, and English learner students. Describe how the LEA is expending these funds in the LCAP year. Include a description and justification of the use of any funds in districtwide, schoolwide, countywide, or charterwide manner. (See 5 CCR 15496 for guidance.)

Empty response box for item C.

- D. Demonstrate how the actions, services, and expenditures from LCFF funding detailed for low income, foster youth, and English learners in the LCAP provide for increased or improved services for these students in proportion to increase in funding provided for such student in that year. An LEA may describe how the proportionality standard is met using a quantitative or qualitative description. In the 2014-15 LCAP year also describe how the LEA meets the intent of Education Code 42238.07 in the 2013-14 fiscal year.

Empty response box for item D.