



CALIFORNIA COUNTY SUPERINTENDENTS

California County Superintendents

Local Control and Accountability Plan (LCAP) Approval Manual

2023-24 Edition (Year 3)

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BASC

Business and Administration
Services Committee

CISC

Curricular and Improvement
Support Committee

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Introduction

The California County Superintendents developed and released the first Local Control and Accountability Plan (LCAP) Approval Manual in March 2014. The current version of the LCAP Approval Manual makes minor clarifying changes to the 2022-23 edition. This manual provides a guide for county offices of education (COEs) to use in their LCAP oversight and approval process. It represents a collaboration of the California County Superintendents' Business and Administration Services Committee (BASC) and Curricular and Improvement Support Committee (CISC), with the assistance of staff from the California Department of Education (CDE) and the Fiscal Crisis and Management Assistance Team (FCMAT).

Background

The Local Control Funding Formula (LCFF) dramatically reformed California's education funding system. The LCFF eliminated most categorical funding streams, replacing them with funds based on each local educational agency's (LEA's) student demographic profile. The LCFF instituted a change in LEA accountability for unrestricted funding in the form of a three-year Local Control and Accountability Plan (LCAP), with annual updates, which focuses on services and outcomes for all students, with special emphasis on English learner, low income, and foster youth students. Under Education Code Section 52070 and subsequent sections, county superintendents are responsible for approval and oversight of their local districts' LCAPs.

Grounded in LCFF statutes and regulations, the LCAP Approval Manual and the California County Superintendents Training and Calibration Sessions are intended to serve as guides to help county offices take a thoughtful, holistic approach to LCAP support and approval. This manual focuses on the statutory requirements for county office review and approval of district LCAPs, whereas the Training and Calibration Sessions are intended to provide guidance and best practices for county offices as they help districts create and implement continuous improvement processes.

Internal accountability for the LCAP rests with elected local district board of education trustees, district administrators, and local educational partners (educational partners include all of the groups an LEA is required to or would normally engage with in developing the LCAP). The county superintendent of schools, as the intermediate agent between the state and the LEAs, provides external accountability by overseeing the LCAP process in his or her county. The county superintendent of schools is the foundation of the statewide system of support and is responsible for a combination of fiscal and academic assistance that includes progressive support and assistance to school districts when needed.

Use of Terms

Throughout this manual, the terms "county superintendent of schools," "county offices of education" and "COEs" are used interchangeably. In all cases, these terms refer to the statutory role of a county superintendent of schools under Education Code Sections 1240, 42127 and 52070, and following.

Summary of Changes from Previous Year

This year's LCAP Approval Manual only makes minor clarifying changes to last year's manual. The most significant of these include:

- Deletion of the Midyear Update to the LCAP, which was only required in 2021-22.
- Clarification in the Plan Summary Section that the 2022 Dashboard will present status only for the performance indicators.
- An update to the description in Appendix E of how school eligibility for comprehensive support and improvement (CSI) is determined.

County Office of Education Dual Role

Beginning in 2013-2014, California moved away from a highly centralized funding system based mostly on categorical funding to a new participatory framework in which school districts are expected and supported to consult with their local communities of educational partners to determine core priorities and allocate funding accordingly. The LCFF brought equity to the forefront by allocating additional resources to districts that have higher proportions of students in poverty, English learners, and foster youth. Central to the LCFF is the concept of subsidiarity, whereby governance should take place as close as possible to the people who are being governed. Essential to the successful functioning of local control, as envisioned by the architects of LCFF, is an appropriate balance between internal and external accountability. This vision is known as “The California Way.”

The California Way rests on the belief that educators want to excel, trusts them to improve when given the proper supports, and provides local schools and districts with the leeway and flexibility to deploy resources so they can improve. The California Way engages students, parents, and communities as part of a collaborative decision-making process around how to fund and implement these improvement efforts, and provides supplemental resources to ensure that California’s English learners (ELs), foster youths, and students in poverty have the learning supports they need.[1]

[1] Torlakson, T. and Blueprint 2.0 Planning Team. (2015). A blueprint for great schools: Version 2.0. California Department of Education. <https://www.cde.ca.gov/eo/in/bp/documents/yr15bp0720.pdf>

The COEs are essential to the important themes of The California Way and have been positioned to play a crucial dual role in this vision of shared accountability. First, the implementation of LCFF requires each district to develop an LCAP and annual update in consultation with parents, the community, staff, students and other key educational partners, and to submit it annually to their local COE for review and approval. Second, included in the proper supports is a system of guidance and customized assistance in which COE staff support districts in developing their individual plans. Thus, COEs have a dual role: supporting districts with LCAP development and reviewing/approving board-adopted LCAPs.

The more traditional, compliance-oriented function of COEs emerges through the tasks of previewing, reviewing and approving each district’s LCAP. COEs are well positioned to develop and maintain consistency and universal understanding of the LCAP’s technical requirements, including the interrelationship of LCAP and budget approval. Through training, this manual, and ongoing calibration calls, COEs collaborate to support clarity for the ongoing changes to the LCAP template, instructions, and new requirements in legislation while ensuring consistency of expectations across the state.

The other essential and arguably more crucial function COEs perform is enabling capacity-building and continuous improvement in the districts COEs serve. The purpose of providing support for LCAP development is not just to help districts complete the exercise correctly and submit an approvable LCAP, but also to help districts use the LCAP planning, development and writing processes to operationalize equity, improve systems, and ultimately improve student outcomes.

While the following section of this manual briefly acknowledges the crucial dual role of COEs in supporting LCAP development, it does not detail all the tools, methods, structures and resources COEs use to support LCAP development. This is not because those functions are insignificant or unimportant, but only because they are mostly outside the purpose and scope of this manual.

COE Role: Support for LCAP Development

The LCAP is intended to be the core strategic planning document for districts. While LEAs are required to complete other plans tied to specific funding sources, none play the central role in guiding a district’s academic and fiduciary operations that the LCAP does, and none include the expectation of continuous improvement through their fundamental design and implementation. Furthermore, no other plan requires the customized, ongoing, systemic support that COEs provide for sustainable approaches to improve outcomes for students as does the LCAP.

Historically, COEs have assisted school districts with academic program and curriculum development, staff training, and interpretation of assessment results. As a result of Assembly Bill (AB) 1200, COEs have provided fiscal guidance and oversight as well. However, as other elements of the state accountability system — including the California School Dashboard, Differentiated Assistance, and the statewide system of support — have been rolled out in recent years, COEs have transformed their approaches and relationships with districts. COE support for LCAP development is now a universal, integrated service to help districts clarify, plan, reflect and communicate through the LCAP structures as part of their continuous improvement efforts. The relationships that develop through these processes help districts and COEs understand and build comfort with the dual role of the COE.

Some districts have taken time to embrace the LCAP as something more than merely a compliance exercise. The preceding years of sanction-based accountability and categorical programs have shaped thinking regarding resources and accountability. Constant LCAP template revisions, updates, and changes to instructions or interpretations have contributed to doubts about the usefulness of the plan. In the past few years, however, more and more districts have requested support from their respective COEs to help them include and implement equity in their LCAP and create a coherent, compelling document that communicates their plan to internal and external educational partners.

Specifically, COEs work with local school districts to establish a consistent narrative known as a Through-Line within the LCAP that articulates how data analysis, evaluation of the effectiveness of past actions, and input from educational partners informed the district priorities that gave rise to the current LCAP goals and actions. COEs coach districts to move beyond including only the required metrics and choose additional meaningful indicators of progress. COEs also guide districts to shift away from focusing on expenditures and toward writing actions and services that include a clear theory of action. A theory of action is a connected set of propositions, a logical chain of reasoning that explains how specified changes will produce results that lead to the achievement of desired goals. When the actions and services detail who is doing what for whom, and for what purpose, and are apparent in increased and improved services and the summary tables in a coherent, adaptable plan, the Through-Line emerges.

LCAP development involves providing support to design and execute effective and coherent strategies to improve teaching, learning and student outcomes. Through the development of the LCAP and related technical and differentiated assistance, COEs support districts to fundamentally improve systems by leveraging the individual and collective skills, knowledge, and competencies of their school communities through strategic planning, reflection, resource deployment and internal accountability. A COE's dual role requires managing the tension between ensuring compliance while also coaching and assisting districts. COEs cannot abandon the support and improvement role and simply limit their function to review and approval. Nor can COEs overstep their role in reviewing the LCAPs to require elements that are not explicitly required by statute.

COE Role: LCAP Review — Four Criteria for Determining LCAP Approval

For the LCAP review, COEs use checklists and other tools to determine whether the actions, services provided to students and the designated LCAP expenditures fulfill the district's legal and fiduciary obligations. The four criteria for LCAP COE approval are as follows:

1. Adherence to State Board of Education Template

The LCAP or annual update to the LCAP adheres to the template adopted by the SBE pursuant to Education Code Section 52064 and follows any instructions or directions for completing the template that are adopted by the State Board of Education (SBE), including, but not limited to, all of the following requirements (note, several of these requirements were added to Section 52070 by AB 130 in 2021):

- Specific actions for English learners, where required
- Goals for specific student group(s), where required

- Goals for specific school(s), where required
- Each specific action provided on a schoolwide or districtwide basis and identified as “contributing” is supported by the required description
- Descriptions of the specific action or actions that improve services demonstrate how the degree of improvement in services is sufficient to increase or improve services for unduplicated student groups (that is, low-income students, English learner students, and students who are foster youth; these students are referred to as unduplicated because each student is counted only once even if the student is in more than one of these groups) in proportion to the increase in funds apportioned based on the number and concentration of unduplicated students

2. Sufficient Expenditures in Budget to Implement LCAP

The budget for the applicable fiscal year adopted by the governing board of the school district includes expenditures sufficient to implement the actions and strategies included in the district’s board-adopted LCAP, based on the projections of the proposed expenditures included in the plan {Education Code Section 52070(d)(2)}.

Education Code Section 42127(d)(1) states that the county superintendent of schools shall disapprove a budget if the county superintendent of schools determines that the budget does not include the expenditures necessary to implement an LCAP.

3. Adherence to SBE Expenditure Regulations

The LCAP demonstrates how funding apportioned on the basis of the number and concentration of unduplicated pupils is used to increase or improve services for unduplicated students as compared to the services provided to all pupils, in proportion to the increase in funds apportioned based on the number and concentration of unduplicated students in accordance with the expenditure requirements adopted by the SBE pursuant to Education Code Section 42238.07 and Title 5, California Code of Regulations, Sections 15494-15497.

4. Calculation and Implementation of Carryover

The LCAP includes the required calculations to determine whether there is a carryover requirement pursuant to Education Code Sections 42238.07 and 52064 and, if applicable, includes a description of the planned uses of the specified funds and a description of how the planned uses of those funds satisfy the requirements for specific actions to be considered as contributing toward meeting the increased or improved services requirement {Education Code Section 52070(d)(4)}. This carryover requirement is independent of and in addition to the requirement to increase or improve services for the ensuing fiscal year described above.

Uniform Complaints

County offices of education are subject to receiving uniform complaints via the uniform complaint procedure if the COE’s LCAP review process did not use these four criteria.

LCAP Review and Approval Process

The COE review team should mirror the district’s development process during its review such that they use the same cross-department program and fiscal corroboration for LCAP review and approval. Although the LCAP has various sections, some of which emphasize program elements and some of which emphasize fiscal, all reviewers must read the entire plan to understand how the actions, services, metrics and expenditures converge to support a district’s goals and meet the statutory requirements.

LCAP and Budget Approval

The LCAP approval process and budget approval process are both interdependent and interrelated. Budget approval is not possible without prior COE approval of a district’s LCAP. If a county superintendent of schools does not approve a district’s LCAP on or before September 15, the county superintendent of schools may not approve

a district's annual budget. Because of this timing, county superintendents of schools may need to pursue district LCAP approvals within the same time frame as budget approvals, if possible. Refer to the flowchart provided in [Appendix C](#).

This nexus presents COEs with a unique challenge that highlights the need for COEs to develop oversight processes and a comprehensive timeline that recognizes the effort required by districts, considers the interdepartment collaboration required for LCAP review and approval, and allows for unanticipated challenges.

Though LCAP approval is required by October 8, the recommended approval date is September 15 to coincide with budget approval deadlines. If a district's LCAP is not approved by September 15, a conditional budget approval may be an option, where appropriate.

Clarification Letter

The LCAP review might illuminate various issues, questions, and/or ambiguities regarding whether the district's board-adopted LCAP fulfills the four criteria for LCAP approval. Depending on the issue, a clarification between the COE reviewers and the district LCAP writers might be accomplished through a phone call or email.

On the other hand, if the COE cannot find evidence that the LCAP meets all of the four criteria for approval, the county superintendent of schools may issue a clarification letter to the district governing board that seeks clarification. Although it is not required by statute, most COEs will alert the district superintendent and its LCAP writing team about the contents of the clarification and coordinate a meeting to discuss and resolve the clarification during this process. The timeline for communication of written clarification between the county superintendent of schools and a district governing board is as follows:

On or before August 15

- County superintendent of schools may seek clarification in writing about the contents of the LCAP or Annual Update.
- Within 15 days, the governing board of a school district shall respond in writing to requests for clarification.
- Within 15 days of receiving the response, the county superintendent of schools may submit recommendations in writing for amendments to the LCAP or annual update.
- Within 15 days of receiving the recommendations, the governing board of a school district shall consider the recommendations submitted by the county superintendent of schools in a public meeting.

On or before October 8

- County superintendent of schools shall approve a district's LCAP, provided the district meets the four criteria in Education Code Section 52070(d).

Using the Reviewer's Tools

LCAP Review Checklists

The template review checklists provided in [Appendix A](#) may be used by COE LCAP Reviewers to determine if a district's LCAP addresses the statutory and regulatory requirements for approval. The checklists guide the reviewer through each section of the LCAP and provide a record for tracking potential clarifications.

School district LCAP developers are strongly encouraged to familiarize themselves with the checklists used by COEs to determine whether a district LCAP conforms to the four criteria for LCAP approval. By being familiar with the checklists, an LCAP writer/developer can include elements in the LCAP to address the four criteria for LCAP approval.

LCAP/Budget Adoption Process (Appendix C)

The flowchart guide in [Appendix C](#) shows the interaction between district budget and LCAP adoption, submission, and approval timelines. It also summarizes the processes required if a district's budget or LCAP is disapproved by a COE.

LCFF Budget Overview for Parents

The intent of the LCFF Budget Overview for Parents is to facilitate a better understanding of the funding included in the LCAP. To the greatest extent possible, the LCFF Budget Overview for Parents should use language that is understandable and accessible to parents.

The LCFF Budget Overview for Parents is subject to the same requirements for adoption, review and approval as the LCAP. The LCFF Budget Overview for Parents must be attached as a cover to the LCAP. In addition, the document must be included in the review and approval of the LCAP, and must be posted on the LEA's website with the LCAP as a single document.

Approval of LCFF Budget Overview for Parents

The county superintendent of schools shall approve the LEA's LCFF Budget Overview for Parents and ensure that it adheres to the template adopted by the SBE. If a county superintendent of schools does not approve an LCFF Budget Overview for Parents, the agency shall withhold approval of the LCAP filed by the governing board of the school district and shall provide technical assistance pursuant to Education Code Section 52071(b) or Education Code Section 52071.5(b) so that it can be approved.

Structure of the LCFF Budget Overview for Parents Template

The LCFF Budget Overview for Parents template and instructions can be downloaded from the Local Control and Accountability Plan section of the CDE website at: <https://www.cde.ca.gov/re/lc/>.

Although the LCFF Budget overview for Parents template has a Data Input and Narrative Responses tab with information, only the "Template" Excel tab that is generated needs to be included as the cover pages of its LCAP for adoption, review and approval.

Data Requirements

LEA and LCAP Year Information

Requirement — The top of the LCFF Budget Overview for Parents should identify the LEA, including the LEA contact person, as well as the coming LCAP year.

Review Recommendation — COEs should verify that this section was completed and includes LEA name, county district school (CDS) code, the coming LCAP year, and LEA contact information (name, phone number and email address).

Projected Revenue by Fund Source

Requirement — The LEA's projected total general fund revenue for the coming fiscal year should be identified, subtotaled by major funding category (i.e., Total LCFF funds, All Federal Funds, All Local Funds, and Other State Funds).

Review Recommendation — COEs should confirm that total projected general fund revenue, subtotaled by major funding category, ties to the LEA's adopted budget for the coming fiscal year. For school districts, the total projected general fund revenue, subtotaled by major funding category, should be verified against the district's adopted budget SACS Form 01, column F, row A.5 (Total Revenues) for the coming fiscal year.

Breakdown of Total LCFF Funds

Requirement — The LEA's projected total supplemental and concentration grant revenue, including the additional concentration grant add-on funding (15%), for the coming fiscal year should be identified.

Review Recommendation — COEs should confirm that the total amount of LCFF supplemental and concentration grant funding the LEA estimates it will receive for the coming LCAP year, including the additional concentration grant add-on funding (15%), aligns with the LEA's adopted budget LCFF Calculator.

Budgeted Expenditures in the LCAP

Requirement — The LEA must identify:

- Total budgeted general fund expenditures for the coming LCAP year
- Total amount of budgeted expenditures on the planned actions to meet the goals included in the LCAP

Budgeted General Fund Expenditures

Review Recommendation — COEs should confirm that the total budgeted general fund expenditures for the coming fiscal year tie to the LEA's adopted budget. For LEAs in which the general fund is the main operating fund, this is the amount reported on SACS Form 01, column F, row B.9 (Total Expenditures).

Budgeted Expenditures in LCAP

Review Recommendation — COEs should confirm that the total amount of budgeted expenditures in the LCAP aligns with the Total Funds field of the Total Planned Expenditures table included with the LCAP for the coming LCAP year. Budgeted amounts that are referenced across multiple actions/services must be counted only once. The total funds budgeted for planned actions in the LCAP may include expenditures from funds other than the general fund, depending on the actions included in the LEA's LCAP.

General Fund Budget Expenditures not included in LCAP

Requirement — The LEA must describe any of the general fund budget expenditures for the coming LCAP year that are in the LEA's adopted budget but are not included in the LCAP. The explanation should be completed for Prompt 1 on the Narrative Responses input page of the LCFF Budget Overview for Parents template.

Review Recommendation — COEs should verify that the LEA provides a reasonable and understandable explanation for general fund budget expenditures for the coming LCAP year that were not included in the LCAP.

Increased or Improved Services for High-Needs Students in the LCAP for the 2023-24 School Year

Requirement — The LEA must identify the amount of LCFF funds budgeted in the coming LCAP year for the planned actions included in the LCAP that are identified as contributing to the increased or improved services for high-needs students.

Review Recommendation — COEs should confirm that the amount of LCFF funds budgeted for actions identified as contributing to the increased or improved services for high-needs students aligns with the Total Planned Contributing Expenditures field of the Contributing Actions table included with the LCAP. Budgeted amounts that are referenced across multiple actions/services must be counted only once. High-needs students are also known as unduplicated student groups, or unduplicated students, for LCFF funding purposes.

Explanation of Total Budgeted Expenditures for High-Needs Students less than Total LCFF Supplemental and Concentration Grant Funds

Requirement — The LEA must explain how the actions in the LCAP will meet the requirement to improve services for high-needs students if the total amount of LCFF funds budgeted for actions identified as contributing to the increased or improved services for high-needs students is less than the total amount of LCFF supplemental and concentration grants, including the additional concentration grant add-on funding (15%), that the LEA estimates it will receive for the coming LCAP year. The explanation should be completed for Prompt 2 on the Narrative Responses input page of the LCFF Budget Overview for Parents template.

Review Recommendation — COEs should verify that the LEA explains how the actions in the LCAP for the coming year will meet the requirement to improve services for high-needs students without using the total esti-

mated allocation for LCFF supplemental and concentration grant funds. The explanation should be reasonable and understandable. Reviewers may need to seek clarification if the LEA does not describe additional actions that qualitatively contribute to increased or improved services for high-needs students.

Update on Increased or Improved Services for High-Needs Students in 2022-23

Requirement — The LEA must identify the following:

- The total LCFF funds budgeted for high-needs students reported in the 2022-23 LCAP.
- The total estimated actual LCFF expenditures for high-needs students in 2022-23.

Review Recommendation — COEs should confirm that:

- The total amount of LCFF funds budgeted for high-needs students for 2022-23 reported in the Budget Overview for Parents aligns with the Total Planned Contributing Expenditures field of the Contributing Actions Annual Update table included with the LCAP.
- The amount of estimated actual LCFF expenditures reported aligns with the Total Estimated Actual Expenditures for Contributing Actions field of the Contributing Actions Annual Update table included with the LCAP.

Explanation of Total Estimated Actual Expenditures for High-Needs Students less than Total Budgeted Expenditures for High-Needs Students

Requirement — The LEA must explain how not using the total amount of LCFF funds budgeted for high-needs students in the 2022-23 LCAP affected the actions in the LCAP that were identified as contributing to the increased or improved services for high-needs students and the overall impact on increased or improved services for high-needs students in the current fiscal year. The explanation should be completed for Prompt 3 on the Narrative Responses input page of the LCFF Budget Overview for Parents template.

Review Recommendation — COEs should verify that the LEA explains how the actions identified as contributing to the increased or improved services for high-needs students in the current year were affected by not using the total amount of budgeted expenditures for high-needs students and explain that any carryover obligation has been included in the coming LCAP year. In addition, the LEA should explain the impact on the overall increased or improved services requirement for high-needs students. The explanation should be reasonable and understandable.

Components of an LCAP Review

This section, in combination with the next section detailing the LCAP Action Tables, will guide the reviewer through the components of an LCAP and will provide context and content for a thorough review process.

The following are section-by-section guidelines for an LCAP reviewer to verify whether an LEA's LCAP meets the approval criteria.

Template Narrative Sections

There are five narrative sections in the LCAP template. The sections are titled: 1) Plan Summary, 2) Comprehensive Support and Improvement, 3) Engaging Educational Partners, 4) Goals and Actions, and 5) Increased or Improved Services. The template was designed to comply with Education Code requirements and related regulations. Instructions and guiding questions are intended to help the reviewer's thinking about each section.

Plan Summary

The Plan Summary was added to the template to address concerns that adopted LCAPs were too long and complicated to decipher. The intent of the Plan Summary is to provide information about an LEA's community, give a brief overview of student needs and performance, and highlight elements in the LCAP that the LEA believes are important. LEAs are encouraged to view the summary as an opportunity to tell their story in concise and easily understandable terms. Each of the summary sections must be updated each year. The reviewer should verify whether references to the California School Dashboard in the LCAP are accurate, if applicable. The 2022 Dashboard will present status only for the performance indicators, represented by the purple cell phone bar graphics; the College Career Indicator (CCI) will not appear on the 2022 Dashboard.

General Information

Requirement — The LEA should provide a description of its students and community.

Review Recommendation — COEs should verify whether this section was completed and whether the information is understandable. An LEA may include information about geography, enrollment, or employment, the number and size of specific schools, recent community challenges, or any other information to help a reader more fully understand an LEA's LCAP.

Reflections: Successes

Requirement — The LEA should describe successes and/or progress based on a review of the California School Dashboard and/or local data.

Review Recommendation — COEs should verify whether this section was completed, whether the information is understandable, and whether the stated plan to maintain or build on success is included in the LCAP.

Reflections: Identified Need

Requirement — After evaluating the California School Dashboard, an LEA must identify: (a) any state indicator for which overall performance was in the lowest performance category or any local indicator for which the LEA received a "not met" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the performance level for all students. LEAs should use available state and local data, including input from educational partners, to identify areas of greatest need.

The LEA must also identify what steps it is planning to take to address these areas of low performance and performance gaps. LEAs are required to include a goal to address one or more consistently low-performing student groups or low-performing schools. The LEA is required to identify that it must include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using local data, including data collected to inform the self-reflection tools and reporting of local indicators on the Dashboard.

Review Recommendation — COEs should verify whether this section was completed and whether the information is understandable.

LCAP Highlights

Requirement — The LEA should identify and briefly summarize the key features of this year’s LCAP.

Review Recommendation — COEs should verify whether this section was completed and whether the information is understandable. The explanation might include a restatement of goals deemed the highest priority, or highlight some of the most important expected measurable annual outcomes. LEAs should not provide a summary of all actions in the LCAP.

Comprehensive Support and Improvement

The Every Student Succeeds Act requires LEAs, in partnership with educational partners, to locally develop and implement a plan to improve student outcomes at schools identified for comprehensive support and improvement (CSI), as defined by federal law. The CSI plan is intended to align the school planning and improvement process for schools that meet the criteria for CSI with the LEA’s continuous improvement process shown in the LCAP. Approval of the CSI plan must be obtained at the school, LEA, and SBE level. LEAs will receive information about schools that qualify for CSI from the state and should complete the prompts described below. The reviewer will verify the list of schools identified and ensure that all prompts are completed.

Identified Schools

Requirement — LEAs with a school or schools identified for CSI under the Every Student Succeeds Act must identify the school(s) in the LEA that have been identified for CSI.

A list of schools that meet the criteria for CSI can be found at <https://www.cde.ca.gov/sp/sw/t1/csi.asp>.

Review Recommendation — If schools were identified, COEs should verify whether all identified schools in an LEA are listed. If no schools were identified, COEs should verify that the LEA placed “N/A” or “Not Applicable” in the response boxes.

Support for Identified Schools

Requirement — An LEA must describe how it has or will support its identified schools in developing CSI plans that include a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Review Recommendation — COEs must verify whether this prompt has been addressed and that the information is understandable. If one or more of the identified schools is going through the Western Association of Schools and Colleges (WASC) accreditation process and will use the WASC process to fulfill Every Student Succeeds Act requirements, the LEA may indicate this. If no schools were identified, COEs should verify whether the LEA placed “N/A” or “Not Applicable” in the response box.

Monitoring and Evaluating Effectiveness

Requirement — LEAs must describe how they will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement at identified schools.

Review Recommendation — If schools were identified, COEs should verify whether this prompt has been addressed and whether the information is understandable. If one or more of the identified schools is going through the WASC accreditation process and will use the WASC process to monitor and evaluate effectiveness, the LEA may indicate this. If no schools were identified, COEs should verify whether the LEA placed “N/A” or “Not Applicable” in the response box.

Engaging Educational Partners

The Engaging Educational Partners section of the LCAP describes the consultation process the LEA had with various educational partner groups, which could include the parent advisory committee, the English learner parent advisory committee, teachers, principals and administrators, other school personnel, special education local plan area (SELPA) administrator(s), local collective bargaining units, parents, students, and any other community-based organizations identified by the LEA. Meaningful engagement of all educational partners is essential to developing the LCAP and to the budget process.

Summary of the process used to Engage Educational Partners

Requirement — The LEA should describe the process used to involve educational partners in developing the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partner groups applicable to the type of LEA. If applicable for an educational partner group, the LEA superintendent must respond in writing to comments received during the consultation(s).

Review Recommendation — COEs should verify whether this section was completed, whether the information is understandable, and whether all statutorily required educational partners were consulted. In addition, COEs should verify the timeline of the educational partner process and meetings is for the current year. An LEA's response may also include information about an LEA's philosophical approach or other engagement strategies with educational partners.

Summary of Feedback

Requirement — The LEA should summarize the feedback received from specific educational partner groups throughout the LCAP development process. The summary should include ideas, trends or inputs that emerged from an analysis of the feedback received from educational partners.

Review Recommendation — COEs should verify whether this section was completed, whether the information is understandable, and whether the feedback received from educational partners is summarized and includes ideas, trends or inputs that emerged from an analysis of the feedback received from educational partners.

Description of Aspects within the LCAP that were Influenced by Specific Educational Partners' Input

Requirement — The LEA should describe the aspects in the LCAP that were influenced by specific educational partners' input. The response should give educational partners and the public clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partners' feedback described above.

Review Recommendation — COEs should verify whether this section was completed, whether the information is understandable, and whether the explanation contains specific information about how engaging educational partners influenced the development of the LCAP. In addition, COEs should verify whether the LEA identified aspects of the LCAP that were influenced by or developed in response to the specific feedback obtained from educational partners.

For the purposes of this prompt, aspects of an LCAP that may have been influenced by the input of educational partners can include, but are not necessarily limited to, the following:

- Inclusion of a goal or decision to pursue a focus goal
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of actions(s) or group of actions
- Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated student groups
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in implementing actions

Goals and Actions

The Goals and Actions section of the LCAP focuses on the goals, actions, expenditures and progress indicators identified by the LEA. The reviewer will verify whether the data provided are aligned with the goal, progress indicators and expenditures.

The LEAs should prioritize their goals, specific actions and related expenditures with the LCAP and within the state priorities and metrics. Well-developed goals will clearly communicate to educational partners what goals the LEA plans to accomplish, what it plans to do to accomplish those goals, and how to measure accomplishment of each goal.

When looking at measures of performance on the goals, LEAs can consider student performance on both state and local indicators, including any locally collected and reported data. At a minimum, the LCAP must address all state priorities and associated metrics.

Goals

To support the prioritization of goals, the LCAP template gives LEAs the option of developing three different types of goals:

Focus Goal: A focus goal is concentrated in scope and may focus on fewer metrics to measure improvement. A focus goal statement will have a firm timeline and make clear how the goal is to be accomplished.

Broad Goal: A broad goal is less concentrated than a focus goal in its scope and may focus on improving performance across a wide range of metrics.

Maintenance of Progress Goal: A maintenance of progress goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Focus Goal

Goal Description — The description provided for a focus goal must be specific, measurable and have a firm timeline. The LEA develops a focus goal to address areas of need that may require or benefit from a more specific and data-intensive approach. The focus goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame in which the LEA expects to achieve the goal. While this goal is specific enough to be measurable, there are many different metrics for measuring progress toward this goal.

Explanation of why the LEA is focusing on this goal — In this section, the LEA will explain why it has chosen to prioritize this goal. An explanation must be based on California School Dashboard data or other locally collected data. The LEA must describe how the goal was identified for focused attention, including relevant consultation with educational partners.

LEAs are encouraged to promote transparency and understanding about the decision to pursue a focus goal.

Review Recommendation — If there is/are focus goal(s), COEs should verify data references and how the goal was identified, including consultation with educational partners.

Broad Goal

Goal Description — The LEA should describe what it plans to achieve through the actions included in the goal. This description will be clearly aligned with the expected measurable outcomes for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. The description is specific enough to be measurable in either quantitative or qualitative terms.

Explanation of why the LEA is focusing on this goal — In this section the LEA will explain why it has developed this goal and how the actions and metrics together will help achieve the goal.

Review Recommendation — If there is/are broad goal(s), COEs should verify that the goal is aligned with the outcomes listed.

Maintenance of Progress Goal

Goal Description — The LEA should describe how it intends to maintain the progress made in the LCFF state priorities not addressed by the other goals in the LCAP. The metrics and state priorities contained in these goals are those for which the LEA, in consultation with educational partners, has decided to maintain actions and monitor progress while focusing on actions to achieve other goals in the LCAP.

Explanation of why the LEA is focusing on this goal — The LEA should explain how the actions will sustain the successes exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently Low-Performing Student Group(s) Goal Requirement

An LEA is eligible for differentiated assistance based on the performance of a student group or groups on the Dashboard. If an LEA is identified for differentiated assistance based on the performance of the same pupil subgroup or subgroups for three or more consecutive years, the LEA must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for differentiated assistance.

This goal must include metrics, outcomes, actions and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA that is required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

A list of the LEAs that are required to include a goal in the LCAP based on student group performance, and the student group(s) that led to each LEA's eligibility for differentiated assistance, may be found on the CDE's LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.

Goal Description — The LEA should describe the outcomes it plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for differentiated assistance.

Explanation of why the LEA has developed this goal — The LEA should explain why it is required to develop this goal, including identifying the student group(s) that led to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-Performing School(s) Goal Requirement

This requirement applies only to an LEA with two or more schools; it does not apply to a single-school LEA. An LEA with one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators on the Dashboard, and in which the performance of all students in the LEA is at least one performance level higher in all of those indicators, must include a goal in its LCAP that focuses on addressing the disparities in performance between the school(s) and the LEA as a whole.

This goal must include metrics, outcomes, actions and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA that is required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

A list of the LEAs that are required to include a goal in the LCAP based on school performance, and the school(s) that led to the low-performing schools requirement, may be found on the CDE's LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.

Goal Description — The LEA must describe what outcomes it plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

Explanation of why the LEA has developed this goal — The LEA must explain why it is required to develop this goal, including identifying the schools(s) that led to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results

For each LCAP year, an LEA will identify the metric(s) it will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific groups, as appropriate, including expected outcomes that would show a narrowing of any existing performance gaps. For this section, LEAs will complete the table in the template.

When reviewing this portion of the LCAP, reviewers should look for the following:

Metric — This identifies the specific metric to be used to track progress (may be quantitative or qualitative).

Baseline — This was the most recent data associated with the metric when it was first included in the three-year LCAP. The baseline remains unchanged for the life of the current three-year LCAP. The source of the data and the year should be noted.

Year 1 Outcome — This outcome field would have been completed during the development of the 2022-23 LCAP and should match the 2022-23 LCAP.

Year 2 Outcome — This outcome field must be completed with the most recent data.

Year 3 Outcome — Left blank until the 2024-25 LCAP.

Desired Outcome for 2023-24 — This is the desired outcome the LEA established when it first included the metric. If the target has changed, the change must be described in the Goal Analysis response.

Review Recommendation — COEs will need to verify that metrics for the state priority areas are included in the goals. Also, check to make sure the appropriate boxes are left blank.

Actions

The information on the actions the LEA lists will be in a table form and will include all actions that have funding associated with them and all actions that qualitatively contribute to increased or improved services. Actions that qualitatively contribute to increased or improved services must be provided on a limited basis to unduplicated students and cannot have funding associated with them.

Actions for English Learners: LEAs that have a numerically significant English learner student group (30 students or more) must include specific actions in the LCAP related to, at a minimum, the language acquisition programs as defined in Education Code Section 306 that it provides to students, and professional development activities specific to English learners.

Actions for Foster Youth: LEAs that have a numerically significant foster youth student group (15 students or more) are encouraged to include in the LCAP specific actions designed to meet the needs of foster youth.

Review Recommendation — COEs will need to make sure of the following:

Box 1 - Action # — A number is associated with each action under each goal.

Box 2 - Title — There is a short title for the action.

Box 3 - Description — There is a description of what the action is. If the action contributes to increased or improved services for unduplicated student groups, a description of how the action contributes to increased or improved services should also be included here or in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

Box 4 - Total Funds — There is a total amount associated with this action.

Box 5 — “Y” if that action is contributing to increased or improved services for unduplicated student groups; “N” if it is not.

Goal Analysis

This section captures the progress toward the desired outcomes for 2023-24 for each goal in the prior year’s LCAP. Each goal has its own analysis. The recap must include an assessment of the effectiveness of the specific actions and a description of any changes the LEA will make to the actions or goal as a result of the review.

Analysis — Uses actual annual measurable outcome data, including performance data from the Dashboard, as applicable, to analyze the following areas at the goal level:

Prompt 1. A description of any substantive differences in planned actions and actual implementation of these actions along with relevant challenges and successes experienced in implementing the actions.

Review Recommendation — COEs should verify that a description of any substantive differences in actual versus planned implementation of the actions is included.

Prompt 2. An explanation of material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

Review Recommendation — COEs should verify that a description of any material differences between budgeted and actual expenditures and planned and actual percentages of improved services is included. What constitutes a material difference can vary depending on an LEA’s size and budgeted expenditures and/or planned percentages of improved services. (Note that for qualitative improvements, COEs should also verify that the LEA explains the methodology used to calculate the percentage of improvement in services in the current LCAP year shown in the Contributing Actions Annual Update table).

Prompt 3. An explanation of how effective the specific actions were in making progress toward the goal.

Review Recommendation — COEs should verify whether a description of the effectiveness of the specific actions toward achieving the goal, as measured using the metrics outlined in the Measuring and Reporting Results section for the goal, is included.

Prompt 4. A description of any changes made to the planned goal, metrics, desired outcomes or actions for the coming year that resulted from reflections on prior practice.

Review Recommendation — COEs should verify whether a description of any changes made as a result of this analysis is included.

Increased or Improved Services

This section details the use of supplemental and concentration grant funds in the upcoming LCAP year to meet the requirement to increase and/or improve services for the LEA’s unduplicated student groups in grades TK–12 compared to all students, proportionate to the increase in funding generated by the unduplicated student groups, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements.

This section also identifies any carryover from the prior year, expressed as a dollar amount and a percentage by which services must be increased or improved, adding it to the current year requirement for the total percentage to increase or improve services. In addition, this section explains how LEAs that receive the additional 15% LCFF concentration grant add-on are using these funds to increase the number of staff who provide direct services to students at schools where more than 55% of students are unduplicated pupils, compared to services provided at schools at which 55% or fewer students are unduplicated pupils.

An LEA's descriptions in this section must align with the actions identified in the Goals and Actions section as contributing to increased or improved services for unduplicated student groups.

The Table in this section includes:

Projected LCFF Supplemental and/or Concentration Grants — Specifies the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the enrollment of foster/homeless youth, English learners and low-income students calculated pursuant to California Code of Regulations Section 15496(a)(5).

Review Recommendation — COEs should verify whether the amounts for the supplemental and concentration grant funds and the additional concentration grant below correlate with the amounts identified in the LCFF calculator and align with the Projected LCFF Supplemental and/or Concentration Grants field in the Contributing Actions table and with the LCFF supplemental and concentration grants in the Budget Overview for Parents.

Projected Additional Concentration Grant (15%) — Specifies the amount of additional LCFF concentration grant add-on funding the LEA will receive in the LCAP year as described in Education Code Section 42238.02 for LEAs that have a high concentration (more than 55% of total enrollment) of foster/homeless youth, English learners and/or low-income students.

Review Recommendation — COEs should verify whether the amounts for the additional concentration grant and the supplemental and concentration grant funds above correlate with the amounts identified in the LCFF calculator and align with the Projected LCFF Supplemental and/or Concentration Grants field in the Contributing Actions table and with the LCFF supplemental and concentration grants in the Budget Overview for Parents.

Projected Percentage to Increase or Improve Services for the Coming School Year — Specifies the estimated percentage by which services for the unduplicated student groups must be increased or improved compared to the services provided to all students in the LCAP year as calculated pursuant to California Code of Regulations Section 15496(a)(7).

Review Recommendation — COEs should verify whether the projected percentage to increase or improve services for the coming school year correlates with the percentage identified in the LCFF calculator and aligns with the Projected Percentage to Increase or Improve Services for the Coming School Year field in the Contributing Actions table.

LCFF Carryover – Percentage — Specifies the LCFF carryover percentage identified in the LCFF Carryover table.

Review Recommendation — COEs should verify whether the LCFF carryover percentage aligns with the LCFF Carryover - Percentage field in the Contributing Actions table.

LCFF Carryover – Dollar — Specifies the dollar amount identified in the LCFF Carryover table.

Review Recommendation — COEs should verify whether the LCFF carryover dollar amount aligns with the LCFF Carryover - Dollar Amount field in the LCFF Carryover table.

Total Percentage to Increase or Improve Services for the Coming School Year — Specifies the LEA's total percentage by which services for unduplicated student groups must be increased or improved to meet both the current year requirement and any carryover requirement. This total percentage is calculated and included in the LCFF Contributing Actions table.

Review Recommendation — COEs should verify whether the total percentage to increase or improve services for the coming school year aligns with the Total Percentage to Increase or Improve Services for the Coming School Year field in the Contributing Actions table.

Required Descriptions

An LEA describes and demonstrates how the services planned in the LCAP year provide increased or improved services for the unduplicated student groups proportionate to the increase in funding they generate under the LCFF in that year as calculated pursuant to California Code of Regulations Section 15496(a)(7). LEAs are required to describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for the LCFF student groups compared to the services provided to all pupils, as detailed in the following prompts.

Required descriptions for LEA-wide and Schoolwide Contributing Actions — For each contributing action being provided to an entire school or across the entire LEA, describe (1) how the needs of foster youth, English learners and low-income students were considered first, and (2) how these actions are effective in meeting the LEA's goals for these students in the state priority areas.

Review Recommendation — COEs should review the descriptions to verify whether the LEA demonstrates how an action is principally directed toward and effective in meeting the LEA's goals for unduplicated student groups by checking the following:

- A description is included for each schoolwide and LEA-wide action identified as contributing to increased or improved services.
- The explanation for each LEA-wide or schoolwide action addresses how the action is principally directed toward and effective for the intended unduplicated student group, including:
 - How the needs, conditions and circumstances of the students were considered.
 - How the action is based on and addresses these considerations (including, for example, its design, content, methods or location).
 - How the action is intended to help achieve an expected measurable outcome of the associated goal.
- LEAs with an unduplicated pupil percentage of less than 55% must also describe how LEA-wide actions are the most effective use of the funds to meet these goals for its unduplicated student groups. They must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.
- LEAs must also describe how schoolwide actions at a school with an unduplicated pupil percentage of less than 40% are the most effective use of the funds to meet these goals for their unduplicated student groups. The description must also include the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Please see LEA-wide or Schoolwide Use of Supplemental and Concentration Funds below for further explanation of these requirements.

Reviewers may need to seek clarification if:

- Any description is missing or does not include the required components.
- Conclusory statements also prompt clarifications. Conclusory statements indicate that an action will help achieve an expected outcome for the goal but lack an explicit connection to the outcome or further explanation of how the action will address the needs of an intended student group.

Description of how services for unduplicated student groups are being increased or improved by the percentage required — Describes how services provided for the unduplicated student groups are increased or improved by at least the total required percentage compared to the services provided for all students in the LCAP year. To improve services means to increase the quality of services, and to increase services means to increase the quantity of services. Services are increased or improved by the actions in the LCAP that are includ-

ed in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated student groups. A limited action is an action that serves only foster youth, English learners, and/or low-income students. This description explains how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated student groups compared to the services the LEA provides to all students for the relevant LCAP year.

For any action that contributes to meeting the increased or improved services requirement associated with a Planned Percentage of Improved Services in the Contributing Actions table rather than an expenditure of LCFF funds, the LEA must describe the method used to determine the contribution of the action toward the proportional percentage. These qualitative actions must be provided on a limited basis to unduplicated students and cannot have funding associated with them.

Review Recommendation — Confirm whether the description includes all contributing actions and a description of the method used to determine the proportionate increase for each contributing action identified as a qualitative improvement.

Reviewers may need to seek clarification if:

- The descriptions are incomplete or the method described does not appear to align with the qualitative improvement.

Description of the plan for how additional concentration grant add-on funding will be used to increase the number of staff who provide direct services to students at schools with a high concentration (more than 55%) of LCFF Student groups — An LEA that receives the additional concentration grant add-on described in Education Code Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools in which more than 55% of students are unduplicated pupils compared to the number of staff who provide direct services to students at schools in which 55% or fewer students are unduplicated pupils. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff. The narrative prompt is followed by a table that compares staff-to-student ratios at the LEA's schools with a high concentration of unduplicated student groups to the staff-to-student ratios at the LEA's other schools.

An LEA must identify the actions, by goal and action number, that are planned to increase the number of staff who provide direct services to students at schools with a high concentration (more than 55%) of unduplicated student groups relative to other schools. LEAs that do not receive a concentration grant add-on must indicate that this prompt is not applicable.

An LEA that has only schools with a high concentration of unduplicated student groups (i.e., does not have any comparison schools) must describe how it is using the funds for credentialed staff, classified staff (including custodial staff), or both, who provide direct services to students at selected schools, and the criteria used to determine which schools require this staffing support.

If an additional concentration grant add-on is not sufficient to increase the number of staff who provide direct services to students at a school with a high concentration of unduplicated student groups, the LEA must describe how it is using the funds to retain staff who provide direct services to students at a school with a high concentration of unduplicated student groups.

Staff-to-student ratios by type of school and concentration of unduplicated students — This table provides the certificated staff-to-student ratio and classified staff-to-student ratio for staff who provide direct services to students at schools with more than 55% enrollment of unduplicated students in comparison to the staff-to-student ratios at schools with 55% or less enrollment of unduplicated pupils. The LEA may group its schools by grade span (elementary, middle/junior high and high schools) as applicable to the LEA. The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Review Recommendation — Confirm that the narrative description and table demonstrate compliance with the requirement to increase staffing at schools with high concentrations of unduplicated student groups compared to other schools. Request clarification as appropriate.

LEA-wide or Schoolwide Use of Supplemental and Concentration Grant Funds

Pursuant to California Code of Regulations Section 15496(a), an LEA shall demonstrate that it has increased or improved services for unduplicated student groups in proportion to the increase in funding such pupils generate under the LCFF. California Code of Regulations Section 15496(b) identifies the conditions under which a LEA may use funds apportioned on the basis of the number and concentration of unduplicated students to update the entire educational program of a school site, a school district, or a charter school.

Education Code Section 52070(d)(3) states that the county superintendent of schools shall determine if the LCAP or annual update adheres to the expenditure regulations for supplemental and concentration grant funds, which are found in California Code of Regulations Sections 15494-15497. In making the determination regarding adherence to expenditure requirements, the county superintendent of schools shall include a review of any required descriptions provided for expenditures of supplemental and concentration grant funds. When supplemental and/or concentration grant funds support services provided on a districtwide, schoolwide, or charterwide basis, the county superintendent of schools shall determine whether the LEA has fully demonstrated that it will increase or improve services for unduplicated student groups pursuant to California Code of Regulations Section 15496(a). If a county superintendent of schools does not approve an LCAP because the LEA failed to meet its requirement to increase and improve services, the superintendent shall provide technical assistance to the LEA in meeting that requirement pursuant to California Code of Regulations Section 15497 and Education Code Section 52071.

For districtwide use of funds, the following applies:

LEAs in which the unduplicated student groups are expected to make up 55% or more of the district's total enrollment in the fiscal year for which an LCAP is adopted must address three criteria as follows when expending supplemental and concentration grant funds districtwide:

- The LEA must identify in the LCAP the contributing services it provides districtwide.
- The LEA must describe in the LCAP how such services are principally directed to its unduplicated student groups.
- The LEA must describe in the LCAP how such services are effective in meeting the district's goals for its unduplicated student groups in the state and/or local priority areas.

LEAs in which the unduplicated student groups are expected to make up less than 55% of the LEA's total enrollment in the fiscal year for which an LCAP is adopted must address four criteria when expending supplemental and concentration grant funds districtwide:

- The LEA must identify in the LCAP the contributing services it provides districtwide.
- The LEA must describe in the LCAP how such services are principally directed to its unduplicated student groups.
- The LEA must describe in the LCAP how such services are effective in meeting the LEA's goals for its unduplicated student groups in the state and/or local priority areas.
- The LEA must describe how these services are the most effective use of the funds to meet the LEA's goals for its unduplicated student groups in the state and any local priority areas. This includes providing the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory, in accordance with California Code of Regulations Section 15496(b).

For schoolwide use of funds, the following applies:

An LEA with a school in which the anticipated enrollment of unduplicated students is 40% or more of the school's total enrollment in the fiscal year for which an LCAP is adopted must address three criteria as follows when expending supplemental and concentration grant funds schoolwide:

- The LEA must identify contributing services in the LCAP that are provided schoolwide.
- The LEA must describe in the LCAP how such services are principally directed to its unduplicated student groups.

- The LEA must describe in the LCAP how such services are effective in meeting the LEA's goals for its unduplicated student groups in the state and/or local priority areas.

LEAs with schools in which the anticipated enrollment of unduplicated students is less than 40% of the school's total enrollment in the fiscal year for which an LCAP is adopted must address four criteria as follows when expending supplemental and concentration grant funds schoolwide:

- The LEA must identify contributing services in the LCAP that are provided schoolwide.
- The LEA must describe in the LCAP how such services are principally directed to its unduplicated student groups.
- The LEA must describe in the LCAP how such services are effective in meeting the LEA's goals for its unduplicated student groups in the state and/or local priority areas.
- The LEA must describe how these services are the most effective use of the funds to meet the LEA's goals for English learners, low-income students and foster youth, in the state and any local priority areas.

LCAP Action Tables

Background

The LCAP template includes summary action tables to make it easier for educational partners to see all the LCAP actions, services and expenditures, and increased or improved services in particular, and to reduce the length and complexity of LCAPs by consolidating the presentation of information.

The template includes a Data Entry table and the following five required summary tables:

Table 1: Total Planned Expenditures table (for the coming LCAP year)

Table 2: Contributing Actions table (for the coming LCAP year)

Table 3: Annual Update table (for the current LCAP year)

Table 4: Contributing Actions Annual Update table (for the current LCAP year)

Table 5: LCFF Carryover table (for the current LCAP year)

Note: The coming LCAP year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2023-24 LCAP, 2023-24 will be the coming LCAP year, 2022-23 will be the current LCAP year and 2021-22 will be the prior LCAP year.

Per the LCAP template instructions, LEAs are to enter information into the Data Entry table, the Annual Update table, the Contributing Actions Annual Update table, and the LCFF Carryover table. The Data Entry table will auto-populate many of the fields in the other tables. Tables 1 – 5 must be included in an LEA’s adopted LCAP. The Data Entry table may be included in an LEA’s adopted LCAP but is not required to be included. Consequently, review of the Data Entry table is not required for an LCAP to be approved by a COE.

Review of Actions Tables

Reviewing information across the five summary tables

Certain elements, such as an action’s title, number, and LCFF funds budgeted for the action, etc., are repeated across two or more of the tables. Reviewers may want to check to make sure the information presented for an action is consistent across all the tables in which that action appears, including the actions table in the Goals and Actions section. However, if the auto-population features of the template work as intended and are used properly, inconsistencies across the tables should not occur.

Table 1: Total Planned Expenditures Table

Requirement — The Total Planned Expenditures table contains information for all LCAP actions, including actions to spend the additional concentration grant add-on funding (15%) and any additional actions needed because an LEA has LCFF carryover from the current LCAP year (see LCFF Carryover table below). The table contains nine columns of information per action, along with a summary row by funding source, and breaks out personnel and nonpersonnel expenditures.

The nine columns include:

Goal #: The LCAP Goal number the action supports should be entered.

Action #: Each action for a given goal should be numbered.

Action Title: The title field should be completed for each action listed.

Student Group(s): The student group(s) targeted by the action should be entered. This could be “All,” or a specific student group or groups.

LCFF Funds: The total LCFF funds, if any, budgeted for expenditures that support the action should be shown for each action listed.

Other State Funds: The total other state funds, if any, budgeted for expenditures that support the action should be shown for each action listed.

Local Funds: The total local funds, if any, budgeted for expenditures that support the action should be shown for each action listed.

Federal Funds: The total federal funds, if any, budgeted for expenditures that support the action should be shown for each action listed.

Total Funds: The total budgeted expenditures from all funding sources should be shown for each action listed.

The summary row includes:

LCFF Funds: This field should contain the sum of all budgeted LCFF funds for the individual actions in the Total Planned Expenditures table.

Other State Funds: This field should contain the sum of all budgeted other state funds for the individual actions in the Total Planned Expenditures table.

Local Funds: This field should contain the sum of all budgeted local funds for the individual actions in the Total Planned Expenditures table.

Federal Funds: This field should contain the sum of all budgeted federal funds for the individual actions in the Total Planned Expenditures table.

Total Funds: This field should contain the sum of all budgeted expenditures across all funding sources for the individual actions in the Total Planned Expenditures table.

Total Personnel: This field should contain the sum of all budgeted personnel expenditures across all funding sources for the individual actions in the Total Planned Expenditures table.

Total Nonpersonnel: This field should contain the sum of all budgeted nonpersonnel expenditures across all funding sources for the individual actions in the Total Planned Expenditures table.

Review Recommendation — Reviewers should verify that all fields are completed for each action (except that one or more of the categories of funding could be blank for a given action if that funding source is not being used to fund the action or if no funding is associated with an action). To confirm budget sufficiency and consistency, reviewers should verify that:

- Total Funds budgeted for all actions is consistent with the Total Budgeted Expenditures in the LCAP field in the Budget Overview for Parents
- The LEA’s adopted budget includes enough personnel expenditures (SACS codes 1000 – 3xxx) to cover the Total Personnel expenditures budgeted for all actions
- The LEA’s adopted budget includes enough nonpersonnel expenditures (total expenditures minus SACS codes 1000 – 3xxx) to cover the total nonpersonnel expenditures budgeted for all actions.

Reviewers may need to seek clarification if:

- Fields are left blank for any row containing an action (see funding source exception above)
- Information presented is internally inconsistent (e.g., Total Funds amount is not equal to the sum of the constituent funding sources; however, if the auto- population and auto-calculation features of the template work as intended and are used properly, such calculation errors should not occur).

Table 2: Contributing Actions Table

Requirement — The Contributing Actions table contains information only for actions that contribute to increased or improved services, including actions to spend the additional concentration grant add-on funding (15%) and any additional actions needed because an LEA has LCFF carryover from the current LCAP year (see

LCFF Carryover table below). The table contains nine columns of information per action, along with a summary row that identifies the projected and planned percentage to increase or improve services for the coming LCAP year and a summary section that subtotals LEA-wide, targeted, and schoolwide budgeted expenditures.

The nine columns include:

Goal #: The LCAP goal number the action supports should be entered.

Action #: Each action for a given goal should be numbered.

Action Title: The title field should be completed for each action listed.

Scope: The scope field should indicate if the action is serving students LEA-wide (i.e., districtwide or charterwide), schoolwide, or on a more limited or targeted basis. If the action is limited or targeted, the field should indicate which unduplicated student group or groups are being targeted by the action.

Contributing to Increased or Improved Services?: This field should contain “Yes” for all actions included in this table. Actions that are not contributing to increased or improved services should not be included in this table.

Unduplicated Student Group(s): The unduplicated student group(s) targeted by the action should be entered. To avoid confusion with the “All” students designation in the Total Planned Expenditures table, LEAs should list the unduplicated student groups served even if all three LCFF groups (low-income, English learners and foster youth) are targeted.

Location: The schools and/or grade spans for which the service is being provided should be indicated for each action. If the action is being provided across all schools and grades, the LEA can enter “All Schools.”

Planned Expenditures for Contributing Actions (LCFF Funds): The total LCFF funds budgeted for expenditures supporting the action should be shown for each action listed. If no funding is associated with an action, this field should be empty and the planned quality improvement for the action should be entered in the Planned Percentage of Improved Services field.

Planned Percentage of Improved Services (%): For any action identified as contributing and that is being provided on a limited basis to unduplicated students, and that does not have funding associated with the action, this field should contain the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that serves only foster youth, English learners, and/or low-income students.

The summary row includes:

Projected LCFF Base Grant: This is the total amount of LCFF funding the LEA estimates it will receive for the coming LCAP year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home-to-School Transportation Program.

Projected LCFF Supplemental and/or Concentration Grants: This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive based on the number and concentration of unduplicated students for the coming LCAP year, including the additional concentration grant add-on funding (15%).

Projected Percentage to Increase or Improve Services for the Coming School Year: This is calculated based on the projected LCFF base grant and the projected LCFF supplemental and/or concentration grants, including the additional 15% concentration grant add-on.

LCFF Carryover — Percentage: This is the LCFF carryover — percentage identified in the LCFF Carryover table described below. If a carryover percentage is not identified in the LCFF Carryover table, the percentage specified should be zero (0.00%).

Total Percentage to Increase or Improve Services for the Coming School Year: This is the percentage by which the LEA must increase or improve services for unduplicated students com-

pared to the services provided to all students in the coming LCAP year, including the additional 15% concentration grant add-on and the LCFF carryover percentage.

Total Planned Contributing Expenditures (LCFF Funds): This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

Total Planned Percentage of Improved Services (%): This percentage is the total of the Planned Percentage of Improved Services column.

Planned Percentage to Increase or Improve Services for the Coming School Year: This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Review Recommendation — Reviewers should verify that all fields are completed for each action (except possibly the Planned Expenditures for Contributing Actions or the Planned Percentage of Improved Services fields). In addition, reviewers should verify that:

- The Projected LCFF Base Grant, Projected LCFF Supplemental and/or Concentration Grants, and Projected Percentage to Increase or Improve Services for the Coming School Year correlate with the amounts and percentages identified in the LCFF calculator.
- The Total Planned Contributing Expenditures in the summary row is consistent with the Total Budgeted Expenditures for High Needs Students in the LCAP field for the coming LCAP year in the Budget Overview for Parents.
- A description of the method used to determine the planned percentage of improved services is included in the Increased or Improved Services for Foster Youth, English learners, and Low-Income Students section of the LCAP for each contributing action for which the Planned Percentage of Improved Services is greater than 0%.
- The Planned Percentage to Increase or Improve Services for the Coming School Year is greater than or equal to the Total Percentage to Increase or Improve Services for the Coming School Year (see the COE Role: LCAP Review — Four Criteria for Determining LCAP Approval Section above).

Reviewers may need to seek clarification if:

- Fields are left blank for any row that contains an action (see expenditures and percentage of improved services exceptions above)
- Information presented is internally inconsistent, or inconsistent with information presented in the Total Planned Expenditures table or the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section of the LCAP.

Table 3: Annual Update Table

Requirement — The Annual Update table will contain information about estimated actual expenditures for LCAP actions compared to the originally budgeted expenditures for the actions. This table should include all of the actions included in the current year’s adopted LCAP plus any additional actions implemented during the current year. The Annual Update table contains six columns plus an additional summary row.

The six columns include:

Last Year’s Goal #: The LCAP goal number the action supported should appear in this field.

Last Year’s Action #: The action number should appear in this field.

Prior Action/Service Title: The title of the action should appear in this field.

Contributed to Increased or Improved Services?: This field should contain “Yes” if the action was included as contributing to increased or improved services in the prior year’s LCAP, or “No” if the action was not included.

Last Year’s Planned Expenditures (Total Funds): The total budgeted expenditures from all funding sources for the action, as entered in the prior year’s LCAP, should appear in this field.

Estimated Actual Expenditures (Input Total Funds): The total estimated actual expenditures from all funding sources for the action should be entered in this field.

The summary row includes:

Last Year’s Total Planned Expenditures (Total Funds): This field should contain the sum of all current year planned expenditures for all actions.

Total Estimated Actual Expenditures (Total Funds): This field should contain the sum of all estimated actual expenditures for all actions.

Review Recommendation — Reviewers should verify that all fields are completed for each action (except that Last Year’s Planned Expenditures and Estimated Actual Expenditures could be blank for a given action if there was no funding associated with the action or if it was not included in the current year’s LCAP).

Reviewers may need to seek clarification if:

- Fields are left blank for any row containing an action (see funding exception above)
- Differences between the Planned Expenditures and the Estimated Actual Expenditures for the actions contributing to any particular goal appear to be inconsistent with the explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures sections of the Goal Analysis for that goal
- Information presented is internally inconsistent, or inconsistent with the current year’s LCAP.

Table 4: Contributing Actions Annual Update Table

Requirement — The Contributing Actions Annual Update table contains information only for actions that contribute to increased or improved services in the current year. This table should include all of the contributing actions included in the current year’s adopted LCAP plus any additional actions implemented during the current year. The table contains eight columns of information per action, along with a summary row that identifies the planned contributing expenditures, planned percentage of improved services, estimated actual contributing expenditures, and actual percentage of improved services.

The eight columns include:

Last Year’s Goal #: The LCAP goal number the action supports should be entered.

Last Year’s Action #: Each action for a given goal should be numbered.

Prior Action/Service Title: The title field should be completed for each action listed.

Contributed to Increased or Improved Services?: This field should contain “Yes” for all actions included in this table. Actions that were not contributing to Increased or Improved Services should not be included in this table.

Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds): The total LCFF funds budgeted for expenditures that support the action should be shown for each action listed. If no funding is associated with an action, this field should be empty and the planned quality improvement for the action should be entered in the Planned Percentage of Improved Services field.

Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds): The total estimated actual expenditure of LCFF funds used to implement this action, if any, should be entered. If no funding is associated with an action, this field should be empty and the estimated actual quality improvement for the action should be entered in the Estimated Actual Percentage of Improved Services field.

Planned Percentage of Improved Services: For any action identified as contributing and that is being provided on a limited basis to unduplicated students, and that does not have funding associated with the action, this field should contain the planned quality improvement anticipated

for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that serves only foster youth, English learners, and/or low-income students.

Estimated Actual Percentage of Improved Services (Input Percentage): For any action identified as contributing and that is being provided on a limited basis only to unduplicated students, and that does not have funding associated with the action, this field should contain the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). An estimated actual percentage may be identified for all contributing actions that meet these criteria, including actions for which an LEA did not identify a percentage in the Planned Percentage of Improved Services field.

The summary row includes:

Estimated Actual LCFF Supplemental and Concentration Grants (Input Dollar Amount):

This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current LCAP year, including the additional concentration grant add-on funding (15%).

Total Planned Contributing Expenditures (LCFF Funds): This amount is the total of the current year's planned expenditures for contributing actions.

Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds): This amount is the total of the estimated actual expenditures for contributing actions.

Difference Between Planned and Estimated Actual Expenditures for Contributing Actions: This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7).

Total Planned Percentage of Improved Services (%): This amount is the total of the Planned Percentage of Improved Services column.

Total Estimated Actual Percentage of Improved Services (%): This amount is the total of the Estimated Actual Percentage of Improved Services column.

Difference Between Planned and Estimated Actual Percentage of Improved Services:

This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

Review Recommendation — Reviewers should verify that all fields are completed for each action (except possibly Planned Expenditures for Contributing Actions and Estimated Actual Expenditures for Contributing Actions or the Planned Percentage of Improved Services and Estimated Actual Percentage of Improved Services fields). Reviewers should also verify that:

- The estimated actual LCFF supplemental and concentration grants in the summary row correlate with the amounts identified for the current year in the adopted budget LCFF calculator.
- The total planned contributing expenditures and the total estimated actual expenditures for contributing actions in the summary row are consistent with the Total Budgeted Expenditures for High Needs Students in the LCAP and the Actual Expenditures for High Needs Students in the LCAP fields for the current year in the Budget Overview for Parents.

Reviewers may need to seek clarification if:

- Fields are left blank for any row that contains an action (see expenditures and percentage of improved services exceptions above)
- Information presented is internally inconsistent, or inconsistent with the information presented in the Annual Update table or the current year's LCAP.

Table 5: LCFF Carryover Table

Requirement — The LCFF Carryover table calculates and displays the unmet portion of the Percentage to Increase or Improve Services and the equivalent dollar amount, if any, that the LEA must carry over into the coming LCAP year. The method for calculating the carryover obligation differs from carryover calculations for

categorical programs, for example, because it is the carryover percentage that is applied to the following year, not the dollar amount. LEAs and COE reviewers should be mindful of this unique calculation when completing or reviewing this table. The LCFF Carryover table consists only of a summary row.

The summary row includes:

9. Estimated Actual LCFF Base Grant (Input Dollar Amount): This is the total amount of LCFF funding the LEA estimates it will receive for the current LCAP year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home-to-School Transportation Program.

Estimated Actual LCFF Supplemental and/or Concentration Grants: This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current LCAP year, including the additional concentration grant add-on funding (15%).

LCFF Carryover — Percentage: This is the LCFF carryover — percentage identified in the LCFF Carryover table from the prior year's LCAP.

10. Total Percentage to Increase or Improve Services for the Current School Year: This is the percentage by which services for unduplicated students must be increased or improved compared to the services provided to all students in the current LCAP year, including the additional 15% concentration grant add-on and the LCFF carryover percentage from the prior year's LCAP.

Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds): This amount is the total of the estimated actual expenditures for contributing actions.

Total Estimated Actual Percentage of Improved Services (%): This amount is the total of the Estimated Actual Percentage of Improved Services.

11. Estimated Actual Percentage of Increased or Improved Services: This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Base Grant (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

12. LCFF Carryover — Dollar Amount: If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Total Percentage to Increase or Improve Services for the Current School Year (10), the LEA will have LCFF carryover, and that carryover is expressed as a dollar amount here. This amount is calculated by subtracting the Estimated Actual Percentage of Increased or Improved Services (11) from the Total Percentage to Increase or Improve Services for the Current School Year (10) and then multiplying by the Estimated Actual LCFF Base Grant (9).

13. LCFF Carryover — Percentage: This percentage is the unmet portion of the percentage to increase or improve services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the Estimated Actual LCFF Base Grant (9).

Review Recommendation — Reviewers should verify that the estimated actual LCFF base grant and the estimated actual LCFF supplemental and/or concentration grants correlate with the amounts identified for the current year in the adopted budget LCFF calculator and ensure that the LCFF carryover percentage from the prior year matches the prior year's LCAP. Reviewers may need to seek clarification if the information presented is internally inconsistent, or inconsistent with the summary information presented in the other tables.

Appendices

Appendix A - LCAP Template Compliance Review Checklist

[Appendix A_1_Budget_Overview.docx](#)

[Appendix A_2_2023-24_LCAP.docx](#)

[Appendix A_3_2023-24_ActionTables.docx](#)

Appendix B - Order of LCAP Docs for Posting

[The 2023-24 Budget Overview for Parents](#)

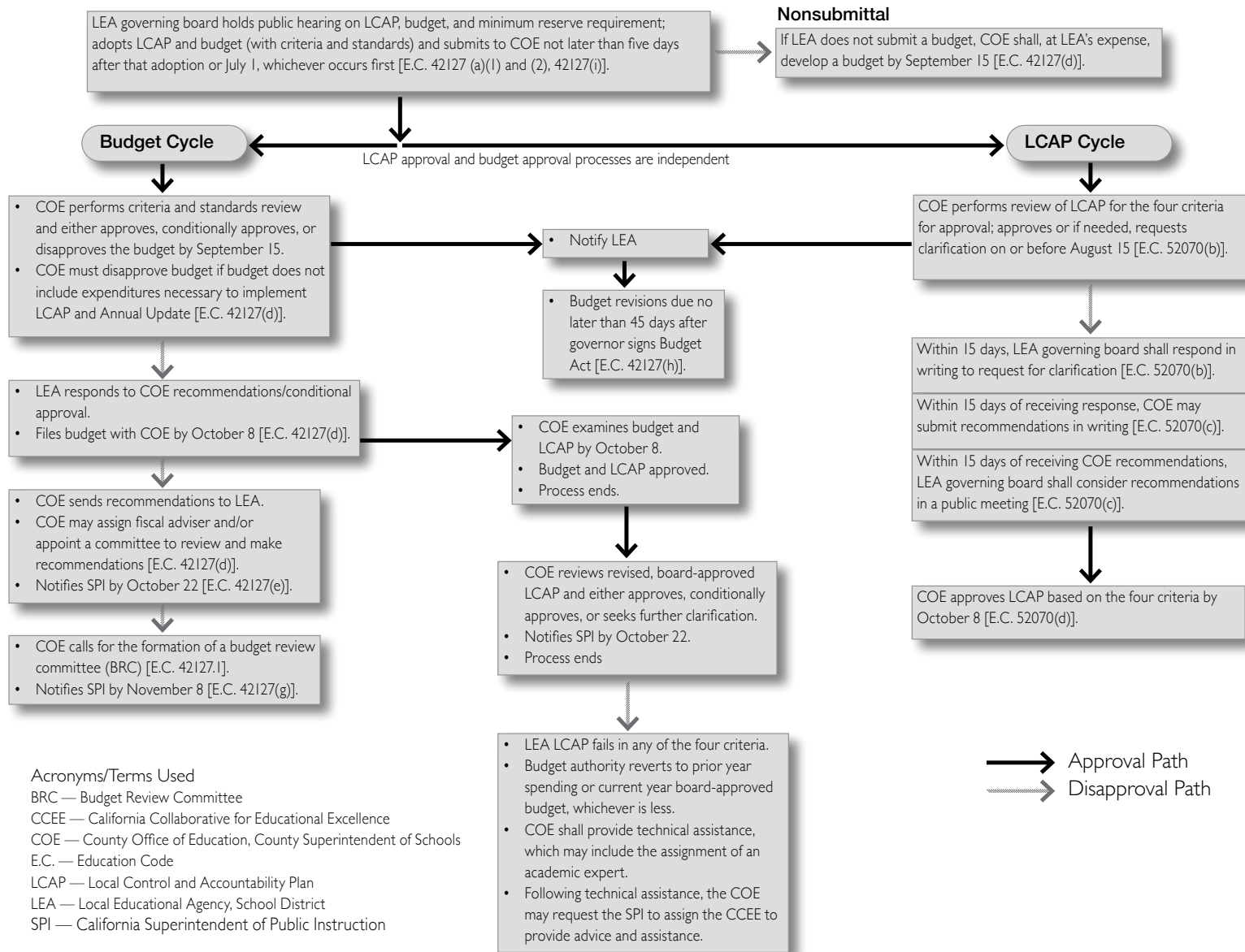
[The 2023-24 LCAP Template](#)

[The Action Tables for the 2023-24 LCAP](#)

[The Instructions for the LCAP Template](#)

Appendix C - LCAP/Budget Approval Process

Budget/LCAP Adoption Process



Acronyms/Terms Used

- BRC — Budget Review Committee
- CCEE — California Collaborative for Educational Excellence
- COE — County Office of Education, County Superintendent of Schools
- E.C. — Education Code
- LCAP — Local Control and Accountability Plan
- LEA — Local Educational Agency, School District
- SPI — California Superintendent of Public Instruction

Appendix D - Links to: LCAP Templates; Budget Overview for Parents Template; California Education Code and Code of Regulations

LCAP Template Links

- [LCFF Budget Overview for Parents](#)
- [2023-24 LCAP Template & Instructions](#)
- [2023-24 LCAP Action Tables](#)

CA Code of Regulations and Education Code Links

- [California Code of Regulations pertaining to LCFF \(§15494-15497\)](#)
- [California Education Code pertaining to LCAP \(§52059.5-52077\)](#)

Appendix E - LCAP Definitions and Code Requirements

- [Comprehensive Support and Improvement](#)
- [Consult](#)
- [English Learner Parent Advisory Committee \(ELPAC\)](#)
- [Parent Advisory Committee \(PAC\)](#)
- [LCAP Requirements - Actions and Eight State Priorities](#)
- [LCAP Template](#)
- [Statewide System of Support](#)

Comprehensive Support and Improvement

In accordance with the Every Student Succeeds Act (ESSA), schools are eligible for CSI when they are identified in one of the following two categories:

- The “CSI–Low Graduation Rate Schools” category for 2022 consists of schools that have a three–year average high school graduation rate below 68%. This graduation rate criterion applies to both Title I–funded schools and schools that did not receive Title I funds. In addition, schools must have graduation rate data for both 2020 and 2021 to be eligible for identification in this category.

Please note that Dashboard Alternative School Status (DASS) schools qualifying under this criteria will not be identified by the CDE as “CSI Schools”, but rather as “DAAS Community of Practice” schools to allow for clear distinction of the uniqueness of the DASS schools and the services that they provide to their students.

- The “CSI–Lowest Performing Schools” category, for 2022, consists of schools that received Title I funding for the 2021–22 school year and are the lowest performing schools based on the 2022 California School Dashboard data. At least five percent of the Title I–funded schools must be identified in this category.

School identification categories are hierarchical. Schools can only be identified in one category for any given school year. The first identification group is CSI–Low Graduation Rate Schools (including DASS Community of Practice Schools). Schools identified for CSI based on graduation rate that happened to also be Title I–funded are removed from the pool before identifying Title I–funded schools in the CSI–Lowest Performing Schools category.

After schools are determined eligible for CSI – Low Graduation Rate, school eligibility for CSI – Low Performing is determined from the pool of remaining Title I schools. The criteria outlined below will only apply for 2022–23 CSI – Low Performing eligibility determinations. California will identify not less than five percent of Title I schools for CSI – Low Performing using the following hierarchical criteria:

- Schools with all indicators at the lowest status level
- Schools with all indicators at the lowest status level except one, which may be any other status level;
- Schools with five or more indicators where the majority are at the lowest status level
- ~~Schools with all indicators in the lowest two status levels~~ (updated – not included as of 12/19/2022)

LEAs with schools in CSI must answer three prompts in the Plan Summary of the LCAP. LEAs with no schools in CSI should indicate “N/A” for these prompts. COEs are not responsible for reviewing or approving the CSI plan, and school districts are not to include the plan with the LCAP.

Consult

School Districts

Education Code Section 52060(g) requires a district to consult with teachers, principals, administrators, other school personnel, local bargaining units of the district, parents and pupils in developing a local control and accountability plan. The provision does not require the superintendent to respond in writing to comments received during the consultation(s). Consultation with pupils, as used in Education Code Sections 52060 and 42238.02, requires a process to enable pupils, including unduplicated students and other student groups large enough to receive a performance level on the Dashboard, to review and comment on the development of the LCAP. Education Code 48985 specifies translation requirements for notices, reports, statements or records sent to a parent or guardian.

Education Code Section 52062(a)(5) requires a district to consult with its special education local plan area administrator or administrators to ensure that specific actions for individuals with exceptional needs are included in the LCAP or annual update to the LCAP, and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.

County Offices of Education

Education Code Section 52066(g) requires the county superintendent of schools to consult with teachers, principals, administrators, other school personnel, local bargaining units of the county office of education, parents and pupils in developing an LCAP. The provision does not require the county superintendent to respond in writing to comments received during the consultation(s).

Education Code Section 52068(a)(5) requires the county superintendent of schools to consult with its special education local plan area administrator or administrators to ensure that specific actions for individuals with exceptional needs are included in the LCAP or annual update to the LCAP, and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.

Charter Schools

Education Code Section 47606.5(d) requires a charter school to consult with teachers, principals, administrators, other school personnel, parents and pupils in developing an LCAP. The provision does not require the charter school to respond in writing to comments received during the consultation(s).

English Learner Parent Advisory Committee (ELPAC)

School Districts

Education Code Section 52063(b)(1) states that 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 15% English learners and the school district enrolls at least 50 pupils who are English learners. A majority of committee members must be parents of English learners.

Education Code Section 52063(b)(2) does not require the governing board of the school district to establish a new English learner parent advisory committee if the governing board already has established a committee that meets the requirements of this subdivision. Education Code Section 52062(a)(2) requires the superintendent to present the LCAP to the English learner parent advisory committee for review and comment. The superintendent shall respond in writing to comments received from the committee.

County Offices of Education

Education Code Section 52069(b)(1) states that the county superintendent of schools shall establish an English learner parent advisory committee if the enrollment of the pupils in the schools and programs operated by the county superintendent of schools includes at least 15% English

learners and the schools and programs operated by the county superintendent of schools enroll at least 50 pupils who are English learners.

Education Code Section 52069(b)(2) does not require the county superintendent of schools to establish a new English learner parent advisory committee if the county superintendent of schools already has established a committee that meets the requirements of this subdivision.

Education Code Section 52068(a)(2) requires the county superintendent of schools to present the LCAP to the English learner parent advisory committee for review and comment. The county superintendent of schools shall respond in writing to comments received from the committee.

Parent Advisory Committee (PAC)

School Districts

Education Code Section 52063(a)(1) requires districts to establish a parent advisory committee that includes parents of students as defined in Education Code Section 42238.01 (English learner, low income, and foster youth) to provide advice to the governing board and superintendent regarding LCAPs. A majority of the members must be parents.

Education Code Section 52063(a)(3) does not require the governing board of the school district to establish a new parent advisory committee if it has already established a parent advisory committee that meets the requirements of this subdivision, including any committee established to meet the requirements of the federal Elementary and Secondary Education Act, as amended by the federal Every Student Succeeds Act (Public Law 114-95), pursuant to Section 1116 of Subpart 1 of Part A of Title I of that act.

Education Code Section 52062(a)(1) requires the superintendent to present the LCAP to the parent advisory committee for review and comment. The superintendent shall respond in writing to comments received from the committee.

County Offices of Education

Education Code Section 52069(a)(1) requires the county superintendent of schools to establish a parent advisory committee that includes parents of students as defined in Education Code Section 42238.01 (English learner, low income, and foster youth) to provide advice to the governing board and superintendent regarding LCAPs. A majority of the members must be parents.

Education Code Section 52069(a)(3) does not require the county superintendent of schools to establish a new parent advisory committee if it has already established a parent advisory committee that meets the requirements of this subdivision, including any committee established to meet the requirements of the federal Elementary and Secondary Education Act, as amended by the federal Every Student Succeeds Act (Public Law 114-95), pursuant to Section 1116 of Subpart 1 of Part A of Title I of that act.

Education Code Section 52068(a)(1) requires the county superintendent of schools to present the LCAP to the parent advisory committee for review and comment. The county superintendent of schools shall respond in writing to comments received from the committee.

LCAP Requirements – Actions and Eight State Priorities

Education Code Section 52060(d) identifies eight state priorities that shall be addressed annually in the LEA's goals.

Basic

Education Code Section 52060(d)(1) — Teachers are appropriately assigned and fully credentialed in the subject area for the pupils they teach, every pupil has sufficient access to standards-aligned instructional materials, and school facilities are maintained in good repair.

Implementation of State Standards

Education Code Section 52060(d)(2) — Implementation of academic content and performance standards and English language development standards, including how the programs and services will enable English learners to access the common core academic content standards and the English language development (ELD) standards to gain academic content knowledge and English language proficiency.

Parental Involvement

Education Code Section 52060(d)(3) — Efforts to seek parent input in decision making at the district and each school site, including how the school district will promote parental participation in programs for unduplicated students and individuals with exceptional needs.

Pupil Achievement

Education Code Section 52060(d)(4) — Pupil achievement, as measured by all of the following, as applicable:

- Statewide assessments as certified by the SBE.
- The percentage of students who have successfully completed courses that satisfy University of California (UC) and California State University (CSU) entrance requirements (also known as A-G coursework).
- The percentage of students who have successfully completed career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks.
- The percentage of students who have successfully completed both A-G coursework and career technical programs of study.
- The percentage of English learners who made progress on the English Language Proficiency Assessments for California (ELPAC) or any other subsequent assessment as certified by the SBE.
- English learner reclassification rate.
- The percentage of pupils who have passed an advanced placement test with a score of 3 or higher.
- The percentage of pupils who participate in and demonstrate college preparedness as assessed in the Early Assessment Program or any subsequent assessment of college preparedness.

Pupil Engagement

Education Code Section 52060(d)(5) — Pupil engagement, as measured by all of the following, as applicable: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates.

School Climate

Education Code Section 52060(d)(6) — School climate, as measured by all of the following as applicable: pupil suspension rates, pupil expulsion rates, other local measures of pupils, parents and teachers on the sense of safety and school connectedness.

Course Access

Education Code Section 52060(d)(7) — The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all the subject areas listed for grades 1 to 6 in Education Code Section 51210 (English, mathematics, social science, science, visual and performing arts, health, physical education, and other studies as prescribed by the local governing board), and all the subject areas for grades 7 to 12 listed in Education Code Section 51220 (English, social science, world language, physical education, science, mathematics, visual and

performing arts, applied arts, career technical education, automobile driver education, and other studies as prescribed by the local governing board).

Other Pupil Outcomes

Education Code Section 52060(d)(8) — Pupil outcomes in the subject areas listed in Education Code Section 51210 and Education Code Section 51220.

LCAP Template

Education Code Section 52060 states that the governing board of each LEA shall, by July 1, 2014, adopt a local control and accountability plan using the template approved by the SBE, and that the plan shall be updated on or before July 1 of each year.

Plan Alignment

To the extent practicable, per Education Code Section 52060(f), data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard maintained by the CDE, pursuant to Education Code Section 52064.5.

Public Hearing

After the educational partners engagement activities and consultations to gather input to develop the LCAP and goals, the governing board shall hold at least one public hearing to solicit recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or the annual update. The agenda for the public hearing shall be posted at least 72 hours before the public hearing and shall include the location of the hearing and where the proposed LCAP will be available for public inspection. The LCAP public hearing shall be held at the same meeting as the budget public hearing, as required by Education Code Section 42127(a)(1).

Public Notification

Education Code Section 52062(a)(3) requires the superintendent to notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures, using the most efficient method of notification possible. A school district is not required to produce printed notices or to send notices by mail; however, all written notifications related to the LCAP are to be provided in compliance with the translation requirements in Education Code Section 48985.

Qualitative Information (per Education Code Section 52060(d))

The term “qualitative information” is used to refer to descriptive information (as opposed to numerical data) gathered to evaluate the effectiveness of an LEA’s goals and actions related to the state’s priorities. These may include, but are not limited to, findings that result from school quality reviews or any other reviews. Qualitative data may also include information gathered from interviews or focus groups.

Services

Services include, but are not limited to, those associated with the delivery of instruction, administration, facilities, pupil support, technology, and other general infrastructure needed to operate and deliver instruction and related services. To “improve services” means to increase the quality of services. To “increase services” means to increase the quantity of services.

Statewide System of Support

California’s statewide system of support is one of the central components of California’s accountability and continuous improvement system. The overarching goal is to help LEAs and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes. California’s system of support includes three levels of supports to LEAs and schools:

Level 1: Support for all LEAs and schools

Level 2: Differentiated assistance

Level 3: Intensive interventions

County offices of education play a vital role in the statewide system of support by providing level 1 and level 2 support to LEAs. County offices of education also collaborate with the CDE, the SBE, the California Collaborative for Educational Excellence (CCEE), and designated lead agencies to ensure coherent and consistent implementation of support and assistance for continuous improvement across the state.