

Check year

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Complete this section

Contact
Name and
Title

Email
and
Phone

2017-20 Plan Summary

**** Can have an alternate version Executive Summary in place of this plan summary as long as all elements are included**

THE STORY

Briefly describe the students and community and how the LEA serves them.

- ✓ **Section is complete**
- ✓ **Information is understandable**
- ✓ **Description of students and community and how LEA serves them**
- * **Can be the same each year of the LCAP Plan**

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

- ✓ **Section is complete**
- ✓ **Information is understandable**
- * **Can be summary or restatement of goals; Can call out highlights/ most important focus areas. Do not try to summarize all actions**
- ∫ **Coherence Check: highlighted items are included. (References helpful)**

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

- * Can be based on Dashboards and/or locally-chosen metrics (dashboard not required here)
- ✓ Section is complete and understandable
- ✓ Includes plan for building on success
- ∫ Coherence check: all references to dashboards are correct and plan to build on success is included in LCAP (References helpful)

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

- ✓ Includes ALL Red, Orange, and “Not Met” areas on Dashboards; Can include other areas beyond dashboards. (If no R/O – local data)
- ✓ Section is complete and understandable w/ correct references to dashboard
- ✓ Addresses plan to improve areas – references goals/actions/services
- ∫ Coherence check: Dashboards (all included); Plans to address need are in LCAP. (reference to goals/actions/services)

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

- ✓ Must include ALL areas with 2+ color gap
- ✓ Section is complete and understandable w/correct references to dashboards
- ✓ Addresses plan to improve areas – (reference goals/actions/services)
- * If no gaps – can have statement to that effect
- ∫ Coherence check: Dashboards (all included); Plans to address gaps are in LCAP. (Reference to goals/actions/services)

INCREASED OR IMPROVED SERVICES

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

***If not previously addressed, 2-3 most significant ways LEA will increase or improve services for unduplicated pupils. Should be an advanced organizer for reader that connects to final section (Increased/Improved Services**
√ Complete if not mentioned in previous section
∫ Coherence check: with previous section, Goals/actions/services called out in plan for UP, connects with final section on increased or improved services

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$	* Total GF 01 (unrestricted & restricted) √ ∫ Coherence Check: w/ budget
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Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$	* Total \$ amount referenced in LCAP (each expenditure counted once) √ ∫ Coherence check: with planned actions
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The LCAP is intended to be a comprehensive planning tool but Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Completed (Brief description of how general funds are used outside of LCAP)
√ Understandable and reasonable
√ Figures are accurate
*** May include funds other than general fund (optional)**

\$ ***Total LCFF Base, Supp., & Concentration**
*** Basic Aid: At minimum: LCFF entitlement**
√ Coherence Check w/ budget

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: XXXX-XX

2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	√ Bring forth verbatim from 17-18 Plan
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____
√ Bring forth verbatim from 17-18 Plan	
<u>ANNUAL MEASURABLE OUTCOMES</u>	

EXPECTED	ACTUAL
√ Bring forth verbatim from 17-18 Plan	√ Provide comparative metrics – how outcomes have changed for groups targeted √ All metrics addressed

ACTIONS / SERVICES

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

Action 1		
Actions/Services	PLANNED √ Bring forth verbatim from 17-18 Plan	ACTUAL √ Actual actions and services √ Effectiveness of action or service toward goal
Expenditures	BUDGETED √ Bring forth verbatim from 17-18 Plan; √ Include amount, source, and major object or CSAM descriptor	ESTIMATED ACTUAL √ Included for each expenditure √ understandable

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Complete for each goal, not for each action

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

- ✓ **Description of implementation of the actions / services toward goal**
- ✓ **Discussion of relevant challenges and successes with implementation process**

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

- ✓ **Description of effectiveness of the actions / services toward goal**
- ✓ **Complementary to or a summary of effectiveness from individual actions**

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- * **Material differences are relative and vary by size and expenditure planned.**
- ✓ **Significant differences explained or summarized if already explained in actuals.**

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

- ✓ **Complete and Understandable**
- ✓ **Coherence Check: All references to dashboards are correct; stated changes to LCAP goals, metrics, actions/services and /or expenditures are included in the LCAP and the LOCATION is provided**

✓ Coherence Check: The analysis of implementation and effectiveness should connect logically to the progress made on indicators. The Impact section in Stakeholder Engagement should show evidence of incorporation of the summaries from the goals analysis boxes from this annual update section

Stakeholder Engagement

LCAP Year

2017–18

2018–19

2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

- * Only needs to describe current year – do not archive for 3 years
- * Description may include dates of meetings, consultations, and surveys; data and information provided and generally show how meaningful engagement took place
- √ Section is complete and understandable
- √ Specific references to engagement with all stakeholder groups required in statute, including parents: PAC, ELPAC (or DELAC), students, teachers, local bargaining units, principals, administrators, other school personnel...
- √ Date of board approval

IMPACT ON LCAP AND ANNUAL UPDATE

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

- √ Complete and understandable
- √ Coherence Check: Connects back to annual update
- √ Coherence Check: Stated impact on goals, outcomes, metrics, actions/services, and/or expenditures are included in the LCAP (References helpful)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged
 Mark one box only

Goal 1

✓ Complete and Understandable

State and/or Local Priorities Addressed by this goal:

✓ All state priorities are addressed within the LEA's goals

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

✓ Complete and Understandable

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
✓ All state required metrics are addressed within the LEA's goals (see required metrics sheet)	✓ Baseline remains unchanged for 3 years	Year one targets copied verbatim from last year's LCAP		

✓ Complete and Understandable; Targets listed for all three years
Do NOT change Year 1 (17-18)
If there are changes to year 2 and 3 targets, there should be an allusion in AU
] Coherence Check: with sections 1 and 2

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

BASE – not counted in increased or improved

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Mark one section or the other. May not check both	<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
	<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

Principally directed to Unduplicated Pupils

Services included as contributing to meeting the Increased or Improved Services Requirement:

Mark one section or the other. May not check both	<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
	<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
	<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
√ Verify status against prior year LCAP;		
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

- **Multiple actions can be in a box, provided students and locations are same, and the expenditures are transparent**
- **√ Completed, understandable;]Coherence check: with sections 1, 2, and 5**

BUDGETED EXPENDITURES

2017-18	<ul style="list-style-type: none"> √ Each expenditure can be found in budget √ Clear which actions match with which expenditures (lettering/numbering conventions) √ Each expenditure is tied to an action √ Uses CSAM descriptors or major object codes √ When using multiple sources for a single action – clarifies how much \$ from each √ Does not use S&C funds to supplant funding of base services] Coherence Check: Section 1 budget summary box 2 (total expenditures in LCAP)
Amount	
Source	
Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

**Mark year. Retain all prior year tables for all 3 years of the LCAP
Use Archeological order (newest on top)**

Estimated Supplemental and Concentration Grant Funds:

**✓ Complete and Accurate
– matched with MPP
Calculator (\$)**

Percentage to Increase or Improve
Services:

**✓ Complete and Accurate –
matched with MPP
Calculator (%)**

Describe how services provided for unduplicated pupils are increased or improved by above, either qualitatively or quantitatively, as compared to services provided for all

Use May Revise as final

at least the percentage identified students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

basis. Include the required

- ✓ Describes how S&C funds are being expended in the LCAP year (box 1, \$)**
- ✓ Describes how services are increased or improved for Unduplicated Pupils (UP), quantitatively or qualitatively, by at least the proportionality percentage above (box 2, %)**
- ✓ Includes a description of, and justification for, the use of any funds in a district-wide or school-wide manner; and describes how the services are principally directed toward and effective in meeting goals for UP.**
- ✓ If Unduplicated Pupil Percentage is below threshold, takes extra step to describe how school-wide or district-wide is the MOST EFFECTIVE use of funds, and includes research, data, or other evidence to support claim of why school- or district- wide is most effective.**
-] Coherence check with section 1**