

Permanent LCFF Regulations & LCAP Template

Supplemental Training Materials
Marin County Office of Education
December 10, 2014

Section 1

Screenshot of Clarifications to State Priorities

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Revised Section 1: LCAP Template

Involvement Process	Impact on LCAP
Annual Update:	Annual Update:

Revised Section 1: Guiding Questions on Stakeholder Engagement

1. How have applicable stakeholders (e.g., including parents and pupils of unduplicated pupils and unduplicated pupils identified in Education Code Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners and others as appropriate) been engaged in developing, reviewing, and support implementation of the LCAP?
2. How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

Revised Section 1: Guiding Questions on Stakeholder Engagement (continued)

3. What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was this information made available?
4. What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5. What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code Sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code Section 42238.01?

Revised Section 1: Guiding Questions on Stakeholder Engagement (continued)

6. What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7. How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Section 2

Revised Section 2: Description

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

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

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

Revised Section 2: Description (continued)

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

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

Revised Section 2: Description (continued)

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

Goal: Describe the goal:

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

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

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

Section 2: Revised Template

GOAL:		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :			
Goal Applies to:		Schools:	
		Applicable Pupil Subgroups:	
LCAP Year 1: xxxx-xx			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Section 2: Revised Template

GOAL:	Section 2, Column 2		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify ___	
	Section 2, Column 1		Section 2, Column 9	
Identified Need :	Section 2, Column 4			
Goal Applies to:	Schools:	Section 2, Column 3		
	Applicable Pupil Subgroups:	Section 2, Column 3		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Section 2, Column 6 for LCAP Year 1			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Section 3A and 3B, Column 3	Section 3A, Column 4	<input type="checkbox"/> ALL <input type="checkbox"/> In <input type="checkbox"/> Section 2, 3A and 3B, Columns 3 <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Section 3B, Column 6, Year 1	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		

Section 2: Identifying Goals

GOAL:	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Need :	Schools:	
Goal Applies to:	Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:		
Actions/Services		

GOAL:

Include goals for all pupils and specific goals for school sites and specific subgroups including pupils with disabilities, both at LEA level and where applicable, at the school site level. The LEA may identify which subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not specific to a subgroup or school site.

Section 2: Related State and/or Local Priorities

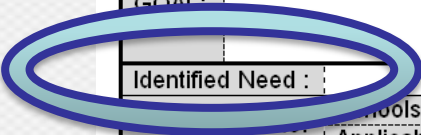
Related State and/or Local Priorities:

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

		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
		Goal 1: XXXX-XX	
Pupils to be served within identified scope of service		Budgeted Expenditures	
ALL R: Low Income pupils __ English Learners Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify) _____			
ALL R: Low Income pupils __ English Learners Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify) _____			
ALL R: Low Income pupils __ English Learners Foster Youth __ Redesignated fluent English proficient Other Subgroups:(Specify) _____			

Section 2: Identified Need

GOAL:		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__	
Identified Need :			
Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			
Actions/Services			
		__ Other Subgroups:(Specify) _____ __ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
		__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	



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

Section 2: Goal Applies to- Schools

GOAL:			Related State and/or Local Priorities: 1 2 3 4 5 6 7 8
Identified Need :			
Goal Applies to:	Schools:	Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:			
Actions/Services			
			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____

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

Section 2: Goal Applies to- Applicable Pupil Subgroups

GOAL:			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__
Id:			
Goal Applies to:	Schools:	Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:			
Actions/Services			
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Goal Applies to - Applicable Pupil Subgroups:

Identify the pupil subgroups as defined in Education Code Section 52052 to which the goal applies, or indicate "all" for all pupils.

Section 2: Expected Annual Measurable Outcomes

GOAL:			Related State and/or Local Priorities:
Identified Need :			
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			
	Services		

Expected Annual Measurable Outcomes:

For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at a minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and school site level.

Section 2: Expected Annual Measurable Outcomes (continued)

GOAL:	Related State and/or Local Priorities:	
Identified Need :		
Goal Applies to:	Schools:	Applicable Pupil Subgro
Expected Annual Measurable Outcomes:		
	Services	

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

Section 2: Actions/Services

GOAL:			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__
Identified Need :			
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcome:			
	Actions/Services		
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

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

Section 2: Pupils to be served within identified scope of service

Pupils to be served within identified scope of service:

For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL." For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Ed. Code Section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Ed. Code Section 52052.

		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
P Year 1: <u>XXXX-XX</u>		
<input type="checkbox"/>	Pupils to be served within identified scope of service	Budgeted Expenditures
<input type="checkbox"/>	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
<input type="checkbox"/>	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
<input type="checkbox"/>	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Section 2: Budgeted Expenditures

Budgeted Expenditures:
 For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure.

GOAL			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identifi			
Goal A			
Expec	XX		
Me			
Out			
	to be served within identified scope of service		Budgeted Expenditures
		pupils __English Learners n __Redesignated fluent English proficient groups:(Specify)_____	
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Guiding Questions from LCAP Template

1. What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2. What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3. What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4. What are the LEA's goal(s) to address locally-identified priorities?
5. How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site-level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school-level data analysis, etc.)?

Guiding Questions from LCAP Template

(continued)

6. What are the unique goals for subgroups as defined in Education Code Sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7. What are the specific measureable outcomes associated with each of the goals annually and over the term of the LCAP?
8. What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?

Guiding Questions from LCAP Template (continued)

9. What information was considered/reviewed for individual school sites?
10. What information was considered/reviewed for subgroups identified in Education Code Section 52052?

Guiding Questions from LCAP Template

(continued)

11. What actions/services will be provided to all students, to subgroups of pupils identified pursuant to Education Code Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12. How do these actions/services link to identified goals and expected measurable outcomes?
13. What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Annual Update Section

Annual Update

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

Annual Update

Original GOAL from prior year LCAP:	Section 2, Column 2		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Local: Section 2, Column 9	
Goal Applies to:	Schools: Section 2, Column 4	Applicable Pupil Subgroups: Section 2, Column 3		
Expected Annual Measurable Outcomes:	Section 2, Column 6		Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	
		Section 3B, Column 6	Estimated Actual Annual Expenditures	
Scope of service: __ALL	Section 3A and 3B, Column 4		Scope of service:	
OR:		Section 3B, Column 6		
__Low Income pupils	Section 3B, Column 3		__Low Income pupils	__English Learners
__Foster Youth			__Foster Youth	__Redesignated fluent English proficient
__Other Subgroups:(Specify)			__Other Subgroups:(Specify)	
Scope of service: __ALL	Section 3A and 3B, Column 4		Scope of service:	
OR:		Section 3B, Column 6		
__Low Income pupils	Section 3B, Column 3		__Low Income pupils	__English Learners
__Foster Youth			__Foster Youth	__Redesignated
__Other Subgroups:(Specify)			__Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Annual Update

Original GOAL from prior year LCAP:	Section 2, Column 2		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Section 2, Column 9	
Goal Applies to:	Schools: Section 2, Column 4	Applicable Pupil Subgroups: Section 2, Column 3		
Expected Annual Measurable Outcomes:	Section 2, Column 6		Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures			Estimated Actual Annual Expenditures	
Section 3B, Column 6				
Scope of service:	Section 3A, Column 4	Scope of service:		
__ALL		Section 3B, Column 6		
OR:	Section 3B, Column 3	OR:		
__Low Income pupils		__Low Income		
__Foster Youth		__Foster Youth		
__Other Subgroups:(Specify)		__Other Subgro		
Scope of service:	Section 3A, Column 4	Scope of service:		
__ALL		Section 3B, Column 6		
OR:	Section 3B, Column 3	OR:		
__Low Income pupils		__Low Income pupils		
__Foster Youth		__Foster Youth		
__Other Subgroups:(Specify)		__Other Subgroups:(Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

What actually happened in 2014-15?
What changes will be made as a result of reviewing past progress?

Annual Update

Original GOAL from prior year LCAP:			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: _____	Applicable Pupil Subgroups: _____	
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: <u>xxxx-xx</u>			
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services
			Estimated Actual Annual Expenditures
Scope of service: __ ALL	OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		
Scope of service: __ ALL	OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Important for business and program staff to work together for *Estimated Actual Annual Expenditures* column.

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

Annual Update

Estimated Actual Annual Expenditures

- Timing – The annual update is completed in conjunction with next year's LCAP
 - ✓ Start gathering data on actions and services that are being provided to share with stakeholders by January
 - ✓ Review audit requirements

Annual Update

Annual Audit Manual

The LCAP will be reviewed during the annual audit.

2014/15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting

X. LOCAL CONTROL AND ACCOUNTABILITY PLAN

1. Obtain a copy of the LEA's approved local control and accountability plan or annual update to the local control and accountability plan for the audit year.
2. Select a sample of actions or services the LEA described in Sections 3A and 3B of the plan that the LEA identifies as having actual expenditures.
3. Select a sample of actual expenditures for actions or services identified pursuant to (2) and examine supporting documentation to determine whether the expenditures were made consistent to the actions or services.
4. If the expenditures selected pursuant to (3) were not made consistent to the identified actions or services, so state in a finding.
5. For county offices of education and school districts only, verify the LEA:
 - a. Presented the local control and accountability plan or approved annual update to the parent advisory committee in accordance with Education Code Section 52062(a)(1) or 52068(a)(1), as appropriate.
 - b. If applicable, presented the local control and accountability plan or approved annual update to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
 - c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan or approved annual update in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
 - d. Held at least one public hearing in accordance with Education Code Section 52062(b)(1) or 52068(b)(1), as appropriate.
 - e. Adopted the local control and accountability plan or approved annual update in a public meeting in accordance with Education Code Section 52062(b)(2) or 52068(b)(2), as appropriate.
6. If the county office or school district was not in compliance with any of the requirements listed in (5), so state in a finding.

Workpaper Reference	Auditor Initials

Guiding Questions from LCAP Template Annual Update

1. How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2. How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3. How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

Guiding Questions from LCAP Template Annual Update

4. What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5. What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6. What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Section 3

LCAP Instructions, Section 3A

- Describe how the LEA is expending these funds in the LCAP year. Include a description of and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.
- For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils. In addition to describing how the use of these funds are the most effective use of the funds, LEAs must also provide **the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.**(See 5 CCR 15496(b) for guidance).

Section 3: Use of Supplemental and Concentration Grant Funds and Proportionality. 3A

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

Total amount of Supplemental and Concentration funds calculated:	\$

LCAP Template for Section 3B

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

Section 3: Use of Supplemental and Concentration Grant Funds and Proportionality, 3B

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

%
