

Local Control Accountability Plan (LCAP)

March 5, 2026



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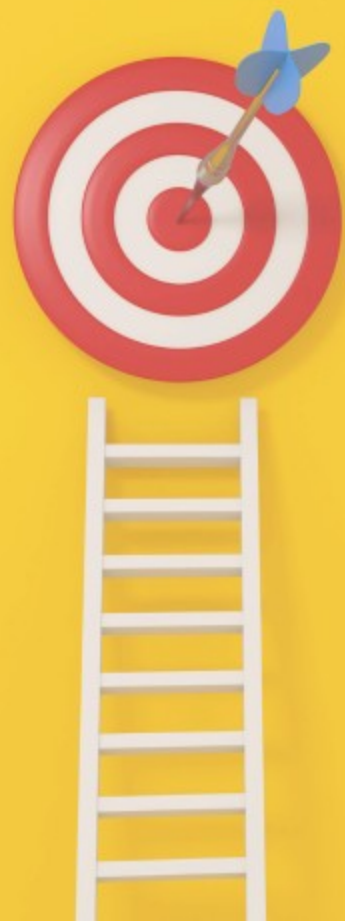




Welcome to the LCAP!

What is your experience with the LCAP?

- 1 Very familiar
- 2 Somewhat familiar
- 3 I've heard of it but don't know much
- 4 Brand new to it



Session Goals

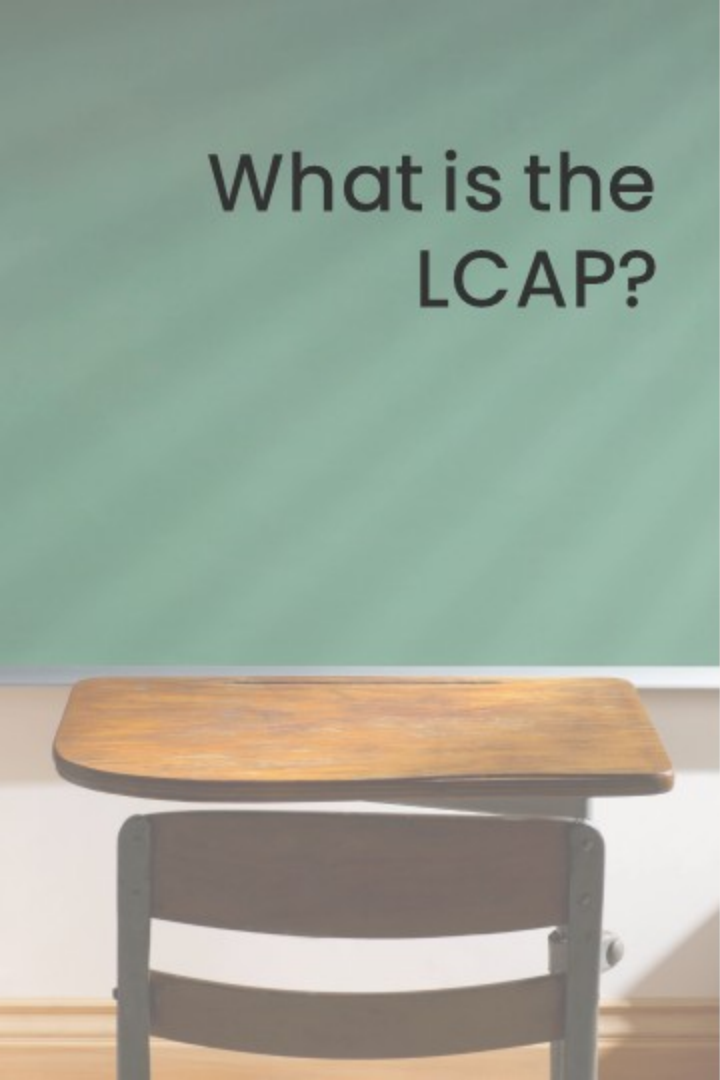
- Clarify the purpose of the LCAP and address common misconceptions
- Define and reinforce the Board's governance and oversight role in the LCAP process
- Break down the key components of the COE's LCAP in clear, accessible terms
- Equip Board members with practical questions and strategies to provide meaningful input



What is the LCAP?

[Link to Acronyms](#)





What is the LCAP?

- 3-year strategic plan updated annually
- blueprint for improving student outcomes
- plan that connects goals, actions, services, and funding
- way to ensure resources are aligned to student needs
- public document that promotes transparency and accountability

Answers the question:
How are we using our resources to improve outcomes for students?

What is LCFF?

The Local Control Funding Formula (LCFF) provides districts with base funding and additional funds for socio-economically disadvantaged youth, English learners and foster youth.



Each student generates **base grant funding** for educational needs (teacher salaries, retirement costs, instructional materials, etc.)



Every student who is low-income, learning English or in foster care generates **20% more funding** above the base.

Funds must be spent to increase/ improve services for high-needs youth.



Districts with at least 55% of high-needs students, generate **65% more** for each student above the 55% enrollment threshold.



Common Misconceptions

The LCAP is NOT:

- Just a compliance document
- A budget document
- A list of everything an LEA does
- A brand new initiative every year
- Only about supplemental funds

For the Board



The LCAP is:

- A tool for oversight and accountability
- A way to monitor progress toward goals
- A framework for asking key questions:
 - Are our actions aligned to our priorities?
 - Are resources producing results?
 - Are student groups being served effectively?

The LCAP should help the Board focus on:
Outcomes. Impact. Alignment.

The Board's role in the LCAP is to:

- Set direction and adopt priorities
- Ensure alignment to the organization's mission and student outcomes
- Approve the COE LCAP and annual updates
- Monitor progress toward stated goals
- Ensure transparency and public engagement

The Board does not:

- Write the LCAP
- Design programs
- Manage implementation
- Approve other LEAs LCAPs in the County





LCAP Oversight Happens all Year

Board members receive information tied to LCAP goals through:

- Fall and Winter Student Performance Reports
- Dashboard Indicator Updates
- Mid-Year LCAP Update (by February 28)
- Budget and Fiscal Updates
- Spring Review of the Draft LCAP- Opportunity for Board input before final adoption
- June LCAP Adoption and Approval

The LCAP Through-line





In the Chat:

In one word, what should the LCAP help a district do well?

2026-27 will be **Year 3** of the 3-year plan



YEAR 1

2024-2025



YEAR 2

2025-2026



YEAR 3

2026-2027

Official Templates, per [CDE LCAP Page](#):

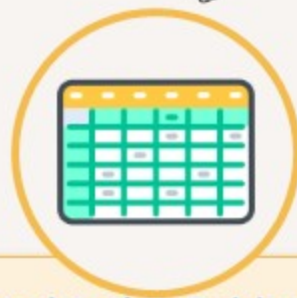


[LCFF Budget Overview for Parents](#) (XLSX; Approved by SBE 01-Dec-2021; Updated Dec-2024)

[LCFF Budget Overview for Parents Instructions](#) (DOCX)



[Adopted LCAP Template and Instructions](#) (DOCX; Adopted by SBE 13-Nov-2024)



[Adopted Action Tables](#) (XLSX; Adopted by SBE 08-Nov-2023)

[Action Tables Instructions](#) (DOCX)



Sections of the LCAP

- Budget Overview for Parents
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services
- Action Tables

2026-27 LCAP Template





Plan Summary

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]

Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

[Respond here]

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

[Respond here]

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

[Respond here]

Components of the Plan Summary



General Information

A description of the LEA, its schools, TK–12 students, and its strategic direction



Reflections: Annual Performance

A review of performance on the state indicators and local performance indicators.



Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.



CSI Prompts

For LEAs with a school or schools eligible for comprehensive support and improvement.

Components of the Plan Summary



Reflections: Annual Performance

MINIMUM REQUIREMENTS

Address low performance areas and gaps:

LEAs must identify any of the following from the 2023 Dashboard:

- Any school that received the **lowest performance level** on one or more state indicators
- Any student group in the LEA that received the **lowest performance level**
- Any student group within a school that received the **lowest performance level**

These identifications must remain unchanged during the three-year LCAP cycle.

Address LREBG:

For 2025–26, 2026–27, and 2027–28:

- You must state whether you have **unexpended Learning Recovery Emergency Block Grant (LREBG) funds**.
- If yes, you must:
 - Identify the goal and action numbers funded with LREBG
 - Explain alignment to allowable uses
 - Explain how the action addresses needs identified in the required needs assessment

Components of the Plan Summary



CSI Prompts

ONLY REQUIRED FOR DISTRICTS WITH CSI SCHOOLS

PROMPT #1

List all district CSI schools

PROMPT #2

Describe how the district has supported its eligible schools in developing CSI plans

PROMPT #3

Describe how the district will monitor and evaluate CSI plans to support improvement

If the LEA does not have schools identified for CSI, simply state this as the response.



Plan Summary

Reflection Questions

- 1) Does this summary clearly explain who we serve and the most pressing needs of our students?
- 2) Do the priorities described here align with the goals and actions in the plan?
- 3) Would a community member understand our key challenges and focus areas after reading this section?



Engaging Educational Partners

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
[Identify applicable partner(s) or group(s) here]	[Describe the process for engaging the identified educational partner(s) here]
[Identify applicable partner(s) or group(s) here]	[Describe the process for engaging the identified educational partner(s) here]
[Identify applicable partner(s) or group(s) here]	[Describe the process for engaging the identified educational partner(s) here]

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

[Respond here]



Engaging Educational Partners

A Word About the Term “Educational Partners”

- At its November 2021 meeting, the State Board of Education (SBE) adopted the use of the term “educational partners” as a replacement for the term “stakeholder”
- “Educational partners” is now used to refer to groups that LEAs are required to engage with in developing the LCAP
- For school districts and county offices of education, this includes teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students

Engaging Educational Partners

Legal Requirements



- ✓ Consult with educational partners
- ✓ Solicit recommendations and comments regarding specific actions and expenditures to be included in the LCAP
- ✓ Provide the opportunity to submit written comments regarding specific actions and expenditures
- ✓ Present the LCAP to the Parent Advisory Committee and/or the English Learner Parent Advisory Committee for review and comment
 - **Required** for districts with 50 or more EL students AND an EL enrollment of 15% or more
- ✓ District and COE superintendents **MUST** respond in writing to comments received from these committees

Engaging Educational Partners

Consultation must occur with the following:

- ✓ Teachers
- ✓ Principals
- ✓ Administrators
- ✓ Other school personnel
- ✓ Local bargaining units of the LEA
- ✓ Parents
- ✓ Students
- ✓ Parent Advisory Committee
- ✓ English Learner Parent Advisory Committee (*if applicable*)
- ✓ Special education local plan area administrator(s) (SELPA)





Engaging Educational Partners

Two Required Prompts

1. Process for Engagement

Describe how educational partners were consulted in developing the LCAP.

2. Impact of Feedback

Explain how educational partner input influenced the adopted LCAP.

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Engaging Educational Partners

Reflection Questions

- 1) Who did we hear from, and who might still be missing?
- 2) What themes emerged from the feedback?
- 3) How did that feedback change the LCAP?



In the Chat:

Name one educational partner group you think is especially important to hear from when developing the LCAP?



Goals and Actions

Goals and Actions

Goal

Goal #	Description	Type of Goal
[Goal #]	[A description of what the LEA plans to accomplish.]	[Identify the type of goal here]

State Priorities addressed by this goal.

[Respond here]

An explanation of why the LEA has developed this goal.

[Respond here]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #]	[Insert metric here]	[Insert baseline here]	[Insert outcome here]	[Insert outcome here]	[Insert target outcome here]	[Insert current difference from baseline here]
[Metric #]	[Insert metric here]	[Insert baseline here]	[Insert outcome here]	[Insert outcome here]	[Insert target outcome here]	[Insert current difference from baseline here]
[Metric #]	[Insert metric here]	[Insert baseline here]	[Insert outcome here]	[Insert outcome here]	[Insert target outcome here]	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goals & Actions

4 Parts to this Section:



Goals



Metrics



Actions



Goal
Analysis



Goals and Actions

Goals

- Focused on improving outcomes for students
- Align to one or more state priorities
- Written for the three-year LCAP cycle
- Identify the student group(s) the goal is intended to support

Goals and Actions

Goal

Goal #	Description
[Goal #]	[A description of what the LEA plans to accomplish.]

An explanation of why the LEA has developed this goal.

[Respond here]



Goals and Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the Action tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[Action #]	[A short title for the action; this will appear in the Action tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[Action #]	[A short title for the action; this will appear in the Action tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Examples of Actions



Action 1.1 & 1.5: Academic Support and Continuous Improvement in Mathematics (MTSS):

- Focus on strong implementation of Tier I (basic core instruction) & continuation of Tier II/III interventions
- “Scale-up” Building Fact Fluency (BFF) and Building Thinking Classrooms (BTC)

Action 2.1 & 2.2: Counselors, SEL Curriculum & Professional Development

- Expansion of Elementary Counseling program (1 counselor for every 2 schools)
- Tier III PBIS Training - PTR @ 7 schools

Action 3.4: English Learner Services

- Training for all TK-1 and EL Cluster teachers in grades 2-12 teachers on Integrated & Designated ELD
- Expanded workforce of ELD teachers & aides

Action 3.17: Attendance Improvement

- Increased attendance communication & interventions
- Small-trials for targeted areas (TK/K, 11/12, and SWD in most restrictive environments)



Goals and Actions

Goal Analysis

3 Components to the Goal Analysis:

1

Reporting Yearly Outcomes

2

Narrative Responses

3

Annual Update Tables

Goals and Actions

Goal Analysis Prompts



Goal Analysis for [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

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.

[Respond here]

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

[Respond here]

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.

[Respond here]

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions



Goal Analysis

Prompt

Prompt #1:

Describe differences between planned and actual implementation of the actions.

Prompt #2:

Describe material differences between budgeted and actual expenditures, and/or planned percentages to improve services and actual percentages improved.

Prompt #3:

Describe the effectiveness of actions in making progress toward the goal.

Prompt #4:

Describe any changes to the goal, metrics, desired outcomes, or actions.



Goals and Actions

Reflection Questions

- 1) Are the goals clearly focused on improving outcomes for the students who need it most?
- 2) Do the actions and investments logically align to the goals, or are we funding activities without a clear connection to the intended outcome?
- 3) What do the metrics and annual analysis tell us about whether our plan is working, and how are we adjusting based on the evidence?



In the Chat:

As a board member, which area of the LCAP is resonating as important for you to take a closer look at?



Increased or
Improved Services

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
[\$Insert dollar amount here]	[\$Insert dollar amount here]

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
[Insert percentage here]%	[Insert percentage here]%	[\$Insert dollar amount here]	[Insert percentage here]%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (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 goals for these students.

[Provide description here]

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

[Provide description here]

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

[Provide description here]



Increased or Improved Services

Key Terms

Unduplicated Students

Students who are classified as one or more of the following:

- English Learners
- Low-income (eligible to receive free or reduced-price meals)
- Foster Youth

If a student falls into multiple of the above categories, they are still only counted ONCE.

UPP

(Unduplicated Pupil Percentage)

The percentage of unduplicated pupils who are enrolled in an LEA.

The UPP is used to determine **supplemental and concentration (S&C)** grant funding allocations, which are the funds that LEAs receive **in addition** to their base funding.

MPP

(Minimum Proportionality Percentage)

The percentage by which LEAs must increase or improve services for unduplicated students.

LEAs are required to increase or improve services "in proportion to" the increase in LCFF funding that they receive through S&C grants. The calculation of this proportional increase is the MPP.

MPP is calculated by dividing the amount of S&C funds by the base grant.

Increased or Improved Services

Key Terms



Types of LCFF Funds

Base Funds

LCFF funds provided to every LEA based on **Average Daily Attendance (ADA)**.

Vary based on grade span adjustments.

Supplemental Funds

Additional LCFF funds provided to every LEA based on the LEA's UPP.

Supplemental grant is equal to **20%** of the adjusted base grant multiplied by ADA and UPP

Concentration Funds

Additional LCFF funds provided to LEAs with a **UPP over 55%**.

Concentration grant is equal to **65%** of the adjusted base grant multiplied by ADA and UPP exceeding 55%

15% Concentration Add-on Funds

Funds received (starting in the Budget Act of 2021) by LEAs with a UPP over 55%, to be used for **increasing the number of staff at schools with 55%+ UPP**, as compared to schools with a UPP equal to or below 55%.

Carryover Funds

The **unmet portion of the MPP** that the LEA must **carry over** into the coming LCAP year.

Calculated through the LCAP Action Tables.

Increased or Improved Services

Contributing Actions



2 ways for an action to be “contributing”:

INCREASING
services for
unduplicated
students

Grow services in **quantity**

Uses LCFF funds

IMPROVING
services for
unduplicated
students

Grow services in **quality**

Does not use any funds

Increased or Improved Services

Contributing Actions



Types of Contributing Actions



LEA-wide

- Upgrades the educational program of **all schools in the LEA**
- All students receive these services, regardless of unduplicated status



Schoolwide

- Upgrades the educational program of a certain **school(s) or grade span(s)**
- All students at the specific school(s) and/or within the specific grade span(s) receive these services, regardless of unduplicated status



Limited

- Serves only one or more **unduplicated student group(s)**
- Services may be provided to low-income, EL, and/or foster youth students at all schools in the LEA, specific schools in the LEA, or specific grade spans in the LEA

Increased or Improved Services

Three Narrative Responses



PROMPT #1

Provide Justification for "Wide" Actions

Explain how each LEA-wide and schoolwide action is principally directed and effective

PROMPT #2

Describe the Increase or Improvement in Services

Describe how services are increased or improved to meet the district's MPP

Include methodology for planned percentage of improvement, if any

PROMPT #3

Describe how additional concentration grant funding will be used

Describe how concentration grant add-on funding is being used to increase the number of staff who provide direct services to students

Example of Increased and Improved Services for Target Students Provided through LCFF Supplemental Funds

Intensive Support


- Case Management
- School Based Therapy
- Individualized Success Plans (FY)

Targeted Support (SED, EL, FY)

- Summer School
- Academic and Linguistic services for EL
- Technology Loan Program (including Hot Spots)
- Academic Interventions/Tutoring
- Free/Reduced Transportation
- Intervention & Learning Recovery programs

District-wide Support (including Target Groups)

- Transitional and Full-Day Kindergarten
- Family Engagement and Education
- Social-emotional curriculum
- Interventions and Supports (MTSS, PBIS, Restorative Practices, Bully Prevention, Substance Abuse Prevention, Instructional Aides, Instructional Materials)
- Professional Development provided by Program Specialists
- Administrative and Operational Services

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Increased or Improved Services

Reflection Questions

- 1) Are we clearly demonstrating how services for unduplicated students are increased or improved in proportion to the additional funding we receive?
- 2) How do the actions described specifically address the needs of low-income students, English learners, and foster youth?
- 3) What evidence do we have that these increased or improved services are making a measurable difference for those student groups?



Action Tables



Action Tables

[Adopted Action Tables \(XLSX\)](#) | [Instructions: 2023–24 Action Tables \(DOCX\)](#)

- Table 1: Total Planned Expenditures Table
- Table 2: Contributing Actions Table
- Table 3: Annual Update Table
- Table 4: Contributing Actions Annual Update Table
- Table 5: LCFF Carryover Table

Action Tables





2025-26 LCAP: Statutory Deadlines

DETAILED OVERVIEW

June

Board Meeting #1: Public Hearing

- **Post Notice of Public Hearing at least 72 hours (3 days) in advance** of board meeting, and include the location of where the public can inspect the LCAP
- **All of the following components must be included** as part of the LCAP Public Hearing:
 - Budget Overview for Parents
 - LCAP
 - Action Tables for the LCAP
 - Instructions for the LCAP
- The Public Hearing for the LCAP must occur at the **same meeting** as the Public Hearing for the district's **Budget**

Board Meeting #2: Adoption

- The LCAP Adoption Meeting must occur on a day that is **after and separate** from the LCAP Public Hearing Meeting
- **All of the following components must be included** as part of the LCAP Adoption Meeting:
 - Budget Overview for Parents
 - LCAP
 - Action Tables for the LCAP
 - Instructions for the LCAP
- The LCAP must be adopted at the **same public meeting** in which the district's **2023-24 Budget** is adopted
- The LCAP must be adopted **before** the Budget is adopted
- The LCAP must be adopted at the **same public meeting** in which the Local Indicator results are presented as a non-consent agenda item to the district's governing board



Key Takeaways

The LCAP is not just a compliance document.

It is our:

- Strategic roadmap
- Equity commitment
- Public promise to students and families



In the Chat:

What is one question you might ask the next time your board reviews the LCAP?

Resource Page

- [CDE LCAP Overview Page](#)
- [LCFF Frequently Asked Questions](#)
- [California School Dashboard](#)
- [Board Questions for LCAPS](#)
- [State Priorities](#)
- [Link to Placer LCAP Metrics List](#)
- [Link to Acronyms and Initialisms](#)





THANK YOU!