



Engaging Educational Partners

LCAP Development Resource

Introduction

Each local educational agency (LEA) is required to develop a Local Control and Accountability Plan (LCAP). The LCAP development process serves three distinct, but related functions:

- Meaningful engagement of educational partners
- Comprehensive strategic planning
- Accountability and compliance

An LCAP includes a Budget Overview for Parents and five major sections (Plan Summary; Engaging Educational Partners; Goals and Actions; Increased or Improved Services for Foster Youth, English Learner, and Low-Income Students; and Action Tables).

The purpose of this document is to provide LEAs with:

- Background information including an overview of educational partner consultation requirements in statute/regulations;
- An overview of the prompts and instructions included in the Engaging Educational Partner section of the LCAP;
- An example of how a fictitious LEA responded to each prompt in the Engaging Educational Partner section of the LCAP based on applicable statutory requirements and the instructions provided in

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the adopted LCAP template, as well as their local context. Since each LEA is unique, the content from this resource is not intended to be copied and pasted into an LEA's LCAP.

When preparing to respond to the prompts in the Engaging Educational Partner Section of the LCAP, LEAs should keep in mind requirements related to engaging educational partners, the LCAP template instructions, their local context, needs, and any prior feedback received.

Background

Engaging educational partners is an essential part of the LCAP development and annual update process. Years of research in school improvement have documented numerous benefits of engaging local community members such as:

- Access to more comprehensive input to inform the identification of needs, planning, and program implementation
- More informed decision-making
- Increased engagement of educational partners in implementing local plans
- Development of long-term relationships with individuals and organizations that can support student learning and development
- Increased empowerment of educational partners
- Improved family-school partnerships

California statute recognizes the benefits of engaging local community members by codifying specific requirements for "stakeholder" consultation in the development and annual update of the LCAP, as well as the budget process.¹ Consistent with statute:

- School districts and county offices of education are required to consult with **teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and pupils.**²
- Charter schools must consult with **teachers, principals, administrators, other school personnel, parents, and pupils.**³

1 California *Education Code (EC)* sections 52060(g), 52066(g) and 47606.5(d) and *California Code of Regulations*, Title 5, (5 *CCR*) sections 15495(a) and 15495(e).

2 "Parents" means the natural or adoptive parents, legal guardians, or other persons holding the right to make educational decisions for the pupil pursuant to *Welfare and Institutions Code (WIC)* section 361 or 727 or *EC* sections 56028 or 56055, including foster parents who hold rights to make educational decisions. [5 *CCR* 15495(e)]

3 "Parents" means the natural or adoptive parents, legal guardians, or other persons holding the right to make educational decisions for the pupil pursuant to *WIC* section 361 or 727 or *EC* section 56028 or 56055, including foster parents who hold rights to make educational decisions. [5 *CCR* 15495(e)]



Within California, the above stakeholder groups are referred to as “educational partners.”⁴ The process of developing and annually updating the LCAP should support LEAs in comprehensive strategic planning, accountability, and improvement across the state priorities and any locally identified priorities through meaningful engagement with educational partners.

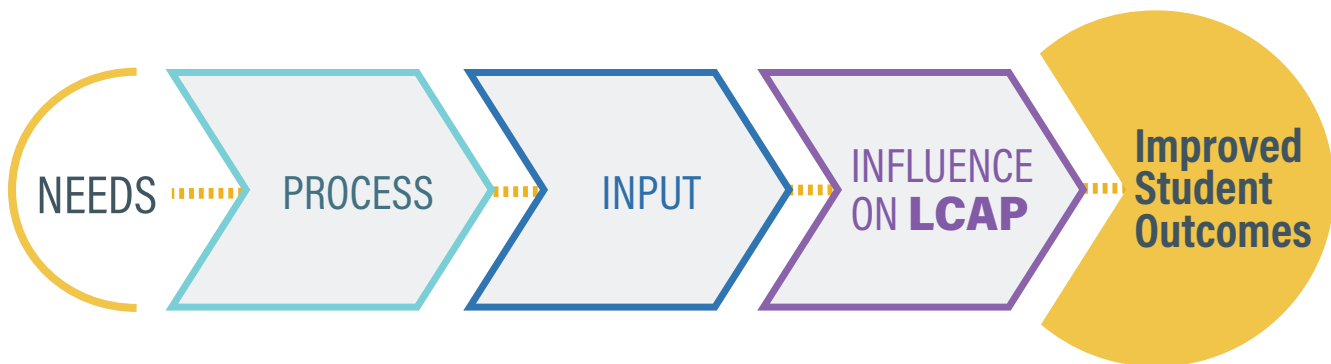
In addition to consulting with educational partners, before adopting the LCAP:

- School districts and COEs must present the LCAP to the Parent Advisory Committee for review and comment and, if applicable, to the English Learner Parent Advisory Committee. The superintendent must respond in writing to the comments received from these committees.
- School districts and COEs must also consult with the Special Education Local Plan Area (SELPA) administrator(s).

LEAs are encouraged to request input from advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, Community Advisory Committee, schoolsite-level advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

As LEAs plan for educational partner engagement, it is important to keep in mind that LEAs are not limited to engaging only those educational partner groups required by statute. Rather, LEAs are encouraged to consider engaging additional educational partner groups that may not be in statute in order to address the needs of students in the LEA’s community. The goal is for local communities to work collaboratively to develop plans that provide the conditions/supports necessary for improved student outcomes.

Figure 1. Educational Partner Engagement



⁴ At its November 2021 meeting, the California State Board of Education adopted the replacement of the term “stakeholder” with the term “educational partners” within the LCAP template and related instructions. See Item 05 available at <https://www.cde.ca.gov/be/ag/ag/yr21/documents/nov21item05.docx>.



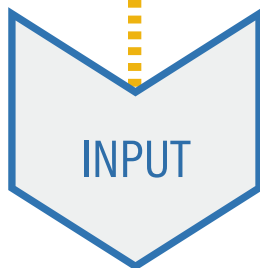
Prompts and Instructions

The Engaging Educational Partners section of the LCAP is designed to reflect the process the LEA used to engage partners, the feedback provided by partners, and how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. There are three prompts within this section:



Prompt 1: A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Instructions for Prompt 1: In response to prompt 1, LEAs are to describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.



Prompt 2: A summary of the feedback provided by specific educational partners.

Instructions for Prompt 2: In response to Prompt 2, LEAs are to describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.



Prompt 3: A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Instructions for Prompt 3: In response to Prompt 3, LEAs are to describe the “aspects” of the LCAP that were influenced by specific input from educational partners. A sufficient response to this prompt will provide educational partners and the public with 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 partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.



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

- 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 action(s) or a 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 students
- 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 the implementation of actions



Fictitious Responses

The following section provides examples of fictitious responses to each prompt in the Engaging Educational Partners Section.

PROCESS

Prompt 1: A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Philosophical Approach: We believe that educational partners play a key role in identifying local needs, possible actions to address such needs, and in supporting improved student outcomes. For this reason, we strive to engage all educational partners in the process of developing and annually updating the LCAP. Additionally, we collaborate with our educational partners in a process of continual improvement utilizing plan-do-study-act cycles, meaningful engagement, and shared decision-making in support of student success.

Process: Based on input from our educational partners, we annually update our engagement process based on learnings from the prior year and feedback received. For this year's process, we:

- Revised the process for completing the local indicator self-reflection tools to incorporate input from educational partners
- Updated our LCAP web page to support the understanding of LEA data, local programs, the LCAP, educational partner engagement process, etc., and to promote input from educational partners. This work included providing information in multiple formats and languages. We also added links to survey opportunities and to new feedback apps available to any member of the local community throughout the year.
- Conducted a communications campaign to promote educational partner participation in consultation opportunities. Emails were sent to all staff members and union representatives. Families were sent text messages and emails through the student information portal. Students were informed on site. Twitter messages were issued for any followers throughout the district. Additionally, the community was notified through the district's Facebook page. [September through April]
- Held "Coffee with the Superintendent" at eight locations throughout the year to provide educational partners with an opportunity to provide school leadership with input that informs the LCAP development process [September through April]

PROMPT 1: PROCESS



PROMPT 1: PROCESS

- Hosted a welcome back to school barbeque to engage with students and families who are new to the district and to discuss needs they might have [October]
- Met with members of student advisory committees/leadership groups to request feedback. This includes, but is not limited to, asking them to help identify student needs as well as actions to address the identified needs. [November and February]
- Surveyed staff, families, and students separately at each school site to request input related to student needs, possible actions to address needs, and potential updates to the LCAP [January]
- Conducted input gathering sessions at each schoolsite during staff meetings to review and analyze local and state-level data, determine root causes, understand site-level needs, as well as options to address needs [January]
- Held a virtual town hall meeting for families at each school site to promote their understanding of the LCAP, data, and to provide opportunities for input. During these meetings, we engaged participants in activities to identify potential root causes of low student performance, student needs, and services that may address such needs. [January]
- Reviewed data to determine if there were groups that we weren't hearing from. Based on that data analysis, we reached out to groups that were not represented in our data by phone and at local meetings to ensure that all educational partners had the opportunity to provide input. [February]
- Attended local farmers markets to engage with and solicit input from community members [March]
- Collected input from families and community members related to student needs and how they might be addressed at the local food bank [March/April]

In addition, we:

- Met with local bargaining units to request feedback to inform the LCAP development [January and March]
- Met quarterly with the SELPA administrator and the district Special Education team to determine that specific actions for students with disabilities (SWDs) are included in the LCAP. This included, but was not limited to:
 - » Reviewing data for SWDs to identify areas of challenge, root causes, and specific needs;



PROMPT 1: PROCESS

- » Identifying specific actions in the LCAP to address student needs; and
- » Identifying professional development opportunities needed to support the capacity of teachers and administrators serving SWD.
- Presented the LCAP to the Parent Advisory Committee [April 2022] and the English Learner Parent Advisory Committee [April 2022]. The Superintendent responded, in writing, to comments received from the Parent Advisory Committee and the English Learner Parent Advisory Committee. [May 2022]
- Posted the LCAP for public comment prior to public hearing [May 2022]
- Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP [May 2022]
- Adopted the LCAP and Budget at the board meeting and reported local indicator data as a non-consent item [June 2022]
- Posted the adopted LCAP prominently on our district web page [July 2022]
- Conducted LCAP meetings with administrators to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to actions being provided [Bimonthly]



What makes the above response to prompt 1 well-written?

- It describes the educational partner engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum:
 - » A description of how the LEA met its obligation to consult with all statutorily required educational partner groups, as *applicable to the type* of LEA. This includes:
 - Teachers
 - Principals
 - Administrators
 - Other school personnel
 - Local bargaining units of the LEA (required only for districts and COEs)
 - Parents



- Students
- General information about the timeline of the process and meetings or other engagement strategies with educational partners.

In addition, the response:

- Includes information about an LEA's philosophical approach to engaging its educational partners
- Is described in a clear manner
- Conveys a process that provides educational partners with opportunities to provide input/feedback that relates to the LCAP

INPUT

Prompt 2: A summary of the feedback provided by specific educational partners.

Educational partners expressed the need for:

- Support for students who are not engaged for various reasons (teachers, principals, administrators, other school personnel, local bargaining units, parents and students)
- Expanding Multi-Tiered System of Support (MTSS) initiatives to the two remaining middle schools. Feedback supports the success of the MTSS initiatives (staff, students, teachers, and parents).
- Support for low-income students experiencing increased absences and/or chronic absenteeism or suspensions (teachers, parents, and Student Attendance Review Board [SARB] team)
- Opportunities to meet with low-income families in places where they feel comfortable in order to foster strong relationships and provide student support (teachers, parents, counselors, administrators)
- Communicating regularly with students at risk of chronic absenteeism and their families (parents and teachers)

PROMPT 2: INPUT



PROMPT 2: INPUT

- Strategies to support strong staff and student relationships in order to reduce out of class referrals and suspension rates to address the needs of low-income students (students, student advisory committees, administrators, other school personnel)
- Opportunities for low-income students to participate in leadership programs and to increase participation (students and parents)
- Adding a metric to measure the impact of student leadership action (administrators)
- Professional development to incorporate social and emotional learning (SEL) strategies into instruction and daily interaction with students to address the needs of low-income students (teachers and parents)
- Strategies that support the development of academic, physical, behavioral, and social-emotional learning skills to address the increased need for wraparound services for low-income students (principals, teachers, counselors, other school personnel, local bargaining units, SELPA, and community members)
- Transportation for low-income students to participate in after school leadership opportunities (students)
- Displaying data for low-income students in a disaggregated way in order to enable staff to monitor progress of low-income students better and to aid in the determination of action effectiveness. Staff expressed interest in expanding to disaggregate data for other student groups when developing the LCAP for the next three-year cycle.
- Expanded learning opportunities for students who are foster youth, English learners, and low-income (teachers)
- Increased collaboration time for teachers to monitor English Language Arts (ELA) and English Language Development (ELD) performance and plan instruction to meet student needs (local bargaining unit, teachers, and administrators including those from the school and district)
- Ongoing instructional support to improve implementation of ELD (teachers)
- Support for staff and for families in developing strong family-school relationships and partnerships focused on improving student outcomes. This includes supporting families of students who are foster youth, English learners, and low-income with learning at home (families, teachers, administrators, counselors, English Learner Advisory Committee, and instructional coaches).
- Access to supplemental reading materials for low-income students to be used at home (students, parents, and teachers)



PROMPT 2: INPUT

- Resources to promote supportive home learning environments for foster youth (foster youth liaison/coordinator, foster youth, and teachers)
- Displaying metric data disaggregated by student groups to enable staff to monitor progress of students better and to aid in the determination of action effectiveness. Staff expressed interest in expanding to disaggregate data for other student groups when developing the LCAP for the next three-year cycle.

Based on this feedback, the following themes emerged:

- Increase student engagement and decrease rates of chronic absenteeism and suspension for low-income students
- Improve ELA performance for all students and English proficiency for all English Learner students



What makes the above response to prompt 2 well-written?

The response:

- Describes and summarizes the feedback provided by specific educational partners
- Describes ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners

Additionally, the response:

- Is described in a clear manner
- Identifies the educational partner(s) that contributed the feedback or to the identified theme



INFLUENCE ON LCAP

Prompt 3: A description of the “aspects” of the LCAP that were influenced by specific input from educational partners.

In response to the needs that educational partners identified related to **school connectedness**, attendance and suspension rates identified by educational partners, Sapphire Unified School District (USD) will implement a **focus goal** that includes actions to:

- Increase funding to expand MTSS services to the two remaining middle schools in order to provide more students with access to services that address their academic, behavioral, and social and emotional needs (Action 1)
- Conduct home visits with families of low-income students experiencing chronic absenteeism or suspensions (Action 2)
- Continue to identify students at risk for chronic absenteeism, implement case management practices to monitor students, and provide support (Action 3)
- Hire a coordinator to provide professional learning opportunities and coaching on restorative justice principles and practices to address the needs of low-income students (Action 4)
- Provide a new student leadership program to foster increased participation of low-income students in student clubs/leadership groups and build relationships (Action 5)
- Add a metric (Percent of Students Participating in a Student Club or Leadership Group) to measure the percent of low-income students participating in a student club or leadership group
- Provide professional development to school staff to support the implementation of SEL strategies to address the needs of low-income students (Action 6)
- Establish a family resource center in order to provide families with access to community-based services that address needs related to SEL, mental health, physical health, student engagement, as well as housing and food insecurities in order to address the needs of low-income students (Action 7)

In response to the literacy and language proficiency needs identified by educational partners, Sapphire USD will implement a **broad goal for ELA** that includes actions to:

- Provide students in grades K-8 who are below grade level in ELA the opportunity to attend summer school, prioritizing services for students who are foster youth, English learners, and low-income (Action 1)



PROMPT 3: INFLUENCE

- Modify Action 2 to provide additional collaboration time to provide teachers with increased opportunities to monitor and support ELA (Action 2)
- Provide professional development and coaching to support improved implementation of ELD instructional strategies (Action 3)
- Provide an after-school program for students below grade level in ELA that focuses on advancing literacy skills and/or language proficiency, prioritizing services for students who are foster youth, English learners, and low-income (Action 4)
- Hire a family engagement coordinator to promote improved family-school partnerships in support of student learning, to address the needs of foster youth, English learner, and low-income families (Action 5)
- Purchase supplemental reading materials for low-income students to use at home (Action 6)
- Provide foster youth with learning resources to be used at home (Action 7)

In addition to informing the above goals, feedback from educational partners has influenced the following aspects of the LCAP and/or LCAP process:

- Updated educational engagement practices as described in Prompt 1. This includes, but is not limited to, using a Plan-Do-Study-Act process to analyze data and solicit input.
- Improved practices for displaying metric data within the goals. Moving forward, certain student outcome data will be displayed in a disaggregated manner in order to facilitate the identification of the needs of specific student groups.
- Integration of feedback from educational partners within the Why area of the goals
- Informed decisions around actions to increase or improve services for unduplicated student groups



What makes the above response to prompt 3 well-written?

The response:

- Provides educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP
- Describes the “**aspects**” of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2
 - » “**Aspects**” of an LCAP generally refers to the part of the LCAP that was influenced by input from educational partners. This includes, but is not limited to the goal descriptions, why statements, metrics, desired outcomes, performance of student groups, actions, proposed expenditures, goal analysis responses (e.g. challenges or successes, material differences, effectiveness of actions, changes made to any part of the goal), and action(s) that are contributing to increased or improved services for unduplicated students

Additionally, the response:

- Is described in a clear manner

Further Information

Prior to commencing the LCAP development process, the LEA needs to consider requirements outlined in statute, regulations, and the instructions for the adopted LCAP template, as well as data and feedback from educational partners. Further, it is helpful to understand current best practices for engaging educational partners.

For the LCAP template and related instructions, please see the [Local Control and Accountability Plan \(LCAP\) - Resources \(CA Dept of Education\) web page](#).

*The fictitious responses provided above show **one way** in which a hypothetical LEA approached the prompts and related instructions in the Engaging Educational Partner Section of the LCAP. Ultimately, responses in an LEA’s LCAP are to be based on the local process and unique needs.*

Prior to commencing the LCAP development process, it is necessary for an LEA to consider requirements outlined in statute, regulations, and the adopted LCAP template, as well as data and feedback from educational partners. Further, it is helpful to understand current best practices for engaging educational partners.

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