# Attachment 1: Summary of Required and Proposed Revisions to the Local Control and Accountability Plan and Annual Update Template

Senate Bill 114 amended California *Education Code* (*EC*) Section 52064 to require revisions of the Local Control and Accountability Plan and Annual Update (LCAP) template and instructions. This attachment provides specifics for each of the revisions that are required by SB 114, as well as additional revisions being proposed.

## Intent of the LCAP Development Process

*EC* Section 52064(e)(1) was revised to require that the process of developing and annually updating the LCAP must support local educational agencies (LEAs) in comprehensive strategic planning, accountability, and improvement across the state priorities, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard) authorized in *EC* Section 52064.5. The instructions for the LCAP template have been revised to include this focus on reducing the disparities in opportunities and outcomes between student groups.

## Plan Summary

*EC* Section 52064(b)(9) requires that the LCAP template include a plan summary that provides general information about the LEA and highlights of the LCAP, including reflections on the LEA’s annual performance on the Dashboard authorized in *EC* Section 52064.5, as well as other local data. SB 114 adds the requirement that LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5 must also include a summary of the work underway as part of receiving technical assistance.

At its November 2021 meeting, the State Board of Education (SBE) directed the California Department of Education (CDE) to identify ways to reduce the length of the LCAP. In response to this direction, the CDE is proposing a revision of the Plan Summary section that consolidates the information required by *EC* Section 52064(b)(9) into three prompts and aligns the instructions to address new requirements instituted by *EC* sections 52064(b)(9), 52064(e)(6), and 52064(e)(7).

## Engaging Educational Partners

SB 114 amended *EC* Section 52064(b)(10) to require that LEAs with schools that generate LCFF Equity Multiplier funding pursuant to *EC* Section 42238.024 must include a summary of how they consulted with educational partners at schools generating LCFF Equity Multiplier funds in the development of the LCAP. The instructions for the LCAP template have been amended to include this requirement.

Additionally, in response to the Direction provided by the SBE to reduce the length of the LCAP, the CDE is proposing to remove a prompt within the Engaging Educational Partners section of the LCAP that is not explicitly required by *EC* Section 52064(b)(10).

## Goals and Actions

*EC* Section 52064(e)(4) was amended to specify that LEAs must consider their performance on the state and local indicators included in the Dashboard in determining whether and how to prioritize the goals, specific actions, and related expenditures included within the LCAP. The LCAP template instructions have been amended to reflect this requirement.

## Measuring and Reporting Outcomes

SB 114 added *EC* Section 52064(e)(3), which requires that for each action and budgeted expenditure provided to all pupils on a districtwide, countywide, or charterwide basis pursuant to *EC* Section 42238.07, one or more specific metrics to monitor the intended outcome of that action and budgeted expenditure must be identified. The LCAP template instructions have been amended to reflect this requirement while providing LEAs with flexibility in determining where to address this requirement within the LCAP.

## Required Goals

In 2020, SB 98 amended *EC* sections 52064(e)(5) and (e)(6) to require that the instructions for the LCAP template be revised to include requirements for LEAs that meet certain performance criteria within the Dashboard to include specific goals within their LCAPs.

* *EC* Section 52064(e)(5) requires an LEA that meets the criteria to receive technical assistance pursuant to *EC* sections 47607, 47607.2, 52071, or 52071.5, as applicable, based on the performance of the same student group or groups for three or more consecutive years, must include a goal in the LCAP focused on improving the performance of that student group or groups.
* *EC* Section 52064(e)(6) requires that a school district or county office of education (COE) with two or more schools, that for two consecutive years, has a school that has received the two lowest performance levels on all but one of the state indicators for which the school receives performance levels on the Dashboard and the performance of the school district or COE for the “All Students” student group on the Dashboard is at least one performance level higher on all of those indicators, must include a goal in the LCAP focused on addressing the disparities in performance at the applicable school or schools compared to the performance of the school district or COE as a whole.

SB 114 amended *EC* sections 52064(e)(5) and (e)(6) to remove this requirement. In addition, *EC* Section 52064(e)(7) was amended to require that LEAs receiving LCFF Equity Multiplier funding pursuant to *EC* Section 42238.024 include one or more focus goals for each school generating such funding. These focus goals must address all student groups that have the lowest performance level on one or more state indicators on the Dashboard and any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable. To address these changes in requirements, the instructions for the LCAP template have been amended.

## Required Actions

*EC* Section 52064(b)(2) added the requirement that an LEA eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5 must include actions within the LCAP that address the work underway as part of technical assistance.

Additionally, *EC* Section 52064(e)(6) was amended to include the requirement that LEAs must include specific actions in the LCAP to address all instances where a school or student group within an LEA, or a student group within a school, receives the lowest performance level on one or more state indicators on the Dashboard. *EC* Section 52064(e)(6) further specifies that the results of the Dashboard in the year preceding the adoption of the LCAP determine the instances of low performance that apply for the three-year period in which the LCAP is in effect.

*EC* Section 52064(e)(5) has been revised to specify that LEAs that have a numerically significant English learner pupil subgroup and/or a numerically significant long-term English learner pupil subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to pupils and professional development activities specific to English learners and/or long-term English learners. Pursuant to *EC* Section 52052(a)(3), a numerically significant number of English learners is one that consists of at least 30 students while a numerically significant number of long-term English learner students is one that consists of 15 students. The instructions for the LCAP template have been amended to include these statutorily required actions.

## Goal Analysis

*EC* Section 52064(b)(7) requires the LCAP to include a review of the progress toward the goals included in the existing LCAP, a review of any changes in the applicability of the goals, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, a description of changes to the specific actions and related expenditures or quality improvements the LEA will make as a result of the review and assessment, and an update on progress implementing the specific actions in the current fiscal year, including estimated actual expenditures for the specific actions and actual quality improvements. SB 114 amended *EC* Section 52064(b)(7) to include the requirement that, in addition to assessing the effectiveness of actions when reviewing the progress that actions have made towards a goal, LEAs must also address any lack of effectiveness of actions of the specific actions described in the existing LCAP toward achieving the goals.

SB 144 also added *EC* Section 52064(e)(8) which specifies that LEAs must change actions that have not proven effective over a three-year period and must include a description of changes that explains the reasons for the lack of progress and how any changes to the action will result in a new or strengthened approach. The instructions for the LCAP template have been amended to include these changes.

In addition, the CDE is proposing to move the location of the Goal Analysis prompts from the end of the Goals and Actions section to follow the Measuring and Reporting Results component of the same section. This revision is being proposed to better align with the typical LCAP planning cycle, in which data and feedback from educational partners is reviewed and reflected upon to determine if and/or how the actions associated with the goal might need to be revised.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

SB 114 amended *EC* Section 52052(a)(2)(C) to identify long-term English learners as a unique student group within the Dashboard for purposes of California’s multiple measures public school accountability system. In addition, *EC* Section 52064(b)(3) was amended to clarify that, for the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, the English learner student group includes long-term English learners. The LCAP template instructions have been amended to reflect this requirement.

## Additional Proposed Revisions

In an effort to simplify the LCAP Action Tables for LEAs, the CDE proposes to consolidate the Data Entry Table and the Total Expenditures Table into a single table. The CDE is also proposing revisions to certain wording within the template and instructions to provide additional clarification, as well as revising the formatting of certain instructions for ease of reading and to enable readers to understand the instructions more clearly.