California Department of Education

Executive Office

SBE-002 (REV. 11/2017)

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# **MEMORANDUM**

**DATE:** June 16, 2023

**TO:** MEMBERS, State Board of Education

**FROM:** TONY THURMOND, State Superintendent of Public Instruction

**SUBJECT:** Release of Resources to Assist Local Educational Agencies in the Development of the Local Control and Accountability Plan

## Summary of Key Issues

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet the specific needs of their students and community.

The California Department of Education (CDE), in partnership with the Region 15 Comprehensive Center at WestEd (R15 CC), has developed a series of six LCAP Development Resources (Resources) to support LEAs with the LCAP development process. The Resources contain information and examples that can help promote conversation around how an LEA approaches developing its LCAP, with the understanding that the LCAP must address all requirements outlined in the State Board of Education (SBE) adopted LCAP template.

This memorandum provides the SBE with a report on the development of the Resources, as well as the Resources themselves.

## Background

In January 2020, the SBE adopted a revised LCAP and Annual Update Template, consistent with California *Education Code* (*EC*) Section 52064 and the LCAP Annual Update Template for the 2019–2020 LCAP year, consistent with *EC* sections 52061 and 52064 (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jan20item02.docx>). This revised LCAP template included three distinct types of goals: broad goals, focus goals, and maintenance of progress goals. Whereas a focus goal is relatively more concentrated in scope, is time-bound, and may focus on a fewer number of metrics to measure improvement, a broad goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics. A maintenance of progress goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

In response to feedback from educational partners requesting that the CDE provide clear guidance and support to LEAs in creating and describing various goals and specific actions in the LCAP, the CDE, in collaboration with the R15 CC, conducted an analysis of select school district, charter school, and county office of education LCAPs, and identified a need for support in the following areas:

* Understanding the differences between the three types of goals, including how the type of goal influences the information provided within the goal;
* Demonstrating alignment between the goal statement, the explanation of why the LEA developed the goal, the measures of progress included in the goal, and the actions included in the goal;
* Providing succinct, easy to understand descriptions within a goal;
* Understanding how to address the prompts in the Engaging Educational Partners section of the LCAP and the connection between the three prompts in this section; and
* Understanding the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section of the LCAP and how to sufficiently address the prompts in this section.

An initial draft of the Resources was developed by May 2020, and was shared with select educational partners for review and comment. The Resources were subsequently revised based on the input received; however, the project was paused as the CDE shifted to supporting LEAs in responding to the COVID-19 pandemic. For the 2020–21 school year, the LCAP was suspended, and LEAs were instead required to complete the Learning Continuity and Attendance Plan.

Work on the Resources project resumed in spring of 2021. In July 2021, the CDE held an input gathering session and provided opportunities for select LEAs to submit input on the draft Resources. In addition, a draft of the Engaging Educational Partners resource was shared with a small group of educational partners, including representatives of LEAs participating in the Community Engagement Initiative. The Resources were further refined based on the feedback received by educational partners and were finalized in April 2023.

The Resources are publicly available on the CDE’s LCAP Development Resources web page (<https://www.cde.ca.gov/re/lc/lcapdevresources.asp>).

## Highlights of the LCAP Development Resources

The Resources do not take the place of the LCAP template and related instructions. As previously stated, they contain information and examples that can help promote conversation around how an LEA approaches developing its LCAP, with the understanding that the LCAP must address all requirements outlined in the SBE-adopted LCAP template.

The Resources are designed to be used by a wide range of educational partners, including students, parents, governing board members, and LEA-level staff. They may be used as stand-alone resources or as a cohesive package. When used as a package the Resources are designed to build upon each other to provide users with an overall understanding of the Goals and Actions; Engaging Educational Partners; and Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students sections of the LCAP template.

The Overview of Goals resource introduces the three types of goals and summarizes the requirements of the components of the Goals and Actions section. The Examples of Well-Written Goals resource builds upon this information and provides four example goals:

* A broad goal addressing English language arts;
* A focus goal supporting English learners in English language arts;
* A broad goal addressing school connectedness; and
* A focus goal addressing school connectedness.

Each example goal provides an explanation of why the goal is well-written. The Using Local Data to Inform Planning resource further enhances understanding by explaining the importance of using local data to inform the LCAP and identifying instances where local data is included in the example goals. The Goal Development Resource provides an optional checklist that LEAs may use to support the development of well-written goals. The Engaging Educational Partners resource provides an overview of the LCAP educational partner engagement requirements and then provides example responses to the prompts within the section. As well as explaining why the responses are well-written, the Engaging Educational Partners resource connects to the example goals to demonstrate how feedback provided by educational partners informs the goals and actions within the LCAP. The Increased or Improved Services Resources provide an overview of the requirement to increase or improve services for student who are foster youth, English learners, and low-income students; provide example responses to the prompts within the section that connect to the example goals; and identify why the responses are well-written.

The CDE thanks our partners at the R15 CC for their assistance in developing the Resources. It is our sincere hope that the Resources will be of value to LEAs and educational partners throughout the state and will assist LEAs in communicating their plans for improving outcomes for students in a meaningful and engaging way.

## Attachment(s)

* Attachment 1: Local Control and Accountability Plan – Overview of Goals (4 pages)
* Attachment 2: Examples of Well-Written Goals (27 pages)
* Attachment 3: Using Local Data to Inform Planning (3 pages)
* Attachment 4: Local Control and Accountability Plan – Goal Development Resource (3 pages)
* Attachment 5: Engaging Educational Partners (14 pages)
* Attachment 6: Increased or Improved Services Resources (17 pages)