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Template and Instructions

THE TEMPLATE AND INSTRUCTIONS FOR THE
ANNUAL UPDATE AND LOCAL CONTROL AND
ACCOUNTABILITY PLAN TEMPLATES

FEBRUARY 2, 2021



Webinar Series

TUESDAYS @ 2

- 2/2: LCAP and Annual Update Templates and Instructions for the 2021-22 School Year
- 2/9: Developing Focus Goals and Maintenance Goals for the LCAP

THURSDAYS @ 3

- 2/4: Developing Broad Goals for the LCAP
- 2/11: The CA School Dashboard Local Indicator Process for 2021–22
- 2/18: Data and the LCAP, Part 2

Availability of Templates

- Approved LCAP Template:
<https://www.cde.ca.gov/re/lc/documents/lcaptemplate2020rev.docx>
- LCAP Expenditure Tables Template:
<https://www.cde.ca.gov/re/lc/documents/lcapexpendituretable.xlsx>
- Approved LCAP Annual Update Template:
<https://www.cde.ca.gov/re/lc/documents/lcapannuupd2021rev.docx>
- eTemplate – anticipated launch by March 1, 2021

Purpose

- To review the Local Control and Accountability Plan (LCAP) development requirements
- To provide an overview of the
 - Annual Update template and instructions for use in developing the 2021–22 LCAP
 - The LCAP template and instructions for the 2021–22 through 2023–24 LCAP cycle

Framing the LCAP

A TOOL TO SET GOALS, PLAN ACTIONS, AND LEVERAGE RESOURCES TO IMPROVE STUDENT OUTCOMES

The Local Control and Accountability Plan

- LEAs are required to develop, adopt, and annually update a three-year LCAP using a template adopted by the California State Board of Education (SBE)
- The LCAP must include a description of the annual goals to be achieved for each student group for each state priority and for any local priorities identified by the local governing board or body of the school district or COE, or in the charter school petition
- The LCAP must include an annual review of the effectiveness of the goals, actions, and services from the prior year

Framing the LCAP (1)

The LCAP development process serves three distinct, but related functions:

- Comprehensive Strategic Planning
- Meaningful Stakeholder Engagement
- Accountability and Compliance

Continuous Improvement and Compliance

- Two sides of a coin: one is about achieving better results and the other is about documenting those results
- Primary beneficiaries of compliance are the same beneficiaries of our continuous improvement efforts - students
- Compliance is not about executing a process without deviations



Sections of the LCAP

- Budget Overview For Parents
- Annual Update and Instructions (for the 2021–22 LCAP only)
- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students
- Expenditure Tables

Reminders

- The prompts in the LCAP Template are required to be written in a way that is understandable and accessible to parents.
- The Instructions provide technical information for local educational agencies (LEAs) to complete the template properly.
 - Instructions have the full force of the law and supersede the prompts.
 - LCAP approval criteria include adherence to the template
 - Instructions are part of the template and must be included when posting the LCAP

What Data Do We Use?

- In the absence of state and local indicators within the California School Dashboard (Dashboard), LEAs will need to use
 - available state data;
 - available local data; and
 - stakeholder input

Approval Criteria

For Districts and COEs

- The LEA has adhered to the template **and** has followed the instructions for completing the template
- The LEA budget for the fiscal year includes expenditures that are sufficient to implement the actions in the LCAP
- The LEA has demonstrated how it is meeting its requirement to increase or improve services for students who are low-income, English learners, or foster youth

LCAP Process

Development Phase

- Engaging stakeholders
- Data analysis and reflection process
- Writing the plan

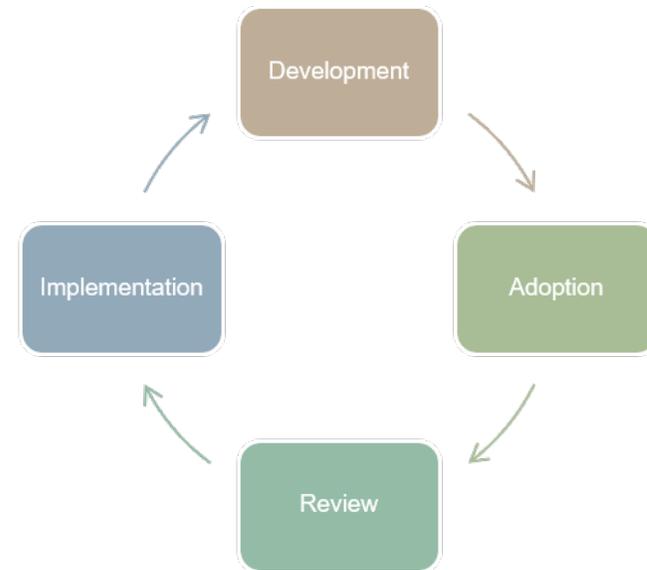
Adoption Phase

- Public Hearing, to solicit public input
- Public Meeting, to adopt the LCAP, the budget, and report on local indicators

Review and Approval Phase

Posting

Implementation Phase



Posting Order

- Components of LCAP
 - Budget Overview for Parents
 - 2019–20 and 2020–21 Annual Update (with Instructions)
 - Plan Summary
 - Stakeholder Engagement
 - Goals and Actions
 - Increased or Improved Services for Foster Youth, English Learners, and Low-income students
 - Expenditure Tables
 - LCAP Template Instructions

Additional Information (1)

- For additional information please see
 - Introduction to the Local Control Funding Formula PowerPoint, available at <https://www.cde.ca.gov/fg/aa/lc/documents/tues2introlcff.pptx>
 - Stakeholders and the 2021–22 LCAP PowerPoint, available at <https://www.cde.ca.gov/fg/aa/lc/documents/tues2stake2122lcap.pptx>

Annual Update Template

FOR 2019–20 AND 2020–21

2019–20 and 2020–21 Annual Update

On September 16th, 2020, Senate Bill (SB) 820 was signed into law. Among other things, Section 57 of SB 820 required that the State Superintendent of Public Instruction, in consultation with the executive director of the California State Board of Education, update the template and instructions for the Annual Update of the 2021–22 Local Control and Accountability Plan (LCAP) to include both the Learning Continuity and Attendance Plan (Learning Continuity Plan) and the 2019–20 LCAP by January 31, 2021.

The revised Annual Update template and instructions was released on January 25, 2021.

Components

- Annual Update for the 2019–20 Local Control and Accountability Plan Year
- Annual Update for the 2020–21 Learning Continuity and Attendance Plan
- Overall Analysis of the 2019–20 LCAP and the 2020–21 Learning Continuity and Attendance Plan

2019–20: Goals

Goal 1

[Describe goal here]

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities Here]

Local Priorities: [Add Local Priorities Here]

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019–20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

2019–20: Annual Measurable Outcomes

Annual Measurable Outcomes

Expected	Actual
[Add expected outcome here]	[Add actual outcome here]
[Add expected outcome here]	[Add actual outcome here]

For each goal in 2019–20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019–20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

2019–20: Actions / Services

Actions/Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
[Add planned action/service here]	[Add budgeted expenditures here]	[Add actual expenditures here]
[Add planned action/service here]	[Add budgeted expenditures here]	[Add actual expenditures here]

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

2019–20: Goal Analysis (1)

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

[Add text here]

If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019–20 LCAP.

2019–20: Goal Analysis (2)

A description of the successes and challenges in implementing the actions/services to achieve the goal.

[Add text here]

Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

2020–21: Action Tables

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
[Description of the action]	[\$0.00]	[\$0.00]	[Y/N]
[Description of the action]	[\$0.00]	[\$0.00]	[Y/N]

In the table, identify the planned actions and the budgeted expenditures to implement actions related to [blank] and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

2020–21: Substantive Differences

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

[Add text here]

Describe any substantive differences between the planned actions and/or budgeted expenditures for [blank] and what was implemented and/or expended on the actions, as applicable.

2020–21: Analysis (1)

A description of the successes and challenges in implementing in-person instruction in the 2020–21 school year.

[Add text here]

- The instructions for the various analysis prompts require the following language:
 - Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing [blank] in the 2020–21 school year, as applicable.

2020–21: Analysis (2)

- However, note that the instructions for each analysis prompt contain requirements that are specific to the component being addressed.

2020–21: Overall Analysis (1)

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020–21 have informed the development of goals and actions in the 2021–24 LCAP.

[Add text here]

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020–21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

2020–21: Overall Analysis (2)

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

[Add text here]

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low-income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

2020–21: Overall Analysis (3)

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

[Add text here]

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations, Title 5 (5 CCR) Section 15496*, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement.

Overall Analysis of 2019–20 and 2020–21

A description of how the analysis and reflection on student outcomes in the 2019–20 LCAP and the 2020–21 Learning Continuity and Attendance Plan have informed the development of the 21–22 through 23–24 LCAP.

[Add text here]

- Describe how the analysis and reflection related to student outcomes in the 2019–20 LCAP and 2020–21 Learning Continuity and Attendance Plan have informed the development of the 2021–22 through 2023–24 LCAP, as applicable.

Plan Summary

Plan Summary - Purpose

- A well-developed Plan Summary section provides a meaningful context for the LCAP.
- This section provides information about an LEA's community as well as relevant information about student needs and performance.
- In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Plan Summary Components

- General Information
- Reflections: Successes
- Reflections: Identified Need
- LCAP Highlights
- Comprehensive Support and Improvement (CSI) Prompts

General Information

- This section will describe the LEA's students and community.
- Information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes

- Based on a review of available state and local data, including input from stakeholders (teachers, principals, administrators, other school personnel, local bargaining units*, parents, and pupils), the LEA reports on the progress for which it is most proud of and explains how it plans to maintain or build upon that success.

*Note: Charter schools are not required to consult with local bargaining units

Reflections: Identified Need

- For the 2021–22 LCAP reflections on identified needs should be based on a review of available state and local data, including input from stakeholders (teachers, principals, administrators, other school personnel, local bargaining units*, parents, and pupils).
- LEA identifies the steps that are being planned to take to address these areas of need.
- Other needs may be identified using data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

*Note: Charter schools are not required to consult with local bargaining units

LCAP Highlights

- Identify and briefly summarize the key features of this year's LCAP

CSI Summary in LCAP

1. Identify the schools within the LEA that have been identified for CSI
2. Describe how the LEA is supporting the identified schools to develop the CSI plans
3. Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement

Stakeholder Engagement

STAKEHOLDER ENGAGEMENT SECTION

Stakeholder Engagement - Purpose

- Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process.
- Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (California *Education Code (EC)* Section 52064(e)(1)).
- Stakeholder engagement is an ongoing, annual process.

Purpose (2)

- This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP.
- The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement.
- LEAs are encouraged to keep this goal in the forefront when completing this section.

Summary of Stakeholder Process

Prompt 1 A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP

Instructions Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA.

Summary of Feedback

Prompt 2	A summary of the feedback provided by specific stakeholder groups
Instructions	Describe and summarize the stakeholder feedback provided by specific stakeholders.

Description of Aspects

Prompt 3:

A description of the aspects of the LCAP that were influenced by specific stakeholder input

Instructions:

- A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

Additional Information (2)

- For additional information please see
 - Stakeholders and the 2021–22 LCAP PowerPoint, available at
<https://www.cde.ca.gov/fg/aa/lc/documents/tues2stake2122lcap.pptx>

Goals and Actions

Goals and Actions - Purpose

- Communicate to Stakeholders:
 - What an LEA plans to accomplish;
 - What an LEA plans to do in order to accomplish the goal;
 - How an LEA will know when it has accomplished the goal.
- A goal should be aligned with its metrics, expected outcomes, and actions.
- A goal can be focused on the performance of all students, a specific student group(s), narrowing performance gaps, or the implementation of programs and strategies to improve student outcomes.

Goals and Actions - Components

- Goal description and “why”
- Measuring and Reporting Results
- Actions
- Goal Analysis
 - NOTE: Not to be used for 2021–22; this component will be used to analyze each goal as part of the development of the 2022–23 LCAP
- Expenditure Tables

Description and “Why”

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]

Prioritizing LCFF Priorities/Goals

- To approach the planning process differently, the instructions specify that LEAs should prioritize the state priorities within the planning process and consider its performance on available state and local data and stakeholder input in determining how to prioritize the specific actions and expenditures.
- LEAs must continue to track progress of metrics in all LCFF priorities, as applicable

Types of Goals

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** 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.

Measuring and Reporting Results

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

What Data Do We Use for 2021–22?

In the absence of state and local indicators within the California School Dashboard (Dashboard), LEAs will use **available state and local data and stakeholder input** to

- inform the review of progress for the 2019–20 and 2020–21 school years
- identify needs
- identify metrics, baselines, and desired outcomes for goals
- determining whether or not actions identified as contributing to the increased or improved services in the 2017–2020 LCAP were effective as expected, as applicable

Metrics and Outcomes vs Actions

- A metric indicates the unit of measurement for an expected outcome.
- An action is something that is done to cause the expected outcome.
- Example:
 - Metric: Suspension Rate as a Percentage
 - Expected Outcome: Reduce by 5%
 - Action: Staff Training in PBIS

Actions vs Metrics and Outcomes

- Measuring is not an Action:
 - Measure student performance on reading comprehension (Not an action – measuring)
- Actions are not Outcomes:
 - Implement a new reading program (Not an outcome)

Yearly Outcomes (1)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

Yearly Outcomes (2)

Yearly Outcomes will be completed as part of analyzing progress towards the goal in the coming years.

For the 2021-22 LCAP the Yearly Outcomes will be left blank.

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the expenditure 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 expenditure 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]



English Learner Programs in the LCAP

- The instructions specify that LEAs that have a numerically significant group of English learners, must include actions/services related to, at a minimum, its EL language acquisition programs, and professional development activities related to English learners in the LCAP.
 - LEAs will continue to report progress on EL metrics.

Goal Analysis

Goal Analysis should be left blank for next year analysis.

Additional Information (3)

- For additional information please refer to the Data and the 2021-22 LCAP PowerPoint at <https://www.cde.ca.gov/fg/aa/lc/documents/thurs3data1cap1.pptx>

Expenditure Tables

REPORTING

Expenditure Table Requirements

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

See the LCAP Instructions for details on completing the Expenditure Tables.

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

Purpose of the Section

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements.

- Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input.
- An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Increased or Improved Services (1)

- Prompt 1. Provide Justification for “Wide” Services
- Prompt 2. Describe Increase or Improvement in Services
 - Must seek to address one or more specific identified needs of students who are low income or English learners or foster youth
 - Over and above what is done for all students
 - To improve services means to grow services in quality
 - To increase services means to grow services in quantity
 - Must include LCFF funding

Increased or Improved Services (2)

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the expenditure 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 expenditure 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]

Contributing Actions

Two Kinds of Contributing Actions (Scope)

- Limited (provided only to unduplicated pupils)
- “Wide” (LEA wide, districtwide, schoolwide, charterwide, countywide)
 - Required for “Wide” Actions/Services: “Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the [LEA’s] goals for its unduplicated pupils in the state and any local priority areas, as applicable.”
 - Note that there are additional requirements for School Districts within the instructions

Principally Directed and Effective

1. Needs, Conditions, Circumstances
2. Action
3. Measurable Outcomes

1. What specifically are we trying to accomplish?
2. What change might we introduce and why?
3. How will we know that a change is actually an improvement?

Conclusory Statements

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

Ex: “This action is principally directed towards and effective in meeting the needs of our unduplicated students.”

Enrollment is not a Justification (1)

Simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

Enrollment is not a Justification (2)

Example: “Because of our high percentage of enrollment of unduplicated students, these actions are invariably principally directed towards and effective in meeting goals for unduplicated students.”

“Because of our high percentage of enrollment of unduplicated students, these actions will invariably improve outcomes for unduplicated students.”

Instructions – “Wide” Actions (1)

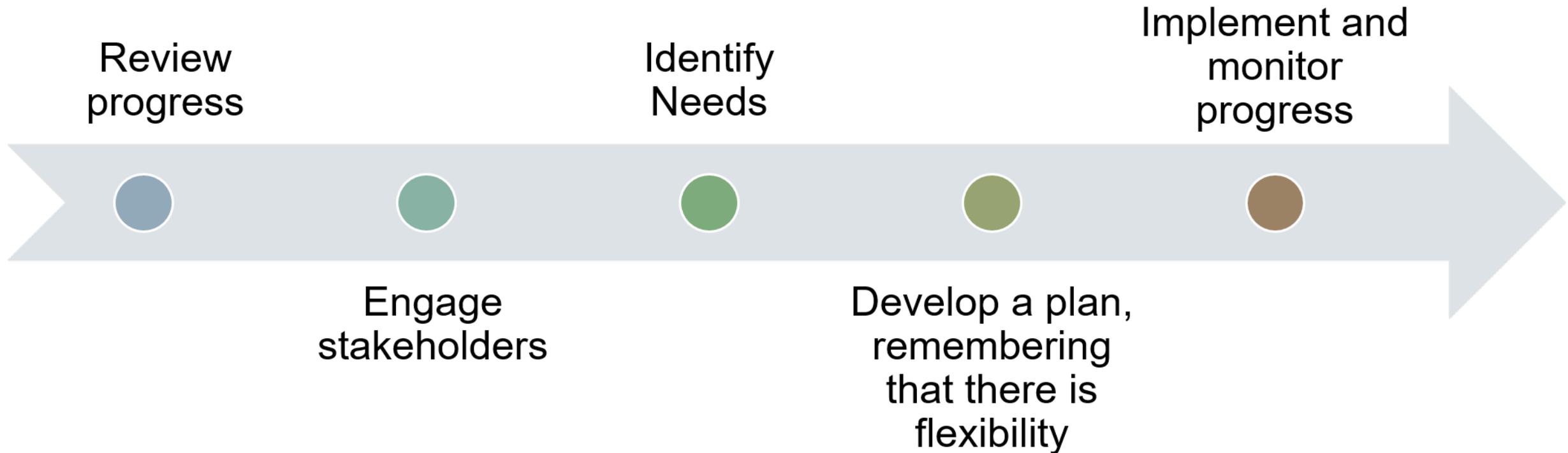
“For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.”

Additional Information (4)

- For additional information please refer to the Increasing or Improving Services for Students who are Low-Income, English Learners, and Foster Youth PowerPoint at <https://www.cde.ca.gov/fg/aa/lc/documents/thurs3incrorimpr.pptx>

Closing Thoughts

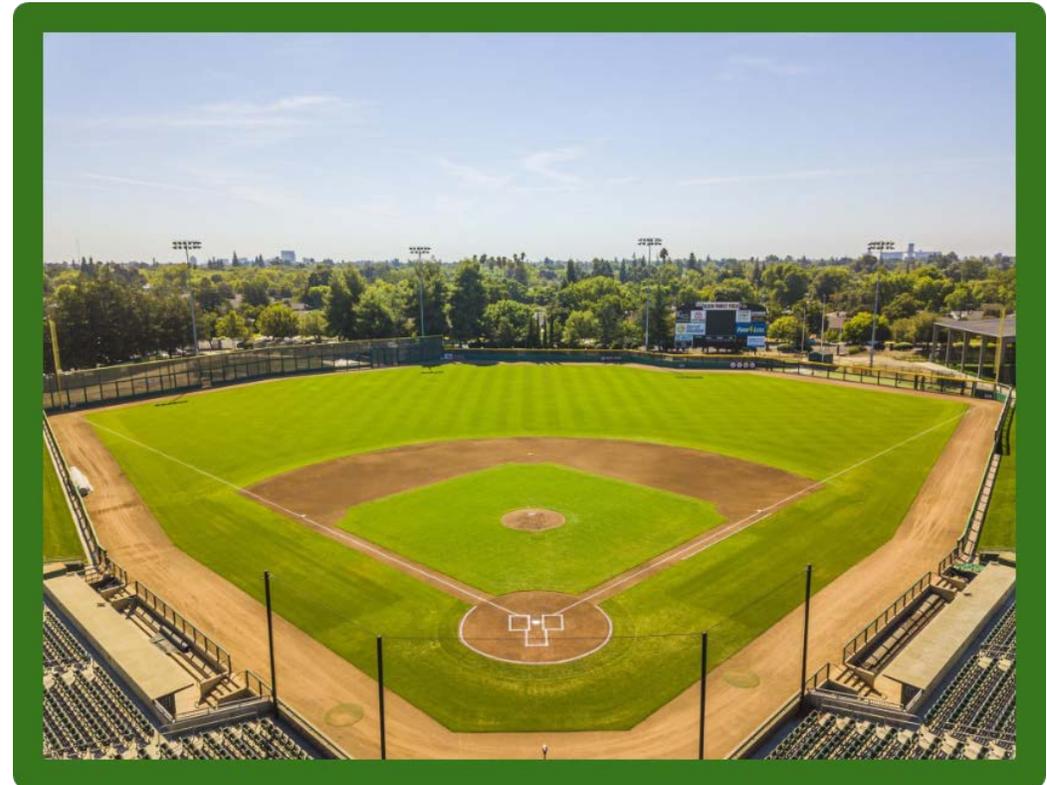
The Through-line



*See [Addendum 1](#) for descriptive text

Primary Beneficiaries: Students

- Continuous Improvement seeks to achieve better results
- Compliance documents those results
- Compliance is not about executing a process without deviations



Upcoming Webinars

TUESDAYS @ 2

- 2/9: Developing Focus Goals and Maintenance Goals for the LCAP

THURSDAYS @ 3

- 2/4: Developing Broad Goals for the LCAP
- 2/11: The CA School Dashboard Local Indicator Process for 2021-22
- 2/18: Data and the LCAP, Part 2

Questions

- If you have any questions, please contact the Local Agency Systems Support Office at LCFF@cde.ca.gov
- Tuesdays @ 2 webpage:
<https://www.cde.ca.gov/fg/aa/lc/tuesdaysat2.asp>

Addendum 1

A large arrow pointing from left to right with 5 colored circles (blue, aqua green, green, olive green, and brown) in the middle that illustrates how the process should be implemented in chronological order. First is “Review progress”. Second dot is “Engage stakeholders”. Third dot is “Identify Needs”. Fourth dot is “Develop a plan, remembering that there is flexibility”. Fifth dot is “Implement and monitor progress”.