## Attachment 1: Summary of Feedback Received Related to the Proposed Revisions to the Local Control and Accountability Plan and Annual Update Template and Instructions and Requirements for the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Senate Bill 98 (2020) and Assembly Bill 130 (2021) amended California *Education Code* (*EC*) sections 42238.07 and 52064 to require specific revisions of the Local Control and Accountability Plan and Annual Update (LCAP) template and instructions. Additionally, Section 124 of AB 130 requires the State Board of Education (SBE) to adopt a one-time supplement template to the Annual Update to the 2021–22 LCAP (2021–22 Supplement) on or before November 30, 2021. Following the September 2021 meeting of the SBE, the California Department of Education (CDE) revised the draft templates and instructions and solicited additional input from the LCAP Advisory Group and educational partners throughout the state.[[1]](#footnote-1) This attachment provides a summary of the feedback received related to the revisions required by SB 98 and AB 130, the CDE’s recommendation to replace the “stakeholder” with a like term, and the required 2021–22 Supplement template and instructions.

### Requirement to Include Specific Goals in the Local Control and Accountability Plan

In order to create a clear connection between a local educational agency’s (LEA’s) performance and the planning process that is memorialized in the LCAP, SB 98 updated the LCAP statute to require goals focused on improving student outcomes of low-performing student groups and schools when specific conditions are met. The legislative intent of these requirements is two-fold: first, to ensure that LEAs are addressing the needs of consistently low-performing student groups; and second, to ensure that higher performing LEAs are addressing the needs of low-performing schools within the LEA.

Feedback from statewide educational partners centered around the need for additional clarification related to the criteria for identifying LEAs that will be required to include a specific goal, clarity related to what the specific goals must include, and a desire to see applicable low-performing student groups and/or schools identified in the LCAP.

In response to this feedback, the LCAP instructions related to these requirements were revised to provide greater specificity about what must be addressed within the required goals. In addition, instructions were added to the Identified Needs prompt within the Plan Summary of the LCAP requiring that LEAs identify if they are required to include a goal and the student groups or schools that lead to this requirement.

In addition, the CDE’s Analysis, Measurements and Accountability Reporting Division provided an October 2021 information memorandum to the SBE related to the identification of low-performing student groups, pursuant to *EC* Section 52064(e)(6)(A) and low-performing schools, pursuant to *EC* Section 52064(e)(6)(B). (<https://www.cde.ca.gov/be/pn/im/documents/oct21memoamard02.docx>)

### Requirement to Calculate Carryover

*EC* Section 52064(b)(8) requires the LCAP Template be revised to include the following:

* A calculation of the total difference between the total budgeted expenditures of planned actions and the total estimated actual expenditures for those actions.
* A determination of the total percentage point difference, if any, between the total planned qualitative improvements based on the planned specific actions reported in the LCAP and the total actual qualitative improvements for those actions reported in the LCAP, as applicable.
* A description of the actions and expenditures to be implemented using any carryover, including a demonstration that the planned uses of those funds satisfy the requirements for specific actions to be considered as contributing toward meeting the increased or improved services requirement, as applicable to the LEA.

Feedback from statewide educational partners indicated a need for greater clarity within the instructions related to how LEAs might calculate the required percentage of planned qualitative improvements, a desire for calculations being performed within the Action Tables to be provided within the instructions, and clarification related to carryover requirements.

To address this feedback the CDE proposes:

* Revising the Contributing Actions Annual Update Table to better align with the statutory requirements for the calculations required under *EC* Section 52064(b)(8).
* Revising the Increased or Improved Services section to align to terminology used in the Budget Overview for Parents, to identify the amount of the additional Local Control Funding Formula (LCFF) Concentration Grant add-on, and to provide both the projected percentage to increase or improve services for the coming school year and the proportional LCFF carryover percentage, which together amounts to the LEAs total percentage to increase or improve services for the coming school year. LEAs may meet the proportional obligation of carryover either quantitatively or qualitatively pursuant to *EC* Section 42238.07 and Section 15496 of Title 5 of the *California Code of Regulations*, consistent with the annual requirement to increase or improve services for unduplicated students in proportion to the increase in funding generated by those students.
* Revising the LCAP template instructions to provide an example of how an LEA might calculate the percentage of planned qualitative improvements, and providing additional guidance as part of statewide trainings.

### Requirement to Use Concentration Grant Add-on

The 2021–22 budget provided LEAs with an additional 15 percent concentration grant add-on to hire additional school level staff in schools with greater than 55 percent enrollment of students who are foster youth, English learners, and low-income. AB 130 amended the LCAP template statute to ensure that an LEA receiving the increased concentration grant add-on is providing a clear demonstration of how it is using the additional funding to increase the number of staff providing direct services to students at schools within the LEA that have an enrollment of students who are low-income, English learners, and/or foster youth that is in excess of 55 percent as compared to school campuses with less than 55 percent unduplicated pupil enrollment.

Feedback from statewide educational partners included a variety of proposed tables to clearly report on staff-to-student ratios at school sites, a desire for additional guidance or instructions in instances where the amount of the additional concentration grant add-on is not sufficient to provide additional staff or where an LEA does not have comparison schools from which to describe how it is using the additional concentration grant add-on, and clarification as to the staff and students to be used in identifying the required staff-to-student ratios.

Based on this feedback a table has been included in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income students section to enable LEAs to articulate staff-to-student ratios as applicable to the LEA. The instructions for this prompt have also been revised to address instances where the amount of the additional concentration grant add-on is not sufficient to provide additional staff, instances where an LEA does not have comparison schools, and instructions as to the staff and students to be used in identifying the required staff to student ratios.

### One-Time Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Subsection (a) of Section 124 of AB 130 requires the SBE to adopt a one-time Supplement on or before November 30, 2021. Subsection (e)(1) of Section 124 of AB 130 requires LEAs to use the 2021–22 Supplement to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before

February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA.

Feedback from statewide educational partners requested clarification related to the reporting requirements for the 2021–22 Supplement as well as of the meaning of the phrase “funds provided through the Budget Act of 2021 that were not included in the LCAP.”

In response to this feedback the CDE sought clarification as to the intent and meaning of the requirements for the 2021–22 Supplement and has revised the instructions based upon this information that was received. The instructions also clarify the reporting requirement for LEAs and provide LEAs flexibility to refer to other planning documents to reduce duplication of effort.

### Replacing the term “Stakeholder” throughout the Local Control and Accountability Plan Template and Instructions

Based on feedback received from some Native American communities that they find the use of the term “stakeholder” offensive, the CDE is recommending that, throughout the templates and instructions for the LCAP and the 2021–22 Supplement, the term “stakeholder” be replaced with the term “educational partners” when referring to the stakeholder groups that LEAs are required to engage with in developing the LCAP, pursuant to *EC* sections 52060(g), 52066(g), and 47606.5.

The term “educational partners” is being recommended based on input received via emails and letters, statewide webinars, and a statewide survey administered by the CDE. The survey, which was available from October 4, 2021, through October 14, 2021, and received 649 responses, asked respondents to rank four proposed terms in order of preference as well as providing an option for proposing additional terms. Of the proposed terms, “educational partners” was the most preferred.

Attachments 5: Final Draft of Proposed Revisions to the Local Control and Accountability Plan and Annual Update Template and Instructions, and Attachment 6: Final Draft of the Proposed Template and Instructions for the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan are reflective of this recommendation.

### Responding to State Board of Education Feedback

At its September 2021 meeting the SBE requested that the CDE identify areas to reduce duplication of effort and the length of the plan. In response to this request, the information provided in the action tables was consolidated to reduce the number of tables being proposed in the revised template. In addition, the CDE proposes to remove the following instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section of the LCAP:

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

The CDE proposes to remove this requirement to reduce the length of the plan and in light of the fact that *EC* sections 52065(a)(1), 52065(b)(1), and 47606.5(h) require LEAs to post any LCAP adopted by the local governing board or body of the LEA.

The CDE will continue to evaluate the LCAP template and instructions within the future years to identify other areas in which the LCAP might be streamlined.

1. Throughout this Attachment the stakeholder groups that LEAs are required to engage with in developing the LCAP, pursuant to *EC* sections 52060(g), 52066(g), and 47606.5 will be referred to using the term “educational partners.” Please see pages four and five of this Attachment for additional information. [↑](#footnote-ref-1)