

Local Control and Accountability Plan  
Process Pointers

**ALIGNMENT and ORGANIZATION**

The LCAP is designed so that the goals are derived from needs assessments and data analysis. The outcomes are designed around metrics that will demonstrate movement toward attainment of the goal. Actions and services are then described that will move the district toward the desired outcomes. Finally, resources are allocated to align with prioritized needs.

To determine if the basic building blocks of alignment are in place, the LCAP Leadership Team should ask the following questions:

- Do our goals address the areas of need determined through the examination of data and other information?
- If the Expected Annual Measurable Outcomes are achieved will the district be closer to achieving the desired goals?
- If the actions and services are implemented successfully will the Expected Annual Measurable Outcomes be met?
- Are the highest priority actions/services adequately resourced to enable successful implementation?

Additional Considerations:

1. *Addressing the Opportunity Gap:*

- Is all data disaggregated by significant student groups?
- Have all students been considered?
- Are the Expected Annual Measurable Outcomes (EAMO) written to close the achievement gap?

2. *Creating a readable LCAP:*

- Are the EAMOs all measurable? And is the data available?
- Are the EAMOs and the actions numbered or lettered so that they are easy to refer to when discussing the LCAP with stakeholders?
- Have redundancies been eliminated?
  - Actions/services only need to be included with the goal they are most strongly linked to. If you need to refer to them in other goals just refer to the action #, don't rewrite the whole action
  - Since the metrics are already included in the EAMOs, they don't need to be mentioned again within the actions/services.
  - Only list the priorities that are most strongly included within the goal and actions.
- Have acronyms and educationese been eliminated? (or at least minimized and explained). If necessary include a glossary or acronym list.

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### 3. *Ensuring the message is clear:*

- Do the goals and actions/services clearly describe what the impact or value is for the students? (Are they student centered or adult centered)
- Do the actions listed truly describe an action or service for the students?
- Don't include "plans to plan", descriptions of process, or laundry lists of examples.
- Is the base program explained so that it is clear how some actions/services are supplemental to the base program?
- Do the actions and expenditures show a thoughtful progression over the three years of the plan? If year 1 is successfully implemented, what would be the next steps for Year 2 and 3, and what would be the changes in budget to reflect that?