

1. The governance team prepares for effective planning.

- Review district or county policy regarding planning. (See CSBA Sample Board Policy 0400)
- Determine the scope of stakeholder involvement.
- Develop a planning process that is:
 - Consistent with district or county policy
 - Meets state requirements
 - Will address the 8 state priority areas for districts / 10 state priority areas for county offices
 - Addresses local priorities

2. The board gives guidance and support to the superintendent in implementing the planning process.

- The board sets a target date for the completion of the planning process.
 - It is recommended that Parent Advisory Committees and English Learner Parent Advisory Committees be involved throughout the planning process of the LCAP.

3. The board reviews the draft plan to ensure the plan:

- clearly identifies and prioritizes student achievement needs for all appropriate subgroups
- establishes challenging but achievable goals for all appropriate subgroups
- establishes clear measurable indicators for measuring progress towards goals
- proposes overarching strategies that are likely to yield the desired result

Resources to assist in planning:

- A. Integrating LCFF and LCAP into the governance planning calendar
- B. State Board of Education template of the LCAP (coming March 2014)
- C. [LCFF: What Governing Board Members Need to Know Now](#)
- D. [State Priorities for Funding: The Need for Local Control and Accountability Plans](#)
- E. [Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies](#)
- F. [CSBA Sample Board Policy 0400](#)

The board can be confident that they have effectively planned when:

1. Planning process was shared with the board.
2. The process was data driven.
3. The LCAP addresses all state priority areas, as well as local priorities.
4. The LCAP is consistent with district mission and beliefs.
5. All appropriate student subgroups have been included in the LCAP.
6. The LCAP is aligned with the budget.